**Racial Imbalance Advisory Council Meeting**

**Monday, December 4, 2023**

10:00-11:30am

Hybrid: Online Remote Participation (Zoom)

**Council Chair:** **Council Members in Attendance:** Cleonie Mainvielle; Darlene Spencer; Julia Jarquin; Lamikco T. Magee, M.Ed., J.D.; Lateefah Franck; Laurie Hunter, Ph.D.; Marieme Ngom; Matt Brunell, J.D.; Monica Roberts; Raul Fernandez, Ed.D.; Renée Heywood, Ph.D.; Jessica S. Samuel, Ph.D.

**Welcome & Agenda Overview**

* November meeting minutes are approved with 1 abstention due to absence.

**Data & Report Overviews & Discussion**

* DESE provided data is pulled from Profile which is self-reported from districts & families.
* It would be helpful to also understand how the overall student enrollment trend changed over the past few years and the factors that have contributed to these changes.
* Based on the two metrics the council discussed at the November meeting, all are in favor of adopting metrics from *The School Integration in Massachusetts: Racial Diversity and State Accountability Report* (Dr. Jack Schneider, University of Massachusetts Lowell) and will use DESE-available data/information to make recommendations based on what is/isn’t available.
	+ Intensely segregated non-white schools= 90%+ BIPOC
	+ Segregated non-white schools= 71%-89% BIPOC
	+ Racially diverse schools= 70%+ (BIPOC; but no more than 70% belonging to once race/ethnicity) & 25%+ white
	+ Segregated white schools: 71%-89% white
	+ Intensely segregated white schools= 90%+ white
* The council will need to keep an open mind since these metrics do not reflect the metrics in the Massachusetts General Law, which are outdated.
	+ What power does the council have to make recommendations in line with the law so that future policy and reports can be referenced with updated metrics? Can a recommendation be made to the legislature?
	+ How does the council ensure that the metrics used has some context within the law?
* Charter schools have a higher percentage of BIPOC teachers. A reason is that they do not have to go through the hurdles of obtaining certification, but the tradeoff is that they receive lower pay than compared to public school teachers.
* It’s important to note that diversity may only be seen in certain categories. The pockets of diversity visible/excluded from certain categories. The catch-all nonwhite term- BIPOC- requires distinctions to be made.
	+ According to a UCLA Civil Rights Report, schools with 81-100% Black & Latino enrollment, more than three-quarters of students are also enrolled in schools where more than 70% of students live in poverty – schools with traditionally fewer educational resources and lower student outcomes. Black and Latino communities face double segregation.
	+ It will be helpful to overlay the data provided with 2020 census information for geographic context to understand SES intersections since wealthy communities may lack low-income student but are technically diversifying. It may make sense to pull out the Asian population.
* What if the council were to adjust the 70% from the report to 60%?
	+ The 70% amount feels less secure. The level of flexibility already present in Schneider rubric is sufficient and should not be adjusted.
* The council should think about what each category designation does/what it represents. Is it a matter of equity and what each category has access to?
	+ The council’s work may simply be shedding lights on the gaps and placing accountability on those who have the levers.
	+ The council should change some of the language so that it is racially inclusive.

**Closing & Next Steps**

* Next meeting: Monday, February 5th from 9:30-11:00am
* DESE liaison to determine which office/centers determined the statistically insignificant amount and with the data team for the requested data (ideally formatted: column A: all schools in MA; column B: type of school (charter, vocational); column C: type of school by Schneider designation; column D: % of non-white student pop; column E: % of white student pop; column F: % of African American Plus Hispanic student pop.; column G: State Accountability Percentile (1-99); column H: % of non-white teachers; column I: low-income population)
	+ STUDENT DATA
		- Student Demographics
		- Graduation Rates
		- Grade Retention
		- Dropout Rates
		- MCAS
		- SAT Score
		- AP Access
		- Higher Ed Enrollment
		- Mobility Rates
		- Student Exclusions
		- Access to After School Programs/Opportunities to Stay Late with Teachers & Late Busses
		- Student Discipline
	+ EDUCATOR DATA
		- Educator Evaluation Data
		- Teacher Demographics (ideally in core [ELA, Science, SS, Math] subjects vs. Noncore subjects)
		- Coach Demographics
		- Teacher Salaries
	+ DISTRICT RESOURCES DATA
		- Per Pupil Expenditures
		- Technology
		- Facilities
		- Extracurriculars
		- Pathway programs
	+ DISTRICT/COMMUNITY STATISTICS DATA
		- School/district type
		- State Accountability Percentile (1-99)
		- Low-income population (possibly including census data)