

Beyond Desegregation

Understanding the Production of Racial Inequality

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Segregation is Increasing



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Toward a New Macro-Segregation? Decomposing Segregation within and between Metropolitan Cities and Suburbs

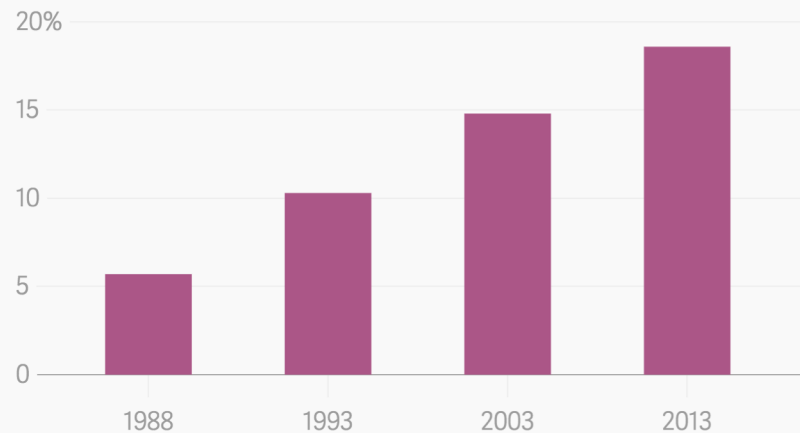
Daniel T. Lichter,^a Domenico Parisi,^b
and Michael C. Taquino^b

Table 1. Descriptive Statistics

	1990		2000		2010	
	Mean	SD	Mean	SD	Mean	SD
Spatial Assimilation Theory						
Ratio Minority/White Median HH Income	.65	.11	.69	.10	.69	.13
Ratio Black/White Median HH Income	.63	.12	.66	.12	.64	.16
Ratio Hispanic/White Median HH Income	.77	.12	.75	.10	.72	.11
Ratio Asian/White Median HH Income	.92	.24	.98	.22	1.04	.21
Place Stratification Theory						
Political Fragmentation	.80	.48	.79	.48	.85	.52
Minority Composition						
Percent Black	10.69	9.55	10.69	9.55	11.50	10.04
Percent Hispanic	7.58	11.63	10.70	13.80	14.22	15.43
Percent Asian	2.00	2.26	2.59	2.80	3.46	3.44
Ecological Context						
MSA population	837,928	1,657,449	965,976	1,854,024	1,070,035	1,974,802
Percent Foreign-Born	3.28	3.94	7.84	6.87	9.54	7.13
Percent Elderly	12.03	3.18	12.16	3.03	12.69	2.72
Functional Specialization						
Percent Manufacturing	16.54	6.64	13.46	5.84	10.55	4.40
Percent Military Population	1.93	4.85	1.25	3.42	1.01	2.57
Percent Government Employees	5.46	3.42	5.35	2.96	5.46	2.92

School Segregation is Increasing

US schools where the student body is 90%-100% nonwhite



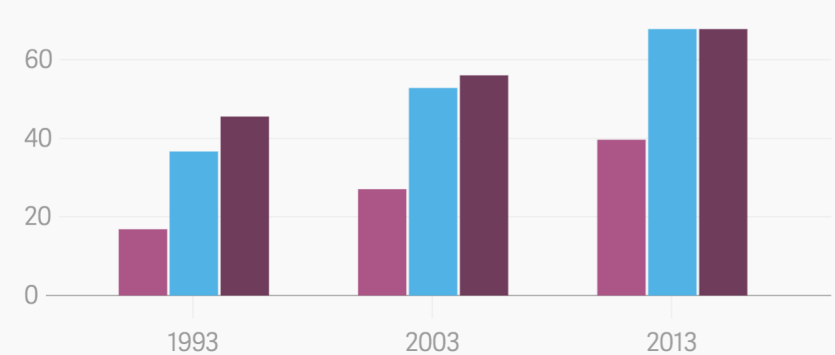
△ T L △ S | Data: Civil Rights Project UCLA

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Minorities are segregated by income in US public schools

■ White ■ Black ■ Latino

80% of student body that is low-income



△ T L △ S | Data: Civil Rights Project, UCLA; data is for average student of each race/ethnicity.

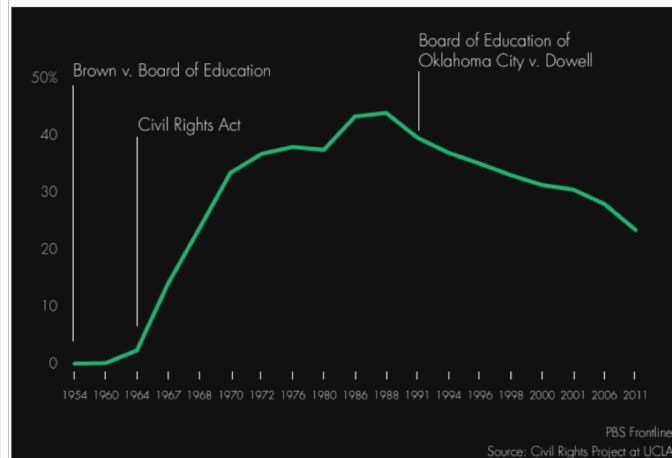
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School Segregation is Increasing

Long-run Impacts of School Desegregation & School Quality on Adult Attainments
Rucker C. Johnson
NBER Working Paper No. 16664
January 2011
JEL No. I00,I21,I28,J15

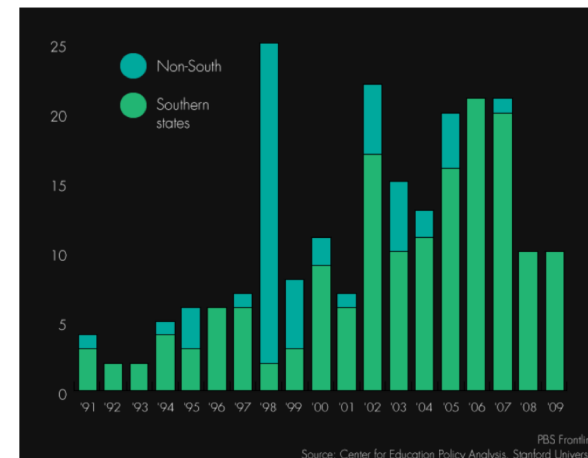
Gains achieved by black students in the south are gone

BLACK STUDENTS IN WHITE SCHOOLS IN THE SOUTH



Court oversight increasingly faded during the 2000s

SCHOOLS RELEASED FROM DESEGREGATION ORDERS



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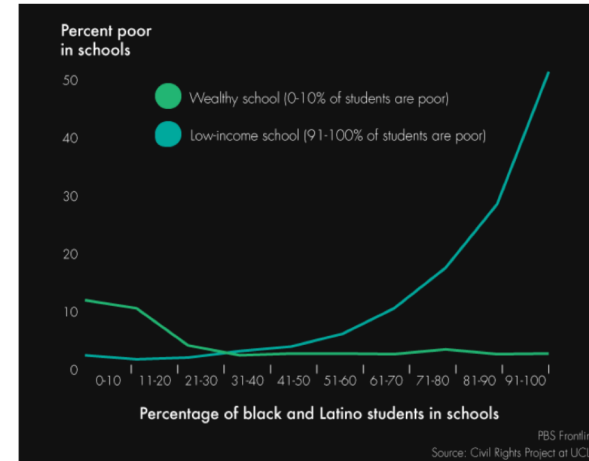
Whites have the least exposure to students of other races

EXPOSURE TO OTHER RACES AT SCHOOL, 2011-20



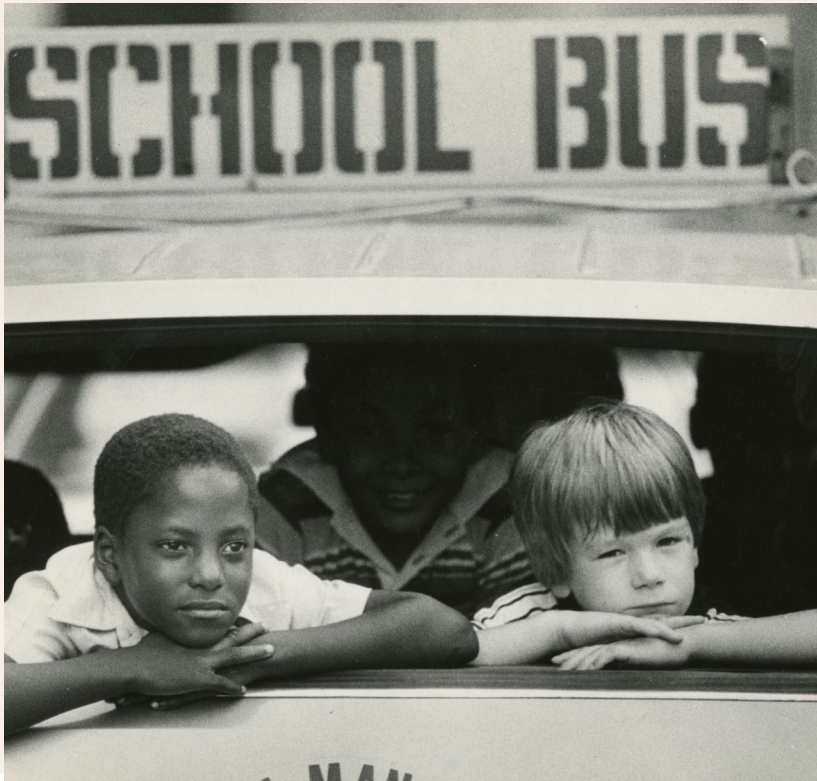
Segregation is as much about poverty as it is about race

MINORITIES IN POOR SCHOOLS VS. WEALTHY SCHOOLS



Segregation in Boston

Metropolitan Council for Educational Opportunity (METCO)
Founded in 1966 in Boston, Massachusetts



D.1. How many students participate in the program?

As of October 1, 2013, 3,317 students were enrolled in the Metco program. Of this number, 3,183 originate from the city of Boston; the remaining 134 come from Springfield

D.2. What is the racial breakdown of the program?

In the 2013-2014 school year the racial breakdown of Metco pupils is as follows:

Race	Percent	Count
African American	73.0%	2,421
Asian	2.8%	93
Hispanic	18.6%	617
Multi-Race	4.2%	140
Other	1.4%	46
Total	100%	3,317

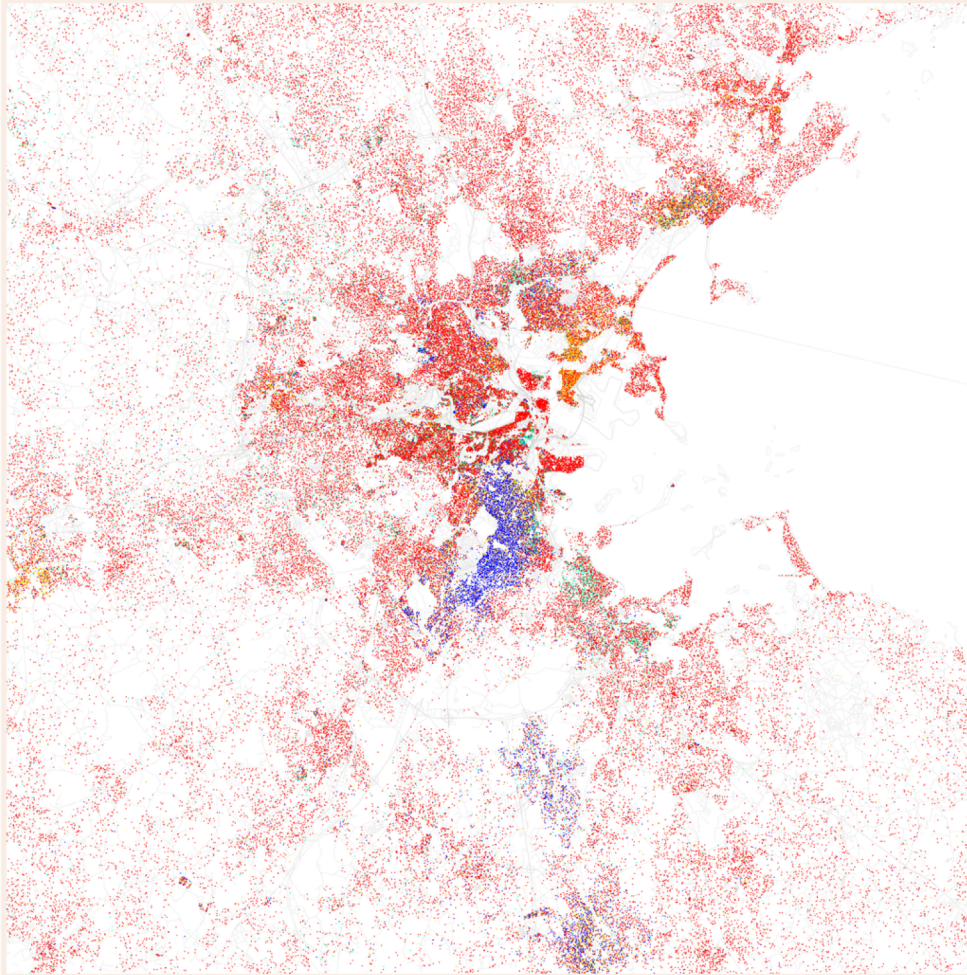
D.3. What is the racial breakdown of Metco 'receiving' communities?

Most Metco receiving districts are predominantly white. Nearly a quarter of the districts are greater than 90% white, with only five less than 70% white. Boston, the sending district for the vast majority of Metco students, is 35% African-American, 40% Hispanic, 14% White, and 9% Asian.

David Patterson, 8, and Chris Russell, 7, rode home from the first day at McKay School in East Boston in September 1979.
(STAN GROSSFELD/GLOBE STAFF/FILE 1979)

Source: <http://www.doe.mass.edu>

Segregation in Boston



Map of racial distribution in
Boston, 2010 U.S. Census.

Each dot is 25 people:

White, **Black**, **Asian**, **Hispanic**,
or **Other**

Upward Economic Mobility



- The primary dataset we have to measure opportunity is economic mobility by income.
- If opportunity were equal, anyone born in anywhere the income distribution would have an equal chance of landing anywhere else as adults. We know this is not true.
- In the United States, only 7.5% of children born into the bottom income quintile rise to the top, less than five times the chances of those born into it.

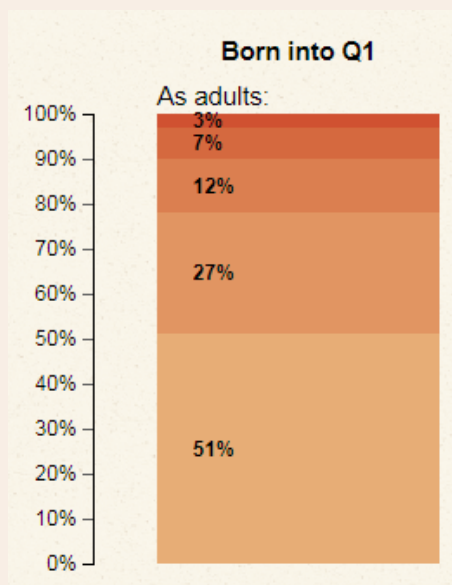
Bridging and Breaking

How does bridging affect the relationship between the two parties?

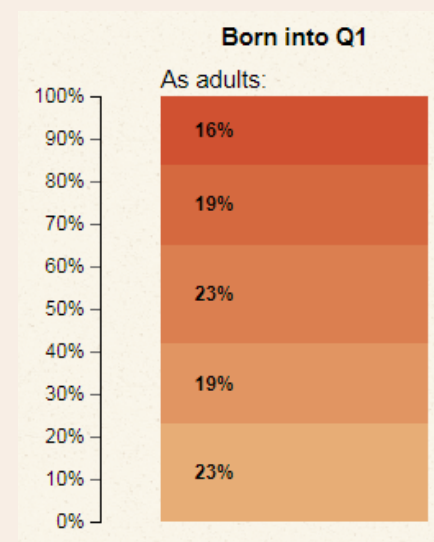
Are there limits to bridging with others?

Economic Mobility By Race

Children born into the bottom quintile, income percentile as adults.



African-Americans



Whites

Source:
PSID data
compiled
by Pew

What this shows is that 51% of blacks born into Q1 remain there as adults, compared to just 23% of whites. And just 3% make it to the top quintile, compared to 16% of whites. Whites have rough equality of opportunity with each other.

Economic Mobility By Race



- A 2018 study produced by the team led by Raj Chetty at the Equality of Opportunity Project provides perhaps the most detail portrait of economic mobility by race.
 - They found that white children born in the 25th percentile reach the 45th percentile on average, compared to black children who only reach the 32.6th percentile on average.
- They also looked at downward mobility:

Downward Mobility By Race

Follow the lives of 10,000 boys who
grew up in rich families ...

...and see where they end
up as adults:

Grew up rich

Rich adult

WHITE MEN	BLACK MEN
1,602	718
39%	17%

Upper-middle-class adult

WHITE MEN	BLACK MEN
1,004	796
24%	19%

Middle-class adult

WHITE MEN	BLACK MEN
680	898
16%	22%

Lower-middle-class adult

WHITE MEN	BLACK MEN
413	829
10%	20%

Poor adult

WHITE MEN	BLACK MEN
411	924
10%	22%

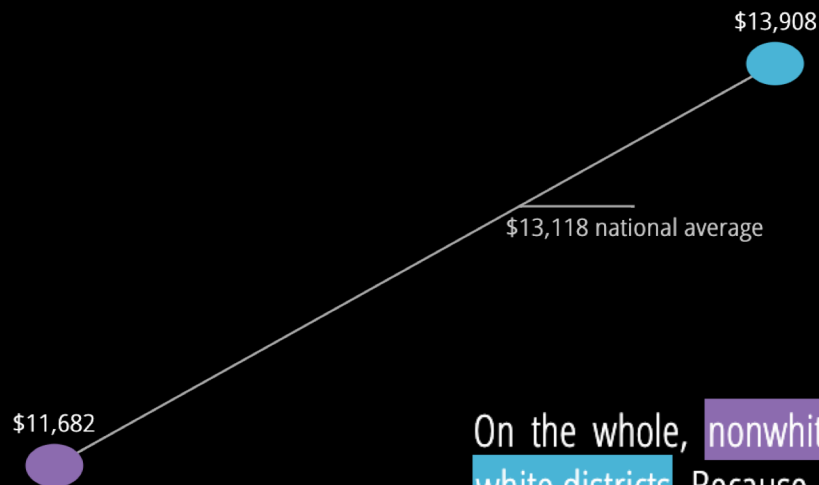
Most white boys ■
raised in wealthy
families will stay rich
or upper middle class
as adults, but black
boys ■ raised in
similarly rich
households will not.

Adult outcomes reflect household incomes in 2014 and 2015.

This shows that black boys who grow up rich are more likely to end up in the bottom quintile as adults than stay there (22% v. 17%) compared to 39% v. 10% for whites.

Concentrated Poverty/Wealth

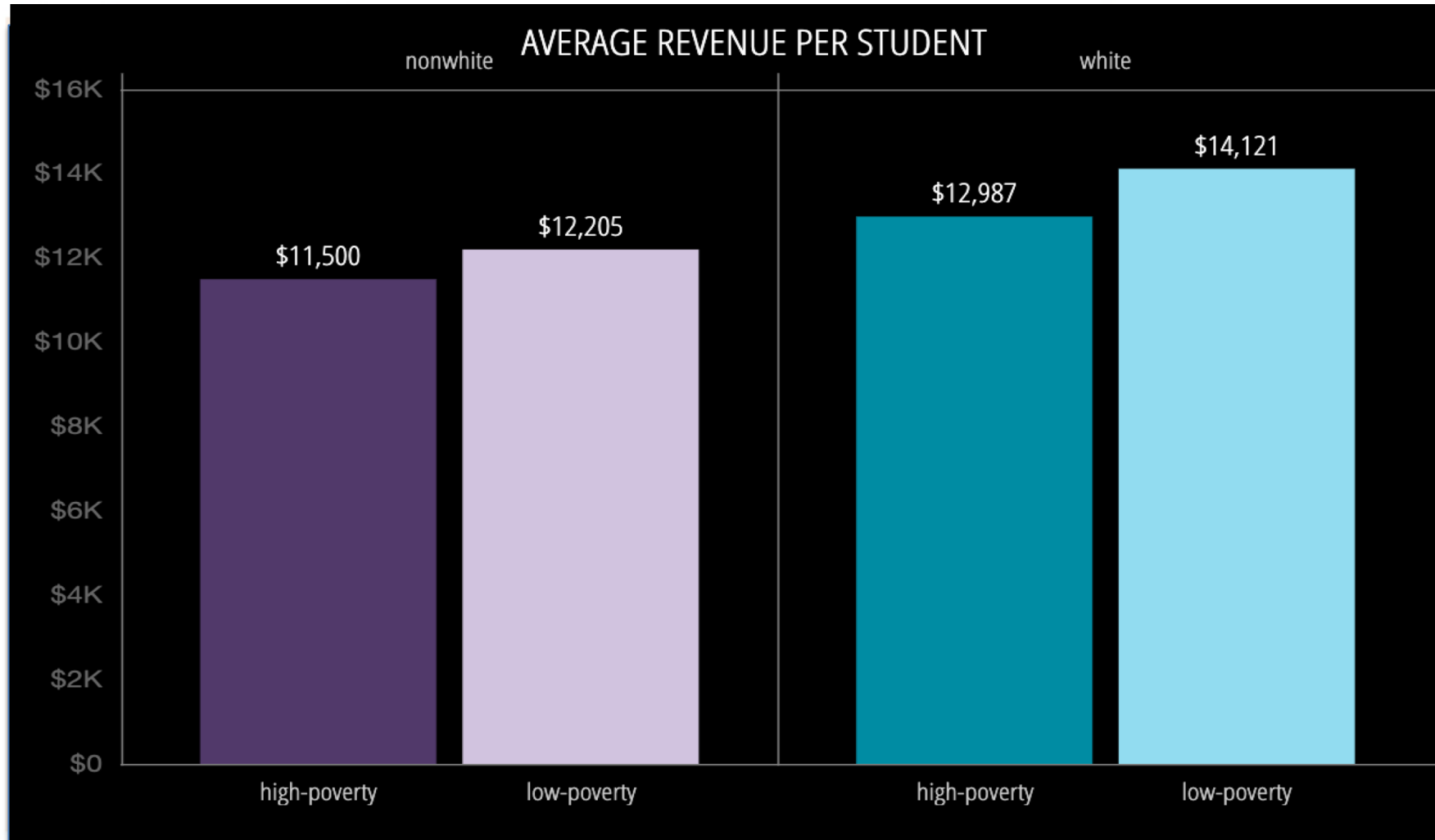
AVERAGE REVENUE PER STUDENT



On the whole, nonwhite districts receive significantly less funding than white districts. Because our system relies so heavily on community wealth, this gap reflects both the prosperity divide in our country and the fragmented nature of school district borders, designed to exclude outside students and protect internal advantage.

For every student enrolled, the average nonwhite school district receives \$2,226 less than a white school district.

Concentrated Poverty/Wealth



Source: EdBuild, \$23 *BILLION*, February 2019