



**The National Coalition_{on}
School Diversity**



STRENGTH IN DIVERSITY



**WHICH DISTRICTS MIGHT BENEFIT FROM
THE STRENGTH IN DIVERSITY ACT?**

**A Look into the Most Diverse, But Segregated,
Large School Districts in the United States**

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INTRODUCTION: WHO NEEDS THE STRENGTH IN DIVERSITY ACT?

After the U.S. House of Representatives passed the bipartisan [Strength in Diversity Act](#) in September 2020, we began to think about which school districts might benefit the most from these resources. The Act, if passed by both houses of Congress this year and signed into law, would provide planning and implementation grants to districts, groups of districts, and states for efforts to increase racial, ethnic, and socioeconomic integration or to stabilize existing diversity. Importantly, the Act is structured to be flexible to local needs.

Based on the similar [“Opening Doors, Expanding Opportunities”](#) grants program canceled in 2017 by then-Secretary of Education Betsy DeVos, we expect interest from larger school districts that are grappling with segregation and diversity, including suburban districts that have experienced recent demographic change.¹

¹ See Kalya Belsha, [“Dozens of School Districts Applied to an Obama-Era Integration Program Before Trump Officials Axed It. Since Then, Many Plans Have Gone Nowhere.”](#) Chalkbeat, Dec. 2, 2019; Kalya Belsha, [“Here’s What 17 School Districts Said They’d Do with Federal Funding for School Integration.”](#) Chalkbeat, Dec. 3, 2019. Five school districts that applied for “Opening Doors” grants are among those we determine to be diverse but segregated: Broward County (FL) Public Schools, Indianapolis (IN) Public Schools, Montgomery County (MD) Public Schools, Oakland (CA) Unified School

Where are these districts – and how can they benefit from the Strength in Diversity Act?

To identify districts in terms of their level of need, in this brief we look at two parallel indicators in districts with over 5,000 students – diversity and segregation, using fourth grade student data from the National Center for Education Statistics (NCES). First, we assess the degree of racial/ethnic diversity within each school district across four of the most predominant racial and ethnic groups² – white, Black, Hispanic/Latino,³ and Asian/Pacific Islander.⁴ The highest scoring district on this metric, called Theil Entropy Diversity, would have the most equal balance across all four of these groups – a true multi-group district. As detailed below, the exemplar for this measure is Fort Bend (TX), a highly diverse school district in suburban Houston.

We then compare the most diverse districts (those in the upper quintile of multi-group

District, and Wichita (KS) Public Schools. These are districts that have previously expressed a desire for greater integration and that have a need for it.

² These are non-overlapping categories.

³ “Hispanic or Latino” is the usage employed by the National Center for Education Statistics (NCES). Following NCES, we use that same terminology here.

⁴ In this report, Asian/Pacific Islander students include Native Hawaiian or Other Pacific Islander students.

diversity) to a second index, an indicator of the district's racial/ethnic segregation across schools called the Theil Information Theory Index. We use the top two quintiles from this index to depict segregation, resulting in a list of larger districts that are both highly diverse among multiple groups and significantly segregated across elementary schools.

Some districts may be diverse for two groups but not all four, and as a result may have the potential for enhanced dual-group integration. Because of this, we repeat this approach for districts with significant diversity and segregation across only two racial groups, specifically Black-white and Hispanic/Latino-white. We also compute the same two indices using data on free or reduced price lunch (FRPL) eligible students to get at the question of socioeconomic segregation.

While we acknowledge that segregation often occurs *between* school districts,⁵ this brief identifies a set of districts that possess the necessary student diversity within their boundaries to achieve more integrated schools *within* district lines. The results of our analysis demonstrate the need and tremendous potential for the Strength in Diversity Act to help advance integration and educational equity in districts across the country.

COMPUTING INDICES OF DIVERSITY AND SEGREGATION

We compute a multi-group segregation measure for school districts called the Theil Information Theory Index.⁶ To paraphrase

⁵ See e.g., Charles T. Clotfelter, "Public School Segregation in Metropolitan Areas," *Land Economics* 75, no. 4 (Nov. 1999).

⁶ For more information, including mathematical formulas for computing the indices, see: John Iceland, "[The Multi-group Entropy Index \(Also Known as Theil's H or the](#)

Iceland (2004), the Theil index can be interpreted as the difference between student racial/ethnic diversity of the school district and the weighted average student racial/ethnic diversity of individual schools.⁷ In other words, this is a multi-group measure of "evenness," in that it captures how evenly racial/ethnic groups of students are distributed among a district's schools.⁸ "Diversity scores"⁹ are used in the calculation of the Theil segregation index and, as Iceland (2004) points out, measure the extent to which several racial/ethnic groups are present in a district, regardless of their distribution across schools. They achieve their highest value when all groups are equally represented in a district. A district could score highly on both the diversity and segregation metrics, which would occur when a district has substantial enrollment of all racial/ethnic groups but students attend separate schools. As noted above, we calculate these indices using 2018-19 school-level data on fourth grade enrollments from the NCES Common Core of Data.¹⁰ We also report two additional categorical variables that are generated by sorting all district values on the indexes into four ordered groups, ranging from "Very Low" to "Low" to "High" to "Very High."¹¹

[Information Theory Index](#)," U.S. Census Bureau (Dec. 2004).

⁷ This difference is then expressed as a share of the total district-level diversity.

⁸ Racial or ethnic groups are less evenly distributed among schools in a district, and segregation is measured as higher by the Theil index when there is a wider divergence between the overall diversity in a district and the average diversity of the district's schools. The index ranges from 0, when all schools have the same racial/ethnic composition as the district (integrated), to 1, when all schools have one group (segregated).

⁹ Also referred to as Theil Entropy Diversity scores.

¹⁰ We download these data using the R library of the Urban Institute's Education Data Portal.

¹¹ This is similar to the method undertaken by the Brandeis team creating the Child Opportunity Index 2.0, [here](#). The category thresholds are based on the distribution of the respective index, weighted by total fourth grade enrollment so that each ordered category

This brief focuses analytical attention on 179 school districts across 37 states that we identify as both diverse and segregated on these indices. First, school districts are narrowed to those categorized as “Very High Diversity” and that have combined Black or Hispanic/Latino student enrollments under 90 percent. Second, we further narrow to school districts that obtain scores on the Theil index that place them into the “High” or “Very High” segregation categories.

Table 1 reports districts identified in this manner using our multi-group¹² indicators, whereas **Table 2** and **Table 3** report school districts identified using, respectively, Black-white¹³ and Hispanic/Latino-white¹⁴ dual-group indicators.¹⁵

has approximately 25 percent of fourth grade students in all districts nationally. Since districts differ in enrollment, the four groups contain different numbers of districts.

¹² Multi-group Theil and diversity indicators are those computed for Black, Hispanic/Latino, white, and Asian/Pacific Islander fourth grade students. Districts in this table fall into the “Very High” category on the multi-group diversity metric and the “High” or “Very High” categories on the multi-group Theil index.

¹³ Table 2 reports districts identified using the Black-white dual-group indices. These districts: (1) obtain scores on the multi-group diversity index that place them outside the “Very High” category, (2) obtain scores on the Black-white diversity index that place them in the “Very High” category, (3) have over 50 percent combined Black or white fourth grade student enrollments, (4) have district shares of Black or white fourth grade student enrollment that are at least five percentage points higher than the district share of Hispanic/Latino or white fourth grade student enrollment, and (5) obtain scores on the Black-white Theil index that place them in either the “High” or “Very High” categories.

¹⁴ Table 3 reports districts identified using the Hispanic/Latino-white dual-group indices. These districts: (1) obtain scores on the multi-group diversity index that place them outside the “Very High” category, (2) obtain scores on the Hispanic/Latino-white diversity index that place them in the “Very High” category, (3) have over 50 percent combined Hispanic/Latino or white fourth grade student enrollments, (4) have district shares of Hispanic/Latino or white fourth grade student enrollment that are at least five percentage points higher than the district share of Black or white fourth grade student enrollment, and (5) obtain scores on the Hispanic/Latino-white Theil index that place them in either the “High” or “Very High” categories.

¹⁵ We compute the multi-group (Black, white, Hispanic/Latino, and Asian/Pacific Islander) and dual-group (Black-white and Hispanic/Latino-white) Theil and diversity indexes for school districts by applying the Stata “seg”

We also compute a dual-group Theil index for free or reduced price lunch eligible and ineligible students. This measure is a rough estimate for socioeconomic segregation, and is reported in the three tables with its categories (Very Low to Very High).¹⁶

Tables 1-3 also provide information regarding school district enrollment¹⁷ – total enrollment (all grades), total fourth grade enrollment, and fourth graders by race/ethnicity, and district percentages of school-aged children in poverty.¹⁸

Finally, while we compute the indexes and their categorical levels for school districts of all sizes, Tables 1-3 include districts with total student enrollments of 5,000 and above.

command to these NCES data. The “seg” command was created by Sean Reardon and Joseph Townsend. We include a school in our analysis if it has fourth grade students enrolled. Several categories of schools are excluded: charter schools, “Other/alternative”, “Special education,” or “Vocational” schools, and “Full Virtual” schools and “Virtual with Face to Face Options.” Furthermore, we compute the multi-group and dual-group Theil and diversity metrics for all districts, but our analysis excludes districts categorized by NCES as “elementary” or “primary.”

¹⁶ The NCES free or reduced price lunch data are reported for all grades in a school. Therefore, these indices also pertain to all grades. We once again employ the 2018-19 NCES CCD data. Category thresholds are based on the distribution of the respective index, weighted by total district enrollment in schools with fourth graders.

¹⁷ All district enrollment totals exclude the following schools: charter schools, “Other/alternative,” “Special education,” or “Vocational” schools, and “Full Virtual” schools and “Virtual with Face to Face Options.”

¹⁸ Tables 1 through 3 also report an estimated share of children in poverty in the district using data from the 2018 Small Area Income and Poverty Estimates (SAIPE) program. See here for more information: <https://www.census.gov/programs-surveys/saipe.html>.

FINDINGS

The 179 districts identified across Tables 1-3 are ones that may benefit from the Strength in Diversity Act insofar as their significant in-district student diversity is considerably segregated across schools. As noted, the districts in the tables reflect a specific intersection of values on our two primary indexes – they score as "Very High" on their respective diversity index and "High" or "Very High" on their respective segregation index. Districts are sorted by their diversity index scores, in descending order. Below are several brief descriptive summaries of information pulled from the tables.

1. Highly diverse and highly segregated multi-ethnic and multi-racial districts

Table 1 lists and provides information about the 91 large school districts that have both diverse and segregated enrollments of Black, white, Hispanic/Latino and Asian/Pacific Islander fourth grade students, as indicated by multi-group Theil segregation and diversity indices.¹⁹ These districts have total enrollments for all grades ranging from 5,027 to 323,278 students,²⁰ with a median enrollment of approximately 35,000. Enrollments of fourth graders span from 398 to 24,239 students,²¹ with a median of about 2,800. The estimated share of children age 5 to 17 in poverty²² in these 91 districts ranges from 3 percent to 40.5 percent,²³ with a median of 16.1 percent.

¹⁹ In combination, these 91 districts score as "Very High Diversity" and either "Very High Segregation" or "High Segregation."

²⁰ Hamden School District (CT) has 5,027 students and Clark County School District (NV) has an enrollment of 323,278.

²¹ Hamden School District (CT) has 398 fourth grade students and Clark County School District (NV) has 24,239.

²² Data from SAIPE 2018.

²³ Loudoun County Public Schools (VA) has an estimated share of children age 5 to 17 in poverty of 3 percent, and Syracuse City School District (NY) has a share of 40.5 percent.

The median school district in Table 1 has approximately 23 percent Black fourth grade students, 31 percent white fourth grade students, 28 percent Hispanic/Latino fourth grade students, and 8 percent Asian/Pacific Islander fourth grade students.²⁴ Fort Bend Independent School District (TX) is the highest rated district on the multi-group diversity index in Table 1, and its racial/ethnic fourth grade student composition is very even: 1,473 Black, 985 white, 1,489 Hispanic/Latino, and 1,537 Asian/Pacific Islander. Similarly, St. Paul Public School District (MN) is another highly ranked district on diversity in Table 1, and has 725 Black fourth graders, 565 white fourth graders, 429 Hispanic/Latino fourth graders and 807 Asian/Pacific Islander fourth graders.

These same diverse districts in Table 1 are also very segregated. For instance, there are 39 school districts with "Very High"

²⁴ These shares do not add up to 100 percent as the four race/ethnic categories are not exhaustive. In absolute numbers, the median district in Table 1 has 536 Black fourth graders, 769 white fourth graders, 776 Hispanic/Latino fourth graders, 293 Asian/Pacific Islander fourth graders. By comparison, the median large school district in the country is much less diverse in terms of fourth grade racial composition: 7.5 percent Black, 51 percent white, 17 percent Hispanic/Latino, and 2 percent Asian/Pacific Islander.

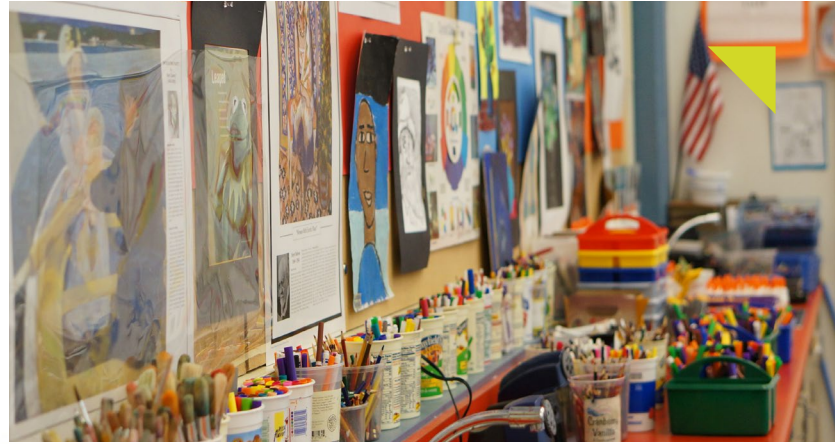
multi-racial segregation in Table 1, with the other 52 districts scoring as “High” segregation. The district with the highest segregation index value²⁵ in Table 1 – Fulton County School District (GA) – is ranked 61st out of 294 “Very High Diversity” districts, with 2,841 Black fourth grade students, 1,797 white fourth grade students, 1,130 Hispanic/Latino fourth grade students, and 722 Asian/Pacific Islander fourth grade students. Furthermore, the racially segregated districts in Table 1 are also socioeconomically segregated, with 71 of 91 districts scoring as High or Very High on a Theil segregation index for free or reduced price lunch eligibility.

For comparison, there are 68 large school districts with “Very High” multi-group diversity and “Very Low” multi-group segregation. The five most diverse of these districts are Utica City School District (NY), Malden School District (MA), Schenectady City School District (NY), Natomas Unified School District (CA), and Piscataway Township School District (NJ). Utica City scores very low on the Theil multi-racial segregation index and has a diverse composition of fourth graders, with 216 Black students, 227 white students, 178 Hispanic/Latino students and 144 Asian/Pacific Islander students.

2. Highly diverse and highly segregated Black-white districts

Table 2 makes use of the dual-group Black-white Theil segregation and diversity indices to give data for the 35 large districts that are diverse (“Very High Diversity”) but segregated (“High Segregation” or “Very High Segregation”) for Black and white fourth grade students. Total enrollments for these districts span from a low of 5,486 to a high

²⁵ Overall, ranked 7th out of 152 “Very High Segregation” districts.



of 94,711, with a median of 18,233.²⁶ By contrast, fourth grade enrollments have a low of 361 students and a high of 7,490, with a median of 1,354.²⁷ Shares of school aged children in poverty range from a low of 9 percent to a high of 36.7 percent,²⁸ with a median of just below 24 percent.

The median school district in Table 2 has about 40 percent Black and 41 percent white fourth graders.²⁹ For instance, Iberia Parish School District (LA) is among the highest scoring on the dual-group Black-white diversity index, and has 442 Black fourth grade students and 448 white fourth grade students. Similarly, Troup County School District (GA) has 421 Black fourth graders and 392 White fourth graders.

The diverse districts in Table 2 are also segregated, with 13 of 35 falling into the “Very High” category on the Black-white Theil segregation index, and the other 22 districts

²⁶ Lincoln Parish School District (LA) has a total enrollment of 5,486 and Jefferson County School District (KY) has an enrollment of 94,711.

²⁷ Lincoln Parish School District (LA) has a fourth grade enrollment of 361 and Jefferson County School District (KY) has a fourth grade enrollment of 7,490.

²⁸ Madison County School District (MS) has an estimated share of children age 5 to 17 in poverty of 9 percent, and Iberia Parish School District (LA) has a share of 36.7 percent.

²⁹ In absolute numbers, the median district in Table 2 has 463 Black fourth graders, 505 white fourth graders, 121 Hispanic/Latino fourth graders, 22 Asian/Pacific Islander fourth graders.

obtaining “Very High” scores. For example, the Mobile County (AL) School District has a “Very High” score on the Black-white segregation index while also having similar underlying district totals of Black (2,126) and white (1,736) fourth graders. Furthermore, 18 of 35 racially segregated districts (Black-white) are socioeconomically segregated.

3. Highly diverse and highly segregated Hispanic/Latino-white districts

As above, Table 3 employs the dual-group Hispanic/Latino-white Theil segregation and diversity metrics to show the 53 large districts that are diverse but segregated for Hispanic/Latino and white fourth grade students. Of the districts in Table 3, the lowest total enrollment is 5,068 students and the highest is 81,972.³⁰ The median total enrollment for the 53 districts is 17,632 students. Looking at fourth grade enrollment, these districts range from a low of 384 students to a high of 6,002, with a median of 1,210.³¹ Estimated shares of children age 5 to 17 in poverty in these districts range from 4.6 to 22.5 percent, with a median of 14.4 percent.³²

The median school district in Table 3 has about 42 percent Hispanic/Latino and approximately 43 percent white fourth grade students.³³ Birdville Independent School District (TX) ranks the highest on the dual-group Hispanic/Latino-white diversity index,

and has 737 Hispanic/Latino fourth graders and 737 white fourth graders. Similarly, Novato Unified School District (CA) ranks highly and has 214 white and 211 Hispanic/Latino fourth grade students.

As above, districts in Table 3 are both diverse and segregated, with 10 of 53 categorized as “Very High” on the Hispanic/Latino-white Theil segregation index. The other 43 districts fall into the “High” segregation category. For example, Newport-Mesa (CA) Unified School District has almost equal numbers of Hispanic/Latino (661) and white (598) fourth graders distributed in a very segregated pattern across schools. Finally, 35 of 53 racially segregated districts (Hispanic/Latino-white) in Table 3 are also socioeconomically segregated.

Geography

Map 1 shows the state totals of diverse but segregated school districts using the multi-group indexes: the 29 states in pink have at least one large school district scoring “Very High” diversity and “Very High” or “High” segregation. States from most regions of the country appear, suggesting wide applicability for Strength in Diversity funding, especially when using multiple races and ethnicities to gauge diversity and segregation.

By contrast, a different geographic pattern emerges when using the dual-group indexes. When looking at the Black-white indexes in Map 2, diverse but segregated school districts are concentrated in 16 states in the South and upper Midwest, with Louisiana having 8 districts alone. When looking at the Hispanic/Latino-white indexes in Map 3, diverse but segregated school districts are found in 23 states. More districts are located in western and southwestern states than in the previous two maps.

³⁰ Marshalltown Community School District (IA) has a total enrollment of 5,068 students, and Lee County School District (FL) has a total enrollment of 81,792.

³¹ Cotati-Rohnert Park Unified School District (CA) has a fourth grade enrollment of 384 students, while Lee County School District (FL) has a fourth grade enrollment of 6,002.

³² Livermore Valley Joint Unified School District (CA) has an estimated share of children age 5 to 17 in poverty of 4.6 percent and Wichita Falls Independent School District (TX) has a share of 22.5 percent.

³³ In absolute numbers, the median district in Table 3 has 45 Black fourth graders, 534 white fourth graders, 475 Hispanic/Latino fourth graders, 73 Asian/Pacific Islander fourth graders.

TABLE 1: DIVERSE, BUT SEGREGATED, SCHOOL DISTRICTS - MULTI-GROUP

SCHOOL DISTRICT	State	Theil Entropy Diversity Index (Multi-group)		Theil Segregation				4th Grade Students					Total District Enrollment	Estimated share of children age 5-17 in poverty
		Multi-group		FRPL		Total	Black	White	Hispanic/Latino	Asian/PI				
		Index	Level	Index	Level									
1	TX	0.9897	Very High	0.2378	Very High	0.27842	Very High	5,713	1,473	985	1,489	1,537	75,996	10.7%
2	NY	0.9850	Very High	0.2539	Very High	0.19261	High	2,711	536	477	746	772	37,750	No Data
3	MN	0.9802	Very High	0.2250	Very High	0.15088	High	2,787	725	565	429	807	34,943	26.2%
4	NY	0.9697	Very High	0.2535	Very High	0.08113	Low	2,795	844	913	462	517	33,650	No Data
5	MD	0.9674	High	0.1874	High	0.24158	Very High	12,355	2,648	3,374	3,964	1,677	161,999	8.2%
6	TX	0.9599	High	0.1727	High	0.23034	Very High	3,914	471	1,289	1,057	930	52,899	7.2%
7	MD	0.9546	High	0.1406	High	0.22377	Very High	4,361	1,099	1,435	481	1,041	57,671	5.7%
8	GA	0.9416	High	0.1758	High	0.19937	High	13,611	4,301	2,914	4,431	1,378	177,476	11.7%
9	CT	0.9385	High	0.1490	High	0.17613	High	398	117	133	85	38	5,027	10.9%
10	MN	0.9378	High	0.1392	High	0.12660	High	578	91	228	88	116	7,472	15.4%
11	NJ	0.9343	High	0.1797	High	0.16637	High	1,859	482	271	776	302	26,703	23.2%
12	CA	0.9335	High	0.1714	High	0.28183	Very High	3,114	401	561	1,231	618	39,181	24.4%
13	VA	0.9298	High	0.1700	High	0.26701	Very High	13,898	1,373	5,235	3,662	2,760	186,922	6.6%
14	VA	0.9282	High	0.1528	High	0.20807	High	6,910	1,382	2,033	2,434	624	90,843	7.9%
15	CA	0.9280	Very High	0.2835	Very High	0.38784	Very High	3,081	686	413	1,251	482	34,846	17.6%
16	NY	0.9251	Very High	0.2819	Very High	0.13797	High	3,517	750	392	1,456	734	41,826	No Data
17	TX	0.9244	Very High	0.2161	Very High	0.30392	Very High	3,759	460	1,411	1,175	542	51,990	6.5%
18	NY	0.9244	Very High	0.2697	Very High	0.24426	Very High	837	107	181	361	156	10,950	No Data
19	NJ	0.9238	High	0.1633	High	0.05809	Low	1,009	82	310	246	363	13,713	9.2%
20	TX	0.9230	High	0.1588	High	0.12826	High	2,057	416	534	836	207	25,941	13.5%
21	NY	0.9226	High	0.1487	High	0.05278	Very Low	2,258	168	772	676	616	34,265	No Data
22	NC	0.9203	Very High	0.2374	Very High	0.55949	Very High	12,005	4,427	3,153	3,204	922	146,877	16.1%
23	IL	0.9141	High	0.1576	High	0.07923	Low	775	259	263	99	86	10,012	17.6%
24	GA	0.9131	Very High	0.4255	Very High	0.58297	Very High	6,695	2,841	1,797	1,130	722	89,320	13.1%
25	TX	0.9120	High	0.1750	High	0.24945	Very High	3,847	316	1,464	1,139	737	49,965	6.4%
26	CA	0.9084	Very High	0.3259	Very High	0.16566	High	4,122	302	700	1,145	1,428	50,182	10.8%
27	NY	0.9030	Very High	0.3405	Very High	0.36075	Very High	2,908	214	971	1,050	544	31,272	No Data
28	NE	0.9019	Very High	0.2851	Very High	0.16091	High	4,157	989	1,091	1,537	252	53,194	16.1%
29	DE	0.9016	Very High	0.2754	Very High	No Data	No Data	1,254	268	471	386	83	14,933	14.1%
30	NY	0.9002	Very High	0.2335	Very High	0.27971	Very High	1,371	250	533	414	103	21,572	No Data

*2018 Small Area Income and Poverty Estimates (SAIPE)

TABLE 1 (CONT'D): DIVERSE, BUT SEGREGATED, SCHOOL DISTRICTS - MULTI-GROUP

SCHOOL DISTRICT	State	Theil Entropy Diversity Index (Multi-group)		Theil Segregation				4th Grade Students					Total District Enrollment	Estimated share of children age 5-17 in poverty
		Multi-group		FRPL		Total	Black	White	Hispanic/Latino	Asian/Pi				
		Index	Level	Index	Level									
31	Osseo Public School District	MN	0.8998	0.2077	Very High	0.23434	Very High	1,557	373	667	152	250	20,821	8.5%
32	Wake County Schools	NC	0.8993	0.1932	High	0.16774	High	12,627	2,862	5,695	2,342	1,246	161,214	9.6%
33	Christina School District	DE	0.8992	0.1493	High	No Data	No Data	1,260	481	334	288	78	13,012	16.1%
34	Richardson Independent School District	TX	0.8985	0.2403	Very High	0.29743	Very High	3,195	730	932	1,230	199	39,040	16.8%
35	Cobb County School District	GA	0.8982	0.2340	Very High	0.33385	Very High	8,416	2,517	3,059	2,017	479	108,650	12.5%
36	Buffalo City School District	NY	0.8979	0.2400	Very High	0.06982	Low	2,496	1,079	461	611	216	30,927	36.5%
37	Henrico County Public Schools	VA	0.8940	0.3241	Very High	0.33749	Very High	3,846	1,382	1,408	424	437	51,523	11.3%
38	Lamar Consolidated Independent School District	TX	0.8918	0.1705	High	0.23160	Very High	2,626	487	769	1,087	190	33,340	11.7%
39	Upper Darby School District	PA	0.8905	0.1776	High	0.28306	Very High	1,039	485	246	122	147	12,439	17.3%
40	New York City Geographic District #31	NY	0.8876	0.2201	Very High	0.15502	High	4,554	553	1,974	1,409	501	58,834	No Data
41	Boston School District	MA	0.8858	0.2378	Very High	No Data	No Data	4,024	1,242	596	1,697	341	48,053	24.5%
42	Wichita Unified School District 259	KS	0.8800	0.2053	High	0.15561	High	3,910	820	1,267	1,367	180	48,595	20.3%
43	Gulford County Schools	NC	0.8781	0.2069	Very High	0.48955	Very High	5,533	2,306	1,649	962	355	72,550	21.6%
44	Jefferson Parish School District	LA	0.8732	0.1696	High	0.08222	Low	3,577	1,287	856	1,179	141	44,891	22.7%
45	Hillsborough County School District	FL	0.8728	0.2065	High	0.28107	Very High	15,038	3,138	4,766	5,687	672	192,619	18.0%
46	Metropolitan Nashville Public School District	TN	0.8724	0.2376	Very High	No Data	No Data	6,032	2,211	1,822	1,585	222	71,139	25.6%
47	Princeton City School District	OH	0.8711	0.2415	Very High	0.10523	Low	459	167	100	138	18	5,977	18.4%
48	Loudoun County Public Schools	VA	0.8693	0.1642	High	0.22349	Very High	6,258	420	2,846	1,145	1,480	81,619	3.0%
49	New York City Geographic District # 2	NY	0.8656	0.2589	Very High	0.19531	High	2,702	174	1,174	420	771	53,377	No Data
50	Folsom-Cordova Unified School District	CA	0.8651	0.1400	High	0.39423	Very High	1,503	86	657	318	301	19,968	12.1%
51	Lodi Unified School District	CA	0.8647	0.1804	High	0.09373	Low	2,039	144	403	964	417	27,975	18.8%
52	Minneapolis Public School District	MN	0.8644	0.2982	Very High	0.28621	Very High	2,704	925	943	487	115	33,806	20.6%
53	Palm Beach County School District	FL	0.8643	0.2621	Very High	0.25019	Very High	13,002	3,572	3,817	4,726	402	172,489	16.9%
54	Rockford School District 205	IL	0.8639	0.1862	High	0.11366	Low	2,027	631	663	519	58	27,457	31.1%
55	Orange County School District	FL	0.8635	0.2074	Very High	0.09462	Low	14,473	3,484	3,549	6,434	686	191,521	21.5%
56	Broward County School District	FL	0.8632	0.2182	Very High	0.23736	Very High	16,263	6,235	3,292	5,570	677	217,613	16.5%
57	Fayette County School District	GA	0.8596	0.1799	High	0.13992	High	1,443	418	639	196	102	20,315	6.5%
58	Spartanburg School District 6	SC	0.8574	0.1681	High	0.18656	High	893	276	357	188	33	11,439	22.1%
59	San Diego City Unified School District	CA	0.8571	0.2696	Very High	0.31524	Very High	7,921	631	1,798	3,708	1,106	100,991	17.4%
60	Seattle Public Schools	WA	0.8558	0.2442	Very High	0.23102	Very High	4,249	613	1,997	538	510	50,301	9.5%

*2018 Small Area Income and Poverty Estimates (SAIPE)

TABLE 1 (CONT'D): DIVERSE, BUT SEGREGATED, SCHOOL DISTRICTS - MULTI-GROUP

SCHOOL DISTRICT	State	Theil Entropy Diversity Index (Multi-group)		Theil Segregation				4th Grade Students					Total District Enrollment	Estimated share of children age 5-17 in poverty
		Multi-group		FRPL		Total	Black	White	Hispanic/Latino	Asian/Pi				
		Index	Level	Index	Level									
61	Clark County School District	NV	0.8552	0.1733	High	0.52546	Very High	24,239	3,728	5,591	11,395	1,722	323,278	18.3%
62	Humble Independent School District	TX	0.8552	0.1437	High	0.21114	High	3,387	716	1,218	1,248	117	43,487	11.2%
63	Rome City School District	GA	0.8547	0.1348	High	0.00013	Very Low	473	172	102	162	15	6,517	36.0%
64	Forsyth County Schools	NC	0.8539	0.2398	Very High	0.52578	Very High	4,250	1,190	1,554	1,198	107	54,167	22.5%
65	Baltimore County Public Schools	MD	0.8515	0.2695	Very High	0.18751	High	9,172	3,600	3,384	970	698	109,844	12.7%
66	New York City Geographic District #11	NY	0.8509	0.1780	High	0.05942	Low	3,280	1,260	321	1,348	293	36,462	No Data
67	Philadelphia City School District	PA	0.8454	0.3680	Very High	0.15828	High	10,969	5,297	1,463	2,559	840	123,874	34.3%
68	Syracuse City School District	NY	0.8452	0.1358	High	0.06459	Low	1,521	720	307	217	112	20,408	40.5%
69	West Contra Costa Unified School District	CA	0.8431	0.1917	High	0.28975	Very High	2,258	316	280	1,208	358	27,421	11.1%
70	Arlington Independent School District	TX	0.8425	0.1902	High	0.19821	High	4,353	1,093	790	2,094	224	58,856	17.8%
71	Fort Smith Public Schools	AR	0.8419	0.1443	High	0.16441	High	1,096	143	439	372	56	13,206	23.0%
72	Green Bay Area School District	WI	0.8414	0.2258	Very High	0.19889	High	1,466	137	609	455	109	20,067	14.5%
73	McKinney Independent School District	TX	0.8413	0.1499	High	0.24851	Very High	1,822	259	818	576	99	24,617	7.3%
74	Maricopa County School District	GA	0.8406	0.1750	High	0.15329	High	689	229	149	271	18	8,772	21.1%
75	Arlington County Public Schools	VA	0.8405	0.1713	High	0.21185	High	2,175	198	1,028	589	209	27,434	7.3%
76	Alachua County School District	FL	0.8398	0.1347	High	0.09571	Low	2,064	695	848	238	122	27,364	18.9%
77	Fayette County School District	KY	0.8384	0.1823	High	0.11745	Low	3,317	778	1,576	597	163	40,724	15.7%
78	Central Dauphin School District	PA	0.8380	0.1346	High	0.65358	Very High	979	199	464	148	62	11,880	12.6%
79	Anchorage School District	AL	0.8339	0.1893	High	0.30885	Very High	3,413	164	1,302	410	573	41,894	10.7%
80	Santa Clara Unified School District	CA	0.8301	0.1925	High	0.14583	High	1,128	23	230	394	408	14,869	5.2%
81	Decatur City School District	AL	0.8299	0.1373	High	0.13456	High	696	224	217	213	8	8,659	22.6%
82	Beaufort County School District	SC	0.8288	0.1682	High	0.28583	Very High	1,593	411	630	450	26	21,643	19.4%
83	New Rochelle City School District	NY	0.8282	0.1539	High	0.14455	High	845	158	218	423	37	10,648	10.4%
84	New York City Geographic District #13	NY	0.8250	0.1871	High	0.24426	Very High	1,097	544	222	220	50	19,528	No Data
85	Carrollton-Farmers Branch Ind. School District	TX	0.8242	0.2498	Very High	0.19337	High	1,923	313	231	1,064	238	25,339	13.2%
86	Tulsa Public Schools	OK	0.8240	0.2211	Very High	0.24686	Very High	3,104	682	765	1,166	49	36,512	26.1%
87	Rock Island School District 41	IL	0.8237	0.1538	High	0.13273	High	483	139	226	60	26	6,239	24.3%
88	Alamance-Burlington Schools	NC	0.8236	0.1487	High	0.36502	Very High	1,772	427	722	494	29	22,999	17.9%
89	Grapvine-Colleyville Independent School District	TX	0.8230	0.1386	High	0.20575	High	957	76	474	246	96	13,113	5.5%
90	Duval County School District	FL	0.8221	0.2142	Very High	0.12291	Low	8,952	3,834	3,019	1,178	374	110,721	19.3%
91	Roanoke City Public Schools	VA	0.8201	0.2056	High	0.65294	Very High	1,059	462	348	171	33	13,749	29.4%

*2018 Small Area Income and Poverty Estimates (SAIPE)

TABLE 2: DIVERSE, BUT SEGREGATED, SCHOOL DISTRICTS - BLACK-WHITE

SCHOOL DISTRICT	State	Theil Entropy Diversity Index (Black-white)		Theil Segregation				4th Grade Students						Total District Enrollment	Estimated share of children age 5-17 in poverty*
		Index	Level	Multi-group Index	Level	FRPL Index	Level	Total	Black	White	Hispanic/Latino	Asian/PI			
													Index		
1	LA	1.0000	Very High	0.3773	High	0.0966	Low	1,032	442	448	58	32	12,555	36.7%	
2	LA	0.9999	High	0.2325	High	0.0751	Low	609	236	241	79	8	8,427	25.9%	
3	GA	0.9991	High	0.2428	High	0.2096	High	935	421	392	59	21	12,115	26.2%	
4	OH	0.9985	High	0.2195	High	0.0024	Very Low	1,719	685	626	213	6	22,970	33.3%	
5	NC	0.9979	High	0.2732	High	0.4953	Very High	1,354	510	458	330	15	18,233	28.9%	
6	MI	0.9976	High	0.2207	High	0.1957	High	1,017	410	365	121	11	12,438	23.6%	
7	LA	0.9974	High	0.1998	High	0.0129	Very Low	361	168	149	36	5	5,486	28.6%	
8	AL	0.9972	Very High	0.3617	Very High	0.2590	Very High	1,871	763	674	289	32	23,993	20.4%	
9	KY	0.9972	High	0.2105	High	0.1276	High	7,490	2,721	3,083	911	327	94,711	21.3%	
10	FL	0.9966	Very High	0.4074	Very High	0.1632	High	2,430	1,097	957	159	99	31,481	18.5%	
11	GA	0.9956	High	0.1866	High	0.0846	Low	806	326	381	45	18	10,646	23.6%	
12	MN	0.9954	High	0.2437	High	0.1587	High	675	254	298	39	24	9,581	20.0%	
13	SC	0.9944	Very High	0.4564	Very High	0.7290	Very High	3,716	1,417	1,691	435	66	45,206	24.2%	
14	GA	0.9935	High	0.2887	High	0.1765	High	1,021	371	449	145	14	13,290	24.2%	
15	LA	0.9935	High	0.2337	High	0.1019	Low	2,341	898	1,087	206	48	29,646	18.2%	
16	AL	0.9926	Very High	0.4647	Very High	0.1355	High	4,314	2,126	1,736	211	86	53,042	30.1%	
17	GA	0.9920	High	0.2422	High	0.1481	High	807	388	314	57	5	10,353	27.2%	
18	LA	0.9906	Very High	0.4310	Very High	0.0570	Low	1,726	709	891	68	22	23,066	22.3%	
19	MS	0.9867	High	0.2757	High	0.3363	Very High	1,004	376	494	58	56	13,302	9.0%	
20	AL	0.9866	Very High	0.3919	Very High	0.1267	High	2,729	1,342	1,021	321	20	35,987	17.5%	
21	FL	0.9829	High	0.2080	High	0.1031	Low	3,019	1,045	1,425	223	69	37,987	21.6%	
22	NC	0.9811	Very High	0.3725	Very High	0.0295	Very Low	680	320	231	95	6	8,551	35.9%	
23	TX	0.9718	Very High	0.3017	Very High	0.2703	Very High	528	246	165	76	12	7,102	30.4%	
24	VA	0.9685	High	0.2738	High	0.2237	Very High	3,000	941	1,436	313	87	40,879	10.5%	
25	NC	0.9684	Very High	0.3288	Very High	0.0103	Very Low	917	403	264	210	11	11,069	28.8%	
26	MS	0.9668	High	0.2636	High	0.0964	Low	1,276	429	662	82	22	15,010	24.4%	
27	AL	0.9628	High	0.2632	High	0.2507	Very High	799	439	277	63	12	8,967	22.6%	
28	NC	0.9607	High	0.1874	High	0.4806	Very High	3,977	1,822	1,135	548	97	50,704	22.1%	
29	OH	0.9565	High	0.2454	High	No Data	No Data	1,679	825	501	79	104	20,748	30.8%	
30	LA	0.9528	High	0.2305	High	0.0363	Very Low	1,335	349	587	134	19	17,223	22.0%	
31	IN	0.9495	Very High	0.3195	Very High	0.1131	Low	2,369	965	563	692	19	26,410	32.9%	
32	PA	0.9488	High	0.2897	High	0.3310	Very High	1,650	869	505	63	66	22,227	24.0%	
33	IA	0.9455	High	0.2016	High	0.0405	Very Low	815	217	380	86	50	10,355	22.4%	
34	LA	0.9368	Very High	0.4004	Very High	0.0641	Low	2,514	775	1,420	180	51	31,857	20.1%	
35	LA	0.9319	Very High	0.5218	Very High	0.1031	Low	1,406	463	869	29	19	19,054	23.4%	

*2018 Small Area Income and Poverty Estimates (SAIPE)

TABLE 3: DIVERSE, BUT SEGREGATED, SCHOOL DISTRICTS - HISPANIC/LATINO-WHITE

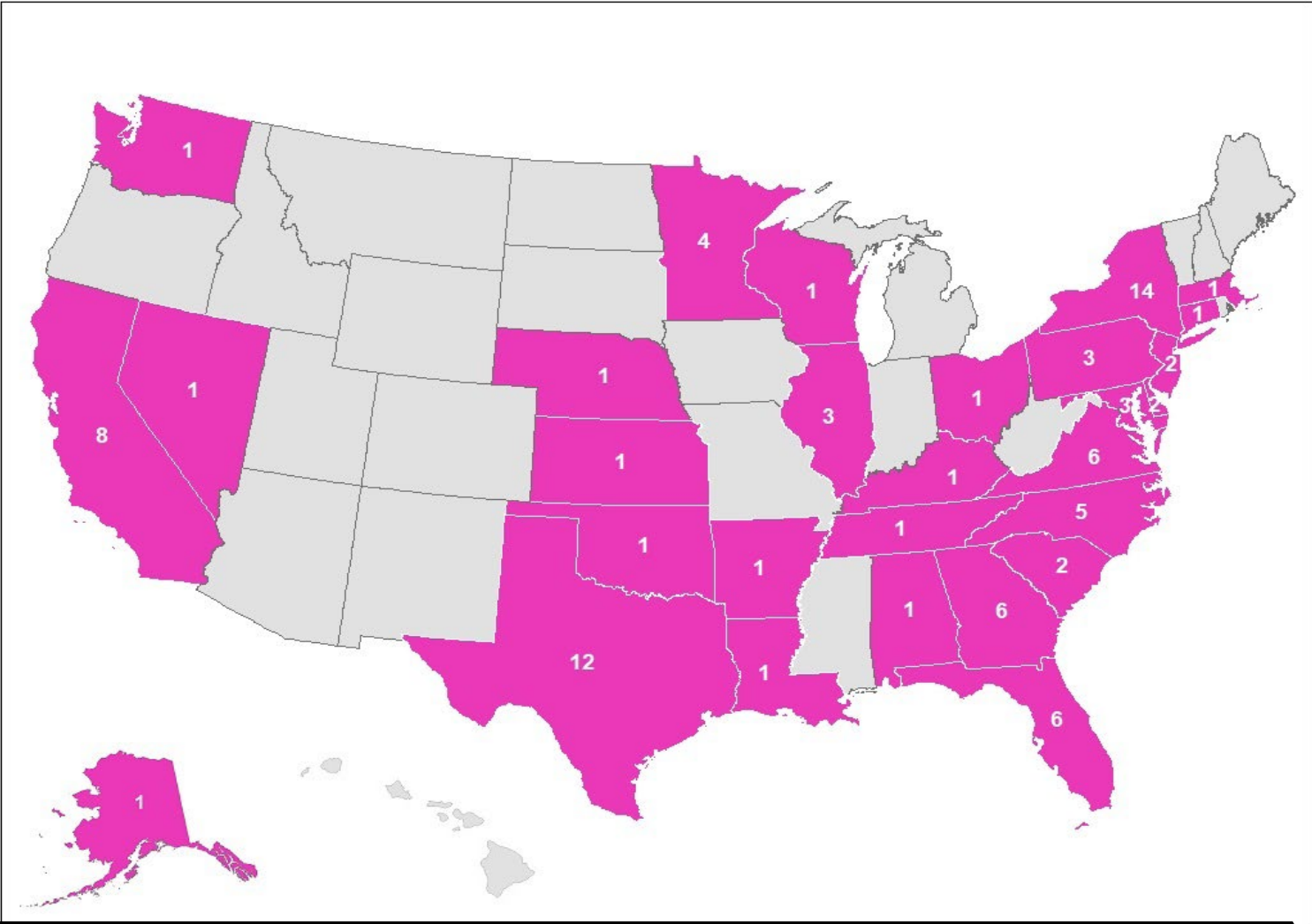
SCHOOL DISTRICT	State	Theil Entropy Diversity Index (Hispanic/Latino-White)		Theil Segregation				4th Grade Students					Total District Enrollment	Estimated share of children age 5-17 in poverty
		Multi-group	FRPL	Level	Index	Level	Total	Black	White	Hispanic/Latino	Asian/Pi			
												Index		
1	Birdville Independent School District	TX	1.0000	0.1788	High	0.1374	High	1,808	168	737	737	89	23,437	16.1%
2	Adams 12 Five Star Schools	CO	1.0000	0.2205	High	0.2405	Very High	2,755	48	1,223	1,221	136	34,926	8.6%
3	New York City Geographic District #20	NY	1.0000	0.1795	High	0.1031	Low	4,146	43	1,056	1,052	1,946	49,715	No Data
4	Novato Unified School District	CA	1.0000	0.1512	High	0.1724	High	512	13	214	211	36	7,277	6.8%
5	Washoe County School District	NV	1.0000	0.2315	High	0.4126	Very High	4,693	106	2,019	1,986	248	63,247	10.3%
6	Salem-Keizer School District 24J	OR	0.9999	0.2143	High	0.1490	High	3,252	39	1,450	1,418	147	40,382	16.0%
7	Hall County School District	GA	0.9998	0.3724	Very High	0.2113	High	2,054	102	953	923	24	27,057	17.1%
8	Bethlehem Area School District	PA	0.9997	0.2216	High	0.2180	High	1,013	101	414	430	31	13,618	16.2%
9	Mesa Unified District	AZ	0.9995	0.2455	High	0.1932	High	4,836	233	2,024	2,131	84	62,879	18.0%
10	Community Unit School District 300	IL	0.9994	0.3287	Very High	0.1773	High	1,407	68	631	597	73	19,978	7.9%
11	West Ottawa Public School District	MI	0.9987	0.2862	Very High	0.1608	High	430	17	171	186	28	6,662	7.0%
12	Lucia Mar Unified School District	CA	0.9987	0.1941	High	0.1176	Low	726	6	319	347	17	10,258	8.9%
13	Whitfield County School District	GA	0.9985	0.1962	High	0.0870	Low	1,027	19	506	462	7	12,964	15.7%
14	Newport-Mesa Unified School District	CA	0.9982	0.4190	Very High	0.2982	Very High	1,437	5	598	661	76	20,210	10.4%
15	Simi Valley Unified School District	CA	0.9971	0.1690	High	0.1758	High	1,149	10	512	451	120	16,026	7.8%
16	San Marcos Unified School District	CA	0.9968	0.2478	High	0.1334	High	1,500	36	599	685	176	20,699	11.1%
17	Elkhart Community Schools	IN	0.9959	0.2027	High	0.0671	Low	1,000	144	413	355	8	12,573	19.5%
18	Grand Island Public Schools	NE	0.9958	0.2200	High	0.1697	High	808	27	345	402	8	9,883	16.1%
19	Salt Lake City School District	UT	0.9958	0.3630	Very High	0.4091	Very High	1,822	82	801	687	139	22,698	14.6%
20	Saddleback Valley Unified School District	CA	0.9955	0.1840	High	0.1360	High	1,855	24	793	677	213	26,304	6.8%
21	Amphitheater Unified District	AZ	0.9925	0.2005	High	0.3166	Very High	977	43	387	475	22	13,532	17.7%
22	Wichita Falls Independent School District	TX	0.9925	0.1487	High	0.1458	High	1,068	151	464	378	20	14,046	22.5%
23	Hillsboro School District JJ	OR	0.9908	0.1426	High	0.1924	High	1,639	36	753	600	140	19,835	9.4%
24	Hamilton Township School District	NJ	0.9901	0.2471	High	0.1584	High	870	143	377	298	22	11,562	10.1%
25	Lee County School District	FL	0.9899	0.1476	High	0.0628	Low	6,002	838	2,157	2,736	87	81,972	16.4%
26	Conroe Independent School District	TX	0.9894	0.1416	High	0.2812	Very High	5,042	418	2,362	1,852	221	62,630	10.0%
27	Manatee County School District	FL	0.9890	0.2169	High	0.1158	Low	3,172	426	1,418	1,107	73	40,818	15.8%
28	Coati-Rohmert Park Unified School District	CA	0.9886	0.1449	High	0.0876	Low	384	6	139	179	14	5,350	9.5%
29	Anarillo Independent School District	TX	0.9879	0.2335	High	0.2566	Very High	2,541	255	897	1,164	144	32,573	22.1%
30	Sioux City Community School District	IA	0.9864	0.2328	High	0.0849	Low	1,131	69	523	397	35	14,285	20.4%

*2018 Small Area Income and Poverty Estimates (SAIPE)

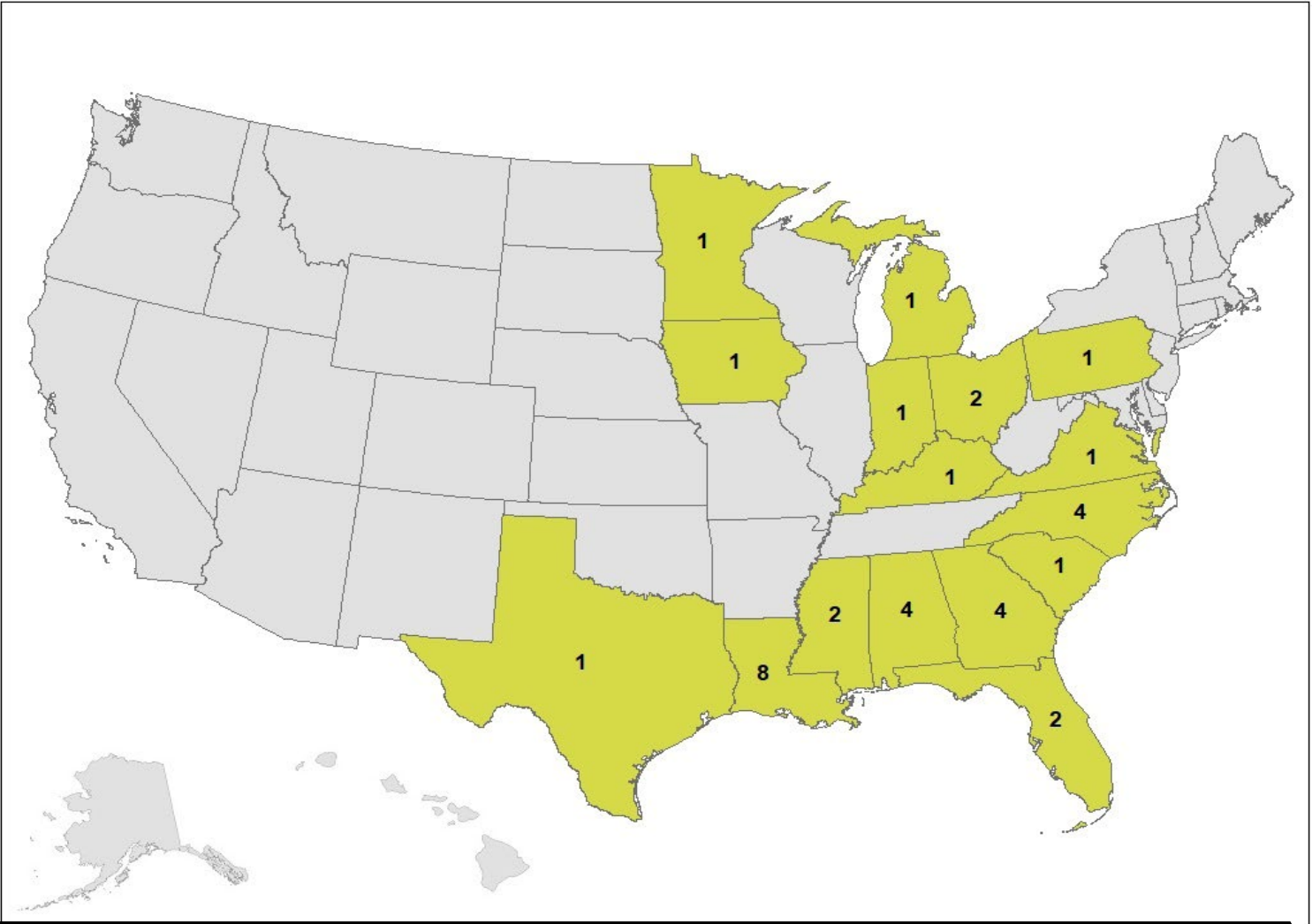
TABLE 3 (CONT'D): DIVERSE, BUT SEGREGATED, SCHOOL DISTRICTS - HISPANIC/LATINO-WHITE

SCHOOL DISTRICT	State	Theil Entropy Diversity Index (Hispanic/Latino-White)		Theil Segregation				4th Grade Students					Total District Enrollment	Estimated share of children age 5-17 in poverty
		Multi-group Index	Level	FRPL		Total	Black	White	Hispanic/Latino	Asian/PI				
				Index	Level									
31	IL	0.9847	High	0.0959	Low	529	52	244	182	21	7,242	18.4%		
32	CA	0.9835	High	0.1763	High	952	18	416	307	118	13,470	4.6%		
33	UT	0.9809	High	0.1658	High	5,084	213	2,499	1,801	455	65,878	12.0%		
34	NC	0.9752	Very High	0.2095	High	685	83	327	225	9	9,061	12.9%		
35	CA	0.9751	High	0.0529	Very Low	1,042	21	509	350	92	14,890	10.5%		
36	DE	0.9742	High	No Data	No Data	928	101	463	316	11	10,454	21.4%		
37	WI	0.9723	High	0.1838	High	1,400	204	627	422	19	18,122	15.7%		
38	TX	0.9710	High	0.0567	Low	586	69	180	270	14	7,304	19.1%		
39	CA	0.9697	High	0.2021	High	1,099	13	560	370	101	17,632	6.7%		
40	CA	0.9693	High	0.1237	Low	1,210	12	435	660	36	15,900	11.2%		
41	NY	0.9690	High	0.0204	Very Low	419	39	144	219	7	5,595	15.6%		
42	WA	0.9685	High	0.2037	High	1,460	45	792	519	29	18,540	15.1%		
43	CA	0.9678	High	0.2924	Very High	1,748	21	534	819	327	24,921	8.6%		
44	AR	0.9664	Very High	0.1681	High	1,804	44	572	885	268	22,190	16.7%		
45	TX	0.9652	High	0.1779	High	2,274	353	1,089	698	80	29,998	8.4%		
46	AZ	0.9650	Very High	0.3188	Very High	2,367	83	1,265	810	79	30,935	11.6%		
47	OK	0.9620	High	0.1531	High	592	17	285	179	62	7,758	22.4%		
48	CA	0.9617	High	0.1176	Low	536	23	178	284	13	7,179	15.3%		
49	NJ	0.9611	High	0.0998	Low	793	30	266	426	66	10,621	15.8%		
50	CA	0.9592	Very High	0.2990	Very High	2,417	64	642	1,040	262	29,850	8.0%		
51	FL	0.9521	Very High	0.1145	Low	1,288	94	711	421	22	17,966	14.8%		
52	CA	0.9499	High	0.1445	High	1,168	18	369	631	105	15,772	8.1%		
53	IA	0.9435	High	0.0204	Very Low	396	14	122	216	29	5,068	14.2%		

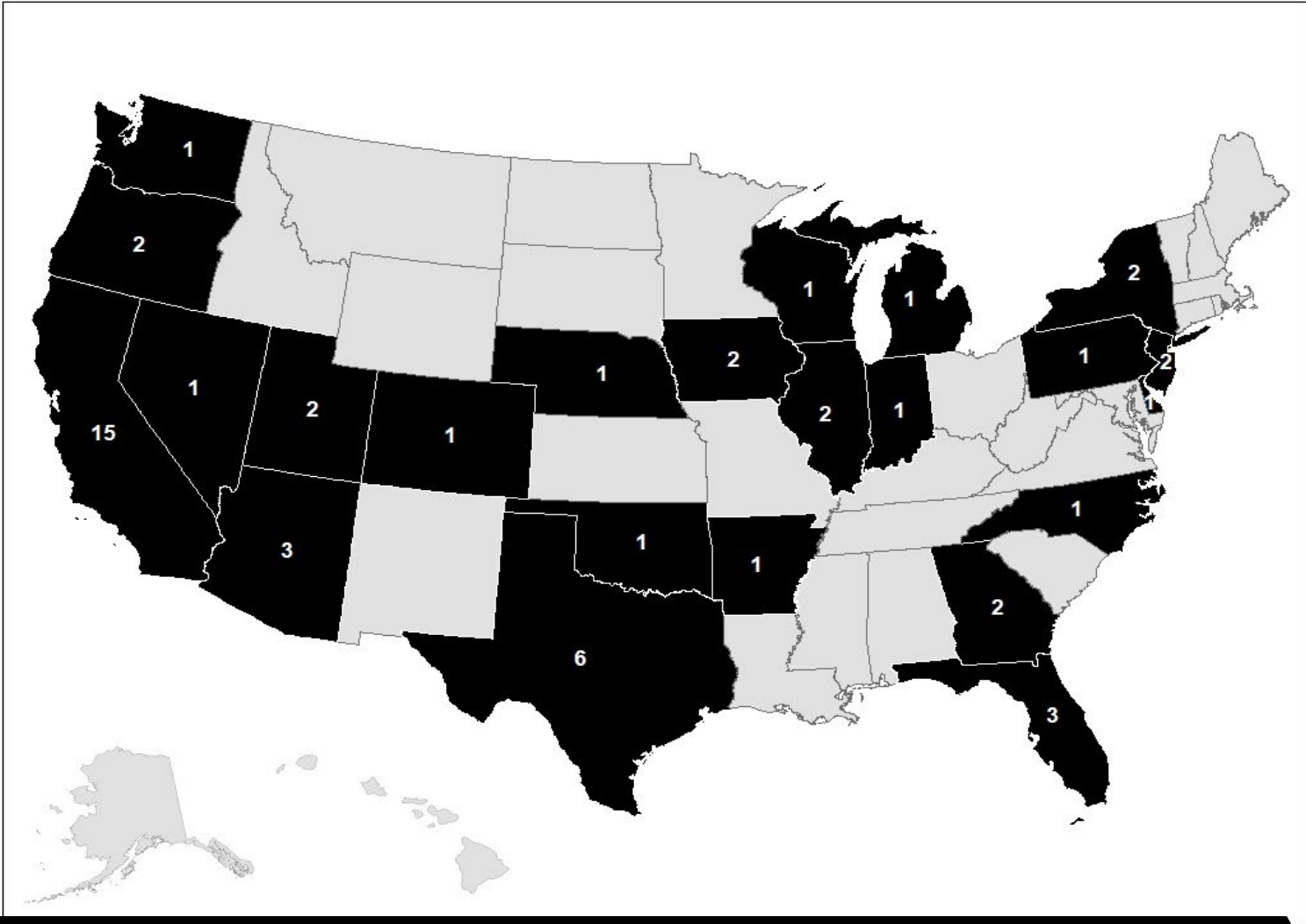
*2018 Small Area Income and Poverty Estimates (SAIPE)



MAP 1: DIVERSE, BUT SEGREGATED, SCHOOL DISTRICTS BY STATE (MULTI-GROUP)



MAP 2: DIVERSE, BUT SEGREGATED, SCHOOL DISTRICTS BY STATE (BLACK-WHITE)



MAP 3: DIVERSE, BUT SEGREGATED, SCHOOL DISTRICTS BY STATE (HISPANIC/LATINO-WHITE)

ACKNOWLEDGMENTS

AUTHORS

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DESIGN

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