

# Modèl Chicago pou Enskripsyon Selektif nan Lekòl Segondè

Gwoup Travay sou Admisyon Boston Exam Schools

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# De Objektif nan Sistèm Chicago a

Pou amelyore opòtinite pou elèv yo pandan y ap:

1) bay tout elèv yo avantaj yon anviwònman aprantisaj ki divèsifye (rasyalman ak ekonomikman);

2) idantifye talan nan yon fason ki rekonèt pa sèlman nivo reyalizasyon men distans ki vwayaje/obstak ki simonte.

# Avantaj Divèsite pou Tout Elèv yo

- Rechèch ke "divèsite rann nou pi entelijan."
- Diskisyon ki pi rich mennen nan amelyorasyon aprantisaj, yon bagay ki rekonèt pa kòlèg elit yo.
- Konpetans pwofesyonèl pou pakouri divèsite mendèv la. Yo apresye konpetans nan konstriksyon pon.
- Anplwayè yo revoke plis souvan pou enkapasite pou kowopere ak lòt moun parapò ak enkonpetans.

Sous: Berends & Penalosa (2010) Antonio et al, (2004) Marin (2000), Johnson & Johnson (1994), site nan Kahlenberg ak Potter, A Smarter Charter (2014), p. 63.

# Itilize Konsiderasyon Sosyo-ekonomik pou Kreye Divèsite Sosyo-ekonomik ak Divèsite Rasyal

- Kontrent legal sou itilizasyon ras: Paran ki Enplike nan Lekòl Kominotè v. Seattle (2007)
- Kontrent politik: Sondaj Gallup jwenn 63%-36% opozisyon nan ras antanke faktè nan admisyon selektif nan inivèsite, men 61%-39% sipò pou konsiderasyon sikonstans ekonomik famiyal nan admisyon (Source Scott Jaschik, "Poll: Piblik Opoze ak Aksyon Afimatif," Inside Higher Ed, 8 Jiyè 2016).
- Kritè sosyo-ekonomik, espesyalman sila yo ki egzamine povrete nan katye, wotman lye ak ras. Fanmi nwa ak fanmi Latino ki genyen revni ki depase \$75,000 nan katye ki genyen pi wo to povrete yo pase fanmi blan yo ki genyen mwens pase \$40,000. (Sous: John R. Logan, Separe epi Inegal: Eka nan Katye pou Nwa, Ispanofòn ak Azyatik yo nan Metwopoliten an, Pwojè US2010, Jiyè 2011, <http://www.s4.brown.edu/us2010/Data/Report/report0727.pdf>, p. 5)

## Modèl Chicago

- Konsidere nòt tè s eta a (1/3); nòt (1/3) & egzamen admisyon espesyal (1/3)
- 30% admi selon kritè akademik ki estrik; ak 70% selon kritè akademik ki konsidere obstak sosyo-ekonomik ki simonte yo (17.5% nan chak 4 nivo sosyo-ekonomik yo).
- Nivo sosyo-ekonomik yo konsidere done nan sektè resansman ki egzamine 6 faktè: 1) revni paran, 2) edikasyon paran, 3) to aksè ak pwopriyete, 4) pwopòsyon fwaye monoparantal 5) pwopòsyon ki pa pale Anglè 6) Pèfòmans nan lekòl adomisil.

Sous: Richard D. Kahlenberg, "Elite, Separate, Unequal," New York Times, 22 Jen 2014; Chicago Public Schools, <http://www.cpsboe.org/content/documents/boardmeetingmagnetsselectivepolicypresentation.pdf>

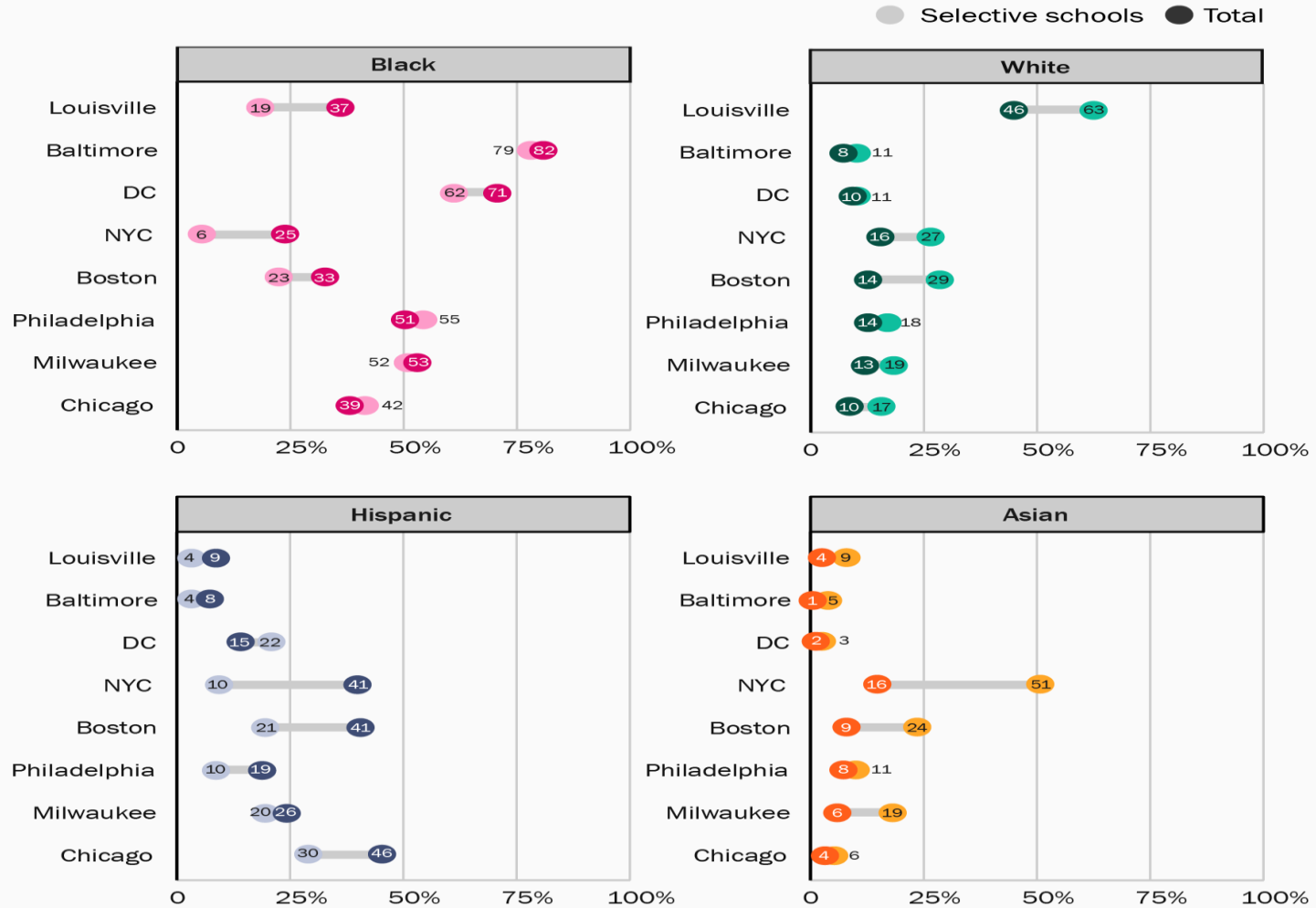


# Ajisteman ki Posib nan Plan Chicago ki itilize nan Charlotte-Mecklenburg NC pou lekòl manyetik non-selektif yo

- Twa nivo sosyo-ekonomik - fèb, mwayen ak wo - se pa kat
- Pwa edikasyon parantal pi lou pase lòt faktè yo. (Nan Chicago, tout 6 faktè yo genyen menm pwa).
- Repoze sou done Sondaj la men konplete pa done endividyèl familyal sou revni ak nivo edikasyon paran an (oto-deklare).

# Brooking 2019 SEtid Lekòl Egzamen yo (Ras)

## Selective high schools racially unrepresentative



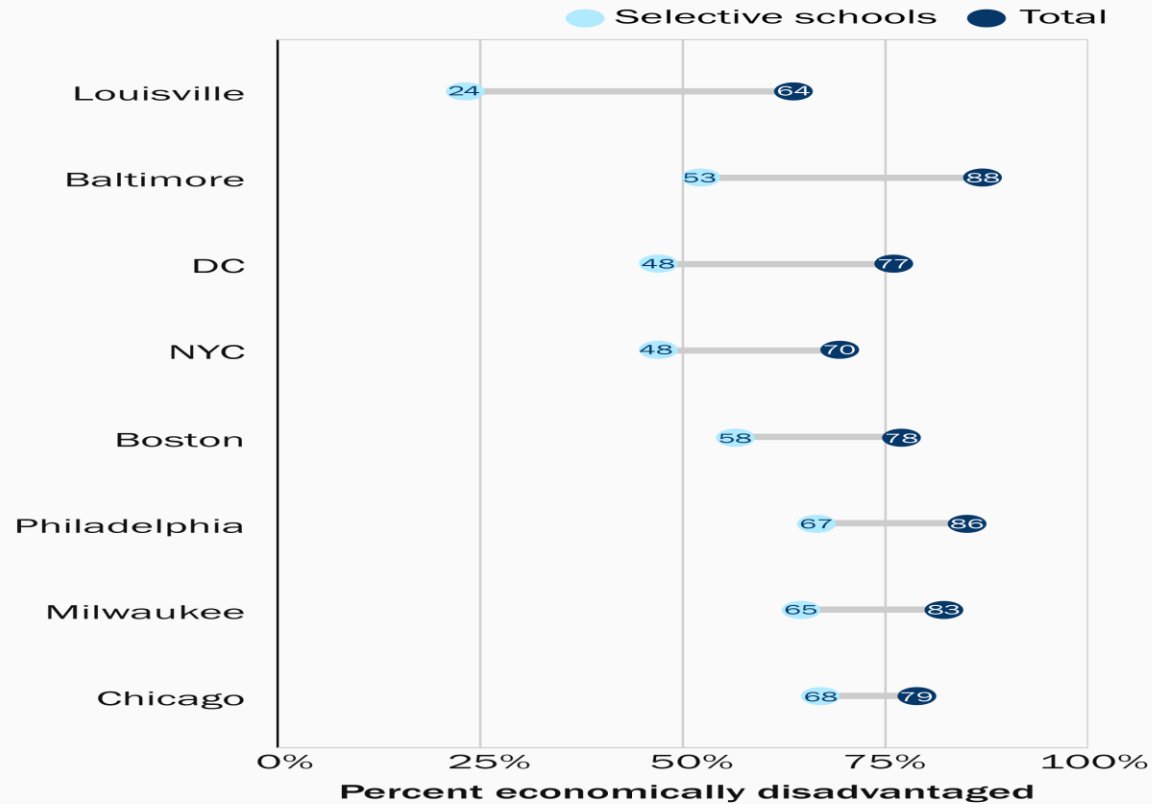
Source: Authors' calculations using 2015 U.S. Department of Education Data.

BROOKINGS



# Brooking 2019 SEtid Lekòl Egzamen yo (Klas)

## Selective high schools economically unrepresentative



**Source:** Authors' calculations using 2015 U.S. Department of Education Data.  
**Note:** Economically disadvantaged refers to students who possess one of the following characteristics: received FRPL, eligible to receive TANF or SNAP, identified as homeless, under the care of CFSA.

**BROOKINGS**

# Whitney Young High School (Chicago)

## Konpozisyon demografik

- 29% Ispanofòn,
- 28% blan
- 21% Nwa,
- 17% Azyatik,
- 4% Miltirasyal,
- 38% fèb revni

<https://www.illinoisreportcard.com/school.aspx?source=studentcharacteristics&source2=lowincome&Schoolid=150162990250764>

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