

## Time line of eleven policies that have perpetuated racial segregation across pre and post Jim Crow eras to present day

| Policy                         | Date(s)    | Summary  | Impact/Outcome   | External Links  |
|--------------------------------|------------|--|--|---|
| Standardized Testing: Eugenics | 1932       | Intelligence tests in schools. A survey of 150 school districts reveals that three quarters of them are using so-called intelligence testing to place students in different academic tracks.   | <p>PoC are sorted and tracked into lower-level courses and programs.</p> <p>Inferiority of intelligence is presumed using flawed biased tests that confirm racist notions of white supremacy.</p>  | Helms, J. E. (2012). A Legacy of Eugenics Underlies Racial-Group Comparisons in Intelligence Testing. <i>Industrial and Organizational Psychology</i> , 5 (2), 176-179.   |
| Red Lining                     | 1934-1980s | <p>The specific practice called "redlining" began with the <a href="#">National Housing Act of 1934</a>, which established the <a href="#">Federal Housing Administration (FHA)</a></p> <p>The areas most frequently discriminated against were black <a href="#">inner city</a> neighborhoods.</p>  | <p>Banks would often lend to lower-income whites but not to middle-income or upper-income blacks</p> <p>The discriminatory practice of fencing off areas where banks would avoid investments based on community demographics. The practice of redlining actively helped to create what is now known as the <a href="#">Black - White wealth gap</a> seen in the United States today.</p>   | <p><a href="https://edwp.educ.msu.edu/green-and-write/2016/gentrification-educational-redlining-and-the-urban-neighborhood-school/">https://edwp.educ.msu.edu/green-and-write/2016/gentrification-educational-redlining-and-the-urban-neighborhood-school/</a></p>  |
| Standardized testing: ETS      | 1948       | Educational Testing Service is formed, merging the College Entrance Examination Board, the Cooperative Test Service, the Graduate Records Office, the National Committee on Teachers Examinations and others, with huge grants from the Rockefeller and Carnegie foundations. These testing services continued the work of eugenicists like Carl Brigham (originator of the SAT) who did research "proving" that immigrants were feeble-minded.  | <p>"If minority students are at a disadvantage in taking the SAT, their choice of colleges will be significantly limited, with important implications for their financial, professional, and social futures" The designer of the original SAT, psychologist Carl Brigham, was a committed eugenicist, who believed in the natural inferiority of Southern and Eastern Europeans, Jews, and African Americans. Of the latter group, he once wrote, "The decline of American society will be more rapid than the decline of intelligence of European national groups owing to the presence here of the Negro." (Weissglass 1998)</p> | <p><a href="https://www.teenvogue.com/story/the-history-of-the-sat-is-mired-in-racism-and-elitism">https://www.teenvogue.com/story/the-history-of-the-sat-is-mired-in-racism-and-elitism</a></p> <p><a href="https://www.theatlantic.com/magazine/archive/2003/11/the-bias-question/302825/">https://www.theatlantic.com/magazine/archive/2003/11/the-bias-question/302825/</a></p> |
| Charter Schools                | 1957       | <p>Started in North Carolina as a response to Brown v Board, states have increasingly promoted "school choice"—publicly funded (tax-based) but privately-owned schools that do not have to adhere to the same regulations and policies and their public school counterparts.</p> <p>Two years before a federal court set a final desegregation deadline for fall 1959, local newspaper publisher J. Barrye Wall shared white county leaders' strategy of resistance with Congressman Watkins Abbott: "We are working [on] a scheme in which we will abandon public schools, sell the buildings to our corporation, reopen as</p> | <p>Besides drops in property values due to school grading and the subsequent stigma, community schools have been shut down and often turned in to exclusive, private managed and unregulated charters, which do not and cannot provide quality education for the entire community and oft times fail to provide quality education for those they do service. Consequently, communities are destabilized and become fodder for economic exploitation by free market carpet bagging and land grabbing.</p>   | <p><a href="http://www.educationevolving.org/system/chartering/history-and-origins-of-chartering">http://www.educationevolving.org/system/chartering/history-and-origins-of-chartering</a></p>  |

privately-operated schools with tuition grants from [Virginia] and P.E. county as the basic financial program," he wrote. "Those wishing to go to integrated schools can take their tuition grants and operate their own schools. To hell with 'em." <http://www.alternet.org/education/racist-history-charter-school-movement>

**Discipline Policies: Suspension and Expulsion**

1970's-present

Students are disciplined in response to the violation of a given rule, by means of removal from (or denial of access to) the classroom or the school for a designated amount of time.

Students of color are disproportionately subject to disciplinary action in schools. Suspension, expulsion, and in-school detention causes students to miss classroom time and fall further behind in their coursework.

<https://sites.ed.gov/whiteaa/files/2016/10/Disrupting-Implicit-Bias-FINAL.pdf>

<https://www.vox.com/identities/2018/4/5/17199810/school-discipline-race-racism-gao>

**Zero-Tolerance (3-strike rule)**

1973-present

The idea behind zero-tolerance policies can be traced back to the *Safe and Clean Neighborhoods Act*, approved in *New Jersey* in 1973 and the *Gun-Free Schools Act of 1994*, when Congress authorized public-school funding subject to the adoption of zero-tolerance policies

Zero-tolerance policies mean that suspension is used as a consequence for infractions ranging from severe (such as weapon possession) to minor (defiance or chronic tardiness).

Racial bias in the criminal justice system is rampant. African American men, in particular, are overrepresented in all criminal justice statistics: arrests, victimizations, incarceration and executions.

<https://www.aclu.org/other/10-reasons-oppose-3-strikes-youre-out>

<https://www.theatlantic.com/education/archive/2015/03/zeroing-out-zero-tolerance/388003/>

**A Nation at Risk**

1983

A report of *American President Ronald Reagan's National Commission on Excellence in Education*. Its publication is considered a landmark event in modern American educational history. Among other things, the report contributed to the ever-growing assertion that American schools were failing.

This report (though widely debunked in the decades that followed) inspired the "test and punish" practice that would define certain schools (usually populated by black and brown students in low income neighborhoods) as "failing" leading to increased DE funding (See NCLB), and school closures. This was the impetus for the ongoing push to privatize public schools (and re-segregation).

[https://www.aft.org/sites/default/files/ae\\_summer2015mehta.pdf](https://www.aft.org/sites/default/files/ae_summer2015mehta.pdf)

**Graduation Testing Requirements**

1990's-present

Implemented starting with NCLB in 2000, and continued under Race to the Top and ESEA all states are required to:

"Exit exams in particular disproportionately prevent students of color from receiving their diplomas -- students who have otherwise completed all graduation requirements. In fact, the report finds that students of

<https://www.raceforward.org/sites/default/files/pdf/199c.pdf>

- Challenging standards for what all students should know and be able to do 9
- A system of assessing whether every student has reached “proficiency” in those standards
- Report cards and other public reporting of school data and assessment results, disaggregated by race, economic disadvantage, disability, migrant status, and English proficiency
- A system of interventions when student achievement is deemed inadequate, a provision of NCLB

color are denied diplomas more often than white students, sometimes almost twice as often.”

Numerous studies confirm that a heavy reliance on standardized tests degrades the curriculum and marginalizes multicultural and bilingual education. Students of color are particularly likely to see their education suffer as a result of test preparation, as teachers with a high percentage of students of color are significantly more likely to state that standardized tests affect their teaching style.

No Child Left Behind 2000

NCLB requires states to intervene in underperforming schools (defined by annual standardized tests) with a series of escalating responses, including: (1) technical assistance to develop school plans; (2) providing the option to transfer to better performing schools; (3) offering supplemental services such as tutoring to low-income students; and (4) a variety of governance restructuring options including turning a school over to private management, creating a public charter, or state takeover.

“The transfer provisions in NCLB have the potential to affect segregation—depending on who takes advantage of the provisions and what choices the school districts provide. These provisions require school districts to allow children from “failing” schools to transfer to another school in the district that is not “failing.” Because the populations of many of the identified “failing” schools are predominantly children of color, a large number of these children may have the opportunity to transfer”

<https://www.raceforward.org/research/reports/no-exit>

Common Core State Standards 2009

The state school chiefs and governors that comprise CCSSO and the NGA Center coordinated a state-led effort to develop the Common Core State Standards. Designed through collaboration among teachers, school chiefs, administrators, and other experts, the standards provide a clear and consistent framework for educators.

Common Core and the formative and summative assessments that accompany them make it imperative to use the textual materials that are produced by those commissioned to create the test. On the elementary level, many of the language arts textual materials are far above the children’s developmental levels. On the elementary and secondary school level they narrow curricular choices and promote questionable teaching methodology. This is problematic for many reasons. First, and foremost, even when resources are readily available, the damage done to small children by continuous direct instruction and targeting and labeling some non-proficient can harm them for years to come. On the flip side, often quality and appropriate resources are not always available to school urban core and rural districts that lack funding.

[www.educationalchemy.com](http://www.educationalchemy.com)

**Online  
Education  
and  
Education  
Technology**

2009-present

The delivery of classroom instruction, education materials, and assessments by means of computers and other forms of online formatting.

**Domination, surveillance, privatization, and profiteering of black and brown communities by eliminating public schools and teachers replaced by “personalized learning” and online education delivery.** [www.wrenchinthegears.com](http://www.wrenchinthegears.com)  
This includes:

- **The monopoly power of multinational corporations is used for resource extraction**
- **Big Tech corporations control computer-mediated experiences, giving them direct power over political, economic, and cultural domains of life**
- **Big Data, violates the sanctity of privacy and concentrates economic power into the hands of US corporations**
- **US elites have persuaded most people that society must proceed according to its own ruling class conceptions of the digital world, setting the foundation for tech hegemony.**