# Fair Housing Assessment

Disparities in Access to Opportunity — Education

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KEY FINDINGS AND CONCLUSIONS

- For the region as a whole, non-Hispanic blacks and Hispanics are much more likely to live in low-proficiency school attendance areas than other racial and ethnic groups. This is also true in Kansas City, Missouri, but much less so in the other CDBG communities, which have single school districts or very few districts, meaning that people of color are more likely to live in the same school district as other racial and ethnic groups.

- The CDBG communities tend to fall into three categories:

  1. Communities where school proficiency is below that of the region, where non-Hispanic blacks and Hispanics are much more likely to live in low-proficiency school attendance areas (Kansas City, Kansas [very low,] and Kansas City, Missouri).
  2. CDBG communities that are somewhat below regional school proficiency scores, but scores are fairly evenly distributed across races.
  3. CDBG communities that have high school proficiency index scores throughout the community and scores are distributed evenly across races.

- Alternative data reinforces the conclusions from HUD-provided data indicating that lower ACT scores and unaccredited schools are concentrated in R/ECAP areas and adjacent neighborhoods

- School district residency requirements make it difficult for students living in low-proficiency school attendance areas to attend schools in higher-proficiency areas. The only way to do that is for families to move into these higher-proficiency districts. However, the lack of affordable housing makes this difficult.

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The Kansas City metropolitan area is served by more than 50 local public school districts of varying sizes and characteristics. The city and school district boundaries overlap; for example, the city of Kansas City, Missouri, includes all or portions of 14 different school districts. Map 1 on page 3 of Section VI-D shows the overlapping boundaries of cities and school districts.

Map 1: School Districts and Cities in the Kansas City Region
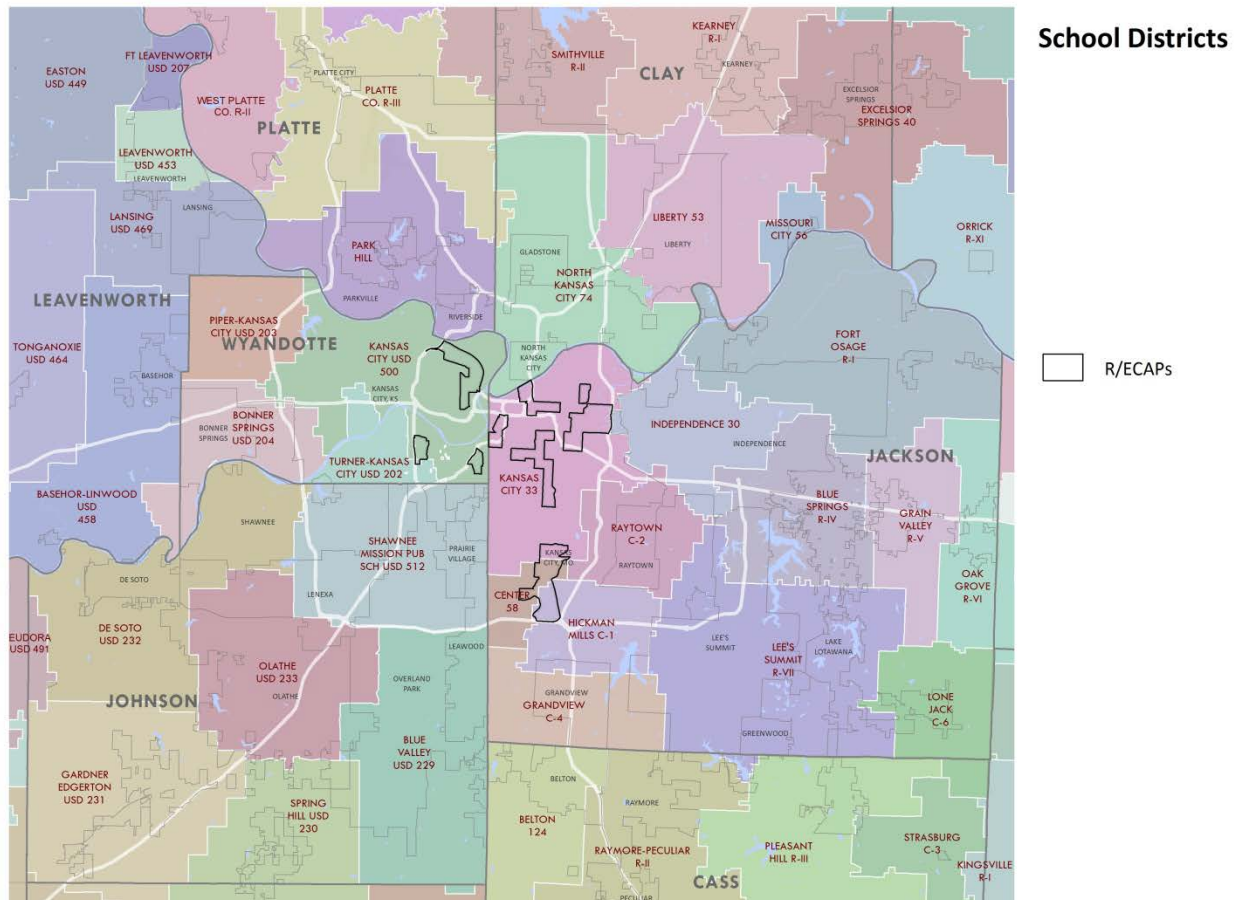
Public schools are governed by locally elected school district boards, and are separate units of government from city government. The funding provided by the states of Missouri and Kansas differ, as do local school districts' taxing authority to raise sufficient resources to support public education.

HUD has assembled 2011–2012 school-level data on the performance of fourth-grade students on state exams in reading and math. The index includes the percent of students proficient on these tests for up to three schools within a 1.5-mile radius of the center of a census block group. The data shows that students in Re/CAPs and other concentrated areas attend school districts with lower test scores. (Please note: a group of Missouri educators has reviewed the HUD measure and feel it is not representative of school performance. It would be appropriate to have measures at higher grade levels. Proficiency processes vary from state to state, which can be problematic in a bistate region such as Kansas City. Where possible, additional measures have been added.)

Table 1: District Demographics, 2015

School District	Free and Reduced Lunch	White	Black	Hispanic	Asian	Pacific Islander	Native American
Blue Springs	30.7%	75.1%	11.0%	5.4%	2.5%	0.5%	0.4%
Center	74.4%	19.1%	63.5%	9.2%	1.6%	0.2%	0.1%
Fort Osage	58.0%	78.7%	6.5%	8.3%	1.0%	2.2%	0.8%
Grandview	79.0%	21.6%	54.1%	17.7%	0.8%	0.2%	0.4%
Hickman Mills	85.0*%	10.6%	75.5%	8.9%	1.5%	0.3%	0.2%
Independence	70.7%	61.9%	11.1%	17.3%	0.8%	1.0%	0.5%
Kansas City, Missouri	89.4*%	8.9%	57.0%	28.4%	3.9%	0.1%	0.2%
Kearney	14.4%	93.9%	1.0%	2.5%	0.6%	0.2%	0.2%
Lee's Summit	19.4%	76.1%	11.7%	5.4%	2.2%	0.2%	0.3%
Liberty	19.2%	83.3%	5.4%	5.4%	2.7%	0.3%	0.5%
North Kansas City	48.5%	62.4%	12.5%	13.2%	3.4%	0.8%	0.6%
Park Hill	29.7%	70.4%	10.7%	9.4%	3.2%	1.2%	0.5%
Platte County	24.9%	78.3%	8.2%	7.6%	2.2%	0.4%	0.2%
Raytown	67.5%	34.0%	49.4%	10.5%	1.2%	0.3%	0.4%
Smithville	16.7%	92.2%	0.8%	3.6%	1.4%	0.1%	0.8%
Kansas City, Kansas**	89.1%	13.6%	32.3%	45.8%	0.3%	–	–
Turner**	76.2%	42.8%	11.0%	37.8%	–	–	–
Piper**	21.1%	65.4%	14.1%	6.6%	–	–	–
Bonner Springs**	57.1%	63.3%	5.8%	17.5%	–	–	–
Fort Leavenworth**	11.9%	66.9%	5.0%	8.3%	–	–	–
Leavenworth**	63.4%	59.4%	18.9%	8.2%	–	–	–

*   For Kansas City, Missouri, and Hickman Hills, the percentage of students who receive free and reduced price lunches is from 2014 rather than 2015

**   For Kansas school districts, percentages may represent an undercount because data is not reported when fewer than 10 students are within a group and these percentages reflect calculations made on the basis of data that is broken down by gender and year of school.

Disparities in access to proficient schools based on race/ethnicity, national origin and family status

Regional Context — According to HUD-provided data, there is considerable disproportionate access to proficient schools based on race/ethnicity. This is particularly true for non-Hispanic blacks (27.52) and Hispanics (34.89) compared to non-Hispanic whites (55.87). The numbers represent the proficiency index, which measures the proficiency of elementary schools in the attendance area of individuals sharing a protected characteristic.

Non-Hispanic Native Americans (47.28) live in school attendance areas modestly less proficient than non-Hispanic whites. Non-Hispanic Asians or Pacific Islanders live in school attendance just slightly less proficient (54.43) than whites. Maps 3 and 3a below show the concentrations of non-Hispanic blacks and Hispanics in low-proficiency school areas.

Table 2: School Proficiency Index by Race/Ethnicity and by Geography

Total Population

Geographic Area	White*	Black*	Hispanic	Asian or Pacific Islander*	Native American*
Kansas City, MO-KS CBSA	55.87	27.52	34.89	54.35	47.28
Kansas City, Missouri	46.93	20.61	28.82	40.31	35.55
Blue Springs, Missouri	84.64	86.22	84.96	84.95	85.05
Independence, Missouri	39.73	38.32	34.16	42.05	35.34
Kansas City, Kansas	15.75	8.94	9.37	10.45	12.85
Leavenworth, Kansas	29.23	29.50	33.92	31.71	33.43

* Non-Hispanic

Table 3: School Proficiency Index by Race/Ethnicity and by Geography
Population Below the Federal Poverty Line

Geographic Area	White*	Black*	Hispanic	Asian or Pacific Islander*	Native American*
Kansas City, MO-KS CBSA	44.75	20.13	23.14	39.38	39.60
Kansas City, Missouri	36.17	17.05	21.10	33.53	29.05
Blue Springs, Missouri	86.43	88.45	84.90	89.36	88.79
Independence, Missouri	33.99	36.00	24.58	37.86	60.54
Kansas City, Kansas	13.78	8.56	7.00	11.56	14.56
Leavenworth, Kansas	27.39	24.26	32.84	25.20	24.94

* Non-Hispanic

Kansas City, Missouri. – The city is served by 14 school districts and a number of charter schools. The Kansas City SD and Hickman Mills SD serve the Re/CAP areas in Kansas City, Missouri. These two districts have the highest percentage of students on free and reduced lunch and highest percentage of non-white students.

Kansas City, Kansas – The city is served by 3 school districts. Kansas City, Kan. SD is among the most racially diverse and has the second highest percentage of students on free and reduced lunch after the KCMO SD. The Re/CAP areas in Kansas City, Kansas are located in this school district, which has the lowest test scores of the districts serving the city. The Turner School District is also racially diverse, while the Piper District is 65.4 percent white.

Blue Springs, Missouri – The Blue Springs School District serves most of the city of Blue Springs. The school proficiency index for this school district is highest among the cities participating in this plan, and the index is high across all races and ethnicities.

Independence, Missouri – The city is primarily served by the Independence School District, with 71 percent free and reduced lunch and 38 percent non-white. School proficiency index is low across races, with somewhat higher scores for Asian and white students.

Leavenworth, Kansas – Leavenworth School District is 59 percent white; has 63 percent free and reduced school lunch and lower school proficiency indexes somewhat uniformly across all races and ethnicities.

Maps 2, 3a, 3b, 4a, 4b and 5 help assess the disparities in access to proficient schools based on national origin and family status. Map 4 shows the concentration of those of Mexican heritage in areas with low school proficiency in Kansas City, Missouri, Kansas City, Kansas, and to a lesser degree along Interstate 35 in Johnson County, Kansas. On the opposite side, Asians (Indian, Chinese) are concentrated in areas of higher school proficiency. R/ECAPs are concentrated in low-proficiency school attendance areas.
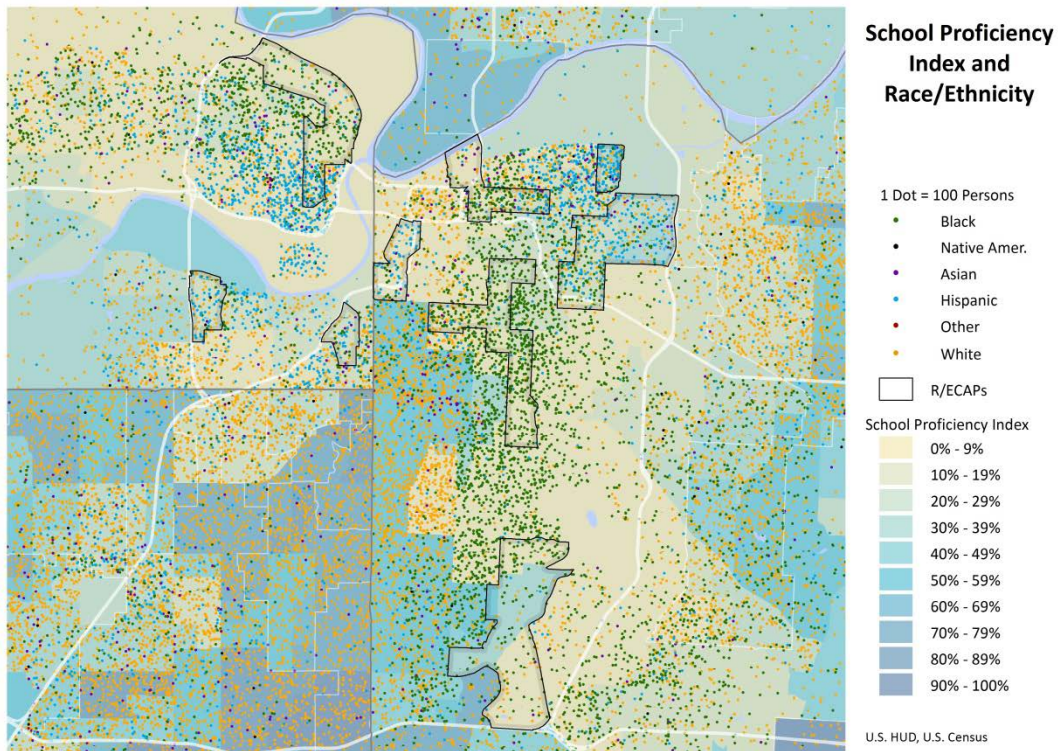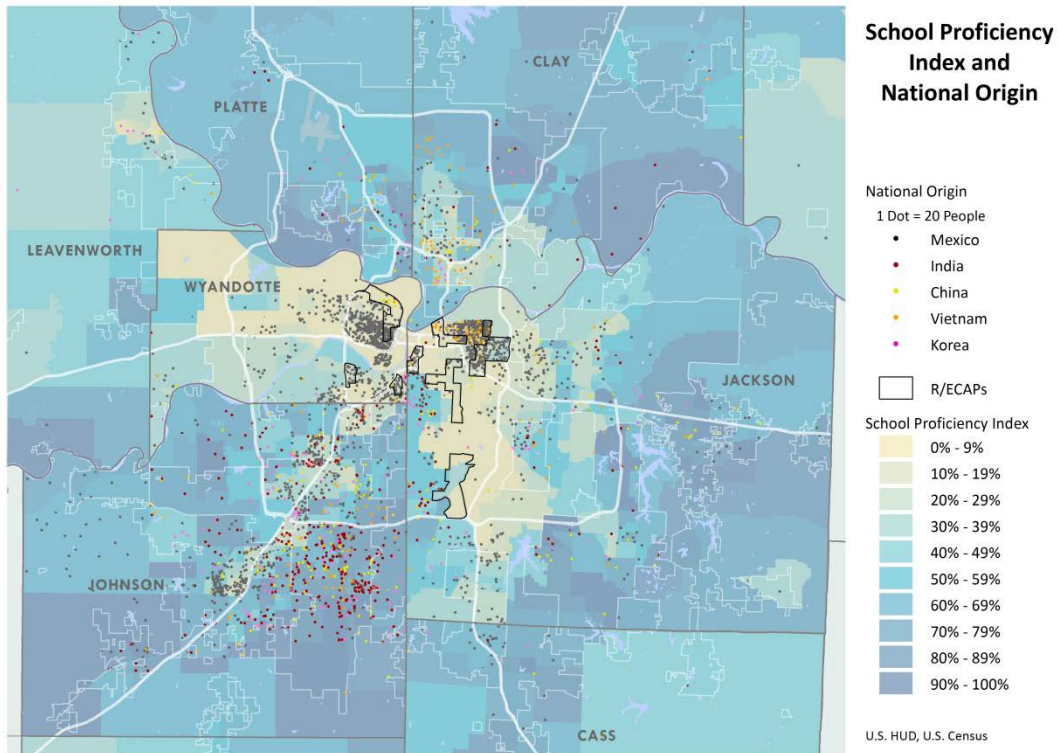
Map 2: School Proficiency Index
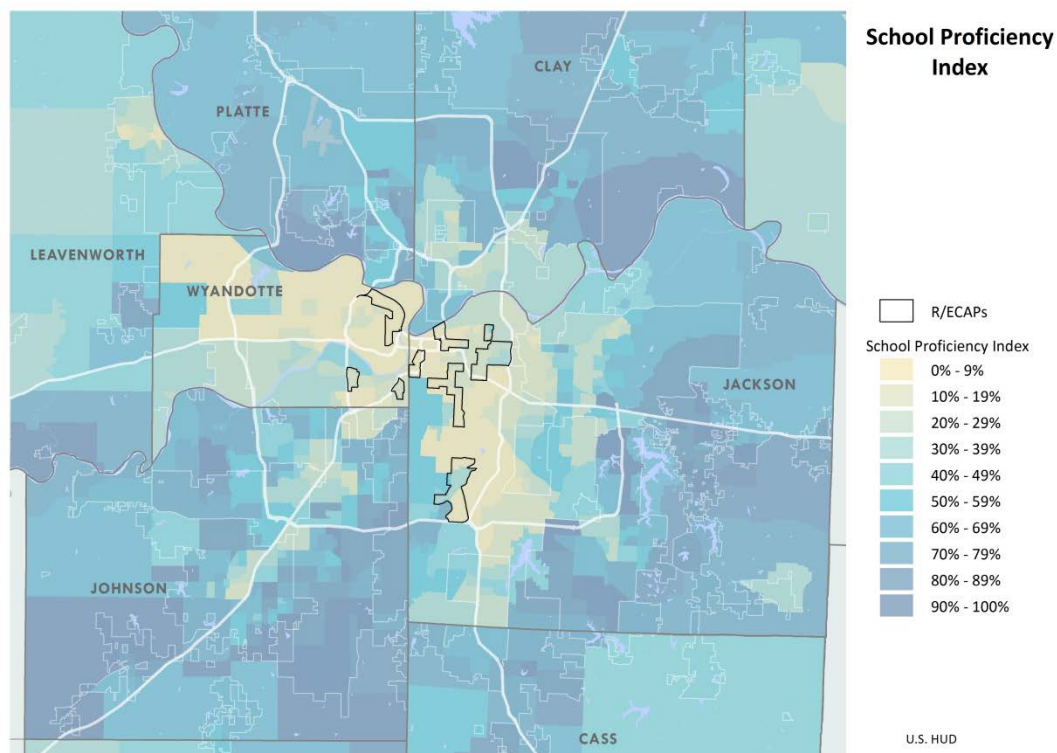
Map 3: School Proficiency Index with Race/Ethnicity
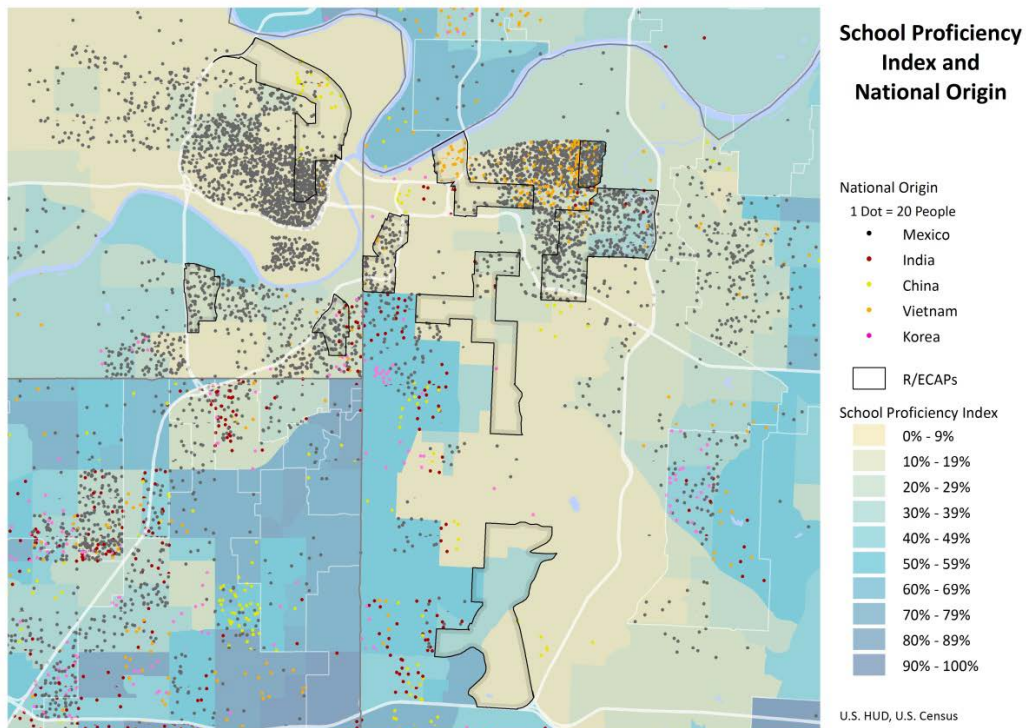### Community Scale
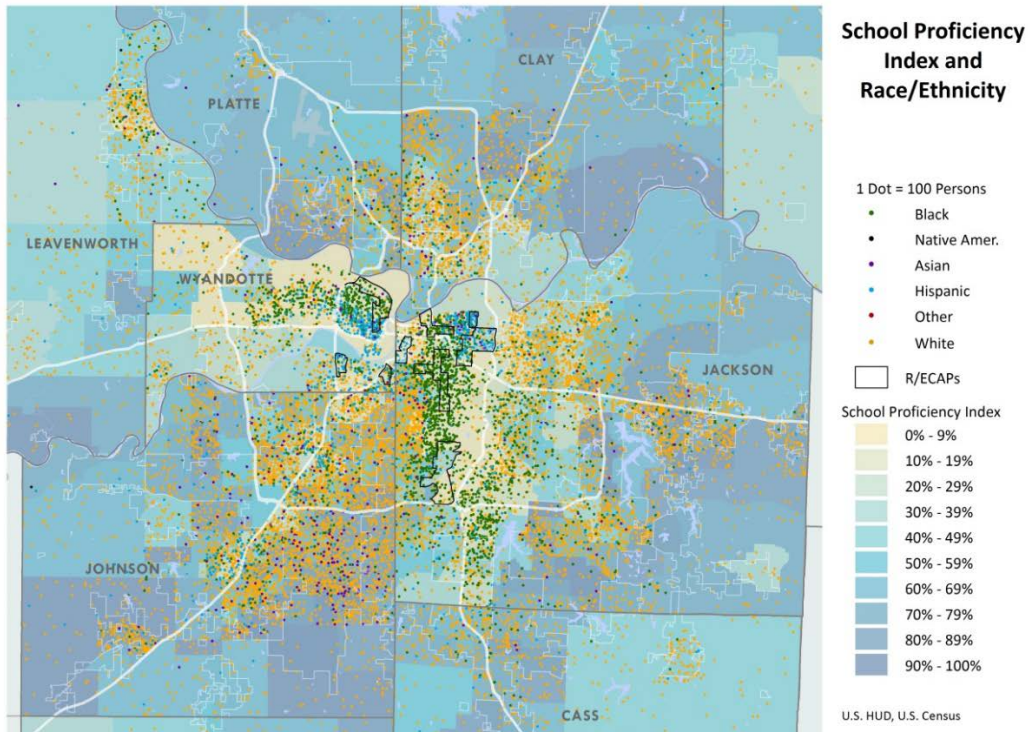
Map 3a: School Proficiency Index with Race/Ethnicity
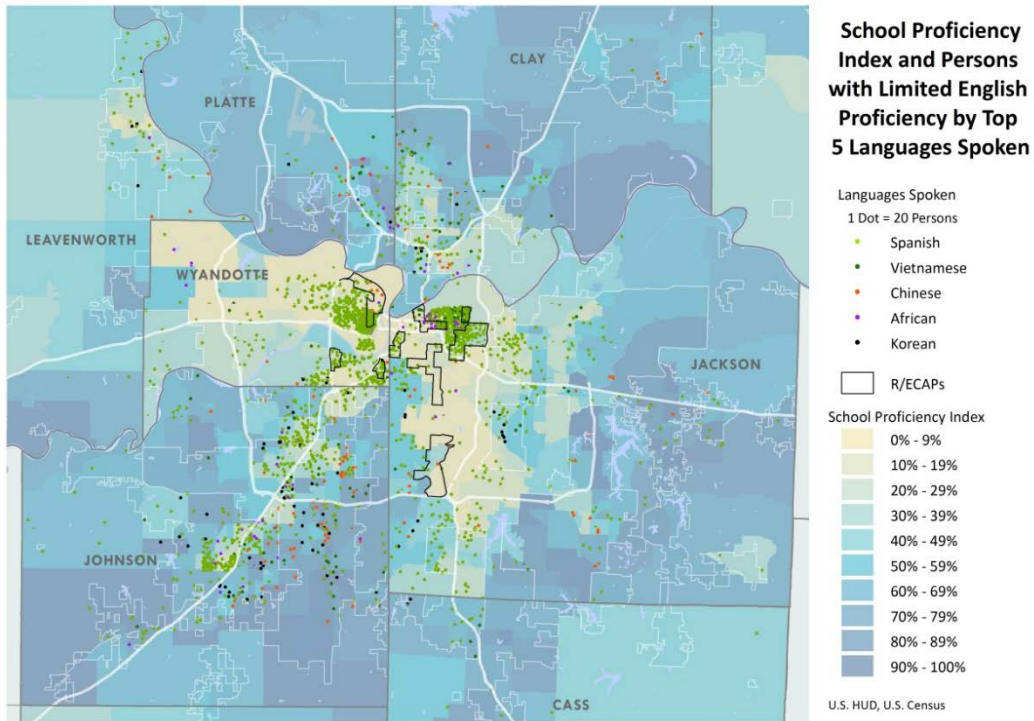### Close-up of R/ECAPs

Map 4: School Proficiency Index with Country of Origin
Community Scale

Map 4a: School Proficiency Index with Country of Origin
Close-up of R/ECAPs

Map 5: School Proficiency Index with Limited English Proficiency
Community Scale

School Proficiency Index and Persons with Limited English Proficiency by Top 5 Languages Spoken

Languages Spoken
1 Dot = 20 Persons
- Spanish
- Vietnamese
- Chinese
- African
- Korean

☐ R/ECAPs

School Proficiency Index
- 0% - 9%
- 10% - 19%
- 20% - 29%
- 30% - 39%
- 40% - 49%
- 50% - 59%
- 60% - 69%
- 70% - 79%
- 80% - 89%
- 90% - 100%

U.S. HUD, U.S. Census

Map 5a: School Proficiency Index with Limited English Proficiency
Close-up of R/ECAPs

School Proficiency Index and Persons with Limited English Proficiency by Top 5 Languages Spoken

Languages Spoken
1 Dot = 20 Persons
- Spanish
- Vietnamese
- Chinese
- African
- Korean

☐ R/ECAPs

School Proficiency Index
- 0% - 9%
- 10% - 19%
- 20% - 29%
- 30% - 39%
- 40% - 49%
- 50% - 59%
- 60% - 69%
- 70% - 79%
- 80% - 89%
- 90% - 100%

U.S. HUD, U.S. Census
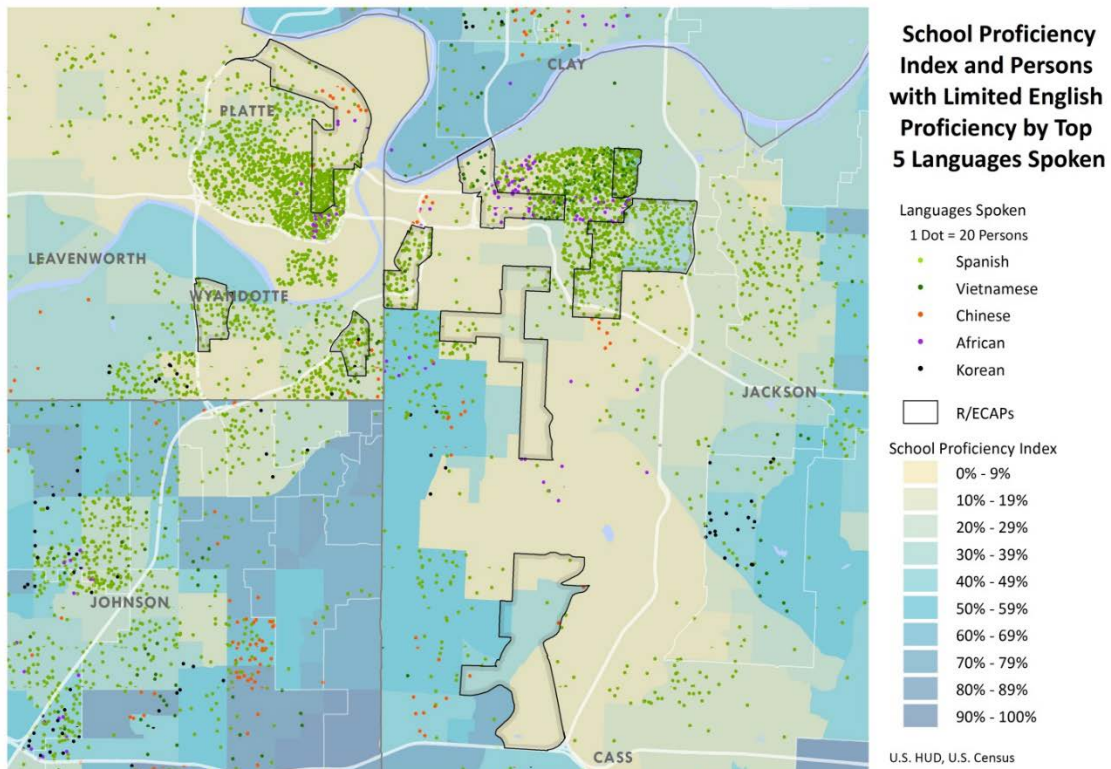
Households with Limited English Proficiency, like households of Mexican heritage, are concentrated in areas of low school proficiency. Data reflecting English Language Learner-Limited English Proficiency (ELL-LEP) status is relevant to an analysis of the issues facing students on the basis of national origin. The Kansas City, Missouri and Turner districts have the largest ELL-LEP student populations among the districts included, with the Kansas City, Kansas, district a distant third.

The gap between Turner and Kansas City, Kansas bears additional inquiry as the latter district appears to be slightly more heavily Hispanic than the former. It could be that different parts of the city, which all have significant Hispanic populations, are comparatively more or less likely to have significant populations of recent immigrants whose school-age children are more likely to be ELL-LEP. At the same time, it may be worth evaluating the Kansas City, Kansas, Unified School District's policies and practices with respect to the identification and provision of services to ELL-LEP students.

The remaining school districts have relatively small ELL-LEP populations. Fort Leavenworth's apparent absence of ELL-LEP students is noteworthy and is likely attributable to students primarily being the children of service members who are likely to have English proficiency regardless of national origin. Bonner Springs and Independence are both districts in which, based on demographic trends, schools may need to be prepared to expand their capacity to provide ELL-LEP services. Economically disadvantaged school districts that include parts of Kansas City, Missouri (other than the Kansas City, Missouri, district) tend to have ELL-LEP populations that are in line with some predominantly white suburban districts and far smaller than the Kansas City, Missouri, district. Clearly, predominantly Hispanic neighborhoods within Kansas City, Missouri, are primarily included in the Kansas City, Missouri, school district, while heavily African-American neighborhoods are included in a broader range of districts.

Map 6: School Proficiency Index and Family Status
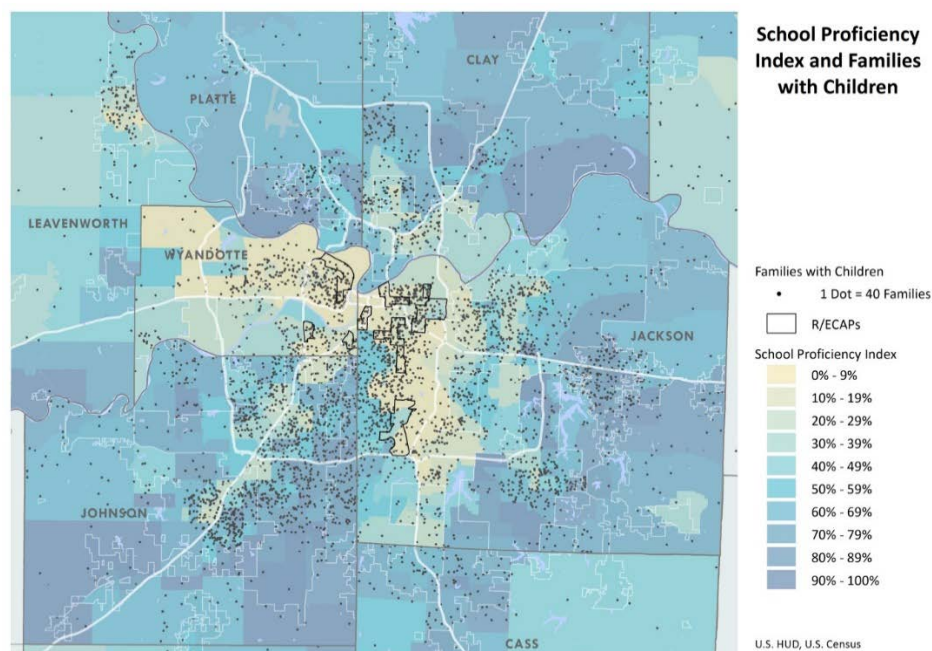
Families with children appear to be widely distributed across the metro area, but appear somewhat more concentrated in Johnson County, where schools of high proficiency are located
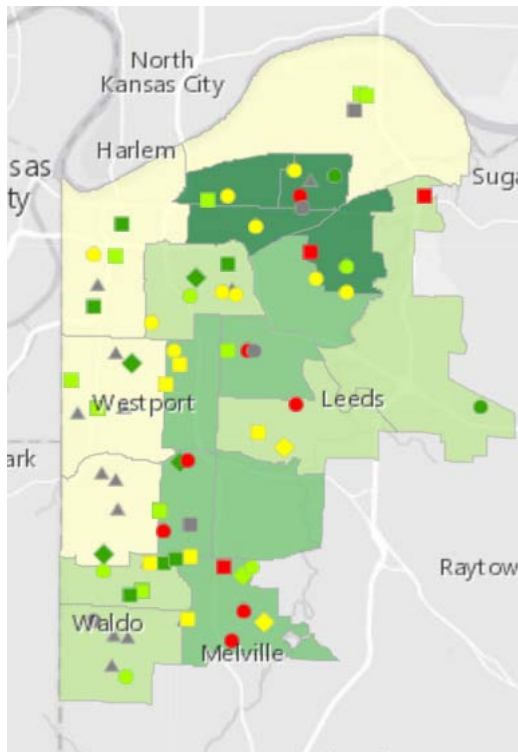
Kansas City, Missouri — According to HUD-provided data, residents of Kansas City, Missouri, across all races, are more likely to live in lower-proficiency school attendance areas compared to the region. As in the region, non-Hispanic blacks and Hispanics are much more likely to live in low-proficiency school attendance areas.

A good deal of Kansas City, Missouri, is located within low-proficiency school attendance areas. There is a close correlation between low-proficiency school attendance areas and R/ECAPs, as well as with black and Hispanic populations. Populations of Mexican heritage and those with low English proficiency are concentrated in low-proficiency attendance areas adjacent to R/ECAPs.

Data for Kansas City, Missouri, more closely resembles that of the region as a whole than other cities included, both with respect to overall levels of school proficiency and with respect to racial and ethnic disparities. In distinguishing Kansas City, Missouri, from the region, three points bear mentioning. First, overall levels of school proficiency are slightly lower than in the region as a whole. Second, Asian or Pacific Islander residents have modestly lower access to proficient schools than white residents within Kansas City, Missouri, while there is no noticeable disparity between those two groups at the regional level. Third, looking solely at the population below the federal poverty line reduces access to proficient schools more significantly for white residents than it does for other groups, particularly black residents. This likely reflects the fact the proportion of the total population of each racial or ethnic group that is comprised of individuals with incomes below the federal poverty line varies widely, with black residents of Kansas City, Missouri, approximately three times more likely than white residents to have incomes below the federal poverty line.

An organization called Show Me KC Schools tracks Kansas City, Missouri, schools and their performance. Map 7 indicates that unaccredited and provisionally accredited public and charter schools are concentrated in the R/ECAP areas and adjacent neighborhoods.

Map 7: Accreditation of Schools in the Kansas City, Missouri, School District

Dots are public schools
Squares are charter schools

Red indicates unaccredited
Yellow indicates provisionally accredited
Light green is accredited
Dark green is accredited with distinction

Kansas City, Kansas — According to HUD-provided data, the entire population of the city lives in low-proficiency attendance areas, although there is still some evident disproportionate probability that people of color live in lower-proficiency attendance areas than non-Hispanic whites. Those of Mexican heritage are concentrated in low-proficiency school areas and are in or adjacent to R/ECAPs.

Kansas City, Kansas, has significant disparities in access to proficient schools in relation to race or ethnicity. There are small but persistent disparities between white residents and all other groups that persist when the focus is shifted to the population below the poverty line, except with respect to Native American residents. Overall, Kansas City, Kansas, has extremely low levels of access to proficient schools in comparison to the region and other cities within the region.

The KCK, Turner, and Piper Unified School Districts comprise the vast majority of the city, while a sliver of the northwestern part falls in the Bonner Springs Unified School District (primarily located in the neighboring city of Bonner Springs). These school districts vary widely. The KCK and Turner districts have student bodies that are primarily made up of people of color, with the KCK district about two-thirds minority and students who receive free or reduced price lunches. The two districts have relatively similar Hispanic populations, but KCK has a significantly greater black population than Turner. Both school districts have lower standardized test scores than any of the other included school districts in Kansas. KCK's scores are generally lower than Turner, but there are exceptions to that general trend. KCK has significantly higher

per pupil expenditures in comparison to all Kansas districts except for Fort Leavenworth, likely as a result of increased federal support.

By contrast, Piper and Bonner Springs have student populations that are significantly more non-Hispanic white than the other two school districts in Kansas City, Kansas. Piper is significantly more heavily black, less heavily Hispanic, and more affluent than Bonner Springs. Although both districts have higher standardized test scores than the other two districts Kansas City, Kansas, Piper's scores are notably higher than those of Bonner Springs and are more comparable to those of Fort Leavenworth, while Bonner Springs is more comparable to Leavenworth. Graduation and drop-out data confirms the disparities between the respective districts with KCK experiencing the greatest struggles, followed by Turner, Bonner Springs and Piper.

In general, drop-out rates are higher and graduation rates are lower for male students; however, Turner is a notable exception to this trend. The causes of this deviation may be instructive in efforts to advance civil rights goals. On a district-by-district basis, there do not appear to be significant racial disparities in dropout rate and graduation rates on the basis of race or ethnicity; however, district-level data masks broader disparities in the region as students of color are disproportionately likely to attend schools in districts with high rates of adverse events, such as dropouts or suspensions and expulsions. Although available data on school discipline is not robust, the prevalence of out of school suspension, even when controlling for total enrollment, may merit additional research.

Cities of Independence, Leavenworth and Blue Springs — According to HUD-provided data, the level of school proficiency is lower in Independence and Leavenworth than the region as a whole, but consistent across races. This is the result of having a single school district, or very few school districts, within each city. The maps above also show that there is not a heavy concentration of new immigrants or people with low English proficiency in these cities.

Blue Springs has consistent proficiency scores across all races that are higher than the region as a whole, and low numbers of recent immigrants or students with low English proficiency. Among cities in Missouri, Blue Springs has higher levels of measurable academic performance, a higher income, a more heavily non-Hispanic white student body, lower rates of school discipline, more qualified teachers, higher graduation rates and lower dropout rates than Independence, which, in turn, fares better than economically disadvantaged school districts that cover the central and southern portions of Kansas City, Missouri.

In general, school districts that cover the northern, predominantly non-Hispanic white portions of Kansas City, Missouri, tend to be much higher performing than districts that cover the central and southern portions of the city. Those northern school districts tend to be more comparable to Blue Springs than they are to Independence. Independence is served by both the Independence and Fort Osage districts, the latter of which is higher performing and less diverse than the former. Independence includes the western portion of the city, which is more heavily Hispanic than the eastern portion of the city.

Local data accentuates the difference in access to proficient schools between Independence and parts of Kansas City, as compared to HUD-provided data. It is worth noting that there is no significant difference between Blue Springs and Independence with regard to black population,

but Independence has a significantly larger Hispanic population. As in Kansas, there do not appear to be major racial disparities in the experience of negative events on a district-by-district level (although dropout rates for Hispanic students are somewhat elevated). However, when the racial and ethnic demographics of each district are kept in mind, it is clear that there are regional disparities with regard those events. Likewise, although school discipline data is not broken down by race or ethnicity, the higher rate of incidents in Kansas City suggests that disparities exist at the regional level.

Both Blue Springs and Independence share relatively low levels of disparity in access to proficient schools by race. This dynamic is likely explained by the relative homogeneity of their populations, the relative lack of segregation within their boundaries (as distinct from segregation between those cities and the surrounding area) and, especially in the case of Blue Springs, the relative smallness of its school district, which allows for a narrower range of school proficiency. The one major caveat to this overall pattern is that Hispanic residents and persons of Mexican national origin have modestly but noticeably less access to proficient schools than do members of other groups in Independence. Additionally, the disproportionately high level of access to proficient schools for Native American residents in Independence would appear to be a product of the very small population of Native Americans in the area rather than a reflection of something deeper. It is also worth noting that overall school proficiency is much higher in Blue Springs than in Independence and the region as a whole.

School proficiency data for Leavenworth is the most difficult to interpret of any of the cities included in this assessment. On the surface, Leavenworth would appear to lack significant disparities in access to proficient schools, and it would appear that Hispanic residents actually have greater access to proficient schools than other groups, a finding that would be inconsistent with the broader region. However, upon reviewing the map of school proficiency for Leavenworth, it appears that the northern half of the city and a sliver of the southernmost portion have the greatest access to proficient schools. The northern half of the city also appears to have the greatest concentration of Hispanic residents in the city. The northern half of the city is home to correctional facilities and a military base, which are counted in the Census data underlying the School Proficiency Index.

With respect to national origin, there are virtually no areas of concentration by national origin (aside from Mexican origin) in the region. Thus, national origin is not a meaningful predictor of access to proficient schools except with regard to Mexican-American residents. Mexican-American residents appear to have less access to proficient schools than other groups in Independence, Kansas City, Missouri, and Kansas City, Kansas, and in the region overall. This pattern does not appear to differ meaningfully from disparities in access to proficient schools for Hispanic residents.

With respect to familial status, there are no clear patterns with regard to access to proficient schools. Each city appears to include block groups with relatively greater access to proficient schools that have high levels of families with children as well as ones with relatively low levels of families with children. Leavenworth is also noteworthy in this context, as the northern portion of the city counterintuitively has a relatively high percentage of families with children. The denominator used to calculate the percentage of families with children is all households; however, people living in institutionalized settings are not deemed to reside in households.

Additional ACT Score Data — ACT scores provide another way to measure education proficiency, especially in terms of the end product of K-12 education. Map 8 shows ACT score distribution across school districts for 2012.

Map 8: ACT Score Distribution
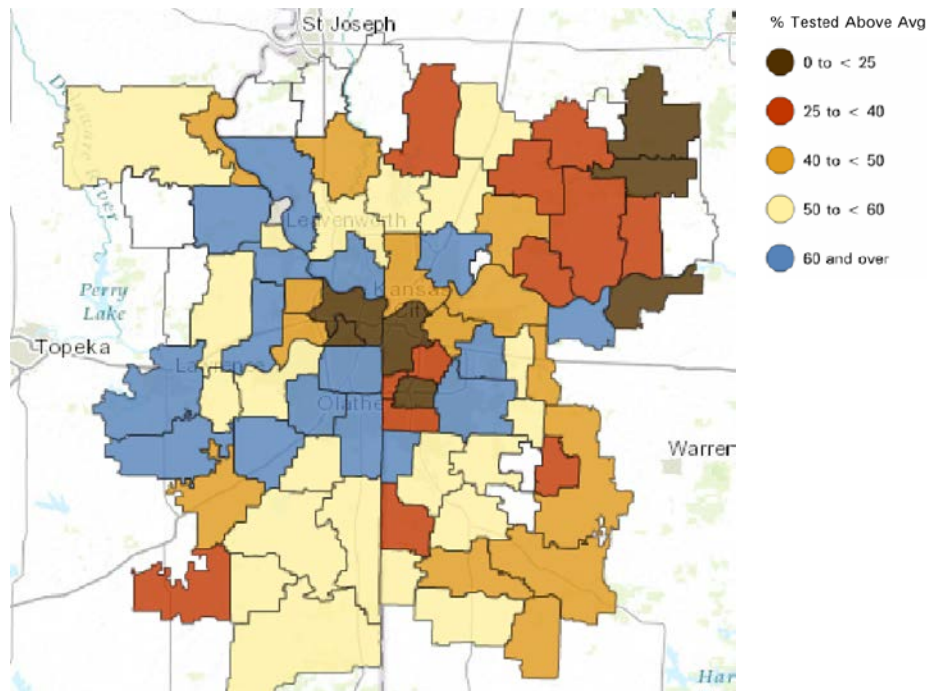
When compared with the distribution of R/ECAPs, this map clearly shows that that the lowest scoring school districts (0-25 percent of students scoring above average or 25-40 percent above average) coincide with the metro area's R/ECAPs and core areas of Kansas City, Missouri, and Kansas City, Kansas. Independence scores higher, with 40-50 percent of test takers scoring above average. The city of Leavenworth does somewhat better, with 50-60 percent of test takers scoring above average, and in Blue Springs more than 60 percent of test takers score above average. These results generally reinforce the data obtained by using the HUD-provided data.

Conclusions

- Non-Hispanic blacks and Hispanics are much more likely to live in low-proficiency school attendance areas than other racial and ethnic groups. This is the case both in the region and in the city of Kansas City, Missouri. It is much less true in the other CDBG communities, which have single school districts or very few districts, meaning that people of color are more likely to live in the same school district as other racial and ethnic groups.
- The CDBG communities tend to fall into three categories: (1) communities where school proficiency is below that of the region, and where non-Hispanic blacks and Hispanics are

much more likely to live in low-proficiency school attendance areas (Kansas City, Kansas [very low], and Kansas City, Missouri); (2) CDBG communities that are somewhat below regional school proficiency scores, but are fairly even across races (the cities of Leavenworth and Independence); and (3) CDBG communities that have high school proficiency scores throughout the community and which are distributed evenly across races (Blue Springs).

- Recent immigrants and people with low English proficiency are concentrated in Kansas City, Missouri, and Kansas City, Kansas, in low-proficiency attendances areas.
- Families with children are somewhat more concentrated in suburban, high-proficiency school attendance areas than in low-proficiency school attendance areas.
- Lower scores on ACT exams are concentrated in R/ECAP areas and areas with high concentrations of people of color and people of Mexican ancestry.

Residency patterns and access to proficiency

The concentration of people of color, particularly non-Hispanic blacks and Hispanics, in the urban core neighborhoods of Kansas City, Missouri, and Kansas City, Kansas, coincides with low-proficiency school attendance areas and R/ECAPs. This means the children of these families do not have access to educational opportunities as substantial as those provided to a majority of non-Hispanic white and Asian and Pacific Islander children. This is also the case for recent immigrants, especially those of Mexican heritage.

While there is distinct evidence of racial/ethnic differences in access to proficient schools in Kansas City, Missouri, that is not generally the case for the other CDBG communities considered in this report. This is most likely an artifact of each of these other communities having just one or very few school districts within its boundaries, compared to 14 in Kansas City, Missouri. However, among the more traditional suburban communities, Blue Springs has very high percentages of access to high-proficiency schools, while the cities of Independence and Leavenworth, although they have consistent school proficiency index scores, are considerably lower than those in Blue Springs. For non-Hispanic whites and Asians and Pacific Islanders, they are even lower than the scores in Kansas City, Missouri.

Conclusions

- Particularly in Kansas City, Missouri, and Kansas City, Kansas, there is a high concentration of low-proficiency school index scores and R/ECAPs. This matches closely with concentrations of non-Hispanic black and Hispanic populations, as well as immigrant populations in these core cities.
- Outside of the two core cities there tends to be less variation in school proficiency scores across racial/ethnic groups, presumably because fewer school districts result in more consistency on school proficiency index scores.
- Outside of the core cities, CDBG communities appear to fall into two categories: (1) communities that have consistent, but lower, school proficiency index scores across race and ethnicity and (2) those that have consistent high scores across race and ethnicity. However, people of color tend to be a low proportion of the population of these cities.

School policies and access to proficiency

Most school districts have policies that require residency within the school district. Since school districts frequently do not match city boundaries it makes it difficult for students to enroll in more proficient school districts without moving into that district. The state line further exacerbates this situation. Also restrictive zoning and development policies in many communities restrict the ability to find affordable housing in higher-proficiency school districts.

Examining HUD-provided data across the jurisdictions, it appears in terms of proficiency scores — with the exception of Kansas City, Missouri, and to a lesser extent, Kansas City, Kansas — that people of color have roughly equal access to proficient school districts. However, in absolute terms, because of the large populations of non-Hispanic blacks and Hispanics in the core cities, these groups are much more likely to be in low-proficiency schools.

Local data reflecting the population of students who have been identified as having disabilities offers only tentative conclusions. It appears that relatively disadvantaged school districts tend to have higher proportions of students with disabilities. Center, Hickman Mills, Kansas City, Missouri, and Raytown have significantly higher percentages of students with disabilities than the remaining school districts, which, with the exception of Grandview, are more economically advantaged and less racially and ethnically diverse. Among suburban districts, it does not appear that the relative degree of economic advantage predicts the population of students with disabilities, as Platte County, which is not one of the most economically advantaged districts, has the second smallest proportion of students with disabilities.

In Kansas, the same conclusion generally holds, with the Kansas City, Kansas, district having the second highest percentage of students with disabilities and Piper, one of the two most advantaged of the districts included, having the lowest percentage. That correlation breaks down somewhat in light of the relatively low percentage of students with disabilities in the relatively disadvantaged Turner district and the extremely high percentage of students with disabilities in Leavenworth, which is neither distressed nor affluent.

Conclusions

- School district residency requirements make it difficult for students living in low-proficiency school attendance areas to attend schools in higher-proficiency areas. The only way to do that is for families to move into these higher-proficiency districts. However, the lack of affordable housing makes this difficult.
- Because non-Hispanic blacks and Hispanics are concentrated in low-proficiency districts, they are the ones who face the most barriers in accessing higher-proficiency school districts.