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INTRODUCTION

"Segregation Lingers in U.S. Schools 60 Years After Little Rock"

"Segregation worse in schools 60 years after Brown v. Board of Education"

“65 years after Supreme Court’s historic Brown v. Board of Education ruling: ‘We are right back where we started’

The U.S educational system has been shaped by a history of systemic and structural racism. Most Notably, desegregation, governed by unconditional racial segregation under the auspices of “separate but equal” left an everlasting impact on public schooling. After the decision of Brown v. Board of Education, which stated that schools should desegregate with “all deliberate speed,” institutional policies have gone through many reiterations to keep up with both the political and social issues surrounding racial inclusion and desegregation of urban public schools. Although Brown v. Education ended legal segregated schools, more are segregated now than they were at the time of the ruling in 1954. What we are experiencing are the effects of de facto segregation: segregation not mandated by law but still occurring. Nevertheless, urban and rural disparities within education still persist today by the unequal distribution of resources for areas populated by marginalized groups. This study refers to this as "Racial Isolation".

Through a grounded theory case study of Bridgeport, Connecticut, a post-industrial inner city, experiencing racial isolation and a failing public school system, my research intends to tell the story of how the racial/ethnic composition of Bridgeport has changed over time, while simultaneously addressing how these demographic shifts, and the policy changes they inform, have impacted city schools serving Bridgeport’s youth. Separate was never equal under Brown, and separate doesn’t make equality new. More than 65 years after the first attempt of desegregate our public school system.

METHODS

Theoretical Framework

From the perspective of critical race theory, it is clear that the history and policy making are not just matters of choice, but they are matters of power. Race matters and has a lasting impact on public schooling. After the decision of Brown v. Board of Education, which stated that schools should desegregate with “all deliberate speed,” institutional policies have gone through many reiterations to keep up with both the political and social issues surrounding racial inclusion and desegregation of urban public schools. Although Brown v. Education ended legal segregated schools, more are segregated now than they were at the time of the ruling in 1954. What we are experiencing are the effects of de facto segregation: segregation not mandated by law but still occurring. Nevertheless, urban and rural disparities within education still persist today by the unequal distribution of resources for areas populated by marginalized groups. This study refers to this as "Racial Isolation".

This is a case study of Bridgeport, CT. What separates my study from those in the past is the fact that this has yet to be done.

The current study of bridging the gap in the literature by examining the relationship between institutional policies of desegregation and the demographic changes in Bridgeport is a timely and needed project as the city is experiencing the phenomena of racial isolation. This lesson is the Grundlach Theory, which supports cultural theory that is "grounded in data environmentally gathered and analyzed" (Grundlach & Cattel, 1990). The goal is to understand the phenomenon occurring and how the demographic changes impacted Bridgeport's Public Schools. The goal is to understand how public schools were impacted and serving youth. We look at the school budget stability and the Scholastic Aptitude Test (SAT) score academic outcomes among CT renters and Bridgeport's Public schools.

Figure 1: Keyword Coding

Figure 2: Districts

Figure 3: Census Data

Figure 4: Archival Research

Figure 5: Archival Research - Oldest piece on Bridgeport

METHODS

Theoretical Framework

Grounded Theory is a social methodology and cannot be investigated without the implementation of theoretical framework. I will be looking at all data and findings through a Critical Race Theory perspective. This framework was created to acknowledge that the legal system and policy making are not just matters of choice, but they are matters of power. Race matters and has a lasting impact on public schooling. After the decision of Brown v. Board of Education, which stated that schools should desegregate with “all deliberate speed,” institutional policies have gone through many reiterations to keep up with both the political and social issues surrounding racial inclusion and desegregation of urban public schools. Although Brown v. Education ended legal segregated schools, more are segregated now than they were at the time of the ruling in 1954. What we are experiencing are the effects of de facto segregation: segregation not mandated by law but still occurring. Nevertheless, urban and rural disparities within education still persist today by the unequal distribution of resources for areas populated by marginalized groups. This study refers to this as "Racial Isolation".

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In 1954, many believed the ends, equal educational opportunity, would follow the means, desegregating schools. As we approach the 66th anniversary of Brown v. Board of Education, we must realize that this decision, even after five decades, is still a distant hope. This case study aimed to tell the demographic and educational history of Bridgeport to highlight the impact of racial isolation and explore the ways it fosters an inequitable distribution of resources, which in turn results in depressed opportunities and academic achievements for students of color. Undercovering the intersections of racial isolation and academic outcomes, we now know that our schools are racially isolated and accompanied by inequitable distribution of resources for people of color resulting in constant academic underachievement. The inequity of demographics and funding are causing a repeat of history. We are once again faced with a double track of opportunity and its natural, damaging effect. On May 17, 1954, a unanimous Supreme Court said no amount of dressing up separate schools to look pretty could mask the inherent ugliness of inequity.

66 years later, we are remain separate and still unequal.

Implementations

1. Integration V. Equitable Education
2. New equitable Funding Formula to meet NEEDS
3. Implementation of Ethnic Studies Curriculum in Public Schools

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