Web Appendix to "The End of Court-Ordered Desegregation"

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This document contains the unpublished web appendix to "The End of Court-Ordered Desegregation."

I. Data Appendix

A. Rossell and Armor Survey Data

The sample of school districts used in this paper is restricted to the set of districts identified in the Rossell and Armor survey data. I am indebted to Christine Rossell and David Armor for providing me with their data. The original research was funded by the U.S. Department of Education from 1990 to 1993 with Christine Rossell and David Armor as co-principal investigators and Roger Levine and Lauri Steele, American Institutes for Research, as contract managers. Published works using this data file are Rossell (2003), Rossell (2002), Armor and Rossell (2002), Rossell and Armor (1996), and Steel, Levine, Rossell and Armor (1993). The sampling frame for the survey data was the set of U.S. school districts in which two or more schools offer at least one grade level (K-12) in common. 6,392 of the 16,986 districts in the 1989/1990 CCD meet this criterion. Districts with enrollment of 27,750 or greater were sampled with certainty, as were districts that were MSAP (a federal magnet school program) grantee districts. Remaining districts were sampled based on stratum for size and racial composition. Larger districts and districts with diverse racial compositions were oversampled. See Appendix A of Steel and Levine (1994) for details. District-year observations with insufficient race data were omitted from the estimation sample. Insufficient race data is defined as having the sum of enrollment by race equal to less than 90 percent of total enrollment. The results reported in the paper, however, are unchanged when these observations are included. All observations for Tennessee in 1997 are dropped due to clear error in the racial variables for the entire state. Tennessee ceased to report racial data in 1999 and did not resume until 2005; all Tennessee districts therefore drop out of the sample from

1999 through 2004. The sample partially overlaps with the sample produced by Welch and Light (1987) that has been widely used in school desegregation research (e.g. Guryan 2004, Reber 2005, Weiner, Lutz and Ludwig 2009). Of the 571 districts in the Rossell and Armor sample, 106 also appear in the Welch and Light sample. There is a greater degree of overlap for the 130 districts in the Rossell and Armor sample that were under a court-ordered desegregation plan as of 1991 (the districts used in estimation and listed on Web Appendix Table A1). 55, or about 40%, of these districts also appear in the Welch and Light sample.

B. *Legal Variables*

I construct two school district level variables based on the legal status of the school district in relation to court-ordered desegregation. The first variable indicates the year the district was dismissed from its desegregation order if it was dismissed in 1991 or after. Many of the dismissals are unitary status declarations. Others are terminations of judicial involvement in the school district without a formal unitary status declaration. The second variable indicates whether or not the district was under a court-ordered desegregation plan in 1991, the year of the first of the three early 1990s Supreme Court decisions relating to desegregation.

I use multiple sources to generate these variables :

1) Ma (2004), a spreadsheet produced by the Harvard Civil Rights Project titled "List of School Districts Previously Under Desegregation Orders Dismissed between 1990 – 2004," is the primary source of the year of dismissal variable. A conversation with Jacinta Ma, the author of the spreadsheet, suggests it is accurate for very large districts but may not be complete for smaller ones. As a result, I supplement the data in Ma (2004) with information from other sources.

2) The Rossell and Armor data contains a variable indicating if the school district has a desegregation plan as of Oct. 1, 1991. Another variable indicates the source of the plan, in particular whether or not it was a court-ordered plan. The Rossell and Armor data is the primary source of the "under plan as of 1991" variable.

3) Appendix C of Welch and Light contains a bibliography of legal sources for each of the districts in the Welch and Light sample. For some of these districts, a date of court-order dismissal is given.

4) The Civil Rights Division of the United States Justice Department maintains a list of all school desegregation cases currently active to which the United States is a party. The list also contains the names of all school districts involved in each case. The Civil Right Division provided the author with a copy of the list current as of March 8, 2003. Historically, the Justice Department was one of the most active litigants in school desegregation cases. The list almost certainly contains a non-trivial percentage of desegregation cases still active in the federal courts.

5) Legal opinions, issued by Federal District and Appeals Courts, and available via Lexis-Nexis and Westlaw, often contain extensive information on desegregation cases. In addition to being used for determining the date of dismissal, these opinions were examined

for any mention of trends in minority educational outcomes such as dropout rates. To the extent that such trends are mentioned, improvement in the outcome is typically cited. Thus, the opinions provide no evidence that judges tend to dismiss districts experiencing worsening outcomes for blacks. Furthermore, the opinions contain no mention of future or expected trends in segregation or educational outcomes.

6) The Federal District Court dockets for desegregation cases typically contain information about the status of the case and the date of dismissal if applicable. The docket numbers, required to obtain the dockets, were obtained in two ways. First, docket numbers appear on opinions issued by Federal District Courts (see above). Second, Courtlink, a service provided by Lexis-Nexis, allows for complex electronic searches of Federal District Court dockets. The dockets are available on Courtlink at varying dates for the different District Courts. Typically the dockets are available from the late 1980s or very early 1990s forward. A search using the following parameters was performed: nature of suit = "440" (denoting the case as civil rights, other), keywords = "school~AND segregat~OR desegregat~OR unitary" (where the ~ is a root expander). The search provided a list of docket numbers, for both active and closed cases, meeting the above criterion. The search is the most sophisticated currently possible. However, there are several potential sources of error. First, cases with no activity in the date range of the database will be missed. Second, the dockets must contain the specified keywords. A very sparse docket from a desegregation case could potentially lack the keywords used in the search. Second, while all Federal District Court dockets from the relevant dates appear in the database, they are not updated unless a user specifically requests and pays for the update. As a result, a docket concerning a desegregation case that contains the keywords in an entry dated after the docket was initially downloaded into Courtlink and that has not been subsequently updated, will be missed by the search. As a result of these potential sources of error, the search, while the best possible, cannot be viewed as generating a comprehensive list of desegregation case dockets. The actual dockets were obtained from PACER, an electronic service maintained by the federal court system. (Schlanger (2003) provides an example of using PACER for legal research.) The methodology of jointly employing Courtlink and PACER was suggested to me by Margo Schlanger, a professor at Harvard Law School and an expert on this type of empirical legal research. Professor Schlanger laid out the precise methodology employed.

7) A report published by the United States Commission on Civil Rights (2007) contains a data appendix with information on school desegregation for all school districts in Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, and South Carolina. The appendix includes information on whether districts are currently under a court-order, whether they were ever under a court-order, the date they were placed under court-order, and the date they were declared unitary.

8) The Florida and Tennessee Advisory Committees to the United States Commission on Civil Rights both issued reports in 2008 on the state of court-ordered desegregation for all school districts in their states. Information includes whether or not districts were ever subject to

desegregation, the date of their desegregation, whether or not they have obtained unitary status, and the date of unitary status.

9) A variety of published sources, including books, journal articles, newspaper articles, magazine articles, minutes of school board meetings, school budgets, etc. were utilized. In particular, the electronic archives of Education Week, the national publication with the greatest commitment to covering school desegregation issues, was used.

10) Personal communication with school district officials were used in cases when all of the above sources failed to provide sufficient information.

C. School District Data Book

The School District Data Book (SDDB) is a public school district level tabulation of the U.S. Census that focuses on children (the 2000 version is referred to as the School District Tabulation – STP2). A child is included in a district's tabulation if he/she lives within the territory of the district and his/her grade level is offered by the school district. In 2000, a child is defined as a person age 0 to 17 or a person 18 or 19 years of age who has not graduated from high school. In 1990, a child is defined as a person age 3 to 19 who has not graduated from high school. The status dropout rate is calculated only for 16 to 19 year-olds while the individual level covariates are tabulated from all children. In addition, several of the individual level covariates are tabulated by household or parents of children as opposed to being tabulated by child. The following covariates from the SDDB are averaged over the set of parents with children: mothers' education and parent foreign born. Each parent with a child contributes a single observation to the calculation of the mean, regardless of the number of children the parent has. Ideally, each child would contribute a single observation to the calculation of the mean. Similarly, the household income variables are averaged over the set of households with children, as opposed to being average over all children. In all of the above cases, the calculated means approximate the true mean calculated over the number of children in the district. One important difference between the CCD data, used in section IV.A, and the SDDB data, used in section IV.B, bears mention. The CCD maintains Hispanic as a separate racial category along with white, black, Asian and native American. The SDDB, however, treats Hispanic background as an aspect of ethnicity. An individual of a given race, for instance an individual whose racial category is white, can indicate that she is, or is not, ethnically Hispanic. For the purposes of section IV.B, white refers to non-Hispanic white children and black refers to Hispanic and non-Hispanic black children. The 2000 SDDB does not contain information on black children separately tabulated by ethnicity.

D. Census Micro Data (PUMA Groups)

Individual-level micro census data for 1990 and 2000 are obtained from the IPUMS (Integrated Public Use Microdata Series; Ruggles, et. al 2009) and then mapped into "PUMA groups" as described in the text. A PUMA group is the smallest geographic area that can be identified in both 1990 and 2000 and contains the entirety of the school district. The analysis of this data is restricted to areas located outside of the South Census region and to those districts in the Rossell

and Armor sample under court-order in 1991 and with a minimum of 10,000 students.   Five non-Southern school districts in the sample could not be mapped into PUMA groups because the geographic area required for longitudinally consistency is too large (in most of these cases the PUMA group would have to cover the entire state in order to achieve geographic consistency across the two censuses).   This problem is significantly more severe for Southern districts and is one reason (brevity being the other) that the analysis on Panel A of Table 5 is restricted to the non-South.   Five of the constructed PUMA groups contain two school districts in the sample and a single PUMA group contains three school districts. In these cases the PUMA group is assigned the earliest dismissal date of the two (three) school districts and the base period school district characteristics are constructed as weighted averages, with the weights based on 1990 enrollment. On average, the black enrollment of the sample school district(s) is equal to 63.1 percent of the size of the black population enrolled in public school within the PUMA group in 1990. As in the SDDB data, black refers to both Hispanic and non-Hispanic blacks.

E.   Census Data Aggregated to MSA

Census data aggregated to the level of the county (Summary Tape Files 1 - 4) are obtained from the National Historical Geographic Information System (Minnesota Population Center 2004). These data are then combined to form geographically consistent MSAs in 1980, 1990 and 2000 using PMSA definitions as of 1999.   School districts are then mapped into MSAs based on their location.   New England MSAs cross county borders.   This causes a problem in the case of two school districts in Connecticut (Bridgeport and Waterbury).   These districts are located in distinct MSAs, but both MSAs contain portions of New Haven County.   The two MSAs are combined into a single, new MSA.   The analysis of this data is restricted to those districts in the Rossell and Armor sample under court-order in 1991 and with a minimum of 10,000 students.   The sample contains 80 MSA, 32 of them in the non-South.   For the sample as a whole, 13 MSAs contains 2 school districts in the sample, and 2 MSAs contain 3 districts.   In the non-South, 4 MSAs contain 2 school districts.   In these cases the MSA is assigned the earliest dismissal date of the school districts within the MSA.   On average, the black enrollment of the sample school district(s) is equal to 69.5 percent of the size of the black population enrolled in public school within the entire MSA in 1990.   In the non-South, the comparable figure is 62.4 percent.   As in the SDDB data, black refers to both Hispanic and non-Hispanic blacks.

II.   Segregation Results from the Linear Model

This section presents the results of estimating the linear model–equation (5)–with the segregation measures as the outcome variable.   The linear model has three primary advantages relative to the more flexible event study model–equation (4)–used to produce the primary segregation outcome results reported in section IV.A.   First the estimates produced are directly comparable to the dropout and private school attendance results in section IV.B because they are produced using the same empirical model.   Second, the imposition of linearity yields significantly more precise estimates.   Third, collapsing the treatment effect to a single point estimate permits the concise presentation of a number of robustness checks.

Web Appendix Table A2, Panel A, Column (1), presents the linear specification results for the dissimilarity index. β is estimated with considerable precision and indicates that each year after dismissal produces an increase in the dissimilarity index of 0.01. Ten years after dismissal, a district will have experienced an increase in the index of around 0.1 – the same result produced by the event study specification. The linear specification also produces results that are similar in magnitude to, but more precise than, those produced by the event study specification for the exposure index (column (1) of Panel C).

The standard specification in column (1) uses the set of districts under a court-ordered desegregation plan in 1991 and still under the plan as of 2006 as the control group. The specification is identified under the assumption that, conditional on the covariates, both *if* and *when* a district is dismissed is unrelated to trends in the outcome variable. The specification presented in column (2) relaxes this assumption by restricting the sample to only those districts dismissed after 1990 (i.e. the control group is dropped). The identifying assumption for this specification requires only that *when* a district is dismissed is unrelated to trends in the outcome variable. In addition, the X_i vector is dropped–the only control variables included are the region-year effects–and the sample is not restricted to those districts with enrollment greater than 10,000.[1] The results are extremely similar to those in Column (1).

Columns (3) - (6) present additional robustness checks (all of which, unlike column (2), include the control group). Column (3) excludes the vector of base period characteristics, X_i, column (4) includes districts with enrollment less than 10,000, column (5) includes district-specific linear time trends, column (6) conducts a very demanding robustness check by replacing the region-year effects with state-year effects. The results are generally robust to these permutations, although the exposure index results suffer a loss of precision in some cases and are smaller in magnitude when the Xi vector is dropped (column (3)) and when state-year effects are included (column (6)).

Columns (7) and (8) replace the black-white indices with equivalent nonwhite-white indices and Hispanic-white indices, respectively. The nonwhite-white results are similar to the black-white results. The Hispanic-white dissimilarity results in Panel A suggest that Hispanics experience an increase in segregation from whites, but the magnitude of the increase is equal to only about $\frac{1}{3}$ of the increase experienced by blacks. There is no evidence that Hispanics' exposure to whites is impacted by dismissal (Panel C).

Finally, Panels B and D present the results of weighting the observations by total enrollment (similar to the specifications shown in Panel C of Figures 4 and 6). In general, these results are similar to their unweighted counterparts, although the magnitude of the weighted dissimilarity index coefficients are somewhat less than the unweighted coefficients.

III. Migration Results

Column (1) of Web Appendix Table A3 examines the effect of dismissal on the log of 16 - 19 year-olds blacks residing in the district. There is no evidence that dismissal induces net in

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[1]The enrollment restriction is motivated by a desire to produce a treatment and control group with similar observables. There is no control group when the "only dismissed districts" sample is used and correspondingly no need for the restriction.

or out migration.[2]   The absence of net migration does not rule out the possibility of other forms of migration, however.   Dismissal may induce neighborhood churn – migration that does not alter the number of residents but that does alter the demographic composition of the area.   The remaining columns examine this possibility, but fail to find evidence to support it. Although there is some indication that the percent of black mothers with a college degree increases outside of the South, the estimate is only marginally precise.   Furthermore, with regards to the possibility of migration explaining the dropout rate results, it is unlikely that an increase in parental education would induce an increase in the dropout rate.

IV.   References Not Appearing in Reference Section of Published Paper

Florida Advisory Committee to the United States Commission on Civil Rights, 2008. "Desegregation of Public School Districts in Florida".

Rossell, Christine H., May 2003. "The Desegregation Efficiency of Magnet Schools," Urban Affairs Review, vol. 38.

Schlanger, Margo, April 2003."Inmate Litigation," Harvard Law Review, vol. 116.

Tennessee Advisory Committee to the United States Commission on Civil Rights, 2008. "School Desegregation in Tennessee".

United States Commission on Civil Rights, September 2007. "Becoming Less Separate?" School Desegregation, Justice Department Enforcement and the Pursuit of Unitary Status".

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[2]The estimate in column (1) differs from those using the CCD school enrollment data, presented on Figures 5, Web Appendix Figures A1 and A2 and Table 6, because they focus on all 16 - 19 year-olds (the group over which the dropout rates are calculated) *residing* in the school district, while the CCD estimates focuses on students of all ages *enrolled* in the public school system. The CCD results capture the net effect of migration, changes in the dropout rate, and changes in the private school attendance rate. The results here focus only on net migration.

Figure A1: Weighted Log Enrollment
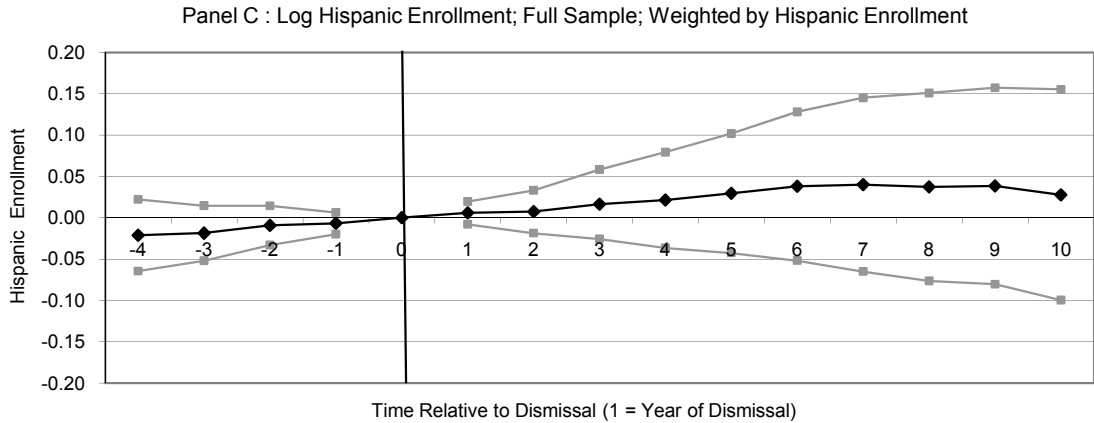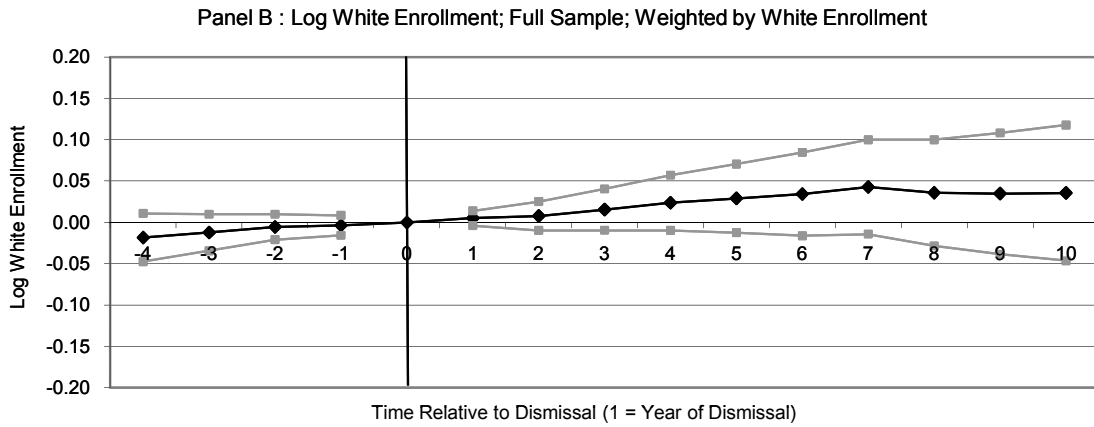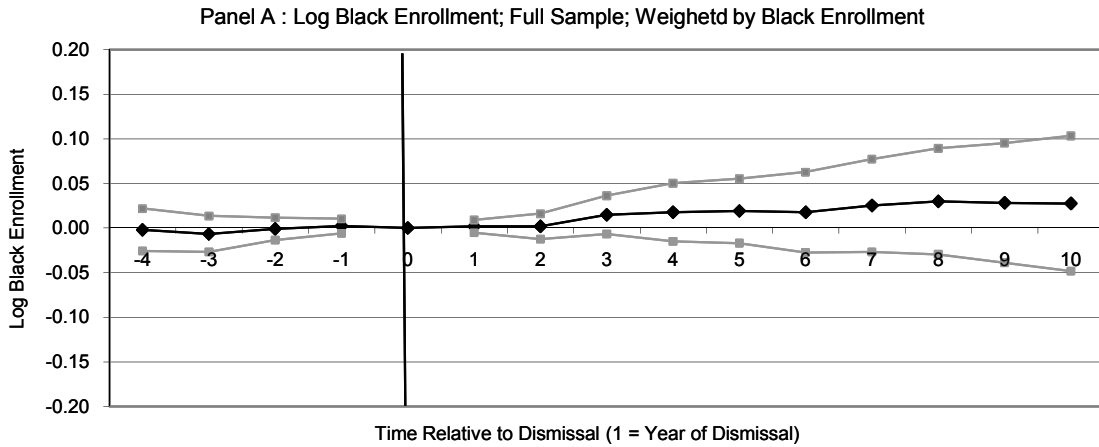
Panel A : Log Black Enrollment; Full Sample; Weighetd by Black Enrollment

Panel B : Log White Enrollment; Full Sample; Weighted by White Enrollment

Panel C : Log Hispanic Enrollment; Full Sample; Weighted by Hispanic Enrollment

Point Estimate — Upper 95% Confidence Interval — Lower 95% Confidence Interval

Note. The figures display the β vector coefficient estimates and associated confidence intervals from equation (4). The confidence intervals are constructed using standard errors clustered by school district. The dependent variable is the log enrollment of the race given in the panel title (obtained from the annual CCD panel). All panels are weighted by the enrollment of the race given in the panel title. The sample is restricted to districts with enrollment greater than 10,000 in the first year the district is observed in the sample in all panels. The sample size is 1754 in panels A and B and 1749 in Panel C. Coefficient estimates for the complete set of covariates available from the author upon request.

Figure A2: Event Study Estimates by South and Non-South

Panel A: Percent of Black Enrollment in Schools with Less than 10% White Enrollment, Non-South

Time Relative to Dismissal (1 = Year of Dismissal)

Panel B : Log Black Enrollment, Non-South

Time Relative to Dismissal (1 = Year of Dismissal)

Panel C : Log White Enrollment, South
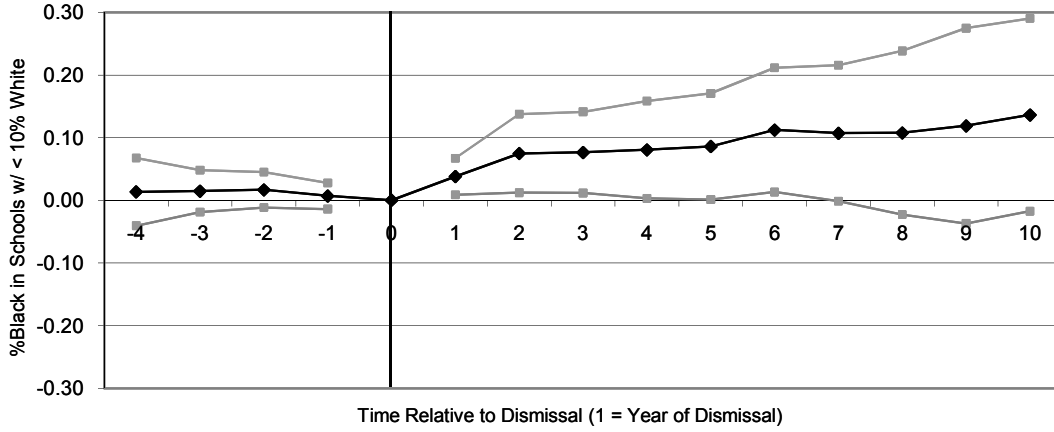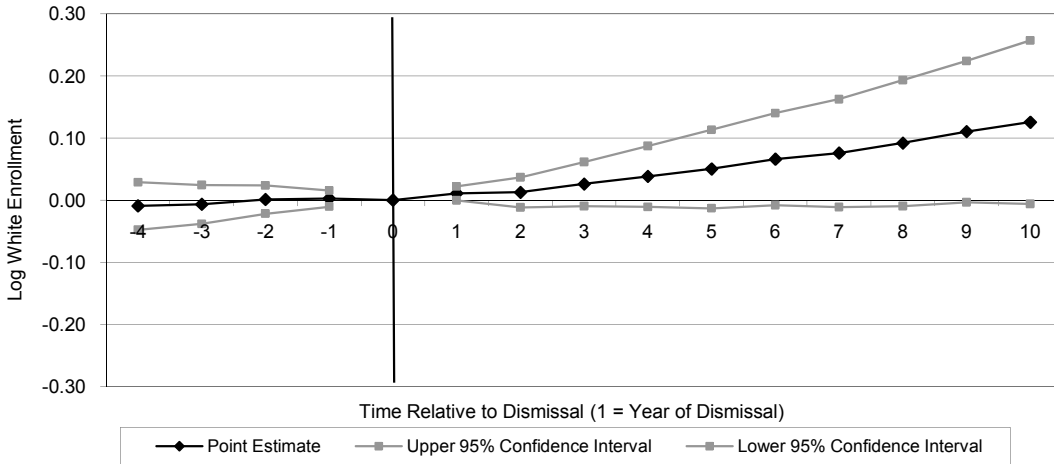

Time Relative to Dismissal (1 = Year of Dismissal)

Point Estimate — Upper 95% Confidence Interval — Lower 95% Confidence Interval

Note. The figures display the β vector coefficient estimates and associated confidence intervals from equation (4). The confidence intervals are constructed using standard errors clustered by school district. The dependent variable is the dissimilarity index (obtained from the annual CCD panel). The estimation sample is given in the panel title. The sample is restricted to districts with enrollment greater than 10,000 in the first year the district is observed in the sample in all panels. The sample size is 646 in panels A and C and 1108 in panel B. Coefficient estimates for the complete set of covariates available from the author upon request.
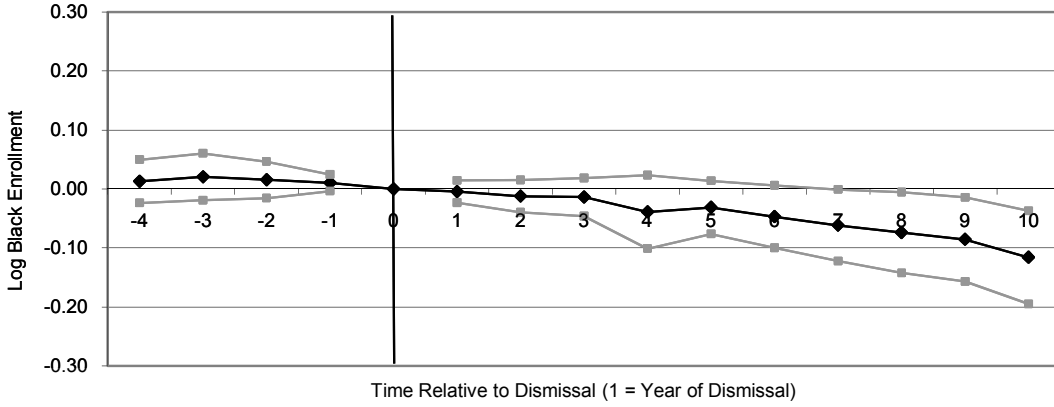
		Dismissal	Base Period
District Name	State	Date	Enrollment

Appendix Table A1
Districts in Rossell and Armor Sample Under a Court-Ordered Desegregation Plan in 1991

District Name	State	Dismissal Date	Base Period Enrollment
AUTAUGA COUNTY SCH DIST	AL	2005	6,920
BIBB COUNTY SCH DIST	AL	2006	3,571
CALHOUN COUNTY SCH DIST	AL		11,105
DOTHAN CITY SCH DIST	AL		10,028
HUNTSVILLE CITY SCH DIST	AL		24,987
JACKSON COUNTY SCH DIST	AL		6,720
JEFFERSON COUNTY SCH DIST	AL		41,143
MOBILE COUNTY SCH DIST	AL	1997	67,841
MONTGOMERY COUNTY SCH DIST	AL	1993	36,010
SAINT CLAIR COUNTY SCH DIST	AL	2000	5,638
PHOENIX UNION HIGH SCHOOL DISTRICT	AZ	2005	21,117
TUCSON UNIFIED DISTRICT	AZ		58,917
FORREST CITY	AR		5,621
LITTLE ROCK	AR	2002	26,854
N. LITTLE ROCK	AR		9,725
PULASKI CO. SPECIAL.	AR		22,280
LOS ANGELES UNIFIED	CA		589,311
OAKLAND UNIFIED	CA		51,298
SAN BERNARDINO CITY UNIFIED	CA		35,033
SAN DIEGO CITY UNIFIED	CA	1998	116,557
SAN FRANCISCO UNIFIED	CA	2005	63,881
SAN JOSE UNIFIED	CA	1998	29,333
STOCKTON CITY UNIFIED	CA	2005	31,051
DENVER COUNTY 1	CO	1995	59,439
BRIDGEPORT SCHOOL DISTRICT	CT		19,416
WATERBURY SCHOOL DISTRICT	CT		13,298
CHRISTINA SCHOOL DISTRICT	DE	1996	16,438
RED CLAY CONSOLIDATED SCHOOL DISTRICT	DE	1996	14,189
BAY COUNTY SCHOOL DISTRICT	FL		21,541
BROWARD COUNTY SCHOOL DISTRICT	FL	1996	137,366
DADE COUNTY SCHOOL DISTRICT	FL	2001	253,323
DUVAL COUNTY SCHOOL DISTRICT	FL	2001	105,049
ESCAMBIA COUNTY SCHOOL DISTRICT	FL	2004	42,066
HILLSBOROUGH COUNTY SCHOOL DISTRICT	FL	2001	118,031
JACKSON COUNTY SCHOOL DISTRICT	FL		7,565
LEE COUNTY SCHOOL DISTRICT	FL	2003	37,708
MARION COUNTY SCHOOL DISTRICT	FL	2007	26,433
ORANGE COUNTY SCHOOL DISTRICT	FL		88,878
PINELLAS COUNTY SCHOOL DISTRICT	FL	2001	88,866
POLK COUNTY SCHOOL DISTRICT	FL	2000	61,244
SEMINOLE COUNTY SCHOOL DISTRICT	FL	2006	43,511
ST. LUCIE COUNTY SCHOOL DISTRICT	FL	1997	18,260
BIBB COUNTY	GA	2007	25,158
CHATHAM COUNTY	GA	1994	35,358
DECATUR COUNTY	GA		5,810
DEKALB COUNTY	GA	1996	81,468
DOUGHERTY COUNTY	GA		18,760
FULTON COUNTY	GA	2003	50,190
LOWNDES COUNTY	GA		7,982
MUSCOGEE COUNTY	GA	1997	31,984
RICHMOND COUNTY	GA		35,422
CITY OF CHICAGO SCHOOL DIST 299	IL		419,537
JOLIET PUBLIC SCH DIST 86	IL		8,823
FORT WAYNE COMMUNITY SCHOOLS	IN		32,405

INDIANAPOLIS PUBLIC SCHOOLS	IN	1998	50,496
M S D DECATUR TOWNSHIP	IN		5,146
M S D WAYNE TOWNSHIP	IN		12,066
SCHOOL CITY OF HAMMOND	IN		13,737
KANSAS CITY	KS	1997	22,897
TOPEKA PUBLIC SCHOOLS	KS	1999	14,783
FAYETTE CO	KY		31,191
JEFFERSON CO	KY	2000	93,198
CADDO PARISH SCHOOL BOARD	LA		52,309
CALCASIEU PARISH SCHOOL BOARD	LA		32,726
CITY OF MONROE SCHOOL BOARD	LA		10,922
EAST BATON ROUGE PARISH SCHOOL BOARD	LA	2003	60,279
EVANGELINE PARISH SCHOOL BOARD	LA		6,907
JEFFERSON PARISH SCHOOL BOARD	LA		57,663
LAFAYETTE PARISH SCHOOL BOARD	LA	2006	28,392
ORLEANS PARISH SCHOOL BOARD	LA		84,428
OUACHITA PARISH SCHOOL BOARD	LA		17,523
POINTE COUPEE PARISH SCHOOL BOARD	LA		3,868
RAPIDES PARISH SCHOOL BOARD	LA	2006	24,404
SAINT LANDRY PARISH SCHOOL BOARD	LA		17,379
SAINT TAMMANY PARISH SCHOOL BOARD	LA		28,055
TANGIPAHOA PARISH SCHOOL BOARD	LA		17,266
WASHINGTON PARISH SCHOOL BOARD	LA		5,554
WEST FELICIANA PARISH SCHOOL BOARD	LA	2007	2,050
PRINCE GEORGES COUNTY PUB SCHS	MD	2002	104,661
HOLYOKE	MA		6,732
BENTON HARBOR AREA SCHOOLS	MI	2002	7,129
FLINT CITY SCHOOL DISTRICT	MI	2002	30,202
GRAND RAPIDS PUBLIC SCHOOLS	MI		25,225
KALAMAZOO PUBLIC SCHOOL DISTRICT	MI		12,810
LANSING PUBLIC SCHOOL DISTRICT	MI		22,477
CARROLL COUNTY SCHOOL DIST	MS		1,218
CLEVELAND SCHOOL DIST	MS		4,726
HATTIESBURG PUBLIC SCHOOL DIST	MS	1997	5,789
HOLMES CO SCHOOL DIST	MS		4,362
JACKSON PUBLIC SCHOOL DIST	MS		32,920
NATCHEZ-ADAMS SCHOOL DIST	MS	2003	6,841
RANKIN CO SCHOOL DIST	MS		12,126
VICKSBURG WARREN SCHOOL DIST	MS		10,380
KANSAS CITY 33	MO	2003	35,227
ROCKWOOD R-VI	MO		16,484
ST. LOUIS CITY	MO	1999	42,088
OMAHA PUBLIC SCHOOLS	NE		41,416
MONTCLAIR TOWN	NJ		5,141
UNION TWP	NJ		5,971
BUFFALO CITY SD	NY	1995	46,251
NEW ROCHELLE CITY SD	NY		7,633
SYRACUSE CITY SD	NY		20,972
UTICA CITY SD	NY		8,317
YONKERS CITY SD	NY	2002	17,744
CHARLOTTE-MECKLENBURG SCHOOLS	NC	2001	74,149
CUMBERLAND COUNTY SCHOOLS	NC		44,222
DURHAM PUBLIC SCHOOLS	NC		17,483
FORSYTH COUNTY SCHOOLS	NC		38,311
HALIFAX COUNTY SCHOOLS	NC		6,608
CINCINNATI CITY SD	OH	1991	51,819
CLEVELAND MUNICIPAL SD	OH	1999	71,743
DAYTON CITY SD	OH	2002	28,768

OKLAHOMA CITY	OK	1991	39,149
ERIE CITY SD	PA		12,485
PHILADELPHIA CITY SD	PA		194,698
SUMTER COUNTY SCHOOL DISTRICT 02	SC		8,661
MEMPHIS CITY SCHOOL DISTRICT	TN		105,856
NASHVILLE-DAVIDSON COUNTY SD	TN	1998	66,973
SHELBY COUNTY SCHOOL DISTRICT	TN		33,683
ALDINE ISD	TX	2002	37,657
CORPUS CHRISTI ISD	TX	1997	41,850
CROSBY ISD	TX		3,246
DALLAS ISD	TX	2003	130,885
ECTOR COUNTY ISD	TX		25,770
GALENA PARK ISD	TX	2007	13,938
GARLAND ISD	TX		34,603
RICHARDSON ISD	TX		32,080
TEMPLE ISD	TX	2000	8,110
WICHITA FALLS ISD	TX	2000	15,055
MILWAUKEE	WI		91,648

Note. Base period enrollment is total student enrollment in the first year the district appears in the sample.

	Black-White						Nonwhite-White	Hispanic-White
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

A. Δ Dissimilarity Index

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Δ Years Since Dismissal	0.0098	0.0093	0.0089	0.0080	0.0100	0.0061	0.0077	0.0036
	(0.0016)***	(0.0018)***	(0.0016)***	(0.0019)***	(0.0022)***	(0.0021)***	(0.0017)***	(0.0018)**

B. Δ Dissimilarity Index Weighted by Enrollment

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Δ Years Since Dismissal	0.0082	0.0065	0.0068	0.0079	0.0080	0.0046	0.0061	0.0014
	(0.0020)***	(0.0023)***	(0.0019)***	(0.0019)***	(0.0023)***	(0.0024)*	(0.0022)***	(0.0016)

C. Δ Exposure Index

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Δ Years Since Dismissal	-0.0032	-0.0040	-0.0018	-0.0030	-0.0033	-0.0014	-0.0022	0.0007
	(0.0009)***	(0.0011)***	(0.0011)*	(0.0010)***	(0.0013)**	(0.0012)	(0.0008)***	(0.0013)

D. Δ Exposure Index Weighted by Enrollment

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Δ Years Since Dismissal	-0.0029	-0.0028	-0.0021	-0.0028	-0.0032	-0.0023	-0.0018	0.0008
	(0.0008)***	(0.0008)***	(0.0011)**	(0.0008)***	(0.0012)***	(0.0013)*	(0.0007)**	(0.0010)
Observations	1754	1039	1754	2283	1754	1754	1754	1751
Number of School Districts	100	59	100	130	100	100	100	100
Region-Year Effects	X	X	X	X	X		X	X
Base Demographics * Year Effects	X			X	X	X	X	X
Restricted to Enrollment > 10,000	X		X		X	X	X	X
Restricted to Districts Dismissed Post 1990		X						
School District Specific Linear Trends					X			
State-Year Effects						X		
Weighted by Enrollment								

Note. The table displays coefficient estimates from equation (5). Standard errors clustered by district in parentheses. In columns (1) - (6) the dependent variable is the black-white index identified in the panel heading. In column (7) the dependent variable is the nonwhite-white index identified in the panel headings. In column (8) the dependent variable is the hispanic-white index identified in the panel headings. All dependent variables are obtained from the annual CCD panel. Base demographic characteristics, which are time-invariant, include a central city indicator variable, percent of enrollment which is white, percent of enrollment which is hispanic, number of students enrolled, number of students enrolled squared, number of students enrolled cubbed, percent of enrollment receiving a free or reduced price lunch, and percent of enrollment receiving a free or reduced price lunch squared. Coefficient estimates for the complete set of covariates available from the author upon request.* significant at 10%; ** significant at 5%; *** significant at 1%

Table A3
Effect of Desegregation Order Dismissal on Black Migration

	Log Black 16-19 Year Olds	Mean Black Household Income	% Black Mothers w/o High School Degree * 100	% Black Mothers w/ College Degree * 100	% Black Children Below the Poverty Line * 100
	(1)	(2)	(3)	(4)	(5)
Non-South Linear Dis. * 2000	0.0023 (0.0071)	0.0034 (0.0029)	0.0014 (0.0019)	0.0017 (0.0010)*	-0.0022 (0.0026)
South Linear Dis. * 2000	0.0217 (0.0136)	-0.0059 (0.0045)	0.0002 (0.0025)	0.0013 (0.0014)	0.0042 (0.0031)
Observations	98	98	98	98	98
Region * 2000	X	X	X	X	X
Base Demographics[a] * 2000	X	X	X	X	X

Note. The table displays coefficient estimates from equation (5). Standard errors clustered by district in parentheses. All columns are weighted by the number of black 16 - 19 year-olds. The dependent variable is given in the column header (obtained from the two-period SDDB panel). Mean black household income refers to black households with children. [a] The base demographics include only district level variables. The district level covariates, which are measured for all races and obtained from the CCD in the first year they are available, are a central city indicator variable, percent of enrollment which is white, percent of enrollment which is hispanic, number of students enrolled, number of students enrolled squared, number of students enrolled cubbed, percent of enrollment receiving a free or reduced price lunch, percent of enrollment receiving a free or reduced price lunch squared, percent of black students in the non-south in a school with less than 10% white enrollment, and percent of black students in the south in a school with less than 10% white enrollment . * significant at 10%; ** significant at 5%; *** significant at 1%