



School Rezoning in Richmond: A Community Conversation

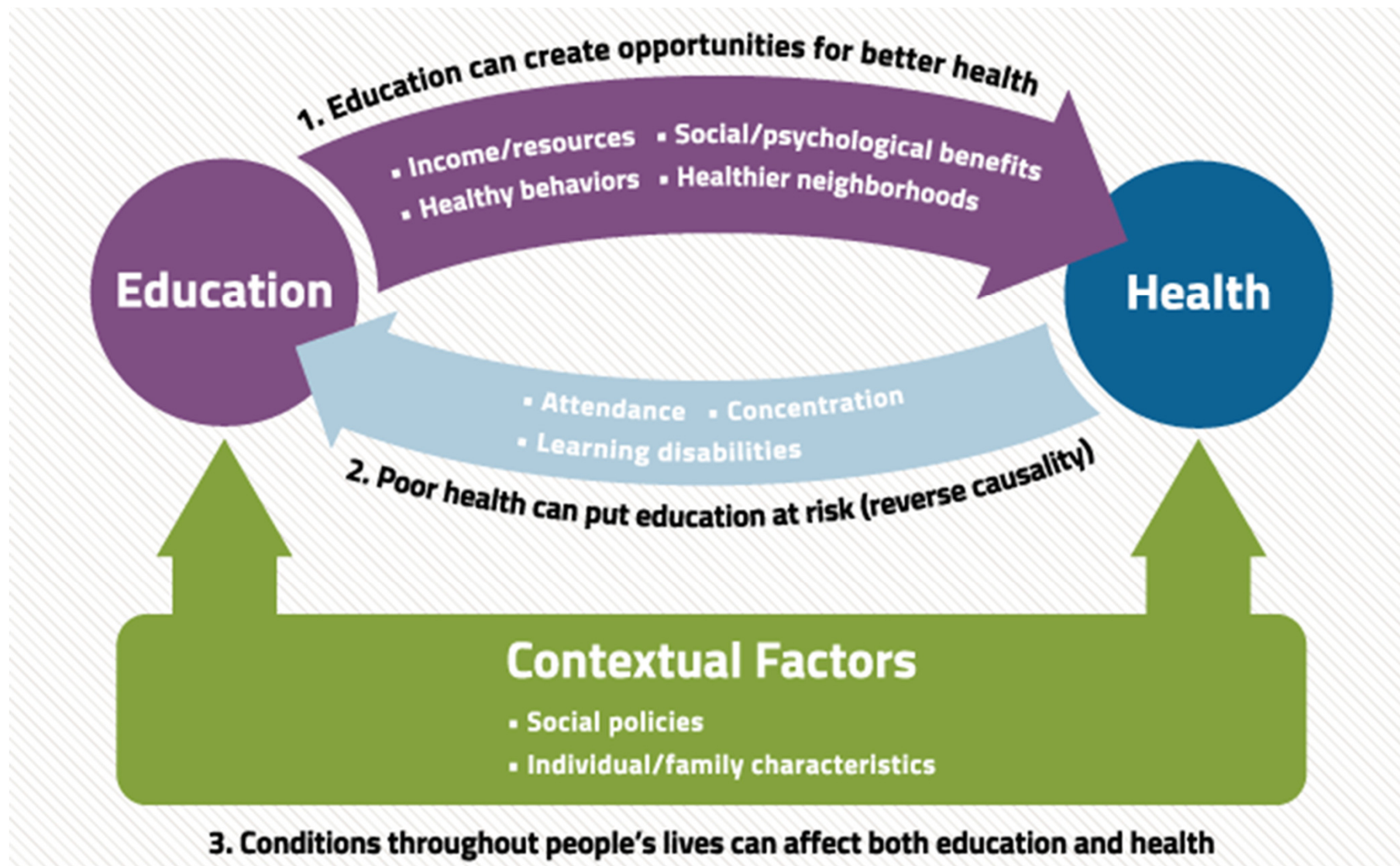
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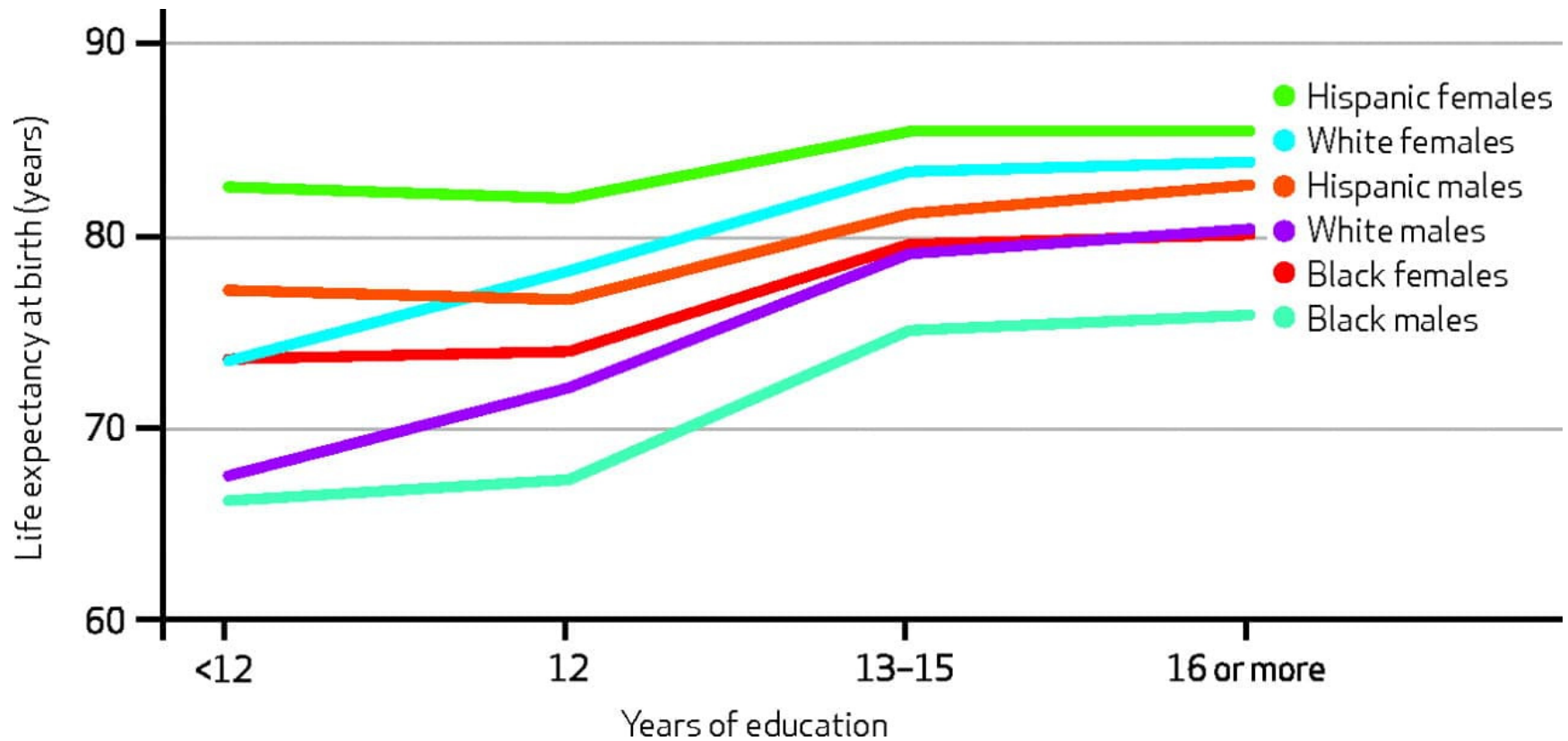
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<http://societyhealth.vcu.edu/work/the-projects/educationhealth.html>

Education and Health



Estimated Deaths Attributable to Social Factors in the United States

| Sandro Galea, MD, DrPH, Melissa Tracy, MPH, Katherine J. Hoggatt, PhD, Charles DiMaggio, PhD, and Adam Karpati, MD, MPH

In 1993, an article provocatively titled “Actual Causes of Death in the United States” offered a new conceptualization of cause-of-death classification, one that acknowledged and quantified the contributions of behavior rather than the more typical pathological explanations recorded on death certificates.¹ The authors, McGinnis and Foege, found that the most prominent contributor to mortality in 1990 was tobacco (400 000 deaths), followed by diet and activity patterns (300 000 deaths). A decade later, updated findings by Mokdad et al.² using data from 2000 showed progress in some areas

Objectives. We estimated the number of deaths attributable to social factors in the United States.

Methods. We conducted a MEDLINE search for all English-language articles published between 1980 and 2007 with estimates of the relation between social factors and adult all-cause mortality. We calculated summary relative risk estimates of mortality, and we obtained and used prevalence estimates for each social factor to calculate the population-attributable fraction for each factor. We then calculated the number of deaths attributable to each social factor in the United States in 2000.

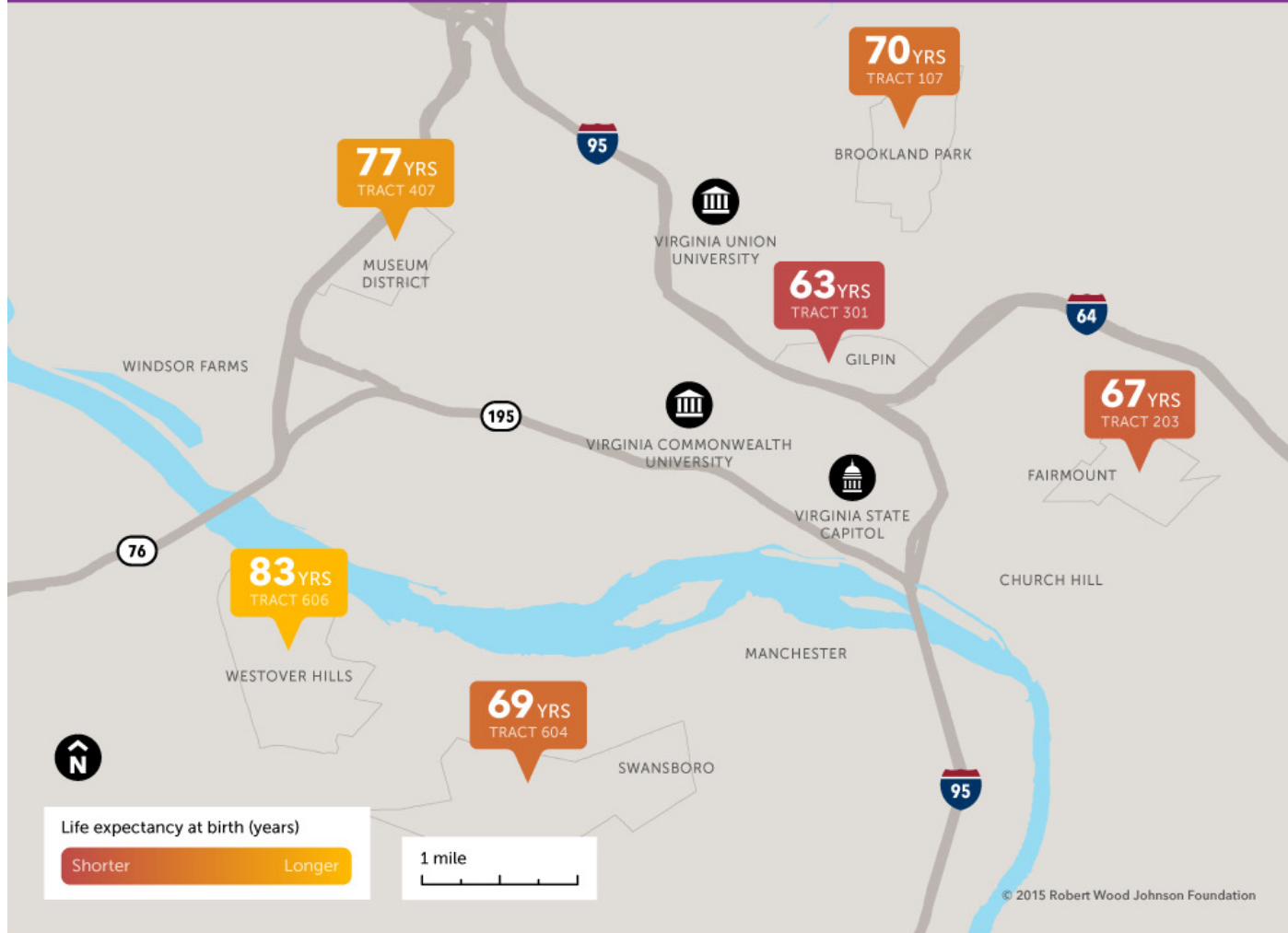
Results. Approximately 245 000 deaths in the United States in 2000 were attributable to low education, 176 000 to racial segregation, 162 000 to low social support, 133 000 to individual-level poverty, 119 000 to income inequality, and 39 000 to area-level poverty.



Short Distances to Large Gaps in Health

Follow the discussion

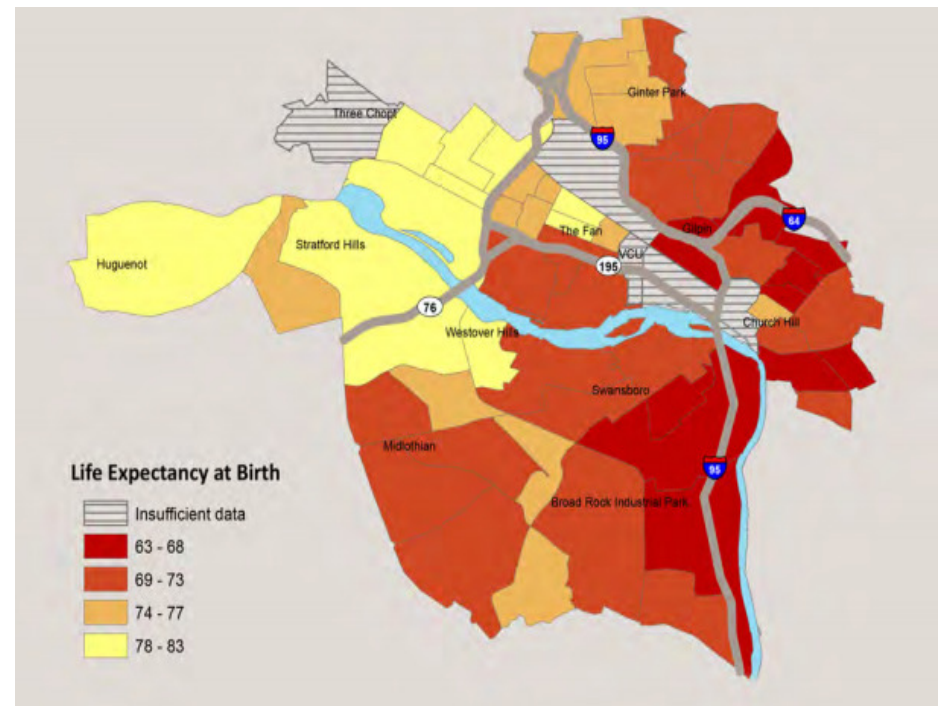
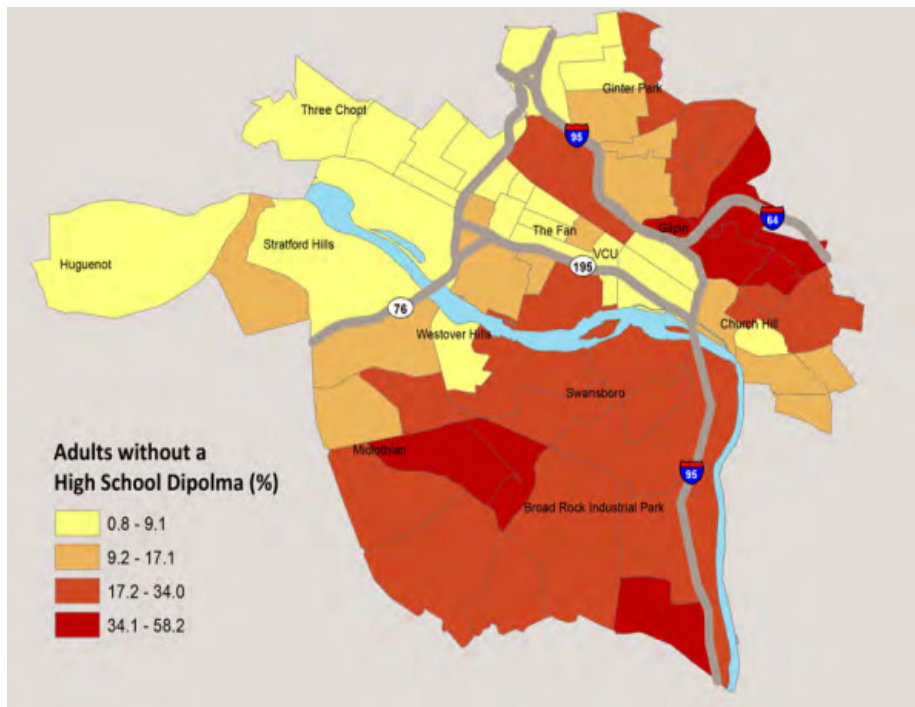
#CloseHealthGaps



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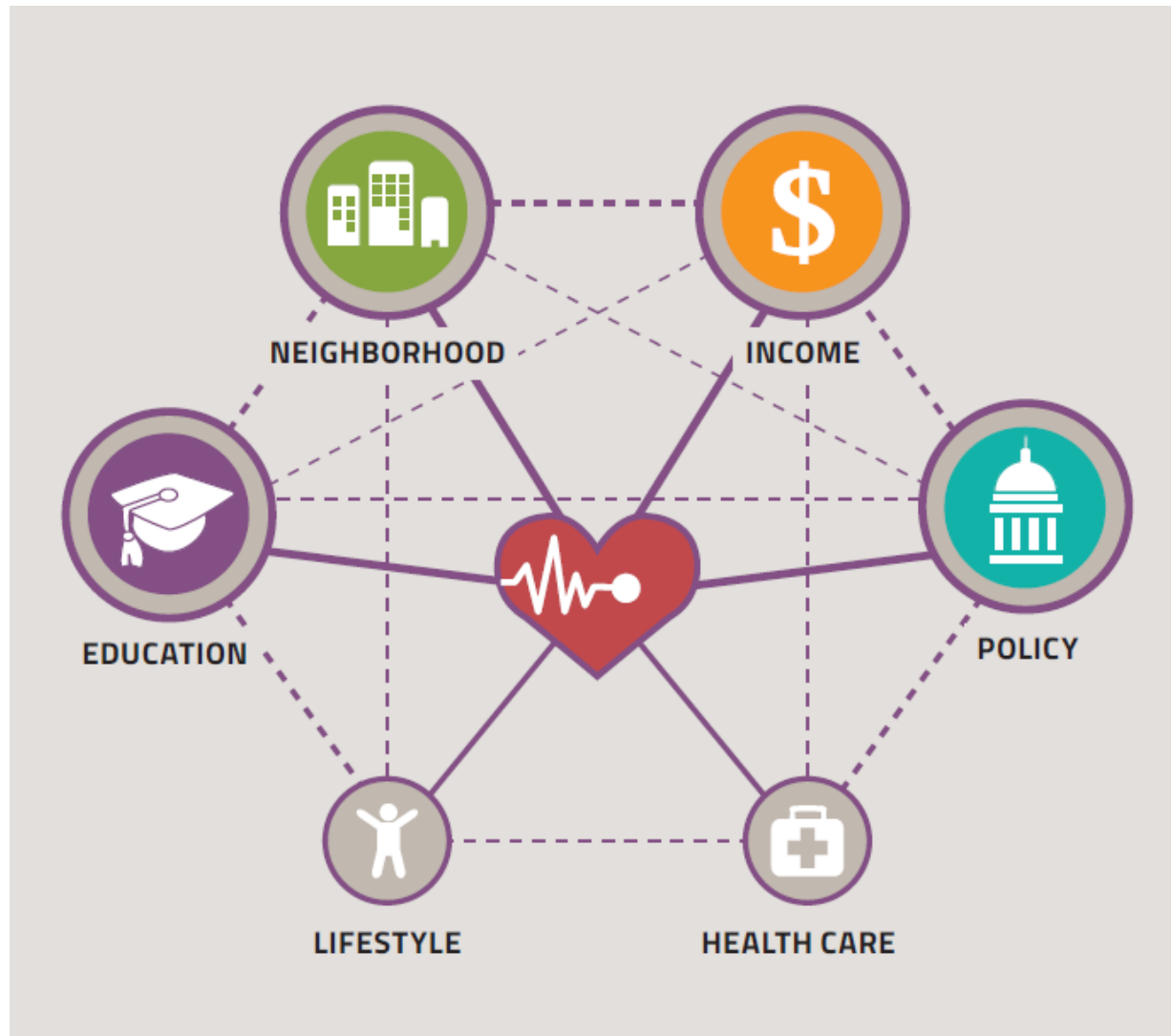
Less Education, Shorter Lives



Why the Differences?

- **Education and income** are directly linked to health: Communities with weak tax bases cannot support high-quality schools and jobs are often scarce in neighborhoods with struggling economies.
- **Unsafe or unhealthy housing** exposes residents to allergens and other hazards like overcrowding.
- **Stores and restaurants selling unhealthy food** may outnumber markets with fresh produce or restaurants with nutritious food.
- **Opportunities for residents to exercise, walk, or cycle** may be limited and some neighborhoods are unsafe for children to play outside.
- **Proximity to highways, factories, or other sources of toxic agents** expose residents to pollutants.
- **Access to primary care doctors and good hospitals** may be limited.
- **Unreliable or expensive public transit** can isolate residents from good jobs, health and child care, and social services.
- **Residential segregation and features that isolate communities** (e.g., highways) can limit social cohesion, stifle economic growth, and perpetuate cycles of poverty.

Connecting the Dots

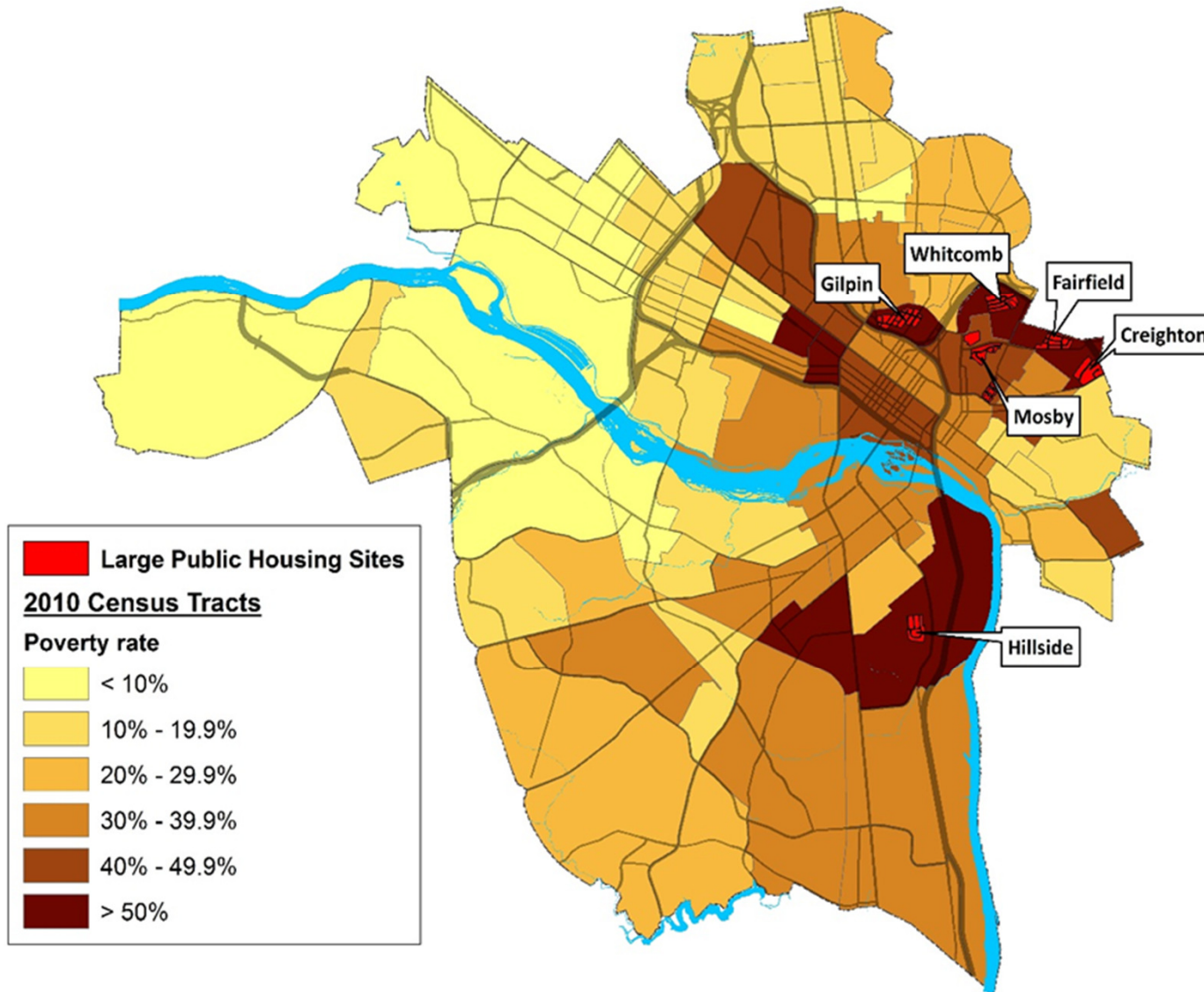


Gilpin Court and Westover Hills, 2009-13

Indicator	Gilpin Court (Tract 301)	Westover Hills (Tract 606)
<i>Median Household Income</i>	\$10,263	\$77,583
<i>% of Population 16+ years that are unemployed</i>	19.1	2.2
<i>% of insured population with private health insurance</i>	10.7	84.6
<i>% of total population with no health insurance</i>	16.7	5.8
<i>% of families with income in the past 12 months below the federal poverty level</i>	73.2	1.1
<i>% of families with female headed households</i>	91.6	11.3
<i>Racial composition</i>	89.8% black/African- American	88.2% white

Source: 5-year estimates from the 2009-2013 American Community Survey

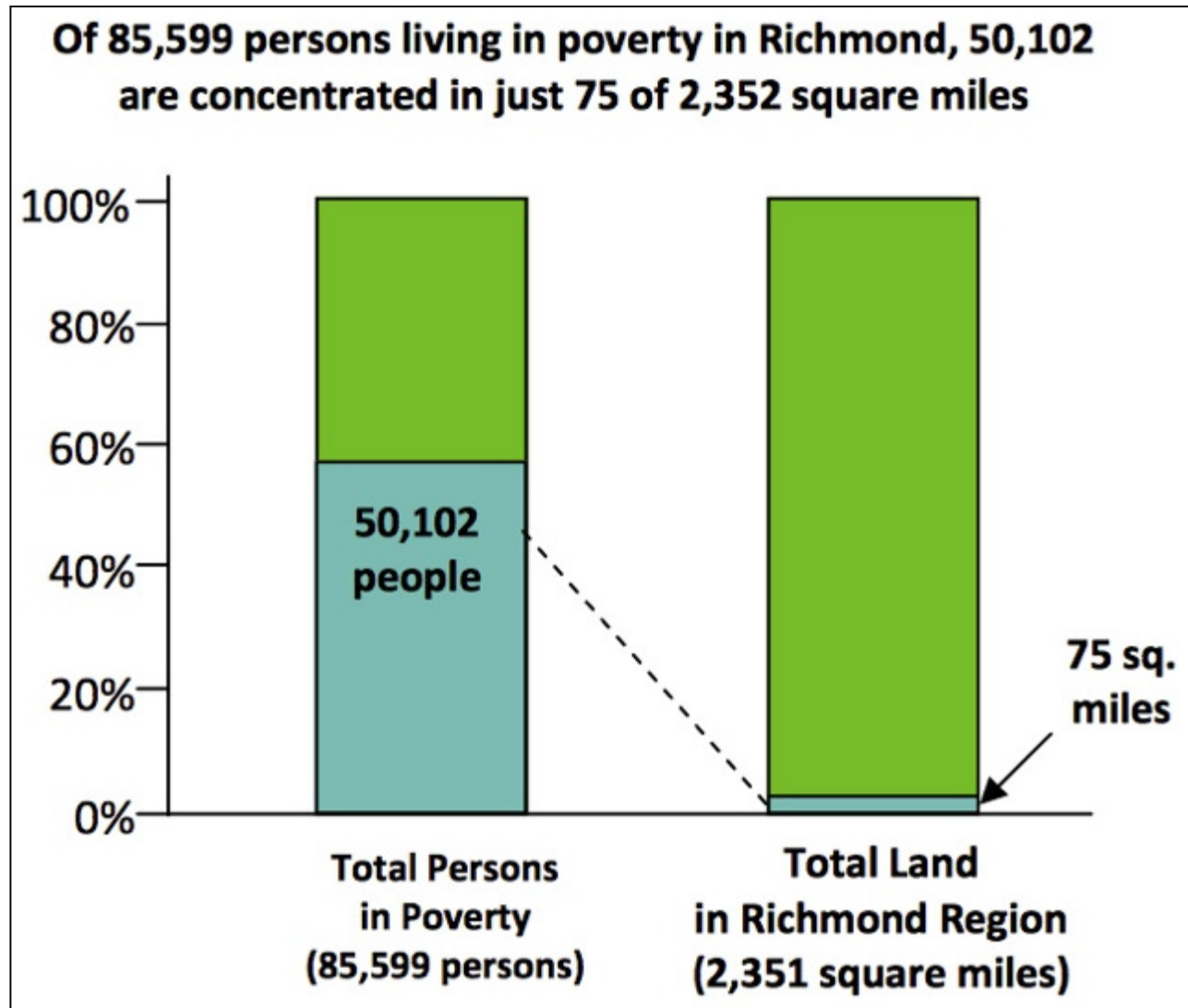
Percentage of Households with Annual Income Below the Poverty Threshold, By Census Tract



data source: American Community Survey, 2009 - 2013 5-Year Estimates (U.S. Census Bureau)

Source: Housing Opportunities Made Equal of Virginia: *Where You Live Makes All The Difference: An Opportunity Map of the Richmond Region* 10

Richmond Virginia, 2012



Source: Housing Opportunities Made Equal of Virginia: *Where You Live Makes All The Difference: An Opportunity Map of the Richmond Region*

Redlining Richmond

A

High demand areas with room for new residential growth. Lenders were “willing to make their maximum loans” in these “hot spots during good times or bad.

B

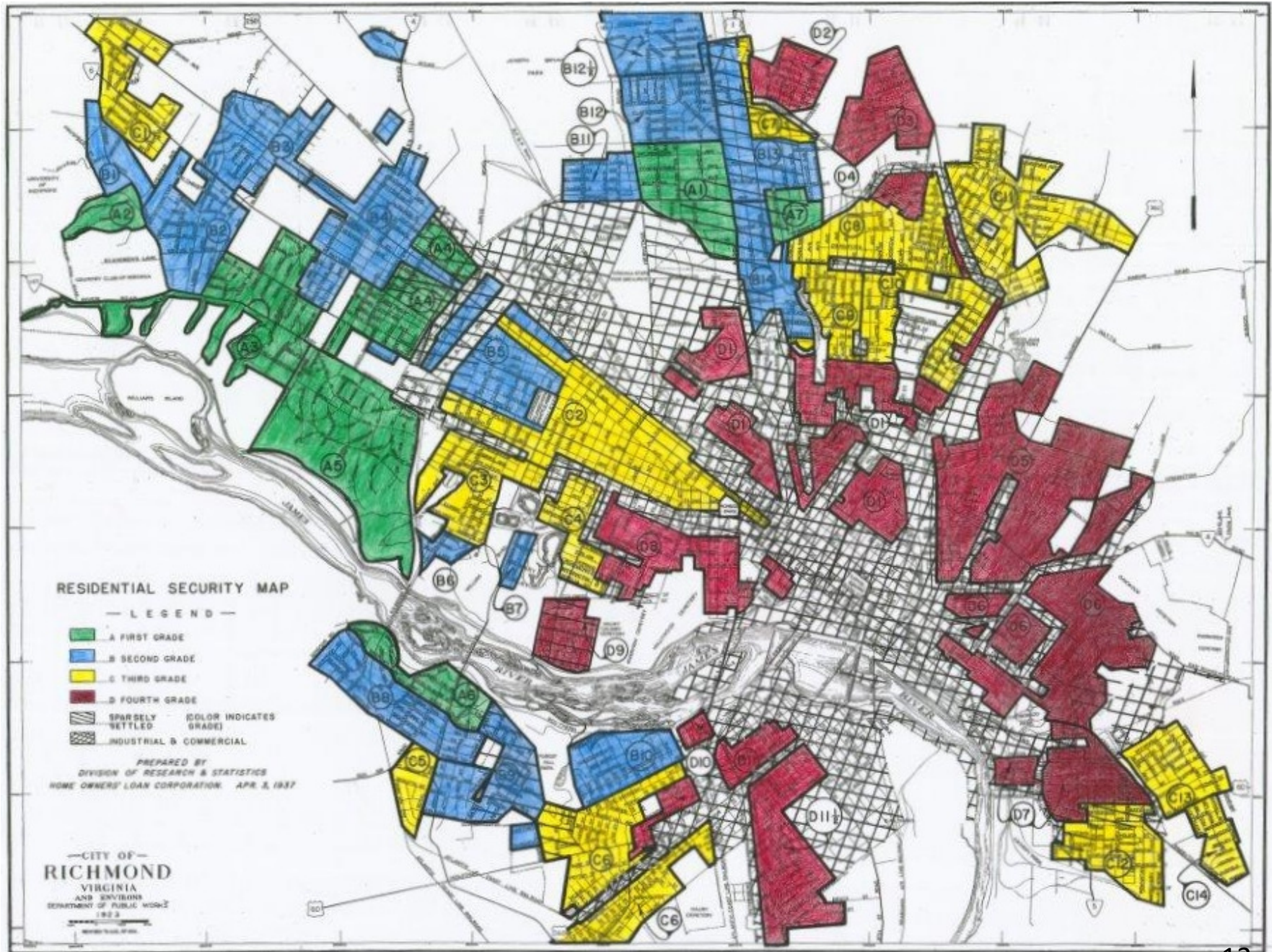
Completely developed neighborhoods. Not as desirable as the hot spots, but still good.

C

Older neighborhoods with poorly maintained homes. In a transitional period and becoming obsolete. Expiring or missing deed restrictions meant “lower grade populations” such as African Americans could infiltrate the neighborhood and disrupt the homogeneity.

D

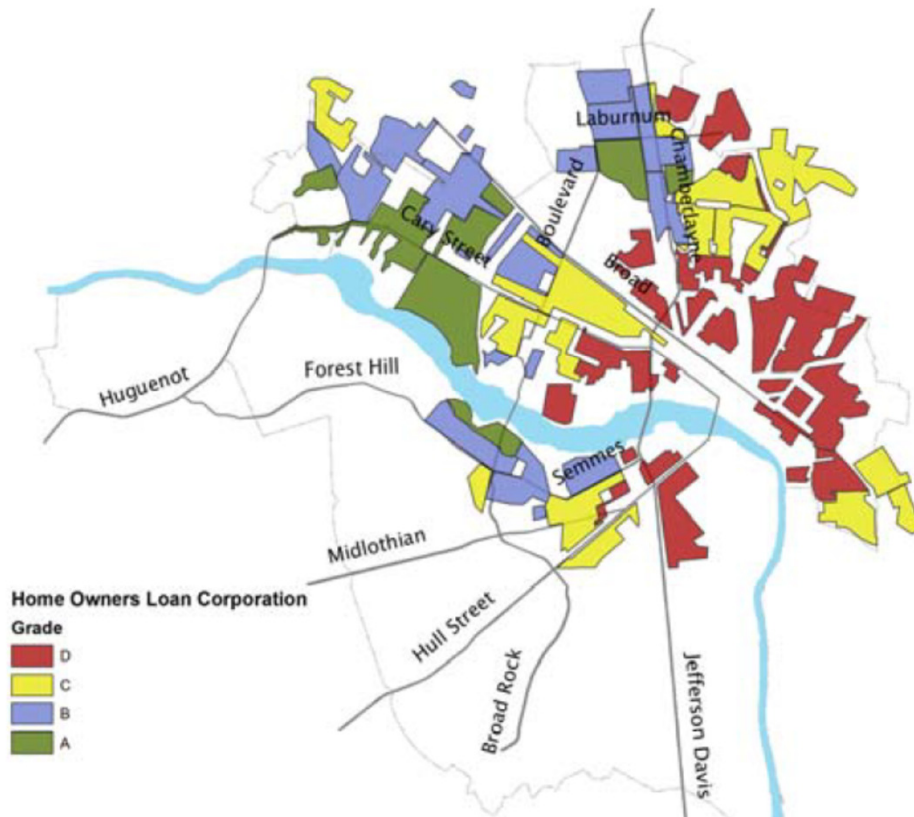
Fully declined areas—poor property conditions, low homeownership rates, undesirable population. Denied investment by lenders—seen as extremely high risk. Applied to ALL African American areas in Richmond.



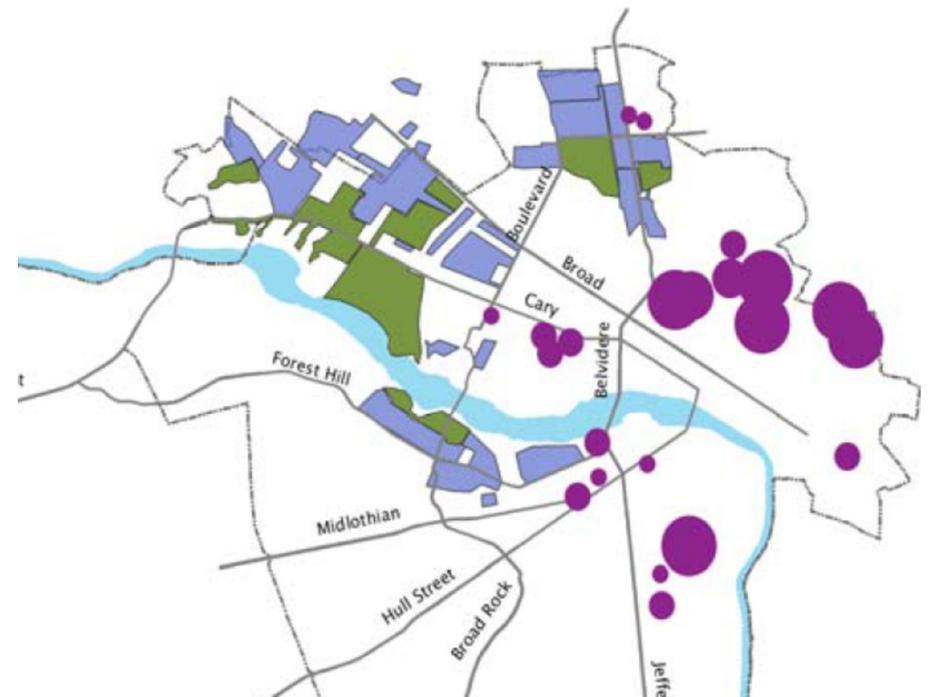
<http://www.virginiamemory.com/online-exhibitions/files/original/bb7a4c54bb6a27b639a6eb8e4a9bcb9a.jpg> 13

From Redlining to Public Housing, Richmond Virginia, 2012

Map of Redlining



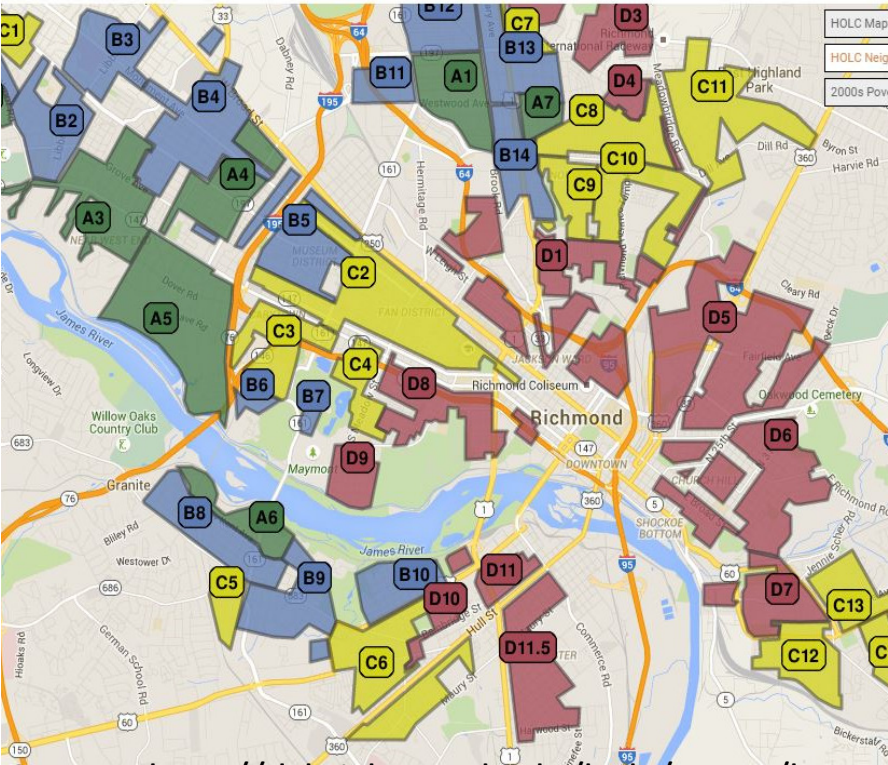
Map 3: Current Concentration of Public Housing,
(Map of Public Housing Concentration
that received the majority of HOME Loans B)



Source: <http://www.phonehome.org/Portals/0/Images/PDF/whereyoulivecreatesalldifferencesoppmapreport.pdf> 14

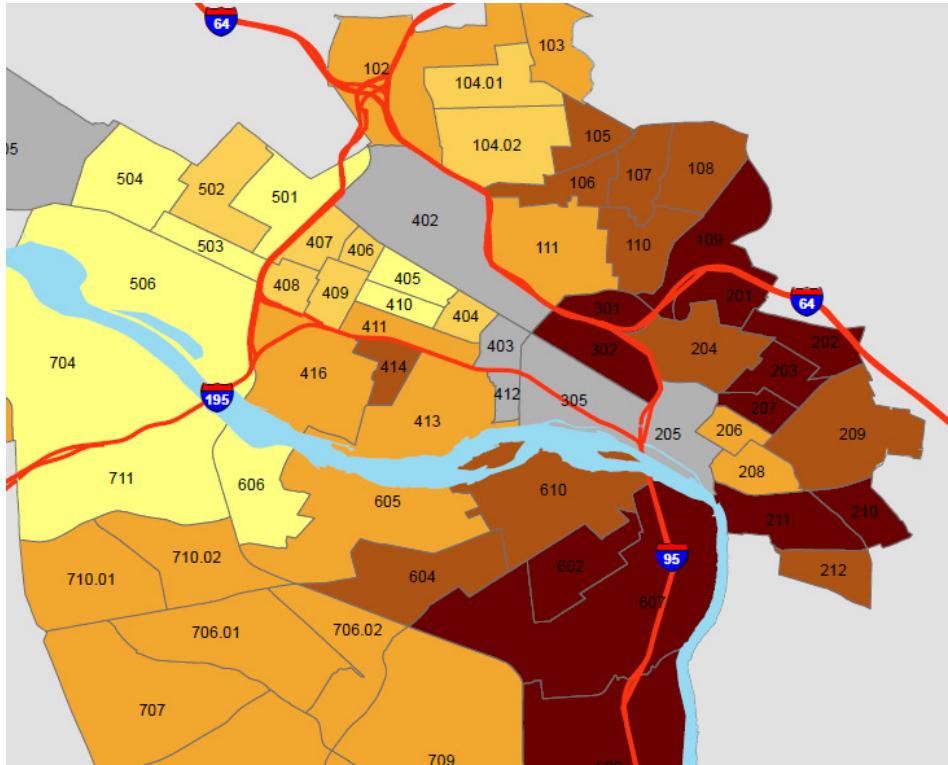
Life Expectancy at Birth, 2002-11

HOLC map, 1937



Source: <http://dsl.richmond.edu/holc/pages/home>

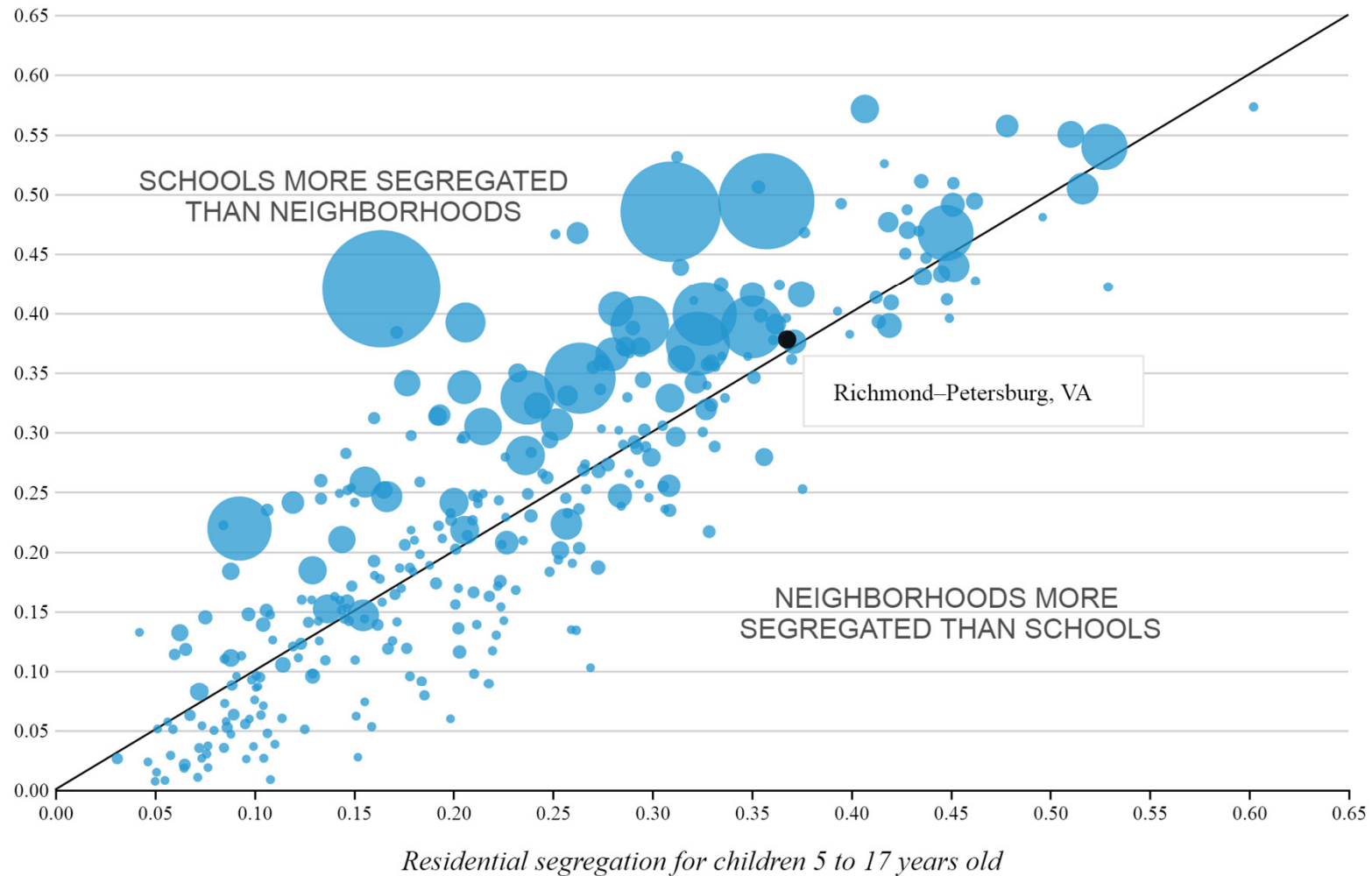
- A** High demand areas with room for new residential growth. Lenders were "willing to make their maximum loans" in these "hot spots during good times or bad.
- B** Completely developed neighborhoods. Not as desirable as the hot spots, but still good.
- C** Older neighborhoods with poorly maintained homes. In a transitional period and becoming obsolete. Expiring or missing deed restrictions meant "lower grade populations" such as African Americans could infiltrate the neighborhood and disrupt the homogeneity.
- D** Fully declined areas—poor property conditions, low homeownership rates, undesirable population. Denied investment by lenders—seen as extremely high risk. Applied to ALL African American areas in Richmond.



- Insufficient data
- 63 - 68
- 69 - 71
- 72 - 74
- 75 - 78
- 79 - 83

How segregated are schools and neighborhoods in your city?

School segregation for K–12 students

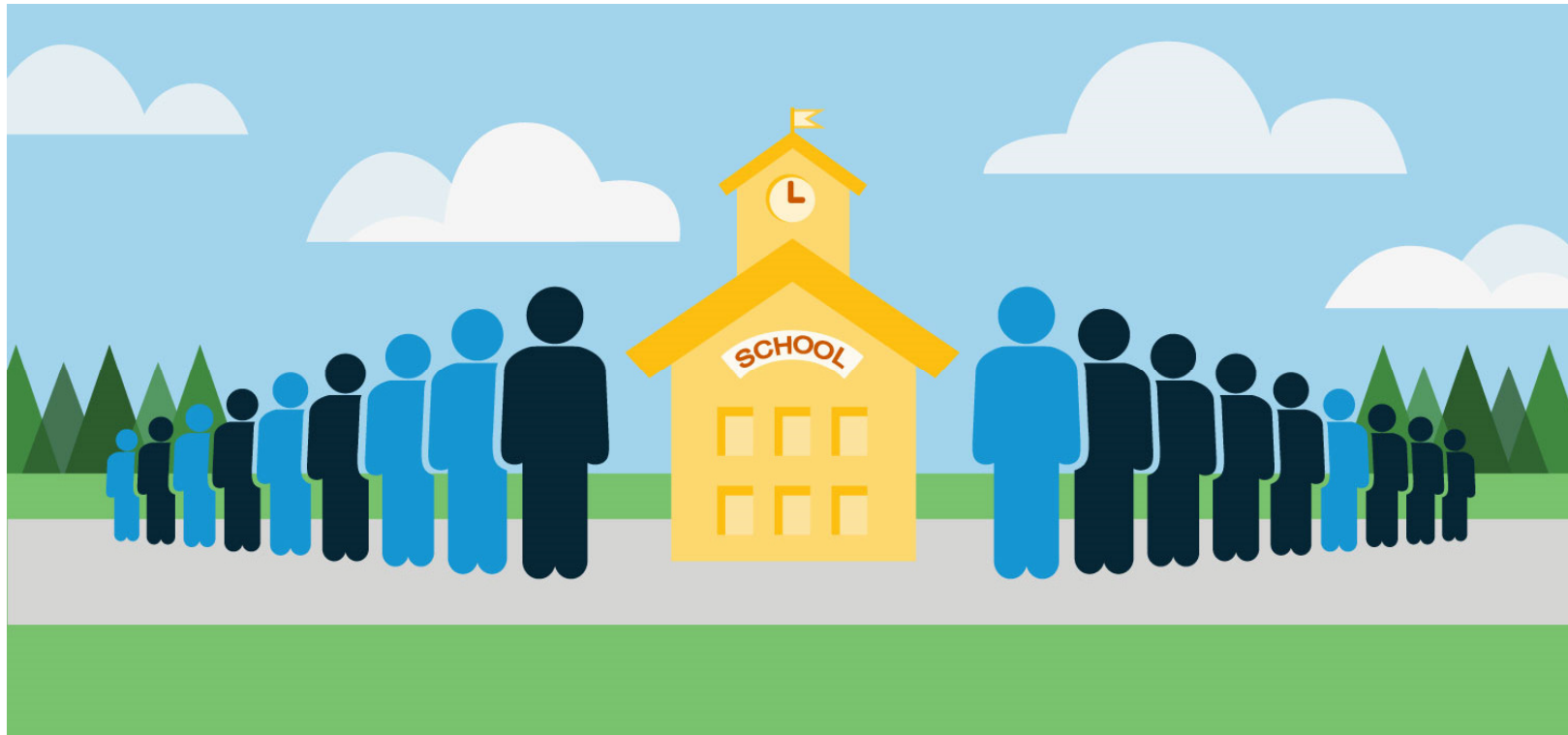


Sources: American Community Survey, 2015; National Center for Education Statistics Common Core of Data, Private School Survey, 2015–16.

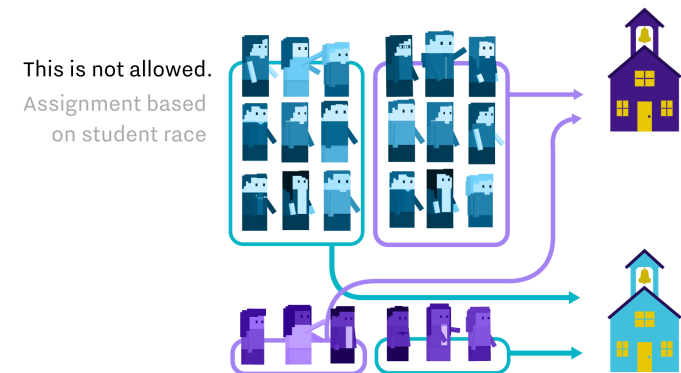
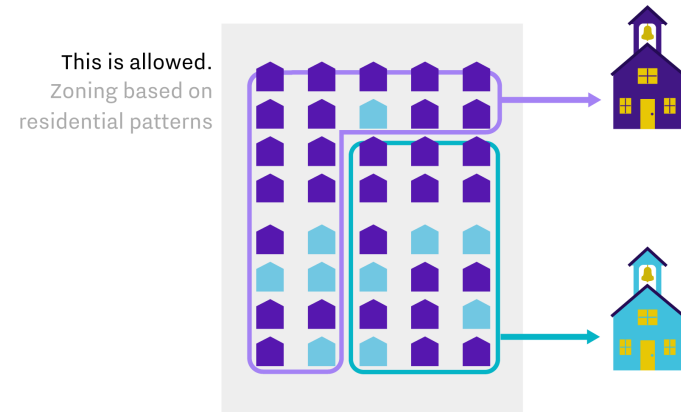
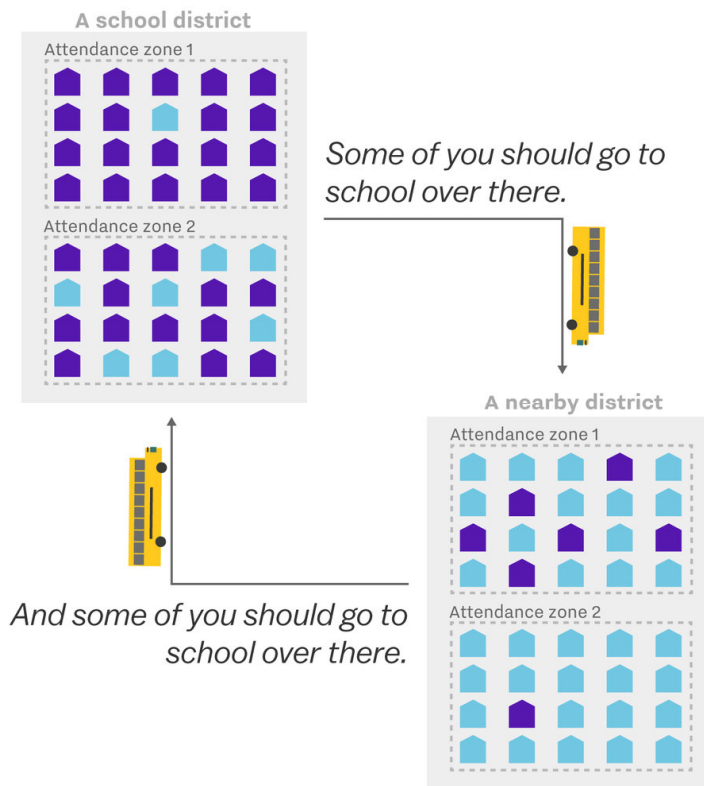
URBAN INSTITUTE

Notes: Observations correspond to metropolitan statistical areas (MSAs). Observations are weighted by total student population, defined as individuals ages 5 to 17. Residential neighborhoods are defined as census tracts. School enrollment data includes the universe of public, charter, and magnet schools, plus a sample of private schools. Segregation is defined as the variance-ratio index for blacks and Hispanics. The city dots are scaled by student population size.

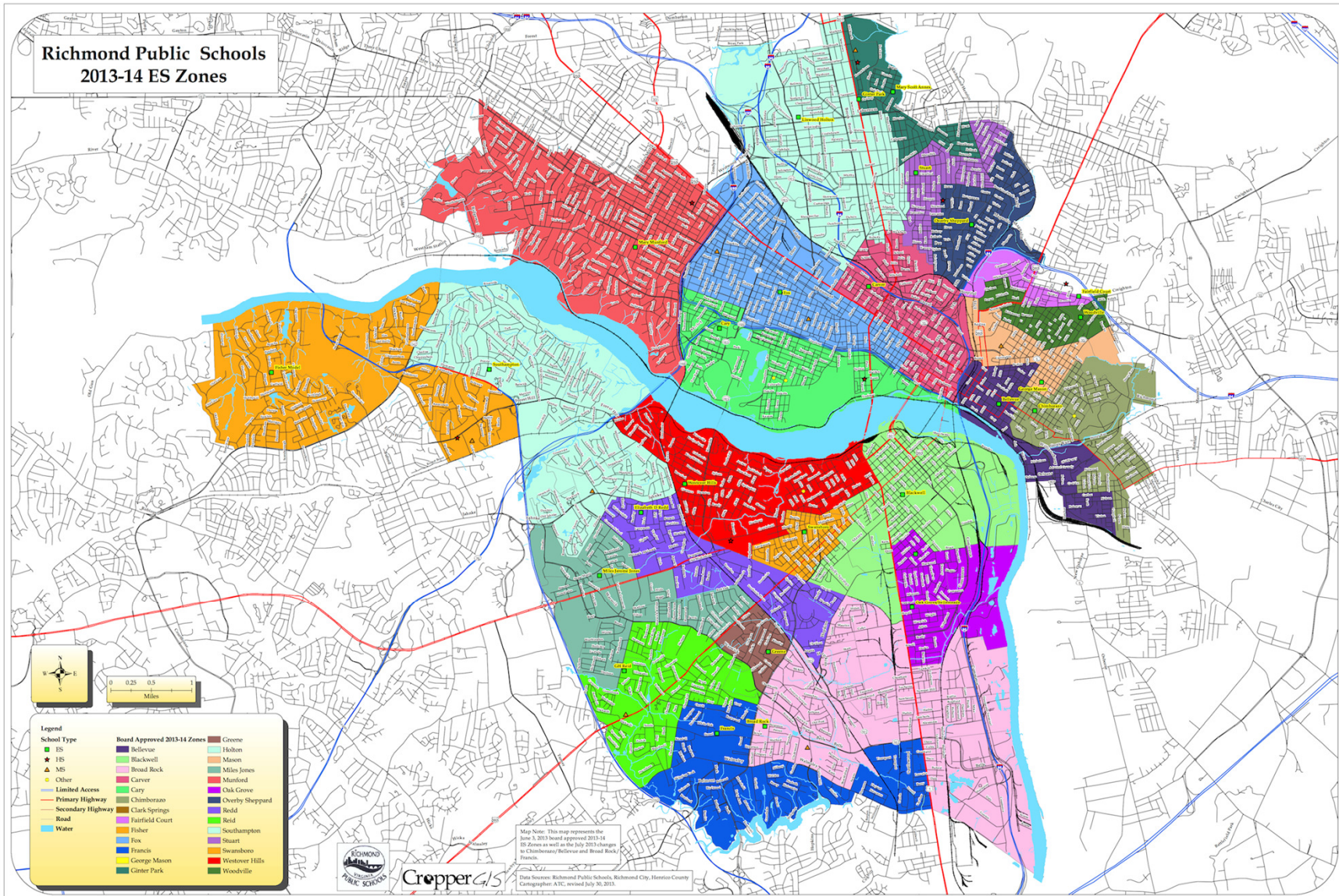
Does School Desegregation Work?



RPS History of Busing, Rezoning and School Closures



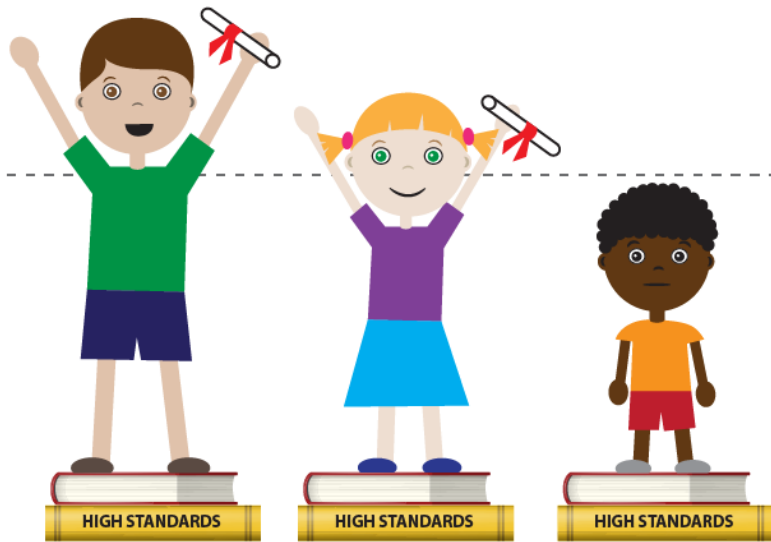
2013 RPS Rezoning



2020-2021 RPS Rezoning Project

- **Engage the community by:**
 - Providing multiple authentic opportunities for all stakeholders to share their ideas and provide feedback
 - Creating an advisory body of community representatives to help guide the process
 - Engaging local historians and other community leaders
 - Reviewing and leveraging past rezoning efforts
- **Develop new zones for RPS schools that improve the student experience by:**
 - Ensuring safe, equitable, and more timely transportation; and leveraging natural boundaries when possible
 - Increasing student diversity of all kinds within schools
 - Alleviating overcrowding and minimizing, if not eliminating, the use of trailers
 - Planning for future student population trends and future development
 - Expediting student placement in modern facilities after rezoning through a variety of measures including new school construction, as well as potential consolidations and closures (revised)
- **Develop a plan for the disposition of vacant and non-instructional (owned/rented) properties in an effort to:**
 - Raise funds for new school construction
 - Develop mutually beneficial partnerships with Richmond cultural institutions
 - Focus more time, energy, and money on our core work: teaching and learning
- **Update the RPS Facilities Plan based on Goals 1, 2, and 3.**

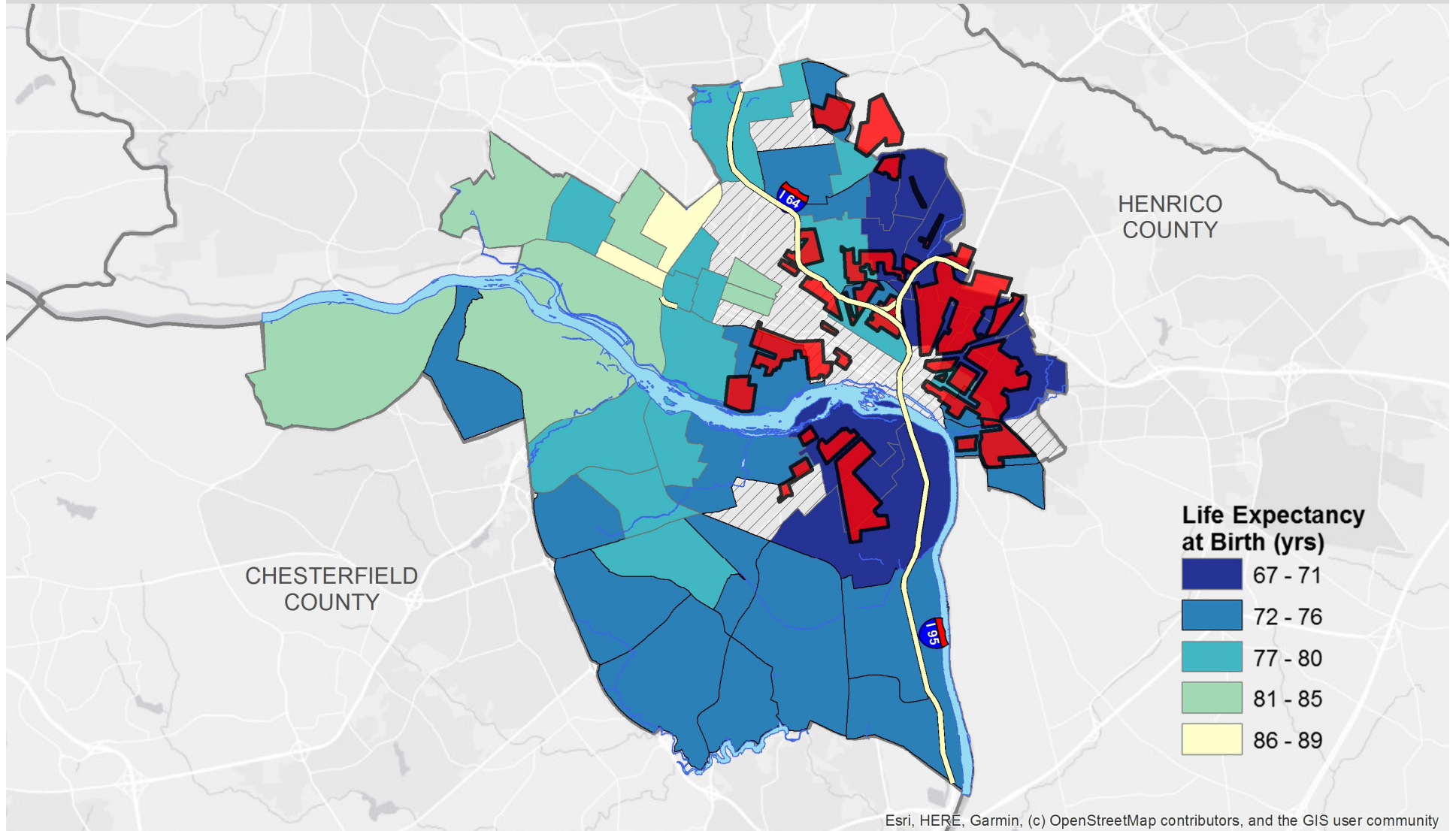
EQUALITY



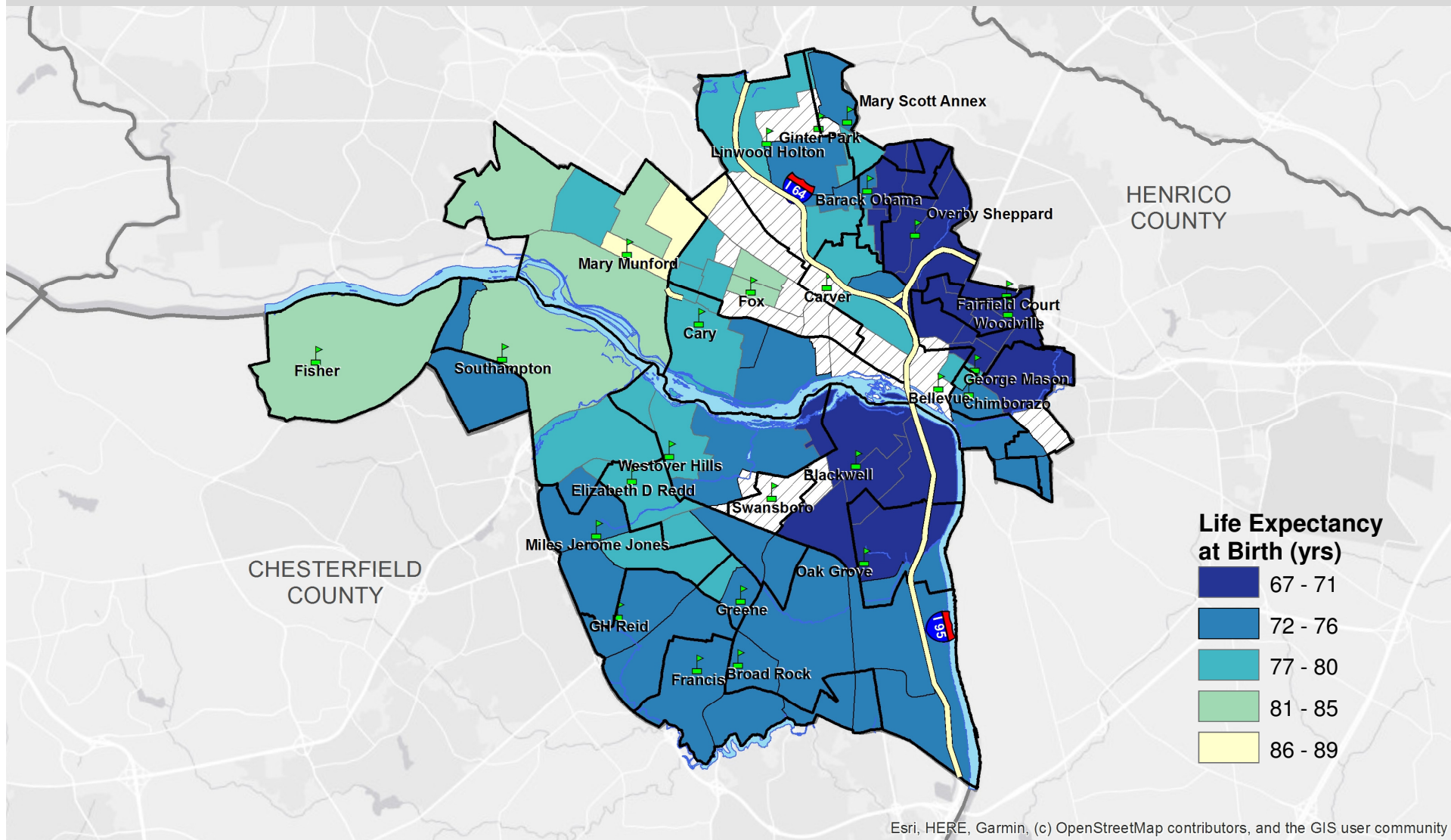
EQUITY



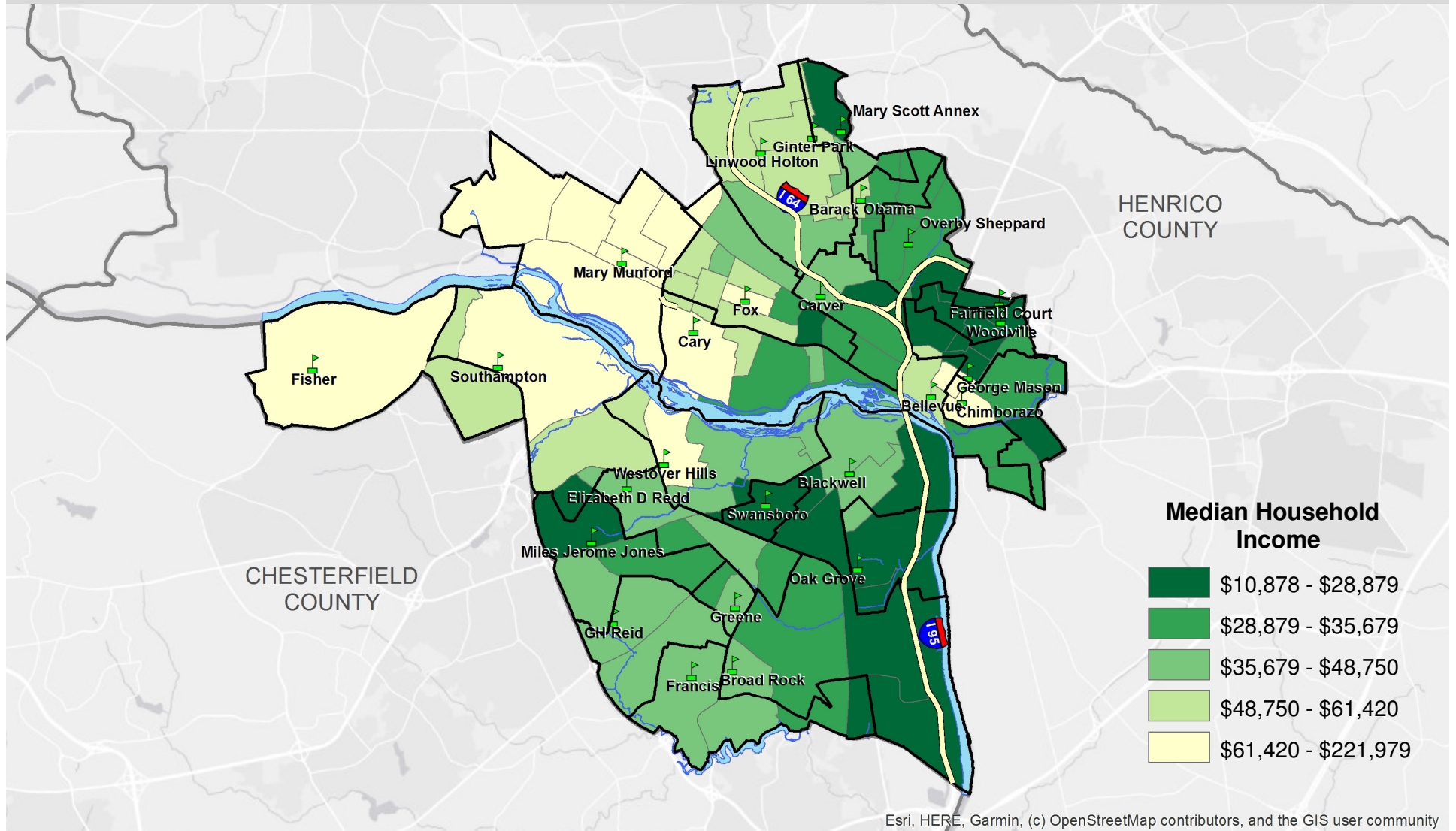
Life Expectancy at Birth by RPS Elementary School Zones (current)



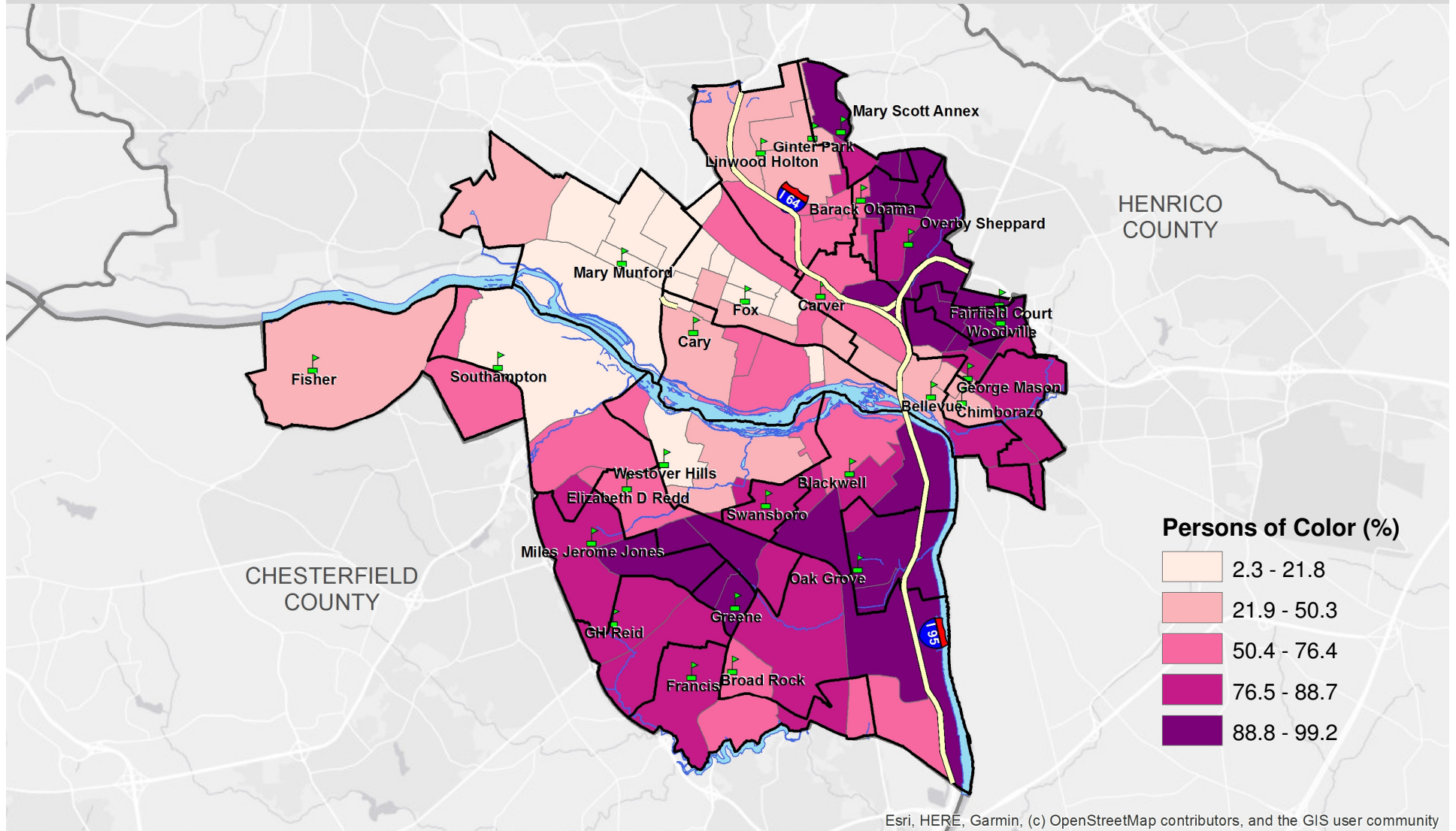
Life Expectancy at Birth by RPS Elementary School Zones (current)



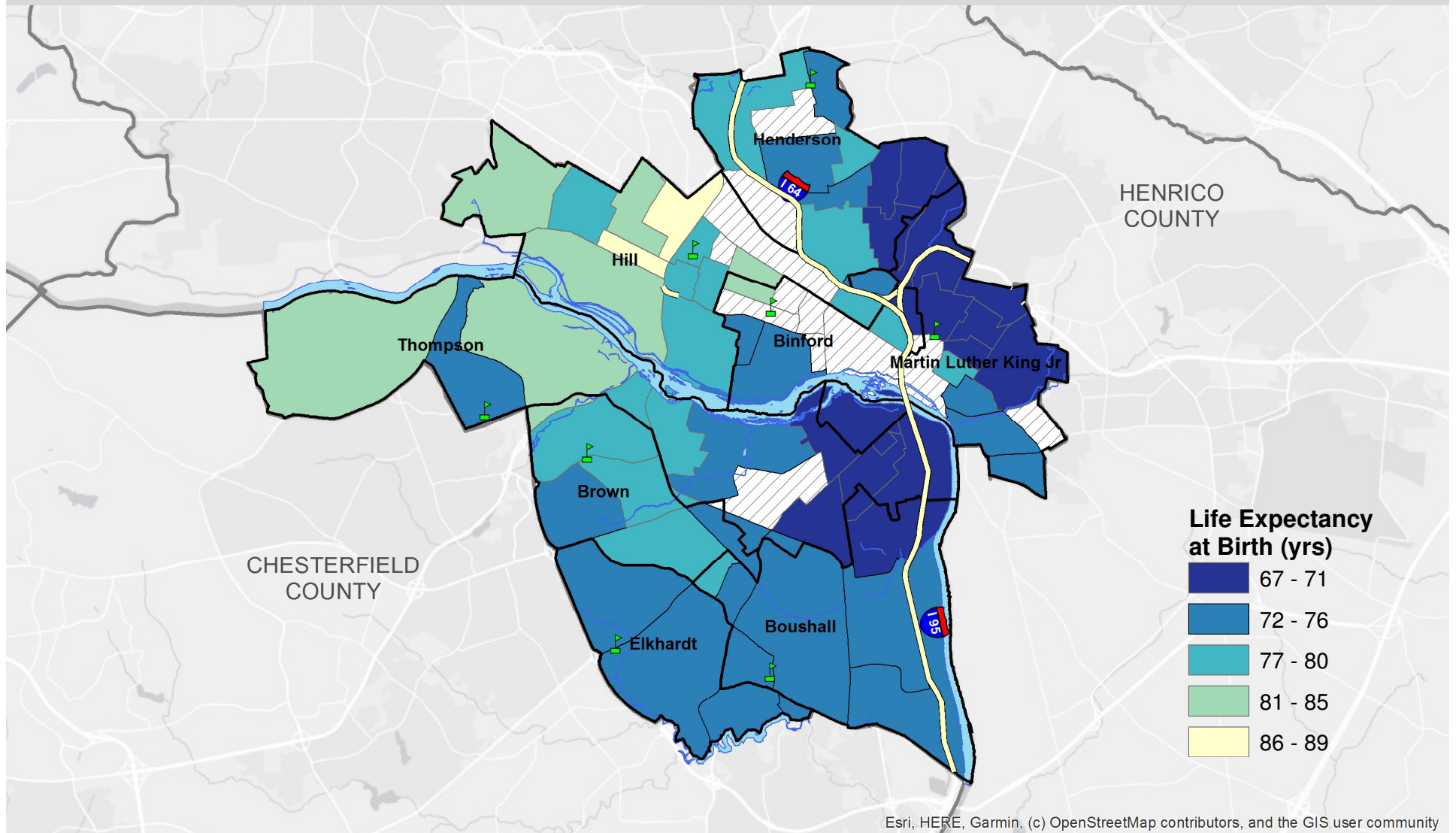
Median Household Income by RPS Elementary School Zones (current)



Persons of Color (%) In Population by RPS Elementary School Zones (current)

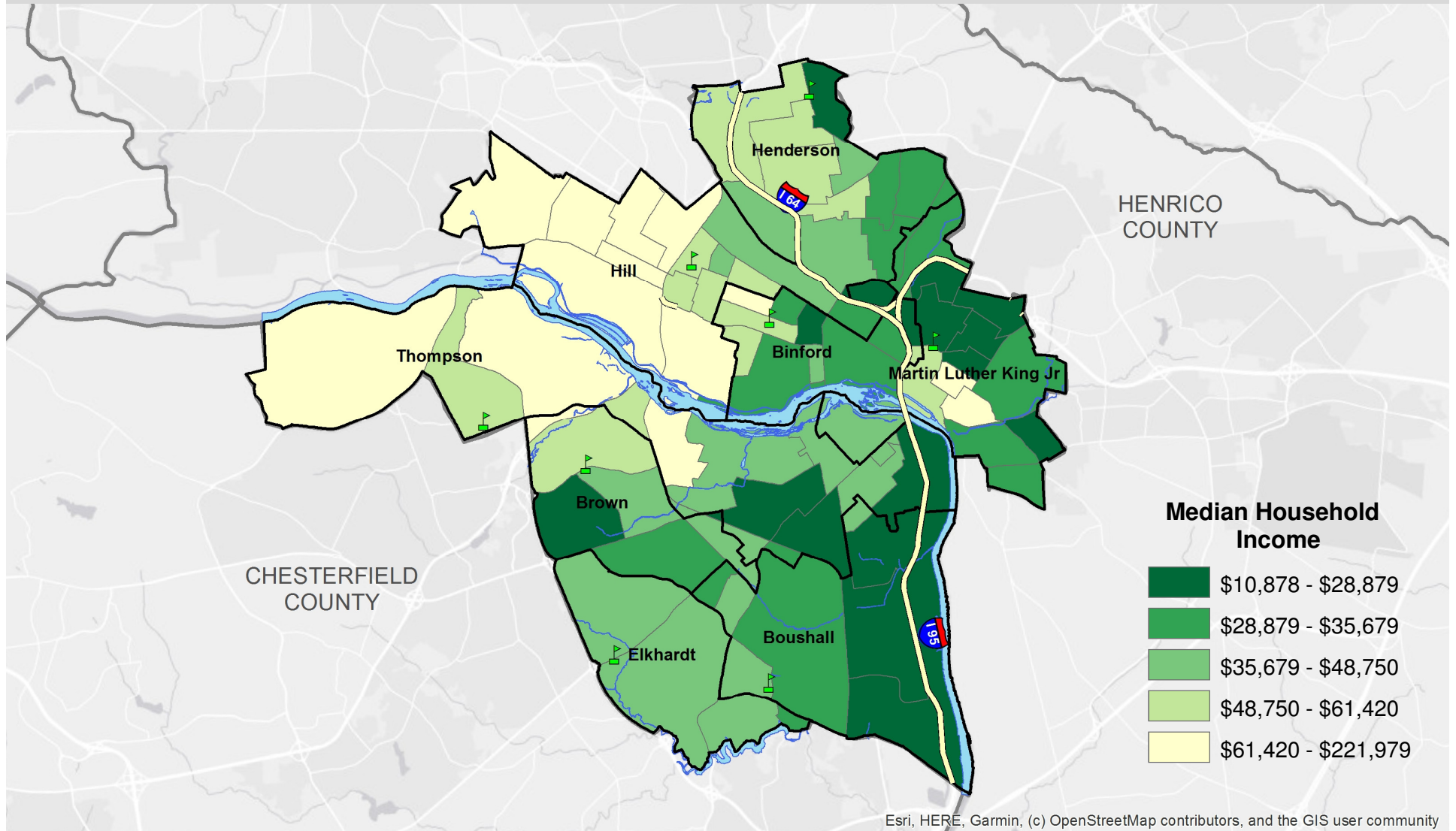


Life Expectancy at Birth by RPS Middle School Zones (current)

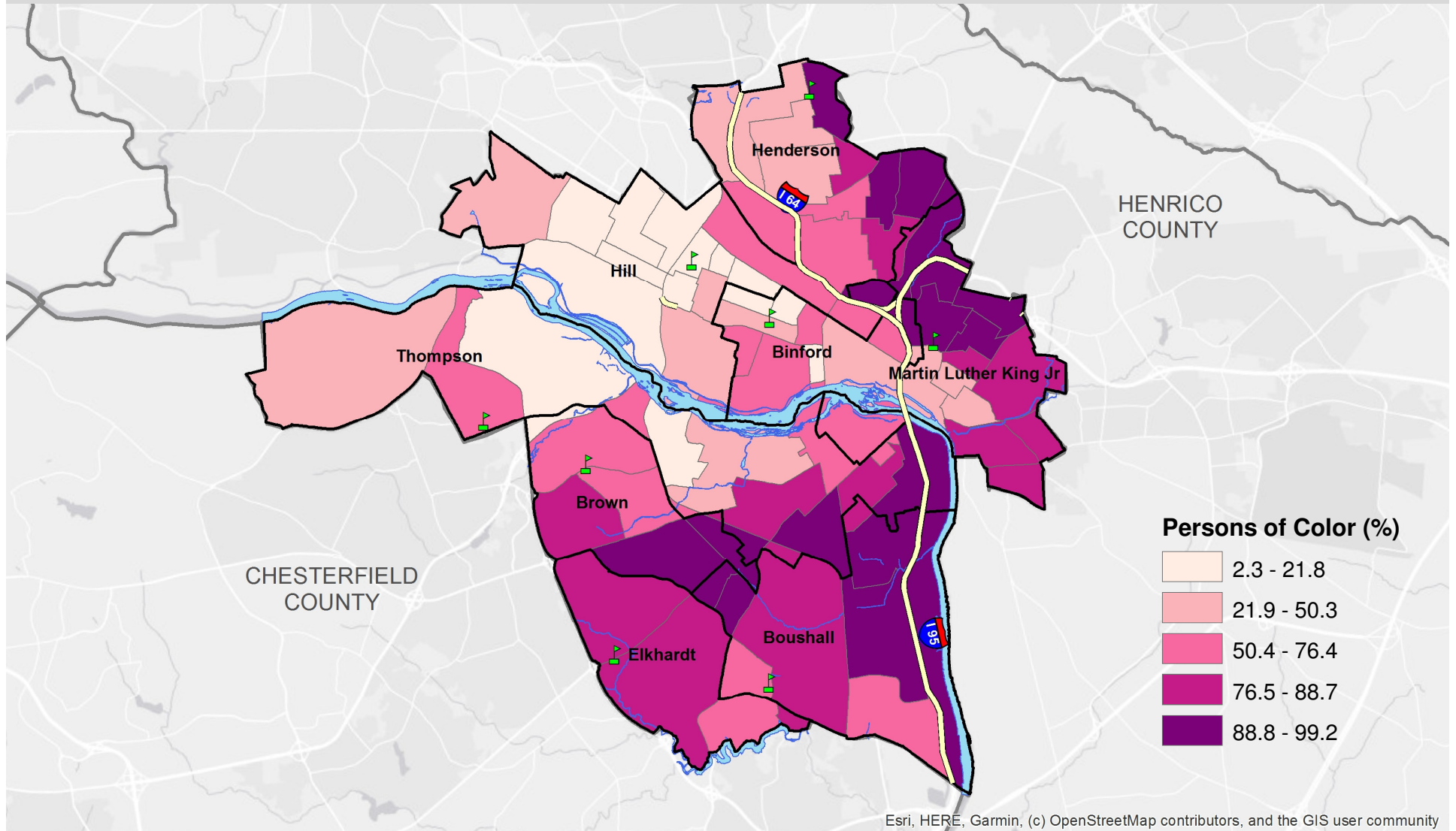


Esri, HERE, Garmin, (c) OpenStreetMap contributors, and the GIS user community

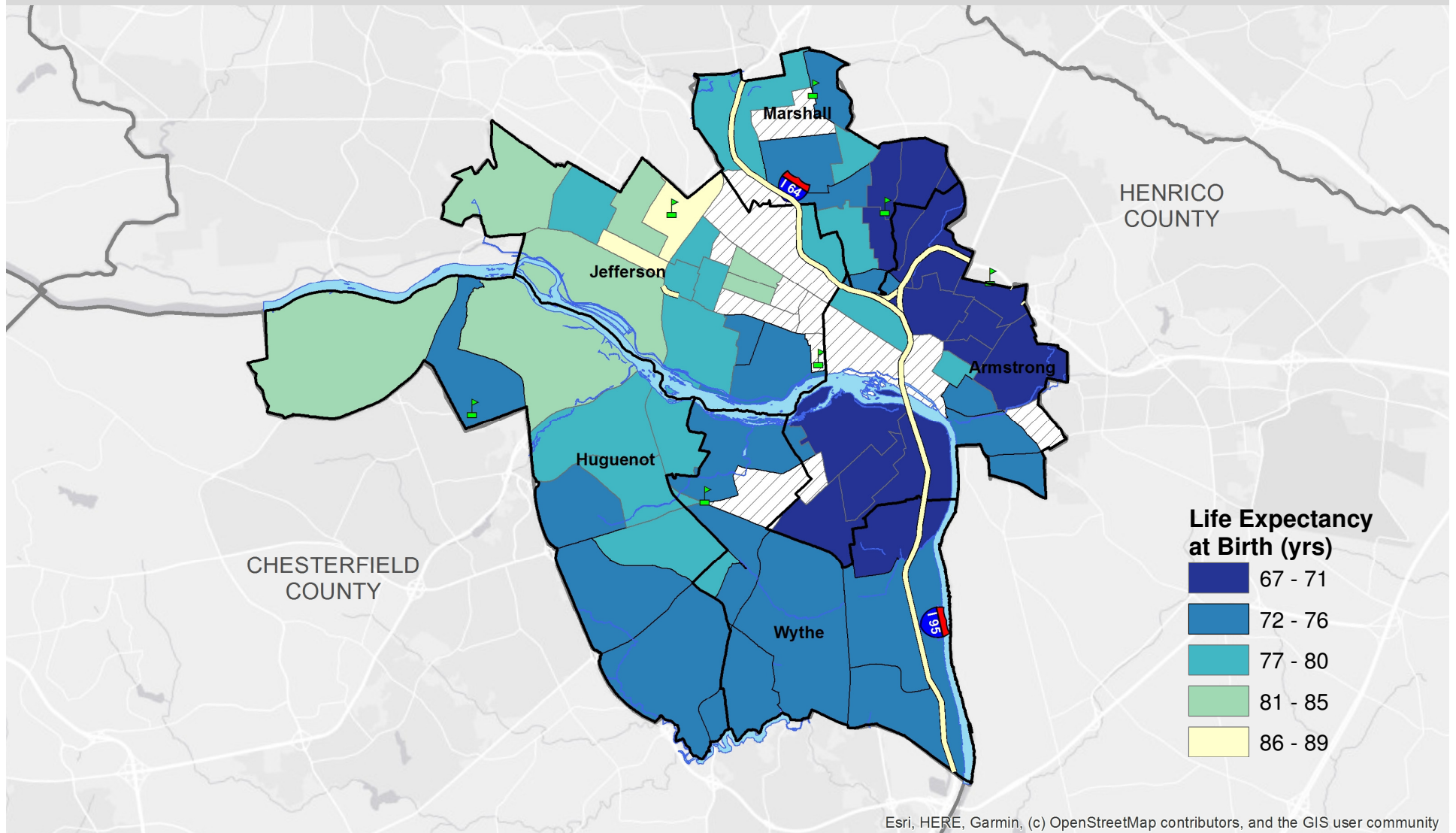
Median Household Income by RPS Middle School Zones (current)



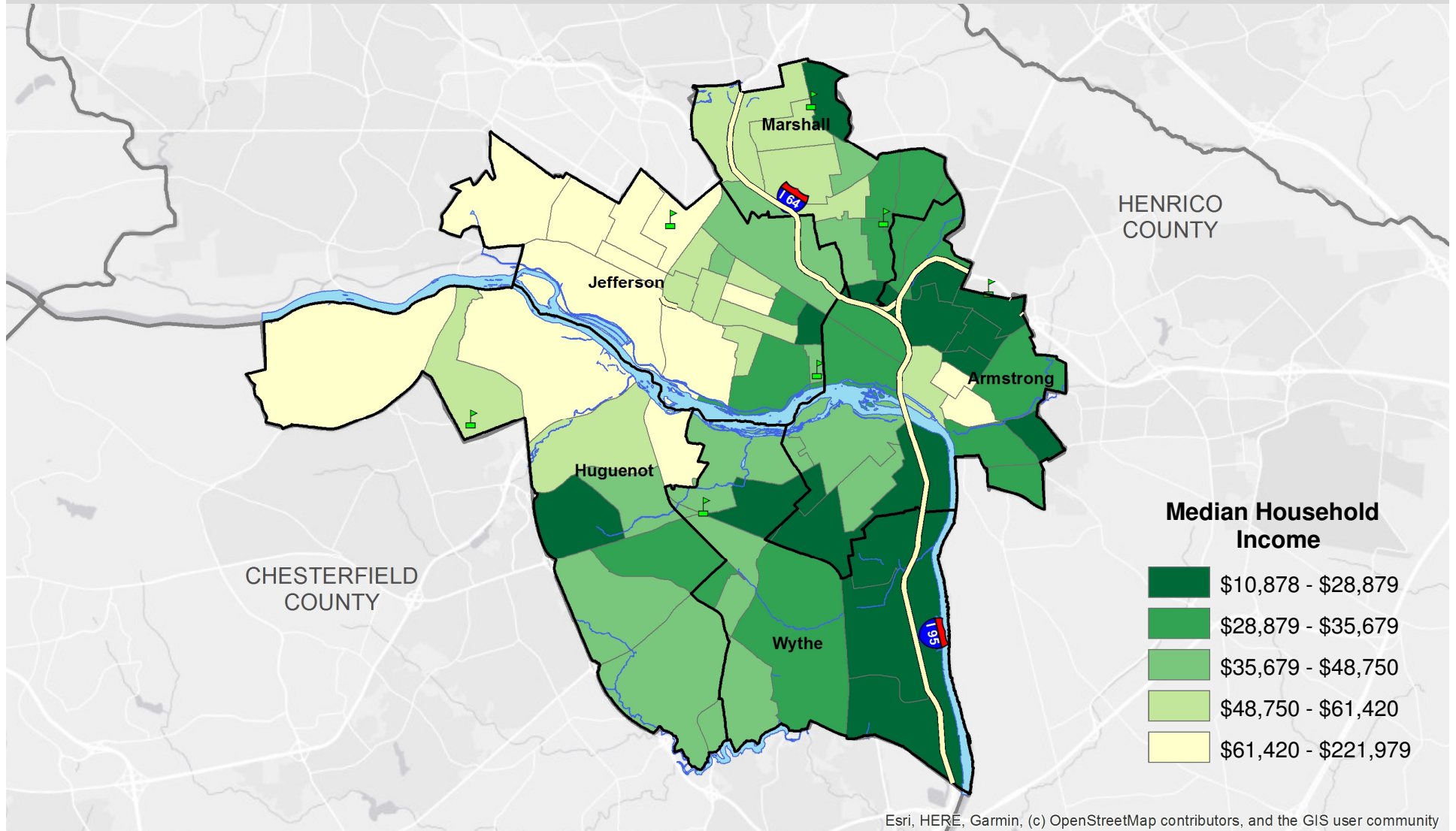
Persons of Color (%) In Population by RPS Middle School Zones (current)



Life Expectancy at Birth by RPS High School Zones (current)

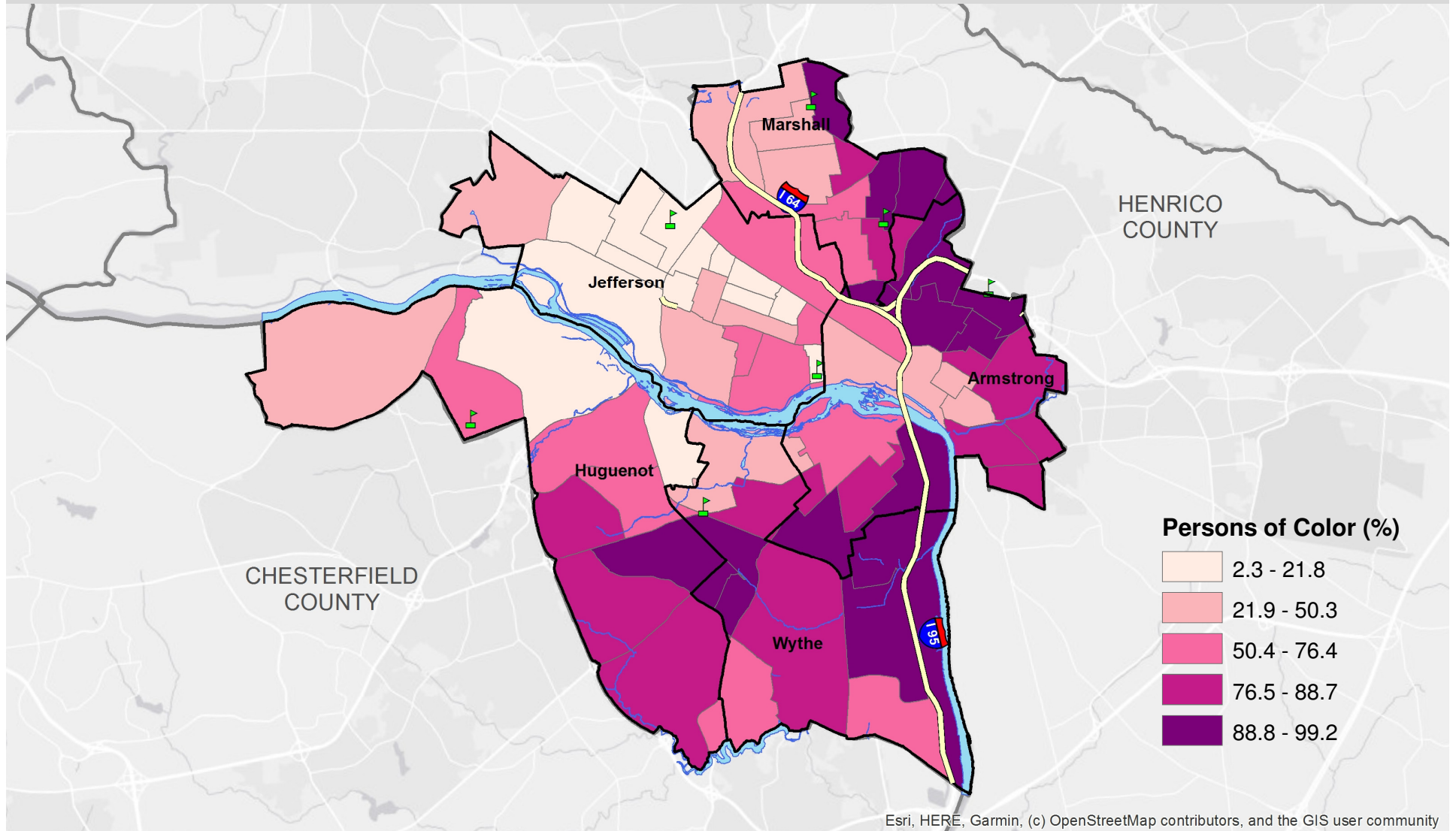


Median Household Income by RPS High School Zones (current)



Esri, HERE, Garmin, (c) OpenStreetMap contributors, and the GIS user community

Persons of Color (%) In Population by RPS High School Zones (current)



Esri, HERE, Garmin, (c) OpenStreetMap contributors, and the GIS user community

Richmond Public Schools,

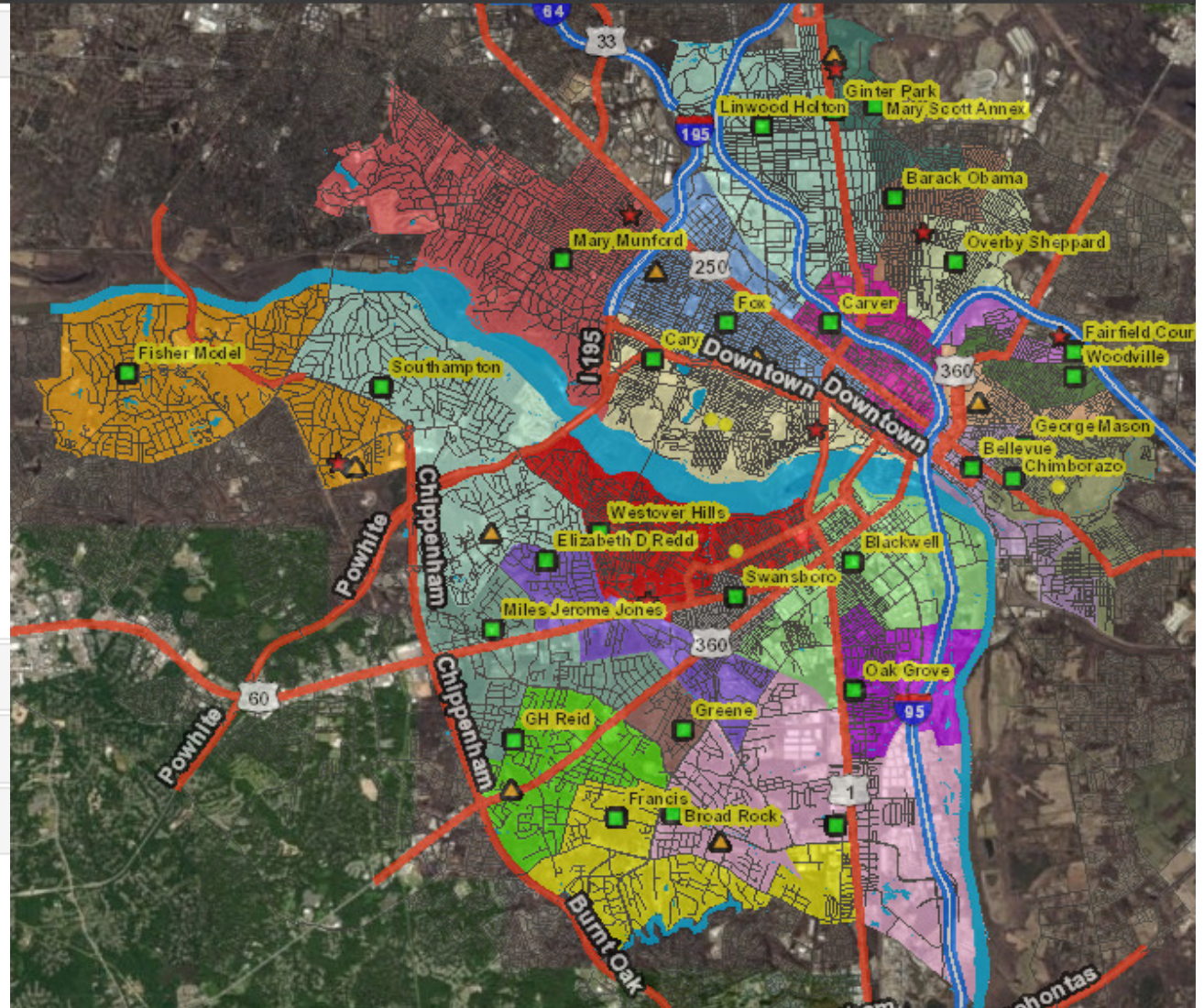
▼ View School Zones

- Planning Blocks ☰
- Council Districts ☰
- Elementary Zones ☰
- Elementary Option 1 Zones ☰
- Elementary Option 2 Zones ☰
- Middle School Zones ☰
- Middle School Option 1 Zones ☰
- Middle School Option 2 Zones ☰
- High School Zones ☰
- High School Option 1 Zones ☰
- High School Option 2 Zones ☰

▶ Zoom To School Zones

▶ Legend

▶ Print ↻



<https://croppermap.com/richmondrezoning/> 32



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