

Ad Hoc Committee on Student Assignment

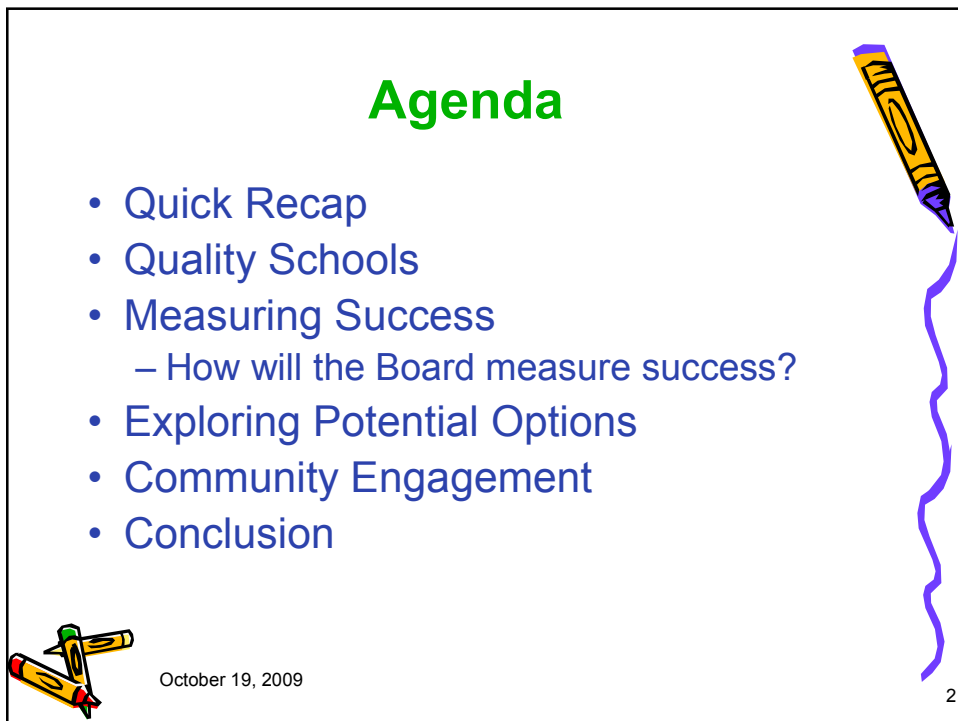
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Agenda

- Quick Recap
- Quality Schools
- Measuring Success
 - How will the Board measure success?
- Exploring Potential Options
- Community Engagement
- Conclusion



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Recap: Why Change?

The Board wishes to redesign student assignment because the current plan is not meeting SFUSD's longtime goals of reducing racial isolation and improving educational opportunities and outcomes for all students.

The Board sees the achievement gap as the greatest civil rights issue facing the District today.



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Recap: Board's Priorities

1. Provide equitable access to the range of opportunities offered to students.
2. Reverse the trend of racial isolation and the concentration of underserved students in the same school.
3. Provide transparency at every stage in the assignment process.



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Recap: 9/14/09 Board Meeting

Presentation and Discussion

- Board's priorities
- Challenges and complexity
- Findings from boundary analysis
- Three potential options

Conclusions

- Continue exploration of options
- Begin community conversations in October/November
- Approve new policy by March 2010 for 2011 enrollment



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Recap: Options from 9/14/09

The Board could choose different options for elementary, middle, and high school.

For All Options:

- The required program needs of Special Education and English Learner students will be met.
- Current students would be 'grandfathered' into their current school.
- Younger siblings would continue to get priority to attend the same school as an older sibling.



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Recap: Options from 9/14/09

For All Options:

5. Schools with criteria for admission, newcomer schools, and language immersion schools would draw city-wide so would not have a boundary.

Lowell High School, SOTA High School, Chinese Education Center (K5), Mission Education Center (K5), Newcomer High School, SF International High School, Alice Fong Yu K8 (Cantonese), Buena Vista Elementary (Spanish), DeAvila Elementary (Cantonese), Fairmont Elementary (Spanish), Marshall ES Elementary (Spanish)

The District could identify additional schools/programs for city-wide attendance, and those decisions could be incorporated into any of the options.



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Recap: Options from 9/14/09

1. Attendance Area Assignment System

Students get assigned to their local school unless they request and get an offer to a city-wide school/program, or their needs cannot be accommodated at their local school.



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Recap: Options from 9/14/09

2. Controlled Choice Assignment System

Students get assigned to their local school, unless they request a city-wide school/program, or their needs cannot be accommodated at their local school.

In addition, students can request other attendance area schools.

- Seats are reserved for students who live in the attendance area.
- Seats for choice assignments would be based on availability after students who want to attend their local school are assigned.
- Students would be assigned to choice seats through a process that gave preference to a diversity factor (e.g., achievement).



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Recap: Options from 9/14/09

3. Zone Assignment System

The District would be divided into large zones which encompasses the east and west side of the city. Each zone would have multiple schools.

- Students would be assigned to a school in the zone where they live through a process designed to maximize the diversity of every school in the zone (e.g., achievement diversity).

or

- Students would submit requests to attend schools in the zone where they live, and seats would be assigned through a process that gave preference to a diversity factor (e.g., achievement).



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Since 9/14/09

Revised the names of options 1 and 2 to provide more clarity.

FROM

Attendance area
assignment system



Controlled choice
assignment system



TO

Local school
assignment with
choice for city-wide
schools/programs

Local school
assignment with
choice for ALL schools

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Since 9/14/09

Three Additional Options

Seats are not reserved for students who live in the attendance area. Students submit an application and can choose any school in the District. Different preferences would be used to assign students to schools. For example:

1. **Choice with Local School Preference:** Give a preference to students who live in the attendance area.
or
2. **Choice with Academic Preference:** Give a preference to academic diversity.
or
3. **Choice with Academic and Local School Preference:** Give a preference to academic diversity, **and then** give a preference to students who live in the attendance area.

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Summary of Six Options Currently Being Explored



From 9/14/09 Meeting

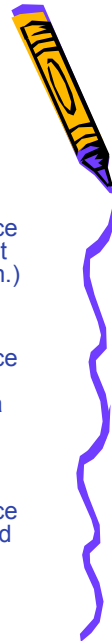
1. **Local school assignments with choice for city-wide programs.**
Students get assigned to their local school unless they cannot be accommodated at their local school. Students can submit choices to attend a city-wide school/program. (Conducted simulation.)
2. **Local school assignments with choice for all schools.**
Seats are reserved for students who live in the attendance area. Students can submit choices to attend ANY school in the District. Students who do not get one of their choices get assigned to their attendance area school. (Conducted simulation.)
3. **Zone assignments.**
Students are assigned to a school in the zone where they live through a process designed to maximize the diversity of every school in the zone e.g., achievement diversity. (Not simulated yet.)



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Summary of Six Options Currently Being Explored



Added Since 9/14/09

4. **Choice with Local School Preference.**
Students get assigned based primarily on choice with a preference for students who live in the attendance area. Students who do not get a choice get a designated assignment. (Conducted simulation.)
5. **Choice with Academic Preference.**
Students get assigned based primarily on choice with a preference for students who live near/attend a school with a low Academic Performance Index (API). Students who do not get a choice get a designated assignment. (Conducted simulation.)
6. **Choice with Academic and Local Preference**
Students get assigned based primarily on choice with a preference for students who live near/attend a school with a low API, followed by a preference for students who live in the attendance area. Students who do not get a choice get a designated assignment. (Conducted simulation.)



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Quality Schools



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Quality Schools

Redesigning student assignment is one part of a system-wide effort to assure that every school is a quality school.

Beyond the Talk: Taking Action to Educate Every Child Now - the District's strategic plan for assuring every school is a quality school.



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Quality Schools

Major initiatives within the strategic plan:

- Increasing the professional capacity of teachers and principals;
- Transforming the curriculum;
- Using data and results to improve learning;
- Providing better support to students and families.



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Quality Schools

Strategic Design for Quality Schools

- Dramatically accelerate student engagement, achievement, and 21st century success in a small cohort of the neediest schools.
- Address short-term, immediate programmatic issues.
- Guide longer-term decision-making about district-wide implementation of services and supports essential for student success.



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Quality Schools

What is the role of student assignment?

- Student assignment alone will not create quality schools.
- However, it is part of our current problem and should be part of the solution.
- Any new student assignment policy must be strategically aligned with and supported by other district policies.



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Quality Schools

What is the role of student assignment?

- Create diverse learning environments.
 - There is a link between racial isolation and the concentration of underserved students in the same school and academic achievement.
 - For truly socially conscious and globally competitive students prepared for success in the 21st century, we know our students must learn from and collaborate with diverse peers.



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Quality Schools

What is the role of student assignment?

- Create robust enrollment.
 - There is a link between robust enrollment and the ability of schools to provide equitable access to an enriched learning environment.



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How will we measure the success of different student assignment options?



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Measuring Success

- Building on feedback from the Board and community, with particular focus on the issue of quality schools, we **drafted measurable objectives** to evaluate options.
- Once the measurable objectives are confirmed we can:
 - Systematically evaluate options; and
 - Refine the options.



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Measuring Success

Assumptions:

1. Staff will use the measures to refine options and share findings from simulations.
2. The Board will use the measures to guide their decision making process.



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Measuring Success

Priority: Provide equitable access to the range of opportunities offered to students.

1. Reduce the link between on-time participation and access to the range of opportunities.
2. Increase diversity at focus schools (currently racially isolated with high concentrations of underserved students).
3. Decrease the number of under-enrolled schools.



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Measuring Success

Priority: Reverse the trend of racial isolation and the concentration of underserved students in the same school.

4. Minimize the number of schools with more than x% of students achieving below basic/far below basic.
5. Minimize the number of schools with more than y% of a single racial/ethnic group.
6. Minimize the number of schools with more than x% below basic/far below basic combined with y% of a single racial/ethnic group.
7. Minimize the number of schools with more than z% of students with a low socio-economic status.
8. Minimize the number of schools with more than z% of English Language Learners.



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Measuring Success

Priority: Provide transparency at every stage in the assignment process.

9. Eliminate any incentive for parents to use strategies in the assignment process.
10. Increase the rates of on-time participation in the enrollment process.



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Questions for Board

- Are these the correct measures for evaluating options?
- What other information would you like to review during your policy development process?



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**Preliminary Findings from
Kindergarten Simulations**

**Clayton Featherstone
Muriel Niederle
Stanford**



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**Other Potential Implications:
Integration of Programs and
Services**



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Local School Approaches

- Automatic PreK-12 feeder patterns.
- More predictable for schools and for families.
- Predictability would increase opportunity for District to strategically plan Special Education and English Learner program capacity and program pathways.
- The mismatch between where students live and where schools are located could present challenges:
 - If all students who live in the south-east attended school in the area, over time District would run out of space.
 - Schools in the north and west could become under-enrolled over time.



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Local School Approaches

- Special Education and English Learner programs not available at every school could be grouped geographically.
- Special Education transportation costs could be reduced significantly.
- General Education transportation could be redesigned to provide transportation to city-wide programs and within certain attendance areas to allow reasonable access to local schools.
- Would need to create infrastructure to modify boundaries in response to changing demographics and enrollment projections.



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Choice Approaches

- No automatic feeder patterns.
- Could create a PreK-K preference for programs located in elementary schools.
- Challenges with student placement and challenges planning program capacity and program pathways for Special Education and English Learner programs would be similar to the ones that exist under our current system.
- Could alleviate challenges arising from the mismatch between where students live and where schools are located.



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Choice Approaches

- Special Education transportation challenges would be similar to those that exist under our current system, including escalating costs.
- General Education transportation could be redesigned to provide transportation to city-wide schools/programs and within certain attendance areas to allow reasonable access to local schools.



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Zones Approach

- If families can submit choices, it is not clear that restricting the list of schools a family can choose from would help decrease racial isolation and the concentration of underserved students.
- Zones could improve our current ability to plan program capacity and program pathways for Special Education and English Learner programs.
- Ensuring that each zone provides the same access to programs and services would require a significant initial investment of resources (time and money).



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Zones Approach

- To create diverse zones, each zone would have to encompass the east and the west.
- There are no easy routes between the east and the west.
- We could change our transportation network and only provide transportation within a zone, not between zones.



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Community Engagement



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Goals

Inform: Deepen understanding of the Board's priorities, the options being considered, and the multiple factors being taken into account by the Board of Education.

Engage: Provide opportunities to receive feedback from diverse communities and district stakeholders and share this feedback with the Board for inclusion in their deliberations before they approve a new student assignment system.



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Content

- Context with priorities.
- Explore all six options.
- Use Board's measures of success as a framework.



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Engagement Strategies

1. Community-based conversations with SFUSD Staff, Parent Advisory Council (PAC), and Parents for Public Schools (PPS), convened through schools and community centers.
 - Parent meetings at schools and community centers.
 - Larger-scale public meetings.
 - Meetings with administrators, school staff, students
2. Meetings with community groups.
3. Survey.



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Conclusion

Summarize Feedback
Review Next Steps



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Next Six Months

October 2009 to early January 2010

mid January 2010 to March 2010

1. Continue Research

2. Develop Policy

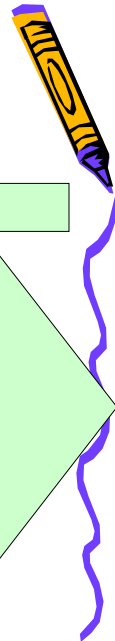
- Community engagement
- National experts
- Other districts
- Qualitative study
- Quantitative study
- Simulations

- Review research
- First Reading
- Committees
- Second Reading & Action



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Future Meeting Dates

New dates for November and December!

- **Monday, November 9**, 2009, 6 pm
(instead of November 16)
- **Monday, December 14**, 2009, 6 pm
(instead of December 7)



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