

# **Revisions to Board Policy P5101: Student Assignment**

**Board of Education's  
Ad Hoc Committee on Student Assignment  
May 31, 2011**

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## **Tonight's Agenda**

- **Board discussion with PAC & PPS**
- **Staff Presentation**
- **Public Comment**
- **Board Discussion**

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## **Tonight's Objectives**

- 1. Provide opportunity for Board to have more discussion with PAC and PPS**
- 2. Build an understanding of how K8 feeders support Board goals (Policy P5101)**
- 3. Share staff's recommendations for revisions to Board Policy P5101**
- 4. Gather specific feedback from the Board of Education**

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## **Heard from Multiple Stakeholders**

- Direct comments from participants in over 18 forums co-sponsored by the District, PAC and PPS**
- PAC & PPS report with their groups' findings and recommendations**
- Meetings with the DELAC and BCC**
- Comments from parent emails, surveys, and previous community engagement efforts**
- Conversations with families who visit EPC daily**
- Instructional Cabinet**
- Principals**

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## What We've Heard

- Important to parents to have choice – chose a school that will meet their child's individual needs
- Most important to parents to have quality schools
- Concerns about the fact that not every middle school is currently one that parents would want to send their child to
- K8 feeders don't seem to achieve the priorities for a new student assignment system
- Principals want feeders for greater articulation and coordination among a small predictable set of schools
- Families who want feeders don't understand why the District has delayed implementing K8 feeders – communities waiting to start working together

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## What We've Heard

- How do the K8 feeders meet the goals for student assignment?
- What is the relationship between quality schools and K8 feeders?
- How will constrained choice at middle school promote equity?
- How will K8 feeders meet the individual needs of students?
- Does the district have the resources to expand language programs?

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## Multiple Factors Influence Policy

- Years of parent input influenced the current student assignment policy, a delay and changes to the proposed K8 feeder patterns and continue to influence staff priorities for the ongoing day to day work of strengthening our schools.
- Other important factors also influence policy and practice, including educational research, input from educators, data about student achievement, enrollment trends, etc.

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## Quality Middle Schools (P5101)

- “School quality is the paramount concern, and a student assignment system alone cannot ensure school quality”
- “Student assignment is *one part* of creating educational environments in which all students can flourish”

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## Theory of Action (P5101)

### If the SFUSD has:

- a student assignment system that is aligned with and supports other initiatives within SFUSD that are designed to create and support diverse enrollments and quality schools in every neighborhood;
- a human capital allocation system that ensures quality teaching and instructional leadership and promotes diversity among the faculty at each school;
- strong and effective programs that attract a diverse student body and meet the needs of the students within each school;
- professional development focused on culturally and linguistically responsive instruction and strategies to support integrated learning environments within each school; and
- an equitable distribution of resources designed to promote and support diverse enrollments and quality schools in every neighborhood;

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## Theory of Action (P5101)

### then the SFUSD can:

- reverse the trend of racial isolation and the concentration of underserved students in the same school;
- provide equitable access to the range of opportunities offered to students;
- provide transparency at every stage of the assignment process;

**and this will dramatically accelerate the achievement of those who are currently less academically successful, and increase the achievement of already high performing students.**

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## **Student Assignment Policy Goals (P5101)**

- 1. Facilitate student diversity within the parameters of current law**
- 2. Work in alignment with other District initiatives designed to avoid racial isolation and the concentration of underserved students in the same school**
- 3. Support the strategic use of limited resources to provide PreK-12 program pathways and quality schools in every neighborhood**
- 4. Provide equitable access to the range of opportunities offered to students**
- 5. Create robust enrollments at all schools**

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## **Student Assignment Policy Goals (P5101)**

- 6. Be simple and easy to understand, and provide transparency at every stage of the assignment process**
- 7. Offer families a degree of predictability regarding where their children will attend school**
- 8. Minimize the degree of effort families must invest to enroll their children in school**
- 9. Permit the efficient and cost-effective use of school facilities and transportation**
- 10. Be cost effective to implement and sustain over time**

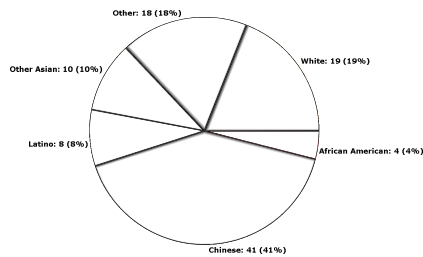
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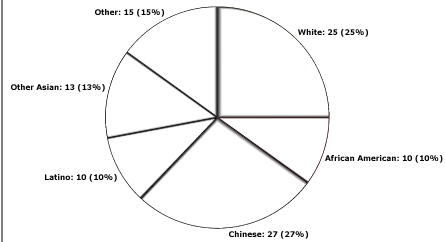


## Facilitate Diversity (Goals 1 and 2)

### Presidio October 2010



### Elementary Feeders: 3rd 4th 5th grade



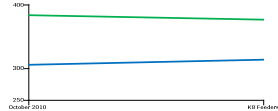
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## Facilitate Diversity (Goals 1 and 2)

- Based on current enrollment, K8 feeders narrow school-to-school achievement disparities
  - Minimum and maximum values across the schools for average CST ELA scores, % SDC, and % EL

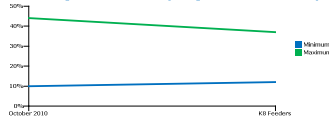
Average CST ELA: Range Across Schools



% Special Day Class (range across schools)



% English Learners (range across schools)



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## Provide Equitable Access (Goals 4)

### Current concerns:

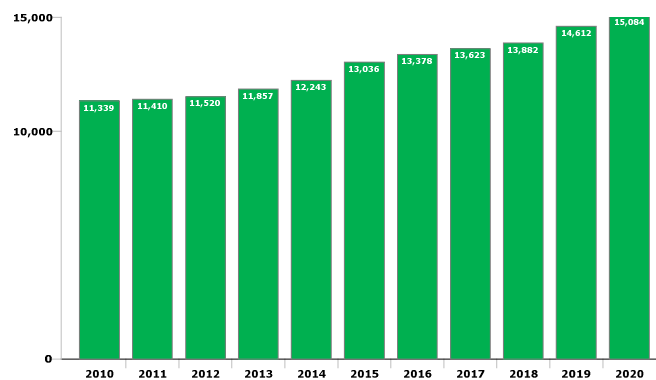
- there is a mismatch between where students live and where our schools are located
- all families do not have the same opportunity to participate in a choice process
- all students cannot get assigned to a school of their choice
- we are going to experience a 33% growth in middle school enrollment

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## Provide Equitable Access (Goal 4)

Middle school enrollment will increase 33%, a result of the large birth cohorts of the early 2000s

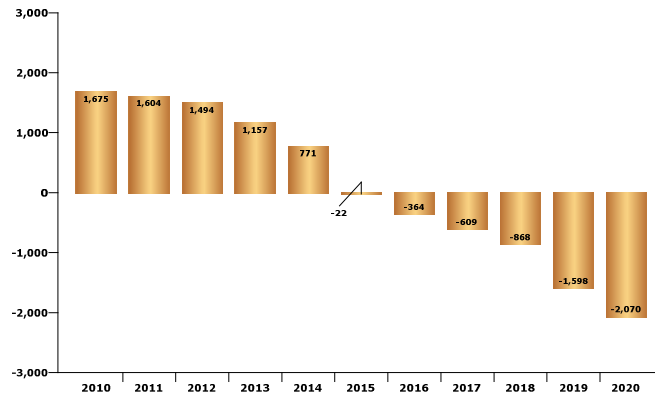


20 Source: Demographic Analyses and Enrollment Forecasts for the SFUSD, March 18, 2010  
Lapkoff & Gobalet Demographic Research, Inc.



## Provide Equitable Access (Goal 4)

Today we have more middle school capacity than students



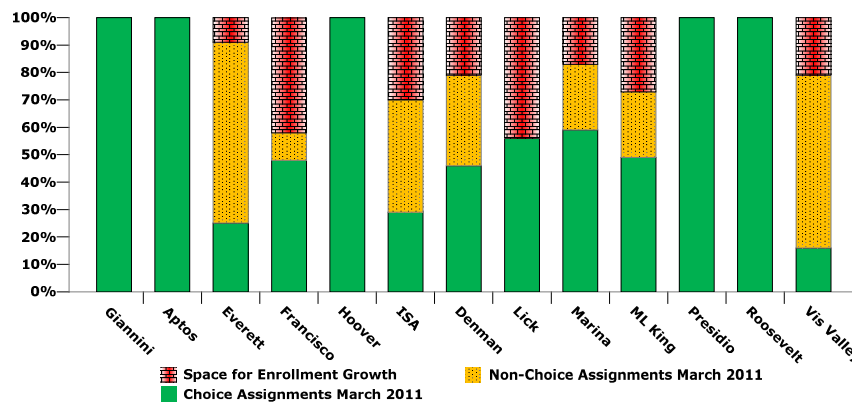
By 2015 we'll be operating at more than 100% of our current building capacity

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## Provide Equitable Access (Goal 4)

33% enrollment growth and choice

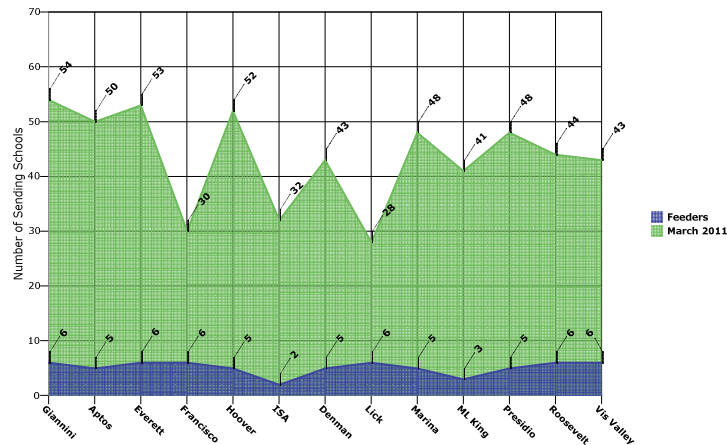


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## Strategic Use of Limited Resources, Cost Effectiveness, Sustainable (Goals 3, 9, 10)

Middle schools receive students from 28 to 54 elementary schools



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## Strategic Use of Limited Resources, Cost Effectiveness, Sustainable (Goals 3, 9, 10)

- Our mandatory choice system with limited connection to where students live has resulted in the dispersion of students throughout the city
- This dispersion of students and lack of predictability regarding enrollments makes it very difficult for the District to develop projections for strategic planning purposes, to use facilities efficiently, and to cost-effectively create PreK-12 instructional coherence and equitable access to programs and services

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### **Strategic Use of Limited Resources, Cost Effectiveness, Sustainable (Goals 3, 9, 10)**

- If a small number of elementary schools feed into any given middle school, conversations can begin between sites to articulate and coordinate programming for all students
- Whether we are talking about project-based learning, balanced literacy, arts or language pathways, the key is articulation between our middle schools and the elementary schools feeding into them

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### **Strategic Use of Limited Resources, Cost Effectiveness, Sustainable (Goals 3, 9, 10)**

#### **K8 infrastructure:**

- provides middle school communities with an understanding of the needs of incoming students well in advance of their arrival
- allows the District and school communities to strategically plan programs and services and allocate limited resources to meet the needs of every individual incoming student
- facilitates positive communication efforts
- increases transparency and accountability

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## Strategic Use of Limited Resources, Cost Effectiveness, Sustainable (Goals 3, 9, 10)

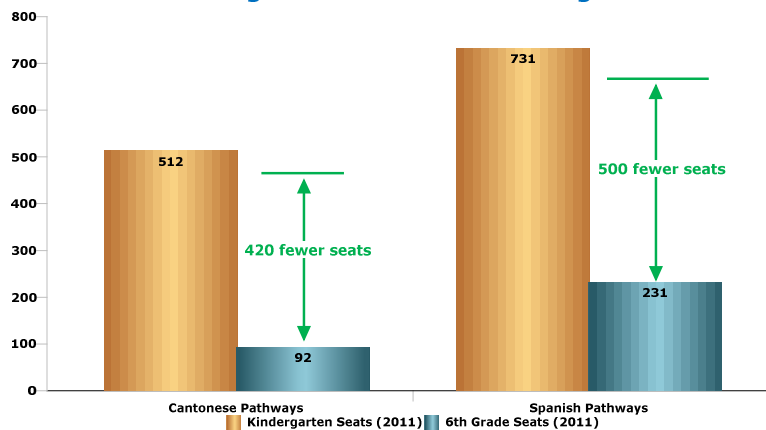
- K8 feeder patterns provide a structure to deliberately and cost effectively place special education services at elementary and middle schools creating K8 alignment for children receiving special education services

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## Strategic Use of Limited Resources, Cost Effectiveness, Sustainable (Goals 3, 9, 10)

Build at 6th grade or reduce at kindergarten?



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## **Strategic Use of Limited Resources, Cost Effectiveness, Sustainable (Goals 3, 9, 10)**

- There are no costs associated with implementing K8 feeders
- There are costs associated with redesigning special education, building language pathways, and implementing the quality middle school initiative
- The K8 infrastructure provides a framework that can help strategically maximize the use of limited resources

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## **Create Robust Enrollments (Goal 5)**

- Enrollment matters in the context of school quality because with enrollment comes resources
- The District is constrained in its ability to efficiently provide under-enrolled schools with access to the variety of programs and services available at robustly enrolled schools
- More robust enrollments and greater articulation between elementary to middle will allow under-enrolled schools to expand opportunities and offer enriched learning environments

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## **Transparent, Predictable, Minimize Effort (Goals 6, 7, and 8)**

- K8s are simple and easy to understand providing transparency at every stage of the assignment process
- K8s offer a degree of predictability regarding where children will attend school
- K8s minimize the degree of effort families must invest to enroll their children in school

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## **Easy to Understand and Transparent (Goals 6,7,8)**

- “Strong School Communities - Parents think of their schools as small communities.”
  - “A Fair System – Parents want consistency, predictability and equity.”
- \* 2 of 6 key findings from the SERR report (p. 3) that PAC, PPS, the Ed Fund and the District shared with the Board in March of 2007 after holding 87 community conversations

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## Recommended Policy Revisions

- Staff is proposing revisions to P510 based on Board and community feedback
- Key changes:
  - Changed K8 feeder school configuration
  - No middle school attendance areas
  - Full implementation of the K8 feeder patterns delayed to 2017

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## Current Middle School Tiebreakers

### Requests for non-language pathways

1. Younger sibling of student enrolled in and continuing in the school
2. Live in a low test score area (CTIP1)
3. Random number

### Requests for language pathways

1. Currently enrolled in the language pathway AND also the younger sibling of a student currently enrolled in and continuing in the language pathway (both siblings are in the language pathway)
2. Currently enrolled in the language pathway
3. Younger sibling of a student who is enrolled in and continuing in the language pathway (the younger sibling is not enrolled in the language pathway but meets the eligibility requirements)
4. Live in a low test score area (CTIP1)
5. Random number

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## How do Tiebreakers Work?

- Tiebreakers are the preferences used to assign students to schools when there are more requests than openings.
- Assignments are made by looking to all the possible combinations of tiebreakers in hierarchical order.
- The highest tiebreaker always trumps any combination of lower tiebreakers.
- If tiebreakers do not resolve ties, then seats are allocated by random number.

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## How do Tiebreakers Work?

### Example: March 2011, 6th Grade

- 3,300+ applicants
- 10,500+ requests
  - 77% of requests had no tiebreakers
  - 18% CTIP1 tiebreaker
  - 3% younger sibling tiebreaker
  - 1% younger sibling and CTIP1 tiebreaker

	Aptos	Giannini	Presidio
Sibling tiebreaker	36	62	52
Sibling & CTIP1 tiebreaker	13	6	5
CTIP1 tiebreaker	201	138	156
No tiebreakers	972	1173	1137
Total # Requests	1,222	1,379	1,350

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## **Proposed Middle School Tiebreakers (2012-13 through 2016-17 SY)**

### **Requests for general education**

1. Younger sibling of student enrolled in and continuing in the school
2. Enrolled in an elementary school that feeds into the middle school
3. Live in a low test score area (CTIP1)
4. Random number

### **Requests for program pathways**

1. Younger sibling of student enrolled in and continuing in the school
2. Enrolled in an elementary school that feeds into the middle school
3. Currently enrolled in the program pathway
4. Live in a low test score area (CTIP1)
5. Random number

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## **Proposed Middle School Tiebreakers (2017-18 SY and thereafter)**

**Promoted into 6<sup>th</sup> grade school and program pathway  
based on elementary enrollment (K8 model)**

### **Choice process**

1. Promoted to the middle school but not in the desired program pathway
2. Currently enrolled in the program pathway
3. Younger sibling of student already enrolled in and continuing in the school
4. Live in a low test score area (CTIP1)
5. Random number

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## Remove Density Tiebreaker

- Not working as expected
- Students from 33 of our 58 elementary attendance areas received this tiebreaker
- Diminishes its value

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## Amend Designation Guidelines

### Currently

- Students who are not assigned to one of their choices will be assigned to their attendance area school if it still has openings after the choice process, or the school closest to where they live that has openings.

### Recommended Addition

- On the application form parents/guardians requesting language program can elect to be designated to the closest language program with openings instead of the closest school with openings.

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## **Adjust Timeline for Changes**

### **Currently**

- Revisions requiring Board approval – six months before launching the enrollment process

### **Recommended Change**

- Three months before launching the enrollment process

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## **Next Steps**

- Summarize recommendations
- Respond to questions from the Board
- Incorporate specific feedback
- Board discussions as needed
  - Committee of the Whole, June 7<sup>th</sup>
  - Ad Hoc Committee, June 13<sup>th</sup>
- Second Reading and Action

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