



# Informational Updates

Student Assignment Ad Hoc Committee

May 9, 2011

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# Transportation

## Community Feedback

- 49 online surveys
- 200+ paper surveys (Parks, Garfield, Rooftop, Lilienthal, AF Yu, Yick Wo, McKinley, Sunset)
- After school programs
- City-wide schools

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# Transportation

## Guidelines for evaluating requests

- Is the specific request part of the future vision for transportation? If the answer is 'no' we cannot adjust the draft plan.
- Is it possible to make a cost-neutral adjustment to our draft plan for 2011-12 to include a request that is part of the future vision for transportation? If the answer is 'yes' then modify the plan for 2011.

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# Transportation

## Next Steps

- **Implement the vision for 2011 shared with the Board in February**
  - Add services from Treasure Island to Sherman and Chin
  - Modify the routes to Lau to include a stop near the Tenderloin/South of Market
  - Modify routes for Bryant
- **Develop an enrollment process for families**
- **Develop routes to support full implementation by 2013-14**

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# Attendance Area Boundaries

## Policy Guidelines

- On an annual basis, SFUSD staff will review attendance area boundaries and make recommendations to the Superintendent as to whether modifications are needed.
- The Superintendent shall notify the Board of Education about any modifications to attendance area boundaries at a properly noticed Board meeting.

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# Attendance Area Boundaries

## Policy Guidelines

- The following factors will be taken into account:
  - neighborhood demographics;
  - where students live now and where enrollment changes are expected in the future;
  - availability of facilities;
  - traffic patterns;
  - location of programs; and
  - coherence of pre-K to kindergarten and elementary to middle school pathways.

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# Attendance Area Boundaries

## Review Process and Timeline

- **Staff Review (May 2011)**
  - Policy guidelines
  - Number of kindergarten applicants living in each attendance area
  - Latest Census and enrollment data
- **Community Feedback (June and July 2011)**
  - Emails (ongoing)
  - Web (June and July)
- **Present modifications to the Board**
  - August 8<sup>th</sup> 2011 Ad Hoc Committee Meeting

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# Monitoring Student Assignment

- **March 2011 report**
  - Designed to provide families with information about the outcome of the March process
  - Not intended to be an evaluation of the Board's student assignment policy
- **Ongoing analysis**
  - 52 unique tiebreaker combinations in March 2011 run
  - Requests have more than one tiebreaker, e.g.,
    - Sibling; PreK; CTIP1; Attendance Area
    - PreK; CTIP1; Attendance Area
    - Sibling

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# Monitoring Student Assignment

- **Annual Report – January 2012**
  - Consulting with Superintendent’s advisors
  - Preparing to conduct simulations over the summer
  - Continuing to review data from the March 2011 assignment run
- **Does the Board have any specific questions they would like staff to explore?**

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# Monitoring Student Assignment

## Future Ad Hoc Committee Meetings

- **May 31, 2011**
  - Quality Middle Schools
  - Revisions to P5101, including designation guidelines
- **June 13, 2011**
  - Possible modifications to attendance areas
  - Parameters for Simulations
  - Questions to Explore in the Annual Report
- **July 11, 2011**
  - Transportation
- **August 8, 2011**
  - Initial findings from simulations
  - Modifications for 2012 (including attendance area revisions)

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# Quality Middle Schools/ K-8 Feeder Patterns

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# Community Forums

- Collaborative efforts between Parent Advisory Council (PAC) & Parents for Public Schools (PPS), area team staff, and middle school principals to gather community input (see appendix for final presentation for community forums).
- Clarifying questions from forums regarding quality middle schools, middle school feeder patterns, and language pathways addressed in “frequently asked questions” (FAQ) document (see appendix for FAQ).
- Common theme: feeder patterns is a good concept and families want quality schools.
  - What is the district’s plan to develop quality middle schools?
  - What is the connection between quality middle schools and feeder patterns?

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# Presentation Outcomes

- Discuss the District's vision in developing quality middle schools.
- Review and discuss the District's middle school inventory of current conditions.
- Discuss the District's strategic plan to improve middle schools.
- Review how a feeder policy supports the development of quality middle schools.
- Present draft concept of staff proposal for K-8 feeder patterns.

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## What are the Characteristics of a Quality Middle School?

- Happy and joyful learners
- Intellectually challenging environment
- Embracing all cultures
- Making every school decision based on data
- High expectations
- Building on students' assets
- Supporting students to maximize individual potential
- Teachers who collaborate and reflect on practices
- Students supported academically, socially, and empowered to pursue their intellectual interests
- Helping students and parents make the successful transition from elementary on to high school
- On the continual path of reflection and self-improvement, committed to serving all kids as they come to us

*SFUSD Middle School Principals, 2011*

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# The Vision for SFUSD Middle Schools

According to the National Middle School Association, successful schools for young adolescents provide the following:

- Curriculum that is relevant, challenging, integrative, and exploratory;
- Multiple learning and teaching approaches that respond to diversity;
- Assessment and evaluation programs that promote quality learning;
- Organizational structures that support meaningful relationships and learning;
- Efforts and policies that foster health, wellness, and safety; and
- Multi-faceted guidance and support services.

*The District is committed to ensuring that these components exist in every middle school.*

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# The Vision for SFUSD Middle Schools

We have already embarked on this journey of improvement by incorporating the recommendations from the findings in:

- The California Department of Education’s 12 recommendations for middle grades success, *“Taking Center Stage – Act II”* (<http://pubs.cde.ca.gov/tcsii/recsforsuccess/recsforsuccessindx.aspx>); and
- The EdSource and Stanford University study: *“Gaining Ground in the Middle Grades: Why Some Schools Do Better”* (<http://www.edsource.org/middle-grades-summary.html>)

*We are determined to help middle school educators ensure success and close the achievement gap for every middle school student.*

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## Inventory of Current Conditions in Middle Schools

All middle schools in the San Francisco Unified School District offer the following:

- a. **Five core classes:** English Language Arts, Mathematics, Social Studies, Science, and Physical Education; English Learners also receive English Language Development.
- b. **At least one elective course** - may include visual and performing arts, home economics, technology/computers, journalism, yearbook, or peer resources:
  - Elective courses are determined by historical choice patterns, student demand, and site capacity to maintain program.
  - English Learners may not have the opportunity to take an elective depending on the master schedule and resources at each site.

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## Inventory of Current Conditions in Middle Schools

### **c. Language pathways currently at 3 middle schools:**

- Hoover offers Dual Language Pathways in Spanish and Chinese (grades 6-8) and the Japanese Bilingual Bicultural Program (6-8).
- Lick offers a Dual Language Pathway in Spanish (6-8).
- Everett offers a Dual Language Pathway in Spanish for sixth graders with plans to expand the program to the 8<sup>th</sup> grade.

### **d. English Language Development (ELD):** Each site places English Learners into ELD classes by CELDT levels.

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## Inventory of Current Conditions in Middle Schools

- e. **Gifted and Talented Education (GATE):** all GATE students are served at middle schools in either homogeneous or heterogeneous groupings.
- f. **Measure of Academic Progress (MAP) assessments:** school sites and support staff have begun to build capacity in using MAP assessments in Mathematics and English Language Arts during this first year of implementation.
- g. **Unique site configuration:** International Studies Academy has a 6 through 12 grade configuration that is currently under the supervision of the high school area team and receives middle school related support from the middle school area team.
- h. **Incoming student achievement level:** a considerable percentage of incoming 6<sup>th</sup> grade students from elementary schools are identified as Far Below Basic, Below Basic, and Basic on the 2010 ELA and Math CST (see appendix).

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## Strategic Plan to Improve the Middle Schools

Using research findings from *“Gaining Ground in the Middle Grades,”*<sup>1</sup> and the recommendations from *“Taking Center Stage – Act II,”*<sup>2</sup> the following are key components of the District’s strategic plan to improve all middle schools along with high leverage actions currently being implemented.

- 1. An intense school-wide focus on improving academic outcomes that most distinguishes higher from lower performing middle grades schools:**
  - Implementing online math support programs (ALEKS, EPGY, Successmaker) for students who are below proficient in mathematics so that they will be prepared for Algebra in 8<sup>th</sup> grade.
  - Administering the MAP assessments for English Language Arts (ELA) and Math.



<sup>1</sup> <http://www.edsource.org/middle-grades-summary.html>

<sup>2</sup> <http://www.edsource.org/middle-grades-summary.html>

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## Strategic Plan to Improve the Middle Schools

2. **Curricula and instruction are closely aligned with state academic standards:**
  - Implementing common core curriculum in ELA and Math and administering MAP assessments in all middle schools in SY 2011-2012.
  - Providing a college preparatory curriculum in order to enhance post secondary opportunities for students through programs such as AVID, STEPS, ACT Explore, and Word Generation.
3. **Use of assessments and other student data extensively improve student learning and teacher practice:**
  - Frequent use of student assessment data to individualize and differentiate instruction.
  - Use of formative and summative assessments which include, but are not limited to the California Standards Test (CST), Mathematics Diagnostic Testing Project (MDTP), California English Language Development Test (CELDT), MAPs and other teacher generated assessments.

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## Strategic Plan to Improve the Middle Schools

4. **An emphasis on early identification and proactive intervention to actively address student academic needs:**
  - **Thoroughly reviewing records of entering students for possible warning signs of academic vulnerability and need for support.**
  - **Holding meetings with teachers, intervention teachers, and parents to develop and monitor Individual Learning Plans (ILPs) for focal students.**
  - **Providing professional development on the Blackboard Configuration (BBC )for the purpose of more effective lesson planning.**

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## Strategic Plan to Improve the Middle Schools

5. **Every role in a professional community of educators is important in making gains in student outcomes:**
  - Recognizing the importance of practices by teachers and principals as instrumental to improve student outcomes with area team support in designing and supporting -
    - Common planning time
    - Growing professional learning communities
    - Professional development and assessment calendar
    - Coaching for administrative team
  
6. **Leadership of the superintendent and support from the district are strongly associated with higher student outcomes:**
  - Middle school area team Balance Score Card (BSC) for SY 2011-2012 to be discussed and disseminated to central office support team.
  
  - Quarterly meetings with middle school central office support team.

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## Strategic Plan to Improve the Middle Schools

7. **The changing role of the principal aids in driving student outcome gains, orchestrating school improvement efforts, and serving as the linchpin between district and teaching staff members.**
  - **Regularly communicate the importance of high expectations for student achievement as evidenced by:**
    - **Leadership Action Plan**
    - **Balanced Score Card**
    - **Principal expectations**
    - **Principals' Equity Centered Professional Learning Community (ECPLC)**
    - **Assistant principals' ECPLCs**

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## Strategic Plan to Improve the Middle Schools

**8. Teachers with strong competencies, substantive evaluation of their practice, and adequate availability of support, time, and resources work collectively to improve student outcomes school-wide and individually to improve instruction. Principals at high-performing schools are more likely to agree that a high proportion of each school's ELA and Mathematics teachers :**

- have the ability to use student assessment data to improve learning
- possess knowledge of California state standards
- have strong subject area knowledge
- enjoy teaching at the middle grades level
- have the ability to collaborate effectively with peers
- understand adolescent developmental issues

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# Student Assignment: Middle School Feeder Patterns Promote Student Success

As recommended in *“Taking Center Stage – Act II”*:

- Feeder patterns facilitate a middle school’s ability to strategically address the needs of students; it is easier to articulate with communities of 4 – 6 elementary schools rather than 28 – 54 elementary schools which is the current structure.
- Feeder patterns introduce and maintain a continuity of curriculum and academic programs from elementary to middle school (e.g., ELD, language pathways, SPED).
- Feeder patterns create a community among a smaller, more anticipated and sustainable group of students and families who move together to middle school.
- Middle school principals can better communicate with the elementary school principals to provide consistent programmatic structuring at each site.
- There is a link between robust enrollment and a school’s ability to provide equitable access to an enriched learning environment.
- Feeder patterns also support the strategic use of limited resources to provide a continuity of curriculum and academic programs from elementary to middle school, and they permit the efficient and cost-effective use of school facilities and transportation.

## Middle School (MS) Feeder Pattern Proposal ~ DRAFT CONCEPT

Components	Current Practice	Staff Recommendation ~ DRAFT CONCEPT: K-8 Feeder Pattern Proposal	
INITIAL MS OFFER	NO	SY 2012-13 -- SY 2015-16	Starting in SY 2016-17
		NO	YES
MS FEEDER PATTERN	NO	YES - as a tie breaker (see below)	YES
CHOICE PROCESS	YES	YES	YES – after initial offer
TIE-BREAKERS	<ol style="list-style-type: none"> <li>1. Younger siblings</li> <li>2. Test score areas</li> <li>3. Other</li> </ol>	<ol style="list-style-type: none"> <li>1. Younger siblings</li> <li>2. 6<sup>th</sup> grade MS feeder</li> <li>3. Test score areas</li> <li>4. MS attendance area</li> <li>5. Other</li> </ol>	<ol style="list-style-type: none"> <li>1. Younger siblings</li> <li>2. Test score areas</li> <li>3. MS attendance area</li> <li>4. Other</li> </ol>

For any proposal: DEVELOP QUALITY MIDDLE SCHOOLS, INCLUDING LANGUAGE PATHWAYS ➔

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# Rationale for Recommendation

- **Clearly communicates the commitment and need for creating K-8 Pathways and allows time to build deeper engagement and commitment to the broader effort of building high quality middle schools.**
- **Allows more time for central office, school leaders and school communities for planning and effective implementation, especially around key issues including Master Schedule, Inclusion, Transportation, Finance, and Staffing.**

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## Next Steps

- **Finalize staff recommendation based on BOE, May 9 feedback.**
- **Continue to work on implementation strategies, including budget implications, to effectively develop quality middle schools.**
- **Present staff recommendation at next Student Assignment Ad Hoc Committee Meeting on May 31.**

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# Appendix