



Student Assignment Redesign

February 17, 2010

1



Outline

1. **Zones and Student Assignment (5)**
2. **Census Tract Integration Preference (10)**
3. **Overview of Recommendations (10)**
4. **Description of the Assignment Mechanism (40)**
 - **Benefits**
 - **Adjusting**
 - **Monitoring**
5. **Implementation Plan and Budget (15)**

2



Lapkoff & Gobalet Demographic Research, Inc.

Jeanne Gobalet, Ph.D.

3



Zones and Student Assignment

- Many different zone systems examined
 - current (one-zone) system
 - 3 large zones
 - 9 or more zones
- All zone systems have problems
 - large zone systems are superficially quite diverse (current and 3-zone systems) *but* choices, including preferences for neighborhood schools, create various levels of diversity across the zone's schools. Many students would travel large distances to school within a large zone.
 - small zone systems are less diverse (9+ zone systems) and school diversity is limited by the area covered by the zone.
 - the more zones there are, the more expensive it would be to administer the system because of the need for similar programs and assignment processes.

4



Census Tract Integration Preferences (CTIPs)

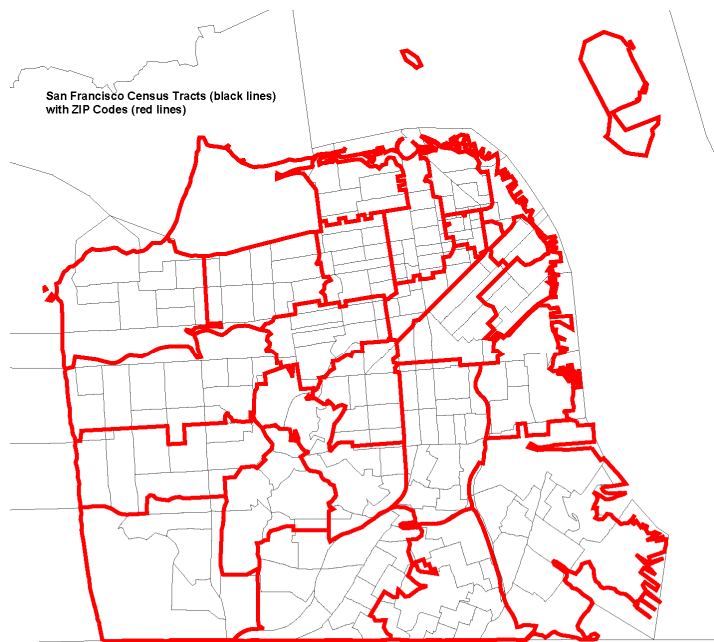
- Developed to permit giving choice priority to students living in attendance areas with concentrations of underserved students.
- Based on Census Tracts in which students live—geographical units that are just the right size.
- Initially using K-12 2008 CST English Language Arts exam scores. The basis for assigning CTIP status could change over time, as could attendance boundaries.
 - Test scores are correlated with household income and other socioeconomic measures.

5

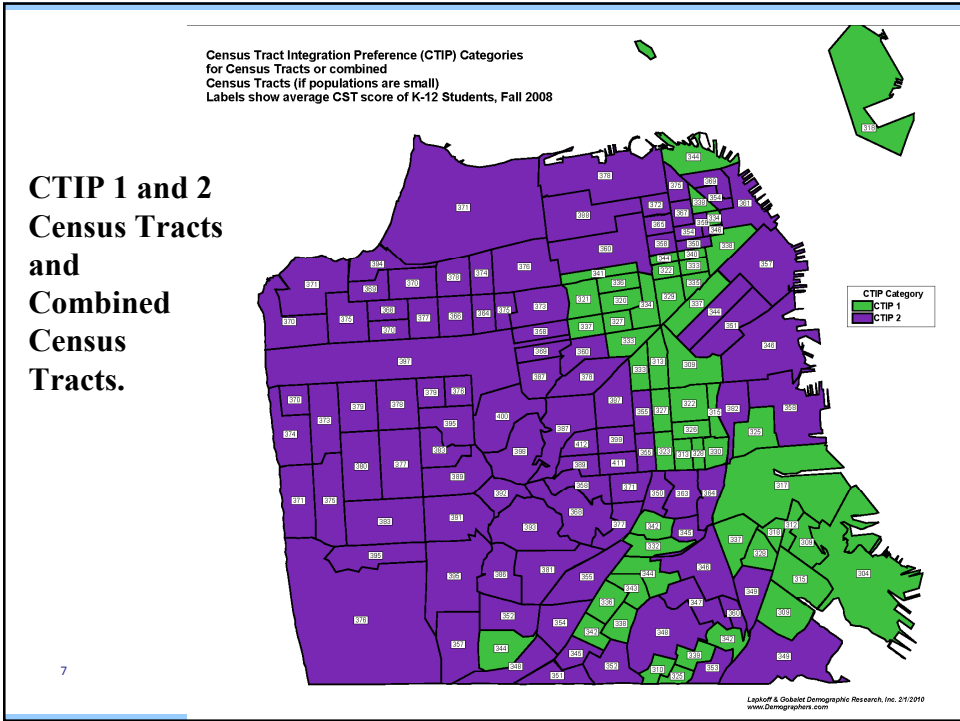


**ZIP Codes
area too large.**

**Census tracts
are smaller,
providing
substantial
geographic
detail and
variability.**



6



**High Level Overview of
Recommendations - Boundaries**

8

SAN FRANCISCO
SFUSD
 UNIFIED SCHOOL DISTRICT

**

Tonight's presentation will highlight proposed language amendments designed to clarify the Superintendent's recommendations.

9



Boundaries - Terminology

- **Attendance Areas:** Boundaries drawn around individual schools.
- **Service Attendance Areas:** Boundaries drawn around one or more schools based on the location of services and programs that are not available at every school (for example, pre-K, after school, special education, and language programs).
- **City-Wide Schools:** No boundary / no local preference.

10



Boundaries: Factors When Drawing

1. Neighborhood demographics (with the goal of maximizing racial diversity).
2. Where students live now and where enrollment changes are expected in the future.
3. Availability of facilities.
4. Traffic patterns.
5. Location of programs (for example, pre-K, special education, and EL programs); and coherence of pre-K to kindergarten and elementary to middle school pathways.

11



Boundaries: Attendance Areas

- **Elementary**
 - Contiguous**
- **Middle**
 - May be contiguous or non-contiguous**
- **High**
 - Needed for facilities bond matching fund.
- **City-wide (no attendance area)**
 - Purpose: facilitate equitable access to the range of educational opportunities offered by SFUSD.
 - Initially: newcomer programs and schools, language programs that are listed as discrete choices and also have distinct enrollment capacities, K-8 schools, Lowell High School, School of the Arts.
 - Can re-designate city-wide schools or programs as attendance area schools, and vice versa.

12



Boundaries: Factors When Drawing

- Middle schools will be drawn to overlap with elementary school attendance areas, so that all students who reside in a particular elementary school's attendance area will reside in the same middle school attendance area.
- ****To extent possible: facilitate diversity, program coherence, and cohorts moving from elementary to middle school.**

13



Boundaries - Dynamic

- Attendance area boundaries will change over time:
 - changes in residential patterns
 - changes in portfolio of schools and programs.
- Will build internal GIS capacity.
- On at least an annual basis, SFUSD staff will review attendance area boundaries and make recommendations to the Superintendent as to whether modifications are needed.
- ****Modifications would be shared with the community at least one month before the enrollment period begins.**

14



Summary of Proposed Changes

1. Elementary attendance areas will be contiguous, middle school attendance areas may be contiguous or non-contiguous.
2. Middle school boundaries will be designed to facilitate diversity, program coherence, and cohorts of students moving from elementary to middle school together, to extent possible.
3. Modifications to boundaries will be shared with the community at least one month before the enrollment period begins.

15



High Level Overview of Recommendations - Preferences

16



Five Preferences

High level overview. Stanford will elaborate during their presentation.

- NCLB
- Younger sibling
- Local / attendance area
- Attending SFUSD PreK
- Census tract integration preference

17



Five Preferences

Preferences are used in different ways depending on the type of school, grade, and program.

- Language programs
- City-wide schools
- Elementary – entering K
- Middle – transitioning to 6th grade
- High – transitioning to 9th grade
- Non-transitional grades

May need to adjust after first year if not meeting Board's goals. For example, sibling preference is consistently ranked high. Will need to monitor impact after first year and determine if adjustments should be made.

18



Preferences: Language Programs

Requirements

- Program listed on application form with separate enrollment capacity established by a school and reserved for students enrolled in the language program.
- Students must first meet the eligibility requirements for the language program to which they are applying.

19



Preferences: Language Programs

Once eligibility requirements are met:

1. Younger siblings currently enrolled and wishing to continue in language program.
2. Students currently enrolled in and wishing to continue in the language program.
3. Younger siblings.
4. Students who reside in CTIP1 census tracts.
5. All other students.

20



Preferences: City-Wide Schools

1. Younger siblings.
2. Students who attend an SFUSD preK-program at the school.
3. Students who reside in CTIP 1 census tracts.
4. All other students.

**** City-wide programs with eligibility requirements (e.g., Montessori) will use the preferences outlined above once the eligibility requirements are met.**

21



Preferences: Entering Kindergarten

1. Younger siblings.
2. Students who live in the attendance area and attend an SFUSD preK program in the attendance area.
3. Students who live in the attendance area.
4. Students who live in CTIP 1 census tracts.
5. All other students.

**** Will amend policy to clarify that younger siblings are ranked higher than the local preference.**

22



Preferences: Entering 6th Grade

1. **Students who live in the attendance area.**
 - Ranked highest so District can send assignment offers to students (on time for the enrollment process) based on where they live.
 - Families can then choose other schools (e.g., attend school with an older sibling/continue in a language program/other).
2. **Younger siblings.**
3. **Students who live in CTIP 1 census tracts.**
4. **All other students.**

23



Preferences: Entering 9th Grade

- **40% of seats for students who reside in CTIP1**
 - Younger sibling
 - CTIP 1
 - **60% of seats for students who reside in CTIP2**
 - Younger sibling
 - CTIP2
- ** Administrative regulations will outline the way surplus seats will be allocated (rollover/reserve).**

24



Preferences: Non-Transitional Grades

1. NCLB: lowest income and lowest performing students from Program Improvement (PI) schools who want to transfer to a non-PI school.
2. NCLB: other students from PI schools who want to transfer to a non-PI school.
3. All preferences outlined in prior slides (depending on the school / program) would apply after the NCLB preference.

25



Summary of Proposed Changes

1. City-wide programs with eligibility requirements (e.g., Montessori) will use the preferences outlined above once the eligibility requirements are met.
2. For entering kindergartners, younger siblings will be ranked higher than the local preference.
3. For high school, Administrative Regulations will outline the way surplus CTIP seats should be allocated (i.e., rollover/reserve).

26



Student Assignment Mechanism

**Muriel Niederle, Associate Professor in Economics, and
Clayton Featherstone, Ph.D. Candidate,
Stanford University**

27



Implementation Plan & Budget

28



Strands of Work

Category	Deliverables
School Level Capacities	<ol style="list-style-type: none"> 1. Capacity numbers for boundaries 2. Method for monitoring and adjusting capacities 3. Online tool for tracking capacities

29



Strands of Work

Category	Deliverables
Boundaries	<ol style="list-style-type: none"> 1. City-wide schools 2. Service areas 3. Attendance areas 4. Internal GIS capacity 5. Community engagement
Transportation	<ol style="list-style-type: none"> 1. Policy 2. Implementation plan 3. Community engagement

30



Strands of Work

Category	Deliverables
Enrollment Infrastructure	<ol style="list-style-type: none"> 1. Administrative regulations 2. Enrollment software (central and site based) 3. Assignment software (replace DI) 4. Restructured processes 5. Trained staff (central and site)

31



Strands of Work

Category	Deliverables
Outreach and Recruitment <div style="background-color: #e0f2f1; padding: 5px; margin-top: 10px;"> <p>Note: Alignment with quality schools initiatives (e.g., Bayview Empowerment, configuration of programs, performance management, etc.) will impact outreach and recruitment strategies.</p> </div>	<ol style="list-style-type: none"> 1. Targeted recruitment strategies to increase participation - focus PreK 2. Strategies and tools to assist 8th graders 3. Print materials (e.g., maps, forms, guides) 4. Online tools for families

32



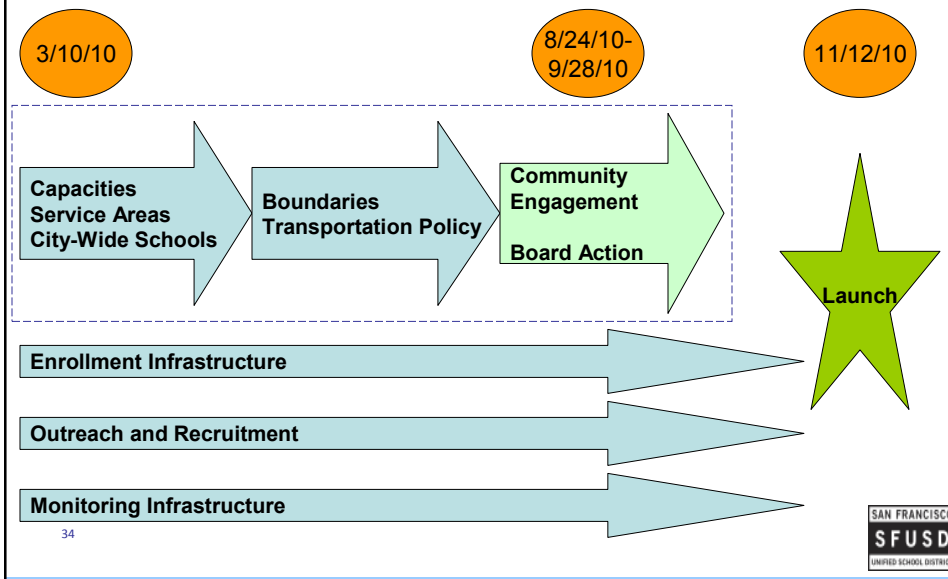
Strands of Work

Category	Deliverables
Monitoring Infrastructure	<ol style="list-style-type: none"> 1. Key performance indicators 2. Tools to capture statistics and generate annual report 3. Monitoring processes (team, timeline, decision making processes)

33



Dependencies and Key Dates



34



Budget: Working Assumptions

Ongoing Costs

- EPC costs maintained for first year
- Transportation costs
 - No higher
 - Potential cost savings
 - Present to Board with policy by August 2010

Implementation costs

- Details provided

35



March 2010 to June 2011 (16 months)

	District	Grant	Foundations	In Kind	Total
Personnel (PM & ITD)	\$287,933	\$44,844	-	-	\$332,777
Capacities	Staff time	-	-	-	-
Boundaries	Staff time	\$70,000	-	-	\$70,000
Transportation	Staff time	-	-	-	-
Enrollment Infrastructure	Staff time	\$43,943	\$11,997	Stanford	\$55,940
Outreach & Recruitment	Staff time	-	\$30,682	-	\$30,682
Monitoring	Staff time	\$44,000	-	-	\$44,000
Total	\$287,933	\$202,787	\$42,679	-	\$533,399

36

