

Ad Hoc Committee on Student Assignment

San Francisco Unified School District
Dr. Charles Drew Academy
March 9, 2009

Introduction

SFUSD is committed to increasing the achievement of already high performing students and dramatically accelerating the achievement of those who are currently less academically successful

A new student assignment method will be part of addressing this opportunity and challenge



Opportunities

Opportunities

The District's biggest opportunity is to ensure that every child in San Francisco graduates ready for college and career with the skills, capacities, and dispositions necessary for 21st Century success

For six consecutive years, SFUSD has outperformed the seven largest California school districts on the California Standards Tests (CST)

Opportunities

District's **Strategic Plan** (*Beyond the Talk: Taking Action to Educate Every Child Now*) has three major goals:

1. Access and equity
2. Achievement
3. Accountability

Schools have defined these goals with their community and written strategic action plans to address the goals as part of their **Balanced Score Card**

Opportunities

Language Programs - increasing the opportunity for all SFUSD students to become bilingual and biliterate

- Immersion pathways (Cantonese, Mandarin, Korean, Spanish)
- Foreign Language in Elementary School Pathways (FLES)
- Bilingual pathways (Cantonese, Filipino, Spanish)
- Newcomer Pathways

After school programs

Opportunities

Career Exposure – Seven high school operate a total of 14 career academies in the areas of information technology, finance, engineering, biotechnology, environmental sciences, law, health, teaching, and hospitality

College Ready

- A-G Course Sequence
- Open Enrollment for Honors and Advanced Placement
- Credit Earning Alternatives
- Credit recovery through on-line learning & evening school
- Growth and expansion of AVID program
- Access to over 150 college scholarships

Student Assignment Priority

The new student assignment method will provide equitable access to the range of opportunities offered to students



Challenges

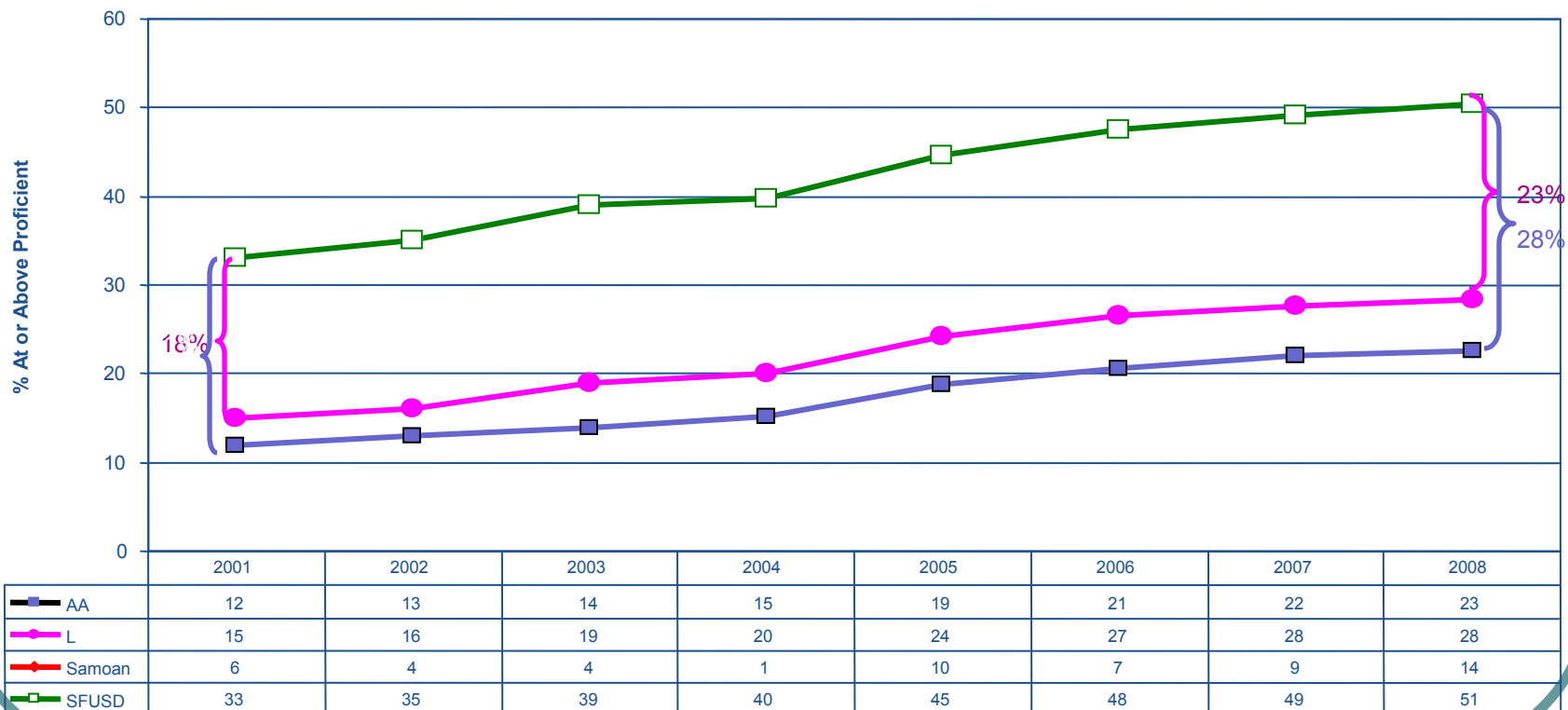
Biggest Challenge

The **biggest challenge** facing SFUSD is the inequity of achievement and opportunity facing students of different socio-economic, linguistic and racial backgrounds

Over the past five years, the achievement gap has **WIDENED** for African American, Latino and Samoan students

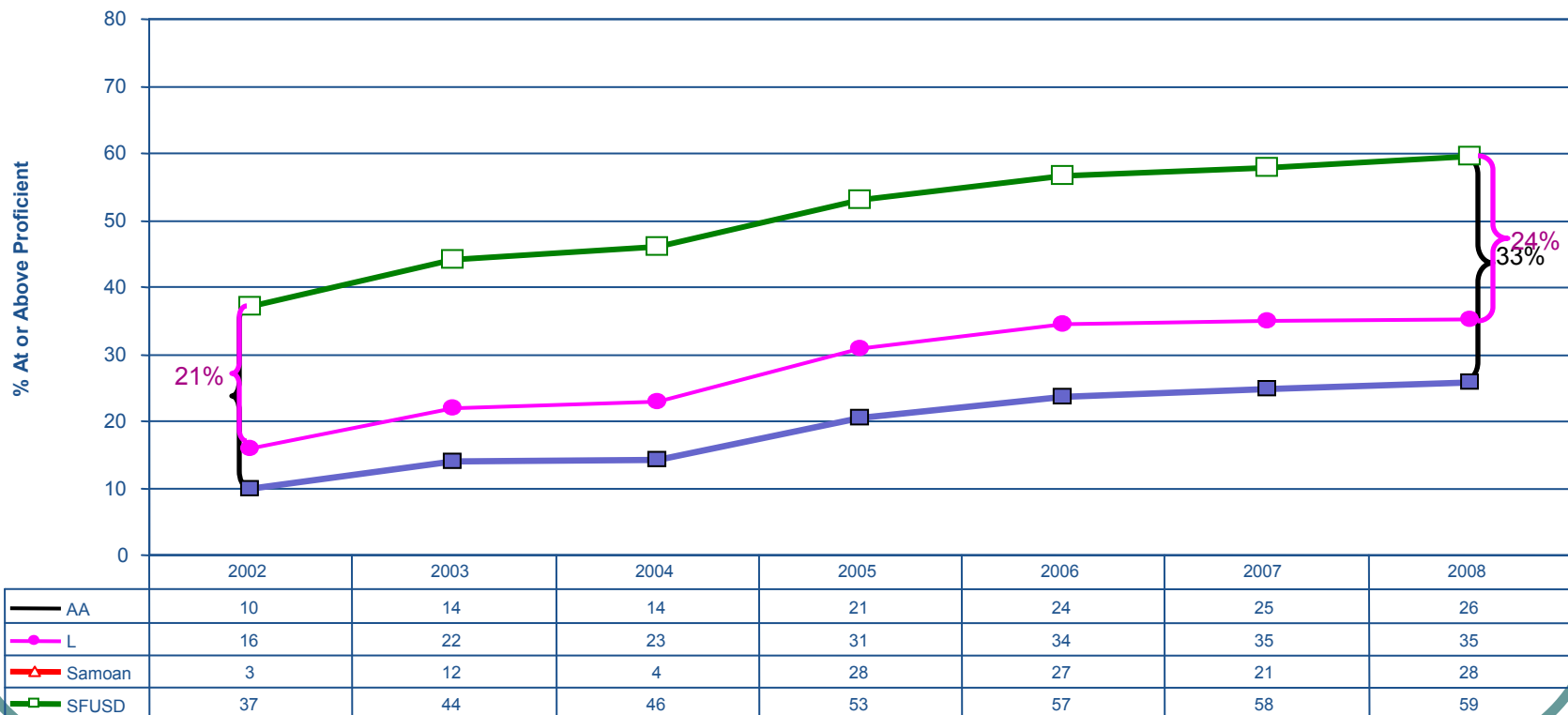
Achievement Gap

CST English Language Arts:
8 Year Trends for Proficient and Above (Grade 2 to 11)



Achievement Gap

CST Mathematics:
7 Year Trends for Proficient and Above (Grade 2 to 7)



Achievement Gap



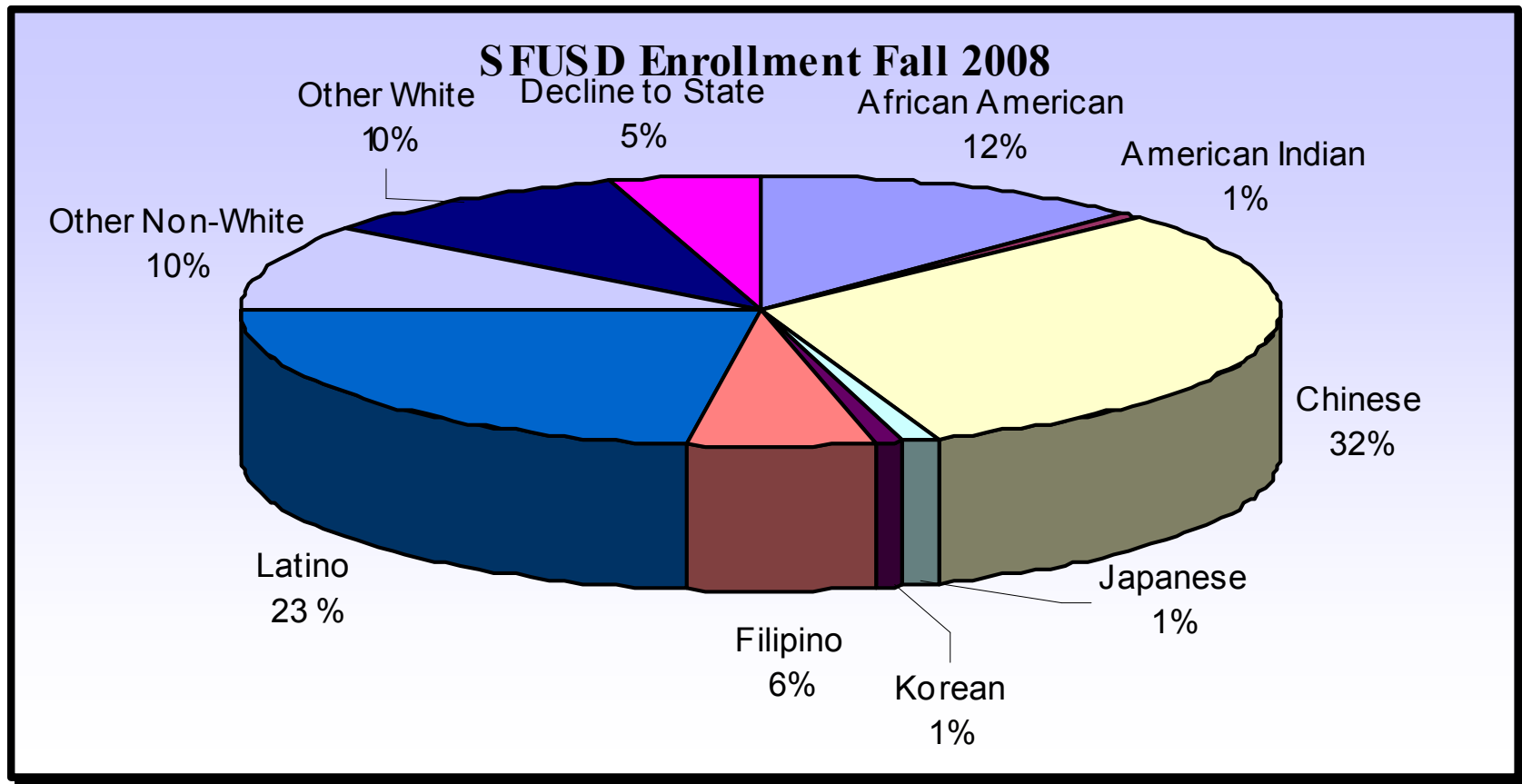
Is the achievement gap consistent across all schools?

The majority of schools show a statistically significant achievement gap

Diversity

Although the District is racially/ethnically diverse and does not have a majority group, a quarter of our schools have more than 60% of a single racial/ethnic group

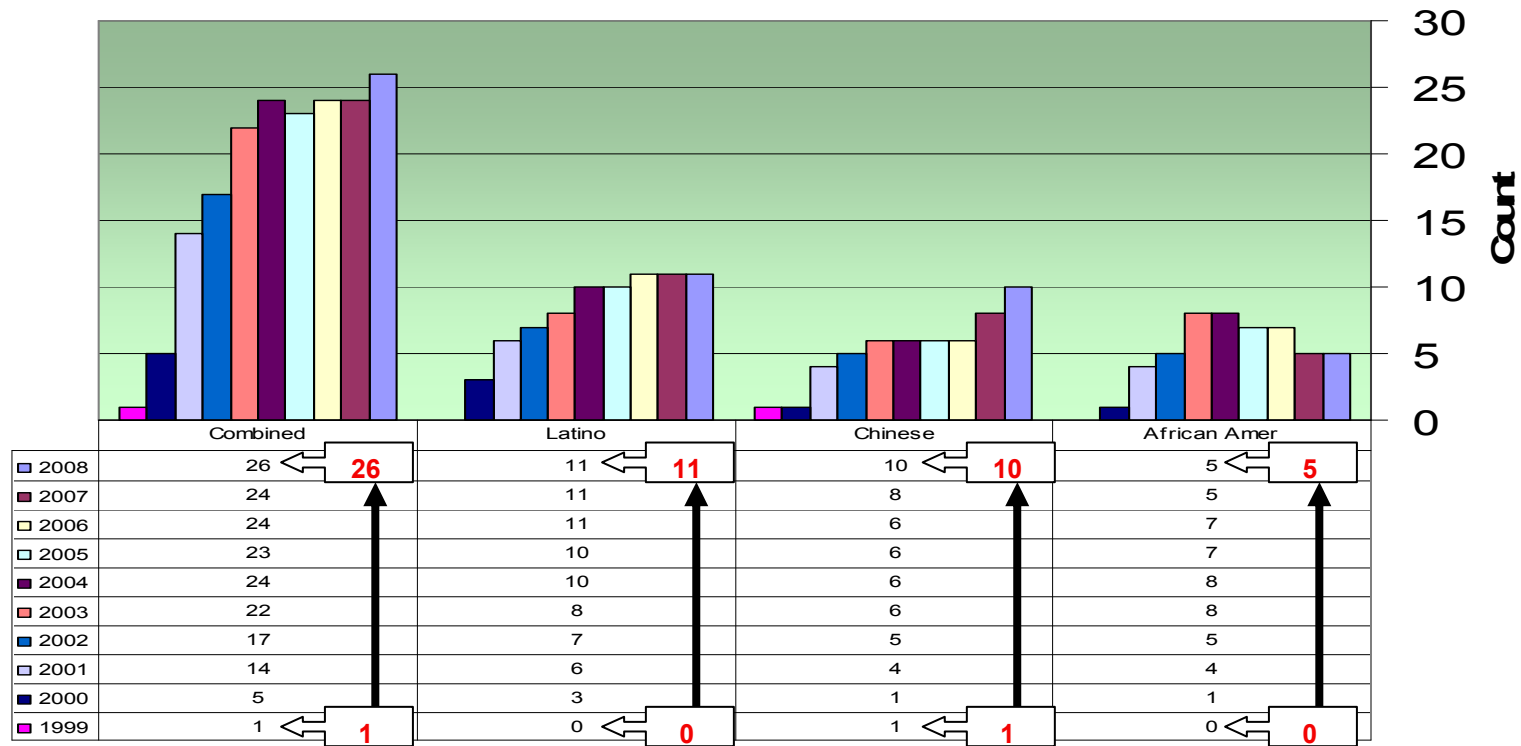
Diversity



SFUSD has 101 unique K-12 general enrollment schools; there are also 34 preschools, 9 charters, and 8 county schools

Diversity

Counts of Schools with Over 60% of an Ethnic Group



Other School Factors

Racial imbalance and the concentration of underserved students is significantly correlated with other school factors that define the quality of a school

Other School Factors

Racial imbalance is significantly related to school performance.

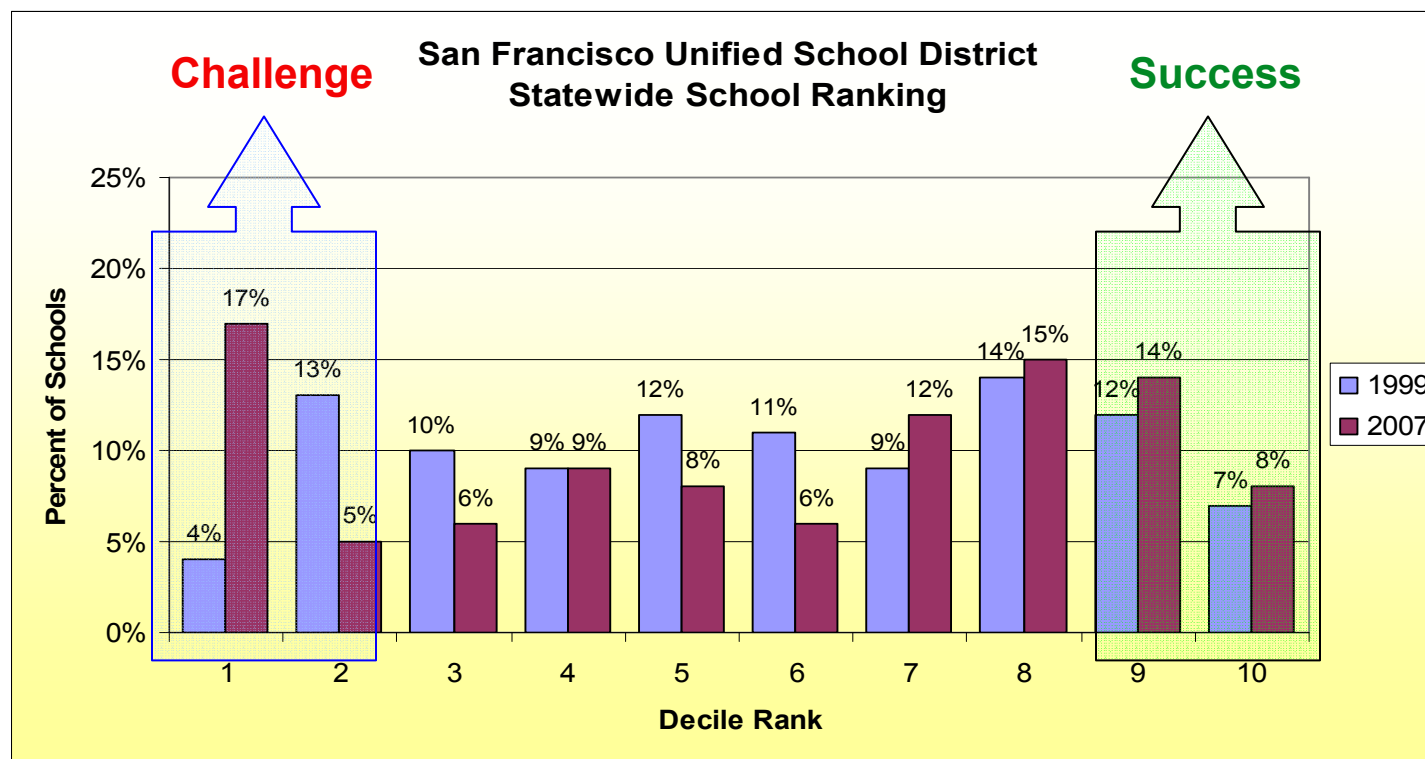
Further explaining.....

AA, Latino, Samoan Concentration	State Rank *
> 60%	1-4 90%
< 40%	7-10 90%

* State Ranks are from the 2007 API Growth.

Other School Factors

From 1999 to 2008, we have seen an increase in the number of high performing schools at the same time as an increase in the number of schools in the bottom 10% of the state

















Other School Factors

What is the relationship between racial imbalance, the concentration of underserved, and other school factors?

Other School Factors

Correlations between racial imbalance, concentrations of underserved students, and other school factors

	AA/L/Samoan Enrollment 	CST ELA Far Below Basic/ Below Basic Percent 
API Score	 -0.74 **	 -0.96 **
Teacher Average Years of Services	 -0.54 **	 -0.36 **
Teacher Turnover	 0.48 **	 0.36 **
Attendance (seat time)	 -0.43 **	 -0.66 **
Suspension Rate	 0.33 **	 0.43 **
Staff Satisfaction	 -0.25 *	 -0.72 **

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Student Assignment Priority

The new student assignment method will reverse the trend of racial imbalance and the concentration of underserved students into the same schools

Current Assignment System

Related to Student Assignment

How are concentrations of underserved students and the racial imbalance of our schools related to student assignment?

Related to Student Assignment

Our applicant pools are not racially/ethnically diverse

- 58% (62 out of 107) applicant pools in Round 1 2008-09 SY had more than 45% of one racial/ethnic group
- 19% (20 pools) had more than 60% of one racial/ethnic group

The current system cannot promote greater diversity if the applicant pools are not diverse

Related to Student Assignment

Under our total choice system, some schools are over requested and others are under requested

- 30% of schools have **more first choice** requests than seats available
- 11% of schools have **fewer TOTAL** requests than seats available

Related to Student Assignment

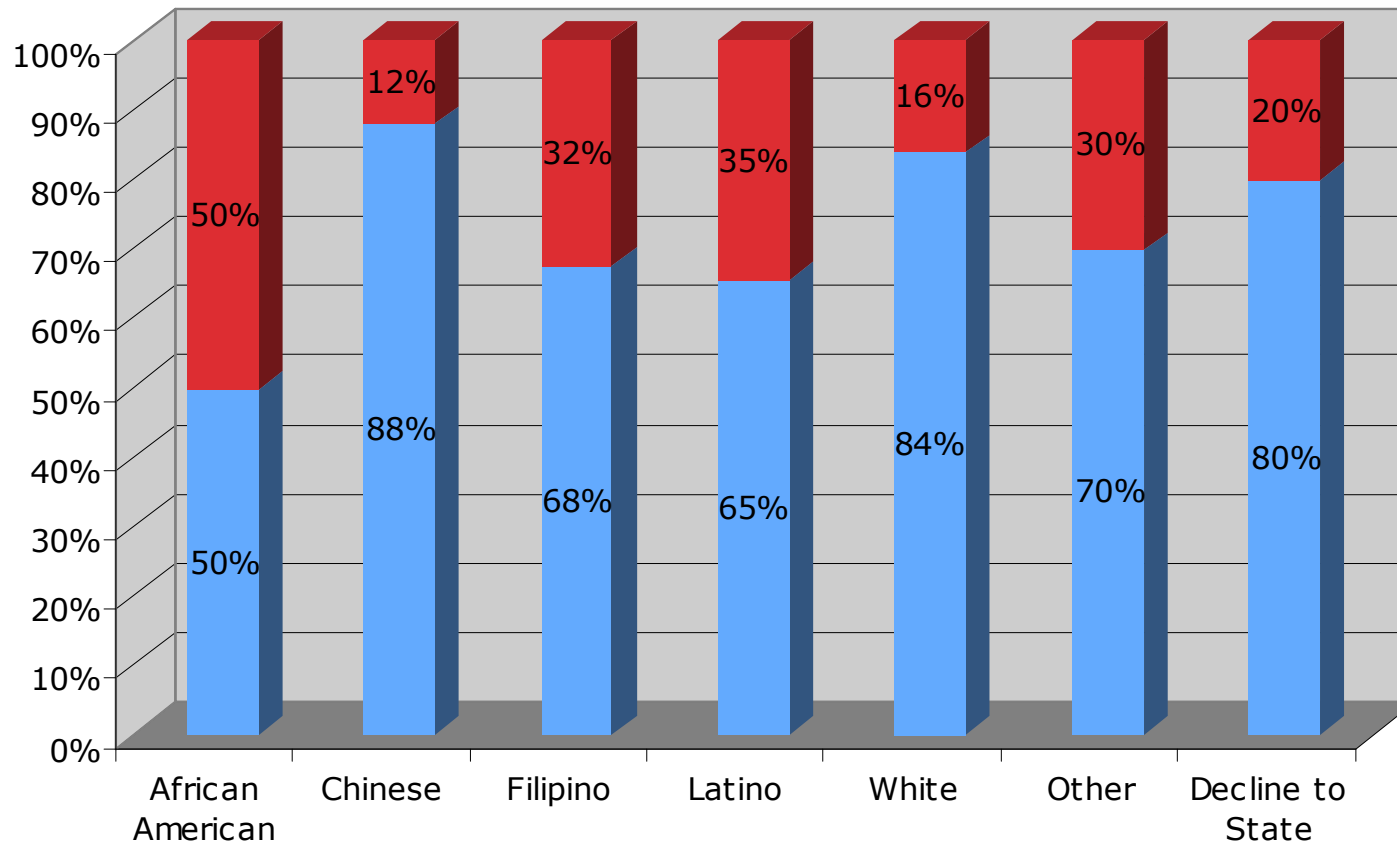
High demand schools generally get filled in Round 1

Schools that are under-requested get assigned students throughout the school year

Late applicants, transfer students, and families in transition have less opportunity for choice and become over-represented in low demand schools

Participation in Round 1

**% Enrolled who Participated in Round 1 and after Round 1
K, 6, 9 2008-09 School Year**



■ Round 1 ■ Post Round 1

SFUSD March 9, 2009

Burden on All Families

The current 100% choice assignment process places a burden on all families as it can be time consuming and lack predictability

Student Assignment Priority

The new student assignment method will be more equitable to all students, regardless of family background

Summary

Summary of Challenges

The **biggest challenge** facing SFUSD is the inequity of achievement and opportunity facing students of different socio-economic, linguistic and racial backgrounds

Although the District is racially/ethnically diverse and does not have a majority group, a quarter of our schools have more than 60% of a single racial/ethnic group

Racial imbalance and the concentration of underserved students is significantly correlated with other school factors that define the quality of a school

The current 100% choice assignment process places a burden on all families as it can be time consuming and lack predictability

Summary of Priorities

The new student assignment method will:

- Provide equitable access to the range of opportunities offered to students
- Reverse the trend of racial imbalance and the concentration of underserved students into the same schools
- Be more equitable to all students, regardless of family background

Next Steps

Stanford University study on the impact of school factors on student performance

Board Policy Discussions

- Diversity, Choice, Proximity, Predictability, etc.

Simulations

Community Conversations

Board Policy

Future Meetings

April 13, 2009, 6 pm

- Washington High School, 600 32nd Avenue

May 11, 2009, 6 pm

- Denman Middle School, 241 Oneida Avenue

Community Conversations

- Partnership with PAC and PPS