



Student Assignment Redesign
Community Input
February 2, 2010

Community Engagement about the Options

- **SFUSD staff worked with Parents for Public Schools and the Parent Advisory Council to plan and implement multiple opportunities for diverse stakeholders to give input about the options, including:**
 - **An online survey**
 - **Small Community Conversations with parents**
 - **Town Hall meetings in 5 different areas of the city open to the public**
 - **Meetings with community based organizations, SFUSD teachers, administrators and high school students and other groups as requested**
- **Every meeting and the survey shared the same information and asked participants to respond to the same set of questions.**

SFUSD Facilitated Meetings

COMMUNITY GROUPS

- DCYFS Staff
- SFUSD Enrollment Fair
- Families and Youth in Transition
- Jamestown
- Mission Ed Project
- Mission Head Start
- NAACP General Meeting
- Parent Advisory Council
- Rooftop PTA
- City & SFUSD Select Committee

SFUSD STAFF

- UASF Executive Team
- UESF Leadership
- All Staff (x 2 meetings)
- Special Education, Multilingual, etc.

SFUSD STUDENTS

- Peer Resources (x 3 meetings)
- Student Delegates
- Student Advisory Council
- Youth Commission
- Youth Summit

SFUSD Facilitated Town Hall Meetings & Online Survey

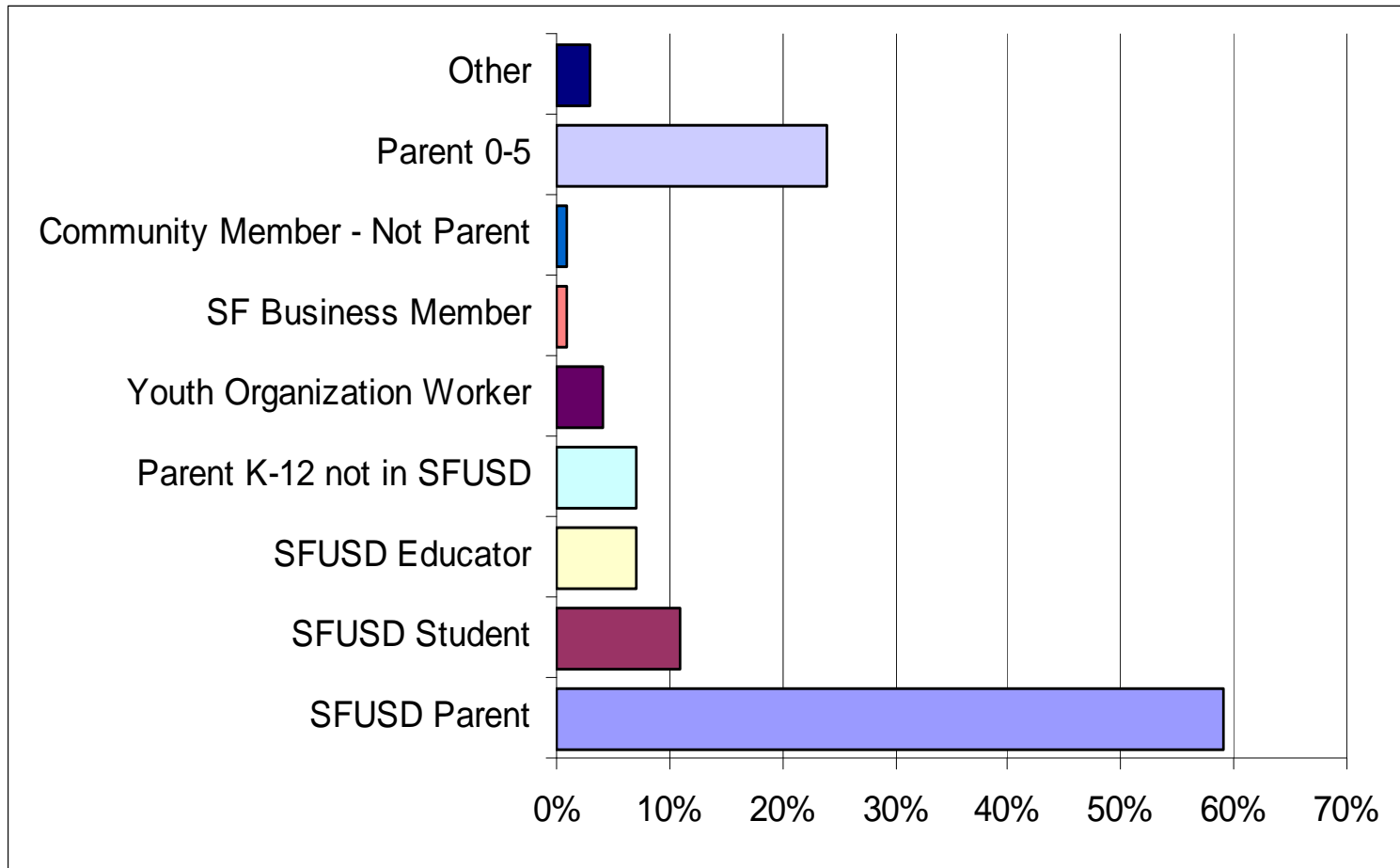
- Drew Elementary
- Feinstein Elementary
- Francisco Middle
- Mission High School
- Washington High School

Online Survey

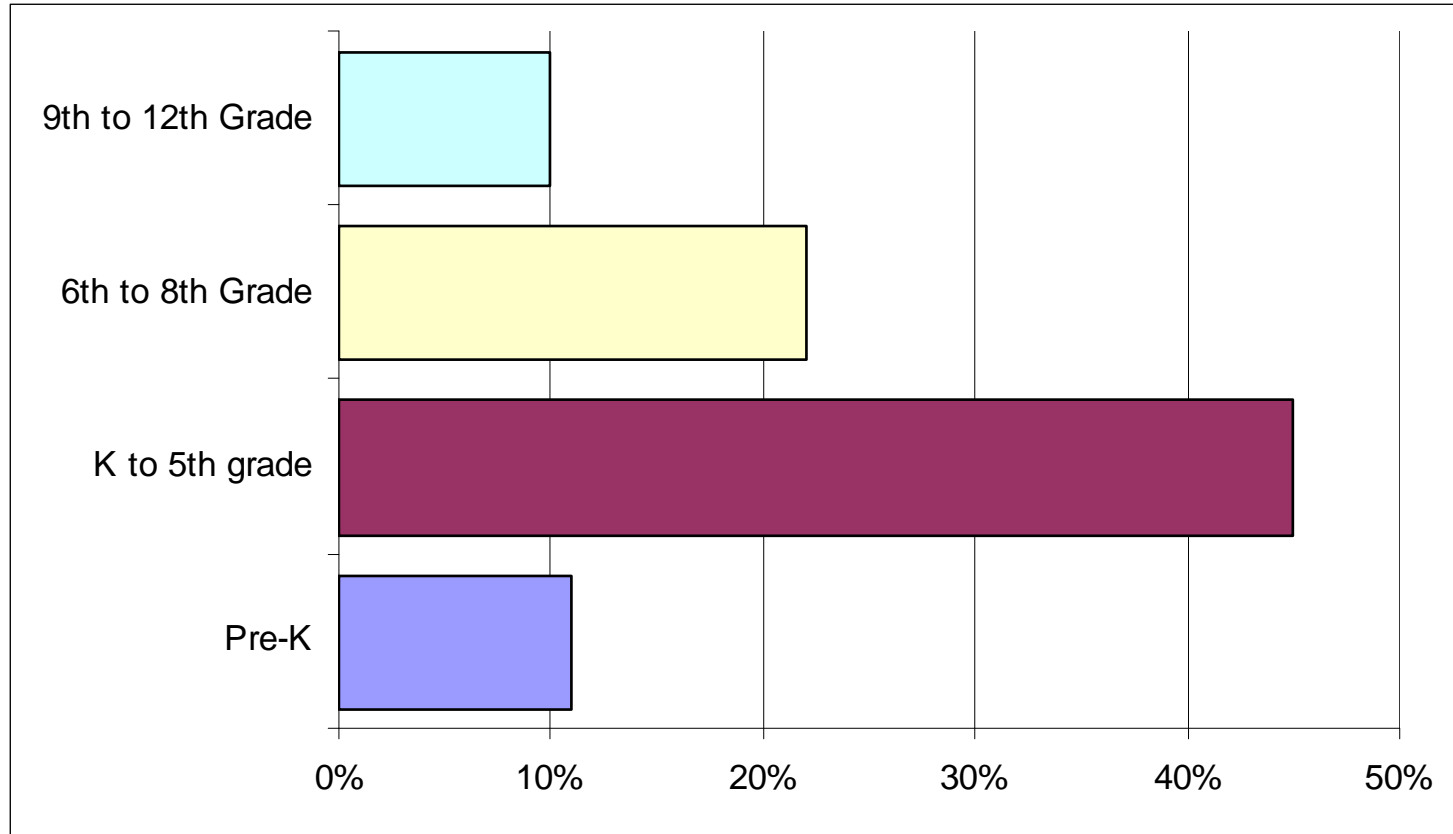
- 1,219 English, 15 Cantonese, 6 Spanish

SFUSD Meetings: Demographic Data

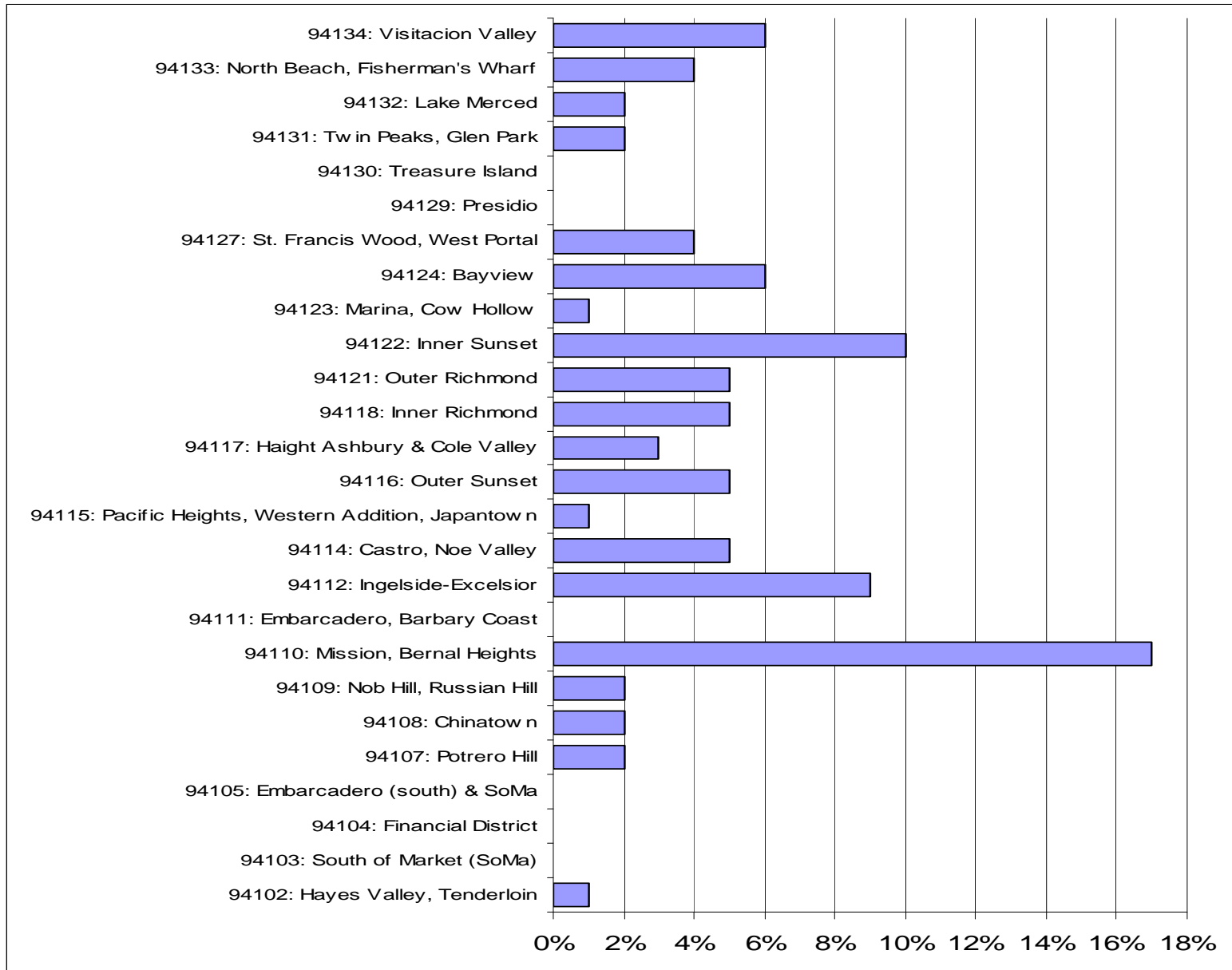
- Approximately 680 meeting participants.
- About 1/3 filled out the demographic survey.



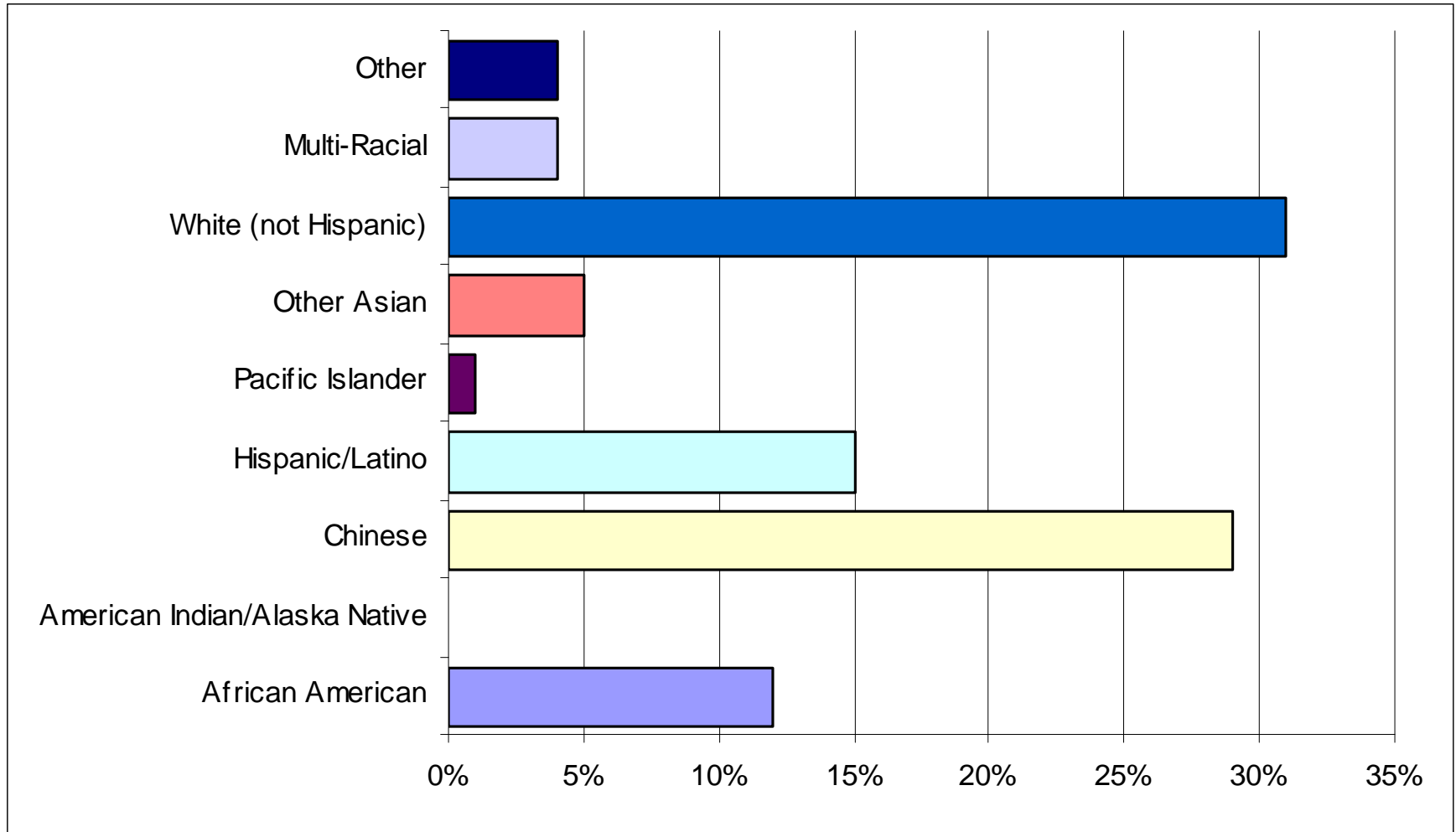
SFUSD Meetings: Grades of School Age Children



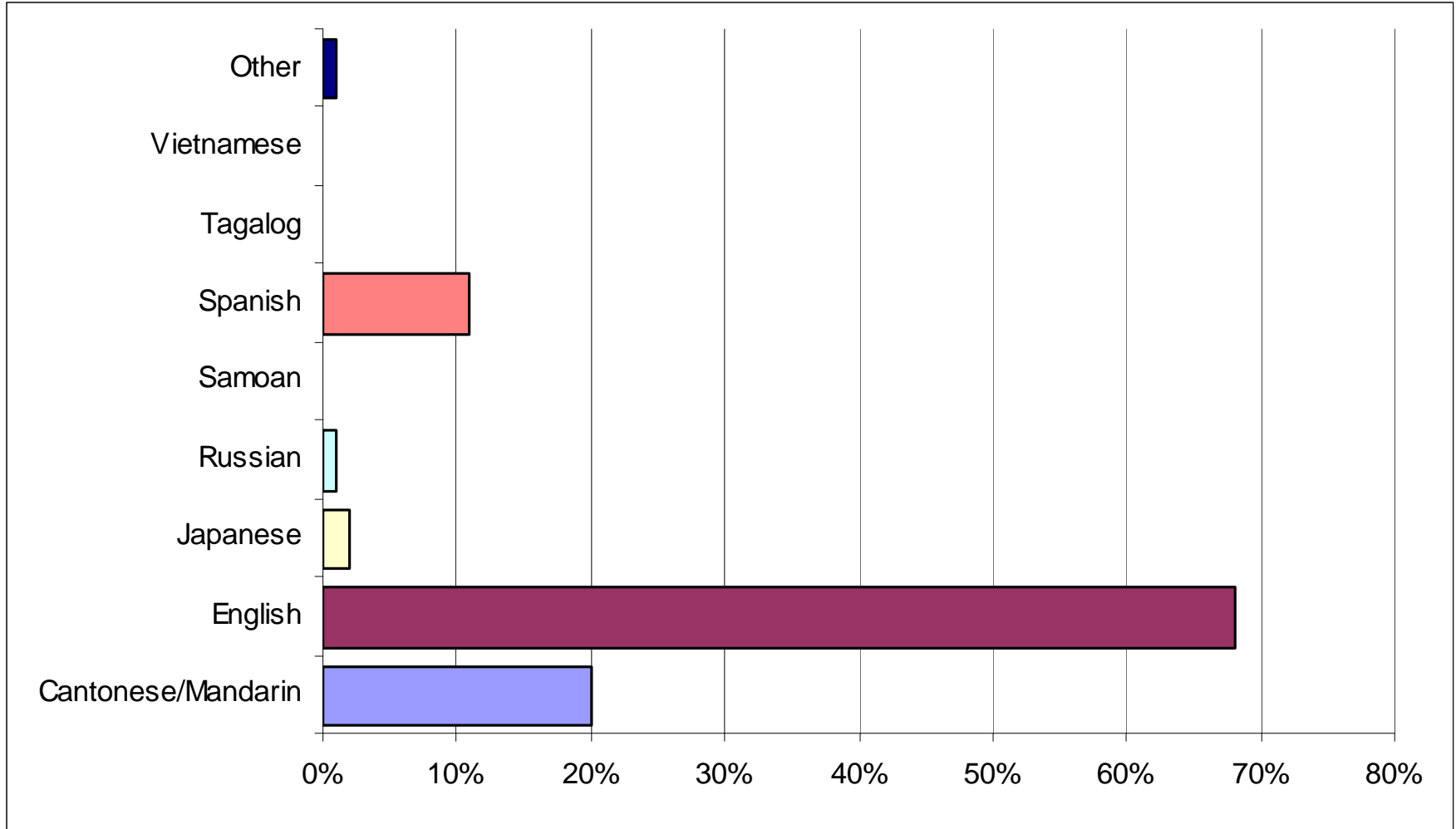
SFUSD Meetings: Zip Code of Home Address



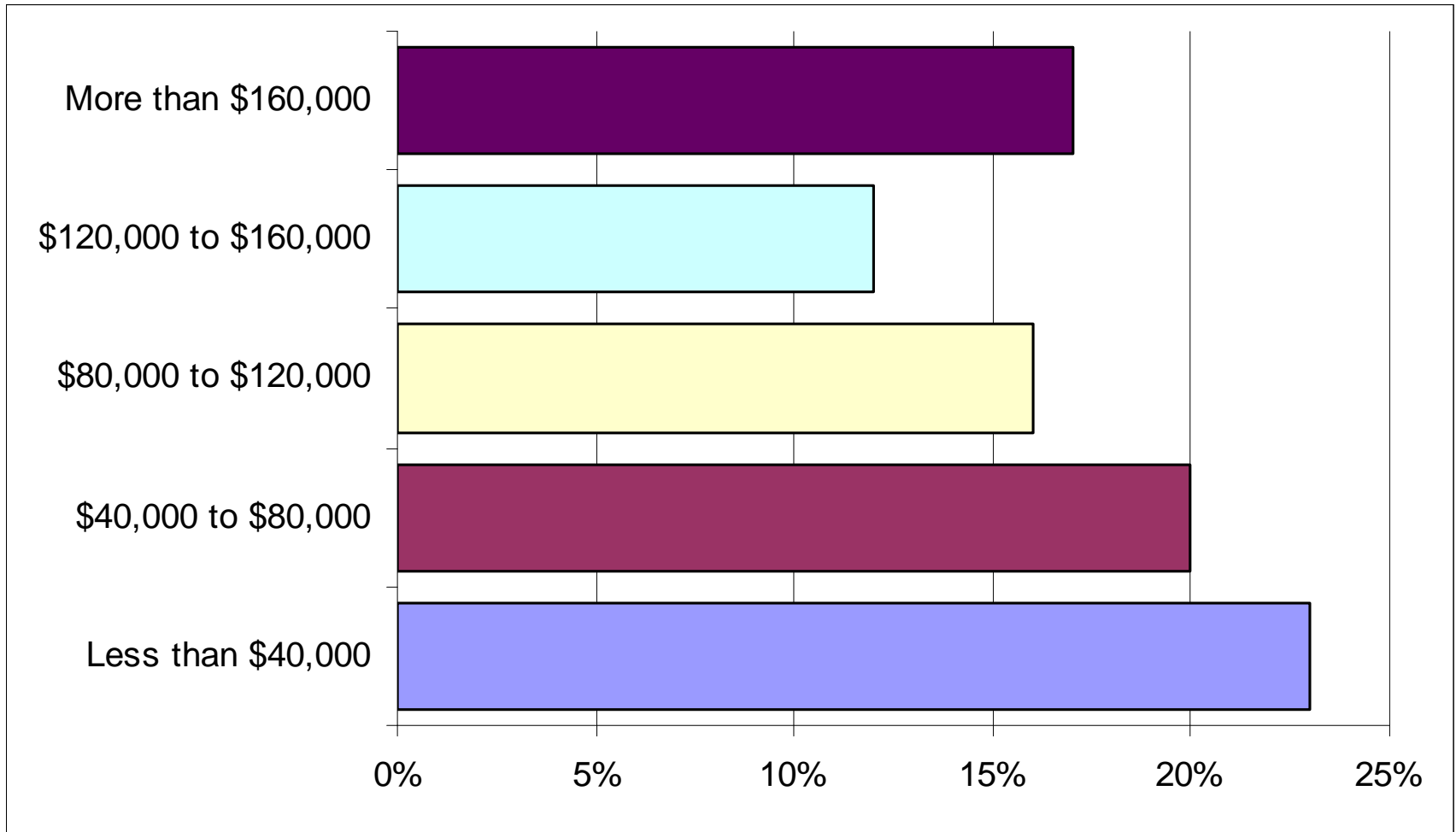
SFUSD Meetings: Race / Ethnicity



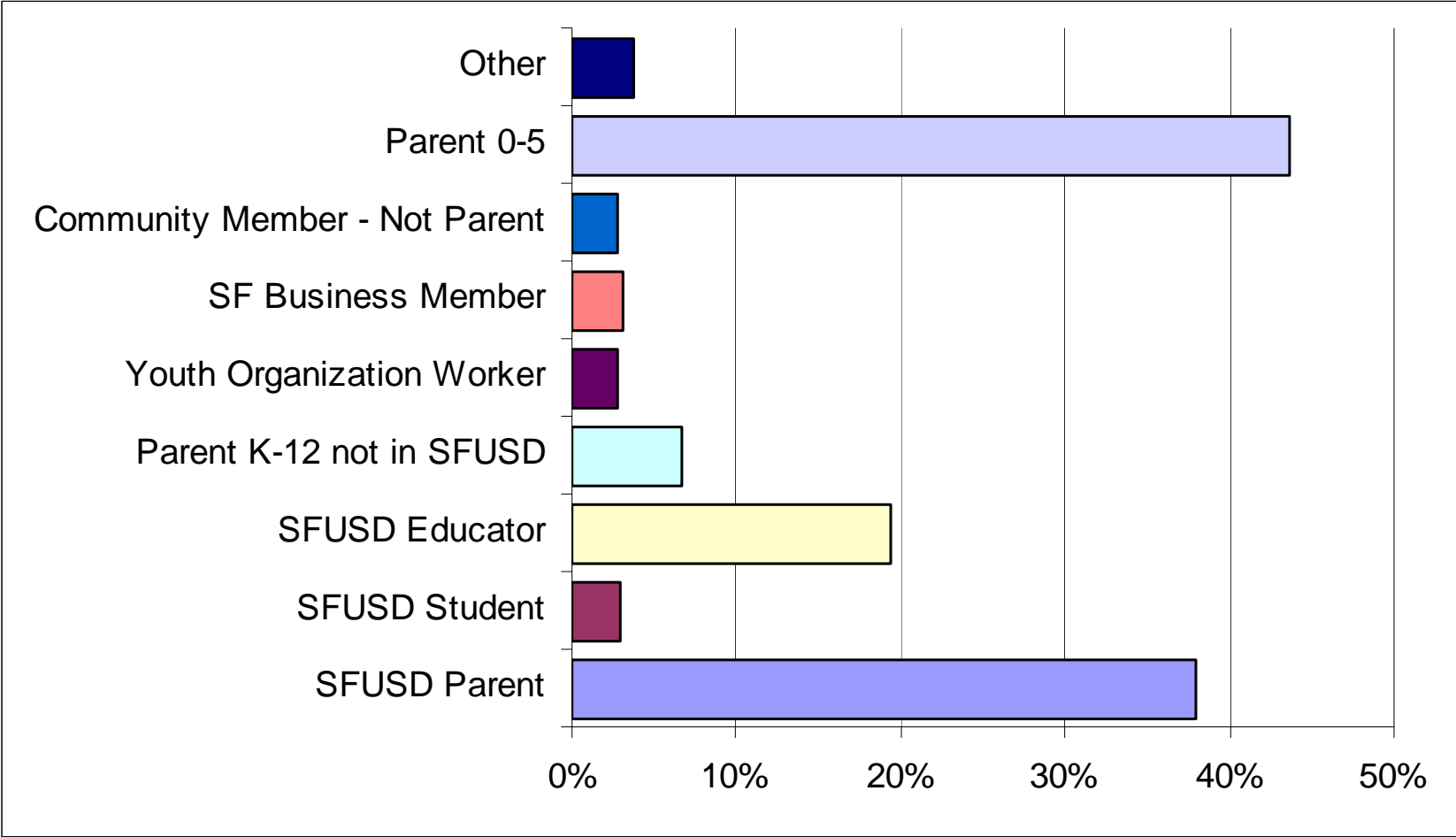
SFUSD Meetings: Home Language



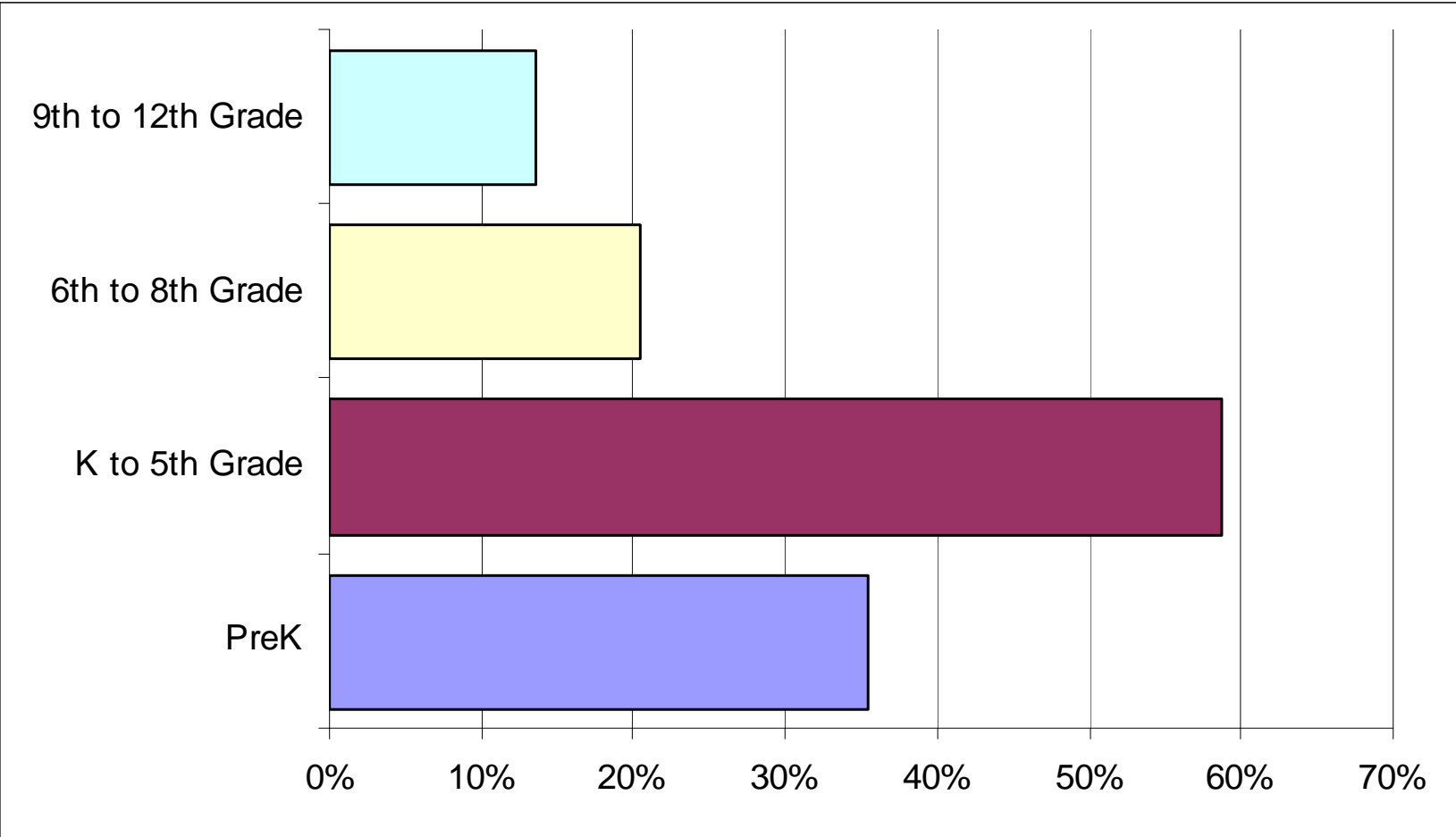
SFUSD Meetings: Family Income Level



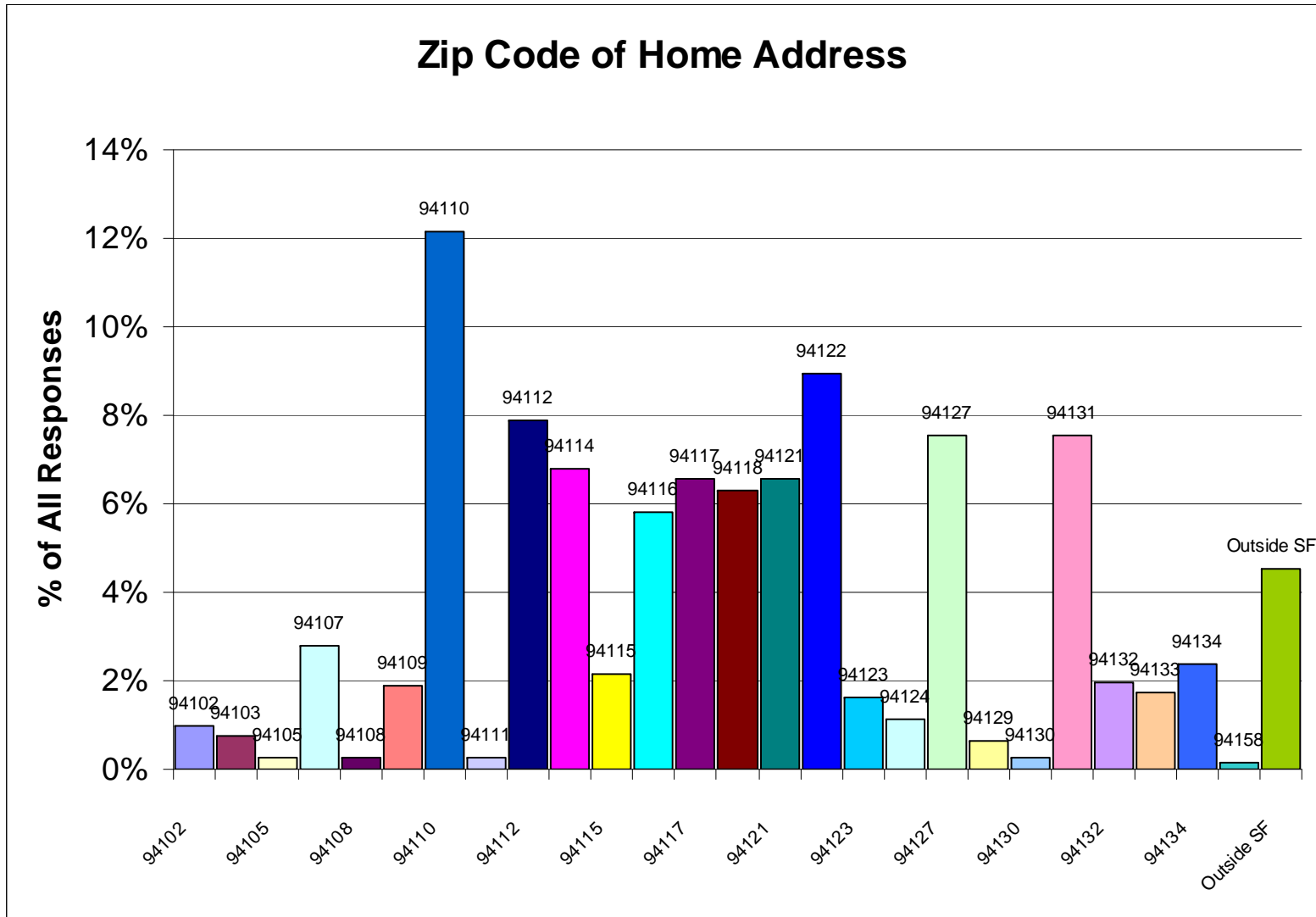
Online Survey: Connection to SFUSD



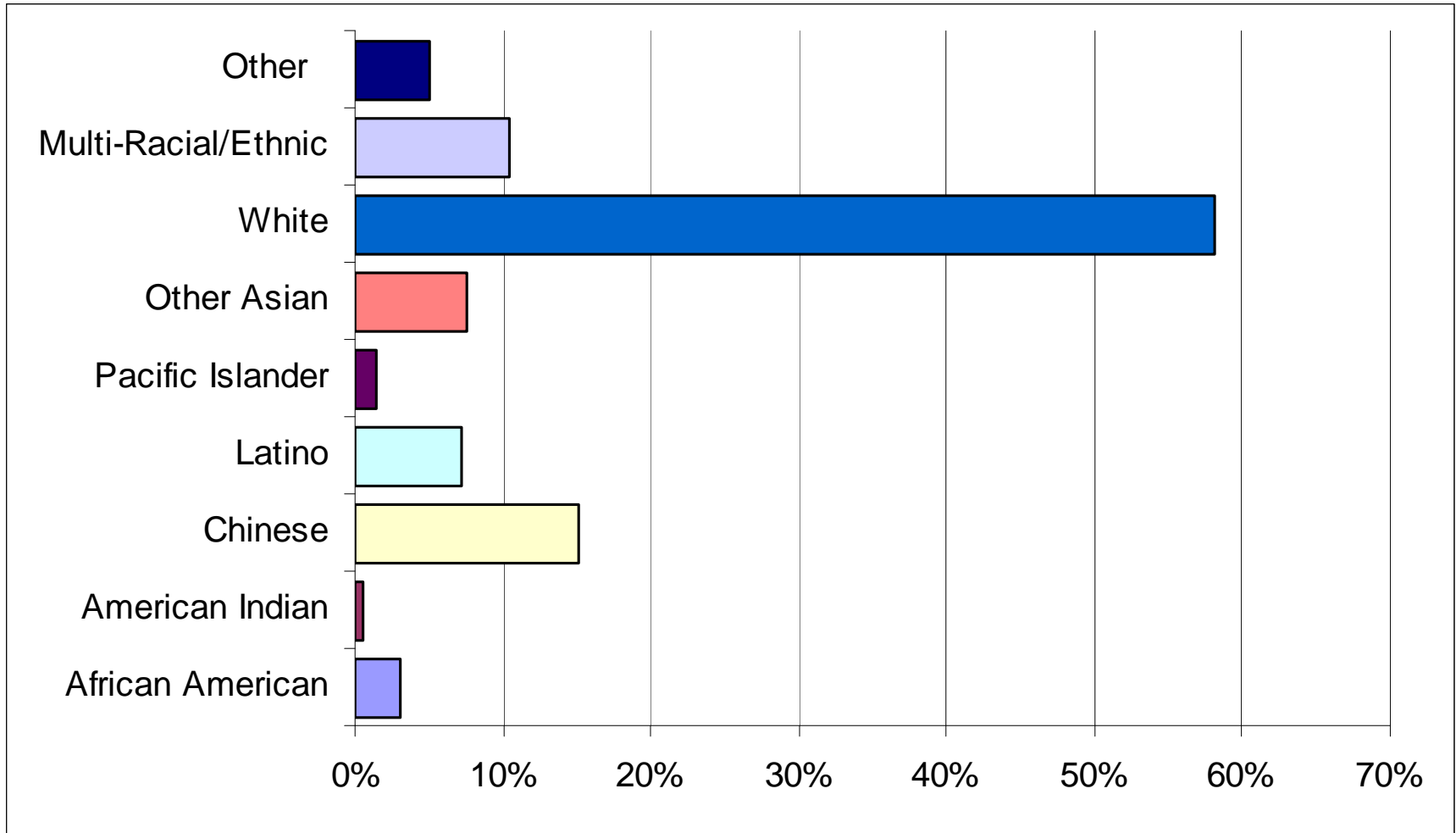
Online Survey: Grade/s of Children



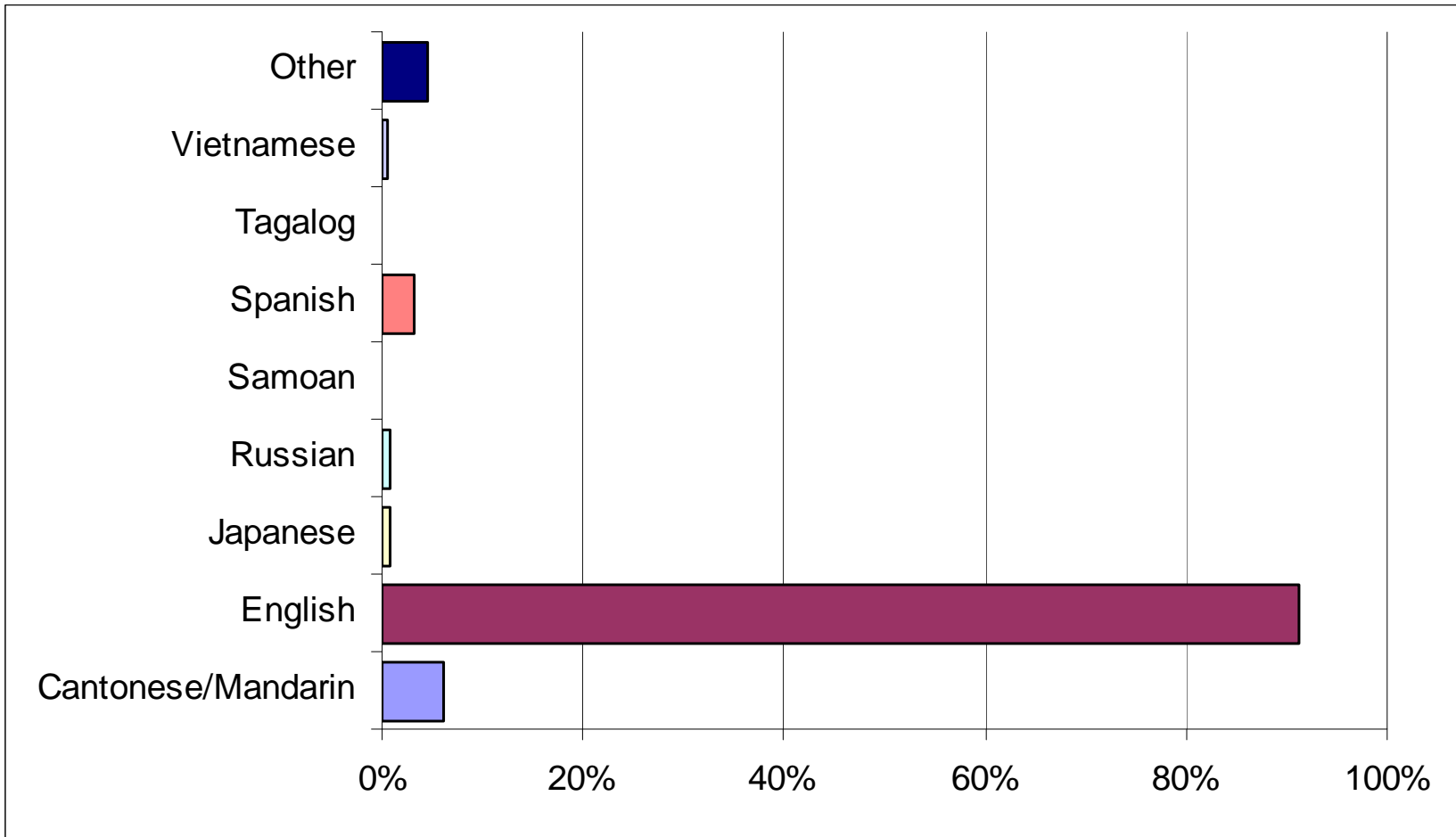
Online Survey: Zip of Home Address



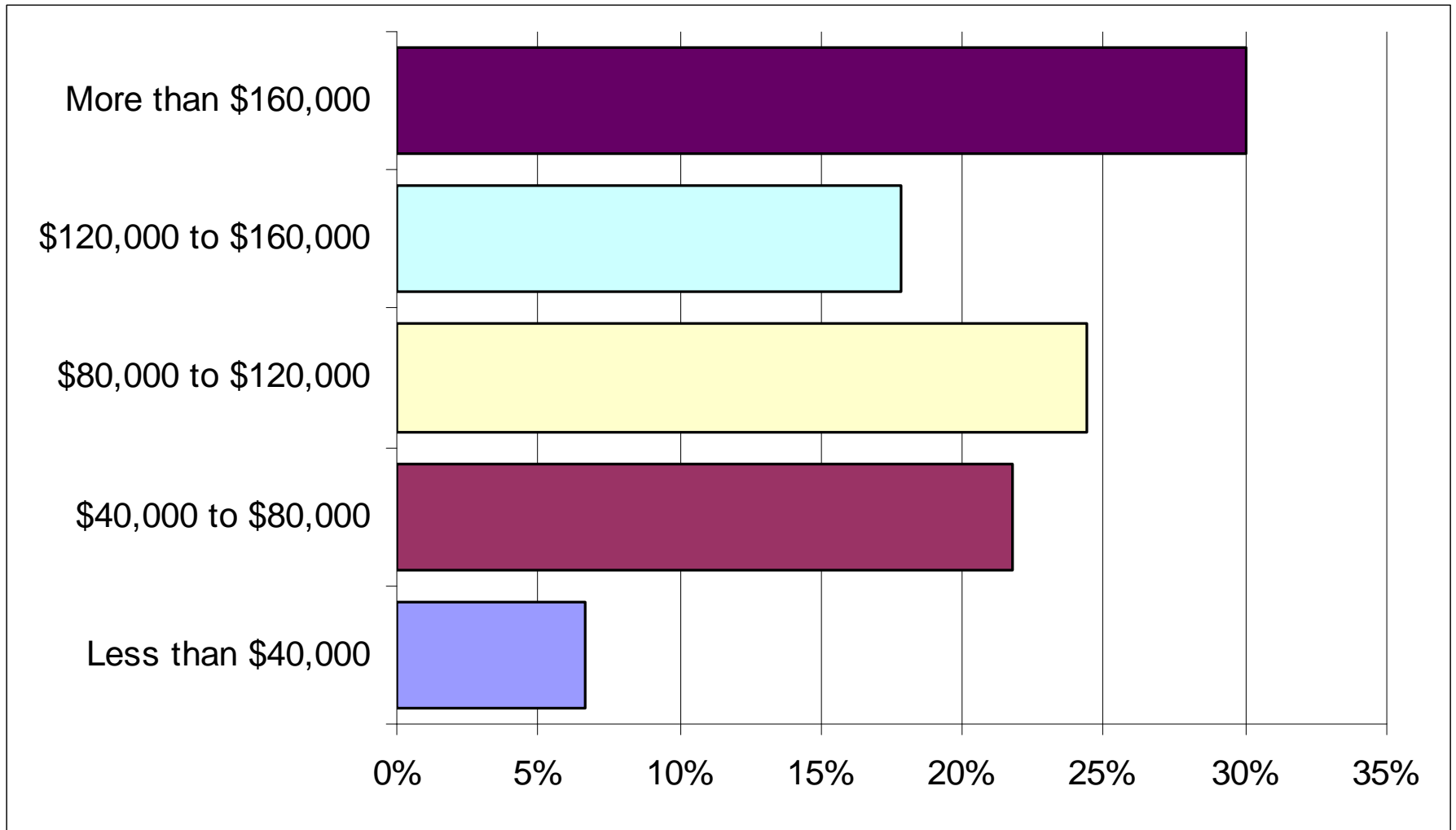
Online Survey: Race/Ethnicity



Online Survey: Home Language



Online Survey: Family Income Level



Findings from Meetings & Survey

Staff has provided notes from the meetings and the survey responses to the Board and will be posting these online.

In order to best capture the views expressed, we encourage the Board to review the notes from district facilitated meetings along with the report of findings from the PAC and PPS facilitated conversations.

Preferences: SFUSD Meetings & Online Survey

Participants supported Local Schools more than any of the other options, especially for elementary schools.

“If there were quality schools in all neighborhoods people would want to go to their neighborhood schools. Put more resources where there is greater need.”

- Enrollment Fair parent participant

“Local schools empower stronger communities (ties among neighbors).”

- Drew Elementary Town Hall participant

“I am more comfortable with a local school option; I feel like my child will be safer.”

- Dianne Feinstein Elementary Town Hall participant

Preferences: SFUSD Meetings and Online Survey

- **Several participants shared concerns with a Local School option and preferred a Lottery/Choice system.**

“Local schools enhance disparity between neighborhoods.”

– Drew ES Town Hall participant

“Because of income levels there would not be access to those schools. Parents would not be able to live there because of low income.”

- Jamestown Community Center participant

“Being prepared for college is worth going across town to a better school.”

- Balboa High School student

- **Most participants did not like the Zone Option.**



Student Assignment Redesign
Staff Recommendations
February 2, 2010

Outline

- **Quick Review**
 - **Why Redesign Student Assignment**
 - **Redesign Process**
- **Complex Challenges**
- **Staff Recommendations**
- **Next Steps**

Why Redesign Student Assignment?

Strategic Plan for Quality Schools

The Board of Education sees the achievement gap as the greatest civil rights issues facing the District today and it is committed to transformation through the implementation of its equity-centered strategic plan – **Beyond the Talk: Taking Action to Educate Every Child Now**

Strategic Plan for Quality Schools

Three goals:

1. Access and Equity
2. Achievement
3. Accountability

The strategic plan focuses the District's policies, practices, and structures on the goal of **making sure every school is a quality school**

Major initiatives include:

- PreK-3 Initiative
- Bayview Empowerment
- Special Education Redesign
- A-G Requirements
- Increasing the professional capacity of teachers and principals

Concerns about the Current System

- Current student assignment plan is not meeting the SFUSD's longtime goals of reducing racial isolation and improving educational opportunities and outcomes for all students.
 - **Racially Isolated Schools** - Quarter of our schools have more than 60% of a single racial/ethnic group, even though the District is racially/ethnically diverse and does not have a majority group.
 - **Achievement Gap** - Although the SFUSD's standardized test scores have steadily increased over the past few years, the achievement gap has persisted for African American, Latino, and Samoan students.

Concerns about the Current System

Achievement Gap

- There are sharp differences in achievement outcomes and teacher assignment practices in schools that are 80% to 100% African American, Latino, and Samoan, and there is some differential at the 60% rate.
 - Average years of teacher service goes down
 - Teacher turnover goes up
 - Student attendance rates decline
 - Suspension rates increase

(March 9, 2009 and December 14, 2010 Ad Hoc Committee meetings)

Concerns about the Current System

- **Participation in choice process varies by racial/ethnic group.**
- **Boundaries for attendance areas have not been revised since the early 1980s.**
- **Some schools are under-enrolled while others are over-enrolled.**
- **Many families report finding the current system time consuming, unpredictable, and difficult to understand.**

Board's Priorities for Student Assignment

- **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 in the assignment process.**

Quick Review of Redesign Process

Resources

Donated Time and Expertise

- School Redesign Network at Stanford
- Researchers from Stanford, Duke, Harvard, and MIT
- Parent Advisory Council
- Parents for Public Schools

Council of Great City Schools and NAACP Legal Defense & Education Fund sponsored qualitative study at 24 randomly selected schools

The Hellman Family Foundation, the Zellerbach Family Foundation, and a grant from the US Department of Education

- Demographers
- Community Engagement
- Project Management

Redesign Process and Timeline

1. Analyze current conditions 2. Develop priorities	December 2008 to June 2009
3. Design and analyze different options	July 2009 to January 2010
4. Develop and approve new policy	January 2010 to March 2010
5. Build the infrastructure	March 2010 to October 2010
6. Implement and monitor the new policy	November 2010 to September 2011

Complex Challenges

Challenge: Choice Assignments

- Choice assignments do not result in integrated schools because the applicant pools are racially isolated.
 - To achieve diversity through choice, applicant pools have to be diverse.
- However, choice does allow students to move out of racially isolated neighborhoods.
- So choice has the potential to make schools more diverse IF parents of different racial/ethnic, socio-economic, and linguistic backgrounds apply to the same schools.

Challenge: Choice Assignments

- **A student assignment system that uses choice as a tactic to achieve diversity and equitable access can only be successful if the following are true:**
 - families from all racial/ethnic groups have the same opportunity to understand which schools they like and to submit their choices on-time for the assignment process; and
 - the applicant pools for schools are diverse.
- **SFUSD and urban school districts throughout the country experience similar challenges creating these conditions.**
 - Require significant parent effort.
 - Require Districts and Communities to invest money.
 - Create inequity for families in transition (mobility).

Challenge: Neighborhood Assignments

- **Neighborhood assignments do not result in integrated schools because the housing patterns in San Francisco are racially isolated.**
- **However, some schools would be more diverse and more robustly enrolled if all the students in the neighborhood attended the schools.**

Challenge: Neighborhood Assignments

- **The non-uniform distribution of programs throughout the city makes it difficult to have a strict neighborhood assignment system.**
- **A strict neighborhood system is not possible in the southeast with the current configuration of schools because there are more residents than school capacity.**

Available Strategies

- **Choice Assignments**
 - Would require changing choice patterns
- **Neighborhood Assignments**
 - Constrained by residential patterns
 - Some neighborhoods are more diverse than current enrollments
- **Mandatory Assignments**
 - Expensive
 - Unpopular with families

Staff Recommendations

Recommended Approach

1. Design a student assignment system that is **simple** and **flexible** so it can be **easily adjusted** if it is not accomplishing the Board's priorities.
2. **Encourages families** to enroll in schools where they will add to the diversity of the school (i.e., change demand patterns).
3. Establish an annual monitoring mechanism to determine if schools are becoming less racially concentrated, and **revise annually** as necessary.

Staff Evaluation

- **Meet the Board's Priorities?**
- **Flexible enough to respond if:**
 - **it is not meeting its intended objectives**
 - **programs and services change?**
- **Easy to understand?**
- **Increase predictability for families?**
- **Cost effective?**

Elementary and Middle School

Six Options

Staff reduced the options from six to two.

- ~~1. Lottery with local school preference.~~
- ~~2. Lottery with academic diversity preference.~~
3. Lottery with academic diversity preference and local preference – **MODIFIED into Option A.**
- ~~4. Zone designated assignment.~~
- ~~5. Local schools with choice for city wide programs.~~
6. Local schools with choice for all schools – **MODIFIED into Option B.**

Staff modified the two remaining options into Options A and B.

Option A – Entering Kindergarten

1. Jack is entering kindergarten.
2. Jack's parents must research the various school options and decide which schools they like.
3. Jack's parents fill out an application form and submit it on-time for the enrollment period.
4. Jack's application goes through the choice process*.
5. If Jack doesn't get assigned to one of his school choices, he gets assigned to the school closest to him with space.
6. Once Jack's parents get an assignment offer, they must go to the school and register him.

Option A – Entering 6th Grade

Same process described for Kindergarten.

Option B – Entering Kindergarten

1. Sally is entering kindergarten.
2. Sally fills out an application form, learns what her attendance area school is, and gets an initial offer to her attendance area school.
3. Sally's parents can decide they want to research the various school options and participate in a choice process*.
4. If Sally doesn't get assigned to one of her school choices, she gets assigned to her attendance area school.

Option B – Entering 6th Grade

1. Susan is entering 6th grade and is already enrolled as an SFUSD student.
2. The District sends Susan an assignment offer to her middle school.
3. Susan’s parents can decide they want to research the various school options and participate in a choice process*.
4. If Susan doesn’t get assigned to one of her school choices, she gets assigned to her attendance area school.

Choice Process

How Does the Choice Process Work?

Two levers working together have the potential to create integrated learning environments while also using choice and a neighborhood preference.

1. Census Tract Integration Preference (CTIP)

A preference for integrating schools by enabling students **living in demographically different areas** of the city to attend the same school together.

2. Local Preference (LP)

A preference for students who **live near a school**.

Census Tract Integration Preference (CTIP)

- The achievement values for each Census Tract will be determined by computing the average of all available test score data for K-12 students living in the Census Tract.
- **CTIP 1**
will contain the Census Tracts with the bottom 40% of the range of average achievement values
- **CTIP 2**
will contain the Census Tracts with the top 60% of the range of average achievement values

Geographic Area: Census Tracts

- **Census Tracts were chosen rather than another geographical unit because:**
 - they are large enough to have substantial numbers of students living in them, minimizing the effects of random variation; yet
 - they are small enough to permit a range of values to occur across geographical units.

Demographic Measure: Academic Achievement

Academic achievement was chosen because:

- **Prior academic achievement is a predictor of future student achievement**
- **It does not require information about individual students**
 - **Incoming kindergartners**
 - **Students from other Districts**
- **It is not self reported and can be verified**

Census Tract Integration Preference (CTIP)

Concept –

A preference for integrating schools by enabling students **living in demographically different areas** of the city to attend the same school together.

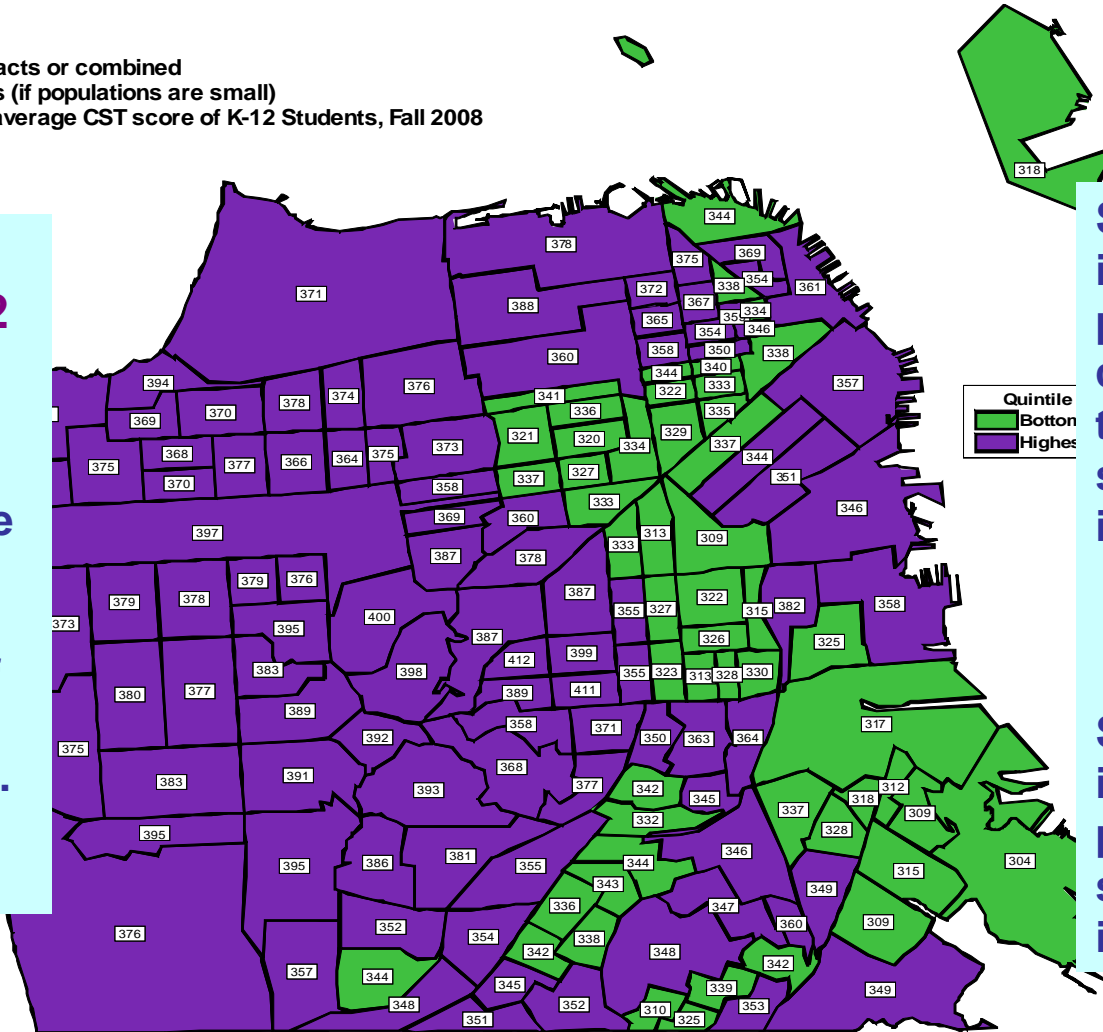
Focus on the concept tonight. On 2/17/10, we can elaborate on more detailed mechanics.

Sample Census Tract Integration Preference Map

CST Quintile
for Census Tracts or combined
Census Tracts (if populations are small)
Labels show average CST score of K-12 Students, Fall 2008

Green = CTIP 1
Purple = CTIP 2

CTIP gives preference to students who live in demographically different areas of the city to attend schools together.



Students living in CTIP 1 get preference in the choice process to attend schools located in CTIP 2

and

Students living in CTIP 2 get priority to attend schools located in CTIP 1

Lapkoff & Gobalet Demographic Research, Inc. 2/1/2010
www.Demographers.com

Two Preferences Work Together

- **Census Tract Integration Preference (CTIP):**
 - A preference for integrating schools by enabling students **living in demographically different areas** of the city to attend the same school together.
- **Local Preference (LP):**
 - A preference for students who live in the attendance area of a school.

Two Preferences Work Together

It is simple:

- **Home address and school choices are the only individual student characteristics needed for the proposed assignment system.**

It is flexible:

- **It can be easily adjusted if it is not working – you would just have to change the weight given to the different preferences.**

How are the Preferences Flexible?

The District can adjust them in two primary ways.

1. The seats in a school could be divided into CTIP 1 seats and CTIP 2 seats.
 - For example you could allocate 50% of the seats for CTP 1 and 50% of the seats for CTIP 2.
 - If that didn't help create diversity, you could adjust the percent of seats available for CTIP 1 or CTIP 2.

How are the Preferences Flexible?

2. The District can decide which priority (CTIP or LP) is ranked higher.

In Option A

- The CTIP preference is ranked higher than the LP.

In Option B

- The LP is ranked higher than the CTIP preference.

Two Preferences Work Together

Every student gets the preferences based on where she lives and the schools she chooses.

If Sally lives in the attendance area for Happy School, she has a local preference for Happy School.

If Sally's home is in a census tract with a value of CTIP 1, Sally get's preference in the choice process for any school in a census tract with a value of CTIP 2.

Comparing the Two Options



Option A	Option B
No initial assignment	Initial assignment to Attendance Area school (regardless of choice)
Younger Siblings	Younger Siblings
Students who live attendance area & attend PreK in attendance area school	Students who live attendance area & attend PreK in attendance area school
Census Tract Integration Preference	Local Preference
Local Preference	Census Tract Integration Preference
All other students	All other students

Different programs have different number of available seats (capacities). Same guidelines can apply to any set of program capacities.

Recommendation: **Special Education**

- **As much as possible, given the unique needs of students as outlined in their Individual Education Plan (IEP), the student assignment process used to assign general education students will be used to assign Special Education students.**
- **SDC and Inclusion programs have separate seats. Openings can only be filled by students with an IEP that indicates they need the services.**

Recommendation: **English Language Learners**

- **Conduct English language and primary language assessments for all new students (K-12) who list a language other than English on the home language survey.**
- **Provide assessment results and counseling to ELL students before the assignment process.**
- **Use the same student assignment process used for non-ELL students.**
- **Language programs have separate seats.**

Recommendation: **Attendance Areas**

Create service attendance areas to support the strategic placement of programs and services not available at every school (e.g., Inclusion and SDC programs).

Create attendance areas around elementary and middle schools, unless they are designated city-wide schools.

City-wide schools would not have a geographic preference area.

Recommendation: **Attendance Areas**

- **Establish an Attendance Area Staff Working Group* to create attendance areas with general recognition of:**
 - Neighborhood demographics to maximize racial diversity
 - Where students live now and where enrollment changes are expected in the future
 - Availability of facilities
 - Traffic patterns
 - Location of programs (e.g., PreK, Special Education, ELL)
- **Attendance areas approved and online before the enrollment cycle for the 2010-11 year begins.**

* Staff from Facilities, Transportation, Special Education, Multilingual and World Languages, English Learner Support Services, LEAD, Educational Placement Center, and the Information Technology Department

Recommendation: **City-Wide Schools**

- **Strategic objectives for having schools without an attendance area:**
 1. to provide equitable access to the range of opportunities offered to students in SFUSD and
 2. to use choice as a tactic to promote diversity.
- **Current recommended parameters for identifying schools that should be city-wide:**
 - Newcomer schools
 - Immersion schools
 - K-8 schools
- **Still exploring list of other schools that should be city-wide. May come back to Board with other recommendations once we begin the work of drawing attendance areas.**

Recommendation: For City Wide Schools

Younger siblings get priority to attend school with their older sibling.

School seats get split into two categories:

- **% of the seats for students living in CTIP 1**
- **% of seats for students living in CTIP 2**

If more applicants in one group than the other, instead of leaving seats open keep assigning students who requested the school.

Recommendation: Enrollment Process

Maintain centralized enrollment process first year

- Identify 3-5 pilot schools and determine the best way to decentralize some of the enrollment functions.

Replace Round 1 and Round 2 with one primary enrollment period:

- Applications Available:
- Application Deadline:
- Assignment Offers:

This will give families more time to learn about their options and participate in the primary enrollment period.

Critical Success Factor: Diverse Applicant Pools

- **Continue the work to make sure every school is a quality school.**
- **Change the current configuration of programs, particularly language programs that contribute to racial/ethnic concentrations in schools.**
- **Implement strategies that support integrated learning environments within each school.**

Critical Success Factor: Diverse Applicant Pools

- Invest in the development and implementation of targeted outreach and recruitment strategies to increase the diversity of the applicant pools.
- Provide limited but strategic transportation to elementary school students.
 - Prioritize low-income families.
- Work with MUNI to ensure transportation services for middle and high school students.

Accomplish Board's Priorities?

There are no big differences across options A & B in terms of reducing racial isolation and the concentration of underserved students in the same school.

This is because of the racial isolation in the applicant pools and the residential patterns.

Accomplish Board's Priorities?

Differences occurred when looking at measures of:

- Educational Equity
- Predictability
- Proximity
- Cost-Effectiveness
- Simplicity
- Flexibility

Option A

- **Greater percent of students from low CST census tracts**
 - get assigned to a school with an API of 8+
 - Get their first choice
- **Greater parent effort required to gather information and participate in the enrollment process – more complicated and time consuming**
- **Less predictable**
 - Fewer students get assigned to their attendance area school
 - Equity concerns for students enrolled in schools not chosen (access to resources and services)
 - More difficult to plan educational programs and pathways
- **More expensive to implement and sustain over time -- outreach and recruitment and transportation**
- **More flexible, easier to make changes if not working**

Option B

- **Smaller percent of students from low CST census tracts**
 - **get assigned to a school with an API of 8+**
 - **Get their first choice**
- **Parent effort is voluntary, not mandatory – simpler and less time consuming**
- **Significantly more predictable**
 - **Greater percent of students get assigned to their attendance area or higher**
 - **Students get assigned closer to where they live**
- **More opportunity to create robust enrollments in school**
- **Predictability provides greatest opportunity to manage limited resources and focus programs and services**
- **Less flexible, more difficult to adjust**

Framework for High School

Recommendation: **Framework for High Schools**

- **Families could continue to exercise school choice for any high school in SFUSD.**
- **Design a choice system that would:**
 - **Provide younger siblings with a priority to attend the same school as their older sibling.**
 - **Give priority to students in middle school who are participating in a language program pathway, career pathway, or other clearly identified pathway priority to continue in that pathway in high school.**
 - **Maximize school integration and balance enrollments.**
- **No geographic preference area for high schools.**
- **Develop a targeted recruitment campaign to support exiting 8th graders navigate the choice system and learn about the different options high school options.**

Board Policy Discussion

Next Steps

Immediate Next Steps

- **Incorporate feedback from tonight's discussion**
- **February 9 - Regular Board Meeting**
 - Present proposal for First Reading
- **February 17 - Ad Hoc Committee**
 - Detailed description of how the proposed student assignment mechanism would work (scenarios and technical description)
 - Implementation plan and budget
- **Board Committee Meetings (dates and times TBD)**
- **March 9 - Regular Board Meeting**
 - Second Reading and Action

March to November 2010

- Draw the attendance area boundaries.
- Develop a new transportation policy.
- Create administrative regulations to support the Board's policy.
- Build the technical infrastructure.
- Create a policy and tools for calculating and tracking the instructional capacities for each school.
- Create a monitoring and evaluation system.
- Create application materials (multilingual).
- Develop an outreach and recruitment campaign.

Addendum: Key Findings from Redesign Process

www.SFUSD.edu/StudentAssignmentRedesign

Key Findings: Achievement Gap

- There are sharp differences in achievement outcomes and teacher assignment practices in schools that are 80% to 100% African American, Latino, and Samoan, and there is some differential at the 60% rate.

Key Findings: Achievement Gap

- The majority of SFUSD schools show a statistically significant achievement gap.
- Spatial proximity of diverse bodies does not guarantee a rich educational experience for all students.

Key Findings: Residential Patterns

- The residential patterns are racially isolated.
- Underserved students are concentrated in the southeast of the city, regardless of the diversity measure used: academic achievement, linguistic, socio-economic, race/ethnicity.
- Racially isolated schools (more than 60% of a single racial/ethnic group) are located in racially isolated neighborhoods.

Key Findings: Residential Patterns

- SFUSD students living near schools that have more than 60% African American and Latino students are more diverse than the students enrolled in the schools.
 - African American and Latino students are more likely to request the schools than any other racial/ethnic group living near the schools.

Key Findings: Applicant Pools

- Applicant pools for individual schools are racially isolated, even though at a District level the applicant pools are racially diverse and do not have a majority group.
- Language programs designed to meet the needs of Spanish and Cantonese speaking English Language Learners (ELLs) impact the racial/ethnic composition of a school.
 - Most schools with an enrollment of more than 60% Chinese or 60% Latino dedicate a majority of their seats to programs that support Cantonese or Spanish speaking ELLs.

Key Findings: Applicant Pools

- Applicant pools for schools that have an enrollment of more than 60% African American and Latino are small as well as racially isolated.
 - More students live near the schools than apply to the schools.
 - There is more racial/ethnic diversity among students residing near the schools than enrolled in the schools.

Key Findings: Racial Isolation of AA/L

Factors contributing to racial isolation of African American and Latino students.

1. Residentially patterns in the City.
2. African American and Latino students are more likely to request the schools near where they live than other racial/ethnic groups living near the schools.
3. African American and Latino students:
 - participate later than other racial/ethnic groups, so
 - they have less access to schools, and
 - can only get assigned to schools with openings, which are
 - generally schools with high concentrations of African American and Latino students.

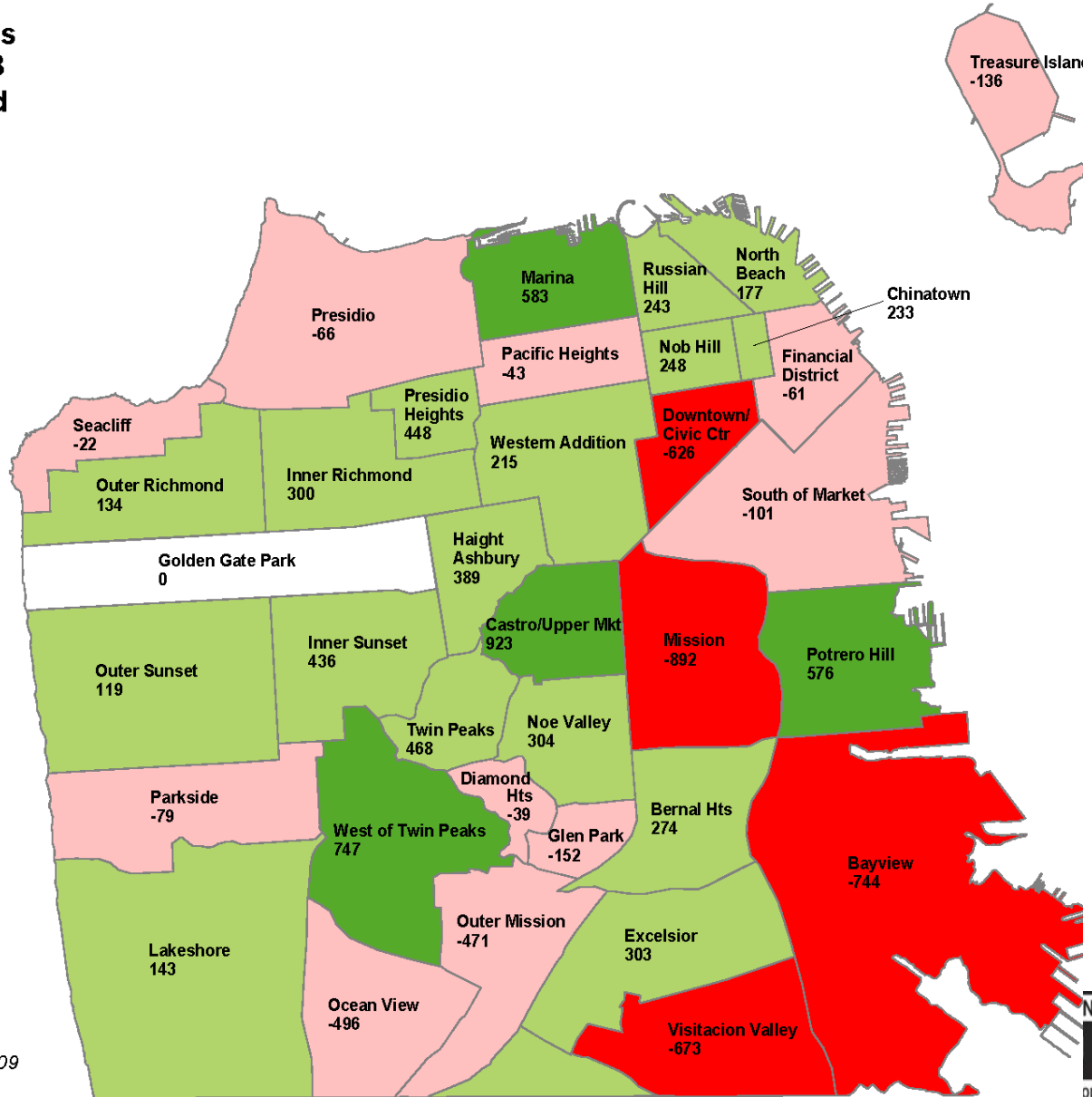
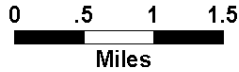
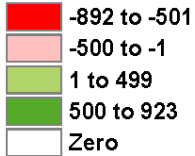
Key Findings: School Capacity

- District-wide, school capacity exceeds enrollment at the elementary and middle school levels.
- However, given the mismatch between where students live and where schools are located, it is not possible to have a strict neighborhood school system throughout the City:
 - More elementary and middle school students reside in the southeast than seats to accommodate them.
 - The north and west is not as densely populated – there are more seats than SFUSD students living near the schools.

Capacity Issues - Elementary

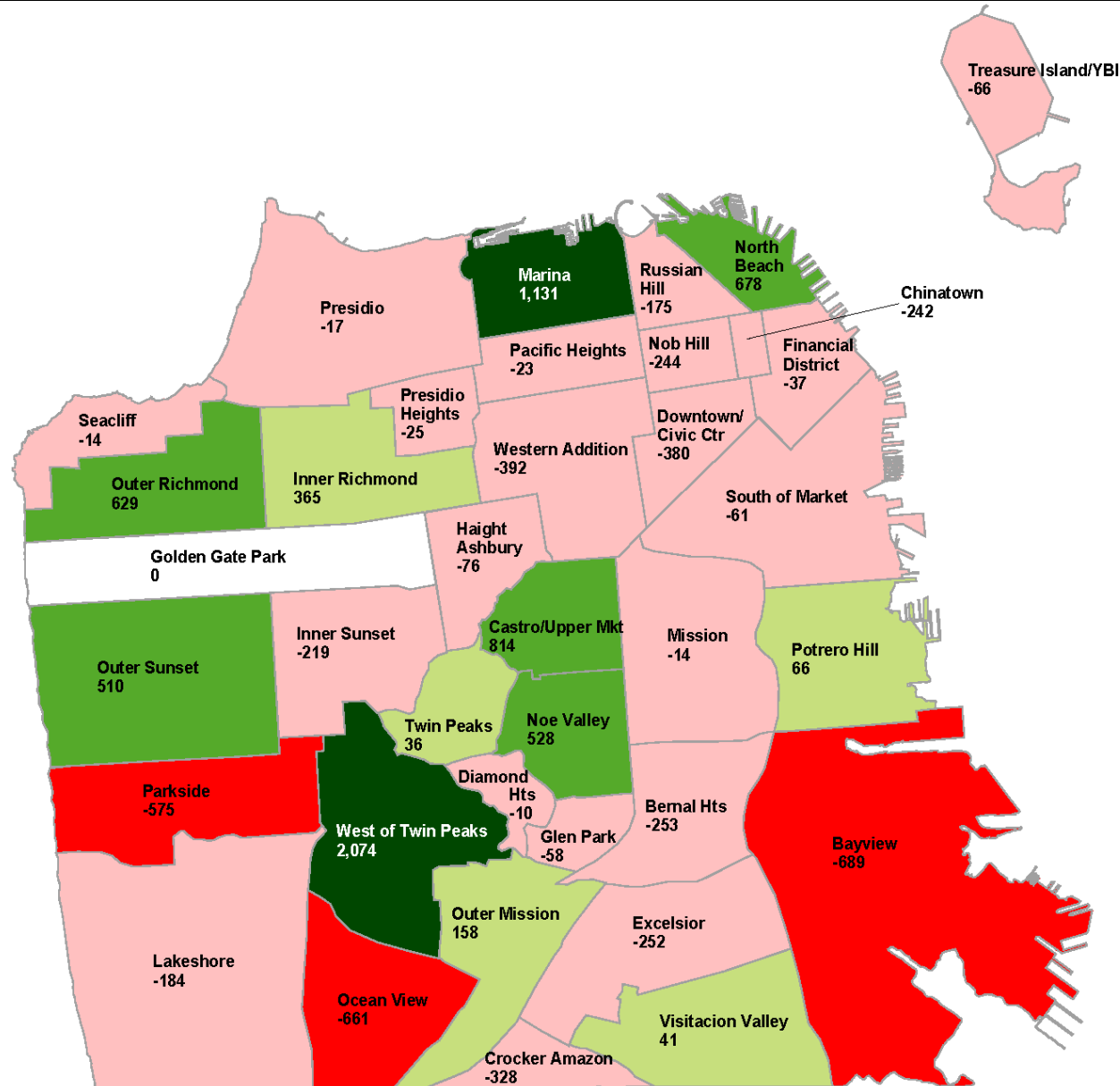
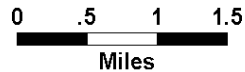
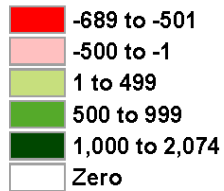
City of SF Planning Neighborhoods
with difference between Fall 2008
K-5th Grade Resident Counts and
Elementary School Capacities

Capacity Deficit/Surplus



Capacity Issues – Middle School

City of SF Planning Neighborhoods with difference between Fall 2008 6th-8th Grade Resident Counts and Middle School Capacities



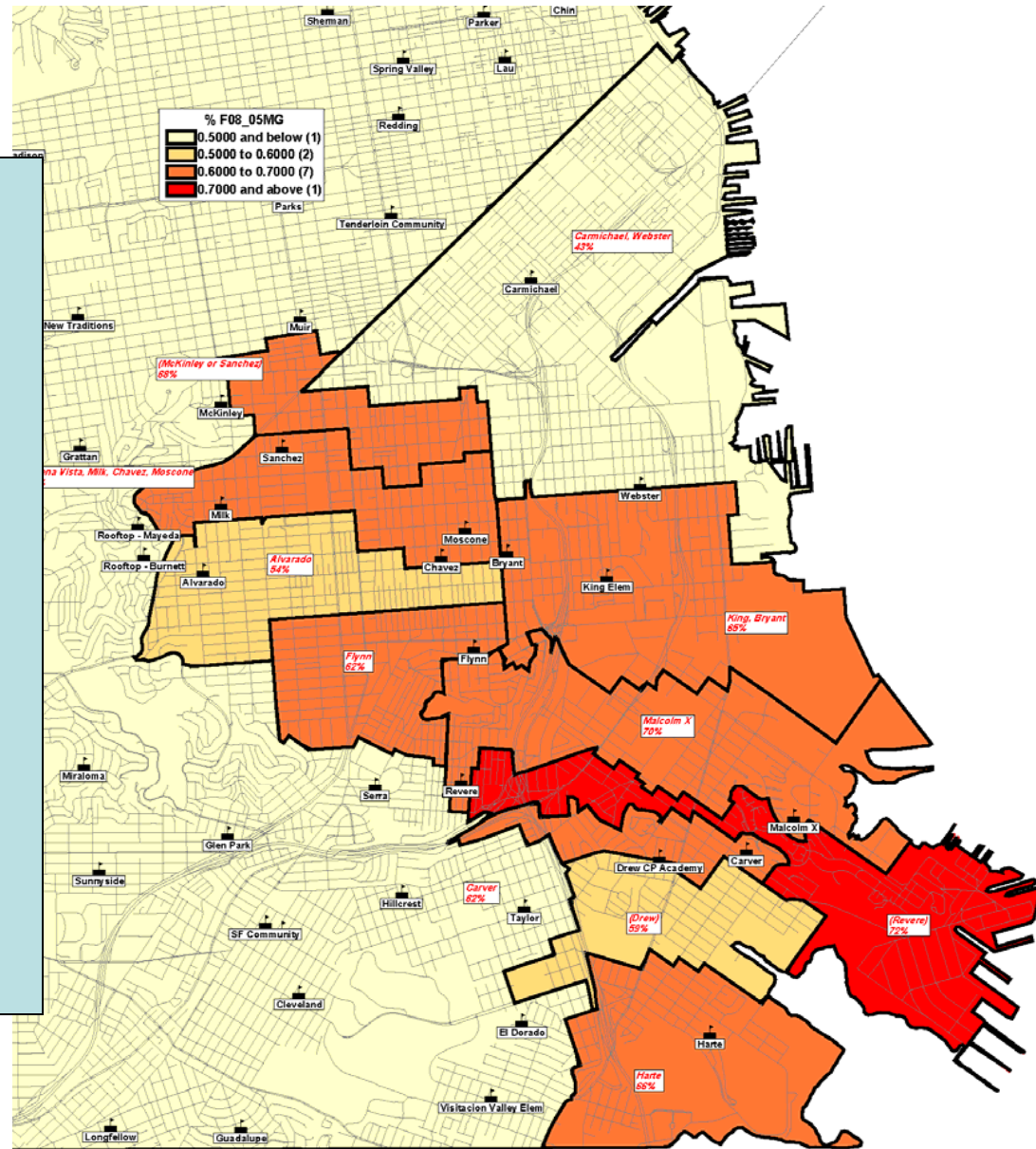
Key Findings: Boundaries

- **Our ability to improve school diversity using attendance area boundaries is limited because of San Francisco's residential patterns.**
 - Individual boundaries
 - Small zones
 - Large zones
 - Satellites
- **The larger the area the more diverse the residents, and therefore the greater the opportunity to create diverse school enrollments through designated assignments.**
- **Small clusters would restrict the SFUSD's ability to create diversity (due to residential patterns) and would not provide equitable access to programs and schools.**

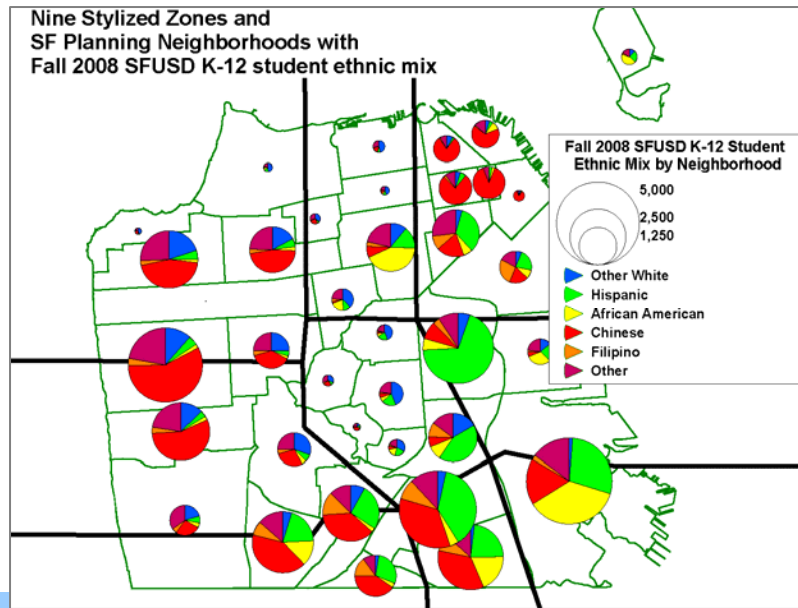
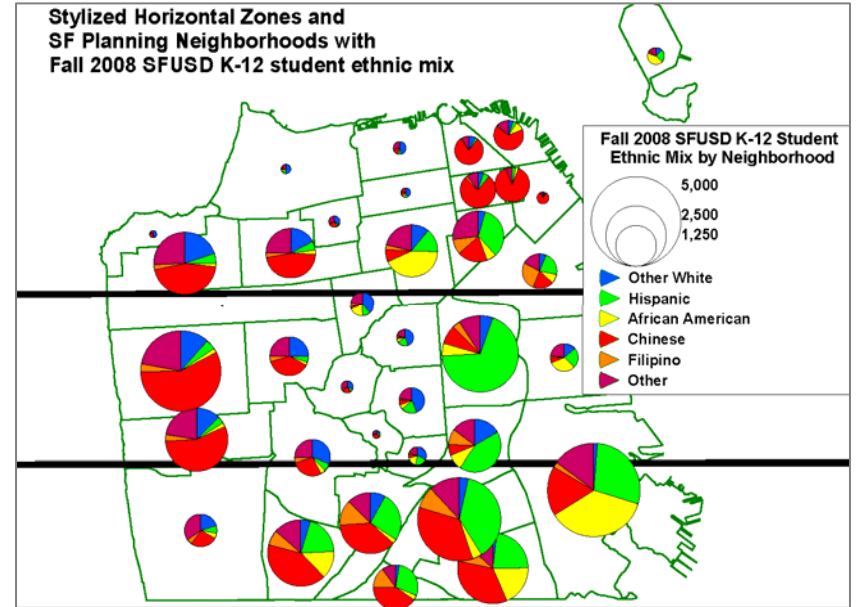
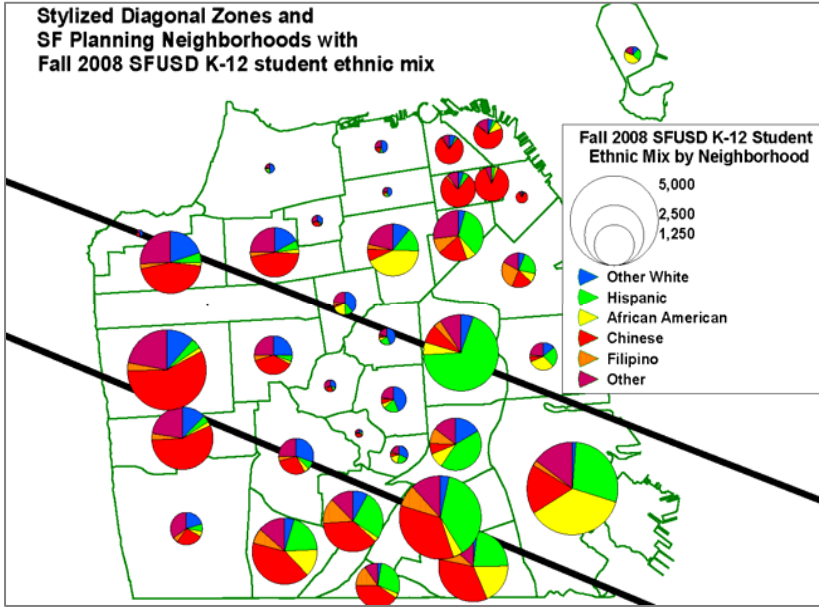
Individual Boundaries

Partial elementary attendance area scenario that maximizes diversity in the southeast.

It disregards school capacities and student safety (freeways and major thoroughfares are crossed).



Large Zones

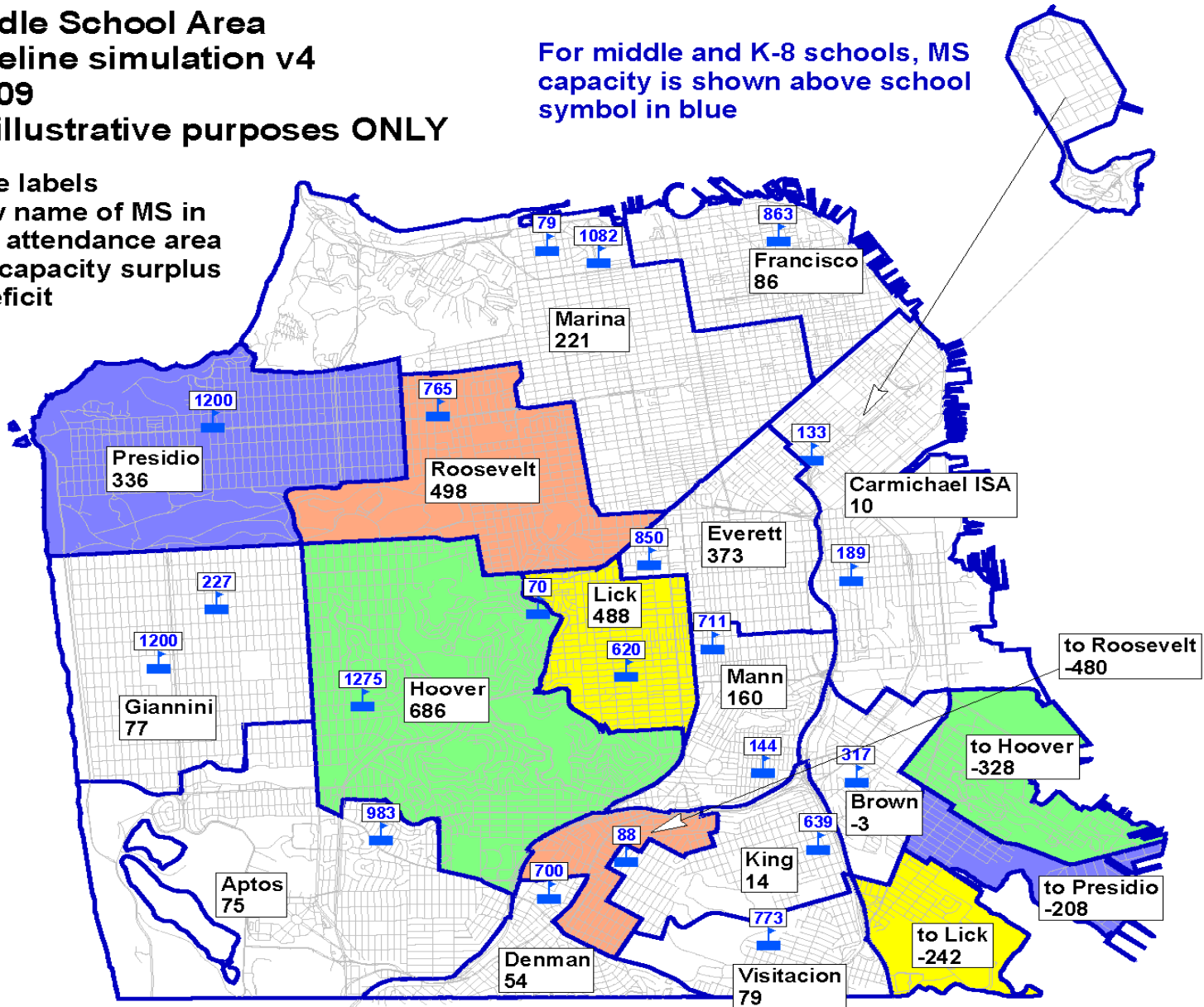


Satellites

Middle School Area
baseline simulation v4
6 7 09
for illustrative purposes ONLY

For middle and K-8 schools, MS
capacity is shown above school
symbol in blue

Large labels
show name of MS in
each attendance area
with capacity surplus
or deficit



Five Choice Options

1. Lottery with local school preference.
2. Lottery with academic diversity preference.
3. Lottery with academic diversity preference and local preference
4. Local schools with choice for city-wide programs.
5. Local schools with choice for all school

Key Findings: Choice Simulations

Board's 1st Priority: Reduce racial isolation and the concentration of underserved students in the same school.

- **There were no big differences across the different options in terms of the number of schools with:**
 - more than 40% English Language Learners
 - more than 60% of students
 - achieving Below Basic or Far Below Basic on the CST
 - of a single racial/ethnic group
 - with a low socio-economic status
- **Option 5 performed less well, but it was not a big difference** (local school assignments with choice for city-wide only)

Key Findings: Choice Simulations

Board's 2nd Priority: Provide equitable access to the range of opportunities offered to students.

- **The options that used the academic diversity preference (Options 2 and 3) outperformed the other options.**
- **There were no big differences across the options in terms of the number of under enrolled schools.**

Key Findings: Choice Simulations

Board's 3rd Priority: Provide transparency at every stage in the assignment process.

- All options performed the same in terms of providing transparency at every stage of the assignment process: they are strategically simple, non-wasteful, and allow for updates.
- The local options (Options 5 and 6) decrease the connection between on-time application and enrollment outcomes.