



**Student Assignment Redesign**  
**Ad Hoc Committee on Student Assignment**  
**February 24, 2010**

1



**Tonight's Objectives**

1. Understanding of the Superintendent's recommendations
2. Responses to questions raised by the Board on February 17, 2010
3. Agreement on next steps and the timeline

2



## Outline

1. Diversity and Student Assignment
2. Superintendent's Recommendations
3. Board's 2/17/10 Discussion
4. Next Steps

3



## Diversity Is Important

### Achievement Gap

- Racial concentration is one factor influencing a school's effectiveness
- Sharp differences in achievement outcomes and teacher assignment practices in schools with more than 80% African American, Latino, and Samoan, and there is some differential at the 60% rate

4



## Diversity Is Important

### 21<sup>st</sup> century vision of student success

- Broadens perspectives
- Diminishes stereo types
- Deepens critical thinking
- Develops multilingual and cross-cultural competency

5



HOW can we achieve diversity?

6



## How to Achieve Diversity?

How can we change our student assignment policy so that students of different racial/ethnic, socio-economic, academic, and linguistic backgrounds are enrolled in schools and attending classes together?

7



## How to Achieve Diversity?

### 1. Choice Assignments

- Requires changing choice patterns

### 2. Neighborhood Assignments

- Constrained by residential patterns
- Some neighborhoods are more diverse than current enrollments

### 3. District Selected Assignments

- Expensive
- Unpopular with families
- To what extent possible?



Not recommended.

8



## Why Not District Selected Assignments?

Given the residential patterns and the choice patterns in SFUSD, District selected assignments would require the Board to assign students

- to schools they have not historically requested and
- to schools that are located outside their neighborhood

9



## Why Not District Selected Assignments?

Community participation is critical to success of any system

- Some families will accept the system
- Some will be discontent, and will not participate

The greater the number of families that accept the system, the greater the opportunity to achieve the Board's visions and desired outcomes

10



## Why Not District Selected Assignments?

Current system (diversity index) was adjusted during first few years of implementation when the community rejected elements designed to maximize diversity

- For example, the community voiced desire for
  - An opportunity to list more than 3 choices
  - To get assigned to their highest ranked choice, not the choice that would maximize school diversity
  - To get designated to the school closest to their home, not schools where students would maximize diversity
  - To increase the number of seats available at popular high schools
- These changes weakened the system's ability to control the District's vision and desired outcomes
- A more aggressive approach was not possible in light of the community response to more aggressive strategies

11



## Why Not District Selected Assignments?

Impact on Enrollment Size and Diversity

- 92% of students who get their first choice enroll in the District, compared to 56% of students who do not get their first choice
- IF more of the students who did not get their first choice enrolled, then SFUSD could increase enrollment
  - For example, if 92% versus 56% of those who did not get their first choice enrolled in SFUSD, kindergarten enrollment could increase by approximately 500 students each year

(Source: Lapkoff Gobalet Demographic Research Inc.)

12



## Why Not District Selected Assignments?

### Superintendent's Recommendations:

- have the potential to meet the Board's goals
- could be implemented
- would be cost-effective to sustain over time
- could be monitored
- are flexible enough to change from year-to-year as necessary

13



## 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. **Encourage families** to enroll in schools with students of different racial/ethnic, socio-economic, academic, and linguistic backgrounds (i.e., work to change the demand patterns)
3. Establish an annual monitoring mechanism to determine if schools are becoming less racially concentrated, and **revise annually** as necessary

14



## Theory of Action

Five things together need to be in place to have a strong enough effect to have an impact on reversing the trend of racial isolation and the concentration of underserved students in the same school, and closing the achievement gap

15



## Theory of Action

If the SFUSD has

1. 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
2. System that ensures quality teaching and instructional leadership and promotes diversity among the faculty at each school
3. Strong and effective programs that attract a diverse student body and meet the needs of the students within each school
4. Professional development focused on culturally and linguistically responsive instruction and strategies to support integrated learning environments within each school
5. Equitable distribution of resources designed to promote and support diverse enrollments and quality schools in every neighborhood.

16



## Theory of Action

### 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

17



## Superintendent's Recommendations for Student Assignment

18



## Student Assignment Preferences

### Two geographic preferences

1. Local preference
2. Census tract integration preference (CTIP)

### Three non-geographic preferences

3. NCLB
4. Younger Sibling
5. Program pathways (SFUSD PreK, SFUSD language program)

19



## Student Assignment Preferences

Ranked in different ways depending on school, grade, program

Elementary	Middle	High	Language Programs	City-Wide
<ol style="list-style-type: none"> <li>1. Younger siblings</li> <li>2. SFUSD PreK and live in attendance area</li> <li>3. Attendance area</li> <li>4. CTIP 1</li> </ol>	<ol style="list-style-type: none"> <li>1. Attendance area*</li> <li>2. Younger siblings</li> <li>3. CTIP 1</li> </ol> <p>(*contiguous / non-contiguous)</p>	<p>Split school into two categories</p> <ol style="list-style-type: none"> <li>1. 40% CTIP 1</li> <li>2. 60% CTIP 2</li> </ol> <p>For each category</p> <ol style="list-style-type: none"> <li>1. Younger Sibling</li> <li>2. Attendance Area</li> </ol>	<ol style="list-style-type: none"> <li>1. Younger siblings &amp; Program Pathway</li> <li>2. Program pathway</li> <li>3. Younger siblings</li> <li>4. CTIP 1</li> </ol>	<ol style="list-style-type: none"> <li>1. Younger siblings</li> <li>2. SFUSD PreK at school</li> <li>3. CTIP 1</li> </ol>

20

(Policy pages 6-9 for more details)



## Student Assignment Preferences

- May need to adjust after first year if not meeting Board's goals
- For example
  - Rank sibling preference lower
  - Rank local preference lower/higher
  - Rank CTIP 1 preference lower/higher
  - Reserve % of seats for different preference groups
  - Etc.

21



## Why a Local Preference?

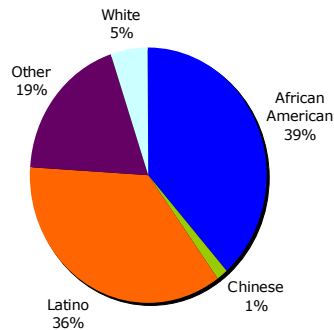
22



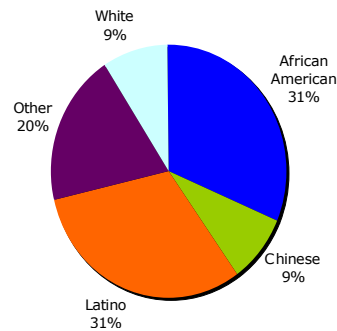
## Local Preference and Diversity

### Elementary schools with more than 60% AA/L/S

Students ENROLLED in Elementary Focus Schools



Students RESIDING NEAR Elementary Focus Schools



More residential diversity than enrollment diversity

23



## Local Preference and Quality Schools

- Message to community impacts **perception** of schools, which in turn impacts **enrollment**, **community support**, and the **educational opportunities** for students who attend the schools
- What message does the local preference send?
  - We value all schools equally
  - We believe we can create quality schools in every neighborhood
- If we discourage local enrollment, is it realistic to expect families from other areas of town to enroll?  
**What happened in the southeast?**

24



## Local Preference and Quality Schools

- There are connections between enrollment, resources, and quality
- More robust enrollments increase resources
  - Students and families
  - Teachers and staff
  - Financial
- Strategic Planning
  - Increased predictability enables more cost-effective and targeted use of resources
  - Focus reform efforts on the specific needs of different communities

25



## Local Preference and Quality Schools

- Strategically plan the placement of programs and services for families
- Leverage local resources (e.g., CBOs) to support the needs of students
- Reduce transportation costs
- Use space efficiently

26



## Local Preference

Recommendations are hybrid system – not just local preference

Local preference one component used different ways:

- Elementary school - 61% of seats get local preference, after sibling preference and before CTIP preference
- Middle school – local preference is not necessarily associated with proximity
- High school – CTIP is ranked higher and local preference is used as a tie-breaker

27



## Why a Census Tract Integration Preference (CTIP)?

28



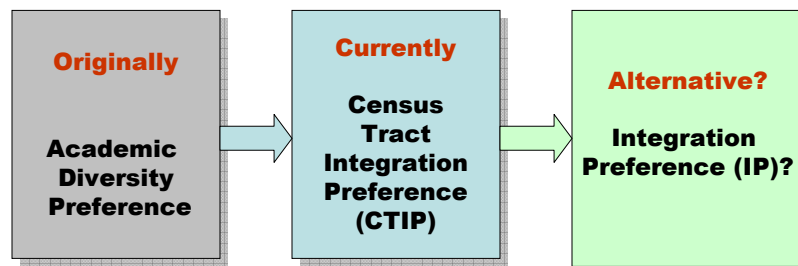
## CTIP - Concept

Use choice as a tactic to increase diversity by providing a preference to students who live in geographic areas of the city with traditionally lower test scores over their peers who come from areas with a history of higher academic performance

29



## CTIP - Terminology



30



## CTIP - Recommendation

### Elementary Level

- CTIP is ranked higher than local preference for city-wide schools and programs

K8 Schools (GEN)	Immersion Schools	Language Programs	Total % of K Seats for City-Wide
6%	8%	25%	39%

- Younger siblings receive the highest priority
- 39% of K seats district-wide rank CTIP above local preference
- 61% of K seats district-wide rank local preference above CTIP

31



## CTIP - Recommendation

### High School Level

- Younger siblings receive the highest priority
- 40% CTIP 1
- 60% CTIP 2

Maintaining the 40% / 60% allocations will be difficult

32



## CTIP – High School Enrollment (2008)

	% CTIP 1	% CTIP 2	% non-SF
O'Connell	74%	20%	6%
Jordan	66%	30%	4%
Marshall	65%	33%	2%
Mission	56%	41%	3%
Burton	54%	54%	43%
Galileo	41%	58%	1%
Wallenberg	41%	59%	1%
AAS@ SOTA	36%	62%	2%
Balboa	32%	66%	2%
Lincoln	29%	71%	0%
Washington	27%	72%	0%

33

Reduce



## CTIP – High School Allocations

Illustration of why it will be difficult to maintain  
40% / 60% allocations

	% CTIP 1 - 40%	% CTIP 2 - 60%	Implications
O'Connell	Currently: 74% 34% above allocation	Currently: 20% 40% below allocation	Reduce/limit CTIP 1 Increase CTIP 2
Washington	Currently: 27% 13% below allocation	Currently: 72% 12% above allocation	Reduce/limit CTIP 2 Increase CTIP 1

34



## CTIP – High School Allocations

- Is it realistic to think we can preserve CTIP 1/CTIP 2 allocations when requests are not aligned with the allocations?
- If you hold seats open for a period of time and then release them, are you creating an environment that encourages families to strategize?
- Most aggressive approach: maintain 40%/60% allocations
- Staff will continue to deliberate issues and will include specific recommendations in Administrative Regulations

35



## CTIP - Adjustments

- Could use demographic data other than CST scores of students who reside in the geographic area, e.g., race/ethnicity, socio/economic data, etc.
- Could use smaller geographic units to provide a more targeted preference

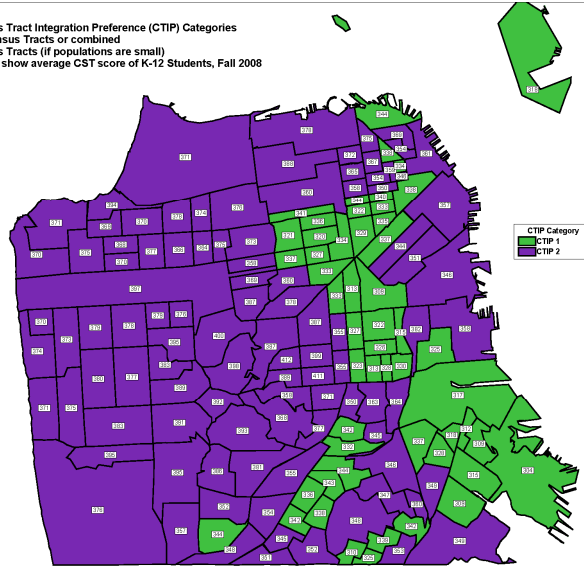
Let's explore smaller geographic units tonight

36



# CTIP - Recommendation

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



37

Leahoff & Quilley Demographic Research, Inc. 2/12/10  
www.Demographers.com



# CTIP - Current Recommendation

Quintile	African American	Chinese	Latino	Other	Samoan	White	Total	% of All
CTIP 2	1. highest quintile	3%	41%	7%	28%	0%	100%	20%
	2. next-to-highest quintile	6%	45%	9%	24%	0%	100%	20%
	3. middle quintile	5%	42%	25%	22%	1%	100%	19%
CTIP 1	4. next-to-lowest quintile	11%	33%	30%	21%	1%	100%	19%
	5. lowest quintile	29%	9%	41%	14%	4%	100%	20%
Not SFUSD resident	23%	8%	37%	25%	1%	7%	100%	2%

38

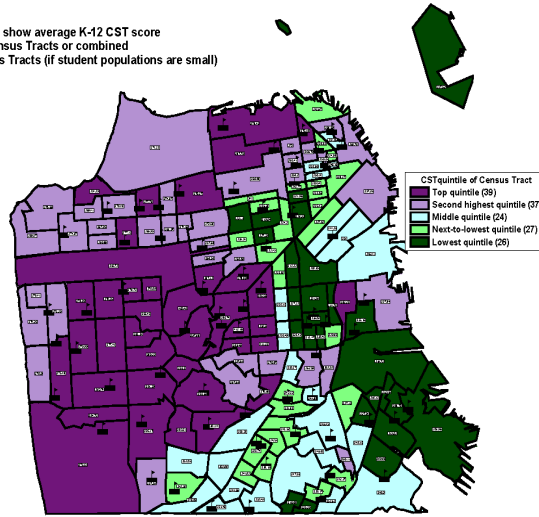


# CTIP - QUINTILES

Labels show average K-12 CST score for Census Tracts or combined Census Tracts (if student populations are small)

## Modified Recommendation

Use lowest quintile for CTIP 1 preference – smaller geographic area



39

Leifer & Gobartl Demographic Research, Inc. 20170009  
www.demographic.com



# CTIP - Modified Recommendation

Quintile	African American	Chinese	Latino	Other	Samoan	White	Total	% of All
1. highest quintile	3%	41%	7%	28%	0%	22%	100%	20%
2. next-to-highest quintile	6%	45%	9%	24%	0%	16%	100%	20%
3. middle quintile	5%	42%	25%	22%	1%	4%	100%	19%
4. next-to-lowest quintile	11%	33%	30%	21%	1%	4%	100%	19%
5. lowest quintile	29%	9%	41%	14%	4%	3%	100%	20%
Not SFUSD resident	23%	8%	37%	25%	1%	7%	100%	2%

CTIP 2

CTIP 1 →

40

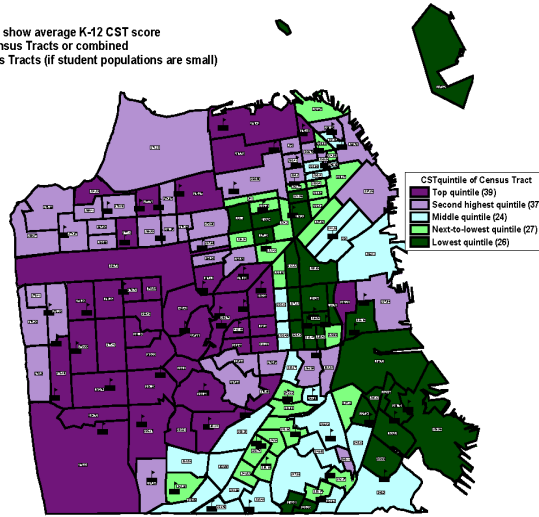


# CTIP 1 Modified = Dark Green

Labels show average K-12 CST score for Census Tracts or combined Census Tracts (if student populations are small)

**Modified Recommendation**

**Use lowest quintile for CTIP 1 preference – smaller geographic area**



41

Leibov & Gobalki Demographic Research, Inc. 20170209  
www.demographic.com



# Reasons for Order of Preferences

## Superintendent's Recommendations

42



## Reasons for Order of Preferences

### Elementary

- Ranking CTIP above local preference provided no real difference in terms of school level diversity
  - None of the simulations did -- all options are constrained by the choice and residential patterns of applicants
- CTIP applies to students who request schools other than their local school
  - Need to balance this preference since choice patterns and participation rates varies by race/ethnicity
- Recommendations balance preferences
  - 61% LP (after sibling)
  - 39% CTIP (after sibling)
- Proximity is more important for younger children

43



## Reasons for Order of Preferences

### Middle School

- Can create non-contiguous attendance areas
- Support cohorts of students transitioning to middle school
- Predictability
  - Reduces burden for families
  - Provides opportunities for increased collaboration between elementary and middle school principals
  - Increases District's ability to cost-effectively create instructional coherence and program pathways

### High School

- Balance enrollments across high schools
- Proximity is less important - local preference is diminished -- used as a tiebreaker

44



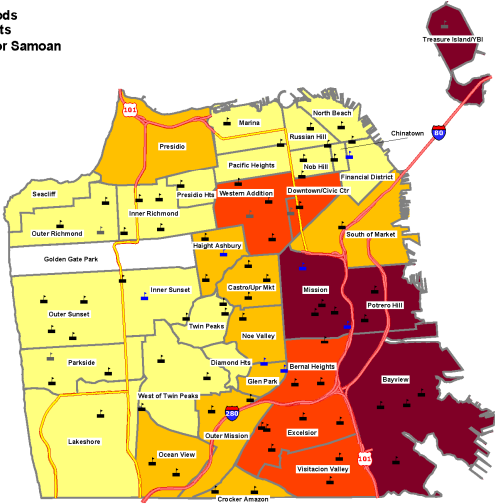
# Board's 2/17/10 Discussion

# 1. More Aggressive Approach?

City of SF Planning Neighborhoods  
Percent of Fall 2008 K-6 Students  
who were African American, Hispanic or Samoan

- No K-6 students
- 0% to 17%
- 18% to 37%
- 38% to 57%
- 58%+

District selected assignments that move students into and out of different areas of the city?



Laploff & Gobelet Demographic Research, Inc. 6/05/09  
www.Demographers.com

# 1. More Aggressive Approach?

- West and Northeast (move students in and out)
  - Increase enrollment of African American and Latino students, and
  - Decrease the enrollment of Chinese and White students
- Western Addition, East, and Southeast (move students in and out)
  - Decrease enrollment of African American and Latino students, and
  - Increase the enrollment of Chinese and White students

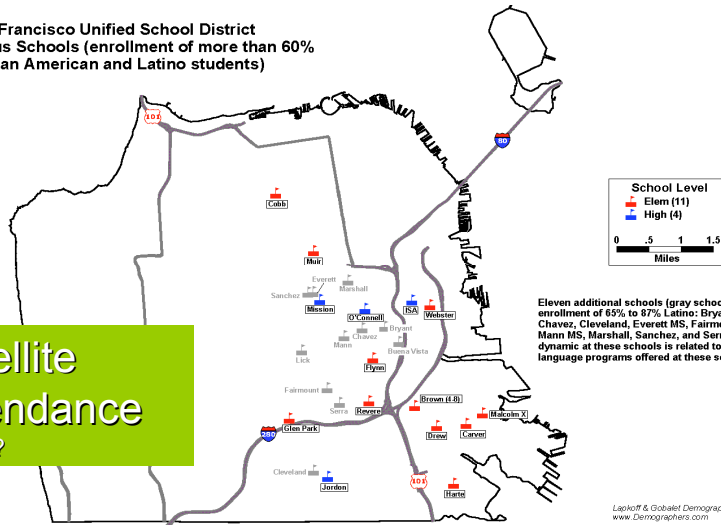
47



# 1. More Aggressive Approach?

San Francisco Unified School District  
Focus Schools (enrollment of more than 60%  
African American and Latino students)

satellite  
attendance  
areas?



Lackoff & Global Demographic Research, Inc. 1/04/10  
www.Demographers.com

48



## 2. Attendance Areas

- A. How can we include checks and balances for the development of attendance areas?
- B. What would service areas look like?
- C. Do you have an example of a middle school attendance area?

49



## 2. Attendance Areas: Checks & Balances

### Policy Amendments (Pages 4, 5, and 8)

- The Superintendent shall have the authority to approve and adjust attendance area boundaries using a process that includes a one-month public review process with the Board of Education.
- In developing administrative regulations, the Superintendent will describe the review and approval process to be used when modifying attendance area boundaries.

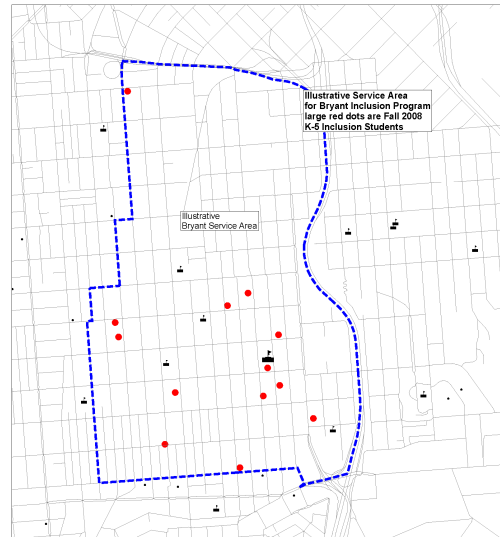
50



## 2. Attendance Areas – Service Areas

### Illustration of Service Attendance Area

Not a recommendation – an illustration of the concept!



51

SAN FRANCISCO  
SFUSD  
UNIFIED SCHOOL DISTRICT

## 2. Attendance Areas: Middle School

### Policy Amendment (Page 4)

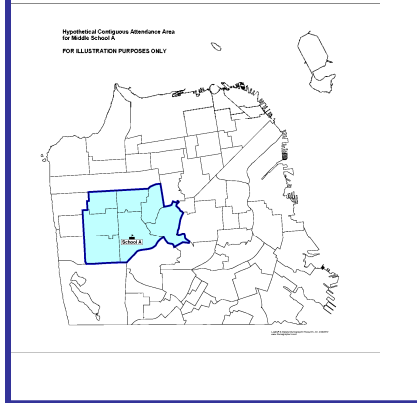
- To the extent possible, middle school attendance areas will be designed to facilitate diversity, program coherence, and cohorts of students moving from elementary to middle school.
- The middle school boundaries may be contiguous or non-contiguous.

52

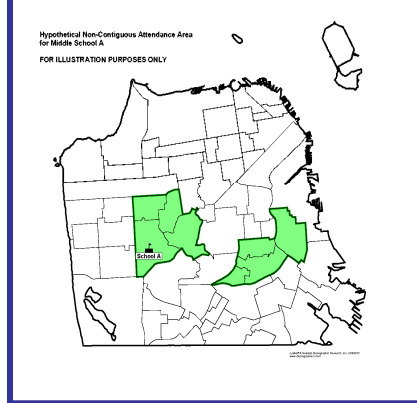
SAN FRANCISCO  
SFUSD  
UNIFIED SCHOOL DISTRICT

## 2. Attendance Areas: Middle School

### Contiguous Illustration



### Non-Contiguous Illustration



53

**Not a recommendation – an illustration of the concept!**



## 2. Attendance Areas: Middle School

- Racial/ethnic breakdown of illustrations compared to currents (%)

	African American	Chinese	Latino	Samoan	White	Other	Total
Currently	7%	35%	22%	0%	10%	26%	100%
Contiguous	2%	51%	3%	0%	15%	29%	100%
Non-Contiguous	11%	22%	26%	2%	15%	24%	100%

- There may be transportation implications with the non-contiguous approach

54



## 3. Monitoring

### Board Suggestions (2/17/2010)

- Establish specific goals to use as a basis for evaluating the system each year
- Establish a date for approving a monitoring infrastructure
- Identify ways the system would be modified if it is not meeting the goals

55



## 3. Monitoring

### Policy Amendment (Page 10)

The Superintendent will convene a group of third party experts with the skills, knowledge, and ability to review and analyze data. Before November 2010, the Superintendent, with the assistance of third party experts, will establish an infrastructure for monitoring student assignment, establish specific goals, and identify steps that should be taken if the student assignment system is not meeting the goals. The Superintendent, with the assistance of the third party experts, will conduct an annual assessment of the student assignment process and develop an annual report.

56



## 4. Special Education

### How Recommendations were Developed

- **Student Assignment Subcommittee: multi-department team**
- **Multiple staff working groups including - Special Education, EL/Multilingual, Pupil Services, Child Development, transportation, capacities, etc.**
- **Special Education working group explored - other districts, SFUSD data, challenges with our current system, transportation, implications of different options, etc.**

57



## 4. Special Education

### Feedback from CAC for Special Education

- **Place students via the IEP process with parent participation as defined by IDEA 2004**
- **Assignment should be based on IEP meeting**
  - Includes parents
  - Allows parents opportunity to visit proposed placements
  - Placement decisions should be for actual school site, not simply program
- **All programs are not the same, which is why placement decisions should be individualized**

58



## 4. Special Education

### Superintendent's Recommendations (Page 8)

- To the extent possible, given the unique needs of students as outlined in their Individual Education Plans (IEPs), the student assignment process used to assign general education students will be used to assign special education students.

### Why?

- By law, discrimination is unnecessarily treating students with disabilities differently from other students.

59



## 4. Special Education

### Superintendent's Recommendation (Page 8)

- The Superintendent shall establish service attendance area boundaries for special education programs not available at every school.

### Why?

- Increase transparency – at a glance families could see which schools offer the program their child needs relative to where they live.
- IDEA establishes a preference for a neighborhood assignment.
- Service areas provide an opportunity to offer a local/neighborhood preference in the assignment process in the event the same opportunity is available to general education students.

60



## 4. Special Education

### Superintendent's Recommendation (Page 8)

- **Policy Amendment:** Once the Board approves a new student assignment policy, the Superintendent will establish a working group of staff from Special Education, LEAD, the Educational Placement Center, the Information Technology Department, and Transportation to develop administrative regulations and build the infrastructure needed to support student assignment. The administrative regulations will comply with the requirements of applicable laws and facilitate the provision of an appropriate education to all special education students.

### Why wait until the policy is approved?

- Need to narrow scope and have guidelines that will enable staff to focus on the next level of detail.
- Same is true on multiple fronts e.g., managing capacity, guidelines for residents and non-residents, key dates, creating boundaries, address verification, etc.

61



## 5. PreK Assignments

### Policy Amendment (Page 10)

- Evaluate the PreK assignment process and explore ways to align it with the kindergarten assignment process.

62



## 6. Outreach and Recruitment

### Policy (Page 10)

To effectively use choice as a tactic to reduce racial isolation and the concentration of underserved students at the same school, and to accomplish other objectives, the Superintendent will undertake the following measures:

1. Placement of high quality and attractive programs at schools with high concentrations of underserved students and schools with a lack of diversity built into surrounding residential patterns.
2. Change the current configuration of programs and services to ensure equitable access, to facilitate preK-12 instructional coherence, and to attract a diverse group of students.
3. Campaign to encourage students across differences in language, race/ethnicity, and socioeconomic background to attend schools that students from their backgrounds have not historically requested and that may be located outside their neighborhoods.
4. Develop a targeted recruitment campaign to help SFUSD 8<sup>th</sup> graders.

63



## 6. Outreach and Recruitment

### Policy Amendments (Pages 6 and 7)

- At the beginning of the enrollment process:
  - SFUSD PreK students and SFUSD 8<sup>th</sup> graders will receive an application form and a packet of information describing the enrollment process, the timelines, and the school options available to them.
  - SFUSD 5<sup>th</sup> graders will get an initial assignment to their attendance area school, and a packet of information describing the enrollment process, the timelines, and the middle school options available to them.
  - The packets of information will include details about resources available to assist families learn about SFUSD school options and the programs available at each school.

64



## 7. Address Verification

### Policy Amendment (Page 12)

- Following adoption of a new student assignment policy, staff will develop aggressive procedures for verifying student addresses.

65



## 7. Address Verification

Staff have begun exploring more rigorous address verification procedures:

- Documentation
  - What?
  - How frequently?
- Investigations
  - Methods?
  - Resources?
- Consequences
  - Legal?
  - Monetary?

66



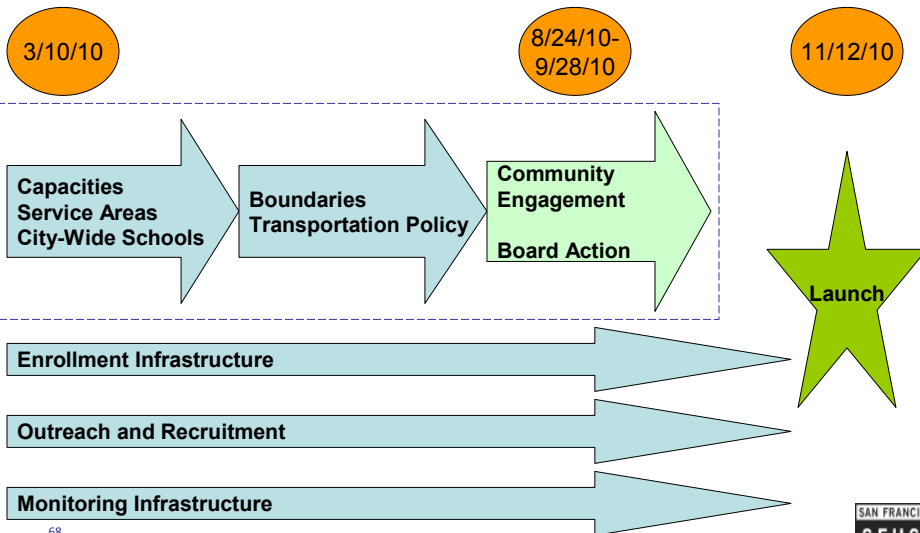
## Next Steps

2<sup>nd</sup> Reading, March 9, 2010

67



## Dependencies and Key Dates



68



## Questions for the Board

- Are there any unanswered questions?
- Is there any additional information you would like from staff?
- Are there specific amendments you would like to make to the policy?