
SFUSD's Student Assignment System

June 2, 2011

Today's Objectives

Build an understanding of SFUSD's student assignment system by

- **sharing information about**
 - the historical context
 - why the Board redesigned student assignment
 - the Board's policy goals for the new system
 - how the new system works
 - the proposal for a K8 infrastructure
- **Responding to questions**

Historical Context

Historical Context

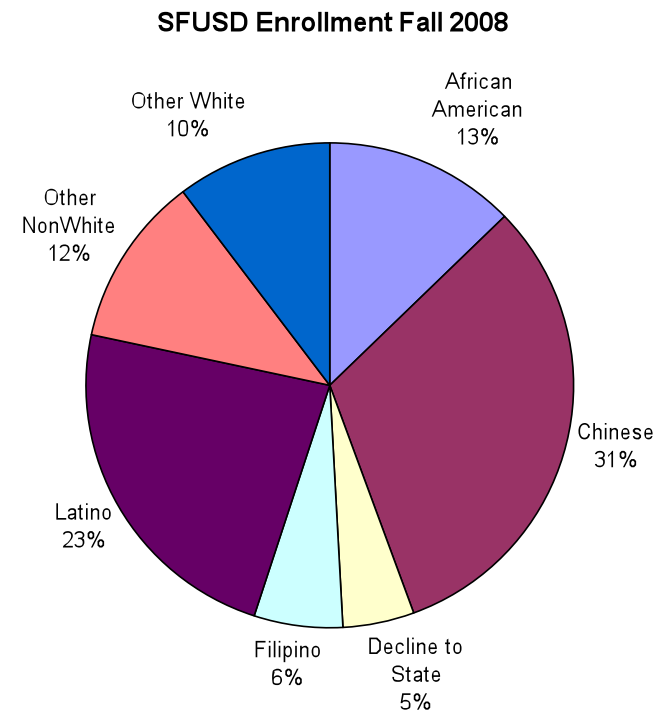
- 1978 – NAACP alleged District and State engaged in discriminatory practices and maintained segregated school system
- 1983 – Consent Decree approved by District Court
 - Racial/ethnic guidelines
 - Optional Enrollment Process (17 years)
- 1994 – No plaintiffs
- 2001 – District Court approved *Excellence for All*
 - Random lottery 2001 (1 year)
 - Diversity Index Lottery 2002-2010 (8 years)
- December 31, 2005 – Consent Decree Expired
- March 2009 – Board of Education approved new student assignment system

Why the Board Redesigned Student Assignment

Why Redesign Student Assignment

Old system did not meet SFUSD's longtime goals of reducing racial isolation and improving educational opportunities and outcomes for all students

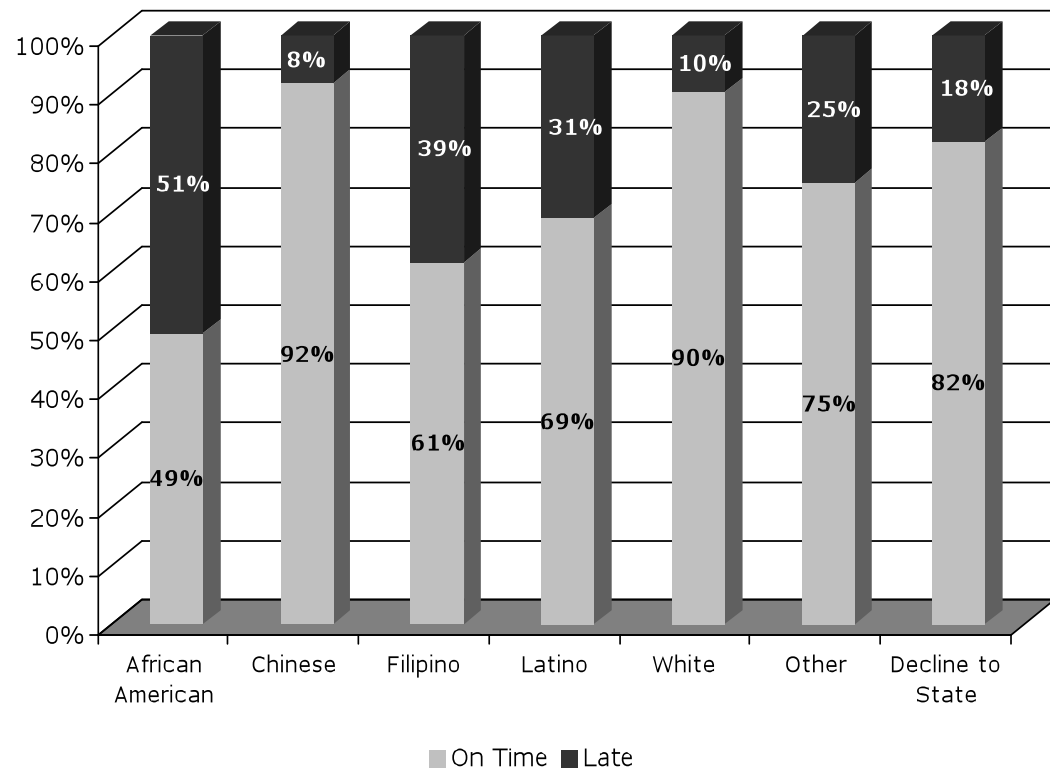
- Quarter of schools more than 60% a single racial/ethnic group
- Achievement gap has persisted for African American, Latino, and Samoan students



Why Redesign Student Assignment

Participation in
our choice
process varied
greatly by
racial/ethnic
group

% of Applicants who Applied
On-Time (Round 1) versus Late (after Round 1)
Kindergarten 2008-09 School Year



Why Redesign Student Assignment

- Boundaries for attendance areas had not been revised since the early 1980s
- Some schools are under-enrolled while others are over-enrolled
- Many families reported finding the old system time consuming, unpredictable, and difficult to understand

Complex: No Simple Solution

- **San Francisco's residential patterns and hills present key challenges**
- **There is great movement between neighborhoods**
- **There is also great variation in movement among neighborhoods**

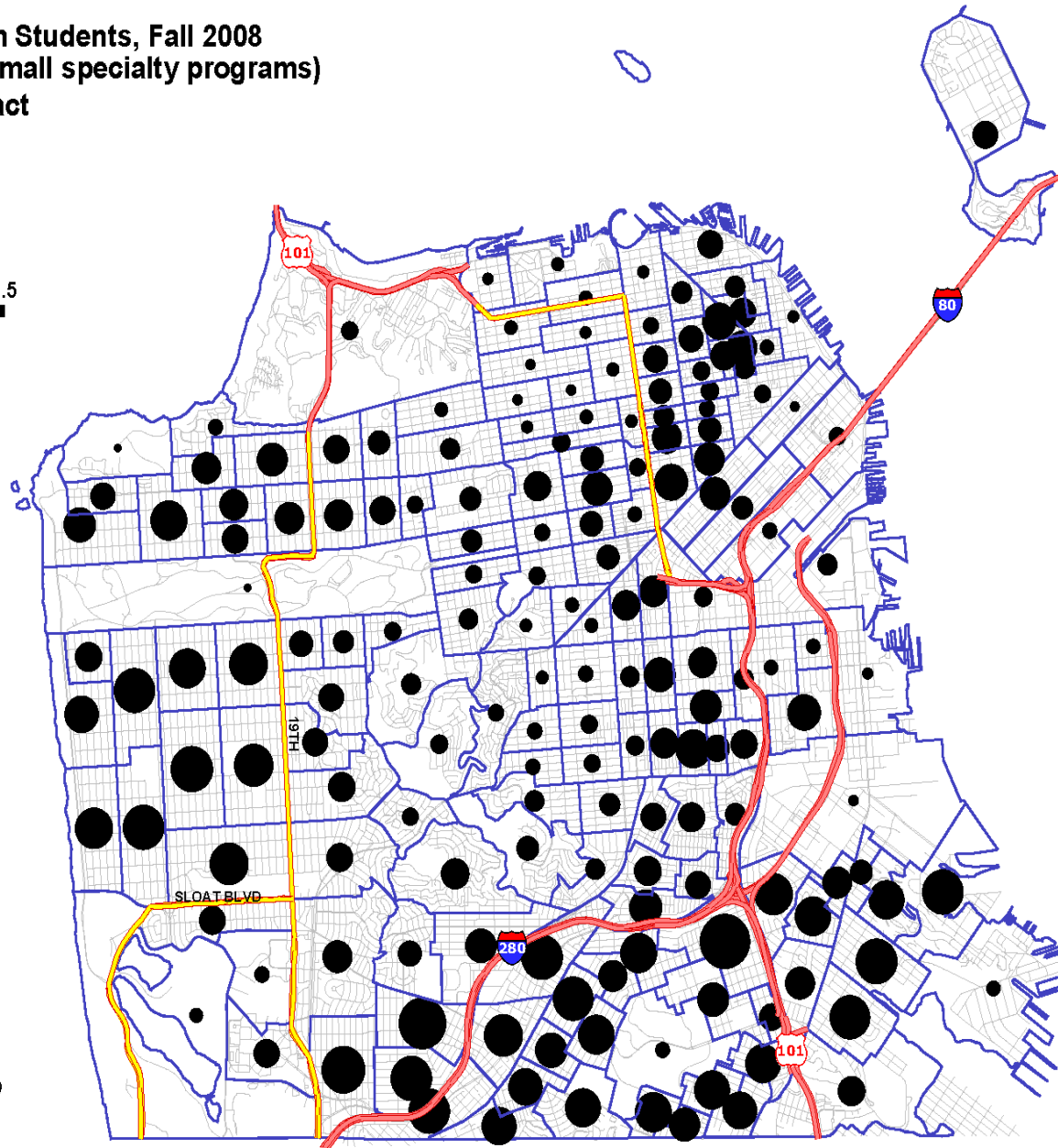
Complex: No Simple Solution

- Student density patterns vary throughout the city
 - Heavy concentrations (37%) of currently enrolled student population live in the southeast part of the city
- There is a mismatch between where students live and where schools are located

**Number of K-12 Regular Program Students, Fall 2008
(excludes students in charters and small specialty programs)
by Census Tract**



K-12 Students



Lapkoff & Gobalet Demographic Research, Inc. 7/01/09
www.Demographers.com

Board's Goals

Multiple Factors Influence Policy

- Years of parent input influenced the current student assignment policy
- Other important factors also influence policy and practice, including educational research, input from educators, data about student achievement, enrollment trends, etc.

Quality Middle Schools (P5101)

- “School quality is the paramount concern, and a student assignment system alone cannot ensure school quality”
- “Student assignment is *one part* of creating educational environments in which all students can flourish”

Theory of Action (P5101)

If the SFUSD has:

- a 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;
- a human capital allocation system that ensures quality teaching and instructional leadership and promotes diversity among the faculty at each school;
- strong and effective programs that attract a diverse student body and meet the needs of the students within each school;
- professional development focused on culturally and linguistically responsive instruction and strategies to support integrated learning environments within each school; and
- an equitable distribution of resources designed to promote and support diverse enrollments and quality schools in every neighborhood;

Theory of Action (P5101)

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.

Student Assignment Policy Goals (P5101)

1. Facilitate student diversity within the parameters of current law
2. Work in alignment with other District initiatives designed to avoid racial isolation and the concentration of underserved students in the same school
3. Support the strategic use of limited resources to provide PreK-12 program pathways and quality schools in every neighborhood
4. Provide equitable access to the range of opportunities offered to students
5. Create robust enrollments at all schools

Student Assignment Policy Goals (P5101)

- 6. Be simple and easy to understand, and provide transparency at every stage of the assignment process**
- 7. Offer families a degree of predictability regarding where their children will attend school**
- 8. Minimize the degree of effort families must invest to enroll their children in school**
- 9. Permit the efficient and cost-effective use of school facilities and transportation**
- 10. Be cost effective to implement and sustain over time**

Current Assignment Process

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

Choice with Preferences if Requests Exceed Openings

- Tiebreakers ranked in different ways depending on school, grade, program
 - Younger siblings
 - Live in attendance area and attend SFUSD PreK
 - Live in low test score area (CTIP1)
 - Live in attendance area (elementary only)
 - Dense population areas (elementary only)
 - Program pathway
- Example: Middle School Tiebreakers (March 2011)
 - Younger siblings
 - Low test score area
 - Random number

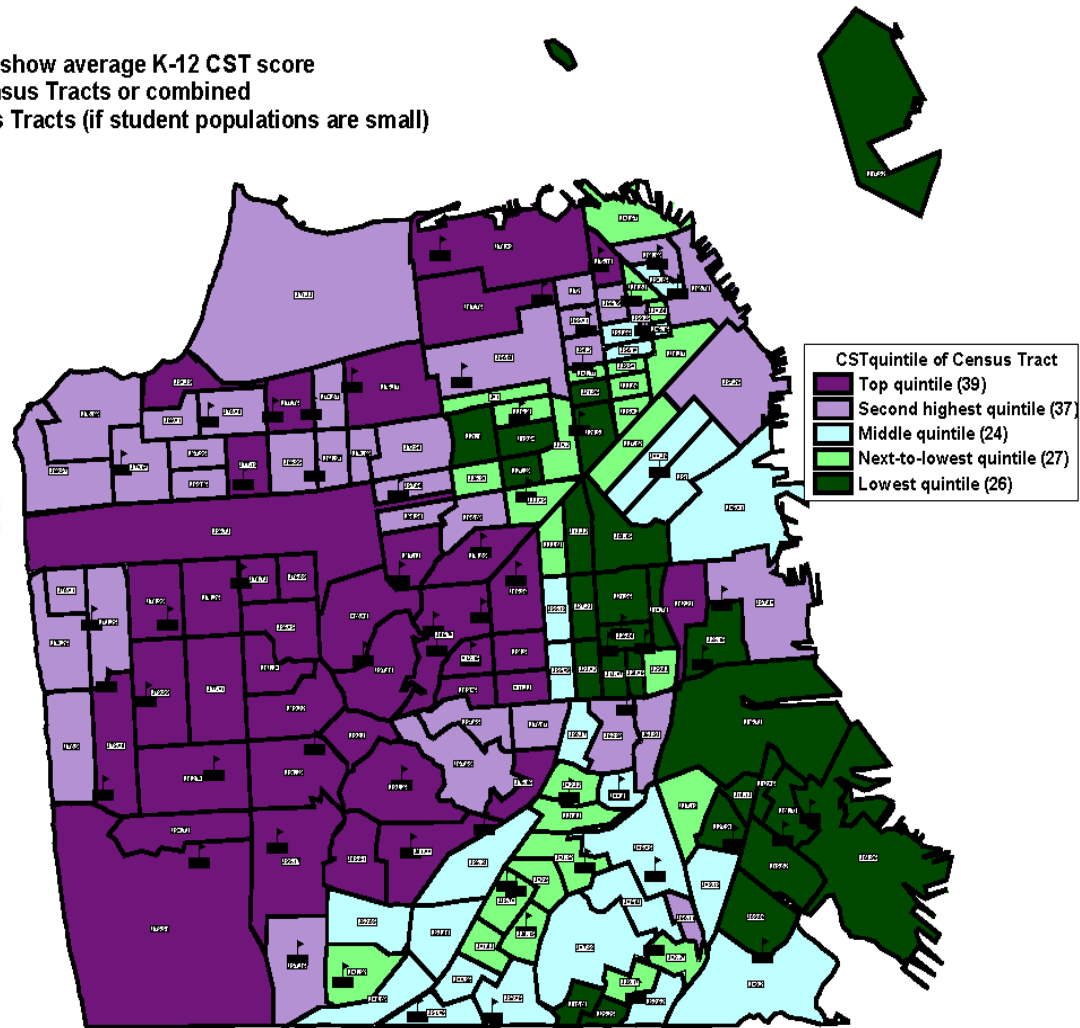
Low Test Score Areas (CTIP1)

Computed average 2006-2009 California Standards
Test English Language Arts scores for each
combined census tract (143,217 student records)

CTIP - QUINTILES

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

Use lowest
quintile for CTIP 1
preference –
smaller geographic
area



Lapko & Gobalet Demographic Research, Inc. 2/17/2010
www.Demographers.com

How do Tiebreakers Work?

- Assignments are made by looking to all the possible combinations of tiebreakers in hierarchical order
- The highest tiebreaker always trumps any combination of lower tiebreakers
- If tiebreakers do not resolve ties, then seats are allocated by random number

How do Tiebreakers Work?

Example: March 2011, 6th Grade

- 3,300+ applicants
- 10,500+ requests
 - 77% of requests had no tiebreakers
 - 18% CTIP1 tiebreaker
 - 3% younger sibling tiebreaker
 - 1% younger sibling and CTIP1 tiebreaker

	Aptos	Giannini	Presidio
Sibling tiebreaker	36	62	52
Sibling & CTIP1 tiebreaker	13	6	5
CTIP1 tiebreaker	201	138	156
No tiebreakers	972	1173	1137
Total # Requests	1,222	1,379	1,350

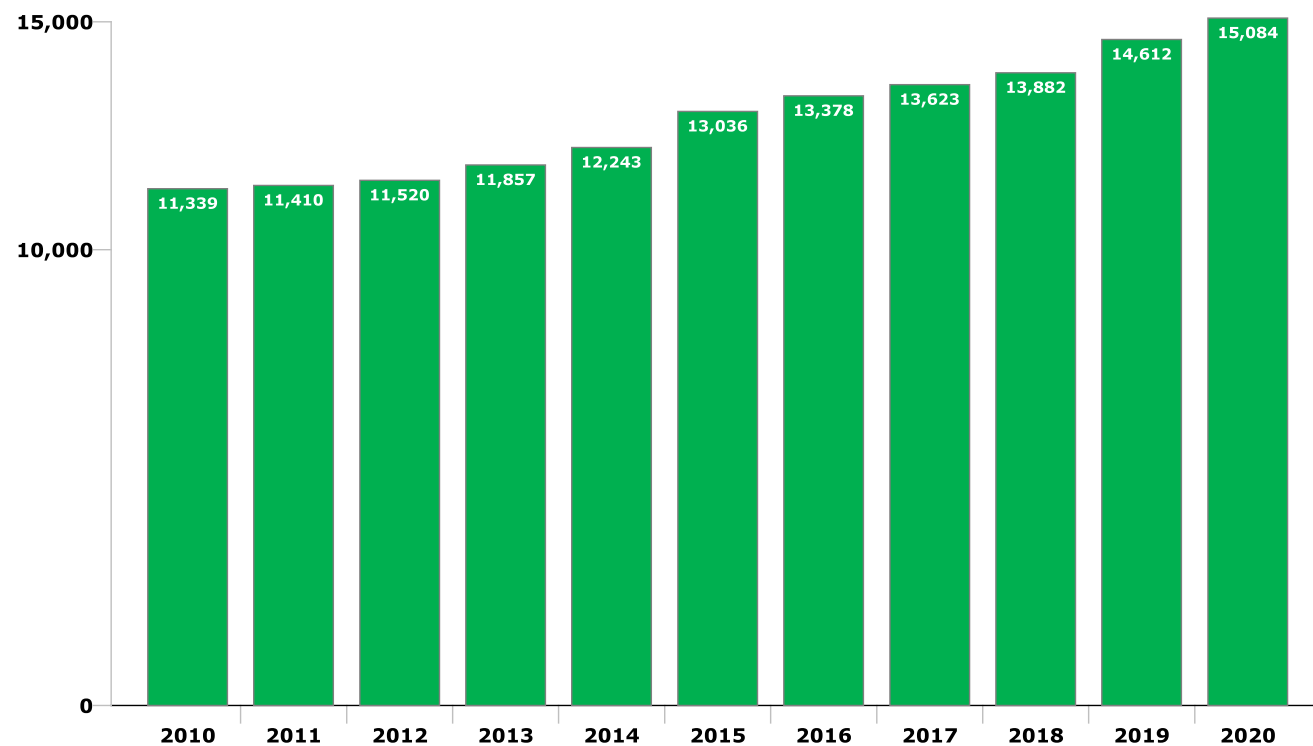
Findings from March 2011

- **More interest overall in SFUSD**
 - 5% growth in kindergarten this year (237 more)
 - 22% growth since 2005 (900 more)
- **Low demand based on closest school or attendance area school**
 - 23% kindergarten listed attendance area first
 - 24% kindergarten listed closest school
- **Demand outpaces capacity**
 - 14 out of 72 schools listed as a first choice for 50% of kindergarten applicants – 11 requests for every opening
- **Percent getting choices similar to prior years**
 - 74% received first, second, or third choice

K8 Infrastructure

Enrollment Forecast

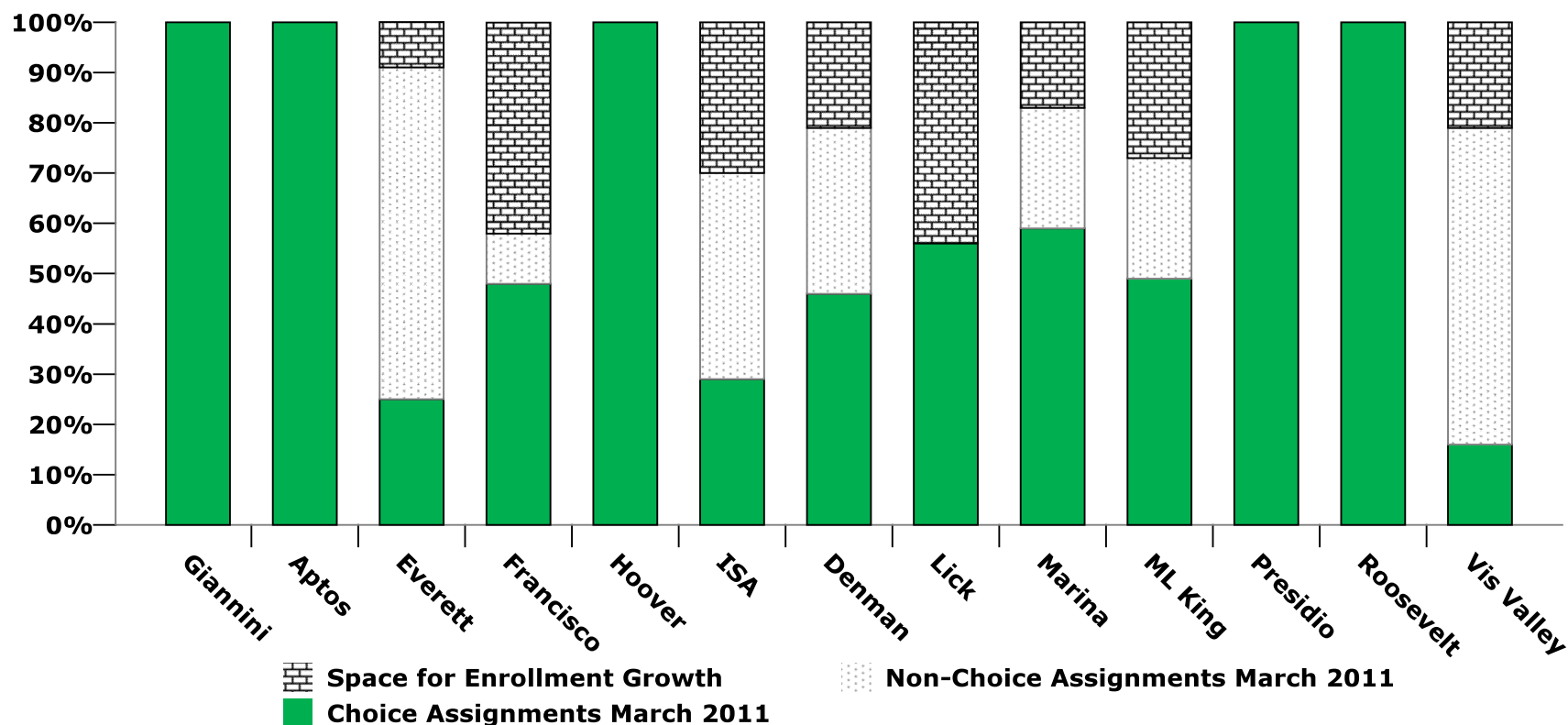
Middle school enrollment will increase 33%, a result of the large birth cohorts of the early 2000s



20 Source: Demographic Analyses and Enrollment Forecasts for the SFUSD, March 18, 2010 Lapkoff & Gobalet Demographic Research, Inc.

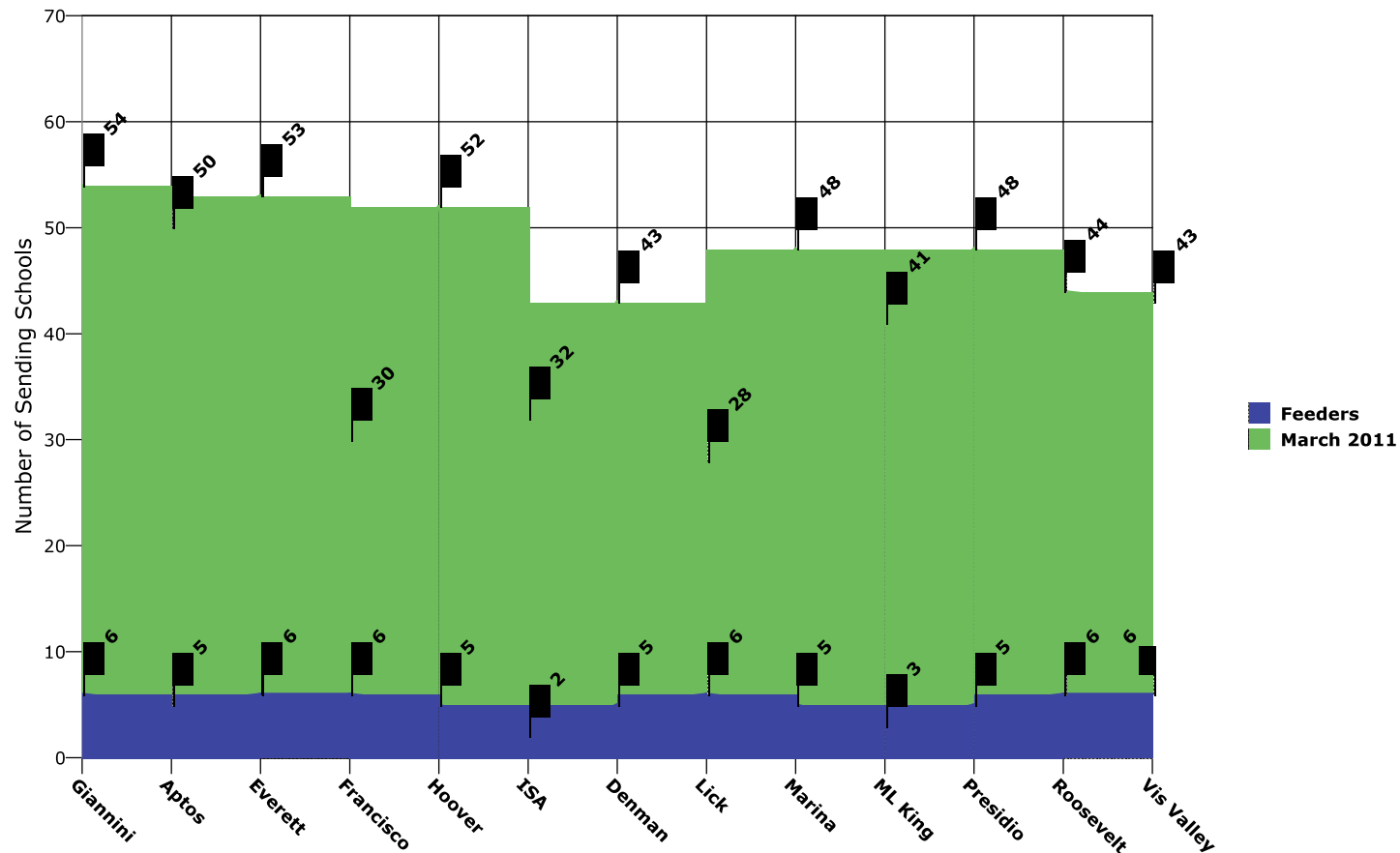
Choice System Doesn't Mean Everyone Get's their Choice

33% enrollment growth and choice



Strategic Use of Limited Resources, Cost Effectiveness, Sustainable (Goals 3, 9, 10)

Middle schools receive students from 28 to 54 elementary schools



Strategic Use of Limited Resources, Cost Effectiveness, Sustainable (Goals 3, 9, 10)

- Our mandatory choice system with limited connection to where students live has resulted in the dispersion of students throughout the city
- This dispersion of students and lack of predictability regarding enrollments makes it very difficult for the District to develop projections for strategic planning purposes, to use facilities efficiently, and to cost-effectively create PreK-12 instructional coherence and equitable access to programs and services

Transparent, Predictable, Minimize Effort (Goals 6, 7, and 8)

- K8s are simple and easy to understand providing transparency at every stage of the assignment process
- K8s offer a degree of predictability regarding where children will attend school
- K8s minimize the degree of effort families must invest to enroll their children in school

Questions