

ROUND 1 ASSIGNMENTS, MARCH 20TH 2017

Educational Placement Center



BACKGROUND INFORMATION



Board's Theory of Action (Policy 5101)

IF the SFUSD has:

1. 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;
2. a **human capital** allocation 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; and
5. an **equitable distribution of resources** designed to promote and support diverse enrollments and quality schools in every neighborhood;

THEN the SFUSD can:

1. reverse the trend of racial isolation and the concentration of underserved students in the same school;
2. provide equitable access to the range of opportunities available;
3. 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.

Board's Goals for Student Assignment (Policy 5101)

1. Facilitate student diversity within the parameters of current law.
2. Work in alignment with other initiatives designed to avoid racial isolation and the concentration of underserved students.
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 available.
5. Create robust enrollments in all schools.
6. Be simple, easy to understand, and transparent at every stage.
7. Offer families a degree of predictability.
8. Minimize the degree of effort families must invest.
9. Permit the efficient use of school facilities and transportation.
10. Be cost effective to implement and sustain over time.

1. How SFUSD's Student Assignment System Works

SFUSD's student assignment system is a school choice system that is designed to place students in schools within SFUSD in adherence to Board of Education Policy P5101.

The system uses a series of preferences, known as tie-breakers, to place applicants in schools.

Before placements are finalized, the system looks for potential transfer sets that would result in placements to higher ranked requests.

Students who do not receive a requested school are assigned to a school through a process of designation which considers geographical distance.

3. Cohort Sets

- To determine the order in which requests are sorted, each request is assigned to one or more "cohort". A cohort is a group of students or requests that shared a tie-breaker. For example, requests submitted to a school by students who have older siblings attending the school are part of the "sibling" cohort.
- For each type (citywide or attendance area) and level (elementary, middle, high) of school and program, a different list of cohort orders is used – these are "Cohort Sets."
- Each school looks at all the requests it received, and it sorts the requests by looking at the combination of tie-breaker cohorts in order of preference based on the cohort set that matches the type and level of school and program requested. For example, a request for a kindergarten attendance area school has a combination of *Sibling*, *Attendance Area*, and *CTIP1* tie-breakers will be ranked higher than a request that only has a *Sibling* tie-breaker. **Higher ranked tie-breakers always trump combinations of lower ranked tie-breakers.**

2. Tie-breakers/Preferences

Students are placed in their highest ranked choice as long as there are openings. The student assignment system sorts requests using a series of preferences, known as tie-breakers, to place applicants in schools.

The following tie-breakers are **request level tie-breakers**, which means they are applied to specific requests from students.

- AAP.** Requests from PreK or TK students who live in the attendance area of the school and are also enrolled in an SFUSD preK or TK in the same attendance area of the requested school.
- AA.** Requests from students who live in the attendance area of the school requested.
- Bayview.** Requests for Brown MS from students enrolled in Carver, Drew, Harte, or Malcolm X.
- CL.** Requests from students who are enrolled in and wish to continue in a language program.
- CLS.** Request from students who are enrolled in and wish to continue in a language program AND who are the younger sibling of a student who is enrolled in and will be enrolled in the language program at the school at issue.
- MSF.** Requests from students who attend an elementary K-5 which is identified as a school that feeds into a specific middle school.
- PreK.** Requests from Kindergarten students who attend an SFUSD preK or TK program at the city-wide school they are applying to.
- Sibling.** Requests from a younger sibling of a student who is enrolled in and will be attending the school.
- 94124.** Requests for Brown MS from students who live in 94124.

The following tie-breakers are **student level tie-breakers**, which means they are applied to all requests submitted by a student who meets the parameters for the tie-breaker in question.

- CT1.** Students who lived in areas of the city with the lowest quintile of average test scores.
- Random Number.** A random number is added to every request.

OUTCOMES OF ROUND 1, 2017-18 SCHOOL YEAR

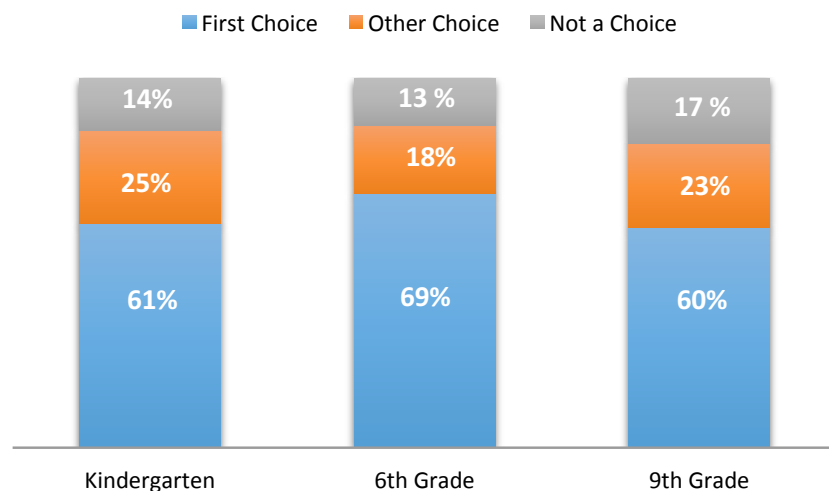
Number of Applications

Grade	# Applications 2017-18	# Applications Last Year	Difference
TK	541	469	72
K	4,593	4,744	(151)
6th	3,469	3,549	(80)
9th	4,551	4,416	135
All other	1,371	1,369	2
Total	14,525	14,547	(22)

Key Findings About Number of Applications

- There were 14,525 applicants in Round 1, which is about the same number as last year
 - 72 more TK applicants
 - 151 fewer kindergarten applicants
 - 80 fewer 6th grade applicants
 - 135 more 9th grade applicants

Students Receiving Choice Assignments



Key Findings About Students Receiving Choice Assignments

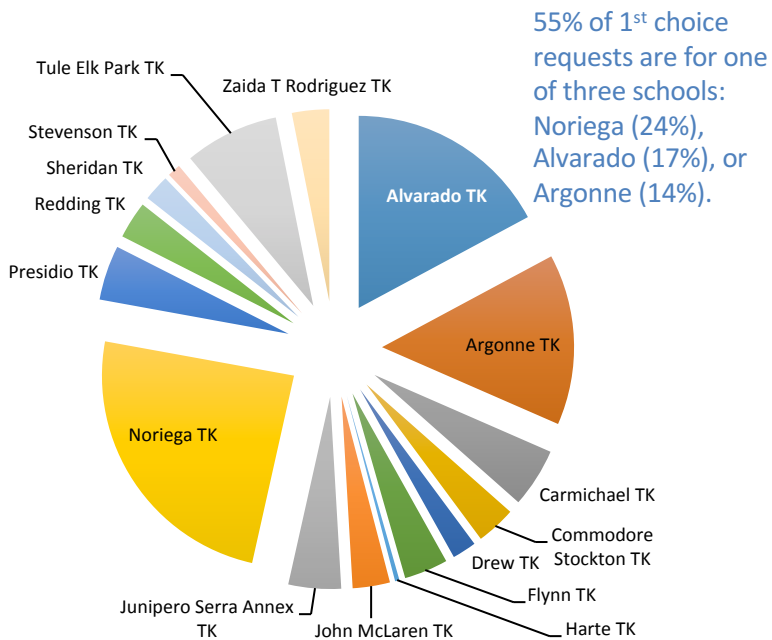
- **86% of kindergartners got one of their choices** this year (last year it was 88%)
 - **61% got their 1st choice** (last year it was also 61%)
- **87% of 6th graders got one of their choices** this year (last year it was 94%)
 - **69% got their 1st choice** (last year it was 78%)
- **83% of 9th graders got one of their choices** this year (last year it was 87%)
 - **60% got their first choice** (last year it was 58%)

More detailed information about the request patterns and choice patterns for Kindergarten, 6th Grade, and 9th Grade is provided on the next few pages.

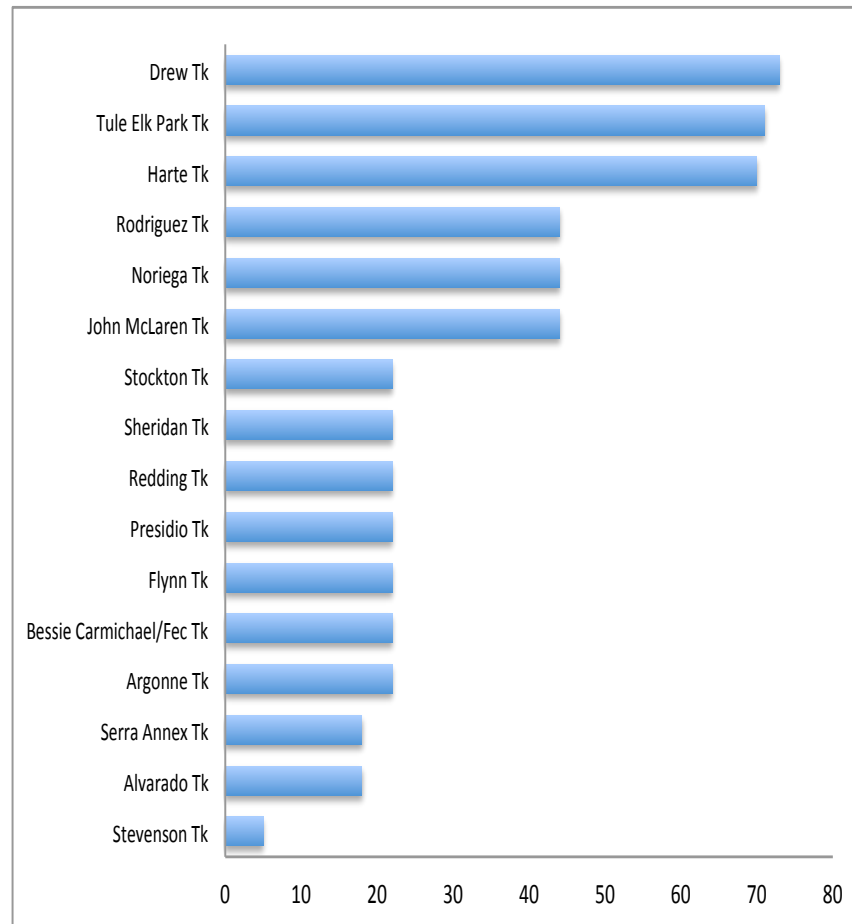
TK REQUESTS

The number of applicants has grown from 469 in 2016-17 to 542 in 2017-18 (73 more students / 16% growth)

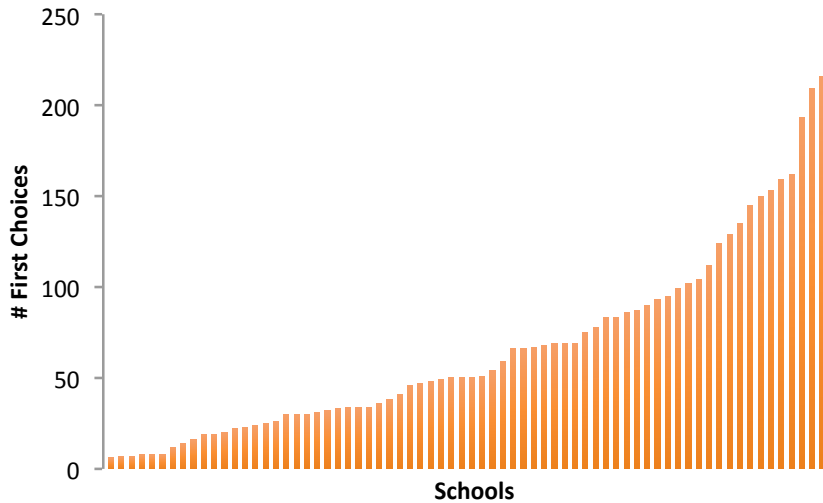
First Choice Requests	
Alvarado TK	93
Argonne TK	78
Carmichael TK	27
Commodore Stockton TK	18
Drew TK	11
Flynn TK	20
Harte TK	2
John McLaren TK	17
Junipero Serra Annex TK	24
Noriega TK	132
Presidio TK	25
Redding TK	17
Sheridan TK	12
Stevenson TK	6
Tule Elk Park TK	43
Zaida T Rodriguez TK	17
Grand Total	542



TK ASSIGNMENTS



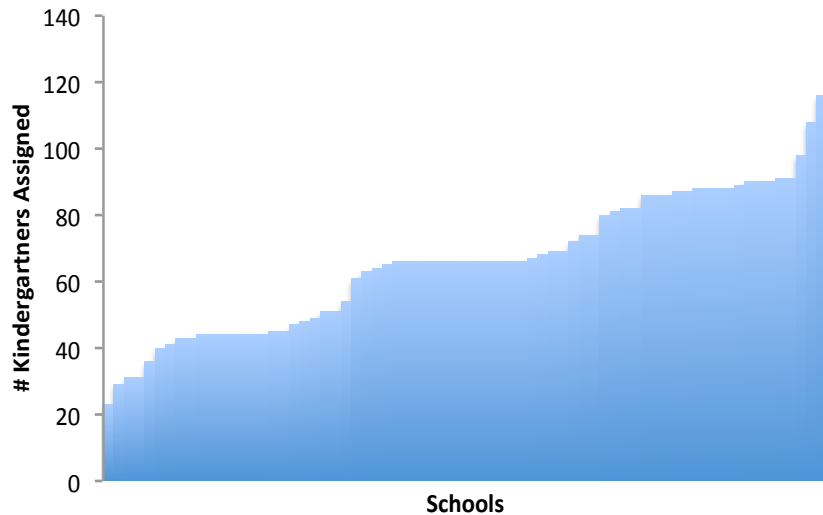
First Choice REQUESTS by School



Key Findings About REQUESTS

- First choice requests for schools varied greatly; some schools received lots of requests while others received very few
 - 52% of families listed one of 17 schools as a first choice
 - Less than 10% of families listed one 23 schools as a first choice
- There are 70 different elementary schools to choose from
 - 16% listed just one choice on their application
 - 25% listed three or fewer choices
 - 1% (53 people) listed 70 or more choices
- There are tensions between demand patterns and the opportunity
 - a) for students to receive a choice assignment; and
 - b) to create robust enrollment in all our schools

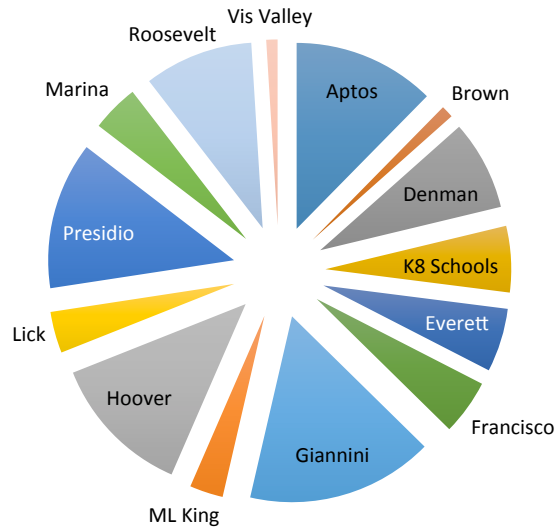
Round 1 ASSIGNMENT OFFERS by School



Key Findings About ASSIGNMENTS

- There is a tension between choice and creating robust enrollment in all our elementary schools
 - 34% of schools have **fewer** than 54 incoming kindergartners, and 5 of these schools have fewer than 40
 - 29% have **more** than 88 incoming kindergartners, and 3% have more than 100
- 14% of students did not get any of their choices, so they received a designated/non-choice assignment to one of 21 different schools

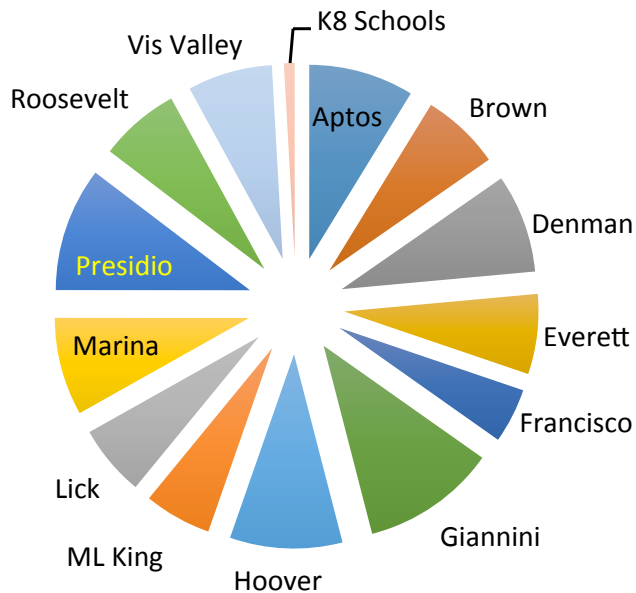
First Choice REQUESTS by School



Key Findings About REQUESTS

- 1st choice requests for schools varied greatly; there are four highly requested schools and four under requested schools
 - 53% (1,870) of all applicants requested Giannini, Hoover, Presidio, or Aptos as 1st choice
 - 9% (297) of all applicants requested Brown, Vis Valley, ML King, or Lick as a 1st choice
- 6% of applicants requested one of the K8 schools as a 1st choice
- There are tensions between demand patterns and the opportunity
 - a) for students to receive a choice assignment; and
 - b) to create robust enrollment in all our schools

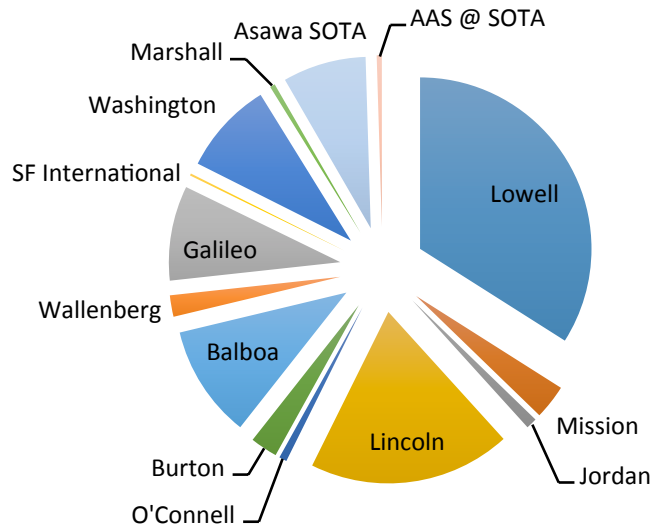
Round 1 ASSIGNMENTS by School



Key Findings About ASSIGNMENTS

- Assignments are distributed more evenly across schools than 1st choice requests
- Through the Middle School Redesign Initiative, principals have been working together to promote universal educational opportunities that prepare middle schools for the graduate profile in Vision 2025, and this year they spent time articulating the ideal program size across middle schools
- EPC and Communications are working with Vis Valley and Brown to help them promote the educational opportunities available to students using a variety of strategies, including:
 - Welcome School Newsletter
 - Phone Bank – parents, school staff, and central office staff
 - Welcome Packets
 - School Website Redesign
 - Elementary Visits

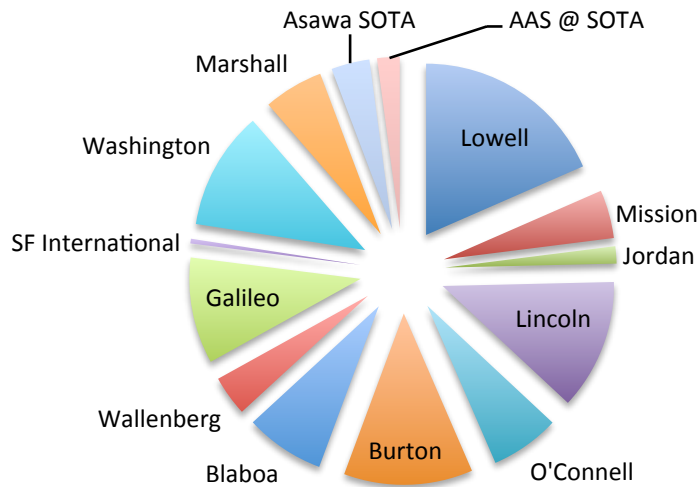
First Choice REQUESTS by School



Key Findings About REQUESTS

- 4,554 students submitted an application for 9th grade
- 1st choice requests for schools varied greatly; some schools received lots of requests while others received very few
 - 34% (1,548) of all applicants requested Lowell as a 1st choice
 - 19% (868) requested Lincoln
 - 11% (484) requested Balboa
 - 9% (407) requested Galileo
 - 9% (399) requested Washington
 - 8% (358) requested Asawa SOTA
 - 11% (490) requested one of the other 8 high schools
- 57% of the schools (8 out of 14) received just 11% of all 1st choice requests

Round 1 ASSIGNMENTS by School



Key Findings About ASSIGNMENTS

- There is a tension between choice and creating robust enrollment in all our high schools
- Assignments are distributed more evenly across schools than 1st choice requests, however, there are still massive variances
 - 54% of students are receiving offers to 4 of our 14 high schools: Lowell 18%; Lincoln 12%; Burton 12%; and Washington 11%
 - 4% of students are receiving offers to 3 of our schools: AAS @ SOTA, Jordan, SF International
- 17% did not get any of their choices; they received a designated/non-choice assignment to Burton, Marshall, or O'Connell