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Update on Home-Based Assignment Plan

April 13, 2016

BOSTON Public Schools

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Agenda

- Review of Home Based Assignment Plan

- Approved modifications to Home Based Plan Since Initial Implementation

- Preliminary Analysis of First Two Years of Implementation (MIT School Effectiveness and Inequality Initiative)

- Next Steps

Review of Home Based Assignment

- In March 2013, the School Committee approved a new school choice process to provide **greater access to quality schools closer to home**

- The core of this process is the Home Based Assignment plan

- Under the Home Based plan, school choice lists contain an average range of 12 to 14 schools, including:
  - 2 closest Tier I schools
  - 4 closest Tier I or II schools
  - 6 closest schools from the first, second, or third tiers

- Every list also includes all schools within one mile from home, citywide options, regional school, sibling schools, and Option Schools to ensure program and seat availability

- Tiers have been based on a combination of a school's MCAS score, which includes measures for proficiency and academic growth

Review of Home Based Assignment

- School Committee also approved a number of other provisions:

  - **English Language Learners (ELLs) Overlay:** ELLs at ELD levels 1-3 have access to all schools in their home-based list plus any cluster schools that offer SEI programming

  - **Students with Disabilities (SWDs) Overlay:** SWDs have access to any program within their cluster, with both substantially separate and inclusive options

  - **Middle School Overlay:** Guaranteed K-8 pathway for all students to offer predictability for families

  - **Quality Commitments:** including more K-8 pathways, more school options, and the creation of more comprehensive school quality measures

Review of Home Based Assignment

- The External Advisory Committee made an additional set of 10 recommendations related to student assignment, school choice and school quality.

- The majority of these recommendations have been implemented or are in process.

- The full list of recommendations and a status update for each is included in the appendix.

Review of Home Based Assignment

Modifications To Home Based Student Assignment Plan

- Merged clusters F and G for ELL overlay **(Approved November 5, 2014)**

  - Chinese program at Harvard-Kent and Cape Verdean program at Orchard Garden are now regional programs for specific clusters.

- Adjustments to School Feeder Patterns

  - Lee Academy and Young Achievers Pathway – **Approved for SY2016-2016**

  - Perkins and Tynan feed McCormack MS – Implemented in SY2016-2017 – **Approved June 10, 2015**

  - Dudley St. NCS feeds the Dearborn MS – To be implemented in SY2017-2018 – **Approved June 10, 2015**

  - Channing, Chittick, Grew feed the Irving MS with closure of Rogers MS – **Approved March 25, 2015**

  - Condon K-8 Expansion

- Updating School Quality Tiers

  - MCAS Tiers updated for SY2016-2017

  - New School Quality Framework to be introduced for SY2017-2018

Preliminary Analysis of Home Based Student Assignment Plan

Executive Summary

About this Analysis:

- Produced in partnership with **MIT School Effectiveness and Inequality Initiative**
  - BPS partner for over 10 years
  - Developed the Home Based Assignment Plan as part of the public engagement process
  - Working on a Pro Bono basis
- Analyzes **new Kindergarten families participating in Round 1**
  - Data for 2010 to 2015 (includes two years of Home Based Assignment data)
  - Results are preliminary. Given the random nature of the lottery process, more years of data are required before drawing conclusions

Executive Summary

This analysis assesses the Home Based Student Assignment Plan on three factors:

- **Equity of Access to Quality Schools:** How has access to quality schools changed since implementing the plan?

- **Predictability of Assignment:** Are students more or less likely to be assigned to schools of their choosing under the new plan?

- **Proximity to Home:** Are students attending school closer to home?

Executive Summary

Preliminary Findings:

- **Equity of Access to Quality** (Slides 12-17, 27-31)
  - Equity of access has improved for new K2 families, though some gaps still remain by neighborhood and race.

- **Predictability of Assignment** (Slides 18-19, 32)
  - Students are just as likely to be assigned to schools of their choosing under the new plan.

- **Proximity to Home** (Slides 20-22, 33)
  - Students assigned under the Home Based plan are attending school closer to home.

Defining Access to Quality of a Student

The chance that a student is assigned to a **quality** school that is **acceptable** to that student, if that student were to rank all such schools first.

- **quality:** Tier 1 or 2
- **acceptable:** ranked by the student

Takes into Consideration

- Available seats
- Competition for seats
- Actual choices made by students

Access to Quality Example

Schools in Menu	Tier	Chance to Get In
A	1	50%
B	4	100%
Student's Preference Ranking	**Probability of Assignment to A**	**Access to Quality**
A, B	50%	**50%**
B, A	0	**50%**
B	0	**0**

Preliminary data suggests access to quality has improved for K2 families with the least access

Access to Quality for Bottom 25% Percentile
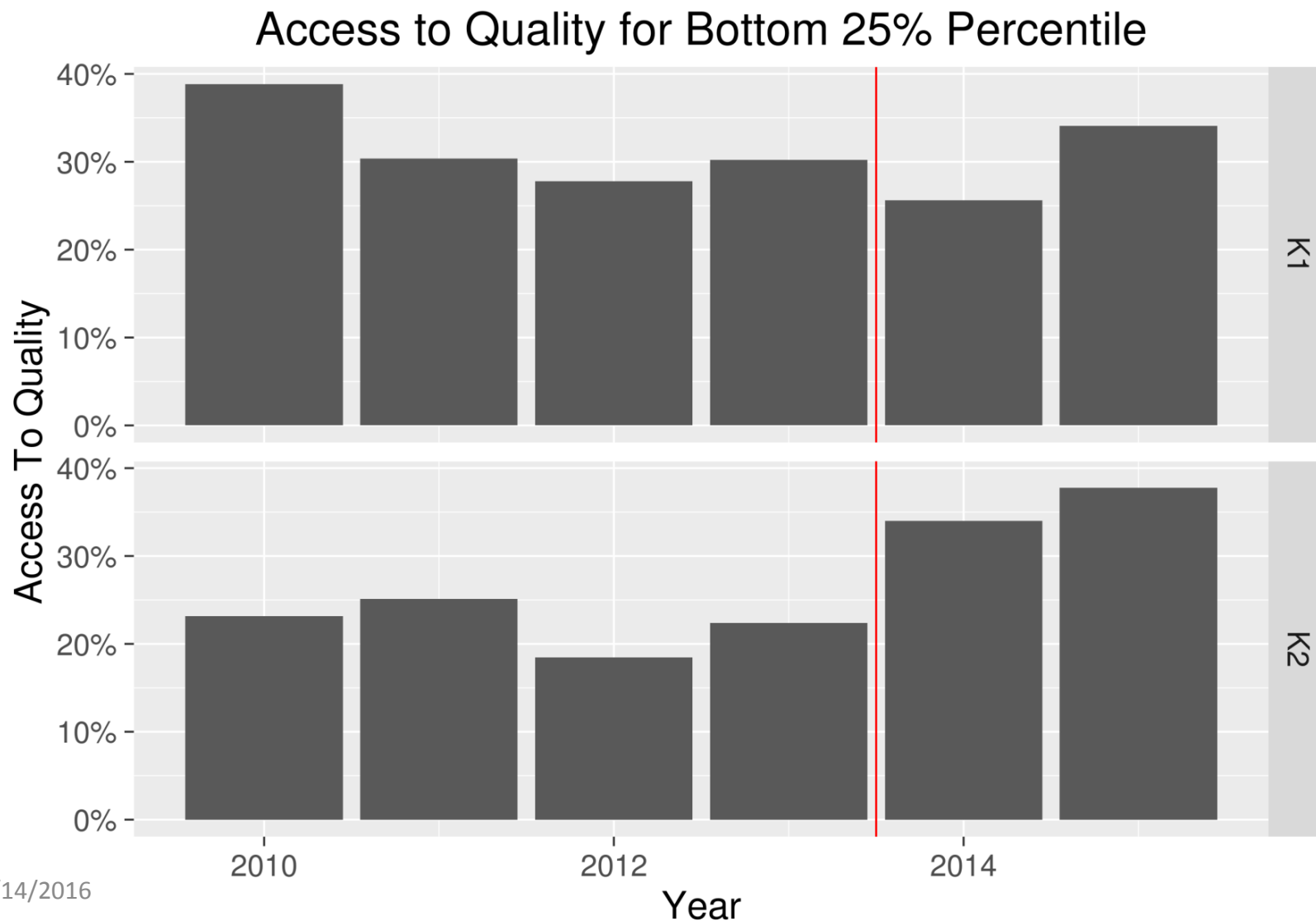
Access to Quality by Neighborhood

- Access to quality appears to be more evenly distributed across the city under Home Based than under the 3-Zone plan.

- In particular, access to quality has improved throughout the former East Zone, which previously had less access to quality than the rest of the city.

- Some areas of the city still have more access to quality than others.

Access to quality is more evenly distributed across the city under the Home Based Plan

Access to Quality for K2 New Families
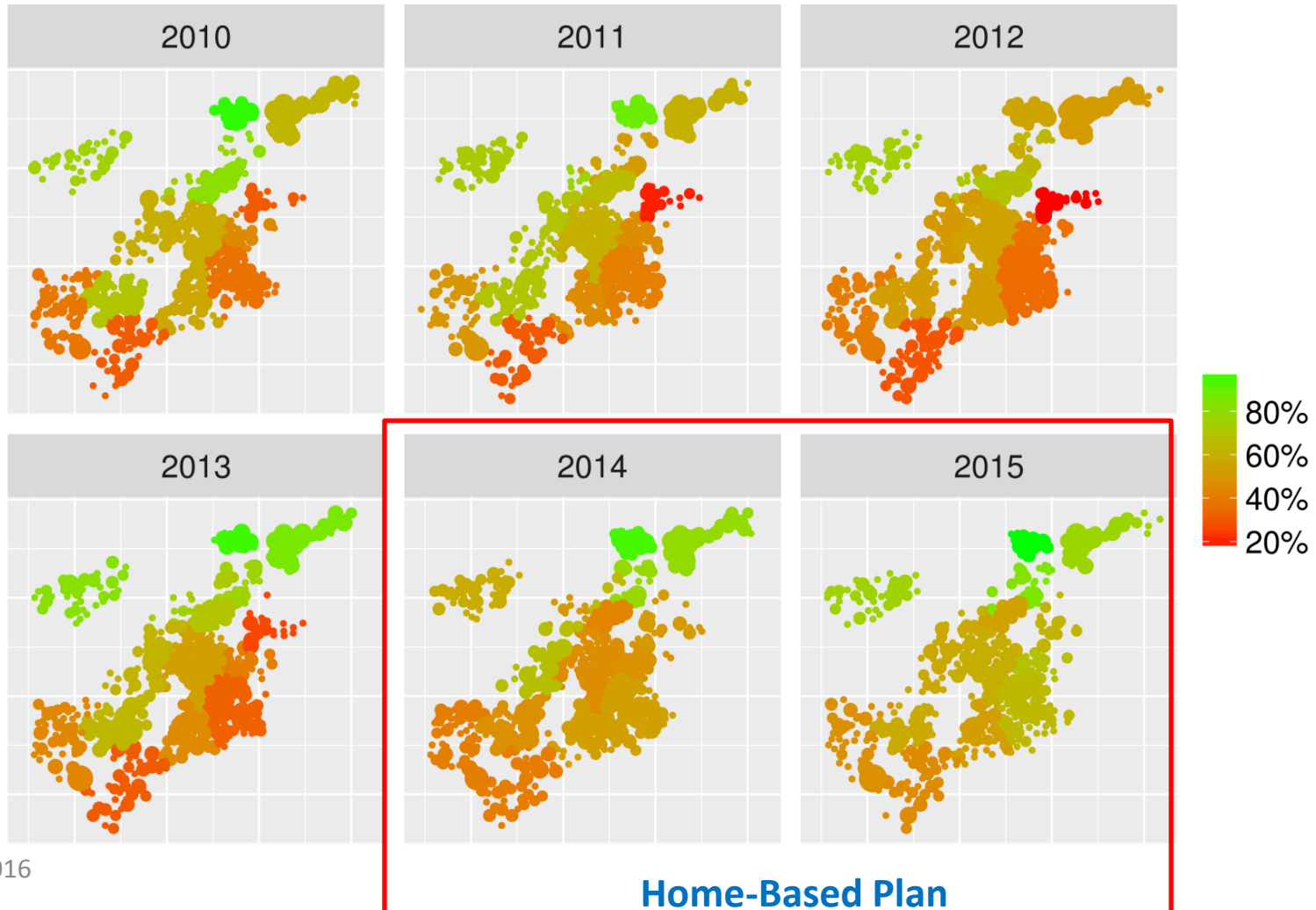
Access to Quality by Race

- Racial differences in the proportion of quality schools in students' choice menus have decreased under the Home Based plan.

- The impact of Home Based in particular on access to quality by race is less clear.

- Access to quality varies by race. Potential explanations to explore further include:
  - Neighborhood effects
  - Differences in access to information
  - Differential acceptance of "quality" schools across races
  - An incomplete measure of "quality"

- See appendix slides 28 through 31 for more detail.

Predictability of Assignment

- The Home Based Plan does not appear to have impacted the likelihood that students will be assigned to one of their top choice schools; students are just as likely to receive one of their top choice schools under the new plan as under the old plan.

- This is true when looking at first choices and top three choices.

Students are just as likely to receive their top choice under the Home Based plan


Percentage of Students Getting Top 1 Choice
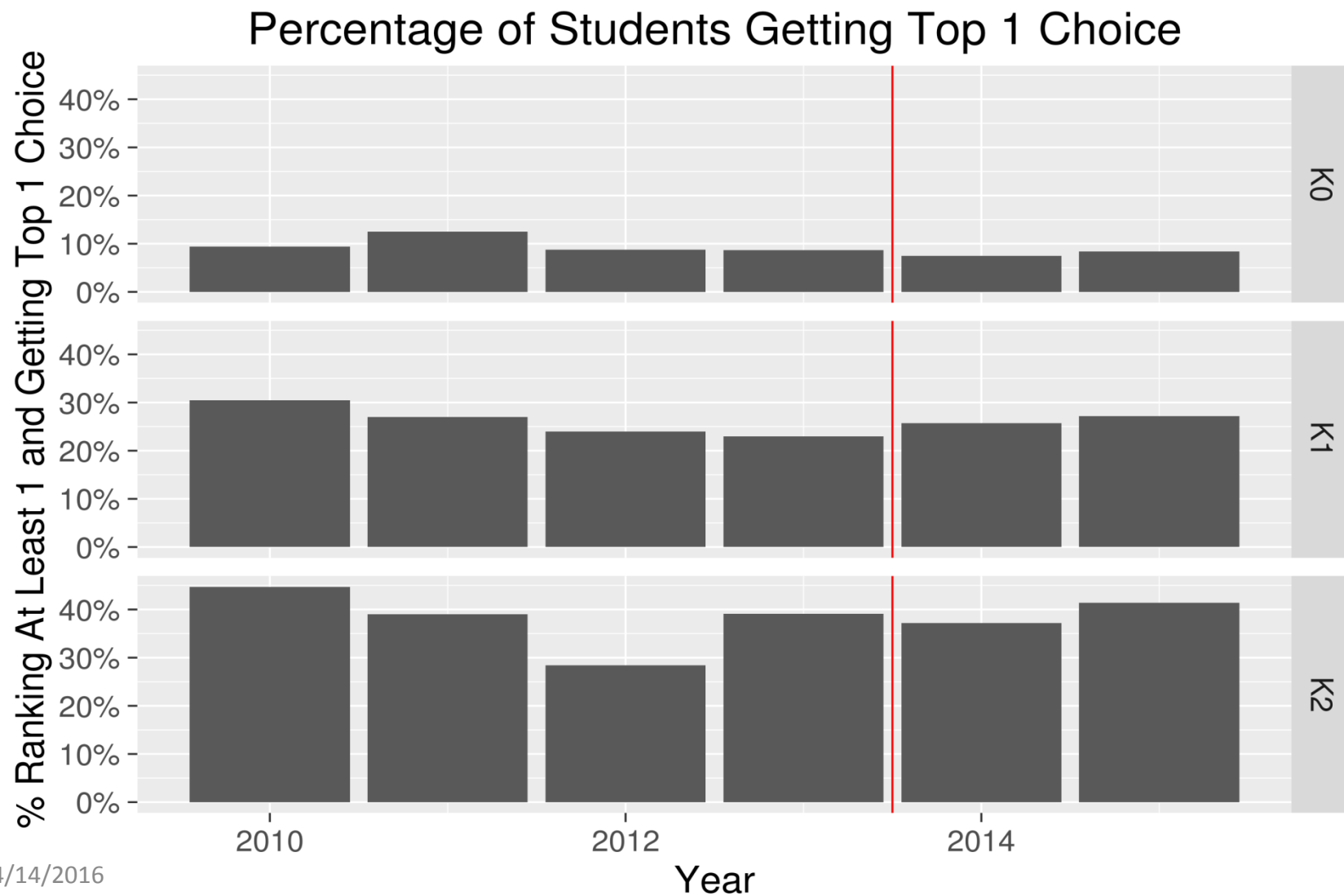
Proximity to Home

- On average, students assigned under the Home Based plan attend school closer to home than students assigned under the 3-Zone plan.

- The average distance travelled to school has decreased under the Home Based Plan.

- The proportion of students attending school more than 2 miles from home has decreased significantly.
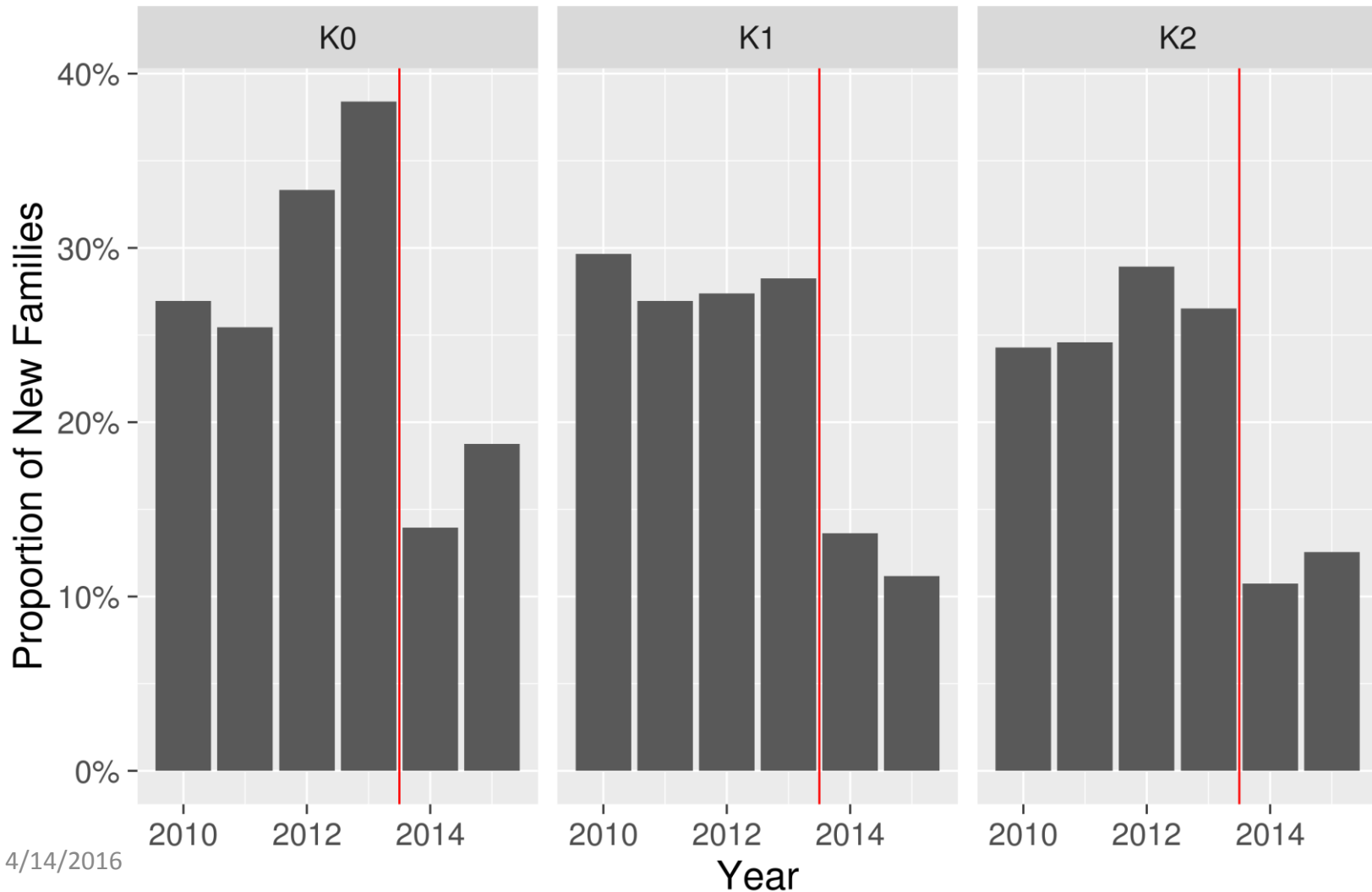
Average distance to school has decreased for new families

Average Distance to School for New Families
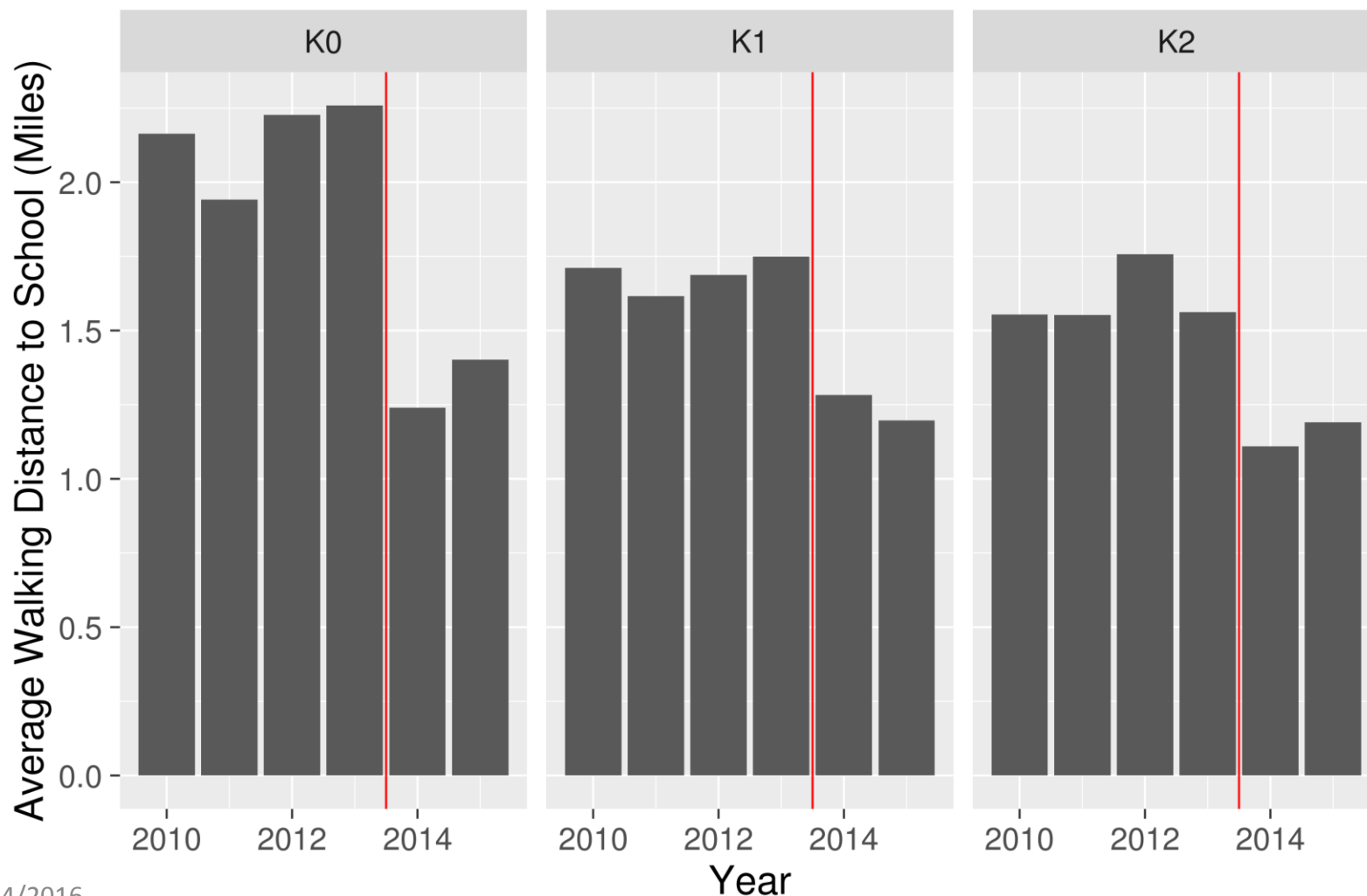
The proportion of students travelling more than 2 miles has decreased substantially

Proportion of Students Travelling More Than 2 Miles

In Summary

Since Implementing Home Based Assignment:

	K0	K1	K2
Equity of Access to Quality*	≈	≈	⬆
Proximity to Home*	⬆	⬆	⬆
Predictability of Assignment*	≈	≈	≈

* For new families (not having continuing or sibling priority anywhere) in Round 1.

Next Steps for Student Assignment

- School Quality Framework implementation for SY2017-2018

- Continue collaboration with SEII and The Boston Area Research Initiative (BARI) to analyze Home-Based Assignment
  - Understanding what families value when ranking schools and families' access to information
  - How to provide greater access to areas/families with least access
  - Transportation implications of changes to system

- Superintendent will make a recommendation regarding how to produce a formal report on first three years of Home Based Assignment Plan

APPENDIX

Review of Home Based Assignment

External Advisory Council Recommendations Status Update:

| Recommendation	Status
Focus on quality improvement	Ongoing. Majority of recommendations have been implemented
Continue a transparent and data-driven approach	Annually. Continue to partner with external researchers to monitor student assignment
Create a task force	School Quality Work Group was convened for 18 months to create School Quality Framework (SQF)
Analyze increase in quality seats	Annually. Continue to partner with external researchers to monitor student assignment
Create a comprehensive quality measure	School Quality Framework (SQF) to be implemented in SY1718
Specify an absolute threshold for school performance	Accomplished with new SQF
Explore parent compacting	Implemented in SY2014-2015
Focus on family and community outreach	Ongoing. Particular focus on "late registrants" including a survey and targeted outreach
Review transportation policies and costs	Annually, with a renewed focus as part of the Long Term Financial Plan
Determine the frequency with which school choice lists will be updated	Annually, with a renewed focus as we move to implement new SQF

The impact of Home Based varies by neighborhood, and some areas still have higher access than others
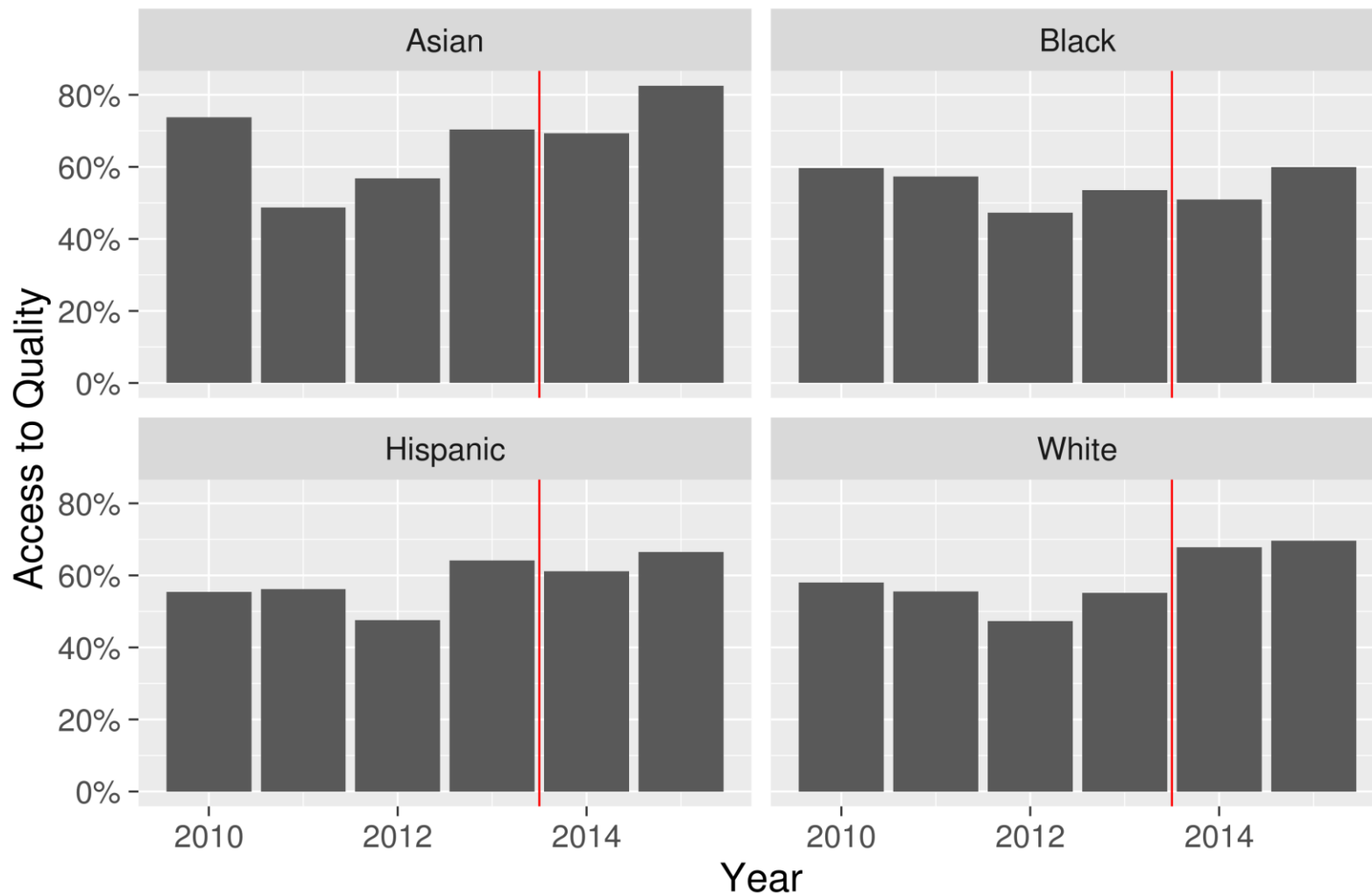

Access to Quality for K2 New Families
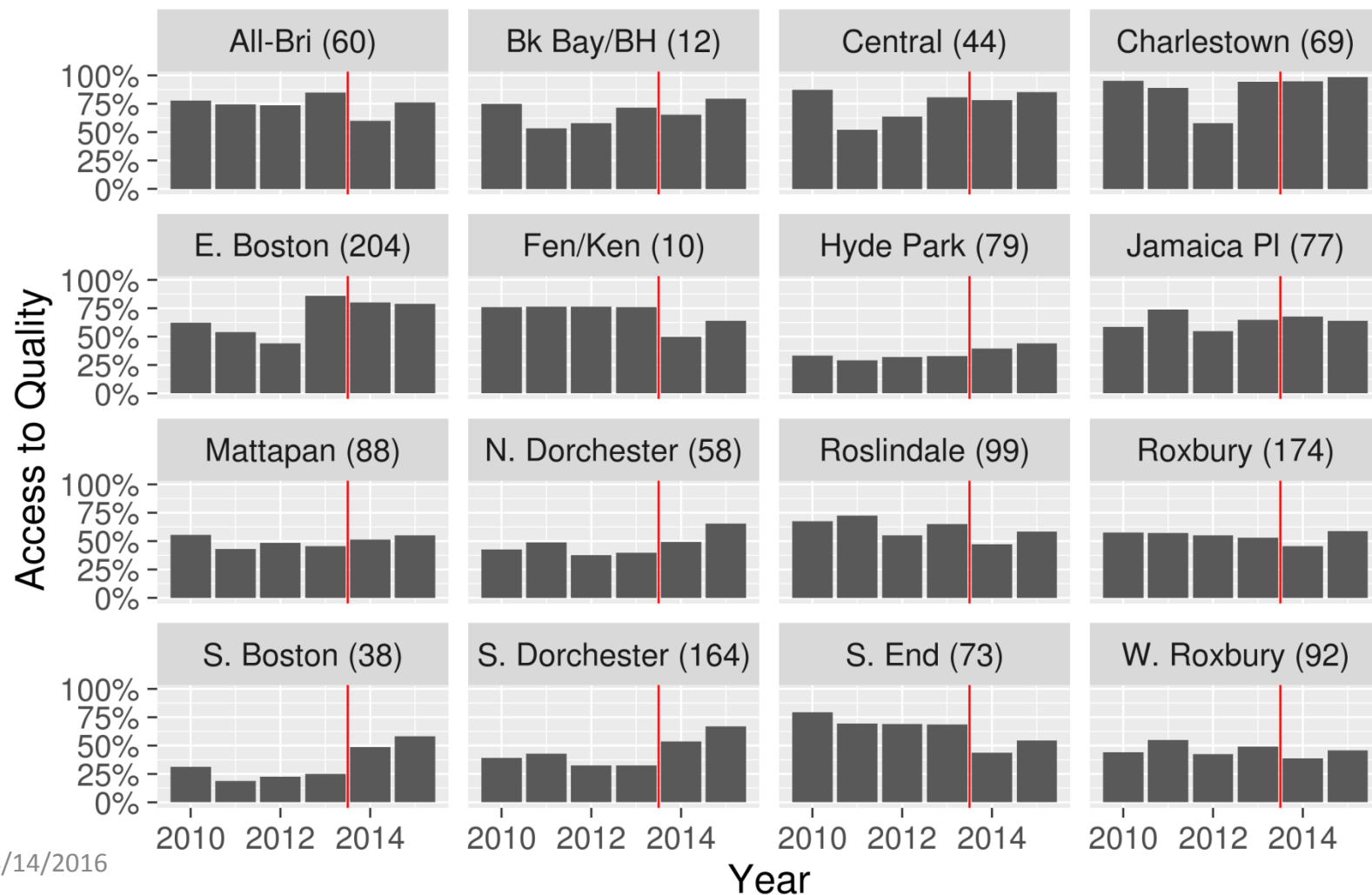
Racial differences in the proportion of quality schools in students' choice menus have decreased

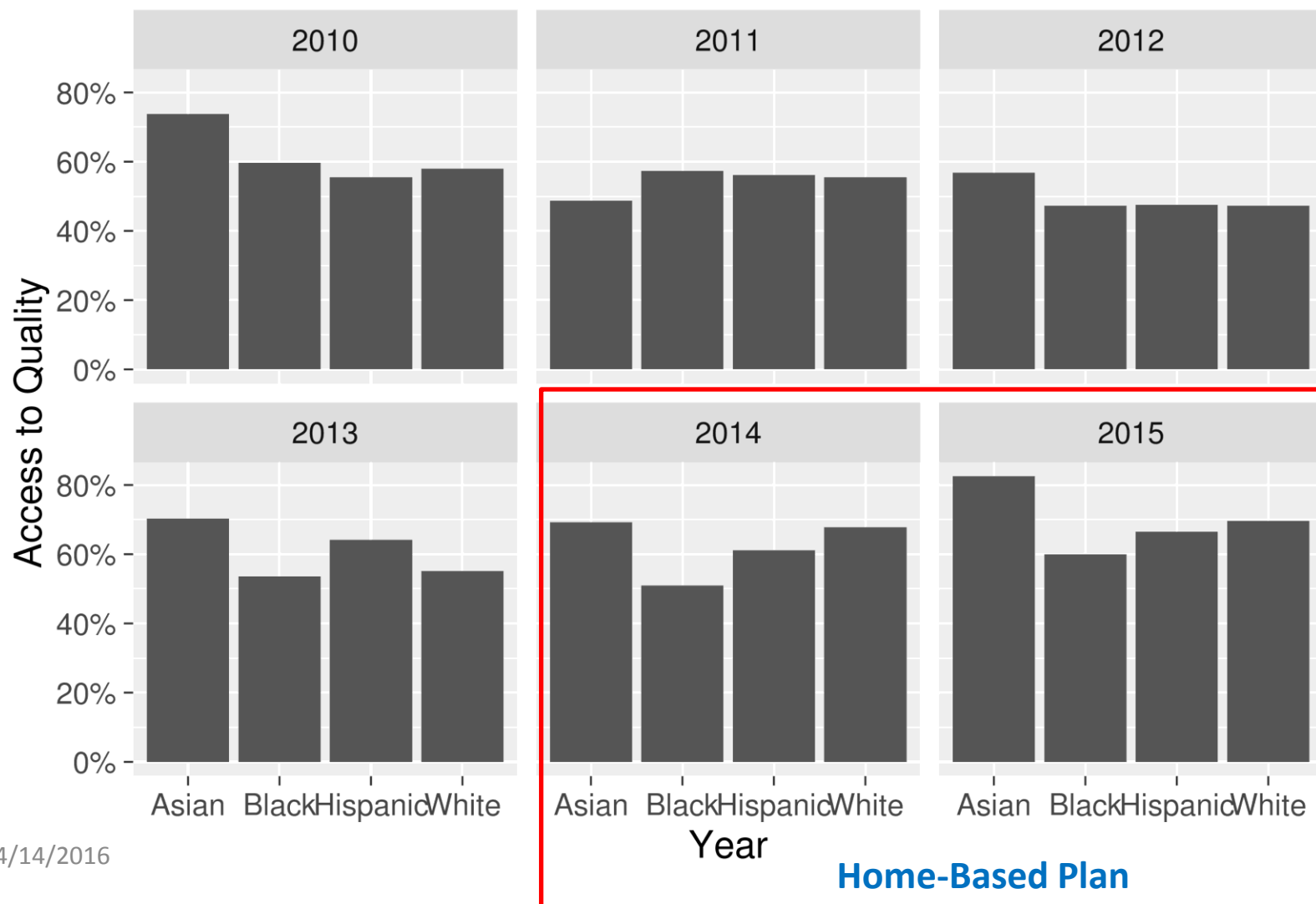Proportion of Menu of Tier 1 or 2 (K2)
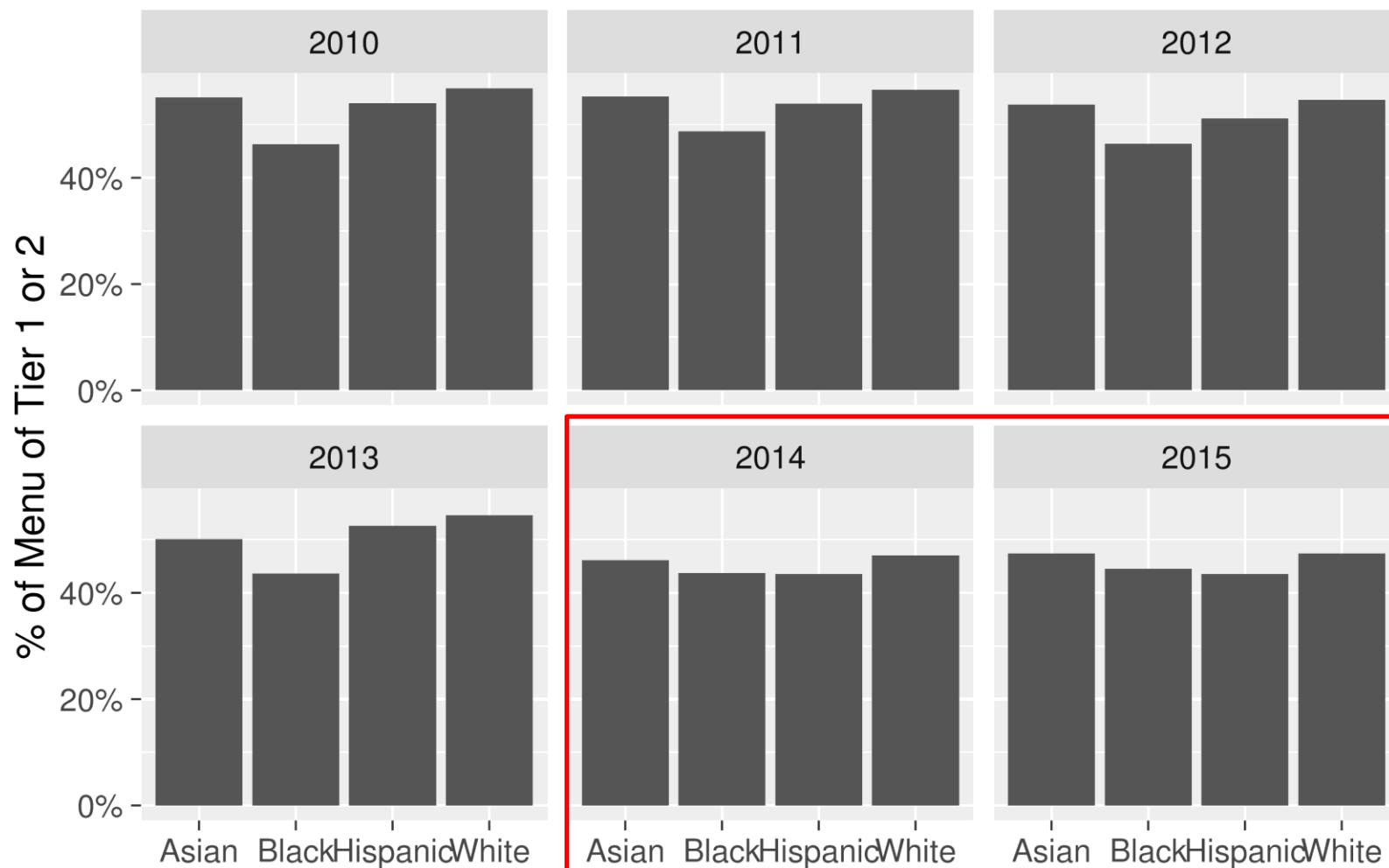
Home-Based Plan

The impact of the Home Based plan on access to quality by race is less clear
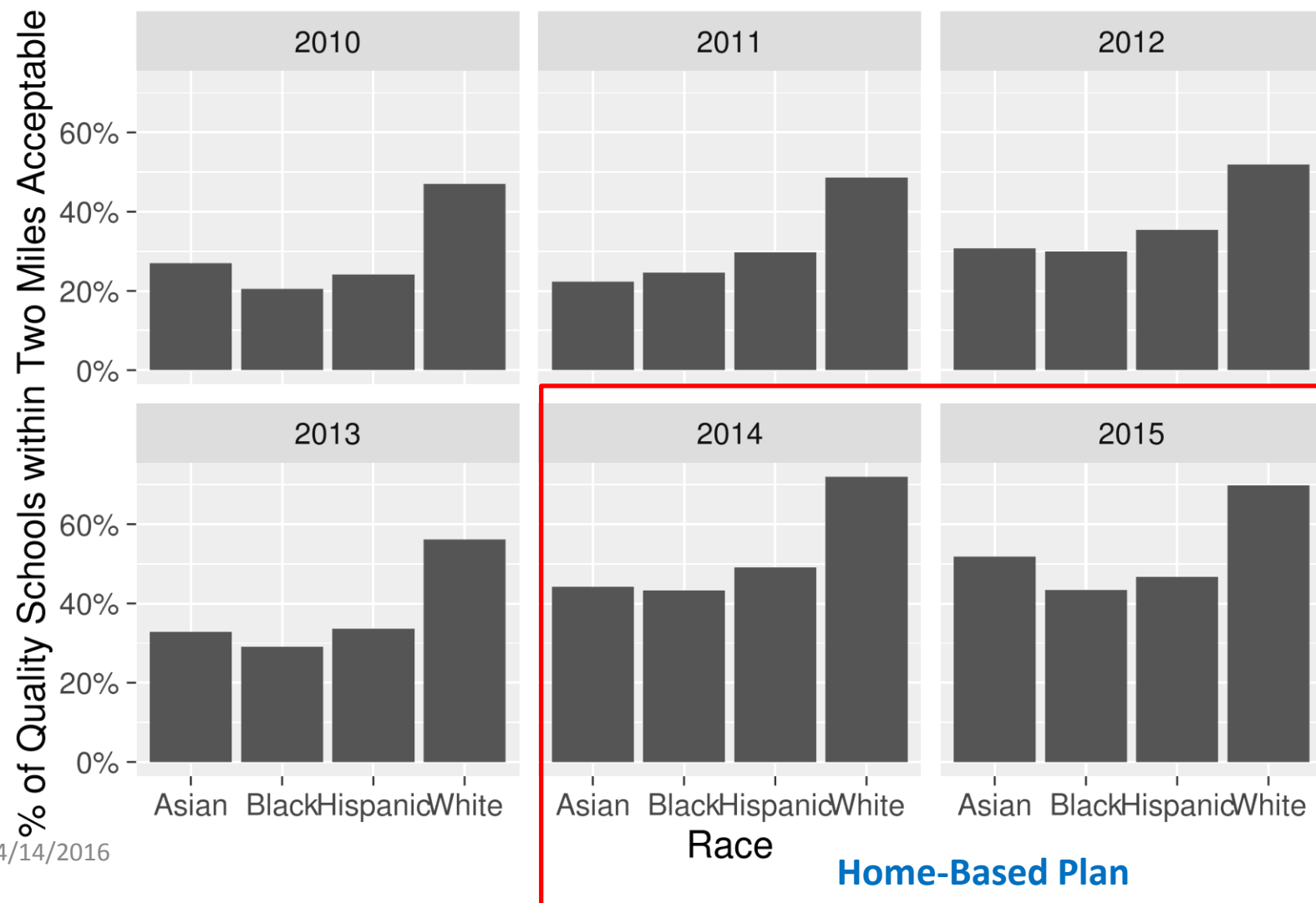

Access to Quality for K2 Round 1 New Families

Access to quality varies by race

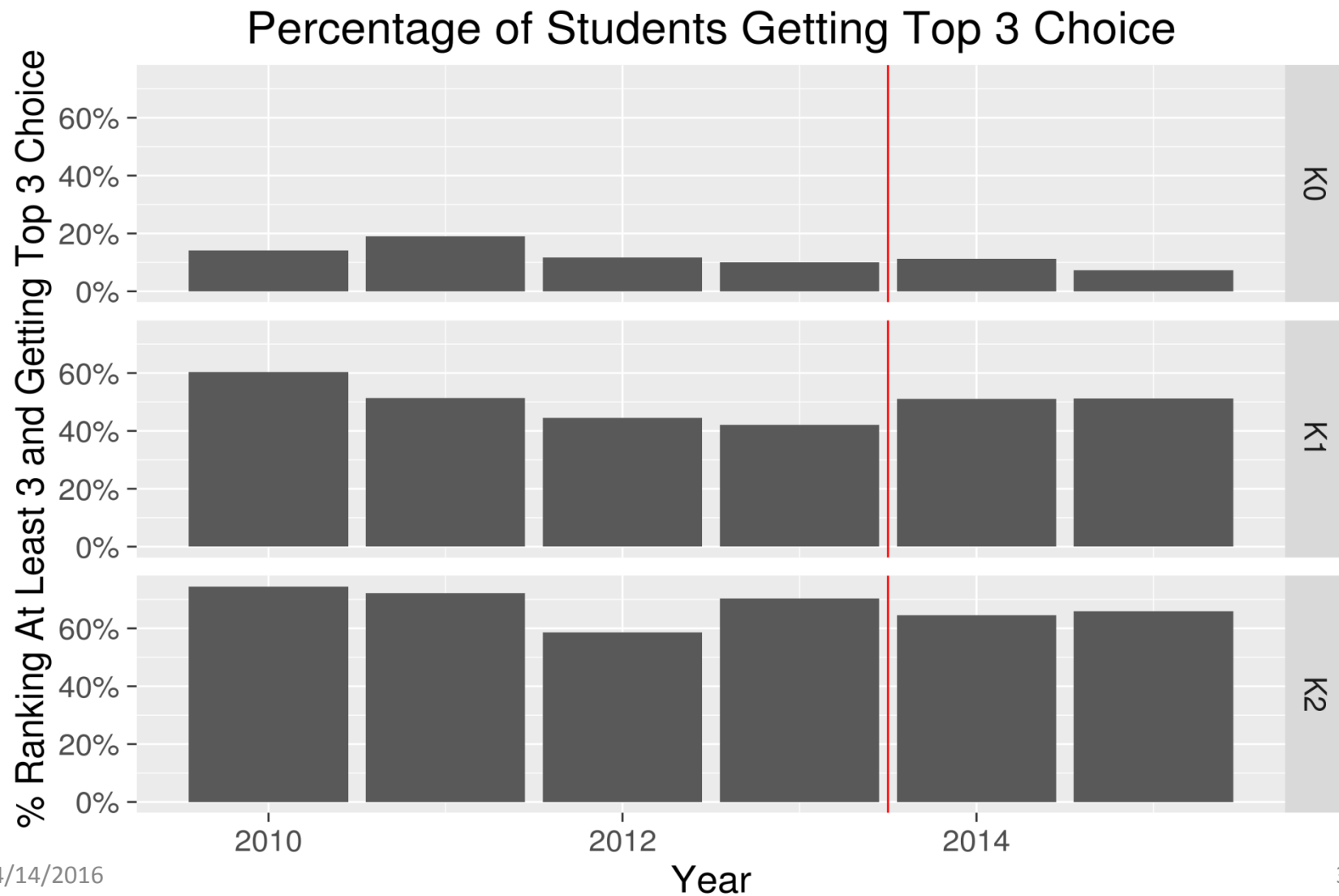Access to Quality for K2 Round 1 New Families

Home-Based Plan

The likelihood of ranking (accepting) quality schools close to home varies by race

Proportion of Close By Quality Schools Acceptable (K2)

Home-Based Plan

Students are just as likely to receive one of their top 3 choices under the Home Based plan

The proportion of students travelling more than 3 miles has decreased substantially

Proportion of Students Travelling More Than 3 Miles