Overview of Home-Based Student Assignment and Equity Analysis

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March 8, 2017
What is Home-Based Assignment?

• New method of determining which schools students are eligible to attend
  – Replaced the 3-zone assignment system that had been in use.
  – Designed to ensure that every child has access to high-quality school options closer to home.
  – Every student has a customized choice list of schools based on their home address.

• External Advisory Committee appointed by the School Committee
  – Input from the community
  – “Closest Types” school choice study done by MIT doctoral candidate

• Adopted by the school committee in 2013
  – Implemented in school year 14-15 in Kindergarten and Grade 6
  – Additional grades to roll-on each year

• School Committee adopted School Quality Framework in 2014 (delayed implementation)
STEP ONE: Using a student’s address, first find the two closest tier 1 schools.

Running School List
- Henderson (1)
- Philbrick (1)
STEP TWO: Find the **Four Closest** Tier 1 or Tier 2 Schools.

Running School List
- Henderson (1)
- Philbrick (1)
- BTU K-8 (2)
- S. Greenwood (2)
- Taylor (2)
STEP THREE: Find the **Six Closest** Tier 1, Tier 2, or Tier 3 Schools.

Running School List
- Henderson (1)
- Philbrick (1)
- BTU K-8 (2)
- S. Greenwood (2)
- Taylor (2)
- Haley (3)
- Lee K-8 (3)
STEP FOUR: Find the Three Closest Option Schools.
STEP FIVE: Find any schools with a 1-Mile Radius.

Running School List
- Henderson (1)
- Philbrick (1)
- BTU K-8 (2)
- S. Greenwood (2)
- Taylor (2)
- Haley (3)
- Lee K-8 (3)
- Holmes (4)
- Young Achievers (4)
- Mildred Ave (4)
BOSTON PUBLIC SCHOOLS

Final Results: 10 Home-Base Schools plus 3 City-Wide Schools.

Running School List
- Henderson (1)
- Philbrick (1)
- BTU K-8 (2)
- S. Greenwood (2)
- Taylor (2)
- Haley (3)
- Lee K-8 (3)
- Holmes (4)
- Young Achievers (4)
- Mildred Ave (4)
- Hernandez (CW)
- UP Dorchester (CW)
- Dudley St (CW)

Legend
- MCAS Tier 1
- MCAS Tier 2
- MCAS Tier 3
- MCAS Tier 4
Planning for an Equity Analysis of Home-Based Assignment
Equity Analysis of Home-Based Assignment

• School Committee recommendation to create a subcommittee for Home-Based Assignment Equity Analysis
  – Members from OAG Task Force, SQWG II, Equity, OELL, Special Ed, Executive Cabinet
  – Tasks include:
    • Assist in the development of the RFP
    • Read RFP responses and weigh in on hiring consultant

• Preliminary Analysis and Oversight- Office of Engagement

• 2017 Consultant – requires creation of RFP and process to hire

• 2018 Consultant – full analysis

• Annual evaluation requirement
A large part of the equity issue is the poor distribution of quality schools:

- Local attendance without spread of quality is a problem.
- How do we define quality under Home-Based Assignment - is it Tier 1 and 2?
- Where are the high quality seats by MCAS Tiers/DESE Levels & neighborhoods?
2016-2017 Schools by DESE Level and Neighborhood.
2016-2017 Schools by MCAS Tier and Neighborhood.
Distribution of high quality schools/seats?

- Demographics
  - Race/Ethnicity
  - Socio-economic Status
  - Neighborhood (zip code)
  - # of high quality schools/seats in your area
  - Distance

- Subgroup analysis (Overlays- SPED, ELs, Middle Schools)
  - Disability
  - EL status
  - Specific language
  - Pathways
Home-Based Assignment Implementation Questions

- How has distance impacted families’ choice?
- Access versus entrance to high quality schools?
- How many open seats each year?
  - Where are the open seats?
  - By school?
  - By neighborhood?
  - By quality?
- How many students get their choices (1st and subsequent)?
- How many students are administratively assigned?
  - To which schools?
  - How many administratively assigned students stay in that school versus transfer?
- How has school diversity changed - are we more integrated or more segregated?
Next Steps?

Feedback, comments, suggestions…