

# HOME BASE ASSIGNMENT PLAN EQUITY ANALYSIS

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## The Home-Based Assignment Plan replaced the 3-zone assignment system with the intention of;

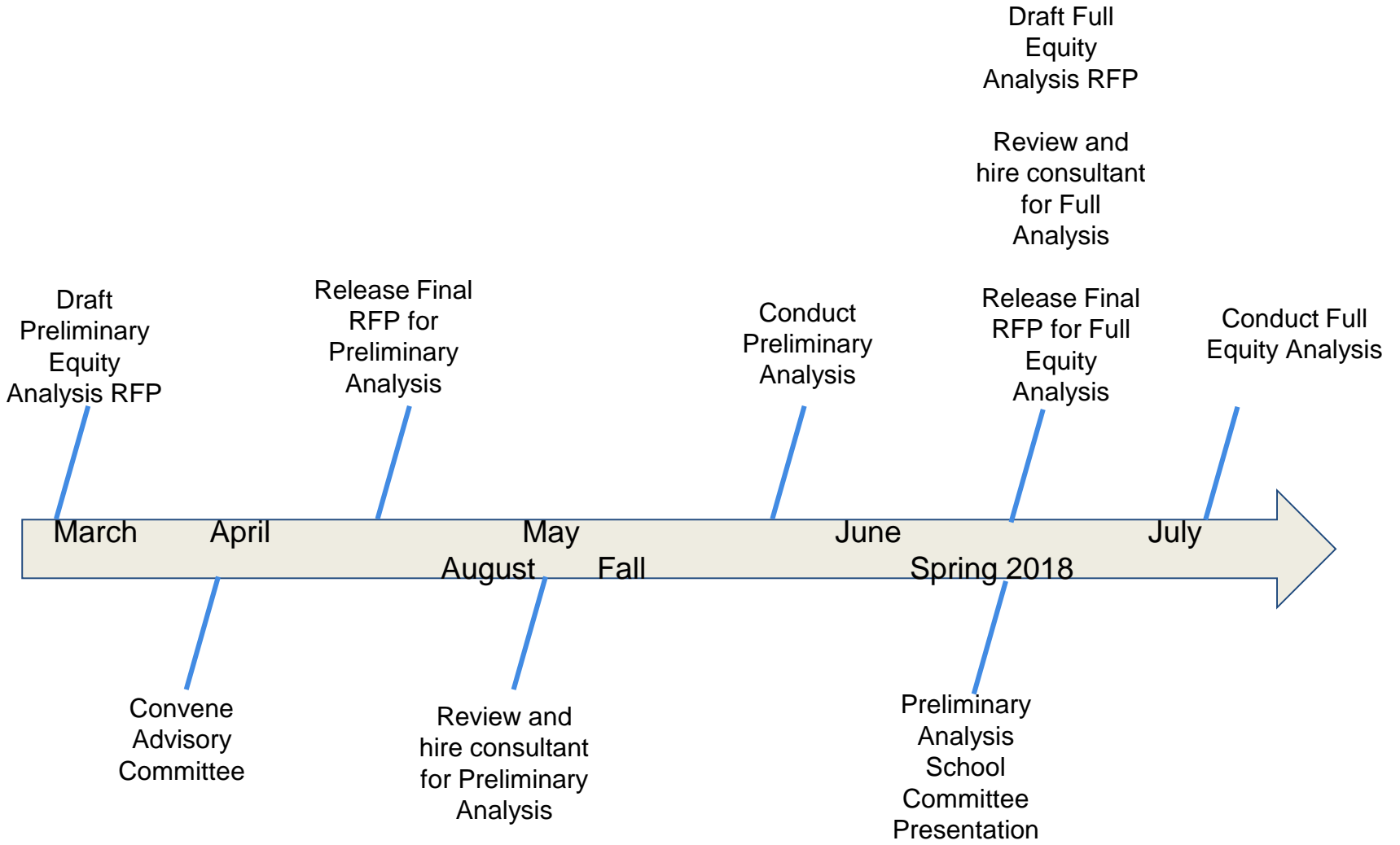
- Increasing— and better balancing— access to quality schools, especially for students with the lowest-level of access (in 2013)
- Decreasing the average distance a student would travel
- Protecting the diverse school communities we value today
- Increasing the likelihood a child will be in the same grade in the same school as other children nearby<sup>1</sup>.

<sup>1</sup> From the District's cover letter to the EAC, for the Boston Public Schools: Improving School Choice - accompanying the MIT Report: Simulating Alternative School Choice Options in Boston (January 2013).

# Overview of Equity Analysis Strategy

- Managed by the BPS Office of Engagement.
- Advisory Committee is forming consisting of members of the Offices of Engagement, Equity, English Language Learners, and Special Education, as well as members of the ELL Task Force, OAG Task Force, School Quality Working Group and Executive Cabinet.
  - Approve final Request For Proposals (RFP)
  - Oversee process of hiring consultant
  - Oversee the analysis (and subsequent analyses).
- Preliminary Equity Analysis to be conducted this summer with a school committee presentation in the fall
- Full Equity Analysis to be conducted SY17-18
- Subsequent Annual Equity Analyses

# Timeline



## Request for Proposals

Boston Public Schools is seeking an external consultant to perform a preliminary formative equity analysis of its Home-Based Assignment Plan data from 2014-2017 to determine whether:

- The plan's impact on school diversity
- Students attend schools closer to home
- Students have access through school choice to high quality schools
- Students attend high quality schools

## Home Base Assignment

### Schools on Home Based List:

- 2 Closest Tier 1 schools
- 4 Closest Tier 1 or 2 schools
- 6 Closest Tier 1, 2, or 3 schools
- 3 Closest Option Schools

### Also on student lists:

- All schools within 1 mile
- Closest ELC/EEC
- Citywide schools
- Sibling schools
- Additional programmatic option schools  
(ELL, Special Ed, Middle)

## Definitions of Quality

How does BPS and DESE define school quality and what impact do these various definitions of quality have on school choice lists? (How do BPS families define quality? Are these definitions aligned?)

1. MCAS tiers- (BPS construct) current conception of quality as Tier 1 & 2 schools\*
2. SQF- (BPS construct)
3. DESE levels- (MA DESE construct)
4. DESE percentiles and subgroup target ratings- (MA DESE construct)

## Focus Areas

1. Equity of access to quality (schools & seats)
2. Probability (likelihood) of assignment
3. Proximity to home
4. Actual enrollment
5. Preservation of school diversity



# Demographics and Subgroup Analyses

What schools are available to students (on their choice list)?

- Neighborhood
- Socioeconomic levels
- Racial /ethnic group
- Home languages (or other language variable)
- Subgroup overlays
  - Special Education
  - English learners

# Next Steps?

# What's missing?

