

Student Assignment and School Choice: Exploring Options

1. Identify what sample scenario most closely aligns with your vision of what you think the rights and responsibilities of families and the city should be regarding student assignment and school choice.				
All Neighborhood System	Mostly Neighborhood	Neighborhood/Choice	Mostly Choice	All Choice System
<ul style="list-style-type: none"><li>• Every student has a right to a seat in his/her zoned elementary, middle and high school.</li><li>• Students do not have rights to attend other than their assigned schools.</li><li>• City divides into attendance areas aligned to each of its publicly funded schools.</li></ul>	<ul style="list-style-type: none"><li>• Every student has a right to a seat in his/her zoned elementary, middle and high school.</li><li>• Students can apply to citywide schools or seats.</li><li>• City divides into attendance areas aligned to each of its publicly funded schools.</li><li>• City provides limited number of citywide application schools and/or seats.</li></ul>	<ul style="list-style-type: none"><li>• Every student has a right to a seat in his/her zoned elementary, middle and high school, but it may not be close to residence.</li><li>• Every student has a right to apply to citywide schools and seats and has a higher chance of placement.</li><li>• City divides into attendance areas aligned to each of its publicly funded schools.</li><li>• City provides substantial capacity in citywide schools and or citywide seats.</li></ul>	<ul style="list-style-type: none"><li>• Every student has a right to apply to citywide schools and a right to a seat somewhere in the city.</li><li>• If a student does not apply, then the city can assign the student to a seat, based on a “default” system.</li><li>• City allocates most seats in public schools on a citywide basis.</li><li>• City maintains a default system of assignment for students who move during the year or do not apply to city-wide schools.</li><li>• City may or may not use a system of zoned neighborhood schools as the default system to provide seats of right.</li></ul>	<ul style="list-style-type: none"><li>• Every student must apply to enroll.</li><li>• Every student has a right to a seat in one of the city’s public schools.</li><li>• No student has a right to any particular school.</li><li>• If a student does not apply, then the city can assign the student to a seat, at its discretion.</li><li>• City allocates all seats in public schools on a citywide basis.</li></ul>
WARD 3		WARD 2	WARD 1,4,6,7,8	WARD 5
2. Create one scenario for student assignment and school choice taking elements from the samples above or identifying your own elements and list them below, do not be constrained by existing policy, but consider how the scenario advances principles discussed.				

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3. Identify implementation tools that might be necessary to utilize in the Scenario you are exploring and include them in your Scenario.

- Elementary school attendance zones
  - Middle school attendance zones
  - High school attendance zones
  - Programmatic feeder patterns
  - Geographic feeder patterns
  - Out of boundary set asides
  - Walk zones
  - Prescribed set of choices (choice sets)
  - Controlled school supply (caps)
- Lottery weights (preferences) to achieve policy outcomes:
    - Sibling
    - Live in high poverty census tract
    - Live close to school
    - Live in low performing school zone
    - Attend feeder elementary or middle school
    - Live in attendance zone
    - Other?
- Common lottery
  - Controls on student transfers
  - Student rights to a seat travel with the student (lose right to attend neighborhood school when they opt out)
  - City provides transportation
  - Other?

4. Try to envision the implications of your Scenario for various constituencies. Add other constituencies that you think will be impacted and give examples of how they will be affected by implementation of the Scenario you are exploring.

**Families/Students:**

- *E.g. In a mostly choice scenario, families would need extensive information (not just marketing) about schools, staffing, governance, and facilities in order to make good decisions; and they need public transportation routes to align to school attendance patterns.*

**Administration/Schools/Operators:**

- *E.g. In a neighborhood system, equitable funding, curriculum, staffing and facilities is critical so families are not more or less advantaged based on their place of residence, which is mostly a function of their income.*

**The city:**

- *E.g. in a system that maintains a system of right by residence and many citywide options, the city must maintain excess capacity to ensure it can respond to the unpredictable movement of students.*

**Other constituencies?**

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5. Consider how well each Scenario will advance the principles listed below. Rate your Scenario using ratings (1-5) with 5 signifying “advances principle the most. Rate the other scenarios.

Principles	Scenario Group #1	Scenario Group #2	Scenario Group #3	Scenario Group #4
Racial Diversity				
Academic Diversity				
Economic Diversity				
Flexibility for the School Operators				
Equitable Access to High Quality Schools				
Proximity (Walkability)				
Maximal Choice				
Predictability for Families				
Simple for Parents to Understand				
Strengthens Neighborhood Schools				
Fully Utilizes Facilities				
Efficient Use of Public Resources				
Simple for City to Administer				