



SEATTLE
PUBLIC
SCHOOLS

Student Assignment Update

September 19, 2007
School Board Meeting

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Every student achieving, everyone accountable.

PROGRAMS

- Academic Safety Net
- Advanced Learning
- Bilingual, Dual Language, Int'l Schools
- Career and Technical Education
- Pre-Kindergarten
- Special Education

COMMUNICATIONS

DATA MODELING

FINANCE

PROJECT TEAM

STEERING COMMITTEE

TECHNOLOGY

HUMAN RESOURCES

ENROLLMENT

SOUTHEAST EDUCATION INITIATIVE

TRANSPORTATION

FACILITIES

PROGRAMS

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- Program evaluations and audits in progress
- Service delivery models that reflect best practice
- Entitlement and optional services and programs
- Demographic information
 - Who the students are who want or need programs
 - Where they live
- Equitable access to programs

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SOUTHEAST EDUCATION INITIATIVE



- Focus on
 - ❑ Aki Kurose MS
 - ❑ Cleveland HS
 - ❑ Rainier Beach HS
- District-level commitment and support
- Planning by each school community
- School specific benchmarks and accountability

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- Align student assignment planning with work on updating the Facilities Master Plan
 - ❑ Teacher-student ratio/school size
 - ❑ Building capacities
 - ❑ Program locations and capacities
- Align with Weighted Staffing Standards
- Set target enrollments

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- Potential for increased efficiency and expenditure savings
- Metro transportation
 - ❑ Maintain ongoing collaboration and joint planning
 - ❑ Complete the phase-in of all high schools to Metro transportation
 - ❑ Consider location of existing Metro routes

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- Increase organizational capacity for enrollment analysis and projections
- Develop robust short-term and long-range projections
 - ❑ Market share
 - ❑ Housing patterns
 - ❑ Trend data on schools of attendance
 - ❑ Trend data on student demographics

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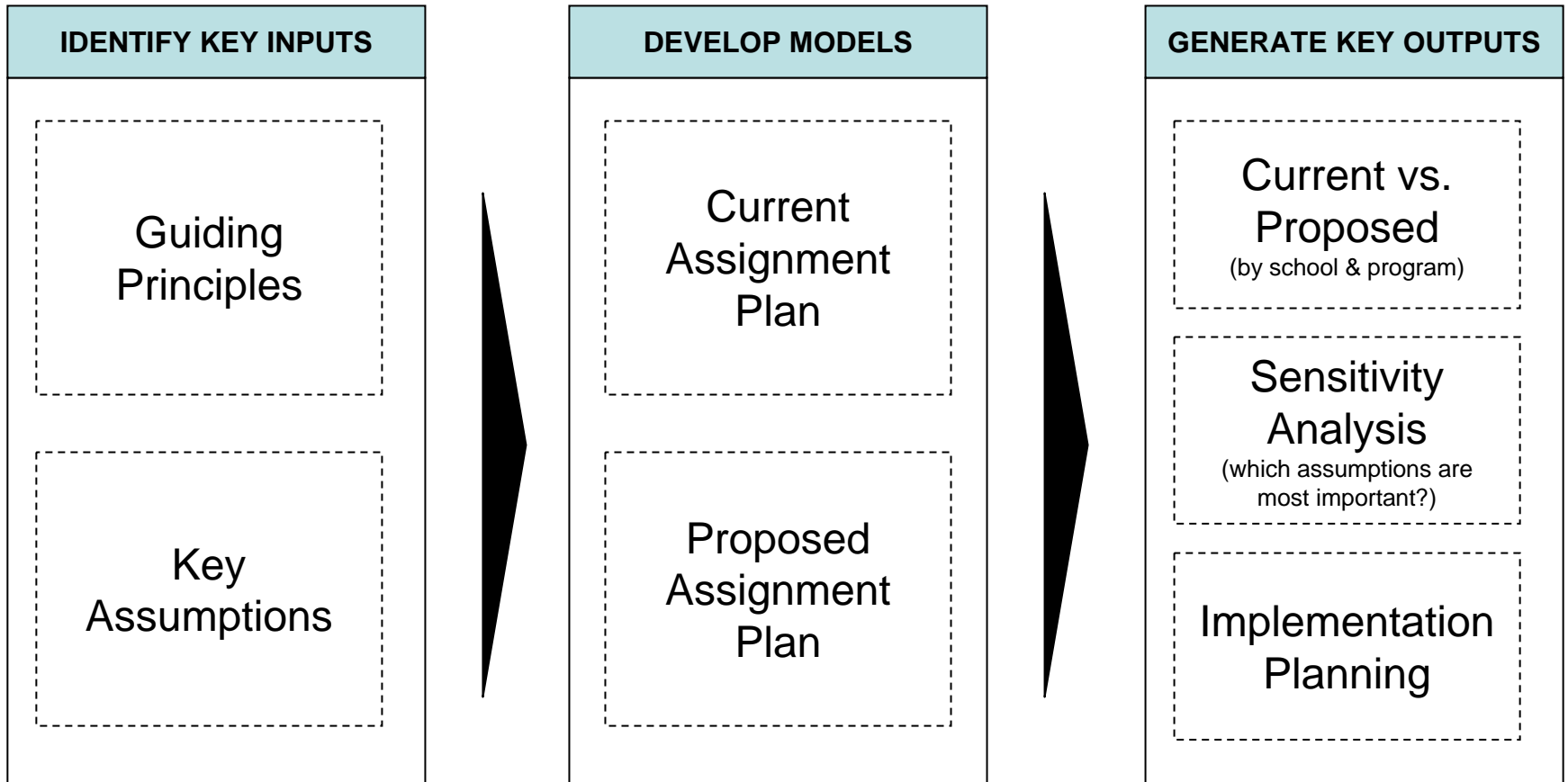
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Identify Key Inputs: Examples of Guiding Principles



ISSUE	POTENTIAL IMPACT
Service delivery models for special education and bilingual programs	Policy decisions will have an impact on school capacities and program placement
HS Open Choice Seats, Late Registration	Policy decisions will impact size of base attendance areas
Attendance patterns for high school students outside of the comprehensive high schools (“Safety Net” programs)	Policy decisions about “Safety Net” programs could impact the Comprehensive high school population

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Identify Key Inputs: Examples of Guiding Principles



ISSUE	POTENTIAL IMPACT
Market share	If predictability increases market share, attendance zones will have to be smaller.
Mid-term enrollment trends	HS enrollment is expected to decrease over the next five years, but if some areas experience growth, attendance zones would have to be smaller.
Fostering diversity	Consider with regard to Open Choice seats, school boundaries, and program placement.

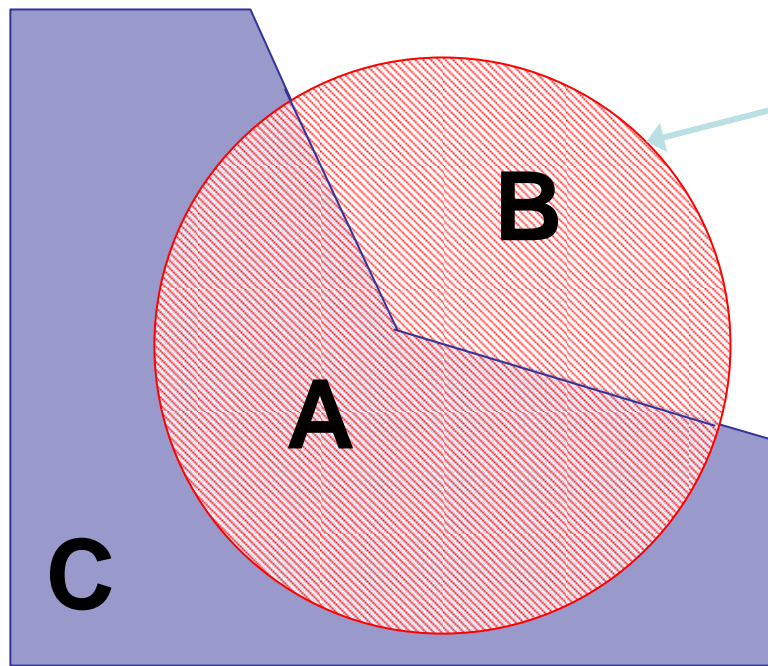
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Generate Key Outputs: Current vs. Proposed by School & Program



The key output of the analysis would be an impact analysis by school and program that would detail how students will be impacted by new the assignment plan.

Illustrative Example: High School A



Current (A&B):

- Approximately 300 general education students living within 3.5 miles of the school (excluding siblings) are admitted to the school annually. This is the de facto reference area.

Proposed (A&C)

- Area A: Students living in this area would be part of the guaranteed attendance zone. (~200 students / yr)
- Area B: Students living in this area would now be part of High School B's attendance zone. (~100 students / yr)
- Area C: Students living in this area would now be part of High School A's attendance zone (~100 students / yr)

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MAKING CONNECTIONS



- Ensure that connections are made between work groups
- Ensure good communication and flow of information
 - ❑ Among and between Work Groups
 - ❑ Between Work Groups, Project Team, and Steering Committee
 - ❑ With internal and external stakeholders

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PROJECT MANAGEMENT



- Guide plan development
 - ❑ Decision-making
 - ❑ Direction on assumptions
 - ❑ Keep the project on timeline
 - ❑ Board updates

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PROJECTED TIMELINE



September – December 2007

- ❑ Begin development of the Southeast Education Initiative
- ❑ Develop key guiding principles and assumptions for new assignment plan
- ❑ Design and test models
- ❑ Analyze system impacts
- ❑ Review by internal stakeholders and ongoing community engagement

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PROJECTED TIMELINE



January – March 2008

- ❑ Develop initial detailed proposal
- ❑ Review of initial proposal by internal stakeholders and ongoing community engagement
- ❑ Analyze feedback
- ❑ Make revisions as needed

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PROJECTED TIMELINE



April – June 2008

- ❑ Continue revisions as needed
- ❑ Review of revised proposal by internal stakeholders and ongoing community engagement
- ❑ Introduction of new student assignment plan recommendation at School Board meeting (May)
- ❑ Public engagement prior to Board action
- ❑ School Board action on recommended student assignment plan (June)

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PROJECTED TIMELINE



July – August 2008

- ❑ Implementation planning

September – December 2008

- ❑ Continue implementation planning and work
- ❑ Public information on new plan
- ❑ Begin implementation of new assignment processes

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PROJECTED TIMELINE



January – March 2009

- ❑ Continued public information
- ❑ Continued implementation of new assignment processes for Fall 2009 assignments

April – June 2009

- ❑ Information on fall assignments mailed
- ❑ Continued implementation work for subsequent assignment cycles

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PROJECTED TIMELINE



Beginning September 2009

- ❑ Designated grade levels of students begin attending schools based on new assignment plan
- ❑ Continued work toward full implementation

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- Open and ongoing throughout the process
- Engage internal and external stakeholders
- Multiple approaches
 - ❑ Board work sessions
 - ❑ Community meetings, presentations, drop-in meetings
 - ❑ Web site
 - ❑ Leverage opportunities for use of SPS TV studio

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