

Update on Plan to Explore Revision to Middle School Assignment Process

June 12, 2019

May 2019

Board directed staff to conduct review of steps that would be necessary, including a timeline, to consider a possible revision to the middle school assignment plan.



Key Considerations

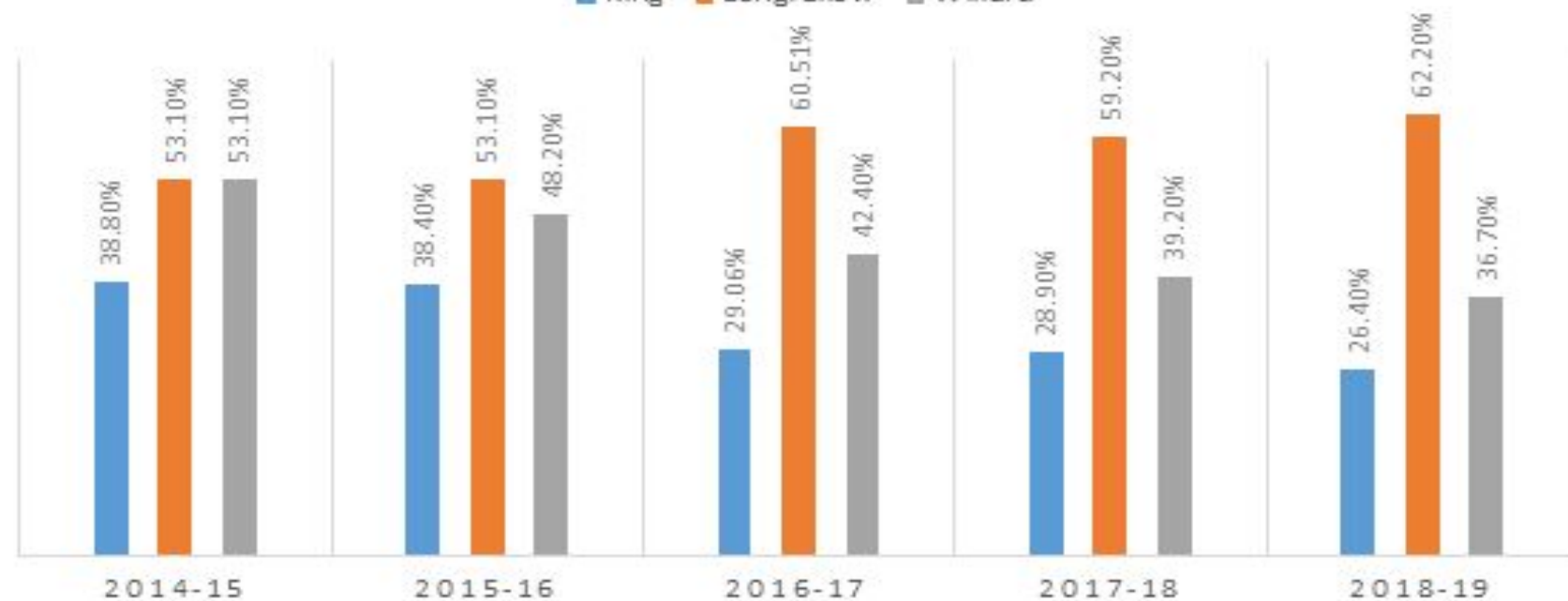
Currently students are assigned to King and Willard based on zones

Longfellow students are assigned only by family request; ***this arrangement is based on a magnet school program model that is no longer applicable or funded***

While the populations of each elementary school in Berkeley, and the population of Berkeley High, reflect the demographics of the District as a whole, that is not the case with our middle schools.

PERCENTAGE OF UNDUPLICATED STUDENTS RELATIVE TO SCHOOL POPULATION

King Longfellow Willard



APR-MAY 2019

BOARD DIRECTION & STAFF ANALYSIS

JUNE-AUG 2019

PRELIMINARY RE-ZONING MAPS DEVELOPED

SEPT-OCT 2019

**COMMUNITY CONSULTATION PROCESS
DRAFT PROPOSAL TO BOARD**

NOV 2019

BOARD DECISION

FEB 2020

**RISING 6th GRADE STUDENTS ASSIGNED
UNDER NEW PROCESS FOR SY 20-21**

3 'Populations' Longfellow Vicinity

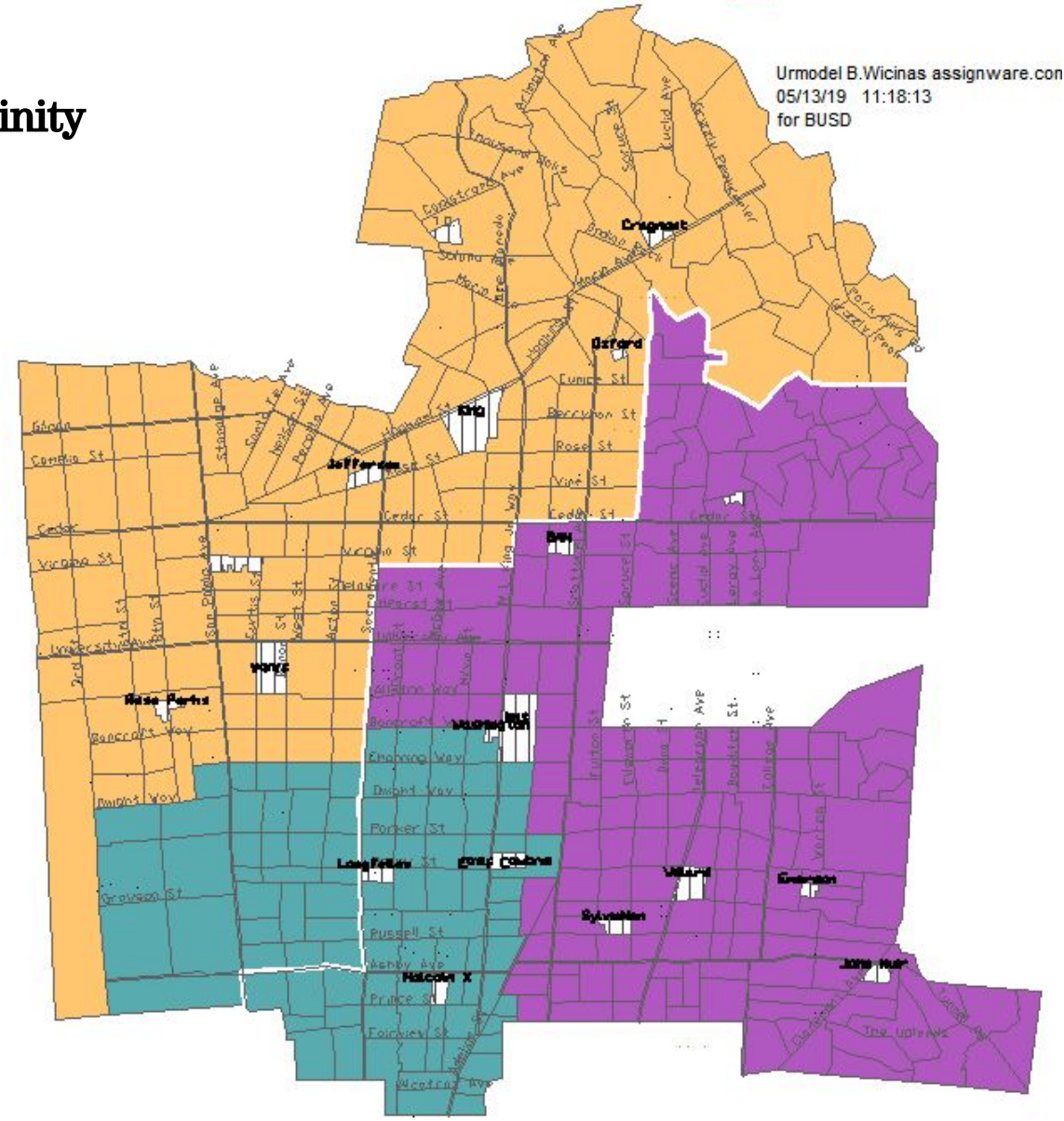
Zone	Pop	Ca1	Ca2	Ca3	Ca1	Ca2a	Ca3	K	W	L	PA's
K	981	352	247	382	0.36%	0.25%	0.39%	981	0	0	169
W	375	52	200	123	0.14%	0.53%	0.33%	0	375	0	178
L	565	459	106	0	0.81%	0.19%	0.00%	0	0	565	92



Legend

- King Zone
- Willard Zone
- Longfel Zone

Middle School Vicinity

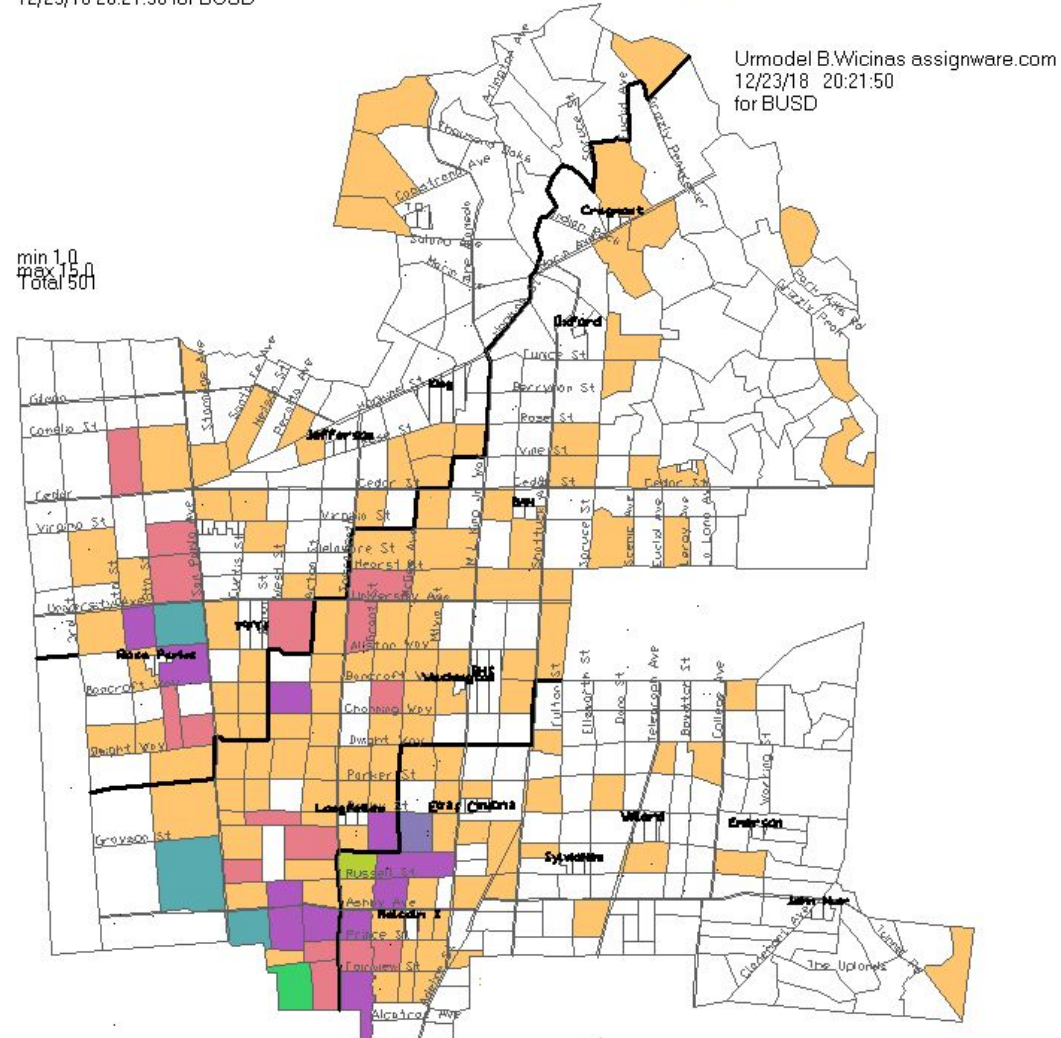
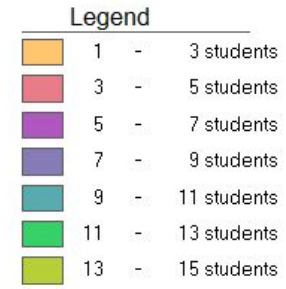


Attend Longfellow

Urmodel B.Wicinas assignware.com

Attending Longfellow

12/23/18 20:21:50 for BUSD



5th Grade Unduplicated

UrModel ASystemOfChoice.com

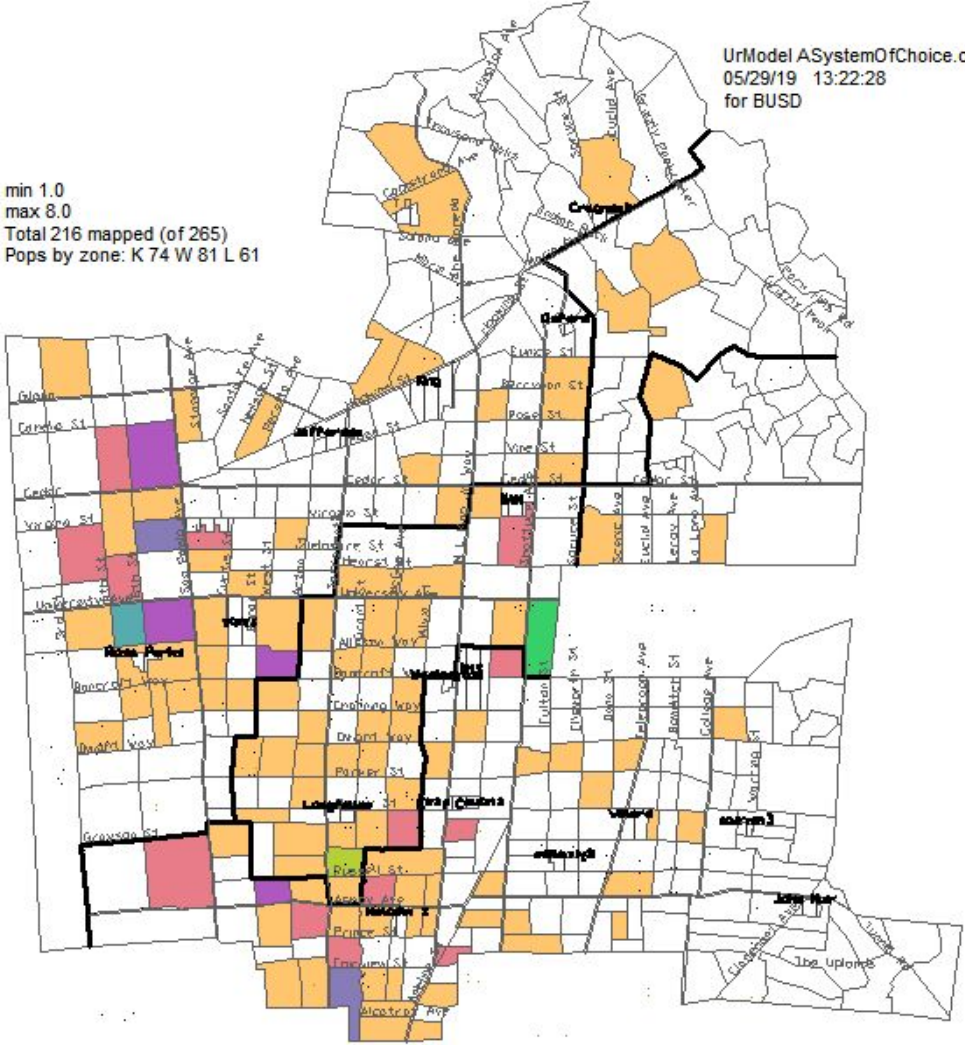
05/29/19 13:22:28 for BUSD

Legend

1	-	2 students
2	-	3 students
3	-	4 students
4	-	5 students
5	-	6 students
6	-	7 students
7	-	8 students

min 1.0
max 8.0
Total 216 mapped (of 265)
Pops by zone: K 74 W 81 L 61

UrModel ASystemOfChoice.com
05/29/19 13:22:28
for BUSD



Sylvia Mendez 5th Grade

Sylvia Mendez 5th
UrModel ASystemOfChoice.com

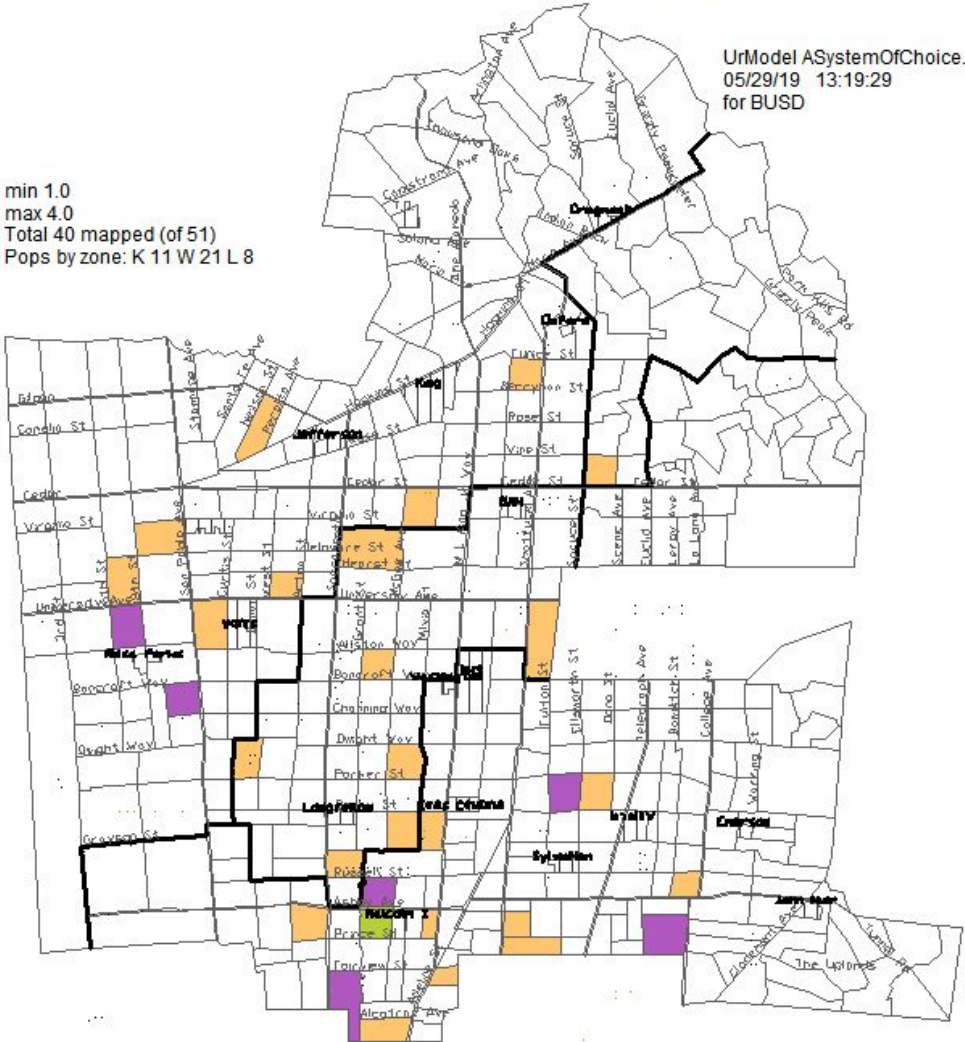
05/29/19 13:19:29 for BUSD

Legend

1	-	1 students
1	-	1 students
1	-	2 students
2	-	2 students
2	-	3 students
3	-	3 students
3	-	4 students

min 1.0
max 4.0
Total 40 mapped (of 51)
Pops by zone: K 11 W 21 L 8

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for BUSD



Longfellow TWI

Longfellow TWI
UrModel ASystemOfChoice.com

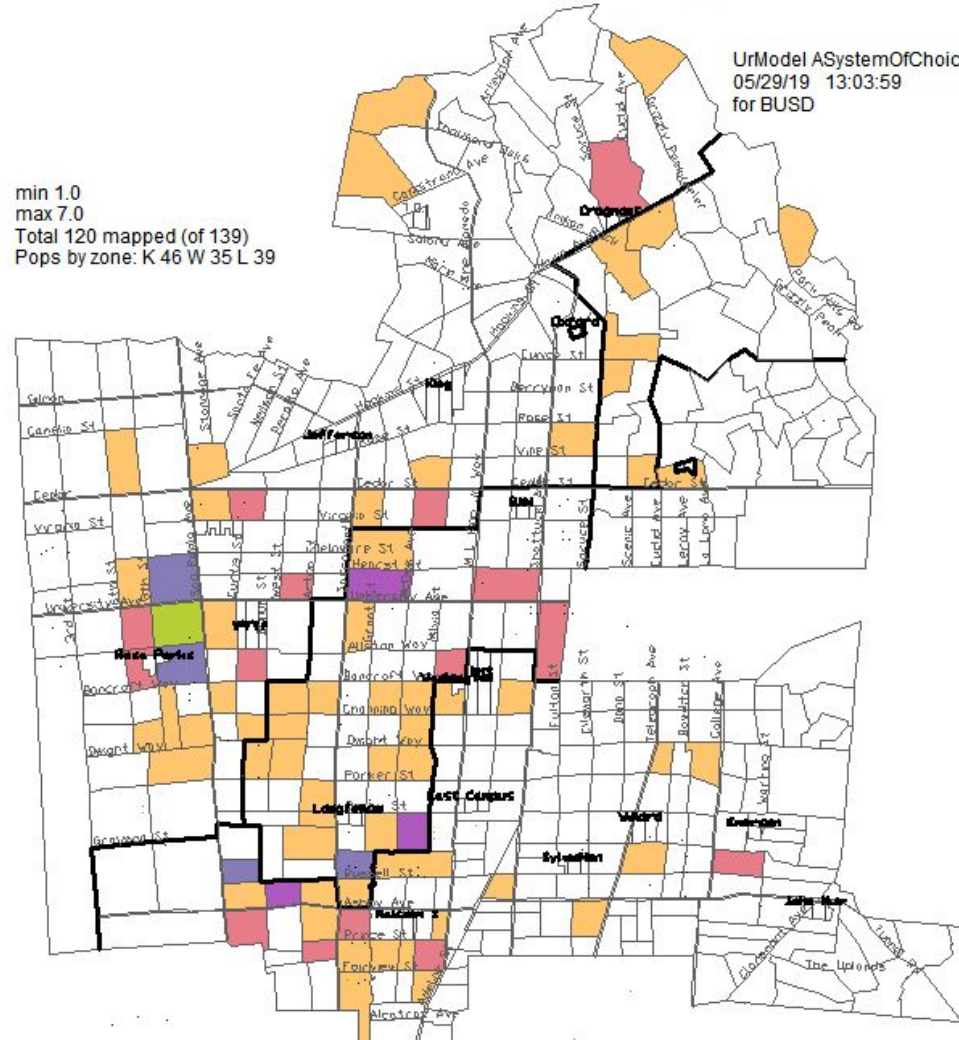
05/29/19 13:03:59 for BUSD

Legend

1	-	1 students
1	-	2 students
2	-	3 students
3	-	4 students
4	-	5 students
5	-	6 students
6	-	7 students

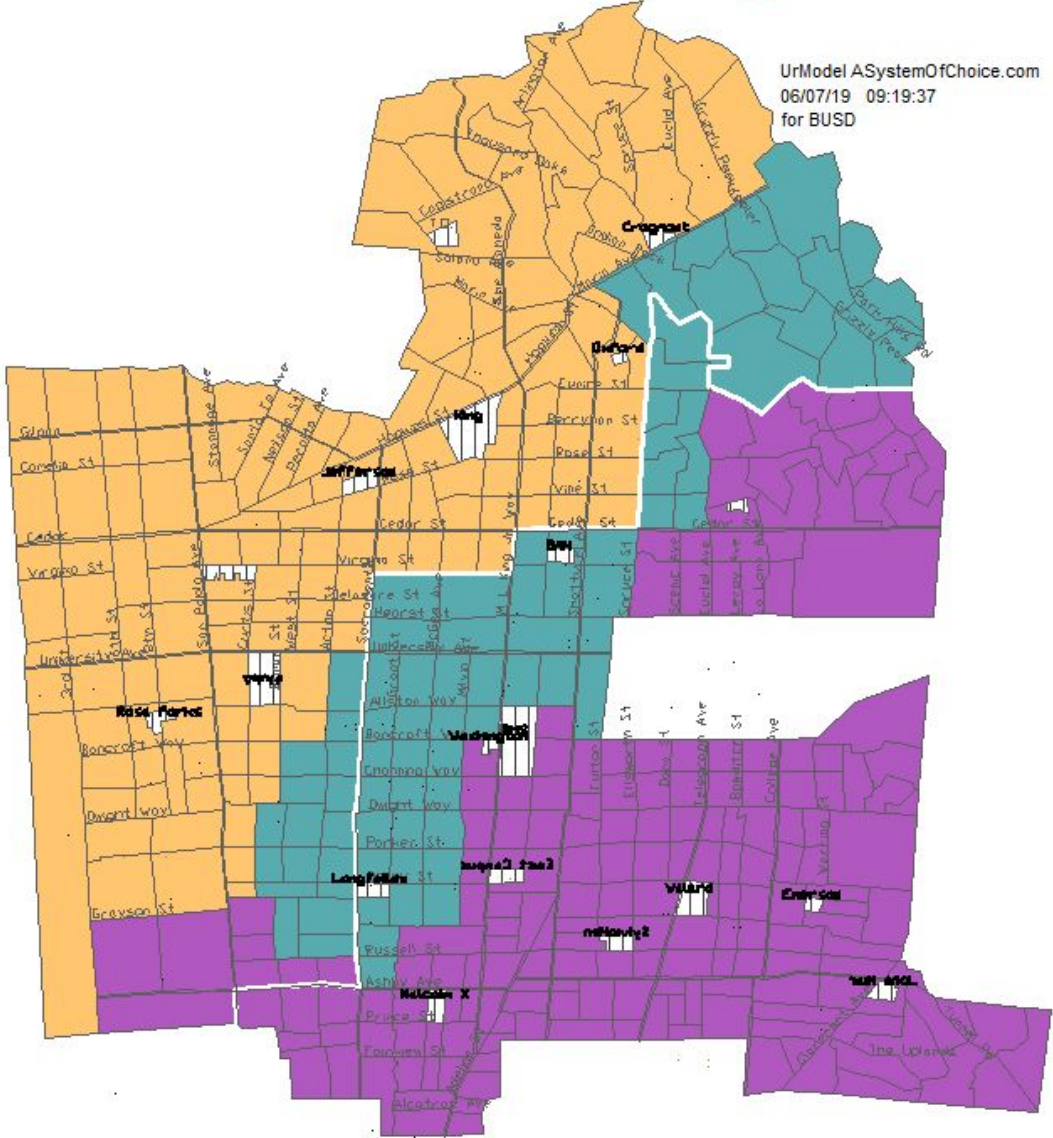
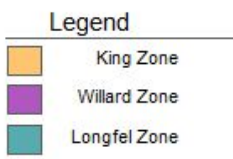
min 1.0
max 7.0
Total 120 mapped (of 139)
Pops by zone: K 46 W 35 L 39

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for BUSD



3 'Populations' Draft D K/W/L zones

Zon	Pop	Whi	Bla	Oth	Whi	Bla	Oth	K	W	L
K	910	412	90	408	0.45%	0.10%	0.45%	910	0	0
W	563	215	100	248	0.38%	0.18%	0.44%	0	563	0
L	448	187	67	194	0.42%	0.15%	0.43%	0	0	448



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for BUSD

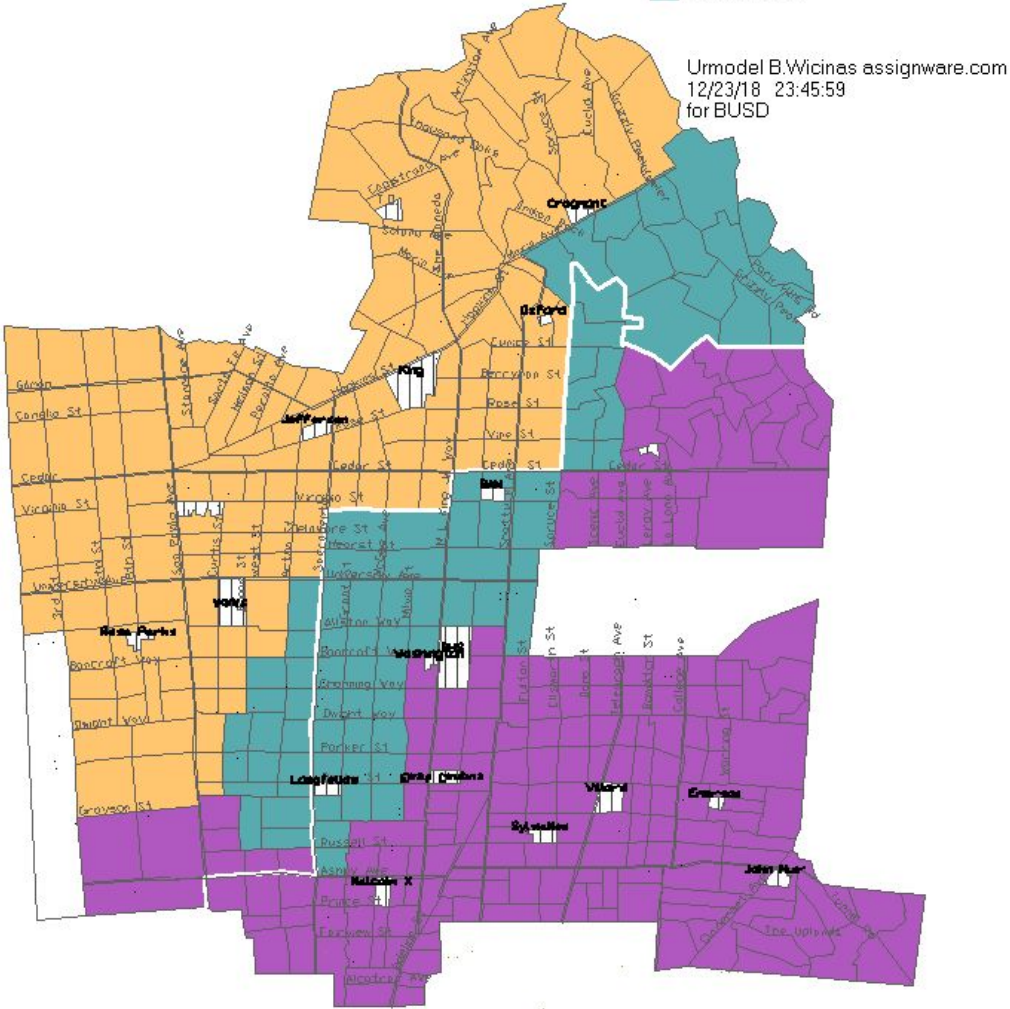
Three Zone Ethnicity

Three Zone Diversity CAT

3 'Populations' Draft d K/W/L Zones

Zone	Pop	Ca1	Ca2	Ca3	Ca1	Ca2a	Ca3	K	W	L	PA's
K	910	349	256	305	0.38%	0.28%	0.34%	910	0	0	157
W	563	307	156	100	0.55%	0.28%	0.18%	0	563	0	194
L	448	207	141	100	0.46%	0.31%	0.22%	0	0	448	87

- Legend
- King Zone
 - Willard Zone
 - Longfel Zone



Current Challenges with Assignment of Rising 6th Grade Students: Longfellow

- Projected 188 6th grade seats
 - 70 Assignments after Round 1 (includes TWI)
 - Added 40 kids through inter-district permits (110 total)
 - Projecting additional 50 kids (150-160 total) by Friday 6/14
-
- One concept: potentially leave surplus FTE at Longfellow if possible

GRADE 6 MAY BE HARD TO CAP AT LONGFELLOW



- Willard is 6th full
- Minimal 6th seats at King



If Longfellow
capped at 160 w/
7.0 FTE 22.8 vs 28



Grade Point Average: Semester 1

- Prior school appears to have a small impact on GPA.

ASI 0-2	Average Sem 1 GPA	Total	StDev	Effect Size vs. others
Longfellow	3.70	48	0.40	+0.27
MLK	3.60	208	0.58	+0.17
Willard	3.40	103	0.69	-0.37
Total	3.56	359	0.60	

ASI 3+	Average Sem 1 GPA	Total	StDev	Effect Size vs. others
Longfellow	2.74	103	0.92	0.00
MLK	2.85	87	0.90	+0.18
Willard	2.60	64	0.86	-0.21
Total	2.74	254	0.90	

The middle school you go to in BUSD does not appear to have much, if any, impact on your academic, behavioral (attendance), and transition (connectedness) at BHS.

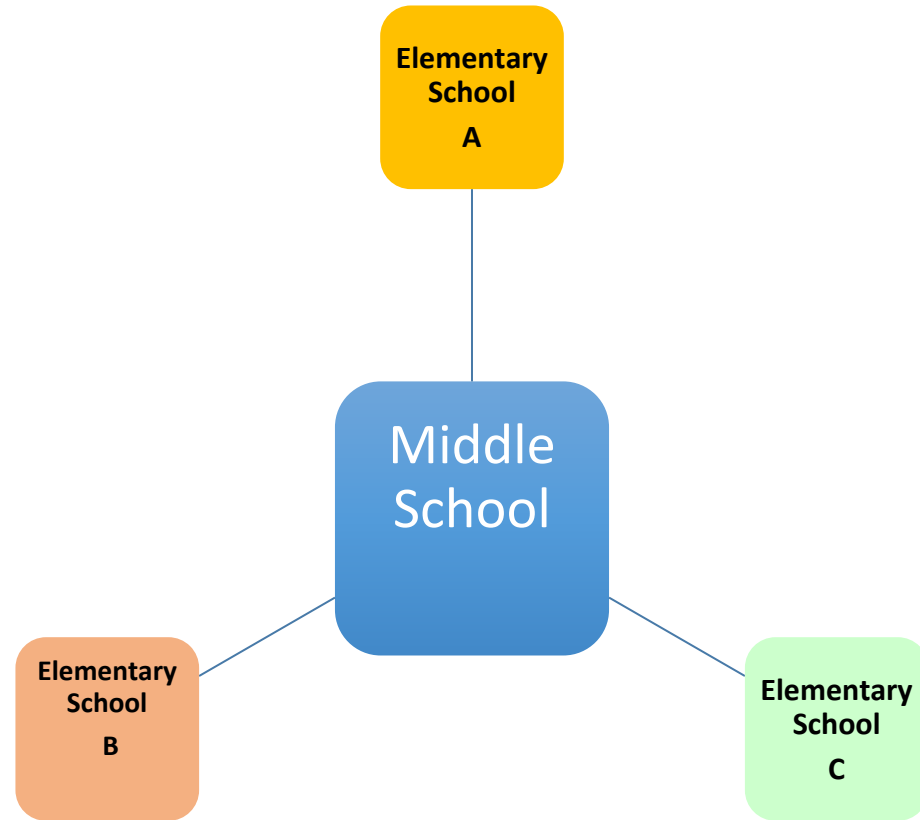
A student's ASI has significantly more influence on each of these areas.

Differences in aggregated data by sites is largely due to differing distributions of the ASI and should not be interpreted as either success or failure of those schools.

For example, while Longfellow may have lower rates of proficiency on SBA ELA or Math, when compared by ASI groups Longfellow students perform equally well on math and ELA at BHS.

The lower overall rates of proficiency by Longfellow students is a function of a student population with significantly higher levels of headwinds.

School Clusters or Pyramid Pathways



Longfellow Supports

- CTE Work
- Facilities
- African-American success Project
- Tier 1
- Renewed attention to behavior expectations
- Hiring of VP