



Second-Round Analysis of BPS Proposed School Assignment Plans

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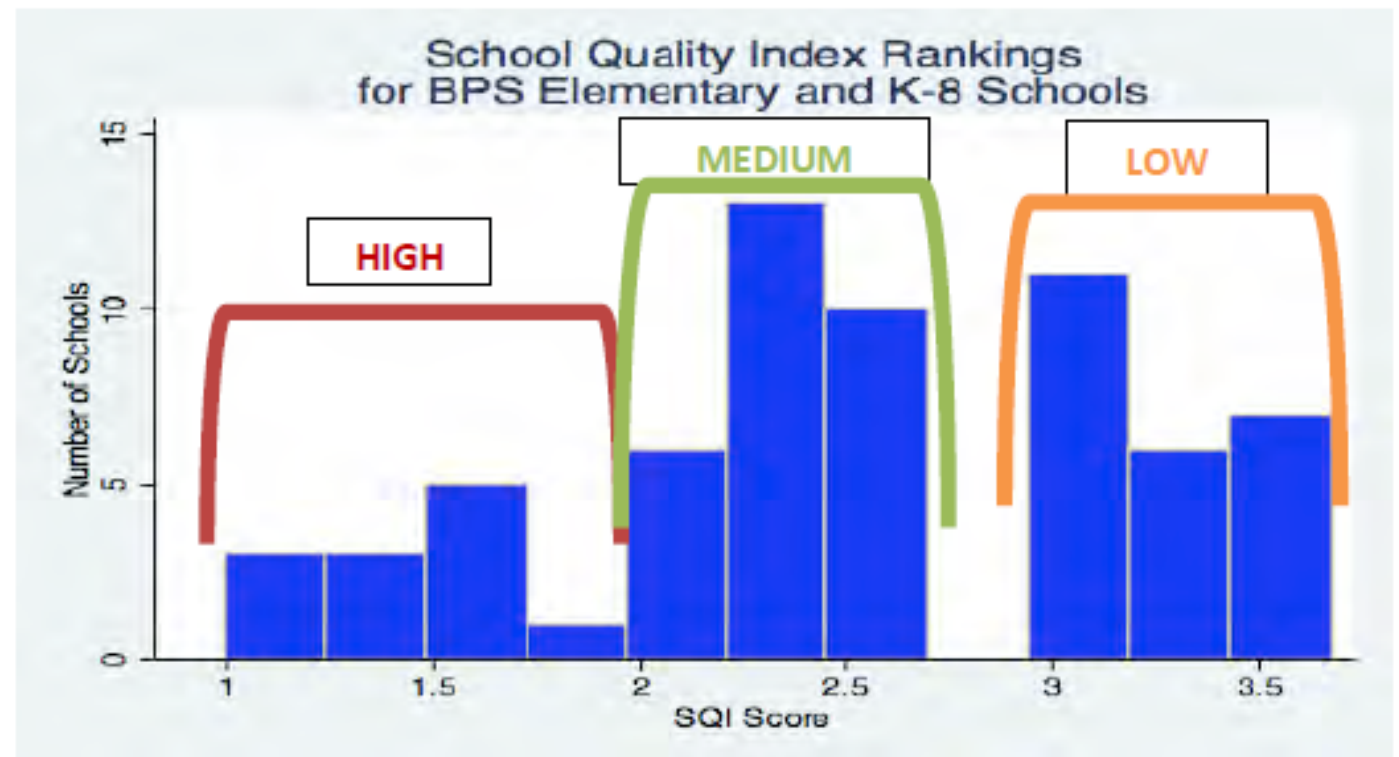


FIRST-ROUND ANALYSIS

School Quality Index (SQI)

Averages 3 measures of school quality provided by BPS:

- MCAS composite score
- DESE ranking by the MA Department of Education
- Popularity





Students' Enrollment in High, Medium, and Low Quality Schools, by Demographic and Program

	High Quality	Medium Quality	Low Quality	Unrated	Total
Total student enrollment	6139	10076	9631	5443	31289
Total % of enrollment	20%	32%	31%	17%	100%
Limited English Proficient	16%	37%	32%	15%	100%
Low Income	16%	34%	35%	15%	100%
Special Education	18%	36%	30%	16%	100%
Black	11%	33%	40%	16%	100%
Asian	37%	34%	20%	9%	100%
Hispanic	19%	34%	34%	13%	100%
White	35%	42%	13%	10%	100%



Current SQL Access, by Zone

	High	Medium	Low	Unrated	% High Quality Seats	
East	# of Schools	3	10	11	3	14%
	# of Seats	1637	4245	4770	1018	
North	# of Schools	5	8	8	4	20%
	# of Seats	2153	3430	3340	1888	
West	# of Schools	4	11	5	4	27%
	# of Seats	2349	3194	1966	1299	



School Quality Distribution by Plan: Overall Comparison

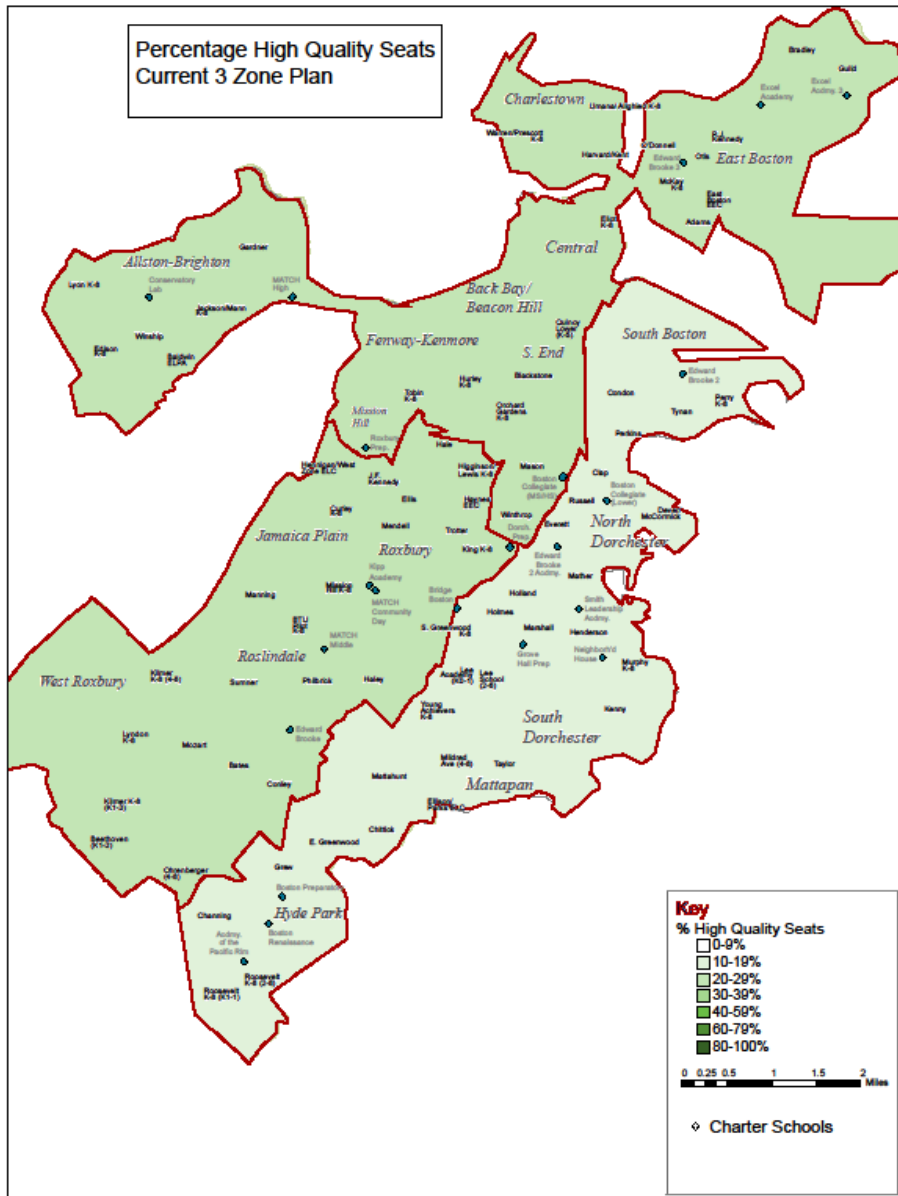
3 Zone	East	North	West
	14%	20%	27%

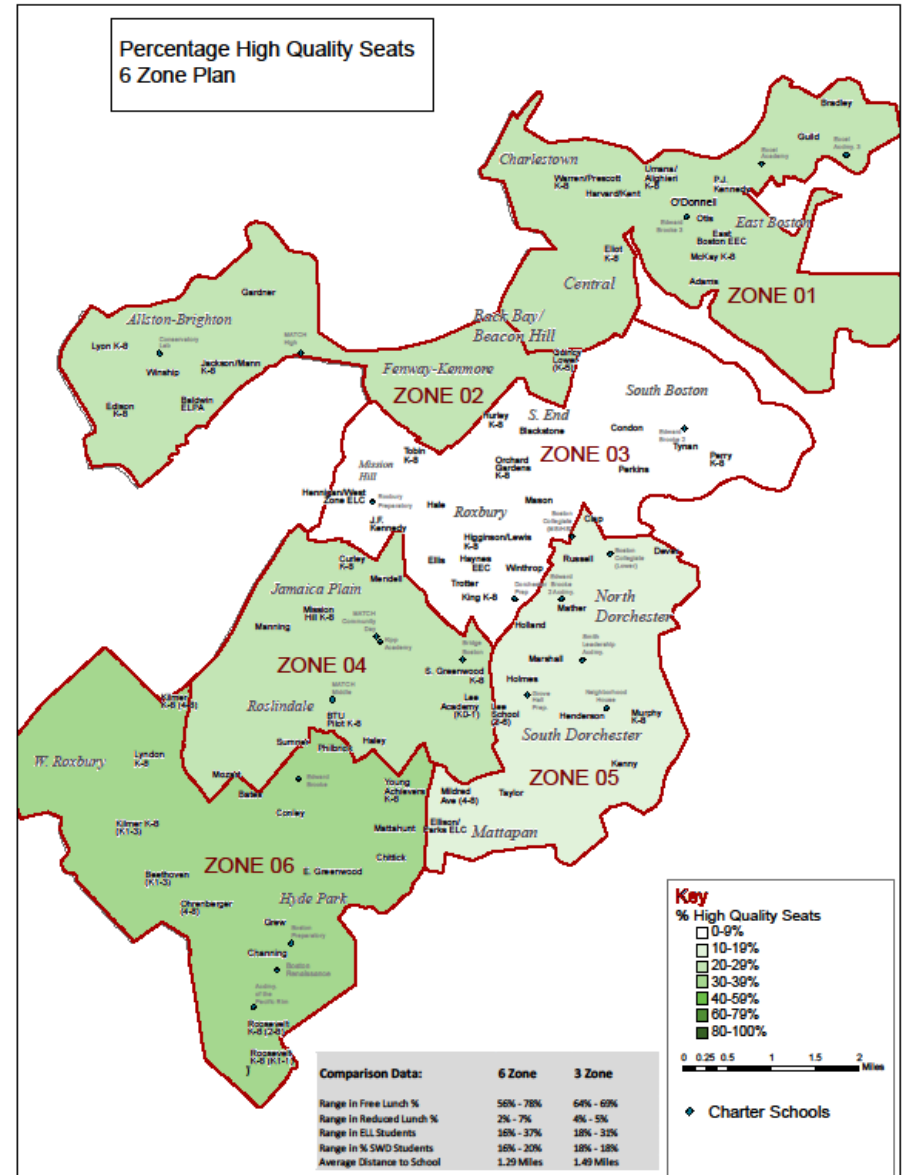
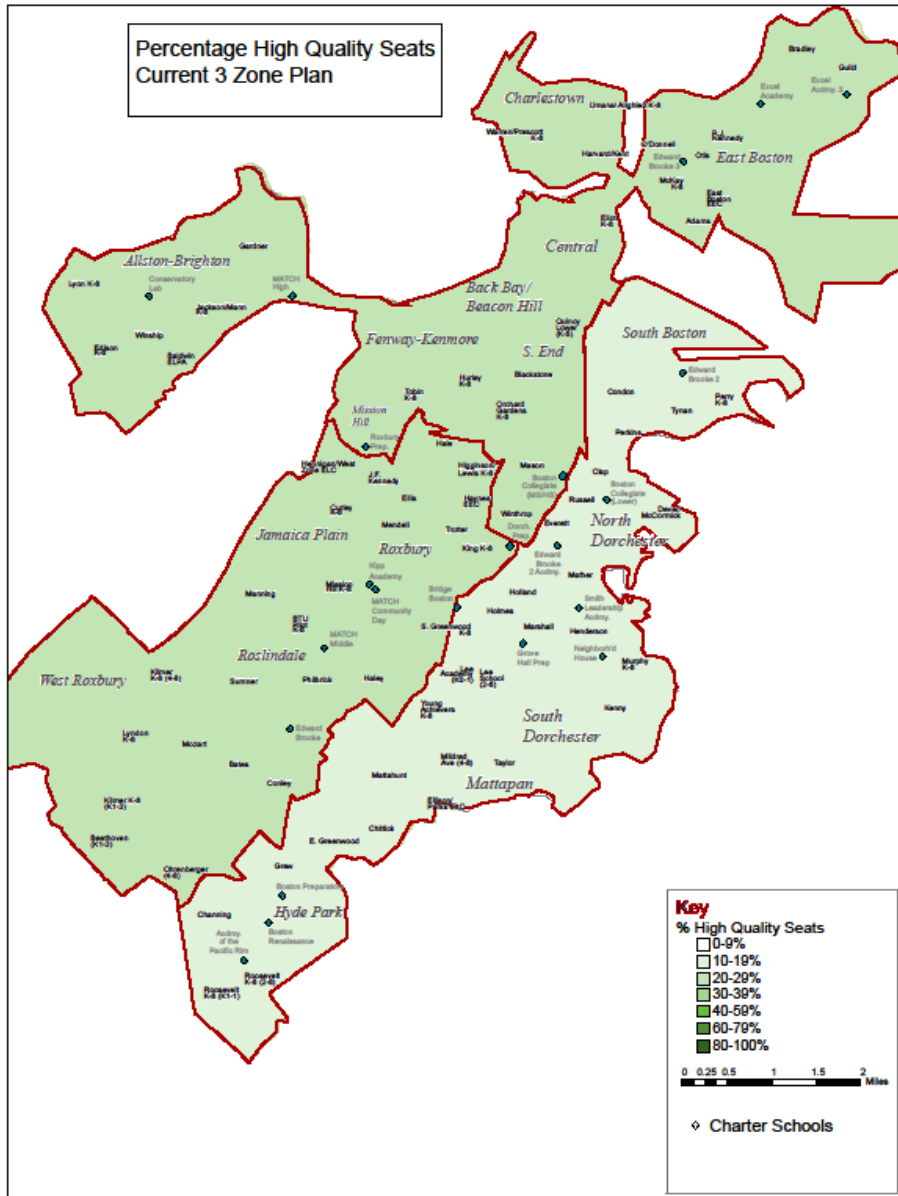
6 Zone	1	2	3	4	5	6
	21%	24%	5%	25%	17%	35%

9 Zone	1	2	3	4	5	6	7	8	9
	21%	24%	0%	8%	35%	25%	9%	0%	66%

11 Zone	1	2	3	4	5	6	7	8	9	10	11
	20%	24%	24%	0%	8%	25%	35%	9%	0%	77%	21%

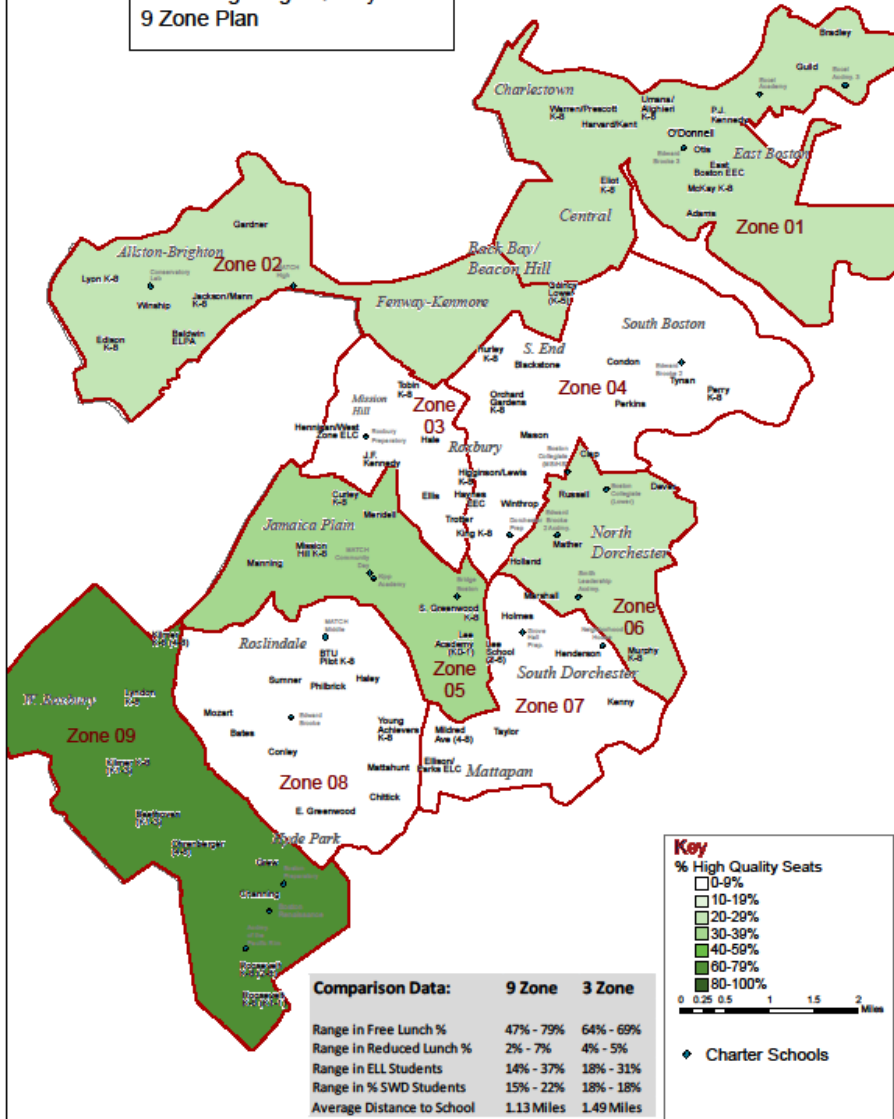
23 Zone	1	2	3	4	5	6	7	8	9	10	11	12
	0%	42%	0%	24%	0%	71%	0%	0%	0%	0%	0%	21%
	13	14	15	16	17	18	19	20	21	22	23	
	39%	15%	67%	0%	0%	0%	0%	0%	56%	100%	46%	



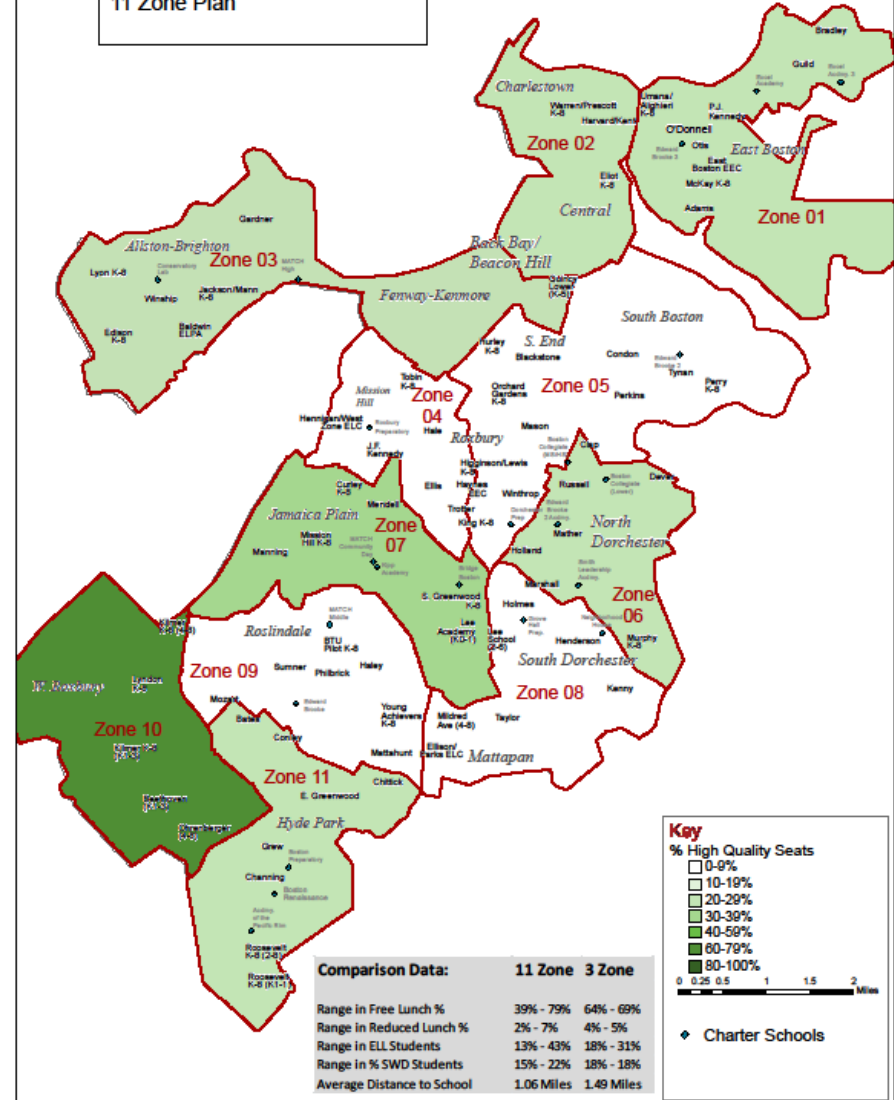




Percentage High Quality Seats
9 Zone Plan

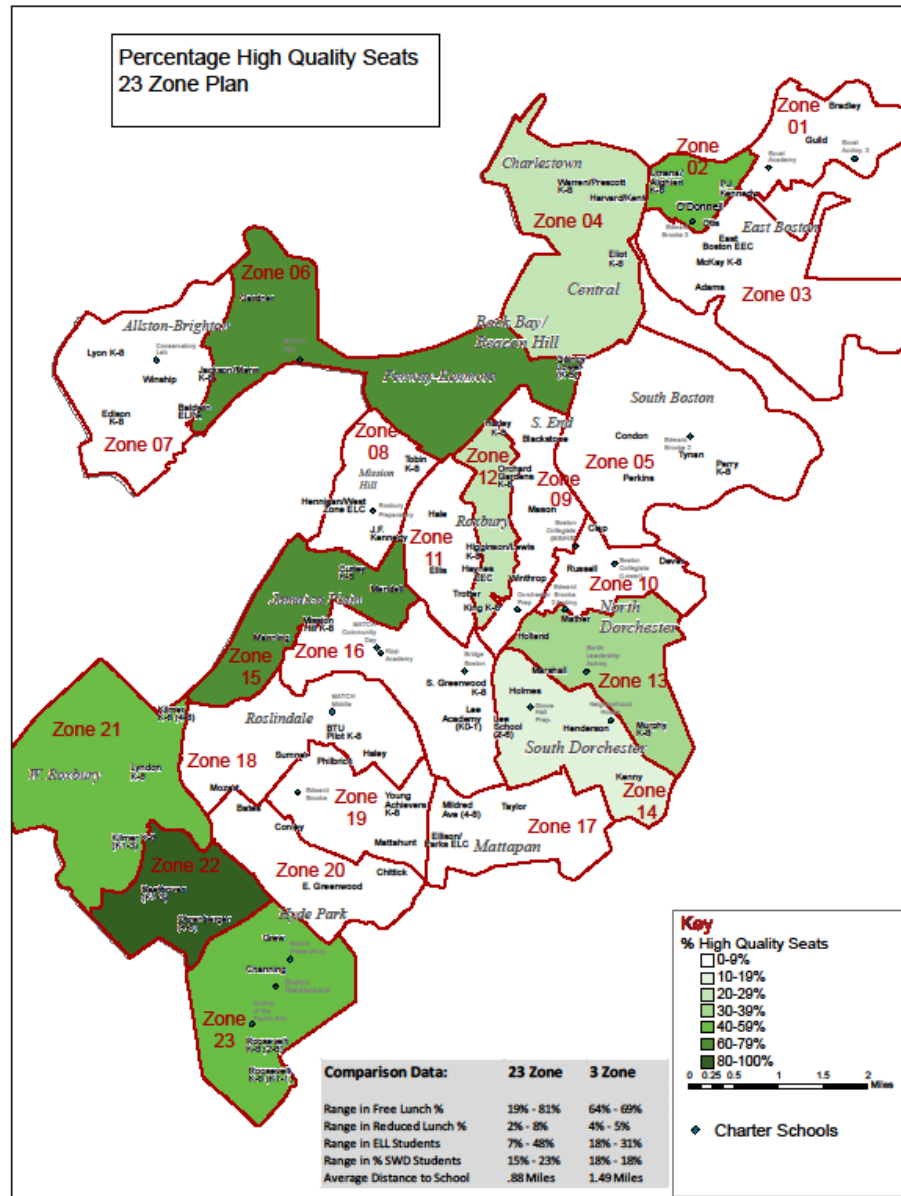


Percentage High Quality Seats
11 Zone Plan





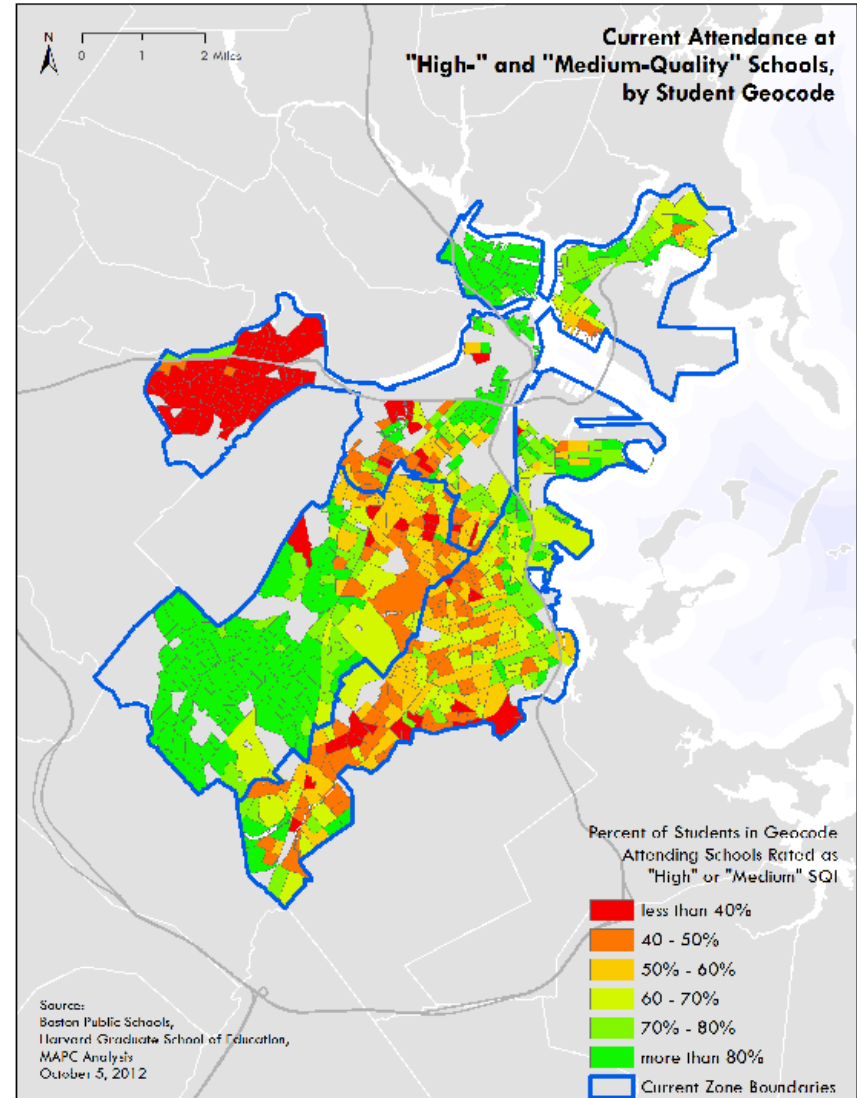
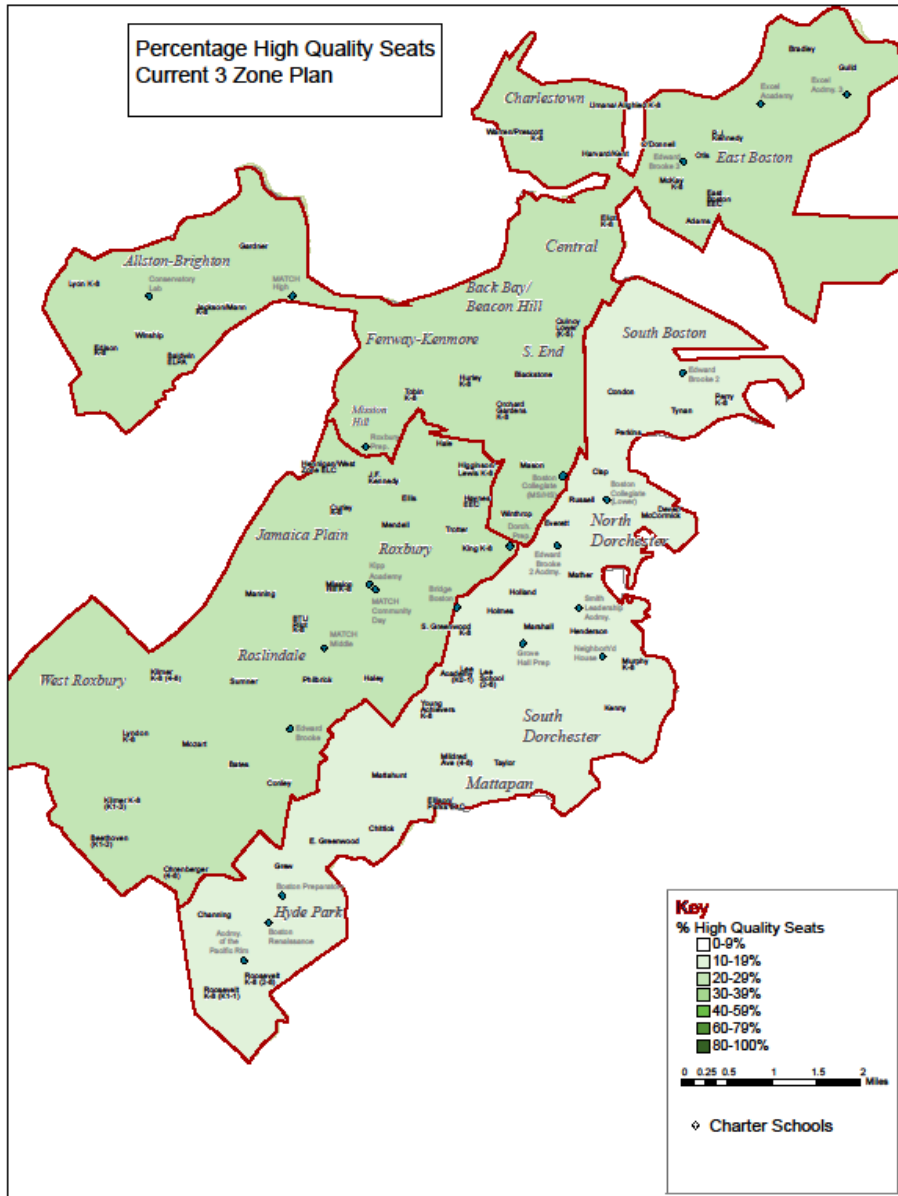
Percentage High Quality Seats
23 Zone Plan

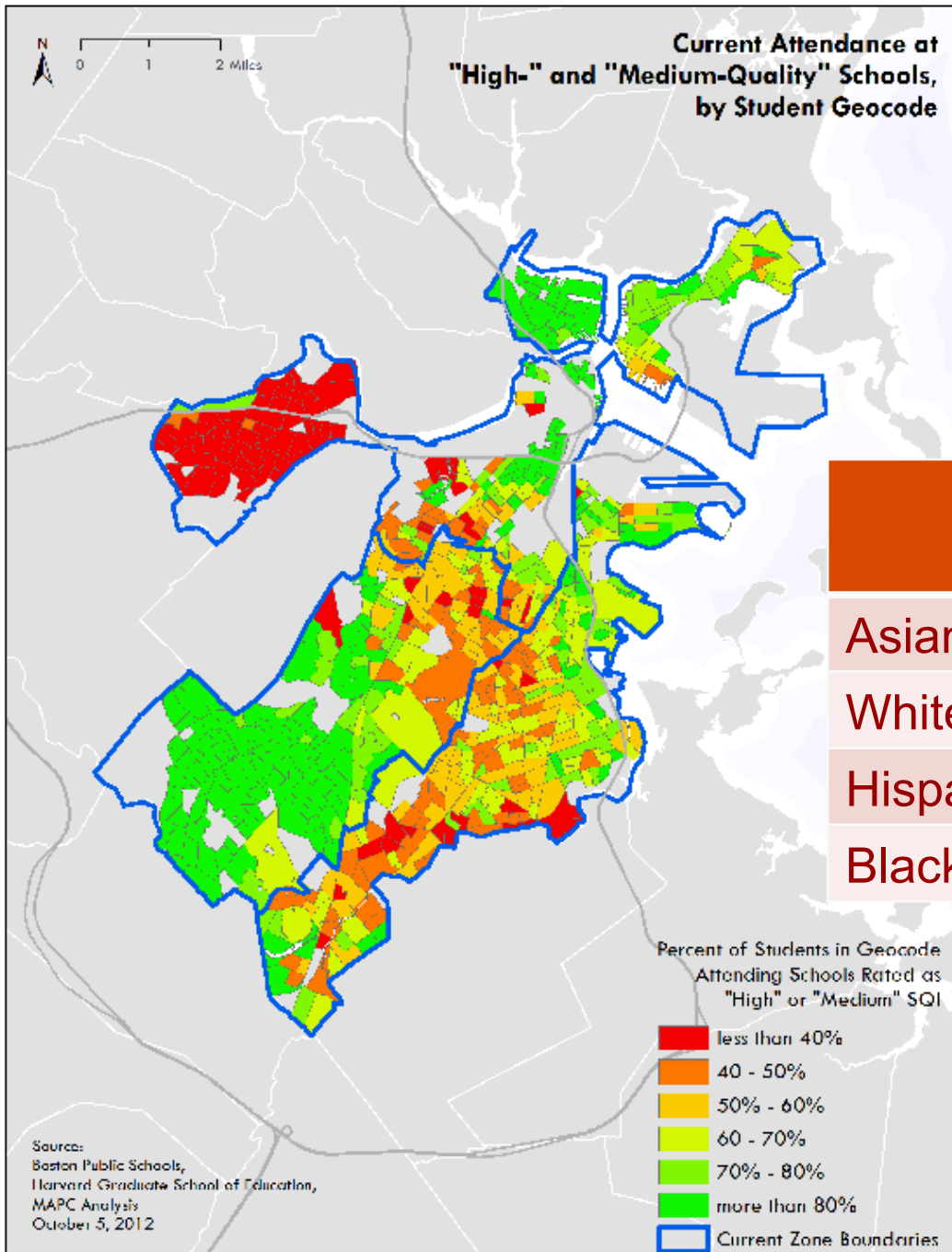




SECOND-ROUND ANALYSIS

Thanks to Marc Draisen and Tim Reardon of the Massachusetts Area Planning Council

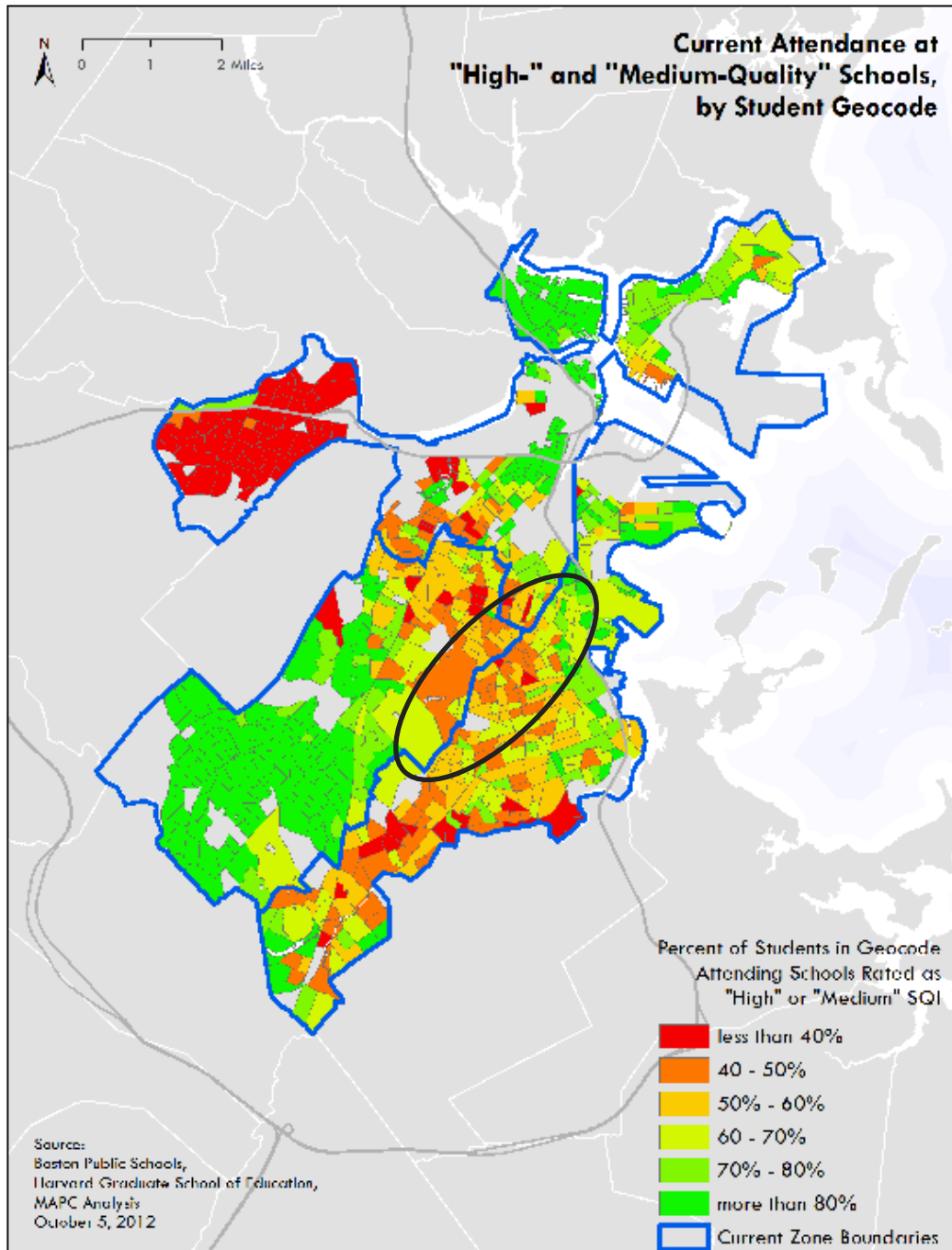




Current access to High and Medium Quality Schools by demographics

	High Quality	High + Medium
Asian	37%	79%
White	35%	84%
Hispanics	19%	57%
Blacks	11%	48%

Access also varies radically by neighborhood



- Access *inside* zones varies significantly
- Single neighborhoods seem to have similar access across zones
- Why??



Families in different neighborhoods within the same zone are accessing quality schools at very different rates. Is this because of:

- Differential access thanks to walk zone priority?
- Parents in different neighborhoods have different preferences, and hence make different choices?
- Parents in different neighborhoods have similar preferences (e.g. in favor of close-to-home schools) but have different capacities to fulfill those preferences?

Recommendation: Use lottery data to analyze parents' choices by geography and demographics. Use school data to analyze walk-zone priorities.



What do we know about the relationship between demographics and quality?

- No district in the United States (including Boston) provides high quality education at scale to students in hypersegregated, low-income schools
- No U.S. district provides high quality education at scale to students in hypersegregated classrooms (e.g. via tracking)
- Changing school assignment is not a reliable or a robust mechanism for improving school quality
- There is no research evidence that neighborhood schools are higher quality than non-neighborhood schools
- School quality access drives neighborhood demographics via property values and selection