

Outline: MVWSD Board Briefing #2 – Choice School Enrollment Analysis and Policy Options

Section 1: Goals and Recap from first session

- At the first session, the board aligned on goals and plans for changes to MVWSD’s enrollment policies:
 - Adopt new enrollment policies for choice schools to promote equitable enrollment
 - Policies should promote enrollment of socioeconomically disadvantaged students in choice schools, where these students have been underrepresented.
 - Policies should be flexible enough to support equitable enrollment across all choice schools and to adapt to changes in the district’s demographics and applicant pool, and should work in tandem with ongoing efforts to attract a wider group of applicants to Stevenson.
 - Policies should maintain sibling priority at choice schools.
 - Policies should be easy to understand and communicate to parents and other stakeholders.

- The board considered historical data and three options for modifying the lottery. After discussion, the board narrowed down the decision to two options: A modified tiered lottery or a weighted lottery.

- In both cases the board will prioritize socioeconomically disadvantaged students in the lottery in two categories: Level 1, based on the state’s definition of socioeconomic disadvantage; and Level 2, a local definition of socioeconomic disadvantage which takes into account the high median income and cost of living in Mountain View. Level 1 students will have a higher priority for admission compared to Level 2 students.
 - Modified tiered lottery: Add two additional tiers to the lottery to prioritize socioeconomically disadvantaged students for a portion of seats, with a goal of increasing the representation of socioeconomically disadvantaged students.
 - Weighted lottery: Socioeconomically disadvantaged students receive additional entries into the lottery to boost their chances of admission, with a goal of increasing the representation of socioeconomically disadvantaged students.

- Today we will review each of these two options in more depth to further address questions that the board raised during our prior discussion. **Following that, the board will vote to adopt one of these two options.** Topics for today’s discussion include:
 - What are these options and how are they different?
 - Considerations of communicating these options to stakeholders
 - Comparison of sample lottery results using both approaches
 - Comparison of waitlist using both approaches
 - Board policy language

Section 2: Modified Tiered Lottery Approach

How does the lottery work?

- Maintains current tiered priorities numbers 1-8 to prioritize siblings and children of school and district staff.
- Adds two additional priorities for socioeconomically disadvantaged students. Rather than applying the priority for socioeconomically disadvantaged students to all seats, prioritize socioeconomically disadvantaged students for a portion of open seats, determined based on the applicant pool and equity goals (For example, in the sample lottery below, 13 seats would be prioritized for socioeconomically disadvantaged students).
 - Priority 9: Socioeconomically disadvantaged Level 1
 - Priority 10: Socioeconomically disadvantaged Level 2
 - Priority 11: All other students

How does the waitlist work?

- When the lottery is run, a waitlist is generated for all students who are not admitted and students are ordered randomly on the waitlist. After the priority seats are filled, all other seats and the waitlist are assigned based on the student’s random lottery number.
- This means that socioeconomically disadvantaged students are not “boosted” on the waitlist; if a socioeconomically disadvantaged student leaves the school, the seat would not necessarily go to a socioeconomically disadvantaged student.

Board policy language: Revised section B in 5115 AR - Enrollment Priorities

B. For Choice schools (Gabriela Mistral Elementary and Stevenson Elementary) the enrollment priorities shall be the following:

Language from sections 1-3 remains the same. These sections detail enrollment policies for returning students, siblings, and children of MVWSD staff.

4. Ninth priority for socioeconomically disadvantaged students. Socioeconomically disadvantaged students are defined here as (1) students classified as SED by the California Department of Education, or (2) Students who meet the income or education criteria for CDE’s definition based on the family-provided information in the student’s enrollment application.

5. Tenth priority for students who are socioeconomically disadvantaged relative to Mountain View’s context. Relatively socioeconomically disadvantaged students are defined as families earning half or less of Mountain View’s median family income and/or students whose parents are not high school or college graduates.

6. A portion of seats are prioritized for students in priority groups nine and ten as described below. The number of seats prioritized for these groups is calculated annually by the district based on the proportion of socioeconomically disadvantaged students in the applicant pool compared to the district overall:

- a. If socioeconomically disadvantaged students are overrepresented in the applicant pool compared to the district average, or if the proportion of socioeconomically disadvantaged students in the applicant pool is equal to the district average, no seats are prioritized for students in priority groups nine and ten.

b. If socioeconomically disadvantaged students are underrepresented in the applicant pool compared to the district overall, a portion of seats are prioritized for priority groups nine and ten. The number of seats to prioritize is calculated annually based on the goal of achieving parity with the district.

7. Eleventh priority for all other students who live within the District and are new to the program.

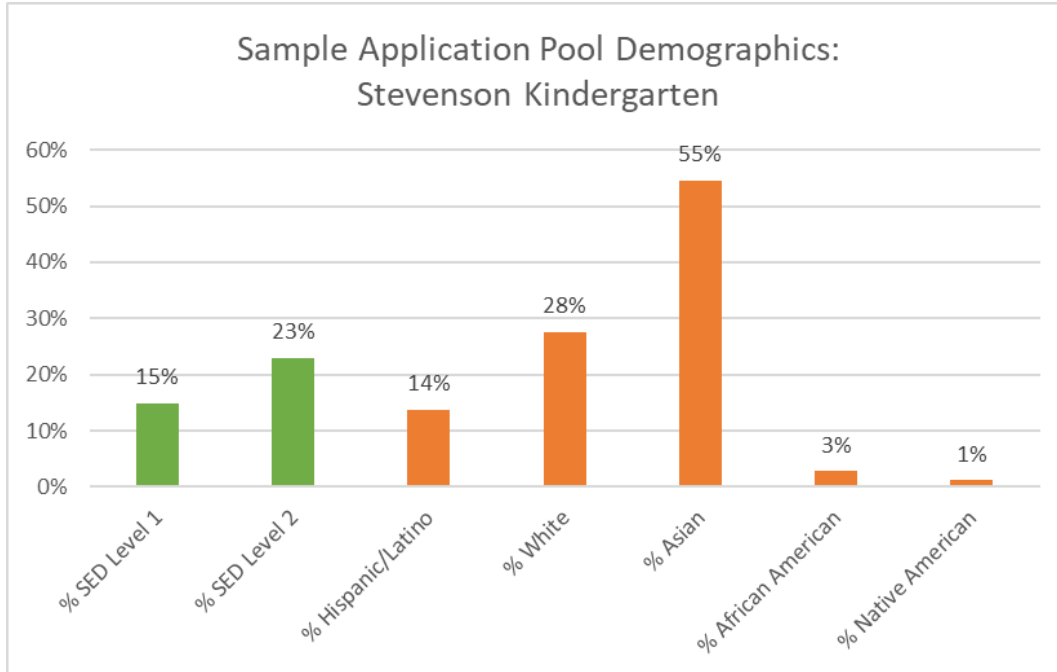
8. Twelfth priority to all other students who attend pursuant to an interdistrict transfer agreement and are new to the program.

Considerations for communication and transparency

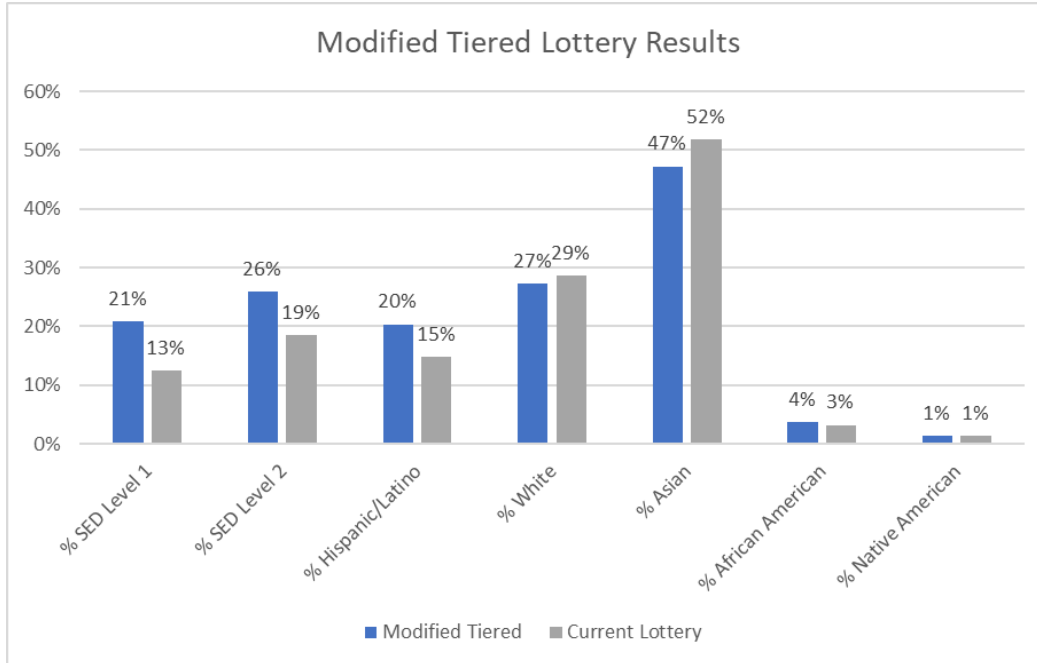
- While possible, it can be challenging to explain how the “priority seats” are determined and what this means
- To explain this lottery type and how it is determined, it’s helpful to focus on the goal of achieving parity with the district. For example:
 - *Socioeconomically disadvantaged students are underrepresented in Stevenson’s enrollment and among the students who apply to Stevenson. In order to change this representation over time, each year the district prioritizes a portion of seats for socioeconomically disadvantaged students. This policy boosts the chances of admission for socioeconomically disadvantaged students, with a goal of Stevenson’s enrollment more closely mirroring the district’s overall demographics.*

Sample lottery

- To better consider the potential differences between the two lottery options, we have created a sample group of applicants with slightly more socioeconomically disadvantaged students than applied last year. Given the parallel efforts to engage parents and expand the applicant pool, MVWSD hopes to attract a group of applicants similar to this sample by next year.



- Sample lottery results (Stevenson)
 - The sample lottery was run three times to demonstrate a range of possible results. On average, a greater proportion of admitted students were socioeconomically disadvantaged and Hispanic/Latino compared to sample results using MVWSD’s current lottery policies.
 - On average, 21% of admitted students were socioeconomically disadvantaged based on the Level 1 definition, and 26% based on the Level 2 definition, compared to 13% and 19% using current lottery policies.
 - Results varied slightly each time the lottery was run, based on the random lottery number assigned to each applicant:
 - The percentage of Level 1 socioeconomically disadvantaged students was consistent each of the three times, at 21%. By design, no fewer than 13 socioeconomically disadvantaged students can be admitted using this option, as long as at least 13 socioeconomically disadvantaged students apply.
 - The percentage of Level 2 socioeconomically disadvantaged students varied from 25%-28% across the three runs of the lottery.
 - The percent of Hispanic/Latino students did not vary greatly in each of the three example lottery runs, ranging from 19%-22%.



- Waitlist
 - As explained previously, students are ordered on the waitlist according to their random number, so socioeconomically disadvantaged students are not prioritized on the waitlist over other students. This means that there is no guarantee that a socioeconomically disadvantaged student who leaves the school would be replaced by another socioeconomically disadvantaged student.
 - In the example lottery, of the first ten students on the waitlist, on average 1 student is socioeconomically disadvantaged.

- Implications for Gabriel Mistral
 - The policy ensures that seats are only prioritized for socioeconomically disadvantaged students if these students are underrepresented in the applicant pool compared to the district average.
 - This year 52% of Gabriel Mistral’s K applicants were socioeconomically disadvantaged, compared to 27% in the district overall. Given that socioeconomically disadvantaged students are overrepresented in the applicant pool, no seats need to be prioritized for this group of students. This means that the lottery process for this school would not be impacted by this policy change unless the composition of the applicant pool changes in future years.

Section 3: Weighted Lottery Approach

How does the lottery work?

- Tiered and weighted lottery: Maintain sibling and staff priorities, but provide a boost for socioeconomically disadvantaged students for all remaining seats by giving these students additional entries into the lottery.
- All siblings are prioritized for admission, followed by school and district staff, in line with current

priorities.

- For all remaining seats students who are socioeconomically disadvantaged receive additional "lottery tickets" to boost their chances of admission.
 - Similar to the tiered system, the district would calculate annually how much weight to provide to socioeconomically disadvantaged applicants based on the applicant pool and goal for enrollment of this group.

How does the waitlist work?

- The waitlist is impacted by the increased weight given to socioeconomically disadvantaged students. Since socioeconomically disadvantaged students receive additional entries into the lottery, they have additional opportunities to receive a higher lottery number, which can mean a placement in the school or a higher order on the waitlist.
- However, this does not mean that if a socioeconomically disadvantaged student leaves the school, the seat will go to a socioeconomically disadvantaged student. The seat would be given to the next student on the waitlist who may or may not be socioeconomically disadvantaged.

Board policy language: Revised section B in 5115 AR - Enrollment Priorities

B. For Choice schools (Gabriela Mistral Elementary and Stevenson Elementary) the enrollment priorities shall be the following:

Language from sections 1-3 remains the same. These sections detail enrollment policies for returning students, siblings, and children of MVWSD staff.

4. Ninth priority for all other students who live within the District and are new to the program.
5. Within priority group nine, socioeconomically disadvantaged students will be weighted with a goal of achieving parity with the district. Socioeconomically disadvantaged students are defined as follows:
 - a. Socioeconomically disadvantaged students are defined as (1) students classified as SED by the California Department of Education, or (2) Students who meet the income or education criteria for CDE's definition based on the family-provided information in the student's enrollment application.
 - b. Relatively socioeconomically disadvantaged students are defined as families earning half or less of Mountain View's median family income and/or students whose parents are not high school or college graduates.
6. The weights used for these groups are calculated annually by the district based on the proportion of socioeconomically disadvantaged students in the applicant pool compared to the district overall:
 - a. If socioeconomically disadvantaged students are overrepresented in the applicant pool compared to the district average, or if the proportion of socioeconomically disadvantaged students in the applicant pool is equal to the district average, no weights are provided to socioeconomically disadvantaged students.

b. If socioeconomically disadvantaged students are underrepresented in the applicant pool compared to the district overall, weights for these students are used in the lottery. The weight to be provided to socioeconomically disadvantaged students is calculated annually based on the goal of achieving parity with the district. The weight to be provided to relatively socioeconomically disadvantaged students is determined annually as the greater of these two weights: (1) The weight for socioeconomically disadvantaged students minus one; or (2) Weight of two.

6. Tenth priority to all other students who attend pursuant to an interdistrict transfer agreement and are new to the program.

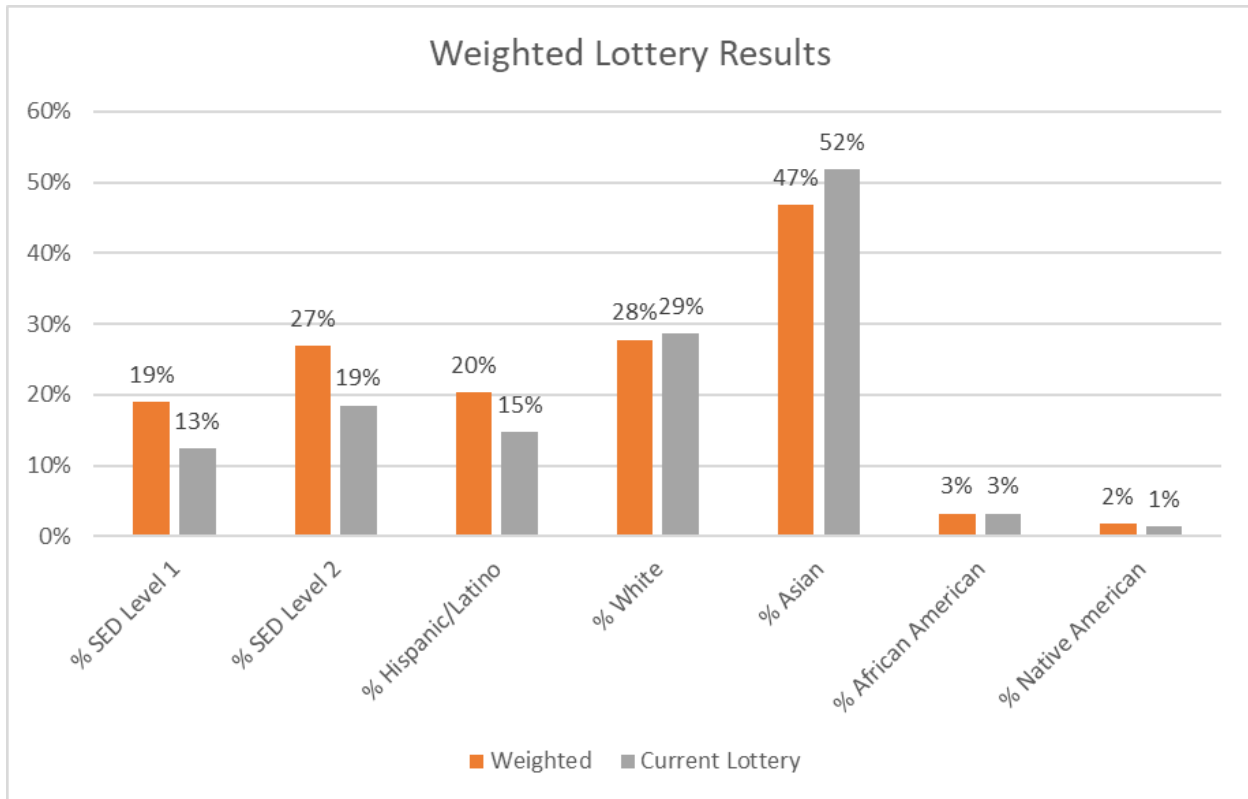
Considerations for communication and transparency

- The weighted lottery concept may be easier to explain compared to the tiered-modified approach. However, it can be a challenge to explain the justification for the specific weights used. Similar to the tiered approach, it's helpful to focus on the goal of achieving parity with the district. For example:
 - *Socioeconomically disadvantaged students are underrepresented in Stevenson's enrollment and among the students who apply to Stevenson. In order to change this representation over time, socioeconomically disadvantaged students will have additional entries ("lottery tickets") in the enrollment lottery for this school. This policy boosts the chances of admission for socioeconomically disadvantaged students, with a goal of Stevenson's enrollment more closely mirroring the district's overall demographics.*

Sample lottery

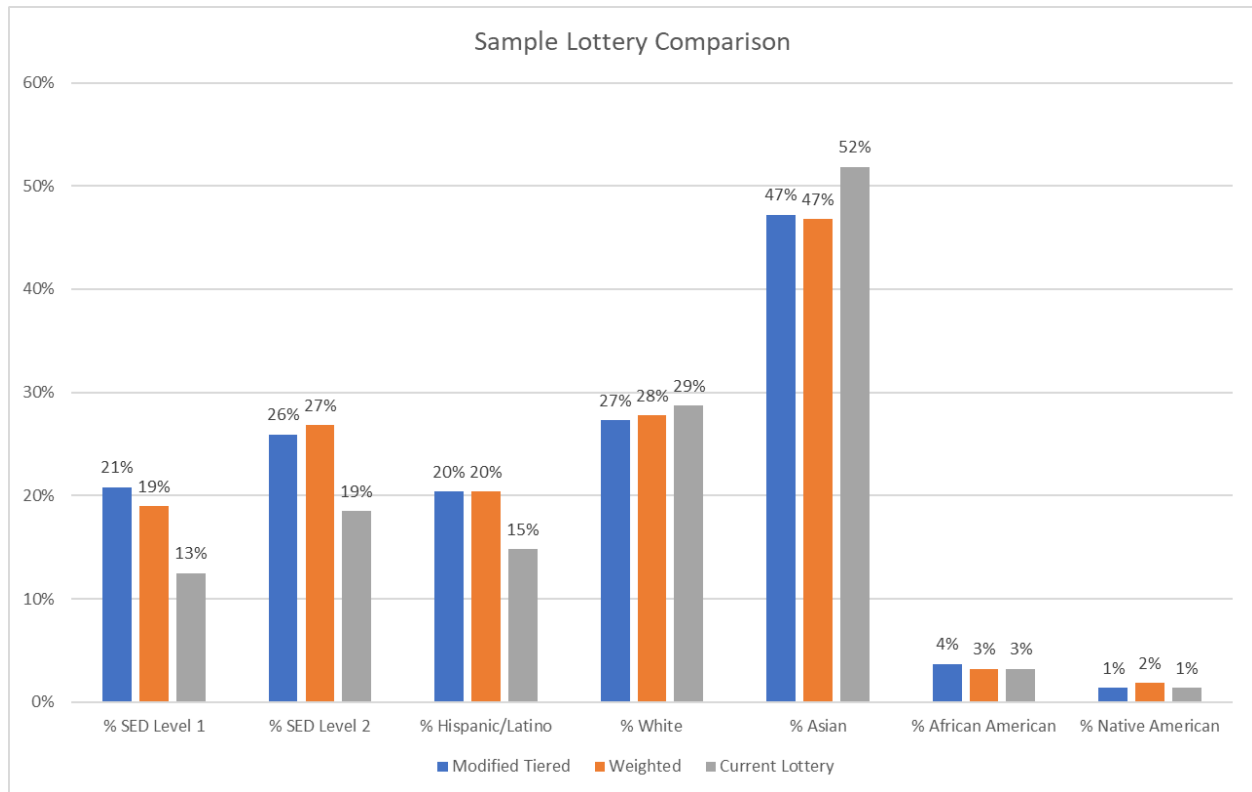
- A weighted lottery was run with the same sample group of applicants as was used for the modified tiered lottery.
- Using the formula reviewed at the last meeting, socioeconomically disadvantaged students (level 1) would receive a weight of 3 with this sample group of applicants. Socioeconomically disadvantaged students (level 2) would receive a weight of 2, to ensure they have a better chance of admission than other students, but not at the same weight as students who meet the criteria for level 1.
- Sample lottery results (Stevenson)
 - The sample lottery was run three times to demonstrate a range of possible results. On average, a greater proportion of admitted students were socioeconomically disadvantaged and Hispanic/Latino compared to sample results using MVWSD's current lottery policies.
 - On average, 19% of admitted students were socioeconomically disadvantaged based on the Level 1 definition, and 27% based on the Level 2 definition, compared to 13% and 19% using current lottery policies.
 - Results varied somewhat each time the lottery was run, based on the random lottery number assigned to each applicant. We can expect more variation in results using this type of lottery, compared to the modified tiered approach:
 - The percentage of Level 1 socioeconomically disadvantaged students varied in each run of the lottery, from 14%-22%.

- The percentage of Level 2 socioeconomically disadvantaged students varied from 24%-29% across the three runs of the lottery.
- The percent of Hispanic/Latino students also varied somewhat in each of the three example lottery runs, ranging from 15%-25%.



- Waitlist
 - As explained previously, since socioeconomically disadvantaged students receive additional entries into the lottery, they have additional opportunities to receive a higher lottery number, which can mean a placement in the school or a higher order on the waitlist.
 - As a result, in the example lottery, of the first ten students on the waitlist on average 4 students are socioeconomically disadvantaged.
- Implications for Gabriel Mistral
 - The policy ensures that weights are utilized for socioeconomically disadvantaged students only if these students are underrepresented in the applicant pool compared to the district average.
 - This year 52% of Gabriel Mistral’s K applicants were socioeconomically disadvantaged, compared to 27% in the district overall. Given that socioeconomically disadvantaged students are overrepresented in the applicant pool, no weight is needed. This means that the lottery process for this school would not be impacted by this policy change unless the composition of the applicant pool changes in the future.

Section 4: Summary Comparison of Two Lottery Options



	Tiered-Modified	Weighted
Communications and transparency	Can be challenging to explain the mechanics of this option (e.g. how the portion of seats prioritized is determined).	Somewhat easier to explain the concept, but can be a challenge to explain how exact weights were determined (e.g. why a weight of 3 instead of 4, etc?)
Lottery Structure	A portion of seats are prioritized for socioeconomically disadvantaged students.	Socioeconomically disadvantaged students receive additional entries into the lottery.
Waitlist	Priority for socioeconomically disadvantaged students does not impact the waitlist	Priority for socioeconomically disadvantaged students does impact the waitlist, since these students have additional chances to place higher on the waitlist.

Results (sample lottery)	-Resulted in +8% of socioeconomically disadvantaged students, on average (+7% for Level 2) -Somewhat more predictability and consistency compared to the weighted approach.	-Resulted in +6% of socioeconomically disadvantaged students, on average (+8% for Level 2) -Somewhat more variation in results compared to the tiered approach.
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