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#### Student Assignment Concepts

#### Subcommittee Report November 17, 2009



Leading Through Innovation Plano Independent School District



# Split Feeder Pros and Cons



#### Pros

Better use of resources (Transportation/Facility).

# Current Split Feeder High School can accommodate 3 Middle Schools.

No evidence and/or data to show impact on academic performance in split feeders.



#### Pros

Middle School students move smoothly to Jasper with same level of academics and curricular activities.

Prior to this feeder school alignment discussion; there have been very few criticisms about the split feeder system from parents of students feeding into Plano Senior High School.



#### Cons

Parents of Plano West Senior High have concerns of uneven playing field for Jasper students attending Plano West Senior High School.

Difference in Senior High expectations with regard to extra-curricular programs.



#### Cons

The split creates an increased need for better articulation and vertical teaming of curriculum.

Procedural arrangement for scheduling must be coordinated with 2 Senior High Schools.

# Social/Friendship issues and Senior High allegiances.



## IntraDistrict Transfer Data



#### **Plano Senior High School**

Transfers	2007-2008	2008-2009	2009-2010
To PSHS	254	244	194
From PESH	107	113	103
From PWSH	147	131	91

12 <sup>th</sup> Grade Only	28	37	23
Transfers			



#### **Plano Senior High School**

Transfers	2007-2008	2008-2009	2009-2010
From Clark	34	38	18
From Jasper	100	101	69
From Shepton	4	4	3
From Vines	64	50	70
From Williams	7	5	3
New PISD Students	17	9	8
11 <sup>th</sup> Grade Transfers	226	207	171

# $\frac{leading}{Plano West Senior High School} \frac{ding}{Gt} = \frac{ding}{Gt} \frac{ding}{Gt} \frac{ding}{Gt} + \frac{ding}{Gt} \frac{ding}{Gt} + \frac{ding}{Gt} \frac{ding}{Gt} + \frac{ding}{Gt} \frac{ding}{Gt} + \frac{ding}{Gt$

Transfers	2007-2008	2008-2009	2009-2010
To PWSH	44	48	44
From PESH	6	13	13
From PSHS	38	35	31

12 <sup>th</sup> Grade	8	7	4
Transfers			

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#### **Plano West Senior High School**

Transfers	2007-2008	2008-2009	2009-2010
From Clark	1	1	2
From Jasper	19	16	13
From Shepton	6	17	20
From Vines	3	3	1
From Williams	0	0	2
New PISD Students	7	4	2
11 <sup>th</sup> Grade Transfers	36	41	40

# $\frac{leading}{Plano East Senior High School} edge{tion}{GedGE}$

Transfers	2007-2008	2008-2009	2009-2010
To PESH	12	7	4
From PSHS	9	5	3
From PWSH	3	2	1

12 <sup>th</sup> Grade	0	0	0
Transfers			

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#### **Plano East Senior High School**

Transfers	2007-2008	2008-2009	2009-2010
From Clark	4	3	2
From Jasper	0	0	0
From Shepton	0	0	0
From Vines	0	0	0
From Williams	1	1	1
New PISD Students	0	2	0
11 <sup>th</sup> Grade Transfers	5	6	3



#### **Clark High School**

Transfers	2007-2008	2008-2009	2009-2010
To Clark	94	89	113
From Jasper	45	40	46
From Shepton	6	10	15
From Vines	9	10	15
From Williams	34	29	37



#### **Jasper High School**

Transfers	2007-2008	2008-2009	2009-2010
To Jasper	15	10	7
From Clark	6	2	4
From Shepton	2	5	3
From Vines	7	2	0
From Williams	0	1	0



#### **Shepton High School**

Transfers	2007-2008	2008-2009	2009-2010
To Shepton	35	38	31
From Clark	9	6	3
From Jasper	8	17	5
From Vines	11	10	10
From Williams	7	5	13



#### **Vines High School**

Transfers	2007-2008	2008-2009	2009-2010
To Vines	76	91	83
From Clark	21	32	30
From Jasper	11	7	12
From Shepton	9	9	6
From Williams	35	43	35



#### **Williams High School**

Transfers	2007-2008	2008-2009	2009-2010
To Williams	9	6	5
From Clark	4	2	1
From Jasper	0	1	2
From Shepton	0	1	0
From Vines	5	2	2



 Eligibility to participate in competitive activities is based on a student's residence per UIL and local District guidelines. The student is fully eligible to participate in all activities at the High School/Senior High Zone in which the student resides.

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 A student, who transfers to another High School/Senior High, forfeits a year of athletic varsity eligibility but may participate in subvarsity activities.

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 A student, who transfers to another High School/Senior High forfeits a year of participation in competitive arts and academic contests.

 A student, who transfers to another High School/Senior High, <u>will</u> participate in curricular course required concerts, performances, marching band events, etc., but <u>will not</u> participate in competitions such as UIL contests, TMEA Events, National Forensic League contests, etc.

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• Cheerleading, drill team, and ROTC fall under existing guidelines for those programs and are not affected by the transfer guidelines.

 Districts with option or choice attendance zones, where students can choose the High School/Senior High they attend, must have a commitment process in place to allow students eligibility at their chosen school. Any transfers from that school of commitment would result in forfeiture of a year of varsity athletic eligibility and competitive fine arts and academic eligibility.



### Historical References

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**Clark Split-**

- Schimelpfenig to Plano Senior High School
- Carpenter to Plano East Senior High School

**Bethany Elementary-**

 Option to attend Plano East Senior High School or Plano Senior High School

# $\frac{leading}{ding}edded{}_{GE}^{ucation}$ Plano West Senior High Opens

**Jasper Split-**

- Schimelpfenig and Rice to Plano Senior High School
- Robinson to Plano West Senior High School

### Icading education Other Split Feeder & Option Zones

Split Feeder

Jackson Elementary-

• Split Feeder between Wilson Middle School and Frankford Middle School

**Option Zone Feeder** 

**Mendenhall Elementary-**

 Option zone #39 can attend Aldridge Elementary or Mendenhall Elementary



# Using Socio-economic Factors

#### **Our Task**

- Learn more about the concepts of using socio-economic factors rather than the utilization of campus capacity in the development of student assignment plans.
- Share the research with the Board of Trustees.
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#### Why is realignment even under consideration?

- Plano ISD is building its 13th middle school.
- Plano ISD is building its 6th high school.
- Defining the feeder patterns to feed these 2 new schools creates a domino effect elsewhere in the district that must be addressed.



#### Why did the Board create this subcommittee?

- The Board asked the Realignment Committee to use 5 guiding principles to develop a district-wide feeder pattern recommendation.
- Community input to the Realignment Committee questioned adding a 6<sup>th</sup> guiding principle that would incorporate socio-economic factors into the feeder pattern decision-making process.
- The Board wanted to study this idea itself in order to reach an informed conclusion about a 6<sup>th</sup> guiding principle.

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#### Methodology Used

- Read background materials to learn more about the options being studied
- Requested analysis of scientific research by PISD's Assessment and Accountability Department
- Sought legal opinion
- Identified pros and cons of the options
- Interviewed school districts that use the options under review



#### **Potential School District Practices As Communities Age**

Young	Community Event	Potential School District Practice
Yo	Community growth occurs.	Project growth, acquire land, build schools in neighborhoods, re-zone, repeat.
	Growth slows and parts of the community begin to mature while neighborhood housing that is concentrated by income (low and high) emerges.	Maximize facility utilization and apply additional resources where they are needed. (also called neighborhood schools) OR Utilize a system of socio-economic (or other) values to assign students to campuses to create a more economically diverse student body across the school district. OR Utilize elements of choice to voluntarily attract a more economically diverse student body at targeted schools within the existing facility utilization concept.
	Population declines and/or the community continues to experience an increasing number of economically disadvantaged neighborhoods.	Close underutilized campuses. Modify and intensify practices as described above.
Mature <	The community becomes predominantly economically disadvantaged.	Merge with neighboring school district(s) and utilize a system of socio-economic values to assign students to campuses to create a more economically diverse student body across multiple school districts.

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	Population declines and/or the community continues to experience an increasing number of economically disadvantaged neighborhoods.	Close underutilized campuses. Modify and intensify practices as described above.
	Community becomes predominantly economically disadvantaged.	Merge with neighboring school district(s) and utilize a system of socio-economic values to assign students to campuses to create a more economically diverse student body across multiple school districts.

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Young
### Plano ISD is at a crossroads

Which path do we take?



Option 1: Maximize facility utilization (current practice)

Option 2: Balance socio-economics

Option 3: Introduce elements of choice



### Which path do we take?

Option	Potential School District Practice	Description of Practice
1 (Current Practice)	Maximize facility utilization and apply additional resources where they are needed. (also called neighborhood schools)	<ol> <li>Optimizes building capacity</li> <li>Groups neighborhoods together</li> <li>Minimizes transportation costs</li> <li>Sensitive to proximity</li> <li>Places additional resources at campuses that need it</li> <li>Leaves room for growth</li> <li>Careful not to overbuild</li> <li>Provides same access to quality buildings, teachers, curriculum, technology at all schools</li> <li>Provides choice at other campuses through transfer, as available</li> <li>Utilizes a feeder pattern to define student assignment</li> </ol>

## $\frac{leading}{Option 1:} Maximize facility utilization$

Pros	Cons
Plano has developed a model that has worked by addressing campus-level changes in management and staff and providing additional resources at campuses that need it (i.e., Tier I, II, III, IV resources, student & family services schools)	Funding needs continue to grow and can reach a saturation point at which no additional funds are available.
Less disruptive to leave everything status quo	Can create challenge to ensure high teacher expectations for student achievement and the overall atmosphere in a school with a high concentration of economic disadvantage
Meets community expectation that says "I chose my house location based upon its assigned school."	Schools with high concentrations of economically disadvantaged students can become the schools that define the accountability rating for the district since the lowest score is the only score that counts.
Minimizes transportation cost.	Current approach will significantly increase the concentration of students enrolled in the federal meal program at Williams.
Can lead to more parental participation due to relative proximity to home.	
Community connections from the neighborhood extend to the school and vice versa.	

### Plano ISD's Current Elementary Feeder Pattern Application of the current practice



Each colored area represents a different attendance zone that feeds the elementary school in that zone.

### Plano ISD's Current Middle School Feeder Pattern Application of the current practice



Each colored area represents the collection of elementary schools that feed the middle school. The attendance boundaries of the elementary schools that feed a middle school are contiguous.

### Plano ISD's Current High School Feeder Pattern

Application of the current practice



Each colored area represents the collection of middle schools that feed a high school. The attendance boundaries of the middle schools that feed a high school are contiguous. The same is true of the senior high feeder pattern.

### **Plano ISD Elementary Schools**

Percentage of students on the Federal Meal Program



### Plano ISD Middle Schools

### Percentage of students on the Federal Meal Program



### Plano ISD High Schools

### Percentage of Students on the Federal Meal Program



### Plano ISD Senior High Schools

### Percentage of Students on the Federal Meal Program



### Which path do we take?

Option	Potential School District Practice	Description of Practice
2	Utilize a system of socio-economic (or other) values to assign students to campuses to create a more economically diverse student body across the school district.	<ol> <li>Creates a learning environment at all campuses that consists of students that are economically disadvantaged and those that are not</li> <li>Usually defines a target for concentrations of highly economically disadvantaged students at each campus</li> <li>Can utilize an annual process to measure the concentrations against the target using an algorithm and potentially reassign students</li> <li>Transportation is provided to assigned schools</li> <li>Can use feeder patterns or algorithms to define student assignment</li> </ol>

## $\frac{leading}{Option 2:} Balance socio-economics$

Pros	Cons
Some research indicates that the academic achievement of economically disadvantaged students benefit from a learning environment with students that are not economically disadvantaged . (Burke and Sass, 2008)	Districts using this model have few parallels with Plano. In most cases, different circumstances (i.e. desegregation court orders or high concentrations of poverty district-wide) led to this model.
May provide an opportunity for a broader set of course offerings available for more students that participate in the federal meal program.	Legal opinion is that any application of this standard should be district-wide.
Plano's track record of successfully developing new programs leads one to believe that a new program of this type would also be successful.	Can lead to frequent changes in student assignment when target range is exceeded.
	Higher transportation cost.
	May become more difficult for parents to become as involved at school if the assigned campus is not easily accessible.
	Does not meet the community's expectation that says, "I bought my home based upon the schools in my neighborhood."

## Interviews with school districts that balance socio-economics

- Obtained list of Districts that practice this concept ("Twelve Districts Pursuing Socioeconomic School Integration" by Richard D. Kahlenberg, The Century Foundation)
  - 12 Districts balance district-wide
  - 28 Districts balance at some campuses
- Selected 3 Districts from the list of 12
  - McKinney ISD
  - Wake County ISD
  - Omaha Public Schools

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### *Leading* edge Option 2: Balance socio-economics McKinney ISD

- Profile
  - Enrollment = 20,000 students
  - 24% economically disadvantaged
  - 27 schools with no magnets
  - Fast growth district
- McKinney watched Plano grow and wanted to create "community" across the entire district rather than create an "east-west" dynamic
- In 1995, Board adopted policy that attendance zones should not be based strictly on neighborhood geographic lines, but should strive to create socio-economic balance, especially at the middle and high school levels.
- District is drawn into 241 planning units that are used to create boundaries.
- Planning units create feeder patterns for student assignments.

### *leading* ed<sup>*ucation*</sup> **Option 2: Balance socio-economics** McKinney ISD

- Many residents were unaware of the district's balancing approach
- There is some opposition to longer bus rides due to integration
- More residents are becoming aware as growth causes conflict with the approach
  - Bond committee struggling with location of new school and assignment plan

### **Option 2: Balance socio-economics**

### **McKinney ISD's Elementary School Feeder Pattern**



Each colored area represents a different attendance zone that feeds the elementary school in that zone.

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### **Option 2: Balance socio-economics**

### **McKinney ISD's Middle School Feeder Pattern**



Each colored area represents the collection of elementary schools that feeds the middle school.

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The attendance boundaries of the elementary schools that feed a middle school are not contiguous.

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## $\frac{leading}{Option 2: Balance socio-economics} \frac{leading}{C} \frac{1}{C} \frac{1}{C}$

### **McKinney ISD's High School Feeder Pattern**



Each colored area represents the collection of middle schools that feeds a high school.

The attendance boundaries of the elementary schools that feed a high school are contiguous. The feeder pattern does not necessarily consider proximity.

## $\frac{leading}{Option 2:} Balance socio-economics$

### Wake County Public School System

- Profile
  - Enrollment = 137,000 students in 153 schools over 864 square miles
  - 28% economically disadvantaged and the wealthiest county in North Carolina
  - Fast growth district adding 3,000 new students per year
  - Wake County and Raleigh Public Schools merged in 1976 to integrate the city and suburbs with strong opposition to the merger
  - In early 1980s, Wake County sought to avoid court-ordered busing by adopting extensive magnet school program. Virtually all Raleigh schools were converted to magnets
  - Over 20 years, they developed a school system where the notion of racial balance was widely accepted without a court order
  - In 1999, school leaders saw a changing legal landscape in which the goal of racial desegregation was increasingly under attack. Their experience with their assignment approach, a backbone to their system, was at risk.

## $\frac{leading}{Option 2:} Balance socio-economics$

### Wake County Public School System (cont.)

- Profile
  - Changed criteria in assignment approach from race to economics and achievement.
  - Children in various neighborhoods are assigned to schools based on number of schools in the neighborhood who participate in the federal meal program, as a measure of family income, and academic achievement as gauged by performance on annual reading tests.
  - No school is supposed to have more than 40% of its students receiving the federal meal program or more than 25% performing below grade level.
  - School system assignment map is broken into 700+ neighborhood zones (or nodes) and tends to reflect the characteristics of individual students
  - Some cases of reassignments have been overturned by the Board
  - Public support remains fragile.
  - Wake has not closed the achievement gap but has made improvement (In 2001, 64% of students eligible for federal program performed at or above grade level)

"Wake County Schools: A Question of Balance" by Todd Silberman, sponsored by The Spencer Foundation, pp. 141-166

## leading $ed_{GE}^{ucation}$ Option 2: Balance socio-economics

### Wake County Public School System (cont.)

- Student Assignment Process Assignment of students to schools is based upon the following:
  - School assignment according to domicile address of parent(s) or court-appointed custodian
  - Discovery and development of individual student's gifts and talents
  - Parent choice of the appropriate educational program for the child
  - Appropriate and reasonable diversity (WCPSS's goal is that individual schools reflect a free and reduced lunch ratio no greater than 40% of its student population and an achievement level of less than 25% of students below grade level)
  - Efficient use of facilities

"Wake County Schools: A Question of Balance" by Todd Silberman, sponsored by The Spencer Foundation, pp. 141-166

# $\frac{leading}{Option 2:} Balance socio-economics$

### **Omaha Public Schools**

- Profile
  - Enrollment of 46,000 students at 37 schools of which 17 are magnets
  - 62% economically disadvantaged
  - In 1975, OPS was subject to court ordered busing
  - Achieved unitary status in 1999 and then moved to voluntary integration plan using choice through magnets until 2005
    - School officials say that plan enhanced socioeconomic integration in 67% of elementary schools, 58% of middle schools, and 71% of high schools
  - In 2005, OPS passed a resolution to merge OPS with neighboring school districts that were previously annexed parts of Omaha to allow for greater integration opportunities
  - In 2006, Nebraska Legislature responded with legislation that would leave neighboring districts outside of OPS control and split OPS into 3 districts. This prompted a lawsuit from NAACP.

## $\frac{leading}{Option 2: Balance socio-economics} \frac{leading}{C} = \frac{1}{C} \frac{1}{C$

### Omaha Public Schools (cont.)

- Profile
  - In 2007, the Nebraska Legislature passed another law that would create a "learning community" of 11 school districts and set a goal that all schools in the metropolitan area would reflect the socioeconomic diversity of the community beginning in January 2009

### **Option 2: Balance socio-economics**

### **Omaha Public Schools (cont.)**

- Entire district is now choice
- Choices now extend into the learning community of schools
- Choices are based upon socioeconomics and address

		School Choic	e Information		
	&nbsp3104 "A" ST If the address is for a	bers. IT (NOT 2291 South lettered street, use quot T (NOT 3104 A ST) n apartment complex, do abbreviations as shown	ation marks before and af		
ACC - Access DR - Drive MALL - Mail ROW - Row	N - North ARC - ARC EXPY - Expressway PKWY - Parkway SQ - Square	S - South AVE - Avenue EXT - Extension PATH - Path ST - Street	E - East BLVD - Boulevard FRTG - Frontage FL - Place TER - Tempce	W - West CIR - Circle HWY - Highway PLZ - Plaza TRL - Trail	CT - Court LN - Lane RD - Road WAY - Way
	Address	Cary 0	rade Yes	-	

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### Which path do we take?

Option	Potential School District Practice	Description of Practice
3	Introduce elements of choice to voluntarily attract a more economically diverse student body at targeted schools within the existing campus utilization concept. (also called neighborhood schools)	<ol> <li>Optimizes building capacity</li> <li>Groups neighborhoods together</li> <li>Minimizes transportation costs to neighborhood schools</li> <li>Sensitive to proximity</li> <li>Places additional resources at campuses that need it</li> <li>Leaves room for growth</li> <li>Careful not to overbuild</li> <li>Provides same access to quality buildings, teachers, curriculum, technology at all schools</li> <li>Provides choice at other campuses through transfer, as available</li> <li>Utilizes a feeder pattern to define student assignment</li> <li>Incorporates new choices with specialized areas of study in academy/magnet programs at one or more campuses to voluntarily attract a diverse student body</li> <li>Transportation is provided to the school(s) with specialized areas of study</li> </ol>

### **Option 3: Introduce elements of choice**

Pros	Cons
Addresses need and interest for specialized study	Higher transportation cost
Voluntary participation in programs	Potentially higher program cost
Provides atmosphere for more innovation that can be shared district-wide	High school choice programs are usually 4 year programs, and Plano has a 2/2 structure that could present a challenge
Provides a different learning experience	Some program structures can create skimming of top academic students
Can create an economically and/or academically diversified student body	Program design could impact other programs (i.e. fine arts, career education, advanced academics, IB, etc.)
Program structures can create opportunities for students of varied ability levels.	
Provides ability for students to learn within their interest area earlier in their educational experience since 4x4 requirements have caused a decline in enrollment in elective classes	
Provides parents and students with a broader range of educational options	

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## $\frac{leading}{C} edded E^{ucation}$ Interviews with School Districts using Choice

- Selected 3 school districts that we knew had some type of choice-based specialized program of study based upon Plano ISD's 15 month study of such programs and its current initiative. (see 2009-2010 District Initiatives)
  - Richardson ISD
  - Spring ISD
  - Coppell ISD

"Districts introduce choice through magnets to attract students and parents for the primary goal of creating a representative student population." <u>Creating Successful Magnet Schools Programs</u> by U.S. Department of Education, 2004)

### **Option 3: Introduce elements of choice** Richardson ISD

- Profile
  - Enrollment of 34,500 students at 55 campuses over 38.5 square miles
  - 49% of students qualify for free and reduced lunch program
  - Introduced choice programs in response to court-ordered desegregation
  - Used existing campuses



- Multiple magnet programs
  - 1 High School Magnet at Richardson High School (school-within-a-school concept)
    - Serves as a Arts, Law, Science magnet and a Traditional high school

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- Magnet students attend enriched classes during the school day. They also attend core classes with the traditional high school students.
- Magnet students are enrolled in 1 of 7 Career Strands (Communications, Visual Arts, Theatre Arts, Science, Law, Culinary Arts, or Robotic)
- 3 Middle School Magnets
- 2 Elementary School Magnets

### **Option 3: Introduce elements of choice** Spring ISD

- Profile
  - Enrollment of 34,000 students at 36 campuses over 57 square miles
  - 65% of students qualify for free and reduced lunch program
  - Introduced high school choice as a result of a bond program study
  - Re-purposed 2 existing buildings into
     1 building for high school academy



IMAGINE A WORLD OF OPPORTUNITY

- Multiple magnet programs
  - 1 High School program at Wunsche High School (a Career Academy)
    - Contains 3 Towers (Professional, Technology, Medical.) Each Tower contains Career Pathways.

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- Students can earn college credit.
- Conducted visioning work with parents and community to define programs of study
- 1 middle school

### **Option 3: Introduce elements of choice** Coppell ISD

- Profile
  - Enrollment of 10,000 students at 15 campuses over 25 square miles
  - 8% of students qualify for free and reduced lunch program
  - Introduced high school choice as a result of visioning work
  - Re-purposed an existing elementary school into the choice high school



- 1 Magnet program
  - 1 High School magnet program at New Tech High School@Coppell
    - Uses Project Based Learning
    - Delivers core knowledge and 21<sup>st</sup> century skills

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## $\frac{leading}{C} edge^{ucation}$ Scientific Research Review

- Plano ISD's Assessment and Accountability Department analyzed research regarding school attendance zoning. The analysis was limited to true scientific research, not policy papers or newspaper articles. They concluded that:
  - Neighborhoods have an impact on learning outcomes.
  - The presence of affluence rather than disadvantage had the most impact on student learning.
  - Earlier research was inconclusive because data available did not measure construct of interest and research designs used did not adequately control for relevant factors due to the state of maturity of this line of research
  - From the research on neighborhood effects, it would be logical to hypothesize the same effect within schools. However, studies in that strand had mixed results.

## leading eding ed GE Scientific Research Review (cont.)

- Studies reviewed employed rigorous designs and utilized excellent data, but there were few of such quality to compare.
- No meta-analysis was found.
- There was a consensus that, in general, socioeconomic background of peers had an impact on student achievement.
- It was less clear how universal that effect was or how it operates to enhance the achievement of students.

### **Next Steps**

- Allow Staff to present existing or new scenarios for each of the 3 Options
- Discuss
  - What are our impressions about the options explored?
  - Which option best meets the District's goals?
    - Ensure continuous improvement in student achievement
    - Ensure efficient use of district resources
  - What conclusion(s) can we make about guiding principles?

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– How do we want to move forward?

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### Student Assignment Concepts

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