

APPENDIX X – 10

From: Taylor, Martha
Sent: Tuesday, May 30, 2017 8:40 AM
To: Alexander Chanock; James Eichner; Juan Rodriguez; Lois Thompson; Rubin Salter; Shaheena Simons; Willis D. Hawley
Cc: Desegregation; Converse, Bruce; Duncan, Stuart
Subject: Roberts-Naylor DIA
Attachments: 20170523 Roberts-Naylor Draft DIA.docx

Dr. Hawley and counsel:

As you are aware, the District has been seeking to develop a middle-school pipeline to expand the Tully Open-Access GATE Magnet program. Please see the attached Desegregation Impact Analysis of the District's proposal to extend the Open-Access GATE pipeline to the middle-school component of Roberts-Naylor K-8 School for the 6th grade in SY 2017-18 and expanding in SY 2018-19 to a new magnet program similar to the program at Tully (for grades 6-8).

Please review the attached proposal and submit all feedback no later than the end of the day Tuesday, June 6, 2017 (we are submitting the draft in word version so feel free to use comment bubbles to comment on specific aspects of the draft DIA). If you approve of the proposal, please indicate so in your feedback. Our goal is to finalize the Notice and Request for Approval next month with the support of all parties and the Special Master. Feel free to contact us with questions or concerns.

Thanks,

Sam and Martha

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PROPOSAL: EXPAND OPEN-ACCESS GATE AT ROBERTS-NAYLOR K-8 SCHOOL

TUCSON UNIFIED SCHOOL DISTRICT - DESEGREGATION IMPACT ANALYSIS

DIA Purpose: The District must provide the Special Master with notice and request for approval (NARA) for proposed actions impacting student assignment, including the opening of new magnet schools or programs. With each NARA, the District also submits a Desegregation Impact Analysis, (“DIA”) that assesses the impact of the requested action on the District’s obligation to desegregate and that specifically addresses how the proposed change will impact the District’s obligations under the USP.

Action: Initiate the District’s Open-Access GATE program (currently at Tully ES) to include 6th grade at Roberts-Naylor in SY 2017-18. During SY 2017-18, the District plans to develop the Roberts-Naylor Open-Access GATE program into a magnet program for the 2018-19 school year as a pipeline from Tully Open-Access GATE. The development program would include teacher training, and marketing and recruiting for students during the 2017-18 school year.¹ In SY 2018-19, the new magnet will either serve 6th through 7th graders, or 6th through 8th graders.

Objective: Phase I: Increase access to Advanced Learning Experiences through GATE endorsed teachers and GATE pedagogy and strategies at Roberts Naylor grades 6 – 8 starting in SY 2017-18.

Phase II: Increase integration at Roberts-Naylor, particularly in grades 6 – 8.

Summary: The District has piloted a successful Open-Access GATE program at Tully magnet elementary school, for grades K – 5, and seeks to expand student access to a similar program at the 6th through 8th grade levels. The proposal would ultimately include a 6th – 8th grade pipeline from Tully to Roberts-Naylor for students currently participating in Tully’s Open-Access GATE Program, and greater access for all 6th – 8th graders districtwide to apply for enrollment in an Open-Access GATE Program. Students entering 6th grade from Tully would be offered the opportunity for automatic placement at Roberts-Naylor through the pipeline. All other students would submit a School Choice Application.

This program will grow into a middle-school magnet program in SY 2018-19 that would improve the integrative impact of the program by expanding the program to all middle-school students in the school and opening more seats for students from outside the school. Creating this magnet program is consistent with the recommendations of the Marzano Research study that showed “gifted education” as one of the top-five preferred magnet programs. The four programs with a higher preference (Fine and Performing Arts, STEAM, Early College and Dual-Language) are each already in place in one or more schools in the District. The study also showed that a central location would be preferred for this program—Roberts-Naylor is a centrally located school. (Section D is an excerpt from the Marzano Research report.)

¹ This proposal includes both a non-magnet and magnet option (see tables below). If the request to develop this proposal as a magnet is not adopted, the proposal can move forward as a non-magnet ALE proposal.

A. Analysis of the impact of the requested action on the District’s obligation to desegregate.

Approximately 50 students matriculate out of 5th grade every year from Tully. The District projects that of these 50, approximately thirty would either attend Mansfeld (following their established feeder pattern) or Doolen’s self-contained GATE program. The District projects that the remaining twenty students would matriculate to Roberts-Naylor. Of these 20, approximately ten would have otherwise attended Mansfeld as their home school and ten would be made up of students who open-enrolled into Tully from various home school areas (these proportions would of course fluctuate annually).

In the non-magnet option described below, each class of the open-enrollment GATE program would total 25 students with additional students (5 per grade and 15 total) coming from enrollment within Roberts-Naylor and from those who live around the Roberts-Naylor Area (shown as “Additional Students” in the Table 3A Change Component below).

In the magnet option described below, the whole middle school component of Roberts-Naylor would be a GATE magnet. The analysis assumes the school will approach typical ratios of students in the area attending other schools (currently 59% versus the middle-school average of 46%) and students attending from outside the attendance area (“non-neighborhood”, currently 16% versus the middle-school average of 47%). Based on these assumptions, the school would gain 20 additional magnet students above the 60 pipeline students already projected from Tully and it would retain 50 students of the over 300 who currently attend other schools. The racial-ethnic composition of those students shown in Table 3B reflects the racial-ethnic composition of those specific groups as of the 40th day this year.

1. Current enrollment

As shown in Table 1, there are approximately 357 students at Tully based on 2016-17 40th day data. Tully has a racial-ethnic composition which is integrated. As shown in Table 2, there were approximately 565 students at Roberts-Naylor based on 40th day data. Roberts-Naylor has a racial-ethnic composition that would be integrated except for the slightly high composition of African-American students.

Table 1 – Tully SY2016-17

	Anglo	Afr Am	Hisp	Nat Am	As-PI	Multi	Total
<i>Elementary Averages</i>	21%	10%	60%	4%	2%	4%	
Current K-5 Enrollment	32	61	228	20	7	9	357
	9%	17%	64%	6%	2%	3%	

Table 2 – Roberts-Naylor SY2016-17

	Anglo	Afr Am	Hisp	Nat Am	As-PI	Multi	Total
<i>K-8 Student Averages</i> <i>(all students in grades K-8)</i>	19%	9%	62%	4%	2%	4%	
Current K-8 Enrollment	75	161	287	8	25	9	565
	13%	28%	51%	1%	4%	2%	
<i>6-8 Student Averages</i> <i>(all students in grades 6-8)</i>	19%	9%	64%	5%	2%	3%	
Current 6-8 Enrollment	34	75	140	5	12	8	274
	12%	27%	51%	2%	4%	3%	

2. Projected Enrollment (non-magnet option)

In this scenario, there would be one GATE class of 25 to 29 students per grade with most of these students (20) coming from the Tully. The remaining seats in each class would be filled by students already at Roberts-Naylor and a few additional students from outside the Roberts-Naylor attendance area.

After three years, as shown in Table 3A below, the expected enrollment at Roberts-Naylor would be 633; it has a capacity to serve 830 students. The 6th through 8th grade enrollment at Roberts-Naylor would increase from 274 to 342. The additional, open-enrollment GATE students would be integrated and would move all but the Anglo student component of Roberts-Naylor closer to District averages (integration).

Table 3A – Roberts-Naylor Projections (non-magnet)

Change Component in Three Years

	Anglo	Afr Am	Hisp	Nat Am	As-PI	Multi	Total
From Tully*	4	11	37	4	1	3	60
	7%	18%	62%	7%	2%	4%	
Additional magnet Students*	3	0	5	0	0	0	8
	38%	0%	62%	0%	0%	0%	
Total	7	11	42	4	1	3	68
	10%	16%	62%	6%	1%	4%	

* See Section C below

Projected 6-8 Enrollment in Three Years

	Anglo	Afr Am	Hisp	Nat Am	As-PI	Multi	Total
Projected 6-8 Enrollment	41	86	182	9	13	11	342
	12%	25%	53%	3%	4%	3%	

3. Projected Enrollment (magnet option: Roberts-Naylor as a GATE magnet middle school)

In this scenario, all of the 6th through 8th grade students would participate in the GATE program. Sixty (60 or 20 per grade) would feed from the Tully program, at least 20 would enroll from other school areas, 50 would be students that currently leave Naylor to attend other schools, who now would stay at Naylor and 270 would be students already attending Naylor.

After three years, as shown in Table 3B below, the expected enrollment at Roberts-Naylor would be, conservatively, about 700; as stated previously, it has a capacity to serve 830 students. The 6th through 8th grade enrollment at Roberts-Naylor would increase from 274 to over 400. The additional, magnet students would be integrated and would move the racial-ethnic composition of Roberts-Naylor 6th through 8th grade to an integrated status while moving the whole school closer to District averages (integration).

Table 3B – Roberts-Naylor Projections (magnet)

Change Component in Three Years

	Anglo	Afr Am	Hisp	Nat Am	As-PI	Multi	Total
From Tully	4	11	37	4	1	3	60
	7%	18%	62%	7%	2%	4%	
Other Non-neighborhood Students	5	0	11	1	1	2	20
	25%	0%	55%	5%	5%	10%	
Students Retained at Roberts-Naylor	9	4	34	1	0	3	51
	18%	7%	67%	1%	1%	6%	
Total	19	14	84	5	2	7	131
	15%	11%	64%	4%	2%	5%	

Projected 6-8 Enrollment in Three Years

	Anglo	Afr Am	Hisp	Nat Am	As-PI	Multi	Total
<i>K-8 Student Averages</i> <i>(all students in grades K-8)</i>	19%	9%	62%	4%	2%	4%	
Projected 6-8 Enrollment	53	89	224	10	14	15	405
	13%	22%	55%	2%	3%	4%	

4. Impact on Middle Schools

Mansfeld Middle School, the middle school for Tully Area students, is one school that is expected to send more than 10 students to Roberts-Naylor. Based on students in the Mansfeld area who currently attend Tully, the impact on Mansfeld is shown in Table 4A below. The program will have virtually no effect to the racial-ethnic composition. At the same time, it will slightly improve the utilization of Mansfeld by reducing the enrollment to just over 780, which will put the school at 96% utilization. Alternately, if the pool of non-Hispanic applicants increases, the seats available at the school could be increased to accept them; thus, reducing the Hispanic student composition of Mansfeld. (This potential scenario is not included in the tables below.)

Table 4A – Mansfeld

	Anglo	Afr Am	Hisp	Nat Am	As-PI	Multi	Total
<i>MS Student Averages</i>	19%	9%	62%	4%	2%	4%	
Current Enrollment	92	64	590	38	10	17	811
	11%	8%	73%	5%	1%	2%	

Change Component (in Three Years)

	Anglo	Afr Am	Hisp	Nat Am	As-PI	Multi	Total
From Tully to Roberts-Naylor vs Mansfeld	2	7	19	2	0	0	30
	5%	22%	63%	7%	1%	2%	

Projected 6-8 Enrollment in Three Years

	Anglo	Afr Am	Hisp	Nat Am	As-PI	Multi	Total
Projected Enrollment	90	57	571	36	10	17	781
	12%	7%	73%	5%	1%	2%	

Vail Middle School would not be impacted by the Tully pipeline (non-magnet option) but would likely be impacted by the magnet option. A relatively large number of Roberts-Naylor Area students attend Vail Middle School (143 in SY2016-17). With an attractive magnet program, there is a potential for these students to be retained at Roberts-Naylor but this will have virtually no effect on the racial-ethnic composition or utilization of Vail (the impact on Vail is shown in Table 4B below).

Table 4B – Vail

	Anglo	Afr Am	Hisp	Nat Am	As-PI	Multi	Total
<i>MS Student Averages</i>	19%	9%	62%	4%	2%	4%	
Current Enrollment	224	66	378	10	16	33	727
	31%	9%	52%	1%	2%	5%	

Change Component (in Three Years)

	Anglo	Afr Am	Hisp	Nat Am	As-PI	Multi	Total
Retained at Roberts-Naylor versus attendance at Vail	4	2	16	0	0	1	23
	17%	9%	70%	0%	0%	4%	

Projected 6-8 Enrollment in Three Years

	Anglo	Afr Am	Hisp	Nat Am	As-PI	Multi	Total
Projected Enrollment	220	64	362	10	16	32	704
	31%	9%	51%	1%	2%	5%	

B. Costs

There will not be any non-incremental costs in the 2017-18 school year. The District will initiate GATE training for the three 6th grade teachers at Roberts-Naylor prior to the 2017-18 school year, and will continue the training during the school year. The training costs for these teachers has been incorporated into the GATE/ALE budget for 2017-18.

B. Analysis of how the proposal will impact the District’s obligations under the USP

The District, Plaintiffs, and Special Master have identified 65 USP implementation activities, organized by the ten USP sections I-X. Below, the District analyzes the potential impact of the proposed grade configuration change on the District’s obligations under each of the ten USP sections:

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|--|--|
| 1. Compliance | No anticipated impact. |
| 2. Student Assignment | This proposal would improve integration at Roberts-Naylor (if implemented as a non-magnet) or create an integrated middle school component at Roberts-Naylor (if implemented as a magnet) and improve integration school-wide. |
| 3. Transportation | If implemented as a magnet, students Districtwide would be eligible for free transportation to Roberts-Naylor – increasing the likelihood of successful impacts to integration |
| 4. Admin/Cert Staff | Ultimately, the 6 th through 8 th grade teachers at Roberts-Naylor will all work towards GATE-endorsement and implementing GATE strategies in their classrooms. |
| 5. Quality of Education | Positive impact through increased access to GATE-certified teachers; increased academic achievement for a student body that is 80% African-American (29%) and Latino (51%). |
| 6. Discipline | No anticipated impact. |
| 7. Family Engagement | Family engagement is expected to increase if Roberts-Naylor becomes a magnet and increases its enrollment. |
| 8. Extracurricular Activities | Magnet and integrated schools receive priority in the provision of late/activity buses. With increased enrollment to Roberts-Naylor, including an increase in the number of students attending Roberts-Naylor from outside of the area, the District will examine routing a late-activity bus at Roberts-Naylor. |
| 9. Facilities and Technology | No anticipated impact. |
| 10. Accountability and Transparency | No anticipated impact. |

D. Excerpt from the Marzano Research Report on Magnet Themes

Gifted education theme

The TUSD currently has one magnet elementary school, Tully, with a gifted education theme. It is located in the west region. Consistent with other themes, the central region was the most popular location among parents who had indicated interest in a gifted education theme. The proportion of parents indicating that they would consider sending their student to a gifted education school in the central region ranged from 48% for elementary school to 60% for high school. The preference for the central region was strongest among black respondents (70–80% across the three grade levels), followed by white respondents (55.3–69.9%), and Hispanic respondents (33.8–45.0%). The east region was the next most popular region, with about a third of parents selecting it at each grade level. The east region was more popular among white and black respondents than Hispanic respondents (see appendix tables A4–A6).

In terms of travel times, parents indicated that they would be willing to allow their students to travel, on average, about 27 minutes for elementary school, 16 minutes for middle school, and 29 minutes for high school (see table 14).

Tucson Magnet Schools Evaluation
Final Report

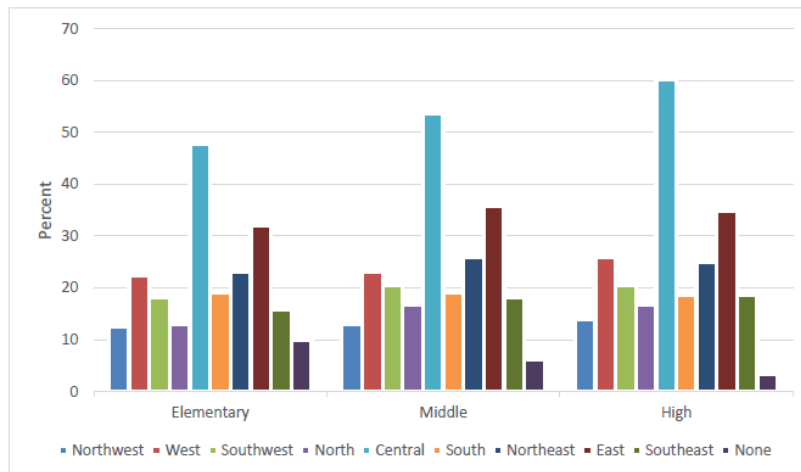


Figure 10: Parent willingness to consider sending a child to a school with a gifted education theme, by region and grade level (n = 209)

Table 14. What is the maximum number of minutes you would have your student travel to a magnet school with a gifted education theme?

	N	Min	Max	Mean
Elementary School	186	5	90	26.5
Middle School	188	5	120	16.3
High School	191	5	100	29.3