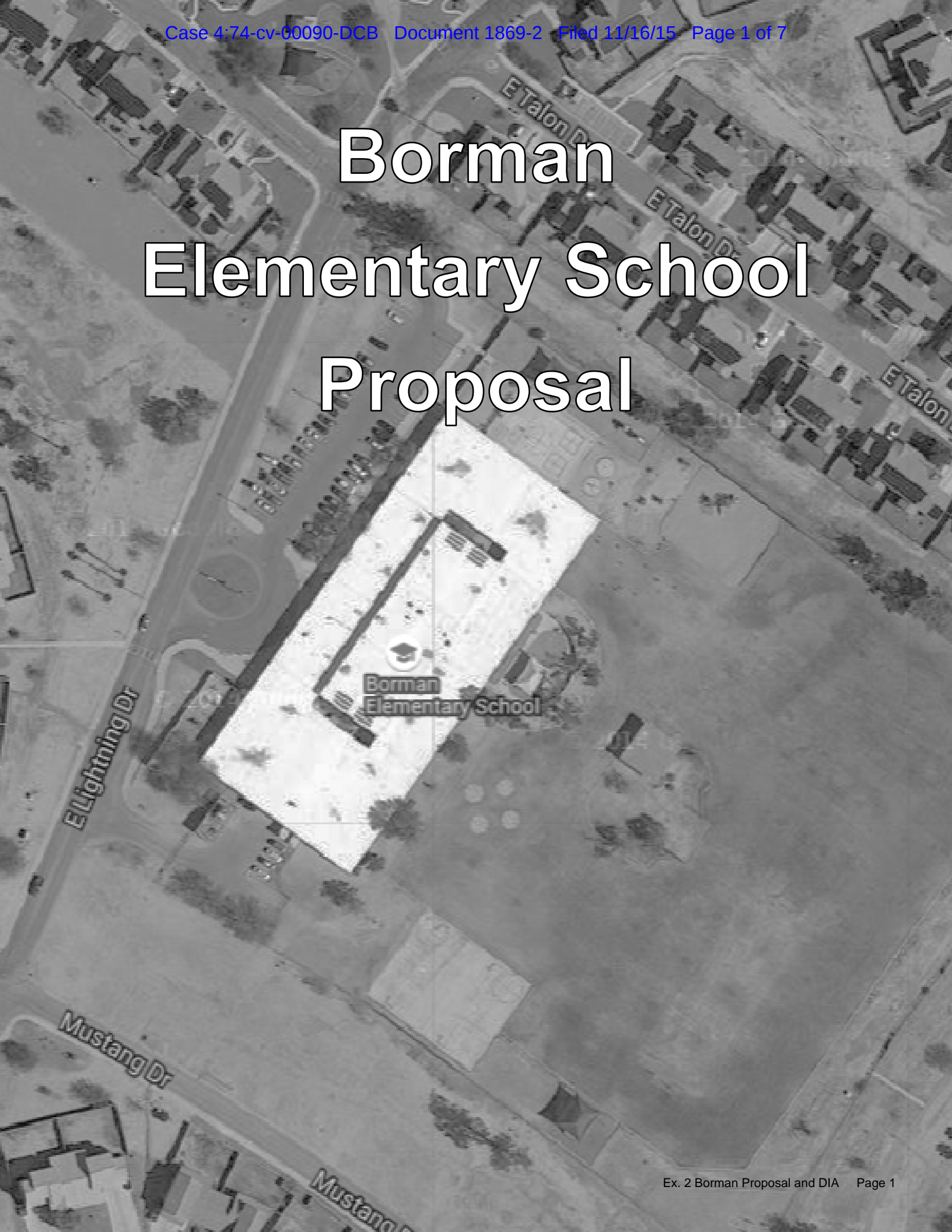


Borman Elementary School Proposal



BORMAN ELEMENTARY SCHOOL

Proposal Description:

- Change K-5 to a K-8
- Immediate Needs: Light renovation of 2 classrooms to remove partitions; accommodate science instruction (1 mobile lab table)
- Long Term Plan: PE changing room addition

Integration Strategies:

Pairing and Clustering: Borman is on base and it is not feasible to pair or cluster it with an off-base school due to Davis-Monthan Air Force Base (DMAFB) access restrictions

Boundaries: No boundary changes required; boundary changes would not increase integration

Magnets: Borman is not a magnet school, and the proposal would not significantly impact any surrounding magnet schools.

Open Enrollment: Open Enrollment is not a factor in this school due to DMAFB access restrictions

Proposal-specific strategies to promote integration and/or other USP activities: AVID at Roberts-Naylor (an integrated school with a student population that is 22% African American and 58% Latino, and capacity for approximately 200 additional students) could operate to provide more students with an opportunity to attend an integrated school, and to prepare African American and Latino students for success in core classes and Advanced Learning Experiences (ALEs) such as GATE and pre-AP classes.

Pros and Cons:

Pros:

- Increases enrollment at a school which is not racially concentrated
- Increase choice for parents and students in TUSD. By right, the students in these schools may still attend the middle school that currently serves them.
- Retains 6-8th grade students in TUSD. The Vail school district currently buses approximately 100 students from DMAFB to schools in their district; a charter school located on the base enrolls approximately 90% of 6th-8th grade students currently living on DMAFB.
- Community retention of families into TUSD high schools
- Maintain the military "culture" within the families through 8th grade
- Supports DMAFB families by providing a middle-school option to the charter school on the base.
- The facility is currently underutilized but would likely become fully utilized once enrollment reaches two classes per middle school grade
- Low short-term cost

Cons:

- If enrollment reaches two classes per middle school grade there will be no room for future growth.
- With long-term growth, the facility could be missing some typical middle school spaces such as a science lab, PE changing areas. [Note: This could be funded through a future bond.]

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Costs:

Construction:

- Immediate Needs: \$60,000 for light renovations to two classrooms
- Long Term Plan: \$700,000-\$750,000 to add two classrooms and a locker room if enrollment exceeds expectations

Transportation: No cost

Marketing: Not applicable

Borman Evaluation:

Pos(+)	Neut.	Neg(-)	Criteria
	X		Demographics (i.e., race, ethnicity, exceptional ed., current and projected enrollment, current and projected development patterns, socio economic status, GATE and other)
	X		Targeted operating capacities
X			Current and planned instructional programs
	X		Effects on integration
	X		Student transportation
	X		Feeder patterns
	X		Fiscal impacts

TUCSON UNIFIED SCHOOL DISTRICT DESEGREGATION IMPACT ANALYSIS

Action: Borman as a K-8 School

Summary

On June 21, 1977 Frank Borman Elementary School K-5 opened on Davis-Monthan Air Force Base to relieve overcrowding at the former Smith Elementary School, which closed in 2008. This is an analysis of the racial-ethnic composition of Borman as a K-5 school, the impact of adding 6th-8th grades to that school, and estimated impacts of the proposed change to the District's obligations under the USP.

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

Current K-5 grade enrollment

As shown in Table 1, there are approximately 420 students at Borman—70 students per grade. Borman has a racial-ethnic composition which is 54% Anglo and 35% African American and Latino.

Impact on Borman as a K-8 School

The change component at Borman was estimated based on 65% of the current 5th graders transitioning into the 6th grade and then all of those transitioning into the 7th and 8th grades. The 65% is based on typical cohort progression ratios for 5th to 6th grade for K-8 schools. As the same students that are in the school now will form the 6th through 8th grades, there is no change to the racial-ethnic composition at Borman.

Table 1

Change Component (6th through 8th grades)

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
New 6th through 8th grades	83	18	35	0	5	13	154
	54%	12%	23%	0%	3%	8%	

Borman Impacts

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Current K-5	255	57	108	1	14	40	475
	54%	12%	23%	0%	3%	8%	
Projected K-8	338	75	143	1	19	53	629
	54%	12%	23%	0%	3%	8%	

Borman has capacity to serve 629 students with resource rooms and a computer lab unaffected by adding students. Additionally, there are two rooms with walls that were added in the past; these walls could be removed to increase the capacity if needed.

Impact on Middle Schools

Adding the 6th-8th grades at Borman would have virtually no impact on middle schools. There are only five 6th-8th grade Borman Area students attending Roberts/Naylor (the school designated to receive Borman Area students) and less than 10 students from the Borman Area attending any other middle school.

The change has a strong potential to retain middle-school-age students in TUSD as 70% of the Borman Area students may not attend TUSD schools (see Section C below).

Renovation Costs

- Immediate Needs: \$60,000 for light renovations to 2 classrooms
- Long Term Plan: \$700,000-\$750,000 for a 2 classroom and locker room addition if enrollment exceeds expectations

Transportation Costs

- No cost

B. Analysis of how the proposed change 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:

- 1. Compliance** No potential impact.
- 2. Student Assignment** The proposal itself will result in minimal potential impact to Borman itself, as shown in Section A above. However, an extremely low number of middle-school-aged students on DMAFB attend District schools for 6th through 8th grade. Retaining more of these students at Borman (students who now attend non-District schools) will offer additional opportunities to increase integration districtwide by broadening the pool of available students to which the District can more directly engage in marketing, outreach, and recruitment activities. As an ancillary measure, the District is proposing to develop AVID at nearby Roberts-Naylor K8 school (an Integrated School) to increase its attractiveness, thereby providing more opportunities for students to attend an Integrated school.
- 3. Transportation** No potential impact.
- 4. Admin/Cert Staff** No potential impact.
- 5. Quality of Education** Positive impact by the addition of AVID at Roberts-Naylor to prepare African American and Latino students for success in core classes and Advanced Learning Experiences (ALEs) such as GATE and pre-AP classes.

- 6. Discipline** No potential impact.
- 7. Family and Community Engagement** Currently, many students and families living on DMAFB disengage from the District after 5th grade, frustrating efforts at family engagement, including: marketing, outreach, and recruitment; ALE, UHS, and dual-language recruitment ; and sharing information about college, career, and other opportunities available through the District. Creating a K-8 school will likely improve family engagement and participation at Borman, translating to increased student retention, improvements in educational outcomes, reductions in disciplinary issues, and improved culture and climate. Additionally, Borman families who either stay (or return) to the District, would have easy access to the benefits and events available through the Family Center at Palo Verde, less than two miles away.
- 8. Extracurricular Activities** As the enrollment of Borman increases, so to do the opportunities to offer a wider variety of extracurricular activities which afford students opportunities to engage in interracial contact in positive settings of shared interest.
- 9. Facilities and Technology** No potential impact.
- 10. Accountability and Transparency** No potential impact.

C. Notes on the Above Demographic Analysis

- All of the projections are estimates based on current patterns of choice. The 5th to 6th transition rates at K-8 schools (50% to 80%) which supports the 65% used herein.
- The above estimates are based on current TUSD students on the 40th-day SY2014-15.
- There is a potential to attract students who do not currently attend TUSD schools. For example, as shown in the table below, almost 80% of the Borman 5th graders in SY2014-15 did not attend TUSD schools in 6th grade the following year. This is a loss of over 100 middle-school-age students.

Transition of Borman 5 th Graders into 6 th Grade	
School	Enrollment
Not in TUSD	36
In TUSD	10
Doolen	1
Fickett Magnet	3
Gridley	1
Naylor	1
Secrist	1
Vail	3

BORMAN K-8 PARENT SURVEY SUMMARY

Parent surveys were administered in February, 2015, in regards to community-wide interest for a grade reconfiguration of Borman into a K-8 school. The motivation for community-wide interest was centered on the unique culture of the military family, and the dynamics affecting parental access to their students during sporadic times of base lock-downs and alerts.

The results of the survey were as follows:

- 195 surveys were returned
- 84% of respondents were in favor of Borman transitioning into a K-6 or K-8 model
- 16% of respondents preferred Borman to remain a K-5 school

Some of the parent comments from the survey were as follows:

- "I think adding middle school grades is a great idea. It helps all of the military families find a middle school for their children on base! Wonderful idea!"
- "I think that the addition of middle school grades would be beneficial to the learning of not only my children, but also others. It would be helpful in transitional aspects families here at DM experience, such as when families transfer in (PCS) and keeping siblings closer, and transferring out (PCS), preventing a 3x change in environment for a potential 6th, 7th, and 8th grader. Children are extremely influenced in these specific years and would help to focus on studies. Thank you."
- "I think it is a fantastic idea to make Borman a K-8 school. I would definitely have my child attend Borman over Sonoran Science Academy."
- "If my son is allowed to continue his education at Borman Elementary by the school becoming 6th-8th grade, I feel this will enhance his ability to learn and excel in an atmosphere he has already shown excellence."
- "I think it would be a wonderful option for families who can't send their children off base or would prefer them to be closer to home."
- "I am going to be here for a while and to know that if I am here for that long and my child can attend the same school and doesn't have to bounce around is awesome."
- "The children are used to going to school where they live, and Borman having a K-8 would enhance the small community and educational experience of remaining with friends longer. We love Borman and I would like them to remain as long as possible."
- "We came from Maxwell Air Force Base, which had a K-8 school and loved it! Please add 6th-8th grades."
- "Great opportunity for continuity!"
- "Having a K-8 school as an option would be great! Having several kids, it gets complicated to schedule between two different schools. Also keeping kids in a familiar building with familiar staff would add to the comfort and success of our constantly moving military children/students. This would also allow for a larger student, therefore parent group at Borman. We have an awesome school. Why not open it up to more students?"
- "It would be a great opportunity to allow military students to continue at Borman past 5th grade while being stationed at Davis Monthan. I would absolutely love to have both of my children continue at the same school."
- "I would move my 7th grader from Sonoran Science if Borman would have an 8th grade. I am very displeased with Sonoran, but I've been very pleased with Borman."
- "The safety that comes with having my child enrolled in a school on a military installation means a lot. Adding these grades would keep him on the installation for more years."