

Drachman K-6 Montessori Magnet School Proposal



DRACHMAN MONTESSORI MAGNET SCHOOL

Proposal Description:

- Change K-6 to a K-8
- Immediate Needs: No renovations needed, accommodate science instruction (1 mobile lab table)
- Long Term Plan: Renovate for PE changing rooms; add walls to project areas for extra classrooms

Integration Strategies:

Pairing and Clustering: Drachman is a magnet-theme specific school, surrounded by other magnet-theme specific schools. Pairing or clustering Drachman with another school to share a boundary is not feasible.

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

Magnets: Lower grades are more integrated and parent surveys indicate that a K-8 would retain more students through 8th grade and allow for an integrated school to be developed over time

Open Enrollment: N/A

Proposal-specific strategies to promote integration and/or other USP activities: marketing the K-8 Montessori program to targeted demographics would improve integration, particularly if supported by an express bus from the eastside of the District to the downtown area (which could serve to bring interested target students from the eastside to Drachman, and to other nearby sites like Roskruge to participate in dual-language programs)

Pros and Cons:

Pros:

- Retaining students could make the school a more integrated K-8
- 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.
- TUSD students will have an option for 7th-8th grade Montessori method of teaching. K-8 is a more common model of Montessori teaching than K-5 or K-6 and families would support this option.
- Retain students who currently leave for Montessori charter programs

Cons:

- In the long-term, renovations should provide typical middle school spaces—cost to provide \$250k to \$400k. [Note: This could be funded through a future bond.]

Costs:

Construction:

- Immediate Needs: \$20,000
- Long Term Plan: \$250,000-\$400,000 for PE changing room renovation and 2-4 classroom renovation

Transportation:

- Middle School grade bussing (3-4 busses): \$135,000-\$180,000 per year
- \$64,000 to add an eastside express bus (ride time 25 minutes)

Marketing:

- Included in overall School Choice marketing plan
- Part of Magnet recruitment strategies; include targeted marketing to potential Montessori populations

Drachman 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: Drachman Montessori Magnet as a K-8 School

Summary

On May 26, 1981, a Federal Court order approved combining Carrillo and Drachman boundaries—K-3 students were to attend Drachman and 4-6 students were to attend Carrillo. In 2006, Drachman Primary Magnet School was approved by the Federal Court to become a K-6 school. Later, it became a Montessori school. This is an analysis of the racial-ethnic composition of Drachman as a K-6 school and an estimate of the impact of adding 7th and 8th grades to that school.

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

Current K-6 grade enrollment

As shown in Table 1, there are approximately 300 students at Drachman—50 students per grade. Most (220) of the students are magnet students from outside the Drachman attendance area. Drachman is racially concentrated with a racial-ethnic composition that is 75% Hispanic and 19% Anglo and African American.

Impact on Drachman as a K-8 School

To analyze the impacts of adding the 7th and 8th grades to Drachman, the current 6th grade enrollment was doubled and added to the current K-6 enrollment. Based on the analysis shown in Table 1, there is virtually no change in the racial-ethnic composition.

Drachman has an operating capacity of 420, which would accommodate the additional 60 students at the school.

Table 1

Change Component (7th and 8th grades)

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
New 7th and 8th grades	4	7	47	2	0	1	61
	8%	11%	75%	4%	0%	2%	

Drachman Impacts

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Current K-6	23	35	228	12	1	7	306
	8%	11%	75%	4%	0%	2%	
Projected K-8	27	42	275	14	1	8	367
	7%	11%	75%	4%	0%	2%	

Impacts on Potential Sending Schools

This analysis is based on the current 6th-grade students attending Drachman, from any middle-school area, who would transition from the 6th grade to 7th and 8th grades. Based on the residential locations of current enrollees at Drachman, Safford and Valencia are the only schools that would be impacted by more than 10 students. As shown in Table 2, adding the 7th-8th grades to Drachman would have virtually no impact on the Safford or Valencia racial-ethnic composition.

Table 2Safford Change Component (7th and 8th grades)

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Safford Area 7 th & 8 th at Drachman	0	4	22	4	0	0	30
	0%	13%	73%	13%	0%	0%	

Safford Impacts

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Current K-6	43	42	423	47	3	12	570
	8%	7%	74%	8%	1%	2%	
Projected K-8	43	38	401	43	3	12	540
	8%	7%	74%	8%	1%	2%	

Valencia Change Component (7th and 8th grades)

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Valencia Area 7 th & 8 th at Drachman	0	2	12	0	0	0	14
	0%	14%	86%	0%	0%	0%	

Valencia Impacts

Grades	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Current K-6	90	29	796	54	5	19	993
	9%	3%	80%	5%	1%	2%	
Projected K-8	90	27	784	54	5	19	979
	9%	3%	80%	6%	1%	2%	

Renovation Costs

- Immediate Needs: \$20,000
- Long Term Plan: \$250,000-\$400,000 for PE changing room renovation and 2-4 classroom renovation

Transportation Costs

- \$135,000-\$180,000 to add 3-4 afternoon routes to accommodate a different bell schedule for the upper grades.
- \$64,000 to add an eastside express bus (ride time 25 minutes)

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** This proposal would help to retain students in a magnet program which is becoming more integrated – helping Drachman reach its USP-mandated goal of becoming an integrated school. Currently the school is 76% Hispanic but the newer grades each year have greater percentages of non-Hispanic students — this year the kindergarten is only 68% Hispanic (below the 70% threshold for a racially concentrated school). If Drachman maintains incoming classes that are below the 70% threshold, it will continue to move towards the definition of an Integrated school. The existence of a K-8 continuum at Drachman will enhance the marketing, outreach, and recruitment of target students and increase Drachman's attractiveness. Students will have a consistent Montessori education through 8th grade, will benefit from -one less transition from elementary school to middle school, and may take advantage of express busing. The potential of the proposed east side express bus to attract students is shown in the map after Section C.
- 3. Transportation** Positive impact if the express bus is added. Students living centrally and east will benefit from an express bus that will bring students to Drachman on a shorter, express route to alleviate concerns about long bus rides and increase the likelihood of recruiting target students to attend Drachman. Magnet transportation is provided free pursuant to the USP. Express busing has the added benefit of transporting students not only to Drachman but, potentially, transporting target students from central and eastside locations to Roskrige dual-language magnet school to improve integration at that site as well.
- 4. Admin/Cert Staff** No potential impact.

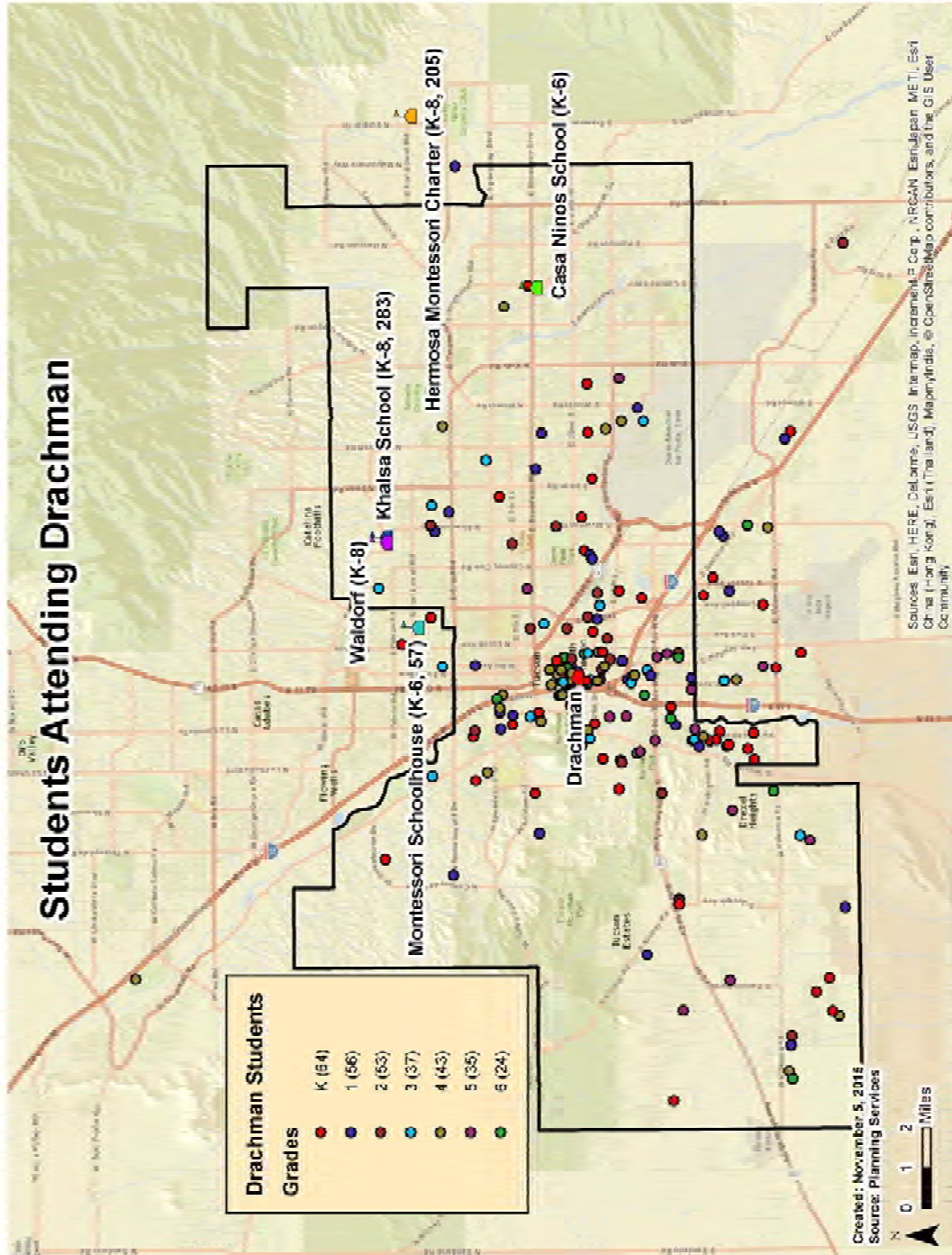
5. **Quality of Education** Students enrolled at Drachman will benefit from one less educational transition (from elementary school to middle school). Also, Drachman students will engage in Montessori curriculum through 8th grade.
6. **Discipline** No potential impact.
7. **Family and Community Engagement** No potential impact.
8. **Extracurricular Activities** No potential impact.
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 analysis assumes that all 6th graders at Drachman would transition to the 7th and 8th grades. Typically, 95% to 100% of the students make this transition.
- The above data is from the SY2014-15 40th-day enrollment data.

DRACHMAN STUDENT AND MONTESSORI SCHOOL DISTRIBUTIONS

The map below shows the distribution of Drachman students along with the distribution of Montessori schools. The school's recruitment of non-Hispanic (generally east-side) students has improved in the last couple years and the location of other Montessori programs indicates there is even more potential. The addition of an east-side express bus should assist the school's recruitment efforts.



DRACHMAN K-8 PARENT SURVEY SUMMARY

A comprehensive survey of parents/guardians indicated an overwhelming interest in the proposed reconfiguration of Drachman to transition into a K-8 school. There were 204 responses received from the survey. 60% of the of parents/guardian respondents indicated that a Drachman K-8 model could have potential implications for their interest and support regarding the enrollment or future enrollment of their child(ren). The 60% respondents felt a K-8 model would be a consideration for future enrollment decisions for school choice.

A total of 87% of survey respondents indicated they would be seek a continuance in enrollment through 8th grade for their current Drachman students, if Drachman were to transition into K-8 school model. Results indicated a strong preference among parent/guardian survey respondents to provide a continuum of the Montessori instructional model through 8th grade for their students.