

TUCSON UNIFIED SCHOOL DISTRICT

DRAFT DESEGREGATION IMPACT ANALYSIS **for a Range of Potential Options at Roskruge K-8 School**

**THIS DRAFT MAY BE REVISED BASED ON THE RESULTS OF THE FORTHCOMING BOUNDARY REVIEW AND INPUT FROM THE GOVERNING BOARD, SCHOOL COMMUNITIES, THE SPECIAL MASTER, AND PLAINTIFFS*

Action: Create a no-boundary attendance area for the entire school and withdraw the magnet status (while maintaining desegregation resources and transportation, and strengthening the Two-Way Dual Language (TWDL) program.)

Introduction

No-Boundary Attendance Area

Roskruge is a K-8 School with a K-5 attendance area and no attendance area for the middle school grades. Originally, there was one K-5 attendance area, immediately surrounding the school. In 2010, with the closure of Richey, the District added the Richey attendance area to Roskruge (the “Annex” area). Currently, 22 K-5 students from the Roskruge neighborhood area attend Roskruge (68% Hispanic, 27% Anglo, 5% Other); 42 students from the Annex area attend Roskruge (79% Hispanic; 14% Native American; 7% Other).

The primary purpose of this proposal is to strengthen the TWDL program from Kindergarten to 8th grade by making it “application only” to enroll students interested and committed to the TWDL program. These students will have a better chance to become bilingual and bi-literate at an early age, reach high academic standards, and develop cross-cultural competencies.

Based on an analysis of several factors including, primarily, potential impacts to integration, travel distances and travel times, available capacity, and academic achievement, the District has identified four potential receiving schools: Cragin ES, Howell ES, Tully ES, and Safford K-8. The impact on enrollments and ethnic compositions at Roskruge, and at the potential receiving schools, is very small to nil due to the relatively small size of the enrollment change and/or the similarities of the ethnic compositions. The greatest potential integration impact is at Cragin, where approximately 30 additional students may move from a racially concentrated school to an integrated school, and help to further increase integration. Also, the majority of students not interested in TWDL who might have attended Roskruge in the future (79% Hispanic, Racially Concentrated), may now have a neighborhood school that is Integrated (Cragin or Tully), Highly-Diverse (Howell), or slightly less Racially Concentrated (Safford).

As required, the District is initiating a Boundary Review Process for the proposed boundary change. The District will convene a boundary committee made up of a site team from each potentially-impacted school (administrator, parent, teacher – at minimum) and a representative from each plaintiff class and from the Special Master. The Boundary Committee will meet February through April to evaluate options to relocate the existing Roskruge K-5 boundary, to propose and evaluate various scenarios in an effort to increase integration, and to facilitate a smooth transition for students, parents, and stakeholders.

Magnet Status Withdrawal

The District is not wavering in its commitment to Roskruge as a dual-language school that offers an Advanced Learning Experience (ALE) that holds the potential for further integration in the future. As such, the District commits to sustaining the TWDL program, retaining resources and funds provided to other TWDL schools (and more, as Roskruge will receive additional magnet transition funding for a limited time), providing transportation to support the TWDL program, retaining funds for support staff and teaching staff, assessing the viability of express bus service, and retaining its magnet coordinator through the following school year.

By withdrawing magnet status, the District is not reducing its commitment to academic achievement or integration. The District has developed and implemented a detailed revitalization plan to enhance academic quality. The District has almost doubled the numbers of African American students (from 10 to 18), and more than doubled the numbers of Anglo students (from 20 to 49), enrolled in Roskruge from SY2012-13 to SY2018-19. As the Court has ordered, the District is currently engaged in the development of plans to improve integration at magnet and non-magnet sites – including Roskruge.

The proposed withdrawal is based on the following. TUSD operates 11 magnet schools serving students in grades K-8. Seven of the eleven schools sit **within a two-mile radius** from the District's central offices in downtown Tucson (Borton ES, Carrillo ES, Davis ES, Drachman K-8, Holladay ES, Mansfeld MS, and Roskruge). The District has successfully moved five of these seven schools from Racially Concentrated in SY2013-14 to Integrated in SY2018-19 (Borton was already Integrated; Roskruge was not then and is not now). During this time, all seven schools have been recruiting from the same pool of non-Latino students in the downtown area (and beyond) to integrate their schools. However, only Roskruge has had another school, Davis ES, offering the same magnet theme only one mile away.

As noted by the Special Master in January 2019, the language requirements of the TWDL model “complicate[] efforts to integrate the school.” Special Master Report [ECF 2184 at 3]. Similarly, each year significant numbers of mostly-Latino students from TWDL elementary schools apply to Roskruge for 6th grade, hoping to continue on the pathway towards earning the Seal of Biliteracy. For these students, Roskruge is the most integrated middle school option in the TWDL pipeline: its 6-8th grade is 77% Hispanic compared to 83% and 91% at Pistor MS and Hollinger K-8, respectively. But while enrollment in 6th grade at Roskruge serves as a better integration option for these mostly-Latino students, their enrollment also serves to further frustrate efforts to integrate the school overall.

It is perhaps for these reasons that in 2015 the Special Master felt that retaining the magnet at Roskruge may not have been warranted. Nonetheless, he chose not to recommend the withdrawal of magnet status at that time, noting that the Roskruge magnet “should be sustained because dual language is a priority in the USP. ***It may be that retaining magnet status for these schools is not warranted but the District should have time to develop policies that would ensure the continuation and quality of [this program]...***” SM Report on Status of Magnet Schools, November 15, 2015 [ECF 1864 at 2-3].

Since 2015, the District has worked to “develop policies that would ensure the continuation and quality” of the TWDL program at Roskruge, including the proposal to remove the K-5 boundary to strengthen program fidelity; implementation of both English and Spanish assessments; and the development of assessments to gauge interested students’ language ability prior to enrollment.

During this time, Roskruge has continued its efforts to increase integration as a magnet school, moving from 85% Hispanic in 2012-13 to 77% in 2017-18. However, despite its best efforts, it has been unable to move closer to the 70% threshold, and its Hispanic population grew to 79% in 2018-19.

The Court recently held that the District has relied “far too much on the discretion of the Special Master and the judicial authority of this Court to make the hard decisions necessary to operate an effective Magnet Program” and that the “District is well positioned to phase-out the discretionary role of the Special Master.” Order of September 6, 2019 [ECF 2123 at 28]. The District agrees and is prepared to make the hard decision necessary to operate an effective magnet program in a manner that ensures continuation, and enhances the quality of, the TWDL program at Roskruge.

A. Impact Analysis

Current Enrollment

Over half of the students in the Roskruge neighborhood area attend other schools, primarily Borton (5), Manzo (6) and Miles (8). Many of these are Anglo students, who have more choice because they improve the ethnicity of schools in the surrounding area. The closest schools to this area are Safford, Hughes, Davis and Manzo. Davis is not included as an option because it is a dual-language school; Hughes and Manzo are not included because they are near or over capacity.

About 40% (26) of the students in the Roskruge Annex Area attend schools other than Roskruge; primarily Tully (7) and to a lesser extent Manzo (4) and Cragin (4). Manzo and Tully are the closest schools to the Annex Area.

Roskruge

Design Capacity: 650

School Grade: C

| 40th Day Enrollment 2018-2019 | Anglo | Afr Am | Hisp | Nat Am | Asian-PI | Multi | Total |
|--------------------------------------|-------|--------|------|--------|----------|-------|-------|
| K-5 Neighborhood | 6 | 1 | 48 | 7 | 0 | 2 | 64 |
| | 9% | 2% | 75% | 11% | 0% | 3% | |
| K-5 Neighborhood (non-Annex) | 6 | 0 | 15 | 1 | 0 | 0 | 22 |
| | 27% | 0% | 68% | 5% | 0% | 0% | |
| K-5 Neighborhood (Annex) | 0 | 1 | 33 | 6 | 0 | 2 | 42 |
| | 0% | 2% | 79% | 14% | 0% | 5% | |
| K-5 Non-Neighborhood | 14 | 5 | 164 | 11 | 1 | 7 | 202 |
| | 7% | 2% | 81% | 5% | 0% | 3% | |
| 6-8 Total (all non-neighborhood) | 29 | 12 | 270 | 29 | 1 | 7 | 348 |
| | 8% | 3% | 78% | 8% | 0% | 2% | |
| Total | 49 | 18 | 482 | 47 | 2 | 16 | 614 |
| | 8% | 3% | 79% | 8% | 0% | 3% | |

Impact of changing the K-5 boundaries on Roskruge

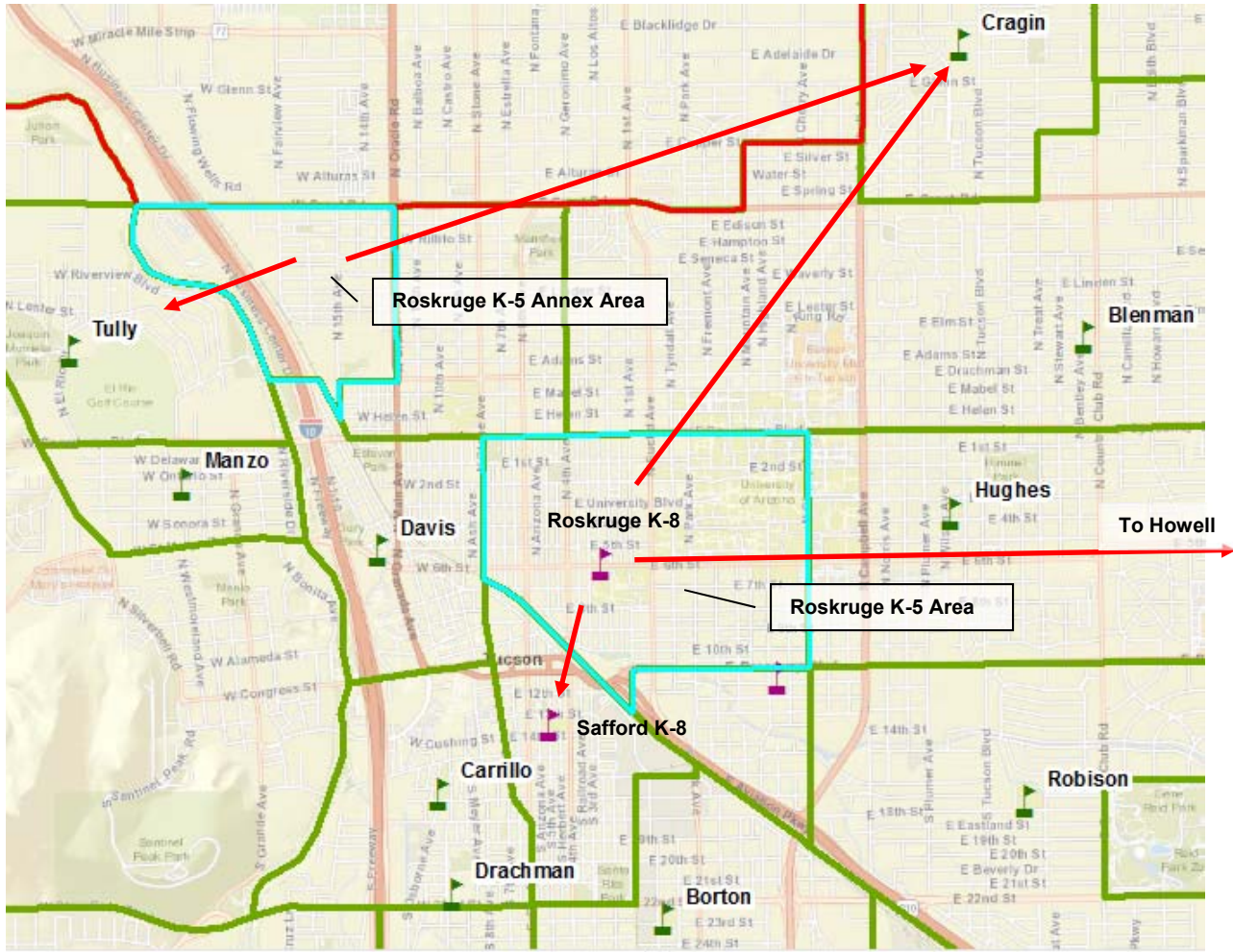
As shown below, the change provides for essentially 50 additional seats for dual-language (DL) students in grades K-5. As there is very little difference in the composition of non-neighborhood students and neighborhood students, there is virtually no impact on the ethnic composition by this change. (This is a worst-case estimate of the change. Because a preference is being proposed for neighborhood kindergarten and first grade students and their siblings, it is likely that this analysis underestimates the neighborhood component.)

| Change Component | Anglo | Afr Am | Hisp | Nat Am | Asian-PI | Multi | Total |
|--------------------------|-------|--------|------|--------|----------|-------|-------|
| K-5 Neighborhood | 5 | 1 | 38 | 5 | 0 | 2 | 51 |
| (to other K-5 school) | 9% | 2% | 75% | 11% | 0% | 3% | |
| K-5 Non-Neighborhood | 3 | 1 | 41 | 3 | 0 | 2 | 50 |
| (additional DL students) | 7% | 2% | 81% | 5% | 0% | 3% | |

| Enrollment with Change | Anglo | Afr Am | Hisp | Nat Am | Asian-PI | Multi | Total |
|-------------------------------|-------|--------|------|--------|----------|-------|-------|
| K-5 with change | 18 | 6 | 215 | 16 | 1 | 9 | 265 |
| | 7% | 2% | 81% | 6% | 0% | 3% | |
| Total Enrollment | 47 | 18 | 485 | 45 | 2 | 16 | 613 |
| | 8% | 3% | 79% | 7% | 0% | 3% | |

Impacts on Potential Receiving Schools

The following map and analyses show potential options for each of the Roskruge K-5 attendance areas. They are listed in alphabetical order.



Cragin (to receive students from both areas)

Design Capacity: 625

School Grade: C

| 40th Day Enrollment 2018-2019 | Anglo | Afr Am | Hisp | Nat Am | Asian-PI | Multi | Total |
|--------------------------------------|-------|--------|------|--------|----------|-------|-------|
| Total Enrollment K-5 | 62 | 43 | 118 | 7 | 6 | 18 | 254 |
| | 24% | 17% | 46% | 3% | 2% | 7% | |

| Change Component | Anglo | Afr Am | Hisp | Nat Am | Asian-PI | Multi | Total |
|------------------------------|-------|--------|------|--------|----------|-------|-------|
| K-5 | 3 | 0 | 7 | 0 | 0 | 0 | 10 |
| (some of the Roskruge Area) | 27% | 0% | 68% | 5% | 0% | 0% | |
| K-5 | 0 | 0 | 16 | 3 | 0 | 1 | 20 |
| (some of the Roskruge Annex) | 0% | 2% | 79% | 14% | 0% | 5% | |

| Enrollment with Change | Anglo | Afr Am | Hisp | Nat Am | Asian-PI | Multi | Total |
|-------------------------------|-------|--------|------|--------|----------|-------|-------|
| K-5 | 65 | 43 | 141 | 10 | 6 | 19 | 284 |
| | 23% | 15% | 50% | 4% | 2% | 7% | |

The impact on ethnic composition is slight, in a generally positive direction. Cragin has capacity for the change and the current Cragin Annex Area borders the Roskruge Annex Area. Cragin is about 3.6 miles from both schools.

Howell (to receive students from the non-annex area)

Design Capacity: 425

School Grade: C

| 40th Day Enrollment 2018-2019 | Anglo | Afr Am | Hisp | Nat Am | Asian-PI | Multi | Total |
|--------------------------------------|-------|--------|------|--------|----------|-------|-------|
| Total Enrollment K-5 | 77 | 52 | 119 | 12 | 5 | 21 | 286 |
| | 27% | 18% | 42% | 4% | 2% | 7% | |

| Change Component | Anglo | Afr Am | Hisp | Nat Am | Asian-PI | Multi | Total |
|-----------------------------|-------|--------|------|--------|----------|-------|-------|
| K-5 | 3 | 0 | 7 | 0 | 0 | 0 | 10 |
| (some of the Roskruge Area) | 27% | 0% | 68% | 5% | 0% | 0% | |

| Enrollment with Change | Anglo | Afr Am | Hisp | Nat Am | Asian-PI | Multi | Total |
|-------------------------------|-------|--------|------|--------|----------|-------|-------|
| K-5 | 80 | 52 | 126 | 12 | 5 | 21 | 296 |
| | 27% | 18% | 43% | 4% | 2% | 7% | |

The impact on ethnic composition is virtually nil. Howell has capacity for the change; the schools are 3.6 miles apart along 5th-6th Street.

Safford K-8 (to receive students from the non-annex area)

Design Capacity: 1225

School Grade: D

| 40th Day Enrollment 2018-2019 | Anglo | Afr Am | Hisp | Nat Am | Asian-PI | Multi | Total |
|--------------------------------------|-------|--------|------|--------|----------|-------|-------|
| K-5 | 6 | 22 | 165 | 16 | 1 | 6 | 216 |
| | 3% | 10% | 76% | 7% | 0% | 3% | |
| 6-8 | 13 | 21 | 313 | 39 | 2 | 12 | 400 |
| | 3% | 5% | 78% | 10% | 1% | 3% | |
| Total | 19 | 43 | 478 | 55 | 3 | 18 | 616 |
| | 3% | 7% | 78% | 9% | 0% | 3% | |

| Change Component | Anglo | Afr Am | Hisp | Nat Am | Asian-PI | Multi | Total |
|-----------------------------|-------|--------|------|--------|----------|-------|-------|
| K-5 | 3 | 0 | 7 | 0 | 0 | 0 | 10 |
| (some of the Roskrige Area) | 27% | 0% | 68% | 5% | 0% | 0% | |

| Enrollment with Change | Anglo | Afr Am | Hisp | Nat Am | Asian-PI | Multi | Total |
|-------------------------------|-------|--------|------|--------|----------|-------|-------|
| K-5 with change | 9 | 22 | 172 | 16 | 1 | 6 | 226 |
| | 4% | 10% | 76% | 7% | 0% | 3% | |
| Total Enrollment | 22 | 43 | 485 | 55 | 3 | 18 | 626 |
| | 4% | 7% | 77% | 9% | 0% | 3% | |

The impact on ethnic composition is virtually nil. As the closest school to the Roskrige Area with plenty of capacity, it is a good option, but its "D" rating may make it less attractive.

Tully (to receive students from the annex area)

Design Capacity: 600

School Grade: C

| 40th Day Enrollment 2018-2019 | Anglo | Afr Am | Hisp | Nat Am | Asian-PI | Multi | Total |
|--------------------------------------|-------|--------|------|--------|----------|-------|-------|
| K-5 | 43 | 40 | 197 | 16 | 7 | 7 | 310 |
| | 14% | 13% | 64% | 5% | 2% | 2% | |

| Change Component | Anglo | Afr Am | Hisp | Nat Am | Asian-PI | Multi | Total |
|------------------------------|-------|--------|------|--------|----------|-------|-------|
| K-5 | 0 | 1 | 31 | 6 | 0 | 2 | 40 |
| (most of the Roskrige Annex) | 0% | 2% | 79% | 14% | 0% | 5% | |

| Enrollment with Change | Anglo | Afr Am | Hisp | Nat Am | Asian-PI | Multi | Total |
|-------------------------------|-------|--------|------|--------|----------|-------|-------|
| K-5 | 43 | 41 | 228 | 22 | 7 | 9 | 350 |
| | 12% | 12% | 65% | 6% | 2% | 3% | |

The impact on ethnic composition is slight, in a generally negative direction. As a GATE magnet and as one of the closest schools (1.8 miles), Tully may be an attractive option for the Roskrige Annex Area.

B. Analysis of how the proposed change will impact District 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 addition on the District's obligations under each of the ten USP sections:

- 1. Compliance** No potential impact.
- 2. Student Assignment** Minimal potential impact on a school-by-school basis. However, many students who are currently living within the boundary of a Racially Concentrated school will likely be moved
- 3. Transportation** No potential impact.
- 4. Admin/Cert Staff** No potential impact.
- 5. Quality of Education** This proposal is designed to strengthen the District's Two-Way Dual Language program. The proposal includes the following aspects, as described in the recently-submitted revisioning plan:
 - Students currently enrolled in 2nd through 8th grade, as well as those in the Richey attendance area, will be grandfathered into the school and their enrollment maintained through 8th grade.
 - New students at these grade levels will take a TWDL assessment to ensure that the student can meet the Spanish proficiency standards for that grade level.

- Students attending other dual language elementary or middle school programs will be given priority to enter the program based on their prior enrollment in TWDL.

- 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. Data Sources

The enrollment data is the SY2018-19 fortieth-day enrollment. The design capacities provided are the number of classrooms over 650 square feet times 25 students per classroom. These indicate the potential capacity of the school; operating capacities are often lower.

D. Assumptions

Ethnic compositions of the change components mirror the ethnic composition of the neighborhood students attending Roskrige. Estimated enrollments of the change components vary by distance and academic grade of the receiving school.