

TUCSON UNIFIED SCHOOL DISTRICT

DESEGREGATION IMPACT ANALYSIS for Creating a No-Boundary Attendance Area for Roskruge K-8 School

Action: create a no-boundary attendance area for the entire school

Objectives:

1. improve academic achievement
2. strengthen the Two-Way Dual Language (TWDL) program
3. minimize impacts to existing and future students in the Roskruge and Richey neighborhoods
 - o create a boundary option for Roskruge/Richey neighborhood students not interested in, or qualified for, TWDL
 - o create a special attendance area of priority enrollment for all Roskruge/Richey neighborhood students
 - o “grandfather” existing students, including those starting Roskruge in SY 2019-20
4. increase access for 5th graders from other K-5 TWDL programs

Key Points Related to Existing and Future Roskruge/Richey Area Students:

- Roskruge has a neighborhood boundary for grades K-5 and no neighborhood boundary for grades 6-8
- a small K-5 boundary surrounds the school; in 2010, the Richey boundary (the “Annex”) was added
- the proposal will not affect any Richey students who came to Roskruge in 2010, they have matriculated on
- the proposal will not displace current neighborhood students, they are grandfathered in
- future Roskruge/Richey area students may enroll at grades K-1 as if they were neighborhood students as part of the special attendance area
- future Roskruge/Richey area students may qualify for “late entry” (grades 2-5) through a language proficiency review (with priority over other qualified students from outside the special attendance area)
- future Roskruge/Richey area students who are not interested in TWDL will have a designated alternative:
 - o including free transportation to the designated alternative “home” school
 - o those who attend the alternative are still considered “neighborhood” students for Mansfield MS or Tucson HS

Estimated Impacts to Future Roskruge/Richey Students:

<i>Roskruge/Richey Students</i>	<i>Status</i>	<i>Estimated Enrollment Impact</i>
Existing students	Grandfathered (including 2019-20 students)	No impact
Future K-1 students	Special attendance area enrollment preference	No impact
Future 2-5 students “late-grade entry”	Must qualify through a language proficiency review; qualified students have a preference over qualified students from outside the special attendance area	10 students over 4 grade levels

Neighborhood	Started in K-1	Started in 2-5	Started in 2-5 as ELL, R-ELL, or IFEP students	May have been affected
64 (K-5)	49	15	5	10

49 of 64 current K-5 students started in K-1 and this proposal would not have affected their enrollment

- remaining 15 students started after 1st grade and would have had to qualify through the language review
- 5 of the 15 would likely have qualified (four are ELL students; one is an IFEP student)¹
- only 10 of the 15 may not have qualified had this proposal been in place when they enrolled

The District has an opportunity to enhance educational quality and provide a more rigorous, research-based dual-language experience for more than 600 future students. As a result, approximately 10 future neighborhood students may no longer qualify if they do not start in Kinder or first grade. To mitigate this impact, the District will strengthen marketing and recruitment within the former neighborhood boundary area so families are clear about the importance of enrolling at Roskruge in Kinder or first grade.

A. Impact Analysis

Impact of changing the K-5 boundaries on Roskruge

As noted above, two K-5 attendance areas are served by Roskruge: the Roskruge neighborhood, immediately adjacent to the school; and the Richey neighborhood about two miles northwest of the school. Over half of the students in the Roskruge neighborhood area attend other schools, primarily Borton (5), Manzo (6) and Miles (8) (many are Anglo students who improve integration at these schools). About 40% (26) of students in the Richey Annex area attend other schools, primarily Tully (7), (4) and Cragin (4). As a result, the neighborhood students comprise about 25% of the K-5 enrollment with the rest applying to attend the TWDL program.

There is no 6-8 attendance area for Roskruge. About 10% of the 350 middle school students in Roskruge are K-5 neighborhood students, who matriculated from the 5th grade; the remaining 90% have applied to attend the TWDL program—most of these applied to attend in the 6th grade. As shown below, the change provides for about 10 additional seats for dual-language (DL) students in grades K-5. Because there are many options for Roskruge and Richey neighborhood students to attend the school, this is a relatively small change, and 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.

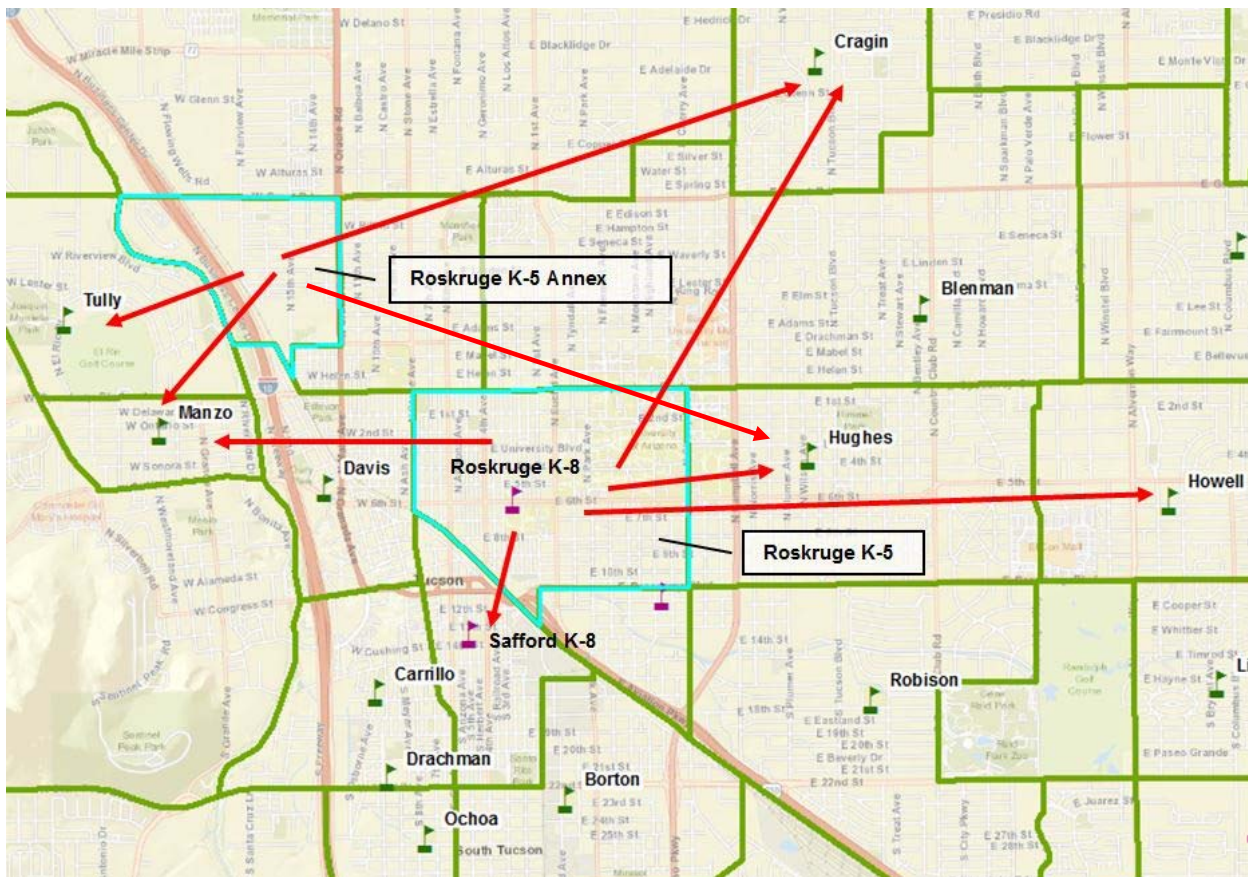
Roskruge							Design Capacity: 650
							School Grade: C
40th Day Enrollment 2018-2019	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5 Neighborhood	6	1	48	7	0	2	64
	9%	2%	75%	11%	0%	3%	
K-5 Neighborhood (non-Annex)	6	0	15	1	0	0	22
	27%	0%	68%	5%	0%	0%	
K-5 Neighborhood (Annex)	0	1	33	6	0	2	42
	0%	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

¹ Initial Fluent English Proficient

	8%	3%	78%	8%	0%	2%	
Total	49	18	482	47	2	16	614
	8%	3%	79%	8%	0%	3%	
Change Component	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5 Neighborhood	1	0	8	1	0	0	10
(to other K-5 school)	9%	2%	75%	11%	0%	3%	
K-5 Non-Neighborhood	1	0	8	1	0	0	10
(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	20	6	212	18	1	9	266
	8%	2%	80%	7%	0%	3%	
Total Enrollment	49	18	482	47	2	16	614
	8%	3%	79%	8%	0%	3%	

Impacts on the Recommended Receiving School

The following map shows potential receiving schools considered for each of the Roskrige K-5 attendance areas. The District is recommending Cragin as the best option because it has capacity and a bus already serves Cragin Annex area that is immediately adjacent to, and between, the current Roskrige attendance areas. Tully was considered but is not recommended because it is a magnet with capacity, so any student who applies already will be able to enroll and will receive transportation. The District considered Hughes and Manzo but they are not recommended due to capacity constraints. Safford was not recommended due to having a State letter grade of “D”. Howell was also considered and not recommended because access is not as good as Cragin for both of the Roskrige attendance areas.



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	1	0	2	0	0	0	3
(some of the Roskruge Area)	27%	0%	68%	5%	0%	0%	
K-5	0	0	6	1	0	0	7
(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	63	43	126	8	6	18	264
	24%	16%	48%	3%	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 current Roskruge attendance area so transportation is already in place. Cragin is about 3.6 miles from both schools.

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 have two boundary options: Cragin (Integrated School) or TWDL at Roskruge (with entry in grades K-1 or qualification through a screener)
- 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 several aspects that were described in the recently-submitted revisioning plan, and are included (with other proposals) in
- 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 Roskruge.