

**TUCSON UNIFIED SCHOOL DISTRICT**  
**REVISED DESEGREGATION IMPACT ANALYSIS: PROPOSED WAKEFIELD MIDDLE SCHOOL**

**Action:** Create an open-access, small-sized, south-central middle school

**Issues:**

Racially concentrated residential patterns make it difficult to integrate south side schools. As a result, middle school students on the south side must travel across town to access integrated schools. No-boundary schools and the lottery for oversubscribed schools are proven methods for promoting integration in TUSD. Great teaching leads to academic success for students. Job-embedded coaching, mentoring, and observation are key to developing and nurturing great teachers. Finally, strengthening the ALE pipeline at the middle school level can create more options and increase minority participation.

**Objectives:**

*Create an integrated middle school in a racially concentrated area of the District*

- South side students can attend an integrated school without traveling across town
- Create a no-boundary school with a modified lottery<sup>1</sup> to achieve high levels of diversity

*Grow teachers through a “lab school” model in partnership with the University of Arizona*

- Develop beginning teachers through structured mentoring and job-embedded learning
- Support student teachers in adopting and implementing TUSD’s core teaching values<sup>2</sup>
- Grow-our-own teachers to address teacher shortage and vacancies at other TUSD schools

*Add another middle school option to the ALE pipeline*

- Strengthen options between ES GATE and HS programs (UHS, Cholla IB, Pueblo College Prep)
- Prepare students for success at TUSD HS ALE programs
- Utilize a modified lottery to increase traditionally underserved students at University High

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<sup>1</sup> A modified lottery opens more seats to place traditionally underserved students

<sup>2</sup> This includes, but is not limited to culturally responsive pedagogy, multicultural curriculum, restorative practices, PBIS, multi-tiered system of supports (MTSS), and professional learning communities (PLCs).

## **Facility Background:**

The proposal would create an open-enrollment middle school by adding a 6th grade each year for three years. Each grade would initially enroll 80 to 150 students, depending on the attractiveness of the program and utilization of the lottery to meet integration goals. Ultimately, the school will enroll approx. 140 students per grade, like Dodge MS, factoring attrition and mobility.

Wakefield MS closed in 2013, but the facility is used for various purposes, including the Higher Ground Resource Center (HGRC), the Family Center, the Lapan College Club, Mentoring Tucson Kids, and District records storage. TUSD has made capital investments to the HVAC system and roof repairs – leaving the building in good condition. Breckenridge Group Architects and Planners reported it would cost \$2-2.5 million to reopen the school for approx. 400 students. The re-opening can be phased with approximately \$1.5 million to renovate the school for the first sixth grade class. The first phase is the most expensive due to the renovations needed in the library, locker rooms and kitchen.

Re-opening will require a reduced HGRC footprint and relocation for the remaining tenants except for the Lapan College Club, which is primarily in the old library, an out-building on the west side.

## **Impact Analysis**

### **A. Enrollment Sources**

The District projects three primary sources of student enrollment:

*Open-enrollees* – students attracted to the school who would otherwise enroll in another TUSD MS

*Recruits* – students living within TUSD who would not otherwise attend a TUSD MS

*Other Districts* – students living in other Districts, relatively close, who may be attracted to enroll

#### **1. Open Enrollees**

Open Enrollees are students expected to be in Tucson Unified middle schools based on 2018-19 enrollments. The projection below divides them into zones based on distance from Wakefield to estimate the composition of students who are most likely to enroll because they are closer. These zones, and the expected rate of attendance from each, were established using enrollment data from

the Dodge Magnet Middle School and Mary Bell McCorkle Academy (open-enrollment students only). See the *Data Sources* section for more information on these zones.

**Table 1**

Zone	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
1	86	106	1844	73	7	45	2161
	4%	5%	85%	3%	0%	2%	
2	242	145	1433	90	28	44	1982
	12%	7%	72%	5%	1%	2%	
3	957	503	2304	230	110	172	4276
	22%	12%	54%	5%	3%	4%	
4	421	85	402	19	24	41	992
	42%	9%	41%	2%	2%	4%	
<b>Total</b>	<b>1706</b>	<b>839</b>	<b>5983</b>	<b>412</b>	<b>169</b>	<b>302</b>	<b>9411</b>
	18%	9%	64%	4%	2%	3%	

Based on enrollment at Dodge Magnet Middle School and Mary Bell McCorkle Academy, we expect 70% of the students to come from the area within five miles of the school, just over 6% of the number of students in this area. Within this five-mile radius live more than 660 non-Hispanic students who would integrate the school if they attended. At the full enrollment of 400 students, the District would have to attract approximately 12% of these students (less than 80 students) to integrate the school.

## 2. Recruits

Census data for school-age populations indicates that Tucson Unified captures about two-thirds of the school-age enrollment, but that can vary significantly by area and level of school. Thus, there is a large potential pool of students who could be recruited to a newly remodeled, highly performing school. As in the other projections for this school, the analysis uses the data on the impacts of distance on attendance to estimate the racial/ethnic composition of these students:

Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi
32%	6%	42%	9%	4%	7%

A conservative projection of only 19 “non-TUSD in-district students” is included in Table 2, below. However, the District intends to recruit a higher level of enrollment from this group because it has the

greatest potential to diversify the school and improve opportunities for students to attend an integrated school – a key objective of this proposal.

### 3. Other Districts

As shown in Table 2, below, the projection for students from other Districts in relatively small—20 students, based on the attraction of students from other districts to other Tucson Unified middle schools, which ranges from 1% to 9%. The projection is adjusted to match the racial/ethnic composition of the current 219 TUSD middle-school students from outside District boundaries south and east of the proposed school, as shown below.

Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
24	25	154	8	2	6	219
11%	11%	70%	4%	1%	3%	

### B. Projected Enrollment at the Proposed New Middle School

Table 2, below, shows that Wakefield would serve about 400 students once it is established. It will start out smaller in initial phases as it builds with each new sixth grade to ensure the best student mix until it is established. The projected enrollment includes the following proportions:

1. Open-enrollees – 90%
2. Recruits – 5%
3. Other Districts –5%.

For the purposes of the projections, the racial ethnic composition of the groups is determined by the existing composition of the group in each distance zone and the expected number of enrollees from that zone, approx. 71% Hispanic, 13% Anglo, 7% African American, 4% Native American and 4% Asian/Pacific Islander and Multiracial. From this projection, only ten fewer Hispanic students would result in an integrated school.

However, because this is a no-boundary school, the racial-ethnic composition of the school can be controlled in two ways: (1) by recruiting from the groups and areas that will provide a diverse enrollment pool and (2) by setting targets in the placement of students (modified lottery).

**Table 2 - Proposed Wakefield Middle School Academy**

Capacity: 400

<b>Projected Enrollment</b>	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
<b>Zone 1 (0-3 miles) 45% of the total enrollment</b>							
TUSD Open Enrollment	7	8	146	6	1	4	172
	4%	5%	85%	3%	0%	2%	
Non-TUSD Recruits	1	1	6	1	0	1	10
	6%	8%	64%	12%	1%	8%	
<b>Zone 2 (3-5 miles) 25% of the total enrollment</b>							
TUSD Open Enrollment	12	7	69	4	1	2	95
	12%	7%	72%	5%	1%	2%	
Non-TUSD Recruits	1	0	3	1	0	0	5
	20%	4%	53%	12%	4%	6%	
<b>Zone 3 (5-10 miles) 15% of the total enrollment</b>							
TUSD Open Enrollment	13	7	31	3	1	2	57
	22%	12%	54%	5%	3%	4%	
Non-TUSD Recruits	1	0	1	0	0	0	2
	36%	7%	38%	8%	4%	6%	
<b>Zone 4 (&gt;10 miles) 10% of the total enrollment</b>							
TUSD Open Enrollment	16	3	15	1	1	2	38
	42%	9%	41%	2%	2%	4%	
Non-TUSD Recruits	1	0	1	0	0	0	2
	55%	3%	25%	4%	5%	8%	
<b>Total</b>							
TUSD Open Enrollment 90% of the total enrollment	48	25	261	14	4	10	362
	13%	7%	72%	4%	1%	3%	
Non-TUSD in-District 5% of the total enrollment	4	1	11	2	0	1	19
	21%	5%	58%	11%	0%	5%	
Other Districts 5% of the total enrollment	2	2	14	1	0	1	20
	11%	11%	70%	4%	1%	3%	
Total	54	28	286	17	4	12	401
	13%	7%	71%	4%	1%	3%	

### C. Impacts on Other Tucson Unified Middle Schools

*Note: As in other parts of this analysis, the expected impacts on sending schools are adjusted by distance with the result that schools farther from the proposed school would send relatively less students.*

Most other Tucson Unified middle schools would be affected, but in all cases (see below) the relative number of students the school would send is small and the racial-ethnic composition is almost identical to the existing composition. Thus, the projected impacts are nil (rounded to the nearest percent, there is no change).

**Table 3 – Impacts on Sending Middle Schools**

<b>Hollinger K-8</b>							<b>Design Capacity:</b>	<b>875</b>
40th Day Enrollment 2018-2019								
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
K-8	17	9	513	12	3	10	564	
	3%	2%	91%	2%	1%	2%		
Change Component								
6-8	0	0	13	0	0	0	13	
	0%	0%	100%	0%	0%	0%		
Projected Enrollment								
K-8	17	9	500	12	3	10	551	
	3%	2%	91%	2%	1%	2%		
<b>Rose K-8</b>							<b>Design Capacity:</b>	<b>850</b>
40th Day Enrollment 2018-2019								
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
K-8	17	7	751	14	1	9	799	
	2%	1%	94%	2%	0%	1%		
Change Component								
6-8	0	0	16	0	0	0	16	
	0%	0%	100%	0%	0%	0%		
Projected Enrollment								
K-8	17	7	735	14	1	9	783	
	2%	1%	94%	2%	0%	1%		

<b>Doolen MS</b>							<b>Design Capacity:</b>	<b>1475</b>
40th Day Enrollment 2018-2019								
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
6-8	147	118	287	23	44	34	653	
	23%	18%	44%	4%	7%	5%		
Change Component								
6-8	3	2	6	0	1	1	13	
	23%	15%	46%	0%	8%	8%		
Projected Enrollment								
6-8	144	116	281	23	43	33	640	
	23%	18%	44%	4%	7%	5%		
<b>Gridley MS</b>							<b>Design Capacity:</b>	<b>950</b>
40th Day Enrollment 2018-2019								
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
6-8	351	95	313	6	24	45	834	
	42%	11%	38%	1%	3%	5%		
Change Component								
6-8	10	3	9	0	1	1	24	
	42%	13%	38%	0%	4%	4%		
Projected Enrollment								
6-8	341	92	304	6	23	44	810	
	42%	11%	38%	1%	3%	5%		
<b>Magee MS</b>							<b>Design Capacity:</b>	<b>800</b>
40th Day Enrollment 2018-2019								
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
6-8	204	72	252	8	11	23	570	
	36%	13%	44%	1%	2%	4%		
Change Component								
6-8	4	1	5	0	0	0	10	
	40%	10%	50%	0%	0%	0%		
Projected Enrollment								
6-8	200	71	247	8	11	23	560	
	36%	13%	44%	1%	2%	4%		

<b>Mansfeld MS</b>							<b>Design Capacity:</b>	<b>975</b>
40th Day Enrollment 2018-2019								
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
6-8	153	94	702	31	13	29	1022	
	15%	9%	69%	3%	1%	3%		
Change Component								
6-8	7	4	33	1	1	1	47	
	15%	9%	70%	2%	2%	2%		
Projected Enrollment								
6-8	146	90	669	30	12	28	975	
	15%	9%	69%	3%	1%	3%		
<b>McCorkle K-8</b>							<b>Design Capacity:</b>	<b>1250</b>
40th Day Enrollment 2018-2019								
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
K-8	41	21	880	29	4	12	987	
	4%	2%	89%	3%	0%	1%		
Change Component								
6-8	1	1	22	1	0	0	25	
	4%	4%	88%	4%	0%	0%		
Projected Enrollment								
K-8	40	20	858	28	4	12	962	
	4%	2%	89%	3%	0%	1%		
<b>Naylor K-8</b>							<b>Design Capacity:</b>	<b>1075</b>
40th Day Enrollment 2018-2019								
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
K-8	75	134	320	16	24	7	576	
	13%	23%	56%	3%	4%	1%		
Change Component								
6-8	2	2	7	0	0	0	11	
	18%	18%	64%	0%	0%	0%		
Projected Enrollment								
K-8	73	132	313	16	24	7	565	
	13%	23%	55%	3%	4%	1%		



<b>Pistor MS</b>							<b>Design Capacity:</b>	<b>1025</b>
40th Day Enrollment 2018-2019								
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
6-8	57	20	647	46	5	9	784	
	7%	3%	83%	6%	1%	1%		
Change Component								
6-8	2	1	28	2	0	0	33	
	6%	3%	85%	6%	0%	0%		
Projected Enrollment								
6-8	55	19	619	44	5	9	751	
	7%	3%	82%	6%	1%	1%		
<b>Safford K-8</b>							<b>Design Capacity:</b>	<b>1175</b>
40th Day Enrollment 2018-2019								
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
K-8	19	43	478	55	3	18	616	
	3%	7%	78%	9%	0%	3%		
Change Component								
6-8	1	1	19	2	0	1	24	
	4%	4%	79%	8%	0%	4%		
Projected Enrollment								
K-8	18	42	459	53	3	17	592	
	3%	7%	78%	9%	1%	3%		
<b>Utterback MS</b>							<b>Design Capacity:</b>	<b>1225</b>
40th Day Enrollment 2018-2019								
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
6-8	20	40	279	15	0	8	362	
	6%	11%	77%	4%	0%	2%		
Change Component								
6-8	1	3	19	1	0	1	25	
	4%	12%	76%	4%	0%	4%		
Projected Enrollment								
6-8	19	37	260	14	0	7	337	
	6%	11%	77%	4%	0%	2%		

<b>Vail MS</b>							<b>Design Capacity:</b>	<b>925</b>
40th Day Enrollment 2018-2019								
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
6-8	214	78	373	3	17	36	721	
	30%	11%	52%	0%	2%	5%		
Change Component								
6-8	5	2	8	0	0	1	16	
	31%	13%	50%	0%	0%	6%		
Projected Enrollment								
6-8	209	76	365	3	17	35	705	
	30%	11%	52%	0%	2%	5%		
<b>Valencia MS</b>							<b>Design Capacity:</b>	<b>1225</b>
40th Day Enrollment 2018-2019								
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
6-8	64	25	690	73	6	19	877	
	7%	3%	79%	8%	1%	2%		
Change Component								
6-8	1	24	2	0	1	0	28	
	4%	86%	7%	0%	4%	0%		
Projected Enrollment								
6-8	63	1	688	73	5	19	849	
	7%	0%	81%	9%	1%	2%		

#### **D. 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:

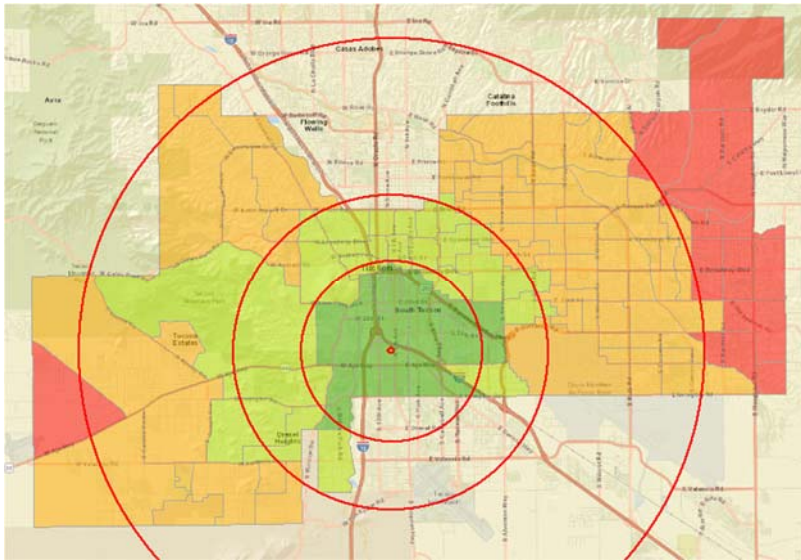
- 1. Compliance**            No potential impact.
- 2. Student Assignment**        As noted above

- 3. Transportation** Based on the results of the PIP study, the District will seek to utilize incentive transportation from east to west from a specific area or areas of student populations that would help diversify the school. This can occur by modifying existing routes.
- 4. Admin/Cert Staff** No potential impact.
- 5. Quality of Education** This proposal is designed to provide a high-performing, ALE (or ALE-like) experience for students on the south side of Tucson to prepare students for ALE programs at Cholla (IB) or UHS, or the college-prep program at Pueblo HS.
- 6. Discipline** No potential impact.
- 7. Family and Community Engagement** The Wakefield Family Center will have to be moved (perhaps not in year 1, but certainly by the time Wakefield has all three grades 6-8).
- 8. Extracurricular Activities** No potential impact.
- 9. Facilities and Technology** Some facilities upgrades will be necessary—mostly cosmetic. The technology infrastructure of the school need significant upgrades, but the cost of these is relatively minor.
- 10. Accountability and Transparency** No potential impact.

#### **E. Data Sources**

All Tucson Unified student data is from the 40th-day SY2018-19 enrollment.

2017 census tract survey data was used to estimate the potential racial-ethnic composition of middle school students who would not have typically attended TUSD schools—those in charter schools, private schools, etc. The census tracts were allocated to the four zones as shown below.



The projected attendance from each zone is based on the following analysis of Dodge and McCorkle, which are the two schools with the highest similarity and proximity, respectively, to the proposed school.

<b>Dodge Magnet Middle School Enrollment</b>								<b>Pct of</b>
<b>Zone</b>	<b>Anglo</b>	<b>Afr Am</b>	<b>Hisp</b>	<b>Nat Am</b>	<b>Asian-PI</b>	<b>Multi</b>	<b>Total</b>	<b>Total</b>
<b>1</b>	42	17	68	1	5	8	141	35%
<b>2</b>	25	9	55	1	4	1	95	23%
<b>3</b>	9	2	60	6	1	3	81	20%
<b>4</b>	2	4	59	4		2	71	17%
<b>Out Dist</b>	4	1	13				18	4%
<b>Total</b>	<b>82</b>	<b>33</b>	<b>255</b>	<b>12</b>	<b>10</b>	<b>14</b>	<b>406</b>	<b>100%</b>

<b>McCorkle K-8 Academy Enrollment</b>								<b>Pct of</b>
<b>Zone</b>	<b>Anglo</b>	<b>Afr Am</b>	<b>Hisp</b>	<b>Nat Am</b>	<b>Asian-PI</b>	<b>Multi</b>	<b>Total</b>	<b>Total</b>
<b>1</b>	8	5	133	6		2	154	63%
<b>2</b>	5	1	41	1			48	20%
<b>3</b>	3	1	23	2		1	30	12%
<b>4</b>			2				2	1%
<b>Out Dist</b>			10	1			11	4%
<b>Total</b>	<b>16</b>	<b>7</b>	<b>209</b>	<b>10</b>	<b>0</b>	<b>3</b>	<b>245</b>	<b>100%</b>

<b>Total Dodge and McCorkle</b>								<b>Pct of</b>
<b>Zone</b>	<b>Anglo</b>	<b>Afr Am</b>	<b>Hisp</b>	<b>Nat Am</b>	<b>Asian-PI</b>	<b>Multi</b>	<b>Total</b>	<b>Total</b>
<b>1</b>	50	22	201	7	5	10	295	45%
<b>2</b>	30	10	96	2	4	1	143	22%
<b>3</b>	12	3	83	8	1	4	111	17%
<b>4</b>	2	4	61	4	0	2	73	11%
<b>Out Dist</b>	4	1	23	1	0	0	29	4%
<b>Total</b>	<b>94</b>	<b>39</b>	<b>464</b>	<b>22</b>	<b>10</b>	<b>17</b>	<b>651</b>	<b>100%</b>

The capacities shown are design capacities—every instructional space greater than 650 square feet times 25 students per room. Actual operating capacities are less because rooms are needed as resource rooms (exceptional Education, Pull-out instruction, etc.) or are set-up as specialized spaces that are not usable every period of the day.

#### **D. Assumptions**

The proposed Wakefield school will mirror the data from existing, similar schools and will attract students at the same rates from within each distance zone.