

**TUCSON UNIFIED SCHOOL DISTRICT**  
**DESEGREGATION IMPACT ANALYSIS:**  
**MIDDLE SCHOOL REVITALIZATION: K-6 GRADE RECONFIGURATIONS**

**Action:** To provide an option for parents in some elementary schools to have their child/children remain in that elementary school for the sixth grade, and to reduce the size of some middle schools.

**Objectives:** The District is proposing these grade changes to:

- reduce the size of some middle schools to allow a greater level of staff-student focus on improved academics and social-behavioral skills to improve discipline, both of which will help prepare students (socially, emotionally and academically) for their high school experience;
- prepare 6th graders for the departmentalized instruction in middle schools while they are in the familiar, comfortable environment of their elementary school;
- improve the transition of students from elementary school to middle school and reduce the loss of students typical to this transition; and,
- increase parental choice.

This is a pilot project, based on surveys of parents, and is part of a comprehensive strategy to improve middle schools including:

- creating smaller student communities in each school with a team of teachers serving each student community;
- providing alternative learning centers for struggling, middle-school students; and,
- providing a second, small, high-performing school on the south/southwest side of the District at Wakefield (similar to Dodge no-boundary MS).

**Issues:**

The District is proposing this option because:

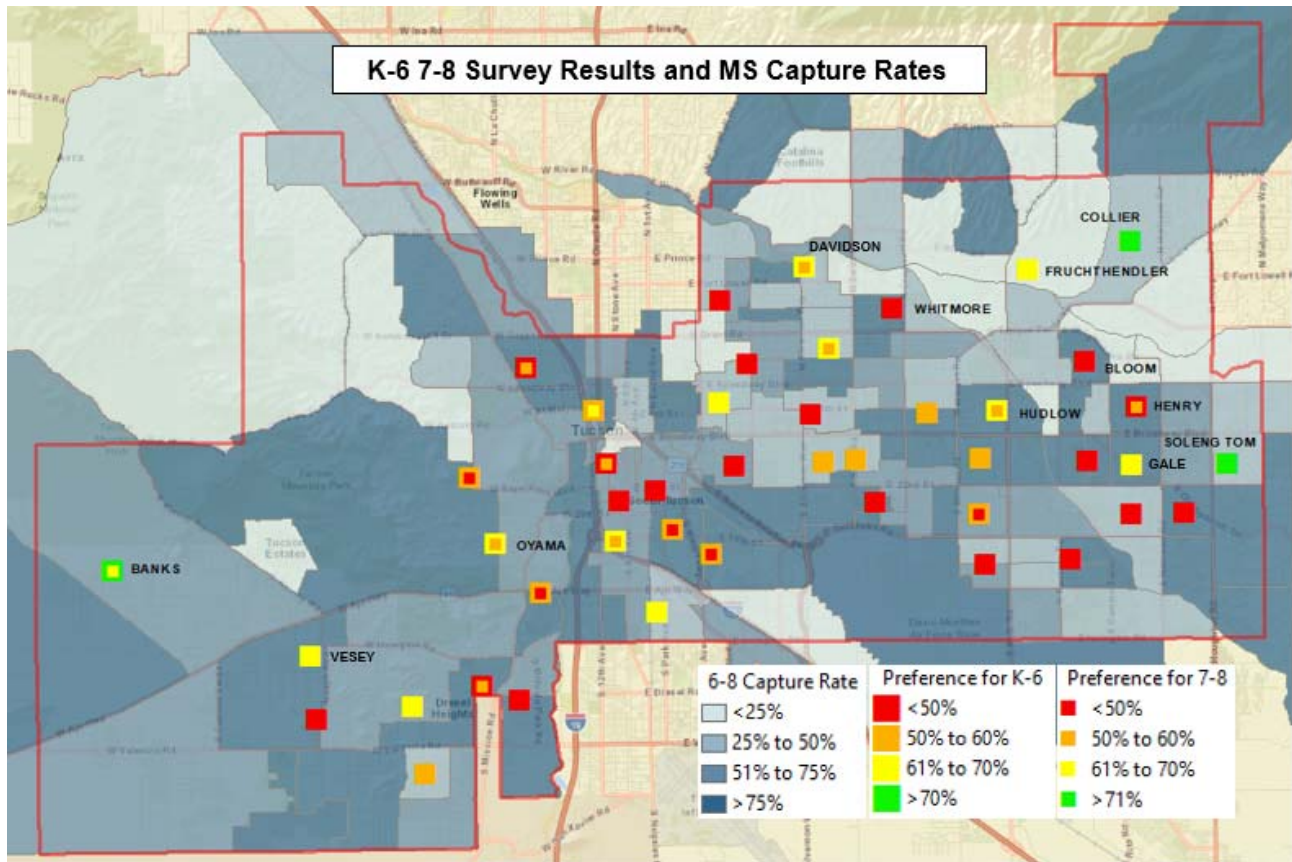
- academically, middle schools are the weakest school level;
- middle schools have the highest level of discipline issues; and,
- the District loses at least 500 students each year in the transition from elementary school to middle school.

**Background:**

The District first presented this concept publicly to the Governing Board in April 2019. At that time, staff envisioned this being a comprehensive change for all K-5 elementary school that didn't feed magnet middle schools and all middle schools except magnets. The first step was to survey parents to determine if this was an option supported by the community. As shown the table below, the survey results did not indicate a strong preference for the K-6 or 7-8 approach; however, as shown on the following map there were clusters of schools, generally in the northeast and southwest where the preference was stronger. The options presented herein take these preferences into account, at least as a first step, to create options where they are most likely to be successful.

**Table 1 – Summary of Survey Results**

Please indicate your preference for grades in elementary schools	<b>K-5</b> <b>42%</b>	<b>K-6</b> <b>53%</b>	<b>Other</b> <b>5%</b>
Under the current configuration (K-5) do you plan to send your child to a TUSD school for their 6th grade?		<b>Yes</b> <b>90%</b>	<b>No</b> <b>10%</b>
Would you send your child to a TUSD school for their 6th grade if it was offered at your current elementary school?		<b>Yes</b> <b>88%</b>	<b>No</b> <b>12%</b>
Please indicate your preference for grades in middle schools	<b>6-8</b> <b>46%</b>	<b>7 &amp; 8</b> <b>50%</b>	<b>Other</b> <b>4%</b>
Do you plan to send your child to a Tucson Unified middle school?	<b>Yes</b> <b>76%</b>	<b>No</b> <b>10%</b>	<b>K-8 Now</b> <b>14%</b>
Would you send your child to a Tucson Unified middle school if they served 7th and 8th grade only?		<b>Yes</b> <b>82%</b>	<b>No</b> <b>18%</b>



## IMPACT ANALYSIS

### A. SUMMARY

Based on parental support and student loss at the middle school level (to nearby districts and charter schools), the northeast side of the District is the optimal location for this pilot project. Based on parental support, and to provide options in two diverse areas of the District, the southwest side is also included.

#### 1. North-Northeast Options

The northeast area of the District has some of the strongest preferences for the K-6 option and it is an area where some of the schools are capturing less than 50% of the available students.

**Table 2a –North-Northeast Area**  
**K-6 Preference, MS Student Attendance (6-8) and Capacity for the 6th Grade**

School Area	Dodge	Doolen	Fickett	Gridley	Magee	Secrist	Vail	Feeder MS	Capacity for 6th
Bloom	9	4	8	16	127	2	3	Magee	Needs 5-6 more classrooms
Collier	1	2	3	12	73	0	2	Magee	Yes
Davidson	9	75	5	1	4	0	13	Doolen	Yes
Fruchthendler	5	3	6	3	25	0	2	Magee/Fickett	Yes, but depends on success
Gale	6	2	5	132	7	0	7	Gridley	Needs 2 more classrooms
Henry	4	2	11	135	66	2	15	Gridley/Magee	Needs 2 more classrooms
Hudlow	10	4	5	0	43	0	11	Magee/Fickett	Yes
Soleng Tom	5	1	0	77	4	6	2	Gridley/Secrist	Yes
Steele	2	0	11	146	15	0	10	Gridley	Yes
Whitmore	3	3	3	0	11	0	4	Magee/Doolen	Yes

Green: 70% preference for K-6 & 7-8      Yellow: 60% to 70%      Orange: 50% to 60%  
 White is below 50%

The options below are based on reconfiguring elementary schools that feed to Magee; Soleng Tom and Davidson are also included because of the strong parental preference for the K-6 and 7-8 option. Most Magee feeders will convert to K-6 and parents in those schools have a choice of remaining at their current school for 6<sup>th</sup> grade or enrolling into Magee (or some other school option). As a result, the size of the Magee 6<sup>th</sup> grade will be reduced but it will remain an option for parents who want their children to attend 6<sup>th</sup> grade in a middle school.

Bloom	6th grade by choice; 7th grade to Magee
Collier	6th grade by choice; 7th grade to Magee
Fruchthendler	6th grade by choice; 7th grade to middle school by area with those in the Fickett Area given preference to Magee through open enrollment
Henry	6th grade by choice; 7th grade to middle school by area with those in the Gridley Area given preference to Magee through open enrollment
Hudlow	6th grade by choice; 7th grade to middle school by area with those in the Fickett Area given preference to Magee through open enrollment
Whitmore	remain K-5

Based on strong parental support, Davidson and Soleng Tom would also provide a 6<sup>th</sup> grade for parents to choose.

Davidson	6th grade by choice; 7th to Doolen
Soleng Tom	6th grade by choice; 7th to Gridley or Secrist by area

## **2. Southwest Options**

Although the District is not losing students in the southwest area at the same level as the north and northeast areas, the District is providing options in this area to respond to parent preferences and to help support the transformation of Valencia Middle School to a small community, teacher-team learning environment.

**Table 2b –Southwest Area  
K-6 Preference, MS Student Attendance (6-8) and Capacity for the 6th Grade**

School Area	Dodge	Mansfeld	Maxwell	McCorkle	Pistor	Safford	Valencia	Roskrige	Feeder MS	Capacity for 6th
Banks	3	8	6	24	16	7	111	13	Valencia	Yes
Johnson K-3		1	2	2	2	1	12	1	Valencia/Lawrence	NA
Lawrence 3-8	1	5	1	9	31	11	60	12	Valencia	Already 3-8
Lynn/Urquides	3	1	6	87	12	23	107	9	Valencia	Yes
Maldonado	11	8	7	54	46	14	109	15	Valencia	Yes
Miller	7	10	2	16	48	8	58	5	Valencia/Pistor	Use portables
Oyama	11	14	24	54	11	25	81	19	Valencia	Yes
Vesey*	26	14	4	58	62	20	280	36	Valencia	Use portables

\*Vesey already has about 700 students and would increase to over 800 with the 6<sup>th</sup> grade; they are already using 10 of their 21 portables.

Banks and Oyama would provide sixth grades as an option for parents. Valencia is in the process of transitioning to provide separate, small, student communities in each pod.

Banks                      6th grade by choice; 7th to Valencia

Oyama                      6th grade by choice; 7th to Valencia

**B. PROJECTED ENROLLMENT AT ELEMENTARY SCHOOLS**

Table 3, below, shows the impact on diversity is expected to be virtually nil. All of the schools will have room for the additional students except for Bloom where portables will need to be added to support expansion of the dual-language program.

**Table 3 – Impacts on Affected Elementary Schools**

<b>Banks ES</b>		<b>Design Capacity:</b>						<b>575</b>
39 Pre-k in the school								
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
K-5	54	9	210	1	1	7	282	
	19%	3%	74%	0%	0%	2%		
Change Component								
6th	8	1	33	0	0	1	43	
	19%	2%	77%	0%	0%	2%		
Projected Enrollment								
K-6	62	10	243	1	1	8	325	
	19%	3%	75%	0%	0%	2%		
<b>Bloom ES</b>		<b>Design Capacity:</b>						<b>500</b>
31 Pre-k in the school								
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
K-5	109	54	148	5	6	11	333	
	33%	16%	44%	2%	2%	3%		
Change Component								
6th	18	9	24	1	1	2	55	
	33%	16%	44%	2%	2%	4%		
Projected Enrollment								
K-6	127	63	172	6	7	13	388	
	33%	16%	44%	2%	2%	3%		
<b>Collier ES</b>		<b>Design Capacity:</b>						<b>400</b>
18 Pre-k in the school								
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
K-5	65	12	42		4	9	132	
	49%	9%	32%	0%	3%	7%		
Change Component								
6th	9	2	6	0	1	1	19	
	47%	11%	32%	0%	5%	5%		
Projected Enrollment								
K-6	74	14	48	0	5	10	151	
	49%	9%	32%	0%	3%	7%		

<b>Davidson ES</b>							Design Capacity:	450
35 Pre-k in the school								
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
K-5	69	42	100	9	5	19	244	
	28%	17%	41%	4%	2%	8%		
Change Component								
6th	10	6	14	1	1	3	35	
	29%	17%	40%	3%	3%	9%		
Projected Enrollment								
K-6	79	48	114	10	6	22	279	
	28%	17%	41%	4%	2%	8%		

<b>Fruchthendler ES</b>							Design Capacity:	500
0 Pre-k in the school								
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
K-5	206	25	115	3	16	16	381	
	54%	7%	30%	1%	4%	4%		
Change Component								
6th	31	4	18	0	2	2	57	
	54%	7%	32%	0%	4%	4%		
Projected Enrollment								
K-6	237	29	133	3	18	18	438	
	54%	7%	30%	1%	4%	4%		

<b>Henry ES</b>							Design Capacity:	425
13 Pre-k in the school								
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
K-5	133	34	116	2	19	17	321	
	41%	11%	36%	1%	6%	5%		
Change Component								
6th	19	5	17	0	3	2	46	
	41%	11%	37%	0%	7%	4%		
Projected Enrollment								
K-6	152	39	133	2	22	19	367	
	41%	11%	36%	1%	6%	5%		

<b>Hudlow ES</b>							Design Capacity:	475
29 Pre-k in the school								
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
K-5	49	15	87	3		8	162	
	30%	9%	54%	2%	0%	5%		
Change Component								
6th	7	2	12	0	0	1	22	
	32%	9%	55%	0%	0%	5%		
Projected Enrollment								
K-6	56	17	99	3	0	9	184	
	30%	9%	54%	2%	0%	5%		

<b>Oyama ES</b>							Design Capacity:	575
28 Pre-k in the school								
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
K-5	19	8	234	17	1	5	284	
	7%	3%	82%	6%	0%	2%		
Change Component								
6th	3	1	34	2	0	1	41	
	7%	2%	83%	5%	0%	2%		
Projected Enrollment								
K-6	22	9	268	19	1	6	325	
	7%	3%	82%	6%	0%	2%		

<b>Soleng Tom ES</b>							Design Capacity:	575
44 Pre-k in the school								
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
K-5	172	30	112	5	11	27	357	
	48%	8%	31%	1%	3%	8%		
Change Component								
6th	26	5	17	1	2	4	55	
	47%	9%	31%	2%	4%	7%		
Projected Enrollment								
K-6	198	35	129	6	13	31	412	
	48%	8%	31%	1%	3%	8%		



### ***Banks***

Adding the 6th grade at Banks is supported by 77% of the 350 parents surveyed. The change is not expected to have much impact on the middle school or on student attraction/retention.

### ***Bloom***

At Bloom, adding the 6th grade is supported by only 45% of the 239 parents surveyed. The principal of Bloom indicates that the reason for the low K-6 preference at Bloom is due to space concerns as Bloom is at capacity. In its current K-5 configuration, it will need at least one more doublewide portable to support the expansion of the dual-language program; as a K-6, it will need an additional two doublewide portables. There is space for three to four additional doublewide portables. With the recent addition of a virtually new doublewide portable, and the potential for three more such portables in the future, the principal is certain parents, once so informed, will support the K-6 reconfiguration. The primary reason to add the 6th grade is for the strong reduction in sixth grade enrollment at Magee middle school; it is unlikely to have much impact on student attraction/retention.

### ***Collier***

Adding the 6th grade at Collier is supported by 80% of the 350 parents surveyed. That is the primary reason to add the 6th grade as the change is not expected to have much impact on Magee. To prepare students for departmentalized instruction there should be at least two teachers: one for humanities and one for STEM. Thus, for Collier, which will only have one class per grade (Collier) the 5<sup>th</sup> and 6<sup>th</sup> grades could be paired.

### ***Davidson***

Davidson feeds Doolen. It was included because two-thirds of the 182 parents with children in the school prefer the K-6 configuration and because TUSD only captures about 50% of the middle-school-age students in the area.

### ***Fruchthendler***

Adding the 6th grade at Fruchthendler is supported by 68% of the 278 parents surveyed. It is also in an area where Tucson Unified captures less than 25% of the middle-school-age students. Those are the primary reasons to add the 6th grade as the change would reduce the enrollment at Magee by less than 10 sixth-grade students.

### ***Henry***

Henry feeds to both Magee and Gridley. Although parents at the school were split on support of the k-6 option (48% for), it is recommended as one of the k-6 schools because, as the third largest feeder school to Magee, it would help to reduce the sixth-grade enrollment there by about 20 students.

### ***Hudlow***

Adding the 6th grade at Hudlow is supported by 62% of the 148 parents surveyed. It is a split feeder between Booth-Fickett and Magee, and the areas that feed to Magee have relatively low capture rates (less than 50%) at the middle school level. These are the primary reasons to provide the k-6 option at this school, as the change is not expected to have much impact on Magee.

### ***Oyama***

Adding the 6th grade at Oyama is supported by 70% of the 109 parents surveyed. That is the primary reason to add the 6th grade as the change is not expected to have much impact on the middle school or on student attraction/retention.

### ***Soleng Tom***

Soleng Tom feeds Gridley and Secrist; however, it was included because close to 80% of parents of children in the school prefer the K-6 and 7-8 configurations and because TUSD only captures about 50% of the middle-school-age students in the area.

### ***General Considerations***

Sixth grades in ES do not offer sports, electives, departmentalized instruction; they require teachers who can teach multiple subjects. The District would schedule itinerant teachers to handle 6<sup>th</sup> grade electives and enrichments.

Students attending 6<sup>th</sup> grade in the elementary school would be entering 7<sup>th</sup> grades in an established middle school population. To make this transition easier, the cohort newly entering with remain together as much as possible.

### C. IMPACTS ON MIDDLE SCHOOLS

There will be virtually no racial or ethnic impact on the middle schools that will lose the 6<sup>th</sup> grade students. Gridley MS, the school most affected, is expected to change a few percent toward the district average, resulting in an integrated sixth grade. Magee, has a projected reduction of approximately 70 students (47%) in the sixth grade, which meets the objective of creating a smaller middle school.

**Table 4 – Impacts on Sending Middle Schools**

Note: Impacts which are expected to be 10 students or less are not shown.

<b>Doolen MS</b>							Design Capacity:	1475
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
6th	53	41	93	6	12	12	217	
	24%	19%	43%	3%	6%	6%		
6-8	137	116	254	16	42	36	601	
	23%	19%	42%	3%	7%	6%		
<b>Change Component</b>								
6th	-5	-3	-8	0	-1	0	-17	
	29%	18%	47%	0%	6%	0%		
<b>Projected Enrollment</b>								
6th	48	38	85	6	11	12	200	
	24%	19%	43%	3%	6%	6%		
6-8	132	113	246	16	41	36	584	
	23%	19%	42%	3%	7%	6%		
<b>Gridley MS</b>							Design Capacity:	950
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
6th	91	29	95	1	5	12	233	
	39%	12%	41%	0%	2%	5%		
6-8	329	87	276	6	18	48	764	
	43%	11%	36%	1%	2%	6%		
<b>Change Component</b>								
6th	-28	-4	-17	-1	-1	-3	-54	
	52%	7%	31%	2%	2%	6%		
<b>Projected Enrollment</b>								
6th	63	25	78	0	4	9	179	
	35%	14%	44%	0%	2%	5%		
6-8	301	83	259	5	17	45	710	
	42%	12%	36%	1%	2%	6%		

<b>Magee MS</b>							Design Capacity:	800
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
6th	64	20	53	3	0	9	149	
	43%	13%	36%	2%	0%	6%		
6-8	206	66	217	7	6	23	525	
	39%	13%	41%	1%	1%	4%		
<b>Change Component</b>								
6th	-31	-9	-25	-1	-1	-3	-70	
	44%	13%	36%	1%	1%	4%		
<b>Projected Enrollment</b>								
6th	33	11	28	2	-1	6	79	
	42%	14%	35%	3%	-1%	8%		
6-8	175	57	192	6	5	20	455	
	38%	13%	42%	1%	1%	4%		
<b>Valencia MS</b>							Design Capacity:	1225
	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total	
6th	24	8	193	17	4	3	249	
	10%	3%	78%	7%	2%	1%		
6-8	75	20	625	65	8	17	810	
	9%	2%	77%	8%	1%	2%		
<b>Change Component</b>								
6th	-5	0	-25	-1	0	0	-31	
	16%	0%	81%	3%	0%	0%		
<b>Projected Enrollment</b>								
6th	19	8	168	16	4	3	218	
	9%	4%	77%	7%	2%	1%		
6-8	70	20	600	64	8	17	779	
	9%	3%	77%	8%	1%	2%		

#### **D. ANALYSIS OF HOW THE PROPOSED CHANGE WILL IMPACT USP OBLIGATIONS**

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** No potential impact.
- 4. Admin/Cert Staff** No potential impact.
- 5. Quality of Education** Improve student preparedness for 7<sup>th</sup> and 8<sup>th</sup> grade; lower school sizes of targeted middle schools (Magee/Valencia).
- 6. Discipline** Improve culture and climate at targeted middle schools
- 7. Family and Community Engagement** No potential impact.
- 8. Extracurricular Activities** 6<sup>th</sup> grade students in middle schools generally have greater access to extracurricular activities – although they often have lower participation rates because of their size and age in most sports or other activities.
- 9. Facilities and Technology** No potential impact.
- 10. Accountability and Transparency** No potential impact.

## E. DATA SOURCES

All Tucson Unified student data is from the 40th-day SY2019-20 enrollment.

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.

The students who are expected to attend the K-6 in each elementary school were projected using the enrollment of the school and the percent by survey who indicated they would attend the school if it was K-6 as shown below.

School	% to K6
Banks	93%
Bloom	87%
Collier	87%
Davidson	84%
Fruchthendler	91%
Henry	87%
Hudlow	83%
Oyama	87%
Soleng Tom	93%

## D. ASSUMPTIONS

Students will not change elementary schools to opt-in to, or opt-out of, the k-6 options. While this may happen over time, it is not expected to happen in the near-term, and if the program is successful more k-6 schools may open which would reduce this effect. Students who attend the sixth grade at an elementary school will attend the same middle school they would typically attend. Although the impact on Dodge was projected to be 12 students, it is unlikely that students who are accepted to Dodge will elect to stay in their elementary school for the sixth grade.