

APPENDIX II – 3

Analysis of Oversubscribed Schools and Lottery Placements

Overview

The District uses an application process for all students seeking entry into a school other than the school they are assigned by residence. For those schools where there are more applications than seats (schools which the USP calls “oversubscribed”), the application places the student into a lottery process. In accordance with USP § II(G)(2), the former lottery process was adjusted to give admission priority to those students whose presence increases integration.

Concurrent to adjusting the lottery to meet USP requirements, the District developed a system to track lottery applications and placements by racial-ethnic category. This report uses fortieth-day data combined with the lottery tracking system, to identify oversubscribed schools and to determine if boundary changes could improve the racial-ethnic composition of the schools.

Definitions

Per the USP Appendix A, Definitions, an oversubscribed School is “a school where more students are seeking to enroll than available seats in that grade and/or a school that has more students enrolled than the capacity of its facility.”

Per USP § II(B)(2), an integrated school “is any school in which no racial or ethnic group varies from the district average for that grade level (Elementary School, Middle School, K-8, High School) by more than +/- 15 percentage points, and in which no single racial or ethnic group exceeds 70% of the school’s enrollment.

Schools with More Applications than Available Seats

The following table shows the schools where entry grades were oversubscribed by 10 or more students for the past two years.

Table II.1.1 Oversubscribed Schools (based on available seats)

School	Placement Program	Grade	Applications	Seats
Carrillo	Magnet	K	58	36
Davis	Magnet	K	84	35

Gale	Open Enrollment	K	59	40
Hughes	Open Enrollment	K	76	23
Miles ELC	Open Enrollment	K	58	26
Rose	Open Enrollment	K	54	36
Soleng Tom	Open Enrollment	K	67	50
Booth-Fickett	Magnet	K	56	35
Dodge	Magnet	6th	370	152
Gridley	Open Enrollment	6th	138	80
McCorkle	Open Enrollment	6th	100	73
Miles ELC	Open Enrollment	6th	35	5
Pistor	Open Enrollment	6th	72	39
Roskruge	Magnet	6th	181	120
Cholla*	Magnet	9th	218	137
Rincon	Open Enrollment	9th	199	114
Sahuaro	Open Enrollment	9th	354	284
Tucson	Magnet	9th	829	475

* This is the first year that Cholla Magnet High School has been oversubscribed. However, based on the first lottery this year, it is likely to be oversubscribed again in SY2016-17.

Using 40-day data, combined with the lottery tracking system, the District identified the 17 oversubscribed schools shown above. Of these, three do not have attendance boundaries. As shown in the following table, the District evaluated the remaining 14 to determine if boundary changes would improve the racial-ethnic composition of the schools and found that the application process, by selecting targeted students, had already created an integrated entry grade at the school or had moved the entry grade as close to the definition of integrated as the applicant pool would allow. In other words, there would be no benefit to reducing the neighborhood enrollment by changing boundaries.

Table II.1.2 Summary of Lottery Results in Oversubscribed Schools

School	Grade	Group	White/Anglo	African Am.	Hispanic	Native Am.	Asian Am.	Mult-racial	Total
Carillo Magnet ES	K	Target Seats	11	2	19	1	1	1	35
		Applications	15	2	38	1	0	2	58
		Placements	9	1	23	1	0	2	36
Davis Magnet ES	K	Target Seats	12	4	15	3	1	0	35
		Applications	19	4	55	3	1	2	84
		Placements	12	3	16	2	1	1	35
Gale ES	K	Target Seats	0	4	32	4	0	0	40
		Applications	28	9	18	0	1	3	59
		Placements	18	6	15	0	1	0	40
Hughes ES	K	Target Seats	0	2	16	1	0	0	19
		Applications	35	4	29	0	2	6	76
		Placements	3	1	17	0	0	2	23
Rose K-8	K	Target Seats	19	12	0	0	4	0	35
		Applications	3	0	49	0	0	2	54
		Placements	1	0	33	0	0	2	36
Soleng Tom ES	K	Target Seats	2	6	38	2	1	1	50
		Applications	31	4	20	1	4	7	67
		Placements	23	3	16	0	2	6	50
Booth-Fickett Magnet K-8	K	Target Seats	2	2	33	1	0	2	40
		Applications	12	9	30	0	0	5	56
		Placements	7	4	21	0	0	3	35
Gridley MS	6	Target Seats	0	4	68	6	0	0	78
		Applications	61	12	54	0	7	4	138
		Placements	21	7	46	0	3	3	80
McCorkle K-8	6	Target Seats	14	11	43	1	1	4	74
		Applications	5	3	87	4	0	1	100
		Placements	5	2	62	3	0	1	73
Pistor MS	6	Target Seats	24	9	0	0	2	1	36
		Applications	4	3	56	8	0	1	72
		Placements	4	3	24	7	0	1	39
Cholla Magnet HS	9	Target Seats	102	28	0	0	12	11	153
		Applications	10	10	184	10	2	2	218
		Placements	5	8	117	5	0	2	137

School	Grade	Group	White/Anglo	African Am.	Hispanic	Native Am.	Asian Am.	Mult-racial	Total
Rincon HS	9	Target Seats	22	0	70	4	0	2	98
		Applications	43	20	120	1	5	10	199
		Placements	24	8	74	0	1	7	114
Sahuaro HS	9	Target Seats	0	22	235	13	7	5	282
		Applications	126	37	157	6	8	20	354
		Placements	100	27	134	5	8	10	284
Tucson Magnet HS	9	Target Seats	157	35	154	8	15	14	383
		Applications	130	46	583	38	8	24	829
		Placements	95	33	311	21	4	11	475

Notes:

Target Seats: These are the projected seats to be offered in the lottery, by racial ethnic category, for the school to exactly meet the definition of an integrated school per the USP (see Definitions above).

Applications: These are the magnet or open enrollment applications received for the school by August 7, 2015.

Placements: These are the magnet or open enrollment students placed at the school by August 7, 2015.

Analysis by School

Carrillo Magnet ES Applicants were placed to closely match the targeted seats and the entry grade was projected to be integrated. The actual 40th-day enrollment was, however, 71% Hispanic. School Community Services has indicated that the variance in placement (a couple too few Anglo students and four too many Hispanic students) appears to be due to changes in the reported student ethnicity from the time of application to the time the data was gathered for this report. To improve the results in SY2016-17, all non-Hispanic students were offered placement regardless of the target seats.

Davis Magnet ES Students were placed to match the target seats and the entry grade is integrated.

Gale ES All Hispanic applicants were offered seats and virtually all accepted and were placed. This year to improve the overall ethnic composition the District offered placement to all non-Anglo

	students in the first lottery regardless of the target seats.
Hughes ES	Students were placed to match the target seats and the entry grade is integrated. (The three Anglo students who were placed are siblings.)
Rose K-8	All non-Hispanic applicants were offered placement.
Soleng Tom ES	All non-Anglo applicants were offered placement.
Booth Fickett Magnet K-8	The entry grade is integrated. There were some placements by the school that did not meet the targets; the District is seeking to reduce this error through better training.
Gridley MS	All Hispanic applicants were offered placement.
McCorkle	All non-Hispanic applicants were offered placement.
Pistor MS	All non-Hispanic applicants were offered placement.
Cholla Magnet HS	All non-Hispanic applicants were offered placement.
Rincon HS	Applicants were placed to meet targets and the entry grade is integrated.
Sahuaro HS	All Hispanic applicants were offered placement and the entry grade is integrated.
Tucson Magnet HS	All Anglo applicants in the first lottery were offered placement. Although the entry grade was projected to be integrated, with 68% Hispanic students, the 40 th -day enrollment was 72% Hispanic. [Note: The lottery was changed this year to place more non-Hispanic students of any racial-ethnic category in any non-Hispanic seats that were not filled due to a shortage of applicants and keep some spaces open for Anglo students in subsequent lotteries. Both of those should help to improve the racial-ethnic balance of Tucson Magnet HS.]

Schools with More Enrollment than Capacity

The following table shows the schools where there were more students enrolled than the capacity of the facility, including portables.

Table II.1.2 Oversubscribed Schools (based on capacity)

School	Enrollment	Capacity
Gale	430	390
Rose	834	795
Dodge	420	345
Roskruge	717	670
Cholla	1865	1775
Tucson	3194	2900

For the purposes of integration, enrollment versus building capacity is an unnecessary part of the definition of an oversubscribed school. If a school doesn't also have more applications than seats available there is no reason to consider reducing its neighborhood enrollment through a boundary change. All of the above schools did have more applications than seats available and were discussed in the previous section.