

APPENDIX X – 11

From: Taylor, Martha
Sent: Thursday, June 22, 2017 1:08 PM
To: Alexander Chanock; James Eichner; Juan Rodriguez; Lois Thompson; Peter Beauchamp; Rubin Salter; Shaheena Simons; Willis D. Hawley
Cc: Desegregation; Converse, Bruce
Subject: FW: RN Revised DIA
Attachments: 20170622 Revised RN DIA.pdf

Dr. Hawley and counsel:

Thank you for your feedback on the Draft DIA for the RN proposal (including your participation in the phone conference). Attached please find the revised DIA that incorporates responses to your feedback.

Rubin/Lois/Juan: Please let us know by next Wednesday whether the Fisher and/or Mendoza Plaintiffs support this proposal moving forward or, if not, please share your remaining concerns so that we can work to address them.

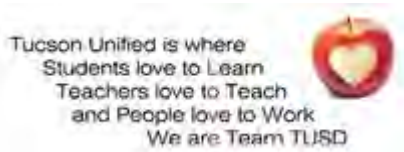
Thanks,

Martha and Sam

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**TUCSON UNIFIED SCHOOL DISTRICT - DESEGREGATION IMPACT ANALYSIS
PROPOSAL: EXPAND OPEN-ACCESS GATE AT ROBERTS-NAYLOR K-8 SCHOOL**

DIA Purpose: The District must provide the Special Master with notice and request for approval (NARA) for proposed actions affecting student assignment, including the opening of new magnet schools or programs. With each NARA, the District also submits a Desegregation Impact Analysis, (“DIA”) that assesses the impact of the requested action on the District’s obligation to desegregate and that specifically addresses how the proposed change will affect the District’s obligations under the USP.

Action: Initiate the District’s Open-Access GATE program (currently at Tully ES) to include 6th grade at Roberts-Naylor in SY 2017-18. During SY 2017-18, the District plans to develop the Roberts-Naylor Open-Access GATE program into a magnet program for the 2018-19 school year as a pipeline from Tully Open-Access GATE. The development program would include teacher training, and marketing and recruiting for students during the 2017-18 school year.¹ In SY 2018-19, the new magnet will serve either 6th through 7th graders, or 6th through 8th graders.

Objective: Phase I: Increase access to Advanced Learning Experiences through GATE endorsed teachers and GATE pedagogy and strategies at Roberts Naylor grades 6 – 8 starting in SY 2017-18.

Phase II: Increase integration at Roberts-Naylor, particularly in grades 6 – 8.

Summary: The District has piloted a successful Open-Access GATE program at Tully magnet elementary school, for grades K – 5, and seeks to expand student access to a similar program at the 6th through 8th grade levels. The proposal would ultimately include a 6th – 8th grade pipeline from Tully to Roberts-Naylor for students currently participating in Tully’s Open-Access GATE Program, and greater access for all 6th – 8th graders districtwide to apply for enrollment in an Open-Access GATE Program. The District will offer students entering 6th grade from Tully the opportunity for automatic placement at Roberts-Naylor through the pipeline. All other students would submit a School Choice Application.

This program will grow into a middle-school magnet program in SY 2018-19 that would improve the integrative impact of the program by expanding the program to all middle-school students in the school and opening more seats for students from outside the school. Creating this magnet program is consistent with the recommendations of the Marzano Research study that showed “gifted education” as one of the top-five preferred magnet programs. The four programs with a higher preference (Fine and Performing Arts, STEAM, Early College and Dual-Language) are each already in place in one or more schools in the District. The study also showed that a central location would be preferred for this program—Roberts-Naylor is a centrally located school. (Section D is an excerpt from the Marzano Research report.)

¹ This proposal includes both a non-magnet and magnet option. If the Court does not approve the request to develop this proposal as a magnet program, the proposal can move forward as a non-magnet ALE proposal.

A. Analysis of the impact of the requested action on the District’s obligation to desegregate.

Approximately 50 students matriculate out of 5th grade every year from Tully. The District projects that of these 50, approximately thirty would attend either Mansfeld (following their established feeder pattern) or Doolen’s self-contained GATE program, if they have qualified for that program through testing. The District projects that the remaining twenty students would matriculate to Roberts-Naylor. Of these 20, approximately ten would have otherwise attended Mansfeld as their home school and ten would be made up of students who open-enrolled into Tully from various home school areas (these proportions would of course fluctuate annually).

In the non-magnet option described below, each class of the open-enrollment GATE program would total 25 students with additional students (5 per grade and 15 total) coming from enrollment within Roberts-Naylor and from those who live around the Roberts-Naylor Area (shown as “Additional Students” in the Table 3A Change Component below).

In the magnet option described below, the whole middle school component of Roberts-Naylor would be a GATE magnet. The analysis assumes the school will approach typical ratios of students in the area attending other schools (currently 59% versus the middle-school average of 46%) and students attending from outside the attendance area (“non-neighborhood”, currently 16% versus the middle-school average of 47%). Based on these assumptions, the school would gain 20 additional magnet students above the 60 pipeline students already projected from Tully and it would retain 50 students of the over 300 who currently attend other schools. The racial-ethnic composition of those students shown in Table 3B reflects the racial-ethnic composition of those specific groups as of the 40th day this year.

1. Current enrollment

As shown in Table 1, there are approximately 357 students at Tully based on 2016-17 40th day data. Tully has a racial-ethnic composition, which is integrated. As shown in Table 2, there were approximately 565 students at Roberts-Naylor based on 40th day data. Roberts-Naylor has a racial-ethnic composition that would be integrated but for the slightly high composition of African-American students.

Table 1 – Tully SY2016-17

	Anglo	Afr Am	Hisp	Nat Am	As-PI	Multi	Total
Elementary Averages	21%	10%	60%	4%	2%	4%	
Current K-5 Enrollment	32	61	228	20	7	9	357
	9%	17%	64%	6%	2%	3%	

Table 2 – Roberts-Naylor SY2016-17

	Anglo	Afr Am	Hisp	Nat Am	As-PI	Multi	Total
K-8 Student Averages (all students in grades K-8)	19%	9%	62%	4%	2%	4%	
Current K-8 Enrollment	75	161	287	8	25	9	565
	13%	28%	51%	1%	4%	2%	
6-8 Student Averages (all students in grades 6-8)	19%	9%	64%	5%	2%	3%	
Current 6-8 Enrollment	34	75	140	5	12	8	274
	12%	27%	51%	2%	4%	3%	

2. Projected Enrollment (non-magnet option)

In this scenario, there would be one GATE class of 25 to 29 students per grade with most of these students (20) coming from the Tully. Students already at Roberts-Naylor and a few additional students from outside the Roberts-Naylor attendance area would fill the remaining seats in each class.

After three years, as shown in Table 3A below, the expected enrollment at Roberts-Naylor would be 633; it has a capacity to serve 830 students. The 6th through 8th grade enrollment at Roberts-Naylor would increase from 274 to 342. The additional, open-enrollment GATE students would be integrated and would move all but the Anglo student component of Roberts-Naylor closer to District averages (integration).

Table 3A – Roberts-Naylor Projections (non-magnet)

Change Component in Three Years

	Anglo	Afr Am	Hisp	Nat Am	As-PI	Multi	Total
From Tully	4	11	37	4	1	3	60
	7%	18%	62%	7%	2%	4%	
Additional magnet Students	3	0	5	0	0	0	8
	38%	0%	62%	0%	0%	0%	
Total	7	11	42	4	1	3	68
	10%	16%	62%	6%	1%	4%	

Projected 6-8 Enrollment in Three Years

	Anglo	Afr Am	Hisp	Nat Am	As-PI	Multi	Total
Projected 6-8 Enrollment	41	86	182	9	13	11	342
	12%	25%	53%	3%	4%	3%	

3. Projected Enrollment (magnet option: Roberts-Naylor as a GATE magnet middle school)

In this scenario, all of the 6th through 8th grade students would participate in the GATE Open-Access program. Sixty (60 or 20 per grade) would feed from the Tully program, at least 20 would enroll from other school areas, 50 would be students that currently leave Naylor to attend other schools, who now would stay at Naylor and 270 would be students already attending Naylor.

After three years, as shown in Table 3B below, the expected enrollment at Roberts-Naylor would be, conservatively, about 700; as stated previously, it has a capacity to serve 830 students. The 6th through 8th grade enrollment at Roberts-Naylor would increase from 274 to over 400. The additional, magnet students would be integrated and would move the racial-ethnic composition of Roberts-Naylor 6th through 8th grade to an integrated status while moving the whole school closer to District averages (integration).

Table 3B – Roberts-Naylor Projections (magnet)

Change Component in Three Years

	Anglo	Afr Am	Hisp	Nat Am	As-PI	Multi	Total
From Tully	4	11	37	4	1	3	60
	7%	18%	62%	7%	2%	4%	
Other Non-neighborhood Students	5	0	11	1	1	2	20
	25%	0%	55%	5%	5%	10%	
Students Retained at Roberts-Naylor	9	4	34	1	0	3	51
	18%	7%	67%	1%	1%	6%	
Total	19	14	84	5	2	7	131
	15%	11%	64%	4%	2%	5%	

Projected 6-8 Enrollment in Three Years

	Anglo	Afr Am	Hisp	Nat Am	As-PI	Multi	Total
K-8 Student Averages (all students in grades K-8)	19%	9%	62%	4%	2%	4%	
Projected 6-8 Enrollment	53	89	224	10	14	15	405
	13%	22%	55%	2%	3%	4%	

4. Impact on Middle Schools

The District expects that Mansfeld Middle School, the middle school for Tully Area students, will send more than 10 students to Roberts-Naylor. Based on students in the Mansfeld area who currently attend Tully, the impact on Mansfeld is shown in Table 4A below. The program will have virtually no effect to the racial-ethnic composition. At the same time, it will slightly improve the utilization of Mansfeld by reducing the enrollment to just over 780, which will put the school at 96% utilization. Alternately, if the pool of non-Hispanic applicants increases, the seats available at the school could be increased to accept them; thus, reducing the Hispanic student composition of Mansfeld. (This potential scenario is not included in the tables below.)

Table 4A – Mansfeld

	Anglo	Afr Am	Hisp	Nat Am	As-PI	Multi	Total
MS Student Averages	19%	9%	62%	4%	2%	4%	
Current Enrollment	92	64	590	38	10	17	811
	11%	8%	73%	5%	1%	2%	

Change Component (in Three Years)

	Anglo	Afr Am	Hisp	Nat Am	As-PI	Multi	Total
From Tully to Roberts-Naylor vs Mansfeld	2	7	19	2	0	0	30
	5%	22%	63%	7%	1%	2%	

Projected 6-8 Enrollment in Three Years

	Anglo	Afr Am	Hisp	Nat Am	As-PI	Multi	Total
Projected Enrollment	90	57	571	36	10	17	781
	12%	7%	73%	5%	1%	2%	

The Tully pipeline would not affect Vail Middle School (non-magnet option) but would likely impact Vail under the magnet option. A relatively large number of Roberts-Naylor Area students attend Vail Middle School (143 in SY2016-17). With an attractive magnet program, there is a potential for these students to remain at Roberts-Naylor but this will have virtually no effect on the racial-ethnic composition or utilization of Vail (the impact on Vail is shown in Table 4B below).

Table 4B – Vail

	Anglo	Afr Am	Hisp	Nat Am	As-PI	Multi	Total
MS Student Averages	19%	9%	62%	4%	2%	4%	
Current Enrollment	224	66	378	10	16	33	727
	31%	9%	52%	1%	2%	5%	

Change Component (in Three Years)

	Anglo	Afr Am	Hisp	Nat Am	As-PI	Multi	Total
Retained at Roberts-Naylor versus attendance at Vail	4	2	16	0	0	1	23
	17%	9%	70%	0%	0%	4%	

Projected 6-8 Enrollment in Three Years

	Anglo	Afr Am	Hisp	Nat Am	As-PI	Multi	Total
Projected Enrollment	220	64	362	10	16	32	704
	31%	9%	51%	1%	2%	5%	

B. Costs

There will not be any non-incremental costs in the 2017-18 school year. The District will initiate GATE training for the three 6th grade teachers at Roberts-Naylor prior to the 2017-18 school year, and will continue the training during the school year. The District has incorporated these training costs into the GATE/ALE budget for 2017-18.

C. Other Considerations**1. African American Academic Achievement**

In 2013, the District received 16 recommendations to improve African American academic achievement from the African American Academic Achievement Task Force. This proposal addresses five of the sixteen recommendations:

- (1) Identify and Replicate Successful National School Based Factors
- (2) Identify and Replicate Successful Teacher Practices
- (5) Develop Focused Professional Development (see "Training" section below)
- (8) Set and Communicate High Expectations
- (9) Monitor ALE Placement Actions

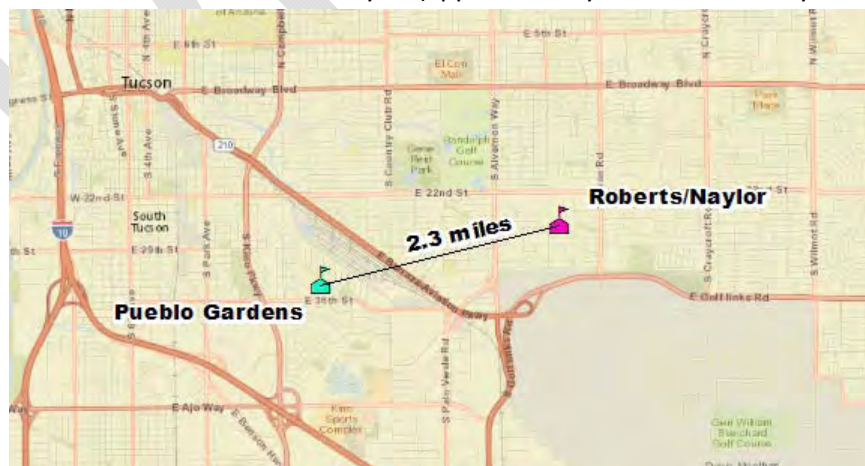
2. 2016 Roberts-Naylor Report

In April 2016, the District submitted the “Roberts-Naylor Report” describing “the measures, if any, which ... could be taken by TUSD to transform Roberts-Naylor into a viable K-8 program capable of competing with the middle schools now attracting the Borman students.” In the Report, the District noted two factors that could “be replicated (special academic programs; safety and security) to make Roberts-Naylor more competitive with the schools currently attracting middle school students both on and off base.” The District also analyzed the feasibility of certain specialized programs and identified three possible programs to consider adding to Roberts-Naylor: AVID; ALEs (including GATE); and specialized classes (like Robotics or Engineering).

In 2016-17, the District initiated a pre-GATE class (Kinder) and a Self-Contained GATE class (2nd grade) at Roberts-Naylor. In 2017-18, the District will maintain the pre-GATE kindergarten and expand the Self-Contained GATE to grades 1-3. In 2017-18, the District is also expanding Open-Access GATE to the 6th grade at Roberts-Naylor, with plans to create a middle school Open-Access GATE for grades 6-8 by the 2018-19 school year. These efforts flow directly from the District’s 2016 analysis of Roberts-Naylor and its conclusion that special programs (pre-GATE, Self-Contained GATE, and Open-Access GATE) could make Roberts-Naylor more attractive to prospective parents who are open to off-base opportunities.² The District has efforts planned over the summer of 2017, and into the 2017-18 school year, to recruit students from the Davis-Monthan Air Force Base (DMB) to consider enrolling in Roberts-Naylor.

3. Geography

The “population centroid” of TUSD enrollment is next to Pueblo Gardens K-8 School. This is the centroid for all students; the centroid for 6th-to-8th-grade students is just two blocks away. The District calculates this centroid by geocoding student addresses to map the students and then averaging the X and Y geographic coordinates of the selected population. As shown in the map below, the enrollment centroid of TUSD is 2.3 miles from Roberts-Naylor (approximately 10-15 minutes by car or bus).



² In the Report, the District “identified the primary factors that contribute to parents’ decisions regarding middle school off-base (safety and security; special academic programs)...”

4. Training

GATE staff received culturally relevant and responsive training in SY15-16 and SY16-17 as a train-the-trainer model. Future GATE professional development will include learned culturally responsive strategies. GATE trainings provided to Tully staff in October and November of 2016, on Environment and Depth of Knowledge (DOK), included culturally responsive training. Tully staff also participated in GATE professional development in June that included culturally responsive training by a Culturally Responsive Pedagogy and Instruction (CRPI) staff member.

The CRP-specific training at Tully had the following objectives (1-3) and outcomes (4-6):

Teachers will:

1. develop a greater understanding of culturally responsive pedagogy and instruction by reviewing key components of the definition
2. gain new knowledge of creating safe and inclusive learning environments by participating in collaborative conversations about culturally responsive practices
3. analyze culturally responsive instructional strategies through close reading and discussion of the six tenets of culturally responsive pedagogy
4. explore the differences between culturally responsive and culturally relevant pedagogy
5. initiate collaborative strategies to develop culturally responsive teaching practices
6. recognize culturally responsive instructional strategies that will enhance the classroom-learning environment

Sixth through eighth grade teachers at Roberts-Naylor will receive similar training.

D. Analysis of how the proposal will affect the District’s 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 configuration change on the District’s obligations under each of the ten USP sections:

- | | |
|------------------------------|--|
| 1. Compliance | No anticipated impact. |
| 2. Student Assignment | This proposal would improve integration (if implemented as a non-magnet) or create an integrated middle school component (if implemented as a magnet) and improve integration school-wide. |
| 3. Transportation | If implemented as a magnet, students Districtwide would be eligible for free transportation to Roberts-Naylor – increasing the likelihood of successful impacts to integration |

4. Admin/Cert Staff Ultimately, the 6th through 8th grade teachers at Roberts-Naylor will all work towards GATE-endorsement and implementing GATE strategies in their classrooms.

5. Quality of Education Positive impact through increased access to GATE-certified teachers; increased academic achievement for a student body that is 80% African-American (29%) and Latino (51%). Benchmark comparisons between Tully students in 2015-16 and 2016-17 are included below:

	Fall 15-16	Fall 16-17	Spring 15-16	Spring 16-17
Math	32%	54%	33%	61%
ELA	37%	53%	36%	58%

6. Discipline No anticipated impact.

7. Family Engagement Family engagement is expected to increase if Roberts-Naylor becomes a magnet and increases its enrollment.

8. Extracurricular Activities Magnet and integrated schools receive priority in the provision of late/activity buses. With increased enrollment to Roberts-Naylor, including an increase in the number of students attending Roberts-Naylor from outside of the area, the District will examine routing a late-activity bus at Roberts-Naylor.

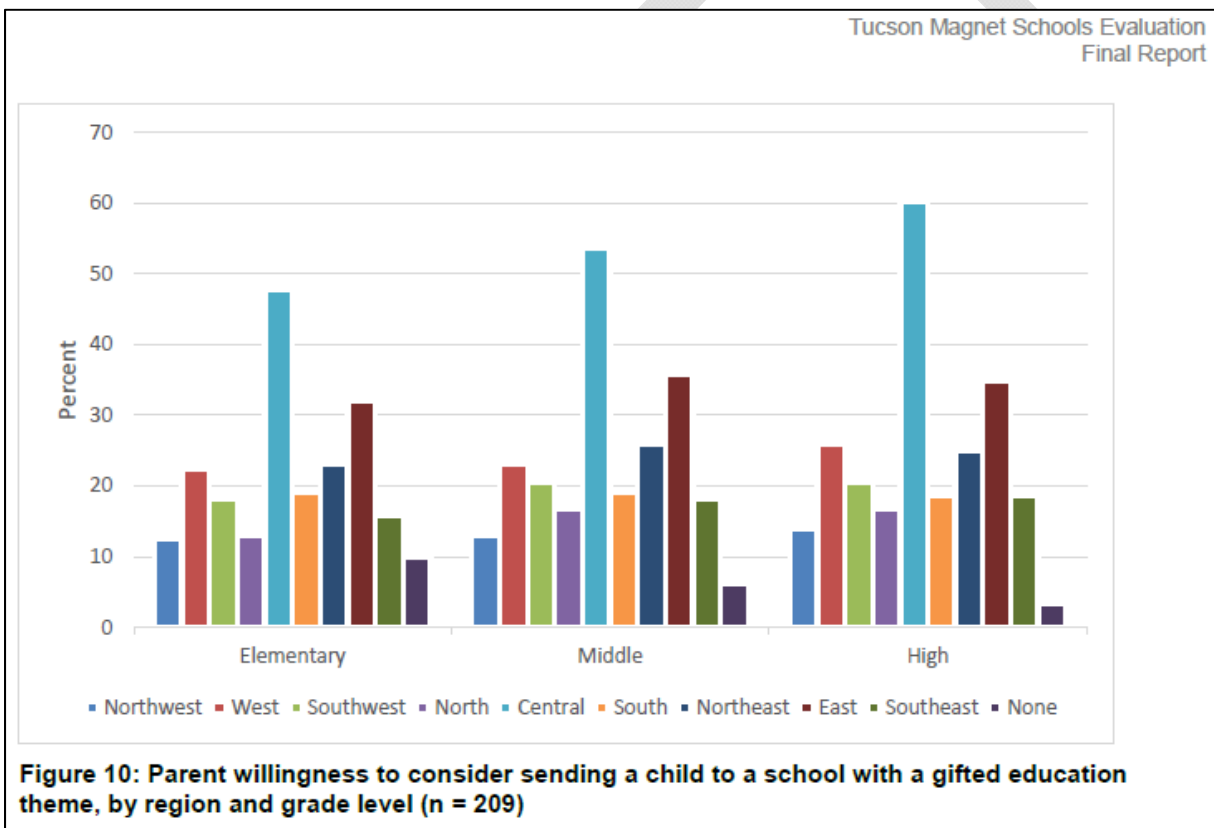
9. Facilities and Technology No anticipated impact.

10. Accountability and Transparency No anticipated impact.

E. Excerpt from the Marzano Research Report on Magnet Themes

Gifted education theme

The TUSD currently has one magnet elementary school, Tully, with a gifted education theme. It is located in the west region. Consistent with other themes, the central region was the most popular location among parents who had indicated interest in a gifted education theme. The proportion of parents indicating that they would consider sending their student to a gifted education school in the central region ranged from 48% for elementary school to 60% for high school. The preference for the central region was strongest among black respondents (70–80% across the three grade levels), followed by white respondents (55.3–69.9%), and Hispanic respondents (33.8–45.0%). The east region was the next most popular region, with about a third of parents selecting it at each grade level. The east region was more popular among white and black respondents than Hispanic respondents.



Travel times for Roberts Naylor K-8 from TUSD schools range between four minutes from Lineweaver Elementary School (1.0 mile away) and Myers-Ganoung Elementary School (1.6 miles away), to 30 minutes from Lawrence 3-8 (16.2 miles away). The School Decision-Making Report (April 2012) indicated that 28.2 minutes was the maximum acceptable duration for a one-way bus trip for parents of middle-school aged student. There are no other middle schools or K-8s with capacity to grow that are more-centrally located than Roberts-Naylor (excluding existing magnet and transition schools).