

TUCSON UNIFIED SCHOOL DISTRICT
PERFORMANCE IMPACT ANALYSIS: K-6 GRADE RECONFIGURATIONS

I. Proposed Action

This is a program to add sixth grade to ten elementary schools in school year 2024-2025 (SY24-25). Those schools are: Banks, Collier, Davidson, Gale, Henry, Lynn-Urquides, Soleng Tom, Steele, Vesey, and Whitmore. At those schools parents would have the choice of keeping their children at the elementary school for the sixth grade or having the child transition to the middle school for sixth grade.

This project is part of a larger initiative to improve middle school performance and to attract students from both inside and outside the district by selecting elementary schools that are the best prospects to convert to K-6. It is part of a multi-pronged approach coupled with instructional enhancements to middle schools, incentives to improve recruitment and expansion of online-learning programs.

II. Objectives

The district is proposing the grade changes recommended herein to:

- prepare 6th graders for the departmentalized instruction in middle schools while they are still 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,
- avoid reductions in the sizes of smaller middle schools while reducing the size of larger middle schools to allow a greater level of staff-student focus on improved academics and social-behavioral skills.

The district is proposing this option because:

- research indicates that sixth graders do better in K-8 schools than in middle schools;
- based on a 2019 survey administered by Tucson Unified many parents, especially those in the proposed schools, would like the option of keeping their children in their elementary school;
- academically, and in terms of discipline, middle schools, in general, perform at lower levels than other school levels; and,
- the district loses approximately 500 students each year in the transition from elementary school to middle school.

III. Anticipated Outcomes and Issues

A. Improved Outcomes

Dr. Halley Freitas has researched the history of the K-8 and 6-8 (middle school) grade configurations and the literature comparing outcomes of K-8 schools compared to middle schools¹. From that research we can make the inferences regarding the impact of the conversion to K-6 schools, as follows:

- Many studies cited indicated that K-8 schools showed somewhat higher academic achievement among adolescents compared to traditional middle schools.
- Differences in school climate between the two systems indicated that K-8 schools offered greater opportunities for positive student-teacher relationships at a time when these relationships are important for the students' development.
- K-8 schools provided a more nurturing supportive environment similar to elementary schools versus rules and self-sufficiency in the middle schools.
- Parents preferred the smaller scale of the K-8 schools leading to greater student retention.
- Regardless of grade configuration, smaller academic communities for both teachers and students, including schools within schools, provided more opportunities for collaboration and implementing best practices.
- Students in K-8 schools, due to scale, had more opportunities to be leaders and win successes, they felt safer, and, with more personalized relationships, they could be motivated for increased academic performance.
- On the other hand, students in middle schools had greater exposure to high quality enrichment such as sports, STEM, arts/music programs.

B. Potential Issues

Although there are potential benefits to this program as presented above, the following issues will need to be addressed in the implementation phase and parents will need to be informed of any issues affecting their children that cannot be addressed:

- Sixth graders in a self-contained elementary school setting may not have the same opportunities (labs, electives, etc.) as sixth-grade students in a middle school.
- Gradually, implementing the program, via pilot schools and parental choice, will allow Tucson Unified to evaluate and adjust the program in phases; however, it may not be enough to allow the district to evaluate the impacts of

¹ Freitas, H. (2011). A literature review of school-based research among adolescents to address the question: Which educational system best meets the academic and developmental needs of adolescents: middle schools or K-8's? Paper for the University of Arizona, Department of Educational Psychology.

a full transition to 7-8 middle schools. This phase of the program will indicate the preference for, and success of, the K-6 configuration.

- There are additional costs to this approach at least in the short-term. As shown in Table 2 below, the primary cost is the additional teachers that would be needed at the elementary schools.
- The dynamics of choice (high rates of open enrollment², especially on the east side) will make impacts hard to project.
- Parents may still choose to send sixth graders to middle school which could create small sixth grades in the selected elementary schools.
 - Schools with only one 6th grade can create departmentalized instruction by including the 5th grade. Schools with pods or wings provide very good options for creating 5th and 6th teaching teams.
- Sports will be limited for sixth graders at elementary school as they currently do not participate with K-5 students.
 - Sports will have to be provided by clubs or by teachers/coaches at the elementary school. Elementary schools will be able to provide individual sports for sixth graders. Parents/students more interested in team sports could select the middle school option or try out for the middle school team that their sixth grade will feed into.
- Additional enrollment and the addition of older students at elementary schools may increase discipline rates and tax existing school resources.
 - On the other hand, discipline issues with 6th graders at elementary schools has been shown to be somewhat less than at middle schools³.
- This program will require additional teachers in an environment where it is already hard to find teachers.
- Somewhat lower sixth-grade enrollments in Gridley and Valencia will mean these schools will lose FTEs which could affect electives⁴.
- Eight rooms will need technology.
- Some of the elementary schools will need desks for the 6th graders.
 - Desks are available in the warehouse or in middle schools; others will need to be purchased.
- This program delays transitions to middle school by one year; it doesn't reduce the need to transition to a new school. Any transition provides the possibility of

² As shown in the tables of impacts (Section V), rates of attendance from students outside the schools' attendance area (non-neighborhood students) ranges from 8% to 66% with an average of approximately 40%.

³ From a 2007 study by Duke University.

⁴ For the financial analysis, staff conservatively projected the loss of sixth grade enrollment based on parental preference in the 2019 survey. (For example, if 70% of the parents in a school preferred the K-6 option, 30% were moved into the 6th grade at the middle school level.) This will be updated with the new survey data when available. As a result of this approach projected losses at middle schools are expected to be small: 40 at Valencia, 30 at Gridley, 10-15 at Doolen and less than 10 at Magee.

losing students to other options. Thus, this program may not stem the loss of students in the 6th–to-7th grade transition.

- Parents from some of the schools being considered choose Dodge for their middle school. If they elect to keep their child at the elementary school for 6th grade, they are likely to lose that option.
 - Each year there are some, limited spaces available at Dodge for 7th graders, and capacity is being added to Dodge. If the K-6 options are approved the district may want to provide some additional 7th-grade spaces.

IV. Background

A. Selection of K-6 options for SY24-25

This phase of the project started with an assessment of all elementary schools to select the best elementary schools to convert to K-6 using the following evaluation criteria:

Capacity	Preference was given to schools that have space for the 6th grades without the use of portables. (Consideration was also given to schools that could potentially convert to K-8.)
Size of 6th grades	Preference was given to elementary schools with larger potential 6th grades. Ideally there should be at least two classes.
Parental Preference	From the Tucson Unified survey in 2019, preference was given to schools where most parents supported the option.
Retention of Students	Preference was given for schools where we lose more students in the transition from 5 th to 6 th grade.
Middle School Size	Preference was given to options that would not impact smaller middle schools and which would help to reduce the size of larger middle schools.
Cost	Preference was given for schools where less additional FTEs would be required.

Using these criteria, staff selected 13 elementary schools for consideration: Banks, Collier, Davidson, Fruchthendler, Gale, Henry, Lynn-Urquides, Maldonado, Oyama, Soleng Tom, Steele, Vesey, and Whitmore. Visits to the schools and discussions with the principals and regional assistant superintendents resulted in the following schools being removed from consideration for transition to K-6 in the next school year:

- Fruchthendler There is concern that a transition to K-6 will only delay the loss of students by one year. Thus, before any change to K-6, the district should work with the community to find alternative options for the 6th- to-7th transition. Also, the addition of a sixth grade will require the use of portables that are separated from the school and not in good condition.
- Maldonado The school is working to integrate two new Exceptional Education classrooms into the school, they are in the process of strengthening their fifth-grade teaching team, and they have brought the school up from a D grade to a B. Any additional changes at this time could affect their successes in those areas.
- Oyama Oyama has capacity at this time, but their principal is retiring at the end of this year, so it would be better to wait until the new principal is on board.

B. Parental Preference

2019 Parent Survey Results

The district explored this concept in SY18-19. At that time, the first step was to survey parents to determine if this was an option supported by the community. Overall, as shown in Table 1 below, the survey results indicated a preference for the K-6 and 7-8 options. In particular, there were clusters of schools, generally in the north, northeast and southwest, where the preference for K-6 was stronger (e.g. Collier 80%, Soleng Tom 78% and Banks 77%). The options presented herein took these preferences into account, at least as a first step, to create options where they were most likely to be successful.

Table 1 – Summary of 2019 Survey Results

Please indicate your preference for grades in elementary schools	K-5 42%	K-6 53%	Other 5%
Please indicate your preference for grades in middle schools	6-8 46%	7-8 50%	Other 4%

2022 Parent Survey Results

To gauge interest and impacts of the K-6/7-8 approach, a survey of parents of third through fifth graders in Banks, Davidson, Lynn-Urquides, Soleng Tom, Steele and Whitmore was conducted online from October 26 through November 8. The results of the survey, attached as Exhibit A, show:

- There were 368 responses to the survey, which is a rate of a little over 40%.
- 81% of the respondents intend to send their child(ren) to a TUSD school for the sixth grade.
- 91% would send their child(ren) to a TUSD in the 6th grade if it were offered in their current elementary school, a gain of 10%.

V. Impact Analysis

Except for Henry and Gale, the recommended elementary schools have the facility capacity to accept the additional students, and there are no impacts on racial or ethnic balance because the students are those already in the school.

As shown in the detailed estimate tables (Exhibit B), the racial-ethnic impacts of the changes at the middle schools are less than 1%, and the sixth grades at the affected middle schools are expected to be reduced by approximately 30%⁵.

The primary costs for this program are shown in Table 2 below. Technology is already in all the rooms being considered except for the new portables that are needed at Gale and Henry, two rooms at Banks, and two rooms at Davidson. There may also be some costs for furnishings because sixth-grade furniture would be needed for about seven rooms. This is not included because there is furniture available in underutilized facilities. There are no additional transportation costs, because we have enough busses, and the routes for these schools are already in place. The costs of curriculum materials are being evaluated but are expected to be relatively small.

Table 2 – Preliminary Cost Estimates

Category	Comments	Year 1 Cost	Year 2+ Cost
FTEs (teachers)	10.8 additional ¹	\$ 756,000	\$ 756,000
Technology	8 rooms	\$ 160,000	\$ 0
Portables	2 doublewides ²	\$ 600,000	\$ 0
Subtotal Cost		\$ 1,516,000	\$ 756,000
Additional Funds	42 students ³	\$ 210,000	\$ 210,000
Total Cost		\$ 1,306,000	\$ 546,000

⁵ Enrollment impacts on the middle schools are less than expected because: (1) as shown in the tables there are many non-neighborhood students in the recommended elementary schools—up to 66% in Soleng Tom; and (2) because even the students who attend their neighborhood elementary school may elect to attend a middle school which is not their neighborhood school or a non-TUSD school. As a result, for example, even with adjustments to replace students moving out of the district, only about half of the fifth-grade students at Soleng Tom attend Gridley the following year. This is typical of the schools that are being considered in this phase.

Table 2 Notes

1. These are estimates of core-content teachers based on increases in the sixth grades in the elementary schools versus decreases in the sixth grades at the middle schools.
2. These are the portables needed for sixth grades at Henry and Gale. The cost includes the cost of the portables as well as siting them and equipping them with furnishings.
3. This is an estimate of additional students who are expected to attend TUSD in the sixth grade. It is year based on each schools' transition rates from third grade to fourth grade as compared to the transitions from fifth to sixth. This program may retain additional students in the seventh and eighth grades, but no estimates are made in that regard.

A. Northeast Area

Based on student loss at the middle school level to nearby districts and charter schools⁶, the northeast side of the district is an optimal location for this project. It is an area where some of the schools are capturing less than 25% of the available students. As shown in Table 3 below, four northeast K-6 options (Gale, Henry, Soleng Tom and Steele) feed into Gridley Middle School, and two (Collier and Henry) feed into Magee Middle School.

With the transition of four of its feeder schools to K-6, the sixth grade at Gridley is expected to be about 60 students less than it is currently. This impact is less than the students estimated for the sixth grades in the elementary schools because only about half of the students in those elementary schools' fifth grades matriculate into Gridley the next year, in part because half of them are from other middle school attendance areas.

Collier and a portion of the Henry boundary area are served by Magee Middle school. With the reconfiguration of these two schools to K-6, Magee is expected to have 17 less sixth graders.

⁶ Student loss is based on two metrics: (1) TUSD middle-school enrollment versus school-age population from the census; and (2) loss of TUSD students in the transition from 5th to 6th grade.

Table 3 – Northeast Area Schools

School Name	Letter Grade SY21-22	Preference for K-6 ¹	Current 6th Grade	6th Grade SY24-25 ²
Gridley MS	B		179	116
Gale ES	A	63%	0	52
Henry ES	B	48%	0	46
Soleng Tom ES	C	75%	0	45
Steele ES	D	49%	0	31

School Name	Letter Grade SY21-22	Preference for K-6 ¹	Current 6th Grade	6th Grade SY24-25 ²
Magee MS	B		89	72
Collier ES	C	80%	0	8
Henry ES	see Gridley			
Whitmore ES	C	54%	0	40

1. Preference for the K-6 option based on the 2019 and 2022 surveys of parents.
2. MS 6th based on parental preferences applied to current 5th-grade, feeder enrollments. ES 6th based on all 5th-grade students remaining in the elementary for the 6th grade.

B. Southwest Area

Though the district is not losing students in the southwest area at the same level as the north and northeast areas, the district evaluated options in this area to respond to parent preferences and to help support the continued transformation of Valencia Middle School to a small-community, teacher-team, learning environment⁷. As shown in Table 4 below, Banks, Lynn-Urquides and Vesey are the best options for K-6 in this phase. This is expected to reduce the sixth-grade enrollment at Valencia by 90 students.

The addition of sixth grades at Vesey will require utilizing four portables already on the campus and re-opening the restroom portable. With the replacement of flooring, which is already underway, all of these will be in good condition. However, Vesey is in a growth area of the District so, to remain as a K-6, will require utilizing more of the portables on the campus or changing the boundaries of the school. (Vesey’s enrollment would be approximately 700 with the addition of the sixth grade.)

⁷ Valencia is already in the process of transitioning to provide separate, small, student communities in each pod.

Table 4 – Southwest Area Schools

School Name	Letter Grade SY21-22	Preference for K-6 ¹	Current 6th Grade	6th Grade SY24-25 ²
Valencia MS	D		252	162
Banks ES	B	83%	0	42
Lynn/Urquides ES	B	62%	0	62
Vesey ES	B	69%	0	116

1. Preference for the K-6 option based on the 2019 and 2022 surveys of parents.
2. MS 6th based on parental preferences applied to current 5th-grade, feeder enrollments. ES 6th based on all 5th-grade students remaining in the elementary for the 6th grade.

C. North-Central Area

As shown in the map of charter schools (Exhibit C). The northern and eastern areas of the district have the highest concentration of large, successful charter schools. Competition from these has resulted in losses in enrollment. Based on Census data (Exhibit D), the district serves less than 25% of the school-age students in some of the census block groups in these areas. The elementary schools that serve this area are Davidson, Fruchthendler, and Whitmore. As noted in the Background section above, Fruchthendler was not considered pending an exploration of options for the 6th-to-7th grade transition. The impacts of converting Davidson and Whitmore to K-6 are shown in Table 5 below. The change is expected to have very little impact on Doolen, which is the primary middle school serving the area.

Table 5 – Northcentral Schools

School Name	Letter Grade SY21-22	Preference for K-6 ¹	Current 6th Grade	6th Grade SY24-25 ²
Doolen MS	D		161	144
Davidson ES	C	75%	0	35
Whitmore ES	see Magee			

1. Preference for the K-6 option based on the 2019 and 2022 surveys of parents.
2. MS 6th based on parental preferences applied to current 5th-grade, feeder enrollments. ES 6th based on all 5th-grade students remaining in the elementary for the 6th grade.
3. The impact on Dodge is not included because students who are accepted to Dodge are likely to attend that school and any students that do stay at an elementary school for the sixth grade would be replaced by students on the waiting list.

D. Analysis of Impact on District Obligations under the USP

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 anticipated impact.
2. **Student Assignment** No anticipated impact
3. **Transportation** No Impact-- routes and numbers of buses will be unchanged.
4. **Admin/Cert Staff** No impact. Most of the positions will be filled by teachers, already employed at middle schools, who have a K-8 certification. For new hires, the district will continue to recruit and track hiring to meet diversity goals.
5. **Quality of Education** This program is designed to improve student preparedness for 7th and 8th grade and create smaller school communities, which as shown in the research, can have a positive effect on academic achievement. AVID programs will be an elective option for the sixth grades, or we will integrate the AVID strategies into sixth grade special programs. An accelerated math option will help students prepare for eighth grade algebra. Fine Arts is also prepared to help provide electives for sixth graders in K-6 programs.
6. **Discipline** As shown in the research, smaller schools, and K-8 schools, have lower discipline issues, so this approach should have a positive effect. One of the metrics of success in this will be to monitor discipline.
7. **Family and Community Engagement** No impact.
8. **Extracurricular Activities** Sixth-grade students in middle schools have more access to extracurricular activities. Parents who choose to keep their sixth graders in a K-6 school will need to be informed that their children will only have access to interscholastic, individual sports; team sports will only be available if offered at the school.⁸
9. **Facilities and Technology** All the recommended schools are above average in terms of condition as measured by the Facility condition Index¹¹. And all of

⁸ For safety reasons, any potential "contact" sport is limited to just two grades of players. So the options for "contact" sports are: 3-4 and 5-6, but that would limit the "division" to only the K-6 schools in an area as the other elementary schools would be 4-5; 6th graders try out for sports at the middle school they will transition to the next year; or, 6th graders choose to go to the middle school for sports. Regardless, any of the schools can offer non-contact sports (cross country, track, etc.) at any grade level.

them have capacity to accept the sixth grades, so none of the students would need to be housed in portables. Technology needs to be added to the seven rooms at the schools, but this is in stock and simply needs to be installed.

10. Accountability and Transparency No impact.

E. Data Sources

The current enrollment data is from the 24th day of this school year.

Attendance patterns are from 40th-day data for SY2019 to SY2022.

The projected impacts are based on the expected movement of current students based on current and past attendance patterns. There is no adjustment for future demographic changes such as aging neighborhoods, new housing, or new charter schools. For this reason, the term “estimated” is used instead of “projected”.

The data used to calculate transitions from 5th to 6th grade included years where the effects of COVID should have been evident. However, at least for the subject elementary schools, the key indicators (percent at their “home” middle school and percent not in TUSD the following year) did not change by more than a few percent from the pre-COVID data.

Estimated enrollment gains for each 6th grade are based on the percent of loss in the transition from 5th in the elementary school to 6th in the middle school not including the average loss due to turnover (families moving in and out).

Estimates of the district’s losses of students to other education options are from comparisons of district enrollment to school-age population from the 2020 Census. This data was compiled at the block-group level to match individual school boundaries as closely as possible.

F. Assumptions

Estimated elementary school impacts assume that all the 5th graders will transition into the 6th grade at the elementary school. This may over-estimate impacts but will conservatively ensure that teachers are available to support the program.

Estimated middle school enrollment impacts (reduced sixth-grade enrollment) are based on the students who are expected to stay at the elementary schools as indicated by the parent surveys adjusted by the transition rates from 5th to 6th grades, by middle

school, for the pilot elementary schools. On the average, using 40th-day data from SY2019 to SY2022, about 30% of the 5th graders do not attend a TUSD school the following year. Some of this (13% to 25%), is due to students moving out of the district (estimated from 3rd-to-4th grade transitions for the same years). In the estimated impacts, students leaving the district are replaced by the same number of students moving into the district from outside the district. The remainder of the loss from 5th to 6th grade (5% to 17%) is students/parents choosing other education options. Although the objective of this program is to counter that trend, it is unknown to what extent it will, so no assumptions are made in that regard.

Impacts of 10 students or less are not shown.

G. District Experience

Although the District elementary schools were all K-6 until the early 1990s, the District has not converted any K-5 to K-6 since then. During the two periods of school closures (2010 and 2013), the District did convert some K-5s to K-8s. Those are different in that science labs and locker rooms were needed to support requirements for the seventh and eighth graders. Overall, the District's K-8s have historically performed slightly higher academically than the middle schools. This finding is consistent with the literature research reported in Section III above.

Regardless, K-6 schools were not only a fixture in the past, they are prevalent in other districts in Arizona. Analysis of the most recent Arizona Department of Education enrollment data shows that Tucson Unified is the third largest Unified school district in the state. Further, in comparison to the other fifteen largest Unified districts, TUSD's K-5 model is found to be relatively uncommon. Overall, nine of the fifteen largest Unified districts are organized according to a K-6 model, while five are organized according to a K-5 model. One district is organized exclusively K-8.

Elementary aged students enrolling in a top 16 Unified district are three times as likely to attend a K-6 school and twice as likely to attend a K-8 school than a K-5 school.

TUSD Compared to the other Fifteen Largest Unified School Districts and to Pima County Charter Schools as a Whole, SY 2022 October Enrollment by Elementary Type

LEA Name	Elem Type	School Count	Total Students	Virtual School	PS K-3 4-6	K-5	K-6	K-8	6-8 7-8	K-12 7-12 9-12
<i>Pima County Charters</i>	<i>K-8</i>	<i>86</i>	<i>24,417</i>	<i>1,101</i>	<i>64</i>	<i>1,870</i>	<i>378</i>	<i>11,700</i>	<i>521</i>	<i>8,783</i>
Peoria Unified School	K-8	44	36,693	454	17	0	0	23,105	0	13,117
Tucson Unified	K-5	88	41,922	255	305	14,197	0	7,646	5,894	13,625
Scottsdale Unified	K-5	30	21,399	356	0	7,070	0	2,650	3,475	7,848
Vail Unified	K-5	23	14,232	0	258	5,141	0	849	2,998	4,986
Amphitheater Unified	K-5	22	12,367	345	0	3,684	471	1,578	1,810	4,479
Dysart Unified	K-5	25	23,528	0	0	2,765	0	12,517	0	8,246
Mesa Unified	K-6	77	58,595	213	260	0	28,822	2,148	8,609	18,543
Chandler Unified	K-6	44	43,806	821	0	471	18,755	0	6,052	17,707
Gilbert Unified	K-6	38	33,644	0	0	0	16,111	0	4,970	12,563
Paradise Valley Unified	K-6	44	28,651	406	1,830	0	11,389	549	4,267	10,210
Deer Valley Unified	K-6	40	33,303	594	0	0	7,934	11,807	2,050	10,918
Queen Creek Unified	K-6	14	12,559	269	0	0	7,111	0	1,079	4,100
Higley Unified School	K-6	16	13,154	186	144	0	6,713	0	1,972	4,139
Sunnyside Unified	K-6	22	14,544	351	853	555	4,908	1,703	1,708	4,466
Marana Unified	K-6	19	12,627	127	137	0	4,733	1,807	1,509	4,314
Total Top 16 Unified		546	401,024	4,377	3,804	33,883	106,947	66,359	46,393	139,261

Source: Arizona Department of Education – SY 2022 October Enrollment Report

VI. Conclusion

The conversion from K-5 to K-6 for these schools is expected to meet the preferences of parents and to have positive academic outcomes. The schools have the capacity to support these changes, and many of the teachers that would be needed are already employed by the District; thus, the cost to meet these objectives is low.

EXHIBIT A
ANALYSIS OF THE 2022 PARENT SURVEY FOR GRADE RECONFIGURATION

To gauge interest and impacts of the K-6/7-8 approach, a survey of parents of third through fifth graders in Banks, Davidson, Lynn-Urquides, Soleng Tom, Steele and Whitmore was opened online from October 26, 2022 through November 8, 2022. A basic summary of the results of the survey, attached as Exhibit A-1, shows:

- There were 368 responses to the survey, which is a rate of a little over 40%.
- 81% of the respondents intend to send their child(ren) to a TUSD school for the sixth grade.
- 91% would send their child(ren) to a TUSD in the 6th grade if it were offered in their current elementary school, a gain of 10%.
- Expected enrollment gains are small except at Soleng Tom, where there are gains expected even in grades seven and eight.

A more detailed analysis of the data shows that response rates varied by school, with a very high response from Soleng Tom.

School	Enroll 3-5	Responded	% Response
Banks	155	83	54%
Davidson	120	48	40%
Lynn Urquides	182	29	16%
Soleng Tom	139	116	83%
Steele	108	26	24%
Whitmore	129	60	47%
Total	833	362	43%

In all the elementary schools surveyed, a strong majority of the parents indicated that they would have their child(ren) stay in TUSD for sixth grade even if there were no change in grade configurations.

School	No	Unsure	Yes	%Yes
Banks	2	8	73	88%
Davidson		4	44	92%
Lynn Urquides	2	1	26	90%
Soleng Tom	11	24	81	70%
Steele		4	22	85%
Whitmore	2	12	46	77%
Other		1	5	83%
Total	17	54	297	81%

Even more would stay if the sixth grade was added to the school.

School	To MS	Unsure	Not TUSD	Stay K-6	%Stay
Banks	1	4		78	94%
Davidson	5	1		42	88%
Lynn Urquides	2	1		26	90%
Soleng Tom	3	3	1	109	94%
Steele	3	1		22	85%
Whitmore	5	3	1	51	85%
Other				6	100%
Total	19	13	2	334	91%

Although there is a strong preference by parents for keeping their child(ren) in an elementary school for sixth grade, the gains in middle-school enrollment (students who may have left TUSD for sixth grade but now may stay for seventh and eighth) are expected to be small. Soleng Tom is the exception to this.

School	Actual		Adjusted	
	Attend 6th	Attend 7-8	Attend 6th	Attend 7-8
Banks	1	1	2	2
Davidson	0	0	0	0
Lynn Urquides	0	0	0	0
Soleng Tom	18	11	22	13
Steele	2	0	8	0
Whitmore	4	1	9	2
Other	0	0	0	0
Total	25	13	41	17

Note: All earlier tables include the full survey set—grades 3 through 5. The above table is derived by tabulating only fifth grade parents who said "No" or "Unsure" to attending sixth grade in TUSD but then answered "Yes" to attending sixth grade in their current elementary school followed by then attending a 7-8 school in TUSD. The adjusted columns are estimates based on the response rates at each school assuming the parents who didn't respond would have the same preferences. However, it should be noted that these are not random samples and the results from Soleng Tom may be the only instance where this adjustment is valid.

**EXHIBIT B
DETAILED IMPACT ANALYSES**

Elementary School Impacts

Banks ES

Design Capacity: 575

25 Pre-k in the school		No Resp	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5		0	50	2	222	7	1	4	286
		0%	17%	1%	78%	2%	0%	1%	

Change Component

6th		0	6	0	34	1	0	1	42
		0%	14%	0%	81%	2%	0%	2%	

Projected Enrollment

K-6		0	56	2	256	8	1	5	328
		0%	17%	1%	78%	2%	0%	2%	

Collier ES

Design Capacity: 400

10 Pre-k in the school		No Resp	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5		0	46	6	48	0	5	5	110
		0%	42%	5%	44%	0%	5%	5%	

Change Component

6th		0	4	0	3	0	0	1	8
		0%	50%	0%	38%	0%	0%	13%	

Projected Enrollment

K-6		0	50	6	51	0	5	6	118
		0%	42%	5%	43%	0%	4%	5%	

Davidson ES

Design Capacity: 450

25 Pre-k in the school		No Resp	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5		0	71	20	133	5	6	11	246
		0%	29%	8%	54%	2%	2%	4%	

Change Component

6th		0	9	3	19	1	0	3	35
		0%	26%	9%	54%	3%	0%	9%	

Projected Enrollment

K-6		0	80	23	152	6	6	14	281
		0%	28%	8%	54%	2%	2%	5%	

Gale ES

Design Capacity: 425

27 Pre-k in the school

	No Resp	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5	0	135	12	142	0	7	28	324
	0%	42%	4%	44%	0%	2%	9%	

Change Component

6th	0	22	4	20	0	1	5	52
	0%	42%	8%	38%	0%	2%	10%	

Projected Enrollment

K-6	0	157	16	162	0	8	33	376
	0%	42%	4%	43%	0%	2%	9%	

Henry ES

Design Capacity: 425

12 Pre-k in the school

	No Resp	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5	0	96	18	108	2	12	12	248
	0%	39%	7%	44%	1%	5%	5%	

Change Component

6th	0	19	3	20	0	3	1	46
	0%	41%	7%	43%	0%	7%	2%	

Projected Enrollment

K-6	0	115	21	128	2	15	13	294
	0%	39%	7%	44%	1%	5%	4%	

Lynn Urquides ES

Design Capacity: 875

38 Pre-k in the school

	No Resp	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5	0	14	3	338	10	7	3	375
	0%	4%	1%	90%	3%	2%	1%	

Change Component

6th	0	2	0	57	0	3	0	62
	0%	3%	0%	92%	0%	5%	0%	

Projected Enrollment

K-6	0	16	3	395	10	10	3	437
	0%	4%	1%	90%	2%	2%	1%	

Soleng Tom ES

Design Capacity: 575

18 Pre-k in the school

	No Resp	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5	0	114	4	137	2	9	17	283
	0%	40%	1%	48%	1%	3%	6%	

Change Component

6th	0	19	0	20	2	1	3	45
	0%	42%	0%	44%	4%	2%	7%	

Projected Enrollment

K-6	0	133	4	157	4	10	20	328
	0%	41%	1%	48%	1%	3%	6%	

Steele ES

Design Capacity: 575

38 Pre-k in the school

	No Resp	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5	0	59	39	99	2	2	17	218
	0%	27%	18%	45%	1%	1%	8%	

Change Component

6th	0	8	7	12	0	0	4	31
	0%	26%	23%	39%	0%	0%	13%	

Projected Enrollment

K-6	0	67	46	111	2	2	21	249
	0%	27%	18%	45%	1%	1%	8%	

Vesey ES

Design Capacity: 625

16 Pre-k in the school

	No Resp	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5	0	72	13	438	38	5	14	580
	0%	12%	2%	76%	7%	1%	2%	

Change Component

6th	0	12	4	85	12	1	2	116
	0%	10%	3%	73%	10%	1%	2%	

Projected Enrollment

K-6	0	84	17	523	50	6	16	696
	0%	12%	2%	75%	7%	1%	2%	

Whitmore ES

Design Capacity: 525

15 Pre-k in the school

	No Resp	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
K-5	0	107	25	126	4	12	29	303
	0%	35%	8%	42%	1%	4%	10%	

Change Component

6th	0	16	1	16	1	2	4	40
	0%	40%	3%	40%	3%	5%	10%	

Projected Enrollment

K-6	0	123	26	142	5	14	33	343
	0%	36%	8%	41%	1%	4%	10%	

Middle School Impacts

Doolen MS

Design Capacity: 1475

	Ethnicity							Total
	No Resp	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	
Current Enrollment	0	114	72	220	11	31	26	474
	0%	24%	15%	46%	2%	7%	5%	

Change Component

Davidson 6th	0	-6	0	-5	0	0	-2	-13
	0%	46%	0%	38%	0%	0%	15%	
Whitmore 6th	0	-2	0	-2	0	0	0	-4
	0%	50%	0%	50%	0%	0%	0%	

Estimated Enrollment (with change)	0	106	72	213	11	31	24	457
	0%	23%	16%	47%	2%	7%	5%	

Gridley MS

Design Capacity: 950

	Ethnicity							Total
	No Resp	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	
Current Enrollment	0	186	31	232	6	16	39	510
	0%	36%	6%	45%	1%	3%	8%	

Change Component

Gale 6th	0	-9	-2	-8	0	0	-2	-21
	0%	43%	10%	38%	0%	0%	10%	
Henry 6th	0	-6	-1	-6	0	-1	0	-14
	0%	43%	7%	43%	0%	7%	0%	
Soleng Tom 6th	0	-8	0	-9	-1	0	-1	-19
	0%	42%	0%	47%	5%	0%	5%	
Steele 6th	0	-2	-2	-4	0	0	-1	-9
	0%	22%	22%	44%	0%	0%	11%	

Estimated Enrollment (with change)	0	161	26	205	5	15	35	447
	0%	36%	6%	46%	1%	3%	8%	

Magee MS

Design Capacity: 800

	Ethnicity							Total
	No Resp	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	
Current Enrollment	0	103	41	127	5	11	20	307
	0%	34%	13%	41%	2%	4%	7%	

Change Component

Collier 6th	0	-2	0	-1	0	0	0	-3
	0%	67%	0%	33%	0%	0%	0%	
Henry 6th	0	-3	-1	-3	0	-1	0	-8
	0%	38%	13%	38%	0%	13%	0%	
Whitmore 6th	0	-2	0	-2	0	0	-1	-5
	0%	40%	0%	40%	0%	0%	20%	
Other 6th	0	-1	0	0	0	0	0	-1
	0%	100%	0%	0%	0%	0%	0%	

Estimated Enrollment (with change)	0	95	40	121	5	10	19	290
	0%	33%	14%	42%	2%	3%	7%	

Valencia MS

Design Capacity: 1225

	Ethnicity							Total
	No Resp	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	
Current Enrollment	0	48	17	518	49	3	11	646
	0%	7%	3%	80%	8%	0%	2%	

Change Component

Banks 6th		0	-3	0	-18	-1	0	-1	-23
		0%	13%	0%	78%	4%	0%	4%	
Lynn Urquides 6th		0	-1	0	-14	0	-1	0	-16
		0%	6%	0%	88%	0%	6%	0%	
Vesey 6th		0	-5	-2	-38	-5	0	-1	-51
		0%	10%	4%	75%	10%	0%	2%	

Estimated Enrollment (with change)	0	39	15	448	43	2	9	556
	0%	7%	3%	81%	8%	0%	2%	

EXHIBIT C

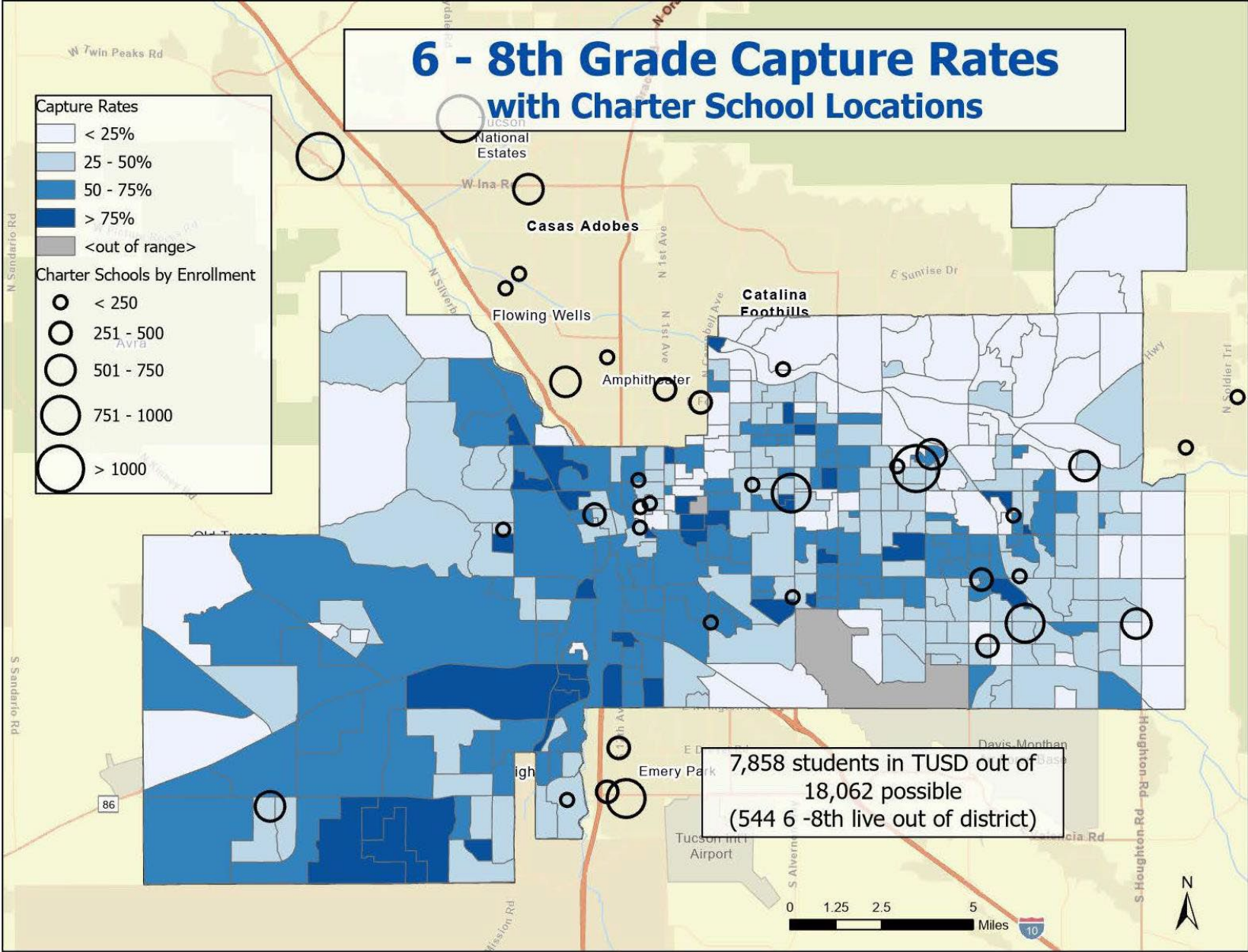


EXHIBIT D

