



June 10th, 2024

Coordinated Student Assignment

Agenda

- Norms
- Purpose
- Action steps to date
- Ideas on the table
- Media
- Boundaries



Norms



Equitable and Compassionate Approach



No rank at the committee table; work as peers, thought partners and allies



Respect for lived experience, positionality, and ideas



Committee members can and should contribute and be engaged in the work



Challenge ideas, not people



Be intentional about providing space for committee members' voices



Have empathy, be kind, and be forgiving

Purpose

To create actionable steps that further integrates the Tucson Unified School District



Completed Action Step 1

- Targeted schools close to integration for Media/Communications support (Reels Ads on FB)
 - Banks
 - Carrillo
 - Robins
 - Robison
 - Tolson
 - Utterback
 - Valencia
 - Vesey
 - Wakefield



Completed Action Step 2

- Changing the language in automated emails in Smart Choice to support TWDL programming to support understanding of TWDL programming for families and students past grade one.





*Action Step
3 (Not Yet
Complete)

- 
- Creating TWDL pipelines for:
 - Grijalva
 - Mission View
 - Van Buskirk
 - White

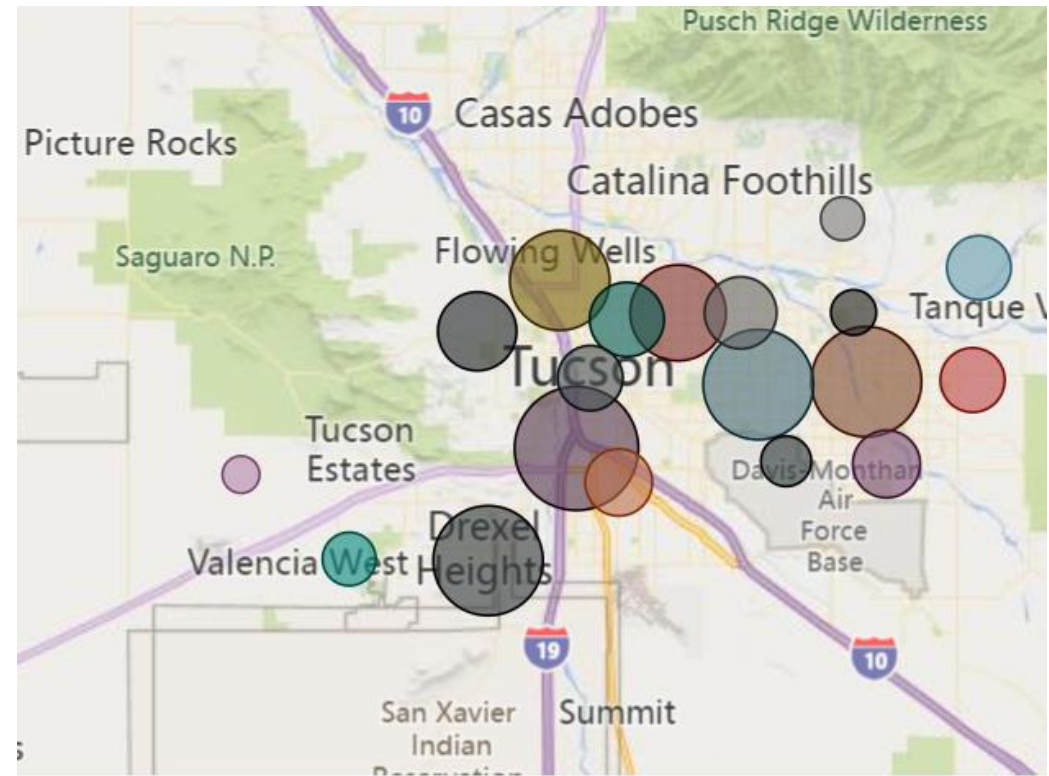
Enrollment Data Points

- SY 23-24 100th Day Enrollment – 40,838
- SY 22-23 100th Day Enrollment – 41,416
- Variance = (-578) Students

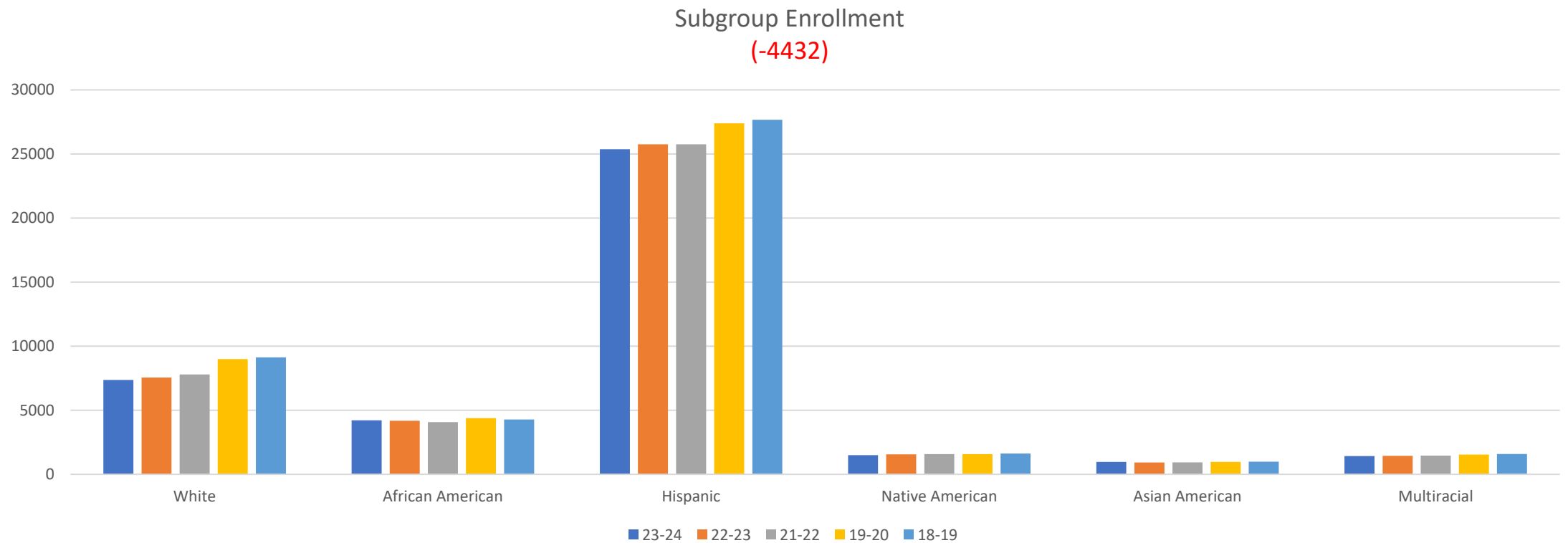


Enrollment Data Points

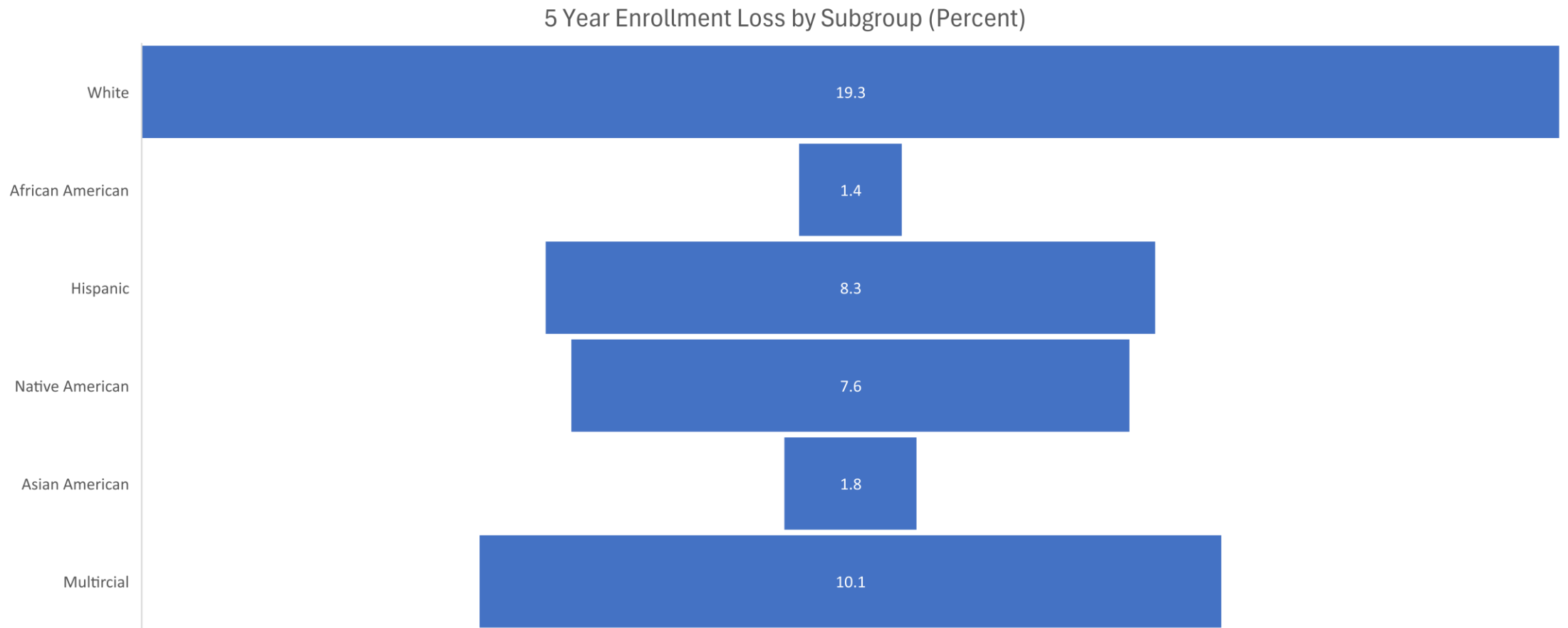
- TUSD Enrollment by Zip Code Visualization Map



Enrollment Over Time by Subgroup



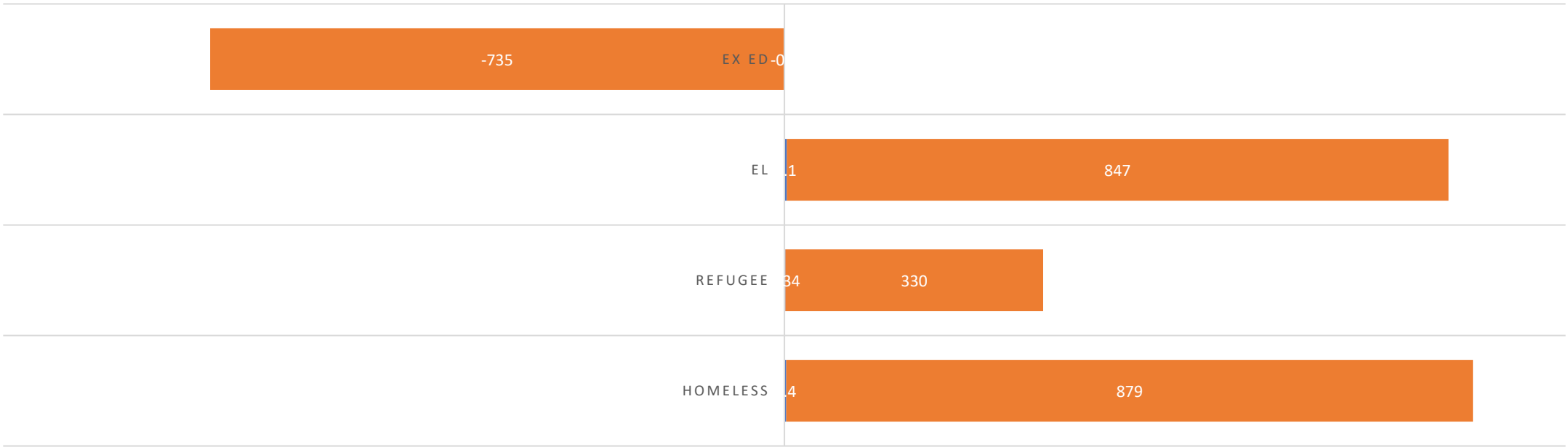
Enrollment Loss Over Time by Subgroup



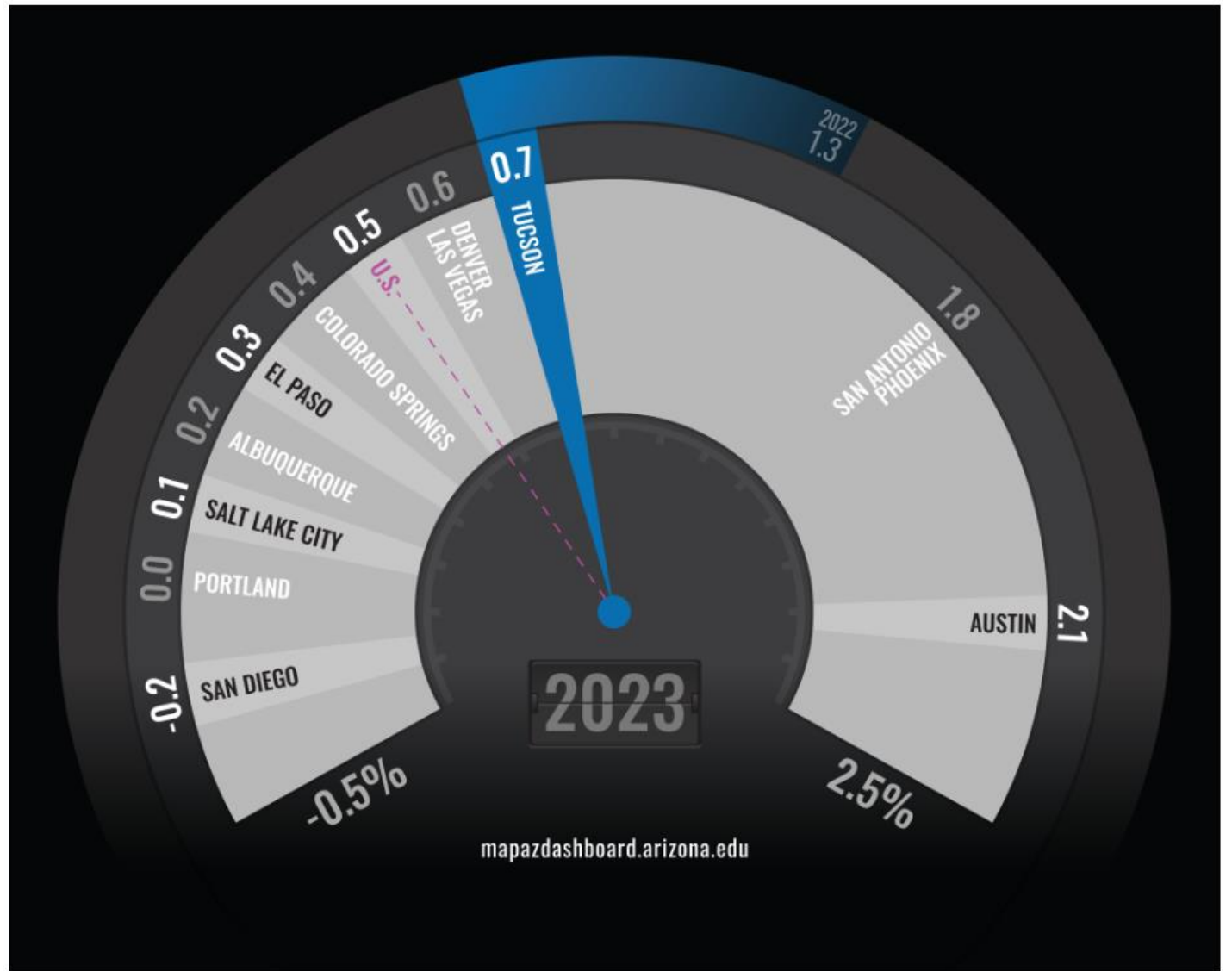
Additional Subgroups Over Time

INCREASES BY SUBGROUPS – 5 YEARS

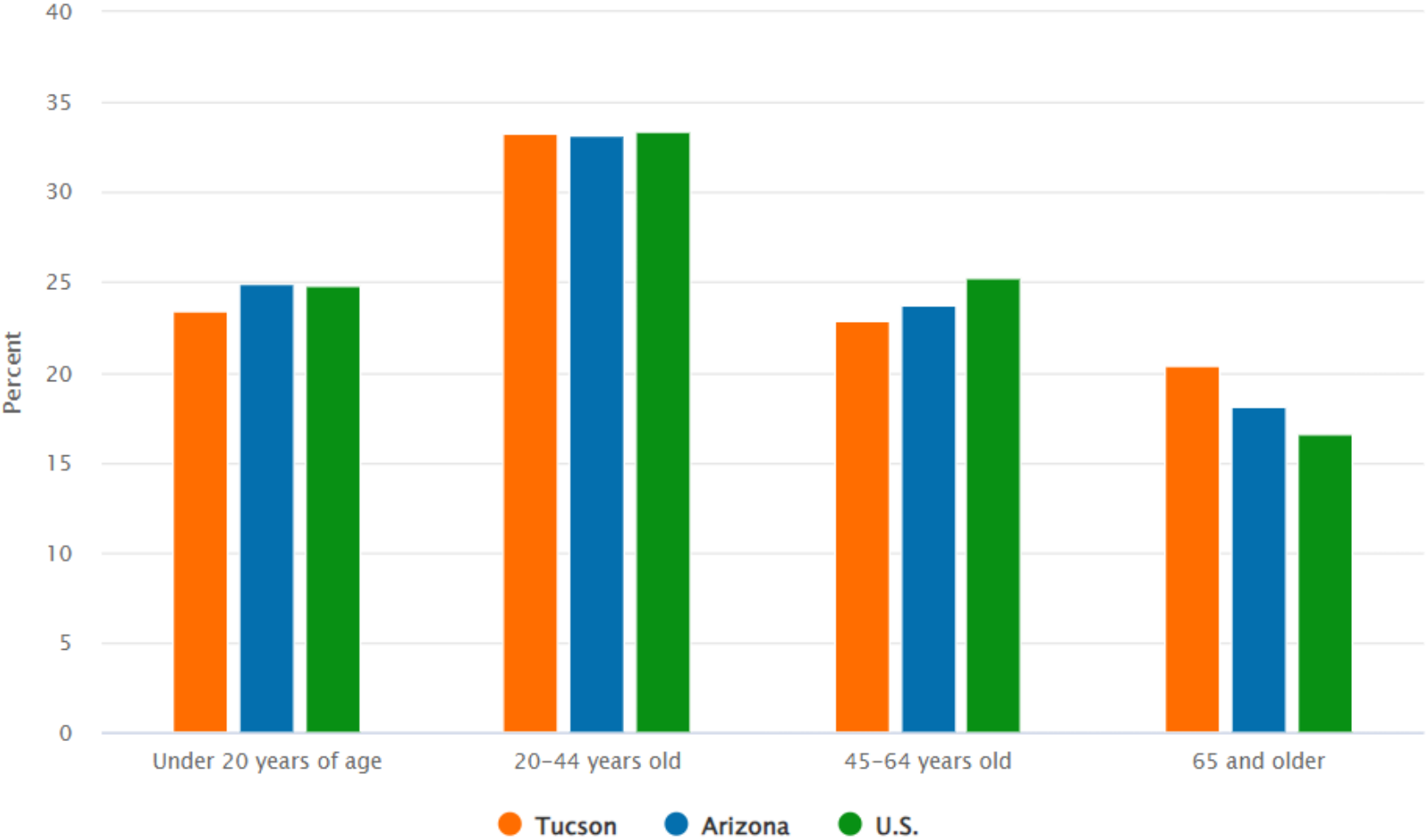
■ % Increase ■ Raw Numb



Population Growth Rate

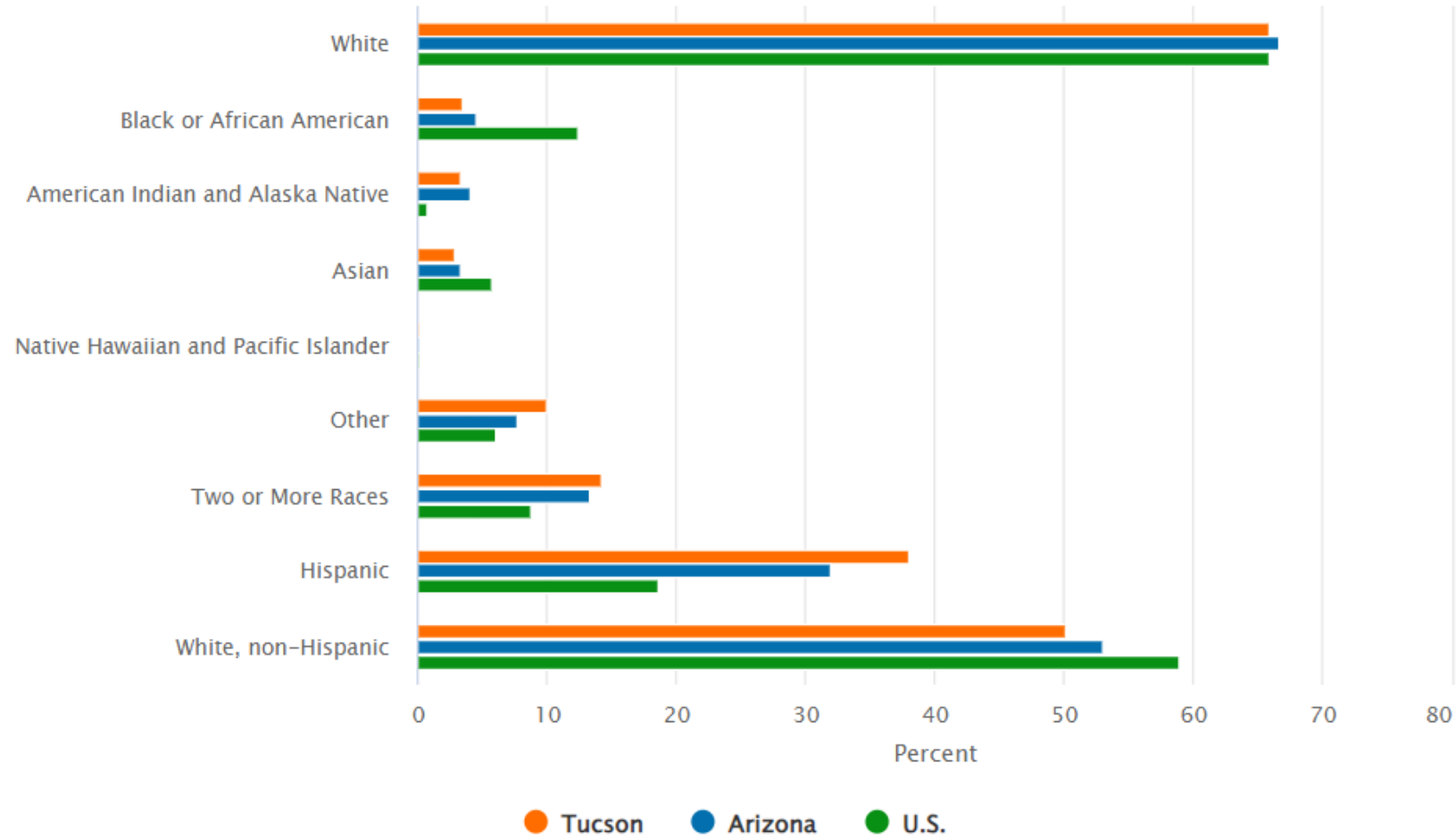


Population by Age (2022)



U.S. Census Bureau and Arizona Department of Administration via MAP (mapazdashboard.arizona.edu)

Population by Race & Ethnicity (2022)



U.S. Census Bureau via MAP (mapazdashboard.arizona.edu)

State by State Comparison Enrollment

WA ID MT ND MN IL MI NY MA

OR NV WY SD IA IN OH PA NJ CT RI

CA UT CO NE MO KY WV VA MD DE

AZ NM KS AR TN NC SC DC

AK OK LA MS AL GA

HI TX FL

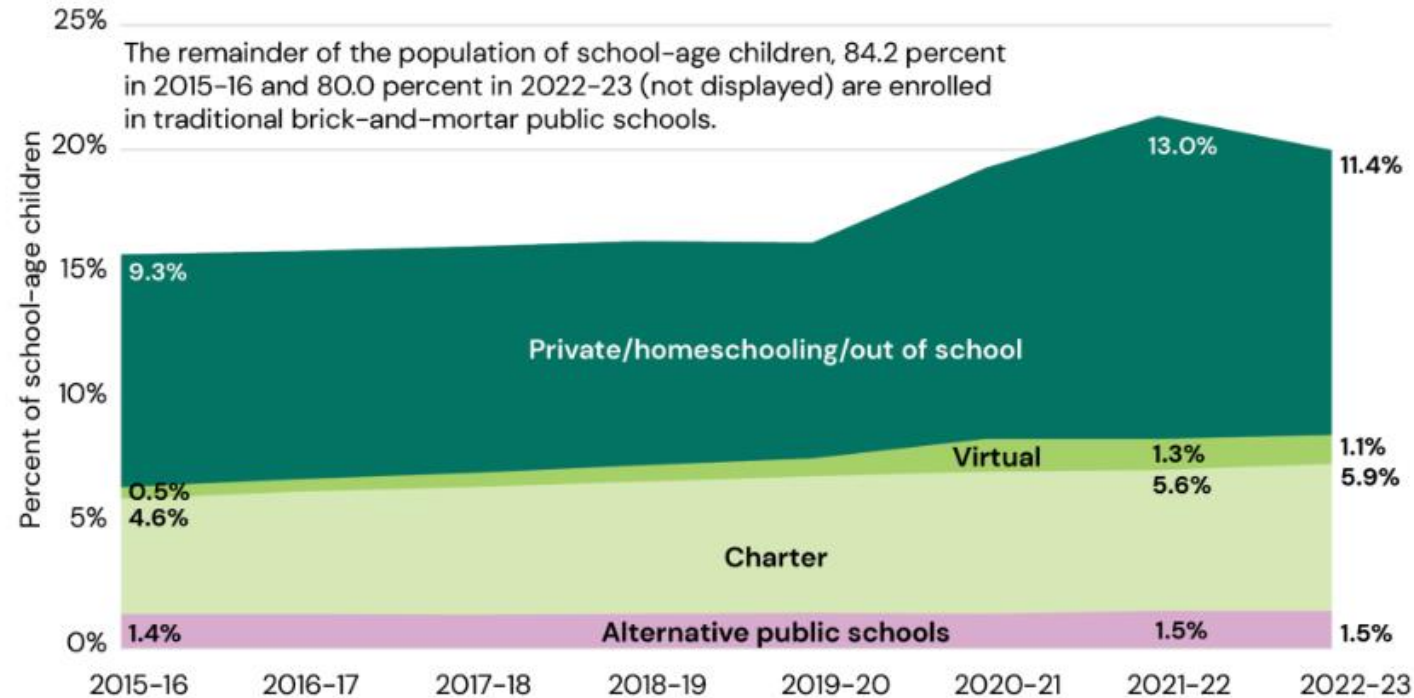
WI VT NH

Source: [National Center for Education Statistics](#)

Source: National Center for Education Statistics

FIGURE 1

Evolution of the share of students out of traditional public schools, 2015–16 to 2022–23



Source: Common Core of Data, National Center for Education Statistics n.d.; Current Population Survey, U.S. Census Bureau 2015–23; author's calculations.

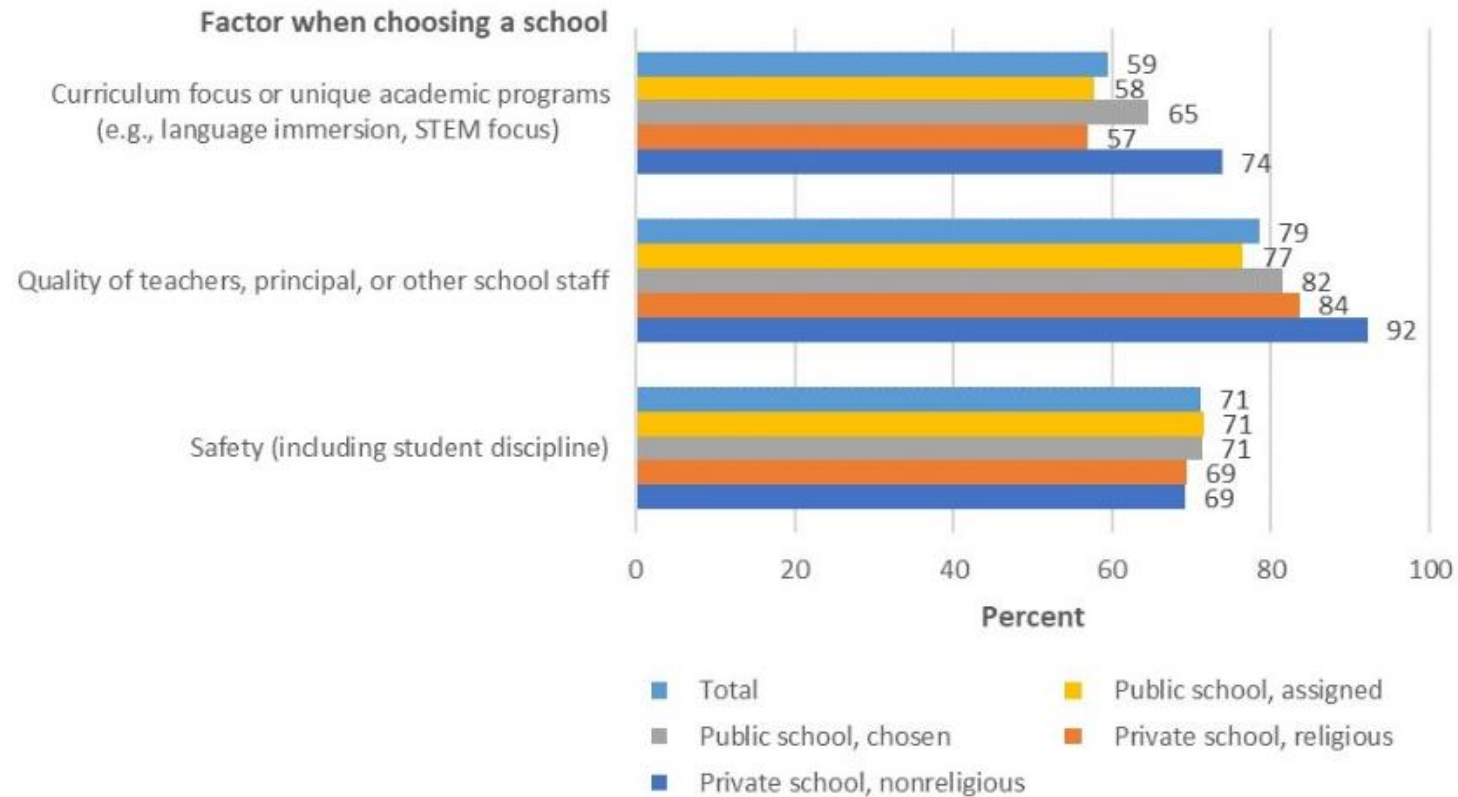
Note: The remainder of the population of school-age children not displayed in this figure are enrolled in traditional brick- and-mortar public schools (84.2 percent in 2015–16 and 80.0 percent in 2022–23). For 2022–23, our dataset captures 81,357 brick-and-mortar traditional public schools (TPS), 6,892 brick-and-mortar charter schools, 1,159 virtual public schools, and 5,890 alternative brick-and-mortar public schools. Schools classified in the Common Core of Data as full, primarily, or exclusively virtual were identified as virtual.



Question

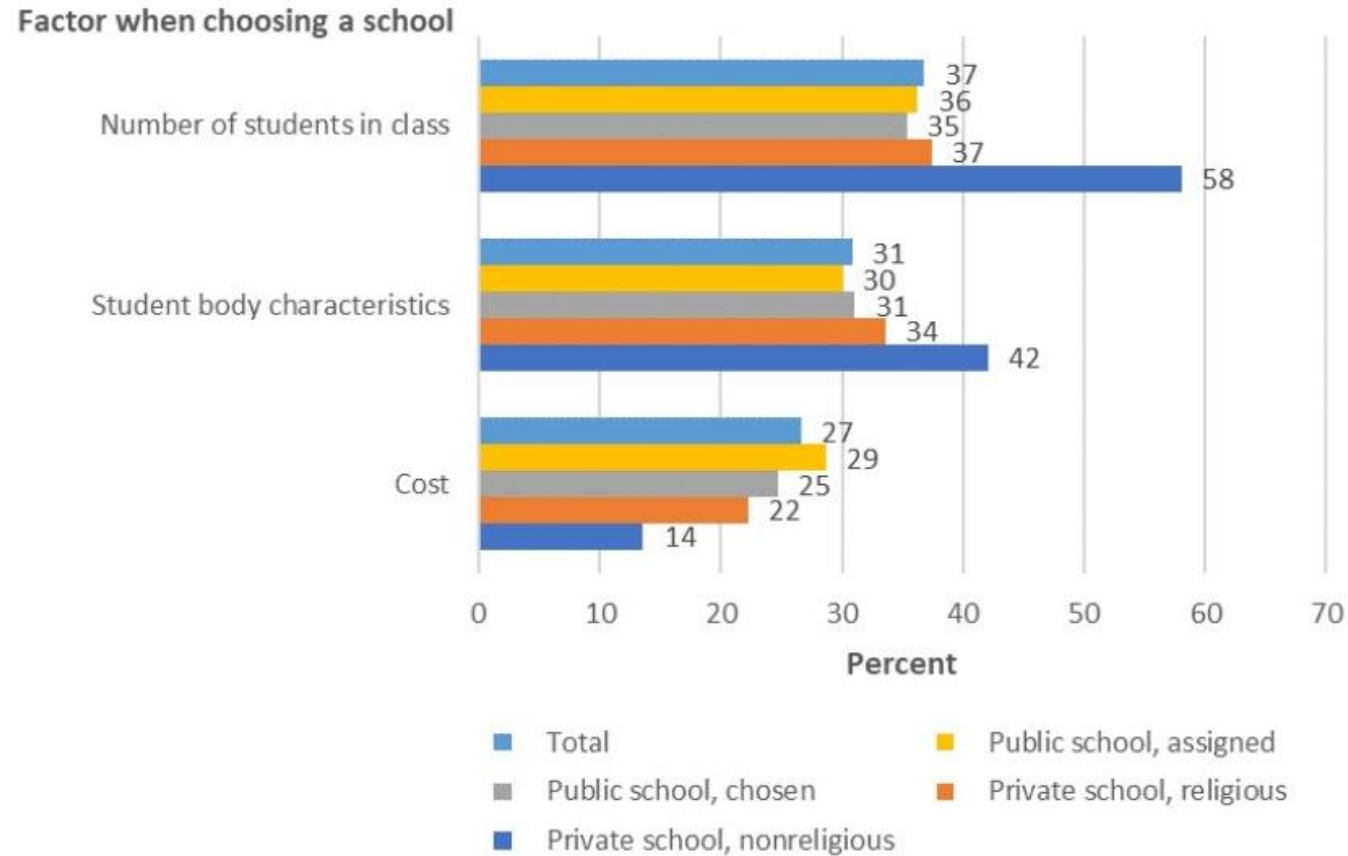
What's resonating with you?

Figure 1. Among K–12 students whose parents considered multiple schools, percentage whose parents indicated that selected factors were “very important” when choosing child’s school, by school type: 2018–19



SOURCE: Hanson, R., and Pugliese, C. (2020). *Parent and Family Involvement in Education: 2019* (NCES 2020-076). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

Figure 2. Among K–12 students whose parents considered multiple schools, percentage whose parents indicated that selected factors were “very important” when choosing child’s school, by school type: 2018–19



SOURCE: Hanson, R., and Pugliese, C. (2020). *Parent and Family Involvement in Education: 2019* (NCES 2020-076). U.S. Department of Education. Washington, DC: National Center for Education Statistics.



Question

What's resonating with you?



What more do
we need to
know?





What's Next in Terms of
Action Steps?