

# Enrollment Task Force Superintendent Update January 29, 2019

SAFE Steering Committee:

Charlotte Patterson, Ernest Rose, Martha Taylor, Renee Weatherless, Blaine Young



# Executive Summary

The Tucson Unified Enrollment Task Force was initiated by Dr. Trujillo on August 30<sup>th</sup> with clear objectives to understand district enrollment decline experienced for the school year 2018-19 and formulate a plan of action that included both short-term and long-term actions to respond to the decline in enrollment.

A steering committee and seven focus area teams were established as a result. The following overview summarizes findings and recommendations resulting from the Enrollment Task Force work.



# Enrollment Task Force – Objectives

## **Task Force Focus:**

1. Establish clear, accurate, consistent reports on enrollment activity (gain/loss) for all schools.
2. Analyze and report on reasons for student departure – all grades, all schools.
3. Develop strategies and make recommendations for retaining and gaining students.
4. Assess and improve enrollment process to make easy for parents and efficient for schools.
5. Develop and implement audit processes to ensure high performance of enrollment process.
6. Ensure recommendations adopted are operationalized and sustainable.



# Enrollment Task Force – Team Structure

## Focus Area Teams:

1. Enrollment Decline Analysis – Dr. Halley Freitas
2. Enrollment Reporting – Shannon Toms
3. Exit Interview Form & Process – Tammy Hille
4. School Campus Opportunities – Bryant Nodine
5. Enrollment Audit – Andrew Agnew
6. Online Instruction – Dr. Giovanna Grijalva
7. Communications – Leslie Lenhart

# Enrollment Task Force Enrollment Decline Analysis



SAFE Team Chair: Dr. Halley Freitas

SAFE Team Members: Tammy Hille, James Butler, Shannon Toms, Rick Foster

# Enrollment Task Force – Enrollment Decline Analysis

## Team Deliverables:

1. Deliverable 1 - *Analyze and report on reasons for student withdrawal (all grades, all schools) for current year loss (SY2018-19) compared to SY2017-18) = code analysis.*
  - a. **Task 1:** Create a 20<sup>th</sup> day enrollment file over 2 years.
  - b. **Task 2:** Compare withdrawal data to entry data from one year to the next.
  - c. **Task Summary:** Wrote report about enrollment patterns by district grade level and also by school.
  
2. Deliverable 2 - *Analyze and report on reasons for student withdrawal (all grades, all schools) for current year loss (SY2018-19) from Day 1 to Day 20 using exit report form data*
  - a. **Task 1:** Create Exit Survey
  - b. **Task 2:** Instruct all schools to use Exit Survey with each student withdrawal from the school.
  - c. **Task Summary:** Reviewed the results of about 320 Exit Surveys

# Enrollment Task Force – Enrollment Decline Analysis

## Team Findings:

1. Finding 1- *Enrollment decreased by 1,432 students from the 20th Day of School in SY2017-18 to the 20th Day of School in SY2018-19, from 45,932 to 44,500 students.*
  - a. The majority (75%) of the net losses were in grades K-5 from schools spread throughout the District. Net losses in grades 6-8 were the smallest overall (5%). Net losses in High Schools represented the remaining amount (20%).
  - b. Enrollment increased at a select number of schools, most notably Vail Middle School, Rincon High School, and Mansfeld Middle School.
  - c. **Summary:** Enrollment decline is dynamic and occurs at all grade levels with a concentration on the elementary grades.

# Enrollment Task Force – Enrollment Decline Analysis

## Team Findings:

**2. Finding 2 - *Preliminary findings suggest that the majority of withdrawals are due to moving to a different part of town or state, or out of state. The second reason was because of personal reasons not related to school.***

- a. Most students who withdrew will be attending another public school, with the majority still staying in Tucson Unified.
- b. For a limited number of families, social-emotional needs and services were concerns that the parent/guardian felt another school would provide greater support.
- c. The Exit Survey is preliminary and all results must be read with caution. For semester 2, the survey will be shortened. Additionally, added accountability will be implemented to ensure consistency of data entry.





# Enrollment Task Force – Enrollment Decline Analysis

## Team Recommended Actions:

### 1. Recommendations

- a. Increase Kindergarten enrollment in growing south and west side neighborhoods, bolstering K-5 enrollment in future years.
- b. Investigate enrollment losses in grades 1 through 5 as well as recent declines at select eastside TUSD schools.
- c. Work with the TUSD Planning Department to target student recruitment efforts in growing neighborhoods both within and outside of TUSD boundaries.
- d. Consider a planning study to determine if a new high school is needed in far southwest Tucson, due to high population growth.

# Enrollment Task Force – Enrollment Decline Analysis

## Team Recommended Actions:

### 2. Recommendations

- a. Revise and shorten the Exit Survey questions to make some questions clearer and remove other questions.
- b. Monitor and follow up with sites on data entry for consistency across the district.
- c. The revised survey and data entry and monitoring protocols should be implemented starting semester 2 in 2018-19.

# Enrollment Task Force Enrollment Reporting



SAFE Team Chair: Shannon Toms

SAFE Team Members: David Scott, Shaun Brown Dr. Halley Freitas

# Enrollment Task Force – Enrollment Reporting

## Team Deliverables:

1. Deliverable 1 - *Establish clear, accurate and consistent reports on enrollment activity (gain/loss) for all schools*
  - a. **Task 1:** Establish consolidated catalog of reports used for enrollment and identify their use/purpose
  - b. **Task 2:** Identify the data specifications for each of these standard reports to ensure proper use
  - c. **Task 3:** Develop “Train the Trainer” documentation to enable users to know how to utilize standard reports
  - d. **Task Summary:** Created a snapshot of the 20<sup>th</sup> day enrollment data for FY18 and F19 for all departments to use in order to maintain consistency in data reporting

# Enrollment Task Force – Enrollment Reporting

## Team Findings:

### 1. Finding 1- *Enrollment reports need to be archived and accessible to all departments to reduce duplication and inconsistency in reporting*

- a. There are inconsistencies in enrollment reporting due to various departments utilizing different data sets from various systems within the district.
  - Technology Services use live Student Information System (SIS) data and data from ADE.
  - Assessment and Evaluation use a static snapshot of the SIS data maintained on their servers.
  - Transportation use their bus routing software.
  - Operations use a different static snapshot of SIS data
  - Unitary Status Plan reports are designed based on very specific questions asked of the courts, Special Master, and Plaintiffs
- b. A standard terminology needs to be established to differentiate types of enrollment data: Membership, FTE, Average Daily Membership (ADM), and Student Count
- c. **Summary:** Reports produced by different department are generated from different data sets and may occasionally produce varying results.

# Enrollment Task Force – Enrollment Reporting

## Team Recommended Actions:

### 1. Recommendation

- a. Create a multi-departmental committee to aggregate all reporting needs, target audiences, and reporting specs
- b. Create a data mart and data warehouse to store effective dated student data to allow accurate and timely reporting. Data objects would be created that would pre-compile disparate data to ease reporting and enforce standards.
- c. Create a lexicon of enrollment and other common terms used in district business to reduce ambiguity
- d. Create a standard for requesting reports and defining data criteria
- e. Create both a publicly accessible and a district accessible portal
- f. Create training courses on the use of enrollment reports, and pertinent reporting policies and procedures

# Enrollment Task Force Exit Interview Form and Process



SAFE Team Chair: Tammy Hille

SAFE Team Members: Dr. Halley Freitas, James Butler, Mike Dunn, Karen Ward

# Enrollment Task Force – Exit Interview Form and Process

## Team Deliverables:

### 1. Deliverable 1 - *Review and finalize Exit Interview forms*

- a. **Task 1:** Create Exit Survey paper form for K-12 sites
- b. **Task 2:** Translate paper forms into Spanish
- c. **Task 3:** Review electronic options in order to transfer paper responses
- d. **Task Summary:** Created Exit Survey forms for each K-12 site to complete when a student is withdrawing from the site

### 2. Deliverable 2 - *Develop consistent processes for implementing exit process using different modalities for engagement*

- a. **Task 1:** Coordinate with different district departments and Regional Assistant Superintendents to ensure sites have clear understanding on how to implement the survey
- b. **Task 2:** Instruct all schools on how to use Exit Survey and input exit information with each student withdrawal from the school
- c. **Task Summary:** Developed processes to be utilized district wide during the student exit process



# Enrollment Task Force – Exit Interview Form and Process

## Team Findings:

1. Finding 1- *Preliminary findings show there has not been consistency district wide on how sites utilize the Exit Interview Form or input the exit information*
  - a. When reviewing the Exit Survey data, there were some sites not showing any withdrawals, which conflicted with Synergy withdrawal reports
  - b. When speaking with sites, some had not inputted any information at that time
  - c. **Summary:** The rollout has not been consistent, and the data may not reflect accurate information

# Enrollment Task Force – Exit Interview Form and Process

## Team Findings:

### 2. Finding 2 - *Preliminary findings suggest that recommended support staff have not been involved in the Exit Interview survey*

- a. There were sites that utilized their front office staff to be the main designee for the surveys.
- b. Front office staff may not have all necessary information and resources at their disposal to help parent/guardian brainstorm ways to help student be successful at the site
- c. **Summary:** The Exit Survey is preliminary and added accountability will be implemented to ensure consistency of data entry.

# Enrollment Task Force – Exit Interview Form and Process

## Team Recommended Actions:

### 1. Recommendation 1

- a. Work with Regional Assistant Superintendents to ensure consistent processes are taking place at sites
- b. Work with district departments and Regional Assistant Superintendents to ensure the Exit Interview Survey is part of the student exit process
- c. If site is unable to have parent/guardian complete the survey, sites will fill in information they know
- d. Revise and shorten the Exit Survey questions to make some questions clearer and remove other questions.

# Enrollment Task Force – Exit Interview Form and Process

## Team Recommended Actions:

### 2. Recommendation 2

- a. Follow up with sites on who are designees for the Exit Interview Survey
- b. Monitor and follow up with sites on data entry for consistency across the district.
- c. The revised survey and data entry and monitoring protocols should be implemented starting semester 2 in 2018-19.

# Enrollment Task Force School Campus Opportunities



**SAFE Team Chair: Bryant Nodine**

**SAFE Team Members: John Muir, Shaun Brown, Angie Mendoza, Rodney Dockins, Shelley Sykora**



# Enrollment Task Force – School Campus Opportunities

## **Team Deliverables:**

1. Assess demographic data and campus enrollment for opportunities for modifications and recommendations.
2. Make recommendations for modifications to grade configurations, campus expansions and re-openings.
3. Make recommendations for other areas of cost savings measures that would affect enrollment.
4. Transportation recommendations that would affect enrollment.



# Enrollment Task Force – School Campus Opportunities

## Team Findings:

1. **Data:** The district has a wide-range of data available for enrollment analysis – Enrollment data, demographic study, school quality survey and student engagement index, just to name a few.
2. **Facilities Modification and Utilization:** Assessments of adding middle school option at Sabino, adding 3<sup>rd</sup> grade at Johnson, reopening Wakefield, re-opening closed areas of Tucson High School Vo-tech building and re-opening Carson as a K-8 school. After analysis, recommendations are mixed.
3. **Cost Saving Measures:** Closing buildings, wings, and portables for cost efficiencies, as well as outsourcing grounds/custodial for annual cost savings were all explored and recommendations made.
4. **Transportation Measures:** Review of transportation routes and bell schedules were considered and recommendations made. It is believed that cost savings can be achieved while also better serving families.

# Enrollment Task Force – School Campus Opportunities

## Team Recommendations:

1. **Data:** Today data is used tactically and often in silos.
2. The district needs to inventory and align available data resources in a data warehouse fashion
  - A. Establish an ongoing enrollment team to leverage data to develop enrollment strategies to increase student enrollment.
3. **Facilities Modification and Utilization:** These actions could impact district enrollment:
  - A. A Sabino middle school project could result in large numbers of students coming to Tucson Unified. However, based on March 8, 2016 court order, the district must show it can attract students not attending district schools and that a Sabino middle school will not negatively impact Magee. This will require surveys to identify attendees and measures to block transfers from Magee.
  - B. Adding a 3<sup>rd</sup> grade at Johnson as an isolated action is not recommended since it will most likely only draw students from Lawrence and other Tucson Unified schools. However, this grade configuration change could be considered as part of an overall assessment of boundaries in the southwest area of the district.
  - C. Re-opening Wakefield should be explored further and compared with other options, examining cost per student to ensure it is viable. This may have to wait on a bond passage.



# Enrollment Task Force – School Campus Opportunities

## Team Recommendations:

3. **Facilities Modification and Utilization (cont.):** These actions could impact district enrollment:
  - D. Re-opening of closed areas of Tucson High Magnet School Vo-Tech building should be considered as part of a future bond.
  - E. Re-opening Carson as a K-8 School should be considered as part of a future bond.
  - F. For the Strategic Investments in Facilities project, the team leveraged facilities metrics and identified the top twenty schools for the Facilities Team to place priority focus on. Six of the schools are racially concentrated. The complete list is in the detailed report.
  - G. Further leverage Underutilized Facilities to potentially generate \$1.3M in Civic Funds/Donations. This will require rentals website improvements and increased marketing.

# Enrollment Task Force – School Campus Opportunities

## Team Recommendations - continued:

### 3. Cost Saving Measures:

**A.** Closing buildings, wings, and portables in under-utilized schools is recommended for cost savings on utilities. Savings could be repurposed to support academics. Maintenance resources could then focus on areas being used to achieve higher standards.

**B.** Conduct a Request for Proposal for outsourcing grounds/custodial supports. Assess results to determine if costs savings and/or improved standards can be achieved.

### 4. Transportation Measures:

**A.** Change bell schedules to reduce costs and better serve families. Recommended bell schedule changes are shown in the detailed report. Costs savings of \$500k could:

1. Reduce walk zones
2. Provide extended-hour options that fit parent work-schedules
3. Provide routes to all students for before and after school care



# Enrollment Task Force Enrollment Audit Team

**SAFE Team Chair: Andrew Agnew**

**SAFE Team Members: Mike Dunn, Nancy Mueller, Angie Mendoza, Hanna Cordova, Susan Ramirez**



# Enrollment Task Force – Enrollment Audit Team

## **Team Deliverables:**

1. Assess and improve enrollment process to make it convenient for parents and efficient for schools.
2. Develop and implement audit processes to ensure ongoing high performance of enrollment process.



# Enrollment Task Force – Enrollment Audit Team

## Team Findings:

1. Tucson families are ready for more accessible, efficient enrollment processes. In the first year of offering online enrollment, over 20,000 online enrollment applications were completed.
2. First impressions of our schools are important. Schools that offer clear staff assignment for enrollment-related duties create better first impressions. Team members offered extensive personal and anecdotal evidence of the crucial role first impressions play in school choice.
3. Parents prefer interacting with their child's school for enrollment in lieu of regional offerings or central enrollment office.
4. There is no standardization across the district regarding when schools ask the continuing families to pre-register for next school year. Examples range for spring to times across the summer to the first day of school.
5. Attendance Registration Technicians are five pay grades lower than office managers even though at most schools they shoulder the majority of enrollment-related office work.
6. Modification to policies that could create obstacles to enrollment puts increased strain on office/health staff and present a clear opportunity for process improvement.
7. Changes in business processes are necessitated by evolving technology and policies, but these changes are hampered by a fear of noncompliance and failure to engage all necessary resources in responding to external audits.



# Enrollment Task Force – Enrollment Audit Team

## Team Recommendations:

1. Implement Online Registration for all students: New, Continuing and Returning
  - A. Provide families of new students with three enrollment options online:
    1. Neighborhood school
    2. “Green Light” school that offers needed grade level
    3. Initiation of District Placement process (Magnet, Open Enrollment, etc.)
  - B. Provide families of continuing enrolled students with online pre-registration, allowing efficient, early school-family communication regarding coming school year
  - C. Implement campus call teams to contact families of continuing students to secure retention
2. Assess and improve enrollment process to make it convenient for parents and efficient for schools
  - A. Enrollment-related duties assigned explicitly by school administrator, including duties they perform themselves
  - B. Invest in staffing schools during summer instead of satellite-enrollment (more convenient for parents, more efficient for schools)
  - C. Consider district policy mandating spring pre-registration to increase and standardize early, positive interactive with continuing families
  - D. Close 5-grade pay gap between Office Managers and Attendance Registration Technicians.



# Enrollment Task Force – Enrollment Audit Team

## Team Recommendations - Continued:

3. Develop and implement internal audit processes to ensure ongoing high performance of enrollment process
  - A. Use Enrollment Verification fields in Synergy
  - B. Develop efficient data solutions to track paperwork collection for students (i.e. birth certificates, proof of address, etc.)
  - C. Audit placements that do not have corresponding enrollments at a school
  - D. Audit enrollment related duty assignments to verify evidence of accompanying work activity
  - E. Update existing Attendance/Accounting audit to include the above items
4. Engage directly and constructively with external auditors to address areas of concern caused by enrollment-related process changes



# Enrollment Task Force Online Instruction

**SAFE Team Chair:** Dr. Giovanna Grijalva

**SAFE Team Members:** John Gonzales, Israel Macias-Reyes, Tammy Hille, Cyndi Amundson, James Butler, Chuck McCollum, Dan Erickson, Ernest Rose





# Enrollment Task Force – Online Instruction

## Team Deliverables:

1. Establish clear, accurate and consistent reports on enrollment activity (gain/loss) for all schools.
  - A. Assess current use of online instruction in TUSD
  - B. Understand and assess the need for alternative and instructional settings.
2. Research other districts on how ADM is captured, knowing there are specific student needs.
  - A. Visit others district's in Arizona
3. Understand the types of instructional online delivery systems are the most effective in the state.
  - A. Research state and national online digital learning platforms.



# Enrollment Task Force – Online Instruction

## Team Findings:

### 1. Current use of online instruction in Tucson Unified

- A. Agave middle and high school (all on-line) digital learning for credit recovery and credit advancement. Also, provides in person support. GradLink2 and Edgenuity programs are utilized as instructional programs.
- B. Santa Rita (Eagle Academy- blended learning- credit recovery course starts with Seniors then moves to Juniors to become credit current. (3hours in lab)
- C. Project MORE - students attend class- credit recovery and blended learning. Project MORE is a comprehensive alternative high school for students who face outside challenges in getting a diploma at a traditional high school. The school has a constantly changing menu of class offerings to best match the needs of the students enrolled at any given time. Teachers work with students at an accelerated pace to help them fill in learning gaps, complete their high school education and prepare them for college and careers.
- D. Extended day- afterschool at 9 sites- Pueblo, Sabino, Santa Rita, Catalina, Sahuaro, Rincon, Palo Verde, Cholla and Tucson High. Same as credit recovery but after school, can attend for 8th or 9th (Period 1 or 2) (no credit advancement). Dinner is available at all sites.



# Enrollment Task Force – Online Instruction

## Team Findings:

2. Research other districts on how ADM is captured, knowing there are specific student needs.

- A. The Vail Digital Learning Program in partnership with the homeschool provide online educational opportunities. Through Edgenuity courses are provided and students have the opportunity to participate in the “Hybrid Program” at some schools where online students can also take classes on campus as well.
- B. Queen Creek Virtual Academy delivers all academics through the internet. QCVA partners with Edgenuity to provide instruction and course work for students. Students take three courses at a time, and courses are nine weeks long. This allows students to complete six half-credit courses per semester like their brick and mortar counter parts.
- C. Sunnyside Online Success Academy provides students with online courses using Edgenuity courses. The classes are management through STAR Academic High School.



# Enrollment Task Force – Online Instruction

## Team Recommendations:

1. One person at the district level should be in charge of Agave and oversee the entire district program.
2. At each school site, one person/persons (based on number of students) i.e. a counselor be the online learning facilitator who is responsible for placing students appropriately in distance learning classes if needed. Streamline enrollment process and keep track of student progress. Having three major Hubs- Agave, Eagle Academy, and Project MORE.
3. All TUSD schools need to know the Online options and opportunities that can be offered in a digital learning setting and should offer online courses.
4. Expand opportunities at Project MORE- work closely with Career Technical Education to provide options for all students.
5. Establish direct instruction (face-to face) courses in addition to the digital learning opportunities at Project More (specifically, for the core courses).
6. Provide and advertise options for student to take online courses at all schools (credit recovery and credit advancement at all High Schools).



# Enrollment Task Force – Online Instruction

## Team Recommendations - Continued:

7. A Technology or Vision Day for administrators and counselors to understand the online options.
8. Create a brochure to advertise and capture students from other schools and or partnerships.
9. Create a brochure for all schools with online options
10. Provide and advertise Online courses at each High School (Eagle Academy needs to add it to the website.
11. Partnership and collect (.25 ADM)-TUSD partners with private schools in the greater Tucson area by providing distance learning classes for private school students.
12. Leadership attends online learning institutes.



# Enrollment Task Force Communications

**SAFE Team Chair:** Leslie Lenhart

**SAFE Team Members:** Angie Mendoza (SCS), Alissa Welch (Rincon principal), Karla Escamilla, Vanessa Hernandez, Vivian Colter, Danika Kopek, Sally Jacunski, Cathy Thwing, Susan Pequet, Mary Canty, Jes Ruvalcab



# Enrollment Task Force – Communications

## **Team Deliverables:**

1. Present a summary of current marketing plans for Tucson Unified student recruitment at both the district and site level.
2. Research local charter school recruitment strategies including mailers, traditional media and social media.
3. Modify marketing strategies based of Enrollment Task Force team analyses (due date TBD)



# Enrollment Task Force – Communications

## Team Findings:

### 1. Move to Digital Advertising

- A. Reports show the Hispanic population prefers to use mobile devices to gather information. Since approximately 80% of students are Hispanic this is an important insight.
- B. 85 Charter Schools in Tucson - digital advertising is their primary format to communicate their marketing materials.
- C. Per the 2018 KVOA Tucson Area Consumer survey Education section- TUSD remains as the #1 choice for school choice (13%) with Vail at 12% and Amphitheater and Sunnyside at 7%.
- D. Most Influential mediums are Television, Social Media, and Internet.

### 2. Secret Shopper take-aways from Charter School

3. Birth rates in Pima County have decreased 10.8% from 2006-2016 (16.542). This is affecting Tucson Unified K-7<sup>th</sup> grade





# Enrollment Task Force – Communications

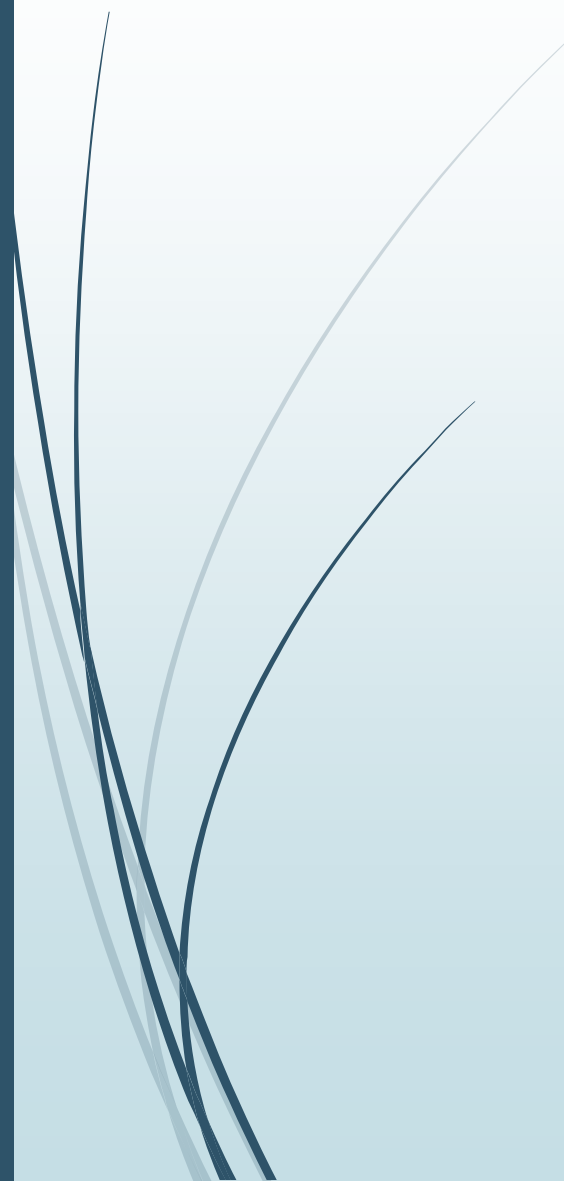
## Team Recommendations:

1. Focus on updating websites to ensure they are easy to navigate and visually appealing.
2. Train all staff to have customer 1st orientation using FAST
  - A. Welcoming when ring security buzzer, inform how to get to office, stop conversation and recognize/help visitor, inquire about needs of potential student, offer tour or other support material.
3. Create Welcoming atmosphere- Ensure buildings/ grounds are clean and buildings feature student art and are well marked to office directions.
4. Encourage families to share experiences and invite other families to visit school and join events.
5. Create advertising campaigns focusing on Student speakers and achievements of where they are headed for the future.
6. Develop Marketing plan for Agave.
7. Dependent on Task Force Findings, develop Marketing plan around key populations and programs using word-of-mouth and strong digital (including YouTube), TV and Radio advertising plan.



# Enrollment Task Force – Takeaways

- The District's efforts to affect enrollment have occurred in siloes and have been inconsistent. A unified campaign must be embraced by all that instills confidence, pride and trust back into the district.
- To sustain a 10%+ mobility rate of students who leave/enter the district, the District must maintain a commitment of long-term marketing to compete with Charter schools.
- Additional funding/staffing will be required to increase operational efficiency on school campuses to manage enrollment through the summer months.
- A long-term capital commitment is necessary to improve school facilities and keep pace with changing technology
- The District should pursue an updated market study to set realistic and achievable enrollment targets.



Thank You