

TUSD Integration Initiatives



May 2016

Coordinated Student Assignment Committee Members

- ▶ Charlotte Patterson/Angie Mendoza–School Community Services
- ▶ Bryant Nodine–Operations and Planning
- ▶ Stefanie Boe/Michelle Valenzuela–Communications/Media Relations
- ▶ Samuel Brown–Legal Services/Desegregation
- ▶ Juliet King–Accountability & Evaluation
- ▶ Paul Larson/Martha Zamora–Transportation
- ▶ Richard Foster/Vicky Callison/Adelle McNiece–Magnet

- ▶ *Contributors: Ana Gallegos/Abel Morado/Eugene Butler/Richard Foster (Teaching and Learning); Tsuru Bailey-Jones (Refugee Services); Maura Clark-Ingle (ExEd); Michael Konrad/Frances Banales (ALE/GATE); Martha Taylor (Deseg); Mark Alvarez (Dual-Language)*

Vision

Research has shown that **racially and ethnically diverse learning environments** provide all students with enhanced educational benefits.

Students cultivate social capital and develop intercultural skills for lifelong success, creating vibrant social networks and structures into adulthood.




Mission

Provide students a continuum of choice opportunities to learn in racially and ethnically diverse environments.



Background

The District entered into an agreement with the Mendoza Plaintiffs, approved by the Court, to “develop and propose initiatives to increase the number of students attending integrated schools within the District.” The District analyzed, developed, and refined several proposals before finalizing eight initiatives.



Special Master Feedback

COMMENT	RESPONSE
Five of seven initiatives are “worth pursuing;” GATE initiatives “problematic” (not likely to make target schools integrated; even if it did it will not benefit students)	Staff designed the GATE initiatives to integrate the target schools and create more diverse learning environments, expand access to ALE/GATE, and move students from the GATE wait list
Use evidence-based marketing to highlight the benefits of an integrated education	Staff is developing and implementing marketing strategies to highlight the benefits of an integrated education
Consider reasonably-strong integrated schools, racially concentrated schools that are less than 75% Latino, and schools trending towards racial concentration	Staff considered schools with capacity that meet the stated criteria

DOJ Feedback

COMMENT	RESPONSE
Consider integrating additional schools and reducing racial concentration	Staff designed initiatives to integrate six additional schools and to reduce racial concentration in others
GATE initiatives should improve integration	Staff designed the GATE initiatives to increase Af-Am/Latino participation and enhance integration at target schools

Fisher Plaintiff Feedback

COMMENT	RESPONSE
“The District has yet to take any action to create specific programs whereby African American students are included in the integrated process”	Staff designed the expanded GATE and DL programs to increase opportunities for African-American students while enhancing integration
The District should focus more on better branding to make it more attractive	The District is strengthening its outreach and branding through the Enrollment Bus initiative, improving use of social media, and applying strategic marketing

Mendoza Plaintiff Feedback

COMMENT	RESPONSE
<p>“Provide the parties and Special Master with specific proposals...[or] the list of schools...that it is focusing on...”</p>	<p>Staff developed a list of schools based upon: integration potential, capacity, neighborhood enrollment, academic profile, and initiative interrelation</p>
<p>Consider each initiative within the context of other initiatives including magnets and dual-language expansion</p>	<p>Staff considered interrelations between each initiative, and between magnet and DL programs</p>
<p>TUSD should “seriously consider bringing back its proposal to move the integrated Dodge school (an “A” school) to [a] higher capacity [location]...”</p>	<p>Staff carefully considered, and continues to assess, various options</p>
<p>Consider grade expansion at Erickson and/or Lynn-Urquides</p>	<p>Staff carefully considered the feasibility of expanding grades at these sites</p>

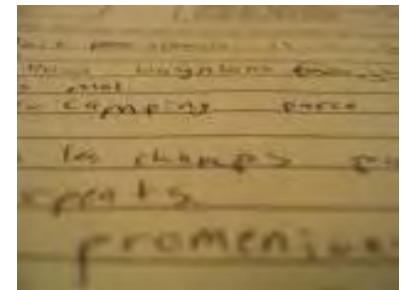
Consultant Feedback

Michael C. Hefner

- ▶ Demographer; Attorney
- ▶ Owner/Manager of Geographic Planning and Demographic Services (GPDS); GPDS's primary work is in public school student assignment demographics
- ▶ Has developed student assignment plans, provided reports to federal courts and the DOJ, and recently worked with several districts in Louisiana to obtain unitary status
- ▶ Supported all seven initiatives
- ▶ Provided specific recommendations to strengthen the initiatives
- ▶ Provided four additional observations that "may warrant further research, discussion, or consultation"

Initiatives

1. Drachman Express Shuttle
2. Magee Express Shuttle
3. Sabino Express Shuttle
4. Enrollment Bus
5. Expand SC GATE–Wheeler
6. Expand SC GATE–Roberts–Naylor
7. Dual Language–Bloom



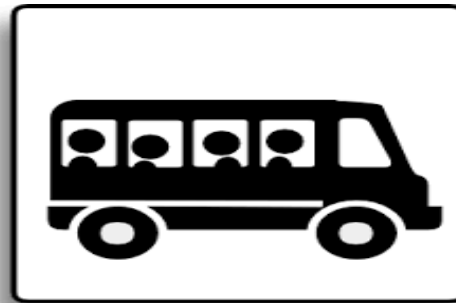
EXPRESS SHUTTLES

- ▶ Increase access to unique programs and schools; increase choice options
 - ▶ Eastside/Magee to Drachman Magnet K–8 School
 - ▶ Mansfeld/Roskruge area to Magee Middle School
 - ▶ Tucson High Magnet to Sabino High School



EXPRESS SHUTTLES

- ▶ Improve integration by using contemporary marketing strategies designed to attract ridership to targeted schools.
- ▶ Highlight unique programs and options.
- ▶ Limited to 1–2 stops; 35–40 minute routes
- ▶ Run east to west and west to east



ENROLLMENT BUS

TUSD will operate a recruitment bus to travel to various events; improve family and community access to information about school choice.

- ▶ Dedicated biligual recruiter
- ▶ Wrap-around advertisement
- ▶ On-board computers allowing parents to complete applications in real-time



GATE Expansion

- ▶ Expand Self-Contained GATE to 2nd grade at Roberts-Naylor K-8
- ▶ Expand SC GATE to 2nd and 3rd grades at Wheeler Elementary School
- ▶ Pilot Kinder “pre-GATE” at Roberts-Naylor K-8



DUAL LANGUAGE

The District is determining how to diversify and enhance its Dual Language programs by proposing an earlier point of entry for ELL students. Successful Dual Language programs include the participation of native speakers in both languages.



DUAL LANGUAGE

- ▶ Expand Dual Language with new program at Bloom Elementary School, beginning with kindergarten.
- ▶ Develop a Dual Language (DL) program that promotes bilingualism, biliteracy, and multiculturalism at Bloom Elementary by implementing two DL kindergarten strands.



MAGNET



- ▶ TUSD will work with an outside consultant who will offer expertise regarding future opportunities and enhancements based upon community feedback, resources, and integration potential.

