

## **UHS Vision Statement Proposal for October 1, 2017 Report to TUSD Board**

### **A. Governing Board Direction**

At the TUSD Governing Board meeting on May 23, 2017, the Board requested that University High School (UHS) and the UHS Site Council provide a report on the feasibility of implementing the Board's 2012 direction to give UHS a dedicated site and create a co-located or nearby high-standards middle school which would have no admissions test. The Board further requested that UHS seek input from the interim superintendent and relevant departments in central administration and report back to the Board by October 1, 2017. While the request is open-ended, the Board specifically requested information on several key topics; this proposal will include the information on those topics, based on previous Board's resolutions and guidance. Several related goals are addressed in this proposal, including a separate campus for UHS, a high performing middle school that will benefit TUSD students, and an enhanced curriculum at Rincon High School. These proposals should advance the desegregation goals of improving academic achievement and integration in both UHS and Rincon High School.

### **I. UHS Historical Context**

In 1976, TUSD created a Special Projects (SP) as part of Tucson High School. The founders of SP initially designed their school to serve parents of gifted children. The Board adopted the plan for SP not only to assist an underserved gifted constituency, but also to gain federal grants under the recently passed Special Education Act. The Board also placed SP at Tucson High School because of its then close proximity to the University of Arizona and because Tucson High also had a large minority enrollment.

SP performed well and exceeded expectations, and in the early 1980s, the Board acknowledged SP for its success in three major areas. First, it attracted an increasing number of students who would not have attended any TUSD high school. Second, it earned TUSD significant federal grant funding, and third, it achieved the desegregation of Tucson High School. The timing and success of SP occurred during a time of decline of the baby boom generation in the mid-1980s when TUSD lost over one thousand students each year to surrounding school districts and private schools.

Despite its early success, SP became one of several schools targeted in a desegregation lawsuit against TUSD, and, as part of the 1984 court settlement, TUSD's Board voted to move SP from Tucson High School to a more centrally located site, Rincon High School. The Board also changed the name from SP to University High School (UHS).

In addition to moving UHS, the federal court recognized UHS as a separate school with several stipulations for its continuation. These included:

1. UHS must recruit and retain a qualified and diverse student body;
2. An entrance exam will be instituted to have an objective means of determining qualifications for UHS.

3. UHS must employ a student admission process that is culturally neutral;
4. UHS must be monitored by the federal court to ensure compliance.

Furthermore, at the request of the Rincon High School administration, TUSD placed several additional guidelines on the UHS/Rincon shared campus. These included:

1. The total number of UHS students would be capped at 640;
2. Rincon would be designated as the host school in charge of the campus;
3. UHS would, for institutional integrity, have its own graduation ceremony, prom, and student council;
4. UHS students would be eligible to participate on the Rincon athletic teams and in other extra-curricular activities such as orchestra and band.

*a. Desegregation Goals and Integration*

This arrangement continued unimpeded for next twenty years. During this time, the enrollment of Rincon High School fluctuated from approximately 1,200 to 1,300 students while UHS enrollment was capped, resulting in potential students from both within and outside the district being turned away from UHS due to the established enrollment limitation. Many of the high performing students did not attend a TUSD school. Over that time, the UHS admissions process, which included an OCR supervised entrance examination, worked well to provide the underserved gifted population of Tucson with a quality education. Unfortunately, the cap placed on UHS enrollment meant that students of varied backgrounds who otherwise qualified to be enrolled at UHS were denied the opportunity to attend.

In 2005, a statutory change occurred that benefited both UHS and TUSD that resulted in an increase of the UHS enrollment cap. When the federal court began to lift the desegregation order from TUSD, the Arizona State Legislature adopted an open enrollment statute. The impact was both positive and negative as many families who resided within TUSD enrolled their children in private schools, charter schools, and schools run by neighboring districts. However, as one of the few TUSD schools that was in demand by both majority and minority students, UHS requested and the TUSD Board approved lifting of the enrollment cap. As a result, UHS grew dramatically from the historic 640 students to over 1,100 students by 2017.

An additional benefit of the increasing enrollment included recruiting and retaining an increasingly diverse student population. Since 2005, UHS has moved steadily toward becoming an institution that reflects the cultural and ethnic make-up of Pima County while continuing to serve our academically talented children with academic enrichment. In fact, as a Title One school, UHS was recently recognized by the national College Board as having the highest number of Hispanic National Merit Scholars in the United States (41). This trend toward diversity continues to grow, as the 2017 freshman class at UHS is now 47% minority students. Opportunities for further increasing minority enrollment at UHS can be achieved through a combination of a new campus designated specifically for UHS and the addition of a high standards middle school that would support the continued success of the program as a premier school of choice in Pima County. UHS is the number 1 ranked high school among all Arizona non-charter high schools. Perhaps most important, UHS comes closer than any other top 25

nationally ranked high to representing and mirroring its local population in terms of gender and ethnicity. UHS is results driven as documented in U S News & World Report Best High Schools in America that examined over 20,000 secondary institutions in the nation (Table 1):

#### TABLE 1

##### U.S. News, UHS 2017 Statistics

- No.15 Nationally Ranked High School
- No. 6 Ranked among Arizona High Schools including charter
- Student Diversity 50% Minority

UHS has achieved academic accomplishments while continuing to increase accessibility to minority populations as UHS's ethnic balance reflects the demographics of Pima County as reflected in Tables 2, 3 and 4:

#### TABLE 2

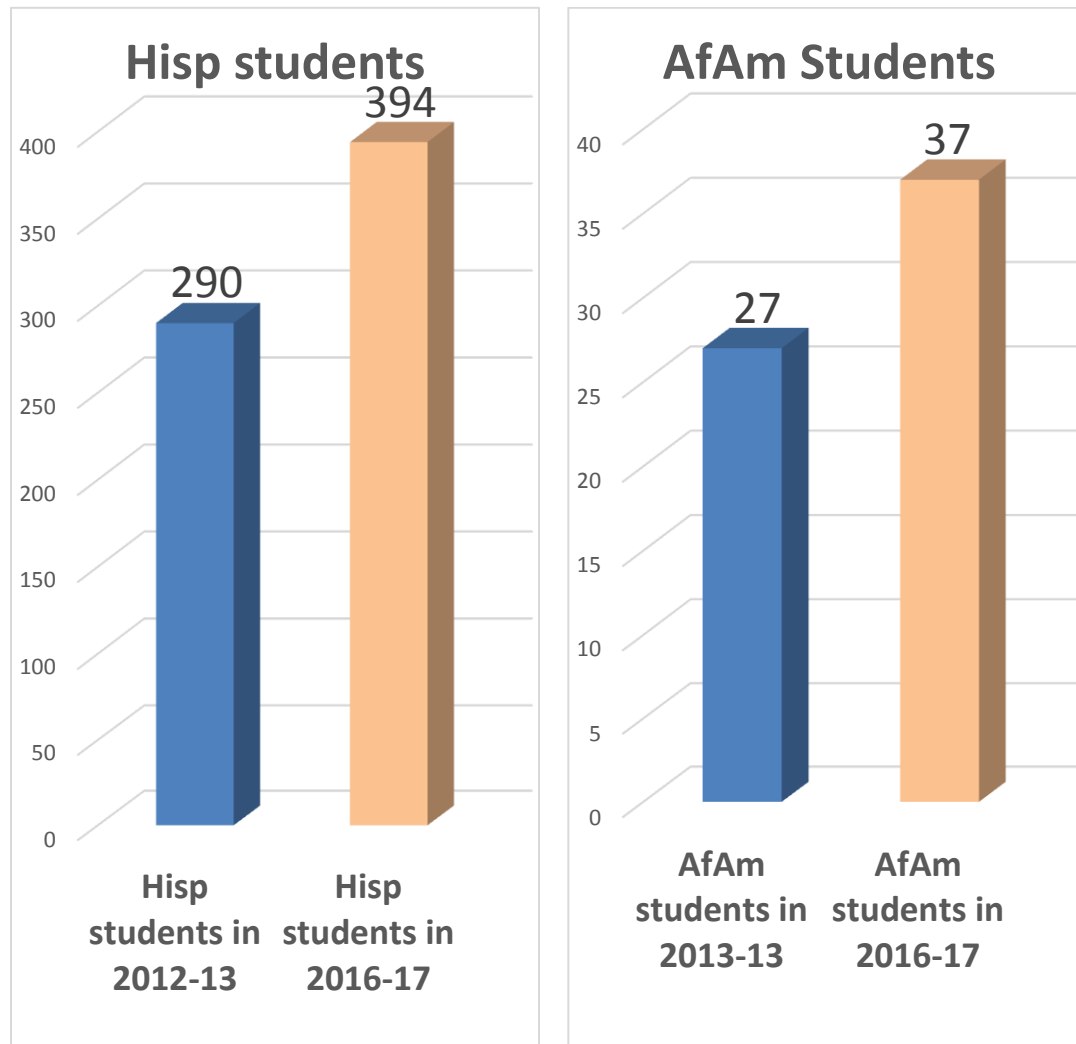
##### UHS DIVERSITY AND DEMOGRAPHICS

- Over 56% of UHS eligible for Free/Reduced Lunch-41% participate
- Over 35% of UHS will be the first in their family to attend college
- No. 40 nationally (#1 in Arizona) for serving low-income students according to I
- UHS has the most Flinn Scholars in the State and 5 Rhodes Scholars
- Over 79% of UHS students play a sport or compete in a Fine Arts program on campus
- UHS has more National Merit Scholars than any other high school in Arizona and more National Hispanic Scholars than any high school in the country
- UHS Class of 2016 students were accepted at over 300 colleges and universities with \$34 million in scholarships offered

According to U.S. News & World Best High Schools in America, diversity and integration of minorities and students regardless of socioeconomic backgrounds are attending UHS and neighboring high schools as reflected in Table 3:

According to TUSD legal counsel, between 2012-13 and 2016-17, there has been a 37% increase in African American students and a 35% increase in Hispanic students attending UHS as shown in Chart 1:

**CHART 1**



Source: TUSD Legal

*b. Capacity and Physical Limitations of Rincon/UHS*

The successful growth of UHS has, unfortunately, resulted in serious overcrowding on the combined Rincon/UHS campus. Rincon High School was constructed sixty years ago to serve a maximum of 2,000 students. Rincon/UHS currently has a combined enrollment in excess of 2,200 students with a total site capacity of 113%. In 2016-2017, UHS and Rincon High School were ranked as the 5th and 6th largest high schools in TUSD. Currently, both UHS and Rincon High School are unable to grow, and each is limited in developing its respective specialized campus to meet its own students' needs. Providing an opportunity for each campus to expand

benefits the respective objectives of both Rincon and UHS and enhances TUSD's ability to meet the needs of the Tucson community.

Naturally, as the UHS community has grown, TUSD Board members have discussed the idea of UHS having its own centrally located high school campus while continuing to achieve the goals of remaining a high level academic institution which is culturally, racially, and ethnically integrated. Since the enrollment cap has been increased, UHS has been able to achieve both goals. However, the current overcrowding of both schools does not serve students well, and providing each high school with a separate campus is consistent with TUSD's mission, vision and values.

*c. Current and Prospective UHS and Rincon Students*

Current UHS Students

UHS currently has a total enrollment of 1,134 students in grades 9-12, of whom 50% are minority students; 45% are White/Anglo 36.07% are Hispanic, 8.3% Asian, 7.14% two or more races, 3.3% African American, and 0.18% Native American. Disadvantaged students perform extremely well at UHS, with 93.8% demonstrating proficiency on state exams, as compared with 95.4% of non-disadvantaged students demonstrating proficiency, and an overall graduation rate of 99% with performance ranking. UHS, the number 15 public high school in the United States, according to U.S. News & World Report, and earning UHS an A+ overall grade from Niche, including an A+ in academics, and A+ in college prep, an A+ in teachers, and an A- in diversity.

Prospective UHS Students

UHS draws gifted and highly motivated students from throughout TUSD and from neighboring districts. Some minority and disadvantaged students must travel significant distances, in excess of two miles, to attend. Regardless of where it moves, UHS, with a central location focus, can be expected to continue to draw gifted and highly motivated students from all areas as parents and students develop means to provide transportation. Relocating UHS would not hinder its ongoing efforts of becoming a multi-cultural school reflecting the diversity of the district. In fact, as the enrollment has been allowed to increase so has the opportunity for increased diversity and inclusion of minorities.

Current Rincon Students

Unlike UHS, a majority of students attending Rincon live within the boundaries of the school. Currently one half of the student enrollment is comprised of students who did not attend a TUSD middle school.

Future Rincon Students

Rincon will continue to serve surrounding neighborhoods and areas as students will be attracted to the school's curriculum. The most significant benefit of UHS leaving the combined campus will be to allow for Rincon to provide many more elective classes than currently available. A richer array of electives, AP courses and expanded CTE offerings could serve a larger student population which is currently limited by sharing a campus. The opportunity to provide more electives and expanded CTE courses will become a key

attraction for parents and students that will support continued enrollment growth and expansion at a stronger Rincon campus.

*d. Co-Locating UHS and High Standards Middle School*

The UHS community has also advocated for the establishment of a middle school for gifted and academically motivated students that would preferably be on the same campus as UHS or relatively nearby. The belief is that this arrangement would more equitably serve both under represented and minority students. The establishment of the UHS middle school on or relatively near the UHS campus, tentatively named after Gabrielle Gifford's (UHS class of 1988-see attached letter from Ms. Giffords and Mr. Mark Kelly), would assist TUSD in recruiting and retaining underserved minority students who are academically gifted and motivated. Establishment of a high performance middle school would also address the problem of parents who choose to remove their student from TUSD and only return upon their acceptance at UHS. (UHS Site Council Adopted Vision Policies VII.D.2 Attached) The nature of the academic, college preparatory school culture dictates that the middle school of 7<sup>th</sup> and 8<sup>th</sup> grades be on or relatively near the same campus as the high school. UHS loses some prospective enrollment due to the lack of a middle school that is able to prepare students for the rigor of its high school academic curriculum. With an accompanying middle school associated with UHS, it could be expected to increase enrollment. Moreover, with an affiliated co-located or nearby middle school, more students interested in attending UHS for high school could be assured of the opportunity to be academically prepared by the end of 8<sup>th</sup> grade. Teachers at the middle school could be mentored by the UHS teachers regarding best teaching practices thereby increasing the probability of each student's success. UHS students would also be available to tutor and mentor middle school students. Another goal is to develop a multi-cultural teaching staff reflecting UHS's commitment of diversity at all levels of the school.

## **II. UHS and High Performing Middle School Administrative Guidelines**

UHS should have its own centrally located high school campus to accommodate all extra-curricular activities from athletics to the performing arts. The proposal also requests the future study of a middle school for gifted and academically motivated students on or near the same campus. Both the high school and the proposed middle school will be under one administration for the smooth development of policy and operations. UHS seeks to enroll up to 375 additional students, which would make for a high school student body of about 1,500 and allow for a level of growth precluded by current physical limitations. An additional 300 to 450 middle school students could be on or near the high school campus, depending upon whether the Board creates a two-year or a three-year middle school. The total student enrollment, therefore, would be between 1,800 and 1,950 students if both schools were at capacity. Current UHS faculty, staff, and administration would continue at UHS wherever it may be located. The middle school would operate under a magnet lottery, not have a specific attendance boundary, and would not have an admissions test. The goal of this themed magnet would be to attract students from all over the city, of all socioeconomic and ethnic backgrounds to one school where they would receive specific high school preparation including:

- Enrollment in a world language each year the student attends the school;

- Enrollment in a fine/performing arts course each year the student attends the school;
- Enrollment in culturally relevant courses;
- Participation in student driven philanthropy and volunteerism;
- Enrollment in technical courses at middle school.

*e. Financial Considerations*

The primary focus of UHS with an accompanying high performing middle school is to attract students from within TUSD boundaries. With the advent of open enrollment, whereby students can apply from outside TUSD boundaries, the UHS population is approximately 50% from either inside of TUSD or students returning to TUSD after attending a non-TUSD middle school. No TUSD students are displaced when accepting students from outside the district. This policy would continue with the opportunity to increase enrollment at a dedicated UHS campus. Currently, this translates into 550 students at estimated \$6,000 per pupil per year totaling \$3 million in annual revenue for TUSD. Relocating UHS to another campus provides opportunity for increased enrollment from both within and outside of TUSD. Combining UHS with a high performing middle school will also attract student's district wide and from neighboring districts creating the potential for additional increased revenue. Table 4 presents the UHS financial impact of enrollment in high school and the potential financial impact for the addition of a high performing middle school..

**TABLE 3**

**UHS FINANCIAL IMPACT**

Characteristics of UHS Student Population	Percent	Number of Students (assuming 375 students per class)	Money Added to TUSD through UHS Enrollment*	Only Grades 9-12	Only Grades 7-12 (150 students each for grades 7-8, assuming 50% "new" students to TUSD)	Grades 6-12 (150 students for grade 6)	Combined
Percent of UHS population who live outside the TUSD enrollment boundaries	20%	300	Approximately \$6000 per student in funding which equates to \$1,800,000 per year	\$7,200,000 over 4 years	\$360,000 added per year; \$1,440,000 over 4 years	\$180,000 added per year; \$720,000 over 4 years	\$5,850,000 added per year with 6-12 option; \$23,400,000 Over 4 Years
Percent of UHS population who live within the TUSD enrollment boundaries but did not attend a TUSD Middle School	30%	450	\$2,700,000 per year	\$10,800,000 over 4 years	\$540,000 added per year; \$2,160,000 over 4 years	\$270,000 added per year; \$1,080,000 over 4 years	<div> <div></div> <div>\$35,100,000 over 6 years</div> </div> <div> <div></div> <div>\$40,950,000 Over 7 years (with 6-8 middle school)</div> </div>

### III. Policy Options Considered

Challenges create opportunities. The desire to designate a campus for UHS provides TUSD with the ability to not only build on the success of UHS but to also enrich academic and CTE programs at Rincon. Expanded services and opportunities, both academic and athletic/extracurricular would be created for students in our community. As previously stated, having the 5th and 6th largest high schools share an overcrowded campus, while other high schools have excess capacity, provides the opportunity for TUSD to act now to create greater efficiency in the allocation of district resources in accordance with the USP. UHS is committed to achieving both TUSD and federal court goals of continued progress in the recruitment and retention of minority students. We have already demonstrated our ability with the recent increase in enrollment and the potential exists for a greater enrollment of minority students at UHS through a combination of a separate campus and corresponding middle school. The delicate decision of selecting a new campus, while difficult, underscores our combined commitment of students first. A thoughtful execution plan can be developed with the input of various stakeholders that replicate the success that was first developed when TUSD initially created SP. The successful outcome of that difficult decision provides the solid foundation upon which the Board can now act knowing the best outcome benefits those we serve, our students.

UHS initially developed nine options of which three are being presented in more detail with one leading option for the TUSD Board to consider. Five criteria were applied when reviewing each of the options: 1) increased academic enrichment for TUSD students; 2) space and autonomy for UHS; 3) central location; 4) efficient allocation of resources and 5) continuation of successfully integrating TUSD High Schools.

The six options considered but rejected for failing to satisfy the five criteria were:

1. **Status quo**, which is not realistic based on current overcrowding and requisite infrastructure upgrades. Equity dictates that UHS and Rincon should have their own respective campuses based on each school's potential for continued growth.
2. **New building for UHS on the Rincon campus**, is both physically and financially challenging at this time. Construction costs are estimated between \$180-\$300 per square foot and would most likely be closer to the upper portion of the range. The state facilities board requires 25 square feet per student. A new high school designed for only 1200 students at 25 square feet per student at \$275 per square foot would be approximately \$10,312,500. Additionally, another 25% must be factored in for furnishings necessary to meet state facility guidelines increasing the cost to approximately \$12.9 million.
3. **Moving UHS to a vacant elementary or middle school** is not feasible since those facilities were not built for high school students and do not have the accommodations that a high school must include such as facilities for extra-curricular activities including the performing arts and athletics; parking for students and faculty; and rooms of a size that can accommodate 375 young adults per class. An initial estimate to convert Townsend Middle School to a high school was estimated at over \$5 million. Funding to convert a middle school to a high school would be better utilized to make any necessary modifications to another high school to accommodate UHS and for the accompanying high performing middle school.



4. **Moving UHS to Palo Verde High School**, however, recent increase in enrollment makes this option disruptive and unfeasible.
5. **Moving the 1,093 current Rincon High Students** to other high schools such as Catalina or Palo Verde.
6. **Capping UHS enrollment**, which would hinder potential students from enrolling who would otherwise qualify and deny the opportunity to attend due to restricting enrollment to current level. This option would also eliminate the opportunity of developing a high performing middle school at the current RUHS campus.

The remaining options involve either UHS relocating to another existing high school campus that is under-enrolled or remain on the Rincon campus and phase out Rincon High School. Catalina, and Santa Rita High Schools are currently under-enrolled. Catalina High School was designed for approximately 1,500 students, but currently has approximately 735 students or 49% usage. Santa Rita was built to educate almost 2,070 students, but currently has approximately 455 students enrolled for the 2018 school year or 22% usage. Relocating UHS to another existing high school site does not increase the ongoing operational costs that are currently budgeted and in fact provides opportunities to consolidate services at another site resulting in increased services in accordance with USP. Transportation routes already exist but would be addressed during the execution phase.

Additional important considerations in relocating UHS and combining high schools include Ethnicity/Race Integration and AZ Merit Scores. Table 5 provides a breakdown by grade level of ethnicity for Catalina, Rincon, Santa Rita and University High Schools.

**TABLE 4**

2016-17 40th Day Enrollment by School/School Type, Grade, and USP Ethnicity														
Any N size containing 5 or fewer students have been redacted														
School Name	Grade	White /Anglo		African American		Hispanic /Latino		Native American		Asian American		Multi-racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
Catalina	9	51	27.27%	27	14.44%	91	48.66%	*	2.67%	12	6.42%	*	0.53%	187
Catalina	10	41	21.35%	39	20.31%	94	48.96%	*	2.60%	10	5.21%	*	1.56%	192
Catalina	11	38	22.89%	27	16.27%	81	48.80%	*	1.20%	12	7.23%	6	3.61%	166
Catalina	12	51	26.02%	36	18.37%	93	47.45%	6	3.06%	9	4.59%	*	0.51%	196
<b>Total</b>		<b>181</b>	<b>24.43%</b>	<b>129</b>	<b>17.41%</b>	<b>359</b>	<b>48.45%</b>	<b>18</b>	<b>2.43%</b>	<b>43</b>	<b>5.80%</b>	<b>11</b>	<b>1.48%</b>	<b>741</b>
Rincon	9	60	19.23%	42	13.46%	192	61.54%	*	0.96%	7	2.24%	8	2.56%	312
Rincon	10	53	18.79%	40	14.18%	166	58.87%	*	0.71%	9	3.19%	12	4.26%	282
Rincon	11	46	17.29%	49	18.42%	147	55.26%	*	0.38%	14	5.26%	9	3.38%	266
Rincon	12	58	22.92%	40	15.81%	121	47.83%	*	1.58%	19	7.51%	11	4.35%	253
<b>Total</b>		<b>217</b>	<b>19.50%</b>	<b>171</b>	<b>15.36%</b>	<b>626</b>	<b>56.24%</b>	<b>10</b>	<b>0.90%</b>	<b>49</b>	<b>4.40%</b>	<b>40</b>	<b>3.59%</b>	<b>1113</b>
Santa Rita	9	46	38.02%	24	19.83%	47	38.84%	*	0.00%	*	0.83%	*	2.48%	121
Santa Rita	10	34	32.38%	17	16.19%	44	41.90%	*	1.90%	*	0.95%	7	6.67%	105
Santa Rita	11	30	28.57%	15	14.29%	52	49.52%	*	0.95%	*	3.81%	*	2.86%	105
Santa Rita	12	46	39.32%	20	17.09%	39	33.33%	*	0.00%	*	3.42%	8	6.84%	117
<b>Total</b>		<b>156</b>	<b>34.82%</b>	<b>76</b>	<b>16.96%</b>	<b>182</b>	<b>40.63%</b>	<b>*</b>	<b>0.67%</b>	<b>10</b>	<b>2.23%</b>	<b>21</b>	<b>4.69%</b>	<b>448</b>
University	9	120	40.40%	10	3.37%	125	42.09%	-	0.00%	19	6.40%	23	7.74%	297
University	10	127	42.91%	9	3.04%	101	34.12%	-	0.00%	34	11.49%	25	8.45%	296
University	11	134	49.08%	8	2.93%	93	34.07%	-	0.00%	21	7.69%	17	6.23%	273
University	12	123	48.81%	10	3.97%	85	33.73%	-	0.00%	19	7.54%	15	5.95%	252
<b>Total</b>		<b>504</b>	<b>45.00%</b>	<b>37</b>	<b>3.30%</b>	<b>404</b>	<b>36.07%</b>	<b>2</b>	<b>0.18%</b>	<b>93</b>	<b>8.30%</b>	<b>80</b>	<b>7.14%</b>	<b>1,120</b>
Source TUSD														

Another consideration is that student achievement can be improved when schools with lower AZ Merit scores are combined with a school with higher AZ Merit scores. History of scores and grades are presented in Table 5:

**TABLE 5**

	<b>AzMERIT Percentage Pass Rate by Subject</b>						<b>AIMS Score and Grade</b>			
	2017		2016		2015		2014	2013	2012	2011
	Math	English	Math	English	Math	English				
<b>High Schools</b>										
Catalina	10%	9%	12%	12%	12%	14%	112 (C)	98 (D)	88 (D)	(D)
Palo Verde	12%	14%	13%	16%	11%	17%	140 (A)	135 (B)	132 (B)	(C)
Rincon	14%	20%	15%	22%	19%	27%	114 (C)	117 (C)	106 (C)	(C)
Santa Rita	2%	2%	4%	11%	7%	15%	99 (D)	111 (C)	102 (C)	(D)
University	98%	91%	98%	94%	96%	94%	169 (A)	175 (A)	170 (A)	(A)

**Specifically for UHS**  
**2017 SAT AND ACT MEAN SCORES**

<b>2017 SAT MEAN Scores</b>				<b>2017 ACT MEAN Scores</b>			
	UHS	State	National	Subjects	UHS	State	National
Evidence Based Reading & Writing	662	563	538	English	28.2	18.6	20.3
Mathematics	670	554	533	Mathematics	28.6	19.8	20.7
				Reading	28	20.1	21.4
				Science	27.1	19.8	21
				Composite	28.1	19.7	21

**2017 NATIONAL MERIT QUALIFYING TEST**

- 25 National Merit Semifinalists
- 22 Finalists
- 40 Commended
- 35 National Hispanic Scholars

The relationships between middle schools and high schools and driving distance and times were also considered when evaluating the final options. Table 7 provides a matrix reflecting calculated drive times between the middle schools and Rincon, Catalina and Santa Rita High Schools.

**TABLE 6**

Middle School Distance Comparison						
School Neighborhood	Distance/Time to Rincon		Distance/Time to Catalina		Distance/Time to Santa Rita	
	Distance in miles	Time in minutes	Distance in miles	Time in minutes	Distance in miles	Time in minutes
Alice Vail	2	8	4.5	18	5.9	22
Booth-Fickett (RIN/PV)	4.1	18	6.7	26	3.5	14
Borman	4.7	20	6.8	30	3.7	10
C.E. Rose	9.2	35	8.9	39	14.2	35
Dietz (PV)	5.6	22	8.1	30	2.4	9
Dodge	2.2	10	2.8	12	7.4	26
Doolen (Catalina)	3.8	14	1.2	4	11.3	35
Drachman	7.1	30	6.6	26	14.9	30
Gridley	6.5	24	9.1	35	5	16
Hollinger	8.2	30	8.2	35	13.2	28
Lawrence	20.3	50	17	50	17.6	50
Magee (Catalina)	5.1	20	6.6	26	6.2	22
Mansfeld	3.8	14	3.2	12	11.3	35
Mary Belle McCorkle	10.3	45	9.8	40	17.1	40
Miles	4.1	16	3.6	14	10.9	28
Morgan Maxwell	8.3	35	8	35	18.7	40
Pistor	12.8	45	12.9	45	18.8	40
Pueblo Gardens (Rincon)	6.2	24	5.6	20	8.8	28
Roberts-Naylor (RIN/PV)	2.6	12	3.6	16	6.3	22
Robins	12	45	9.8	40	22.3	45
Roskruge Bilingual	4.4	18	3.9	16	11.1	30
Safford	5.3	24	4.8	20	10.7	26
Secrist (SR/PV)	9.4	35	12.5	40	5.2	12
Utterback (CAT/RIN)	5.7	22	5.8	24	8.6	26
Valencia	14.3	50	13.7	45	21.1	45

CAT=Catalina, PV=Palo Verde, RIN= Rincon, SR= Santa Rita

Using current UHS enrollment by zip code, the daily commute by distance from the center of each zip code was calculated and the corresponding travel distances between Rincon, Catalina and Santa Rita High Schools as depicted in Table 8.

**TABLE 7**

UHS Student Daily Commute by Distance Comparison	
School	Total distance (miles)
Catalina	1,354.48
Rincon	1,359.04
Santa Rita	1,421.15

### **Policy Option A: Move UHS to Catalina High School, Combine Catalina with Rincon**

1. Advantages for consideration:
  - a. Catalina High School was designed to accommodate approximately 1500 students;
  - b. When combined, Catalina students attending Rincon would enjoy large school benefits allowing for TUSD to offer additional electives, AP courses, and expanded CTE programs, providing overall a stronger curriculum and higher AP pass rate, which are currently limited at each school;
  - c. TUSD would match design capacity a high school that is under enrolled (approximately 735 or fewer students) resulting in more efficient use of available space;
  - d. Catalina High School students would easily be transported to attend Rincon High School;
  - e. Catalina High School campus is centrally located and close to University of Arizona allowing ongoing collaborations and synergy;
  - f. Catalina High School campus has necessary facilities with some minor modifications to accommodate an MPR for fine arts and music;
  - g. The Palo Verde Neighborhood Association surrounding Catalina High School has expressed support of UHS at Catalina High School;
  - h. Combine student population of Catalina High School and Rincon High School will maintain unitary status and create a diverse campus sought by both TUSD and the courts;
  - i. Sun Tran bus routes 5 and 11 have stops either at or near Catalina High School;
  - j. Combining under-enrolled Catalina with Rincon provides Catalina students with an opportunity to work with a school that has demonstrated academic performance and has successful CTE programs;
  - k. Catalina students combined with Rincon will have a similar demographic and will be able to expand CTE and ALE as well as Culturally Relevant classes due to the growth in population;
  - l. Catalina Students will be able to combine with Rincon for athletics and enjoy a full range of athletic teams as well as fine arts programs, including a well-established band program;
  - m. Combining Catalina with Rincon allows for greater efficiency in the allocation of district resources in accordance with USP.
2. Disadvantages:
  - a. Catalina High School students, faculty and administration would have an initial disruption of moving to another high school campus;
  - b. Agave and other programs located at Catalina High School would need to be relocated;
  - c. Construction of a high performing middle school for grades 7 and 8 is estimated to cost \$5.2 million or would be deferred pending budget, planning and construction.
  - d. Boundary change or school closure impacts.

### **Policy Option B: Keep UHS at Rincon – Phase out Rincon**

1. Advantages of this option:
  - a. UHS is already at Rincon High School campus;
  - b. No students would have to be moved from his/her current school;
  - c. Plenty of space for UHS and continued growth;
  - d. Plenty of space for a two or three-year Gabrielle Giffords Middle School;
  - e. Middle school could be phased in as Rincon is phased out.
2. Disadvantages:
  - a. Phase-out of Rincon could potentially negatively affect underserved populations (Ex Ed, ELD), reduce course offerings for later cohorts, and potentially complicate the desegregation analysis;
  - b. Rincon faculty and administration would have to be relocated;
  - c. Potential confusion for parents as to where to enroll incoming freshman;
  - d. Boundary change or school closure and potential desegregation impacts.

### **Policy Option C: Move UHS to Santa Rita High School**

1. Advantages for consideration:
  - a. Santa Rita High School was designed to accommodate approximately 2,100 students;
  - b. The campus has available space for existing UHS students and continued growth of enrollment;
  - c. The campus has available space to accommodate a two or three-year Middle School;
  - d. The campus is located in a neighborhood that has a large African-American population, which would allow easier recruitment of African-American students to UHS;
  - e. Santa Rita High School currently has fewer than 500 students – enrollment could be increased being co-located with UHS and there is space to retain and allow for some growth; or few students that would be moved to another high school during their high school career or end new enrollment in school;
  - f. Santa Rita is close to Davis Monthan Air Force Base and Raytheon with employees who may urge their children to attend UHS and the middle school;
  - g. The Santa Rita High School location is close to Pima Community College East Campus.
  - h. Rincon High School would have independence on its current site and control over all Civic Center funds.
2. Disadvantages:
  - a. Santa Rita is not as centrally located, and UHS may lose its attractiveness based on increased driving distance;
  - b. The Rincon site would be underutilized, and Rincon athletics and fine arts would be dramatically reduced;

- c. Santa Rita students would have a disruption in moving to another high school campus if relocated;
- d. Santa Rita faculty and administration would be moved to another campus if school were relocated;
- e. Santa Rita High School includes successful JTED programs which might be moved or eliminated;
- f. Santa Rita is farther from the University of Arizona.

#### **IV. Considerations of Equity and USP Compliance**

The relocation of University High School (UHS) from its current shared location with Rincon High School (Rincon) to the campus of Catalina High School (Catalina), a process that would relocate students currently attending Catalina to Rincon, would be consistent with the equity principles articulated in the *Fisher-Mendoza* federal lawsuit (*Fisher-Mendoza*) and the Unitary Status Plan (USP) designed to achieve the goals set forth in *Fisher-Mendoza* for the integration of all TUSD schools. It would also address issues raised by the Plaintiffs in the *Fisher-Mendoza* litigation.

The USP requires that “Students of all racial and ethnic backgrounds shall have the opportunity to attend an integrated school.” (USP § II. A) An “integrated school” is defined in the USP as “any school in which no racial or ethnic group varies from the district average for that grade level (Elementary School, Middle School, K-8, High School) by more than +/- 15 percentage points, and in which no single racial or ethnic group exceeds 70% of the school’s enrollment.” (USP § II. B. 2) Both Catalina and Rincon currently meet the definition of “integrated school” (<http://deseg.tusd1.org/USPPlan/IntegratedandRaciallyConcentratedSchools/tabid/85428/Default.aspx>) and the combined Catalina and Rincon student body will also meet the definition, assuming most, if not all, Catalina students relocate to Rincon. The assumption is reasonable, given the relative geographical proximity of the two campuses.

The USP addresses quality of education, particularly for historically under-served students, stating, in material part: “The purpose of this section shall be to improve the academic achievement of African American and Latino students in the District and to ensure that African American and Latino students have equal access to the District’s Advanced Learning Experiences.” (USP § V. A. 1) The USP specifically calls on UHS to ensure that “all students have an equitable opportunity to enroll at University High School.” Since UHS provides an Advanced Learning Experience (ALE), it is required to not only guarantee equity in opportunity, but also success. UHS has worked diligently – and successfully – to ensure that equitable access is not mooted by inequitable student achievement. UHS, throughout its history, has demonstrated that it successfully complies with the twin goals of equitable opportunity and equitable success:

1. The current UHS freshman class consists of 47% minority students;
2. Over 35% of UHS students will be the first in their family to attend college;
3. When rated for service to low-income students, UHS ranked 40<sup>th</sup> national and first in the State of Arizona;
4. UHS has the most *Flinn* Scholars in the State and 5 Rhodes Scholars;

5. UHS was recently recognized by the national College Board as having the highest number of Hispanic National Merit Scholars in the United States (41);
6. UHS is consistently ranked among the most successful high schools in the United States by U. S. News & World Report and is currently ranked fifteenth in the country;
7. Students in the UHS Class of 2016 were accepted at over 300 colleges and universities and were awarded \$34 million in scholarship funding to help them complete their education.

Obviously, equitable student achievement needs qualified teaching personnel with a diverse ethnic makeup. The USP addresses that issue by requiring the District to “develop and implement a plan to recruit qualified African American and Latino candidates for open administrator and certificated staff positions.” (USP, § IV. C. 3) UHS is working to comply with the goal of the USP; one half of the new hires for the 2017-2018 school year are from targeted minority groups. As the Mendoza Plaintiffs noted in a recent court filing, “Successful implementation of the USP turns on, among other factors, the competence of its teachers.” While that comment was in the context of training in culturally responsive pedagogy, that training is congruent with UHS’ ongoing effort to improve the quality of instruction and those who provide it.

Finally, the UHS proposal satisfactorily addresses the six factors articulated by the United States Supreme Court 1968 in *Green v. School Board of New Kent County*. The six, commonly referred to as the “Green Factors” are as follows:

1. Student assignment.
2. Faculty assignment.
3. Staff assignment.
4. Facilities and resources.
5. Transportation
6. Extra-curricular activities.

All but the last factor were considered at issue early in the *Fisher-Mendoza* litigation, but all six are cited in the USP. Each of these factors is addressed elsewhere in this document. UHS is already working to attract a student body that constitutes a fully integrated school within the meaning of Section II of the USP and, as demonstrated in the current year hiring, continue to develop a professional staff that reflects the District’s and students’ demographic make-up. Facilities and resources will be improved for student at all three extant schools (UHS, Rincon, and Catalina) by relocating Catalina students to the Rincon campus and both new campuses will have a wide range of extra-curricular activities available to all students.

## **V. Extracurricular Activities**

Each TUSD high school offers a variety of extracurricular activities as part of a student's high school experience. UHS is no exception and students have historically participated in every type of activity provided by both UHS and Rincon High Schools. In particular the athletic teams would go through the standard AIA process for designation based on student population. With a separate campus and lower overall student population than the current combined Rincon/UHS campus, UHS would be most likely be reassigned to a smaller conference designation.

Under Title IX, athletic teams would be designated insuring that both women and men are provided equitable opportunities to participate in sports. Title IX does not require TUSD to offer identical sports, but rather an equal opportunity to play. University High School will operate a full athletic department under the AIA Charter of "University High School" and "Penguins" as the mascot. In the first year of athletic participation, UHS will work with Interscholastics to purchase uniforms and hire coaches for the following athletic teams:

- Freshman and JV Football (We anticipate adding Varsity Football the following year)
- Men's Swimming (1 level)
- Women's Swimming (1 level)
- Women's Volleyball (3 levels)
- Men's Volleyball (3 levels)
- Men's Golf (1 level)
- Women's Golf (1 level)
- Men's Cross Country (1 level)
- Women's Cross Country (1 level)
- Men's Basketball (3 levels)
- Women's Basketball (3 levels)
- Men's Soccer (3 levels)
- Women's Soccer (3 levels)
- Men's wrestling (1 level)
- Baseball (2 levels)
- Softball (2 levels)
- Men's Track (1 level)
- Women's Track (1 level)
- Men's Tennis (1 level)
- Women's Tennis (1 level)

Currently, almost 70% of students in the currently shared athletic department attend University High School. With UHS participating in a smaller athletic conference on their own, it is highly likely that teams would not only qualify for post season play, but could also be strong contenders for state championships.

University High School would operate with fully operational fine arts program including: Marching Band, Concert Band, Jazz Band, Dance, Choir, Orchestra and Drama. Students would have the option to sign up for these programs as co-curricular courses that they would take as a



class as well as to compete and perform after school. Rincon students would also have the opportunity to continue a strong tradition of fine arts and would combine with the students of the receiving school to continue to grow their programs. Currently 80% of the fine arts program at the shared Rincon/University campus attend University High School; however, the Rincon population is extremely interested in fine arts and should be able to continue participation.

Current coaches and activity directors would have the option of remaining at Rincon or selecting to relocate with UHS. Current Rincon High school participants involved in significant UHS/Rincon programs, such as band, could continue.

## **VI. Course Offerings and Programs Comparison**

A combined Catalina and Rincon campus would provide a richer array of electives and consolidate specialized services that would benefit a combined campus and become an attractive school of choice for parents. A review and comparison of the current course offerings and programs creates the opportunity for a stronger Rincon campus. A detailed comparison is provided in Attachment 2.

- Rincon offers more AP classes in more subject areas than Catalina
- Rincon students take more AP exams and score higher overall
  - 55% passing rate on AP exams (3 or higher) for Rincon students compared to 0% passing rate for Catalina
- Rincon offers more active CTE courses (Fashion Design, Film & TV, Automotive) and electives than Catalina
  - More CTE course and electives could be offered for a larger student population
- Rincon offers more diverse science & social studies courses
- Both schools offer culturally relevant courses
- Both schools have English Language Development (5 staff members at each site)
- Both schools have Exceptional Ed (9 staff members at each site)
  - Some elective courses have been cut due to low student enrollment (such as Fire Science at Rincon)

## **VII. Conclusion**

The Governing Board directed UHS to provide a report containing information on developing a dedicated site for UHS and creation of a high standards middle school. The committee, working within the established deadline, obtained information from various sources including TUSD Superintendents office and administration. While there are many factors to consider, the committee guiding principles were to develop a report that provides a win-win for TUSD. The ability to provide UHS with its own campus creates additional opportunities including: expanding services and opportunities both academically and athletic/extra-curricular for all students; allows for greater efficiency in the allocation of district resources in accordance with the USP; and support student equitably at all ethnicities and backgrounds.

University High School ranks as either as an A+ or A- in various rankings considering Academics, Teachers, Diversity, Clubs and Activities, Administration, College Readiness and health and safety. However, UHS ranks low of C or below in Resources and Facilities and

Sports. UHS with its own campus provides TUSD with an opportunity of having a nationally ranked public school with appropriate facilities that our students and community deserve. UHS is increasingly more diverse with 50% of its student body identifying as minority and would continue to achieve becoming even more of a multi-cultural school reflecting the diversity of the district with the ability to have a larger enrollment on its own campus.

The establishment of a future UHS middle school on or relatively near the UHS campus, tentatively named after Gabrielle Giffords (UHS class of 1988), will assist TUSD in recruiting and retaining underserved minority students who are academically gifted and motivated. Establishment of a high performance middle school will also address parents who choose to remove their child from TUSD and only return upon their acceptance at UHS. The nature of the academic, college preparatory school culture dictates that the middle school be on or relatively near the same campus as the high school. With an accompanying middle school associated with UHS, it could be expected to increase enrollment. The UHS teachers increasing the probability of each student's success could mentor teachers at the middle school. Another goal would be the development of a multi-cultural teaching staff reflecting TUSD's commitment to diversity at all levels of the school. A separate campus for UHS with improved facilities and increased enrollment capacity with an accompanying high performing middle school would create a public school model for all of Arizona.

Challenges create opportunities and the challenge to designate a campus for UHS and high performing middle school provides TUSD with an opportunity to continue its ongoing investment into our community. The five criteria and guiding principles were applied to nine options and Option A provides the most improved situation for current and future students. The cost implications for each of the options would be relative to the number of people (students and faculty) that would have to be moved. UHS with its own campus and associated high performing middle school would also resolve many economic and unitary status issues for TUSD.

## **VIII. Specific Recommendations**

1. Pursue Option A: Move UHS to Catalina and expand Rincon to include students from Catalina.
2. Initiate a boundary change process to govern the relocation of students from Catalina to an expanded Rincon in order to accommodate UHS on the Catalina campus.
3. Seek direction from the Governing Board to TUSD administration and Legal Counsel to submit all necessary and relevant data to the District Court, Special Master and Plaintiffs in as expeditious a manner as reasonably possible related to the UHS relocation.
4. Designate an Ombudsman to coordinate with UHS and develop the execution plan.
5. Relocation of UHS and Catalina to be in place for the start of the 2018-2019 school year.
6. Initiate further study of the possible co-located or nearby high standards middle school.

## Attachments

University High School Vision Policies Adopted by the School Council (2017)

Comparison of Rincon and Catalina Course Offerings & Programs 2017

Letters of Support

- UHS Faculty & Staff
- UHS Parent Association
- UHS Foundation & Alumni Association
- UHS Student Council
- Endorsement from UHS Site Council
- Palo Verde Neighborhood Association
- Tucson Police Department – Midtown Division
- Mark Kelly & Gabrielle Giffords

## **Attachment 1**

### **University High School Vision Policies Adopted by the School Council (2017)**

#### **Section VII.C. - University High School Vision.**

University High School is a college preparatory selected-enrollment public school, which provides a challenging, intellectual education creatively satisfying education for a diverse population of academically focused students.

Scholastically, University High School demonstrates achievement and excellence through college preparatory accreditation AdvancED. Students consistently achieve high scores on standardized and advanced placement tests, earn admission to prestigious colleges, and win respected scholarships and awards. Students also participate in challenging academic, fine arts, and athletic competitions earning state and national awards.

Instructionally, a highly qualified and dedicated faculty guides students toward the goal of life-long learning and responsible citizenship. The curriculum at University high School challenges students with college-level courses in a variety of disciplines, which help them to realize their intellectual potential and apply their skills in real world situations. The educational program provides opportunities for creative expression, the development of technological skills, and preparation for careers in the global economy of the 21st century.

Socially, University High School fosters the celebration of diversity in the acceptance of self and others. The school community offers social support and acceptance for academically focused students of all ethnic groups, encourages risk-taking, allows for freedom of expression, expects ethical and responsible behavior, and provides an enriched atmosphere in which all students can pursue the realization of their personal goals.

Administratively, University High School incorporates shared decision making to involve all stakeholders in supporting the mission and vision of the school. Students, parents, alumni, staff, and administrators are actively involved in the school process through participation in such organizations as the Student Activities Board, Parents' Association, and School Council. In addition, administrators are engaged in the learning process, support reflective change based on research, and provide leadership through a cooperative process. (Res 9-45, 3/17/98; Res 10-21, 9/15/98; Res 23-15, 2-14-2012; Res 28-12, 9-8-2015; Res 29-34, 3-24-2017)

#### **Section VII.D. - University High School Vision, Mission**

**VII.D.1. UHS Mission Statement:** University High School is a special function high school which serves students who are academically focused and intellectually gifted and provides curriculum and social support not offered in the comprehensive high school.

**VII.D.2. Vision Statement:** University High School will be a grades 6 or 7-12 regional school that serves academically talented college bound students on its own site. UHS will be the premier regional college preparatory school that serves academically focused and intellectually gifted students by providing a rigorous and challenging curriculum and by offering programs that reflect the diverse backgrounds, talents, and cultures of our students with a supportive school wide community.

**VII.D.3. Accreditation Status:** University High School having met the requirements established by the Advanced Accreditation Commission and Board of Trustees, is accredited by

AdvancED. In 1992, UHS became the first public school to attain college preparatory status from the North Central Association. UHS has maintained accreditation since 1992. **(Res 29-34, 3-14-2017)**

**VII.D.4. Advanced Placement Emphasis:** The Advanced Placement curriculum, as designed by the College Board, is the central focus of the University High School curriculum.

**Section VII.E. - Partnership with Grand Canyon University**

The UHS School Council supports in principle an academic partnership with Grand Canyon University. The School Council instructs the UHS Administration to negotiate a Memorandum of Understanding (MOU) with all deliberate speed and place the MOU on the School Council agenda for approval. **(Res 29-35, 3-14-2017)**

**Section VII.H. - UHS Diversity Pledge.**

The staff at University High School believes that an inclusive community of learners fosters students' academic and personal goals. To that end, we will enhance skill development and offer academic challenges for all students regardless of their ethnic, cultural, or linguistic backgrounds. We will demonstrate sensitivity to students' unique needs by encouraging a variety of teaching and learning strategies. We will model fairness, personal integrity, and excellence of endeavor, for all students. **(Res 11-22, 11/16/99)**

**Section VII.I. - School Council Membership.**

The Executive Committee supports the continuation of its membership with its current constituent groups at 28 total members. To assure quality representation from the diverse groups that are part of the UHS community, the Executive Committee supports and strongly urges the UHS Parents' Association to select 2 persons of targeted minority background and SAB to select 2 students of targeted minority background when electing selecting their Executive Committee representatives each year. **(Res 9-25, 11/18/97)**

## Attachment 2

### Comparison of Rincon and Catalina Course Offerings & Programs 2017

**Summary:**

- Rincon offers more AP classes in more subject areas than Catalina
- Rincon students take more AP exam and score higher overall
  - 55% passing rate on AP exams (3 or higher) for Rincon students compared to 0% passing rate for Catalina
- Rincon offers more active CTE courses (Fashion Design, Film & TV, Automotive) and electives than Catalina
  - More CTE course and electives could be offered for a larger student population
- Rincon offers more diverse science & social studies courses
- Both schools offer culturally relevant courses
- Both schools have English Language Development (5 staff members at each site)
- Both schools have Exceptional Ed (9 staff members at each site)
- Highlighted courses are active the 2017-2018 school year
  - Some elective courses have been cut due to low student enrollment (such as Fire Science at Rincon)
- Rincon courses with an \* are offered through UHS

Subject Area	Rincon	Catalina
English	AP English Language AP English Literature Criminal Minds in Literature and History English 9 Honors English 9 English 10 Honors English 10 English 11 English 12 Creative Writing CR MA English 5/6	AP English Language AP English Literature Criminal Minds in Literature and History English 9 Honors English 9 English 10 Honors English 10 English 11
Math	AP Calculus AB Algebra I Algebra II College Algebra Geometry Honors Statistics Honors Algebra Honors Geometry Financial Math Pre-Calculus	AP Calculus AB Geometry ELD Geometry Honors Geometry Algebra I ELD Algebra I Algebra II Financial Math Honors Pre-Calc
Science	AP Biology	AP Biology

	Honors Biology AP Chemistry Biology Marine Biology Earth Science Astronomy Anatomy & Physiology Chemistry Honors Chemistry STEM	Honors Biology Biology Anatomy/Physiology STEM Earth Science Chemistry Honors Chemistry Physics
Social Studies	AP Macro/Micro Economics* AP Government US AP Psychology* AP US History AP World History American History American Government World History Global Issues CR US History AA CR US History MA Economics Philosophy	AP US History AP World History American History American Government CR US History AA CR US History MZ Global Issues World History Economics
World Languages	AP Spanish Language Spanish (various levels) French German*	IB Spanish B SL Spanish (various levels) Arabic
Fine Arts	AP Studio Art Drawing Beginning Art Intermediate Art Advanced Art Art Appreciation Intermediate Band Advanced Band Jazz Band Dance Beginning Orchestra Chamber Orchestra Percussion Master Class Piano and Theory Stage Management Beginning Theatre Intermediate Theatre Advanced Theatre Vocal Music Ensemble Vocal Music Advanced – Girls	Beginning Art Intermediate Art Advanced Art Clay and Ceramics Beginning Band Intermediate Band Jazz Band Dance Guitar Beginning Theatre Intermediate Theatre Stage Management Vocal Music Ensemble Vocal Music Beginning Mixed

	Vocal Music Advanced – Mixed Vocal Music Beginning - Mixed	
CTE	Automotive Technologies BMAS – Publications for Business CMT Intro Fashion Design & Merchandising Film & TV Photography Fire Science Software Development Culinary Arts	BMAS - Publications for Business Construction Culinary Arts HVAC Sports Medicine Design & Merchandise Automotive Tech
PE/Health	Body Conditioning I Coed Phys Ed Health Education Weight Training	Body Conditioning I Coed Phys ED Coed Phy Ed Body Conditioning Coed Phy Ed Freshmen Health Education IB Yoga A
Other Electives	AP Computer Science AB* AVID Color Guard* Communications Media Tech InfoTech Fundamentals Library Practice Student Government Yearbook	AVID Communications Media Tech Early Childhood Prof Law, Safety, and Security Library Practice Lifeguard Training Student Government Yearbook
Dual Credit		English 11 Writing 101 (PCC) English 12 Writing 101 (PCC)

Source: <http://rinconhs.tusd1.schooldesk.net/> and <http://catalina.tusd1.schooldesk.net/>