

## **Exhibit A**

### **Grade Configuration Change Summaries and Recommendations**

#### Important Notes:

1. All of these proposals are based on choice. By right, the students in these schools may still attend the middle school that currently serves them.
2. A “pro” for all of these proposals is that they increase choice for parents and students in TUSD.
3. None of these proposals negatively impact integration and some, especially with mitigation measures, improve integration significantly.
4. The student Assignment committee, which helped to develop and evaluate these options recommends approval of all of them. The recommendations herein, reflect their work with some additional mitigation measures provided by staff subsequent to the committee’s work.

#### **Borman**

##### Pros:

Increases enrollment at a school which is not racially concentrated.

Retains 6-8th grade students in TUSD. The Vail school district currently buses approximately 100 students from DMAFB to schools in their district; a charter school located on the base enrolls approximately 90% of 6th-8th grade students currently living on DMAFB.

Supports DMAFB families by providing a middle-school option to the charter school on the base.

Low-short-term cost.

##### Cons:

With long-term growth, the facility could be missing some typical middle school spaces such as a science lab, PE changing areas. [Note: This could be funded through a future bond.]

##### Special Strategies:

AVID at Roberts-Naylor

##### Recommendation

This is a low-cost option supported by the Special Master and the Mendozas with no concerns expressed by the DOJ. It is also supported by DMAFB (a change of position). Recommend approval with AVID at Roberts-Naylor.

## **Drachman**

### Pros:

Retain students who currently leave for Montessori charter programs

Retaining students could make the school a more integrated K-8

Express busing could help to further integration by adding non-Hispanic students in 7<sup>th</sup> and 8<sup>th</sup> grade who currently attend K-5 Montessori programs

### Cons:

In the long-term, renovations should provide typical middle school spaces—cost to provide \$250k to \$400k. [Note: This could be funded through a future bond.]

MS grade bussing (3-4 busses)—cost \$135k to \$180k per year

### Special Strategies:

Express bus from the east side.

### Recommendation

This is a higher cost option supported by the Mendozas with no concerns expressed by the DOJ. The Special Master's does not support it due to concerns regarding the applicability of the Montessori program to 7th & 8th grades and the certification of teachers for those grades. Recommend approval with the express bus.

## Mitigate Impacts on Magee

One of the primary concerns expressed by the Special Master and Plaintiffs related to the northeast proposals (Collier, Fruchthendler and Sabino) is the potential reduction of students at Magee. This section provides some background data on those impacts and suggests some mitigation measures to reduce those impacts and, potentially, to improve integration at these three sites and at Magee.

### Supporting Data

The following table shows the students who may elect the Sabino 7th and 8th option based on a 320-student enrollment goal. (See the Sabino Desegregation Impact analysis for a more detailed description of the table.) Based on this projection, the addition of 7<sup>th</sup> and 8<sup>th</sup> grades would increase integration at Sabino, a school that currently has an Anglo student population of 57.4%, by moving it further away from the 70% threshold for racial concentration.

Change Component	Anglo	Afr Am	Hisp	Nat Am	Asian-PI	Multi	Total
Collier to Sabino	45	4	16	2	1	2	70
	64%	6%	24%	2%	1%	3%	
Fruchthendler to Sabino	66	2	26	0	2	4	100
	66%	2%	26%	0%	2%	4%	
New from Sabino Area	32	4	21	0	0	3	60
	54%	6%	35%	0%	0%	5%	
New from Other Districts	25	0	14	0	1	0	40
	63%	0%	35%	0%	2%	0%	
Express Bus from Racially Concentrated Areas	0	4	40	4	1	1	50
	63%	0%	35%	0%	2%	0%	
Total Sabino 7th and 8th	168	14	117	6	5	10	320
	53%	4%	37%	2%	2%	3%	

As shown in the table below, one-quarter of the Collier 5th graders in SY2013-14 did not attend TUSD schools in 6th grade the following year.

Transition of Collier 5 <sup>th</sup> Graders into 6 <sup>th</sup> Grade	
School	Enrollment
Not in TUSD	8
Gridley	1
Pistor	1
Magee	23

As shown in the table below, 75% of the Fruchthendler 5th graders in SY2013-14 did not attend TUSD schools in 6th grade the following year.

Transition of Fruchthendler 5 <sup>th</sup> Graders into 6 <sup>th</sup> Grade	
School	Enrollment
Not in TUSD	47
Dodge Magnet	4
Doolen	1
Fickett Magnet	1
Gridley	1
Magee	9

Options to Mitigate Impacts on Magee

1. Market Sabino and Magee to students in racially concentrated school areas and include express buses for these students to the extent supported by verified ridership.
2. Market the Sabino 7<sup>th</sup> and 8<sup>th</sup> grade to students not attending TUSD schools
3. Improve Magee by connecting to Sahuaro with AP classes and dual-credit programs; market this change to enhance recruitment efforts.
4. Fund the current staffing levels at Magee for 2-3 years.
5. Phase-in the Sabino option with a 7<sup>th</sup> grade starting in SY2017-18.
  - More time to market to students in racially concentrated areas
  - Grow the Sabino 7<sup>th</sup> and 8<sup>th</sup> with transitions from Fruchthendler and Collier versus potentially pulling students from Magee next year.
  - More time to market Sabino to non-TUSD students
  - Provide time for Magee to develop and market new programs and transportation options.
6. Consider the Collier option—it has the greatest impact on Magee with the least potential to retain and attract students. However, based on the positive survey results related to incentive transportation with express busing adding the 6<sup>th</sup> grade may help to improve the utilization and integration of the school.

## **Fruchthendler**

### Pros:

Increases enrollment at a school which is not racially concentrated.

May retain a large number of 5th grade students within TUSD who currently leave for surrounding districts or charters (over 80 students in the area do not attend TUSD 6<sup>th</sup> grades)

Low cost

Impacts on Magee are small (less than 10 students).

### Cons:

No science lab for 6th graders, as they might have in middle school (use science cart)

### Special Strategies:

Express bus would operate to increase integration at Fruchthendler, and to reduce racial concentration at sending schools

### Recommendation

This is a low-cost option supported by the Special Master with no concerns expressed by the DOJ. Recommend approval with the express bus on the condition that it is supported by verified ridership.

## **Collier**

### Pros:

Increases enrollment at a school which is not racially concentrated.

Capture Collier Area 6th graders that now leave TUSD (35)

Continue Collier's strong Exceptional Ed program into 6th grade

Minimal cost

### Cons:

No science lab for 6th graders, as they might have in middle school (use a science cart)

### Special Strategies:

Express bus would operate to increase integration at Collier, and to reduce racial concentration at sending schools Recommendation

This is a low-cost option supported by the Special Master with no concerns expressed by the DOJ. Recommend approval with the express bus on the condition that it is supported by verified ridership.

## **Sabino**

### Pros:

Increases integration by increasing the number of grades that would receive students eligible for incentive transportation with express busing

Increases enrollment at a school which is not racially concentrated.

Should retain students within TUSD who currently leave for surrounding districts or charters (over 400 students in the Sabino Area do not attend TUSD 7<sup>th</sup> and 8<sup>th</sup> grades)

May attract students from outside TUSD (Emily Grey students in the Tanque Verde School District transition after the 6<sup>th</sup> grade and 30 already enter Sabino each year as 9<sup>th</sup> graders)

7<sup>th</sup> and 8<sup>th</sup> graders, who so choose, have access to HS curricula and a broader range of courses

No facility improvements required

### Cons:

Safety perceptions due to the mix of different ages (the students will be in a separate wing with a dedicated monitor and would be transported on separate buses)

Cost to provide separate buses for 7<sup>th</sup> and 8<sup>th</sup> grades (\$200k to \$250k)

### Special Strategies:

Express bus would operate to increase integration at Sabino, and to reduce racial concentration at sending schools

Enhanced ALE programs at Magee (partnerships with Sahuaro High School for AP and dual-credit courses) to ensure equitable access to educational benefits and to increase Magee's attractiveness

### Recommendation

This is a low-cost option with no concerns expressed by the DOJ but not supported by the Special Master and Plaintiffs in part due to its impact on Magee. However, this proposal is critical to retaining students in TUSD and to supporting the Collier and Fruchthendler K-6 proposals. Recommend approval with the following measures:

1. Market the Sabino 7<sup>th</sup> and 8<sup>th</sup> grade to students not attending TUSD schools
2. Market Sabino and Magee to students in racially concentrated school areas and include express buses for these students to the extent supported by verified ridership.

3. Improve Magee by connecting to Sahuaro with AP classes and dual-credit programs; market this change to enhance recruitment efforts.
4. Fund the current staffing levels at Magee for 2-3 years.
5. Phase the Sabino option in with a 7th grade starting in SY2017-18.

**Cavett K-6 and Catalina 7-12 (not an action item)**

This concept developed based on a study of grade-configuration changes throughout the district as requested by the Mendoza plaintiffs and DOJ. It is not being proposed by the schools, as the others are, and it has not been evaluated by the committee or staff in terms of its community support, feasibility, impact on Utterback and integration benefits. Staff will evaluate this and present it for consideration, by all parties, in the second semester of SY15-16.