

SCHOOL: T.T. MINOR ELEMENTARY

RECOMMENDATION: Repurpose as Secondary Bilingual Orientation Center (BOC).

SECTION 1: SCHOOL PROFILE

A. Educational Profile

Grades: Preschool-5

Programs:

- **Kindergarten:** Full day kindergarten (no fee)
- **Preschool:** Full day preschool (students must live in Central cluster)
- **Advanced Learning :** No
- **Special Education:** Intermediate Behavior Intervention.
- **Transitional Bilingual Education:** No
- **Head Start:** No
- **Before/After School Program(s):** YMCA

B. Facility

- **Location:** 1700 E Union Street, 98122
- **Site size:** 3.49 acres
- **Year constructed:** 1941, with additions in 1960.
- **Building type and size:** Elementary School (50,909 square feet)
- **Portables:** No
- **Handicap accessibility:** Rated poor
- **Planning capacity:** 371 students
- **Adjacent park:** No
- **Child care:** No dedicated child care space on site
- **Study and survey building condition score (out of 100 possible points): 46.8**
- **Discussion:** T.T. Minor was evaluated by Meng Analysis for the and was rated as poor or unsatisfactory in the following areas – exterior walls, floors and fixed equipment, plumbing, exit, fire control and fire resistance, fire alarm system and emergency lighting.
- **Most recent capital work:** The school received a fire alarm system and technology upgrades in 2000, and an elevator in 2004.
- **Planned capital work:** T.T. Minor is scheduled for \$1.3 million of improvements in 2010 under the BTA II capital levy. Planned work includes complete roof replacement, exterior renovations, mechanical system upgrades, and technology upgrades.
- **Self-help projects of note:**
 - Conceptual site plan.
 - Major playground project to remove asphalt and develop field (now leased to and maintained by Parks), relocated parking lot, added service area, installed new play equipment, asphalt overlay, large school garden, stage, game lines, and new equipment.
 - Paint building with NAIOP volunteers and District (paid by NAIOP). \$40,000
- **Comments:** The building has the potential to be fully utilized for the Secondary Bilingual Orientation Center or other educational programs.

C. Enrollment/Demographics

Enrollment

Year:	2000	2001	2002	2003	2004	2005
Total Students:	209	202	202	229	208	191

Current Student Demographics

	Number	Percent
Ethnic Group:		
White	18	8.7
Non-White	190	91.3
Asian	5	2.4
Black	166	79.8
Latino	15	7.2
Native American	4	1.9
Free and Reduced Lunch eligible	174	83.7
Bilingual served	0	0.0
Special Education served	14	6.7

SECTION 2: RECOMMENDATION AND IMPACTS

A. Recommendation: Repurpose T.T. Minor as Secondary Bilingual Orientation Center (BOC), to be relocated from Old Hay; reassign T.T. Minor students to neighborhood schools.

B. Financial Effects

- Initial Savings: Relocation of staff (\$23,942)
- On-going Savings: \$42,649 annually

C. Educational Impact

T.T. Minor, an elementary school in the Central region, has been the recipient of a multi-year grant from the Sloan foundation. The grant, which totaled approximately \$8 million dollars, enabled T.T. Minor to experiment with such ideas as a lower than traditional class size (20:1); a pre-kindergarten program staffed with teachers and instructional assistants; and a school-based wellness team made up of school staff and community members. The grant also allowed T.T. Minor to utilize both extended school day and extended school year strategies, and to implement a unique curriculum framework, called the High Scope curriculum.

The Sloan Foundation grant is ending, and although there is some carry-forward money, that money was going to be used to phase out a majority of the structural changes that the grant dollars had provided. For example, the school has already returned to the traditional school calendar, so carry forward dollars were not going to be utilized to continue that element of the school.

While academic gains are not what we had anticipated when the Agreement was first formed, overall, in the past three years, students have made continuous gains in reading, mathematics, and writing as measured by the 4th grade WASL. Students should be able to continue this progress in their neighborhood schools.

In addition, teachers at T. T. Minor have benefited from significant staff development. The dissolution of the school, therefore, allows for the redistribution of well-trained teachers to other schools in SPS.

D. Demographic and Integration Effects

Under the proposed assignment plan changes, students will be assigned to their neighborhood schools. The elementary school students living in the current T. T. Minor reference area have smaller proportions of non-white and free and reduced lunch students, and a larger proportion of bilingual students than the population currently attending T. T. Minor. Returning T. T. Minor resident students to their neighborhood school would therefore reduce the proportion of non-white and free and reduced lunch students and increase the proportion of bilingual students at T. T. Minor.

However, with the proposed closure of T. T. Minor, students currently living in the T. T. Minor reference area will likely be assigned to one of the following neighboring reference area schools (depending on the location of the new attendance area boundaries): Stevens, Madrona, Leschi, or Gatzert. The Stevens and Madrona reference areas have smaller proportions of non-white, free and reduced lunch, and bilingual students than the T. T. Minor reference area. The Leschi and Gatzert reference areas have larger proportions of non-white, free and reduced lunch, and bilingual students than the T. T. Minor area.

Assuming T. T. Minor resident students would be evenly distributed among these neighboring schools, changing the assignment plan and closing T. T. Minor would increase the proportions of non-white, free and reduced lunch, and bilingual students at Stevens and Madrona, and decrease the proportions of these students at Leschi and Gatzert.

Affected Reference Area Demographics

Reference Area	Non-White		Free and Reduced Lunch		Bilingual	
	Number	Percent	Number	Percent	Number	Percent
T. T. Minor	286	76.9	246	66.1	56	15.1
Stevens	124	41.3	55	18.3	6	2.0
Madrona	196	66.2	135	45.6	9	3.0
Leschi	336	90.3	268	72.0	87	23.4
Gatzert	328	93.2	295	83.8	139	39.5

E. Facility Effects

- **Impacts to community use:** The before and after school care services provided by YMCA will end.

Proposed site classification of the building: **No change (essential)**

