

APPENDIX II – 31

Tucson Magnet Schools Evaluation

Final Report

November 11, 2016

Submitted to:

Janna Acevedo
Interim Director, Magnet Schools
Tucson Unified School District
1010 E. 10th St.
Tucson, AZ 85719

Submitted by:

Mary Klute, Senior Researcher
Jessica Allen, Researcher
Trudy L. Cherasaro, Director of Research

Marzano Research
12577 E. Caley Ave.
Centennial, CO 80111
303.766.9199



MARZANO Research

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Tucson Unified School District (TUSD) currently has 19 magnet schools that provide families with options for schools with a variety of themes, including arts, International Baccalaureate, global studies, STEM (science, technology, engineering, and math), traditional academics, project-based learning and systems thinking, Montessori, Reggio-Emilia inspired, and inquiry based. Marzano Research designed and conducted an evaluation of the TUSD's magnet schools that addressed five research questions:

1. What are identified best practices for magnet schools?
2. How well do the strategies described in the TUSD's comprehensive magnet plan and the magnet plans for each magnet school align with the best practices identified in research question 1?
3. How are the 19 current magnet schools doing related to the following goals:
 - a. Moving toward integration?
 - b. Improving academic achievement?
4. How attractive are magnet themes under consideration to parents in the district?
5. What factors influence parents' decisions to send their students to magnet schools?¹

This report is the second of two reports that describe the results of the evaluation. The first report focused on questions 1 and 2. This report describes results for questions 3, 4, and 5 using data from a survey of parents and community members and data obtained from the TUSD's Assessment and Program Evaluation department. This report concludes with recommendations based on the results for all research questions.

How are the 19 current magnet schools doing related to the goals of moving toward integration and improving academic achievement?

To meet the requirements of Court Order 1753, "all magnet schools and programs must have attained or be close to attaining integrated status and attain the five goals related to academic performance by the end of the 2016-17 SY." To attain integration, magnet schools must meet the following two criteria:

1. No single racial or ethnic group exceeds 70%.
2. No racial or ethnic group varies from the district average for that grade level by more than +/- 15%.

Data obtained from the TUSD indicates that four of the magnet schools have met the criteria that no single group exceeds 70% (Table 1). Most of the magnet schools had a Hispanic student enrollment of more than 70% in the 2015-16 school year as well as the past five years. Marzano Research was unable to obtain data to determine the status related to the second criteria within the relatively short time frame of this study.

¹ Originally, we had proposed a third part of this question focused on the extent to which magnet schools were attracting students from across the city. Unfortunately, within the relatively short time frame for this study, we were unable to obtain the data needed to answer this question.

Table 1: Magnet school status for single racial group exceeding 70%¹

	2011–12	2012–13	2013–14	2014–15	2015–16
Bonillas	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%
Borton	Met	Met	Met	Met	Met
Carrillo	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%
Cholla	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%
Davis	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%
Drachman	Hispanic ¹ > 70%	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%
Ida Flood Dodge	Met	Met	Met	Met	Met
Holladay	Met	Met	Met	Met	Met
Mansfeld	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%
Ochoa	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%
Palo Verde	Met	Met	Met	Met	Met
Pueblo	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%
Robison	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%
Roskruge	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%
Tucson	Met	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%
Utterback	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%	Hispanic > 70%

¹Marzano Research was unable to obtain integration data for Booth-Fickett, Safford and Tully in the short time frame for this study.

The TUSD has the following five goals related to academic performance for magnet schools:

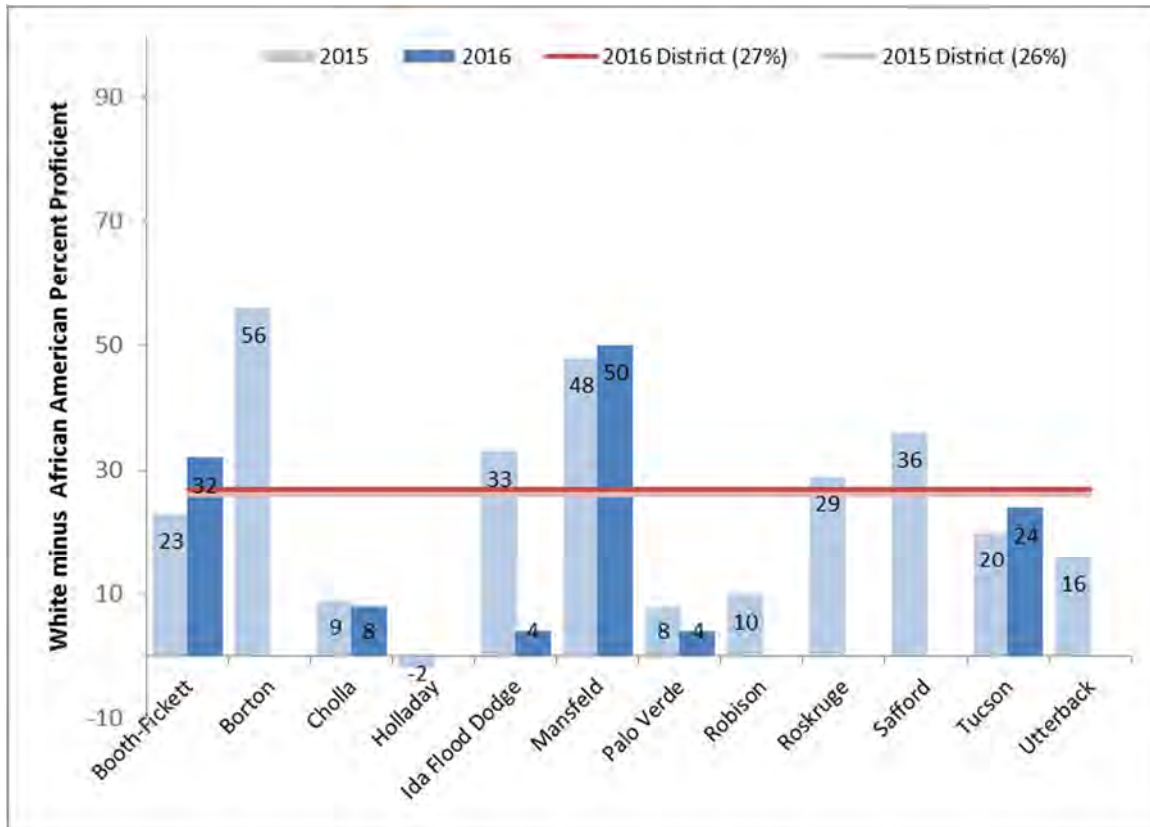
1. Students score higher than the state median in reading and math on the state assessment.
2. The academic growth of all students in a magnet school is higher than the state median growth in reading and math.
3. The achievement gaps between the racial groups participating in magnet programs is less than the achievement gaps between racial groups.
4. The school receives a state letter grade of A or B.
5. The growth for L25 students at the school is higher than the state median.

Marzano Research was only able to obtain data related to goal 3 in the relatively short time frame of this study. Assessment results from the Arizona Department of Education (ADE) were used to calculate achievement gaps. ADE does not report data when group sizes are small to protect the anonymity of students. Specifically, when a group included fewer than ten students, no achievement results were reported for that group. Similarly, when nearly all or all of students in a group performed at the same performance level, exact percentages of students scoring proficient or above are not reported². In these cases, achievement gaps could not be calculated.

² ADE does not report exact percentages when greater than 98% or less than 2% of students in a group score proficient. Instead, proficiency rates are reported as “>98%” or “<2%”.

Seven magnet schools had mathematics achievement gaps for African American students that were smaller than the district achievement gaps for these students in 2015 and 2016³ (figure 1). Seven magnet schools also had smaller mathematics achievement gaps for Hispanic students than the district achievement gaps for these students in both 2015 and 2016 (figure 2). Similarly, seven magnet schools had smaller ELA achievement gaps for African American students than the district in both 2015 and 2016 (figure 3), and eight schools had smaller ELA achievement gaps for Hispanic students than the district for both 2015 and 2016 (figure 4).

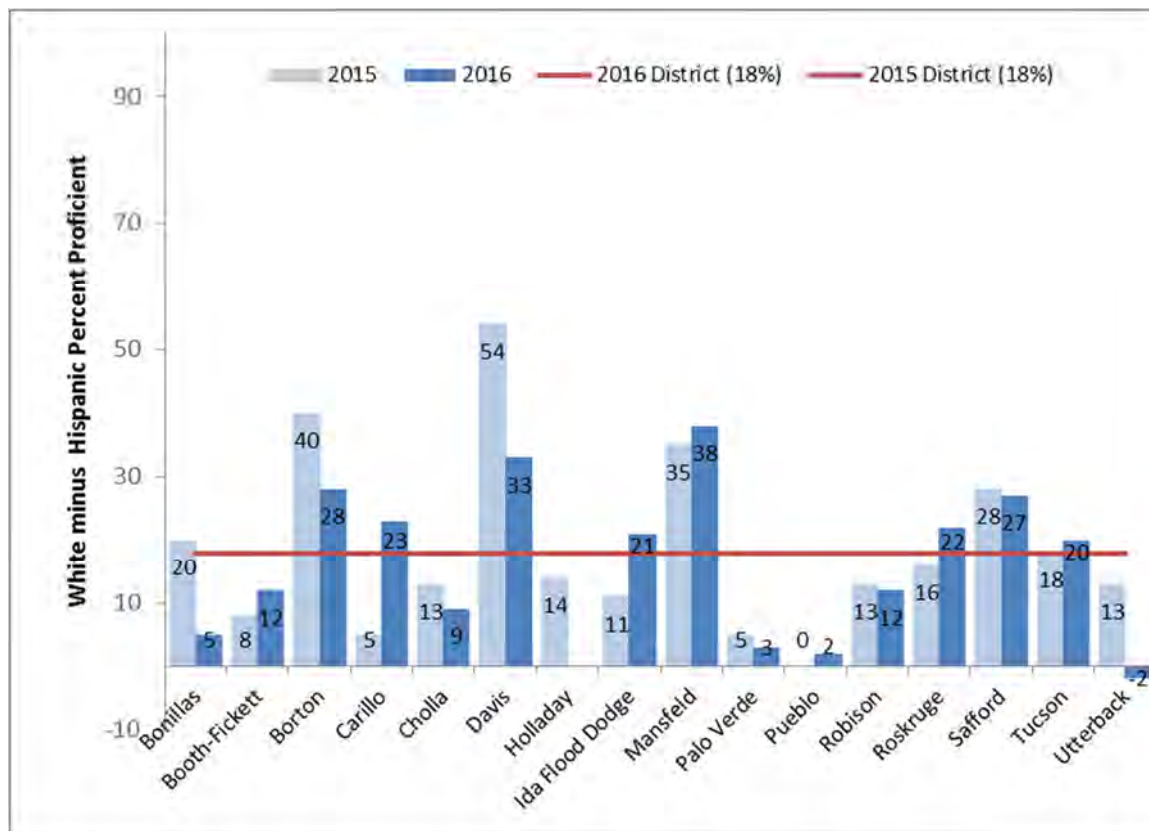
Figure 1: Mathematics achievement gaps for white and African American students¹



¹ Six magnet schools are not depicted in this figure because data for at least one subgroup was not reported due to small group sizes in both 2015 and 2016. Bonillas, Carrillo, and Davis are not included because the sample size for African American students was too small. Drachman and Ochoa are not included because the sample sizes for both African American and white students were too small. Tully is not included because the sample size for white students was too small. The achievement gaps in 2016 are not depicted for Borton, Robison, and Roskruge because the sample size for African American students was too small. The achievement gap for 2016 for Holladay is not depicted because the sample size for white students was too small. In addition, Pueblo is not included because fewer than 2% of African American students scored proficient on the mathematics assessment in both years, so an exact percent proficient is not reported. Mathematics proficiency rates for white students at Pueblo in 2015 and 2016 were 7% and 8%, respectively. Similarly, the 2016 achievement gap is not depicted for Safford or Utterback because fewer than 2% of African American students scored proficient on the mathematics assessment in this year. Mathematics proficiency rates in 2016 for white students at Safford and Utterback were 36% and 4%, respectively.

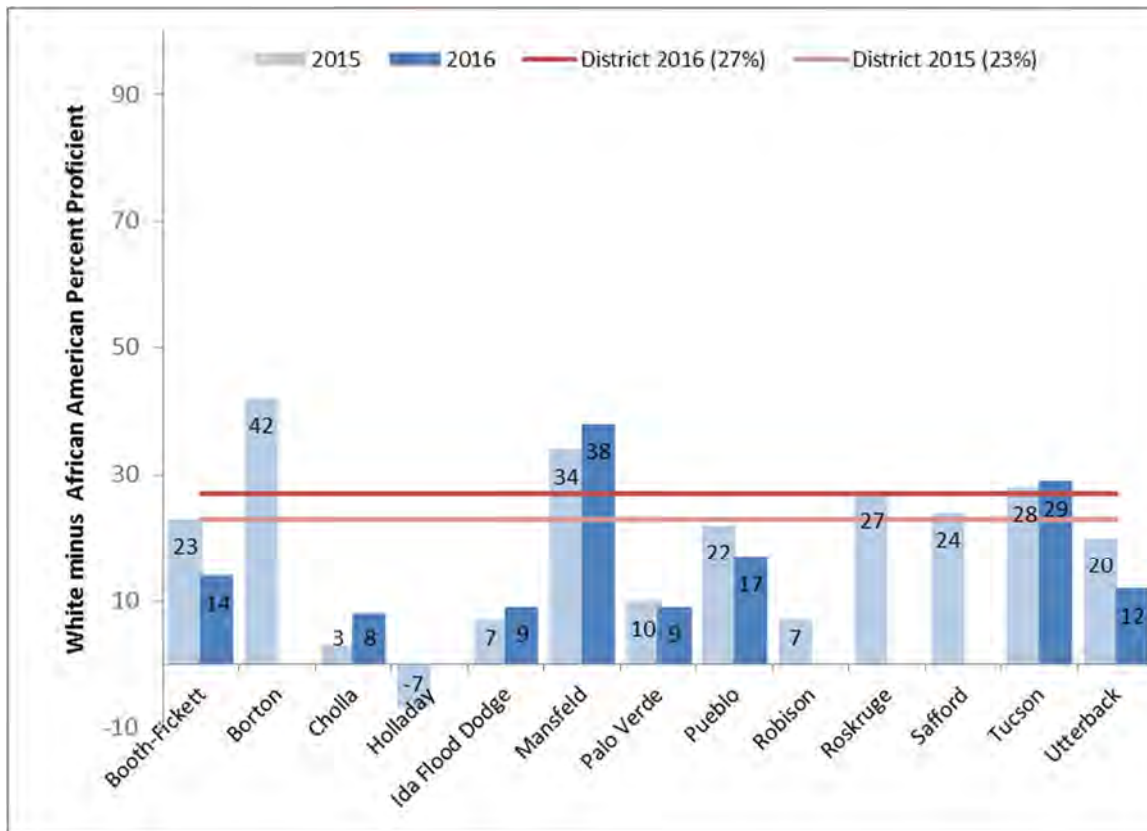
³ The data reported for the district includes the magnet schools, because we were unable to obtain the data necessary to calculate the district achievement gaps for all schools except the magnet schools.

Figure 2: Mathematics achievement gaps for white and Hispanic students¹



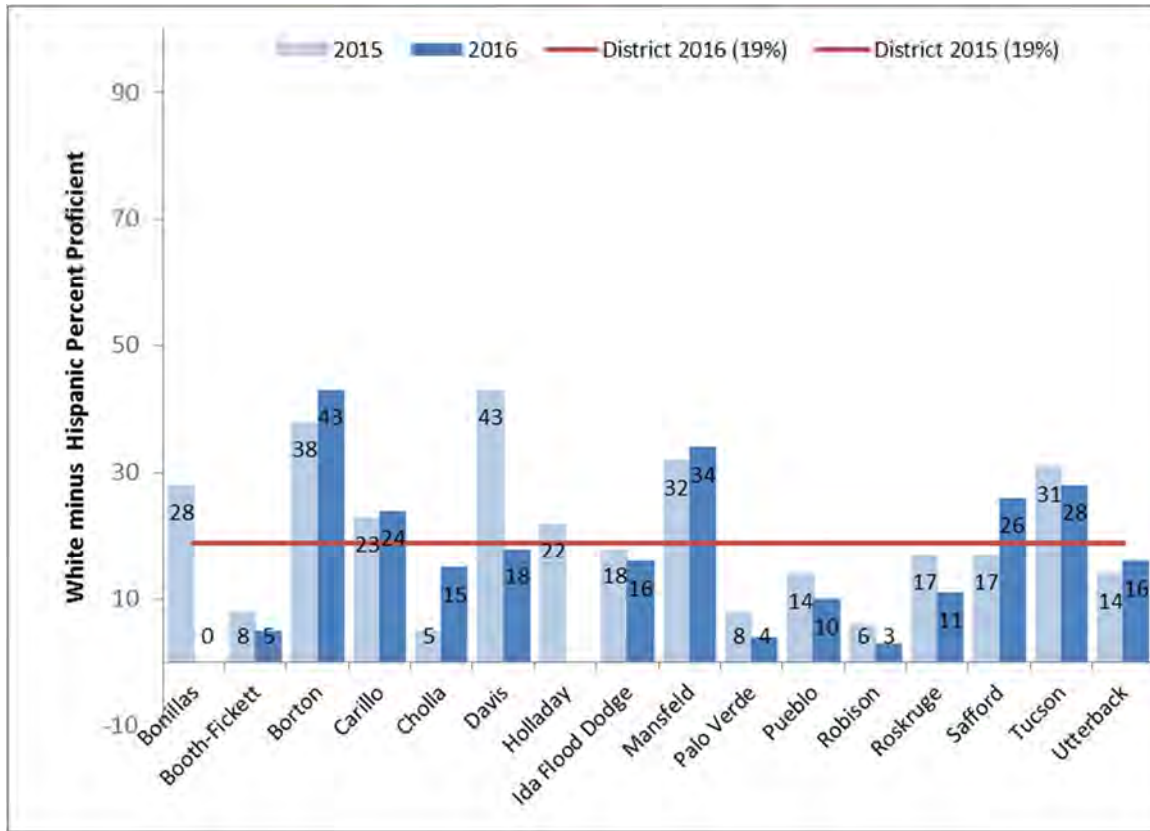
¹ Drachman, Ochoa and Tully are not depicted in this figure because data for the white students subgroup was not reported due to small group sizes in both 2015 and 2016.

Figure 3: ELA achievement gaps for white and African American students



¹ Six magnet schools are not depicted in this figure because data for at least one subgroup was not reported due to small group sizes in both 2015 and 2016. Bonillas, Carrillo, and Davis are not included because the sample size for African American students was too small. Drachman and Ochoa are not included because the sample sizes for both African American and white students were too small. Tully is not included because the sample size for white students was too small. The achievement gaps in 2016 are not depicted for Borton, Robison, and Roskruge because the sample size for African American students was too small. The achievement gap for 2016 for Holladay is not depicted because the sample size for white students was too small. In addition, the 2016 achievement gap is not depicted for Safford because fewer than 2% of African American students scored proficient on the ELA assessment in this year. Forty-three percent of white students at Safford scored proficient on the 2016 ELA assessment.

Figure 4: ELA achievement gaps for white and Hispanic students¹



¹ Drachman, Ochoa and Tully are not depicted in this figure because data for the white students subgroup was not reported due to small group sizes in both 2015 and 2016.

How attractive are themes under consideration to parents in the district?

Survey methodology and sample

Marzano Research gathered responses to a survey about magnet themes to address questions 4 and 5. Survey responses were gathered during a two-week window of time between September 14, 2016, and September 28, 2016. Computers were available at parent-teacher conferences to enhance the opportunity for all parents,⁴ including those with less access to computers at home, to complete the survey. In addition, the TUSD included a link to the survey on its website and informed parents of the survey through social media and Parent Link. Finally, handouts with a QR code link to the survey were distributed to parents. The survey and all marketing materials were available in both English and Spanish. In all, nearly 2,000 respondents completed the survey (see Table 2). Although the survey was originally intended for and primarily advertised to

⁴ Throughout this report, we use the term “parents” to refer to parents and guardians. This group may include grandparents, foster parents, and legal guardians. To be considered a parent, a respondent had to answer yes to one of the following questions: “Do you currently have a child enrolled in Tucson Unified School District?” or “Do you have a child that will be in kindergarten in Tucson Unified School District in the fall of 2017?”

parents, a small number of questions were included for community members.⁵ As expected, the majority of respondents, over three-quarters, were parents.

Table 2: Sample sizes by respondent type

Reporting Group Category	Number	%
Community Respondents	421	21.8
Parent Respondents	1507	78.2
Total Respondents	1928	100

Race/ethnicity categories for survey participants are reported using rules provided by the TUSD that are specific to the Unitary Status Plan (USP). The majority of the respondents were either white (44.8%) or Hispanic (43.3%). Table 3 provides the full race/ethnicity information.

Table 3: Respondents' Race/Ethnicity

	N	% of Total Respondents
White	845	43.8
Hispanic	834	43.3
Black or African American	108	5.6
American Indian or Alaska Native	44	2.3
Two or More Races	37	1.9
Non-response	30	1.6
Asian	28	1.5
Native Hawaiian or Pacific Islander	2	0.1

The majority of participants reported that only English is spoken at home (71.3%). Approximately 25% of the participants reported that Spanish is spoken at home (table 4). When interpreting these results, it should be kept in mind that the numbers and percentages are reported at the respondent and not the household level. One or more respondents of this survey could represent one household.

⁵ A respondent was classified as a community member if she or he answered no to both of the following questions: "Do you currently have a child enrolled in Tucson Unified School District?" or "Do you have a child that will be in kindergarten in Tucson Unified School District in the fall of 2017?"

Table 4: What Languages are Spoken in Your Home?

Category	N	% of Total Respondents
English only	1375	71.3
English and Spanish	370	19.2
Spanish only	100	5.2
English and another language	41	2.1
English, Spanish, and another language	19	1.0
Neither English nor Spanish but another language	12	0.6
Non-response	10	0.5
Spanish and another language	1	0.1

The respondents were presented a map of Tucson (figure 5) and asked to identify the area in which they lived. Most respondents lived in the central (26.2%), east (18.5%), or southwest (14.0%) regions. Over half of the respondents from the central and east regions identified as white. Over two-thirds of respondents from the southwest region identified as Hispanic.

Table 5 provides the number of respondents and the racial and ethnic composition of respondents from each region.

Figure 5: Map of Tucson

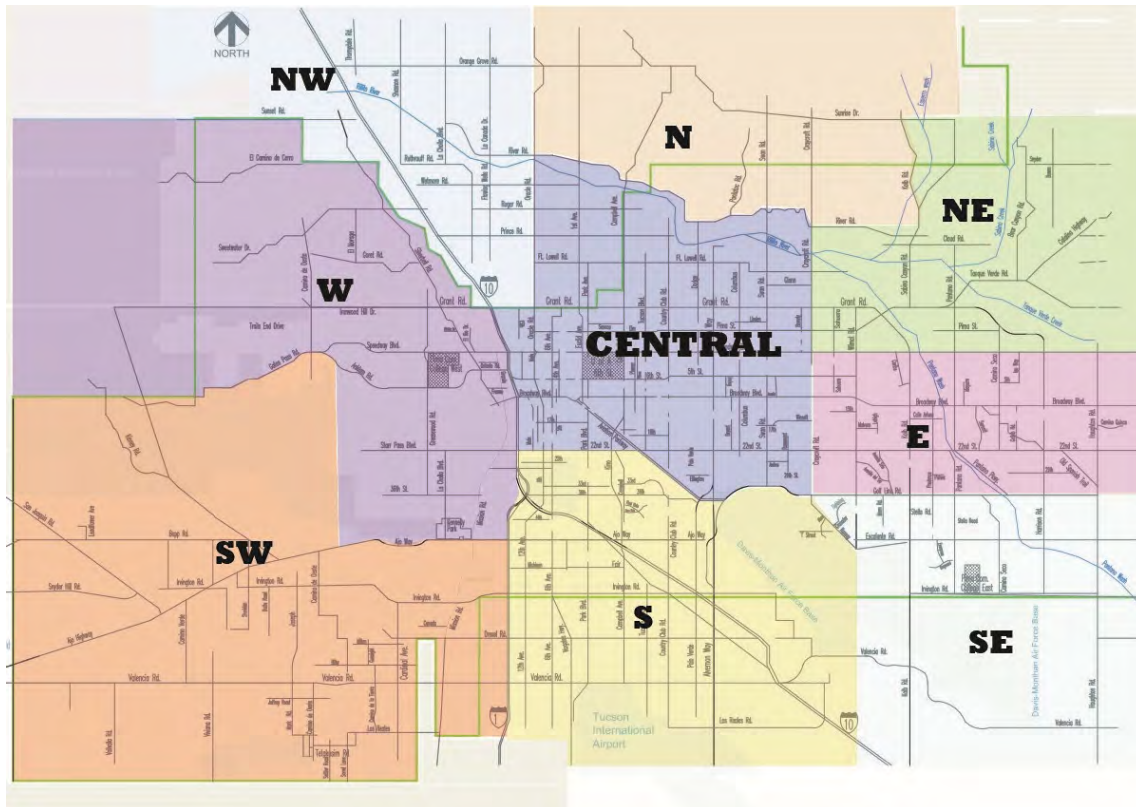


Table 5: In what part of Tucson do you live?

	N	% of Total Respondents	White		Hispanic		Black	
			N	%	N	%	N	%
Central	505	26.2	257	50.9	178	21.3	24	22.2
E	356	18.5	205	57.6	101	28.3	26	7.3
SW	269	14.0	49	18.2	183	68.0	14	5.2
S	205	10.6	29	14.1	147	71.7	14	6.8
W	200	10.4	58	29.0	126	63.0	9	4.5
NE	134	7.0	103	76.9	23	17.1	2	1.4
SE	130	6.7	74	56.9	36	27.7	11	8.5
NW	75	3.9	44	58.7	23	30.7	3	4.0
N	33	1.7	16	48.5	10	30.3	3	9.1
No Response	21	1.1	10	47.6	7	33.3	2	9.5

Respondents who were parents were asked to indicate the type of school that their oldest child currently attends. Over 40% of parents indicated that their oldest child attended a TUSD magnet school, indicating that the sample included a large proportion of respondents who are already aware of and engaged with the magnet program (table 6).

Table 6: What type of school does your oldest school-aged child attend?

	N	%
A TUSD magnet school	625	41.5
Their neighborhood school within Tucson Unified School District	378	25.1
Another TUSD school that is not their neighborhood school or a magnet school	251	16.7
No response	165	10.9
Charter school	35	2.3
A public school that is not within TUSD	28	1.9
Private school	17	1.1
Homeschool	8	.5

Overall interest in magnet themes

All survey respondents were presented with a list of magnet themes and asked to mark which themes were of interest. The list of magnet themes included current magnet themes and several additional themes that are under consideration as provided by the TUSD Magnet Department. Parents were asked to indicate which themes they were interested in for any of their children. Community members were asked to indicate which themes they believed would be the most beneficial to offer students. Respondents were able to check as many responses as they wished, and an “other” category was also offered.

Table 7 provides the magnet theme selections by respondent groups. The percentages provided are the number of participants in each group that selected the magnet theme divided by the total number of respondents in the group. For both the community and parent participants, the top three selected themes were the same:

- Fine and performing arts (community participants = 60.6%; parent participants = 54.7%)
- STEAM (community participants = 59.9%; parent participants = 52.8%)
- Early college (community participants = 49.4%; parent participants = 44.3%)

In addition, the three least commonly selected themes were the same for both respondent groups:

- International business (community participants = 13.3%; parent participants = 9.6%)
- Reggio inspired (community participants = 8.8%; parent participants = 5.0%)
- Dual-language English and another language (not Spanish) (community participants = 7.6%; parent participants = 6.0%)

Table 7: Participant magnet theme selections by respondent group

Magnet Theme	Community Respondents (N = 421)		Parent Respondents (N = 1507)		All Respondents (N = 1928)	
	N	%	N	%	N	%
Fine and performing arts	255	60.6	824	54.7	1079	56.0
STEAM (science, technology, engineering, arts, and math)	252	59.9	796	52.8	1048	54.4
Early college	208	49.4	667	44.3	875	45.4
Dual-language English and Spanish	192	45.6	635	42.1	827	42.9
Gifted education	171	40.6	655	43.5	826	42.8
STEM (science, technology, engineering, and math)	158	37.5	617	40.9	775	40.2
Technology focus	185	43.9	444	29.5	629	32.6
Project-based learning and systems thinking	150	35.6	426	28.3	576	29.9
Medical careers	150	35.6	403	26.7	553	28.7
Communication arts	142	33.7	394	26.1	536	27.8
Traditional academics / back to basics	128	30.4	244	16.2	372	19.3
Law	81	19.2	246	16.3	327	17.0
Spanish immersion	58	13.8	225	14.9	283	14.7
Montessori	74	17.6	199	13.2	273	14.2
International Baccalaureate	88	20.9	182	12.1	270	14.0
International business	56	13.3	145	9.6	201	10.4
Dual-language English and another language*	36	8.6	91	6	127	6.6
Reggio inspired	37	8.8	75	5	112	5.8
Other**	27	6.4	50	3.3	77	4.0

*Respondents were asked to specify the other language that would be of interest. Responses included a wide variety of languages. Among community members, the most common responses were Chinese (34.4%) and Arabic (21.9%). Among parents, the most common responses were Chinese (29.7%), Arabic (12.1%), and French (12.1%).

**Respondents who selected "other" were asked to specify the theme they would be interested in. For both respondent groups, the most common responses were related to career and technical education: 59.2% of community members and 22.0% of parents provided answers related to career and technical education. Examples include: "automotive," "career and technical education," "continue to coordinate with JTED," and "mechanics." Among parents, responses related to schools with a special education focus were also fairly common (16%). Examples include: "high-functioning Autism," "job training for especial [sic] needs students," and "special education/IEP support."

Parents' views on magnet themes and school locations

Parents were asked a series of follow-up questions about magnet themes to gather more information that could inform the placement of magnet schools in the future. To ease respondent burden, parents were first presented with a list of the themes for which they had indicated their

interest and were asked to select the two themes that were most interesting for one of their children (table 8). Parents were then asked a set of follow-up questions about school locations and travel times to school for the two themes they selected as most interesting.

Six magnet themes were selected by at least 10% of parent respondents:

- STEAM (29.1%)
- Fine and performing arts (21.4%)
- Early college (18.8%)
- Dual-language English and Spanish (16.5%)
- Gifted education (13.9%)
- STEM (11.6%)

We examined whether the pattern of results was substantially different if we just looked at parents whose oldest child did not already attend a magnet school. The results were quite similar (see table A1 in the appendix).

Table 8: Themes selected as most interesting by parents

Theme	N	% of Parent Respondents (n = 1057)
STEAM (science, technology, engineering, arts, and math)	439	29.1
Fine and performing arts	323	21.4
Early college	284	18.8
Dual-language English and Spanish	248	16.5
Gifted education	209	13.9
STEM (science, technology, engineering, and math)	175	11.6
Project-based learning and systems thinking	131	8.7
Medical careers	108	7.2
Technology focus	100	6.6
Montessori	59	3.9
Communication arts	58	3.8
Traditional academics / back to basics	56	3.7
Spanish immersion	51	3.4
Law	45	3.0
International Baccalaureate	30	2.0
Dual-language English and another language	24	1.6
Reggio inspired	20	1.3
International business	12	0.8

We also examined which themes were selected as most interesting among parents belonging to three different racial and ethnic groups: white, Hispanic, and black. We focused on white and Hispanic because the largest proportions of respondents belonged to these two groups. We also included black respondents because this is one of the racial groups that is the focus of the district's desegregation efforts. Among all three groups, the most commonly selected magnet theme was STEAM (see table 9). Fine and performing arts and early college were also among

the top four most popular themes for all three groups, although the rank varied by ethnic group (i.e., fine and performing arts was the second most popular theme for white and black respondents and the fourth most popular theme for Hispanic respondents; early college was the third most popular theme for Hispanic and black respondents and the fourth most popular theme among white respondents). The results for this question by ethnic group for all magnet themes are presented in the appendix (table A2).

Table 9. Themes selected as most interesting by parents, by racial/ethnic group

White		Hispanic		Black	
Theme	%	Theme	%	Theme	%
STEAM	23.2	STEAM	21.8	STEAM	24.1
Fine and performing arts	16.4	Dual-language English and Spanish	20.5	Fine and performing arts	17.6
Gifted education	12.2	Early college	18.7	Early college	15.7
Early college	11.6	Fine and performing arts	17.1	Dual-language English and Spanish	13.9

Results for the questions about school location are discussed here for these six most popular themes. Specifically, parents were asked if they would consider sending their child to a school with each theme if it were located in each of the nine regions of the city that are depicted in figure 5. This question was asked separately for each grade level (i.e., elementary, middle, and high school). As a result, each parent was asked six location questions (i.e., three grade levels × two themes). Next, parents were asked to indicate the maximum number of minutes they would be willing to have their student travel one way to a school with each of their top two themes. This question was also asked separately for each grade level. The results for the six most popular themes are discussed below. Tables summarizing the results for the remaining themes are presented in the appendix (table A3).

STEAM theme

Currently, the TUSD has one high school, Palo Verde, that has a STEAM theme. It is located in the east region. Over half of the parents who had expressed interest in a magnet with a STEAM theme indicated that they would be willing to consider sending their child to a STEAM-themed magnet in the central region (see figure 6). Approximately one-third of parents indicated that they would be willing to consider sending their child to a STEAM-themed magnet in the east region. Results for this question were quite consistent for all three grade levels. We also examined whether these preferences differed for respondents belonging to three different racial and ethnic groups: white, Hispanic, and black. Across all grade levels, a similar proportion of respondents from all three groups indicated that they would be willing to send their child to a STEAM-themed magnet school in the central region (ranging from 55.1% to 57.7% for elementary, 57.1% to 59.7% for middle school, and 63.2% to 65.4% for high school). The east region was more popular among white and black respondents than Hispanic respondents for all

three grade levels. Between 40% and 50% of white and black respondents indicated that they would consider sending their child to a STEAM-theme magnet school in the east region, compared to only about 20% of Hispanic respondents (see appendix tables A4–A6).

Table 10 summarizes responses to the question about the maximum number of minutes that parents would be willing to have their student travel to a school with a STEAM theme. Average maximum travel times ranged from about 19 minutes for middle school to about 31 minutes for high school.

Figure 6: Parent willingness to consider sending a child to a school with a STEAM theme, by region and grade level (n = 439)

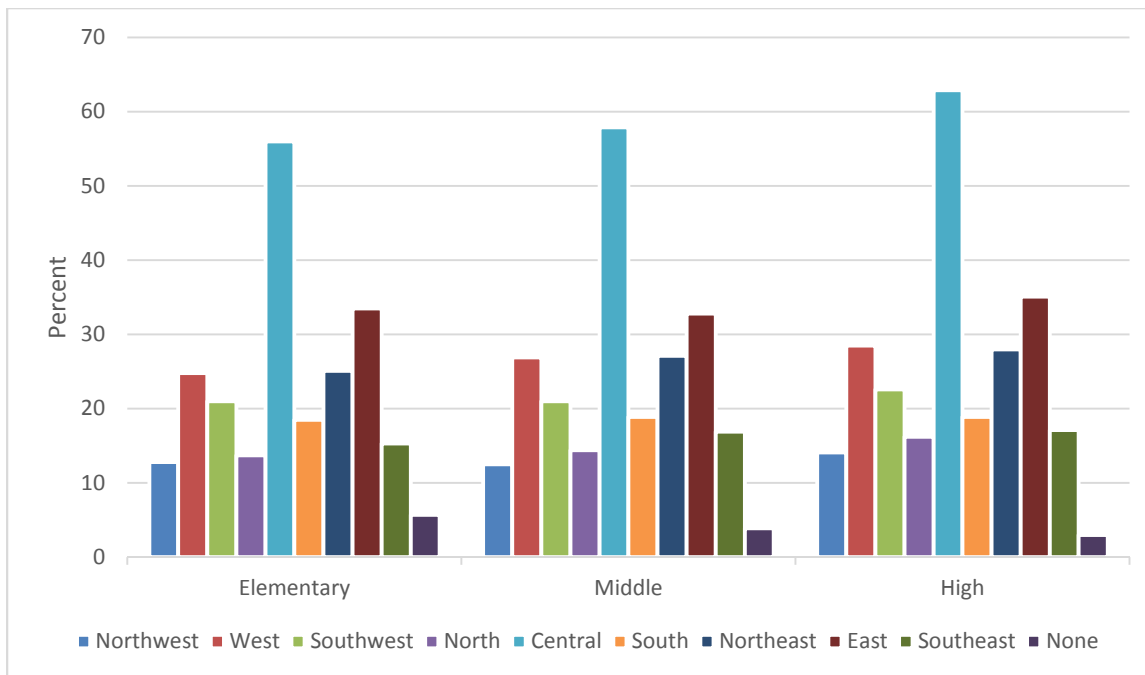


Table 10. What is the maximum number of minutes you would have your student travel to a magnet school with a STEAM theme?

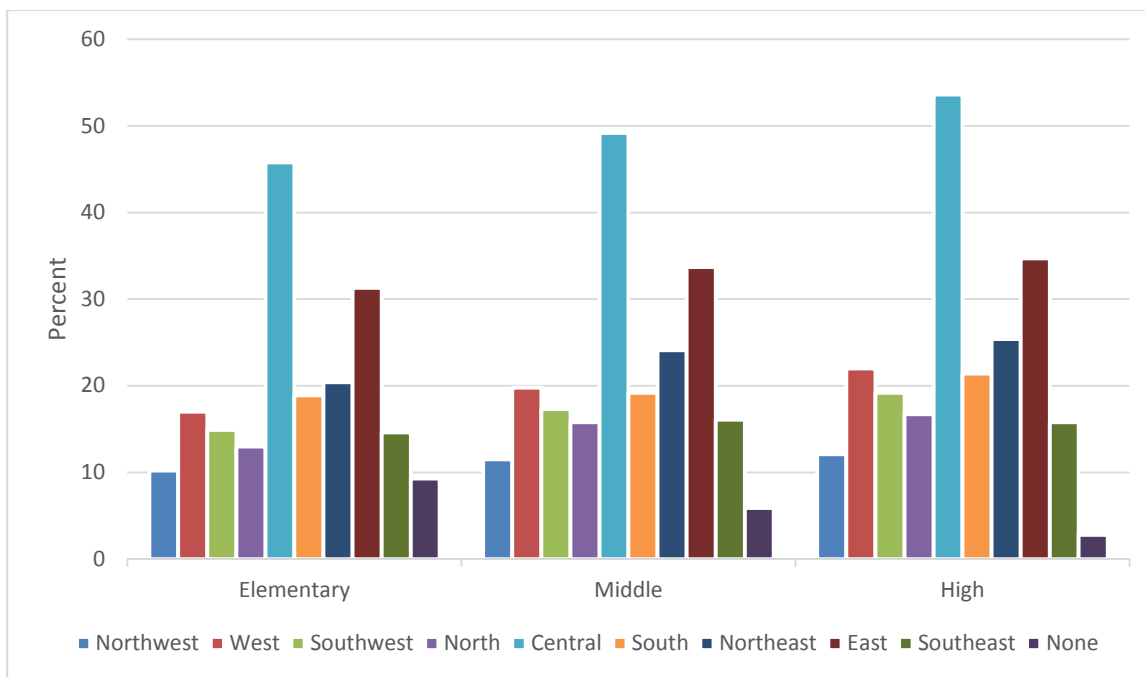
	N	Min	Max	Mean
Elementary School	370	2	152	27.7
Middle School	375	10	200	18.6
High School	386	10	200	30.6

Fine and performing arts theme

The TUSD currently has four magnet schools with a fine and performing arts theme. One elementary school, Holladay, and one middle school, Utterback, are located in the south region. One elementary, Carrillo, and one high school, Tucson Magnet High School, are located in the central region.

For a magnet school with a fine and performing arts theme, parents who were surveyed were most willing to consider sending their students to a school in the central region (see figure 7). Over half of parents indicated willingness to consider sending their high school student to a fine and performing arts magnet school in the central region, and nearly half of parents indicated that they would be willing to consider sending their elementary or middle school student to a fine and performing arts magnet school in the central region. For all three grade levels, the preference for the central region was strongest among respondents who identified as white (51.1% for elementary, 57.6% for middle school, and 58.3% for high school), followed by Hispanic respondents (41.3% for elementary, 43.4% for middle school, and 48.7% for high school), and black respondents (36.8% for elementary, 31.6% for middle school, and 42.1% for high school). For all three grade levels, approximately one-third of parents expressed a willingness to consider sending their student to a fine and performing arts magnet school in the east region. The east region was more popular among white and black respondents than Hispanic respondents. Across the three grade levels, approximately 40–50% of white and black respondents expressed a willingness to consider sending their child to a fine and performing arts magnet school in the east region, compared with only about 20–25% of Hispanic respondents (see appendix tables A4–A6).

Figure 7: Parent willingness to consider sending a child to a school with a fine and performing arts theme, by region and grade level (n = 323)



In terms of travel times, parents indicated that they would be willing to allow their students to travel, on average, about 26 minutes for elementary school, 14 minutes for middle school, and 29 minutes for high school (see table 11).

Table 11. What is the maximum number of minutes you would have your student travel to a magnet school with a fine and performing arts theme?

	N	Min	Max	Mean
Elementary School	280	5	115	25.6
Middle School	277	5	90	14.2
High School	285	5	120	28.7

Early college theme

The TUSD does not currently have any magnet schools with an early college theme. With its focus on earning college credit, the early college themes are typically only offered at the high school level. As such, results for this theme are only presented for the high school level. About half of parents indicated that they would be willing to consider sending their high school student to a school with an early college theme if it were located in the central region. This preference was strongest among white respondents (60.2%), followed by Hispanic respondents (49.4%), and black respondents (41.2%). Responses among many of the other regions were fairly evenly distributed, with over one-fifth of parents indicating that they would consider sending their student to a school with an early college theme if it was located in the west, southwest, south, northeast, or east region. The west and southwest regions were favored most by Hispanic respondents. The south region was favored most by Hispanic and black respondents. The northeast and east regions were favored most by white and black respondents (see appendix tables A4–A6).

On average, parents indicated that they would be willing to have their high school students travel about 32 minutes one way to attend a school with an early college theme (see table 12).

Figure 8: Parent willingness to consider sending a child to a school with an early college theme, by region, high school level (n = 284)

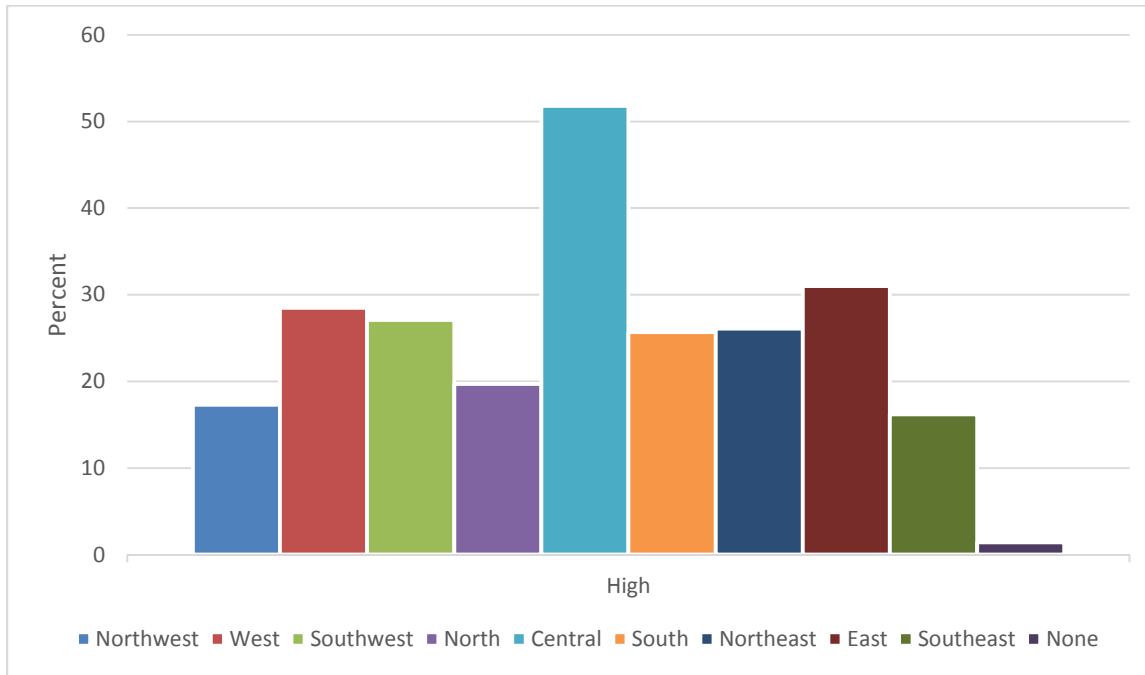


Table 12. What is the maximum number of minutes you would have your student travel to a magnet school with an early college theme?

	N	Min	Max	Mean
High School	245	1	200	31.7

Dual-language English and Spanish theme

The TUSD currently has two magnet schools with a dual-language English and Spanish theme: one elementary school, Davis, and one K–8 school, Roskrige. Both are located in the central region. Similar to the themes previously discussed, the central region was the most popular location for a school with a dual-language English and Spanish theme (see figure 9). For all three grade levels, approximately half of parents indicated that they would consider sending their child to a dual-language Spanish and English themed school in the central region. Preference for the central region differed by racial and ethnic group. Across grade levels, about two-thirds to three-quarters of white respondents indicated a preference for the central region compared with only about 30–45% of Hispanic and black respondents (see appendix tables A4–A6). The west, southwest, south, and east regions were also fairly popular for all three grade levels. The preference for the west regions was fairly consistent across the three racial and ethnic groups for elementary school but strongest for white respondents for middle and high school. The southwest and south regions were favored most by Hispanic and black respondents across all three grade levels. The east region was favored most by black respondents across all three grade levels.

Table 13 summarizes responses to the question about the maximum number of minutes that parents would be willing to have their student travel to a school with a dual-language English and Spanish theme. Average maximum travel times ranged from about 21 minutes for middle school to about 29 minutes for high school.

Figure 9: Parent willingness to consider sending a child to a school with a dual-language English and Spanish theme, by region and grade level (n = 248)

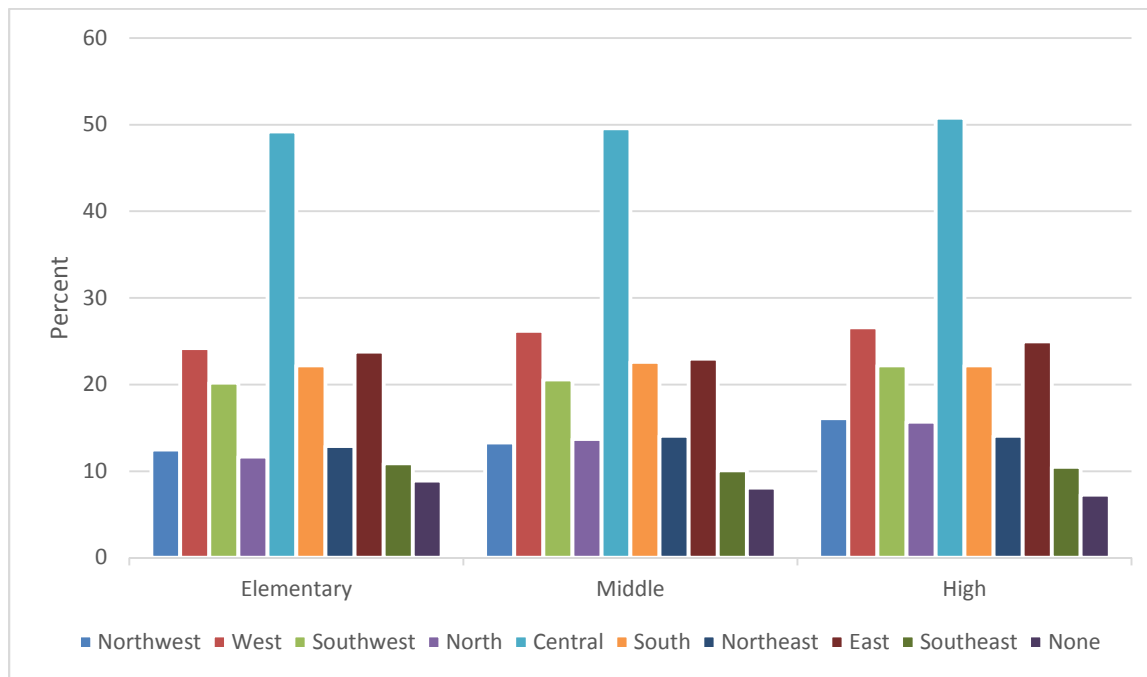


Table 13. What is the maximum number of minutes you would have your student travel to a magnet school with a dual-language English and Spanish theme?

	N	Min	Max	Mean
Elementary School	212	1	200	26.7
Middle School	208	5	200	20.6
High School	209	5	200	28.7

Gifted education theme

The TUSD currently has one magnet elementary school, Tully, with a gifted education theme. It is located in the west region. Consistent with other themes, the central region was the most popular location among parents who had indicated interest in a gifted education theme. The proportion of parents indicating that they would consider sending their student to a gifted education school in the central region ranged from 48% for elementary school to 60% for high school. The preference for the central region was strongest among black respondents (70–80% across the three grade levels), followed by white respondents (55.3–69.9%), and Hispanic respondents (33.8–45.0%). The east region was the next most popular region, with about a third

of parents selecting it at each grade level. The east region was more popular among white and black respondents than Hispanic respondents (see appendix tables A4–A6).

In terms of travel times, parents indicated that they would be willing to allow their students to travel, on average, about 27 minutes for elementary school, 16 minutes for middle school, and 29 minutes for high school (see table 14).

Figure 10: Parent willingness to consider sending a child to a school with a gifted education theme, by region and grade level (n = 209)

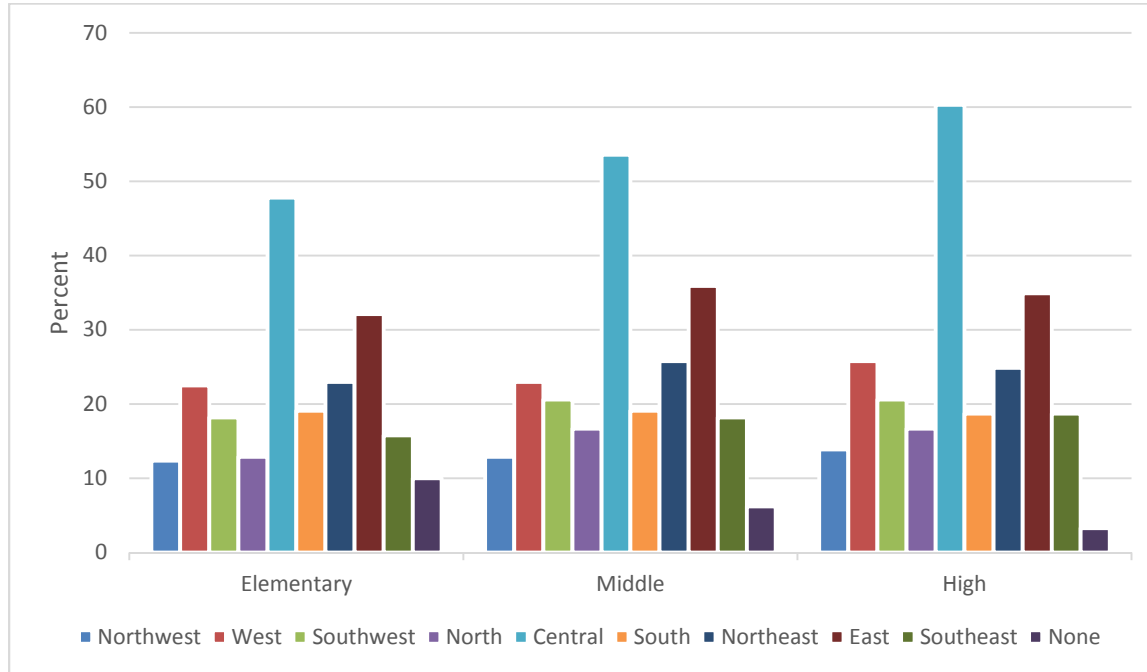


Table 14. What is the maximum number of minutes you would have your student travel to a magnet school with a gifted education theme?

	N	Min	Max	Mean
Elementary School	186	5	90	26.5
Middle School	188	5	120	16.3
High School	191	5	100	29.3

STEM theme

The TUSD currently has two magnet schools with STEM themes. Booth-Fickett is a K–8 school with a math and science theme that is located in the east region. Mansfeld is STEM-themed middle school that is located in the central region. Among parents who had expressed interest in a STEM-themed school, the central region was the most popular location. The proportion of parents indicating that they would consider sending their student to a STEM-themed school in the central region ranged from 38% for elementary school to 48% for high school. The preference for the central region was fairly consistent across racial and ethnic groups (see

appendix tables A4–A6). The east and northeast regions were also fairly popular. About a third of parents selected the east region at each grade level. For the northeast region, the percent of parents who indicated that they would consider sending their child to a school with a STEM theme ranged from 26% for elementary to 31% for high school. Both of these regions were less popular with Hispanic respondents than white or black respondents.

Table 15 summarizes responses to the question about the maximum number of minutes that parents would be willing to have their student travel to a school with a STEM theme. Average maximum travel times ranged from about 17 minutes for middle school to about a half hour for elementary and high school.

Figure 11: Parent willingness to consider sending a child to a school with a STEM theme, by region and grade level (n = 175)

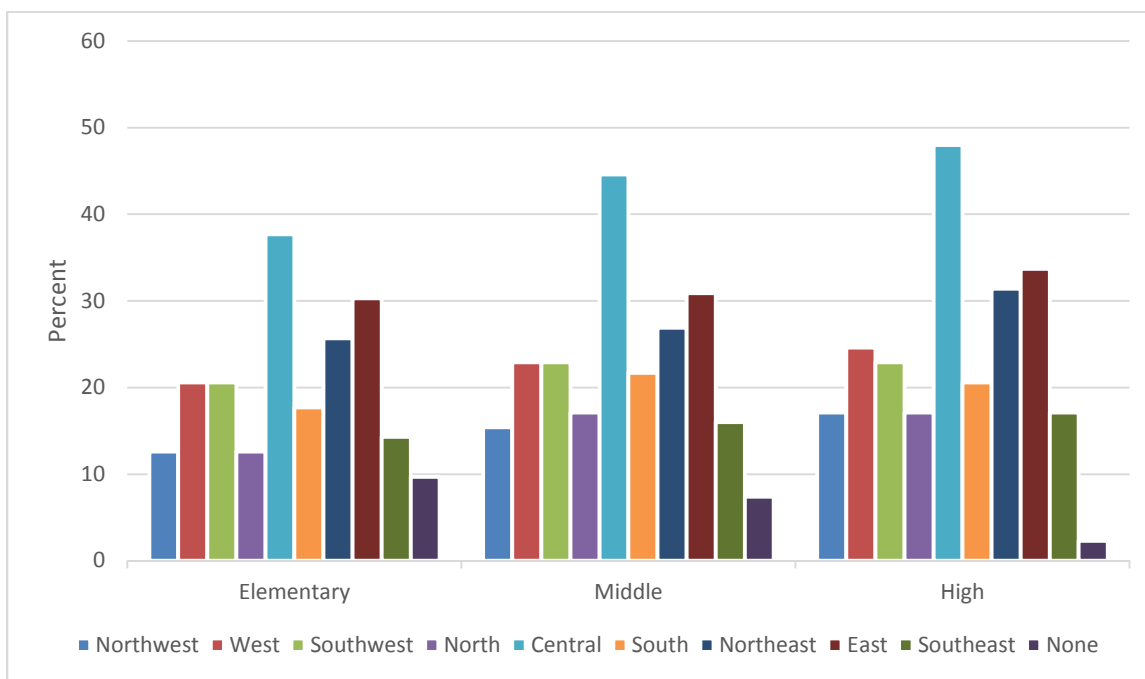


Table 15. What is the maximum number of minutes you would have your student travel to a magnet school with a STEM theme?

	N	Min	Max	Mean
Elementary School	144	1	151	30.2
Middle School	149	1	101	16.9
High School	154	1	90	31.3

Summary

The TUSD already has magnet schools with five of the six most highly rated themes by parents. Across all six of the most highly rated themes, the largest proportion of parents expressed interest in magnet schools that were located in the central region. In addition to being the most

popular, preference for the central region was often more consistent across racial and ethnic groups. The next most popular region for four of the themes was the east region. For two themes, early college and dual-language English and Spanish, preference for region was more evenly distributed. For three of these themes, fine and performing arts, dual-language English and Spanish, and STEM, the TUSD already has schools in the central region.

Parents' opinions about the maximum travel time was fairly consistent across the six most popular themes. Interestingly, across all six themes, parents provided the shortest maximum travel time for students in middle school. Maximum travel times for elementary school were longer on average and more similar to high school.

What factors influence parents' decisions to send their students to magnet schools?

To address this research question, all parents were presented with a list of 16 factors and asked to indicate how important each of them is when considering which school to enroll their child in. Table 16 presents the results for this question. Four factors were particularly highly rated: the quality of the teachers at the school; the safety of the school; principals, teachers, and staff working together; and the type of academic classes offered. At least 85% of parents responded that each of these factors was "very important." In contrast, three factors, before- and afterschool care, transportation for students, and the size of the school were less important to survey respondents. At least 10% percent of parents rated these factors as "not at all important."

The next set of questions asked parents about their decision regarding where to send their oldest child to school. Parents whose oldest child did not currently attend a magnet school were asked if they considered sending their child to a magnet school. Over half of respondents (53.6% indicated that they did not consider a magnet school. These parents were asked to provide a reason why they did not consider a magnet school (see table 17). Nearly a quarter of these parents indicated that they were not familiar with magnet schools. Answers related to the location of magnet schools overall (17.2%) and relative to the respondents' homes (i.e., I wanted my child to attend school in my neighborhood, 20.1%) were also endorsed by about a fifth of parents.

The largest proportion of respondents to this question chose "other" and were prompted to describe their reasons. About one third of the responses (n = 37) mentioned preferring another school for their child. Of these, 21 responses mentioned a specific school, the most common of which was University High School, mentioned by 13 parents. Other responses mentioned characteristics of the school that was preferred, including a neighborhood school (n = 6), schools near parents' work (n = 3), the current school (n = 3), and schools in a feeder pattern that keep the same group of children together (n = 2). The next most common group of responses were comments related to special education or children with special needs (n = 15). These comments included concerns that a magnet school would not be appropriate for how a child with special needs learns, satisfaction with the special education teachers that currently work with the child, and statements about being placed in their current school because of special education needs. Seven parents mentioned reasons related to the academic reputation of schools, mentioning low student achievement at magnet schools and high student achievement at other schools. Seven parents also provided answers that described a preference for having their children attend a

school with a self-contained GATE program. Finally, six parents mentioned the bad reputation of magnet schools, citing concerns about the quality of the magnet theme programs and discipline and safety at the schools.

Table 16: How important are each of these factors when deciding which school to enroll your child in?

	Not at all important		Somewhat important		Very important		Total N
	N	%	N	%	N	%	
How close the school is to your home	96	7.0	705	51.5	568	41.5	1369
The neighborhood in which the school is located	124	9.1	545	40.0	693	50.9	1362
Appearance/maintenance of school buildings	41	3.0	534	39.2	788	57.8	1363
Transportation for students	261	19.1	485	35.6	617	45.3	1363
Types of academic classes offered	9	0.7	142	10.4	1214	88.9	1365
Types of extra-curricular classes offered	31	2.3	379	27.9	948	69.8	1358
Class size	35	2.6	331	24.4	991	73.0	1357
Size of school (total number of students)	167	12.3	626	46.1	565	41.6	1358
Quality of teachers at the school	8	0.6	45	3.3	1307	96.1	1360
Principal at the school	39	2.9	316	23.3	1004	73.9	1359
School achievement scores	65	4.8	468	34.5	825	60.8	1358
Technology available at the school	25	1.8	394	29.1	935	69.1	1354
Before/afterschool care	422	31.2	410	30.3	520	38.5	1352
Safety of the school	10	0.7	71	5.2	1275	94.0	1356
Principals, teachers, and staff working together	11	0.8	130	9.6	1215	89.6	1356
Opportunities for parent involvement	68	5.0	530	39.3	752	55.7	1350

Table 17: Reasons for not considering a TUSD magnet school

Reason	N	%
I am not familiar with magnet schools	90	23.7
Location of magnet schools	65	17.2
Not interested in the current themes offered at TUSD magnet schools	37	9.8
I wanted my child to attend school in my neighborhood	76	20.1
Other	111	29.3
Total	379	

The parents who do not have a child enrolled in a TUSD magnet but who considered enrolling their students in a TUSD magnet were provided space to explain why they ultimately did not send their student to a TUSD magnet school. Two hundred seventy-eight parents provided an answer to this question. Nine categories of answers were provided by at least 10 respondents:

- Distance to magnet schools (n = 56, 20%), including deciding to choose another school because it was closer or deciding against a magnet school because it was too far away.
- Simply stating that they chose another school or that another school was a better fit for their student (n = 38, 14%). Twenty-nine of these parents mentioned the name of the school that they preferred for their child. University High School was mentioned most often (n = 16). Miles and Sabino were also each mentioned by four parents.
- Applied to a magnet, but was not admitted (n = 20, 7%). Five of these responses explicitly mentioned not getting selected in the lottery for Dodge.
- Academic reputation of another school (n = 18, 6%). Six of these responses mentioned the names of six different individual schools. Five mentioned that the academic reputation of the neighborhood school was strong.
- GATE (n = 16, 6%). In these responses, parents indicated that they preferred to send their children to “full-time” or self-contained GATE programs, which were not offered at the magnet schools.
- Programs (n = 15, 5%). This category included comments about magnet schools not offering the programs that parents were interested in and comments about preferring the programs that were offered at other, non-magnet schools. Some comments were specific to magnet themes (e.g., wanting a dual-language school with a language other than Spanish, concern that a particular school only focused on performing arts and not visual arts, wanting a STEM/STEAM middle school). Other comments mentioned course offerings, including AP courses and electives, and extracurricular activities.
- Class size and personal attention (n = 14, 5%). These comments included statements of concern about whether students would be able to get the personal attention they needed to be successful in magnet schools, which were perceived to have larger class sizes and fewer staff per student. Other comments expressed the opportunity for personal attention and small class sizes as reasons for choosing another, non-magnet school for their children.
- Transportation (n = 14, 5%). Many of these comments simply stated “transportation.” Others provided more detail, such as issues with getting transportation set up through the district and the length of time that a student would have to be on the bus. Other parents mentioned that they had no way to transport their child to the magnet school.
- School size (n = 13, 5%). This category included comments about magnet schools being too large and overwhelming and comments about choosing another, non-magnet school because of its small size.
- Poor reputation of magnet schools (n = 10, 4%). This category included comments about the poor reputation of magnet schools with respect to student behavior problems and discipline, the safety of the schools, and the lack of focus on learning and high achievement.

Summary

Overall, among all parent respondents to the survey, responses indicate that, when choosing a school, factors related to the quality of the staff, safety, and academic offerings are most

important. The availability of before- and afterschool care, transportation, and the size of the school were the least important factors.

When parents were asked to describe their reasons for not sending their children to a magnet school, location and simply preferring another school were the most common reasons. In particular, respondents indicated a strong preference for University High School.

Conclusions and Recommendations

This report is the second of two reports on the evaluation of the TUSD magnet program. Together, the reports address five research questions:

1. What are identified best practices for magnet schools?
2. How well do the strategies described in the TUSD's comprehensive magnet plan and the magnet plans for each magnet school align with the best practices identified in research question 1?
3. How are the 19 current magnet schools doing related to the following goals:
 - a. Moving toward integration?
 - b. Improving academic achievement?
4. How attractive are magnet themes under consideration to parents in the district?
5. What factors influence parents' decisions to send their students to magnet schools?⁶

The first report included a review of promising practices for magnet schools and a review of the TUSD's Comprehensive Magnet Plan and individual school plans to identify areas of alignment with the promising practices. Unfortunately, the magnet plans were limited in scope and did not provide the level of detail needed to determine if practices in place related to all nine categories. It is possible that some practices that were not identified in the plans are in place in the TUSD. Plans did describe a variety of strategies in place that align with promising practices in three categories: outreach and marketing, staffing and leadership, and promoting equity in schools with diverse student bodies. This report has described results for research questions 3, 4 and 5. Based on the results for all five research questions, Marzano Research offers the following recommendations:

- Consider developing more comprehensive plans for the magnet program as a whole and for individual magnet schools. These plans could include a logic models that outline the goals, resources, and activities that are specific to each school. Further, they should describe the ways in which the unique theme of each school is integrated into the curriculum. These plans could provide strategic direction for the individual schools and the district's magnet program as well as be a source of information for the public about what makes each school unique. To the extent possible, the identified best practices should be incorporated into the plans.

⁶ Originally, we had proposed a third part of this question focused on the extent to which magnet schools were attracting students from across the city. Unfortunately, within the relatively short time frame for this study, we were unable to obtain the data needed to answer this question.

- Consider how many magnet schools the district can reasonably support. This could be accomplished by conducting analyses such as those used by Saporito (2003), which considered the total number of students in each ethnic category enrolled in the district and calculated the number of students who would have to change schools in order to achieve racial integration. When conducting these analyses, it will be important to consider the other choice options in the district (e.g., open enrollment, charter schools, and other schools with specialized programming that are attractive to parents, such as University High School). Ideally, there will be adequate demand for all of these options so that the presence of magnet schools does not compromise other successful schools in the district.
- Report annually on magnets' progress toward meeting both criteria for integration. In addition, once the state begins calculating growth and assigning schools letter grades again, reports should be created on all five criteria for academic performance. These reports should be available on the TUSD website so that stakeholders can be aware of the extent to which magnet schools are making progress toward these goals.
- Continue to use a variety of approaches to market magnet schools to potential students. Over the past five years, there has been relative stability in the racial and ethnic makeup of the student population of magnet schools. This suggests that new approaches to recruitment should be considered to increase the integration of existing magnet schools.
- Continue to use a variety of approaches to support all students in magnet schools to meet high academic expectations.
- If the district decides that it can support a new magnet high school, the early college theme should be explored. The survey results suggest that there is interest in the community for a high school with this theme. However, the TUSD should utilize the promising practices related to planning for new magnet schools that were identified in the first evaluation report (Klute & Cherasaro, 2016), to guide further study of this theme.
- If the district decides it can support new magnet schools, consider locating them in the central region of the city. Survey results indicated strong preference for this region for magnet schools for a variety of themes. Further, preference for the central region tended to be more consistent across racial and ethnic groups than preference for other regions. When locating new schools, the TUSD should engage in further conversations with parents to determine the best location within the central region, as it encompasses quite a large area.
- Engage in efforts to improve the reputation of magnet schools. Response to the survey by a subset of parent respondents indicated that magnet schools have a reputation for being very large, having large class sizes, and having problems with discipline and safety. Responses by other parents suggested that there is a perception that students with special needs and students who have been identified as gifted and talented will not be able to get their academic needs met as well in a magnet school as in other schools. The TUSD should investigate the extent to which these perceptions are accurate. If they are not, the TUSD should engage in public outreach to share good things that are happening in magnet schools. Such outreach could include the voices of current and previous students sharing stories of their positive experiences in the schools. If these perceptions are

accurate, the TUSD should work to address these issues, as they appear, at least for some parents, to detract from the attractiveness of magnet schools.

References

Klute, M. & Cherasaro, T.L. (2016). *Tucson Magnet Schools Evaluation: Review of Promising Practices*. Denver, CO: Author.

Saporito, S. (2003). Private choices, public consequences: Magnet school choice and segregation by race and poverty. *Social Problems*, 50, 181–203.

Appendix

Table 5: Themes selected by parents whose oldest students do not attend TUSD magnet schools

Theme	N	% of Parent Respondents (n = 714)
STEAM (science, technology, engineering, arts, and math)	215	30.1
Fine and performing arts	160	22.4
Early college	132	18.5
Gifted education	106	14.8
Dual-language English and Spanish	91	12.7
STEM (science, technology, engineering, and math)	75	10.5
Technology focus	58	8.1
Medical careers	54	7.6
Project-based learning and systems thinking	45	6.3
Traditional academics / back to basics	35	4.9
Montessori	26	3.6
Communication arts	25	3.5
Spanish immersion	23	3.2
Other	23	3.2
Law	16	2.2
International Baccalaureate	14	2.0
Dual-language English and another language	12	1.7
Reggio inspired	7	1.0
International business	4	0.6

Table A2: Themes selected as most interesting ethnicity/race

Theme	White		Hispanic		Black		All	
	N	%	N	%	N	%	N	%
STEAM (science, technology, engineering, arts, and math)	196	23.2	182	21.8	26	24.1	439	29.1
Fine and performing arts	139	16.4	143	17.1	19	17.6	323	21.4
Early college	98	11.6	156	18.7	17	15.7	284	18.8
Dual-language English and Spanish	54	6.4	171	20.5	15	13.9	248	16.5
Gifted education	103	12.2	80	9.6	10	9.3	209	13.9
STEM (science, technology, engineering, and math)	70	8.3	79	9.5	11	10.2	175	11.6
Project-based learning and systems thinking	74	8.8	40	4.8	6	5.6	131	8.7
Medical careers	28	3.3	63	7.6	5	4.6	108	7.2
Technology focus	32	3.8	54	6.5	5	4.6	100	6.6
Montessori	35	4.1	18	2.2	3	2.8	59	3.9
Communication arts	15	1.8	36	4.3	3	2.8	58	3.8
Traditional academics / back to basics	24	2.8	19	2.3	9	8.3	56	3.7
Spanish immersion	19	2.2	28	3.4	1	0.9	51	3.4
Law	8	0.9	30	3.6	3	2.8	45	3.0
Other	17	2.0	16	1.9	4	3.7	43	2.9
International Baccalaureate	15	1.8	15	1.8	0	0.0	30	2.0
Dual-language English and another language	9	1.1	9	1.1	2	1.9	24	1.6
Reggio inspired	9	1.1	8	1.0	0	0.0	20	1.3
International business	3	0.4	9	1.1	0	0.0	12	0.8

Table A3: Parent willingness to consider sending a child to a magnet themed school, by grade level and region

Region	Elementary School Student		Middle School Student		High School Student	
	N	%	N	%	N	%
Communication Arts (n = 58)						
NW	2	3.4	2	3.4	2	3.4
W	6	10.3	8	13.8	7	12.1
SW	8	13.8	11	19.0	11	19.0
N	6	10.3	6	10.3	7	12.1
Central	19	32.8	24	41.4	26	44.8
S	6	10.3	6	10.3	7	12.1
NE	9	15.5	8	13.8	8	13.8
E	10	17.2	11	19.0	12	20.7
SE	3	5.2	4	6.9	5	8.6
None	8	13.8	5	8.6	2	3.4
Dual-Language English and Spanish (n = 248)						
NW	31	12.5	33	13.3	40	16.1
W	60	24.2	65	26.2	66	26.6
SW	50	20.2	51	20.6	55	22.2
N	29	11.7	34	13.7	39	15.7
Central	122	49.2	123	49.6	126	50.8
S	55	22.2	56	22.6	55	22.2
NE	32	12.9	35	14.1	35	14.1
E	59	23.8	57	23.0	62	25.0
SE	27	10.9	25	10.1	26	10.5
None	22	8.9	20	8.1	18	7.3
Dual-Language English and Another Language (n = 24)						
NW	3	12.5	3	12.5	3	12.5
W	6	25.0	6	25.0	6	25.0
SW	7	29.2	7	29.2	8	33.3
N	4	16.7	3	12.5	3	12.5
Central	13	54.2	12	50.0	13	54.2
S	5	20.8	6	25.0	6	25.0
NE	4	16.7	3	12.5	3	12.5
E	6	25.0	5	20.8	5	20.8
SE	3	12.5	3	12.5	4	16.7
None	1	4.2	1	4.2	0	0.0
Early College (n = 284)						
NW	29	10.2	36	12.7	49	17.3
W	66	23.2	73	25.7	81	28.5
SW	66	23.2	76	26.8	77	27.1

Region	Elementary School Student		Middle School Student		High School Student	
	N	%	N	%	N	%
N	31	10.9	44	15.5	56	19.7
Central	127	44.7	131	46.1	147	51.8
S	58	20.4	69	24.3	73	25.7
NE	50	17.6	61	21.5	74	26.1
E	62	21.8	77	27.1	88	31.0
SE	33	11.6	45	15.8	46	16.2
None	32	11.3	16	5.6	4	1.4
Fine and Performing Arts (n = 323)						
NW	33	10.2	37	11.5	39	12.1
W	55	17.0	64	19.8	71	22.0
SW	48	14.9	56	17.3	62	19.2
N	42	13.0	51	15.8	54	16.7
Central	148	45.8	159	49.2	173	53.6
S	61	18.9	62	19.2	69	21.4
NE	66	20.4	78	24.1	82	25.4
E	101	31.3	109	33.7	112	34.7
SE	47	14.6	52	16.1	51	15.8
None	30	9.3	19	5.9	9	2.8
Gifted Education (n = 209)						
NW	26	12.4	27	12.9	29	13.9
W	47	22.5	48	23.0	54	25.8
SW	38	18.2	43	20.6	43	20.6
N	27	12.9	35	16.7	35	16.7
Central	100	47.8	112	53.6	126	60.3
S	40	19.1	40	19.1	39	18.7
NE	48	23.0	54	25.8	52	24.9
E	67	32.1	75	35.9	73	34.9
SE	33	15.8	38	18.2	39	18.7
None	21	10.0	13	6.2	7	3.3
International Baccalaureate (n = 30)						
NW	5	16.7	5	16.7	7	23.3
W	8	26.7	9	30.0	11	36.7
SW	11	36.7	11	36.7	11	36.7
N	4	13.3	5	16.7	7	23.3
Central	14	46.7	14	46.7	16	53.3
S	8	26.7	8	26.7	10	33.3
NE	7	23.3	8	26.7	10	33.3
E	8	26.7	9	30.0	11	36.7
SE	4	13.3	5	16.7	8	26.7
None	2	6.7	1	3.3	0	0.0

Region	Elementary School Student		Middle School Student		High School Student	
	N	%	N	%	N	%
International Business (n = 12)						
NW	2	16.7	3	25.0	3	25.0
W	5	41.7	4	33.3	4	33.3
SW	4	33.3	3	25.0	5	41.7
N	1	8.3	0	0.0	0	0.0
Central	5	41.7	4	33.3	4	33.3
S	3	25.0	2	16.7	3	25.0
NE	3	25.0	3	25.0	4	33.3
E	2	16.7	1	8.3	1	8.3
SE	1	8.3	0	0.0	1	8.3
None	1	8.3	0	0.0	0	0.0
Law (n = 45)						
NW	6	13.3	7	15.6	8	17.8
W	11	24.4	13	28.9	13	28.9
SW	12	26.7	14	31.1	13	28.9
N	6	13.3	6	13.3	6	13.3
Central	14	31.1	18	40.0	19	42.2
S	9	20.0	10	22.2	14	31.1
NE	8	17.8	9	20.0	9	20.0
E	10	22.2	12	26.7	12	26.7
SE	6	13.3	7	15.6	10	22.2
None	5	11.1	4	8.9	1	2.2
Medical Careers (n = 108)						
NW	16	14.8	14	13.0	17	15.7
W	31	28.7	32	29.6	30	27.8
SW	21	19.4	23	21.3	25	23.1
N	13	12.0	15	13.9	19	17.6
Central	46	42.6	50	46.3	56	51.9
S	22	20.4	23	21.3	27	25.0
NE	18	16.7	20	18.5	25	23.1
E	24	22.2	29	26.9	32	29.6
SE	14	13.0	19	17.6	22	20.4
None	9	8.3	13	12.0	3	2.8
Montessori (n = 59)						
NW	11	18.6	10	16.9	7	11.9
W	16	27.1	15	25.4	11	18.6
SW	9	15.3	8	13.6	8	13.6
N	15	25.4	13	22.0	12	20.3
Central	44	74.6	39	66.1	34	57.6
S	17	28.8	18	30.5	13	22.0

Region	Elementary School Student		Middle School Student		High School Student	
	N	%	N	%	N	%
NE	20	33.9	16	27.1	15	25.4
E	24	40.7	22	37.3	18	30.5
SE	14	23.7	12	20.3	10	16.9
None	2	3.4	5	8.5	10	16.9
Project-Based Learning and Systems Thinking (n = 131)						
NW	22	16.8	22	16.8	26	19.8
W	37	28.2	39	29.8	45	34.4
SW	32	24.4	33	25.2	34	26.0
N	25	19.1	25	19.1	31	23.7
Central	78	59.5	87	66.4	90	68.7
S	38	29.0	31	23.7	38	29.0
NE	32	24.4	36	27.5	37	28.2
E	38	29.0	37	28.2	40	30.5
SE	20	15.3	20	15.3	20	15.3
None	10	7.6	6	4.6	5	3.8
Reggio Inspired (n = 20)						
NW	3	15.0	3	15.0	3	15.0
W	4	20.0	4	20.0	4	20.0
SW	5	25.0	6	30.0	5	25.0
N	3	15.0	3	15.0	3	15.0
Central	10	50.0	11	55.0	10	50.0
S	10	50.0	7	35.0	8	40.0
NE	5	25.0	6	30.0	7	35.0
E	8	40.0	7	35.0	8	40.0
SE	4	20.0	4	20.0	4	20.0
None	0	0.0	0	0.0	0	0.0
Spanish Immersion (n = 51)						
NW	7	13.7	8	15.7	7	13.7
W	17	33.3	16	31.4	16	31.4
SW	6	11.8	7	13.7	8	15.7
N	12	23.5	13	25.5	15	29.4
Central	36	70.6	34	66.7	35	68.6
S	11	21.6	12	23.5	13	25.5
NE	14	27.5	13	25.5	13	25.5
E	18	35.3	18	35.3	18	35.3
SE	4	7.8	5	9.8	4	7.8
None	4	7.8	3	5.9	3	5.9
STEM (science, technology, engineering, and math) (n = 175)						
NW	22	12.6	27	15.4	30	17.1
W	36	20.6	40	22.9	43	24.6

Region	Elementary School Student		Middle School Student		High School Student	
	N	%	N	%	N	%
SW	36	20.6	40	22.9	40	22.9
N	22	12.6	30	17.1	30	17.1
Central	66	37.7	78	44.6	84	48.0
S	31	17.7	38	21.7	36	20.6
NE	45	25.7	47	26.9	55	31.4
E	53	30.3	54	30.9	59	33.7
SE	25	14.3	28	16.0	30	17.1
None	17	9.7	13	7.4	4	2.3
STEAM (science, technology, engineering, arts, and math) (n = 439)						
NW	56	12.8	55	12.5	62	14.1
W	109	24.8	118	26.9	125	28.5
SW	92	21.0	92	21.0	99	22.6
N	60	13.7	63	14.4	71	16.2
Central	246	56.0	254	57.9	276	62.9
S	81	18.5	83	18.9	83	18.9
NE	110	25.1	119	27.1	123	28.0
E	147	33.5	144	32.8	154	35.1
SE	67	15.3	74	16.9	75	17.1
None	25	5.7	17	3.9	13	3.0
Traditional Academics / Back to Basics (n = 56)						
NW	2	3.6	3	5.4	4	7.1
W	7	12.5	7	12.5	10	17.9
SW	9	16.1	11	19.6	11	19.6
N	4	7.1	5	8.9	5	8.9
Central	26	46.4	29	51.8	29	51.8
S	10	17.9	9	16.1	9	16.1
NE	12	21.4	13	23.2	14	25.0
E	13	23.2	18	32.1	17	30.4
SE	9	16.1	8	14.3	9	16.1
None	9	16.1	9	16.1	5	8.9
Technology Focus (n = 100)						
NW	8	8.0	12	12.0	14	14.0
W	24	24.0	24	24.0	26	26.0
SW	27	27.0	24	24.0	27	27.0
N	7	7.0	12	12.0	13	13.0
Central	35	35.0	41	41.0	45	45.0
S	14	14.0	15	15.0	17	17.0
NE	16	16.0	17	17.0	19	19.0
E	32	32.0	35	35.0	36	36.0
SE	13	13.0	14	14.0	16	16.0

Region	Elementary School Student		Middle School Student		High School Student	
	N	%	N	%	N	%
None	12	12.0	7	7.0	2	2.0

Table A4. Parent willingness to consider sending a child to a magnet themed elementary school, by race/ethnicity and region

	White		Hispanic		Black		All	
	N	%	N	%	N	%	N	%
Communication Arts								
NW	0	0.0	2	5.6	0	0.0	2	3.4
W	1	6.7	5	13.9	0	0.0	6	10.3
SW	2	13.3	6	16.7	0	0.0	8	13.8
N	2	13.3	3	8.3	0	0.0	6	10.3
Central	5	33.3	12	33.3	1	33.3	19	32.8
S	1	6.7	5	13.9	0	0.0	6	10.3
NE	4	26.7	5	13.9	0	0.0	9	15.5
E	4	26.7	5	13.9	1	33.3	10	17.2
SE	0	0.0	3	8.3	0	0.0	3	5.2
None	5	33.3	3	8.3	0	0.0	8	13.8
Respondents	15	NA	36	NA	3	NA	58	NA
Dual-Language English and Spanish								
NW	8	14.8	21	12.3	1	6.7	31	12.5
W	14	25.9	41	24.0	4	26.7	60	24.2
SW	5	9.3	40	23.4	3	20.0	50	20.2
N	9	16.7	16	9.4	3	20.0	29	11.7
Central	37	68.5	74	43.3	6	40.0	122	49.2
S	8	14.8	42	24.6	3	20.0	55	22.2
NE	10	18.5	19	11.1	1	6.7	32	12.9
E	11	20.4	38	22.2	8	53.3	59	23.8
SE	4	7.4	20	11.7	2	13.3	27	10.9
None	3	5.6	16	9.4	2	13.3	22	8.9
Respondents	54	NA	171	NA	15	NA	248	NA
Dual-Language English and Another Language								
NW	2	22.2	0	0.0	1	50.0	3	12.5
W	3	33.3	1	11.1	1	50.0	6	25
SW	2	22.2	2	22.2	1	50.0	7	29.2
N	3	33.3	0	0.0	1	50.0	4	16.7
Central	4	44.4	5	55.6	2	100.0	13	54.2
S	2	22.2	1	11.1	1	50.0	5	20.8
NE	2	22.2	1	11.1	1	50.0	4	16.7
E	4	44.4	1	11.1	1	50.0	6	25
SE	1	11.1	0	0.0	2	100.0	3	12.5
None	1	11.1	0	0.0	0	0.0	1	4.2
Respondents	9	NA	9	NA	2	NA	24	NA
Early College								
NW	9	9.2	18	11.5	2	11.8	29	10.2

	White		Hispanic		Black		All	
	N	%	N	%	N	%	N	%
W	17	17.3	44	28.2	5	29.4	66	23.2
SW	12	12.2	51	32.7	3	17.6	66	23.2
N	16	16.3	12	7.7	3	17.6	31	10.9
Central	50	51.0	68	43.6	6	35.3	127	44.7
S	14	14.3	35	22.4	7	41.2	58	20.4
NE	31	31.6	15	9.6	3	17.6	50	17.6
E	34	34.7	19	12.2	7	41.2	62	21.8
SE	16	16.3	13	8.3	4	23.5	33	11.6
None	15	15.3	11	7.1	3	17.6	32	11.3
Respondents	98	NA	156	NA	17	NA	284	NA
Fine and Performing Arts								
NW	13	9.4	14	9.8	3	15.8	33	10.2
W	19	13.7	29	20.3	3	15.8	55	17
SW	8	5.8	35	24.5	3	15.8	48	14.9
N	20	14.4	16	11.2	3	15.8	42	13
Central	71	51.1	59	41.3	7	36.8	148	45.8
S	16	11.5	36	25.2	5	26.3	61	18.9
NE	42	30.2	16	11.2	4	21.1	66	20.4
E	61	43.9	29	20.3	8	42.1	101	31.3
SE	23	16.5	17	11.9	5	26.3	47	14.6
None	12	8.6	14	9.8	1	5.3	30	9.3
Respondents	139	NA	143	NA	19	NA	323	NA
Gifted Education								
NW	14	13.6	9	11.3	1	10.0	26	12.4
W	20	19.4	19	23.8	5	50.0	47	22.5
SW	14	13.6	18	22.5	4	40.0	38	18.2
N	19	18.4	4	5.0	1	10.0	27	12.9
Central	57	55.3	27	33.8	7	70.0	100	47.8
S	14	13.6	19	23.8	3	30.0	40	19.1
NE	33	32.0	9	11.3	1	10.0	48	23
E	39	37.9	18	22.5	3	30.0	67	32.1
SE	20	19.4	9	11.3	2	20.0	33	15.8
None	13	12.6	7	8.8	0	0.0	21	10
Respondents	103	NA	80	NA	10	NA	209	NA
International Baccalaureate								
NW	3	20.0	2	13.3	0	0.0	5	16.7
W	5	33.3	3	20.0	0	0.0	8	26.7
SW	4	26.7	7	46.7	0	0.0	11	36.7
N	3	20.0	1	6.7	0	0.0	4	13.3
Central	9	60.0	5	33.3	0	0.0	14	46.7
S	4	26.7	4	26.7	0	0.0	8	26.7

	White		Hispanic		Black		All	
	N	%	N	%	N	%	N	%
NE	5	33.3	2	13.3	0	0.0	7	23.3
E	6	40.0	2	13.3	0	0.0	8	26.7
SE	2	13.3	2	13.3	0	0.0	4	13.3
None	2	13.3	0	0.0	0	0.0	2	6.7
Respondents	15	NA	15	NA	0	NA	30	NA
International Business								
NW	1	33.3	1	11.1	0	0.0	2	16.7
W	1	33.3	4	44.4	0	0.0	5	41.7
SW	1	33.3	3	33.3	0	0.0	4	33.3
N	1	33.3	0	0.0	0	0.0	1	8.3
Central	1	33.3	4	44.4	0	0.0	5	41.7
S	1	33.3	2	22.2	0	0.0	3	25
NE	1	33.3	2	22.2	0	0.0	3	25
E	2	66.7	0	0.0	0	0.0	2	16.7
SE	1	33.3	0	0.0	0	0.0	1	8.3
None	0	0.0	1	11.1	0	0.0	1	8.3
Respondents	3	NA	9	NA	0	NA	12	NA
Law								
NW	2	25.0	2	6.7	1	33.3	6	13.3
W	2	25.0	7	23.3	1	33.3	11	24.4
SW	3	37.5	7	23.3	1	33.3	12	26.7
N	2	25.0	1	3.3	2	66.7	6	13.3
Central	2	25.0	7	23.3	2	66.7	14	31.1
S	1	12.5	6	20.0	1	33.3	9	20
NE	3	37.5	2	6.7	1	33.3	8	17.8
E	3	37.5	3	10.0	1	33.3	10	22.2
SE	1	12.5	3	10.0	1	33.3	6	13.3
None	1	12.5	2	6.7	1	33.3	5	11.1
Respondents	8	NA	30	NA	3	NA	45	NA
Medical Careers								
NW	3	10.7	11	17.5	0	0.0	16	14.8
W	6	21.4	21	33.3	0	0.0	31	28.7
SW	5	17.9	16	25.4	0	0.0	21	19.4
N	2	7.1	9	14.3	0	0.0	13	12
Central	12	42.9	31	49.2	0	0.0	46	42.6
S	3	10.7	19	30.2	0	0.0	22	20.4
NE	7	25.0	9	14.3	1	20.0	18	16.7
E	4	14.3	14	22.2	2	40.0	24	22.2
SE	1	3.6	12	19.0	1	20.0	14	13
None	3	10.7	3	4.8	1	20.0	9	8.3
Respondents	28	NA	63	NA	5	NA	108	NA

	White		Hispanic		Black		All	
	N	%	N	%	N	%	N	%
Montessori								
NW	6	17.1	4	22.2	1	33.3	11	18.6
W	7	20.0	8	44.4	1	33.3	16	27.1
SW	1	2.9	8	44.4	0	0.0	9	15.3
N	11	31.4	4	22.2	0	0.0	15	25.4
Central	27	77.1	13	72.2	2	66.7	44	74.6
S	8	22.9	8	44.4	0	0.0	17	28.8
NE	14	40.0	6	33.3	0	0.0	20	33.9
E	15	42.9	7	38.9	1	33.3	24	40.7
SE	10	28.6	4	22.2	0	0.0	14	23.7
None	2	5.7	0	0.0	0	0.0	2	3.4
Respondents	35	NA	18	NA	3	NA	59	NA
Project-Based Learning and Systems Thinking								
NW	11	14.9	8	20.0	2	33.3	22	16.8
W	18	24.3	15	37.5	2	33.3	37	28.2
SW	10	13.5	17	42.5	2	33.3	32	24.4
N	14	18.9	8	20.0	2	33.3	25	19.1
Central	49	66.2	19	47.5	4	66.7	78	59.5
S	18	24.3	13	32.5	3	50.0	38	29
NE	24	32.4	6	15.0	1	16.7	32	24.4
E	29	39.2	5	12.5	2	33.3	38	29
SE	14	18.9	5	12.5	0	0.0	20	15.3
None	7	9.5	2	5.0	0	0.0	10	7.6
Respondents	74	NA	40	NA	6	NA	131	NA
Reggio Inspired								
NW	0	0.0	2	25.0	0	0.0	3	15
W	0	0.0	3	37.5	0	0.0	4	20
SW	0	0.0	4	50.0	0	0.0	5	25
N	0	0.0	1	12.5	0	0.0	3	15
Central	4	44.4	3	37.5	0	0.0	10	50
S	2	22.2	7	87.5	0	0.0	10	50
NE	2	22.2	2	25.0	0	0.0	5	25
E	4	44.4	2	25.0	0	0.0	8	40
SE	0	0.0	2	25.0	0	0.0	4	20
None	0	0.0	0	0.0	0	0.0	0	0
Respondents	9	NA	8	NA	0	NA	20	NA
Spanish Immersion								
NW	3	15.8	4	14.3	0	0.0	7	13.7
W	9	47.4	8	28.6	0	0.0	17	33.3
SW	3	15.8	2	7.1	1	100.0	6	11.8
N	7	36.8	4	14.3	0	0.0	12	23.5

	White		Hispanic		Black		All	
	N	%	N	%	N	%	N	%
Central	14	73.7	18	64.3	1	100.0	36	70.6
S	6	31.6	4	14.3	1	100.0	11	21.6
NE	9	47.4	5	17.9	0	0.0	14	27.5
E	10	52.6	8	28.6	0	0.0	18	35.3
SE	3	15.8	1	3.6	0	0.0	4	7.8
None	1	5.3	3	10.7	0	0.0	4	7.8
Respondents	19	NA	28	NA	1	NA	51	NA
STEM (science, technology, engineering, and math)								
NW	10	14.3	10	12.7	1	9.1	22	12.6
W	10	14.3	22	27.8	3	27.3	36	20.6
SW	6	8.6	26	32.9	1	9.1	36	20.6
N	8	11.4	9	11.4	2	18.2	22	12.6
Central	26	37.1	31	39.2	4	36.4	66	37.7
S	3	4.3	22	27.8	4	36.4	31	17.7
NE	25	35.7	13	16.5	3	27.3	45	25.7
E	24	34.3	18	22.8	7	63.6	53	30.3
SE	9	12.9	14	17.7	1	9.1	25	14.3
None	10	14.3	6	7.6	0	0.0	17	9.7
Respondents	70	NA	79	NA	11	NA	175	NA
STEAM (science, technology, engineering, arts, and math)								
NW	23	11.7	29	15.9	3	11.5	56	12.8
W	43	21.9	55	30.2	8	30.8	109	24.8
SW	25	12.8	56	30.8	7	26.9	92	21
N	36	18.4	19	10.4	4	15.4	60	13.7
Central	108	55.1	104	57.1	15	57.7	246	56
S	28	14.3	41	22.5	9	34.6	81	18.5
NE	67	34.2	29	15.9	7	26.9	110	25.1
E	84	42.9	39	21.4	13	50.0	147	33.5
SE	35	17.9	21	11.5	8	30.8	67	15.3
None	15	7.7	7	3.8	1	3.8	25	5.7
Respondents	196	NA	182	NA	26	NA	439	NA
Traditional Academics / Back to Basics								
NW	1	4.2	1	5.3	0	0.0	2	3.6
W	2	8.3	3	15.8	2	22.2	7	12.5
SW	1	4.2	4	21.1	3	33.3	9	16.1
N	3	12.5	1	5.3	0	0.0	4	7.1
Central	11	45.8	8	42.1	5	55.6	26	46.4
S	1	4.2	5	26.3	2	22.2	10	17.9
NE	10	41.7	1	5.3	1	11.1	12	21.4
E	8	33.3	1	5.3	3	33.3	13	23.2
SE	6	25.0	2	10.5	1	11.1	9	16.1

	White		Hispanic		Black		All	
	N	%	N	%	N	%	N	%
None	5	20.8	3	15.8	1	11.1	9	16.1
Respondents	24	NA	19	NA	9	NA	56	NA
Technology Focus								
NW	2	6.3	4	7.4	0	0.0	8	8
W	5	15.6	15	27.8	0	0.0	24	24
SW	1	3.1	24	44.4	0	0.0	27	27
N	3	9.4	1	1.9	1	20.0	7	7
Central	11	34.4	16	29.6	3	60.0	35	35
S	1	3.1	12	22.2	0	0.0	14	14
NE	11	34.4	1	1.9	1	20.0	16	16
E	12	37.5	13	24.1	2	40.0	32	32
SE	4	12.5	4	7.4	2	40.0	13	13
None	7	21.9	4	7.4	0	0.0	12	12
Respondents	32	NA	54	NA	5	NA	100	NA

Table A5. Parent willingness to consider sending a child to a magnet themed middle school, by race/ethnicity and region

	White		Hispanic		Black		All	
	N	%	N	%	N	%	N	%
Communication Arts								
NW	0	0.0	2	5.6	0	0.0	2	3.4
W	2	13.3	6	16.7	0	0.0	8	13.8
SW	2	13.3	9	25.0	0	0.0	11	19
N	2	13.3	3	8.3	0	0.0	6	10.3
Central	6	40.0	16	44.4	1	33.3	24	41.4
S	1	6.7	5	13.9	0	0.0	6	10.3
NE	3	20.0	5	13.9	0	0.0	8	13.8
E	4	26.7	6	16.7	1	33.3	11	19
SE	0	0.0	4	11.1	0	0.0	4	6.9
None	4	26.7	1	2.8	0	0.0	5	8.6
Respondents	15	NA	36	NA	3	NA	58	NA
Dual-Language English and Spanish								
NW	7	13.0	24	14.0	1	6.7	33	13.3
W	17	31.5	44	25.7	3	20.0	65	26.2
SW	5	9.3	42	24.6	2	13.3	51	20.6
N	11	20.4	20	11.7	2	13.3	34	13.7
Central	41	75.9	73	42.7	5	33.3	123	49.6
S	9	16.7	42	24.6	4	26.7	56	22.6
NE	13	24.1	19	11.1	1	6.7	35	14.1
E	14	25.9	33	19.3	8	53.3	57	23
SE	4	7.4	18	10.5	2	13.3	25	10.1
None	2	3.7	16	9.4	1	6.7	20	8.1
Respondents	54	NA	171	NA	15	NA	248	NA
Dual-Language English and another language								
NW	1	11.1	1	11.1	1	50.0	3	12.5
W	2	22.2	2	22.2	1	50.0	6	25
SW	2	22.2	3	33.3	1	50.0	7	29.2
N	2	22.2	0	0.0	1	50.0	3	12.5
Central	3	33.3	5	55.6	2	100.0	12	50
S	2	22.2	2	22.2	1	50.0	6	25
NE	1	11.1	1	11.1	1	50.0	3	12.5
E	3	33.3	1	11.1	1	50.0	5	20.8
SE	1	11.1	0	0.0	2	100.0	3	12.5
None	1	11.1	0	0.0	0	0.0	1	4.2
Respondents	9	NA	9	NA	2	NA	24	NA
Early College								
NW	11	11.2	20	12.8	3	17.6	36	12.7
W	21	21.4	46	29.5	5	29.4	73	25.7
SW	14	14.3	56	35.9	4	23.5	76	26.8
N	19	19.4	18	11.5	4	23.5	44	15.5

	White		Hispanic		Black		All	
	N	%	N	%	N	%	N	%
Central	54	55.1	66	42.3	6	35.3	131	46.1
S	14	14.3	43	27.6	7	41.2	69	24.3
NE	36	36.7	17	10.9	5	29.4	61	21.5
E	39	39.8	26	16.7	9	52.9	77	27.1
SE	22	22.4	17	10.9	5	29.4	45	15.8
None	7	7.1	8	5.1	1	5.9	16	5.6
Respondents	98	NA	156	NA	17	NA	284	NA
Fine and Performing Arts								
NW	14	10.1	17	11.9	3	15.8	37	11.5
W	22	15.8	31	21.7	5	26.3	64	19.8
SW	9	6.5	41	28.7	2	10.5	56	17.3
N	29	20.9	16	11.2	3	15.8	51	15.8
Central	80	57.6	62	43.4	6	31.6	159	49.2
S	19	13.7	35	24.5	4	21.1	62	19.2
NE	51	36.7	19	13.3	4	21.1	78	24.1
E	66	47.5	31	21.7	9	47.4	109	33.7
SE	30	21.6	15	10.5	5	26.3	52	16.1
None	12	8.6	5	3.5	1	5.3	19	5.9
Respondents	139	NA	143	NA	19	NA	323	NA
Gifted Education								
NW	14	13.6	9	11.3	2	20.0	27	12.9
W	21	20.4	20	25.0	4	40.0	48	23
SW	14	13.6	21	26.3	5	50.0	43	20.6
N	24	23.3	6	7.5	2	20.0	35	16.7
Central	64	62.1	31	38.8	8	80.0	112	53.6
S	15	14.6	19	23.8	3	30.0	40	19.1
NE	36	35.0	11	13.8	3	30.0	54	25.8
E	41	39.8	21	26.3	5	50.0	75	35.9
SE	23	22.3	10	12.5	3	30.0	38	18.2
None	8	7.8	3	3.8	0	0.0	13	6.2
Respondents	103	NA	80	NA	10	NA	209	NA
International Baccalaureate								
NW	3	20.0	2	13.3	0	0.0	5	16.7
W	5	33.3	4	26.7	0	0.0	9	30
SW	4	26.7	7	46.7	0	0.0	11	36.7
N	4	26.7	1	6.7	0	0.0	5	16.7
Central	10	66.7	4	26.7	0	0.0	14	46.7
S	4	26.7	4	26.7	0	0.0	8	26.7
NE	6	40.0	2	13.3	0	0.0	8	26.7
E	7	46.7	2	13.3	0	0.0	9	30
SE	3	20.0	2	13.3	0	0.0	5	16.7
None	1	6.7	0	0.0	0	0.0	1	3.3
Respondents	15	NA	15	NA	0	NA	30	NA
International Business								

	White		Hispanic		Black		All	
	N	%	N	%	N	%	N	%
NW	0	0.0	3	33.3	0	0.0	3	25
W	0	0.0	4	44.4	0	0.0	4	33.3
SW	0	0.0	3	33.3	0	0.0	3	25
N	0	0.0	0	0.0	0	0.0	0	0
Central	0	0.0	4	44.4	0	0.0	4	33.3
S	0	0.0	2	22.2	0	0.0	2	16.7
NE	0	0.0	3	33.3	0	0.0	3	25
E	1	33.3	0	0.0	0	0.0	1	8.3
SE	0	0.0	0	0.0	0	0.0	0	0
None	0	0.0	0	0.0	0	0.0	0	0
Respondents	3	NA	9	NA	0	NA	12	NA
Law								
NW	3	37.5	2	6.7	1	33.3	7	15.6
W	3	37.5	7	23.3	2	66.7	13	28.9
SW	3	37.5	9	30.0	1	33.3	14	31.1
N	3	37.5	1	3.3	1	33.3	6	13.3
Central	3	37.5	10	33.3	2	66.7	18	40
S	2	25.0	6	20.0	1	33.3	10	22.2
NE	4	50.0	2	6.7	1	33.3	9	20
E	4	50.0	4	13.3	1	33.3	12	26.7
SE	2	25.0	3	10.0	1	33.3	7	15.6
None	2	25.0	1	3.3	0	0.0	4	8.9
Respondents	8	NA	30	NA	3	NA	45	NA
Medical Careers								
NW	4	14.3	9	14.3	0	0.0	14	13
W	6	21.4	23	36.5	0	0.0	32	29.6
SW	4	14.3	18	28.6	0	0.0	23	21.3
N	3	10.7	11	17.5	0	0.0	15	13.9
Central	12	42.9	31	49.2	1	20.0	50	46.3
S	4	14.3	18	28.6	0	0.0	23	21.3
NE	5	17.9	11	17.5	1	20.0	20	18.5
E	6	21.4	15	23.8	4	80.0	29	26.9
SE	2	7.1	13	20.6	3	60.0	19	17.6
None	6	21.4	4	6.3	1	20.0	13	12
Respondents	28	NA	63	NA	5	NA	108	NA
Montessori								
NW	6	17.1	3	16.7	1	33.3	10	16.9
W	7	20.0	6	33.3	1	33.3	15	25.4
SW	2	5.7	6	33.3	0	0.0	8	13.6
N	10	28.6	3	16.7	0	0.0	13	22
Central	25	71.4	10	55.6	2	66.7	39	66.1
S	9	25.7	8	44.4	0	0.0	18	30.5
NE	11	31.4	5	27.8	0	0.0	16	27.1
E	13	37.1	6	33.3	1	33.3	22	37.3

	White		Hispanic		Black		All	
	N	%	N	%	N	%	N	%
SE	9	25.7	3	16.7	0	0.0	12	20.3
None	3	8.6	2	11.1	0	0.0	5	8.5
Respondents	35	NA	18	NA	3	NA	59	NA
Project-Based Learning and Systems Thinking								
NW	9	12.2	10	25.0	2	33.3	22	16.8
W	18	24.3	16	40.0	2	33.3	39	29.8
SW	9	12.2	19	47.5	2	33.3	33	25.2
N	16	21.6	6	15.0	2	33.3	25	19.1
Central	54	73.0	23	57.5	4	66.7	87	66.4
S	14	18.9	12	30.0	2	33.3	31	23.7
NE	27	36.5	6	15.0	2	33.3	36	27.5
E	30	40.5	3	7.5	2	33.3	37	28.2
SE	16	21.6	3	7.5	0	0.0	20	15.3
None	4	5.4	1	2.5	0	0.0	6	4.6
Respondents	74	NA	40	NA	6	NA	131	NA
Reggio Inspired								
NW	0	0.0	2	25.0	0	0.0	3	15
W	0	0.0	3	37.5	0	0.0	4	20
SW	1	11.1	4	50.0	0	0.0	6	30
N	0	0.0	1	12.5	0	0.0	3	15
Central	4	44.4	4	50.0	0	0.0	11	55
S	0	0.0	6	75.0	0	0.0	7	35
NE	3	33.3	2	25.0	0	0.0	6	30
E	3	33.3	2	25.0	0	0.0	7	35
SE	0	0.0	2	25.0	0	0.0	4	20
None	0	0.0	0	0.0	0	0.0	0	0
Respondents	9	NA	8	NA	0	NA	20	NA
Spanish Immersion								
NW	4	21.1	4	14.3	0	0.0	8	15.7
W	8	42.1	8	28.6	0	0.0	16	31.4
SW	4	21.1	2	7.1	1	100.0	7	13.7
N	7	36.8	4	14.3	0	0.0	13	25.5
Central	13	68.4	17	60.7	1	100.0	34	66.7
S	6	31.6	4	14.3	1	100.0	12	23.5
NE	8	42.1	5	17.9	0	0.0	13	25.5
E	11	57.9	7	25.0	0	0.0	18	35.3
SE	4	21.1	1	3.6	0	0.0	5	9.8
None	0	0.0	3	10.7	0	0.0	3	5.9
Respondents	19	NA	28	NA	1	NA	51	NA
STEM (science, technology, engineering, and math)								
NW	11	15.7	13	16.5	2	18.2	27	15.4
W	9	12.9	27	34.2	3	27.3	40	22.9
SW	7	10.0	29	36.7	1	9.1	40	22.9
N	12	17.1	14	17.7	2	18.2	30	17.1

	White		Hispanic		Black		All	
	N	%	N	%	N	%	N	%
Central	30	42.9	36	45.6	4	36.4	78	44.6
S	5	7.1	27	34.2	4	36.4	38	21.7
NE	26	37.1	14	17.7	3	27.3	47	26.9
E	25	35.7	18	22.8	7	63.6	54	30.9
SE	10	14.3	15	19.0	1	9.1	28	16
None	7	10.0	4	5.1	0	0.0	13	7.4
Respondents	70	NA	79	NA	11	NA	175	NA
STEAM (science, technology, engineering, arts, and math)								
NW	22	11.2	29	15.9	3	11.5	55	12.5
W	45	23.0	59	32.4	9	34.6	118	26.9
SW	26	13.3	56	30.8	7	26.9	92	21
N	38	19.4	20	11.0	4	15.4	63	14.4
Central	117	59.7	104	57.1	15	57.7	254	57.9
S	31	15.8	40	22.0	9	34.6	83	18.9
NE	73	37.2	31	17.0	8	30.8	119	27.1
E	83	42.3	39	21.4	11	42.3	144	32.8
SE	41	20.9	23	12.6	7	26.9	74	16.9
None	9	4.6	5	2.7	0	0.0	17	3.9
Respondents	196	NA	182	NA	26	NA	439	NA
Traditional Academics / Back to Basics								
NW	1	4.2	1	5.3	1	11.1	3	5.4
W	2	8.3	3	15.8	2	22.2	7	12.5
SW	1	4.2	5	26.3	4	44.4	11	19.6
N	3	12.5	1	5.3	1	11.1	5	8.9
Central	14	58.3	8	42.1	5	55.6	29	51.8
S	1	4.2	3	15.8	3	33.3	9	16.1
NE	11	45.8	1	5.3	1	11.1	13	23.2
E	11	45.8	3	15.8	3	33.3	18	32.1
SE	5	20.8	2	10.5	1	11.1	8	14.3
None	6	25.0	2	10.5	1	11.1	9	16.1
Respondents	24	NA	19	NA	9	NA	56	NA
Technology Focus								
NW	4	12.5	6	11.1	0	0.0	12	12
W	6	18.8	14	25.9	0	0.0	24	24
SW	1	3.1	20	37.0	0	0.0	24	24
N	6	18.8	3	5.6	1	20.0	12	12
Central	13	40.6	19	35.2	3	60.0	41	41
S	2	6.3	11	20.4	0	0.0	15	15
NE	11	34.4	2	3.7	1	20.0	17	17
E	13	40.6	14	25.9	2	40.0	35	35
SE	5	15.6	4	7.4	2	40.0	14	14
None	3	9.4	3	5.6	0	0.0	7	7
Respondents	32	NA	54	NA	5	NA	100	NA

Table A6. Parent willingness to consider sending a child to a magnet themed high school, by race/ethnicity and region

	White		Hispanic		Black		All	
	N	%	N	%	N	%	N	%
Communication Arts								
NW	0	0.0	2	5.6	0	0.0	2	3.4
W	2	13.3	5	13.9	0	0.0	7	12.1
SW	2	13.3	9	25.0	0	0.0	11	19
N	3	20.0	3	8.3	0	0.0	7	12.1
Central	7	46.7	17	47.2	1	33.3	26	44.8
S	1	6.7	6	16.7	0	0.0	7	12.1
NE	4	26.7	4	11.1	0	0.0	8	13.8
E	5	33.3	6	16.7	1	33.3	12	20.7
SE	1	6.7	4	11.1	0	0.0	5	8.6
None	2	13.3	0	0.0	0	0.0	2	3.4
Respondents	15	NA	36	NA	3	NA	58	NA
Dual-Language English and Spanish								
NW	9	16.7	27	15.8	3	20.0	40	16.1
W	18	33.3	43	25.1	4	26.7	66	26.6
SW	5	9.3	46	26.9	2	13.3	55	22.2
N	14	25.9	22	12.9	2	13.3	39	15.7
Central	42	77.8	73	42.7	6	40.0	126	50.8
S	9	16.7	41	24.0	3	20.0	55	22.2
NE	14	25.9	18	10.5	1	6.7	35	14.1
E	13	24.1	39	22.8	8	53.3	62	25
SE	4	7.4	19	11.1	2	13.3	26	10.5
None	2	3.7	14	8.2	1	6.7	18	7.3
Respondents	54	NA	171	NA	15	NA	248	NA
Dual-Language English and another language								
NW	1	11.1	1	11.1	1	50.0	3	12.5
W	2	22.2	2	22.2	1	50.0	6	25
SW	2	22.2	3	33.3	1	50.0	8	33.3
N	2	22.2	0	0.0	1	50.0	3	12.5
Central	5	55.6	4	44.4	2	100.0	13	54.2
S	2	22.2	2	22.2	1	50.0	6	25
NE	1	11.1	1	11.1	1	50.0	3	12.5
E	3	33.3	1	11.1	1	50.0	5	20.8
SE	1	11.1	1	11.1	2	100.0	4	16.7
None	0	0.0	0	0.0	0	0.0	0	0
Respondents	9	NA	9	NA	2	NA	24	NA
Early College								
NW	15	15.3	27	17.3	4	23.5	49	17.3
W	22	22.4	51	32.7	5	29.4	81	28.5
SW	13	13.3	57	36.5	4	23.5	77	27.1
N	22	22.4	27	17.3	4	23.5	56	19.7

	White		Hispanic		Black		All	
	N	%	N	%	N	%	N	%
Central	59	60.2	77	49.4	7	41.2	147	51.8
S	15	15.3	47	30.1	7	41.2	73	25.7
NE	41	41.8	24	15.4	6	35.3	74	26.1
E	41	41.8	32	20.5	11	64.7	88	31
SE	19	19.4	21	13.5	5	29.4	46	16.2
None	0	0.0	3	1.9	1	5.9	4	1.4
Respondents	98	NA	156	NA	17	NA	284	NA
Fine and Performing Arts								
NW	14	10.1	17	11.9	4	21.1	39	12.1
W	22	15.8	36	25.2	5	26.3	71	22
SW	11	7.9	45	31.5	2	10.5	62	19.2
N	24	17.3	20	14.0	5	26.3	54	16.7
Central	81	58.3	71	49.7	8	42.1	173	53.6
S	18	12.9	40	28.0	6	31.6	69	21.4
NE	51	36.7	22	15.4	4	21.1	82	25.4
E	65	46.8	33	23.1	10	52.6	112	34.7
SE	29	20.9	15	10.5	5	26.3	51	15.8
None	5	3.6	3	2.1	1	5.3	9	2.8
Respondents	139	NA	143	NA	19	NA	323	NA
Gifted Education								
NW	15	14.6	10	12.5	2	20.0	29	13.9
W	23	22.3	23	28.8	5	50.0	54	25.8
SW	15	14.6	19	23.8	6	60.0	43	20.6
N	22	21.4	7	8.8	2	20.0	35	16.7
Central	72	69.9	36	45.0	8	80.0	126	60.3
S	15	14.6	18	22.5	3	30.0	39	18.7
NE	34	33.0	12	15.0	2	20.0	52	24.9
E	39	37.9	20	25.0	5	50.0	73	34.9
SE	25	24.3	9	11.3	3	30.0	39	18.7
None	5	4.9	2	2.5	0	0.0	7	3.3
Respondents	103	NA	80	NA	10	NA	209	NA
International Baccalaureate								
NW	4	26.7	3	20.0	0	0.0	7	23.3
W	6	40.0	5	33.3	0	0.0	11	36.7
SW	5	33.3	6	40.0	0	0.0	11	36.7
N	5	33.3	2	13.3	0	0.0	7	23.3
Central	11	73.3	5	33.3	0	0.0	16	53.3
S	5	33.3	5	33.3	0	0.0	10	33.3
NE	7	46.7	3	20.0	0	0.0	10	33.3
E	8	53.3	3	20.0	0	0.0	11	36.7
SE	5	33.3	3	20.0	0	0.0	8	26.7
None	0	0.0	0	0.0	0	0.0	0	0
Respondents	15	NA	15	NA	0	NA	30	NA
International Business								

	White		Hispanic		Black		All	
	N	%	N	%	N	%	N	%
NW	0	0.0	3	33.3	0	0.0	3	25
W	0	0.0	4	44.4	0	0.0	4	33.3
SW	0	0.0	5	55.6	0	0.0	5	41.7
N	0	0.0	0	0.0	0	0.0	0	0
Central	0	0.0	4	44.4	0	0.0	4	33.3
S	1	33.3	2	22.2	0	0.0	3	25
NE	1	33.3	3	33.3	0	0.0	4	33.3
E	1	33.3	0	0.0	0	0.0	1	8.3
SE	1	33.3	0	0.0	0	0.0	1	8.3
None	0	0.0	0	0.0	0	0.0	0	0
Respondents	3	NA	9	NA	0	NA	12	NA
Law								
NW	3	37.5	3	10.0	1	33.3	8	17.8
W	3	37.5	7	23.3	2	66.7	13	28.9
SW	3	37.5	7	23.3	2	66.7	13	28.9
N	3	37.5	1	3.3	1	33.3	6	13.3
Central	3	37.5	11	36.7	2	66.7	19	42.2
S	3	37.5	7	23.3	1	33.3	14	31.1
NE	4	50.0	2	6.7	1	33.3	9	20
E	4	50.0	4	13.3	1	33.3	12	26.7
SE	2	25.0	5	16.7	1	33.3	10	22.2
None	1	12.5	0	0.0	0	0.0	1	2.2
Respondents	8	NA	30	NA	3	NA	45	NA
Medical Focus								
NW	4	14.3	11	17.5	0	0.0	17	15.7
W	7	25.0	20	31.7	0	0.0	30	27.8
SW	5	17.9	19	30.2	0	0.0	25	23.1
N	4	14.3	13	20.6	1	20.0	19	17.6
Central	14	50.0	33	52.4	2	40.0	56	51.9
S	3	10.7	19	30.2	2	40.0	27	25
NE	8	28.6	12	19.0	1	20.0	25	23.1
E	8	28.6	16	25.4	4	80.0	32	29.6
SE	3	10.7	15	23.8	2	40.0	22	20.4
None	2	7.1	1	1.6	0	0.0	3	2.8
Respondents	28	NA	63	NA	5	NA	108	NA
Montessori								
NW	3	8.6	3	16.7	1	33.3	7	11.9
W	4	11.4	6	33.3	1	33.3	11	18.6
SW	2	5.7	6	33.3	0	0.0	8	13.6
N	7	20.0	5	27.8	0	0.0	12	20.3
Central	19	54.3	12	66.7	1	33.3	34	57.6
S	5	14.3	7	38.9	0	0.0	13	22
NE	8	22.9	7	38.9	0	0.0	15	25.4
E	9	25.7	6	33.3	1	33.3	18	30.5

	White		Hispanic		Black		All	
	N	%	N	%	N	%	N	%
SE	6	17.1	4	22.2	0	0.0	10	16.9
None	9	25.7	1	5.6	0	0.0	10	16.9
Respondents	35	NA	18	NA	3	NA	59	NA
Project-Based Learning and Systems Thinking								
NW	11	14.9	12	30.0	2	33.3	26	19.8
W	21	28.4	19	47.5	2	33.3	45	34.4
SW	10	13.5	19	47.5	2	33.3	34	26
N	19	25.7	7	17.5	2	33.3	31	23.7
Central	56	75.7	22	55.0	5	83.3	90	68.7
S	19	25.7	12	30.0	2	33.3	38	29
NE	29	39.2	6	15.0	1	16.7	37	28.2
E	32	43.2	4	10.0	3	50.0	40	30.5
SE	16	21.6	3	7.5	0	0.0	20	15.3
None	2	2.7	2	5.0	0	0.0	5	3.8
Respondents	74	NA	40	NA	6	NA	131	NA
Reggio Inspired								
NW	0	0.0	2	25.0	0	0.0	3	15
W	0	0.0	3	37.5	0	0.0	4	20
SW	0	0.0	4	50.0	0	0.0	5	25
N	0	0.0	1	12.5	0	0.0	3	15
Central	4	44.4	4	50.0	0	0.0	10	50
S	1	11.1	6	75.0	0	0.0	8	40
NE	4	44.4	2	25.0	0	0.0	7	35
E	4	44.4	2	25.0	0	0.0	8	40
SE	0	0.0	3	37.5	0	0.0	4	20
None	0	0.0	0	0.0	0	0.0	0	0
Respondents	9	NA	8	NA	0	NA	20	NA
Spanish Immersion								
NW	2	10.5	5	17.9	0	0.0	7	13.7
W	9	47.4	7	25.0	0	0.0	16	31.4
SW	3	15.8	4	14.3	1	100.0	8	15.7
N	8	42.1	5	17.9	0	0.0	15	29.4
Central	13	68.4	18	64.3	1	100.0	35	68.6
S	5	26.3	6	21.4	1	100.0	13	25.5
NE	8	42.1	5	17.9	0	0.0	13	25.5
E	11	57.9	7	25.0	0	0.0	18	35.3
SE	3	15.8	1	3.6	0	0.0	4	7.8
None	0	0.0	3	10.7	0	0.0	3	5.9
Respondents	19	NA	28	NA	1	NA	51	NA
STEM (science, technology, engineering, and mathematics)								
NW	11	15.7	16	20.3	1	9.1	30	17.1
W	9	12.9	30	38.0	3	27.3	43	24.6
SW	7	10.0	29	36.7	1	9.1	40	22.9
N	11	15.7	15	19.0	2	18.2	30	17.1

	White		Hispanic		Black		All	
	N	%	N	%	N	%	N	%
Central	29	41.4	42	53.2	5	45.5	84	48
S	4	5.7	26	32.9	4	36.4	36	20.6
NE	30	42.9	17	21.5	3	27.3	55	31.4
E	26	37.1	21	26.6	7	63.6	59	33.7
SE	11	15.7	16	20.3	1	9.1	30	17.1
None	3	4.3	1	1.3	0	0.0	4	2.3
Respondents	70	NA	79	NA	11	NA	175	NA
STEAM (science, technology, engineering, arts, and mathematics)								
NW	23	11.7	35	19.2	3	11.5	62	14.1
W	46	23.5	64	35.2	8	30.8	125	28.5
SW	24	12.2	65	35.7	7	26.9	99	22.6
N	40	20.4	25	13.7	4	15.4	71	16.2
Central	124	63.3	115	63.2	17	65.4	276	62.9
S	31	15.8	41	22.5	7	26.9	83	18.9
NE	74	37.8	34	18.7	9	34.6	123	28
E	82	41.8	46	25.3	14	53.8	154	35.1
SE	38	19.4	27	14.8	8	30.8	75	17.1
None	7	3.6	4	2.2	1	3.8	13	3
Respondents	196	NA	182	NA	26	NA	439	NA
Traditional Academics / Back to Basics								
NW	2	8.3	1	5.3	1	11.1	4	7.1
W	4	16.7	3	15.8	2	22.2	10	17.9
SW	2	8.3	5	26.3	3	33.3	11	19.6
N	3	12.5	1	5.3	1	11.1	5	8.9
Central	15	62.5	8	42.1	4	44.4	29	51.8
S	1	4.2	3	15.8	3	33.3	9	16.1
NE	12	50.0	1	5.3	1	11.1	14	25
E	11	45.8	3	15.8	2	22.2	17	30.4
SE	6	25.0	2	10.5	1	11.1	9	16.1
None	1	4.2	3	15.8	1	11.1	5	8.9
Respondents	24	NA	19	NA	9	NA	56	NA
Technology Focus								
NW	5	15.6	6	11.1	1	20.0	14	14
W	8	25.0	14	25.9	0	0.0	26	26
SW	1	3.1	23	42.6	0	0.0	27	27
N	6	18.8	3	5.6	2	40.0	13	13
Central	14	43.8	22	40.7	3	60.0	45	45
S	2	6.3	13	24.1	0	0.0	17	17
NE	11	34.4	3	5.6	2	40.0	19	19
E	13	40.6	14	25.9	3	60.0	36	36
SE	5	15.6	6	11.1	2	40.0	16	16
None	0	0.0	2	3.7	0	0.0	2	2
Respondents	32	NA	54	NA	5	NA	100	NA