

# **EXHIBIT 11B**

### **Special Master Preliminary Comments to Magnet Plan [Received 05/21/14]**

1. It is clear that a considerable amount of effort went into the development of the magnet plan. There are many good things about the plan but given that time is short, I will focus on what seem to be some overarching problems. At the end, I add some more specific comments. As I will note, the plan is complex and it is likely that I have not understood some of the points made. I look forward to learning more.
2. It may be that the plan makes it easier to sustain the status quo than to develop new initiatives and make tough decisions. Some schools are on two year cycles, others on three, but what determines when they will lose magnet status or gain assurance of continuity is unclear to me. I am confident that there will be considerable pressure to retain existing magnet schools and many “good” reasons for giving schools more time. It would be useful to provide sample hypotheticals. The clearer the criteria are, the better.
3. Overall, the plan seems too complex and lacks clarity with respect to priorities and criteria for determining progress. This, of course, will make it difficult to make decisions. The five pillars idea may be based on some larger district strategy, but it conjures up an image of a plan that depends equally on five sets of standards for evaluating magnet programs and schools. A more useful conceptualization would seem to be a causal model that has outcomes of integration and student achievement on the right-hand side of the model and identifies the factors that would influence both of these outcomes and their interdependencies. One would want to know what the metrics are to measure progress.
4. As the pillar model implies, each of the pillars would carry the same weight. Apparently, there is some strategy for aggregating scores on particular standards that justify the status or potential of a given magnet plan. If this is right, it would be possible for a school to score highly on process variables while not achieving integration or academic excellence. Integration and student achievement are goals, the other pillars are strategies. School improvement depends on understanding the relationships among strategies and their individual and cumulative effect on outcomes. Of course, some strategies are more important than others and there are more variables for some pillars than others. How will these be scored? The problem with attaching weights to the causal variables is that “it depends”. Over reliance on quantitative measures—which I take to be the intent of the rubrics—is a trap when the variables are measured subjectively (see discussion of curricular characteristics), vary in their effects, and depend for their effectiveness on other variables. This is another reason not to treat outcomes and processes/strategies in the same way.
5. In some cases, the standards that are listed seem to be duplicative. Compare the variables under 3.6A with some of those in 4.10A. The measures themselves need to

be examined. For example, the standard around the family engagement standard seem to reflect older concepts rather than the viewing of families as important sources (“funds”)of knowledge about how to best teach their children even if they never set foot in the school.

6. The focus on unique curricula and pedagogy need to conditioned by the district’s commitment to implement common core standards and related teaching methods as well as its commitment to culturally responsive pedagogy.
  - a. I note that culturally responsive pedagogy gets virtually no attention in this plan. (Or in the job descriptions).
7. I appreciate that considerable elements of this plan are derived from frameworks established by the national magnet schools organization. But that does not make them useful. It would be difficult to conclude that magnet schools, as they have been implemented throughout the country, are a raging success.
8. With respect to the issue of complexity, a good rule to follow is to avoid multiple goals that overlap and cannot be distinguished from strategies to achieve student outcomes. It is doubtful that one could tell a story that was would readily re-countable based on plan as it is fleshed out in the various appendices that purport to shape the evaluation of the schools/programs.
  - a. Then, on page 41 we have another set of variables that represent goals and processes that may or may not be related to the pillars and standards that give the pillars content.
9. It seems to me that when the plan has a public face that the 2013-14 plan should be embedded in the comprehensive plan that follows in the document. As the document reads now, the relationship between these two plans is not clear; there should be only one plan.

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Here are some thoughts on particular matters.

10. On page 13 and 14, it would be useful to be clearer about the role of the central office as compared to the schools in the recruitment process. In most districts, student recruitment is handled almost completely by central office is and is informed by individual schools.
11. On page 15, it would be useful to discuss how scores are determined, not just cut score but on the ratings that add up to the aggregate score. I think the plan says that only some schools would have improvement plans. But all should.

12. On page 17 the text under the pillars leaves out pillar four.
13. On page 21 and 22, there is a suggestion that multiple schools will be asked to engage in a relatively complicated process of applying for magnet school status. I believe that such invitations should be few in number. This process may build false expectations. It is hard to improve what was doing; imagining a new approach is difficult and requires expertise.
  - a. If there is to be such opportunities, why have the different processes as suggested on pages 21 and 23?
14. On page 23, processes for withdrawing magnet status are identified and these seem to be different from those involved in the evaluation process.
15. On page 43, the table presents raw numbers. Perhaps they should include percentages.
16. In the discussion of individual schools, data on enrollment dynamics by race ethnicity should be provided. Trends could be presented in the text with appendices.
17. I noted this above but it seems worth repeating; the eight goals identified on page 45, and a brief discussion thereof, seems to render meaningless the pillars and standards discussed throughout.
18. Page 46 is incomplete.
19. The TUSD immersion matrix seems to require an introduction.
  - a. In particular, what is the role of exploratory and introductory models.
20. In the magnet improvement plan summary, uniqueness is identified as important but its relationship to common core and culturally responsive pedagogy seems to warrant explanation.
21. Stable staff is treated as desirable but stable is not defined. For example, one might ask what percentage of the staff has been there less than three years.
22. The plan calls for monthly magnet reports. There can be a negative relationship between the quality of reports and their frequency. Bimonthly reports should be considered.

## **Mendoza Plaintiffs Preliminary Comments to Magnet Plan [Received 05/21/14]**

Attached are the Mendoza Plaintiffs' preliminary comments on the CMP. As indicated in the attached, these comments relate to issues that are generally relevant to the work of the Boundary Review Committee. We have additional preliminary comments related to other substantive portions of the CMP that we will get to you as soon as we can, likely next week.

As noted yesterday, we found the CMP confusing since it has a significant portion of the October plan incorporated in the text before one gets to the 2014-15 section, only to find that much in the October 2013-14 plan has been superseded. As Bill Brammer suggested yesterday, it might make more sense to have the October 2013-14 proposals as an addendum, if there is a perceived need to include them at all, before the CMP is made available more broadly. Also, as we previously noted, there appears to be some text missing from page 28.

### **MENDOZA PLAINTIFFS' PRELIMINARY COMMENTS ON THE MAY 14, 2014 COMPREHENSIVE MASTER PLAN AND INFORMATION REQUESTS May 21, 2014**

In response to the District's request that we state what we believe should be the primary goals for a successful magnet plan, Mendoza Plaintiffs offer the following:

A successful magnet plan:

- (1) Increases the number of students attending integrated schools;
- (2) Increases the number of integrated schools;
- (3) Reduces the number of racially concentrated schools;
- (4) Does not disproportionately burden Latino students (or any other identifiable racial or ethnic group) (in terms of transportation times, etc.) to accomplish the foregoing; and
- (5) Results in comparable achievement levels for students of all races and ethnicities attending a magnet school. (In other words, the goal in a magnet school is not achieved if the school as a whole receives an overall grade of "B" on a standardized assessment if its white students are scoring "A-" while its Latino and African American students are scoring "C+" or "B-.")
- (6) Further, while this is not strictly part of a magnet plan, the District must also ensure that schools that remain racially concentrated even as the magnet plan is being implemented receive the supports and attention necessary for the students attending those schools to achieve academically.

Following are preliminary comments (and related document and information requests) that relate to the work of the Boundary Review Committee ("BRC") since we understand that it is the intention of the District to share these comments with the BRC this evening to help inform its work. Mendoza Plaintiffs have additional preliminary comments

concerning the substantive provisions of the Comprehensive Magnet Plan (“CPM”) that they will separately provide to the District within the next week.

- (1) On page 20 of the CMP, the District says “[b]y strategically placing magnet schools in central locations (generally, most magnets fit within an [sic] 10 mile radius of the center of the District), integration is more likely to occur because students will not have to cross perceived social/economic boundaries and because travel time will be minimized for students on the outer boundaries of the District.”
- (2) On page 29, of the CMP, the District says “[a]dding or replicating magnet schools in the center of town (within a 5-8 mile radius from the center of the District) affords the greatest opportunity for the greatest number of students to attend an integrated school, with the added incentive of free transportation.” There is a material difference between a 10 mile radius and a 5-8 mile radius.
  - a. What is the basis for the first assertion relating to 10 miles?
  - b. What is the basis for the second assertion relating to 5-8 miles?
  - c. On what if any data did the District rely to reach these conclusions?
- (3) Page 29 also states: “Research shows that White students, from the north-east and south east quadrant and Latino students from the north-west and south-west quadrants are not likely to travel more than 20-30 minutes to attend a magnet school.”
  - a. How did the referenced research factor into the statements about placing magnets within a 10 mile or a 5-8 mile radius from the center of the District?
  - b. Please provide the referenced research.
  - c. Mendoza Plaintiffs also believe that the referenced research should be provided to the BRC.
- (4) Given the above referenced observations about the optimal locations for magnet schools
  - a. what is the support for the District’s expressed expectation (on page 29 of the CMP) that if Cragin becomes a magnet it will provide the opportunity for more children to attend an integrated school?
  - b. Is it expected that the total enrollment of the school will increase?
  - c. What is the current enrollment of the school compared to its existing capacity?
  - d. If there is indeed an expectation that large numbers of additional children will seek to attend the school, why has the District changed from an October 2013 recommendation (at page 38 of the CMP) that the school have no attendance boundary to a current recommendation (at page 46 of the CMP) that it have a neighborhood preference area?
  - e. We were told yesterday that one rationale for making Cragin (which already is an integrated school) a magnet is that it is a feeder school to Utterback and that it will help Utterback become an integrated magnet to have a currently

- integrated school feed into it. But, it also appears that Utterback is in danger of being “de-magnetized.” If that is the case, what is the rationale for creating a new magnet to feed into it?
- f. What is intended to be the middle school for Cragin if Utterback is “de-magnetized?”
- (5) In October 2013, the District recommended that the following magnet schools have no attendance boundaries: Cragin, Drachman, Dodge, Roskruge, Mansfeld. (CMP at 38.) Now, it states that the Magnet Committee is recommending that only Dodge have no attendance boundary. (CMP at 45.) On what basis did the Magnet Committee determine that Drachman, Roskruge, and Mansfeld (and, as noted above, Cragin) should have neighborhood preference areas rather than no attendance boundaries at all?
- a. (Mendoza Plaintiffs also note that the recommendation with respect to Mansfeld is cut off and ask that it be completed.
- b. At page 46, the CMP says: “[w]ith Mansfeld being a new magnet, the Magnet Committee recommends.....”)
- (6) Why is it that the District, as distinct from the Magnet Committee, has expressed no views in the CMP on what magnets should have no attendance boundaries or should have neighborhood preference areas?
- a. In our conversation yesterday, you indicated that one factor in assessing if a magnet school should have no attendance boundary is whether it was over-subscribed. You also indicated that in this current enrollment cycle, Davis and Roskruge were over-subscribed. What, therefore, is the rationale for not listing these schools as schools without attendance boundaries?
- (7) In order to further the goal of increased integration, Mendoza Plaintiffs urge the District to designate more magnet schools as having no attendance boundary and to use aggressive marketing, as apparently has helped move Davis, Drachman, and Carrillo closer toward integration this enrollment cycle, to fill seats in the magnet schools.
- (8) Mendoza Plaintiffs have previously expressed and for clarity now reaffirm their general opposition to the pairing or clustering of magnet schools with other schools.
- a. They therefore support the recommendation of the Magnet Committee not to pair or cluster Drachman and Carrillo.
- b. They understand that the District is seeking creative solutions to enhance integration at Bonillas and therefore are open to proposals by the BRC or from elsewhere that could conceivably involve some sort of pairing or clustering while not diluting its program/theme/educational approach.

- c. Mendoza Plaintiffs note that the CMP no longer proposes “demagnetizing” Robison. (Per page 44 of the CMP, it is on Elimination Warning.) In light of that status and the effort it will require from its administration and staff to address that status, can we assume that the scenario that proposed pairing Robison with Hughes will be withdrawn?
- (9) Mendoza Plaintiffs have previously expressed and for clarity now reaffirm their concern that the proposal to create a new magnet at Santa Rita High School either will not be integrative given its location in the far south-eastern corner of the District or will disproportionately burden Latino students interested in such a program.
  - a. They have suggested and again propose that the District consider creating a parallel magnet program at Cholla High School (in partnership with the Pima Community College facility proximate to that location) and establish distinct programs at the two high schools so that students in the District have the ability to select the program that is most appealing to them while the transportation burdens are more equitably distributed.
  - b. (Consistent with the observations in the CMP that community and staff support of both the creation of a magnet and the identification of its theme is essential, Mendoza Plaintiffs urge a survey, not limited to existing students and staff but also inclusive of the larger community targeted to attend such schools if they do become magnets, to determine the extent of support for these proposed initiatives.)
- (10) Mendoza Plaintiffs question the basis on which the District intends to assess progress toward integration. It appears that it is only going to look at enrollment projections for the coming year and compare them to the 40<sup>th</sup> day count for the current year – which if they are reading the CMP correctly, suggests to the Mendoza Plaintiffs that the only data the District will be considering is data for the lowest grade level at the school in question.
  - a. At the very least, it is essential to monitor actual enrollments and to follow those enrollments to be sure that students enrolled at the lowest grade are retained.
  - b. Further, overall enrollment must be assessed (recognizing that if marketing and retention efforts are successful, with each year, there should be more evidence of integration as better integrated grades progress through the school).
  - c. Mendoza Plaintiffs also ask for an explanation of what is meant by the following sentence on page 15: “Once cut scores are determined for the annual evaluations, this data will be used as a value added measure.”
- (11) With respect to the processes for adding, revising, replicating, or relocating a magnet school or program described at pages 21-22 of the CMP, Mendoza Plaintiffs are concerned that the focus on support from families attending the school is too narrow since the purpose of the magnet is to attract families and students not currently



at the school (see, e.g., the statement that surveys have to indicate that 85% of the families are in support of the magnet and the theme). This appears to be a process that will perpetuate rather than change the existing enrollment of the school.

- a. Mendoza Plaintiffs therefore recommend that this aspect of the process be reconsidered and, as noted above in the discussion of Santa Rita and Cholla, that surveys include the populations targeted to attend the school if it does become a magnet.

(12) Mendoza Plaintiffs do not understand the requirement that a school seeking to become a magnet set forth strategies to attract African American and Native American families (with no reference to any other races or ethnicities), referenced in the CMP at page 22.

- a. Does not the race and ethnicity of the families to be attracted depend on the current enrollment of the school? For example, if it is currently 40% Latino, one would look for strategies to attract more Latino students and if it is currently 5% white, one would look for strategies to attract more white students.

(13) The CMP does not expressly address increasing dual language programs as referenced in USP Section II, E, 3.

(14) The CMP does not expressly address strategies to specifically engage African American and Latino families, including the families of English language learner (“ELL”) students, as referenced in USP Section II, E, 3.

(15) Mendoza Plaintiffs believe that Pillar 1 should be “Integration,” not “Diversity.”

## **Fisher Plaintiffs Comments to Magnet Plan [Received 05/21/14]**

As requested, the Fisher Plaintiffs have drafted their preliminary comments on the District's comprehensive magnet plan (CMP) (see attached Fisher 05/20/14 comments on TUSD 05/14/14 CMP). Due to the time constraints imposed by the expedited boundary review process (BRP), the Fisher comments address only those aspects of the CMP the Fisher Plaintiffs believe lacking. That said, the Fisher Plaintiffs do acknowledge that the CMP shows the magnet review committee's (MRC) obvious effort to tackle a challenging task. I would ask, for the sake of clarity and context, that you share the Fisher Plaintiffs' comments with the members of the boundary review committee (BRC) in full and as attached.

### **FISHER PLAINTIFFS' 05/20/14 COMMENTS ON TUSD 05/14/14 CMP**

The Fisher Plaintiffs provide the following nine preliminary comments on the Tucson Unified School District's (TUSD's) 05/14/14 comprehensive magnet plan (CMP) in the hope of meaningfully informing the ongoing work of the boundary review committee (BRC). The Fisher Plaintiffs regret that the time constraints of the boundary review process (BRP) have not yet allowed them to conduct a more systematic review of the specific details of the CMP.

1. The CMP should attempt to challenge the status quo.  
The Fisher Plaintiffs are concerned that, in key respects, the CMP maintains the status quo. It does not propose, for example, to "demagnetize" any existing magnets in the near future, despite strong evidence that a number of its magnets hold little promise of becoming integrated or academically successful schools. Nor does the CMP propose to add any new magnets.

2. The CMP should make politically difficult, but necessary, decisions.  
The Fisher Plaintiffs are concerned that the District's CMP stops short of making the obvious and necessary, albeit politically difficult, decision to "demagnetize" magnets showing little integrative effect (whether as a consequence of geographic or programmatic factors or travel times or perceptions of school safety or academic performance).

3. The CMP should be modeled on already successful programs.  
The Fisher Plaintiffs believe that successful magnets will, first and foremost, effect integration by being exceptionally attractive, academically successful and wellfunded programs. The District already has schools and programs that meet these criteria. The Fisher Plaintiffs believe that such already successful schools and programs should serve as models for prospective magnets.

4. The CMP should tailor its magnets to attract given demographics.  
The attractiveness of a given magnet program should be tailored to the

demographic it seeks to attract into the program. To the extent that the CMP fails to do so, the Fisher Plaintiffs will seek its revision. For example, a magnet situated at a school, or in a part of the District, with a high percentage of Hispanic students should try to tailor its programmatic offerings and transportation services to attract non-Hispanic students. The opposite would hold equally true: a magnet situated at a school, or in a part of the District, with a high percentage of White students should try to tailor its offerings and services to attract Hispanic, Black and Native American students. Two relevant examples are Cholla and Sabino High Schools. Currently, Cholla is a magnet school and Sabino is not. Both schools are situated at the periphery of the District's enrollment boundaries, both schools have racially identifiable enrollment profiles (Cholla Hispanic, Sabino White), both would benefit from greater integration. The programmatic offerings at the two schools, however, should be tailored to attract the complementary demographic: White (and high socioeconomic status) students to Cholla and Black and Hispanic (and Native American and lower socioeconomic status) students to Sabino.

5. The CMP should include the establishment of any new magnets.

The Fisher Plaintiffs are also concerned that the CMP does not include the establishment of any new magnet programs. The Fisher Plaintiffs note that the District owns and maintains a number of centrally located and disused (or repurposed) school sites. The Fisher Plaintiffs acknowledge that openings (or for that matter, significantly repurposing or reconfiguring schools) will likely prove controversial, especially following last year's round of closures. On the other hand, the Fisher Plaintiffs are also cognizant of the fact that the District's Governing Board and its Superintendent have not been shy about repurposing or reopening closed campuses when they believe there is a good reason to do so. Additionally, the establishment of a new magnet avoids having to overcome entrenched public perceptions about the unattractiveness of a preexisting school or program. The Fisher Plaintiffs believe that that opportunity to "start from scratch" (in the eyes of students and staff and parents alike) is a considerable advantage further justifying the establishment of new magnets at disused sites.

6. The CMP should migrate student enrollment into more easily integrable school sites. The Fisher Plaintiffs believe that the District should make every effort to concentrate, to the extent practicable, its enrollment in centrally located school sites, because such sites are logistically easier to integrate. Given declining or static enrollment, and efficiency and utilization considerations, school openings in the center of the District would likely eventually contribute to school closures.

The Fisher Plaintiffs are aware of this possibility, but believe that eventual closures at the periphery of the District will tend to make it easier for the District to maintain integrated enrollment, because such closures would migrate enrollment into more central (and therefore logistically integrable) school sites. And the District does have disused sites, like Jefferson Park, Fort Lowell-Townsend and

Howenstine, which by virtue of their central locations, would be ideal for drawing students from the far ends of the District without creating an excessive transportation burden or shifting whatever travel times are necessary onto the shoulders of one particular demographic. While the District may have other plans for most of its disused sites, the desegregation funding that would assumedly follow repurposing a site as a new magnet might encourage District leadership to stop and think about the pros and cons of boundary change or magnet scenarios involving disused school sites. In that context, the Fisher Plaintiffs would encourage boundary committee members to request whatever information they believe necessary to consider these kinds of scenarios.

7. The CMP should prioritize the alleviation of types and degrees of imbalance and concentration. The Fisher Plaintiffs are concerned that the CMP does not appear to prioritize the alleviation of the various types and degrees of racial, ethnic and socioeconomic imbalance and concentration afflicting in the District. Towards this end, the Fisher Plaintiffs believe it would be useful to to disaggregate the types and degree of imbalance and concentration into normative categories reflecting our understanding of the different degrees of harm they cause to affected students.

8. The CMP should include comparable assessments of the integrative impact of its specific programs. The Fisher Plaintiffs are concerned that the CMP does not appear to systematically assess or compare the integrative benefits of alternative magnet offerings. To rectify this shortcoming, the Fisher Plaintiffs believe it would be would be useful to establish a formula defining (or at least reach a consensus on) the relationship (or trade-off) between the number of students and the type and degree of balance or imbalance resulting from a given boundary change scenario.

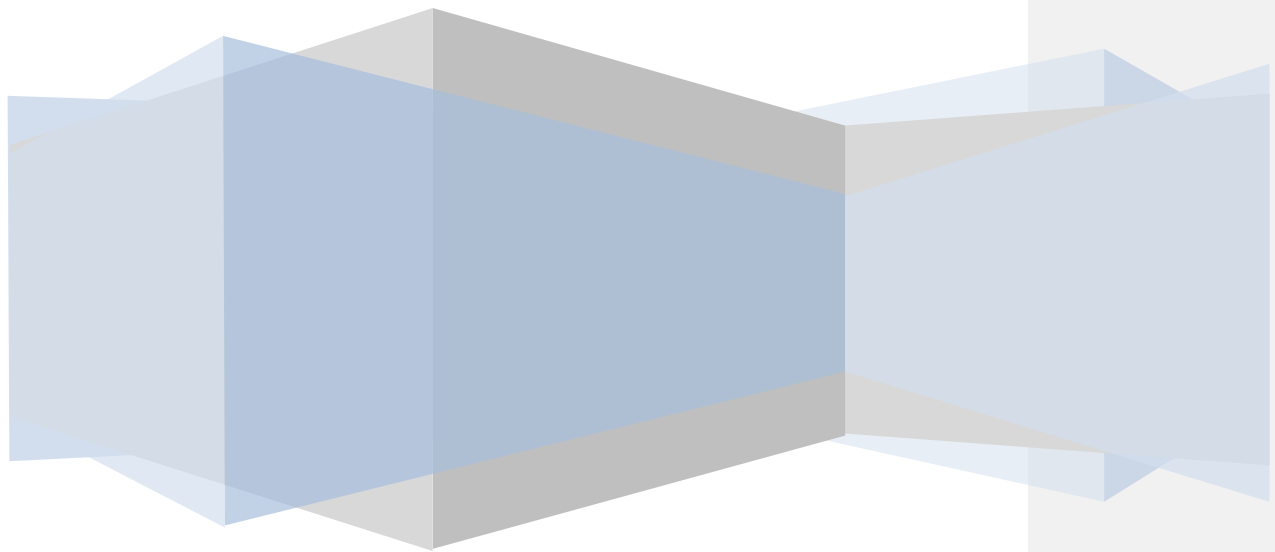
9. The CMP should address the optimal number of magnets. The Fisher Plaintiffs are concerned that the CMP does not clearly state what the optimal number of magnet programs would be, what percentage of District enrollment should be enrolled in magnets. Without attempting to resolve that question here, the Fisher Plaintiffs note that significantly more magnets will need to be established for the CMP to have any hope of having an integrative effect on a significant percentage of District enrollment. That said, the Fisher Plaintiffs also recognize that it might be necessary to concentrate limited resources in a few magnets to ensure their success.

# **EXHIBIT 11C**

***TUSD***

**Tucson Unified School District**

**Comprehensive Magnet  
Plan**



**Table of Contents**

I. Background.....2  
 II. Executive Summary.....4  
 III. Magnet Operations.....6  
 IV. Magnet Schools: Strategies and Processes for Integration.....8  
 V. Processes and Schedules to Make Changes to Magnet Programs.....15  
 VI. Strategies and Schedules for Adding, Relocating, or Replicating Magnets.....21  
 VII. District Collaboration and Support.....26  
 VIII. Magnet Expertise and Training: District-Wide.....28  
 IX. Magnet Plan of Action 2013-14.....30  
 X. Magnet Plan of Action 2014-15.....44

**Attachments**

Attachment	Title
A.	Summary of 2011 Magnet Study Findings
B.	Job Descriptions
C.	Magnet Review
D.	Theme Immersion Matrix
E.	Magnet Plan Improvement Template
F.	Monthly Magnet Report
G.	Magnet Programs Annual Evaluation Flow Chart
H.	Magnet Standards Evaluation
I.	Preliminary Magnet Evaluation Findings

# I. Background

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On June 5, 1978, a federal district court approved a settlement agreement between Tucson Unified School District (TUSD) and parents of African American and Hispanic students who had filed a claim against TUSD for failing to eliminate the vestiges of the previously-segregated dual school system. The agreement included provisions for the desegregation of nine schools in the district in a three-phase program, including the introduction of magnet schools to TUSD.

In May 1979, the District Court approved a three-phase magnet school plan. Phases I and II included busing, race-based admissions priorities, additional funding to sites to refurbish facilities and to provide new instructional equipment, and additional programming such as afterschool care. These incentives attracted Anglo students to the primarily Latino communities that comprise the Westside schools, but minority students in Westside neighborhoods had less incentives to leave their neighborhood schools to attend the primarily White Eastside schools. Phase III included the creation of additional magnets – all on the Westside.

In the ensuing years, TUSD added more schools to its magnet program – including the addition of programs in response to the Office of Civil Rights complaints about the lack of equal educational opportunities at TUSD high schools. This resulted in a dual-purpose magnet system in TUSD. Starting in the mid-1980s, TUSD magnet programs were used as a mechanism to attract non-neighborhood, non-minority students to Westside schools, and to provide equal educational opportunities to minority neighborhood students attending Westside schools. In the late 1980s and early 1990s, magnet programs were added which included more centralized and traditionally desegregated schools. Beginning in 2000, TUSD developed some magnet programs that were successful in improving the racial/ethnic balances in some schools' student populations, although other magnets were less successful, yet were successful at providing specialized educational opportunities for their concentrated minority populations. From the early 1980s through 2011, the demographics of the TUSD changed.

## **Findings of the 2011 Magnet Study**

This Comprehensive Magnet Plan takes into account the findings of the 2011 Magnet Study [USP Section (II)(E)(3) and Attachment A: Summary of 2011 Magnet Study Findings]. In 2011, Tucson Unified School District (TUSD) contracted with Education Consulting Services to conduct a Comprehensive Magnet Review. The review assessed TUSD's magnet programs to determine the extent in which magnets supported student



integration and positively affected student achievement. The processes and schedules in Magnet Operations are designed to mitigate the findings of the Comprehensive Magnet Review. The 2011 study found TUSD's magnet programs were lacking in several areas including:

- Misunderstandings and inadequate implementation of magnet programs and magnet enrollment processes.
- Lack of central and site coordination, including lack of adequate central support.
- Undefined focus/strategy regarding diversity, outreach, marketing, and recruitment.
- Inadequate monitoring and reporting.
- Inadequate professional development and curriculum development/alignment.
- Disjointed transportation, funding activities, and strategies.
- Inadequate community and parent outreach, marketing, and recruitment.

The Comprehensive Magnet Plan outlines processes and schedules to address the findings of the 2011 Study. New enrollment processes have been implemented and are included in the Comprehensive Magnet Plan. Also included in the plan is an operational plan that describes both central and site support. A system has been defined to monitor programs and provide support and a professional development program is identified. The budget process has been aligned to reflect programmatic implementation. The Comprehensive Magnet Plan includes outreach, marketing, and recruitment.

## II. Executive Summary

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Tucson Unified School District's Comprehensive Magnet Plan outlines an ongoing process in which the District will assess and analyze the needs and systemic challenges of magnet schools. This plan will give direction for the District to create a magnet system that will provide students with the opportunity to attend an integrated school as well as to implement strategies to improve current magnet schools. The Comprehensive Magnet Plan has two sections. The first section, *Magnet Operations*, is a comprehensive framework which the District will use as a decision making model. This is an enduring document in which the processes described will be used to provide consistency and sustainability regardless of the District's unitary status. The second section, *Plan of Action*, is the implementation of the decision making model and addresses the needs and action plans for specific schools on an annual basis.

The Comprehensive Magnet Plan:

- Addresses the findings of the 2011 Magnet School Study;
- Aligns the magnet strategies with the other three student assignment strategies (attendance boundaries, pairing and clustering, and open enrollment), and with other family engagement and student recruitment efforts;
- Includes a process to add new sites to replicate successful programs and/or add new magnet themes and additional dual language programs, focusing on which geographic area(s) of the District are best suited for new programs to assist the District in meeting its desegregation obligations;
- Includes a process to continually evaluate magnet schools/programs that are not promoting integration and/or educational quality and determine an appropriate plan for improvement or withdrawal of magnet status;
- Includes the process by which each magnet school or school with a magnet program shall have an attendance boundary;
- Includes the implementation of the Admission Process For Oversubscribed Schools;
- Ensures that administrators and certificated staff in magnet schools and programs have the expertise and training necessary to ensure successful implementation of the magnet;

- Ensure that, in the event that a magnet program or school is eliminated or relocated, TUSD students currently enrolled in the magnet school or program will be permitted to remain in that school until they complete the highest grade offered by that school or be given automatic admission to a school or program that offers a like theme or pedagogy. The determining factors of admittance to a like program or pedagogy are the same as those detailed in the Admissions Process for Oversubscribed Schools;
- Makes changes to the theme(s), programs, boundaries, and admissions criteria for existing magnet schools and programs in conformity with the 2011 Magnet Study and the USP including developing a process and criteria for significantly changing, withdrawing magnet status, or closing magnet schools or programs that are not promoting integration or educational quality within the District, including increasing the number of dual language programs;
- Include strategies to specifically engage African American and Latino families, including the families of English language learner (“ELL”) students; and
- Identifies goals to further the integration of each magnet school which will be used to assess the effectiveness of efforts to enhance integration at the school;
- Puts for a process to improve access to quality educational programs for all students.

### III. Magnet Operations

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#### A. Definition: What is a Magnet Program?

- Magnet programs focus on a magnet theme, such as a specific academic area, a particular career or a specialized learning environment;
- Magnet programs attracts students of diverse racial and ethnic backgrounds; and ;
- Magnet programs encourage students to choose a school other than their attendance boundary school to participate in the magnet theme offered at that program or school [USP Section (II)(E)(1)].

Magnet programs provide families with ways to meet the individual learning styles and interests of their children. Using theme or pedagogical pipelines, students receive an integrated, rigorous, congruent, and contiguous curriculum which will lead to post secondary education and productive employment opportunities. Magnet programs are identified by the USP as one of four essential strategies of TUSD's efforts to support integration through student assignment [USP(II)(A)(1)]. As well, magnet programs seek to increase academic achievement, increase graduation rates, increase school attendance, and increase parent engagement.

#### B. Goals of the Comprehensive Magnet Plan

The primary goal of TUSD's Comprehensive Magnet Plan is to ensure that all magnet schools are making progress towards achieving the USP definition of an integrated school, and to enhance the educational quality of its magnet schools and programs. Specific goals are as follows

**1. Ensure that all magnet schools and programs show measureable progress toward achieving the definition of an integrated school as set forth in the USP [USP Section (II)(B)(2)].**

GOAL: TUSD magnet schools will achieve the definition of integration to the extent possible as set forth in the USP through an admissions process.

**2. Recruit and retain a racially and ethnically diverse student body in TUSD magnet schools and programs [USP Section (II)(E)(2)].**

GOAL: By implementing the Marketing, Outreach and Recruitment Plan, the District will track the number of students entering magnet programs at the lowest entry grade in order determine if the plan is attracting a racially and ethnically diverse student body.

**3. Enhance the educational quality and social capitol of TUSD magnet schools and programs.**

GOAL: By implementing rigorous programs and quality instruction, students attending a magnet school will score at least the district average for that grade configuration (K-5, K-8, 6-8, 9-12).

GOAL: For each year, magnet students participating in Advanced Learning Experiences will increase.

### C. Magnet Organizational Structure

Organizational structures are formal systems that allow programs to be developed and monitored while facilitating working relationships. The Comprehensive Magnet Plan focuses on communication, shared decision-making, and accountability.

- 1. District Level Organization:** Tucson Unified School District will support magnet schools through cross-departmental collaboration. The District will support magnet school development and improvement by constructing interrelated connections in five key areas: leadership, decision making and structure, people, and work processes and systems. Through the implementation of the District Strategic Plan, the District will set a clear vision and priorities through the work of a cohesive leadership team which will include a Magnet Director. The District organizational structure will support the goals and objectives of the Comprehensive Magnet Plan.
- 2. District Community Organization:** The community will be given opportunities through District sponsored public forums to provide innovative ideas, feedback, and suggestions for improvement. Public forums will be held regionally.
- 3. Site Level Organization:** School sites will also use public forums to engage the community in discussions about the magnet program at that site. Magnet sites will designate an individual or individuals to execute the processes and programmatic work involved in a magnet school.

## IV. Magnet Schools: Strategies and Processes for Integration

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### A. Magnet School Strategies for Integration

The District will continue to implement magnet schools and programs as a strategy for assigning students to schools and providing students with the opportunity to attend an integrated school. When reviewing student assignment to magnet programs, the District will consider boundaries, total school magnets, and magnet schools with preference zones.

#### 1. Boundaries

Attendance boundaries will be reviewed to determine how the District can utilize boundaries to promote integration- [USP Section (II)(D)(1-5)]. The boundary review process includes all stakeholders: parents, community, teachers, administration, magnet programs, and ultimately the Governing Board. Considering recommendations from the cross-departmental team, the Boundary Review Committee determines which schools are: total school magnet without a preference area; total school magnet with a preference area; magnet program without a preference area; magnet program with a preference area, and the integrative impact of pairing or clustering [USP Section (II)(E)(3)(iv)]. At present, all students participating in the magnet outside the neighborhood boundary must apply for and be accepted in the program through the lottery process. Students living in the attendance boundary are guaranteed a seat in the magnet program.

#### 2. Total School Magnet

A total school magnet is a school that implements a magnet theme, themes or instructional pedagogy across all grades and does not have a defined attendance boundary, but may have a preference area. All students who wish to attend the school must apply for and be accepted in the school through the magnet lottery process. All students enrolled in the school must participate in the magnet programs offered by that school. The District shall determine whether a total school magnet should have a preference area or whether it should have no preference area, and will incorporate this decision into the review of boundaries required by the USP.

### **3. Total School Magnet and Magnet Programs with a Preference Area**

After careful review of attendance, mobility, and application data, the Boundary Committee will recommend to district administration and the district administration will determine if a total school magnet should have a preference area. The Boundary Committee will recommend to the district administration who will designate a geographic area as a preference area. The size of the preference area will depend on a range of factors, including the capacity of the school, the density of students living in the geographic area around the school and the demographics of the students in the geographic area . If a total school magnet has a preference area, those students living within the preference area will be automatically enrolled if seats are available. If the school should become oversubscribed, no more than 50% of the available seats will be allocated to students from the preference area.

### **B. Magnet Applications and Processes**

The student assignment goal for all magnet schools and programs is to achieve the definition of integration to the extent possible by using an application and selection process [USP Section (II)(G)(2)]. As mandated in the USP, the District will utilize the Student Admissions Process for Oversubscribed Schools.[USP Section (II)(E)(3)(v)]. The same admissions process will be used for each program except when a school is oversubscribed. If a school is oversubscribed, then the admission process for magnet programs will be weighted to increase the opportunity for integration at each individual school. The process for oversubscribed schools will be implemented in accordance with the TUSD Admission Policy.

### **C. Alignment with Other Recruitment Efforts**

#### **1. Title I and Student Equity**

The Magnet Department will work in collaboration with the Curriculum and Instruction department, Human Resources, Student Equity and Title I to provide high quality professional development for teachers and administrators, outreach to families, provide services for struggling students, provide extended day opportunities and extra curricular activities [USP (II)(E3)]. The Magnet Department will participate in all District initiatives to support student achievement.

#### **2. Family Engagement Centers**

Family engagement in magnet programs is paramount to the success of the schools. TUSD defines family engagement as a well thought-out process involving the entire school community, and not just a series of events. The Comprehensive Magnet Plan includes strategies to involve families. The District,

through its Family Centers, will implement strategies to recruit a racially and ethnically diverse student body to its magnet schools and programs to ensure that the schools are integrated to the greatest extent practical [USP Section (II)(E)(2)]. The Comprehensive Magnet Plan aligns the strategies in the Family Engagement Plan and extends those strategies to magnet schools. All magnet schools will include Family Engagement in the site Magnet Plan, and will address specific strategies to target Latino, African American and English Language Learner families and students who are struggling, disengaged, or at risk of dropping out [USP Section (VII)(C)(1)(a)]. The Magnet Department will work with other family engagement functions within the district to assist the sites in developing a Family Engagement component of each site's Magnet Improvement Plan. The site Magnet Improvement Plan will detail day to day practices, attitudes, beliefs and interactions that support learning at home as well as at school. The site Magnet Improvement Plan will describe the process and schedule to address the following components and measureable strategies:

**a. Welcome all families into the school community**

Measureable strategies for developing a welcoming atmosphere within a magnet program include, but are not limited to:

- (1) Acknowledge, greet and assist all visitors
- (2) Provide customer service training
- (3) Create a welcoming appearance by attractive parking, signs, student work
- (4) Offer a variety of opportunities to volunteer
- (5) Create a place parents can call their own and check out materials
- (6) Continuous celebration of families that is relevant to their culture

**b. Communicate with all stakeholders**

Measurable strategies for communication include, but are not limited to:

- (1) Provide training to broaden knowledge and awareness of the diversity in the schools
- (2) Conduct activities and events to honor all cultures
- (3) Utilize interpreters for meetings and events
- (4) Provide printed material in languages of the schools



- (5) Know how to spell and pronounce families' names correctly
- (6) Utilize mentor parents to support other parents
- (7) Use multiple methods to communicate, such as phone, e-mail, notes, flyers, newsletters, bulletin boards, web-site, suggestion box, e-blast, Tweet, Twitter, Facebook

**c. Develop a magnet school community**

Measurable strategies to develop a school community include, but are not limited to:

- (1) Share Magnet Plan with the entire school
- (2) Recognize and support all forms of parent involvement
- (3) Create an Action Team for sustaining and growing partnerships
- (4) Develop a Family Handbook
- (5) Implement professional development opportunities to create awareness

**d. Develop student advocacy**

Measureable Strategies for developing student advocacy include but are not limited to:

- (1) Provide information, tools and ideas to families in order to support the child at home
- (2) Implement a school compact
- (3) Provide parents with the homework policy
- (4) Provide parents college/career planning information

**e. Collaborating with the community**

Measureable Strategies for community collaboration include but are not limited to:

- (1) Survey the community's assets
- (2) Partner with local businesses to host meetings and events
- (3) Invite local community member to serve on teams
- (4) Reach out to senior citizens and church groups to volunteer

(5) Host a community event honoring local business and civic leaders

### **3. District-Wide Marketing and Recruitment**

The District has developed an extensive Marketing and Recruitment Plan that will provide support to school sites. Magnet programs placed in the IMPROVEMENT or FALLS FAR BELOW categories on the annual Magnet Program Review, will receive intensive recruitment and marketing resources. The Magnet Department will maintain all data generated by the recruitment and marketing efforts, and this data will be included in the annual report. This campaign includes the implementation and documentation of specific strategies that support the requirements of the USP, such as:

- English and Spanish language TV ads to air in mainstream and Spanish language media.
- Radio ads highlighting opportunities for students in English and Spanish language media.
- Television ads and print ads featuring actual TUSD students, parents and teachers, with including segments that a focus on racial and ethnic diversity so all audiences see themselves represented in the TUSD brand.
- Direct mail campaign to highlight learning opportunities to African-American families; strategically targeted to known addresses.
- Direct mail campaign for magnet schools; strategically targeted to certain zip codes to maximize integrative effects.
- Internet outreach, including space on popular banners and social media outreach
- Event marketing – leveraging community events with high attendance to reach a large number of families.

### **4. Magnet Department Marketing and Recruitment:**

The Magnet Department will continue to work through TUSD Communications to align marketing and recruitment practices to that of the District.

The Magnet Department will coordinate all recruitment efforts in collaboration with to ensure that all families are reached and that some populations are not over-targeted. Recruitment will be year round. However, the window from September to February will be considered the priority window for marketing, outreach, and recruitment. The Media and Communications Department will be responsible for organization and operation of all community-based marketing and recruitment efforts for magnet programs. The Media and Communications

Department will support magnet schools in educating prospective families and community partners about specific magnet programs. The District strategy for marketing and recruitment includes reviewing and evaluating the results of the previous year's campaigns. Details of magnet events will be captured and publicized at both the district and site level. Results of efforts will be reported monthly and analyzed in an annual report.

Each site will work with the Media and Communications Department to create a recognized and respected brand then help promote that brand. In addition each site will educate prospective families and community partners about specific magnet programs available at their site and the other sites within their magnet pipeline. The site level strategy for recruitment includes reviewing and evaluating the results of the previous year's campaigns conducted by the site. This data is used to document plans for the coming year in site based Magnet Improvement Plans. The results of the efforts outlined in the plan are documented in monthly reports.

Magnet Department marketing may include, but not be limited to:

- a. **Media:** The Magnet Department - may work through the Media and Communications Department to television, radio and internet advertising and outreach as deemed appropriate and cost effective.
- b. **Print:** The Magnet Department may work through the Media and Communications Department to print media as necessary and if cost effective. Print materials include but are not limited to, newspaper and magazine ads and articles, billboards, bus shelters, mailers, flyers, and brochures.
- c. **Community events:** The Magnet Department may work through the Media and Communications Department coordinate attendance at community events providing a central point of contact for the community event planners and the involved magnet schools. These events may include but not be limited to Beyond 2015, Celebrate Schools, 4th Avenue Street Fair, Festival of Books, and the Pima County Fair.
- d. **Magnet celebrations:** The Magnet Department may plan and execute district level magnet events to include Magnet Mania, magnet open houses, magnet student recognition, and an Magnet Alumni Gala.
- e. **Magnet informational opportunities:** The Magnet Department will pursue all available resources for promoting informational opportunities including magnet conferences and workshops for community and staff, magnet showcases, and magnet parent nights.

f. **-Communication:** At least two Magnet Department newsletters per year will be provided to all magnet school families, district administration, and local business partners. In addition presentations to civic organizations and parent groups will be provided by department personnel. Press releases, the Magnet Event Calendar, and district and site internet will be used to document department and site events and successes.

**A. Site Level Recruitment Support**

The Media and Communications Department and Magnet Department will support all magnet schools to take full advantage of recruitment opportunities. Department-level support may include, but not limited to research-based presentations and work-time based around: theme visibility, developing tour guides, developing phone scripts, developing media presentations, web-site support, logo development, brochures, posters, flyers, displays, signage, banners, mission statements development, vision statement development, and support in developing newsletters. Data will be gathered to determine which recruitment efforts are most effective. This data will be documented in the monthly site report.

## V. Processes and Schedules to Make Changes to Magnet Programs

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### A. Strategies and Schedules to Evaluate Magnet Programs

The District will continue to implement magnet schools and programs as a student assignment strategy and to provide students with the opportunity to attend a racially and ethnically diverse school with quality programs. The District has conducted four studies: 1. Demographic Study, 2. Curriculum Audit, 3. Efficiency Audit, and 4. Magnet School Evaluation (see Attachment C: Magnet School Review) as well as a series of Community Forums. Each contributes to the processes and schedules in considering changes to magnet schools. The Demographic Study provides ongoing information on the current and projected demographics of the district and surrounding districts. This information will be part of the annual review to evaluate possible changes in magnet programs and changes in boundaries. The Curriculum Audit provides information on magnet theme, curriculum, assessment, and instructional delivery.

### B. Magnet Program Evaluation Cycle

The Magnet Department will evaluate magnet programs at the district level every three years using the Comprehensive Magnet Review and the Magnet Standards Evaluation Rubric. Individual programs will be assessed annually using the Magnet Standards Evaluation Rubric. Magnet schools, with support from the Magnet Department, will complete either a 3 Year Sustainability Plan or an annual Magnet Improvement Plan using the rubric indicators and the Theme Immersion Matrix to determine specific goals. Each school will submit Monthly Magnet Reports documenting steps taken toward reaching annual goals. Each document is described below. Magnet program evaluations are a collaborative effort between the Magnet Department, school sites and the Superintendent's Leadership Team.

The Magnet Evaluation Cycle [USP Section (II)(E)(3)(ii)] will afford magnet schools the opportunity to analyze data, set goals, plan, implement, and evaluate program effectiveness [USP Section (II)(C)(2)].

### C. Cross-Departmental Evaluation

The District will create cross-departmental teams that will evaluate magnet programs on an annual basis, at the end of each school year (May or June depending on state assessments). The teams will use the Magnet Standards Evaluation Rubric and projected enrollment and application data as a tool for evaluating schools. To

determine progress toward integration, the District will use data from enrollment projections using applications accepted from January through March for the next year, and compare by ethnicity the 40<sup>th</sup> day student count for the current year. Once cut scores are determined for the annual evaluation, this data will be used as a value added measure. Schools will be identified as EXCELLING, MEETS, IMPROVEMENT, or FALLS FAR BELOW the District Magnet Standards.

1. **EXCELLING:** A school is integrated and exceeded the district average in student achievement in all racial categories, and scored 90% or higher on the annual evaluation will be identified as EXCELLING and will be eligible for additional funds. They will become a Model Magnet School, and will be considered an exemplar for the district and a resource for other magnet schools.
2. **MEETS:** A school that is integrated or is integrated in the entry grade, met the basic academic criteria compared to the district average for student achievement, and scored 75% to 89% on the annual evaluation will be labeled MEETS.
3. **IMPROVEMENT:** A school is not integrated in the incoming grade, and/or scored below the district average in at least one ethnic category (for a subset to be at least 1% of the school) for student achievement, and/or scored 60% to 74% on the annual evaluation will be identified as needs IMPROVEMENT. IMPROVEMENT schools have two enrollment cycles to move to MEETS.
4. **FALLS FAR BELOW:** A school that is not integrated and is not integrated at the entry level will be identified as FALLS FAR BELOW if the program initially scores below 60% on the annual review or has been in IMPROVEMENT for two enrollment cycles. FALLS FAR BELOW schools will have one enrollment cycle to move to IMPROVEMENT. If after one enrollment cycle after being labeled FALLS FAR BELOW, the school makes progress toward integration and shows gains in at least two other areas on the Magnet Evaluation Rubric, they will move to IMPROVEMENT. If the school does not make progress toward integration or the annual evaluation, the school will be considered for withdrawal of magnet status. A school can only fall into the FALLS FAR BELOW once in a three year cycle. If the school does not attain "MEETS" within that three year cycle, it will be considered for withdrawal of magnet status.

### C. Strategies to Improve Magnet Programs

The District will use the results from the Magnet Standards Evaluation to determine what areas of the magnet program need to be improved. All schools must continuously evaluate their programs by providing professional development in the given theme and implement a comprehensive recruitment, sustainability, and marketing plan

in conjunction with TUSDs Outreach Marketing and Recruitment Plan that was developed pursuant to the USP. Schools in MEETS, IMPROVEMENT or FALLS FAR BELOW categories will create a Magnet Improvement Plan that addresses the areas of deficiency; including measureable goals, action steps and time-lines. [USP Section (II)(3)(ii)] For schools labeled IMPROVEMENT and FALLS FAR BELOW, the District will work with the school to create an Improvement Plan that includes cross-departmental support. The Magnet Department will support the school by providing professional development opportunities to strengthen the magnet program, support in structuring the program to offer academic interventions, increase marketing and recruitment opportunities, and work with the school site to analyze data and make programmatic changes.

#### **D. Instruments Used in the Magnet Review Cycle**

##### **1. Comprehensive Magnet Review**

The Comprehensive Magnet Review is an instrument that gathers data in six component areas: integration, curriculum, staff retention, leadership, organizational management, and marketing/recruitment. The comprehensive review allows the district to identify trends, highlights programs that need the most support. Results will drive the ongoing magnet improvement process. A comprehensive review of magnet programs will occur every three years. Data will be analyzed and a written report will be provided to the Leadership Team. Should any recommendations come from the three year review, the Superintendent will bring those recommendations to the Governing Board.

##### **2. Magnet Standards Evaluation Rubric**

The District and programs will use the Magnet Standards Evaluation Rubric to assess magnet programs annually. The Magnet Department in conjunction with the school site will conduct site-based professional development on the process and rubric. This instrument is aligned with Magnet Schools of America National Standards and was vetted through the Magnet Committee, magnet schools, and District leadership. (See Attachment H: Magnet Standards Evaluation Rubric) The rubric addresses five pillars:

PILLAR 1: DIVERSITY

PILLAR 2: INNOVATIVE CURRICULUM

PILLAR 3: ACADEMIC EXCELLENCE

PILLAR 4: HIGHLY QUALIFIED INSTRUCTIONAL SYSTEMS

## PILLAR 5: FAMILY AND COMMUNITY PARTNERSHIPS

Each of the PILLARS is supported by standards and indicators for success. Each standard is rated on a scale from five (highest) to zero (lowest). (See Attachment H: Magnet Standards Evaluation Rubric) This District will use data gathered from the Annual Review and Comprehensive Magnet Reviews to document magnet school's progress toward integration, ability to deliver unique and engaging curriculum, increase student achievement, and engaging families and the community.

### **3. The Theme Immersion Matrix**

The District will support schools in analyzing the Theme Immersion Matrix to determine the level of program implementation and theme fidelity. (See Attachment D: Theme Immersion Matrix) Information from the Theme Immersion Matrix and the annual review will be used to create a Magnet Improvement Plan that bridges the discrepancies between where schools should be and where they are currently. (See Attachment E: Magnet Improvement Plan Template)

### **4. The Magnet Sustainability Plan**

Excelling magnet schools must work with the Magnet Department to create a Sustainability Plan in lieu of a Magnet Improvement Plan and Monthly Reports. The school must engage the school community in the development of the Sustainability Plan. Recruiting a team devoted to sustaining the magnet programs will provide the necessary capacity and focus over time. The team will include site leadership and representatives from key stakeholder groups and utilize a shared decision making model. The Sustainability Plan will include the following components:

- a) Primary reasons for sustaining the program
- b) Include team member roles and responsibilities
- c) Clear priorities
- d) Reasonable and measurable goals and objectives
- e) Specific timeline and actions.

Once the plan is developed, individual and collective training will be provided to help staff effectively communicate the magnet program's mission and theme to the community. The Magnet Department will ensure that staff and members and key supporters have materials, such as brochures, event flyers, and newsletters that will help communicate the program's message and successes. The school community



will meet regularly to discuss the status of activities and potential challenges in achieving the sustainability goals. The information shared in the meetings can be used to adjust plans as needed to sustain the program's continued success. Sustaining a magnet program requires time and efforts by a number of dedicated individuals and organizations; therefore it is important to reward their efforts by observing milestones.

## **5. Magnet Improvement Plan**

Schools that score MEETS, IMPROVEMENT or FALLS FAR BELOW will complete an annual Magnet Improvement Plan in collaboration with the Site Magnet Team.

A school that MEETS will continue to complete and implement an annual Magnet Improvement Plan in an effort to become an excelling program. Magnet Improvement Plans will be revised as needed. Monthly reports will be used to evaluate programs and make adjustments in order to improve the quality of services provided to students. These schools will be expected to continuously reflect and adjust their programs by providing professional development in the given theme and implement a comprehensive recruitment, sustainability, and marketing plan in conjunction with TUSD's marketing and recruitment plan. The plan must include key partnerships and how these partnerships will be garnered.

IMPROVEMENT schools will create and implement a revised Magnet Improvement Plan using the prior years' monthly reports to evaluate programs and make adjustments in order to improve the quality of services provided to students. The District will provide additional support including: Data reviews, increased marketing and recruitment opportunities, monitoring of interventions, and support in meeting the Magnet Standards. [USP(II)(E)(3)(iii)]

FALLS FAR BELOW schools will create and implement a revised Magnet Improvement Plan using the prior years' monthly reports to evaluate programs and make adjustments in order to improve the quality of services provided to students. The District will provide additional support including: Data reviews, increased marketing and recruitment opportunities, monitoring of interventions, and support in meeting the Magnet Standards. [USP (II)(E)(3)(iii)] Schools in FALLS FAR BELOW will have priority in specialized marketing events, training and professional development, and additional support from the Magnet Department. The Magnet Department will work with the school community through public forums to garner support, increase public understanding of the magnet evaluation process, and to build community support of the improvement process.

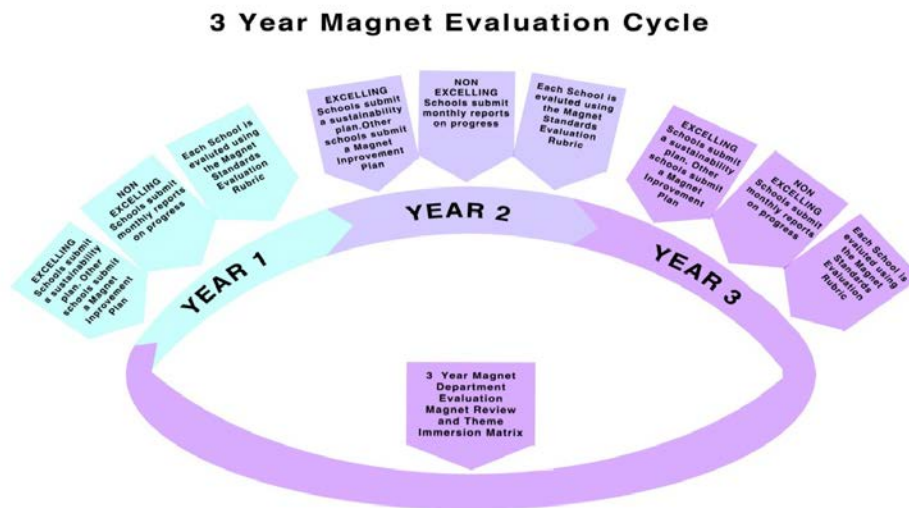
## 6. Monthly Magnet Site Reports

A monthly report template was created to report on progress in meeting the goals of the Magnet Improvement Plan, (See Attachment F: Monthly Magnet Report) thus creating a process by which magnet schools can track month to month progress. (See Attachment G: Magnet Program Annual Evaluation Flow Chart). These monthly reports are submitted to the Magnet Department each month and reviewed. The data from these reports will be used to create a cumulative annual report that evaluates each magnet program.

The Magnet Department has created a multi-tiered assessment system to:

- A. Inform the District and schools on progress toward increasing the number of TUSD students attending integrated magnet schools.
- B. Inform the District and schools on progress toward all magnet schools meeting the definition of integration as set forth in the USP.
- C. Inform the District and schools on the effectiveness of curriculum and instruction in closing the achievement gaps and providing all students with relevant and rigorous learning experiences.
- D. Inform the District and schools as to the impact that outreach to families, particularly African American and Latino families, has had on the school and the students.

Below is a diagram representing the continuous evaluation cycle:



## VI. Strategies and Schedules for Adding, Relocating, or Replicating Magnets

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TUSD will consider how, whether, and where to add new sites, to revise themes, to replicate successful programs, and/or add new magnet themes including additional dual language programs. In consultation with magnet experts, the District has drafted a general strategy for changing magnet programs. [USP Section (II)(C)(2)] By strategically placing magnet schools in central locations (generally, most magnets fit within an 10 mile radius of the center of the District), integration is more likely to occur because students will not have to cross perceived social/economical boundaries and because travel time will be minimized for students on the outer boundaries of the District. If the District were to be divided into thirds, north to south as it was in the Post Unitary Status Plan, there are clear delineations of ethnic/racial populations with the west side being predominately Latino, the center being moderately integrated or neutral, and the east side being predominately White.

By dividing the District into quadrants (Northeast, Northwest, Southeast, Southwest) magnet program locations can be strategically identified to maximize integration opportunities. By locating magnets in key areas of the Tucson community, the District will not only integrate magnet schools, but will support the integration of all schools throughout the District. By providing a continuum of programs, students may have the option of continuing a specific area of study or attending other magnets that best meet their interests. Innovative stand-alone programs that do not have a continuum will be used to supplement traditional magnet offerings and will be created as the District expands the magnet plan. Research indicates that robust and successful magnet program themes are typically created and developed by the school community. Although pipeline themes offer continuous and contiguous curriculum, there is a risk in assigning a theme to a school for the sake of creating a pipeline without first developing support for the theme within the school community (administration, staff, students and families). Research clearly shows that community and staff buy-in are essential for successful program implementation.

### **A. Processes and Schedule for Adding, Revising, or Replicating a Magnet Program**

TUSD will consider sites for adding or revising a magnet program based on an assessment of four key criteria: racial/ethnic composition; academic achievement; facility condition/capacity; and geographic location [USP Section (II)(E)(3)(i)]. A cross functional team will conduct research based on these criteria and bring the findings to the Superintendents Leadership (SLT) Team for review and consideration:

1. What is the racial and ethnic composition of students residing in attendance area?  
\*Consider the integrative impact within a specific magnet pipeline or within TUSD as a whole.
2. How is the school doing academically compared to other TUSD schools when comparing ethnic categories?
3. What is the site's capacity and condition?
4. What is the capacity/condition of surrounding schools to accept students who do not apply? \*Consider whether the facility can support increased student enrollment and support the theme.
5. Is the location geographically feasible for students of racially/ethnically diverse backgrounds as determined by travel time?
6. Does the District have budgetary and staff capacity to sustain a new or revised magnet program?

After considering these criteria, SLT will put forth an invitation to schools to submit a Request for Proposal to become a magnet. The Request for Proposal must include, but not limited to the following:

- Research and rationale in choosing the magnet theme/pedagogy
- Data that indicates the school's potential for integration, or how the magnet will increase a TUSD students opportunity to attend an integrated school
- Plans to address cultural competency
- At least two letters of support from community partners
- Strategies to attract African American and Native American families
- Projected budget for year one as a planning year, and year two as partial implementation
- Surveys that indicate 85% of the families are in support of the magnet and the theme
- Surveys that indicate 90% of the total staff are in support of the magnet and the theme

Invitations for Requests for Proposal will released in July and will be submitted to the Magnet Department no later than January of the same school year. The proposal will be reviewed a cross-departmental team. Schools will be notified by February if the proposal was accepted so as to be included in the budgeting process. The

proposal will be taken to the Governing Board for approval. If accepted, the school will spend at least one year in the planning phase.

### **B. Strategies and Processes for Relocating a Magnet Program**

A cross-departmental team and SLT will consider the following key criteria regarding relocation of a magnet program:

1. What is the racial and ethnic composition of students residing in attendance area in area the receiving school?
  - \*Consider the integrative impact within a specific magnet pipeline or within TUSD as a whole.
  - \*If the receiving school has an attendance boundary, how will the relocation impact those students?
  - \*If the magnet is to have no attendance boundaries, consider where students living within the boundary would attend school? Consider the impact this would have integration of surrounding schools.
2. How is the receiving school doing academically compared to other TUSD schools when comparing ethnic categories?
3. What is the receiving site's capacity and condition?
4. What is the capacity/condition of surrounding schools to accept students who do not apply?
  - \*Consider whether the facility can support increased student enrollment and support the theme.
5. Is the location geographically feasible for students of racially/ethnically diverse backgrounds as determined by travel time?
6. Does the District have budget and staff capacity to sustain a relocated magnet program?

Parents and students at the identified schools will be informed of the requirements of a magnet school. The Magnet Department will conduct a survey of parents, teachers, and students to determine the level of commitment to the change. At least two community forums will be held to gather feedback before moving the idea forward to District leadership and Governing Board. A proposal will be submitted for public review and comment at least 90 days before the Comprehensive Magnet Plan is amended to include the relocated magnet program.

If a magnet school has been labeled FALLS FAR BELOW and faces a possible magnet status change, the cross-functional team will determine if the program would best serve students at another location. The cross-

functional team will employ the above criteria; consult with experts, District administration, and the community to make a recommendation to the Superintendents Leadership Team. Parents and students at the identified school will be informed of the requirements of a magnet school. The Magnet Department will conduct a survey of parents, teachers, and students to determine the level of commitment to the change. At least two community forums will be conducted to gather feedback. A proposal will be submitted for public review and comment at least 30 days before the Comprehensive Magnet Plan is amended to include the relocation of the magnet program.

**C. Processes and Strategies for Withdrawing Magnet Status [USP Section (II)(E)(3)(i)]**

TUSD will consider withdrawing magnet status after assessing the following key criteria: racial/ethnic composition and progress toward integration; academic achievement; and progress in meeting Magnet Standards. The A cross-functional team will consider the following:

1. Has the school attracted students that contribute to the integration of in coming grades?
2. How has the school done academically for the last three enrollment cycles compared to other TUSD schools across all ethnic categories?
3. Has the school fully participated in the Magnet Improvement Process?
4. Has the school made progress toward meeting the Magnet Standards?

In 2013-14, schools were placed on a continuous plan of improvement that included either a two year enrollment cycle or a three year enrollment cycle to show progress toward integration and increase student achievement. Some schools were given two enrollment cycles and others were given three, depending upon the percentage of racial concentration. This Comprehensive Magnet Plan continues to support that process, as defined in the "Interim Plan" approved October, 2013. Starting in 2015-16, the District will implement a continuous cycle of improvement as defined by EXCELLING, MEETS, IMPROVEMENT or FALLS FAR BELOW. If after completing three enrollment cycles the school has not demonstrated progress toward integration as measured by the ethnic composition of accepted application in incoming grades, the school will be considered for elimination. A cross-departmental team and SLT will consider academic achievement and results from the annual evaluation before recommending withdrawing magnet status.

**E. Assurances for Currently Enrolled Students**

TUSD will ensure that, in the event that a magnet program or school is withdrawn or relocated, students currently enrolled in the magnet school or program will be permitted to remain in that school until they

complete the highest grade offered by that school. [USP Section (II)(E)(1)] If or when magnet status at a site is eliminated, subject to minimum enrollment guidelines to be determined by the Governing Board, students currently enrolled in a magnet program will be provided the opportunity to complete that program to the extent possible through the highest grade in that school. Students receiving transportation will continue to receive transportation as long as they are continuously enrolled at the school.

## VII. District Collaboration and Support

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The District is committed to supporting magnet schools. By garnering resources from all departments across the district, Magnet schools will receive comprehensive support. The Magnet Department will work with each department to support schools, staff, and families by:

### **A. Collaborating with Human Resources**

1. Formalize teacher and administrator recruitment, selection and retention policies to meet the unique needs of individual magnets.
2. Create a process by which professional educators choose to work in a diverse education setting.
3. Support Human Resources in finding appropriate placement for teachers who are transferring.
4. Create flexibility in hiring for non-certified or a paid internship certificate from the state.
5. Create a classification for a highly trained specialized people who can support the magnet theme.
6. Provide specialized endorsements for teachers who complete specific training requirements.
7. CTE certification/ maybe expanding the qualification for the job.
8. Additional expectations/ creating a teacher agreement attached to a job announcement/explore creating a Memorandum of Agreement.

### **B. Partnering with Curriculum and Instruction to:**

1. Support Unit Development
  - a. Scope and Sequence
  - b. Alignment with District Developed Curriculum
    - (1) Documentation of the units
  - c. Assessment
2. Support the development of interventions
3. Support the teacher training and supplemental materials to allow for differentiated instruction.



**C. Other District Departments and Schools:** The Magnet Department will consult with all departments as well as non-magnet schools on an as-needed basis in order to provide magnet staff with high quality professional development.

## VIII. Magnet Expertise and Training: District-Wide

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TUSD must ensure that administrators and certificated staff in magnet schools are provided opportunities and training necessary to ensure successful implementation of the magnet [USP Section (II)(E)(4)(vi)]. Each magnet will designate a leadership team and at least one team member will participate in a required program of professional development including:

- Magnets and Student Assignment
- Purpose of Magnet Programs, Student Lottery Process
- How Magnet Programs are Evaluated
- Strategies for Culturally Responsive Pedagogy
- Magnet Theme Development for Creating Capacity
- Magnet Theme Integration
- Marketing and Recruitment
- Engaging Families and the Community In Meaningful Partnerships
- Theme Visibility
- Theme Integration
- Grant Writing
- Sustainability
- Proficiency- and Competency-Based Learning:
- Technology Integration to Meet the Needs of the Common Core
- Formative Assessment as the Key to Effective Instructional Practice
- Procurement Processes and Procedures,

- Magnet 101 (All administrators and new coordinators )

This series of professional development is focused on creating a baseline and foundation of expertise and understanding across all magnets, district-wide. From this foundational level of expertise, individual site leadership teams will be empowered to build, strengthen, and/or otherwise improve their magnet programs to meet the goals of the USP. The Magnet Director will coordinate the development, implementation, and monitoring of this training through the Magnet Department, and in conjunction with the Department of Curriculum, Instruction, and Professional Development. Resources from Magnet Schools of America and Magnet School Assistance Program (Technical Assistance) will be used to create training opportunities for all coordinators and certificated staff.

## XI. Magnet Plan of Action 2013-2014

(Approved October, 2013)

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### I. Specific Strategies for Adding or Replicating Magnets in 2013-14

The approach described above guided the direction and development of the following recommendations for addition, relocation, and/or replication. The new magnets proposed will be phased in as other magnets are eliminated or phased out through the evaluation process. (See Attachment D: Chart of Magnet Additions) One of the strategies for identifying potential new magnets takes into account travel time. Research shows that White students, from the north-east and south east quadrant and Latino students from the north-west and south-west quadrants are not likely to travel more than 20-30 minutes to attend a magnet school.

The primary goals of the plan are two-fold: (1) ensure that students of all races and ethnicities have the opportunity to attend an integrated school (*see* USP Section II.A.1); and (2) ensure that all magnet schools and programs achieve the definition of an integrated school as set forth in the USP (*see* USP Section II.B.2) (See above, pg. 2). Thus, the goal is not simply to increase the number of integrated magnet schools, the goal is also to increase the number of students with an opportunity to attend an integrated school. Adding or replicating magnet schools in the center of town (within a 5-8 mile radius from the center of the District) affords the greatest opportunity for the greatest number of students to attend an integrated school, with the added incentive of free transportation. For sites that are already integrated (e.g., Cragin, Dietz, Hudlow), additional seats will open for integrative transfers once attendance boundaries and/or preference areas are limited or abolished, meaning that presently integrated sites will still have the capacity to increase integration. The District intends to expand the number of students served at these school sites so more students have the opportunity to attend an integrated school.

#### 1. Add/Replicate a Performing Arts Magnet at Cragin Elementary

Cragin was selected as a Performing Arts Magnet because of its integrated population, its location in the north-central quadrant of TUSD, and facility capacity. Being located in the north-central part of TUSD, Cragin can draw from both the west and east sides, and has potential to attract students from outside TUSD as it is located near a border with another district. In the past, the racial/ethnic make-up of Cragin has fluctuated, and Cragin's mobility is significantly higher than the TUSD average. Because magnets offer students the added incentives of free transportation and admissions priority (in cases where the school is oversubscribed), creating a new magnet at a centrally-located, integrated school is a key strategy to ensure that students of all races and ethnicities from

across TUSD have increased opportunities to attend an integrated school. Additionally, within the pipeline, Cragin’s integrated population will feed into Utterback middle school to help integrate Utterback. The 2013-14 budget for this program provides for a program coordinator to work with the Magnet Department and the Fine Arts department to begin the planning process. Cragin was included in TUSD’s recent federal MSAP Grant application. If TUSD receives the Grant, development and implementation will be accelerated.

**2. Add/Replicate a STEM Magnet at Mansfeld Middle School**

Mansfeld was selected as a Science, Technology, Engineering and Math (STEM) Magnet because it is centrally located and creating a magnet here has the potential of turning the school from “racially concentrated” to “integrated” within a matter of years. STEM programs have proven across the nation to be successful magnet themes, and replicating successful STEM practices at Mansfeld is promising. Mansfeld’s location (across the street from the University of Arizona) is perfect for partnerships with the University and is easily accessible to professionals working at the University and in the downtown areas. Mansfeld was included in the 2013 MSAP Grant. The 2013-14 budget includes a coordinator and additional staff in math, science, and technology. A master schedule has been developed to provide additional team planning, both vertically and horizontally. Funding was set aside for instructional materials for the Engineering component. The Magnet Department will work with TUSD’s Science Department and the staff of Race to the Top STEM Program to provide quality professional development to teachers, staff, and families. If the District receives the MSAP Grant, development and implementation will be accelerated.

**3. Specific Strategies for Consideration for 2015-16 and Beyond**

The following strategies are included for consideration only but, if adopted, may be initiated during SY 2013-14 in order to give adequate time to phase in programs to be in place by SY 2015-16. These strategies are, at this stage, only ideas that require more research, development, and community dialogue. These strategies will be more fully developed, eliminated, or changed in the Comprehensive Magnet Plan. (See Attachment D: Chart of Magnet Additions). The following sites scored high on the four-criteria assessment (See Section III.B.1):

North East Quadrant	South East Quadrant	North West Quadrant	South West Quadrant
Hudlow ES	Dietz K8	Cragin ES	

Catalina HS	Roberts Naylor K8	Mansfeld MS	
	Santa Rita HS	Roskruge K-8	

### **1. Add/Replicate an Int'l Business and Dual Language (IBDL) Studies Magnet at Catalina High School**

Catalina Magnet High is currently phasing out its former magnet strands: Aviation, Health Care and, to a lesser extent, the Terra Firma program as a magnet theme (because it was never Governing Board approved). International and Dual Language magnets have proven success in other districts and should be replicated in TUSD. Catalina was selected because of its integrated population which includes TUSD's highest concentration of refugee students (including an incredibly diverse and multilingual student population), its location in the north-central quadrant of TUSD, and facility capacity. Because magnet schools offer students the added incentives of free transportation and (potentially) admissions priority, creating a new magnet at a centrally-located, already-integrated school is a key strategy to ensure that students of all races and ethnicities from across TUSD have increased opportunities to attend an integrated school.

### **2. Add/Replicate Expeditionary Learning and Dual Language at Hudlow Elementary**

Hudlow has capacity, and could serve as an integrated magnet that could eventually feed into Dietz or Roskruge and, ultimately, into Catalina's IBDL program. The District is also considering Kellond Elementary as an alternative site for this future magnet.

See Appendix N: Application of Criteria for New Magnets

### **3. Add/Replicate Global Enterprise and Dual Language at Dietz K8**

Dietz K-8 could serve as a receiver for Hudlow, and a feeder into Catalina's IBDL program (see III.C.3, above). Dietz is approximately 5 miles from the center of the District (about a 16 minute drive), and approximately 11 miles from south-central Tucson (about a 23 minute drive). Dietz is at the far eastern edge of where the District would seek to place any elementary, K-8, or middle school magnets (our research shows that parents of elementary and middle school students prefer not to send their students more than 22-28 minutes away from their home location). Also, Dietz is the only non-magnet school serving grades 6-8 that has capacity to become a dual-language magnet on the eastside (within the preferred geographic area) to serve students in grades 6-8 in the Dual Language Pipeline into Catalina.

#### **4. Add/Replicate International Business and Dual Language (IBDL) Studies at Roskrug K8**

Roskrug's current status, teacher capability, and reputation as a destination bilingual magnet program, in addition to its proximity to the University of Arizona and the revitalization of the downtown area, are positive attributes that should be explored. An IBDL program at Roskrug could serve as a feeder for the IBDL program at Catalina High School. In order for this school to integrate, the school must transition to Total Magnet, employing a weighted lottery. The estimated time for this school to become integrated is six years.

#### **5. Add/Replicate Integrated Technology at Roberts-Naylor K8**

Roberts-Naylor has capacity and a strong technology infrastructure and its location, in the South East Quadrant, is a targeted area for magnet placement to maximize integration (the school is currently integrated but, at 67.4% Hispanic, is in danger of becoming Racially Concentrated by exceeding the 70% threshold). Roberts-Naylor is a prime candidate for the federal magnet grant (MSAP) 2017 grant cycle. Roberts-Naylor staff will research, design and implement a technology-driven magnet theme that meets the National Educational Technology Standards (NETS) for learning and teaching. These world-wide standards will be the framework from which Roberts-Naylor develops this unique theme. The NETS sets a standard of excellence in best practices in teaching, learning, and leading with technology in education. The advantage to using NETS includes several overarching enduring understandings:

- Improving higher-order thinking skills, such as problem solving, critical thinking, and creativity
- Preparing students for their future in a competitive global job market
- Designing student-centered, project-based, and online learning environments
- Guiding systemic change in our schools to create digital places of learning
- Inspiring digital age professional models for working, collaborating, and decision making

#### **6. Add/Replicate Early Middle College/Medical Sciences at Santa Rita High School**

The Early Middle College (EMC) model has been successful in magnets around the nation. EMC programs are five year programs, tied to a local university and/or community college, where students graduate with an Associate Degree (or equivalent credits). Students graduating from EMC programs may go directly from high school to careers in various fields, or directly into college as sophomores or juniors. Santa Rita's proximity to Pima Community College, its current Dual-Credit program, and its location on the Southeast side (approx. 20-

25 minutes by bus from Tucson's south side), are positive attributes that should be explored. An EMC program at Santa Rita could serve as a receiver for the middle school program at Dodge.

## **II. Strategies to Improve Magnet Programs**

### **Magnets Schools: "MEETS"**

#### **A. Borton Magnet: Project-Based Systems Thinking**

Systems Thinking offers a powerful perspective, a specialized language, and a set of tools that can be used to address the most stubborn problems in your everyday life and work. Systems ~~thinking~~ Thinking is a vantage point from which you see a whole, a web of relationships, rather than focusing only on the details of any particular piece. Events are seen in the larger context of a pattern that is unfolding over time. Systems Thinking is a way of understanding reality that emphasizes the relationships among a system's parts, rather than the parts themselves.

This approach to learning is project driven with Common Core Standards embedded into the projects. Borton will work on the following indicators:

- On-going training and coaching in the effective application of systems thinking concepts, habits, and tools in classroom instruction and school improvement.
- Curriculum Documentation
- Assessment Alignment

#### **B. Booth-Fickett- Math Science**

Booth-Fickett will work on the following indicators:

- The curriculum at Booth-Fickett needs significant revision K-8
- Teachers need substantial training in unit development and theme integration
- Curriculum needs to be mapped and aligned to assessment

#### **C. Dodge MS – Traditional Academics**



Dodge is in the process of defining what it means to offer traditional teaching methodology and curriculum. Dodge will work on the following indicators:

- Curriculum Documentation
- Assessment Alignment
- The community will define “Traditional Academics” as part of assessing the school culture

**D. Palo Verde HS – Science, Technology, Engineering, Arts, and Math (STEAM)**

Palo Verde will be completing the SIG cycle in FY13-14. They will be phasing in a STEAM (Science, Technology, Engineering, Art, Math) program for freshmen in FY 15.

**Magnet Schools: APPROACHES**

**A. Bonillas: revise and strengthen the Traditional Academics theme**

- Bonillas is in need of a total revision starting with theme, curriculum, school culture, professional development and family engagement. In SY 2014-15 Bonillas curriculum will be aligned with Common Core with traditional instructional delivery, and teachers will receive targeted professional development centered around:
- Training in systematic reading methodology including screeners, assessments, and benchmarks
- Implement curriculum aligned with Common Core (Open Court, Daily 5/Café, Envisions, Foss)
- Training for **Character Counts**
- To impact school culture, the school community will define “Traditional Academics”

Bonillas will revise its theme, curriculum, school culture, professional development and family engagement. Traditional Academics is a theme that speaks to a highly defined and structured school culture, curriculum, and pedagogy. Theme visibility through school culture is the foundation for Traditional Academics. In the era of project-based learning and problem-based learning, Traditional Academics offers a unique pedagogy that has proven successful at other District magnets. Funding has been allocated for a Magnet Coordinator who will coordinate: Recruitment and Marketing; Curriculum Alignment and Documentation; Theme Integration; Assessment Alignment; and Professional Development. The school magnet team will visit two traditional

magnet-themed schools in Phoenix: Benjamin Franklin Elementary School in Mesa, and Magnet Traditional School in Phoenix.

The revised program would offer students a Traditional Academic program. This program would offer a solid foundation of fundamental and higher level thinking skills primarily through direct instruction. The Language Arts Curriculum would utilize a phonics-based reading program. The school would also explore the use of

Envisions Math focusing on basic skills and higher order thinking, and will focus on scientific method using FOSS kits. Bonillas is committed to providing a safe, structured learning environment where expectations for academic success are high and pride is evident. The program would also emphasize the development of respect for others and personal responsibility. Bonillas students would continue to follow a uniform dress code to help in maintaining an orderly environment, free from distractions. The improvements to this magnet align with the successful theme at Dodge, and would serve as a feeder into Dodge within the Traditional Academics pipeline.

**B. Drachman Montessori: increase scope of program**

Drachman will improve the professional development opportunities for all staff. By the end of the 2013-14 school year, at least one teacher will receive Montessori Certification. They will increase recruitment and marketing efforts. Teachers in 2014-15 will have access to additional training via on-line and in partnership with local Montessori schools. Drachman will return to a pre-K- 5 configuration in 2014-15.

**C. Holladay Fine and Performing Arts: increase scope of program**

In the past, Holladay has depended upon the after-school and sports programs to attract students. Instead, Holladay will begin to focus on integration of Fine and Performing Arts into the classroom curriculum. Holladay will participate in a strategic recruitment effort with the support of the Magnet Department.

**D. Tully: develop a STEM theme**

Tully has significant potential to achieve Integration and to improve student achievement if resources are dedicated to revising the program to STEM. Magnet staff, and external consultant(s), will work with Tully to create curriculum and provide professional development resources. The Magnet Department will support Tully in seeking and forming community partnerships. Funding has been allocated for a Magnet Coordinator who will coordinate: Curriculum Development; Curriculum Alignment and Documentation; Theme Integration; Assessment Alignment; and Professional Development.

**E. Roskruge K8: Dual Language**

Roskruge's current status, teacher capability, and reputation as a destination bilingual magnet program, in addition to its proximity to the University of Arizona and the revitalization of the downtown area, are positive attributes that should be explored.

**F. Safford K-8: International Baccalaureate Training/Programme of Inquiry refinement**

Safford K-8 staff will receive training through International Baccalaureate World Schools whereby every teacher will complete at least two levels of training. The MYP will add a physical modality course option to comply with IB requirements. The staff will work with local consultants to refine the Programme of Inquiry and develop rubrics to assess student work. Safford K-8 will develop a recruitment plan that includes measurable goals and strategies.

**G. Cholla: add IB Middle Years Program (MYP)**

This improvement is necessary because of the need to complete the International Baccalaureate pipeline. Currently, Cholla offers an International Baccalaureate program for students in grades 11 and 12. The addition of the 9<sup>th</sup> and 10<sup>th</sup> grade MYP creates a complete K-12 continuum, starting with Robison's Primary Years Programme (K-5), Safford's Primary Years and Middle Years Program (K-8) and continuing with grades 9 – 12 at Cholla. The budget for the 2014-15 year provides for coordinators for the MYP and DP, for additional staff for specialized IB coursework, funding for student assessments, and funding for professional development.

**H. Tucson High: revise and enhance Performing Arts Curriculum**

Tucson High will be revising and enhancing the Performing Arts Curriculum so that magnet students received continuous and unique coursework that will prepare them for college-level performing arts classes. This coursework could include performance admission criteria for advanced magnet coursework.

**Magnet Schools: IMPROVEMENT 2013-14 (Year One)**

**A. Carrillo: New Theme, Communication Arts**

Carrillo will be researching the theme of Communication Arts. Staff will attend the annual Magnet Schools of America to network and visit communication arts magnet schools. Budgetary considerations for 2014-15 includes increased technology and communication arts equipment.

**B. Davis: Recruitment and marketing**

Davis has a well established curriculum and extensive community support. Davis, in conjunction with the Magnet Department, will create an extensive two year recruitment and marketing plan.

**C. Ochoa:**

Improve the Reggio Emilia-Inspired Theme through training, curriculum, and outreach. Staff will continue to be trained in the theme. Ochoa will refine and document curriculum. Staff will work with consultants to develop an assessment process to document student work and communicate student success with parents and community members. Ochoa will develop a recruitment plan that includes measurable goals and strategies.

**D. Robison: International Baccalaureate Training/ Programme of Inquiry refinement**

Robison staff will received training through International Baccalaureate World Schools whereby every teacher will complete at least two levels of training. The staff will work with local consultants to refine the Programme of Inquiry and develop rubrics to assess student work. Robison will develop a recruitment plan that includes measureable goals and strategies.

**E. Utterback: Improve the Fine and Performing Arts theme**

Utterback Fine and Performing Arts (revision). includes funding for a coordinator, specialized staff, professional development, and instructional materials to be used as part of the digital arts coursework being developed. Much work needs to be done to revise this magnet including creating strong community partnerships, stabilizing the staff, and improvements/repairs to the facility.

**F. Tucson High: Revise the Science theme to “Natural Sciences”**

Tucson High’s Science Department will revision the Science Strand to reflect a “Natural Science” focus that utilizes curriculum unique to this school. Palo Verde would develop its science strand around engineering sciences. This would eliminate duplicate science themes (Tucson High and Palo Verde). Funding has been allocated for a Magnet Coordinator who will coordinate: Curriculum Alignment and Documentation; Theme Integration; and Assessment Alignment.

**G. Pueblo High: Revise Communication Arts**

Pueblo High will revise the Communication Arts magnet theme to include course work that in continuous and contiguous. As new coursework is developed, magnet students will be tracked to this coursework and teachers will be trained in coursework content. The idea is if a key teacher(s) -should leave, the

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programs would continue. Pueblo will create a two year comprehensive marketing and recruitment plan.

**Eliminating Magnet Programs/Themes**

The following magnet schools were approved for elimination in October of 2014.

- Tucson High School (Math and Technology Strand)

**III. Processes and Schedules to Make Changes**

**Attendance Boundaries**

TUSD must determine if each magnet school, or school with a magnet program, shall have an attendance boundary. Each magnet will fall into one of three categories: Total School Magnet (no boundary), Total School Magnet with a Preference Area (limited neighborhood boundary), or Magnet Program (neighborhood boundary). (See above, Section II.A.1) The District will conduct a boundary review in 2014. Below are the recommendations:

**Total School Magnet (no attendance boundary)**

- Cragin ES
- Drachman ES (K8)
- Dodge MS
- Hudlow ES
- Safford K8
- Roskruge K8
- Mansfeld MS

**Total School Magnet with Neighborhood Preference Area**

- Bonillas ES
- Borton ES
- Holladay ES

- Ochoa ES
- Tully ES
- Robison ES
- Davis
- Booth-Fickett K8
- Utterback MS
- \*Roberts Naylor K8
- \*Dietz K8

**Magnet Program (neighborhood boundary)**

- \*Santa Rita HS
- Tucson High Fine and Performing Arts
- Tucson High Natural Science
- Palo Verde HS
- Cholla HS

**IV. 2013-14 Process and Schedule for Implementing Family Engagement Strategies**

TUSD must develop a process and schedule for including strategies to specifically engage African American and Latino families. Magnet schools will be expected to continuously rejuvenate their programs by providing opportunities for families to be engaged in the given theme. Each school will implement a comprehensive recruitment, sustainability, and marketing plan in conjunction with the District's marketing and recruitment plan to be developed pursuant to the USP. The Magnet Department will facilitate three city-wide events: *Celebrate Magnet Schools* show cases magnet programs at two of the city's largest shopping malls (in partnership with Donors Choose), *Magnet Mania School Choice Expo* is a magnet fair, and *Festival of Books* where magnet schools are showcased. At each event, students will perform, projects will be exhibited, and multi-media presentations will highlight school themes. Individual schools will participate in city-wide events, each showcasing for theme visibility and recruitment. The Magnet Department will conduct walk-through

evaluations focusing on theme implementation and integration into curriculum, quality of instruction, and school culture/environment.

Recruitment is a key component of the Annual Evaluation. By August 1, 2013, each magnet program will designate a leadership team. Teams will reflect on past recruitment efforts, best practices utilized at other magnets in TUSD and in other districts. By August 1, 2013, in conjunction with Title I School-wide and Targeted Assistance Plans, magnet schools will create at least one measureable Family Engagement goal which must include specifically engaging African American families and Latino Families, including the families of English Language learner (“ELL”) students, including:

- at least three strategies to achieve the goal;
- an action plan
- timeline for implementation.

By January of 2014, select magnet schools will receive training on APTT (Action Parent Teacher Team), a research-based systematic parent engagement program developed by West Ed.

By March of 2014, all teachers will pilot APPT during Spring Parent Teacher Conferences. A survey of parents and teachers will be conducted to determine the feasibility of full program implementation for SY 2014-15.

The District Magnet Department will collaborate with district departments and will use local and national resources to market and recruit students for magnet schools. Strategies to achieve this include:

- Public Service Announcements
- Family Centers
- Community Events
- Participation in local, state, and national organizations and boards
- Public speaking (businesses, organizations, governmental agencies)
- Supporting schools in garnering organizational partnerships
- Creation of magnet theme-specific brochures

- Development of an Annual Magnet Fair
- Planning for Magnet School Site Visits
- Formation of DVDs about Magnets in the District
- Establishment of a Speakers Bureau (this strategy includes identifying TUSD “Ambassadors” to present TUSD’s magnet vision and magnet plan to community groups, civic organizations, and at community events)

**V. 2013-14 Process and Schedule for Identifying Goals to Further Integration**

TUSD must develop a process and schedule for identifying goals for further integration of magnets. The student assignment goal for all magnet schools and programs shall be to achieve the definition of an integrated school. (See USP Section (II)(E)(2))

The five pillars defined in the TUSD Standards work together to strengthen magnet programs. A strong magnet program will further integration by attracting a diverse population. Based on the Magnet Standard Evaluation, magnet schools will identify specific and measureable goals the will use the data collected from 2012-2013 magnet evaluation or for the first year of implementation as a baseline for each of the following components:

- A. Integration
- B. Curriculum and Assessment
- C. Professional Development
- D. Key Personnel
- E. Leadership
- F. Marketing and Recruitment
- G. Stable and Successful Staff
- H. Family Engagement

For each goal, there will be at least three strategies to meet the goal. For each strategy, there will be an action plan and timeline. These plans are currently under development. The Magnet Department is working with Title I to create one plan for both programs, with magnets being part of the required reform strategy. Plans will be



completed by October 1. Magnet Monthly reports will be reviewed by the Magnet Department and feedback will be given to the schools.

## X. Preliminary Magnet Plan of Action 2014-2015

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**A. This section is intended to be an addendum to the 2013-14 Magnet Plan (Section IX). This is a preliminary Action Plan. The following information needs to be analyzed before the plan can be completed:**

- 1. District Initiated Efficiency Audit**
- 2. Annual Review of Magnets**
- 3. Boundary Committee Recommendations**
- 4. Results from Arizona Instrument to Measure Standards**
- 5. Results from Stanford 10**
- 6. Results from Community Forums**
- 7. District Five Year Strategic Plan**

### **B. Specific Strategies for Adding, Relocating or Replicating Magnets in 2013-14**

Tucson Unified School District will not be adding, relocating or replicating any programs for the 2014-15 schools year. Two programs identified in 2013-14 Magnet Action Plan, Cragin Performing Arts and Mansfeld Middle STEM Magnet will continue as magnets and will move into year one of full implementation in 2014-15. The 2013-14 Magnet Plan included Dietz K-8 and Kellond as planning year 2014-15. This decision has been put on hold in order to align with the Strategies and Process for Adding New Magnets (section VI). A cross-departmental team will conduct the necessary research to inform SLT. SLT will solicit Requests for Proposals in July, given budget and programmatic capacity.

### **C. Strategies to Improve Magnet Programs**

#### **1. Preliminary Programmatic Evaluation**

When comparing projected enrollment plus applications accepted, to the 40<sup>th</sup> day of 2013-14, some schools saw substantial progress toward integration. If schools made gains, they are moving closer to integration as defined by the USP. If school had net losses, they moved further away from integration. Looking at Kindergarten entry, the average percentage points moving closer to integration was 6.3%. Drachman saw the most percentage points moving toward integration (20%), and the entry grade is integrated. Holladay saw the least (-12%). Looking at entry level for middle schools, the average was a net loss (.8%). The school that saw the most gain was Mansfeld (7%). Two schools, Utterback and Safford, both had a net loss (6% each). High schools saw a gain of 6% with Palo Verde making the most gains (17%) and Tucson High making the least gains (3%).

*Preliminary* school labels have been determined concerning placement in the improvement process. Two key factors were used : 1. The percentage of one ethnicity over 70% 2. Progress made toward meeting the integration threshold. The information and chart below details current data concerning integration and progress toward integration. (See Attachment I: Preliminary Magnet Evaluation Findings)

**How to Read The Chart-** The top line of each school is the projected enrollment including magnet applications received through March, 2014, disaggregated by ethnicity. The second line of each school is the 40<sup>th</sup> day enrollment for the current year, disaggregated by ethnicity. This table is comparing incoming students with current students. In the far right hand column indicates if the incoming grade is integrated, and did the school make progress toward meeting the definition of integration. Schools that are integrated are green, schools that made significant progress are yellow, and schools that experienced significant losses are in pink.

	W	AA	H	NA	AS	MR	
Borton	34	6	53	█	█	█	YES
40TH DAY 2014 GR K	30	█	52	█	0	11	PROGRESS
Bonillas	19	5	72	0	0	█	NO
40TH DAY 2014 GR K	15	█	67	0	0	█	NO PROGRESS
Carrillo	17	5	76	█	0	0	NO
40TH DAY 2014 GR K	2	6	89	█	0	0	PROGRESS
Cragin	27	8	59	2	0	█	YES
40TH DAY 2014 GR K	27	5	61	0	█	7	NEUTRAL
Davis	23	0	72	0	0	5	NO
40TH DAY 2014 GR K	13	█	83	0	0	█	PROGRESS
Drachman	28	6	64	0	0	█	YES
40TH DAY 2014 GR K	█	9	84	0	0	█	PROGRESS
Holladay	0	6	88	6	0	0	NO
40TH DAY 2014 GR K	0	18	76	█	0	0	NO PROGRESS
Ochoa	11	0	78	6	0	6	NO
40TH DAY 2014 GR K	0.9	0	81	█	0	0	PROGRESS
Robison	10	5	78	█	█	█	NO
40TH DAY 2014 GR K	█	█	84	0	█	0	PROGRESS
Tully	13	8	75	█	0	0	NO
40TH DAY 2014 GR K	11	█	73	█	█	█	NO PROGRESS
Dodge	26	5	59	█	█	6	YES
40TH DAY 2014 GR 6	25	█	63	█	█	█	NEUTRAL
Mansfeld	15	█	75	█	█	█	NO
40 <sup>th</sup> DAY 2014 GR 6	6	█	82	█	█	█	PROGRESS
Utterback	5	█	83	6	█	█	NO
40 <sup>th</sup> DAY 2014 GR 6	6	9	77	█	0	█	NO PROGRESS
Roskruge K	13	0	71	10	0	6	NO
40 <sup>th</sup> DAY 2014 GR K	█	0	88	8	█	█	PROGRESS
Roskruge 6	8	█	83	5	█	0	NO
40 <sup>th</sup> DAY 2014 GR 6	█	█	87	6	█	█	PROGRESS
Safford K	█	█	88	█	0	0	NO
40 <sup>th</sup> DAY 2014 GR K	█	█	77	█	█	█	NO PROGRESS
Safford 6	6	6	80	7	█	█	NO
40 <sup>th</sup> DAY 2014 GR 6	7	█	74	13	0	0	NO PROGRESS
Booth K	29	5	55	█	█	7	YES

40 <sup>TH</sup> DAY GR K	21	12	59	■	■	■	NEUTRAL
Booth 6	30	7	52	■	■	■	5 YES
40 <sup>TH</sup> DAY GR 6	27	■	53	■	■	■	6 NEUTRAL
Palo Verde	31	8	50	4	■	■	5 YES
40 <sup>TH</sup> DAY FRESHMEN	22	13	67	■	■	■	9 PROGRESS
Tucson High	14	6	73	■	■	■	NO
40 <sup>TH</sup> DAY FRESHMEN	43	22	76	■	■	■	PROGRESS
Pueblo	5	■	87	5	■	■	NO
40 <sup>TH</sup> DAY FRESHMEN	■	■	91	■	■	■	PROGRESS
Cholla	10	■	78	7	■	■	NO
40 <sup>TH</sup> DAY FRESHMEN	7	■	78	8	■	■	NO PROGRESS

### Processes and Schedules to Make Changes

- A. In 2014-15 Drachman will phase out the 6<sup>th</sup> grade and return to a K-5. District leadership and school administration felt that Drachman could not offer a full range of electives for middle school students.
- B. In 2014-15 Carrillo will explore a Communication Arts theme. District leadership does not support a Museum Magnet theme.
- C. Pueblo will explore revising the theme to Dual Language
- D. Changes in boundaries are pending. See Magnet Committee recommendations.
- E. Changes in magnet school attendance area (preference, no preference area) are pending.
- F. See Attachment I: Preliminary Magnet Evaluation Findings. This attachment describes preliminary school labels. These labels are based on the ethnic percentage of students at entry level grades compared to the 40<sup>th</sup> day enrollment for the current year. The following is a summary for the table:

**EXCELLING-** This is a new category designed to create exemplar programs within the district. Depending on student achievement scores, Dodge would be an EXCELLING school.

**MEETS-** Three schools moved into this category: Cragin, Drachman, and Tucson High Science. Drachman saw the most improvement, moving from “IMPROVEMENT”. Borton, Booth-Fickett and Palo Verde maintained their label from 2013-14.

**IMPROVEMENT-** Seven schools moved from “APPROACHES” (a label used in 2013-14 Magnet Plan) to “IMPROVEMENT”. Tucson High Fine Arts, Tully, Holladay, Safford, Bonillas and Cholla did not have enough progress to move to “MEETS”. Two schools saw gains above the average for magnet schools and therefore maintained their “IMPROVEMENT” label: Roskrige and Davis. Cholla saw a significant increase in applications and was given a second year in “IMPROVEMENT”. This was Mansfeld’s first year accepting magnet applications. Although they saw gains, it was not enough to move them to MEETS.

**FALLS FAR BELOW-** These schools did not make large enough gains to maintain “IMPROVEMENT”. These schools will be notified that they have an Elimination Warning. Pueblo, Ochoa, Robison, and Utterback have one enrollment cycle to meet the criteria for incoming grades.

**Magnet Themes-**

- A. Program Pipelines will remain the same as defined in the Magnet Plan.
- B. Roskruge will return to a Dual Language School

**Process and Schedule for Identifying Goals to Further Integration**

TUSD must develop a process and schedule for identifying goals for further integration of magnets. The student assignment goal for all magnet schools and programs shall be to achieve the definition of an integrated school. (see USP Section( II)(E)(2)

The five pillars defined in the Magnet Standards work together to strengthen magnet programs. A strong magnet program will further integration by attracting a diverse population. Based on the Magnet Standard Evaluation, magnet schools will identify specific and measureable goals they will use the data collected from 2012-2013 magnet evaluation or for the first year of implementation as a baseline for each of the following components:

- A. Integration
- B. Curriculum and Assessment
- C. Professional Development
- D. Key Personnel
- E. Leadership
- F. Marketing and Recruitment
- G. Stable and Successful Staff
- H. Family Engagement

For each goal, there will be at least three strategies to meet the goal. For each strategy, there will be an action plan and timeline. These plans are currently under development. The Magnet Department is working with Title I to create one plan for both programs, with magnets being part of the required reform strategy. Plans will be completed by October 1. Magnet Monthly reports will be reviewed by the Magnet Department and feedback will be given to the schools.

**Magnet School Strategies for Integration**

1. **Consider changing boundaries to improve integration. The Magnet Committee recommends the following:**

**Total School Magnet (no attendance boundary)**

- Dodge MS

**Total School Magnet with Neighborhood Preference Area**

- Bonillas ES
- Safford K8
- Borton ES
- Holladay ES
- Ochoa ES
- Tully ES

- Robison ES
- Davis
- Booth-Fickett K8
- Utterback MS
- Roskruge K8
- Mansfeld MS- With Mansfeld being a new magnet, the Magnet Committee recommends
- Cragin ES

\* Drachman ES (K8) The Magnet Committee recommends the boundary committee consider not pair/clustering Drachman and Carrillo

# **EXHIBIT 12**



Parent Directory

Thumbnails

FTP Voyager JV

Enable Web Client Pro

Logout

Name	Size	Time
TUSD School Decision Making Research Report -...	324.84 KB	2/19/2014, 6:14:04 PM
TUSD School Decision Making Research Report F...	3.55 MB	2/19/2014, 6:14:05 PM
TUSD_Marketing Report Overview.pdf	4.19 MB	5/27/2014, 7:05:37 AM



# **EXHIBIT 12A**

## Tucson Unified School District Executive Summary

### METHODOLOGY

The following results are centered on a web-based survey that was conducted from February 23<sup>rd</sup> through March 19<sup>th</sup>, 2012 by LP&G and Strongpoint Research. The survey was sent to every household in the TUSD through the individual schools (the web link to take the survey was sent) and total of 1,353 surveys were completed. (See Page 2 of Full Report for complete methodology).

### AWARENESS OF THE TYPES OF SCHOOLS TUCSON UNIFIED SCHOOL DISTRICT OFFERS

Most parents do believe that school options are available, with fewer than 5% feeling that their neighborhood school is the only choice for their children, and greater than 80% think that their child can attend any TUSD school if there is space. **(See Page 5 of Full Report)**

- Those who do not have a child outside of their neighborhood school, larger families, Hispanics, Native Americans, younger parents and those from lower income groups are more likely to think that their neighborhood school is their only option. **(See Page 6 of Full Report)**

92.3% of parents indicate that they have heard of magnet schools. **(See Page 7 of Full Report)**

- Those who do not have a child outside of their neighborhood school, parents living in Elementary and Middle School Area A, Hispanics, younger parents and those from lower income groups are less likely to have previously heard of magnet schools. **(See Page 8 of Full Report)**

44.2% of parents agree that TUSD offers many different schools/programs. 13.9% of parents completely agree that TUSD offers many different schools/programs. **(See Page 8 of Full Report)**

34.8% of parents agree that TUSD has a school that fits most interests of a student. 9.9% of parents completely agree that TUSD has a school that fits most interests of a student. **(See Page 8 of Full Report)**

- Parents who do not have a child in a school outside of their neighborhood are less likely to feel that TUSD has different schools and programs and schools that fit different interests. **(See Page 10 of Full Report)**

### PARENT CONSIDERATION OF TUSD SCHOOLS AS OPTIONS

89.8% of parents who only have children in neighborhood schools are somewhat likely to send their elementary school child to a non-neighborhood school. 66.6% of parents who only have children in neighborhood schools are very likely to send their elementary school child to a non-neighborhood school. **(See Page 12 of Full Report)**

95.5% of parents who only have children in neighborhood schools are somewhat likely to send their middle school age child to a non-neighborhood school. 75.2% of parents who only have children in

neighborhood schools are very likely to send their middle school age child to a non-neighborhood school. **(See Page 12 of Full Report)**

96.8% of parents who only have children in neighborhood schools are somewhat likely to send their high school child to a non-neighborhood school. 80.5% of parents who only have children in neighborhood schools are very likely to send their high school child to a non-neighborhood school. **(See Page 12 of Full Report)**

79.6% of parents who don't currently have a child in a non-neighborhood school are somewhat likely to send their elementary school child to a non-neighborhood school. 44.2 % of parents who don't currently have a child in a non-neighborhood school are very likely to send their elementary school child to a non-neighborhood school. **(See Page 13 of Full Report)**

90.2%of parents who don't currently have a child in a non-neighborhood school are somewhat likely to send their middle school child to a non-neighborhood school. 57.1% of parents who don't currently have a child in a non-neighborhood school are very likely to send their middle school child to a non-neighborhood school. **(See Page 13 of Full Report)**

92.6% of parents who don't currently have a child in a non-neighborhood school are somewhat likely to send their high school child to a non-neighborhood school 65.6%. of parents who don't currently have a child in a non-neighborhood school are very likely to send their high school child to a non-neighborhood school. **(See Page 13 of Full Report)**

- Parents in the "target market" within TUSD's elementary school area A are much more likely to consider sending their child to a non-neighborhood school. **(See Page 14 of Full Report)**
- Minorities are more likely than Whites to send a child to an elementary school outside of their neighborhood. **(See Page 15 of Full Report)**
- When considering those who do not already have a child in a non-neighborhood school, non-Hispanic White parents are less likely to consider an elementary school outside of their neighborhood as an option. **(See Page 16 of Full Report)**
- Parents in the "target market" in TUSD's middle school area A are much more likely to consider sending their child to a non-neighborhood middle school. **(See Page 17 of Full Report)**

3.2% of parents completely disagree that TUSD schools are safe. 12.4% of parents disagree that TUSD schools are safe. 38.4% of parents somewhat agree that TUSD schools are safe. 35.8% of parents agree that TUSD schools are safe. 10.2% of parents completely agree that TUSD schools are safe. **(See Page 18 of Full Report)**

- Overall, parents in the "target market" are less likely to feel that TUSD has safe schools, particular those in Areas B. **(See Page 19 of Full Report)**

Parents with children in grades K-2 believe that 22.8 minutes is an acceptable amount of time for a one-way bus trip. Parents with children in grades 3-5 believe that 25.4 minutes is an acceptable amount of time for a one-way bus trip. Parents with children in middle school believe that 28.2 minutes is an

acceptable amount of time for a one-way bus trip. Parents with children in high school believe that 29.5 minutes is an acceptable amount of time for a one-way bus trip. **(See Page 20 of Full Report)**

- For those who only have a child in a neighborhood school, the allowable time for bus transportation is slightly less than for parents who already have at least one child in a school outside of the neighborhood. **(See Page 21 of Full Report)**

29.6% of parents agree that TUSD has high quality schools. 7.6% of parents completely agree that TUSD has high quality schools. **(See Page 22 of Full Report)**

65% of parents agree that TUSD has quality schools and that you just have to find them. 30.7% of parents completely agree that TUSD has quality schools and that you just have to find them. **(See Page 22 of Full Report)**

- Parents living in elementary school areas A and B, Hispanics and those from lower income groups are more likely to feel that TUSD has high quality schools. **(See Page 23 of Full Report)**
- Parents with children in non-neighborhood schools are more likely to feel that TUSD has high quality schools that must be found. **(See Page 24 of Full Report)**

### **DECISION MAKING PROCESS PARENTS HAVE WHEN CHOOSING A SCHOOL**

Based on qualitative research, safety is likely a latent/expected attribute of a school. Overall, almost everything is “important” (7.4 to 9.45 on a 10-point scale) with the exceptions of transportation (5.44) and after school care (4.67) **(See Page 26 of Full Report)** but relatively not important to parents with children in grades K-5. **(See Page 27 of Full Report)**

When forced to choose top 3 attributes parents focus on the classroom experience, secondarily on how the school is run and then on aspects not directly related to education. **(See Page 28 of Full Report)**

- Quality of teachers is more important to those living in Elementary school area C, Whites, older parents and parents in upper income levels. **(See Page 29 of Full Report)**
- Types of academic classes is more important to those who have a child in both a neighborhood and non-neighborhood school, high school parents, older parents and those in the highest income level. **(See Page 30 of Full Report)**
- School safety is more important to those who have only have a child in a neighborhood school, Hispanics, Blacks, younger parents and those in the lowest income level. **(See Page 31 of Full Report)**
- The student-teacher ratio is more important to elementary school parents, those living in elementary school area B and Whites. **(See Page 32 of Full Report)**

TUSD will need to improve the overall academic perception of parents who are likely to have negative opinions of the school district related to technology, school size, achievement scores, student-teacher ratio and academics. **(See Page 34 of Full Report)**

Being associated with strong academic class offerings, adequate student-teacher ratios and achievement scores should be priorities for the school district because of their comparatively high importance and lower assessment scores. **(See Page 35 of Full Report)**

Few parents “completely agree” that TUSD schools are associated with the attributes tested, though a near majority “agree” that the school district is associated with: after school care (48.7%), high quality teachers (47.8%), safe schools (46%) and collaborative staffs at schools (45.6%). **(See Page 33 of Full Report)**

Schools with an emphasis on math and science schools (56.6%), gifted education (47.2%), technology and computers(46.7%), and visual and performing arts (41.6%) are the most likely to provide sufficient incentive for a parent to consider sending their child to a non-neighborhood school. **(See Page 36 of Full Report)**

Parents are most likely to move their children to a non-neighborhood school that emphasizes Math/Science, Gifted Education, Technology/Computers or Visual/Performing Arts, regardless of grade level. **(See Page 37 of Full Report)**

Nearly four out of five parents (79%) indicate they would send their child to a non-neighborhood school that has an emphasis in either math/science, gifted education or technology/computers. **(See Page 38 of Full Report)**

Though most parents have awareness of magnet schools (92.3%), few of them feel that a school having just a “magnet school” moniker would influence their school choice decision (38.5%). **(See Page 39 of Full Report)**

- Parents of older students and those living in the Elementary and Middle School Areas A and B are more likely to give preference to schools labeled as “magnet”. **(See Page 40 of Full Report)**

A vast majority of parents are going to actively seek information from school sources including a school visit (86.5%), speaking to current parents of the school (80.7%) and visiting the school’s website (74.4%). Both the school’s (74.4%) and the district’s (60.3%) websites are likely to be utilized. **(See Page 41 of Full Report)**

- In regards to the level of involvement when deciding where to send a child to school, parents are generally split into three groups, greater than one-half are considered “high involvement,” about one-third engage in moderate involvement while the remaining 14% are comparatively less active. **(See Page 42 of Full Report)**
- Those with children in elementary school, and living in either elementary school areas B or C are more likely to be highly active in the choice of where to send their child to school. **(See Page 43 of Full Report)**
- Those from higher income levels are more likely to be highly active in the choice of where to send their child to school than those in the lower income levels. **(See Page 44 of Full Report)**
- Whites are more likely to be highly active in the choice of where to send their child to school than minorities. **(See Page 45 of Full Report)**

# **EXHIBIT 12B**

### **School Decision Making Research Report Information for the School Master Plan**

The attached report was conducted for the Desegregation Department to help us understand the dynamics behind school choice for open enrollment and magnet programs. Although it was designed for these programs, the survey population was all parents of TUSD students. Thus, the information in this report can be used to inform the School Master Plan project.

In that regard, the following pages are particularly relevant:

- Pages 18 and 19 address perceptions of school safety.
- Pages 20 and 21 address acceptable maximum transportation times.
- Pages 26 to 32 addresses that factors that parents use when choosing a school. These indicate what parents want to see in their schools.
- Pages 36 to 38 indicate academic programs that parents want to see in schools.
- Pages 41 and 42 show what parents do to help decide where to send their child to school. These indicate ways TUSD can influence that choice.
- Pages 46 to 48 provide summary recommendations.

Note: The report refers to Area A, B and C. These school groups, from the Post-Unitary Status Plan adopted in 2009, are based on the following demographic and achievement characteristics: the percentage of minority students, the socioeconomic status of students as measured by participation in the Federal Free and Reduced-price Meal Programs, the number of students whose Primary Home Language Is Other Than English, and schoolwide academic achievement.. The attached maps and lists of schools show these groups.

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92.3% of parents indicate that they have heard of magnet schools. **(See Page 7 of Full Report)**

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- Whites are more likely to be highly active in the choice of where to send their child to school than minorities. **(See Page 45 of Full Report)**

# School Decision Making Research Report

Presented to:



# TUCSON UNIFIED SCHOOL DISTRICT

## Draft Report

### April 2012



# Table of Contents

Research Methodology	.	.	.	.	.	2 – 3
Key Findings	.	.	.	.	.	4 – 46
Summary of Findings	.	.	.	.	.	47 – 48

## Appendices

I. Survey Respondents.	.	.	.	.	.	49 – 50
II. Tables	.	.	.	.	.	51 – 117
III. Open Ended Responses	.	.	.	.	.	118 – 123
IV. Focus Group Recaps	.	.	.	.	.	124 – 131
V. Focus Group Discussion Guide	.	.	.	.	.	132 – 136
VI. Survey Instrument	.	.	.	.	.	137 – 151

# Methodology

## Focus Groups

- English-speaking parents with a child at a non-neighborhood school
- English-speaking parents without a child at, but who would consider a non-neighborhood school
- Spanish speaking parents who would consider a non-neighborhood school

## Survey Execution

A web survey was executed from February 23 – March 19, 2012 to parents of TUSD students. TUSD school computers were offered to allow parents without Internet access to participate.

## Sampling Method

A flyer was sent home with every child in a TUSD school and additional email invitations were also sent out by TUSD to encourage participation.

## Survey Response

1,353 completed surveys were received.

# Methodology – Sample of 1,500

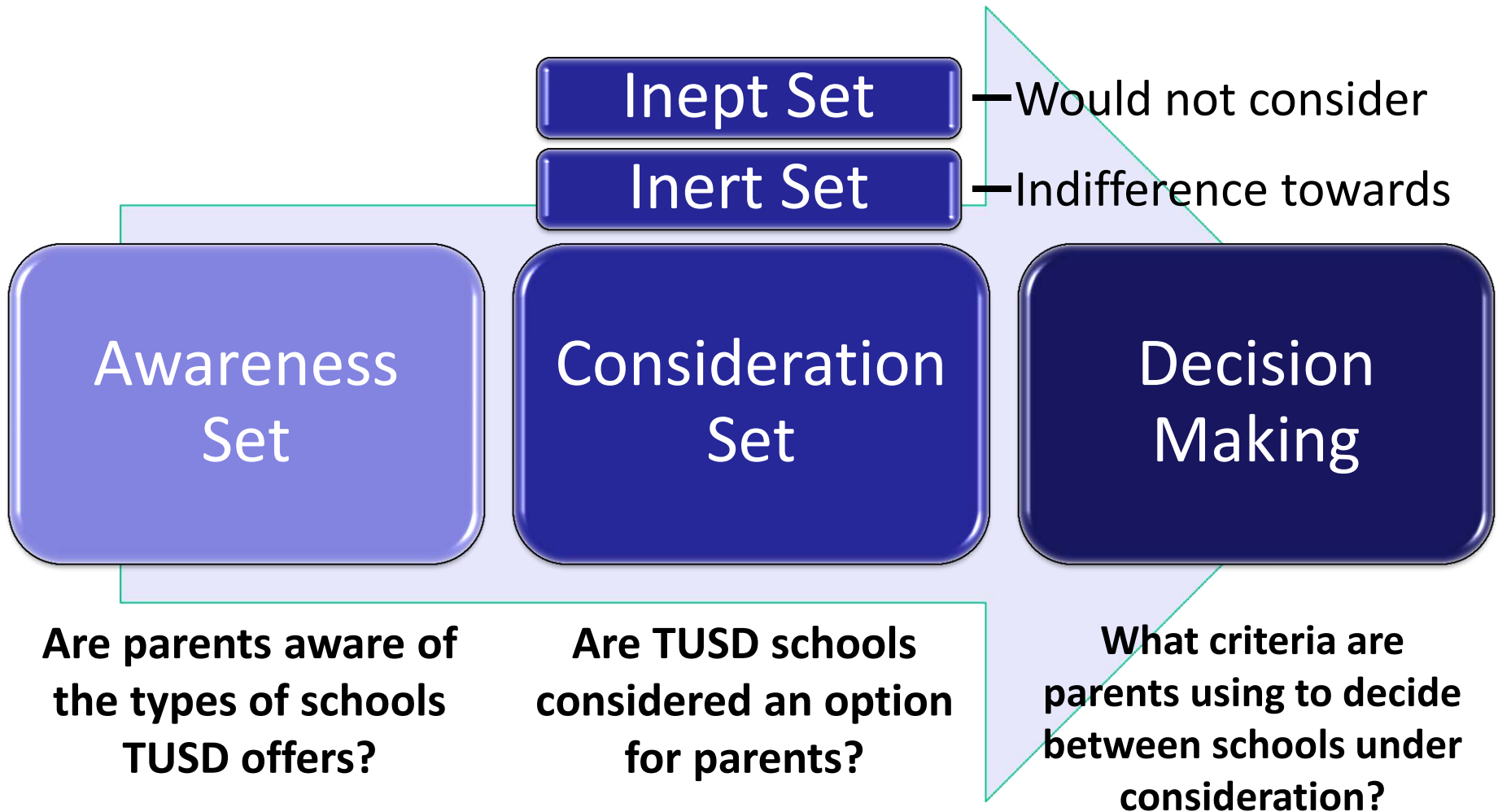
The chart to the right is a summary of the calculations of the expected error when evaluating an individual result at the 95% confidence interval. For example, if 350 respondents answered a particular question, and 30% held a certain opinion (e.g. they agreed with “the statement” in question), then you could surmise that the actual result would be within + or – 4.8% of the 30% who agreed with the statement.

Please note that the error range is valid only in relation to the sample population of each individual question (those who qualified to respond to the question) and may not be applicable for the sample population of the entire survey.

**Expected error for individual questions based on sample size and result (%) at the 95% confidence interval**

Result % → Sample Size ↓	10%	20%	30%	40%	50%	60%	70%	80%	90%
<b>N = 50</b>	8.3%	11.1%	12.7%	13.6%	13.9%	13.6%	12.7%	11.1%	8.3%
<b>N = 75</b>	6.8%	9.1%	10.4%	11.1%	11.3%	11.1%	10.4%	9.1%	6.8%
<b>N = 100</b>	5.9%	7.8%	9.0%	9.6%	9.8%	9.6%	9.0%	7.8%	5.9%
<b>N = 150</b>	4.8%	6.4%	7.3%	7.8%	8.0%	7.8%	7.3%	6.4%	4.8%
<b>N = 200</b>	4.2%	5.5%	6.4%	6.8%	6.9%	6.8%	6.4%	5.5%	4.2%
<b>N = 250</b>	3.7%	5.0%	5.7%	6.1%	6.2%	6.1%	5.7%	5.0%	3.7%
<b>N = 300</b>	3.4%	4.5%	5.2%	5.5%	5.7%	5.5%	5.2%	4.5%	3.4%
<b>N = 350</b>	3.1%	4.2%	4.8%	5.1%	5.2%	5.1%	4.8%	4.2%	3.1%
<b>N = 400</b>	2.9%	3.9%	4.5%	4.8%	4.9%	4.8%	4.5%	3.9%	2.9%
<b>N = 500</b>	2.6%	3.5%	4.0%	4.3%	4.4%	4.3%	4.0%	3.5%	2.6%
<b>N = 600</b>	2.4%	3.2%	3.7%	3.9%	4.0%	3.9%	3.7%	3.2%	2.4%
<b>N = 700</b>	2.2%	3.0%	3.4%	3.6%	3.7%	3.6%	3.4%	3.0%	2.2%
<b>N = 800</b>	2.1%	2.8%	3.2%	3.4%	3.5%	3.4%	3.2%	2.8%	2.1%
<b>N = 900</b>	2.0%	2.6%	3.0%	3.2%	3.3%	3.2%	3.0%	2.6%	2.0%
<b>N = 1,000</b>	1.9%	2.5%	2.8%	3.0%	3.1%	3.0%	2.8%	2.5%	1.9%
<b>N = 1,500</b>	1.5%	2.0%	2.3%	2.5%	2.5%	2.5%	2.3%	2.0%	1.5%

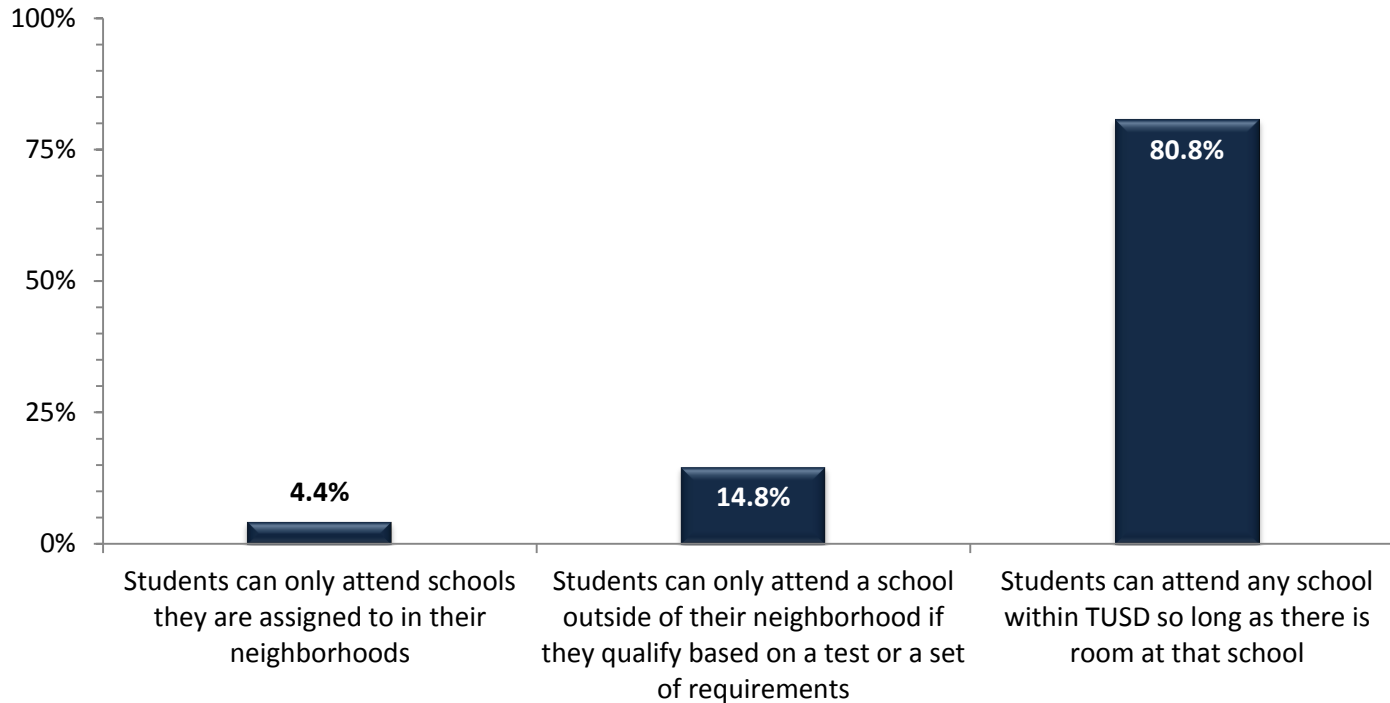
# The Decision Making Process





# Are parents aware that they have options?

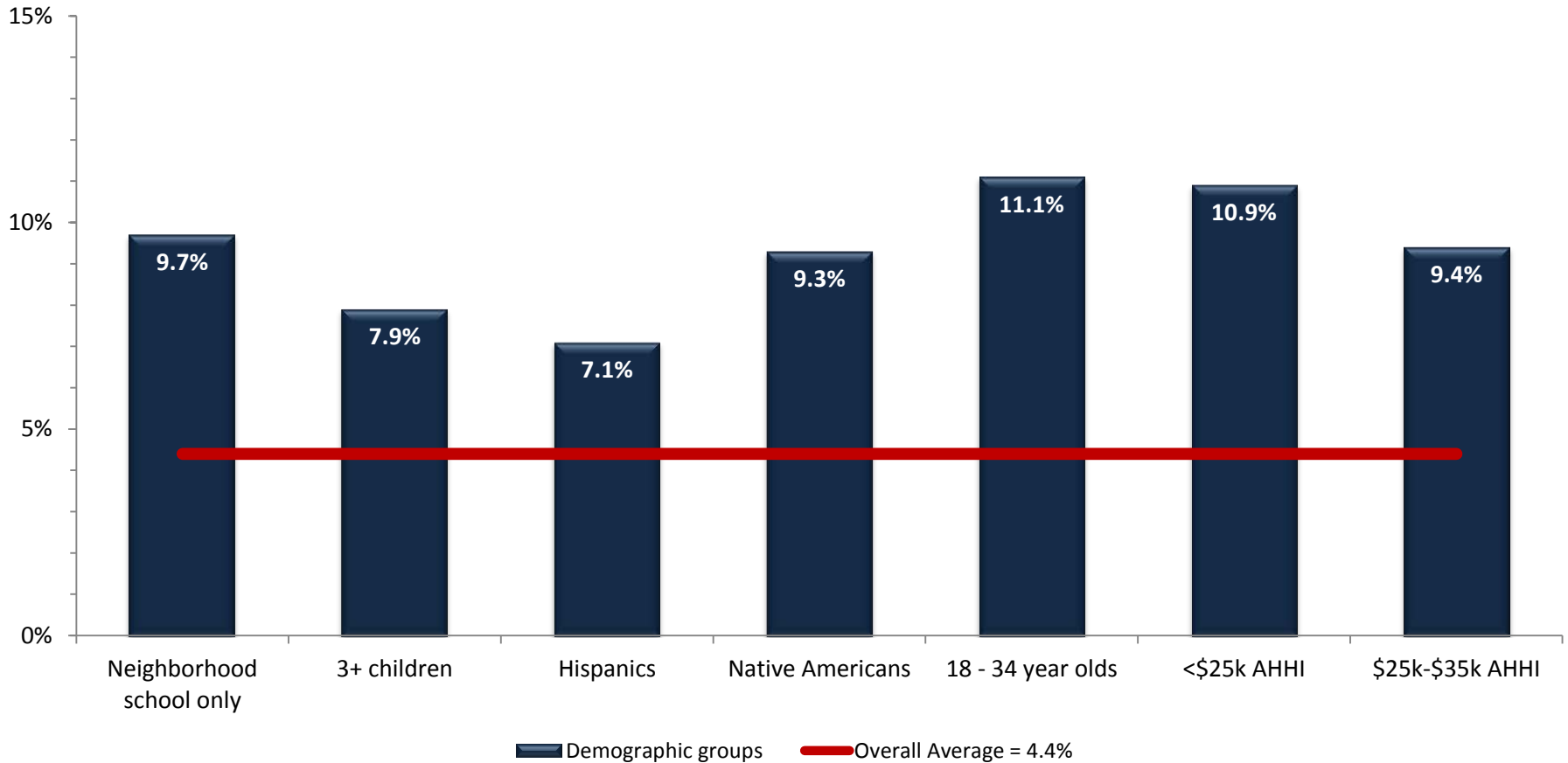
## Types of schools parents think their children can attend



Most parents do believe that school options are available, with fewer than 5% feeling that their neighborhood school is the only choice for their children, and greater than 80% think that their child can attend any TUSD school if there is space.

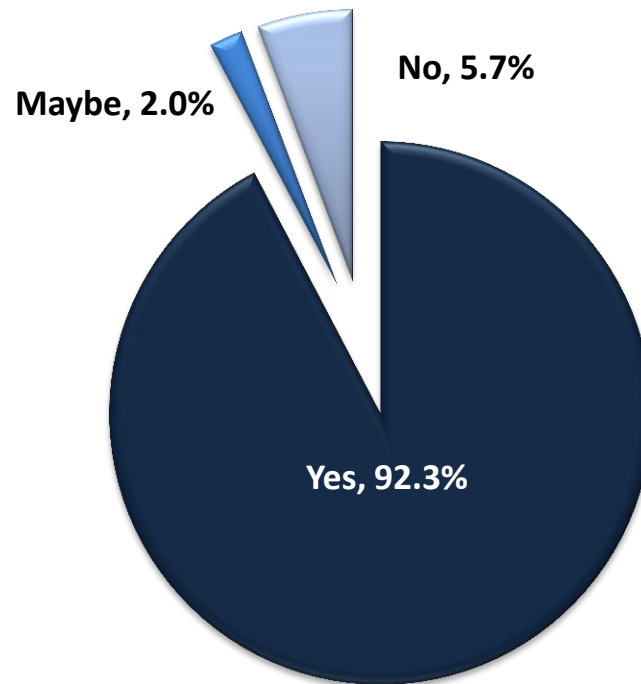
**Those who do not have a child outside of their neighborhood school, larger families, Hispanics, Native Americans, younger parents and those from lower income groups are more likely to think that their neighborhood school is their only option**

Students can only attend schools they are assigned to



# Is there an awareness of magnet schools?

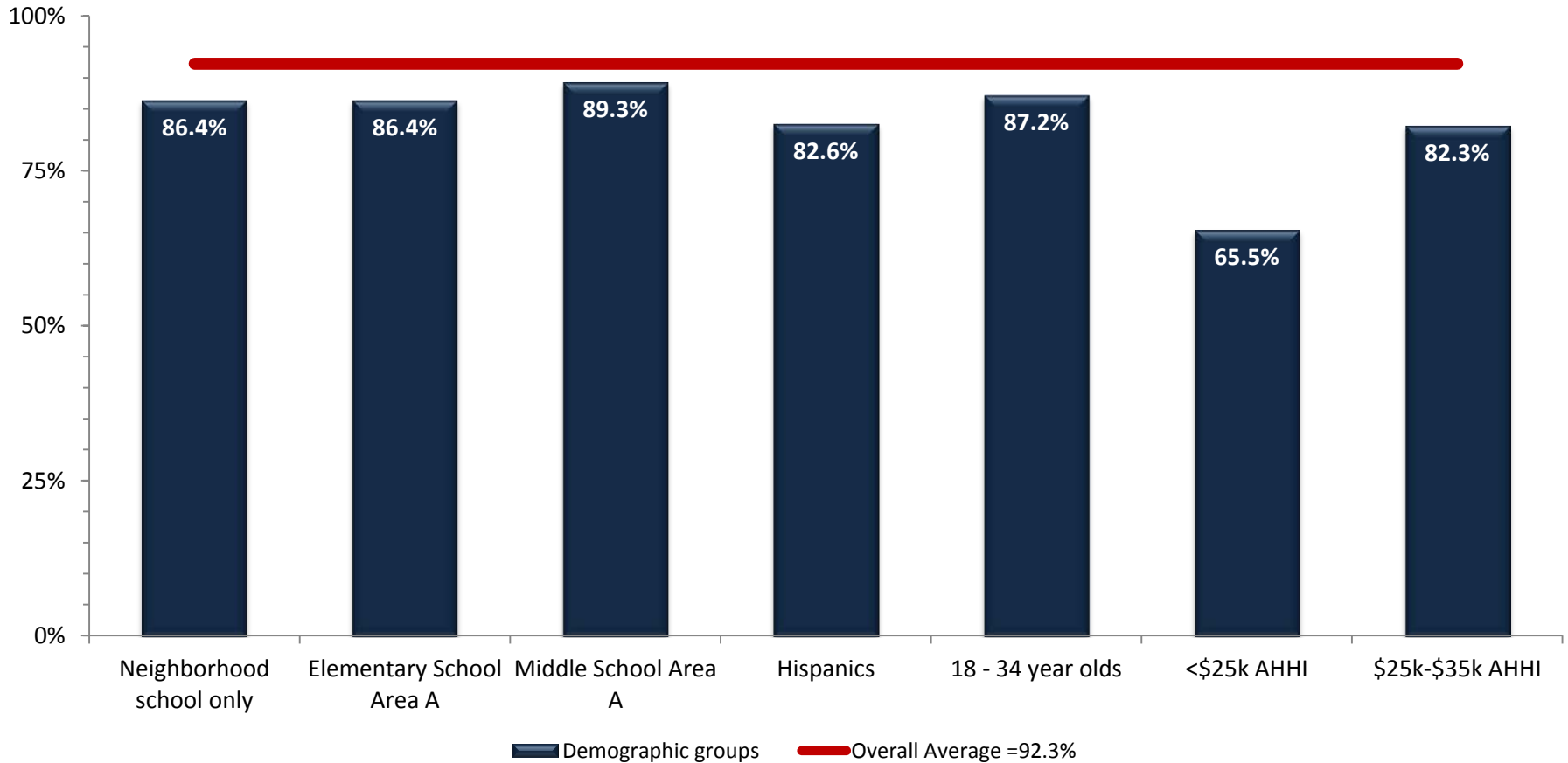
Have previously heard of magnet schools



The vast majority of parents indicate that they have heard of magnet schools

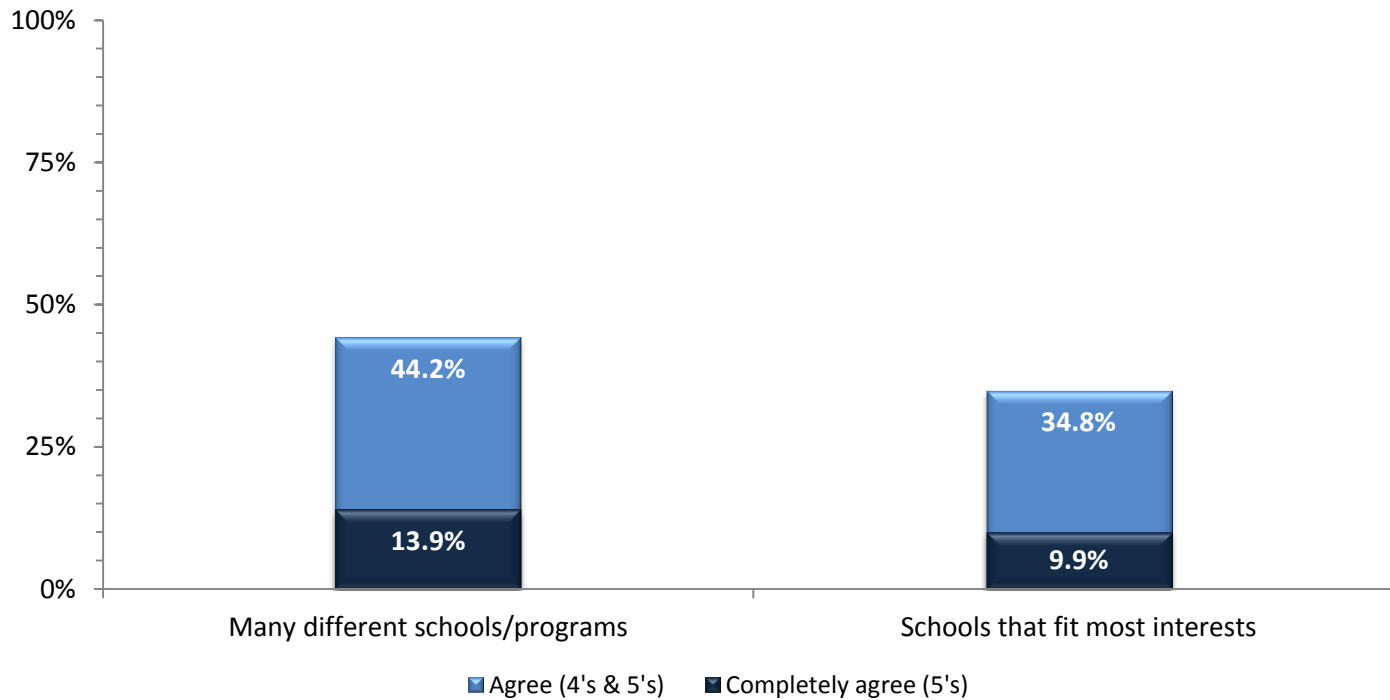
# Those who do not have a child outside of their neighborhood school, parents living in Elementary and Middle School Area A, Hispanics, younger parents and those from lower income groups are less likely to have previously heard of magnet schools

## Have previously heard of magnet schools (% yes responses)



# Do parents know what their school options are?

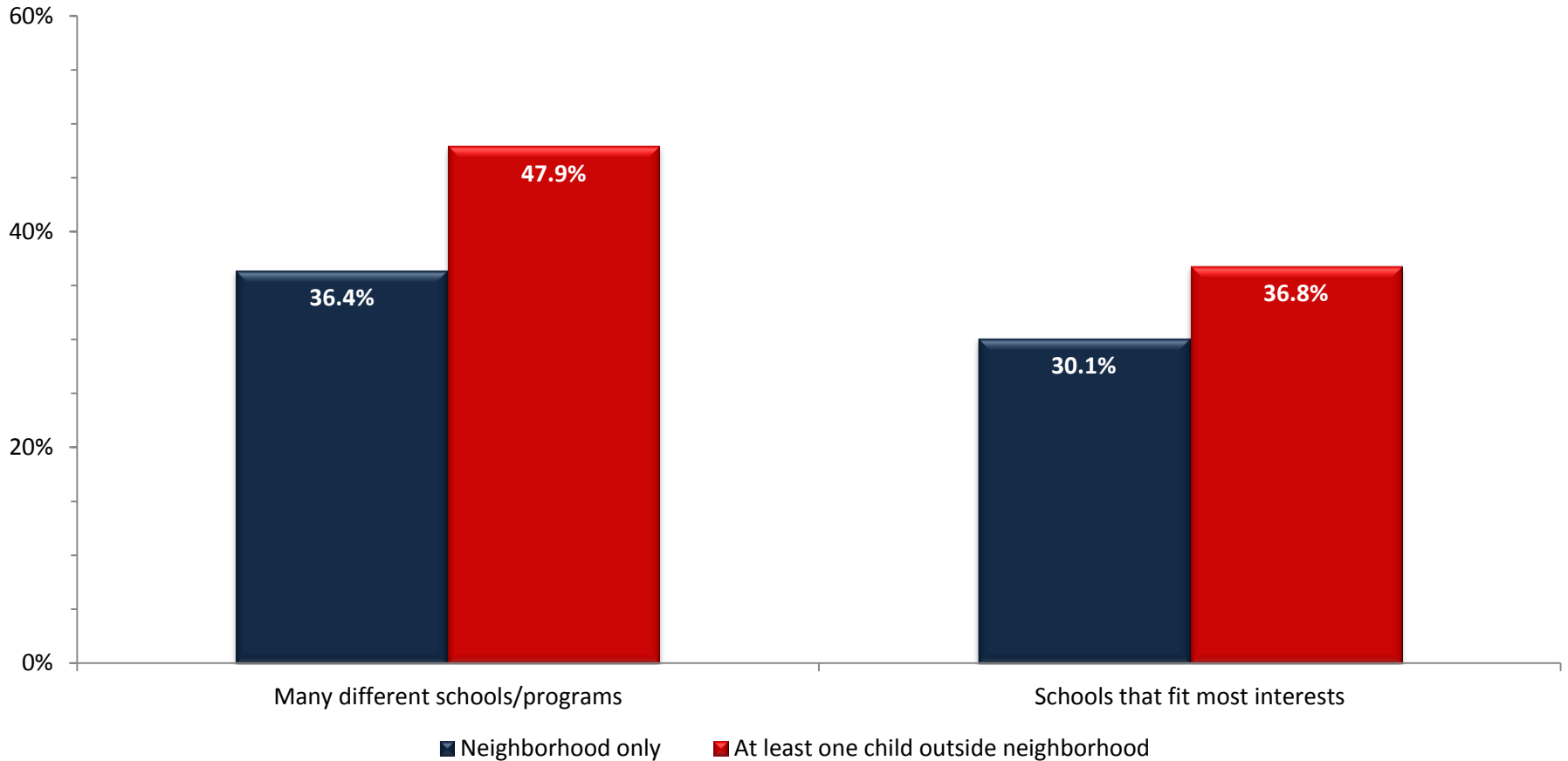
TUSD offers many different types of schools and programs for children to attend  
TUSD has a school that fits almost every interest of a student



TUSD is not perceived as a district that provides various opportunities and options for students with differing interests

# Parents who do not have a child in a school outside of their neighborhood are less likely to feel that TUSD has different schools and programs and schools that fit different interests

% agreement (4's/5's) for TUSD offers many different types of schools and programs for children to attend & TUSD has a school that fits almost every interest of a student



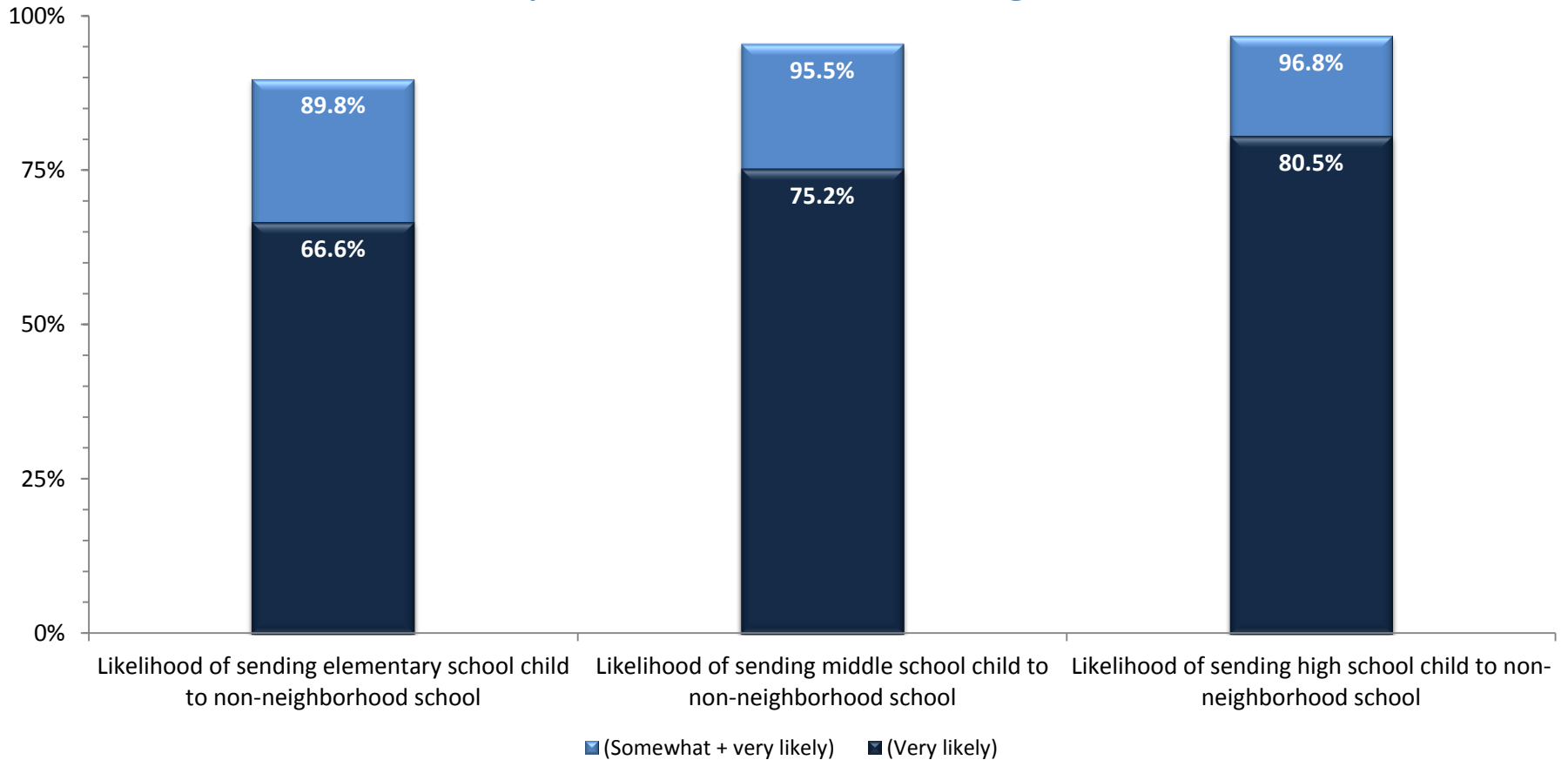
# TUSD needs to better educate parents about the many schools and programs available for their children



- They have heard of magnet schools
- Parents are aware that they do have options
- But may not be aware of the school/program options that are available to their children

# Would parents consider sending their child to a school outside of their neighborhood?

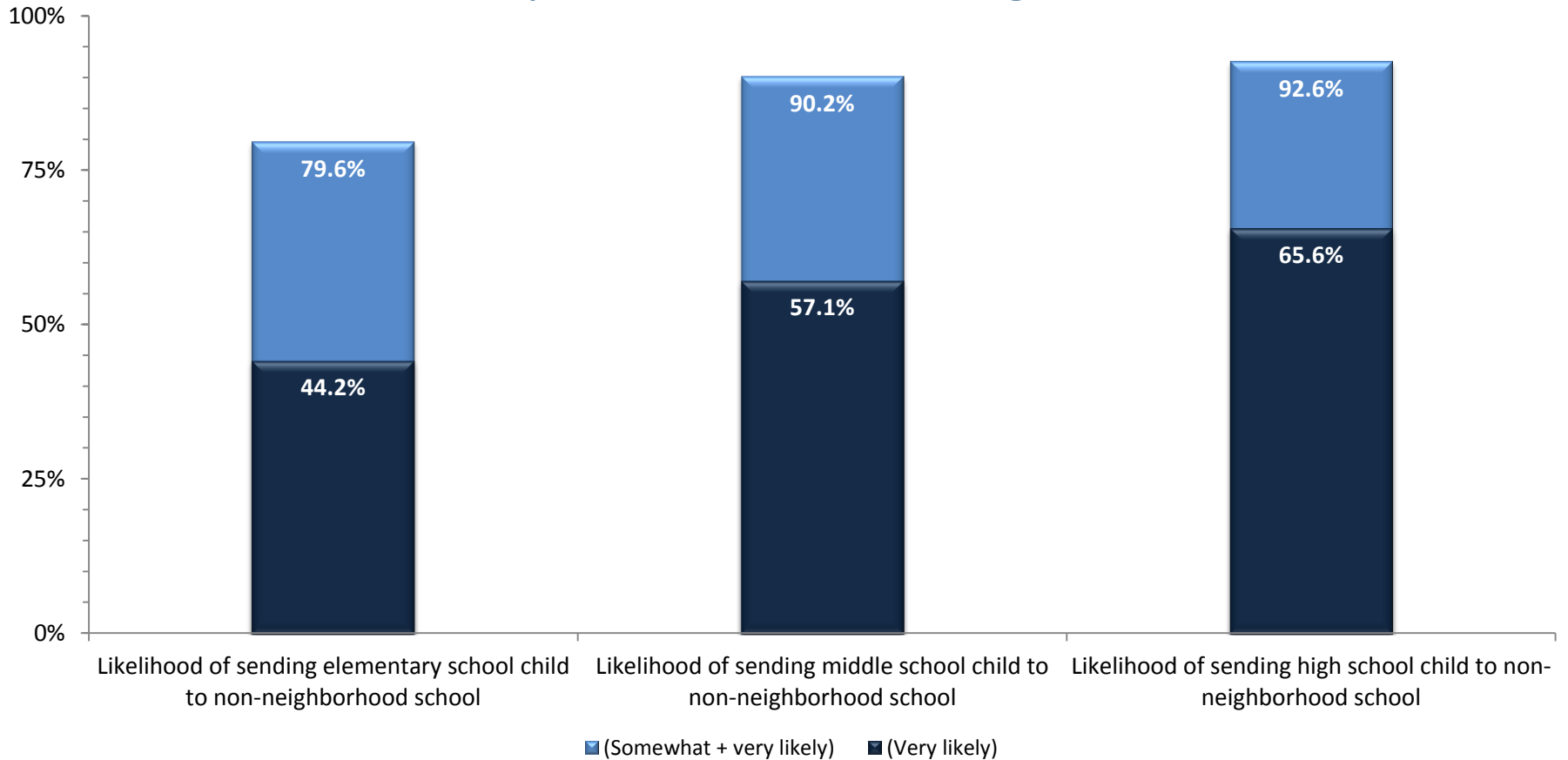
Likelihood of sending child outside of neighborhood for school – those who only have children in neighborhood schools





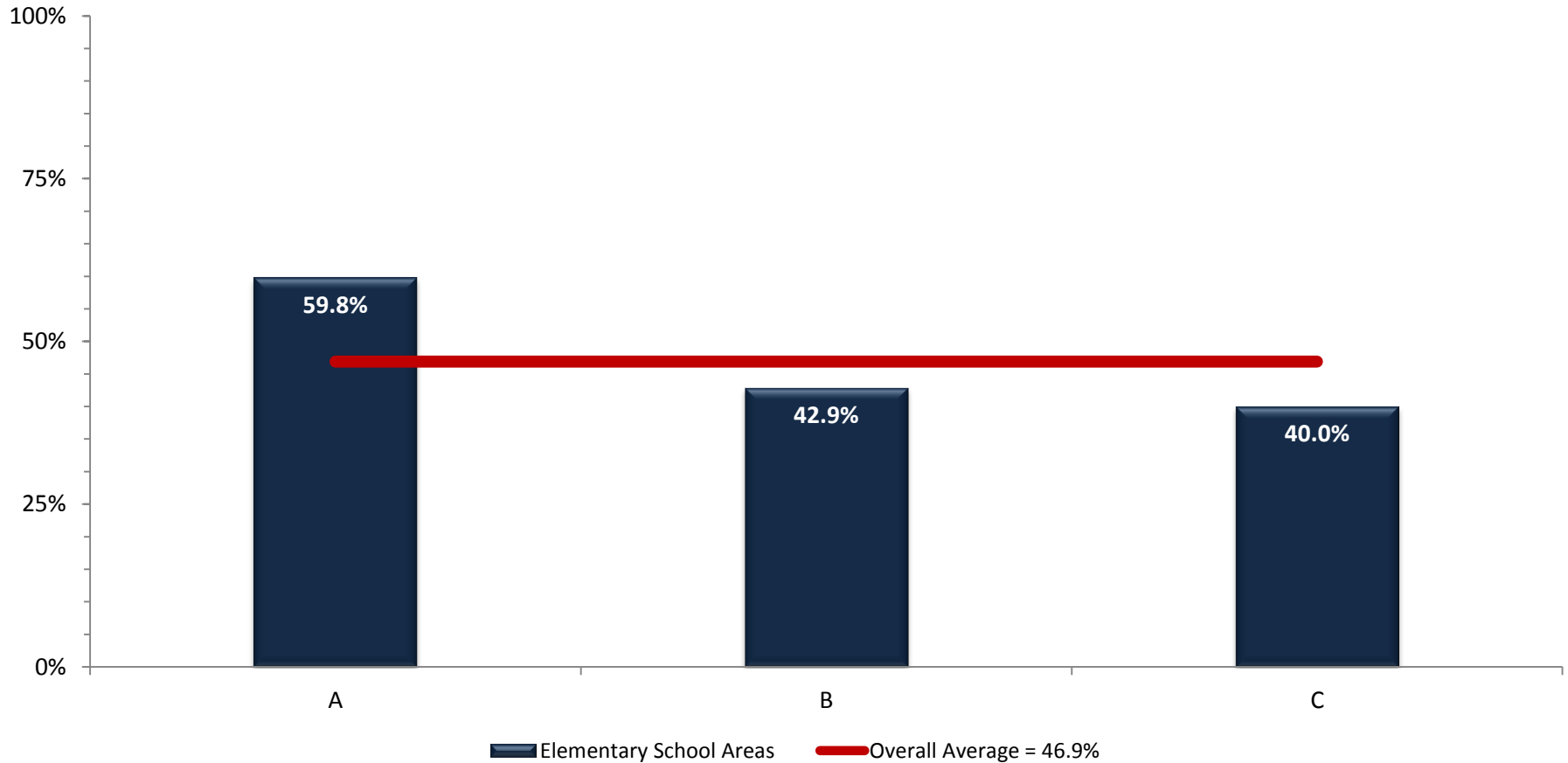
# When considering only those parents who don't currently have a child in a non-neighborhood school, would they consider sending their child to a school outside of their neighborhood?

## Likelihood of sending child outside of neighborhood for school – those who only have children in neighborhood schools



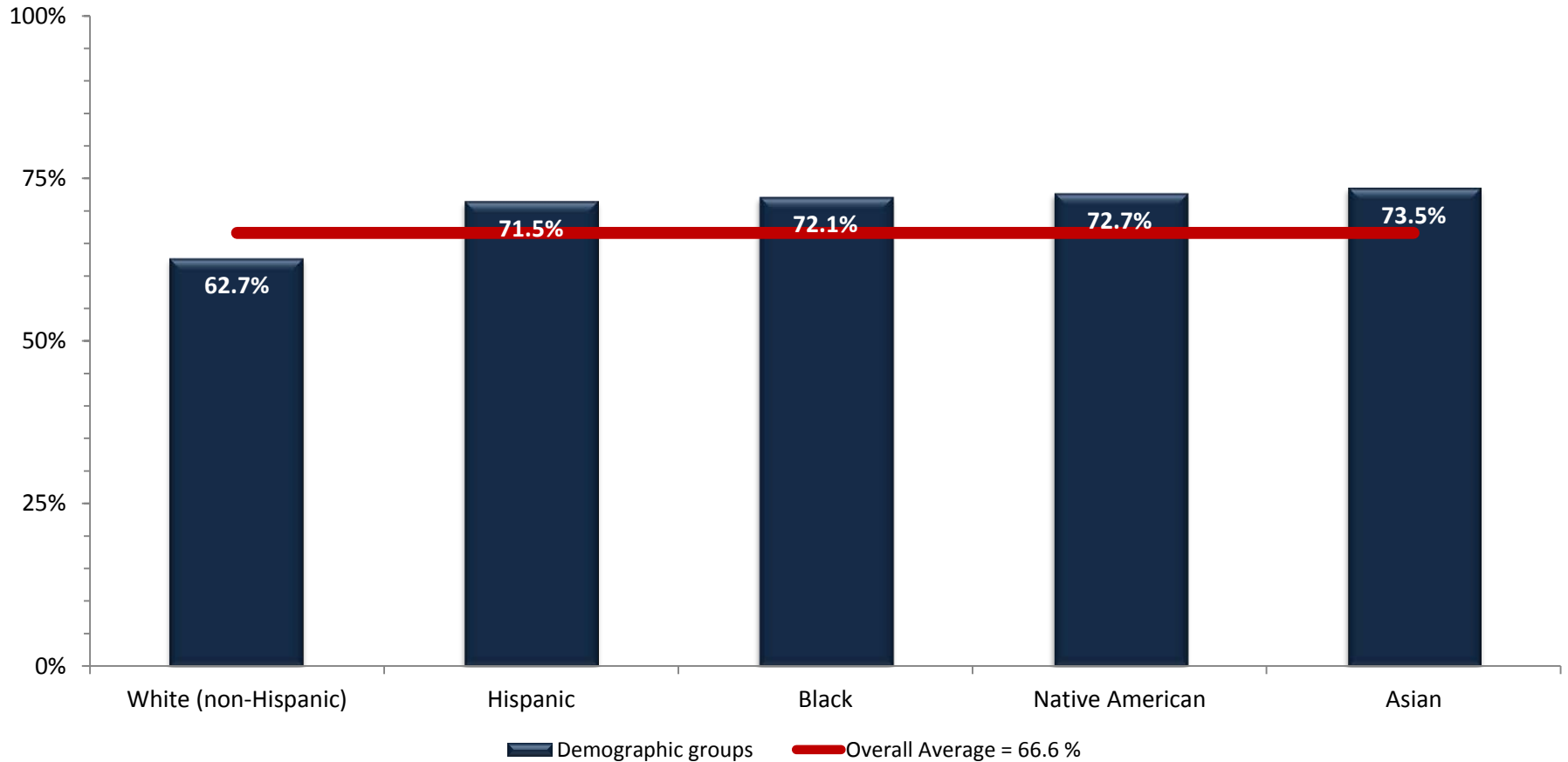
## Parents in the “target market” within TUSD’s elementary school area A are much more likely to consider sending their child to a non-neighborhood school

Parents who do not have a child in a non-neighborhood school (but are “very likely” to consider sending them to a non-neighborhood elem. school) and currently have a child in an elem. school



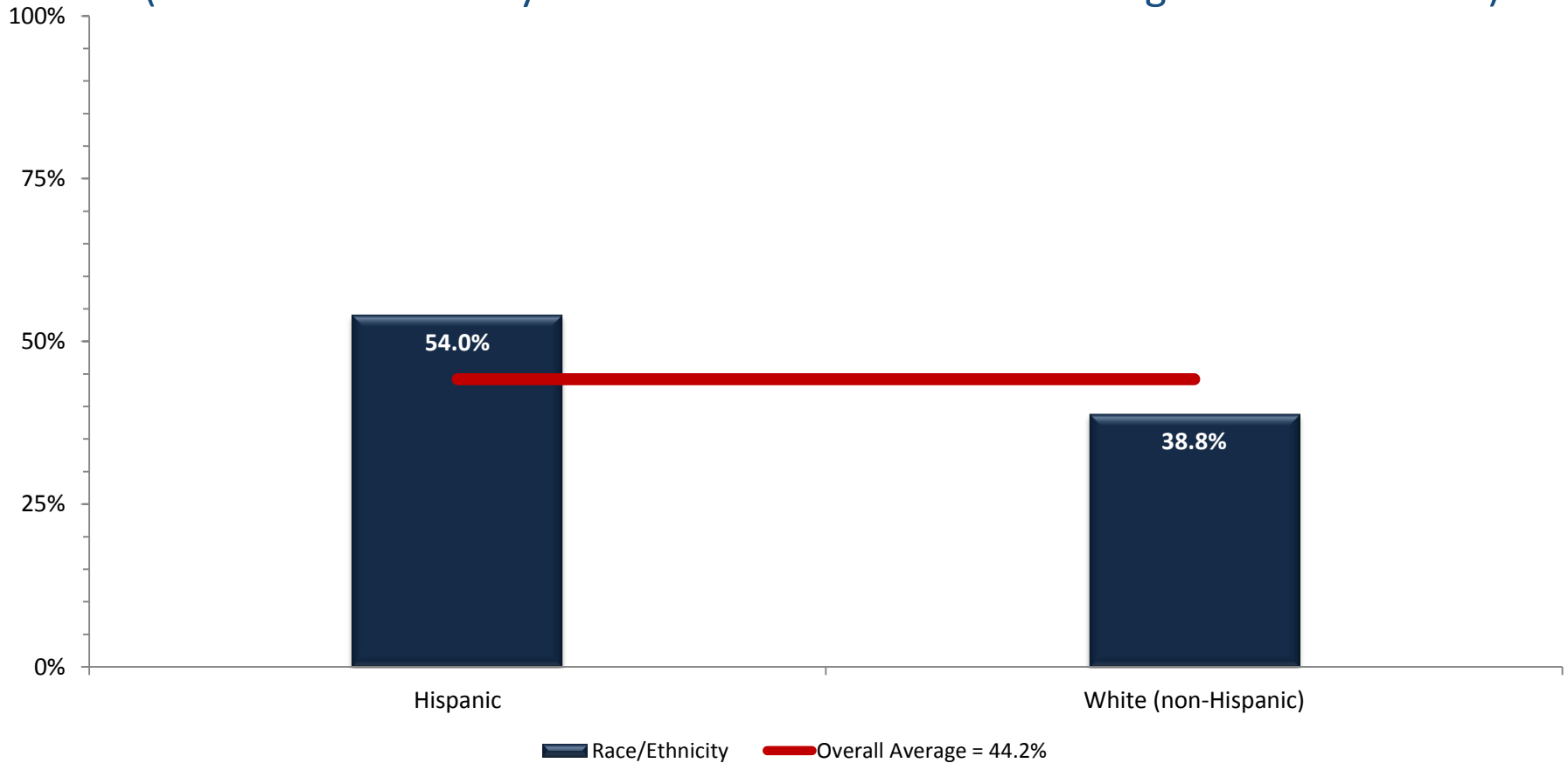
# Minorities are more likely than Whites to send a child to an elementary school outside of their neighborhood

Very likely to send a child to an elementary school outside of their neighborhood



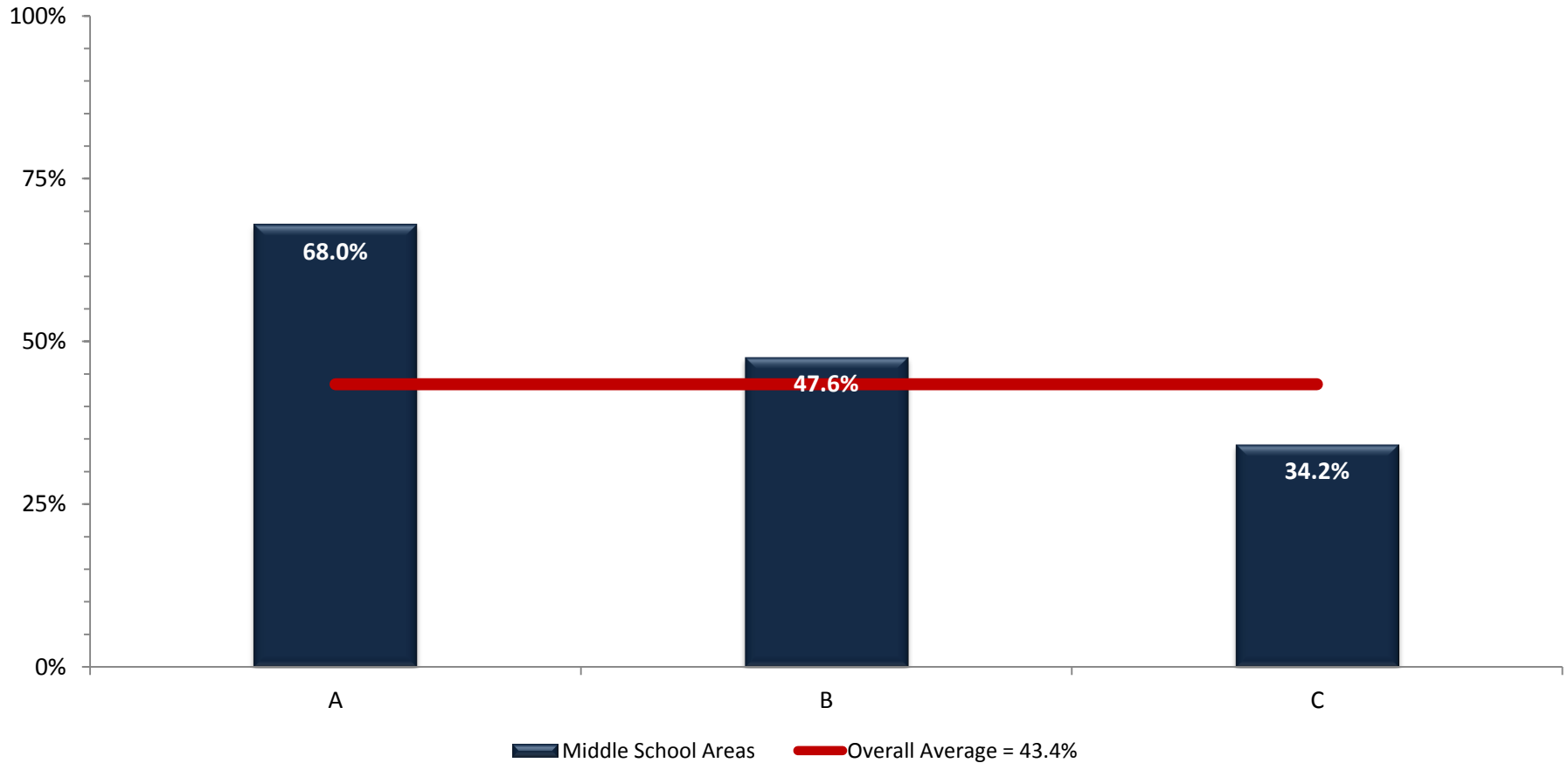
# When considering those who do not already have a child in a non-neighborhood school, non-Hispanic White parents are less likely to consider an elementary school outside of their neighborhood as an option

Very likely to send a child to an elementary school outside of their neighborhood (those who currently do not have a child in a non-neighborhood school)



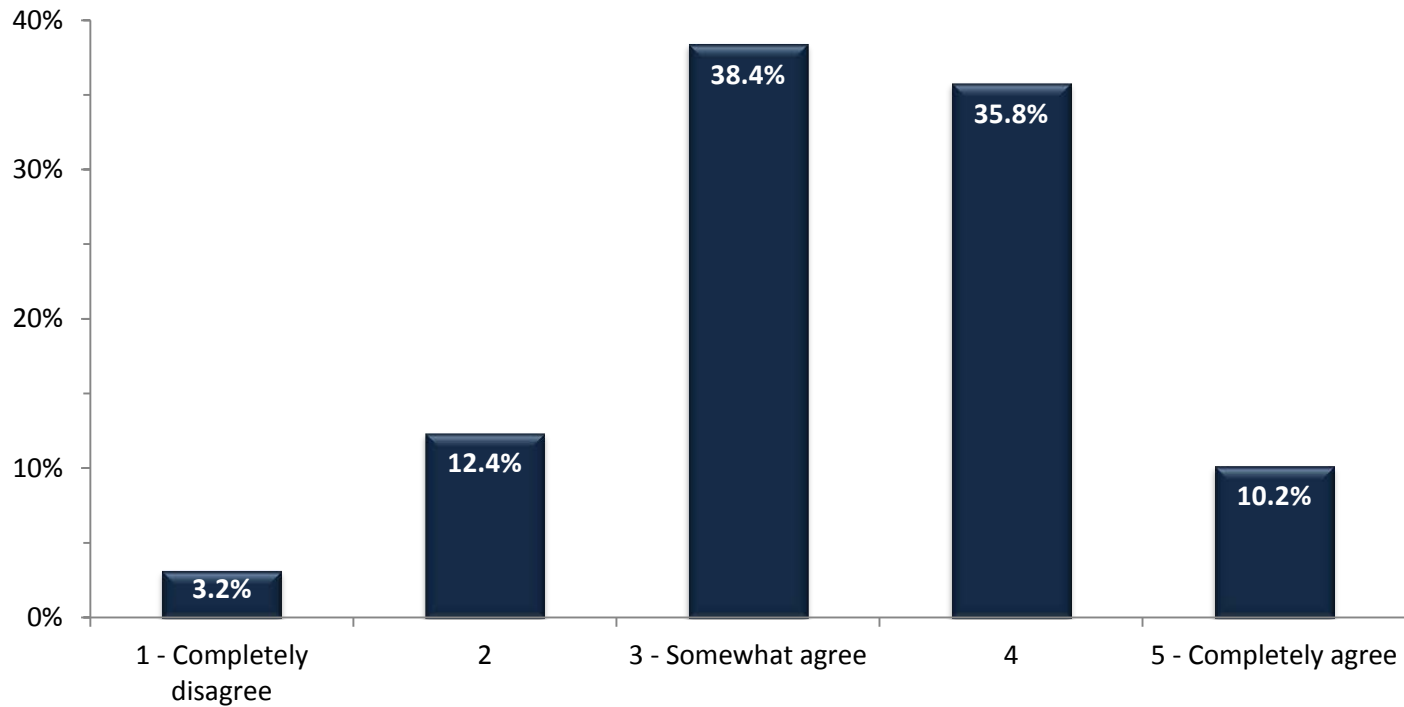
## Parents in the “target market” in TUSD’s middle school area A are much more likely to consider sending their child to a non-neighborhood middle school

Parents who do not have a child in a non-neighborhood school (but are “very likely” to consider sending them to a non-neighborhood middle school) and currently have a child in 4<sup>th</sup> – 8<sup>th</sup> grades



# Are TUSD schools perceived as being safe?

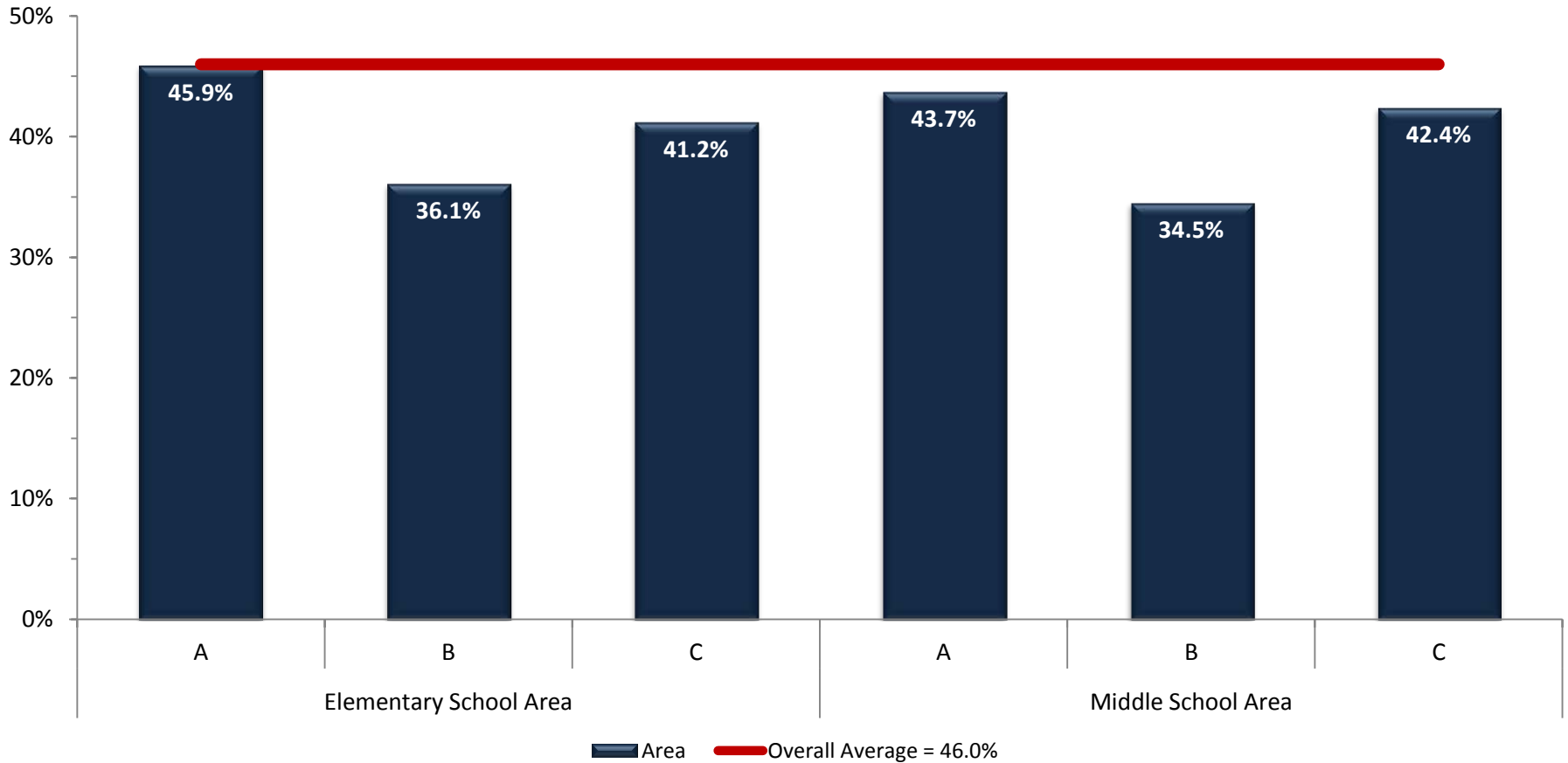
## TUSD has safe schools



Few disagree that TUSD schools are safe, but there also isn't overwhelming agreement

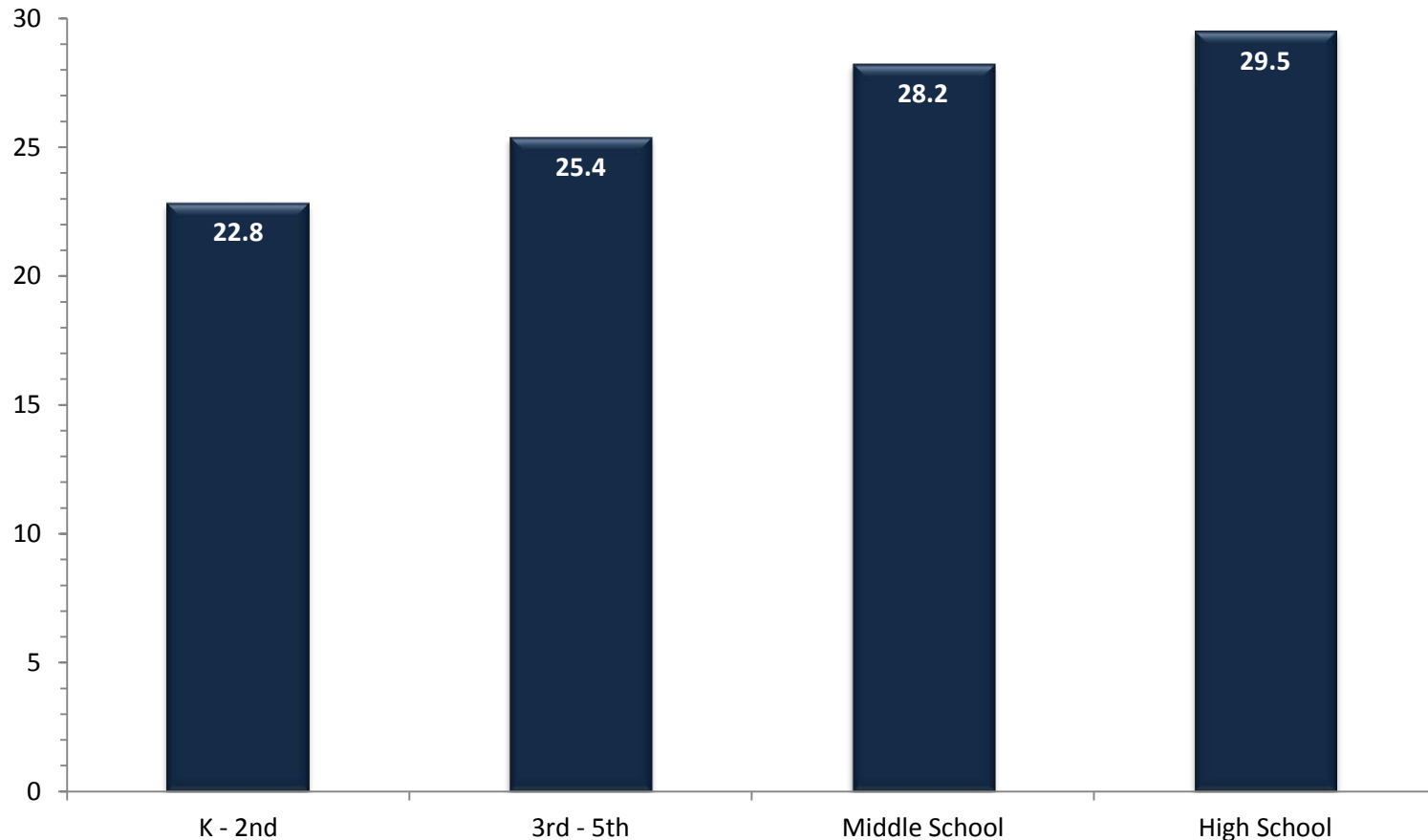
# Overall, parents in the “target market” are less likely to feel that TUSD has safe schools, particular those in Areas B

% of parents in target market who agree that TUSD has safe schools



# How long are parents willing to allow their children to take a bus to school?

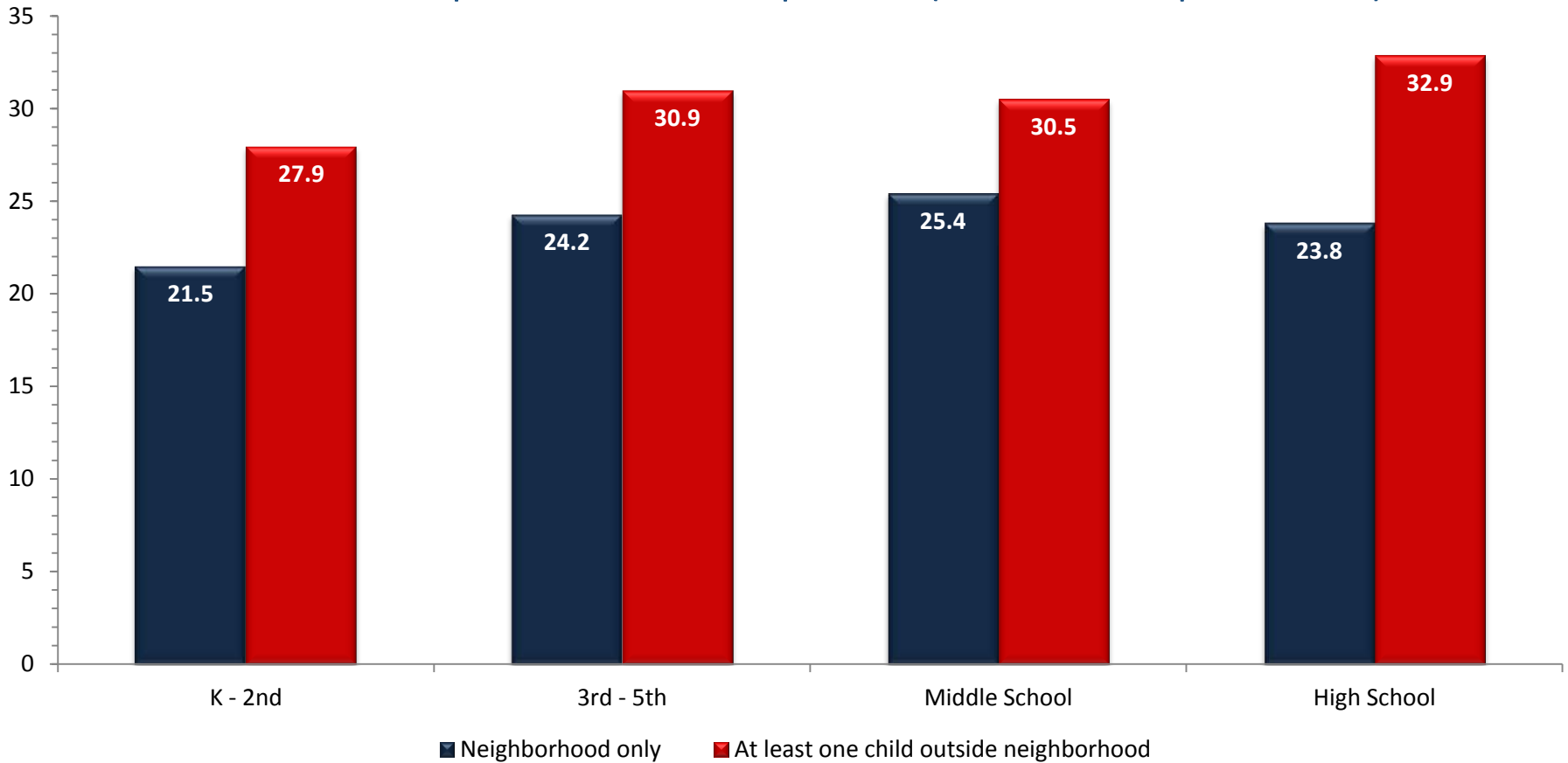
Maximum amount of time (in minutes) acceptable for one-way bus trip



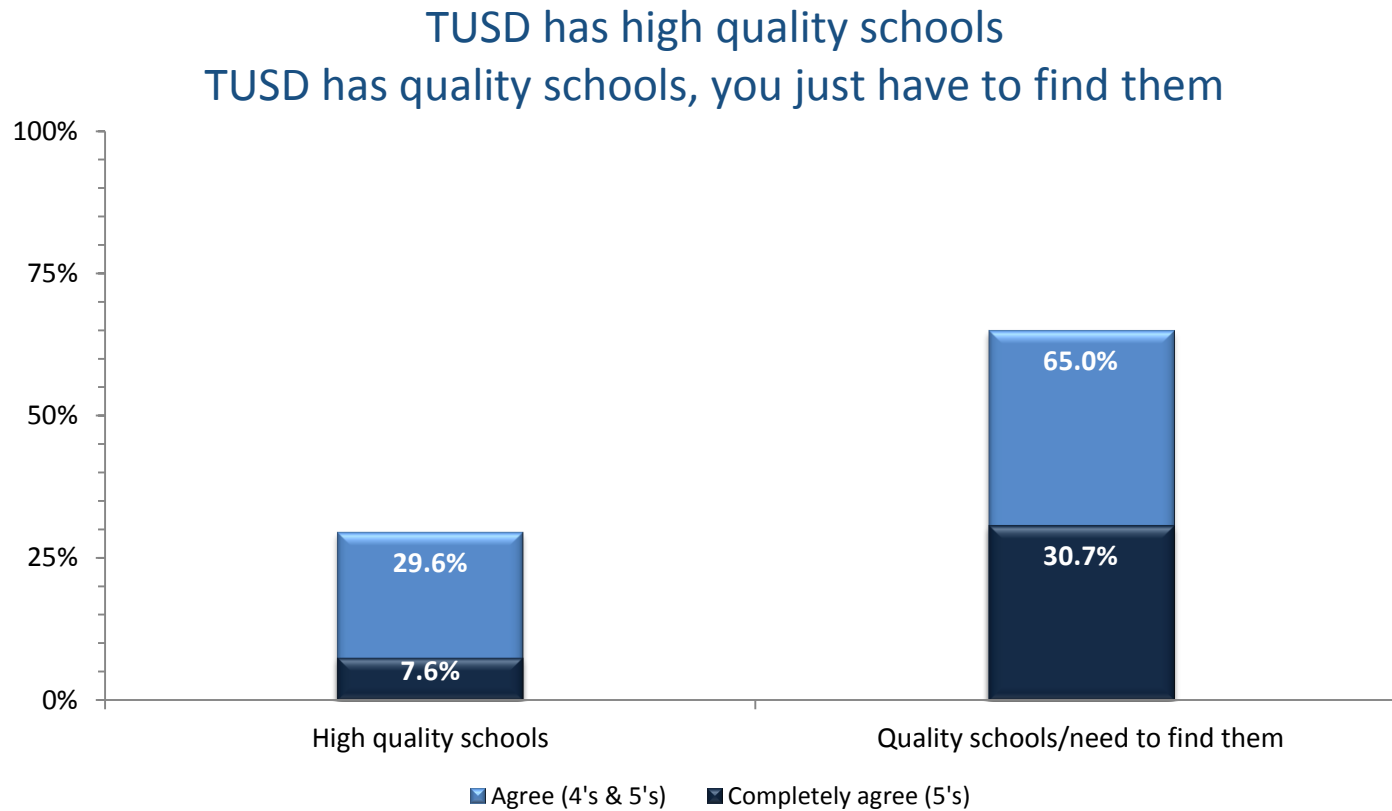


# For those who only have a child in a neighborhood school, the allowable time for bus transportation is slightly less than for parents who already have at least one child in a school outside of the neighborhood

Maximum amount of time acceptable (in minutes) for one-way bus trip for those who consider transportation to be important (8,9,10 on 10-point scale)



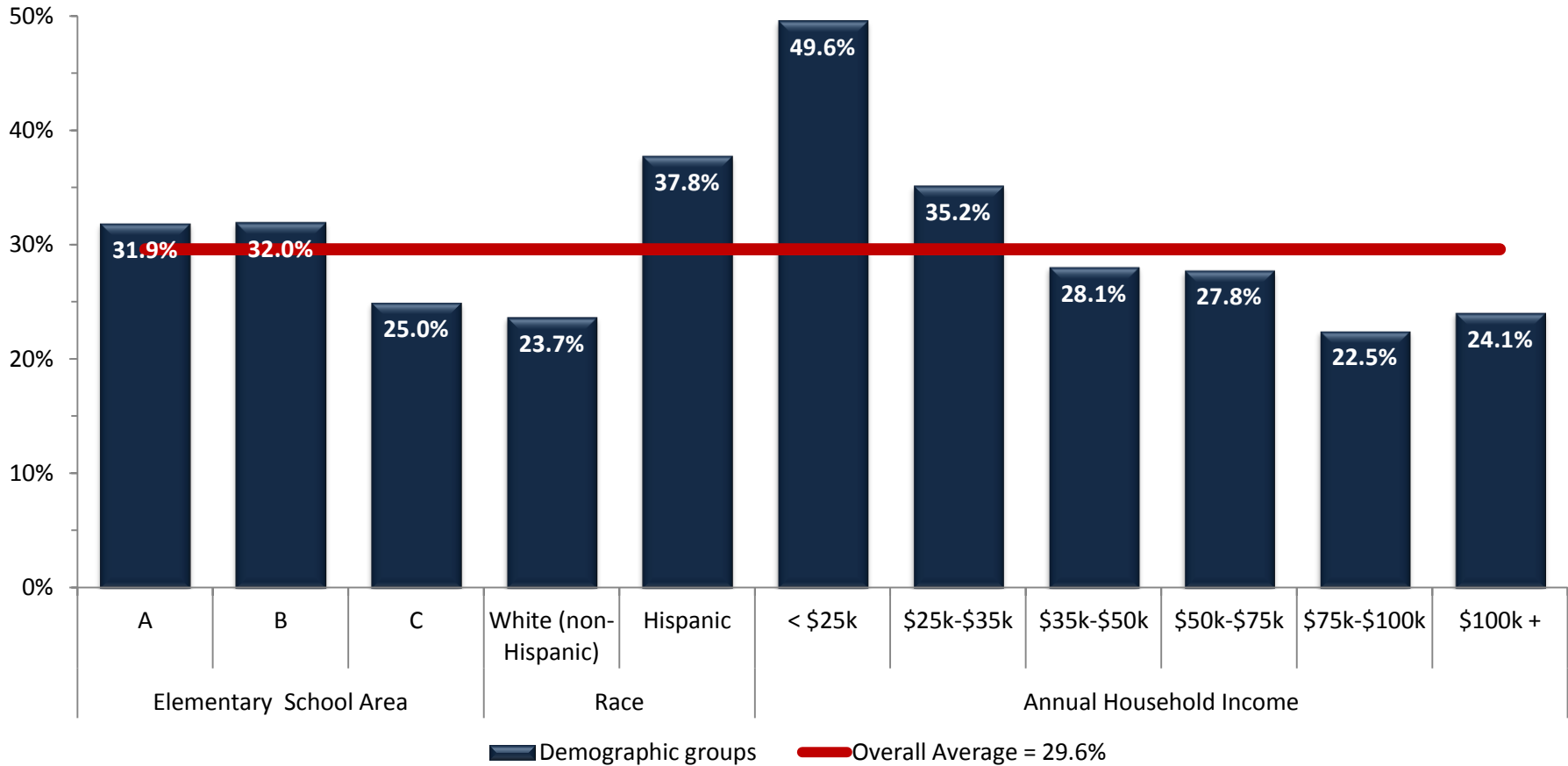
# Is TUSD perceived as having high quality schools?



While there is not an overall perception of TUSD having high quality schools, many feel that the district does have individual schools that are of quality, parents just need to seek them out.

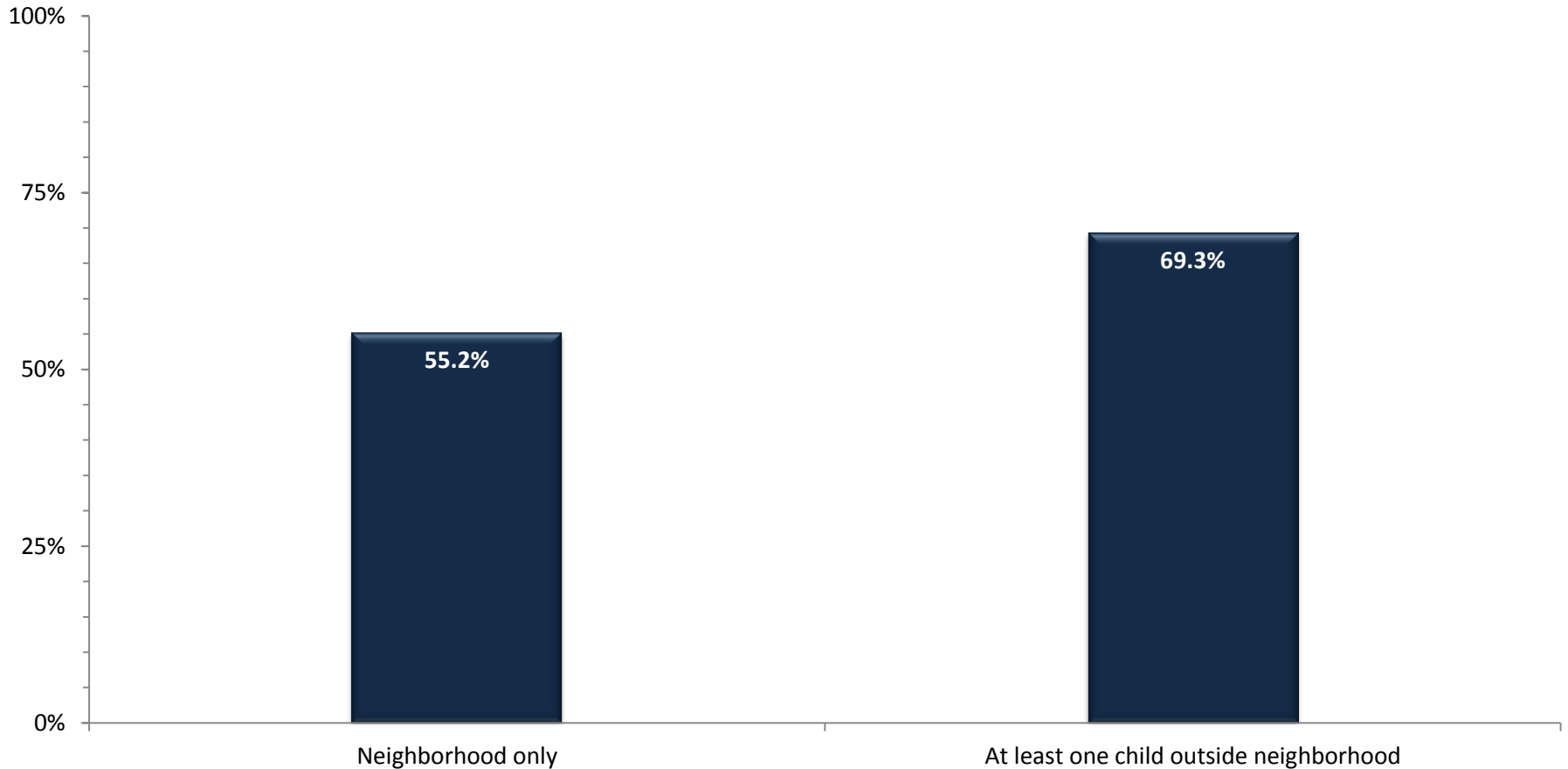
# Parents living in elementary school areas A and B, Hispanics and those from lower income groups are more likely to feel that TUSD has high quality schools

% agreement (4's/5's) for TUSD has high quality schools

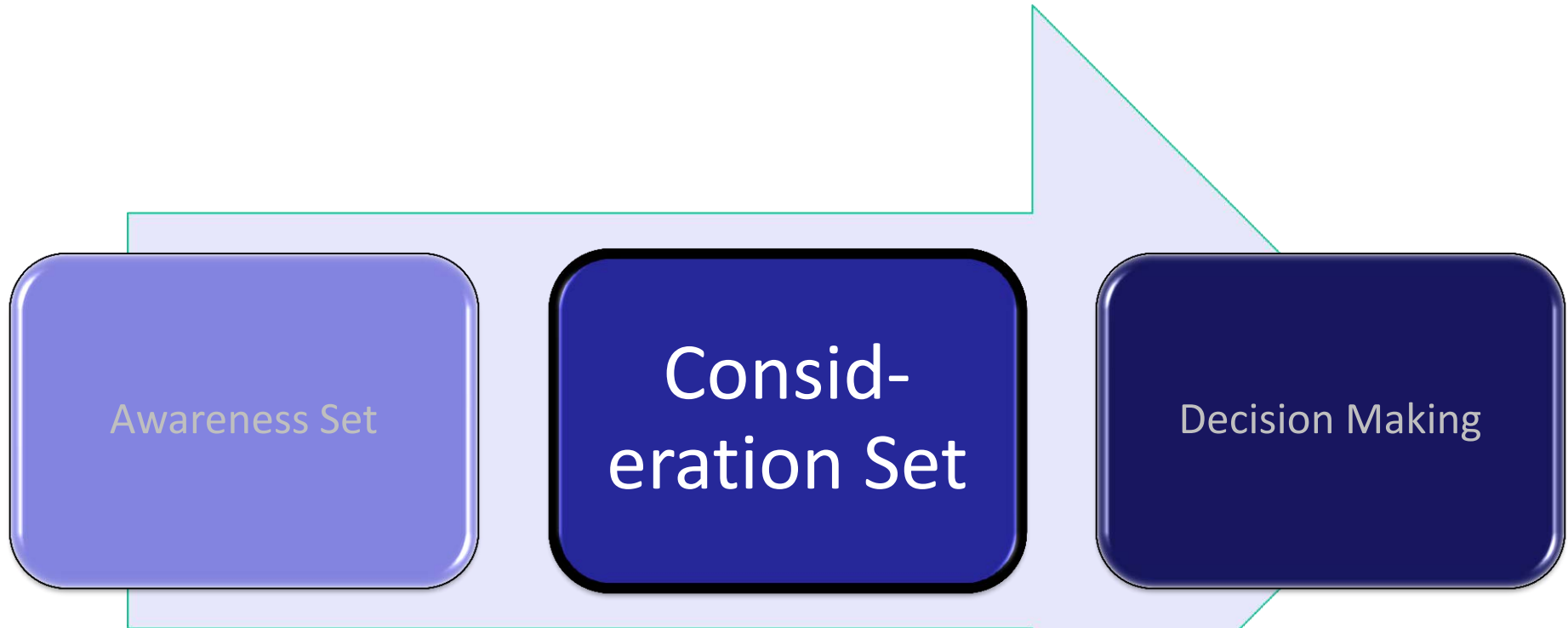


# Parents with children in non-neighborhood schools are more likely to feel that TUSD has high quality schools that must be found

% agreement (4's/5's) for TUSD has quality schools, you just have to find them



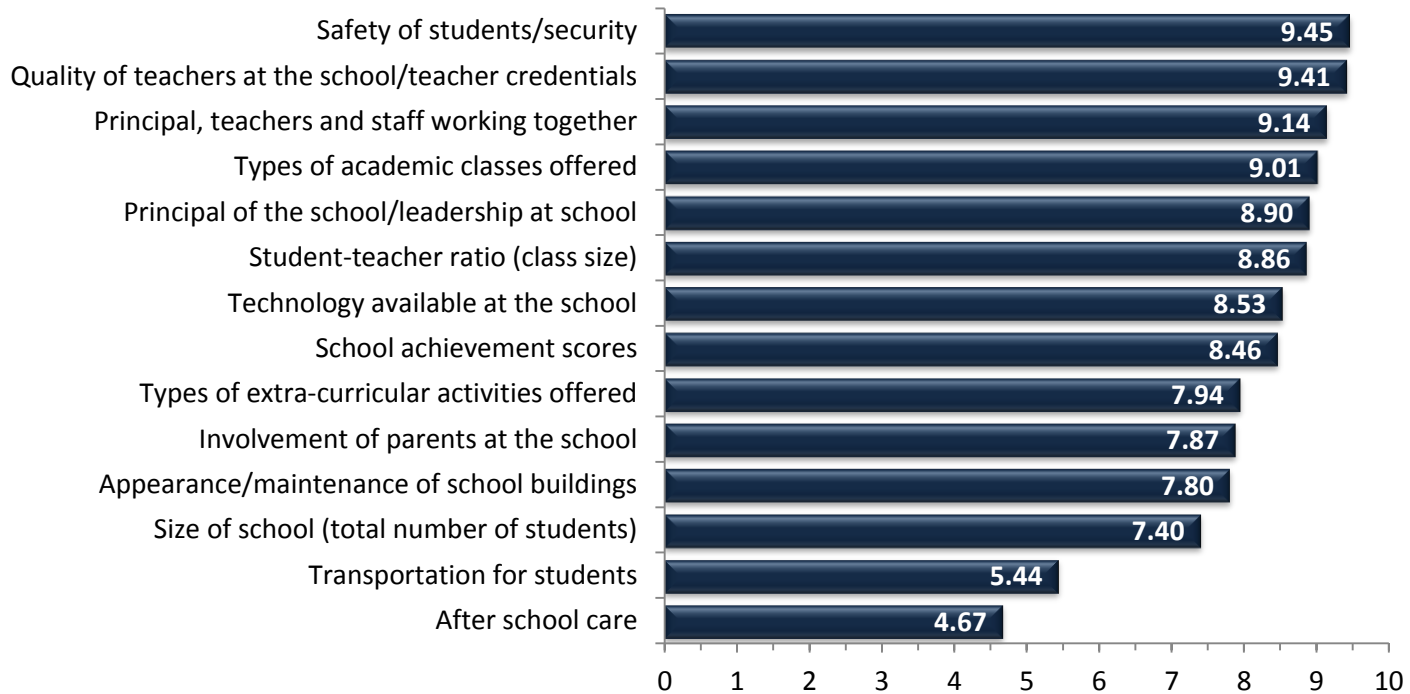
# The Decision Making Process



**Many parents, including those who do not currently have a child in a non-neighborhood school would consider a school outside of their area, but they would need to feel that the school is safe (or not unsafe), that their child can get to it with minimal transportation time and that it is a good school. Currently parents feel that TUSD has good schools, but there is no consistency in the quality of schools within the district. Parents who are White/live in Area C are more likely to feel that TUSD does not have quality schools and are more reluctant to send their child to an elementary school outside of their neighborhood.**

# What is most important to parents when deciding where to send their child to school?

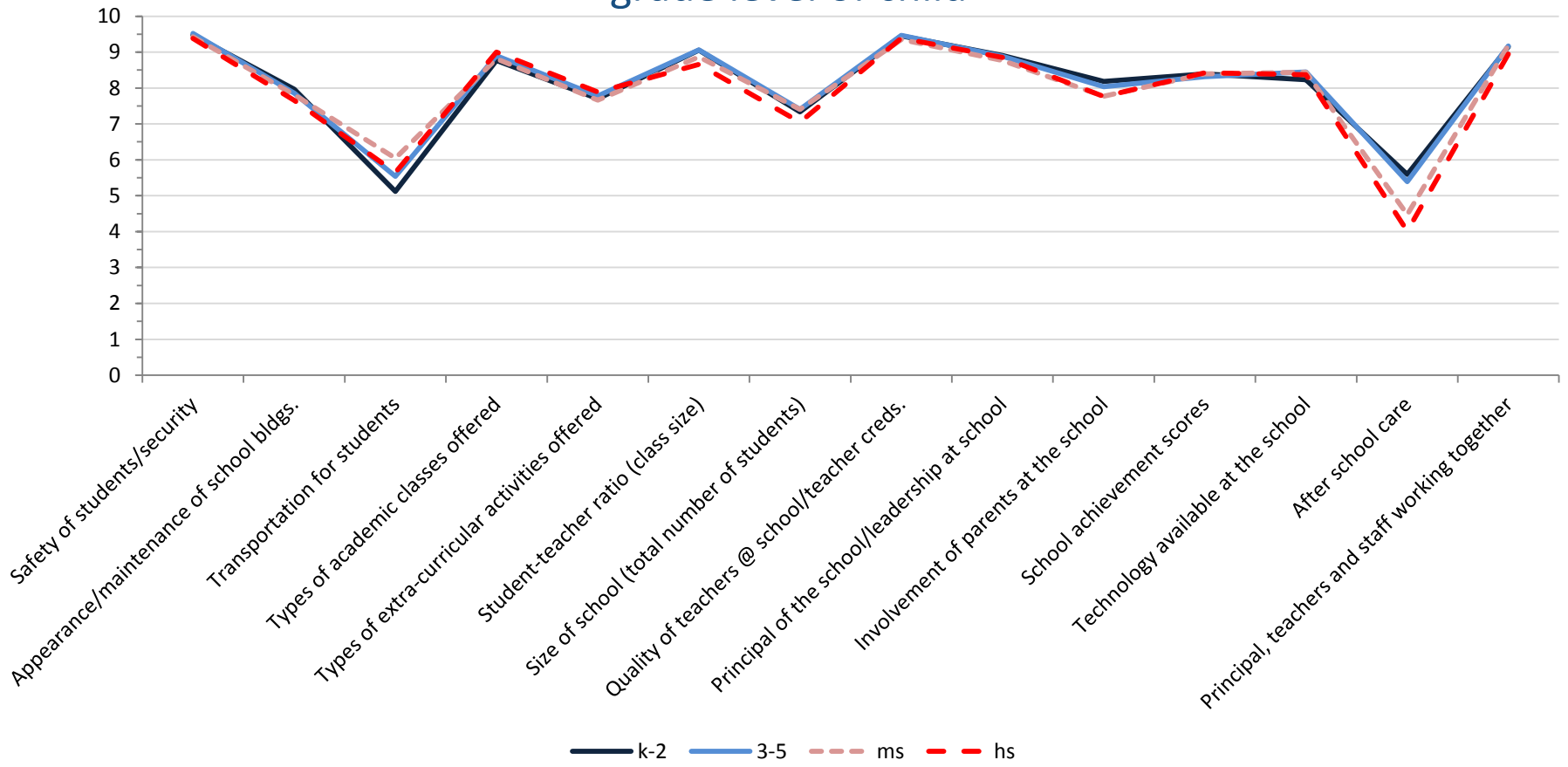
## Importance in deciding where to send child to school



Based on qualitative research, safety is likely a latent/expected attribute of a school. Overall, almost everything is “important” with the exceptions of transportation and after school care.

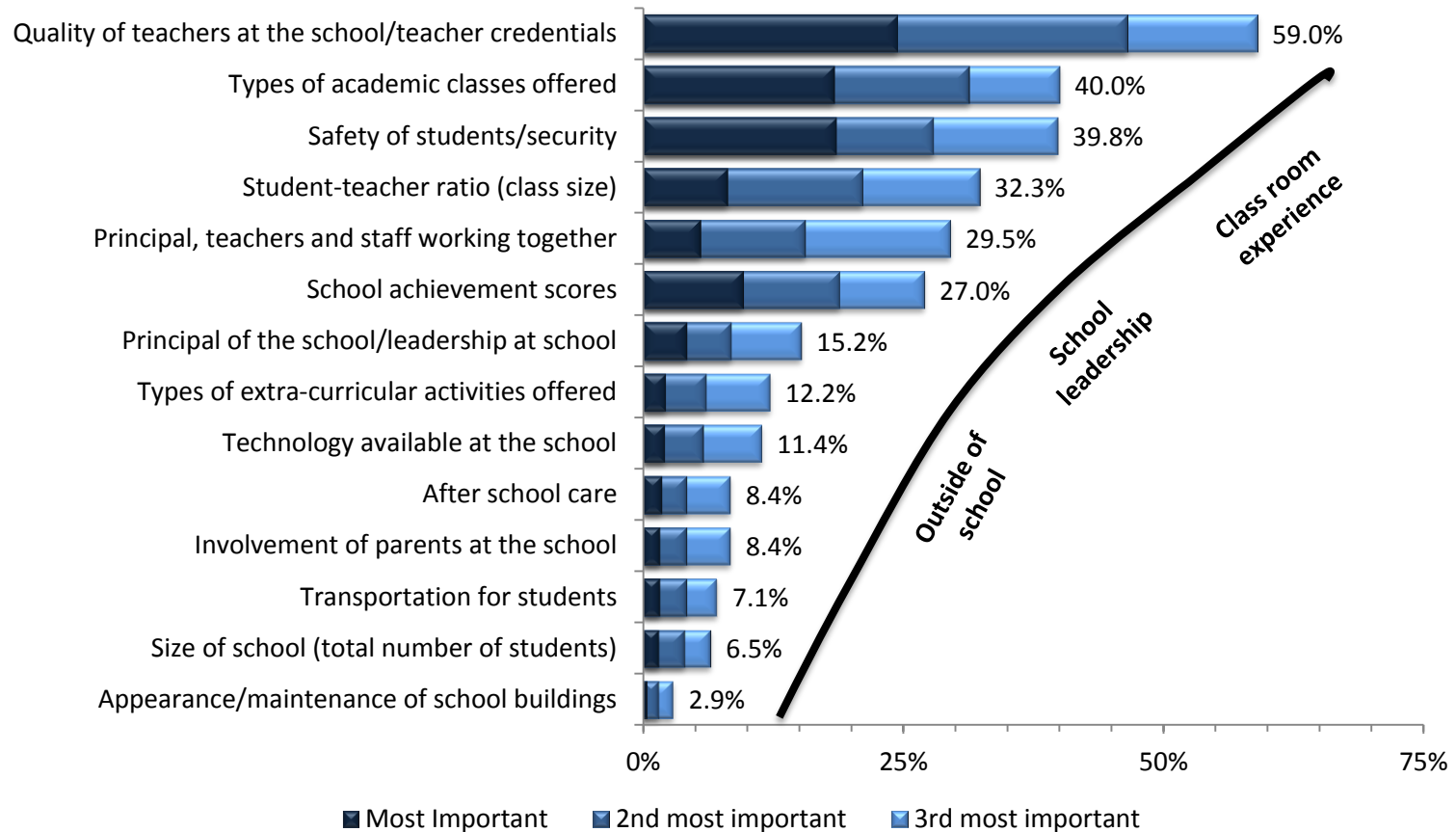
# With the exception of after school care, the relative importance of the school decision-making attributes are comparatively similar for parents, regardless of their child's age

## Importance in deciding where to send child to school – grade level of child



# When asked to name the three most important attributes in their decision making, parents focus first on the classroom experience, secondarily on how the school is run and then on aspects not directly related to education

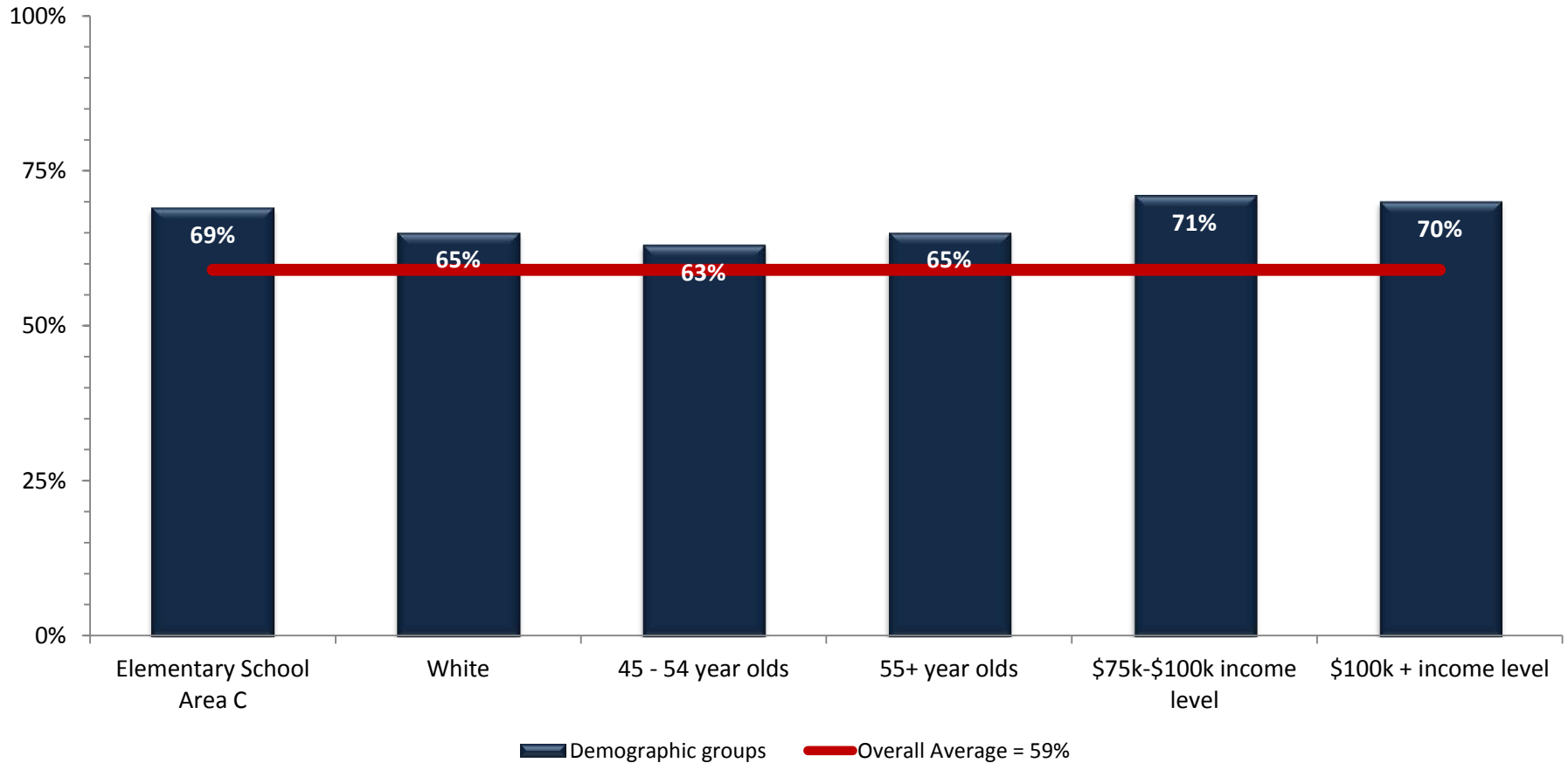
## Importance in deciding where to send child to school – Top 3





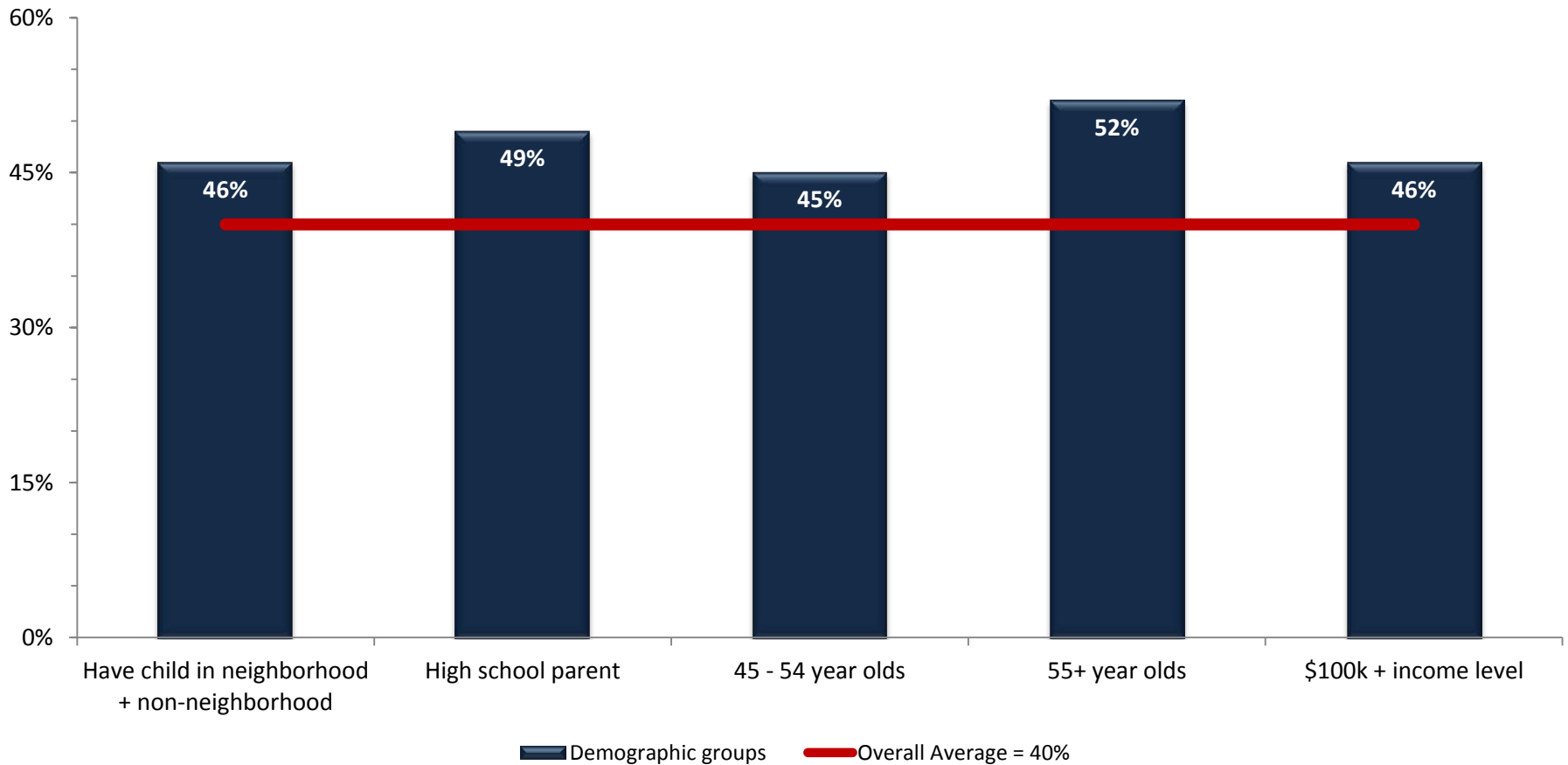
# Quality of teachers is more important to those living in Elementary school area C, Whites, older parents and parents in upper income levels

## % Choosing "Quality teachers" in top 3 of importance



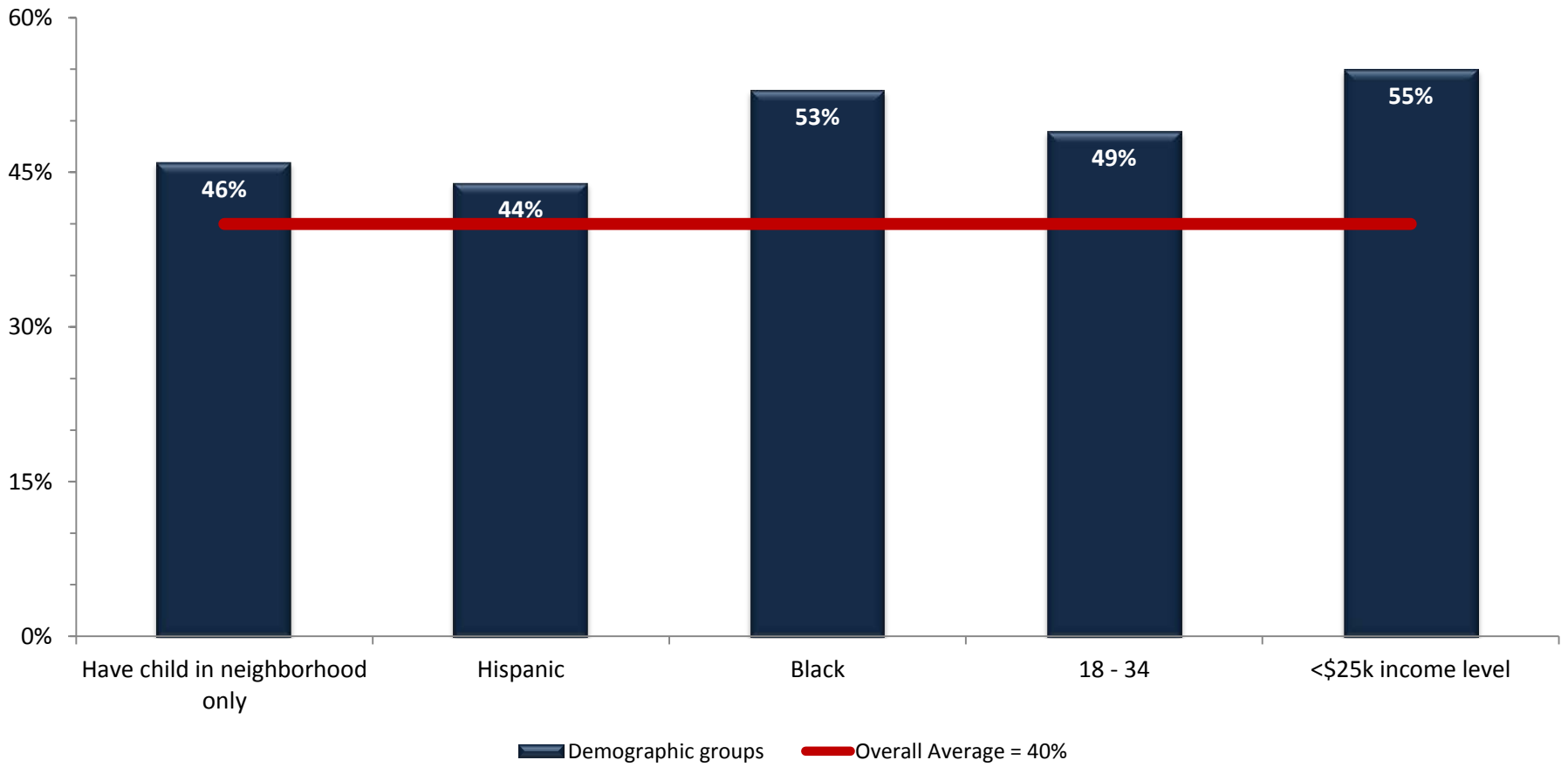
# Types of academic classes is more important to those who have a child in both a neighborhood and non-neighborhood school, high school parents, older parents and those in the highest income level

## % Choosing "Types of academic classes" in top 3 of importance



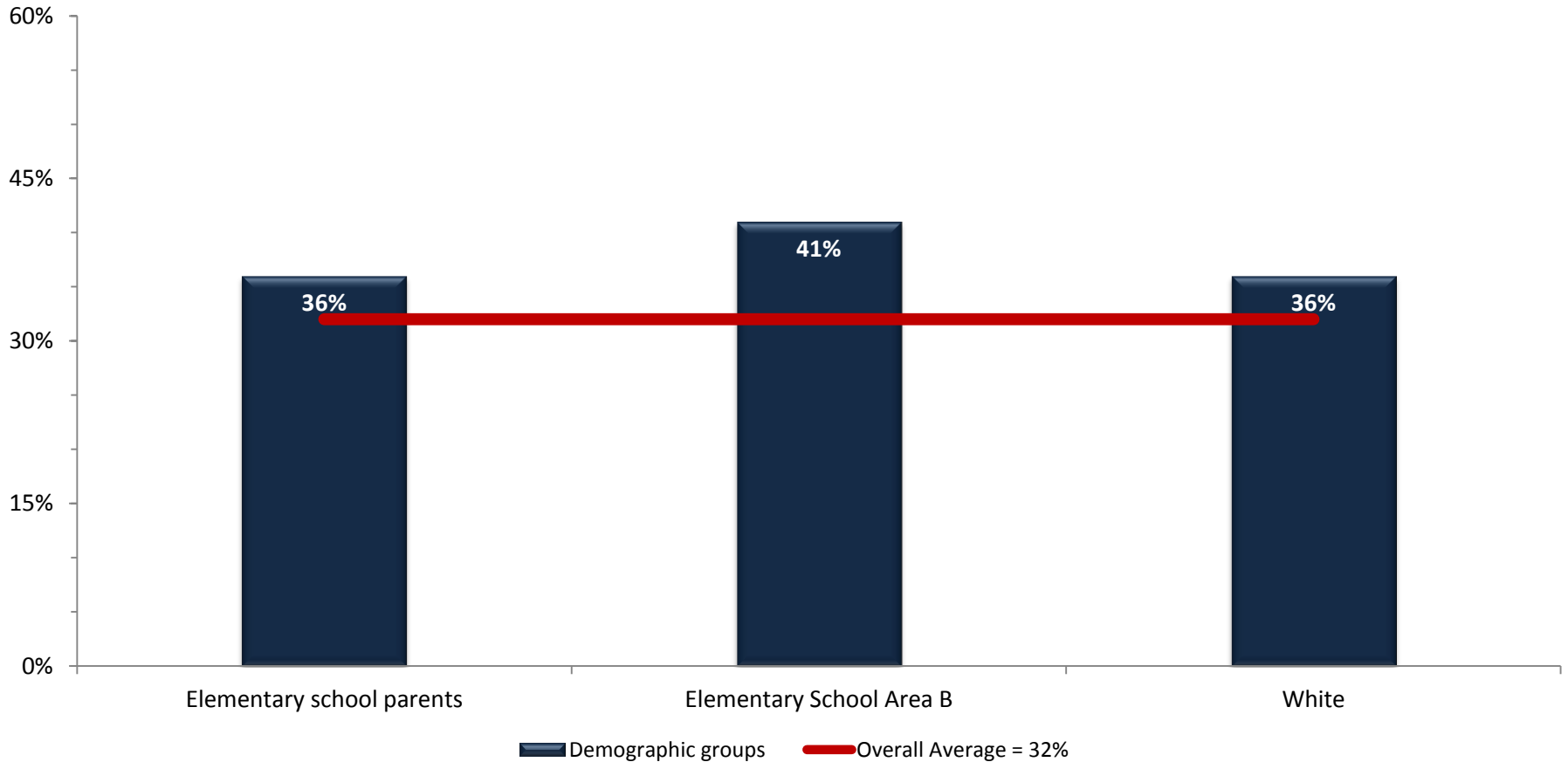
# School safety is more important to those who have only have a child in a neighborhood school, Hispanics, Blacks, younger parents and those in the lowest income level

## % Choosing "Safety" in top 3 of importance



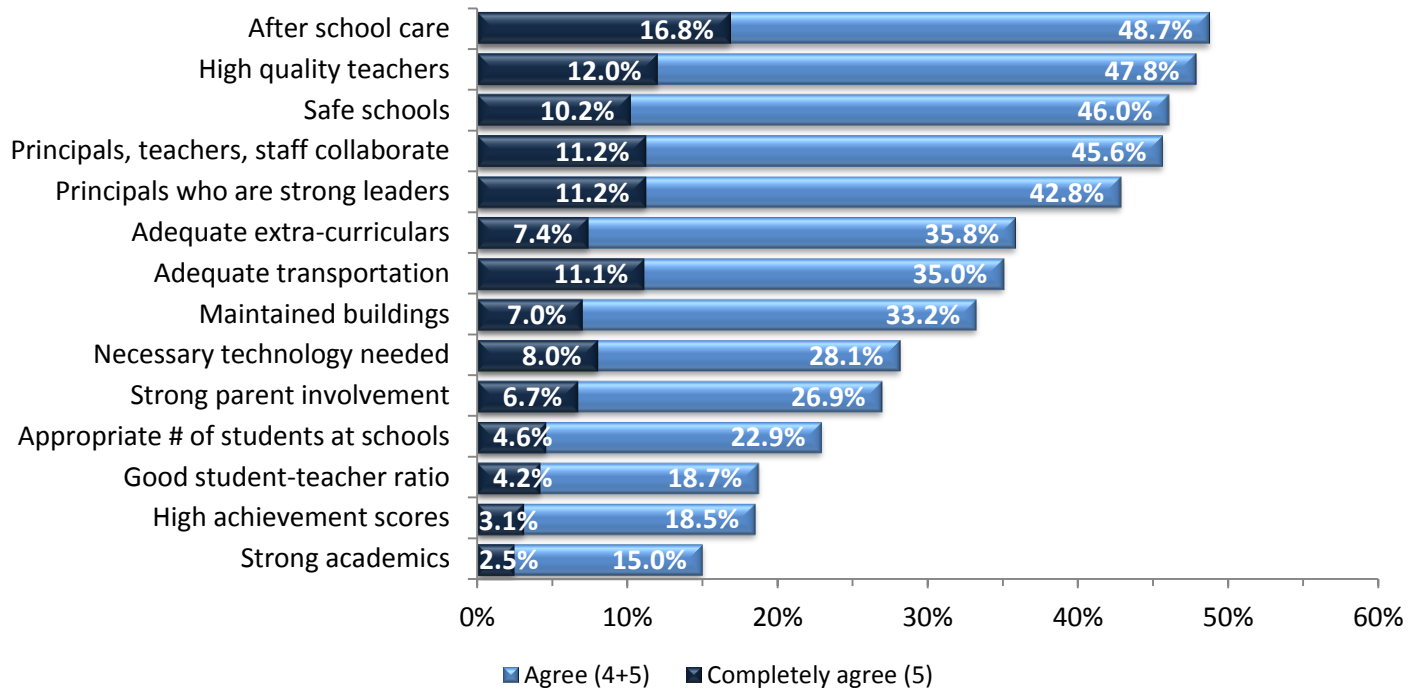
# The student-teacher ratio is more important to elementary school parents, those living in elementary school area B and Whites.

% Choosing "Student-teacher ratio" in top 3 of importance



# Do parents associate TUSD with many of the attributes they deem to be important in their school choice decision-making?

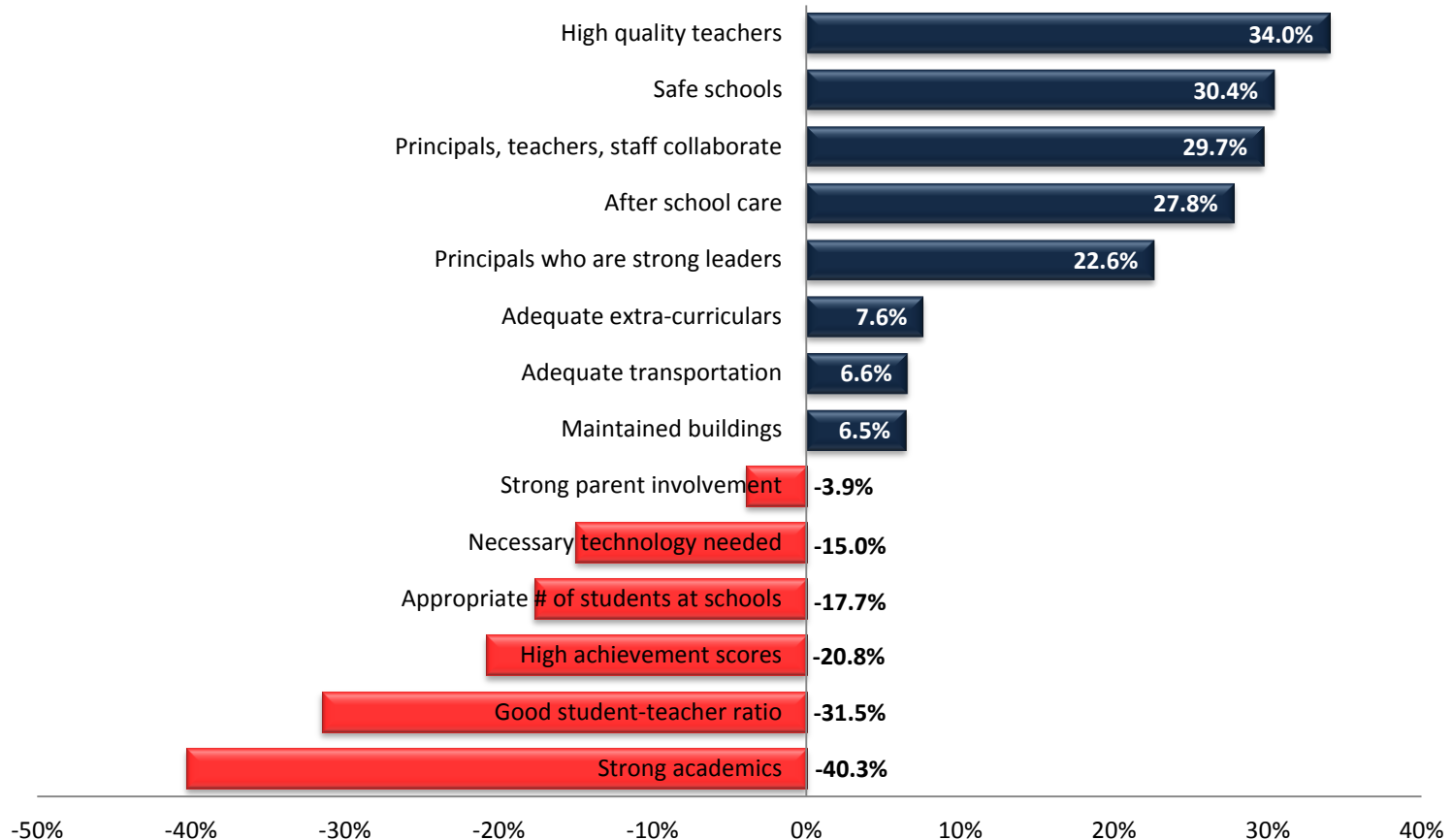
## Assessment of TUSD attributes



Few parents “completely agree” that TUSD schools are associated with the attributes tested, though a near majority “agree” that the school district is associated with: after school care, high quality teachers, safe schools and collaborative staffs at schools.

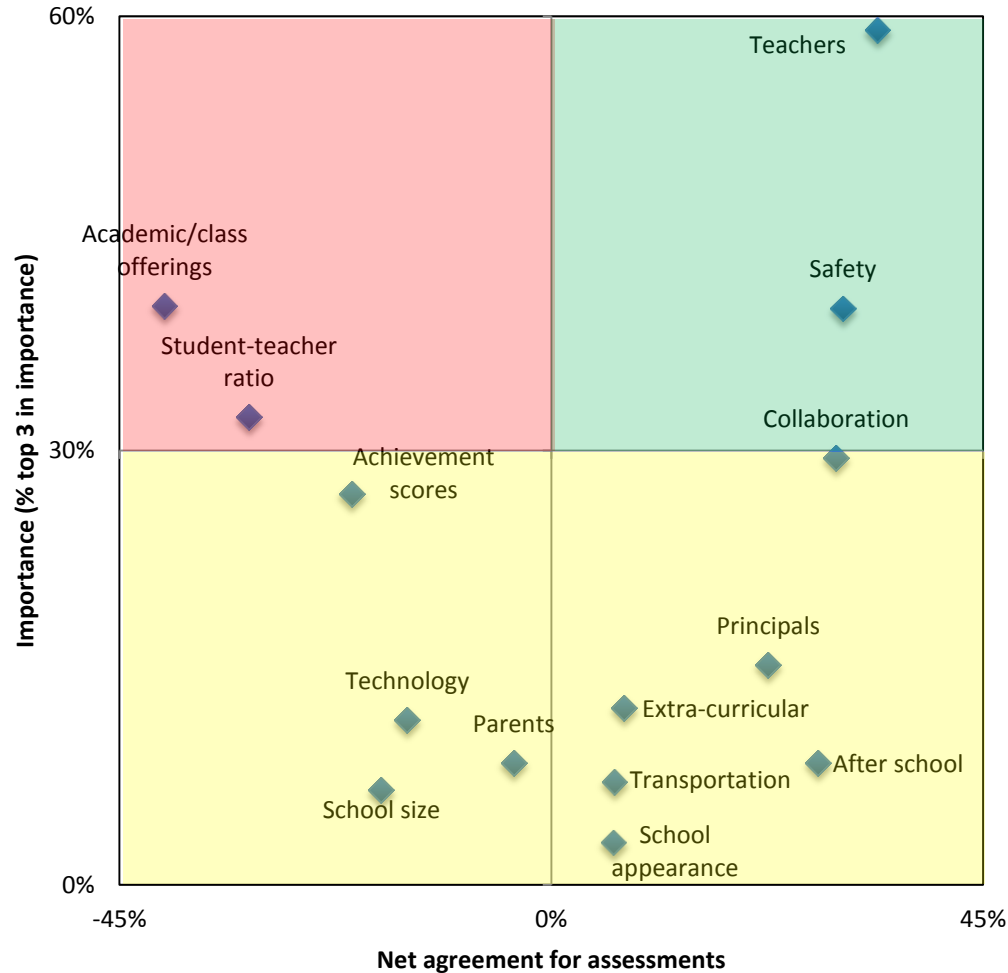
# TUSD will need to improve the overall academic perception of parents who are likely to have negative opinions of the school district related to technology, school size, achievement scores, student-teacher ratio and academics

## Net agreement of TUSD attributes



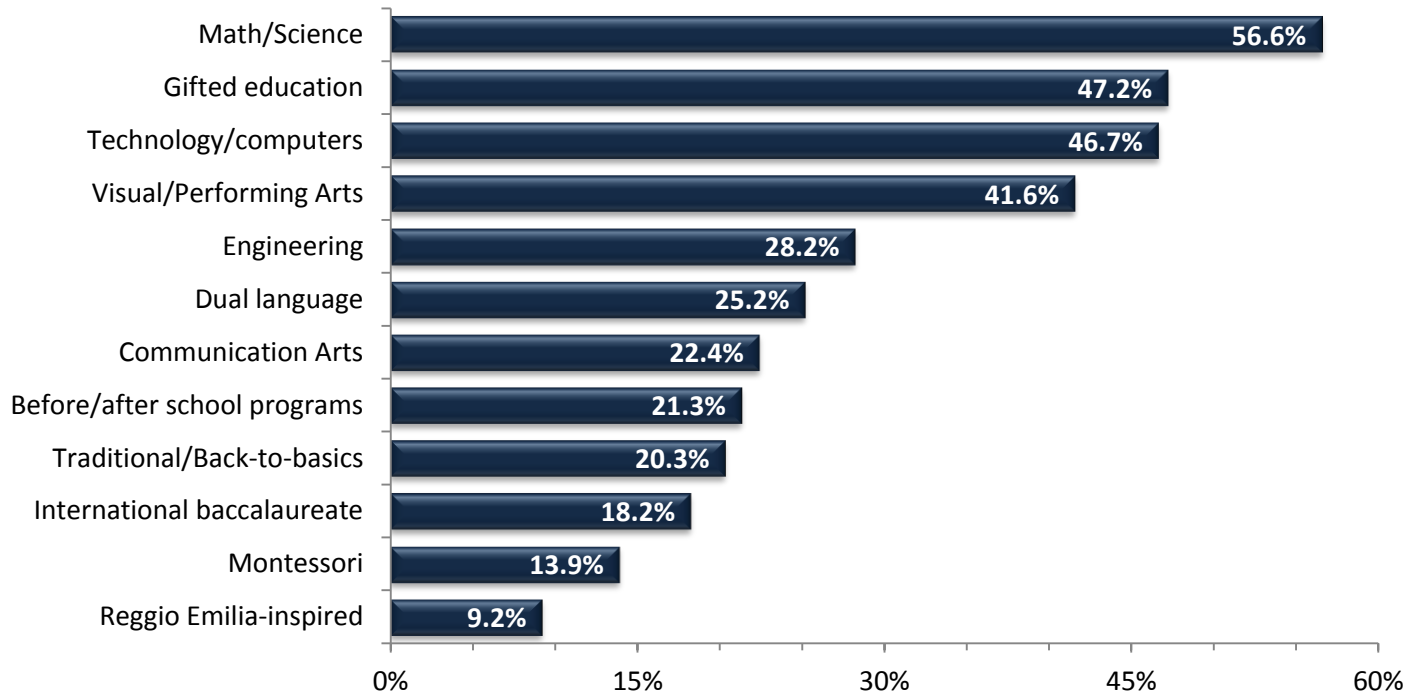
**Being associated with strong academic class offerings, adequate student-teacher ratios and achievement scores should be priorities for the school district because of their comparatively high importance and lower assessment scores**

## Quadrant Analysis : Importance vs. Assessment of TUSD attributes



# What types of schools would influence a parent's decision to move their children out of the neighborhood school?

Types of school parents would move their children to attend



Schools with an emphasis on math and science schools, gifted education, technology and computers, and visual and performing arts are the most likely to provide sufficient incentive for a parent to consider sending their child to a non-neighborhood school



# Parents are most likely to move their children to a non-neighborhood school that emphasizes Math/Science, Gifted Education, Technology/Computers or Visual/Performing Arts, regardless of grade level

## Elementary

Top 4 program-types parents would move child for

- Math/Science 56%
- Gifted Education 48%
- Technology/Computers 48%
- Visual/Performing Arts 44%

## Middle School

Top 4 program-types parents would move child for

- Math/Science 57%
- Technology/Computers 51%
- Gifted Education 43%
- Visual/Performing Arts 38%

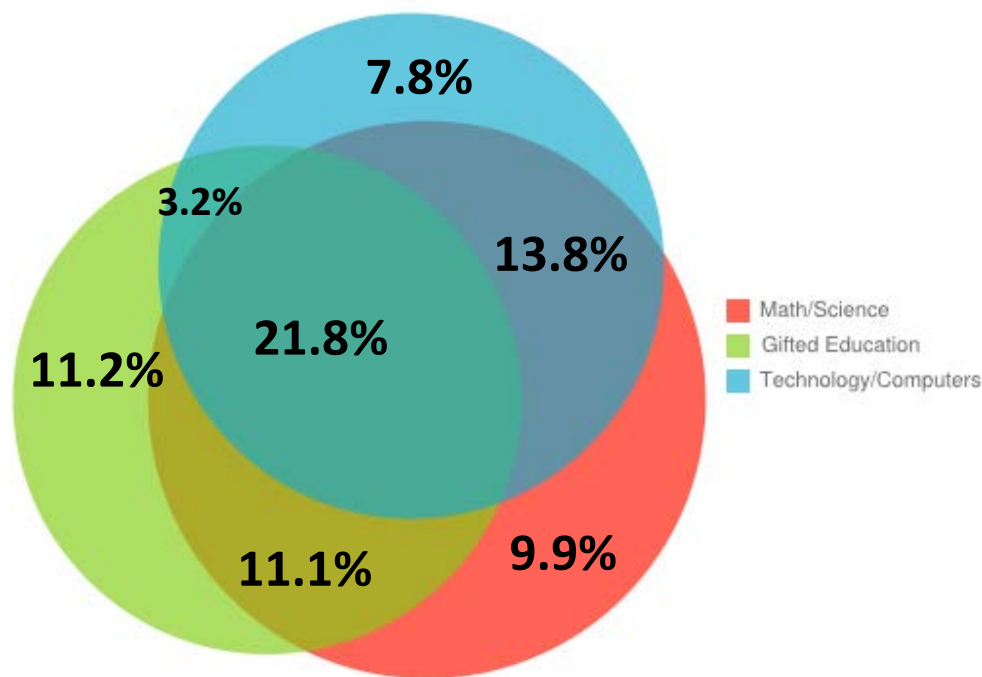
## High School

Top 4 program-types parents would move child for

- Math/Science 57%
- Gifted Education 48%
- Technology/Computers 47%
- Visual/Performing Arts 36%

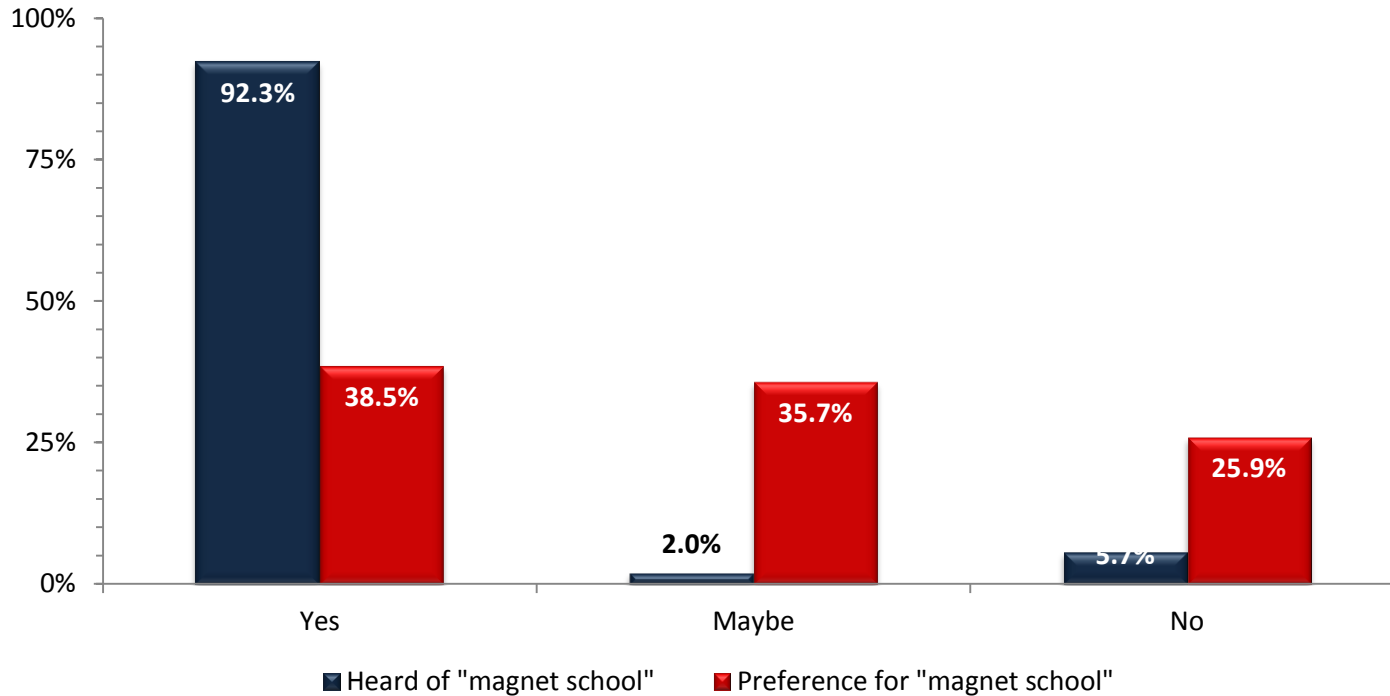
# Nearly four out of five parents (79%) indicate they would send their child to a non-neighborhood school that has an emphasis in either math/science, gifted education or technology/computers

None of the three = 21.2%



# Do schools designated as “magnet” influence the decisions of parents choosing a school for their child?

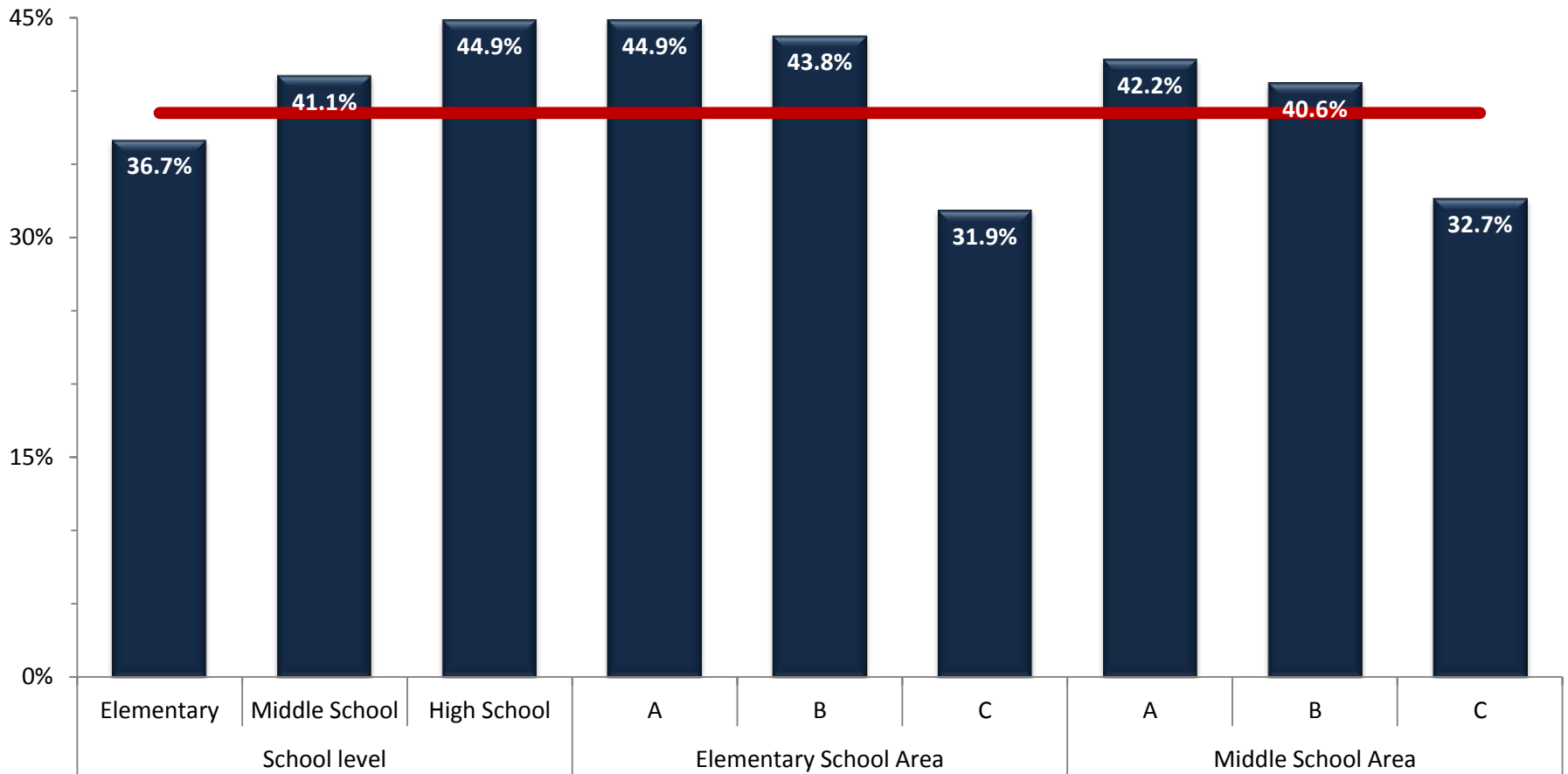
## Awareness of and preference for “magnet schools”



Though most parents have awareness of magnet schools, few of them feel that a school having just a “magnet school” moniker would influence their school choice decision.

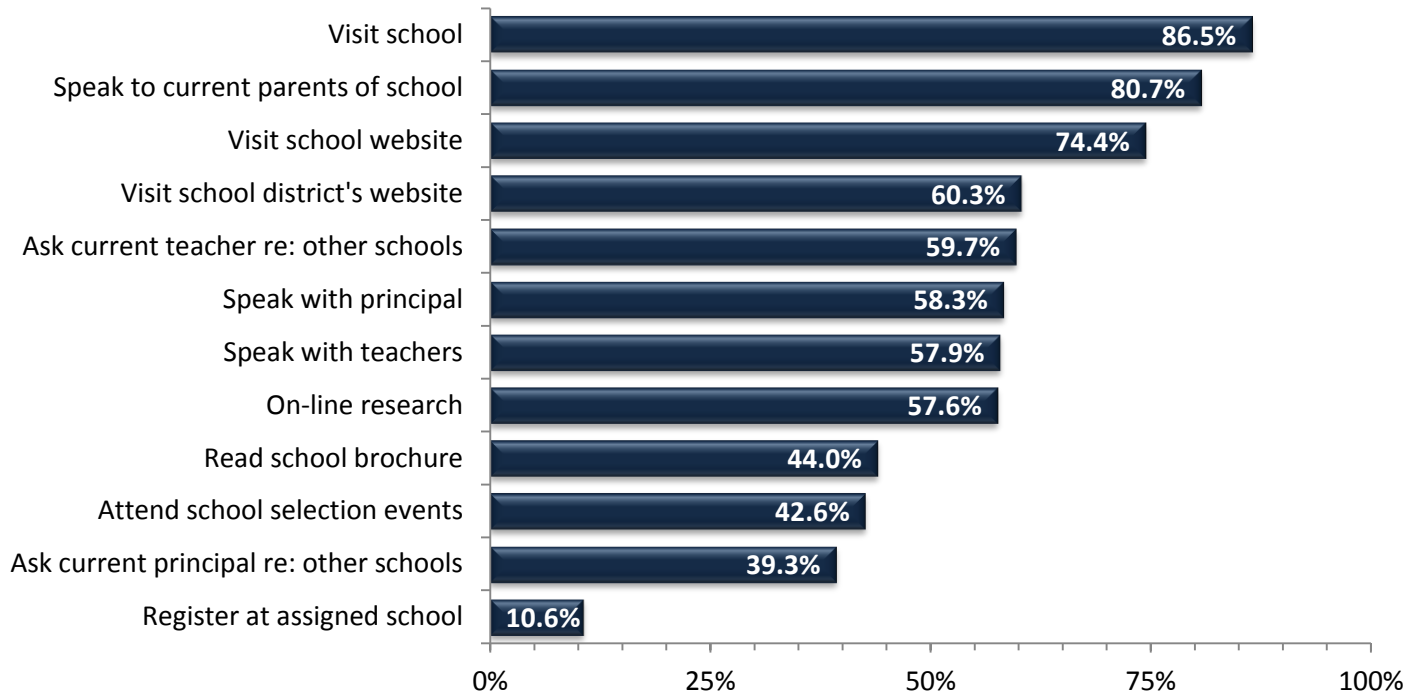
# Parents of older students and those living in the Elementary and Middle School Areas A and B are more likely to give preference to schools labeled as “magnet”

% “Yes” for preference given to “magnet schools”



# How involved are parents in gathering information when deciding which school to send their child to?

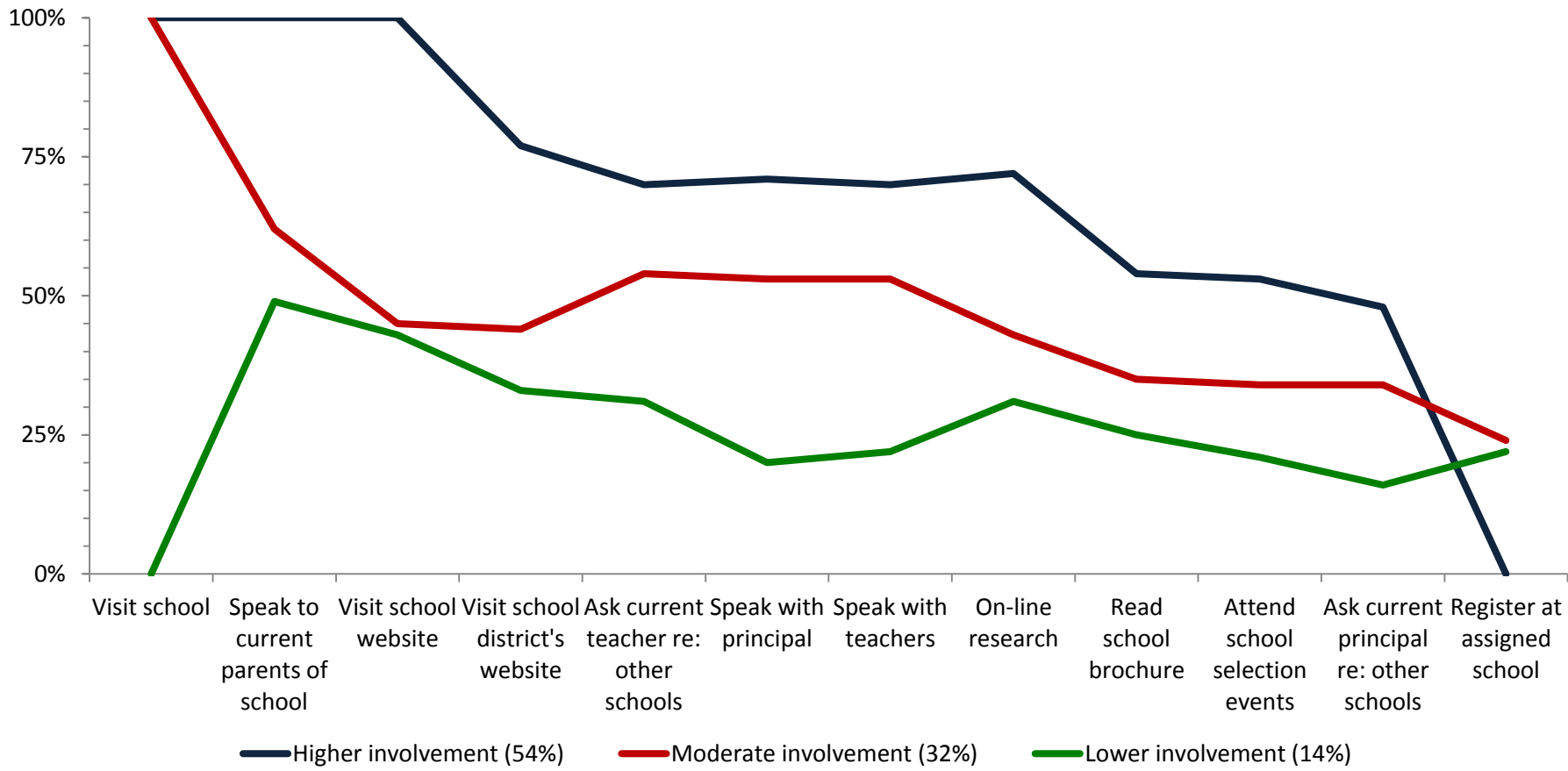
## Likely to do when deciding where to send child to school



A vast majority of parents are going to actively seek information from school sources including a school visit, speaking to current parents of the school and visiting the school's website. Both the school's and the district's websites are likely to be utilized.

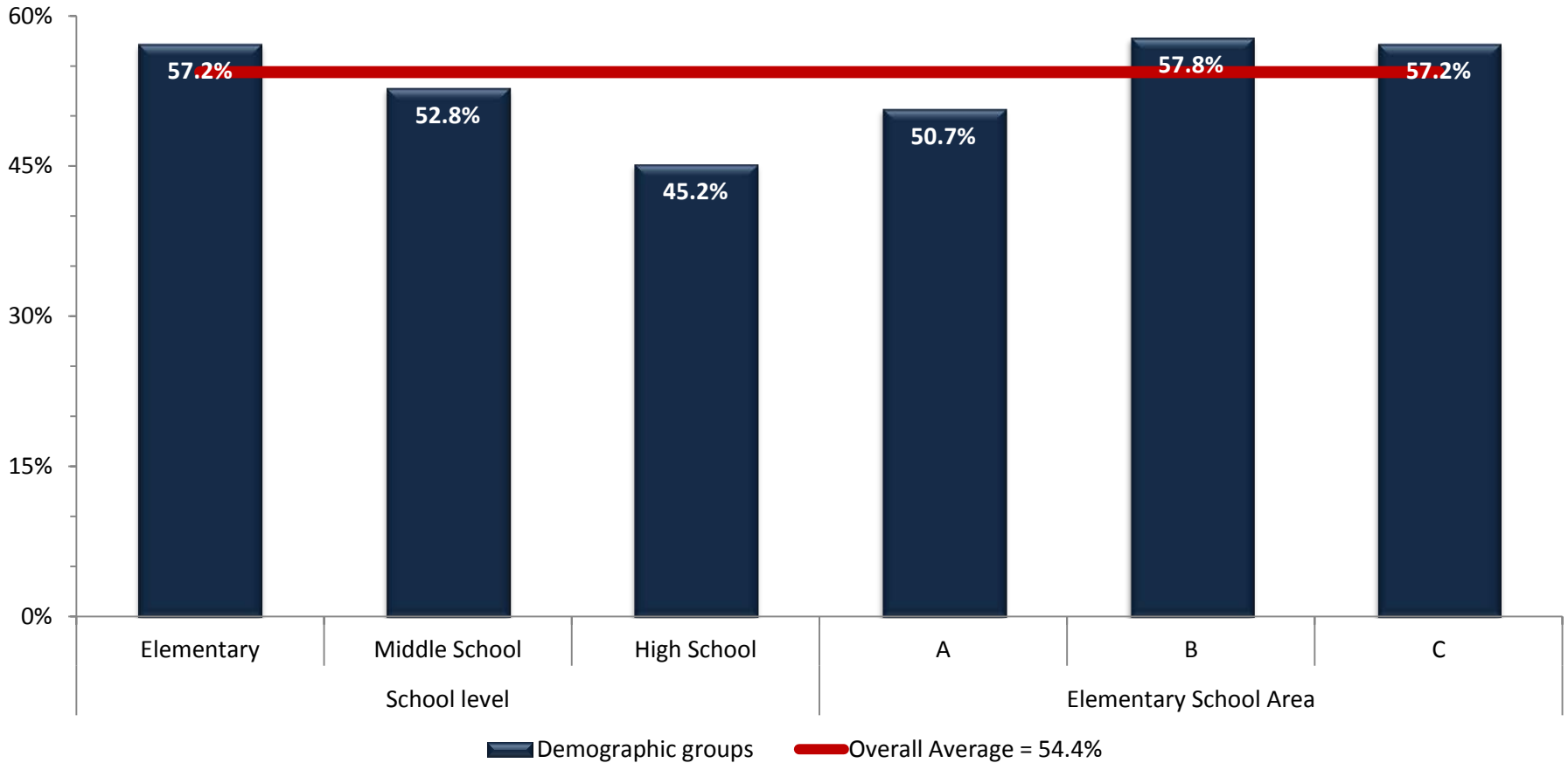
In regard to the level of involvement when deciding where to send a child to school, parents are generally split into three groups, greater than one-half are considered “high involvement,” about one-third engage in moderate involvement while the remaining 14% are comparatively less active

### School decision-making activities – level of involvement clusters



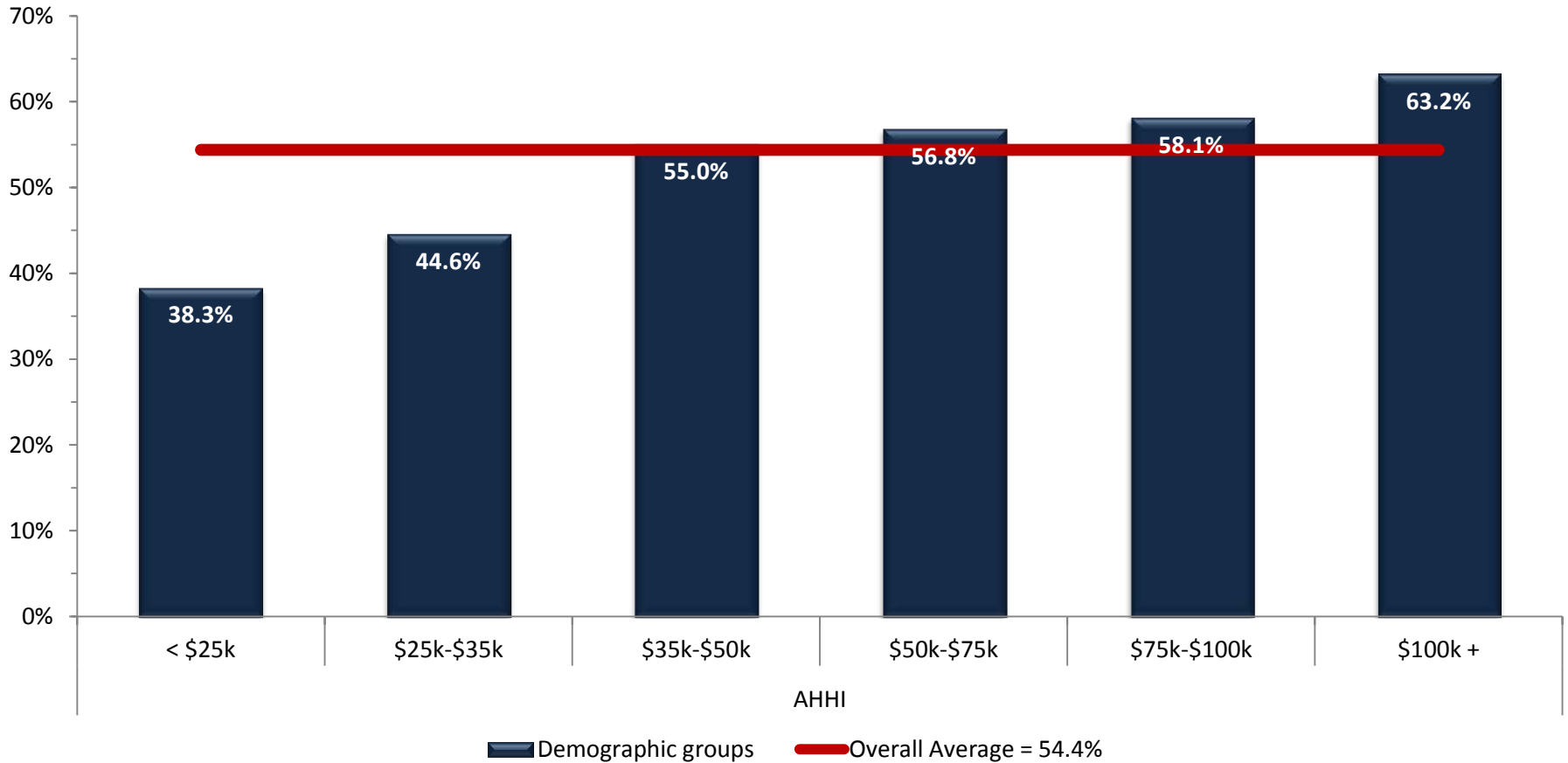
# Those with children in elementary school, and living in either elementary school areas B or C are more likely to be highly active in the choice of where to send their child to school

## % in high involvement school decision cluster



# Those from higher income levels are more likely to be highly active in the choice of where to send their child to school than those in the lower income levels

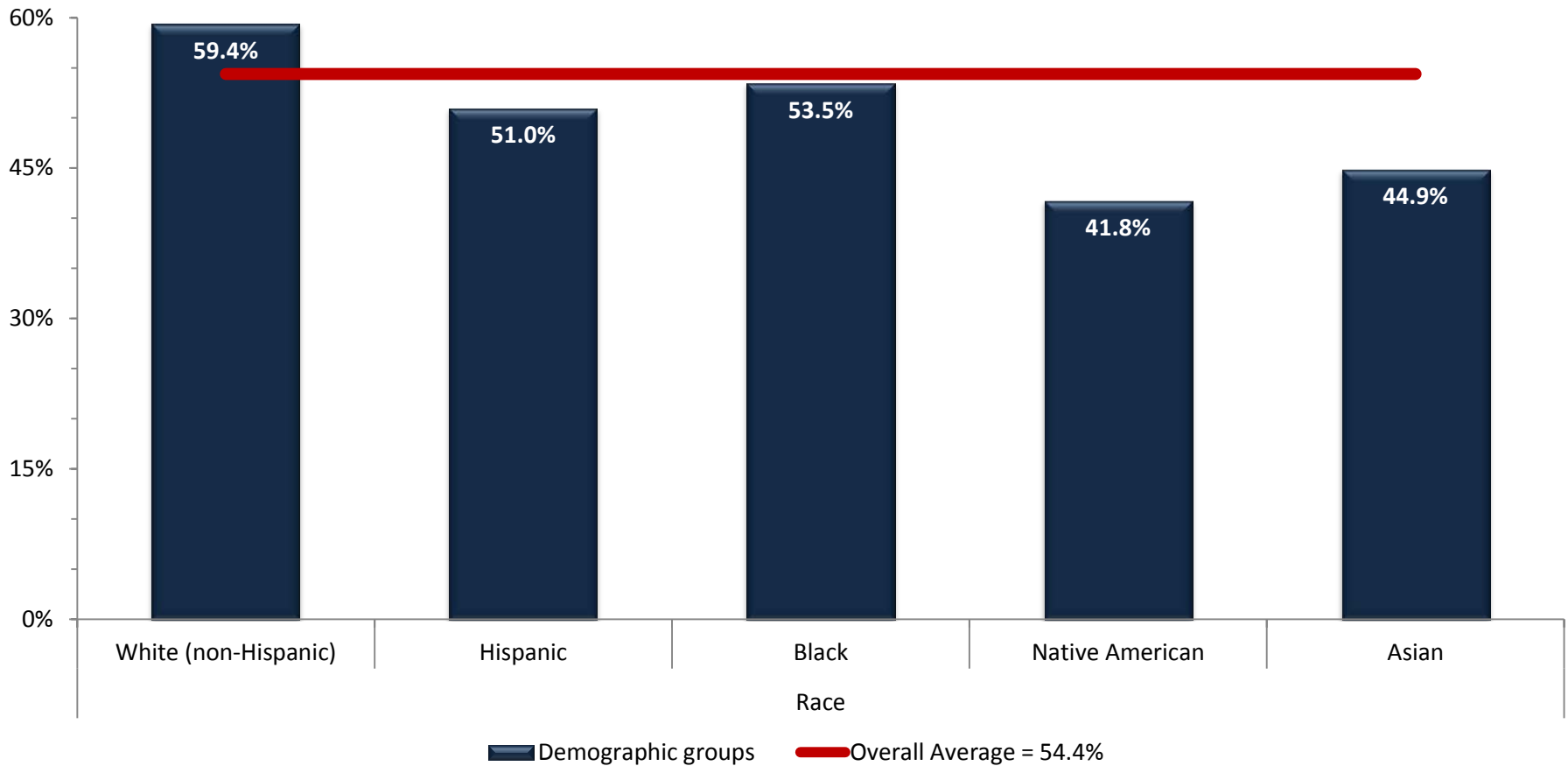
## % in high involvement school decision cluster



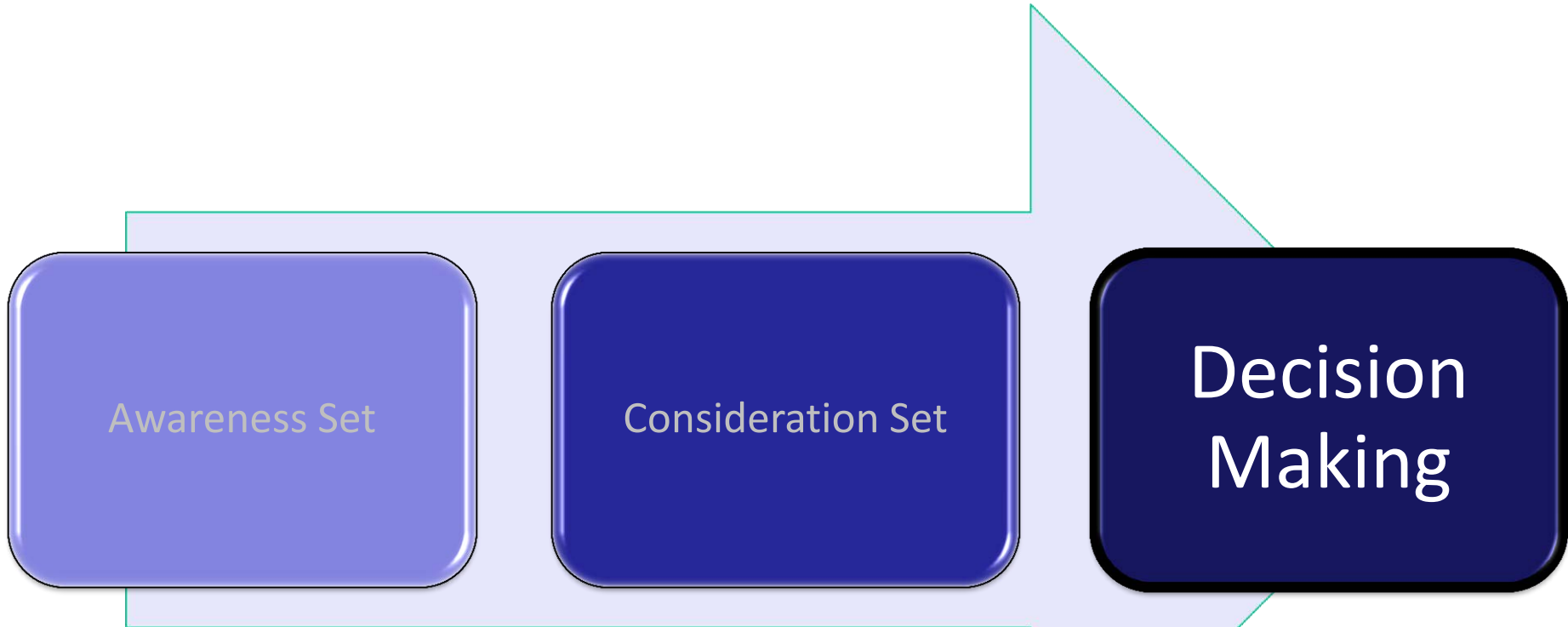


# Whites are more likely to be highly active in the choice of where to send their child to school than minorities

% in high involvement school decision cluster



# The Decision Making Process



**For parents to chose a school (especially one that is not in their neighborhood), the school should:**

- 1. Provide a solid classroom experience (teachers, course offerings, student-teacher ratio)**
- 2. Emphasize program areas including math/science, gifted education, technology/computers, visual/performing arts**
- 3. Ensure that all points of communication are adequately capable of communicating about the school (the schools themselves – including faculty and admin, websites) and recognize the importance of word-of-mouth (other parents play a major role in the decision process)**

## District-wide Recommendations

Awareness  
Set

### Promote School Choice

TUSD needs to better create awareness of the various programs and areas of emphasis for the districts many schools

Consideration  
Set

### Develop Consistency

In order for parents to consider TUSD schools, the district needs to create a more consistent “brand” for the district – parents need to feel that all schools are good, otherwise they may not consider any of them

Decision  
Making

### Change perceptions

TUSD schools need to utilize both push and pull marketing techniques to ensure that everyone associated with the school provides a consistent message and that the schools are perceived first as being academically solid and second that they provide programs/ areas of specialization that are important to parents

# Implications for moving students between Areas A, B & C within the “target market”

- Fewer than 40% of parents in all three areas feel that TUSD has many different school/program offerings
- Likelihood of moving students is less likely in Area B and especially Area C (only 25% of those in Area C feel that TUSD has high quality schools)
- School safety is a potential issue, particularly in Area B
- Transportation needs to take less than 25 minutes one-way
- Areas with low assessments and high importance include: Academic class offerings, student-teacher ratios (particularly important to those in Area B) and achievement scores (particularly important to those in Area C)
- Elementary school parents are the least likely to indicate that they would move their child to a non-neighborhood school, but they are the most likely to be actively involved in the school selection process (including visiting websites)
- Parents are most likely to move their children to non-neighborhood schools that emphasize Math/Science, Gifted Education (particularly those in Area B), Technology/Computers (particularly those in Area A) and Visual/Performing Arts

# Appendix I : Survey Respondents

# Survey Respondents

Number of children	1	42.5%	Age group	18 – 24	0.5%
	2	42.4%		25 – 34	18.7%
	3	11.5%		35 – 44	45.9%
	4+	3.6%		45 – 54	29.0%
Have children in...	TUSD neighborhood school	45.9%	Elementary map	55 – 64	5.2%
	TUSD non-neighborhood school	61.8%		65 or above	0.7%
	Private school	2.5%		A (Blue)	34.7%
	Charter school	4.9%		B (Green)	19.3%
	Non-TUSD public school	3.6%		C (Red)	46.0%
Have children in...	Home Schooled	1.0%	Middle school map	A (Blue)	45.4%
	Kindergarten	20.0%		B (Green)	19.2%
	1st grade	16.5%		C (Red)	35.5%
	2nd grade	19.8%	Hispanic	Yes	33.6%
	3rd grade	16.2%		No	66.4%
	4th grade	14.7%	Survey language	English	94.6%
	5th grade	15.8%		Spanish	5.4%
	6th grade	11.5%	Race	American Indian or Alaskan Native	4.8%
	7th grade	14.2%		Asian	4.3%
	8th grade	10.2%		Black or African American	3.8%
	9th grade	11.0%		Native Hawaiian or Pacific Islander	0.6%
	10th grade	8.2%		White	90.1%
	11th grade	7.9%	Annual household income	Less than \$25,000	9.9%
12th grade	7.4%	Between \$25,000 and \$34,999		10.7%	
Gender	Male	15.9%		Between \$35,000 and \$49,999	15.6%
	Female	84.1%		Between \$50,000 and \$74,999	22.4%
			Between \$75,000 and \$99,999	19.5%	
			\$100,000 or more	21.9%	

# Appendix II : Demographic Tables

# Table 1: Likelihood of sending child to non-neighborhood school by Types of school(s) attended/number of children

[A/B/C] indicate a significant difference above the specified variable at a 95% confidence interval		TYPE OF SCHOOL(S) ATTENDED			NUMBER OF CHILDREN		
		Local [A]	Local/outside [B]	Outside [C]	1 child [A]	2 children [B]	3+ children [C]
<b>Likelihood of sending elementary school child to non-neighborhood school</b>	Very likely	44%	50%	84%	69%	65%	65%
	<i>Significant Diff.</i>			<b>A B</b>			
	Somewhat likely	35%	34%	13%	22%	25%	24%
	<i>Significant Diff.</i>	<b>C</b>	<b>C</b>				
	Not at all likely	20%	16%	3%	10%	11%	11%
<i>Significant Diff.</i>	<b>C</b>	<b>C</b>					
<b>Likelihood of sending middle school child to non-neighborhood school</b>	Very likely	57%	68%	87%	76%	75%	73%
	<i>Significant Diff.</i>		<b>A</b>	<b>A B</b>			
	Somewhat likely	33%	27%	11%	19%	21%	22%
	<i>Significant Diff.</i>	<b>C</b>	<b>C</b>				
	Not at all likely	10%	5%	1%	4%	4%	5%
<i>Significant Diff.</i>	<b>C</b>	<b>C</b>					
<b>Likelihood of sending high school child to non-neighborhood school</b>	Very likely	66%	75%	91%	82%	79%	81%
	<i>Significant Diff.</i>			<b>A B</b>			
	Somewhat likely	27%	22%	9%	15%	18%	15%
	<i>Significant Diff.</i>	<b>C</b>	<b>C</b>				
	Not at all likely	7%	3%	1%	3%	3%	5%
<i>Significant Diff.</i>	<b>C</b>	<b>C</b>					



## Table 2: Likelihood of sending child to non-neighborhood school by School-level(s) of child(ren)

[A/B] indicate a significant difference above the specified variable at a 95% confidence interval		ELEMENTARY CHILD		MIDDLE SCHOOL CHILD		HIGH SCHOOL CHILD	
		Yes [A]	No [B]	Yes [A]	No [B]	Yes [A]	No [B]
<b>Likelihood of sending elementary school child to non-neighborhood school</b>	Very likely	69%	58%	61%	69%	62%	68%
	<i>Significant Diff.</i>	<b>B</b>			<b>A</b>		<b>A</b>
	Somewhat likely	22%	27%	27%	21%	25%	22%
	<i>Significant Diff.</i>			<b>B</b>			
	Not at all likely	9%	15%	12%	9%	13%	9%
<i>Significant Diff.</i>		<b>A</b>					
<b>Likelihood of sending middle school child to non-neighborhood school</b>	Very likely	77%	69%	71%	78%	72%	77%
	<i>Significant Diff.</i>	<b>B</b>			<b>A</b>		
	Somewhat likely	19%	24%	23%	19%	22%	20%
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>			
	Not at all likely	4%	7%	6%	4%	6%	4%
<i>Significant Diff.</i>		<b>A</b>	<b>B</b>				
<b>Likelihood of sending high school child to non-neighborhood school</b>	Very likely	82%	77%	76%	83%	80%	81%
	<i>Significant Diff.</i>				<b>A</b>		
	Somewhat likely	16%	18%	20%	14%	16%	17%
	<i>Significant Diff.</i>			<b>B</b>			
	Not at all likely	3%	5%	4%	3%	4%	3%
<i>Significant Diff.</i>							

## Table 3: Likelihood of sending child to non-neighborhood school by TUSD School Areas

[A/B/C] indicate a significant difference above the specified variable at a 95% confidence interval		ELEMENTARY SCHOOL AREA			MIDDLE SCHOOL AREA		
		A [A]	B [B]	C [C]	A [A]	B [B]	C [C]
<b>Likelihood of sending elementary school child to non-neighborhood school</b>	Very likely	77%	69%	58%	70%	77%	58%
	<i>Significant Diff.</i>	<b>C</b>	<b>C</b>		<b>C</b>	<b>C</b>	
	Somewhat likely	18%	23%	28%	21%	18%	29%
	<i>Significant Diff.</i>			<b>A</b>			<b>A B</b>
	Not at all likely	5%	8%	15%	9%	5%	13%
<i>Significant Diff.</i>			<b>A B</b>			<b>B</b>	
<b>Likelihood of sending middle school child to non-neighborhood school</b>	Very likely	83%	78%	69%	81%	81%	66%
	<i>Significant Diff.</i>	<b>C</b>	<b>C</b>		<b>C</b>	<b>C</b>	
	Somewhat likely	14%	19%	25%	16%	15%	27%
	<i>Significant Diff.</i>			<b>A</b>			<b>A B</b>
	Not at all likely	3%	3%	6%	3%	4%	7%
<i>Significant Diff.</i>			<b>A</b>			<b>A</b>	
<b>Likelihood of sending high school child to non-neighborhood school</b>	Very likely	85%	81%	76%	84%	84%	74%
	<i>Significant Diff.</i>	<b>C</b>			<b>C</b>	<b>C</b>	
	Somewhat likely	12%	17%	19%	13%	14%	21%
	<i>Significant Diff.</i>			<b>A</b>			<b>A</b>
	Not at all likely	3%	2%	4%	3%	2%	5%
<i>Significant Diff.</i>							

## Table 4: Likelihood of sending child to non-neighborhood school by Race/Ethnicity (White = non-Hispanic Whites)

[A/B] indicate a significant difference above the specified variable at a 95% conf interval		RACE/ETHNICITY									
		White [A]	Other [B]	Hispanic [A]	Other [B]	Black [A]	Other [B]	Native [A]	Other [B]	Asian [A]	Other [B]
<b>Likelihood of sending elementary school child to non-neighborhood school</b>	Very likely	63%	74%	72%	64%	72%	67%	73%	66%	74%	66%
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>							
	Somewhat likely	25%	19%	22%	24%	14%	24%	15%	24%	20%	23%
	<i>Significant Diff.</i>	<b>B</b>									
<b>Likelihood of sending middle school child to non-neighborhood school</b>	Very likely	75%	78%	76%	75%	77%	76%	78%	76%	75%	76%
	<i>Significant Diff.</i>										
	Somewhat likely	21%	19%	20%	21%	16%	21%	16%	21%	23%	20%
	<i>Significant Diff.</i>										
<b>Likelihood of sending high school child to non-neighborhood school</b>	Very likely	80%	83%	80%	80%	79%	81%	87%	81%	79%	81%
	<i>Significant Diff.</i>										
	Somewhat likely	18%	14%	16%	17%	16%	16%	9%	17%	17%	16%
	<i>Significant Diff.</i>										
<b>Likelihood of sending high school child to non-neighborhood school</b>	Not at all likely	3%	3%	3%	3%	5%	3%	4%	3%	4%	3%
	<i>Significant Diff.</i>										

## Table 5: Likelihood of sending child to non-neighborhood school by Gender/Age Group

[A/B/C/D] indicate a significant difference above the specified variable at a 95% confidence interval		GENDER		AGE GROUP			
		Male [A]	Female [B]	18 – 34 [A]	35 – 44 [B]	45 – 54 [C]	55 + [D]
<b>Likelihood of sending elementary school child to non-neighborhood school</b>	Very likely	68%	66%	68%	72%	59%	62%
	<i>Significant Diff.</i>				<b>C</b>		
	Somewhat likely	25%	23%	27%	20%	26%	23%
	<i>Significant Diff.</i>						
	Not at all likely	8%	11%	5%	9%	15%	14%
<i>Significant Diff.</i>					<b>A B</b>	<b>A</b>	
<b>Likelihood of sending middle school child to non-neighborhood school</b>	Very likely	73%	76%	77%	78%	71%	69%
	<i>Significant Diff.</i>						
	Somewhat likely	23%	20%	21%	18%	23%	22%
	<i>Significant Diff.</i>						
	Not at all likely	5%	4%	2%	4%	6%	9%
<i>Significant Diff.</i>							
<b>Likelihood of sending high school child to non-neighborhood school</b>	Very likely	79%	81%	83%	81%	79%	77%
	<i>Significant Diff.</i>						
	Somewhat likely	15%	17%	15%	16%	17%	14%
	<i>Significant Diff.</i>						
	Not at all likely	6%	3%	1%	3%	4%	9%
<i>Significant Diff.</i>	<b>B</b>					<b>A B</b>	

## Table 6: Likelihood of sending child to non-neighborhood school by Annual Household Income

[A/B/C/D/E/F] indicate a significant difference above the specified variable at a 95% confidence interval		ANNUAL HOUSEHOLD INCOME					
		< \$25k [A]	\$25k-\$35k [B]	\$35k-\$50k [C]	\$50k-\$75k [D]	\$75k-\$100k [E]	\$100k + [F]
<b>Likelihood of sending elementary school child to non-neighborhood school</b>	Very likely	61%	69%	71%	69%	68%	60%
	<i>Significant Diff.</i>						
	Somewhat likely	29%	22%	22%	23%	21%	25%
	<i>Significant Diff.</i>						
	Not at all likely	10%	9%	8%	9%	11%	15%
<i>Significant Diff.</i>							
<b>Likelihood of sending middle school child to non-neighborhood school</b>	Very likely	66%	76%	77%	77%	79%	73%
	<i>Significant Diff.</i>						
	Somewhat likely	24%	22%	19%	20%	17%	23%
	<i>Significant Diff.</i>						
	Not at all likely	10%	2%	4%	3%	4%	4%
<i>Significant Diff.</i>							
<b>Likelihood of sending high school child to non-neighborhood school</b>	Very likely	73%	82%	81%	80%	83%	81%
	<i>Significant Diff.</i>						
	Somewhat likely	21%	16%	15%	18%	15%	16%
	<i>Significant Diff.</i>						
	Not at all likely	6%	2%	4%	2%	2%	3%
<i>Significant Diff.</i>							

# Table 7: Importance in deciding where to send child (a) by Types of school(s) attended/number of children

[A/B/C] indicate a significant difference above the specified variable at a 95% confidence interval		TYPE OF SCHOOL(S) ATTENDED			NUMBER OF CHILDREN		
		Local [A]	Local/outside [B]	Outside [C]	1 child [A]	2 children [B]	3+ children [C]
<b>Importance in deciding where to send a child to school (10-point importance scale) - Attributes 1 through 7</b>	Safety/security	9.57	9.46	9.38	9.42	9.47	9.47
	<i>Significant Diff.</i>	<b>C</b>					
	Quality of teachers	9.40	9.37	9.43	9.39	9.43	9.38
	<i>Significant Diff.</i>						
	School staff collaboration	9.25	9.02	9.11	9.22	9.12	9.07
	<i>Significant Diff.</i>	<b>B</b>					
	Academic course offerings	8.95	8.91	9.07	8.92	9.05	9.03
	<i>Significant Diff.</i>						
	Principal/school leadership	9.02	8.92	8.81	8.88	8.89	8.95
	<i>Significant Diff.</i>	<b>C</b>					
	Student-teacher ratio	8.93	8.64	8.88	8.87	8.88	8.79
	<i>Significant Diff.</i>	<b>B</b>		<b>B</b>			
School technology	8.78	8.34	8.42	8.32	8.57	8.70	
<i>Significant Diff.</i>	<b>B C</b>				<b>A</b>	<b>A</b>	

# Table 8: Importance in deciding where to send child (b) by Types of school(s) attended/number of children

[A/B/C] indicate a significant difference above the specified variable at a 95% confidence interval		TYPE OF SCHOOL(S) ATTENDED			NUMBER OF CHILDREN		
		Local [A]	Local/outside [B]	Outside [C]	1 child [A]	2 children [B]	3+ children [C]
<b>Importance in deciding where to send a child to school (10-point importance scale) - Attributes 8 through 14</b>	Achievement scores	8.68	8.52	8.31	8.35	8.42	8.72
	<i>Significant Diff.</i>	<b>C</b>					<b>A B</b>
	Extra-curricular activities	8.01	7.87	7.91	7.81	7.95	8.09
	<i>Significant Diff.</i>						
	Parent involvement	8.07	7.50	7.86	8.08	7.77	7.88
	<i>Significant Diff.</i>	<b>B</b>		<b>B</b>	<b>B</b>		
	Building maintenance	8.04	7.62	7.70	7.81	7.70	8.08
	<i>Significant Diff.</i>	<b>B C</b>					<b>B</b>
	Size of school	7.43	7.31	7.39	7.15	7.47	7.55
	<i>Significant Diff.</i>					<b>A</b>	<b>A</b>
	Transportation	5.94	6.07	4.92	5.26	5.27	6.14
	<i>Significant Diff.</i>	<b>C</b>	<b>C</b>				<b>A B</b>
After school care	4.68	3.79	4.94	5.59	4.31	4.40	
<i>Significant Diff.</i>	<b>B</b>		<b>B</b>	<b>B C</b>			

## Table 9: Importance in deciding where to send child (a) by School-level(s) of child(ren)

[A/B] indicate a significant difference above the specified variable at a 95% confidence interval		ELEMENTARY CHILD		MIDDLE SCHOOL CHILD		HIGH SCHOOL CHILD	
		Yes [A]	No [B]	Yes [A]	No [B]	Yes [A]	No [B]
<b>Importance in deciding where to send a child to school (10-point importance scale) - Attributes 1 through 7</b>	Safety/security	9.48	9.38	9.46	9.45	9.41	9.47
	<i>Significant Diff.</i>						
	Quality of teachers	9.41	9.40	9.39	9.42	9.40	9.42
	<i>Significant Diff.</i>						
	School staff collaboration	9.15	9.09	9.15	9.13	9.03	9.19
	<i>Significant Diff.</i>						<b>A</b>
	Academic course offerings	8.97	9.14	9.03	9.00	9.14	8.95
	<i>Significant Diff.</i>		<b>A</b>			<b>B</b>	
	Principal/school leadership	8.92	8.85	8.87	8.92	8.88	8.91
	<i>Significant Diff.</i>						
	Student-teacher ratio	8.93	8.62	8.80	8.90	8.58	8.99
	<i>Significant Diff.</i>	<b>B</b>					<b>A</b>
School technology	8.50	8.62	8.65	8.44	8.56	8.51	
<i>Significant Diff.</i>			<b>B</b>				



# Table 10: Importance in deciding where to send child (b) by School-level(s) of child(ren)

[A/B] indicate a significant difference above the specified variable at a 95% confidence interval		ELEMENTARY CHILD		MIDDLE SCHOOL CHILD		HIGH SCHOOL CHILD	
		Yes [A]	No [B]	Yes [A]	No [B]	Yes [A]	No [B]
<b>Importance in deciding where to send a child to school (10-point importance scale) - Attributes 8 through 14</b>	Achievement scores	8.44	8.53	8.49	8.44	8.54	8.42
	<i>Significant Diff.</i>						
	Extra-curricular activities	7.93	7.97	7.96	7.93	8.06	7.89
	<i>Significant Diff.</i>						
	Parent involvement	7.95	7.61	7.69	7.99	7.57	8.02
	<i>Significant Diff.</i>	<b>B</b>			<b>A</b>		<b>A</b>
	Building maintenance	7.86	7.61	7.84	7.78	7.74	7.83
	<i>Significant Diff.</i>	<b>B</b>					
	Size of school	7.50	7.04	7.54	7.31	7.16	7.51
	<i>Significant Diff.</i>	<b>B</b>		<b>B</b>			<b>A</b>
	Transportation	5.46	5.36	5.92	5.13	5.50	5.41
	<i>Significant Diff.</i>			<b>B</b>			
After school care	5.09	3.24	4.06	5.06	3.54	5.20	
<i>Significant Diff.</i>	<b>B</b>			<b>A</b>		<b>A</b>	

# Table 11: Importance in deciding where to send child (a) by TUSD School Areas

[A/B/C] indicate a significant difference above the specified variable at a 95% confidence interval		ELEMENTARY SCHOOL AREA			MIDDLE SCHOOL AREA		
		A [A]	B [B]	C [C]	A [A]	B [B]	C [C]
<b>Importance in deciding where to send a child to school (10-point importance scale) - Attributes 1 through 7</b>	Safety/security	9.52	9.33	9.43	9.44	9.39	9.47
	<i>Significant Diff.</i>	<b>B</b>					
	Quality of teachers	9.49	9.32	9.37	9.44	9.42	9.33
	<i>Significant Diff.</i>	<b>B</b>					
	School staff collaboration	9.29	9.17	9.01	9.21	9.13	9.04
	<i>Significant Diff.</i>	<b>C</b>			<b>C</b>		
	Academic course offerings	9.11	8.89	8.98	9.05	8.91	8.98
	<i>Significant Diff.</i>	<b>B</b>					
	Principal/school leadership	9.11	8.82	8.72	9.00	8.86	8.73
	<i>Significant Diff.</i>	<b>B C</b>			<b>C</b>		
	Student-teacher ratio	8.94	8.88	8.80	8.97	8.73	8.79
	<i>Significant Diff.</i>				<b>B</b>		
School technology	8.72	8.38	8.44	8.59	8.26	8.56	
<i>Significant Diff.</i>	<b>B C</b>			<b>B</b>		<b>B</b>	

# Table 12: Importance in deciding where to send child (b) by TUSD School Areas

[A/B/C] indicate a significant difference above the specified variable at a 95% confidence interval		ELEMENTARY SCHOOL AREA			MIDDLE SCHOOL AREA		
		A [A]	B [B]	C [C]	A [A]	B [B]	C [C]
<b>Importance in deciding where to send a child to school (10-point importance scale) - Attributes 8 through 14</b>	Achievement scores	8.56	8.17	8.51	8.45	8.27	8.55
	<i>Significant Diff.</i>	<b>B</b>		<b>B</b>			
	Extra-curricular activities	8.20	7.83	7.78	8.07	7.70	7.87
	<i>Significant Diff.</i>	<b>B C</b>			<b>B</b>		
	Parent involvement	8.21	7.72	7.70	8.03	7.84	7.71
	<i>Significant Diff.</i>	<b>B C</b>			<b>C</b>		
	Building maintenance	8.11	7.65	7.67	7.90	7.58	7.80
	<i>Significant Diff.</i>	<b>B C</b>			<b>B</b>		
	Size of school	7.72	7.28	7.16	7.57	7.22	7.20
	<i>Significant Diff.</i>	<b>B C</b>			<b>C</b>		
	Transportation	6.30	5.08	4.86	5.90	4.88	5.12
	<i>Significant Diff.</i>	<b>B C</b>			<b>B C</b>		
After school care	5.51	5.33	3.81	5.05	5.16	3.99	
<i>Significant Diff.</i>	<b>C</b>	<b>C</b>		<b>C</b>	<b>C</b>		

# Table 13: Importance in deciding where to send child (a) by Race/Ethnicity (White = non-Hispanic Whites)

[A/B] indicate a significant difference above the specified variable at a 95% conf interval		RACE/ETHNICITY									
		White [A]	Other [B]	Hispanic [A]	Other [B]	Black [A]	Other [B]	Native [A]	Other [B]	Asian [A]	Other [B]
<b>Importance in deciding where to send a child to school (10-point importance scale) - Attributes 1 through 7</b>	Safety/security	9.35	9.59	9.57	9.38	9.74	9.42	9.78	9.42	9.34	9.44
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>		<b>B</b>		<b>B</b>			
	Quality of teachers	9.33	9.52	9.49	9.36	9.35	9.40	9.50	9.39	9.69	9.38
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>						<b>B</b>	
	School staff collaboration	9.00	9.38	9.31	9.03	9.41	9.12	9.52	9.11	9.23	9.13
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>				<b>B</b>			
	Academic course offerings	8.85	9.26	9.22	8.89	9.25	8.98	9.17	8.98	9.32	8.98
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>						<b>B</b>	
	Principal/school leadership	8.69	9.19	9.17	8.75	8.56	8.88	9.05	8.85	8.84	8.86
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>							
	Student-teacher ratio	8.72	9.14	9.07	8.74	8.75	8.87	9.03	8.86	8.93	8.86
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>							
School technology	8.25	8.91	8.87	8.32	8.96	8.46	9.07	8.45	8.81	8.47	
<i>Significant Diff.</i>		<b>A</b>	<b>B</b>		<b>B</b>		<b>B</b>				

# Table 14: Importance in deciding where to send child (b) by Race/Ethnicity (White = non-Hispanic Whites)

[A/B] indicate a significant difference above the specified variable at a 95% conf interval		RACE/ETHNICITY									
		White [A]	Other [B]	Hispanic [A]	Other [B]	Black [A]	Other [B]	Native [A]	Other [B]	Asian [A]	Other [B]
<b>Importance in deciding where to send a child to school (10-point importance scale) - Attributes 8 through 14</b>	Achievement scores	8.19	8.82	8.83	8.27	8.57	8.39	8.34	8.40	8.68	8.38
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>							
	Extra-curricular activities	7.60	8.43	8.36	7.70	8.13	7.88	8.31	7.87	8.57	7.86
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>						<b>B</b>	
	Parent involvement	7.59	8.25	8.23	7.68	7.87	7.81	8.36	7.79	8.50	7.79
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>				<b>B</b>		<b>B</b>	
	Building maintenance	7.43	8.24	8.27	7.54	8.09	7.70	8.00	7.70	8.03	7.70
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>							
	Size of school	6.92	7.96	8.01	7.02	7.84	7.26	8.00	7.24	7.88	7.25
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>				<b>B</b>		<b>B</b>	
	Transportation	4.60	6.51	6.41	4.88	6.30	5.23	7.37	5.16	6.55	5.21
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>		<b>B</b>		<b>B</b>		<b>B</b>	
After school care	3.86	5.79	5.70	4.08	4.72	4.53	6.29	4.45	6.20	4.46	
<i>Significant Diff.</i>		<b>A</b>	<b>B</b>				<b>B</b>		<b>B</b>		

# Table 15: Importance in deciding where to send child (a) by Gender/Age Group

[A/B/C/D] indicate a significant difference above the specified variable at a 95% confidence interval		GENDER		AGE GROUP			
		Male [A]	Female [B]	18 – 34 [A]	35 – 44 [B]	45 – 54 [C]	55 + [D]
<b>Importance in deciding where to send a child to school (10-point importance scale) - Attributes 1 through 7</b>	Safety/security	9.21	9.50	9.54	9.50	9.44	8.81
	<i>Significant Diff.</i>		<b>A</b>	<b>D</b>	<b>D</b>	<b>D</b>	
	Quality of teachers	9.27	9.44	9.42	9.43	9.42	9.14
	<i>Significant Diff.</i>		<b>A</b>		<b>D</b>		
	School staff collaboration	8.77	9.20	9.10	9.18	9.14	8.94
	<i>Significant Diff.</i>		<b>A</b>				
	Academic course offerings	8.72	9.07	8.93	9.01	9.10	8.92
	<i>Significant Diff.</i>		<b>A</b>				
	Principal/school leadership	8.58	8.95	8.99	8.94	8.83	8.54
	<i>Significant Diff.</i>		<b>A</b>	<b>D</b>			
	Student-teacher ratio	8.50	8.92	8.80	8.97	8.79	8.52
	<i>Significant Diff.</i>		<b>A</b>		<b>D</b>		
School technology	8.19	8.58	8.70	8.52	8.47	8.26	
<i>Significant Diff.</i>		<b>A</b>					

# Table 16: Importance in deciding where to send child (b) by Gender/Age Group

[A/B/C/D] indicate a significant difference above the specified variable at a 95% confidence interval		GENDER		AGE GROUP			
		Male [A]	Female [B]	18 – 34 [A]	35 – 44 [B]	45 – 54 [C]	55 + [D]
<b>Importance in deciding where to send a child to school (10-point importance scale) - Attributes 8 through 14</b>	Achievement scores	8.14	8.51	8.65	8.48	8.33	8.42
	<i>Significant Diff.</i>		<b>A</b>				
	Extra-curricular activities	7.75	7.98	8.22	7.90	7.94	7.39
	<i>Significant Diff.</i>			<b>B D</b>			
	Parent involvement	7.66	7.91	8.06	7.97	7.68	7.42
	<i>Significant Diff.</i>		<b>A</b>	<b>C D</b>	<b>C</b>		
	Building maintenance	7.45	7.86	8.08	7.88	7.58	7.30
	<i>Significant Diff.</i>		<b>A</b>	<b>C D</b>	<b>C D</b>		
	Size of school	6.82	7.50	7.49	7.56	7.15	6.99
	<i>Significant Diff.</i>		<b>A</b>		<b>C</b>		
	Transportation	5.25	5.47	6.28	5.25	5.15	5.42
	<i>Significant Diff.</i>			<b>B C</b>			
After school care	4.86	4.63	5.47	4.87	3.99	3.79	
<i>Significant Diff.</i>			<b>C D</b>	<b>C D</b>			

# Table 17: Importance in deciding where to send child (a) by Annual Household Income

[A/B/C/D/E/F] indicate a significant difference above the specified variable at a 95% confidence interval		ANNUAL HOUSEHOLD INCOME					
		< \$25k [A]	\$25k-\$35k [B]	\$35k-\$50k [C]	\$50k-\$75k [D]	\$75k-\$100k [E]	\$100k + [F]
<b>Importance in deciding where to send a child to school (10-point importance scale) - Attributes 1 through 7</b>	Safety/security	9.53	9.66	9.55	9.50	9.46	9.19
	<i>Significant Diff.</i>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	
	Quality of teachers	9.34	9.39	9.44	9.42	9.44	9.37
	<i>Significant Diff.</i>						
	School staff collaboration	9.19	9.42	9.18	9.12	9.06	8.99
	<i>Significant Diff.</i>		<b>E F</b>				
	Academic course offerings	8.87	9.01	8.92	9.03	9.11	8.98
	<i>Significant Diff.</i>						
	Principal/school leadership	8.79	9.26	8.95	8.95	8.76	8.75
	<i>Significant Diff.</i>		<b>A E F</b>				
	Student-teacher ratio	8.87	8.87	8.95	8.89	8.76	8.80
	<i>Significant Diff.</i>						
School technology	8.80	8.91	8.53	8.68	8.38	8.14	
<i>Significant Diff.</i>	<b>F</b>	<b>E F</b>		<b>F</b>			



# Table 18: Importance in deciding where to send child (b) by Annual Household Income

[A/B/C/D/E/F] indicate a significant difference above the specified variable at a 95% confidence interval		ANNUAL HOUSEHOLD INCOME					
		< \$25k [A]	\$25k-\$35k [B]	\$35k-\$50k [C]	\$50k-\$75k [D]	\$75k-\$100k [E]	\$100k + [F]
<b>Importance in deciding where to send a child to school (10-point importance scale) - Attributes 8 through 14</b>	Achievement scores	8.61	8.67	8.52	8.49	8.32	8.32
	<i>Significant Diff.</i>						
	Extra-curricular activities	8.32	7.82	8.03	8.23	7.86	7.48
	<i>Significant Diff.</i>	<b>F</b>		<b>F</b>	<b>F</b>		
	Parent involvement	8.13	8.17	7.96	8.05	7.86	7.47
	<i>Significant Diff.</i>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>		
	Building maintenance	8.54	8.24	8.09	7.77	7.69	7.16
	<i>Significant Diff.</i>	<b>DEF</b>	<b>EF</b>	<b>F</b>	<b>F</b>	<b>F</b>	
	Size of school	7.99	7.81	7.44	7.45	7.29	6.75
	<i>Significant Diff.</i>	<b>EF</b>	<b>F</b>	<b>F</b>	<b>F</b>	<b>F</b>	
	Transportation	8.04	6.87	6.03	5.29	4.58	4.02
	<i>Significant Diff.</i>	<b>BCDEF</b>	<b>DEF</b>	<b>EF</b>	<b>F</b>		
After school care	6.35	5.00	5.05	4.84	4.39	3.70	
<i>Significant Diff.</i>	<b>BCDEF</b>	<b>F</b>	<b>F</b>	<b>F</b>			

Table 19: Importance in deciding where to send child – Top 3 (a)  
by Types of school(s) attended/number of children

[A/B/C] indicate a significant difference above the specified variable at a 95% confidence interval		TYPE OF SCHOOL(S) ATTENDED			NUMBER OF CHILDREN		
		Local [A]	Local/outside [B]	Outside [C]	1 child [A]	2 children [B]	3+ children [C]
<b>Importance in deciding where to send a child to school - Attributes 1 through 7 (% chosen as Top 3)</b>	Quality of teachers	57%	63%	59%	60%	61%	51%
	<i>Significant Diff.</i>					<b>C</b>	
	Academic course offerings	34%	46%	42%	37%	43%	40%
	<i>Significant Diff.</i>		<b>A</b>	<b>A</b>			
	Safety/security	46%	39%	36%	38%	41%	41%
	<i>Significant Diff.</i>	<b>C</b>					
	Student-teacher ratio	31%	31%	34%	33%	30%	35%
	<i>Significant Diff.</i>						
	School staff collaboration	30%	22%	31%	32%	29%	23%
	<i>Significant Diff.</i>			<b>B</b>			
	Achievement scores	26%	26%	28%	28%	26%	29%
	<i>Significant Diff.</i>						
Principal/school leadership	17%	15%	15%	16%	14%	16%	
<i>Significant Diff.</i>							

Table 20: Importance in deciding where to send child – Top 3 (b)  
by Types of school(s) attended/number of children

[A/B/C] indicate a significant difference above the specified variable at a 95% confidence interval		TYPE OF SCHOOL(S) ATTENDED			NUMBER OF CHILDREN		
		Local [A]	Local/outside [B]	Outside [C]	1 child [A]	2 children [B]	3+ children [C]
<b>Importance in deciding where to send a child to school - Attributes 8 through 14 (% chosen as Top 3)</b>	Extra-curricular activities	13%	12%	12%	12%	13%	12%
	<i>Significant Diff.</i>						
	School Technology	12%	9%	11%	10%	14%	10%
	<i>Significant Diff.</i>						
	After school care	8%	8%	9%	10%	6%	9%
	<i>Significant Diff.</i>				<b>B</b>		
	Parent involvement	8%	6%	9%	11%	6%	8%
	<i>Significant Diff.</i>				<b>B</b>		
	Transportation	8%	11%	5%	6%	6%	12%
	<i>Significant Diff.</i>		<b>C</b>				<b>A B</b>
	School Size	4%	8%	7%	6%	6%	8%
	<i>Significant Diff.</i>						
Building maintenance	4%	4%	2%	2%	3%	4%	
<i>Significant Diff.</i>	<b>C</b>						

Table 21: Importance in deciding where to send child – Top 3 (a)  
by School-level(s) of child(ren)

[A/B] indicate a significant difference above the specified variable at a 95% confidence interval		ELEMENTARY CHILD		MIDDLE SCHOOL CHILD		HIGH SCHOOL CHILD	
		Yes [A]	No [B]	Yes [A]	No [B]	Yes [A]	No [B]
<b>Importance in deciding where to send a child to school - Attributes 1 through 7 (% chosen as Top 3)</b>	Quality of teachers	58%	61%	58%	59%	60%	59%
	<i>Significant Diff.</i>						
	Academic course offerings	37%	50%	43%	39%	49%	36%
	<i>Significant Diff.</i>		<b>A</b>			<b>B</b>	
	Safety/security	39%	41%	42%	39%	40%	40%
	<i>Significant Diff.</i>						
	Student-teacher ratio	36%	22%	32%	33%	24%	36%
	<i>Significant Diff.</i>	<b>B</b>					<b>A</b>
	School staff collaboration	30%	30%	28%	30%	27%	31%
	<i>Significant Diff.</i>						
	Achievement scores	26%	31%	26%	27%	31%	26%
	<i>Significant Diff.</i>						
Principal/school leadership	16%	13%	14%	16%	13%	16%	
<i>Significant Diff.</i>							

Table 22: Importance in deciding where to send child – Top 3 (b)  
by School-level(s) of child(ren)

[A/B] indicate a significant difference above the specified variable at a 95% confidence interval		ELEMENTARY CHILD		MIDDLE SCHOOL CHILD		HIGH SCHOOL CHILD	
		Yes [A]	No [B]	Yes [A]	No [B]	Yes [A]	No [B]
<b>Importance in deciding where to send a child to school - Attributes 8 through 14 (% chosen as Top 3)</b>	Extra-curricular activities	12%	13%	12%	12%	14%	12%
	<i>Significant Diff.</i>						
	School Technology	11%	12%	13%	11%	13%	11%
	<i>Significant Diff.</i>						
	After school care	10%	4%	6%	10%	4%	10%
	<i>Significant Diff.</i>	<b>B</b>			<b>A</b>		<b>A</b>
	Parent involvement	9%	6%	5%	10%	7%	9%
	<i>Significant Diff.</i>				<b>A</b>		
	Transportation	7%	7%	9%	6%	8%	7%
	<i>Significant Diff.</i>			<b>B</b>			
	School Size	6%	8%	8%	6%	7%	7%
	<i>Significant Diff.</i>						
Building maintenance	3%	4%	4%	3%	3%	3%	
<i>Significant Diff.</i>							

## Table 23: Importance in deciding where to send child – Top 3 (a) by TUSD School Areas

[A/B/C] indicate a significant difference above the specified variable at a 95% confidence interval		ELEMENTARY SCHOOL AREA			MIDDLE SCHOOL AREA		
		A [A]	B [B]	C [C]	A [A]	B [B]	C [C]
<b>Importance in deciding where to send a child to school - Attributes 1 through 7 (% chosen as Top 3)</b>	Quality of teachers	54%	58%	64%	58%	62%	60%
	<i>Significant Diff.</i>			<b>A</b>			
	Academic course offerings	38%	41%	41%	39%	45%	39%
	<i>Significant Diff.</i>						
	Safety/security	39%	37%	40%	37%	38%	43%
	<i>Significant Diff.</i>						
	Student-teacher ratio	28%	41%	33%	30%	35%	35%
	<i>Significant Diff.</i>		<b>A</b>				
	School staff collaboration	31%	30%	29%	32%	30%	27%
	<i>Significant Diff.</i>						
	Achievement scores	26%	20%	31%	28%	22%	29%
	<i>Significant Diff.</i>			<b>B</b>			
Principal/school leadership	15%	13%	16%	16%	13%	15%	
<i>Significant Diff.</i>							

## Table 24: Importance in deciding where to send child – Top 3 (b) by TUSD School Areas

[A/B/C] indicate a significant difference above the specified variable at a 95% confidence interval		ELEMENTARY SCHOOL AREA			MIDDLE SCHOOL AREA		
		A [A]	B [B]	C [C]	A [A]	B [B]	C [C]
<b>Importance in deciding where to send a child to school - Attributes 8 through 14 (% chosen as Top 3)</b>	Extra-curricular activities	14%	13%	11%	13%	10%	12%
	<i>Significant Diff.</i>						
	School Technology	14%	10%	10%	12%	10%	11%
	<i>Significant Diff.</i>						
	After school care	9%	9%	9%	8%	9%	10%
	<i>Significant Diff.</i>						
	Parent involvement	9%	11%	7%	9%	10%	7%
	<i>Significant Diff.</i>						
	Transportation	10%	8%	4%	8%	9%	5%
	<i>Significant Diff.</i>	<b>C</b>					
	School Size	9%	5%	4%	8%	4%	4%
	<i>Significant Diff.</i>	<b>C</b>			<b>C</b>		
Building maintenance	3%	3%	3%	2%	4%	3%	
<i>Significant Diff.</i>							

Table 25: Importance in deciding where to send child – Top 3 (a)  
by Race/Ethnicity (White = non-Hispanic Whites)

[A/B] indicate a significant difference above the specified variable at a 95% conf interval		RACE/ETHNICITY									
		White [A]	Other [B]	Hispanic [A]	Other [B]	Black [A]	Other [B]	Native [A]	Other [B]	Asian [A]	Other [B]
<b>Importance in deciding where to send a child to school - Attributes 1 through 7 (% chosen as Top 3)</b>	Quality of teachers	65%	52%	51%	64%	53%	61%	56%	61%	69%	60%
	<i>Significant Diff.</i>	<b>B</b>			<b>A</b>						
	Academic course offerings	42%	38%	37%	42%	49%	40%	40%	41%	35%	41%
	<i>Significant Diff.</i>										
	Safety/security	37%	43%	44%	37%	53%	38%	44%	39%	35%	39%
	<i>Significant Diff.</i>			<b>B</b>		<b>B</b>					
	Student-teacher ratio	36%	28%	29%	34%	26%	33%	27%	33%	22%	34%
	<i>Significant Diff.</i>	<b>B</b>									
	School staff collaboration	30%	29%	30%	30%	28%	30%	33%	30%	24%	30%
	<i>Significant Diff.</i>										
	Achievement scores	25%	30%	28%	26%	23%	27%	24%	27%	39%	26%
	<i>Significant Diff.</i>		<b>A</b>								
Principal/school leadership	16%	14%	13%	16%	19%	15%	18%	15%	10%	15%	
<i>Significant Diff.</i>											



Table 26: Importance in deciding where to send child – Top 3 (b) by Race/Ethnicity (White = non-Hispanic Whites)

[A/B] indicate a significant difference above the specified variable at a 95% conf interval		RACE/ETHNICITY									
		White [A]	Other [B]	Hispanic [A]	Other [B]	Black [A]	Other [B]	Native [A]	Other [B]	Asian [A]	Other [B]
<b>Importance in deciding where to send a child to school - Attributes 8 through 14 (% chosen as Top 3)</b>	Extra-curricular activities	12%	12%	13%	12%	7%	12%	11%	12%	10%	12%
	<i>Significant Diff.</i>										
	School Technology	11%	12%	13%	11%	19%	11%	15%	11%	14%	11%
	<i>Significant Diff.</i>										
	After school care	8%	11%	10%	8%	0%	9%	7%	9%	12%	9%
	<i>Significant Diff.</i>		<b>A</b>				<b>A</b>				
	Parent involvement	7%	9%	10%	8%	9%	8%	7%	8%	10%	8%
	<i>Significant Diff.</i>										
	Transportation	4%	11%	12%	4%	7%	6%	7%	6%	6%	6%
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>							
	School Size	5%	6%	7%	5%	2%	6%	7%	6%	4%	6%
	<i>Significant Diff.</i>										
Building maintenance	3%	4%	4%	3%	5%	3%	4%	3%	8%	3%	
<i>Significant Diff.</i>									<b>B</b>		

## Table 27: Importance in deciding where to send child – Top 3 (a) by Gender/Age Group

[A/B/C/D] indicate a significant difference above the specified variable at a 95% confidence interval		GENDER		AGE GROUP			
		Male [A]	Female [B]	18 – 34 [A]	35 – 44 [B]	45 – 54 [C]	55 + [D]
<b>Importance in deciding where to send a child to school - Attributes 1 through 7 (% chosen as Top 3)</b>	Quality of teachers	64%	58%	50%	59%	63%	65%
	<i>Significant Diff.</i>					<b>A</b>	
	Academic course offerings	38%	40%	31%	39%	45%	52%
	<i>Significant Diff.</i>					<b>A</b>	<b>A</b>
	Safety/security	35%	41%	49%	39%	39%	24%
	<i>Significant Diff.</i>			<b>B C D</b>			
	Student-teacher ratio	27%	33%	32%	35%	30%	24%
	<i>Significant Diff.</i>						
	School staff collaboration	29%	30%	28%	31%	28%	32%
	<i>Significant Diff.</i>						
	Achievement scores	29%	27%	30%	27%	25%	33%
<i>Significant Diff.</i>							
Principal/school leadership	17%	15%	12%	17%	15%	10%	
<i>Significant Diff.</i>							

## Table 28: Importance in deciding where to send child – Top 3 (b) by Gender/Age Group

[A/B/C/D] indicate a significant difference above the specified variable at a 95% confidence interval		GENDER		AGE GROUP			
		Male [A]	Female [B]	18 – 34 [A]	35 – 44 [B]	45 – 54 [C]	55 + [D]
<b>Importance in deciding where to send a child to school - Attributes 8 through 14 (% chosen as Top 3)</b>	Extra-curricular activities	10%	13%	16%	11%	12%	16%
	<i>Significant Diff.</i>						
	School Technology	17%	10%	11%	11%	13%	10%
	<i>Significant Diff.</i>	<b>B</b>					
	After school care	7%	9%	11%	8%	7%	10%
	<i>Significant Diff.</i>						
	Parent involvement	8%	8%	9%	8%	8%	11%
	<i>Significant Diff.</i>						
	Transportation	10%	6%	10%	6%	7%	5%
	<i>Significant Diff.</i>						
	School Size	7%	6%	6%	7%	6%	5%
	<i>Significant Diff.</i>						
Building maintenance	3%	3%	3%	3%	3%	3%	
<i>Significant Diff.</i>							

## Table 29: Importance in deciding where to send child – Top 3 (a) by Annual Household Income

[A/B/C/D/E/F] indicate a significant difference above the specified variable at a 95% confidence interval		ANNUAL HOUSEHOLD INCOME					
		< \$25k [A]	\$25k-\$35k [B]	\$35k-\$50k [C]	\$50k-\$75k [D]	\$75k-\$100k [E]	\$100k + [F]
<b>Importance in deciding where to send a child to school - Attributes 1 through 7 (% chosen as Top 3)</b>	Quality of teachers	51%	46%	49%	59%	71%	70%
	<i>Significant Diff.</i>					<b>A B C</b>	<b>A B C</b>
	Academic course offerings	29%	29%	39%	41%	41%	46%
	<i>Significant Diff.</i>						<b>A B</b>
	Safety/security	55%	46%	42%	41%	34%	34%
	<i>Significant Diff.</i>	<b>E F</b>					
	Student-teacher ratio	23%	40%	35%	33%	35%	29%
	<i>Significant Diff.</i>						
	School staff collaboration	28%	38%	33%	31%	26%	26%
	<i>Significant Diff.</i>						
	Achievement scores	23%	20%	29%	24%	29%	30%
	<i>Significant Diff.</i>						
Principal/school leadership	9%	11%	15%	17%	14%	19%	
<i>Significant Diff.</i>							

## Table 30: Importance in deciding where to send child – Top 3 (b) by Annual Household Income

[A/B/C/D/E/F] indicate a significant difference above the specified variable at a 95% confidence interval		ANNUAL HOUSEHOLD INCOME					
		< \$25k [A]	\$25k-\$35k [B]	\$35k-\$50k [C]	\$50k-\$75k [D]	\$75k-\$100k [E]	\$100k + [F]
<b>Importance in deciding where to send a child to school - Attributes 8 through 14 (% chosen as Top 3)</b>	Extra-curricular activities	13%	12%	11%	12%	11%	11%
	<i>Significant Diff.</i>						
	School Technology	14%	14%	10%	12%	14%	8%
	<i>Significant Diff.</i>						
	After school care	6%	12%	10%	8%	8%	10%
	<i>Significant Diff.</i>						
	Parent involvement	13%	8%	8%	10%	6%	7%
	<i>Significant Diff.</i>						
	Transportation	21%	10%	10%	4%	5%	3%
	<i>Significant Diff.</i>	<b>B C D E F</b>					
	School Size	7%	9%	5%	6%	5%	5%
	<i>Significant Diff.</i>						
Building maintenance	7%	5%	5%	2%	0%	3%	
<i>Significant Diff.</i>	<b>E</b>						

# Table 31: Focus areas parents would move children for by Types of school(s) attended/number of children

[A/B/C] indicate a significant difference above the specified variable at a 95% confidence interval		TYPE OF SCHOOL(S) ATTENDED			NUMBER OF CHILDREN		
		Local [A]	Local/outside [B]	Outside [C]	1 child [A]	2 children [B]	3+ children [C]
<b>Types of schools parents would move their children to attend</b>	Math/Science	53%	53%	60%	58%	54%	61%
	<i>Significant Diff.</i>			<b>A B</b>			<b>B</b>
	Gifted Education	42%	49%	50%	47%	47%	48%
	<i>Significant Diff.</i>			<b>A</b>			
	Technology/Computers	45%	48%	47%	43%	47%	51%
	<i>Significant Diff.</i>						<b>A</b>
	Visual/Performing Arts	35%	41%	46%	41%	42%	43%
	<i>Significant Diff.</i>			<b>A</b>			
	Engineering	27%	28%	29%	26%	28%	32%
	<i>Significant Diff.</i>						
	Dual Language	24%	18%	28%	28%	23%	26%
	<i>Significant Diff.</i>			<b>B</b>			
	Communication Arts	22%	20%	23%	22%	21%	27%
	<i>Significant Diff.</i>						
	Before/after school programs	18%	18%	25%	25%	19%	21%
	<i>Significant Diff.</i>			<b>A B</b>	<b>B</b>		
	Back-to-basics	20%	25%	19%	18%	20%	24%
<i>Significant Diff.</i>						<b>A</b>	
Internat'l Baccalaureate	16%	18%	20%	17%	18%	21%	
<i>Significant Diff.</i>							
Montessori	11%	12%	16%	17%	12%	15%	
<i>Significant Diff.</i>			<b>A</b>	<b>B</b>			
Reggio-Emilia inspired	9%	6%	10%	11%	9%	8%	
<i>Significant Diff.</i>			<b>B</b>				

# Table 32: Focus areas parents would move children for by School-level(s) of child(ren)

[A/B] indicate a significant difference above the specified variable at a 95% confidence interval		ELEMENTARY CHILD		MIDDLE SCHOOL CHILD		HIGH SCHOOL CHILD	
		Yes [A]	No [B]	Yes [A]	No [B]	Yes [A]	No [B]
<b>Types of schools parents would move their children to attend</b>	Math/Science	57%	54%	56%	57%	56%	57%
	<i>Significant Diff.</i>						
	Gifted Education	48%	45%	45%	49%	47%	47%
	<i>Significant Diff.</i>						
	Technology/Computers	48%	42%	50%	45%	45%	48%
	<i>Significant Diff.</i>	<b>B</b>		<b>B</b>			
	Visual/Performing Arts	44%	33%	39%	43%	38%	43%
	<i>Significant Diff.</i>	<b>B</b>					<b>A</b>
	Engineering	28%	30%	31%	27%	33%	26%
	<i>Significant Diff.</i>			<b>B</b>		<b>B</b>	
	Dual Language	27%	18%	23%	26%	21%	27%
	<i>Significant Diff.</i>	<b>B</b>					<b>A</b>
	Communication Arts	23%	19%	24%	22%	23%	22%
	<i>Significant Diff.</i>	<b>B</b>					
	Before/after school programs	25%	9%	18%	23%	14%	25%
	<i>Significant Diff.</i>	<b>B</b>			<b>A</b>		<b>A</b>
	Back-to-basics	21%	18%	23%	19%	19%	21%
<i>Significant Diff.</i>			<b>B</b>				
Internat'l Baccalaureate	19%	17%	20%	17%	20%	17%	
<i>Significant Diff.</i>							
Montessori	15%	10%	13%	15%	10%	16%	
<i>Significant Diff.</i>	<b>B</b>					<b>A</b>	
Reggio-Emilia inspired	10%	5%	7%	11%	5%	11%	
<i>Significant Diff.</i>	<b>B</b>			<b>A</b>		<b>A</b>	

# Table 33: Focus areas parents would move children for by TUSD School Areas

[A/B/C] indicate a significant difference above the specified variable at a 95% confidence interval		ELEMENTARY SCHOOL AREA			MIDDLE SCHOOL AREA		
		A [A]	B [B]	C [C]	A [A]	B [B]	C [C]
<b>Types of schools parents would move their children to attend</b>	Math/Science	60%	58%	55%	59%	56%	55%
	<i>Significant Diff.</i>						
	Gifted Education	46%	50%	48%	47%	57%	43%
	<i>Significant Diff.</i>					<b>A C</b>	
	Technology/Computers	54%	43%	43%	49%	41%	46%
	<i>Significant Diff.</i>	<b>B C</b>			<b>B</b>		
	Visual/Performing Arts	45%	49%	36%	43%	46%	37%
	<i>Significant Diff.</i>	<b>C</b>	<b>C</b>			<b>C</b>	
	Engineering	30%	28%	27%	29%	25%	29%
	<i>Significant Diff.</i>						
	Dual Language	26%	36%	21%	29%	32%	17%
	<i>Significant Diff.</i>	<b>C</b>	<b>A C</b>		<b>C</b>	<b>C</b>	
	Communication Arts	27%	23%	19%	24%	21%	21%
	<i>Significant Diff.</i>	<b>C</b>					
	Before/after school programs	27%	27%	15%	24%	26%	16%
	<i>Significant Diff.</i>	<b>C</b>	<b>C</b>		<b>C</b>	<b>C</b>	
	Back-to-basics	21%	19%	19%	21%	18%	19%
	<i>Significant Diff.</i>						
Internat'l Baccalaureate	21%	20%	17%	19%	24%	16%	
<i>Significant Diff.</i>					<b>C</b>		
Montessori	16%	21%	10%	17%	18%	9%	
<i>Significant Diff.</i>	<b>C</b>	<b>C</b>		<b>C</b>	<b>C</b>		
Reggio-Emilia inspired	10%	13%	7%	10%	16%	5%	
<i>Significant Diff.</i>		<b>C</b>		<b>C</b>	<b>A C</b>		



# Table 34: Focus areas parents would move children for by Race/Ethnicity (White = non-Hispanic Whites)

[A/B] indicate a significant difference above the specified variable at a 95% conf interval		RACE/ETHNICITY									
		White [A]	Other [B]	Hispanic [A]	Other [B]	Black [A]	Other [B]	Native [A]	Other [B]	Asian [A]	Other [B]
<b>Types of schools parents would move their children to attend</b>	Math/Science	51%	65%	63%	53%	58%	56%	73%	55%	71%	55%
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>				<b>B</b>		<b>B</b>	
	Gifted Education	49%	47%	46%	49%	36%	49%	55%	48%	53%	48%
	<i>Significant Diff.</i>						<b>A</b>				
	Technology/Computers	40%	56%	56%	41%	54%	46%	65%	45%	49%	46%
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>				<b>B</b>			
	Visual/Performing Arts	41%	44%	42%	41%	49%	42%	55%	42%	42%	42%
	<i>Significant Diff.</i>							<b>B</b>			
	Engineering	24%	35%	34%	25%	36%	28%	37%	27%	34%	28%
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>				<b>B</b>			
	Dual Language	20%	31%	35%	20%	32%	23%	21%	24%	18%	24%
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>							
	Communication Arts	18%	31%	28%	19%	33%	22%	30%	22%	25%	22%
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>		<b>B</b>					
	Before/after school progs.	17%	29%	27%	18%	25%	21%	37%	20%	17%	21%
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>				<b>B</b>			
	Back-to-basics	18%	23%	23%	19%	23%	20%	24%	19%	16%	20%
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>							
	Internat'l Baccalaureate	17%	21%	20%	18%	23%	18%	28%	18%	36%	17%
	<i>Significant Diff.</i>		<b>A</b>					<b>B</b>		<b>B</b>	
Montessori	12%	16%	17%	12%	13%	13%	35%	12%	13%	13%	
<i>Significant Diff.</i>		<b>A</b>	<b>B</b>				<b>B</b>				
Reggio-Emilia inspired	9%	11%	10%	9%	10%	9%	7%	10%	8%	10%	
<i>Significant Diff.</i>											

# Table 35: Focus areas parents would move children for by Gender/Age Group

[A/B/C/D] indicate a significant difference above the specified variable at a 95% confidence interval		GENDER		AGE GROUP			
		Male [A]	Female [B]	18 – 34 [A]	35 – 44 [B]	45 – 54 [C]	55 + [D]
<b>Types of schools parents would move their children to attend</b>	Math/Science	66%	55%	56%	59%	53%	62%
	<i>Significant Diff.</i>	<b>B</b>					
	Gifted Education	52%	46%	45%	47%	48%	50%
	<i>Significant Diff.</i>						
	Technology/Computers	54%	45%	51%	48%	42%	43%
	<i>Significant Diff.</i>	<b>B</b>					
	Visual/Performing Arts	36%	43%	45%	44%	37%	36%
	<i>Significant Diff.</i>		<b>A</b>	<b>C</b>	<b>C</b>		
	Engineering	36%	27%	28%	29%	26%	34%
	<i>Significant Diff.</i>	<b>B</b>					
	Dual Language	22%	26%	30%	26%	23%	16%
	<i>Significant Diff.</i>			<b>D</b>			
	Communication Arts	19%	23%	25%	24%	20%	16%
	<i>Significant Diff.</i>						
	Before/after school programs	27%	20%	26%	23%	17%	17%
	<i>Significant Diff.</i>	<b>B</b>		<b>C</b>			
	Back-to-basics	21%	20%	19%	21%	19%	25%
<i>Significant Diff.</i>							
Internat'l Baccalaureate	16%	19%	18%	19%	15%	24%	
<i>Significant Diff.</i>							
Montessori	13%	14%	17%	16%	11%	8%	
<i>Significant Diff.</i>			<b>C</b>	<b>C</b>			
Reggio-Emilia inspired	4%	10%	12%	11%	6%	3%	
<i>Significant Diff.</i>		<b>A</b>	<b>C D</b>	<b>C</b>			

# Table 36: Focus areas parents would move children for by Annual Household Income

[A/B/C/D/E/F] indicate a significant difference above the specified variable at a 95% confidence interval		ANNUAL HOUSEHOLD INCOME					
		< \$25k [A]	\$25k-\$35k [B]	\$35k-\$50k [C]	\$50k-\$75k [D]	\$75k-\$100k [E]	\$100k + [F]
<b>Types of schools parents would move their children to attend</b>	Math/Science	57%	51%	61%	57%	52%	61%
	<i>Significant Diff.</i>						
	Gifted Education	39%	33%	47%	46%	51%	55%
	<i>Significant Diff.</i>			<b>B</b>	<b>B</b>	<b>B</b>	<b>A B</b>
	Technology/Computers	54%	52%	51%	50%	42%	39%
	<i>Significant Diff.</i>	<b>F</b>	<b>F</b>		<b>F</b>		
	Visual/Performing Arts	44%	39%	43%	45%	46%	37%
	<i>Significant Diff.</i>						
	Engineering	29%	29%	30%	28%	25%	30%
	<i>Significant Diff.</i>						
	Dual Language	33%	25%	24%	26%	22%	26%
	<i>Significant Diff.</i>						
	Communication Arts	36%	24%	24%	20%	23%	16%
	<i>Significant Diff.</i>	<b>C D E F</b>					
	Before/after school programs	26%	26%	27%	22%	20%	14%
	<i>Significant Diff.</i>	<b>F</b>	<b>F</b>	<b>F</b>			
	Back-to-basics	23%	21%	22%	19%	21%	17%
<i>Significant Diff.</i>							
Internat'l Baccalaureate	27%	13%	20%	17%	20%	17%	
<i>Significant Diff.</i>	<b>B F</b>						
Montessori	21%	19%	16%	12%	13%	11%	
<i>Significant Diff.</i>	<b>F</b>						
Reggio-Emilia inspired	16%	9%	11%	9%	7%	9%	
<i>Significant Diff.</i>	<b>E</b>						

# Table 37: Awareness of choice/Magnet schools by Types of school(s) attended/number of children

[A/B/C] indicate a significant difference above the specified variable at a 95% confidence interval		TYPE OF SCHOOL(S) ATTENDED			NUMBER OF CHILDREN		
		Local [A]	Local/outside [B]	Outside [C]	1 child [A]	2 children [B]	3+ children [C]
<b>Schools child allowed to attend within TUSD</b>	Assigned schools only	10%	6%	1%	5%	2%	8%
	<i>Significant Diff.</i>	<b>C</b>	<b>C</b>		<b>B</b>		<b>B</b>
	Other based on qualification	7%	17%	19%	16%	15%	12%
	<i>Significant Diff.</i>		<b>A</b>	<b>A</b>			
<b>Have heard of the term "magnet school"</b>	Yes	86%	96%	95%	92%	92%	93%
	<i>Significant Diff.</i>		<b>A</b>	<b>A</b>			
	Maybe	3%	3%	1%	2%	2%	3%
	<i>Significant Diff.</i>						
<b>"Magnet school" is a preference moniker for parents</b>	No	11%	2%	3%	6%	6%	4%
	<i>Significant Diff.</i>	<b>B C</b>					
	Yes	28%	35%	45%	38%	37%	45%
	<i>Significant Diff.</i>			<b>A</b>			
<b>"Magnet school" is a preference moniker for parents</b>	Maybe	36%	36%	35%	35%	38%	30%
	<i>Significant Diff.</i>						
	No	36%	29%	20%	27%	26%	25%
	<i>Significant Diff.</i>	<b>C</b>	<b>C</b>				

# Table 38: Awareness of choice/Magnet schools by School-level(s) of child(ren)

[A/B] indicate a significant difference above the specified variable at a 95% confidence interval		ELEMENTARY CHILD		MIDDLE SCHOOL CHILD		HIGH SCHOOL CHILD	
		Yes [A]	No [B]	Yes [A]	No [B]	Yes [A]	No [B]
<b>Schools child allowed to attend within TUSD</b>	Assigned schools only	5%	3%	4%	5%	4%	5%
	<i>Significant Diff.</i>						
	Other based on qualification	9%	31%	17%	13%	29%	9%
	<i>Significant Diff.</i>		<b>A</b>			<b>B</b>	
	Other based on space	86%	66%	79%	82%	67%	87%
	<i>Significant Diff.</i>	<b>B</b>					<b>A</b>
<b>Have heard of the term "magnet school"</b>	Yes	91%	97%	95%	91%	93%	92%
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>			
	Maybe	2%	1%	2%	2%	2%	2%
	<i>Significant Diff.</i>						
	No	7%	2%	3%	7%	5%	6%
	<i>Significant Diff.</i>	<b>B</b>			<b>A</b>		
<b>"Magnet school" is a preference moniker for parents</b>	Yes	37%	44%	41%	37%	45%	36%
	<i>Significant Diff.</i>		<b>A</b>			<b>B</b>	
	Maybe	37%	33%	33%	37%	33%	37%
	<i>Significant Diff.</i>						
	No	27%	24%	26%	26%	22%	28%
	<i>Significant Diff.</i>						<b>A</b>

# Table 39: Awareness of choice/Magnet schools by TUSD School Areas

[A/B/C] indicate a significant difference above the specified variable at a 95% confidence interval		ELEMENTARY SCHOOL AREA			MIDDLE SCHOOL AREA		
		A [A]	B [B]	C [C]	A [A]	B [B]	C [C]
<b>Schools child allowed to attend within TUSD</b>	Assigned schools only	6%	4%	4%	6%	3%	4%
	<i>Significant Diff.</i>						
	Other based on qualification	15%	8%	18%	13%	14%	18%
	<i>Significant Diff.</i>	<b>B</b>		<b>B</b>			
	Other based on space	79%	88%	79%	82%	84%	78%
<i>Significant Diff.</i>		<b>A C</b>					
<b>Have heard of the term "magnet school"</b>	Yes	86%	94%	96%	89%	92%	96%
	<i>Significant Diff.</i>		<b>A</b>	<b>A</b>			<b>A</b>
	Maybe	2%	2%	2%	2%	1%	2%
	<i>Significant Diff.</i>						
	No	11%	4%	2%	9%	6%	2%
<i>Significant Diff.</i>	<b>B C</b>			<b>C</b>	<b>C</b>		
<b>"Magnet school" is a preference moniker for parents</b>	Yes	45%	44%	32%	42%	41%	33%
	<i>Significant Diff.</i>	<b>C</b>	<b>C</b>		<b>C</b>		
	Maybe	31%	33%	39%	32%	40%	37%
	<i>Significant Diff.</i>			<b>A</b>			
	No	25%	23%	29%	26%	20%	31%
<i>Significant Diff.</i>						<b>B</b>	

# Table 40: Awareness of choice/Magnet schools by Race/Ethnicity (White = non-Hispanic Whites)

[A/B] indicate a significant difference above the specified variable at a 95% conf interval		RACE/ETHNICITY									
		White [A]	Other [B]	Hispanic [A]	Other [B]	Black [A]	Other [B]	Native [A]	Other [B]	Asian [A]	Other [B]
<b>Schools child allowed to attend within TUSD</b>	Assigned schools only	3%	7%	7%	3%	5%	4%	9%	4%	2%	4%
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>							
	Other based on quals	13%	16%	16%	14%	14%	14%	19%	14%	22%	14%
	<i>Significant Diff.</i>										
	Other based on space	84%	77%	77%	82%	81%	81%	72%	82%	76%	82%
<i>Significant Diff.</i>	<b>B</b>			<b>A</b>							
<b>Have heard of the term "magnet school"</b>	Yes	98%	86%	83%	98%	91%	94%	98%	94%	92%	94%
	<i>Significant Diff.</i>	<b>B</b>			<b>A</b>						
	Maybe	1%	4%	3%	1%	7%	2%	2%	2%	2%	2%
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>		<b>B</b>					
	No	1%	9%	14%	1%	2%	4%	0%	4%	6%	4%
<i>Significant Diff.</i>		<b>A</b>	<b>B</b>								
<b>"Magnet school" is a preference moniker for parents</b>	Yes	37%	41%	38%	38%	45%	38%	55%	37%	46%	38%
	<i>Significant Diff.</i>							<b>B</b>			
	Maybe	38%	31%	33%	37%	26%	36%	13%	37%	39%	36%
	<i>Significant Diff.</i>	<b>B</b>							<b>A</b>		
	No	25%	28%	29%	25%	29%	26%	33%	26%	15%	27%
<i>Significant Diff.</i>											

# Table 41: Awareness of choice/Magnet schools by Gender/Age Group

[A/B/C/D] indicate a significant difference above the specified variable at a 95% confidence interval		GENDER		AGE GROUP			
		Male [A]	Female [B]	18 – 34 [A]	35 – 44 [B]	45 – 54 [C]	55 + [D]
<b>Schools child allowed to attend within TUSD</b>	Assigned schools only	3%	5%	10%	3%	3%	5%
	<i>Significant Diff.</i>			<b>B C</b>			
	Other based on qualification	19%	14%	10%	10%	21%	35%
	<i>Significant Diff.</i>	<b>B</b>				<b>A B</b>	<b>A B</b>
	Other based on space	78%	82%	80%	87%	77%	60%
<i>Significant Diff.</i>			<b>D</b>	<b>C D</b>	<b>D</b>		
<b>Have heard of the term "magnet school"</b>	Yes	93%	92%	87%	92%	96%	96%
	<i>Significant Diff.</i>					<b>A</b>	
	Maybe	2%	2%	3%	2%	1%	1%
	<i>Significant Diff.</i>						
	No	5%	6%	10%	6%	3%	3%
<i>Significant Diff.</i>			<b>C</b>				
<b>"Magnet school" is a preference moniker for parents</b>	Yes	36%	39%	36%	37%	40%	51%
	<i>Significant Diff.</i>						
	Maybe	41%	35%	38%	37%	35%	24%
	<i>Significant Diff.</i>						
	No	24%	26%	26%	26%	26%	25%
<i>Significant Diff.</i>							



# Table 42: Awareness of choice/Magnet schools by Annual Household Income

[A/B/C/D/E/F] indicate a significant difference above the specified variable at a 95% confidence interval		ANNUAL HOUSEHOLD INCOME					
		< \$25k [A]	\$25k-\$35k [B]	\$35k-\$50k [C]	\$50k-\$75k [D]	\$75k-\$100k [E]	\$100k + [F]
<b>Schools child allowed to attend within TUSD</b>	Assigned schools only	11%	9%	7%	2%	1%	3%
	<i>Significant Diff.</i>	<b>DEF</b>	<b>DE</b>	<b>E</b>			
	Other based on qualification	12%	13%	12%	14%	14%	17%
	<i>Significant Diff.</i>						
	Other based on space	77%	78%	81%	84%	86%	80%
<i>Significant Diff.</i>							
<b>Have heard of the term "magnet school"</b>	Yes	66%	82%	95%	95%	100%	98%
	<i>Significant Diff.</i>		<b>A</b>	<b>AB</b>	<b>AB</b>	<b>ABD</b>	<b>AB</b>
	Maybe	4%	5%	2%	2%	0%	1%
	<i>Significant Diff.</i>						
	No	30%	13%	3%	3%	0%	1%
<i>Significant Diff.</i>	<b>BCDEF</b>	<b>CDEF</b>					
<b>"Magnet school" is a preference moniker for parents</b>	Yes	23%	39%	44%	40%	42%	36%
	<i>Significant Diff.</i>			<b>A</b>		<b>A</b>	
	Maybe	40%	38%	32%	34%	35%	37%
	<i>Significant Diff.</i>						
	No	37%	24%	25%	26%	23%	28%
<i>Significant Diff.</i>							

# Table 43: Assessment of TUSD (a)

## by Types of school(s) attended/number of children

[A/B/C] indicate a significant difference above the specified variable at a 95% confidence interval		TYPE OF SCHOOL(S) ATTENDED			NUMBER OF CHILDREN		
		Local [A]	Local/outside [B]	Outside [C]	1 child [A]	2 children [B]	3+ children [C]
<b>Assessment of TUSD (mean scores on 5-point agreement scale) - Attributes 1 through 9</b>	Quality schools - need to find them	3.59	3.77	3.94	3.82	3.80	3.80
	<i>Significant Diff.</i>			<b>A</b>			
	High quality teachers	3.39	3.37	3.45	3.42	3.44	3.34
	<i>Significant Diff.</i>						
	School staff collaboration	3.37	3.36	3.36	3.33	3.38	3.41
	<i>Significant Diff.</i>						
	Safety/security	3.34	3.39	3.38	3.31	3.44	3.37
	<i>Significant Diff.</i>						
	After school care	3.30	3.32	3.43	3.39	3.40	3.24
	<i>Significant Diff.</i>						
	Many schools/programs	3.17	3.36	3.40	3.36	3.30	3.29
	<i>Significant Diff.</i>			<b>A</b>			
	Principal/school leadership	3.32	3.14	3.28	3.31	3.25	3.26
	<i>Significant Diff.</i>						
Schools that fit most interests	3.01	3.05	3.16	3.08	3.16	3.00	
<i>Significant Diff.</i>							
Transportation	3.19	3.03	3.01	3.12	3.00	3.12	
<i>Significant Diff.</i>	<b>C</b>						

# Table 44: Assessment of TUSD (b)

## by Types of school(s) attended/number of children

[A/B/C] indicate a significant difference above the specified variable at a 95% confidence interval		TYPE OF SCHOOL(S) ATTENDED			NUMBER OF CHILDREN		
		Local [A]	Local/outside [B]	Outside [C]	1 child [A]	2 children [B]	3+ children [C]
<b>Assessment of TUSD (mean scores on 5-point agreement scale) - Attributes 10 through 18</b>	Maintained buildings	3.16	3.14	2.96	3.02	3.03	3.24
	<i>Significant Diff.</i>	<b>C</b>					<b>A B</b>
	Adequate extra-curriculars	2.89	3.09	3.12	3.05	3.04	3.08
	<i>Significant Diff.</i>			<b>A</b>			
	High quality schools	2.93	2.91	2.99	2.95	2.98	2.99
	<i>Significant Diff.</i>						
	Strong parent involvement	2.97	2.91	2.94	2.96	2.93	2.99
	<i>Significant Diff.</i>						
	Necessary technology	2.79	2.66	2.67	2.70	2.67	2.87
	<i>Significant Diff.</i>						
	School size (# of students)	2.73	2.65	2.71	2.73	2.69	2.75
	<i>Significant Diff.</i>						
	High achievement scores	2.73	2.66	2.66	2.68	2.69	2.67
	<i>Significant Diff.</i>						
Good student-teacher ratio	2.58	2.42	2.46	2.51	2.48	2.52	
<i>Significant Diff.</i>							
Strong academics	2.39	2.39	2.36	2.38	2.38	2.38	
<i>Significant Diff.</i>							

## Table 45: Assessment of TUSD (a) by School-level(s) of child(ren)

[A/B] indicate a significant difference above the specified variable at a 95% confidence interval		ELEMENTARY CHILD		MIDDLE SCHOOL CHILD		HIGH SCHOOL CHILD	
		Yes [A]	No [B]	Yes [A]	No [B]	Yes [A]	No [B]
<b>Assessment of TUSD (mean scores on 5-point agreement scale) - Attributes 1 through 9</b>	Quality schools - need to find them	3.80	3.83	3.82	3.81	3.80	3.81
	<i>Significant Diff.</i>						
	High quality teachers	3.47	3.28	3.39	3.44	3.26	3.49
	<i>Significant Diff.</i>	<b>B</b>					<b>A</b>
	School staff collaboration	3.43	3.19	3.32	3.39	3.26	3.41
	<i>Significant Diff.</i>	<b>B</b>					<b>A</b>
	Safety/security	3.41	3.26	3.30	3.41	3.38	3.37
	<i>Significant Diff.</i>	<b>B</b>			<b>A</b>		
	After school care	3.43	3.20	3.30	3.40	3.24	3.42
	<i>Significant Diff.</i>	<b>B</b>					<b>A</b>
	Many schools/programs	3.31	3.38	3.32	3.33	3.37	3.31
	<i>Significant Diff.</i>						
	Principal/school leadership	3.32	3.13	3.22	3.30	3.12	3.34
	<i>Significant Diff.</i>	<b>B</b>					<b>A</b>
	Schools that fit most interests	3.08	3.16	3.06	3.12	3.19	3.07
<i>Significant Diff.</i>							
Transportation	3.11	2.94	2.94	3.13	2.95	3.11	
<i>Significant Diff.</i>	<b>B</b>			<b>A</b>		<b>A</b>	

## Table 46: Assessment of TUSD (b) by School-level(s) of child(ren)

[A/B] indicate a significant difference above the specified variable at a 95% confidence interval		ELEMENTARY CHILD		MIDDLE SCHOOL CHILD		HIGH SCHOOL CHILD	
		Yes [A]	No [B]	Yes [A]	No [B]	Yes [A]	No [B]
<b>Assessment of TUSD (mean scores on 5-point agreement scale) - Attributes 10 through 18</b>	Maintained buildings	3.13	2.82	3.02	3.07	2.92	3.10
	<i>Significant Diff.</i>	<b>B</b>					<b>A</b>
	Adequate extra-curriculars	2.96	3.29	3.07	3.04	3.30	2.94
	<i>Significant Diff.</i>		<b>A</b>			<b>B</b>	
	High quality schools	2.99	2.91	2.95	2.98	2.96	2.98
	<i>Significant Diff.</i>						
	Strong parent involvement	3.00	2.80	2.84	3.00	2.84	3.00
	<i>Significant Diff.</i>	<b>B</b>			<b>A</b>		<b>A</b>
	Necessary technology	2.77	2.54	2.63	2.75	2.71	2.71
	<i>Significant Diff.</i>	<b>B</b>					
	School size (# of students)	2.74	2.63	2.62	2.76	2.69	2.72
	<i>Significant Diff.</i>				<b>A</b>		
	High achievement scores	2.68	2.70	2.67	2.69	2.75	2.66
	<i>Significant Diff.</i>						
	Good student-teacher ratio	2.48	2.53	2.46	2.51	2.54	2.48
<i>Significant Diff.</i>							
Strong academics	2.37	2.40	2.40	2.37	2.42	2.36	
<i>Significant Diff.</i>							

# Table 47: Assessment of TUSD (a)

## by TUSD School Areas

[A/B/C] indicate a significant difference above the specified variable at a 95% confidence interval		ELEMENTARY SCHOOL AREA			MIDDLE SCHOOL AREA		
		A [A]	B [B]	C [C]	A [A]	B [B]	C [C]
<b>Assessment of TUSD (mean scores on 5-point agreement scale) - Attributes 1 through 9</b>	Quality schools - need to find them <i>Significant Diff.</i>	3.75	3.88	3.83	3.80	3.91	3.79
	High quality teachers <i>Significant Diff.</i>	3.51	3.50	3.30	3.48	3.53	3.28
	School staff collaboration <i>Significant Diff.</i>	3.42	3.40	3.26	3.37	3.37	3.30
	Safety/security <i>Significant Diff.</i>	3.44	3.39	3.32	3.45	3.37	3.27
	After school care <i>Significant Diff.</i>	3.27	3.33	3.43	3.27	3.48	3.42
	Many schools/programs <i>Significant Diff.</i>	3.37	3.38	3.24	3.36	3.45	3.20
	Principal/school leadership <i>Significant Diff.</i>	3.31	3.27	3.19	3.27	3.30	3.20
	Schools that fit most interests <i>Significant Diff.</i>	3.20	3.14	3.01	3.18	3.17	2.99
	Transportation <i>Significant Diff.</i>	3.20	3.15	2.90	3.17	3.15	2.85
		<b>C</b>	<b>C</b>		<b>C</b>	<b>C</b>	

# Table 48: Assessment of TUSD (b)

## by TUSD School Areas

[A/B/C] indicate a significant difference above the specified variable at a 95% confidence interval		ELEMENTARY SCHOOL AREA			MIDDLE SCHOOL AREA		
		A [A]	B [B]	C [C]	A [A]	B [B]	C [C]
<b>Assessment of TUSD (mean scores on 5-point agreement scale) - Attributes 10 through 18</b>	Maintained buildings	3.16	3.14	2.91	3.17	3.00	2.93
	<i>Significant Diff.</i>	<b>C</b>	<b>C</b>		<b>C</b>		
	Adequate extra-curriculars	3.03	2.99	3.05	3.01	3.14	3.02
	<i>Significant Diff.</i>						
	High quality schools	3.06	3.05	2.83	3.00	3.03	2.87
	<i>Significant Diff.</i>	<b>C</b>	<b>C</b>				
	Strong parent involvement	3.06	2.94	2.87	3.03	2.95	2.85
	<i>Significant Diff.</i>	<b>C</b>			<b>C</b>		
	Necessary technology	2.89	2.76	2.50	2.80	2.68	2.55
	<i>Significant Diff.</i>	<b>C</b>	<b>C</b>		<b>C</b>		
	School size (# of students)	2.74	2.79	2.65	2.75	2.71	2.67
	<i>Significant Diff.</i>						
	High achievement scores	2.73	2.68	2.63	2.71	2.67	2.65
	<i>Significant Diff.</i>						
Good student-teacher ratio	2.66	2.49	2.38	2.56	2.48	2.43	
<i>Significant Diff.</i>	<b>C</b>						
Strong academics	2.49	2.40	2.27	2.39	2.42	2.31	
<i>Significant Diff.</i>	<b>C</b>						

# Table 49: Assessment of TUSD (a)

## by Race/Ethnicity (White = non-Hispanic Whites)

[A/B] indicate a significant difference above the specified variable at a 95% conf interval		RACE/ETHNICITY									
		White [A]	Other [B]	Hispanic [A]	Other [B]	Black [A]	Other [B]	Native [A]	Other [B]	Asian [A]	Other [B]
<b>Assessment of TUSD (mean scores on 5-point agreement scale) - Attributes 1 through 9</b>	Qual schls - need find them	3.86	3.75	3.73	3.84	3.74	3.82	3.56	3.83	4.00	3.81
	<i>Significant Diff.</i>										
	High quality teachers	3.38	3.47	3.51	3.38	3.29	3.42	3.46	3.41	3.50	3.41
	<i>Significant Diff.</i>			<b>B</b>							
	School staff collaboration	3.33	3.38	3.44	3.32	3.00	3.36	3.00	3.37	3.49	3.34
	<i>Significant Diff.</i>			<b>B</b>			<b>A</b>		<b>A</b>		
	Safety/security	3.33	3.46	3.47	3.33	3.49	3.37	3.44	3.37	3.39	3.37
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>							
	After school care	3.49	3.19	3.23	3.44	3.26	3.39	2.74	3.42	3.46	3.39
	<i>Significant Diff.</i>	<b>B</b>			<b>A</b>				<b>A</b>		
	Many schools/programs	3.31	3.26	3.31	3.32	3.36	3.29	3.11	3.30	3.20	3.30
	<i>Significant Diff.</i>										
	Principal/school leadership	3.27	3.25	3.31	3.25	3.07	3.27	2.98	3.28	3.33	3.26
	<i>Significant Diff.</i>								<b>A</b>		
	Schools fit most interests	3.05	3.16	3.21	3.05	3.17	3.08	2.78	3.10	3.07	3.08
<i>Significant Diff.</i>			<b>B</b>					<b>A</b>			
Transportation	2.96	3.13	3.23	2.96	2.98	3.02	2.76	3.03	3.16	3.01	
<i>Significant Diff.</i>		<b>A</b>	<b>B</b>								



# Table 50: Assessment of TUSD (b) by Race/Ethnicity (White = non-Hispanic Whites)

[A/B] indicate a significant difference above the specified variable at a 95% conf interval		RACE/ETHNICITY									
		White [A]	Other [B]	Hispanic [A]	Other [B]	Black [A]	Other [B]	Native [A]	Other [B]	Asian [A]	Other [B]
<b>Assessment of TUSD (mean scores on 5-point agreement scale) - Attributes 10 through 18</b>	Maintained buildings	2.94	3.20	3.23	2.95	3.17	3.02	2.96	3.03	3.00	3.03
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>							
	Adequate extra-curriculars	3.01	3.09	3.10	3.03	3.07	3.03	2.98	3.04	3.41	3.02
	<i>Significant Diff.</i>									<b>B</b>	
	High quality schools	2.84	3.10	3.17	2.86	2.90	2.93	3.06	2.92	3.07	2.92
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>							
	Strong parent involvement	2.87	2.99	3.08	2.88	2.83	2.91	2.78	2.92	3.11	2.90
	<i>Significant Diff.</i>			<b>B</b>							
	Necessary technology	2.52	2.93	2.99	2.56	2.79	2.65	2.70	2.66	2.80	2.65
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>							
	School size (# of students)	2.66	2.74	2.82	2.65	2.67	2.69	2.35	2.71	2.59	2.70
	<i>Significant Diff.</i>			<b>B</b>					<b>A</b>		
	High achievement scores	2.58	2.82	2.85	2.61	2.49	2.67	2.77	2.66	2.85	2.66
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>							
Good student-teacher ratio	2.38	2.61	2.69	2.40	2.67	2.45	2.28	2.47	2.63	2.45	
<i>Significant Diff.</i>		<b>A</b>	<b>B</b>								
Strong academics	2.27	2.50	2.55	2.30	2.17	2.35	2.67	2.33	2.40	2.34	
<i>Significant Diff.</i>		<b>A</b>	<b>B</b>				<b>B</b>				

# Table 51: Assessment of TUSD (a) by Gender/Age Group

[A/B/C/D] indicate a significant difference above the specified variable at a 95% confidence interval		GENDER		AGE GROUP			
		Male [A]	Female [B]	18 – 34 [A]	35 – 44 [B]	45 – 54 [C]	55 + [D]
<b>Assessment of TUSD (mean scores on 5-point agreement scale) - Attributes 1 through 9</b>	Quality schools - need to find them <i>Significant Diff.</i>	3.73	3.82	3.83	3.76	3.86	3.92
	High quality teachers <i>Significant Diff.</i>	3.39	3.42	3.48	3.42	3.40	3.38
	School staff collaboration <i>Significant Diff.</i>	3.19	3.40	3.53	3.35	3.30	3.21
	Safety/security <i>Significant Diff.</i>	3.25	3.40	3.46	3.37	3.35	3.24
	After school care <i>Significant Diff.</i>	3.24	3.39	3.40	3.38	3.37	3.21
	Many schools/programs <i>Significant Diff.</i>	3.22	3.34	3.27	3.33	3.32	3.46
	Principal/school leadership <i>Significant Diff.</i>	3.17	3.29	3.42	3.29	3.18	3.14
	Schools that fit most interests <i>Significant Diff.</i>	3.03	3.11	3.06	3.10	3.13	3.14
	Transportation <i>Significant Diff.</i>	2.89	3.10	3.26	3.09	2.94	2.83

## Table 52: Assessment of TUSD (b) by Gender/Age Group

[A/B/C/D] indicate a significant difference above the specified variable at a 95% confidence interval		GENDER		AGE GROUP			
		Male [A]	Female [B]	18 – 34 [A]	35 – 44 [B]	45 – 54 [C]	55 + [D]
<b>Assessment of TUSD (mean scores on 5-point agreement scale) - Attributes 10 through 18</b>	Maintained buildings	2.90	3.08	3.28	3.07	2.89	3.00
	<i>Significant Diff.</i>		<b>A</b>	<b>B C</b>			
	Adequate extra-curriculars	3.04	3.05	2.90	3.05	3.11	3.16
	<i>Significant Diff.</i>						
	High quality schools	2.84	2.99	3.08	2.92	2.97	2.97
	<i>Significant Diff.</i>						
	Strong parent involvement	2.72	2.99	3.16	2.92	2.89	2.78
	<i>Significant Diff.</i>		<b>A</b>	<b>B C D</b>			
	Necessary technology	2.62	2.73	3.17	2.68	2.49	2.55
	<i>Significant Diff.</i>			<b>B C D</b>			
	School size (# of students)	2.60	2.73	2.86	2.70	2.63	2.72
	<i>Significant Diff.</i>			<b>C</b>			
	High achievement scores	2.55	2.71	2.80	2.61	2.72	2.77
	<i>Significant Diff.</i>		<b>A</b>	<b>B</b>			
Good student-teacher ratio	2.55	2.49	2.71	2.43	2.46	2.51	
<i>Significant Diff.</i>			<b>B C</b>				
Strong academics	2.30	2.39	2.54	2.28	2.40	2.52	
<i>Significant Diff.</i>			<b>B</b>				

# Table 53: Assessment of TUSD (a) by Annual Household Income

[A/B/C/D/E/F] indicate a significant difference above the specified variable at a 95% confidence interval		ANNUAL HOUSEHOLD INCOME					
		< \$25k [A]	\$25k-\$35k [B]	\$35k-\$50k [C]	\$50k-\$75k [D]	\$75k-\$100k [E]	\$100k + [F]
<b>Assessment of TUSD (mean scores on 5-point agreement scale) - Attributes 1 through 9</b>	Quality schools - need to find them <i>Significant Diff.</i>	3.95	3.73	3.75	3.78	3.89	3.77
	High quality teachers <i>Significant Diff.</i>	3.72	3.53	3.41	3.38	3.45	3.28
	School staff collaboration <i>Significant Diff.</i>	3.76	3.44	3.35	3.33	3.26	3.26
	Safety/security <i>Significant Diff.</i>	3.80	3.47	3.29	3.31	3.35	3.32
	After school care <i>Significant Diff.</i>	3.55	3.17	3.21	3.36	3.46	3.47
	Many schools/programs <i>Significant Diff.</i>	3.54	3.34	3.18	3.29	3.32	3.32
	Principal/school leadership <i>Significant Diff.</i>	3.71	3.37	3.27	3.23	3.14	3.22
	Schools that fit most interests <i>Significant Diff.</i>	3.34	3.19	3.03	3.06	3.07	3.10
	Transportation <i>Significant Diff.</i>	3.55	3.11	2.95	2.97	2.99	3.04

# Table 54: Assessment of TUSD (b) by Annual Household Income

[A/B/C/D/E/F] indicate a significant difference above the specified variable at a 95% confidence interval		ANNUAL HOUSEHOLD INCOME					
		< \$25k [A]	\$25k-\$35k [B]	\$35k-\$50k [C]	\$50k-\$75k [D]	\$75k-\$100k [E]	\$100k + [F]
<b>Assessment of TUSD (mean scores on 5-point agreement scale) - Attributes 10 through 18</b>	Maintained buildings	3.39	3.42	3.10	3.03	2.86	2.92
	<i>Significant Diff.</i>	<b>DEF</b>	<b>DEF</b>				
	Adequate extra-curriculars	3.02	3.06	2.98	3.01	3.07	3.10
	<i>Significant Diff.</i>						
	High quality schools	3.54	3.12	2.94	2.93	2.81	2.83
	<i>Significant Diff.</i>	<b>BCDEF</b>					
	Strong parent involvement	3.52	3.08	2.89	2.77	2.88	2.95
	<i>Significant Diff.</i>	<b>BCDEF</b>					
	Necessary technology	3.62	3.24	2.82	2.56	2.37	2.43
	<i>Significant Diff.</i>	<b>CDEF</b>	<b>CDEF</b>	<b>EF</b>			
	School size (# of students)	3.25	2.85	2.70	2.60	2.58	2.66
	<i>Significant Diff.</i>	<b>CDEF</b>					
	High achievement scores	3.20	2.89	2.67	2.68	2.55	2.53
	<i>Significant Diff.</i>	<b>CDEF</b>	<b>EF</b>				
Good student-teacher ratio	3.14	2.71	2.46	2.32	2.43	2.40	
<i>Significant Diff.</i>	<b>BCDEF</b>	<b>D</b>					
Strong academics	2.88	2.77	2.52	2.39	2.20	2.11	
<i>Significant Diff.</i>	<b>DEF</b>	<b>DEF</b>	<b>EF</b>	<b>F</b>			

# Table 55: Activities during school selection process by Types of school(s) attended/number of children

[A/B/C] indicate a significant difference above the specified variable at a 95% confidence interval		TYPE OF SCHOOL(S) ATTENDED			NUMBER OF CHILDREN		
		Local [A]	Local/outside [B]	Outside [C]	1 child [A]	2 children [B]	3+ children [C]
<b>Likely to do when deciding where to send child to school</b>	Visit school	82%	82%	90%	87%	86%	86%
	<i>Significant Diff.</i>			<b>A B</b>			
	Speak to current parents of school	77%	80%	84%	81%	81%	81%
	<i>Significant Diff.</i>			<b>A</b>			
	Visit school website	73%	77%	75%	75%	73%	74%
	<i>Significant Diff.</i>						
	Visit school district's website	59%	66%	60%	60%	60%	62%
	<i>Significant Diff.</i>						
	Ask current teacher re: other schools	57%	57%	62%	59%	59%	62%
	<i>Significant Diff.</i>						
	Speak with principal	56%	53%	61%	58%	59%	56%
	<i>Significant Diff.</i>						
	Speak with teachers	54%	54%	61%	59%	57%	56%
	<i>Significant Diff.</i>			<b>A</b>			
	On-line research	57%	59%	58%	59%	57%	53%
	<i>Significant Diff.</i>						
	Read school brochure	41%	49%	44%	46%	42%	45%
<i>Significant Diff.</i>							
Attend school selection events	41%	41%	44%	46%	40%	41%	
<i>Significant Diff.</i>							
Ask current princpl re: other schools	39%	34%	41%	41%	40%	34%	
<i>Significant Diff.</i>							
Register at assigned school	22%	14%	2%	10%	11%	12%	
<i>Significant Diff.</i>	<b>B C</b>	<b>C</b>					

# Table 56: Activities during school selection process by School-level(s) of child(ren)

[A/B] indicate a significant difference above the specified variable at a 95% confidence interval		ELEMENTARY CHILD		MIDDLE SCHOOL CHILD		HIGH SCHOOL CHILD	
		Yes [A]	No [B]	Yes [A]	No [B]	Yes [A]	No [B]
<b>Likely to do when deciding where to send child to school</b>	Visit school	88%	82%	87%	86%	80%	89%
	<i>Significant Diff.</i>	<b>B</b>					<b>A</b>
	Speak to current parents of school	82%	76%	80%	81%	76%	83%
	<i>Significant Diff.</i>	<b>B</b>					<b>A</b>
	Visit school website	76%	68%	74%	75%	67%	77%
	<i>Significant Diff.</i>	<b>B</b>					<b>A</b>
	Visit school district's website	63%	53%	61%	60%	51%	65%
	<i>Significant Diff.</i>	<b>B</b>					<b>A</b>
	Ask current teacher re: other schools	61%	55%	59%	60%	56%	61%
	<i>Significant Diff.</i>	<b>B</b>					
	Speak with principal	62%	47%	54%	60%	48%	63%
	<i>Significant Diff.</i>	<b>B</b>			<b>A</b>		<b>A</b>
	Speak with teachers	63%	42%	53%	60%	42%	64%
	<i>Significant Diff.</i>	<b>B</b>			<b>A</b>		<b>A</b>
	On-line research	60%	51%	57%	58%	48%	61%
	<i>Significant Diff.</i>	<b>B</b>					<b>A</b>
	Read school brochure	45%	42%	46%	43%	41%	45%
<i>Significant Diff.</i>							
Attend school selection events	44%	39%	43%	42%	39%	44%	
<i>Significant Diff.</i>							
Ask current princpl re: other schools	41%	35%	38%	40%	34%	42%	
<i>Significant Diff.</i>	<b>B</b>					<b>A</b>	
Register at assigned school	11%	10%	10%	11%	11%	10%	
<i>Significant Diff.</i>							

# Table 57: Activities during school selection process by TUSD School Areas

[A/B/C] indicate a significant difference above the specified variable at a 95% confidence interval		ELEMENTARY SCHOOL AREA			MIDDLE SCHOOL AREA		
		A [A]	B [B]	C [C]	A [A]	B [B]	C [C]
<b>Likely to do when deciding where to send child to school</b>	Visit school	85%	90%	88%	85%	92%	87%
	<i>Significant Diff.</i>						
	Speak to current parents of school	80%	82%	83%	81%	82%	83%
	<i>Significant Diff.</i>						
	Visit school website	70%	77%	79%	74%	77%	76%
	<i>Significant Diff.</i>			<b>A</b>			
	Visit school district's website	59%	61%	63%	62%	62%	59%
	<i>Significant Diff.</i>						
	Ask current teacher re: other schools	57%	66%	61%	61%	65%	57%
	<i>Significant Diff.</i>						
	Speak with principal	60%	60%	57%	62%	64%	52%
	<i>Significant Diff.</i>				<b>C</b>	<b>C</b>	
	Speak with teachers	58%	67%	56%	60%	65%	53%
	<i>Significant Diff.</i>		<b>C</b>			<b>C</b>	
	On-line research	52%	63%	62%	58%	59%	58%
	<i>Significant Diff.</i>		<b>A</b>	<b>A</b>			
Read school brochure	45%	47%	43%	45%	47%	42%	
<i>Significant Diff.</i>							
Attend school selection events	44%	46%	42%	44%	49%	40%	
<i>Significant Diff.</i>							
Ask current princpl re: other schools	39%	39%	40%	42%	44%	35%	
<i>Significant Diff.</i>							
Register at assigned school	10%	10%	12%	10%	10%	13%	
<i>Significant Diff.</i>							



# Table 58: Activities during school selection process by Race/Ethnicity (White = non-Hispanic Whites)

[A/B] indicate a significant difference above the specified variable at a 95% conf interval		RACE/ETHNICITY									
		White [A]	Other [B]	Hispanic [A]	Other [B]	Black [A]	Other [B]	Native [A]	Other [B]	Asian [A]	Other [B]
<b>Likely to do when deciding where to send child to school</b>	Visit school	90%	83%	82%	89%	84%	88%	84%	88%	76%	88%
	<i>Significant Diff.</i>	<b>B</b>			<b>A</b>						<b>A</b>
	Speak to current parents	86%	75%	77%	83%	84%	82%	73%	82%	69%	82%
	<i>Significant Diff.</i>	<b>B</b>			<b>A</b>						<b>A</b>
	Visit school website	80%	70%	69%	77%	63%	77%	67%	77%	63%	77%
	<i>Significant Diff.</i>	<b>B</b>			<b>A</b>		<b>A</b>				<b>A</b>
	Visit school dist's website	63%	59%	58%	62%	56%	62%	58%	62%	45%	63%
	<i>Significant Diff.</i>										<b>A</b>
	Ask their current teacher	64%	56%	55%	62%	51%	62%	51%	62%	49%	62%
	<i>Significant Diff.</i>	<b>B</b>			<b>A</b>						
	Speak with principal	62%	56%	55%	60%	67%	59%	51%	60%	51%	60%
	<i>Significant Diff.</i>										
	Speak with teachers	62%	58%	55%	60%	51%	61%	58%	60%	57%	60%
	<i>Significant Diff.</i>										
	On-line research	62%	54%	52%	61%	49%	59%	53%	59%	59%	59%
	<i>Significant Diff.</i>	<b>B</b>			<b>A</b>						
	Read school brochure	43%	46%	46%	44%	44%	44%	45%	44%	41%	44%
	<i>Significant Diff.</i>										
School selection events	43%	45%	43%	43%	47%	43%	47%	43%	43%	44%	
<i>Significant Diff.</i>											
Ask their current prncpl	41%	39%	40%	40%	37%	40%	33%	41%	37%	40%	
<i>Significant Diff.</i>											
Register at assigned school	10%	10%	12%	10%	7%	10%	9%	10%	8%	10%	
<i>Significant Diff.</i>											

# Table 59: Activities during school selection process by Gender/Age Group

[A/B/C/D] indicate a significant difference above the specified variable at a 95% confidence interval		GENDER		AGE GROUP			
		Male [A]	Female [B]	18 – 34 [A]	35 – 44 [B]	45 – 54 [C]	55 + [D]
<b>Likely to do when deciding where to send child to school</b>	Visit school	84%	87%	86%	87%	87%	86%
	<i>Significant Diff.</i>						
	Speak to current parents of school	79%	82%	77%	82%	83%	73%
	<i>Significant Diff.</i>						
	Visit school website	71%	75%	77%	74%	75%	71%
	<i>Significant Diff.</i>						
	Visit school district's website	55%	61%	62%	63%	56%	58%
	<i>Significant Diff.</i>						
	Ask current teacher re: other schools	60%	60%	61%	60%	61%	54%
	<i>Significant Diff.</i>						
	Speak with principal	60%	58%	51%	63%	57%	56%
	<i>Significant Diff.</i>				<b>A</b>		
	Speak with teachers	66%	56%	62%	60%	53%	54%
	<i>Significant Diff.</i>	<b>B</b>					
	On-line research	61%	57%	61%	62%	51%	47%
	<i>Significant Diff.</i>				<b>C</b>		
Read school brochure	48%	43%	42%	45%	41%	57%	
<i>Significant Diff.</i>							
Attend school selection events	45%	42%	46%	42%	42%	44%	
<i>Significant Diff.</i>							
Ask current princpl re: other schools	42%	39%	36%	40%	41%	42%	
<i>Significant Diff.</i>							
Register at assigned school	11%	11%	13%	10%	11%	9%	
<i>Significant Diff.</i>							

# Table 60: Activities during school selection process by Annual Household Income

[A/B/C/D/E/F] indicate a significant difference above the specified variable at a 95% confidence interval		ANNUAL HOUSEHOLD INCOME					
		< \$25k [A]	\$25k-\$35k [B]	\$35k-\$50k [C]	\$50k-\$75k [D]	\$75k-\$100k [E]	\$100k + [F]
<b>Likely to do when deciding where to send child to school</b>	Visit school	77%	79%	85%	89%	88%	93%
	<i>Significant Diff.</i>				<b>A</b>		<b>A B</b>
	Speak to current parents of school	65%	68%	79%	84%	83%	90%
	<i>Significant Diff.</i>			<b>A</b>	<b>A B</b>	<b>A B</b>	<b>A B C</b>
	Visit school website	60%	65%	77%	78%	77%	81%
	<i>Significant Diff.</i>			<b>A</b>	<b>A</b>	<b>A</b>	<b>A B</b>
	Visit school district's website	49%	54%	66%	63%	63%	65%
	<i>Significant Diff.</i>						<b>A</b>
	Ask current teacher re: other schools	49%	49%	55%	63%	65%	69%
	<i>Significant Diff.</i>					<b>A B</b>	<b>A B C</b>
	Speak with principal	48%	47%	54%	58%	61%	71%
	<i>Significant Diff.</i>						<b>A B C D</b>
	Speak with teachers	45%	50%	54%	60%	67%	65%
	<i>Significant Diff.</i>					<b>A B</b>	<b>A</b>
	On-line research	46%	49%	59%	62%	58%	66%
	<i>Significant Diff.</i>				<b>A</b>		<b>A B</b>
	Read school brochure	51%	39%	49%	44%	44%	44%
<i>Significant Diff.</i>							
Attend school selection events	38%	45%	49%	45%	42%	44%	
<i>Significant Diff.</i>							
Ask current princpl re: other schools	35%	35%	40%	37%	39%	48%	
<i>Significant Diff.</i>							
Register at assigned school	20%	9%	10%	9%	10%	11%	
<i>Significant Diff.</i>	<b>D E</b>						

# Table 61: Decision involvement cluster by Types of school(s) attended/number of children

[A/B/C] indicate a significant difference above the specified variable at a 95% confidence interval		TYPE OF SCHOOL(S) ATTENDED			NUMBER OF CHILDREN		
		Local [A]	Local/outside [B]	Outside [C]	1 child [A]	2 children [B]	3+ children [C]
<b>Decision Involvement Cluster</b>	Higher involvement	47%	51%	60%	56%	53%	52%
	<i>Significant Diff.</i>			<b>A B</b>			
	Moderate involvement	35%	31%	31%	31%	33%	34%
	<i>Significant Diff.</i>	<b>C</b>					
	Lower involvement	18%	18%	10%	13%	14%	14%
	<i>Significant Diff.</i>	<b>C</b>	<b>C</b>				

## Table 62: Decision involvement cluster by School-level(s) of child(ren)

[A/B] indicate a significant difference above the specified variable at a 95% confidence interval		ELEMENTARY CHILD		MIDDLE SCHOOL CHILD		HIGH SCHOOL CHILD	
		Yes [A]	No [B]	Yes [A]	No [B]	Yes [A]	No [B]
<b>Decision Involvement Cluster</b>	Higher involvement	57%	46%	53%	55%	45%	58%
	<i>Significant Diff.</i>	<b>B</b>					<b>A</b>
	Moderate involvement	31%	36%	34%	31%	35%	31%
	<i>Significant Diff.</i>		<b>A</b>			<b>B</b>	
	Lower involvement	12%	19%	13%	14%	20%	11%
<i>Significant Diff.</i>		<b>A</b>			<b>B</b>		

# Table 63: Decision involvement cluster by TUSD School Areas

[A/B/C] indicate a significant difference above the specified variable at a 95% confidence interval		ELEMENTARY SCHOOL AREA			MIDDLE SCHOOL AREA		
		A [A]	B [B]	C [C]	A [A]	B [B]	C [C]
<b>Decision Involvement Cluster</b>	Higher involvement	51%	58%	57%	54%	60%	53%
	<i>Significant Diff.</i>		<b>A</b>	<b>A</b>			
	Moderate involvement	34%	32%	31%	31%	32%	34%
	<i>Significant Diff.</i>						
	Lower involvement	16%	10%	12%	15%	8%	13%
	<i>Significant Diff.</i>	<b>B</b>			<b>B</b>		<b>B</b>

# Table 64: Decision involvement cluster by Race/Ethnicity (White = non-Hispanic Whites)

[A/B] indicate a significant difference above the specified variable at a 95% conf interval		RACE/ETHNICITY									
		White [A]	Other [B]	Hispanic [A]	Other [B]	Black [A]	Other [B]	Native [A]	Other [B]	Asian [A]	Other [B]
<b>Decision Involvement Cluster</b>	Higher involvement	59%	51%	51%	56%	54%	57%	42%	57%	45%	57%
	<i>Significant Diff.</i>	<b>B</b>			<b>A</b>				<b>A</b>		<b>A</b>
	Moderate involvement	31%	32%	31%	33%	30%	32%	42%	31%	31%	32%
	<i>Significant Diff.</i>							<b>B</b>			
	Lower involvement	10%	17%	18%	11%	16%	12%	16%	12%	25%	12%
<i>Significant Diff.</i>		<b>A</b>	<b>B</b>						<b>B</b>		

# Table 65: Decision involvement cluster by Gender/Age Group

[A/B/C/D] indicate a significant difference above the specified variable at a 95% confidence interval		GENDER		AGE GROUP			
		Male [A]	Female [B]	18 – 34 [A]	35 – 44 [B]	45 – 54 [C]	55 + [D]
<b>Decision Involvement Cluster</b>	Higher involvement <i>Significant Diff.</i>	51%	55%	52%	56%	54%	51%
	Moderate involvement <i>Significant Diff.</i>	33%	32%	33%	31%	33%	35%
	Lower involvement <i>Significant Diff.</i>	16%	13%	14%	13%	13%	14%



## Table 66: Decision involvement cluster by Annual Household Income

[A/B/C/D/E/F] indicate a significant difference above the specified variable at a 95% confidence interval		ANNUAL HOUSEHOLD INCOME					
		< \$25k [A]	\$25k-\$35k [B]	\$35k-\$50k [C]	\$50k-\$75k [D]	\$75k-\$100k [E]	\$100k + [F]
<b>Decision Involvement Cluster</b>	Higher involvement	38%	45%	55%	57%	58%	63%
	<i>Significant Diff.</i>			<b>A</b>	<b>A B</b>	<b>A B</b>	<b>A B</b>
	Moderate involvement	39%	35%	30%	32%	30%	30%
	<i>Significant Diff.</i>						
	Lower involvement	23%	21%	15%	11%	12%	7%
	<i>Significant Diff.</i>	<b>DEF</b>	<b>DEF</b>	<b>F</b>			

# Appendix III : Open Ended Responses

**(Note: the responses are verbatim – in order to maintain the integrity of the original response, typos, misspellings and grammatical errors have not been corrected)**

# Open Ended Responses

Q20. When making the decision on where to send your child to school, which of the following are you likely to do? – Other specify

- All of the above
- Analyze scores
- Ask child where they wanna go
- Ask co-workers
- Ask friends
- Ask friends and relatives with school age children what they think of they school their children attend
- Ask friends that are parents of similar school-aged children about their opinion/research on the schools i am considering, regardless of whether or not they have children there.
- Ask kids that currently attend that school what they think about it.
- Ask my child where she wants to go
- Ask other parents
- Ask other parents where they are going to send their student and why. Go to ade and check schools' report cards
- Attend any functions that the school that i am interested in might offer and sit in on class instruction in that school too.
- Attend district meetings
- Attend open houses prior to enrollment
- Attend site council and pta meetings of potential schools
- Buy a house in the district
- Check location to my place of work or home
- Check school stats rating

# Open Ended Responses

Q20. When making the decision on where to send your child to school, which of the following are you likely to do? – Other specify

- Check school zip code on america's most wanted web-site
- Check test scores
- Check test scores
- Check test scores in paper
- Check which school is close
- Compare with schools nationwide
- Consider socio-economic data
- Consult the children/young people who attend schools i am considering
- Curriculum, after school classes, positive learning environment, safety!!!!, get a better list categories don't reflect me as a parent!
- Determine transportation needs
- Do they have a full time librarian
- Drive by the school and speak with the day cares
- Get opinions from friends and neighbors
- Go to events at the schools i am considering (band concerts, plays, etc.)
- Go to the ade report card page
- Go to the school unannounced in janitorial garb with a mop and check out the nooks and cranies of the school without the "glossy brochure" official tour.
- Have child shadow a student
- Have child tested for gate schools
- Have my child visit the school

# Open Ended Responses

Q20. When making the decision on where to send your child to school, which of the following are you likely to do? – Other specify

- Kidco
- Look at school safety reports on ade
- Look at school test scores
- Look for a hs that is smaller
- Media
- Move back east
- Must have a great band!
- My friend teaches at the middle school we picked for next year
- Newspapers scores
- Not interested in another school
- Offers student learning & tutoring
- Open enrollment / application
- Other family members
- Passing/failing scores
- Proximity to home
- Rank of school
- Reputation of uhs
- Research all available school districts
- Research scores
- School academic counselor
- Seek gifted programs

# Open Ended Responses

Q20. When making the decision on where to send your child to school, which of the following are you likely to do? – Other specify

- Seeking stronger principal
- Send my child to a summer program at the school i am considering if able to see how she feels about attending that school.
- Spanish speaking classes is what i am looking for mostly
- Speak to children attending
- Speak to friends who work in education
- Speak to other parents
- Speak with former students of new school
- Speak with my sister who is a teacher at tusd
- Speak with other teachers within my childs current school that i trust
- Special ed
- Spoke to students attending
- Sports and webiste on athletics which is very bad
- State data on the school (acheivement, safely, extra curricular, awards, etc.)
- Take child for visit and get feedback
- Talk to and discuss with friends who are happy with their child's school; talk with other district employees
- Talk to day care provider for my child about the schools that they transport to.
- Talk to everyone and read everything
- Talk to my child
- Talk to my child's tutors
- Talk with other parents

# Open Ended Responses

Q20. When making the decision on where to send your child to school, which of the following are you likely to do? – Other specify

- Test scores
- Test scores
- The school rating @ great schools
- This survey is too long!
- Visit every classroom my children would be potentially be in to observe teacher-student interaction
- Visit gifted /advance classes
- Visit the school
- Watch & observe behaviors & interaction
- Worry if the school will allow my child to attend outside of the district!!!!

# Appendix IV : Focus Group Recaps



# Focus Group Recaps

- Those who want the best for their child regardless of location:
  - Message = TUSD has the best options for your child
    - 9 of 10 looked at options outside of TUSD
    - The decision is very important to them and they do a great deal of research prior to making the decision (high involvement)
      - Visit schools
      - Speak to teachers
      - Observe classrooms
      - Speak to other parents
      - All involve children in process and some allow older children to make the choice – but parents always provide framework for making the choice
      - Not just looking for a list of what the school offers, want to know the “philosophy” – Principal is key
  - Will consider out-of-neighborhood schools for younger children, but more interested in how they learn as opposed to options of what they learn (i.e. specialized subjects/emphasis)

# Focus Group Recaps

- For those who are more likely to feel that location is the most important factor:
  - Message = You have options for your child, need to get past barriers
    - Creating awareness is equally as important as refining the message
    - Current decision making is reliant on – where can my child go to school based on after school care needs and transportation
    - More likely to consider options for older children
- Spanish-speaking families are similar to the first group - they want the best for their child in order to make a better life, but they are more likely to consider TUSD as the best provider of options (not as likely to look at charter schools, out of district, private)
  - They are also much more likely to consider the security of the school
  - Experiences with older children are also more likely to factor into the decision of where to send younger children

# Focus Group Recaps

Decision making criteria			
Basic	Differentiators		Delighters
PE	Advanced classes	School demand	Career oriented programs
Librarians	Uniforms	(waitlist)	iPads/laptops
Discipline of students	School reputation	Innovation	Parent involvement
General maintenance	Treat as individuals	Results/metrics	opportunities
Safety/security	Known child expectations	Unified/consistent	Afterschool care
Breaks for students	Engaged learning	education approach	Training for parent
Shared resources	Student-teacher ratio	Technology	volunteers
Transportation	Principal	Curriculum	*Teach parents English
Tutoring	Quality of teachers	Consistency of teaching	
*Bilingual	Parent community	staff	
*Teach parents how to teach their kids	School leadership		

# Focus Group Recaps

## Magnet Schools

- Highly involved parents know about them, but the label itself provides little to know benefit to the school
- Most others have little awareness as to what a magnet school is.
  - How is this different than open enrollment?
  - Think it has something to do with specialized classes
  - Perhaps provides benefits like transportation
  - Spanish speaking parents had no idea what this term means
- All felt that a school would be much more like to attract parents/children with a descriptive label that does not include “magnet” (e.g. Jones school for science and math or Smith School for the performing arts)

# Focus Group Recaps

## TUSD

- Most feel that TUSD has some options, but not all are good
  - Some of the good options are not close enough/convenient
- Spanish speakers feel that TUSD has good options
- Strengths
  - Options that come with size
  - Communications with parents (Spanish)
- Weaknesses
  - Teacher turnover
  - Lack of funding for public schools
  - Admin focused on politics rather than education
  - Many bad schools – inconsistency
  - Not Progressive
  - Communications with parents
  - Security
  - Inconsistency with program offerings
  - Need to have more emphasis on basics
- As a brand
  - Highly involved parents associated TUSD with brands that encompass high and low ends of a spectrum
  - Spanish parents associated TUSD with their own car brands – reliable, good, familiar, but not a Lexus

# Focus Group Recaps

## How to promote options

- Generating demand
  - Create awareness
  - Regionalized model
    - Fewer options available in more schools
  - For younger – emphasis on how you teach – concentrate on the basics
  - For Older – emphasis on what you teach
- Barriers
  - Transportation (availability, time on bus, safety, getting home late), distance (emergencies)

# Focus Group Recaps

## Communications

- Current information sources
  - Word of mouth \*\*\*\*
  - Website \*\*\*\*
  - Festival of Schools
  - Middle school nights at elementaries
  - Teachers
  - School visits
  - Mailers
  - Spanish speakers concentrated completely on direct conversations, no mention of website
- Liked the idea of creating basic templates for schools, but make sure schools can choose what content is provided in a category and give them space to differentiate themselves
- Information being sought
  - Teachers
    - How long at school
    - Curriculum
    - Assignments
  - Principals
    - Qualifications
    - How long at school
    - General philosophy
  - Success stories of alumni and current students
  - School culture
  - Honor roll criteria
  - Program specifics
  - Safety (Spanish)
  - School performance levels (and what the levels mean)
  - Females do the searching in Spanish speaking households

# Appendix V : Focus Group Discussion Guide



# Focus Group Discussion Guide

## **Introduction (15 minutes)**

- Go over focus group format
  - Role of participant versus moderator
- Participants asked about the ages and grade level(s) of their child(ren)

## **Quality Schools (15 minutes)**

- What makes a school a quality school?
  - What are the things every school should have?
  - What are the things that it would be nice for them to have?
  - What can a school have that would really make it elite compared to others?
    - Why would you consider a school elite if it had this?

# Focus Group Discussion Guide

## **School Decision Making Criteria (25 minutes)**

- When you are evaluating the various school choices, what are the most important things you consider?
  - Why are these important to you?
  - Are the criteria the same for you when you are considering each of your children (if they have more than one)
    - Why are they different for various children
      - Do age or gender play a role?
- To what extent are your children involved in the decision making process?
  - Do you ask them what is important to them?
    - If so, how is their decision making different from yours?
- What do you think are the school options you have to choose from for your child(ren)?
  - (if they don't mention them, bring up – Neighborhood schools, other schools in the district, schools in other public districts, private schools and charter schools)
  - Have you ever heard of magnet schools?
    - What is your general impression of schools that are designated as “magnet”
    - What do you know about the TUSD's magnet schools
      - Are these appealing to you as a parent?
        - Why or why not?

# Focus Group Discussion Guide

## **TUSD (10 minutes)**

- When thinking of the criteria you mentioned as being important in your decision making, how would you rate the options available within TUSD?
  - What are you basing these assessments on?
  - What options do you think TUSD offers children at the various district schools?
  - What do you feel is missing from TUSD in terms of options made available?
- How do the options from TUSD compare to those of other local area schools?
  - Which areas do you consider to be comparative strengths of TUSD?
  - What are the comparative weaknesses of TUSD?

## **Leaving the Neighborhood School (15 minutes)**

- What does TUSD need to do to convince parents to consider schools for their children that are outside of their home neighborhoods?
  - Why do you think these considerations are important?
- What do you think are other barriers for parents to send a child to a school that is not in their neighborhood?
  - How do you think these barriers can be overcome?
  - At what point do you think parents are more open to sending a child to a school outside of their home neighborhood in terms of their child's age?

# Focus Group Discussion Guide

## **School Communications (20 minutes)**

- How do you and your family currently find out information about schools you are considering for your children?
  - Where are you finding this information (e.g. websites, brochures, word-of-mouth, directly from the schools, mailers)
    - In what other places would you expect to find this information?
  - What information are you seeking?
    - Why is this information important to you?
    - Are you finding this information easily?
    - What other types of information are you seeking, but not finding?
  - Is the information you are finding generally presented in an appealing manner?
    - Does it spark interest in the school(s)?
    - What you make you want to pick up a brochure/listen to an advertisement/look into a website?

## **Summary/Follow up questions (10 minutes)**

# Appendix I : Survey Instrument

# Survey Instrument

## Qualification/Screening Questions

**Q1. Would you prefer to take this survey in English or Spanish?**

1. English/Ingles
2. Spanish/Español

**Q2. Do you currently have a child or children in the household who attend school in grades Kindergarten through high school?**

1. Yes
2. No (terminate)

## Knowledge, Assessments and Decision Making

**Q3. How many total school-aged children do you currently have in your household?**

1. Open-ended numeric response

**Q4. You indicated that you currently have \_\_\_\_\_ school-aged children in your household, how many of your children attend each of the following types of schools:**

1. Their neighborhood school within the Tucson Unified School District (TUSD)
2. A school within TUSD that is not their neighborhood school
3. Private school
4. Charter school
5. A public school that is not within TUSD
6. Home school

# Survey Instrument

**Q5. Please indicate the grade levels for each of your children (check all that apply):**

1. Kindergarten
2. 1st grade
3. 2nd grade
4. 3rd grade
5. 4th grade
6. 5th grade
7. 6th grade
8. 7th grade
9. 8th grade
10. 9th grade
11. 10th grade
12. 11th grade
13. 12th grade

**For the next set of questions, please answer all three questions even if you do not currently have a child in one or more of the grade-level ranges.**

**Q6. How likely would you be to send a child, who is in kindergarten through 5th grade (elementary school), to a school that is outside of your neighborhood if it had special academic or other programs (such as music, technology, gifted education, after school programs)?**

1. Very likely
2. Somewhat likely
3. Not at all likely

# Survey Instrument

**Q7. How likely would you be to send a child, who is in 6th through 8th grade (middle school), to a school that is outside of your neighborhood if it had special academic or other programs (such as music, technology, gifted education, after school programs)?**

1. Very likely
2. Somewhat likely
3. Not at all likely

**Q8. How likely would you be to send a child, who is in 9th through 12th grade (high school), to a school that is outside of your neighborhood if it had special academic or other programs (such as music, technology, gifted education, after school programs)?**

1. Very likely
2. Somewhat likely
3. Not at all likely



# Survey Instrument

**Q9. When thinking of the youngest school-aged child in your household, please indicate how important each of the following factors are in your decision of which school to choose for your child:**

**Factors will be randomized**

1. Safety of students/security
  2. Appearance/maintenance of school buildings
  3. Transportation for students
  4. Types of academic classes offered
  5. Types of extra-curricular activities offered
  6. Student-teacher ratio (class size)
  7. Size of school (total number of students)
  8. Quality of teachers at the school/teacher credentials
  9. Principal of the school/leadership at school
  10. Involvement of parents at the school
  11. School achievement scores
  12. Technology available at the school (e.g computers/Internet access)
  13. After school care
  14. Principal, teachers and staff working together
- i. 0 – 10 importance scale (0=Not at all important, 5=somewhat important, 10=extremely important)

# Survey Instrument

Parents with only one child in the household will skip question 10.

**Q10. When thinking of the oldest school-aged child in your household, please indicate how important each of the following factors are in your decision of which school to choose for your child:**

Factors will be randomized

1. Safety of students/security
2. Appearance/maintenance of school buildings
3. Transportation for students
4. Types of academic classes offered
5. Types of extra-curricular activities offered
6. Student-teacher ratio (class size)
7. Size of school (total number of students)
8. Quality of teachers at the school/teacher credentials
9. Principal of the school/leadership at school
10. Involvement of parents at the school
11. School achievement scores
12. Technology available at the school (e.g computers/Internet access)
13. After school care
14. Principal, teachers and staff working together
- i. 0 – 10 importance scale (0=Not at all important, 5=somewhat important, 10=extremely important)

# Survey Instrument

**Q11. Overall, which of the following are the three most important factors in your decision of which school to choose for your child(ren)?**

**Factors will be randomized**

1. Safety of students/security
2. Appearance/maintenance of school buildings
3. Transportation for students
4. Types of academic classes offered
5. Types of extra-curricular activities offered
6. Student-teacher ratio (class size)
7. Size of school (total number of students)
8. Quality of teachers at the school/teacher credentials
9. Principal of the school/leadership at school
10. Involvement of parents at the school
11. School achievement scores
12. Technology available at the school (e.g computers/Internet access)
13. After school care
14. Principal, teachers and staff working together

# Survey Instrument

**Q12. Following is a list of different focus areas for individual schools. Based on your own interests and those of your youngest child, please indicate which of the following types of schools you would be so interested in that you would be willing to send your child to a school outside of your neighborhood. (check all that apply):**

**If none of the school focus areas generate enough interest for you to be willing to send your youngest child to a school outside of your neighborhood, please check “None of the above”**

**Programs will be randomized**

1. Before/after school programs
2. Technology/computers
3. Dual language
4. International Baccalaureate
5. Math and Science
6. Visual and Performing Arts
7. Gifted education
8. Aviation
9. Montessori
10. Engineering
11. Communication Arts
12. Traditional/Back-to-basics
13. Reggio Emilia-inspired
14. None of the above (set place order and exclusive)

# Survey Instrument

Parents with only one child in the household will skip question 13.

**Q13. Following is the same list of different focus areas for individual schools. Based on your own interests and those of your oldest child, please indicate which of the following types of schools you would be so interested in that you would be willing to send your child to a school outside of your neighborhood. (check all that apply):**

**If none of the school focus areas generate enough interest for you to be willing to send your oldest child to a school outside of your neighborhood, please check “None of the above”**

Programs will be randomized

1. Before/after school programs
2. Technology/computers
3. Dual language
4. International Baccalaureate
5. Math and Science
6. Visual and Performing Arts
7. Gifted education
8. Aviation
9. Montessori
10. Engineering
11. Communication Arts
12. Traditional/Back-to-basics
13. Reggio Emilia-inspired
14. None of the above (set place order and exclusive)

# Survey Instrument

**Q14. When thinking of a school that you feel would be the best option for the youngest school-aged child in your household, what is the maximum amount of time you feel would be okay for them to be on a bus on their way to or from school (one-way)?**

1. Numeric response in number of minutes

Parents with only one child in the household will skip question 15.

**Q15. When thinking of a school that you feel would be the best option for the oldest school-aged child in your household, what is the maximum amount of time you feel would be okay for them to be on a bus on their way to or from school (one-way)?**

1. Numeric response in number of minutes

**Q16. Which of the following do you feel best describes the schools your child(ren) are currently allowed to attend within TUSD:**

1. Students can only attend schools they are assigned to in their neighborhoods
2. Students can only attend a school outside of their neighborhood if they qualify based on a test or a set of requirements set by the schools
3. Students can attend any school within TUSD so long as there is room at that school

**Q17. Have you ever heard of the term “Magnet School”**

1. Yes
2. Maybe
3. No (skip next question)

**Q18. Do you feel the term “Magnet School” would make parents more likely to consider sending their children to a particular school that is designated as a “magnet school”?**

1. Yes
2. Maybe
3. No/don't know

# Survey Instrument

**Q19. The next question is specific to the Tucson Unified School District (TUSD). Please indicate how much you agree with the following statements about TUSD and its schools:**

**Statements will be randomized**

1. TUSD has high quality schools
  2. TUSD offers many different types of schools and programs for children to attend
  3. TUSD has a school that fits almost every interest of a student
  4. TUSD has quality schools, you just have to find them
  5. TUSD has safe schools
  6. TUSD schools have buildings that are well maintained
  7. TUSD provides adequate transportation options for students
  8. TUSD has a strong academic reputation
  9. TUSD schools offer adequate extra-curricular activities
  10. TUSD schools have a good student-teacher ratio (class sizes)
  11. TUSD schools have the appropriate number of students at each school (school size)
  12. TUSD schools have high quality teachers
  13. TUSD schools have Principals who are strong leaders
  14. TUSD schools have strong parent involvement
  15. TUSD school have high achievement scores
  16. TUSD schools have the necessary technology needed (such as computers and Internet access)
  17. TUSD schools have after school care for younger children
  18. TUSD Principals, teachers and staff work together for the good of the school
- i. 1 – 5 agreement scale (1=completely disagree, 3=somewhat agree, 5=completely agree)

# Survey Instrument

**Q20. When making the decision on where to send your child to school, which of the following are you likely to do (check all that apply)**

Choices will be randomized

1. Speak to parents of children who attend schools that you are considering
2. Visit the schools you are considering
3. Speak with the principal of the schools you are considering
4. Speak with the teachers of the schools you are considering
5. Visit the website of the schools you are considering
6. Attend events where many schools are featured (such as TUSD's Festival of Schools)
7. Read a brochure on the schools you are considering
8. Ask your child's current teacher about schools you are considering (for schools at the next level – such as from elementary school to middle school)
9. Ask your child's current principal about schools you are considering (for schools at the next level – such as from elementary school to middle school)
10. Visit a school district's website to compare various schools you are considering
11. Other on-line research (other than the school district website)
12. Other (please specify) \_\_\_\_\_
13. Register my child to the assigned neighborhood school



# Survey Instrument

## Demographics

Finally, we would like to get some additional information about you that will help us to better understand your opinions. This information will be used for classification purposes only, and as a reminder your identity will remain anonymous and all of your responses will remain completely confidential.

**Q21. Please indicate your gender:**

1. Male
2. Female

**Q22. Which of the following best describes your age group?**

1. 18 – 24
2. 25 – 34
3. 35 – 44
4. 45 – 54
5. 55 – 64
6. 65 or above

**Q23. Please enter your five-digit zip code**

1. 5-digit numeric response

# Survey Instrument

**Q24. Please click on the this link <Map 1> and find the general area of your home on the map, and then check A, B, or C depending on where you live:**

1. A (Blue)
2. B (Green)
3. C (Red)

**Q25. Please click on the this link <Map 2> and find the general area of your home on the map, and then check A, B, or C depending on where you live: (please note – this is a different map from the previous question):**

1. A (Blue)
2. B (Green)
3. C (Red)

**Q26. Are you of Hispanic or Latino origin?**

1. Yes
2. No

**Q27. What is your race (please check all that apply)**

1. American Indian or Alaskan Native
2. Asian
3. Black or African American
4. Native Hawaiian or Pacific Islander
5. White

# Survey Instrument

**Q28. Which of the following best describes your total combined annual household income?**

1. Less than \$25,000
2. Between \$25,000 and \$34,999
3. Between \$35,000 and \$49,999
4. Between \$50,000 and \$74,999
5. Between \$75,000 and \$99,999
6. \$100,000 or more

# **EXHIBIT 12C**

# School Decision Making Research Report



## TUCSON UNIFIED SCHOOL DISTRICT

**Draft Report**

**April 2012**



listen.DESIGN.deliver

### OVERVIEW

### BOUNDARY REVIEW PLAN



# METHODOLOGY

## Focus Groups:

- English-speaking parents with a child at a non-neighborhood school
- English-speaking parents who would consider a non-neighborhood school
- Spanish speaking parents who would consider a non-neighborhood school

## Survey Execution:

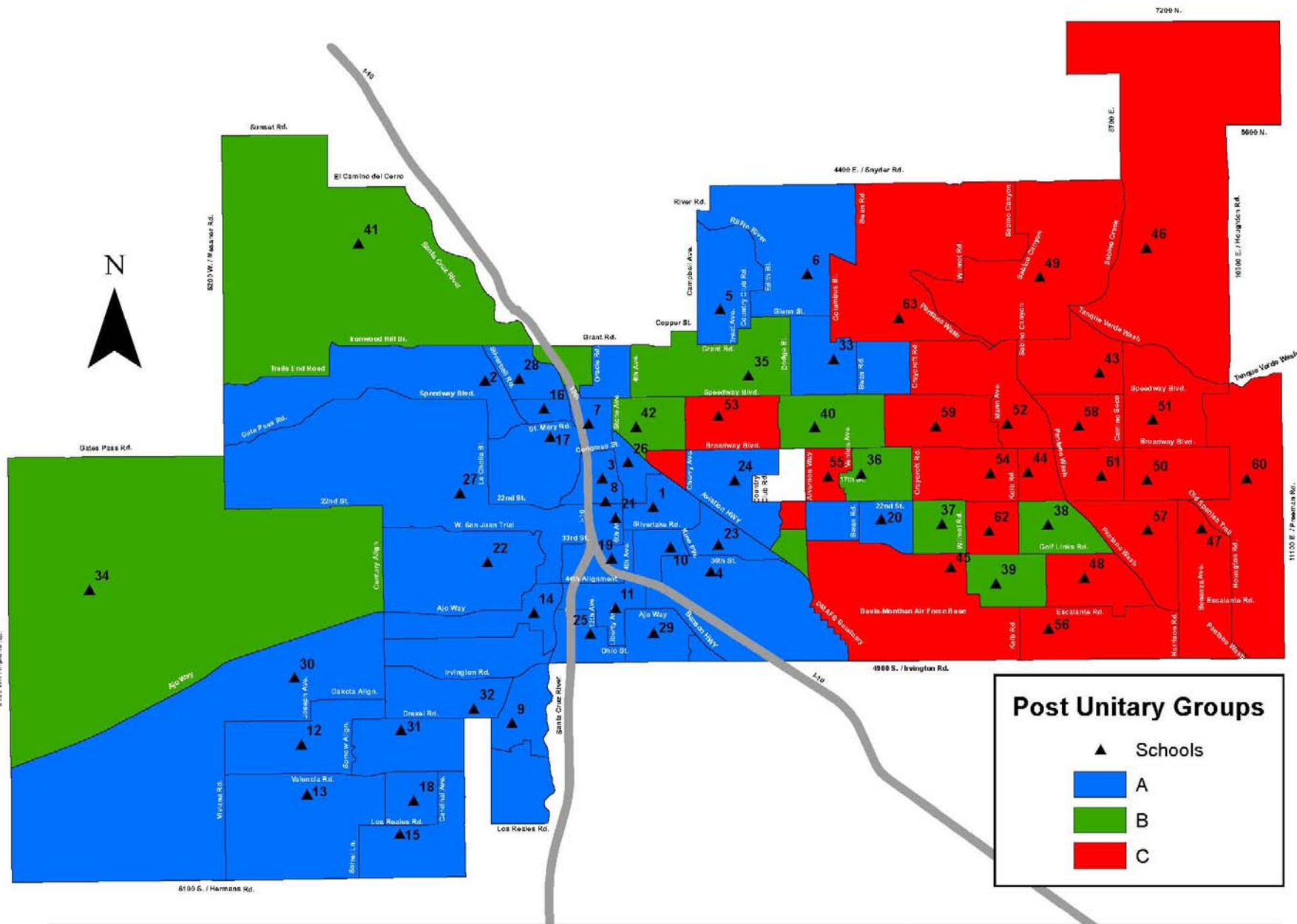
- Web survey conducted from February 23 – March 19, 2012 to TUSD parents
- TUSD computers were available to parents without internet access

## Sampling Method:

- Flyers sent home with every child
- Email sent out by TUSD

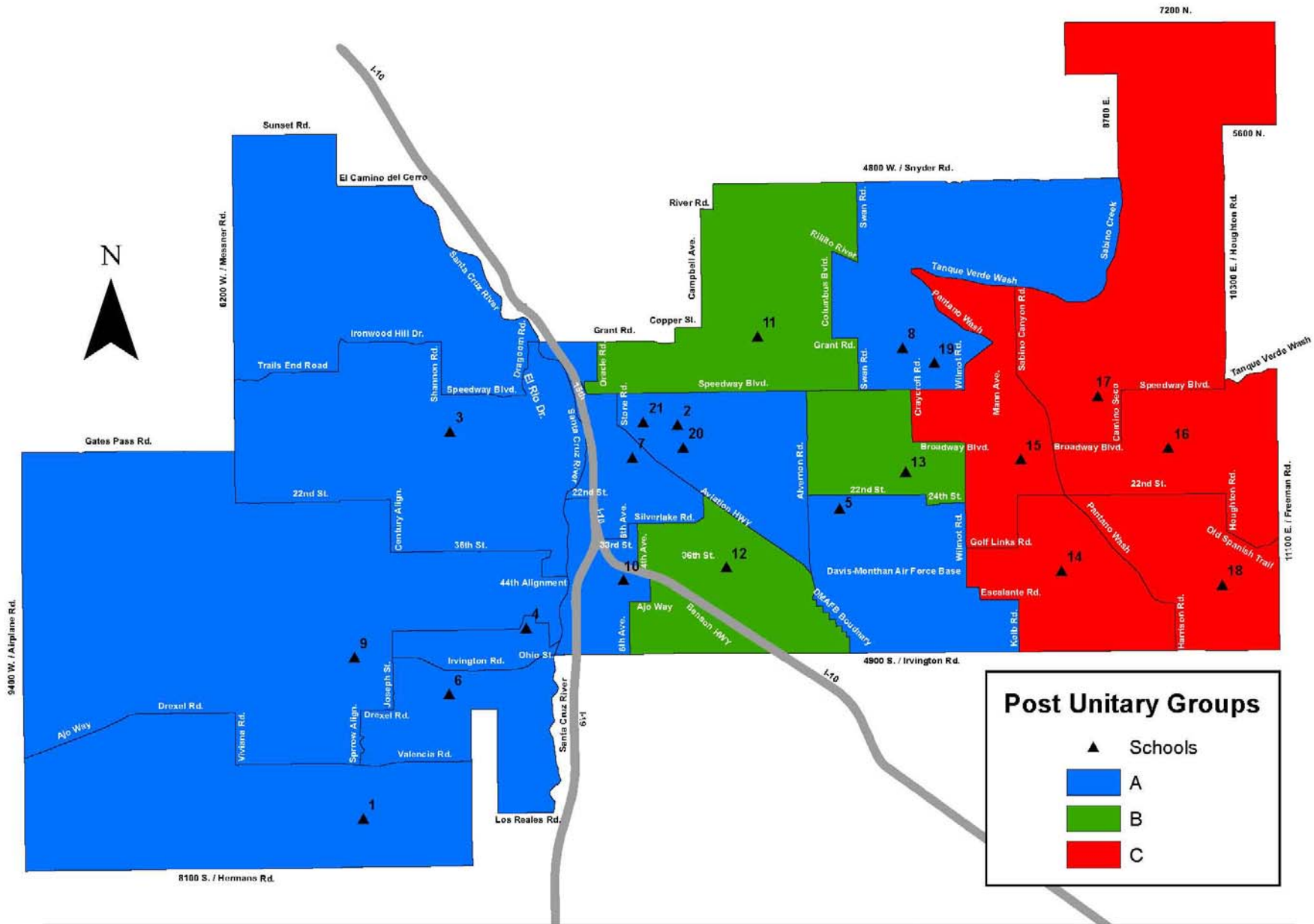
## Survey Response:

- 1,353 completed surveys



**TUSD Elementary Schools Post Unitary Plan Map**

Date Completed: July 14, 2011  
 Created By: TUSD Planning Services  
 Post Unitary Plan Link : <http://www.tusd1.org/contents/distinfo/pup/pup.html>



**Post Unitary Groups**

- ▲ Schools
- A
- B
- C

**TUSD Middle Schools Post Unitary Plan Map**

Date Completed: June 23, 2011  
 Created By: TUSD Planning Services  
 Post Unitary Plan Link : <http://www.tusd1.org/contents/distinfo/pup/pup.html>



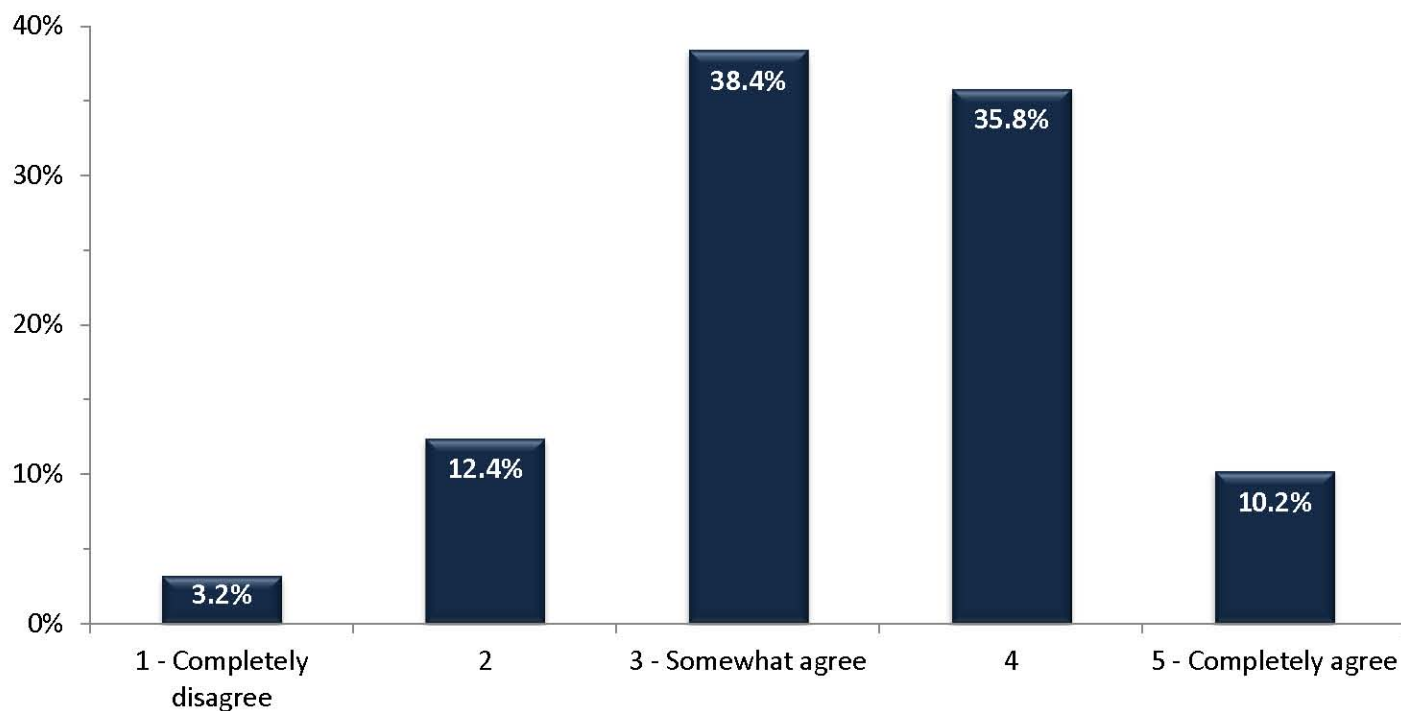
1

# SURVEY RESULTS

## PERCEPTION OF SCHOOL SAFETY

## Are TUSD schools perceived as being safe?

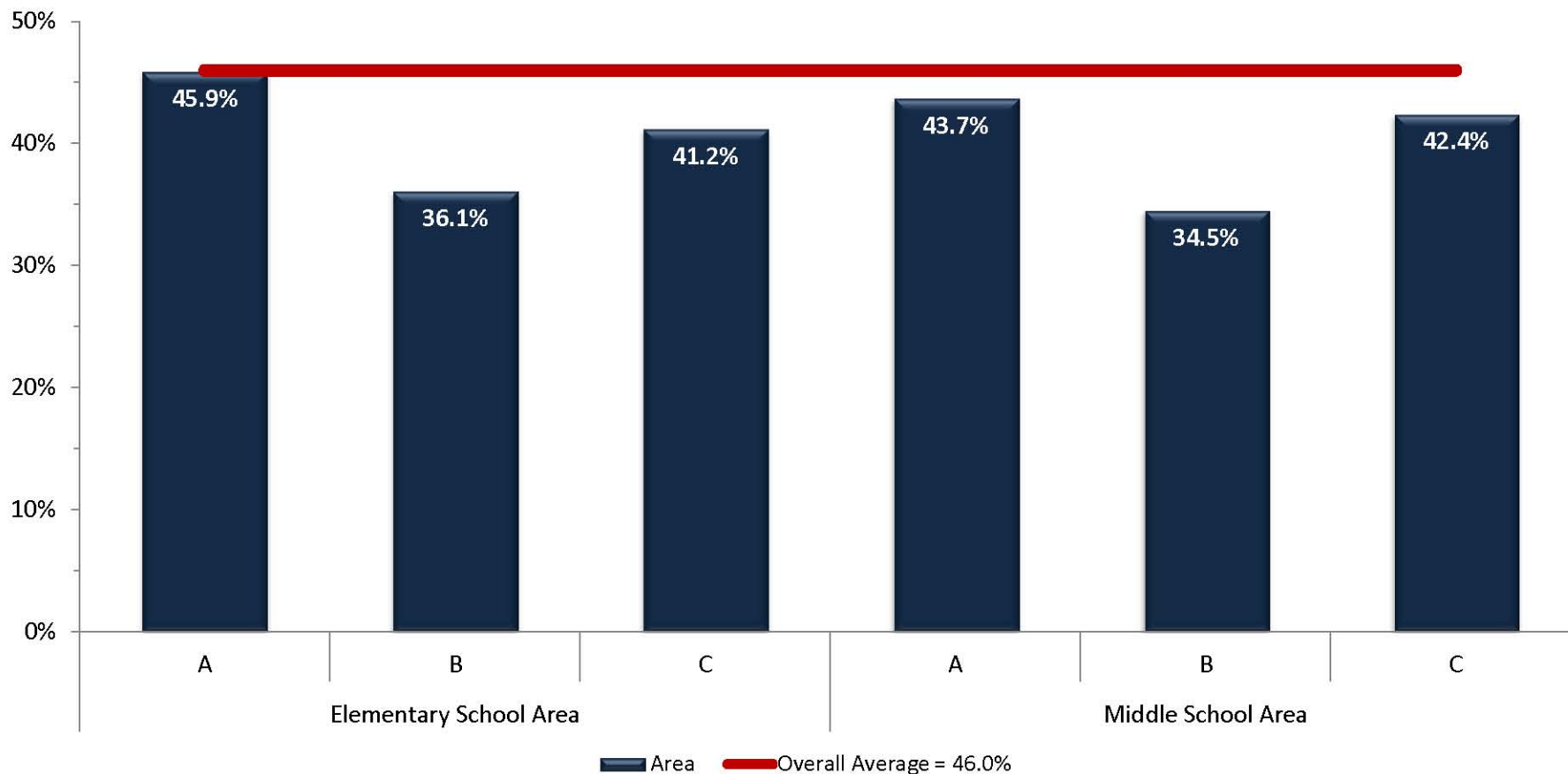
### TUSD has safe schools



Few disagree that TUSD schools are safe, but there also isn't overwhelming agreement

**Overall, parents in the “target market” are less likely to feel that TUSD has safe schools, particular those in Areas B**

% of parents in target market who agree that TUSD has safe schools



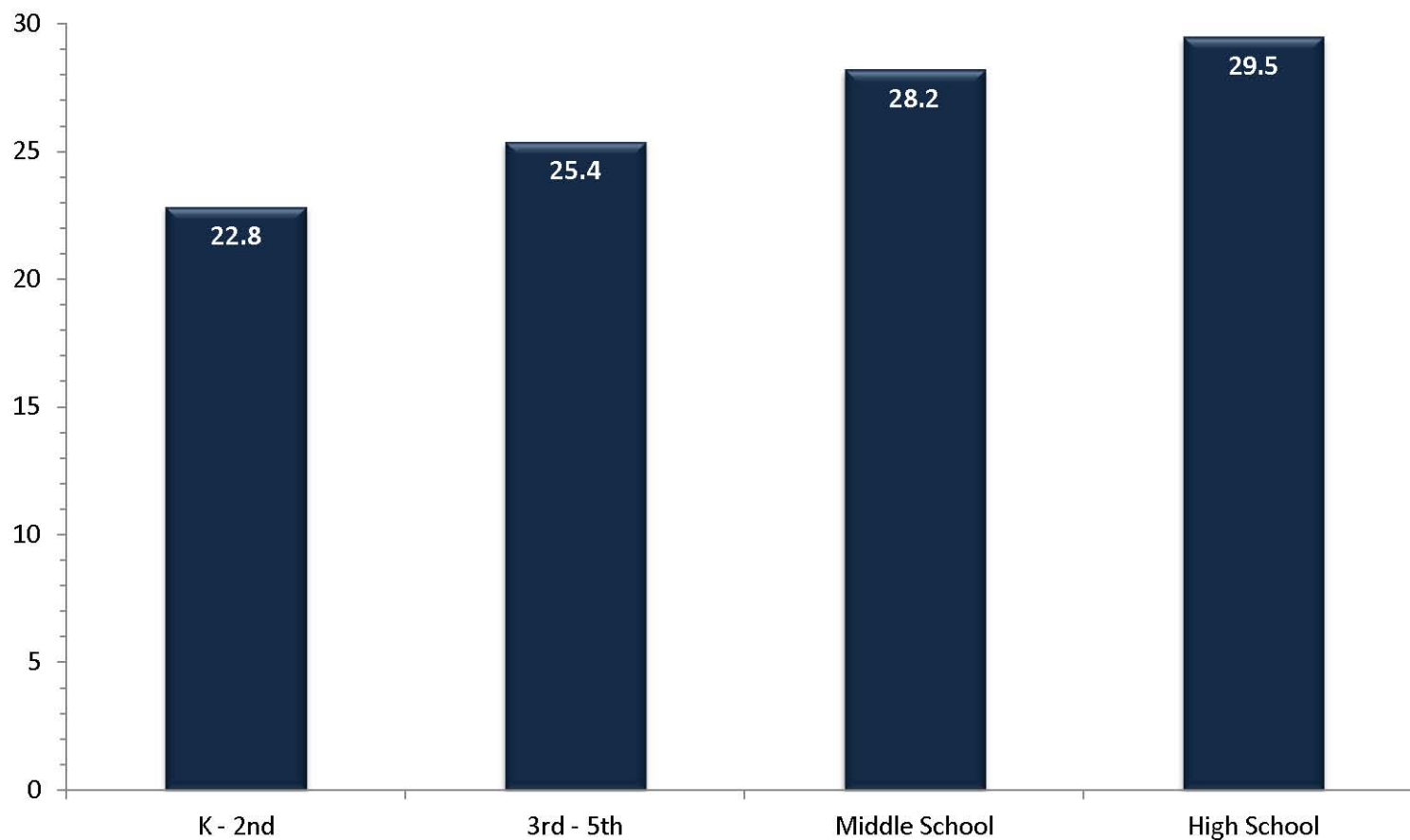
2

# SURVEY RESULTS

**MAXIMUM**  
**TRANSPORTATION TIME**

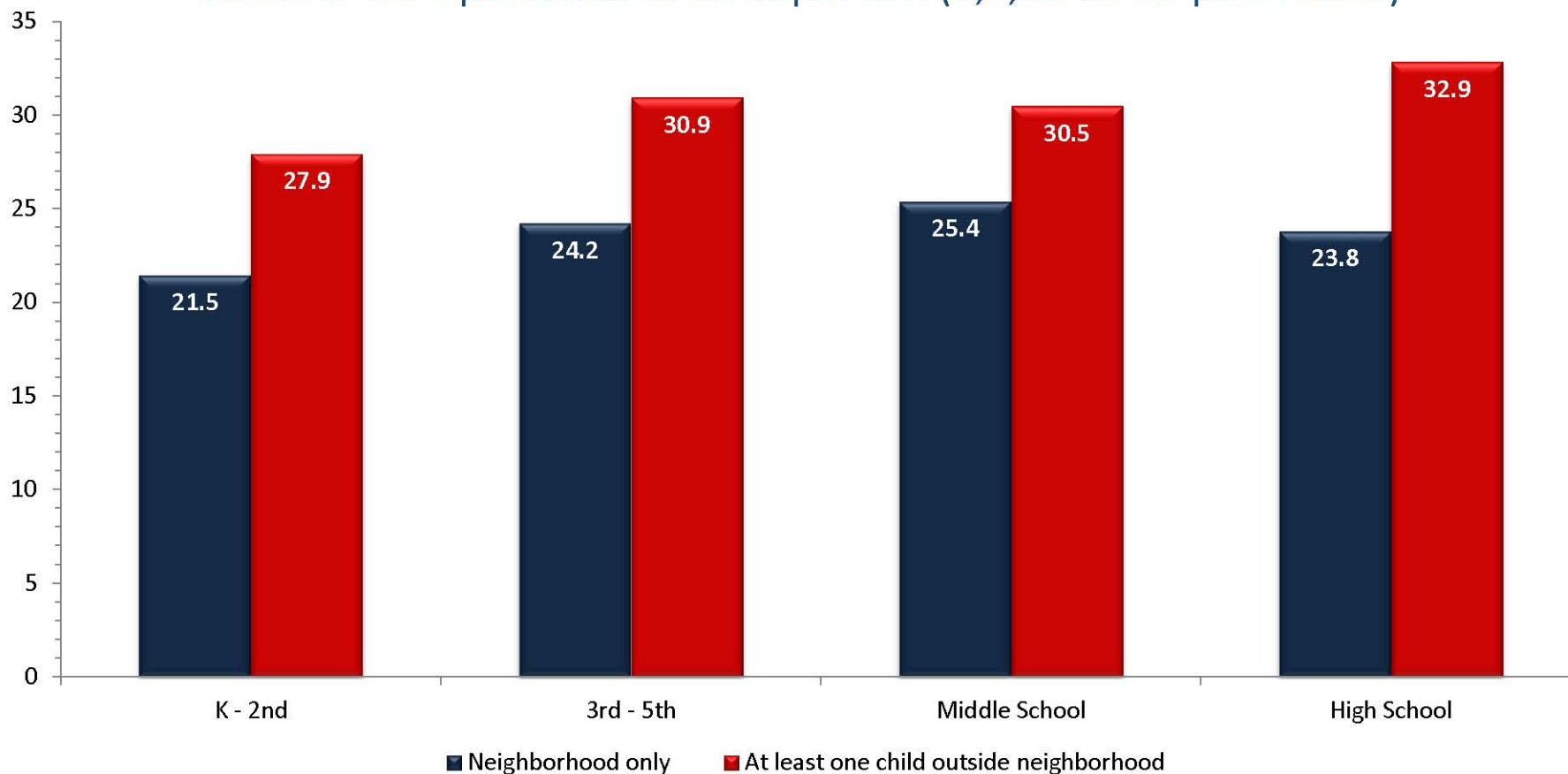
## How long are parents willing to allow their children to take a bus to school?

Maximum amount of time (in minutes) acceptable for one-way bus trip



## For those who only have a child in a neighborhood school, the allowable time for bus transportation is slightly less than for parents who already have at least one child in a school outside of the neighborhood

Maximum amount of time acceptable (in minutes) for one-way bus trip for those who consider transportation to be important (8,9,10 on 10-point scale)



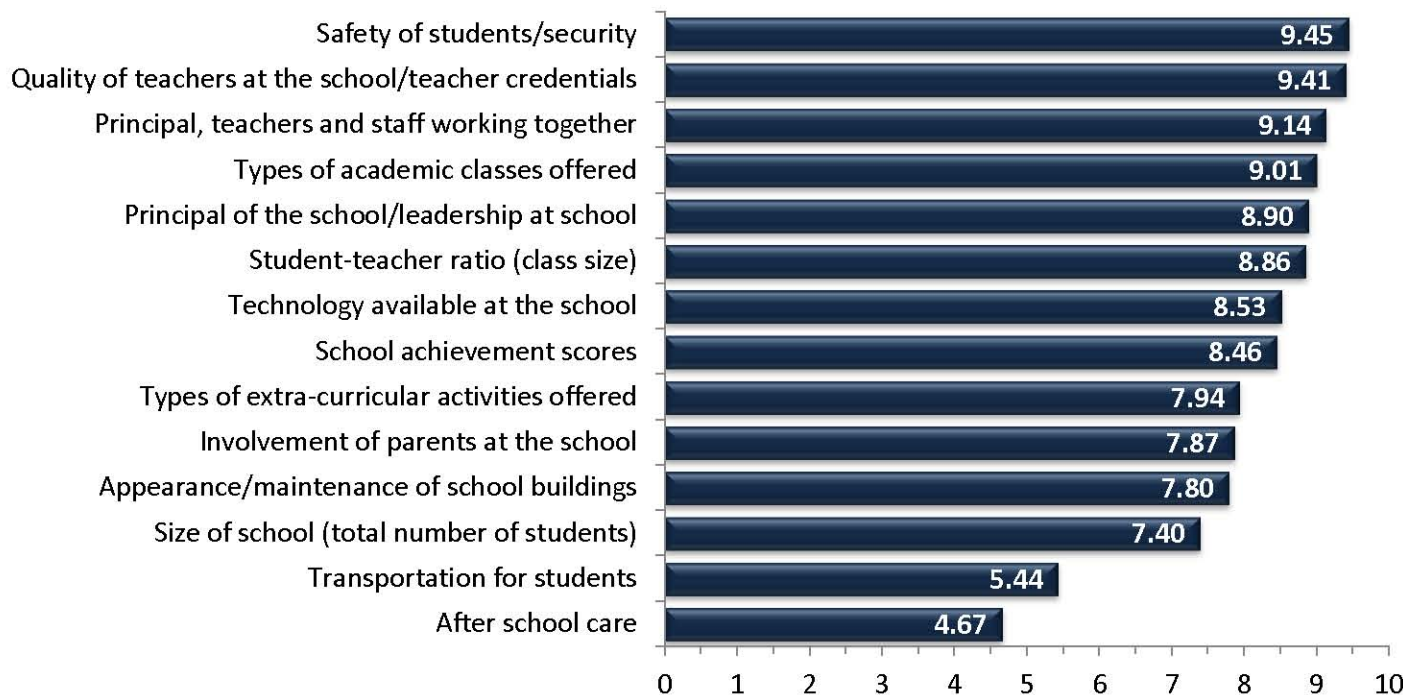
3

# SURVEY RESULTS

**FACTORS PARENTS USE  
WHEN CHOOSING A  
SCHOOL**

# What is most important to parents when deciding where to send their child to school?

## Importance in deciding where to send child to school

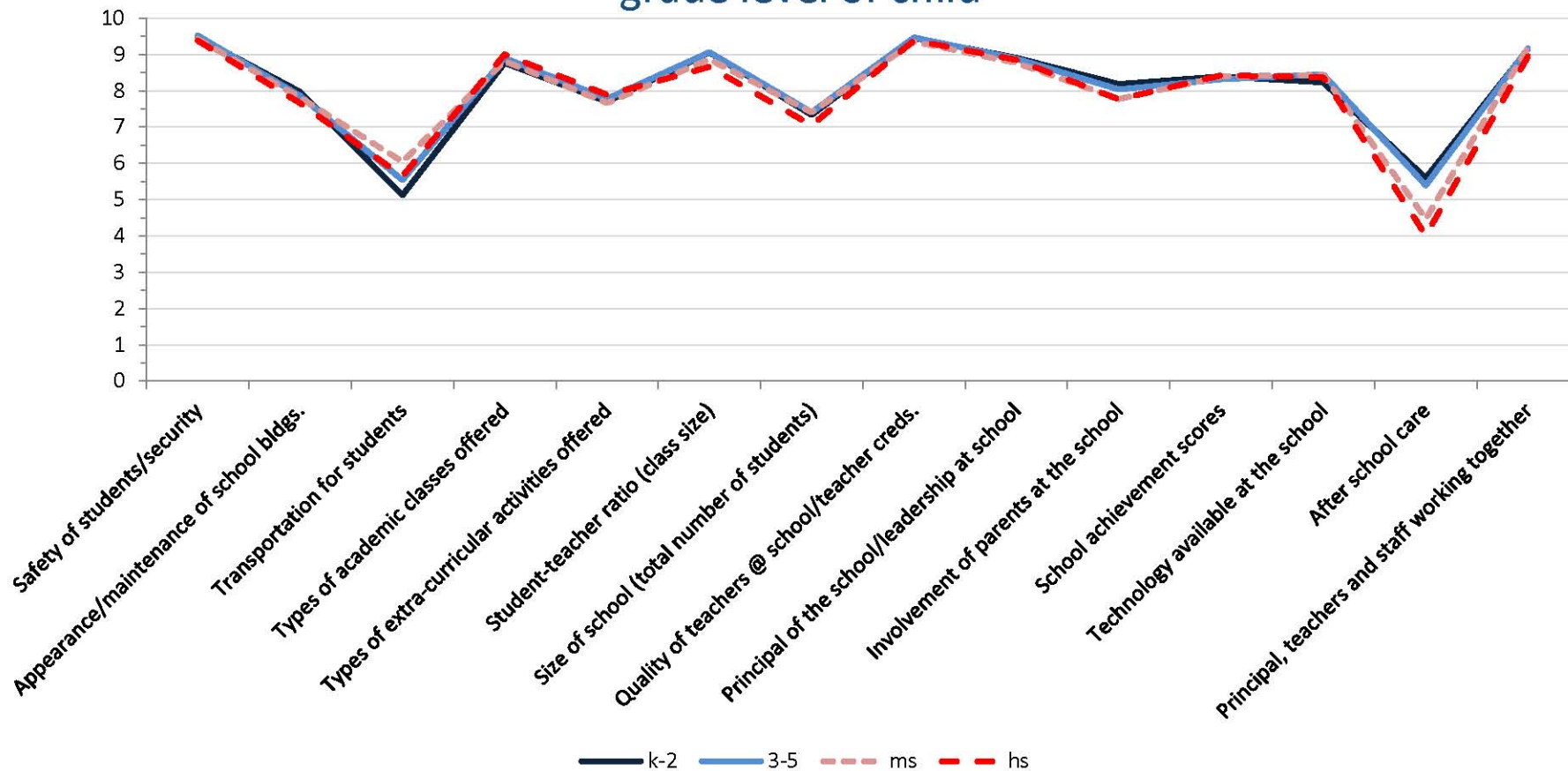


Based on qualitative research, safety is likely a latent/expected attribute of a school. Overall, almost everything is “important” with the exceptions of transportation and after school care.



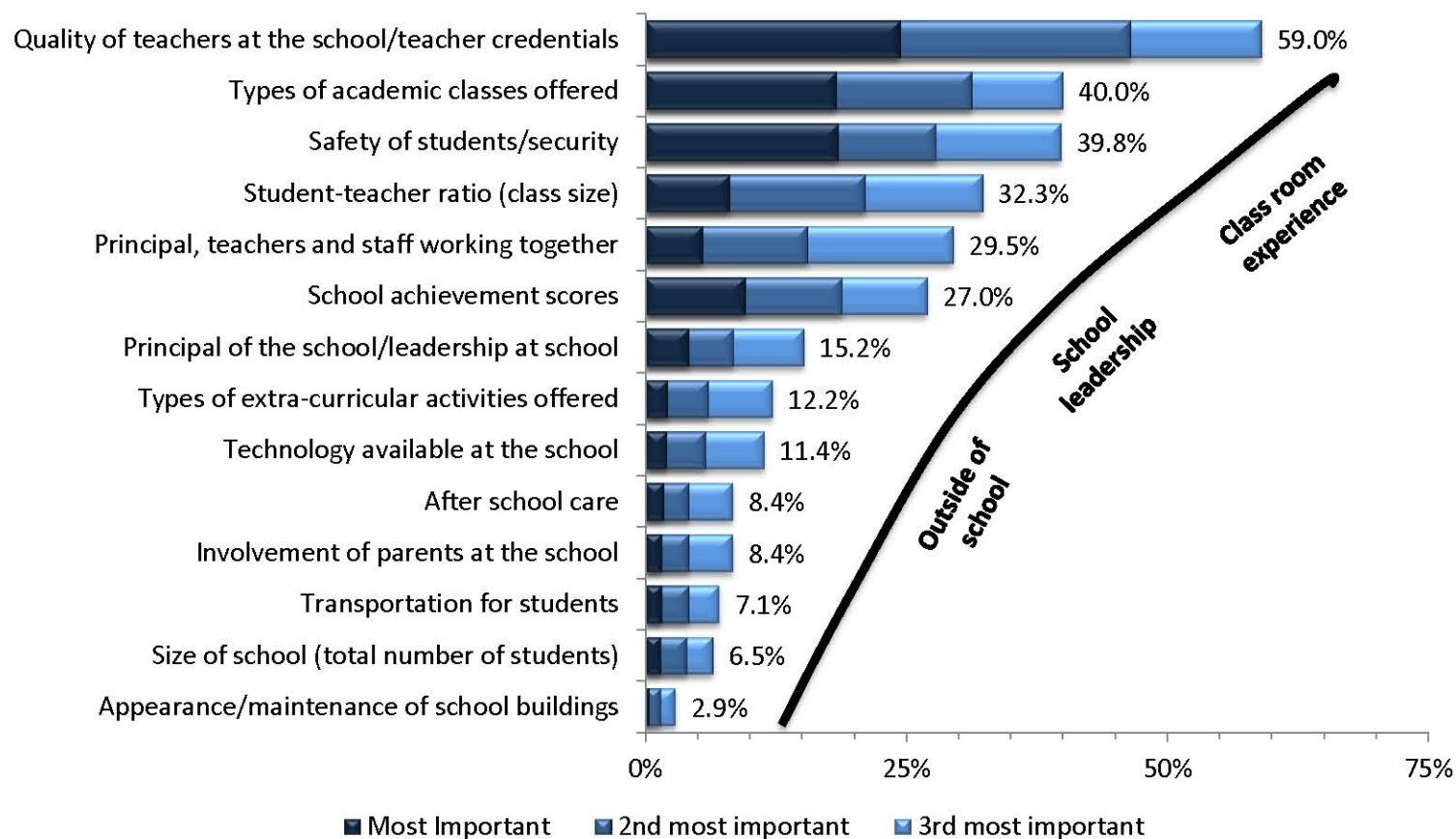
**With the exception of after school care, the relative importance of the school decision-making attributes are comparatively similar for parents, regardless of their child’s age**

Importance in deciding where to send child to school –  
grade level of child



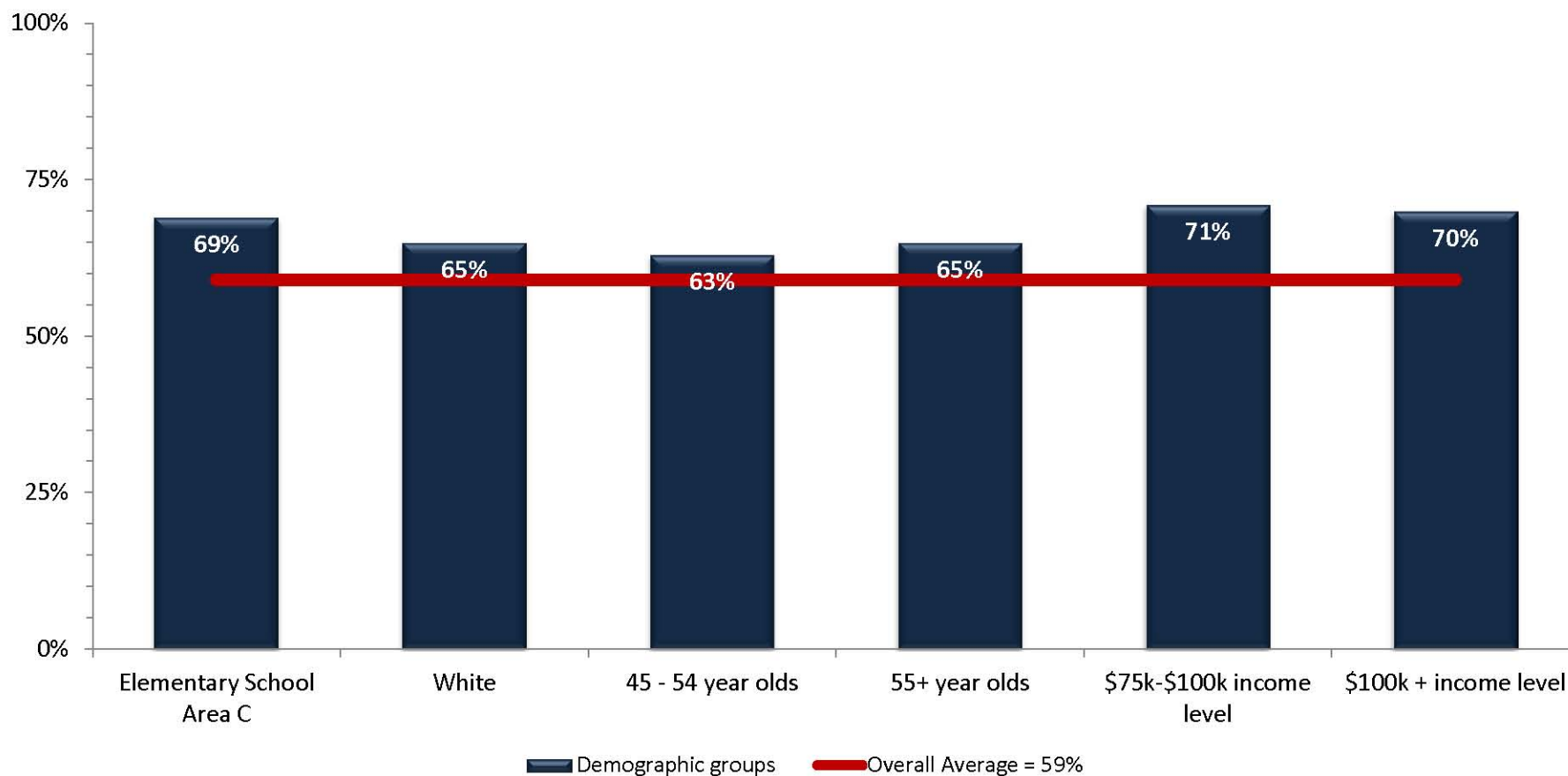
**When asked to name the three most important attributes in their decision making, parents focus first on the classroom experience, secondarily on how the school is run and then on aspects not directly related to education**

## Importance in deciding where to send child to school – Top 3



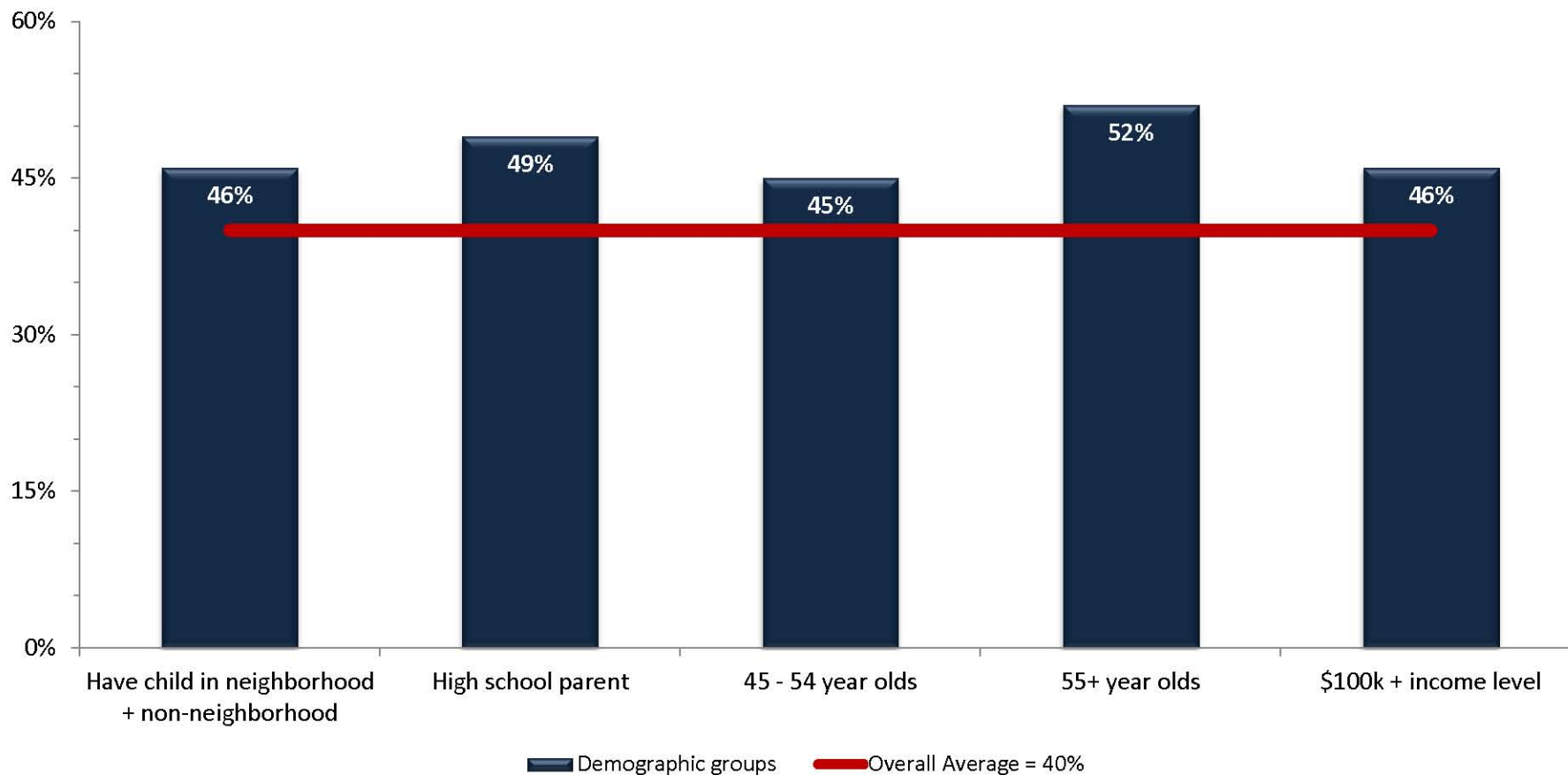
## Quality of teachers is more important to those living in Elementary school area C, Whites, older parents and parents in upper income levels

### % Choosing "Quality teachers" in top 3 of importance



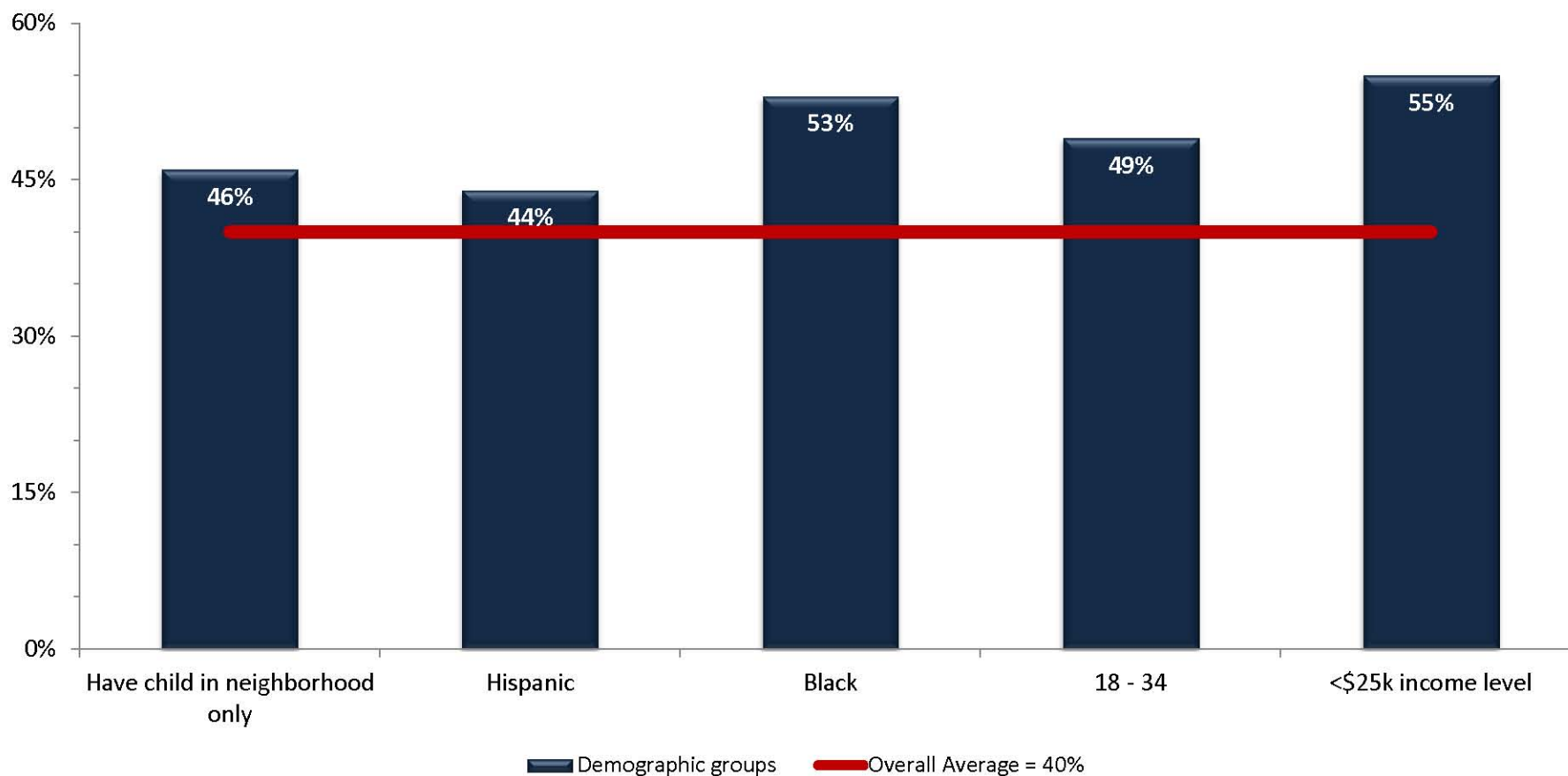
**Types of academic classes is more important to those who have a child in both a neighborhood and non-neighborhood school, high school parents, older parents and those in the highest income level**

**% Choosing “Types of academic classes” in top 3 of importance**



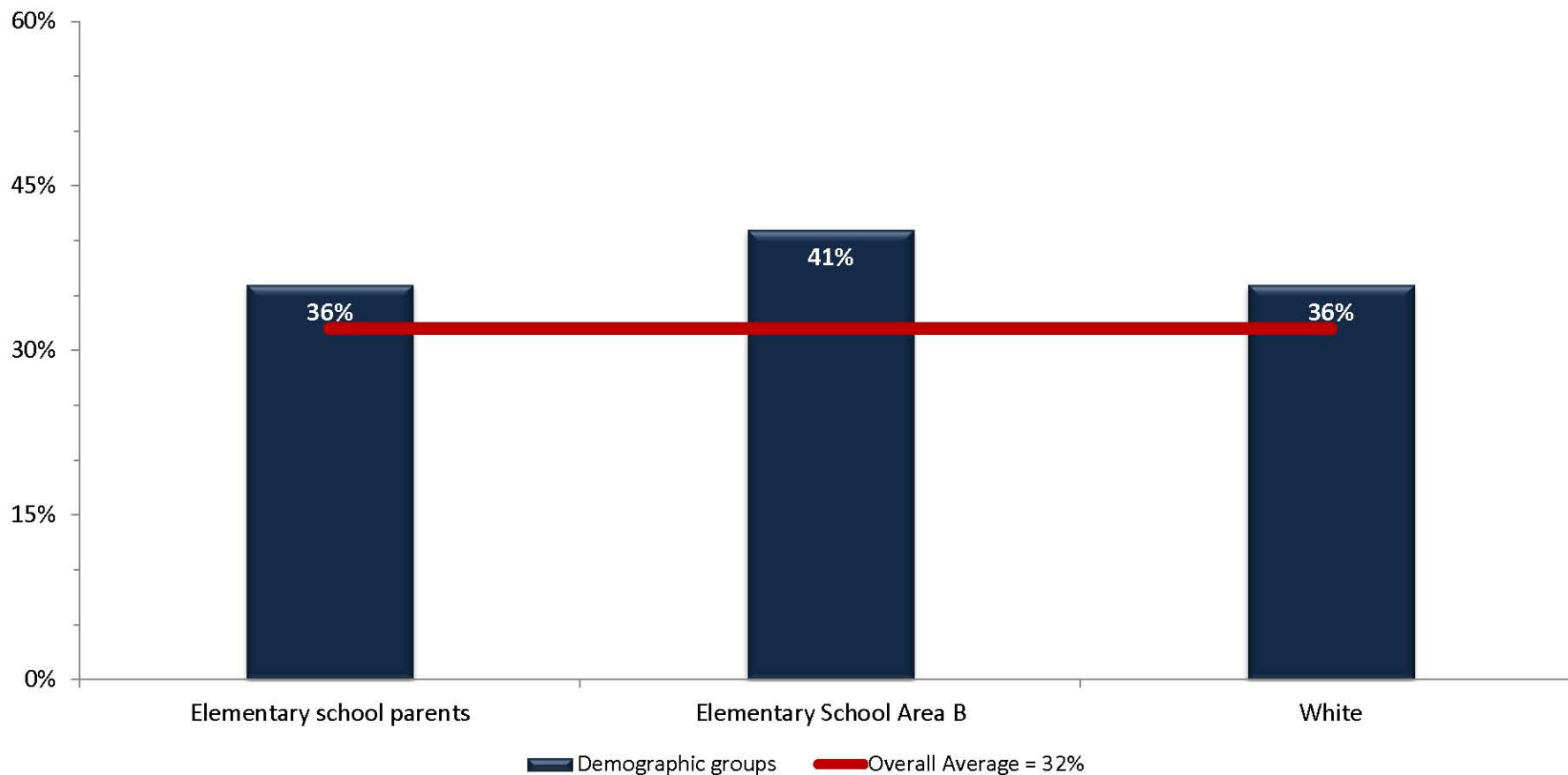
## School safety is more important to those who have only have a child in a neighborhood school, Hispanics, Blacks, younger parents and those in the lowest income level

% Choosing "Safety" in top 3 of importance



## The student-teacher ratio is more important to elementary school parents, those living in elementary school area B and Whites.

% Choosing "Student-teacher ratio" in top 3 of importance



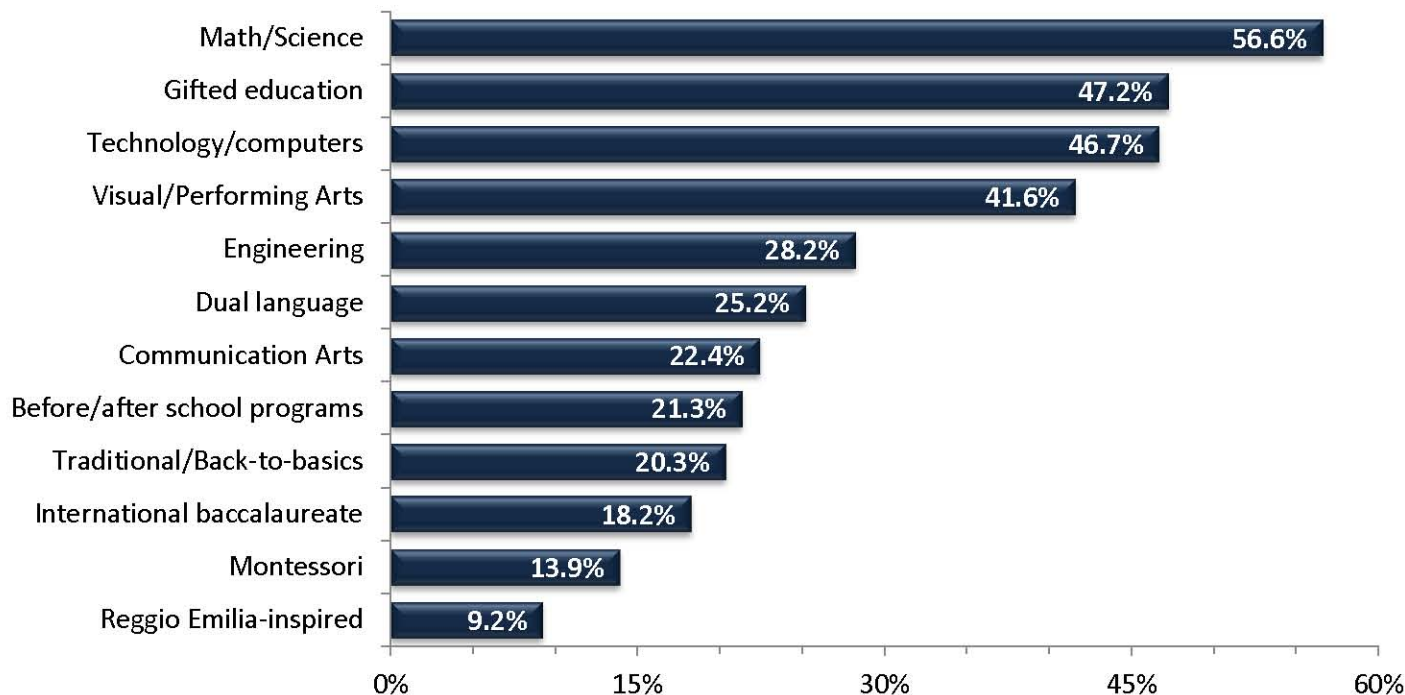
4

# SURVEY RESULTS

**ACADEMIC PROGRAMS**  
**PARENTS WANT TO SEE**  
**IN SCHOOLS**

# What types of schools would influence a parent's decision to move their children out of the neighborhood school?

Types of school parents would move their children to attend



Schools with an emphasis on math and science schools, gifted education, technology and computers, and visual and performing arts are the most likely to provide sufficient incentive for a parent to consider sending their child to a non-neighborhood school



**Parents are most likely to move their children to a non-neighborhood school that emphasizes Math/Science, Gifted Education, Technology/Computers or Visual/Performing Arts, regardless of grade level**

**Elementary**

Top 4 program-types parents would move child for

- Math/Science 56%
- Gifted Education 48%
- Technology/Computers 48%
- Visual/Performing Arts 44%

**Middle School**

Top 4 program-types parents would move child for

- Math/Science 57%
- Technology/Computers 51%
- Gifted Education 43%
- Visual/Performing Arts 38%

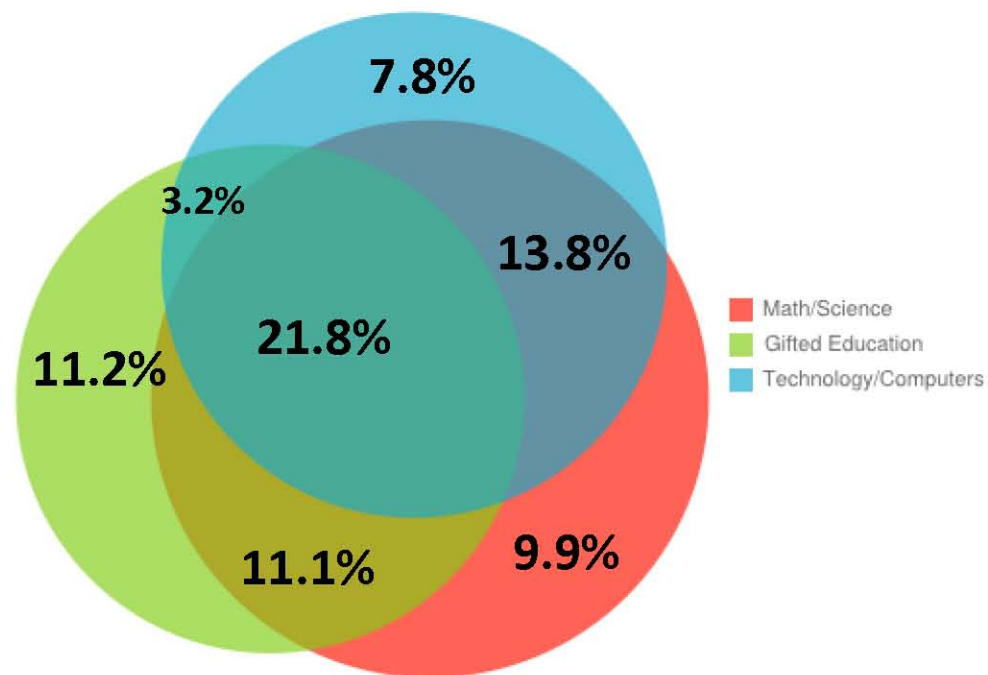
**High School**

Top 4 program-types parents would move child for

- Math/Science 57%
- Gifted Education 48%
- Technology/Computers 47%
- Visual/Performing Arts 36%

**Nearly four out of five parents (79%) indicate they would send their child to a non-neighborhood school that has an emphasis in either math/science, gifted education or technology/computers**

**None of the three = 21.2%**



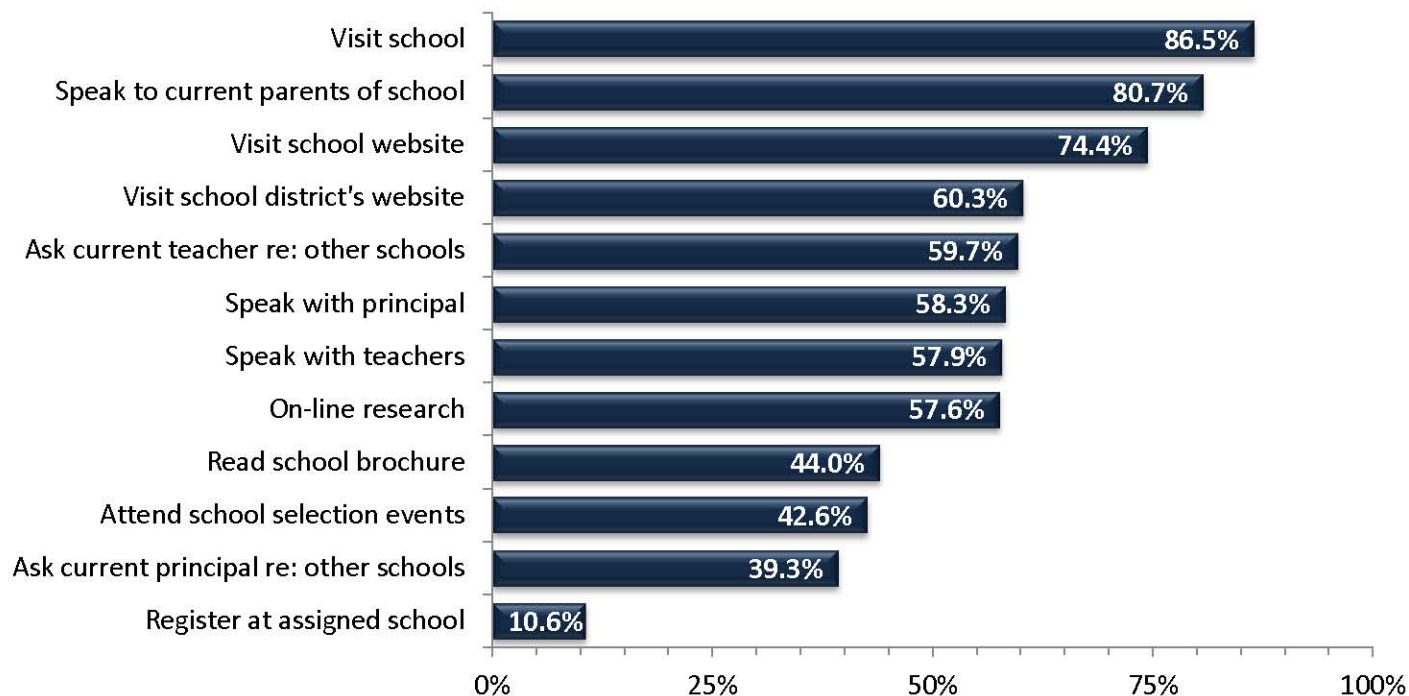
# 5

## SURVEY RESULTS

### **RESOURCES AND INVOLVEMENT OF PARENTS IN DECIDING THEIR CHILD'S SCHOOL**

# How involved are parents in gathering information when deciding which school to send their child to?

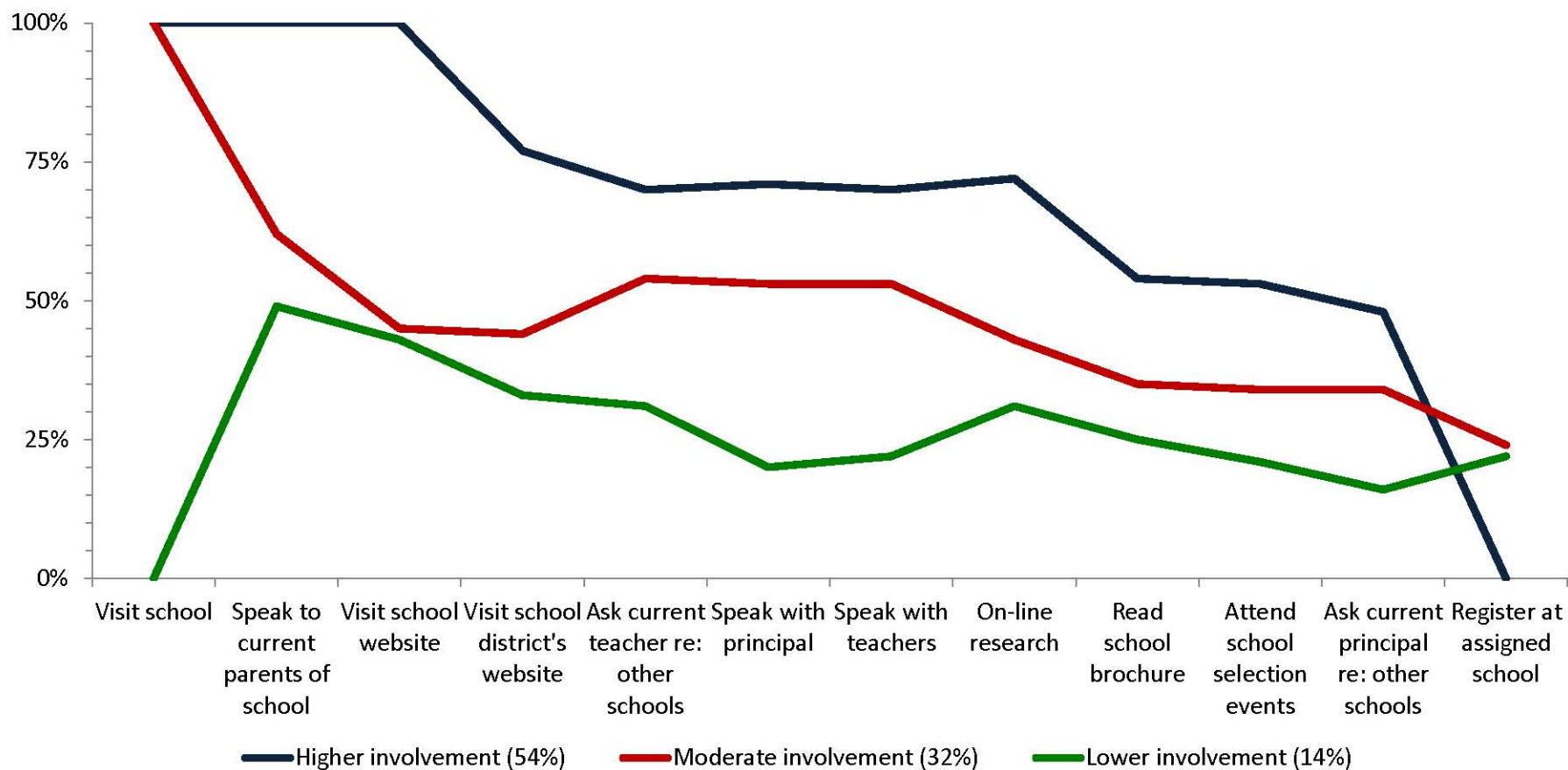
## Likely to do when deciding where to send child to school



A vast majority of parents are going to actively seek information from school sources including a school visit, speaking to current parents of the school and visiting the school's website. Both the school's and the district's websites are likely to be utilized.

In regard to the level of involvement when deciding where to send a child to school, parents are generally split into three groups, greater than one-half are considered “high involvement,” about one-third engage in moderate involvement while the remaining 14% are comparatively less active

### School decision-making activities – level of involvement clusters

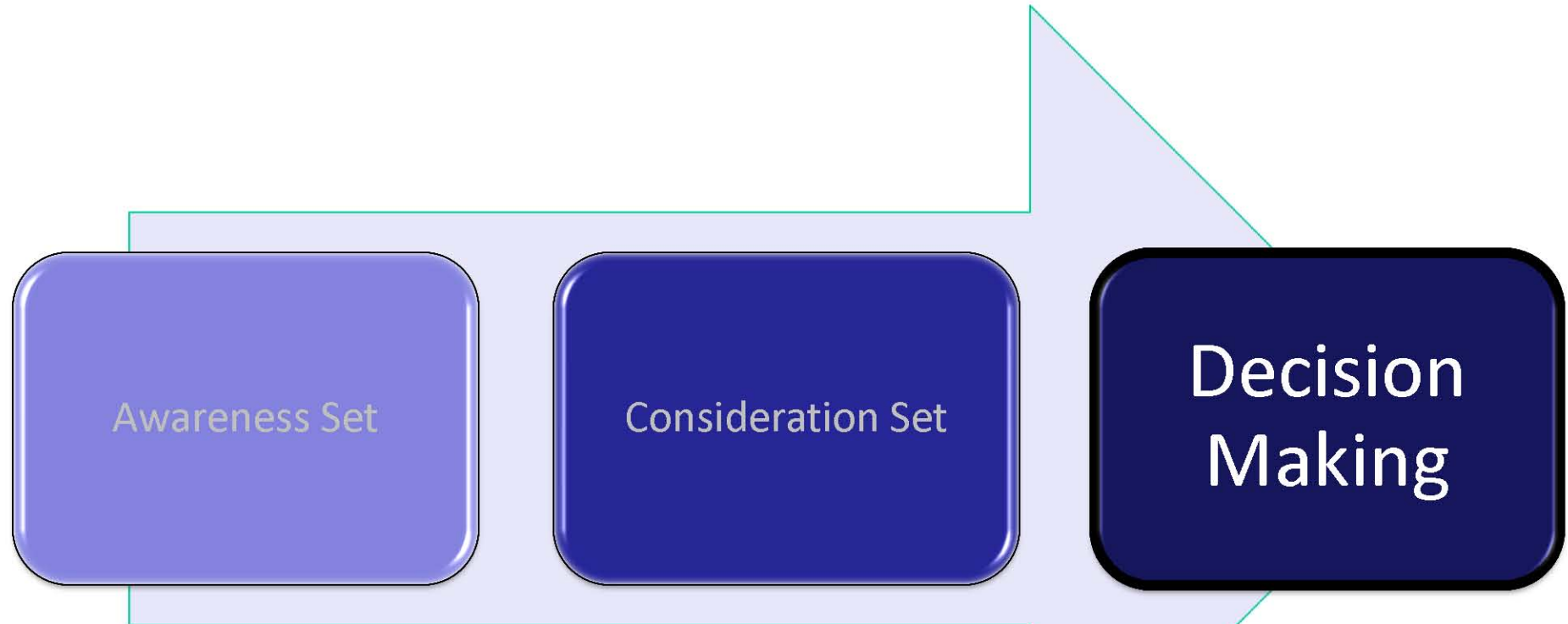


# 6

## SURVEY RESULTS

### RECOMMENDATIONS

## The Decision Making Process



**For parents to chose a school (especially one that is not in their neighborhood), the school should:**

- 1. Provide a solid classroom experience (teachers, course offerings, student-teacher ratio)**
- 2. Emphasize program areas including math/science, gifted education, technology/computers, visual/performing arts**
- 3. Ensure that all points of communication are adequately capable of communicating about the school (the schools themselves – including faculty and admin, websites) and recognize the importance of word-of-mouth (other parents play a major role in the decision process)**

## District-wide Recommendations

Awareness  
Set

### Promote School Choice

TUSD needs to better create awareness of the various programs and areas of emphasis for the districts many schools

Consideration  
Set

### Develop Consistency

In order for parents to consider TUSD schools, the district needs to create a more consistent “brand” for the district – parents need to feel that all schools are good, otherwise they may not consider any of them

Decision  
Making

### Change perceptions



TUSD schools need to utilize both push and pull marketing techniques to ensure that everyone associated with the school provides a consistent message and that the schools are perceived first as being academically solid and second that they provide programs/ areas of specialization that are important to parents



## Implications for moving students between Areas A, B & C within the “target market”

- Fewer than 40% of parents in all three areas feel that TUSD has many different school/program offerings
- Likelihood of moving students is less likely in Area B and especially Area C (only 25% of those in Area C feel that TUSD has high quality schools)
- School safety is a potential issue, particularly in Area B
- Transportation needs to take less than 25 minutes one-way
- Areas with low assessments and high importance include: Academic class offerings, student-teacher ratios (particularly important to those in Area B) and achievement scores (particularly important to those in Area C)
- Elementary school parents are the least likely to indicate that they would move their child to a non-neighborhood school, but they are the most likely to be actively involved in the school selection process (including visiting websites)
- Parents are most likely to move their children to non-neighborhood schools that emphasize Math/Science, Gifted Education (particularly those in Area B), Technology/Computers (particularly those in Area A) and Visual/Performing Arts

# **EXHIBIT 13**

Name	Size	Time
 BC Meeting Schedule 140523.pdf	34.86 KB	5/23/2014, 11:53:39 AM
 Magnet-Boundary Timeline Rev. per 5.20.14 SM...	39.6 KB	5/23/2014, 9:46:32 AM

# **EXHIBIT 13A**

# BOUNDARY REVIEW PLAN

## BOUNDARY COMMITTEE MEETING SCHEDULE 2014

LEGEND

- Yellow** = BC Meetings
- Gray** = Tentative BC Meetings (only if needed)
- BLUE** = Regional Public Meetings (BC members to attend at least one)

Governing Board Meeting Dates:

- July 25 – Submit Draft Plan
- September 9 – Final Plan for approval

MEETING	DATE
BC ORIENTATION	3.26.2014
BC REVIEW OPTIONS	4.2.2014
BC REVISE OPTIONS	4.9.2014
BC UNDERSTANDING MATERIALS	4.16.2014
BC CREATE OPTIONS	4.30.2014
BC CREATE OPTIONS	5.14.2014
BC REVIEW MAGNET PLAN	5.21.2014
BC REFINE & EVALUATE OPTIONS	5.28.2014
BC REFINE & EVALUATE OPTIONS	5.31.2014

MEETING	DATE
BC REFINE & EVALUATE OPTIONS	6.4.2014
BC REFINE & EVALUATE OPTIONS	6.11.2014
BC REFINE OPTIONS/ DRAFT PLAN	6.18.2014
BC REFINE OPTIONS/ DRAFT PLAN	6.25.2014
REGIONAL MEETING - PUEBLO HS	7.9.2014
REGIONAL MEETING - PALO VERDE HS	7.10.2014
REGIONAL MEETING - RINCON HS	7.12.2014
BC REVIEW/ FINALIZE DRAFT PLAN	7.16.2014
BC REVIEW/ FINALIZE DRAFT PLAN	7.19.2014

APRIL							MAY							JUNE							JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
		1	2	3	4	5					1	2	3	1	2	3	4	5	6	7			1	2	3	4	5						1	2		1	2	3	4	5	6
6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30				25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30	28	29	30				
																												31													

# **EXHIBIT 13B**

**MAY 2014**

<b>COMPREHENSIVE MAGNET PLAN</b>		<b>COMPREHENSIVE BOUNDARY PLAN</b>	
<b>DATE(S)</b>	<b>ACTIVITY</b>	<b>DATE(S)</b>	<b>ACTIVITY</b>
<b>April</b>	Develop draft Comprehensive Magnet Plan (CMP)	<b>Wed April 30</b>	Boundary Review Committee (BRC) meets to develop and/or to propose additional scenarios developed by BRC members
<b>May 1 – 13</b>	Finalize draft CMP	<b>May 1 – 13</b>	BRC members review material; develop additional scenarios on their own to bring back to the BRC.  Special Master and Plaintiffs (SMP) are encouraged to review the material and to develop additional scenarios on their own to bring back to the District.
<b>Wed May 14</b>	Submit draft CMP to Special Master and Plaintiffs (SMP) *initial feedback due by 4pm on Wednesday May 21	<b>May 14</b>	BRC meets to develop and/or to propose additional scenarios
		<b>May 15 – 21</b>	Meeting with SMP to discuss draft CMP and additional scenarios
		<b>May 15 – 21</b>	BRC members review material, including additional scenarios
<b>Wed May 21</b>	SMP submits initial feedback to District to share w/BRC	<b>Wed May 21</b>	BRC meets; staff will present draft CMP (w/SMP comments); focus on “holes” for BRC to fill by June 11
<b>May 22 – 30</b>	Conduct community and/or site-based magnet forums	<b>Wed May 28</b>	BRC meets to refine/evaluate options, begins to develop draft CMP “holes”
<b>Tues May 27</b>	Present draft CMP to Governing Board for study	<b>Sat May 31</b> (optional, afternoon)	BRC meets to continue to develop the draft CMP “holes”

**JUNE AND JULY 2014**

<b>COMPREHENSIVE MAGNET PLAN</b>		<b>COMPREHENSIVE BOUNDARY PLAN</b>	
<b>DATE(S)</b>	<b>ACTIVITY</b>	<b>DATE(S)</b>	<b>ACTIVITY</b>
<b>May 15 – June 13</b>	Receive, review, consider SMP comments	<b>Wed June 4</b> (optional)	BRC meets to refine/evaluate options, continues to develop the draft CMP
<b>Tues June 10</b>	Present community, SMP, BRC, expert feedback and input to Governing Board for study	<b>Wed June 11</b>	BRC meets to refine/evaluate options, finish BRC-portion of draft CMP; submit draft CMP to Magnet Committee
<b>Friday June 13</b>	Last day for SMP to submit comments on CMP		
<b>June 18 or 20</b>	Meeting with SMP to discuss the CMP and Comprehensive Boundary Plan (CBP)		
<b>June 17 – 26</b>	Develop revised CMP (consider input from Community, Governing Board, SMP, BRC, and Experts)  Present revised CMP to SLT  Resolve differences with the SMP	<b>Wed June 18</b>	BRC meets to refine/evaluate options; begin developing the draft CBP  *District begins developing a DIA, shares with Parties and Special Master once available
<b>Tues June 24</b>	Present CMP outline to the Governing Board for study	<b>Wed June 25</b>	BRC meets to refine/evaluate options; develop the draft CBP
<b>Thursday June 26</b>	Finalize revised CMP		
<b>Friday June 27</b>	Submit (a) revised CMP, and (b) draft CBP (with DIA) to the Governing Board, the SMP, and BRC		
<b>June 30 – July 4</b>	<b>District is closed</b>		
<b>Tues July 8</b>	Present revised CMP to the Governing Board for study/action (including any outstanding issues)	<b>July 9 – 14</b>	Regional meetings on the draft CBP
<b>Tues July 15</b>	Present revised CMP to the Governing Board for approval	<b>July 9 – 14</b>	Meeting w/SMP to discuss CBP/DIA
<b>July 16 – 25</b>	Plaintiffs may submit a request for a Report and Recommendation (R&R) to the Special Master and the District [10 days]	<b>Wed July 16</b> (and Saturday July 19, if necessary)	BRC refines/evaluates options based on community, Board, and SMP input; vote on options; finalize the draft CBP
		<b>Tues July 22</b>	Present outline of the options, the DIA, and the community/SMP input to the Governing Board for information, and to the SMP



## AUGUST – NOVEMBER 2014

COMPREHENSIVE MAGNET PLAN		COMPREHENSIVE BOUNDARY PLAN	
DATE(S)	ACTIVITY	DATE(S)	ACTIVITY
<b>July 26 – Aug 4</b>	District may respond to any request for an R&R [10 days]	<b>Fri July 25</b>	Submit draft CBP with a DIA to the SMP and Governing Board
<b>Aug 5 – 8</b>	Special Master submits R&R to Plaintiffs/District [4 days]	<b>Mon Aug 4</b>	Receive Comments from SMP [10 days]
<b>Aug 9 – 14</b>	District may respond to the R&R [6 days]	<b>Tues Aug 12</b>	Present draft CBP and SMP comments to the Board for study/action
<b>Aug 15</b>	Special Master files the R&R with the Court if unresolved	<p><i>If approved on Aug 12:</i></p> <p><b>Aug 13 – 19:</b> Plaintiffs may submit a request for a Report and Recommendation (R&amp;R) to the Special Master and the District [7 days]</p> <p><b>Aug 20 – 26:</b> District may respond to any request for an R&amp;R [7 days]</p> <p><b>Aug 27 – Sept 2:</b> Special Master submits R&amp;R to Plaintiffs/District [4 days]</p> <p><b>Sept 3 – 9:</b> District may respond to the R&amp;R [7 days]</p> <p><b>Sept 10:</b> District may vote to approve a revised plan that resolves the R&amp;R</p> <p><b>Sept 11:</b> Special Master files the R&amp;R with the Court if unresolved</p>	
		<p><i>If not approved on Aug 12:</i></p> <p><b>Aug 13 – 20:</b> Continue to revise plan per Governing Board direction, and attempt to resolve differences with the SMP</p> <p><b>Aug 26:</b> Present CBP to Governing Board for study/action</p>	

	<p><i>If approved on Aug 26:</i></p> <p><b>Aug 27 – Sept 2:</b> Plaintiffs may submit a request for a Report and Recommendation (R&amp;R) to the Special Master and the District [7 days]</p> <p><b>Sept 3 – 9:</b> District may respond to any request for an R&amp;R [7 days]</p> <p><b>Sept 10 – 15:</b> Special Master submits R&amp;R to Plaintiffs/District [6 days]</p> <p><b>Sept 16 – 22:</b> District may respond to the R&amp;R [7 days]</p> <p><b>Sept 23:</b> District may vote to approve a revised plan that resolves the R&amp;R</p> <p><b>Sept 24:</b> Special Master files the R&amp;R with the Court if unresolved</p>
	<p><i>If not approved on Aug 26:</i></p> <p><b>Aug 27 – Sept 8:</b> Continue to revise plan per Governing Board direction, and attempt to resolve differences with the SMP</p> <p><b>Sept 9:</b> Present CBP to Governing Board for action</p>

	<p><b>Sept 10 – Sept 15:</b> Plaintiffs may submit a request for a Report and Recommendation (R&amp;R) to the Special Master and the District [6 days]</p> <p><b>Sept 16 – 19:</b> District may respond to any request for an R&amp;R [4 days]</p> <p><b>Sept 20 – 22:</b> Special Master submits R&amp;R to Plaintiffs/District [3 days]</p> <p><b>Sept 23 – 29:</b> District may respond to the R&amp;R [7 days] and/or may vote on Sept 23 to approve a revised plan that resolves the R&amp;R</p> <p><b>Oct 1:</b> Special Master files the R&amp;R with the Court if unresolved. Special Master shall advise the Court in his R&amp;R that priority enrollment begins November 1 and request a ruling before then if possible.</p>	
	<p><b>October</b></p>	<p>Public Outreach to inform and educate the community on the coming changes</p> <p>*Order, if R&amp;R submitted to Court, should come during October</p>
	<p><b>November 1</b></p>	<p>Priority enrollment begins.</p>

# **EXHIBIT 14**

# Boundary Review Committee

May 14, 2014

## Materials Packet for the Development and Evaluation of Options

### Table of Contents

1. Primary Map Set
  - Overall Map
  - Elementary Schools
  - Middle Schools
  - High Schools
  - Charter Schools
2. School Facility and Enrollment Data Tables with Key
3. School Enrollment by Race/Ethnicity
4. Miscellaneous Enrollment
  - GATE by School at and School From
  - Self-Contained GATE by School At and Ethnicity
  - Self-Contained GATE Attendance Area Maps
  - Magnet by School At and Ethnicity
  - McKinney-Vento Students
5. Miscellaneous School Information
  - Oversubscribed Schools
  - Feeder Pattern Table
  - School Programs
6. Socio-Economic Data Maps and Tables
  - Maps of Ethnic/Racial Share
  - Maps of Socio-Economic Data
  - Tables of Socio-Economic Data

## **Useful links:**

TUSD schools on google maps: color coded by grade level, click the location icon and you'll receive the name and data for each school.

[https://mapsengine.google.com/map/edit?mid=zu-1Ls2f-t\\_w.kbbCSjtXVArQ](https://mapsengine.google.com/map/edit?mid=zu-1Ls2f-t_w.kbbCSjtXVArQ)

TUSD Boundary Review Plan Webpage/ FAQs. This link also has access to the other links within the boundary review webpage.

<http://tusd1.org/contents/distinfo/boundaryreview/faq.asp>

School Offerings: Equity did a survey last fall, the results are posted on TUSDStats. This include information about each school's offerings.

[https://tusdstats.tusd1.org/planning/profiles/SchoolProfiles/listall\\_front.asp](https://tusdstats.tusd1.org/planning/profiles/SchoolProfiles/listall_front.asp)

## PRIMARY MAP SET

Overall Map

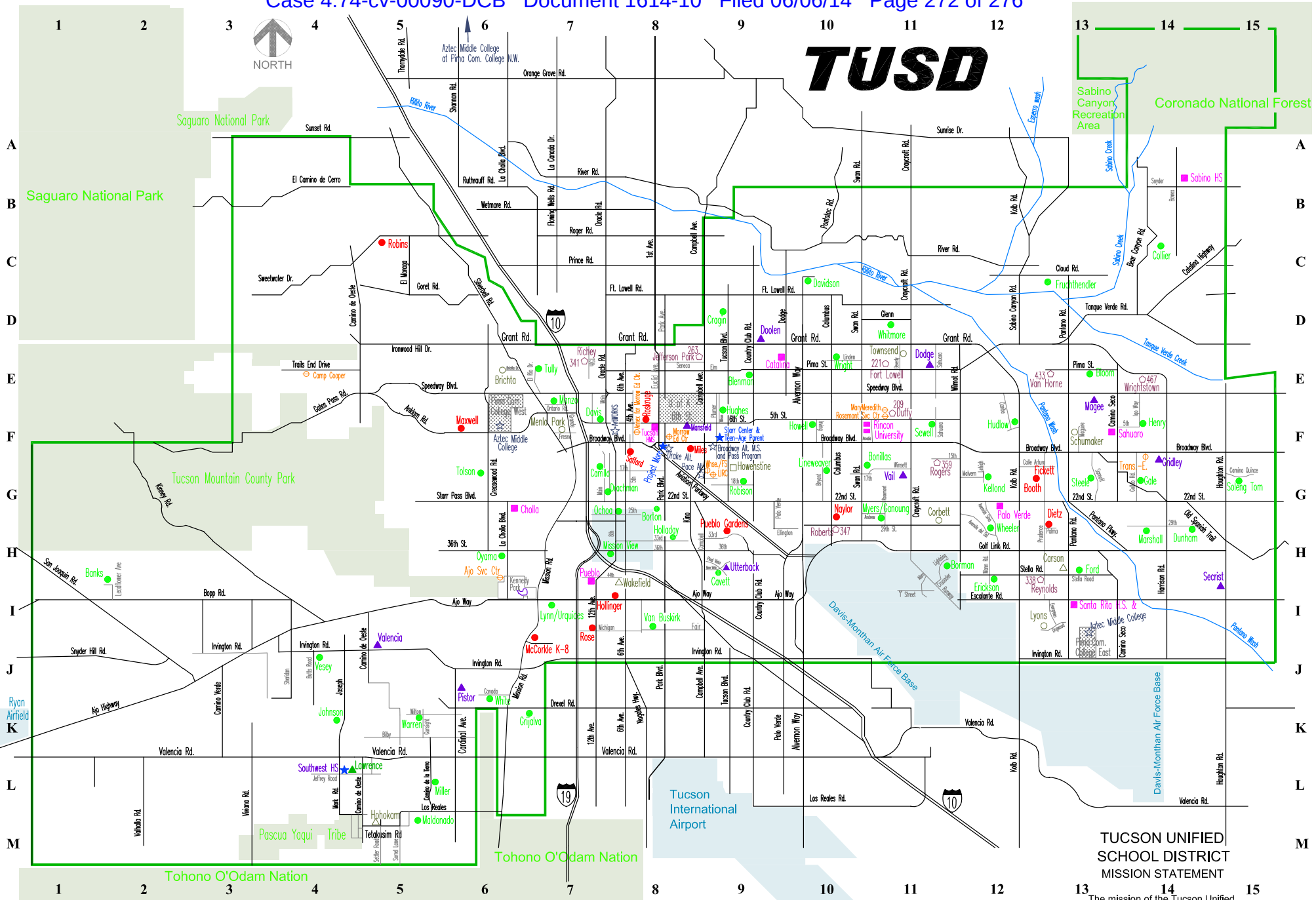
Elementary Schools

Middle Schools

High Schools

Charter Schools

# TUSD



**SYMBOL KEY**

- ELEMENTARY SCHOOL
- K-8 SCHOOL
- ▲ 3-8 SCHOOL
- ▲ MIDDLE SCHOOL
- ▲ HIGH SCHOOL
- ★ ALTERNATIVE PROGRAM
- ⊕ INSTRUCTIONAL SUPPORT
- ⊕ FACILITIES SUPPORT
- ⊕ INST. + FAC. SUPPORT
- ○ △ CLOSED SCHOOL 2013
- ☆ CLOSED ALT. SCHOOL
- ◇ CLOSED SCHOOL 2010
- 338 CLOSED SCHOOL CODE NO.

May 14, 2014  
DISTRICT BOUNDARY

**TUCSON UNIFIED SCHOOL DISTRICT MISSION STATEMENT**

The mission of the Tucson Unified School District, in partnership with parents and the greater community, is to assure each pre-K through 12th grade student receives an engaging, safe, rigorous and comprehensive education.

**TUSD**  
From unified school district

**BONDS and ARCHITECTURE**  
*Building for Children*

BRC Notebook  
2025 E Winnett, Tucson, AZ 85719



Tucson Unified School District



# School Finder Key for District Map

## ELEMENTARY SCHOOLS

Banks-H2	Lyons-I13
Blenman-E9	Maldonado-M5
Bloom-E13	Manzo-E7
Bonillas-G10	Marshall-H14
Borman-H11	Menlo Park-F7
Borton-G8	Miles-F8
Brichta-E6	Miller-L5
Carrillo-G7	Mission View-H8
Cavett-I9	Myers/Ganoung-G11
Collier-C14	Ochoa-G8
Corbett-G11	Oyama-H6
Cragin-D9	Pueblo Gardens-H9
Davidson-C10	Reynolds-I13
Davis-F7	Richey-E7
Dietz-H13	Roberts-H10
Drachman-G7	Robins-C5
Duffy-F11	Robison-G9
Dunham-H14	Rogers-F11
Erickson-I12	Rose-I7
Ford-H13	Roskruge-F8
Fort Lowell-E11	Safford-F8
Fruchthendler-C13	Schumaker-F13
Gale-G14	Sewell-F11
Grijalva-K7	Soleng Tom-G15
Henry-F14	Steele-G13
Holladay-H8	Tolson-G6
Hollinger-I8	Tully-E7
Howell-F10	VanBuskirk-I8
Hudlow-F12	VanHorne-E13
Hughes-F9	Vesey-J4
Jefferson Park-E8	Warren-K5
Johnson-K4	Wheeler-H12
Kellond-G12	White-J6
Lawrence-L4	Whitmore-D11
Lineweaver-G10	Wright-E10
Lynn/Urquides-I7	Wrightstown-E14

## MIDDLE SCHOOLS

Booth-Fickett-G12  
 Carson-H13  
 Dodge-E11  
 Doolen-D9  
 Gridley-F14  
 Hohokam-M5  
 Magee-E13  
 Mansfeld-F8  
 Maxwell-F6  
 Naylor-G10  
 Pistor-J6  
 Roskruge-F8  
 Safford-F8  
 Secrist-I15  
 Townsend-E11  
 Utterback-I9  
 Vail-G11  
 Valencia-J5  
 Wakefield-I8

## HIGH SCHOOLS

Catalina-E9  
 Cholla-G6  
 Howestine H.S.-G9  
 Palo Verde-G12  
 Pueblo-H7  
 Rincon/University-F10  
 Sabino-A14  
 Sahuaro-F13  
 Santa Rita-I13  
 Tucson HMS-F8

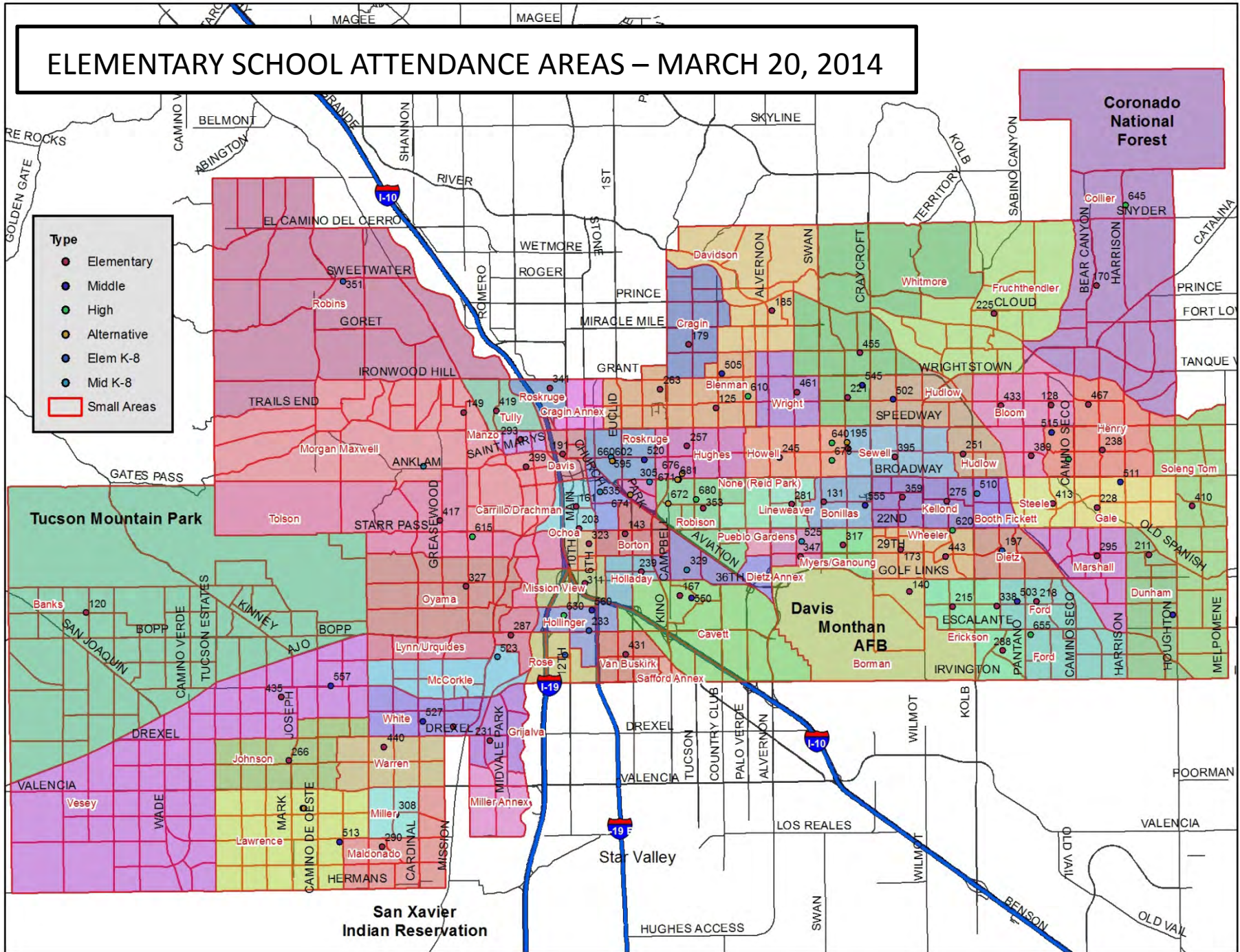
## ALTERNATIVE SCHOOLS

ArtWorks-F8  
 Aztec Middle College  
 at P.C.C., West-F6  
 Aztec Middle College  
 at P.C.C., Northwest-A6  
 Aztec Middle College  
 at P.C.C., East-J13  
 Broadway Alt. M.S.  
 and P.A.S.S.-F9  
 Drake Alt. M.S.-F8  
 Homebound/  
 Teleteaching(THMS)-F8  
 Mary Meredith-F11  
 P.A.C.E.-G9  
 Project More-F8  
 Southwest HS/MS-L4  
 Starr Center and  
 Teenage Parent-F9

## SUPPORT SITES

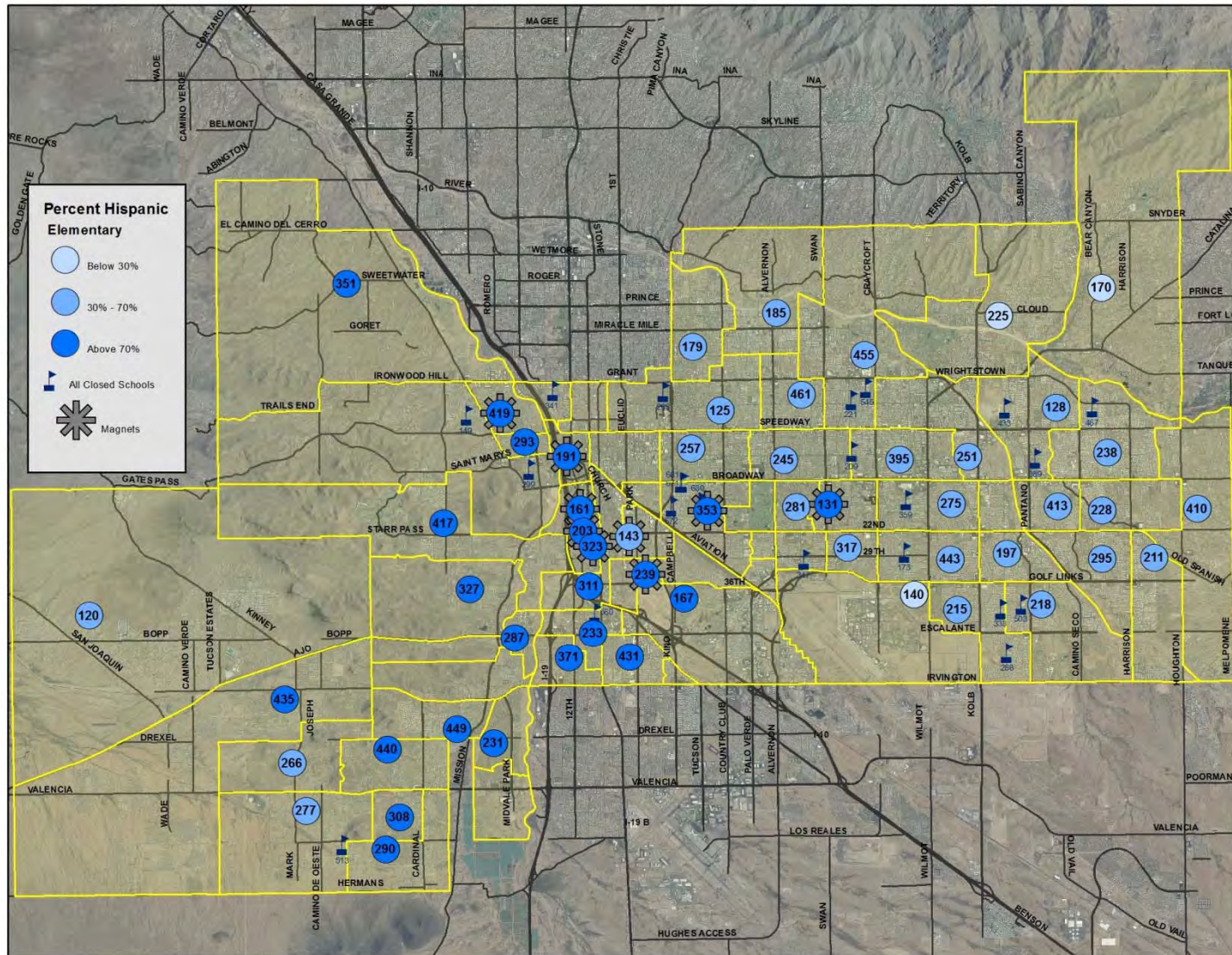
Ajo Service Center-H6  
 Ed. Tech Bldg.-F8 (not shown)  
 Finance Bldg.-F8 (not shown)  
 Food Service-G9  
 L.I.R.C.-G9  
 Maintenance-G9 (not shown)  
 Morrow Ed. Center-F8  
 Morrow Ed. Center Annex-F8  
 Print Shop (THMS)-F8 (not shown)  
 Rosemont S.C.-F11  
 School Safety-G9 (not shown)  
 Transportation East-F14  
 Transportation West-G9 (not shown)  
 Warehouses-G9  
 Welcome Center-F8 (not shown)







# Elementary: Percent Hispanic



Draft – For Review and Discussion Only – March 20, 2014