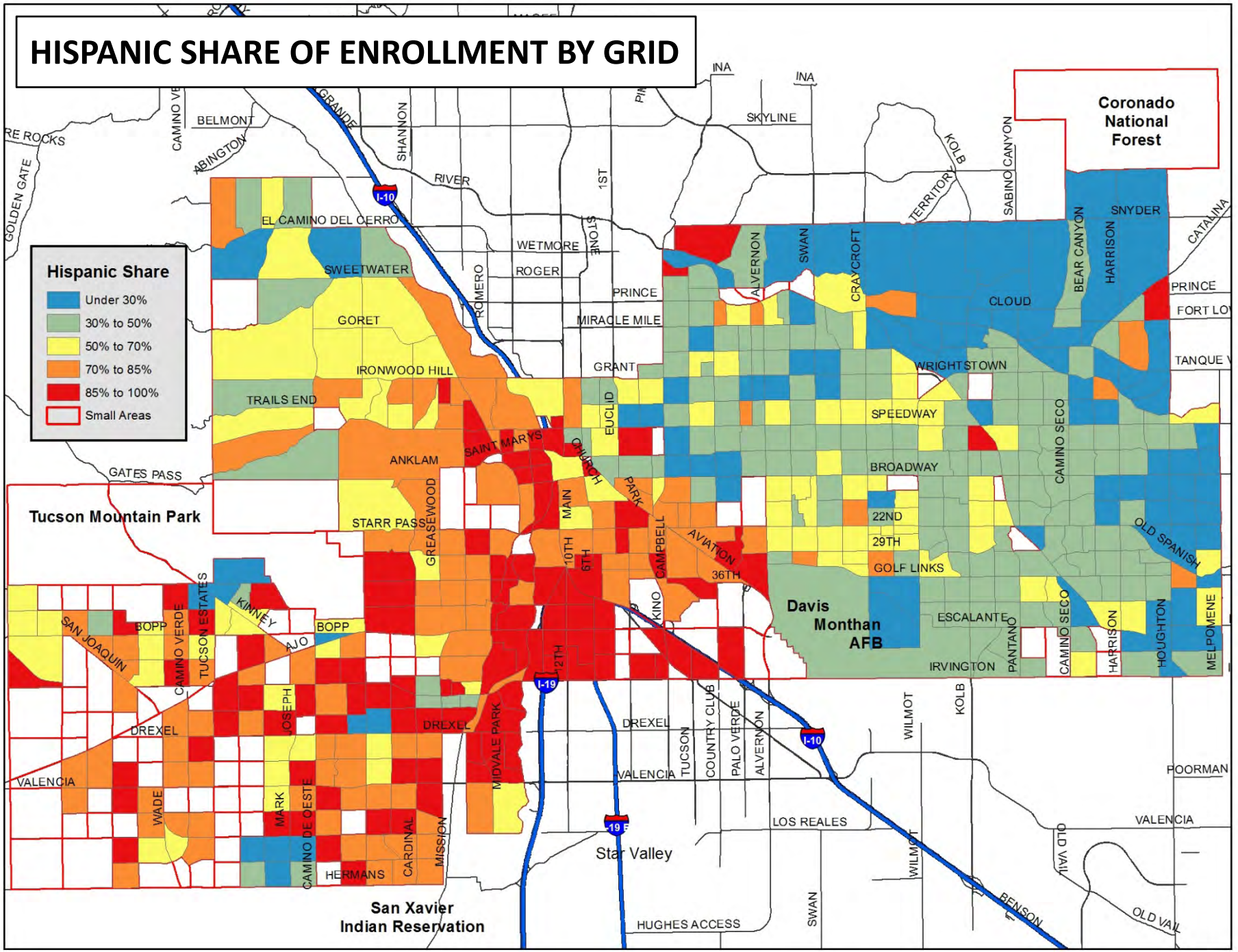
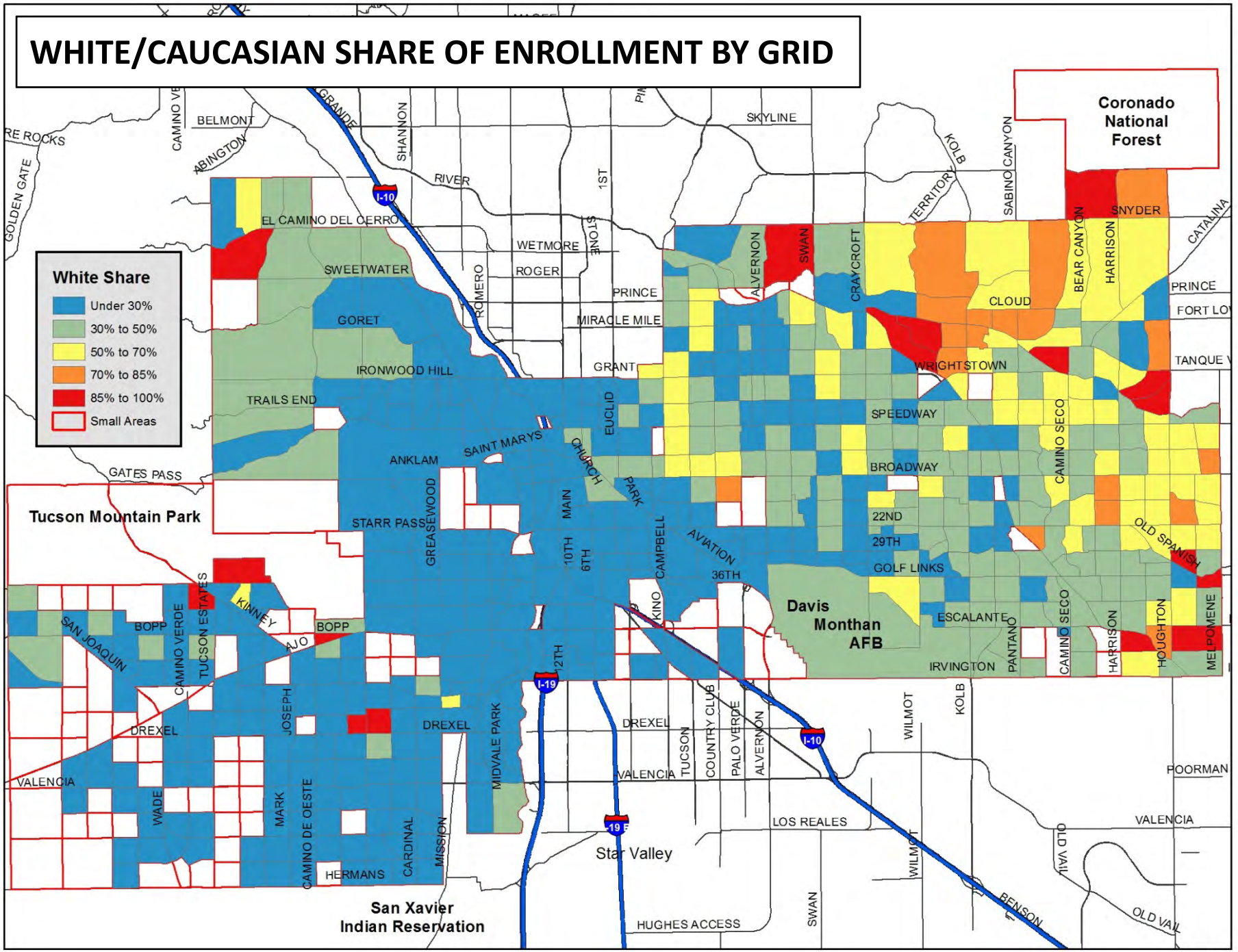
SOCIO-ECONOMIC DATA MAPS AND TABLES

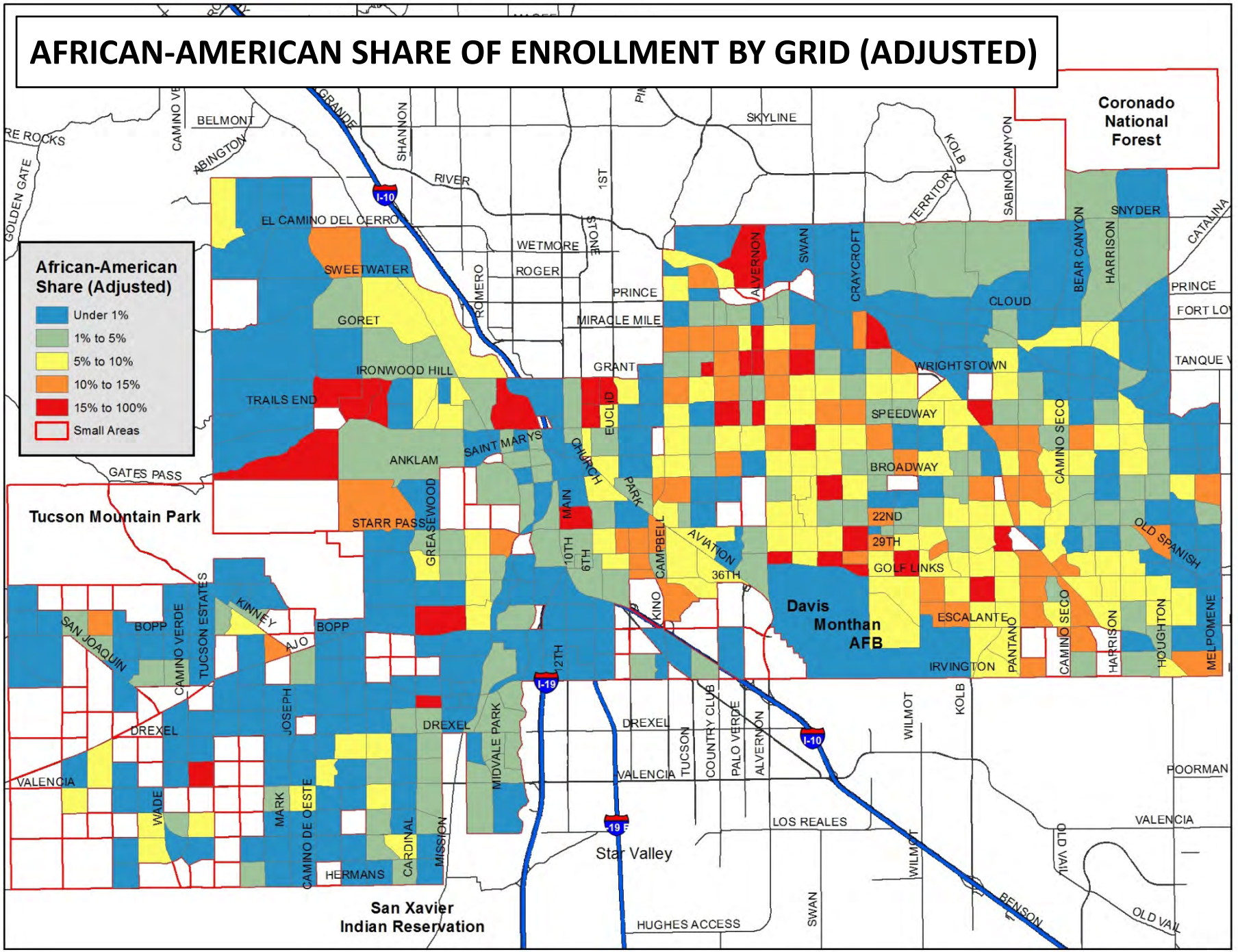
Maps of Ethnic/Racial Share

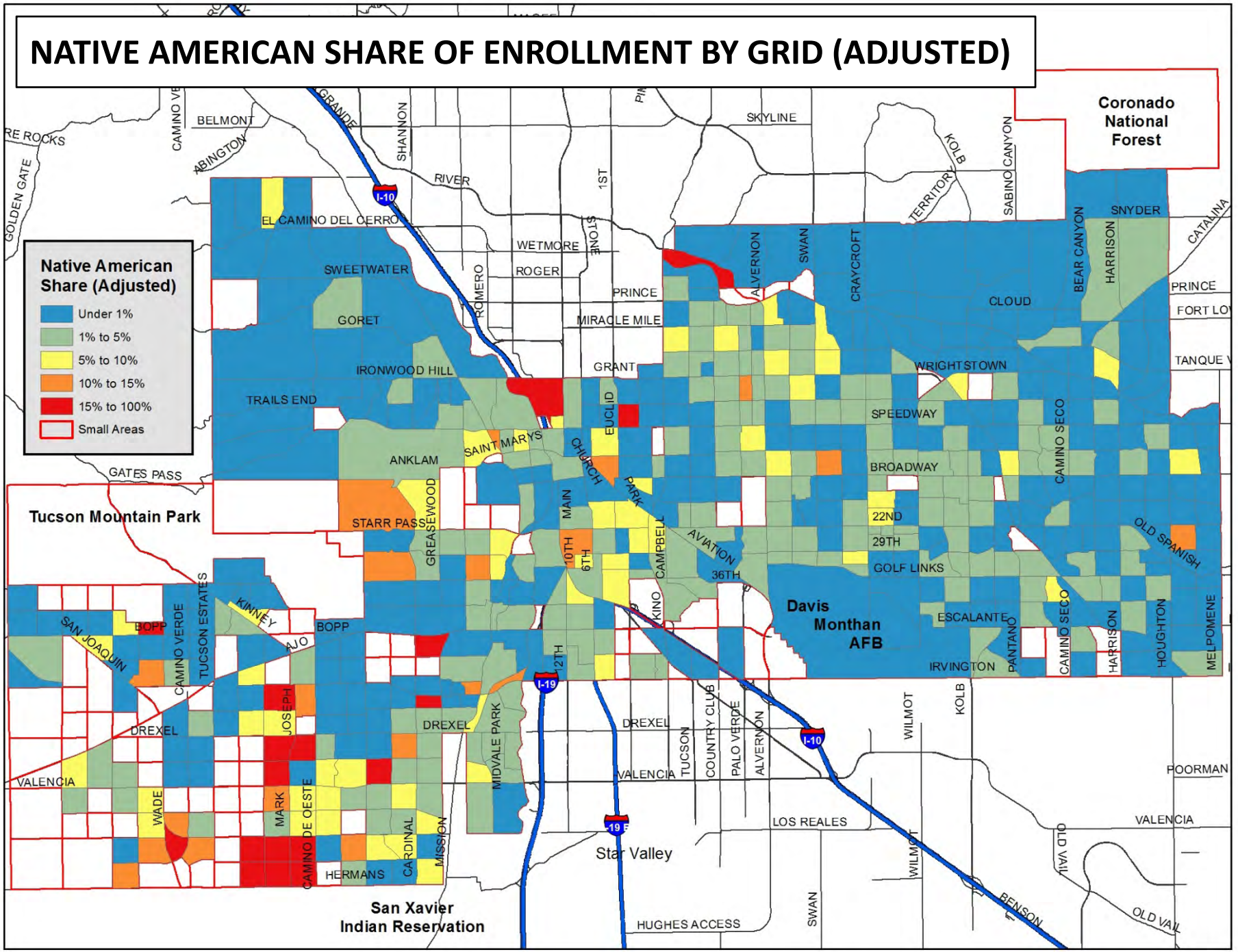
Maps of Socio-Economic Data

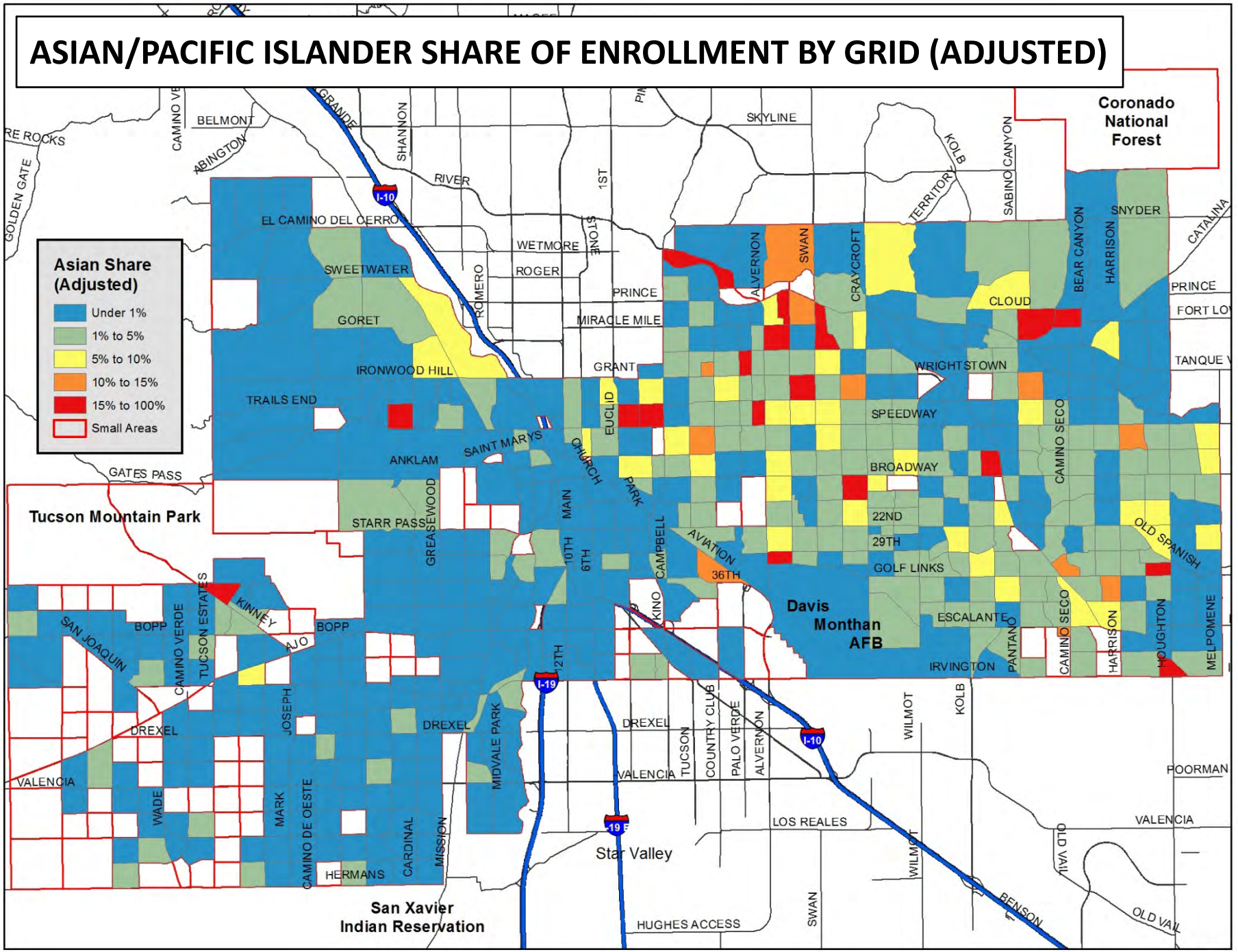
Tables of Socio-Economic Data

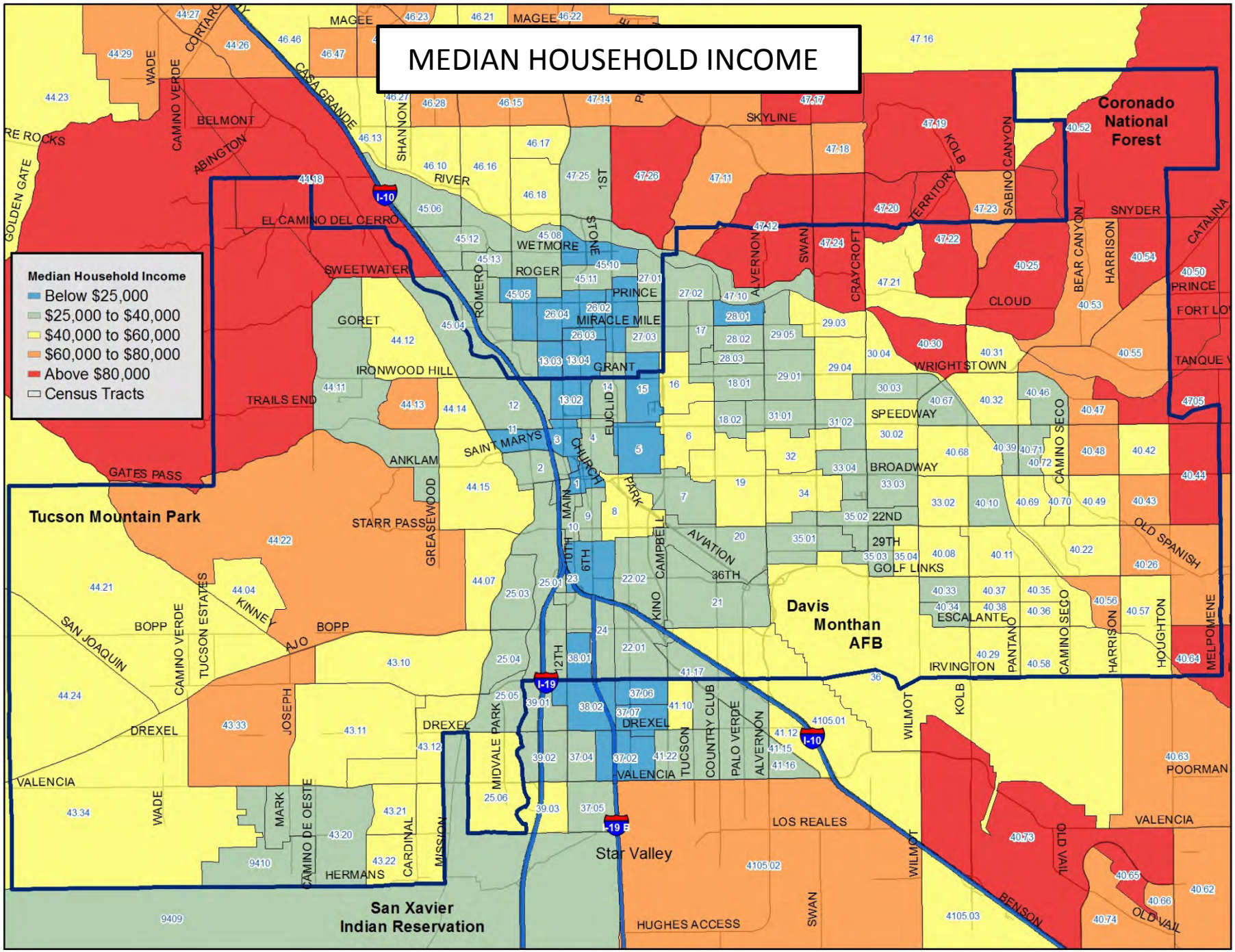

HISPANIC SHARE OF ENROLLMENT BY GRID
Hispanic Share
Under 30%
30% to 50%
50% to 70%
70% to 85%
85% to 100%
Small Areas
Coronado National Forest
Tucson Mountain Park
Davis Monthan AFB
San Xavier Indian Reservation
Star Valley
EL CAMINO DEL CERRO
SWEETWATER
GORET
IRONWOOD HILL
TRAILS END
ANKLAM
SAINT MARYS
STARR PASS
GREASEWOOD
CHURCH
PARK
MAIN
10TH
6TH
12TH
CAMPBELL
AVIATION
36TH
KINO
CLOUD
WRIGHTSTOWN
SPEEDWAY
BROADWAY
22ND
29TH
GOLF LINKS
ESCALANTE
IRVINGTON
PANTANO
CAMINO SECO
HARRISON
HOUGHTON
MELPOMENE
OLD SPANISH
SNYDER
BEAR CANYON
CRAYCROFT
SWAN
ALVERNON
SABINO CANYON
TERRITORY
KOLB
SKYLINE
INA
1ST
STONE
ROMERO
ROGER
WETMORE
PRINCE
MIRACLE MILE
GRANT
EUCLID
SHANNON
RIVER
GRANDE
BELMONT
ABINGTON
CAMINO VE
GOLDEN GATE
GATES PASS
SAN JOAQUIN
BOPP
CAMINO VERDE
TUCSON ESTATES
KINNEY
AJO
JOSEPH
DREXEL
VALENCIA
WADE
MARK
CAMINO DE OESTE
CARDINAL
MISSION
HERMANS
MIDVALE PARK
TUCSON
COUNTRY CLUB
PALO VERDE
ALVERNON
WILMOT
LOS REALES
HUGHES ACCESS
BENSON
OLD VAIL
POORMAN
CATALINA
FORT LO
TANQUE
I-10
I-19

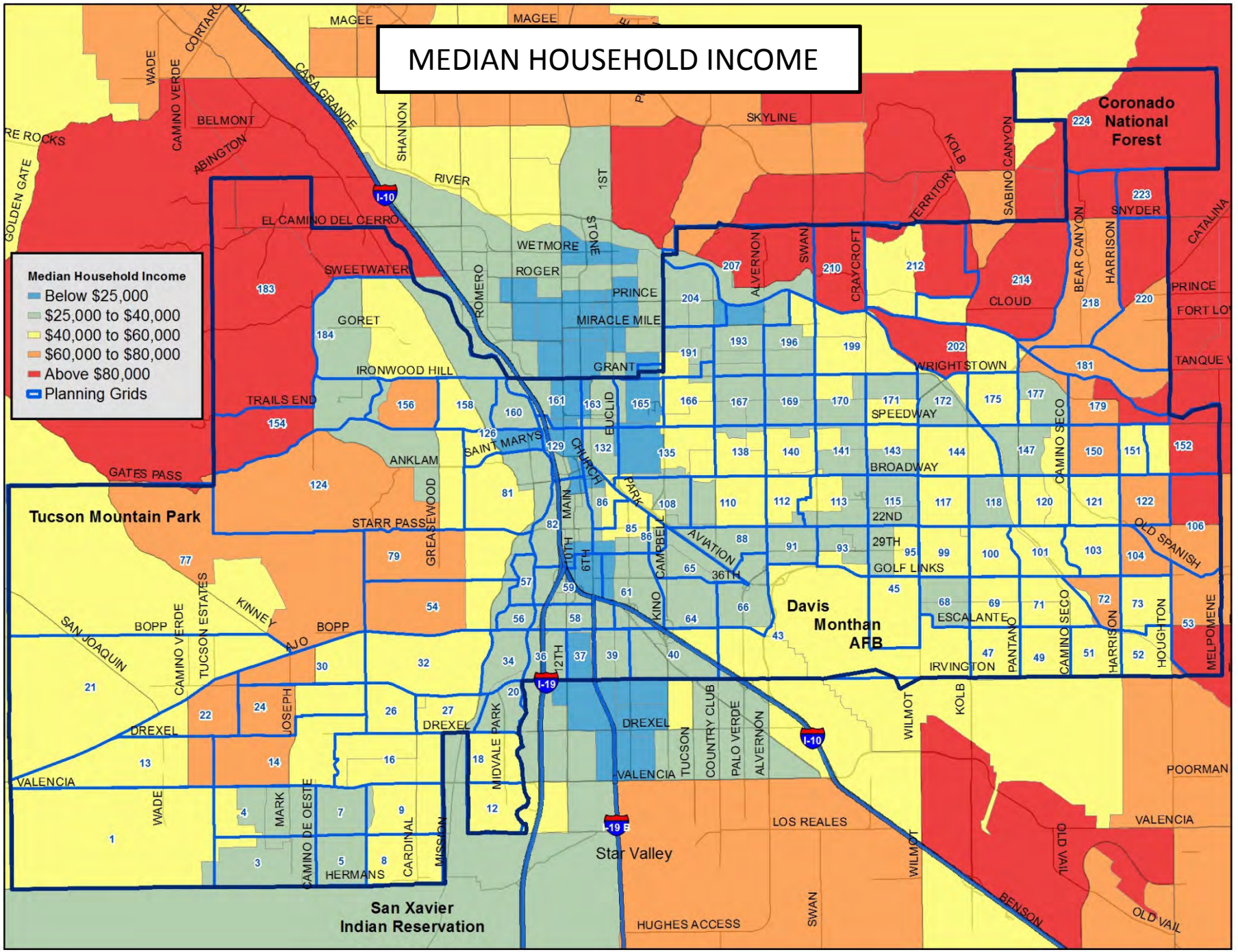

WHITE/CAUCASIAN SHARE OF ENROLLMENT BY GRID
White Share
Under 30%
30% to 50%
50% to 70%
70% to 85%
85% to 100%
Small Areas
Coronado National Forest
Tucson Mountain Park
Davis Monthan AFB
San Xavier Indian Reservation
Star Valley
I-10
I-19
BELMONT
ABINGTON
GRANDE
SHANNON
RIVER
SKYLINE
KOLB
SABINO CANYON
TERRITORY
SNYDER
CATALINA
GOLDEN GATE
EL CAMINO DEL CERRO
WETMORE
ROGER
STONE
1ST
ROMERO
SWEETWATER
PRINCE
MIRACLE MILE
GORET
GRANT
IRONWOOD HILL
TRAILS END
ALVERNON
SWAN
CRAYCROFT
CLOUD
BEAR CANYON
HARRISON
FORT LO
TANQUE
WRIGHTSTOWN
SPEEDWAY
BROADWAY
CAMINO SECO
EUCLID
SAINT MARYS
ANKLAM
CHURCH
PARK
GATES PASS
STARR PASS
GREASEWOOD
MAIN
10TH
6TH
CAMPBELL
AVIATION
36TH
22ND
29TH
GOLF LINKS
OLD SPANISH
ESCALANTE
IRVINGTON
PANTANO
HOUGHTON
MELPOMENE
KINO
12TH
SAN JOAQUIN
BOPP
CAMINO VERDE
TUCSON ESTATES
KINNEY
AJO
JOSEPH
DREXEL
VALENCIA
WADE
MARK
CAMINO DE OESTE
CARDINAL
MISSION
HERMANS
MIDVALE PARK
TUCSON
COUNTRY CLUB
PALO VERDE
WILMOT
POORMAN
LOS REALES
OLD VAIL
BENSON
HUGHES ACCESS

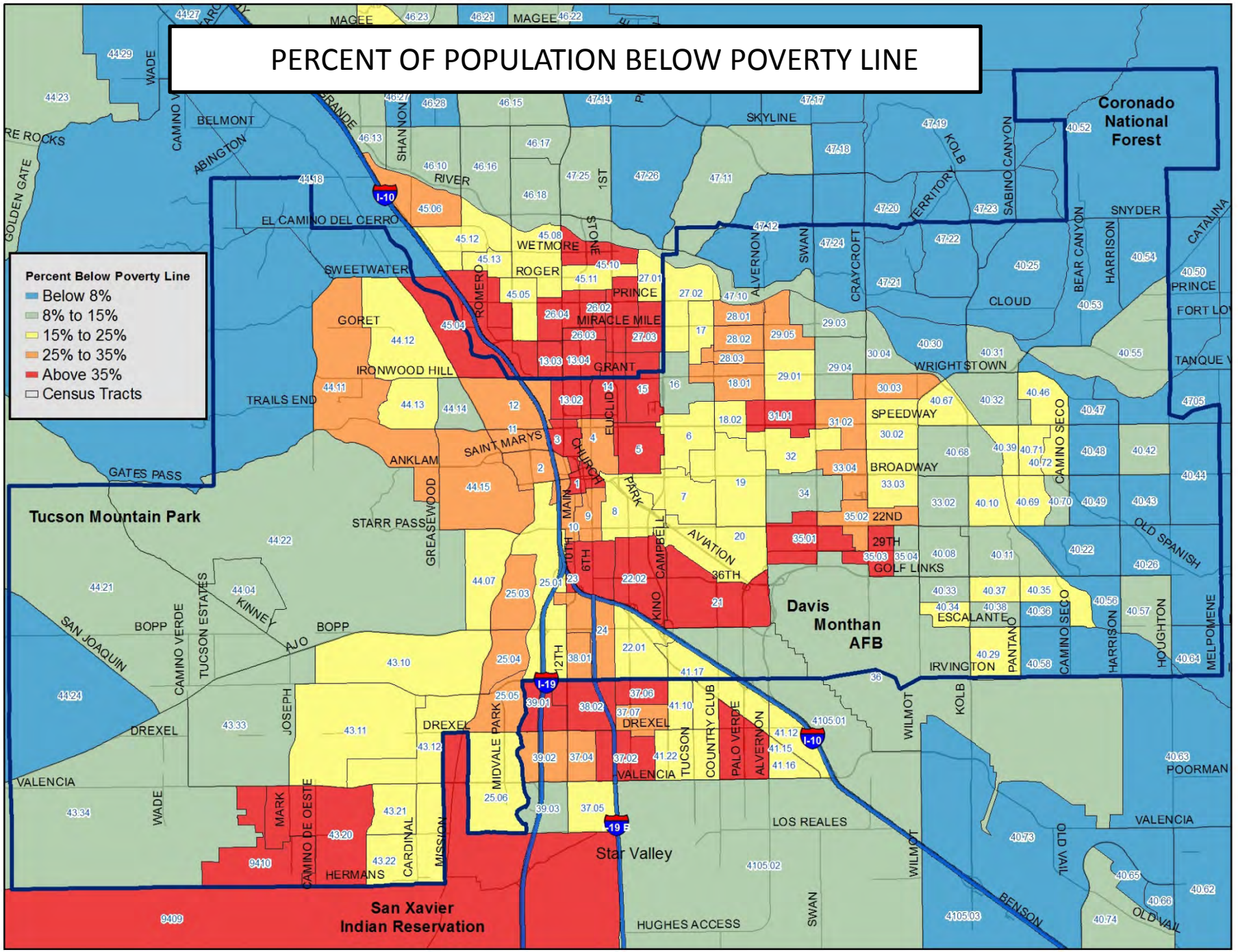

AFRICAN-AMERICAN SHARE OF ENROLLMENT BY GRID (ADJUSTED)
African-American Share (Adjusted)
Under 1%
1% to 5%
5% to 10%
10% to 15%
15% to 100%
Small Areas
Coronado National Forest
Tucson Mountain Park
San Xavier Indian Reservation
Star Valley
Davis Monthan AFB
I-10
I-19
BELMONT
ABINGTON
SHANNON
RIVER
SKYLINE
KOLB
SABINO CANYON
SNYDER
CATALINA
EL CAMINO DEL CERRO
SWEETWATER
WETMORE
ROGER
PRINCE
MIRACLE MILE
GORET
IRONWOOD HILL
GRANT
TRAILS END
ANKLAM
SAINT MARYS
CHURCH
EUCLID
PARK
MAIN
STONE
ROMERO
1ST
ALVERNON
SWAN
CRAYCROFT
CLOUD
BEAR CANYON
HARRISON
WRIGHTSTOWN
SPEEDWAY
BROADWAY
22ND
29TH
GOLF LINKS
36TH
AVIATION
CAMPBELL
CAMINO SECO
OLD SPANISH
ESCALANTE
IRVINGTON
PANTANO
HOUGHTON
MELPOMENE
GATES PASS
STARR PASS
GREASEWOOD
10TH
6TH
12TH
KINO
SAN JOAQUIN
BOPP
CAMINO VERDE
TUCSON ESTATES
KINNEY
AJO
JOSEPH
DREXEL
VALENCIA
WADE
MARK
CAMINO DE OESTE
HERMANS
CARDINAL
MISSION
MIDVALE PARK
COUNTRY CLUB
PALO VERDE
TUCSON
WILMOT
LOS REALES
HUGHES ACCESS
BENSON
POORMAN
OLD VAIL

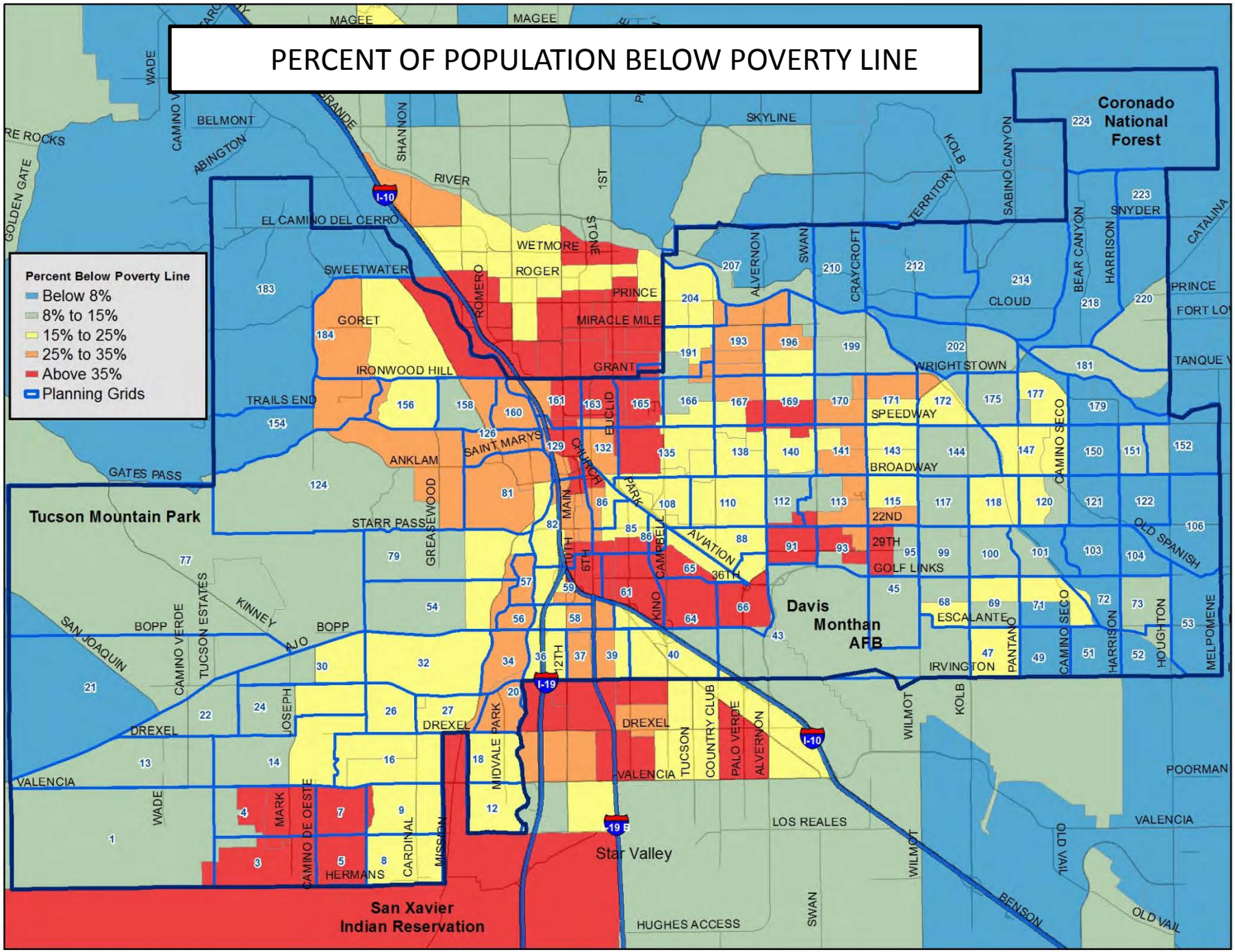

NATIVE AMERICAN SHARE OF ENROLLMENT BY GRID (ADJUSTED)
Native American Share (Adjusted)
Under 1%
1% to 5%
5% to 10%
10% to 15%
15% to 100%
Small Areas
Coronado National Forest
Tucson Mountain Park
San Xavier Indian Reservation
Davis Monthan AFB
Star Valley
BELMONT
ABINGTON
SHANNON
RIVER
SKYLINE
KOLB
SABINO CANYON
SNYDER
CATALINA
EL CAMINO DEL CERRO
WETMORE
ROGER
SWEETWATER
GORET
IRONWOOD HILL
TRAILS END
ROMERO
1ST
STONE
PRINCE
MIRACLE MILE
GRANT
ALVERNON
SWAN
CRAYCROFT
CLOUD
BEAR CANYON
HARRISON
WRIGHTSTOWN
SPEEDWAY
BROADWAY
22ND
29TH
GOLF LINKS
ESCALANTE
IRVINGTON
PANTANO
CAMINO SECO
HOUGHTON
MELPOMENE
OLD SPANISH
TANQUE
FORT LO
ANKLAM
SAINT MARYS
CHURCH
EUCLID
PARK
MAIN
10TH
6TH
CAMPBELL
AVIATION
36TH
KINO
12TH
GATES PASS
STARR PASS
GREASEWOOD
KINNEY
AJO
BOPP
SAN JOAQUIN
CAMINO VERDE
TUCSON ESTATES
JOSEPH
DREXEL
VALENCIA
WADE
MARK
CAMINO DE OESTE
CARDINAL
MISSION
HERMANS
MIDVALE PARK
COUNTRY CLUB
PALO VERDE
TUCSON
WILMOT
POORMAN
LOS REALES
OLD VAIL
BENSON
HUGHES ACCESS
I-10
I-19

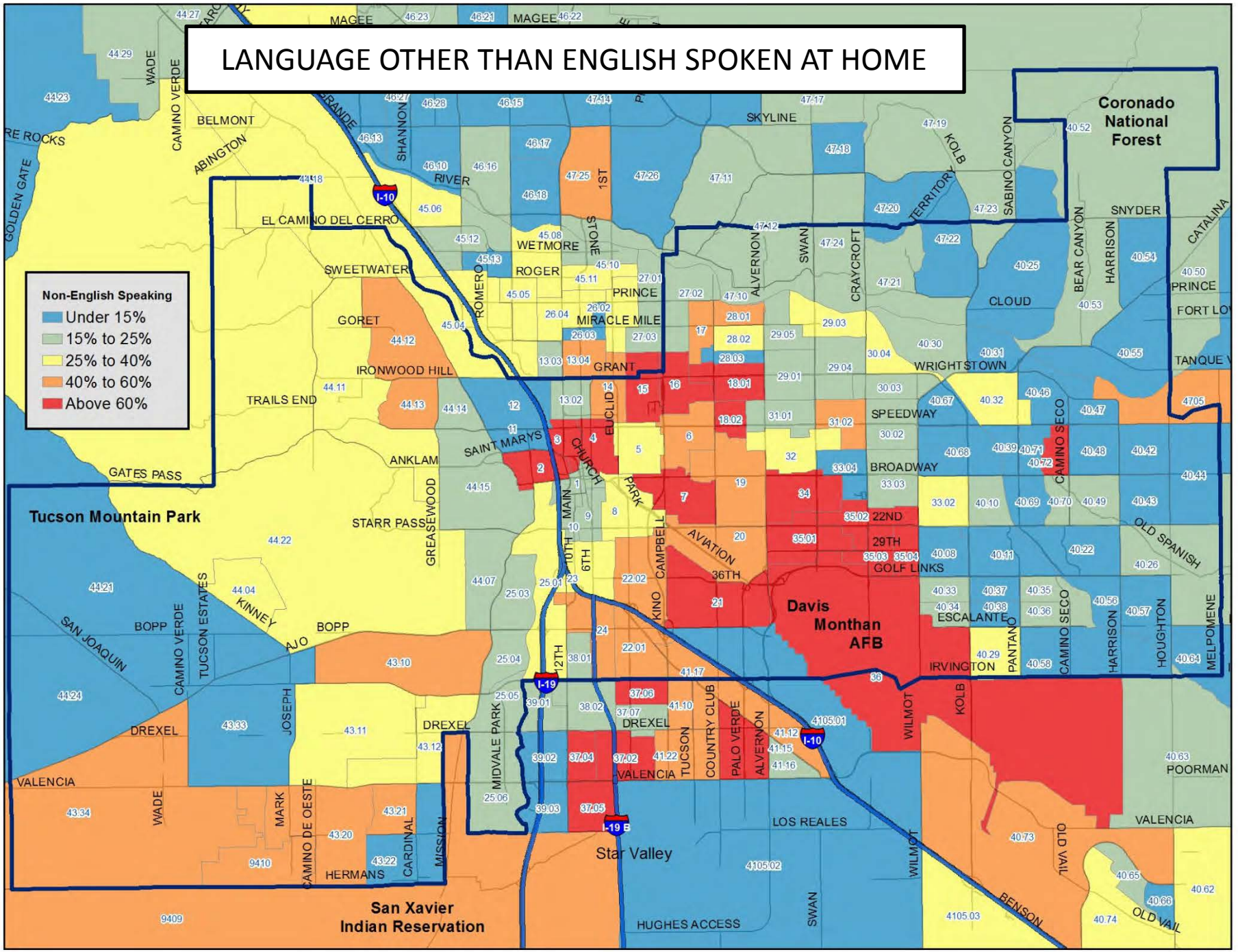

ASIAN/PACIFIC ISLANDER SHARE OF ENROLLMENT BY GRID (ADJUSTED)
Asian Share (Adjusted)
Under 1%
1% to 5%
5% to 10%
10% to 15%
15% to 100%
Small Areas
Coronado National Forest
Tucson Mountain Park
San Xavier Indian Reservation
Star Valley
Davis Monthan AFB
BELMONT
ABINGTON
SHANNON
RIVER
SKYLINE
KOLB
SABINO CANYON
SNYDER
CATALINA
EL CAMINO DEL CERRO
SWEETWATER
GORET
IRONWOOD HILL
TRAILS END
WETMORE
ROGER
PRINCE
MIRACLE MILE
GRANT
ALVERNON
SWAN
CRAYCROFT
CLOUD
BEAR CANYON
HARRISON
WRIGHTSTOWN
SPEEDWAY
BROADWAY
22ND
29TH
GOLF LINKS
ESCALANTE
IRVINGTON
PANTANO
CAMINO SECO
HOUGHTON
MELPOMENE
OLD SPANISH
TANQUE
FORT LO
GATES PASS
ANKLAM
SAINT MARYS
CHURCH
EUCLID
PARK
MAIN
STARR PASS
GREASEWOOD
10TH
6TH
CAMPBELL
AVIATION
36TH
KINO
12TH
I-10
I-19
BOPP
KINNEY
AJO
SAN JOAQUIN
CAMINO VERDE
TUCSON ESTATES
DREXEL
VALENCIA
JOSEPH
WADE
MARK
CAMINO DE OESTE
CARDINAL
MISSION
HERMANS
MIDVALE PARK
TUCSON
COUNTRY CLUB
PALO VERDE
WILMOT
POORMAN
LOS REALES
OLD VAIL
HUGHES ACCESS
BENSON

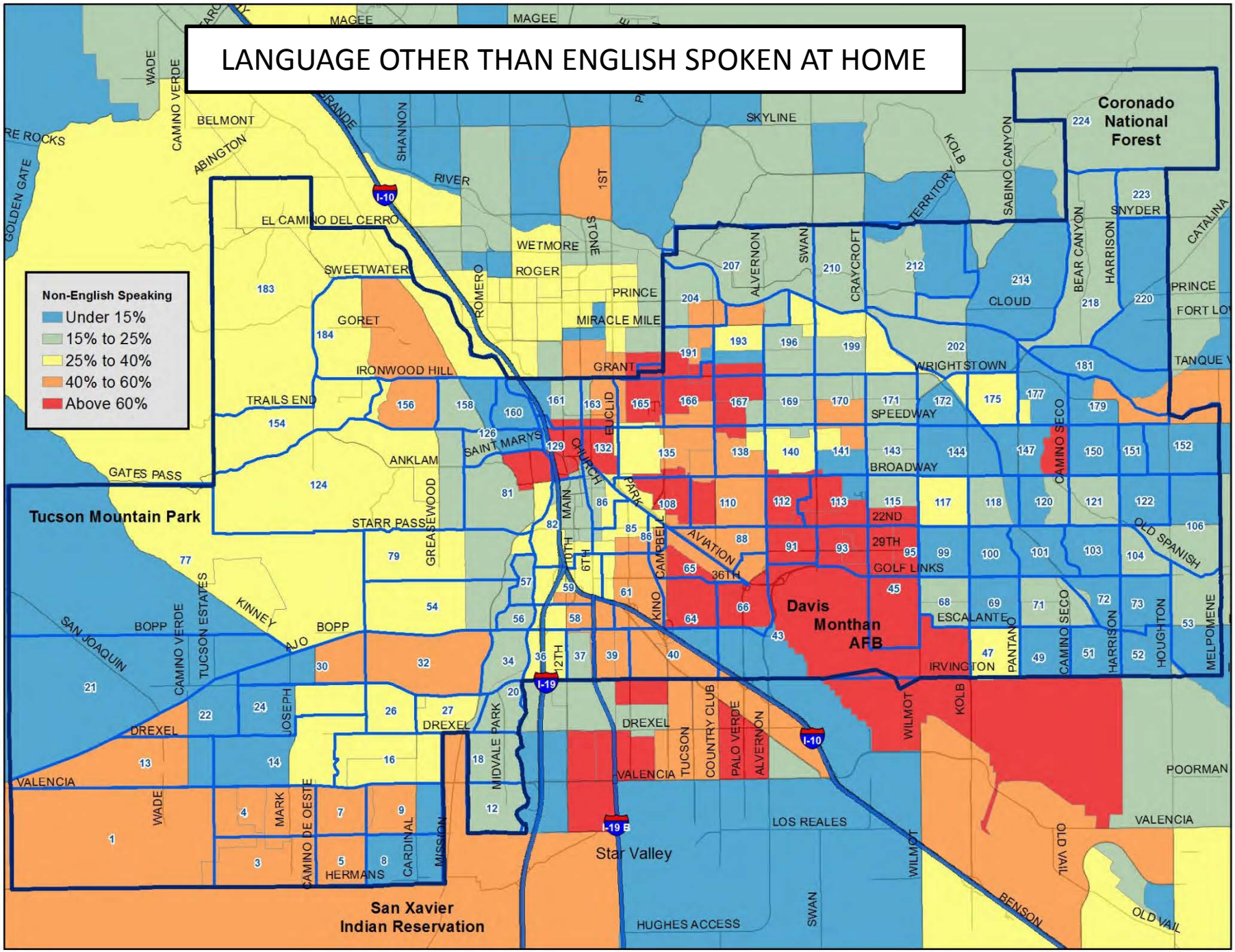

MEDIAN HOUSEHOLD INCOME
Median Household Income
Below $25,000
$25,000 to $40,000
$40,000 to $60,000
$60,000 to $80,000
Above $80,000
Census Tracts
Tucson Mountain Park
San Xavier Indian Reservation
Davis Monthan AFB
Coronado National Forest
Star Valley
MAGEE
SKYLINE
RIVER
WETMORE
ROGER
PRINCE
MIRACLE MILE
GRANT
IRONWOOD HILL
GORET
SWEETWATER
TRAILS END
GATES PASS
ANKLAM
STARR PASS
SAINT MARYS
SPEEDWAY
BROADWAY
22ND
29TH
GOLF LINKS
ESCALANTE
IRVINGTON
WRIGHTSTOWN
CLOUD
SNYDER
DREXEL
VALENCIA
LOS REALES
HUGHES ACCESS
HERMANS
BELMONT
ABINGTON
EL CAMINO DEL CERRO
BOPP
KINNEY
AJO
SAN JOAQUIN
TUCSON ESTATES
CAMINO VERDE
WADE
GOLDEN GATE
CASA GRANDE
SHANNON
ROMERO
STONE
EUCLID
CHURCH
MAIN
PARK
6TH
10TH
12TH
CAMPBELL
KINO
AVIATION
36TH
GREASEWOOD
JOSEPH
MARK
CAMINO DE OESTE
CARDINAL
MISSION
MIDVALE PARK
COUNTRY CLUB
PALO VERDE
ALVERNON
TUCSON
WILMOT
KOLB
SABINO CANYON
TERRITORY
BEAR CANYON
HARRISON
CATALINA
PRINCE
FORT LOWELL
TANQUE VERDE
CAMINO SECO
PANTANO
HOUGHTON
OLD SPANISH
MELPOMENE
POORMAN
OLD VAIL
BENSON
SWAN
CRAYCROFT
ALVERNON
I-10
I-19


MEDIAN HOUSEHOLD INCOME
Median Household Income
Below $25,000
$25,000 to $40,000
$40,000 to $60,000
$60,000 to $80,000
Above $80,000
Planning Grids
Coronado National Forest
Tucson Mountain Park
Davis Monthan AFB
San Xavier Indian Reservation
Star Valley
MAGEE
CASA GRANDE
SKYLINE
BELMONT
ABINGTON
RIVER
EL CAMINO DEL CERRO
SWEETWATER
WETMORE
ROGER
PRINCE
MIRACLE MILE
GORET
IRONWOOD HILL
GRANT
TRAILS END
SAINT MARYS
ANKLAM
GATES PASS
STARR PASS
SPEEDWAY
BROADWAY
22ND
29TH
GOLF LINKS
ESCALANTE
IRVINGTON
WRIGHTSTOWN
CLOUD
SNYDER
FORT LOWELL
TANQUE
OLD SPANISH
BOPP
SAN JOAQUIN
KINNEY
AJO
DREXEL
VALENCIA
HERMANS
LOS REALES
HUGHES ACCESS
POORMAN
BENSON
OLD VAIL
I-10
I-19
I-19 E


PERCENT OF POPULATION BELOW POVERTY LINE
Percent Below Poverty Line
Below 8%
8% to 15%
15% to 25%
25% to 35%
Above 35%
Census Tracts
Coronado National Forest
Tucson Mountain Park
Davis Monthan AFB
Star Valley
San Xavier Indian Reservation
I-10
I-19
MAGEE
BELMONT
ABINGTON
RIVER
SKYLINE
SNYDER
EL CAMINO DEL CERRO
SWEETWATER
WETMORE
ROGER
PRINCE
MIRACLE MILE
GORET
IRONWOOD HILL
GRANT
TRAILS END
SAINT MARYS
ANKLAM
GATES PASS
STARR PASS
GREASEWOOD
CHURCH
PARK
AVIATION
36TH
22ND
29TH
GOLF LINKS
ESCALANTE
IRVINGTON
SPEEDWAY
BROADWAY
WRIGHTSTOWN
CLOUD
BOPP
AJO
DREXEL
VALENCIA
LOS REALES
HUGHES ACCESS
HERMANS
POORMAN
BENSON
OLD VAIL
OLD SPANISH
CAMINO SECO
HARRISON
HOUGHTON
MELPOMENE
PANTANO
WILMOT
KOLB
SWAN
ALVERNON
CRAYCROFT
SABINO CANYON
BEAR CANYON
CATALINA
TANQUE
FORT LOW
GOLDEN GATE
SAN JOAQUIN
CAMINO VERDE
TUCSON ESTATES
KINNEY
JOSEPH
MARK
CAMINO DE OESTE
CARDINAL
MISSION
MIDVALE PARK
TUCSON
COUNTRY CLUB
PALO VERDE
ROMERO
STONE
1ST
EUCLID
CAMPBELL
KINO
MAIN
6TH
10TH
12TH
WADE
GRANDE
SHANNON
TERRITORY
CAMINO SECO
HARRISON
HOUGHTON
MELPOMENE
OLD VAIL
BENSON
9409
9410
4105.01
4105.02
4105.03


PERCENT OF POPULATION BELOW POVERTY LINE
Percent Below Poverty Line
Below 8%
8% to 15%
15% to 25%
25% to 35%
Above 35%
Planning Grids
Coronado National Forest
Tucson Mountain Park
Davis Monthan AFB
San Xavier Indian Reservation
Star Valley
MAGEE
BELMONT
ABINGTON
SHANNON
RIVER
1ST
SKYLINE
SABINO CANYON
TERRITORY
KOLB
SNYDER
CATALINA
EL CAMINO DEL CERRO
WETMORE
ROGER
SWEETWATER
ROMERO
STONE
ALVERNON
SWAN
CRAYCROFT
BEAR CANYON
HARRISON
PRINCE
CLOUD
GORET
MIRACLE MILE
IRONWOOD HILL
GRANT
WRIGHTSTOWN
TRAILS END
EUCLID
SPEEDWAY
CAMINO SECO
SAINT MARYS
CHURCH
PARK
ANKLAM
BROADWAY
GATES PASS
GREASEWOOD
MAIN
STARR PASS
22ND
29TH
OLD SPANISH
AVIATION
CAMPBELL
10TH
6TH
36TH
GOLF LINKS
KINNEY
TUCSON ESTATES
CAMINO VERDE
BOPP
AJO
SAN JOAQUIN
KINO
ESCALANTE
PANTANO
HOUGHTON
MELPOMENE
IRVINGTON
12TH
DREXEL
JOSEPH
MIDVALE PARK
COUNTRY CLUB
PALO VERDE
WILMOT
VALENCIA
POORMAN
WADE
MARK
CAMINO DE OESTE
CARDINAL
MISSION
HERMANS
LOS REALES
OLD VAIL
BENSON
HUGHES ACCESS
I-10
I-19


LANGUAGE OTHER THAN ENGLISH SPOKEN AT HOME
Non-English Speaking
Under 15%
15% to 25%
25% to 40%
40% to 60%
Above 60%
Coronado National Forest
Tucson Mountain Park
Davis Monthan AFB
San Xavier Indian Reservation
Star Valley
I-10
I-19
I-19 B
MAGEE
BELMONT
ABINGTON
SHANNON
RIVER
SKYLINE
KOLB
SABINO CANYON
SNYDER
CATALINA
EL CAMINO DEL CERRO
WETMORE
ROGER
SWEETWATER
PRINCE
MIRACLE MILE
GORET
IRONWOOD HILL
GRANT
WRIGHTSTOWN
CLOUD
TRAILS END
SPEEDWAY
SAINT MARYS
ANKLAM
BROADWAY
GATES PASS
STARR PASS
22ND
29TH
GOLF LINKS
AVIATION
36TH
ESCALANTE
IRVINGTON
BOPP
AJO
KINNEY
SAN JOAQUIN
DREXEL
VALENCIA
LOS REALES
HERMANS
HUGHES ACCESS
BENSON
POORMAN
OLD VAIL
OLD SPANISH
CAMINO SECO
HARRISON
HOUGHTON
MELPOMENE
PANTANO
WILMOT
COUNTRY CLUB
PALO VERDE
ALVERNON
SWAN
CRAYCROFT
TERRITORY
BEAR CANYON
CAMINO VERDE
TUCSON ESTATES
JOSEPH
MARK
CAMINO DE OESTE
CARDINAL
MISSION
MIDVALE PARK
GREASEWOOD
ROMERO
STONE
1ST
EUCLID
CHURCH
PARK
MAIN
10TH
6TH
12TH
CAMPBELL
KINO
TUCSON
WADE
GOLDEN GATE
RE ROCKS
FORT LOW
TANQUE V


LANGUAGE OTHER THAN ENGLISH SPOKEN AT HOME
Non-English Speaking
Under 15%
15% to 25%
25% to 40%
40% to 60%
Above 60%
Coronado National Forest
Tucson Mountain Park
Davis Monthan AFB
San Xavier Indian Reservation
Star Valley
MAGEE
SKYLINE
BELMONT
ABINGTON
RIVER
EL CAMINO DEL CERRO
SWEETWATER
WETMORE
ROGER
PRINCE
MIRACLE MILE
GORET
IRONWOOD HILL
GRANT
TRAILS END
SAINT MARYS
ANKLAM
GATES PASS
STARR PASS
SPEEDWAY
BROADWAY
WRIGHTSTOWN
CLOUD
SNYDER
GOLF LINKS
ESCALANTE
IRVINGTON
DREXEL
VALENCIA
BOPP
KINNEY
SAN JOAQUIN
HERMANS
LOS REALES
HUGHES ACCESS
POORMAN
BENSON
OLD VAIL
OLD SPANISH
MELPOMENE
HOUGHTON
HARRISON
CAMINO SECO
PANTANO
WILMOT
KOLB
SWAN
ALVERNON
CRAYCROFT
SABINO CANYON
BEAR CANYON
TERRITORY
ROMERO
STONE
1ST
EUCLID
CHURCH
PARK
MAIN
10TH
6TH
12TH
CAMPBELL
KINO
AVIATION
36TH
22ND
29TH
GREASEWOOD
TUCSON ESTATES
JOSEPH
MARK
CAMINO DE OESTE
CARDINAL
MISSION
MIDVALE PARK
TUCSON
COUNTRY CLUB
PALO VERDE
I-10
I-19
I-19 B

TUSD / SELECT DEMOGRAPHIC DATA / APRIL 7, 2014

Tract Number	Median Household Income	Margin of Error	Percent Below Poverty Line	Margin of Error	Percent Non-English	Margin of Error
1	$11,014	$2,188	42.5	17.9	22.3	15.1
2	$37,518	$10,534	25.4	8.3	66.6	12.6
3	$19,214	$6,740	38.2	11.1	73.3	5.6
4	$29,886	$8,885	34.6	7.9	60.1	6.7
5	$20,577	$6,790	40.3	7	37.2	9.4
6	$50,511	$8,179	21.8	6.5	45.5	11
7	$31,556	$6,336	21.9	8.9	60.2	11.8
8	$40,263	$15,079	22.3	13.3	30.7	7
9	$28,131	$4,341	33.1	10.8	18.9	7.5
10	$32,260	$7,755	30.8	13	17.3	5.4
11	$24,314	$3,615	26.7	10.6	11.6	4.3
12	$31,900	$3,950	32.4	10	14.5	6
13.02	$14,110	$2,495	47.2	9.7	23.1	12.2
13.03	$17,730	$2,387	48.1	13.9	19	5.7
13.04	$24,176	$4,445	38.3	10.8	56.4	9
14	$25,219	$5,492	47	7.6	41.8	6.8
15	$24,858	$3,629	42.1	7.5	66.1	7
16	$44,395	$5,380	14.7	6.1	72.3	10.2
17	$39,388	$3,183	16	8.9	56.1	8.4
18.01	$26,341	$4,308	31.3	8.2	65.8	6.8
18.02	$31,657	$1,979	24.6	9.7	79.5	6.7
19	$50,270	$12,536	15.5	4.7	56.3	5.7
20	$34,474	$3,607	23.8	8.8	52.7	8.1
21	$30,631	$3,322	39.7	8.5	61.4	9.2
22.01	$38,992	$15,486	20.2	10.3	58.3	8
22.02	$28,286	$2,328	46.4	13.1	52.3	8.4
23	$21,624	$2,504	54.7	8.5	31.6	9.3
24	$25,980	$2,154	33.7	7.6	46	11.8
25.01	$33,327	$4,717	15.7	5.8	38	9.8
25.03	$28,486	$4,214	31.2	10.3	18.8	6.3
25.04	$34,011	$4,509	29.3	10.5	18.7	5.6
25.05	$35,709	$7,078	27.8	9.6	21.2	7.9
25.06	$46,559	$5,658	18.2	6.5	19.3	13.2
26.02	$24,375	$7,085	40.9	10.6	32.2	7.9
26.03	$18,556	$3,288	50	11	11.3	6
26.04	$20,442	$4,895	49.3	10.1	28.8	7.8
27.01	$38,869	$11,933	21.2	9.3	21.4	9.6
27.02	$38,470	$5,656	17.6	5	18.5	7
27.03	$32,926	$2,832	37.2	9	22.9	9.1
28.01	$21,516	$7,780	31.1	13.9	43.9	9.9
28.02	$31,773	$4,528	25.6	7.5	25.2	11.9

TUSD / SELECT DEMOGRAPHIC DATA / APRIL 7, 2014

Tract Number	Median Household Income	Margin of Error	Percent Below Poverty Line	Margin of Error	Percent Non-English	Margin of Error
28.03	$28,338	$2,531	33.6	11	14.1	5.5
29.01	$29,519	$1,953	24.7	7.4	15.1	6.4
29.03	$49,393	$13,860	11.6	5.5	26.1	6
29.04	$45,490	$5,574	13.7	6.6	22.1	6.8
29.05	$31,780	$6,297	30.9	9.4	19.3	5.1
30.02	$41,954	$3,635	15.1	8.2	15.7	4.9
30.03	$30,357	$7,898	30	8.3	23.5	8.9
30.04	$50,548	$8,270	8.3	5.8	29.5	10.2
31.01	$25,169	$3,392	36.9	8.2	19.7	4.5
31.02	$29,906	$6,035	28.2	8.2	48	7.1
32	$40,333	$6,122	16.5	5.1	31.2	8.9
33.02	$48,061	$3,956	14.3	5.7	31	8.1
33.03	$31,739	$7,389	19.5	7.3	21.3	7.4
33.04	$33,901	$16,240	26.7	11.3	11.8	4.2
34	$45,721	$7,493	9.2	4.3	82.5	6.5
35.01	$28,136	$5,958	35.8	9.6	83.6	4.9
35.02	$34,415	$3,840	25.3	8	67.6	8
35.03	$27,424	$3,022	42.8	9.2	73.2	6.7
35.04	$52,076	$4,945	14.2	6.8	76.5	8.4
36	$45,101	$7,565	9.5	6.1	83.7	6.1
37.02	$21,388	$3,014	54.3	8.8	85.3	5.1
37.04	$33,450	$9,229	31.6	10.2	71.1	11.4
37.05	$38,441	$4,647	17.9	6.5	69.6	6.3
37.06	$22,130	$5,983	39.4	9.1	70.5	7
37.07	$23,352	$17,425	34.3	11.9	20.7	6.8
38.01	$22,917	$6,750	33.3	10.2	21.5	5.4
38.02	$24,853	$3,641	37.1	9.9	21.9	6.4
39.01	$32,344	$3,940	37.8	11.9	15.8	5.2
39.02	$29,522	$6,128	25.5	9.1	13	4.2
39.03	$48,835	$4,501	9.1	5.3	13.3	5.2
40.08	$44,710	$4,858	13.7	6.3	14.2	4
40.1	$38,227	$2,783	21	8.4	18.7	6.8
40.11	$42,300	$3,427	12.4	5.6	10.3	5.9
40.22	$59,526	$4,138	7.3	4.3	13.2	5.4
40.25	$84,236	$12,741	2.3	2	14.6	5.8
40.26	$72,167	$6,151	5.6	2.8	19.2	6.6
40.29	$47,798	$6,200	15.4	8.2	25.6	6.4
40.3	$112,847	$18,499	1.1	1.2	18.1	5.4
40.31	$54,563	$8,127	8.9	5.8	14.9	5.8
40.32	$47,007	$4,947	10.9	6.3	31.9	11.7
40.33	$36,676	$7,369	12	5.9	22.4	7.5

TUSD / SELECT DEMOGRAPHIC DATA / APRIL 7, 2014

Tract Number	Median Household Income	Margin of Error	Percent Below Poverty Line	Margin of Error	Percent Non-English	Margin of Error
40.34	$37,781	$4,251	23	7	18	10.5
40.35	$40,117	$3,475	15.2	6.8	15.5	5
40.36	$54,899	$13,073	4.7	4.2	19.2	4.9
40.37	$47,740	$9,399	16.3	11.8	7.2	2.8
40.38	$48,636	$7,626	10.9	6.5	14.7	5.5
40.39	$31,250	$4,928	16.2	10.7	11.6	4.3
40.42	$54,869	$7,551	12.3	6.8	10.8	4.1
40.43	$70,265	$9,701	2.9	2.5	10.4	5.9
40.44	$95,174	$9,889	4.3	2.2	3.9	2.8
40.46	$37,825	$8,300	15.6	5.3	7.5	2.6
40.47	$76,705	$7,521	6.7	4.2	5.3	2.7
40.48	$61,214	$8,779	5.7	3	12.4	4.9
40.49	$41,410	$5,086	4.9	3.4	21.1	10.5
40.5	$94,167	$23,277	5.5	8.1	15	5.1
40.51	$85,811	$10,939	2.5	2	12.9	7.9
40.52	$93,214	$11,774	7.7	6.1	16.7	4.6
40.53	$79,605	$14,326	4.4	3.3	17.6	5
40.54	$83,864	$25,915	0.6	1	8.2	4.4
40.55	$61,848	$12,745	12.2	7.9	14	5.5
40.56	$75,221	$10,744	6	3.8	12.5	8
40.57	$56,146	$7,598	8.5	5	12.3	5.4
40.58	$54,727	$6,578	6.3	2.8	9.8	6.4
40.61	$73,162	$7,895	4.5	3	11.4	6.3
40.62	$73,269	$6,193	3.3	2.2	37.6	12.9
40.63	$74,763	$15,084	1.7	3.4	20.9	7.5
40.64	$101,000	$12,794	3.6	2.1	12.2	5.9
40.65	$82,025	$12,713	0.8	1	16.4	7.7
40.66	$72,365	$15,268	1.6	1.5	10.9	4.2
40.67	$37,625	$8,402	18.2	12.8	6.5	3.7
40.68	$41,524	$5,857	10.8	5.7	7.1	3.2
40.69	$41,429	$5,260	16.4	9.1	4.6	3.1
40.7	$40,755	$8,874	9.9	7.2	18.1	4.3
40.71	$26,566	$1,994	16.6	6.3	11.3	5.7
40.72	$42,006	$10,827	17	7.6	72.3	7.8
40.73	$83,661	$9,698	4.8	4.2	52.1	8.9
40.74	$67,452	$18,440	9	8.2	29.8	5
41.07	$76,892	$7,210	3	1.9	68.6	8.4
41.09	$65,815	$12,118	10.4	5.3	72	7.8
41.1	$52,028	$7,682	15.2	7.2	42.2	16
41.12	$46,625	$8,399	15.9	8.1	58.9	6.2
41.13	N/A	N/A	N/A	N/A	16.4	7

TUSD / SELECT DEMOGRAPHIC DATA / APRIL 7, 2014

Tract Number	Median Household Income	Margin of Error	Percent Below Poverty Line	Margin of Error	Percent Non-English	Margin of Error
41.14	$35,994	$7,558	30.9	8.5	10.2	9.5
41.15	$25,082	$2,452	48.6	9.6	60.3	11.1
41.16	$32,941	$4,883	24.5	14.4	22.9	8
41.17	$33,953	$4,238	23.7	8.7	44.4	11
41.19	$72,767	$5,810	3.1	2.9	17.9	4.1
41.2	$77,684	$13,776	7.4	8	7.3	3.6
41.22	$34,886	$10,494	22.6	13.1	49.1	10.3
43.07	$34,065	$3,078	5.1	2.9	53	8.3
43.1	$46,633	$7,681	15.8	8.2	59.1	7.2
43.11	$56,063	$7,037	16.1	9.1	30.2	10.3
43.12	$41,094	$6,291	21.7	6.2	30.9	8.5
43.13	$35,921	$6,329	32.6	13.4	8.8	4
43.16	$44,402	$5,547	9.1	4.9	59.4	7.6
43.17	$34,559	$5,246	7.9	3.2	44.8	8.3
43.2	$30,285	$4,112	46.4	11.5	51.8	8.3
43.21	$48,094	$7,679	16.2	8.6	46.8	21.9
43.22	$48,797	$9,043	17.8	9.2	4.7	2.9
43.23	$64,688	$29,398	3.4	3.2	8.9	4.4
43.24	$47,559	$6,165	2.9	3	27.1	8.7
43.25	$73,497	$3,193	1.3	2.1	13.4	6
43.26	$61,679	$9,164	4.6	4.7	4.7	2.3
43.27	$56,850	$16,312	11.6	11.4	18.7	4.5
43.28	$39,578	$5,965	6.9	3.5	4.2	3.1
43.29	$85,197	$9,390	4.8	3.4	12.6	7.2
43.3	$46,140	$10,400	3.1	2.6	7.4	5.9
43.31	$36,964	$11,805	10.5	5.1	43.5	10.3
43.32	$51,731	$9,707	4.5	5	43.5	5.7
43.33	$63,283	$7,415	11.5	6.5	12.9	6.1
43.34	$50,313	$5,631	11.9	5.6	53.4	8.4
44.04	$41,128	$3,341	8	4.4	32.8	4.8
44.07	$40,549	$5,110	22.4	7.8	15.1	5
44.11	$29,612	$7,455	32.4	5.4	32.2	7.9
44.12	$59,219	$13,049	17.9	4.6	50.8	8.9
44.13	$71,000	$9,706	15.1	8.6	40.3	11.4
44.14	$53,586	$8,676	10.7	5.6	15.5	5.3
44.15	$47,019	$11,286	33.5	10.3	23.5	7.5
44.18	$84,091	$17,912	6.6	4.7	29.6	7.3
44.19	$46,632	$8,261	16.2	6.3	31.4	7.6
44.21	$45,810	$7,719	13.4	6.4	4.8	3.1
44.22	$61,208	$6,943	9.7	3.7	27.5	7.5
44.23	$48,185	$9,274	9.4	6.2	10.4	4.2

TUSD / SELECT DEMOGRAPHIC DATA / APRIL 7, 2014

Tract Number	Median Household Income	Margin of Error	Percent Below Poverty Line	Margin of Error	Percent Non-English	Margin of Error
44.24	$47,708	$8,769	6.4	5.5	12.4	7
44.25	$51,033	$4,997	13.1	5.5	13.7	2.9
44.26	$72,876	$9,386	7.4	8	15.3	4.5
44.27	$68,488	$4,071	3.6	2.5	19.6	4.6
44.28	$121,786	$21,727	5.8	4.3	34.7	8.1
44.29	$75,884	$12,029	0.9	0.8	24.1	10.7
44.3	$48,542	$14,775	26.2	12	39.2	7.6
44.31	$54,877	$14,444	16.7	11.9	34.7	8.3
45.04	$25,900	$4,242	38.2	8.4	26.6	6.8
45.05	$24,148	$3,358	19.4	7.9	25.1	5.3
45.06	$32,639	$4,435	28.5	7.9	27.8	9.4
45.08	$35,245	$9,574	19.6	8.9	35.7	10.3
45.1	$19,014	$3,535	54.6	7.9	20.6	7.7
45.11	$30,925	$5,785	20.3	6	29.3	10.7
45.12	$33,661	$5,811	19.6	10.9	18.5	5.9
45.13	$26,352	$3,798	24	10.5	9.5	5.6
46.1	$59,063	$8,180	10.5	6.3	7.3	3
46.13	$50,026	$7,966	10.1	6.5	13.9	4.8
46.14	$67,594	$5,313	7.1	2.9	18.2	5.8
46.15	$79,087	$14,892	8.5	5	12.1	4.9
46.16	$50,294	$13,200	9.2	4	24.9	8.1
46.17	$43,635	$4,810	9.5	4.3	7	3.6
46.18	$50,664	$7,911	9.5	4.1	12.8	5
46.19	$69,012	$5,925	5.8	2.7	7.9	4.5
46.2	$42,396	$8,233	16.9	8.6	7.3	3.7
46.21	$54,423	$9,388	3.1	2.1	9.2	3.4
46.22	$60,187	$11,857	8	4.4	18	5.7
46.23	$66,205	$9,781	10.7	5.7	20.2	8.5
46.24	$65,000	$10,939	15.8	11.5	19.6	7.1
46.25	$44,973	$13,044	10	8.7	22.8	8.4
46.26	$37,708	$6,343	22	7.9	7.1	3.9
46.27	$52,210	$8,569	5.4	3	14.9	7.9
46.28	$63,262	$11,569	1.7	2.2	11.5	4.9
46.3	$47,644	$11,366	4.4	4.4	5.6	2.7
46.31	$72,042	$13,773	1.6	1.1	9.2	4.2
46.32	$67,165	$7,596	11	5.7	8.4	4.8
46.33	$79,073	$4,513	2.8	2.3	10.4	5.6
46.34	$110,804	$52,559	3	2.9	10.7	3.3
46.35	$82,988	$5,660	3.7	3.8	16.1	4.4
46.36	$92,485	$8,413	6.3	2.7	12.1	5.6
46.38	$80,274	$7,123	4.5	4.6	14.8	6.5

TUSD / SELECT DEMOGRAPHIC DATA / APRIL 7, 2014

Tract Number	Median Household Income	Margin of Error	Percent Below Poverty Line	Margin of Error	Percent Non-English	Margin of Error
46.39	$87,386	$7,726	2.2	2.2	15.9	6
46.4	$85,670	$11,305	2	1.7	13.8	10.8
46.41	$97,955	$30,530	9	9.1	8.4	4.1
46.42	$64,667	$29,235	4.1	3.5	5.7	4.7
46.43	$54,340	$5,314	4.1	3.2	20	7.2
46.44	$65,662	$16,591	2.9	3.4	11.8	5.2
46.45	$69,460	$11,530	3.9	2.4	19.6	8.3
46.46	$58,297	$8,892	10.8	6	25.3	8.2
46.47	$66,380	$3,920	7.5	4.6	10.3	3.9
47.1	$36,481	$2,788	14.1	4.9	19.9	5.5
47.11	$79,732	$7,939	9	4.3	17.9	5.7
47.12	$81,935	$5,465	7.5	4.5	15.7	4.5
47.13	$77,664	$9,673	7.8	4.8	16	5.1
47.14	$78,364	$9,353	6.2	2.9	8.9	3.1
47.15	$48,709	$4,543	11.7	5.1	10	5.3
47.16	$53,359	$7,666	5.5	2.8	16.6	8.1
47.17	$97,375	$19,594	5.1	4.4	15.4	4.1
47.18	$61,830	$19,570	3.6	3.3	10	4.9
47.19	$98,309	$19,696	3.1	2.2	17.1	5.1
47.2	$88,170	$9,121	6.8	4.1	11	5.8
47.21	$59,471	$8,160	4.6	2	17.2	5.8
47.22	$86,513	$16,411	4.8	2.1	9.9	4.3
47.23	$65,172	$11,877	7.3	4.4	23.6	8.5
47.24	$126,510	$18,646	2.2	1.6	19.3	6.1
47.25	$34,781	$7,852	11.3	6.1	47.9	7
47.26	$104,926	$8,757	3.2	2.2	11.7	4
4105	$57,390	$11,720	9.7	8.6	14.8	3.1
4105	$63,167	$10,695	9.3	6	14	4.6
4105	$56,096	$8,101	2.3	1.7	36.8	7.6
4704	$26,048	$8,091	29.3	7.9	41.3	10.9
4705	$82,708	$16,958	5.4	5.2	52.2	10.8
9406	$23,864	$12,797	41.8	22.5	53	12.1
9407	$15,714	$14,215	60.6	17.4	75.6	10.2
9408	$28,417	$6,940	43.5	11.5	38.5	8
9409	$27,121	$5,782	41.5	15.7	52.8	10.7
9410	$33,846	$5,809	40.1	6.9	55	3.9

*Source: 2007-2011 American Community Survey 5-Year Estimates - DP03: SELECTED ECONOMIC

EXHIBIT 7B

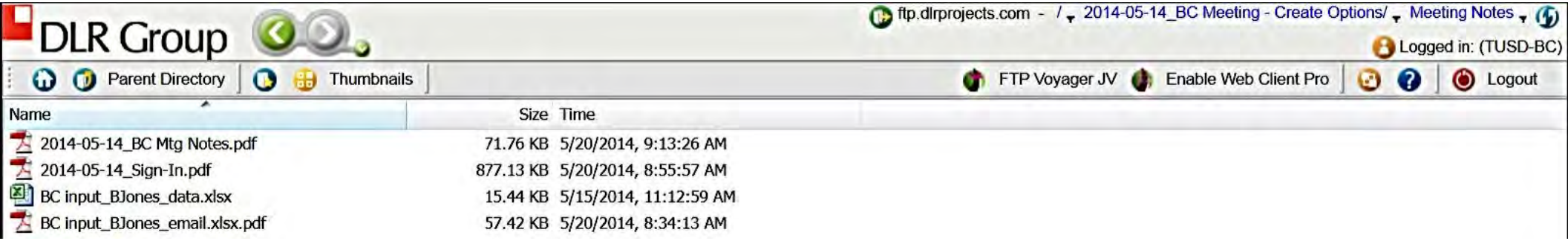

DLR Group
ftp.dlrprojects.com - / 2014-05-14_BC Meeting - Create Options/ Meeting Notes
Logged in: (TUSD-BC)
Parent Directory
Thumbnails
FTP Voyager JV
Enable Web Client Pro
Logout
Name
Size
Time
2014-05-14_BC Mtg Notes.pdf 71.76 KB 5/20/2014, 9:13:26 AM
2014-05-14_Sign-In.pdf 877.13 KB 5/20/2014, 8:55:57 AM
BC input_BJones_data.xlsx 15.44 KB 5/15/2014, 11:12:59 AM
BC input_BJones_email.xlsx.pdf 57.42 KB 5/20/2014, 8:34:13 AM

EXHIBIT 7B-1

Boundary Committee Notes
Date: May 14, 2014 (6:30pm-8:30pm)
Purpose: BC Meeting
Location: Duffy Family and Community Center, Multi-Purpose Room
Updated: 5/20/14

BC Requested Items:

1. For the K-8 schools, need data for K-5 and 6-8 portion separately to compare a K-8 with elementary or a K-8 with middle school.
2. Lineweaver – where does the non-Hispanic enrollment come from?

BC Proposed Options (from Small Groups – discussion notes listed at the end of this document):

1. Elementary School Option (green group): Looked at strategy of identifying unused school locations to draw students equally from east and west sides of district:
    a. Howenstein
    b. Jefferson Park
    - incomplete – needs more development
2. Elementary School Option (incomplete): Looked at racially concentrated schools that were not too far west or perceived to be unsafe.
    a. Manzo
    b. Robison
    - incomplete – needs more development
3. Middle School Boundary Adjustment Option: Create annex from NE corner of Valencia and move to Vail.
4. Middle School Pair Option: Pair Booth Fickett and McCorkle
5. High School Boundary Adjustment Option:
    a. Make NE corner of Cholla Boundary a Catalina Annex.
    b. Move current Catalina Annex to Palo Verde.
    c. Make Pueblo area east of the 19 a Palo Verde Annex.
6. Proposed MS/HS Option:
    a. Stop enrollment at Rincon HS for 4 years to open space on the campus. Change boundary so these students go to Catalina and Palo Verde.
    b. Move Dodge students to Rincon facility and make University campus 6-12 grade levels. Grow Dodge program and more students in a university ready school.
    - Does not address any racially concentrated schools.

Presentation

(Key: Q = question, A = answer, C = comment, R = response)

<u>Create Options</u>

- The large group was split up into three small groups listed below. Each group was given a grade level and a strategy to focus on. The exercise was intended to focus on boundaries and not programs at this time.

- Elementary Schools – Attendance Boundaries
- Elementary Schools – Pairing and Clustering
- Middle & High Schools – Attendance Boundaries and Pairing and Clustering

Small Group Summaries

- Purple Table Summary (Elementary Schools – Attendance Boundaries):
  - The group did not come up with any attendance boundary options.
  - With the movement of students, it was difficult to understand where to pull the students from.
  - The group did discover some needed items for analysis:
    i. For the K-8 schools, need data for K-5 and 6-8 portion separately to compare a K-8 with elementary or a K-8 with middle school.
    ii. Lineweaver – where does the non-Hispanic enrollment come from?
- Green Table Summary (Elementary Schools – Pairing and Clustering):
  - The group did not come up with any pairing and clustering options.
  - Looked at strategy of identifying unused school locations to draw students equally from east and west sides of district:
    i. Howenstein
    ii. Jefferson Park
    iii. Ft Lowell and Townsend (more appropriate for older grade levels)
    iv. Cons: closed last year and could upset the community to re-open
    v. Pros: start from scratch with no preconceptions and can use a successful program example to start anew.
  - Looked at racially concentrated schools that were not too far west or perceived to be unsafe.
    i. Manzo – draw students from east. Perceived to be less unsafe than other areas.
    ii. Robison – has low SES and high Hispanic population. Generally good perception of school and ripe for change (C letter grade). It's not perceived to be unsafe, but needs something to attract people to it.
- Blue/ Gold Table Summary (Middle & High Schools – Boundary Adjustments & Pairing and Clustering):
  - Middle School Boundary Adjustment Option: Create annex from NE corner of Valencia and move to Vail.
    i. Distance could be a factor, but 22nd street provides a decent commute.
  - Middle School Pair Option: Pair Booth Fickett and McCorkle
    i. Booth Fickett is a magnet, but group doesn't believe it really operates as a magnet to the extent that it couldn't be paired with another school.
    ii. Con: McCorkle is a brand new school and could use time to be more situated.
    iii. Pros: McCorkle is a brand new school with a self-contained K-8 option and could draw students from Booth Fickett.
  - High School Boundary Adjustment Option:

i. Make NE corner of Cholla Boundary a Catalina Annex.
ii. Move current Catalina Annex to Palo Verde.
iii. Make Pueblo area east of the 19 a Palo Verde Annex.

Update

- 4/30 Meeting Minutes – send comments, corrections or clarifications via email
- Schedule:
  - The Boundary Committee was provided with an updated schedule of meeting dates based on the most recent comments from the Special Master and Plaintiffs (SM&P).
  - The current schedule shows the plan to be approved in Sept/ Oct, so that pushes the regional public meetings to July. The BC calendar indicates the public meetings to be held between July 9-14th. TUSD is currently looking at the 9th, 10th and 12th. Once the locations are confirmed, the BC will be updated.
  - C. That means the public meetings will occur when parents are starting to enroll their kids.
  - Q. Will there be efforts to advertise through media outlets? A. Yes. First there will be notices to the schools, then press releases.
  - Q. When is the district closed? A. June 30th-July 4th
  - Q. When is the PR? A. Trying to start to get word out before the end of school.
  - Q. Does the district ever do billboards? A. Yes, they have in the past with the early learning centers.
  - Q. How many absences are permitted now? A. 2 excused and 2 unexcused.
  - Q. When do we pick which options go to the public? A. The meeting before the public meetings, June 15th.
  - Q. Who picks the options that go to the public? A. The BC.
  - Q. To get the word out to the public, can you use the new system of text/ phone calls? A. TUSD will look into this.
  - Q. At some point, will the whole group get to look at the options the BC put together? A. Yes, we're starting with small groups and then they'll move to the big group for consideration.
- Magnet Plan Update by Bryant:
  - The following includes what was outlined in the schedule given to the SM&P:
    - Draft plan has been sent to the SM&P and is expected back on the May 21. BC to receive update of the plan and SM&P comments on this day.
    - On May 27, it'll be presented to the governing board for study.
    - May 28-30 will be the magnet community meetings.
    - June 10 – feedback from the community meetings to be presented to the governing board
    - June 27 – the Comprehensive Magnet Plan is to be sent to the governing board and Special Master

        - July 8 – the CMP is to be presented to the governing board for study of action, when the BC has its public meetings
        - Then we'll prepare our boundary plan.
    - Q. What happens if the Special Master doesn't like the plan? A. TUSD has vetted it out with them and tried to respond to comments so that it'll be accepted.
    - Q. Can we get an idea of the magnet plan? A. Yes, next week. TUSD is waiting to release information until it can be released with the comments from the SM&P.

Next Steps

- Next BC Meeting – May 21st
    - Present Draft Magnet Plan

Notes from Small Groups:

Gold/ Blue Group (Middle & High Schools – Boundary Adjustments & Pairing and Clustering):
Participants: Katrina Leach (recorder), Lilian Martinez, Vicki Borders, Richard Murillo, Rodney Bell, Bill Jones, Marsha Willey, Rosalva Meza, Lorinda Piece Sena

- Utterback/ Magee Pair Discussion:
  - Selected off of racial concentration map.
  - Utterback is a 'C' grade, Magee is a 'B' grade
  - There would need to be a change in program because of magnet status.
  - Group did not continue to pursue this option
- Group decided to be careful about how much emphasis is put on letter grade. Many variables go into a letter grade so it's difficult to compare apples to apples. Also, a high C and low B may be closer than implied by the overall grade.
- Group likes the idea of improving programs on the east side since there are so few programs on the east side.
- Proposed Option: MS Boundary Adjustment - NE Corner of Valencia to Vail
  - Hispanics: Valencia = 81.6%, Vail = 47%
  - Not sure if this will make Valencia an integrated school, but it should improve integration.
  - Letter Grade: Valencia = 90.3%, Vail = 92.1% (Vail only has 58 seats available, but 401 of the enrollment is out of area. If this boundary area is added, there will be less room for non-neighborhood students, but the lottery would kick in and help further with selection.)
  - Capacity: Valencia = C, Vail = C
  - Con: Travel time may be a concern. Need TUSD to help in determining the commute time. Use of 22nd Street may be a decent commute.
- Proposed Option: MS Pair Booth Fickett and McCorkle
  - Booth Fickett is a magnet, but group does not believe that it is acting as a magnet to the degree that would hinder this pairing.
  - Hispanics: Booth Fickett = 57%, McCorkle = 89.5%
  - Letter Grade: Booth Fickett = C, McCorkle = C
  - Capacity: Booth Fickett = 106.2%, McCorkle = 89.6%
  - Con:
    i. Travel time may be a concern. Need TUSD to help determine the commute time in both directions.
    ii. McCorkle is a new school, may need time to develop on its own.
  - Pros:
    i. McCorkle is a new school, so there is appeal
    ii. McCorkle has a self-contained K-8, so that may attract some families as a different option.
- Tucson HS and Sahuaro HS discussion:
  - Sahuaro needs to be a magnet to attract away from Tucson HS
  - THS would need to limit open enrollment students
  - Hispanics: SHS = 34.7%, THS = 73.9%

  - Letter Grade: SHS = B, THS = B
  - Capacity? No, SHS = 94.1% utilization
- Proposed High School Options:
  - Make NE corner of Cholla Boundary a Catalina Annex.
  - Move current Catalina Annex to Palo Verde.
  - Make Pueblo area east of the 19 a Palo Verde Annex.
    i. Hispanics: Pueblo = 90%, PVHS = 49%
    ii. Letter Grade: Pueblo = C, PVHS = B
    iii. Capacity? Yes, 1000 seats avail at PVHS
    iv. Pros: PVHS Robotics program and academics are successful (need to market excelling programs)
- High Schools need to update websites to let public know what programs are available.
- Cholla: How many students receive IB diploma? How many are actually part of the program?
- Block schedule suggested so students can participate in home school and programs at different school. All schools would need to switch to a block schedule.
- Proposed MS/HS Option:
  - Stop enrollment at Rincon HS for 4 years to open space on the campus. Change boundary so these students go to Catalina and Palo Verde.
  - Move Dodge students to Rincon facility and make University campus 6-12 grade levels. Grow Dodge program and more students in a university ready school.

<u>Purple Group:</u>
Participants: Sue Gray (recorder), Marguerite Samples, Caroline Carlson, Sylvia Campoy, Georgia Brousseau, Juan Carlos De La Torre, Lorraine Richardson

- Johnson – looked at how to move students from Johnson
  - Decided it was too far a distance to make a difference in integration, no locations identified.
- Lynn Urquides: Looked at a boundary annex to move to another school
  - Howell? No, 91% full
  - Pueblo Gardens? No, K-8
  - No location identified
- Van Buskirk (B school)
  - Pueblo Gardens? No, K-8
  - Myers Ganoung? C school, not ideal. If students are moved from MG to VB, could make MG racially concentrated. MG is 67% Hisp.
- Lineweaver
  - Where are the non-Hispanics coming from? May help to add GATE program to west side school.
- Oyama
  - Kellond? No, 98% full
  - Booth Fickett? No, K-8

- Wheeler to receive?
  - 'A' school, but 134% utilized
- Dietz to receive?
  - Poor grade
- Conclusion
  - Very difficult to move boundaries and anticipate change with open enrollment options.
  - Need break out of K-5 and 6-8 for the K-8 schools to understand how to combine with traditional Elementary and Middle Schools.
  - With Lineweaver, need to know where the non-Hispanics live to draw from
  - Need equitable programs at both east and west sides of the city.

If this report does not agree with your records or understanding of this meeting, or if there are any questions, please advise the writer immediately in writing; otherwise, we will assume the comments to be correct.

EXHIBIT 7B-2

Meeting Sign-In

Date	May 14, 2014
Meeting Type	Boundary Committee Meeting
Location	Duffy Family & Community Center 6:30pm-8:30pm
Project	TUSD Boundary Review Plan
Project No.	30-14119-00

Attendees:

Name	Membership	Present (Initial)
Cesar Aguirre	BC	
Agnes Attakai	BC	
Rodney Bell	BC	
Georgia Brousseau	BC	
Sylvia Campoy	Plaintiff	
Caroline Carlson	BC	
Gloria Copeland	Plaintiff	
JC De La Torre	BC	
Kathryn Jensen	BC	
Taren Ellis Langford	Plaintiff	
Jorge Leyva	BC	
Dale Lopez	BC	
Lilian Martinez	BC	
Angie Mendoza	BC	
Rosalva Meza	Plaintiff	
Susan Neal	BC	

Meeting Sign-In

Date	May 14, 2014
Meeting Type	Boundary Committee Meeting
Location	Duffy Family & Community Center 6:30pm-8:30pm
Project	TUSD Boundary Review Plan
Project No.	30-14119-00

Attendees:

Name	Membership	Present (Initial)
Lorinda Pierce Sena	BC	
Betts Putnam-Hidalgo	BC	
Celina Ramirez	BC	
Lorraine Richardson	Plaintiff	
James Schelble	Plaintiff	
Rachel Starks	BC	
Anna Timney	BC	
Marietta Wasson	BC	

Meeting Sign-In

Date	May 14, 2014
Meeting Type	Boundary Committee Meeting
Location	Duffy Family & Community Center 6:30pm-8:30pm
Project	TUSD Boundary Review Plan
Project No.	30-14119-00

Attendees:

Name	Membership	Present (Initial)
Vicki Borders	A	
Arthur Buckley	A	
Juan Canez	Info	
Megan Chavez	A	
Amy Cislak	A	
Amy Emmendorfer	A	
Bill Jones	A	
Marguerite Samples	A	
Marsha Willey	A	

Meeting Sign-In

Date	May 14, 2014
Meeting Type	Boundary Committee Meeting
Location	Duffy Family & Community Center 6:30pm-8:30pm
Project	TUSD Boundary Review Plan
Project No.	30-14119-00

Attendees:

Name	Membership	Present (Initial)
Bryant Nodine	TUSD	BN
Shaun Brown	TUSD	SB
Katrina Leach (consultant)	DLR	KL
Sue Gray (consultant)	DLR	SG
Kelly Wendel (consultant)	DLR	KW
Rick Brammer (consultant)	AE	
Garrett Lough (consultant)	AE	
Richard Murillo	TUSD	RM
Candy Egbert	TUSD	
Sam Brown	TUSD	
Vicki Callison	TUSD	
Patricia Vitony Watercobbe	TUSD	PW
Jim Brammer	"	JB

EXHIBIT 7B-3

	enrollment 2013	Capacity	available seats	% Hispanic	attend area	leave area	stay area	enter area	oversubscribed
Catalina	1021	1,500	479	45.9	1,394	684	710	304	n
Cholla	1680	1,650	(30)	79.0	2,363	1,065	1,298	371	n
Palo Verde	953	2,070	1,117	49.7	1,258	678	580	369	n
Pueblo	1510	1,900	390	90.3	2,011	851	1,160	347	n
Rincon	1125	1,070	(55)	52.0	1,290	580	710	413	y
Sabino	1060	1,950	890	25.2	720	216	504	547	n
Sahuaro	1834	1,950	116	34.7	1,546	393	1,153	679	y
Santa Rita	927	2,070	1,143	38.5	1,301	631	670	255	n
Tucson	3226	2,900	(326)	73.9	1,814	371	1,443	1,767	y
University	1009	900	(109)	31.9				999	
TOTAL	16,358	17,960	3,615		13,697	5,469	8,228	6,051	

Three schools > 70% Hispanic

MY ESTIMATES	# Hispanic	# to "move" to be < 70%
Cholla	1327	151
Pueblo	1364	307
Tucson	2384	354
	5075	812

There are certainly enough available seats to move 812 students into available seats in other high schools.

Pueblo has space to attract students while Cholla and Tucson do not .

Catalina Annex has 97 students. Suggestion made to move to PVHS at meeting last night

Small are immediately South of Catalina Annex has 113 students that could be added to Catalina Annex and move to Palo Verde (adding 210 to Palo Verde.

Small areas immediately North of Catalina Annex has 187 students who might become the "NEW" Catalina Annex that will decrease Tucson by that number and add NET to Catalina 90 students to Catalina.

Rincon has 1125 students. Would begin not enrolling new students into Rincon and divide between Catalina and Palo Verde (562 to each school). Catalina

MIGHT need to move 350-400 to Catalina given 1500 capacity. That would mean Palo Verde would gain 212 to 262 "more" and give 1964 to 2014

Making this change "frees" 1125 seats at Rincon/UHS. This can be attractive to open college preparatory space rated in top 10 high schools in America.

Dodge could move to R/UHS campus and allow expansion to about 500-600 students and still allow for space to expand R/UHS to as many as 1534 students.

Benefit is ONE small building can be closed.

I still like the "class on a bus" idea a great deal. I am always bothered by starting the discussion with "we cannot" or "no". I would investigate the idea that having a block curriculum of M/W, T/T with all day Friday at the "home school" could be a way to attract students to a different program. Another possibility would be to have video conferencing from the "attracting" school for a course on Friday. SOMEONE at Sabino might be really interested in communication, journalism, IB. Concentration classes on M/W and get kids on the bus from Sabino to Pueblo. While on the bus they are an online "lecture" and are not wasting time. Pueblo kids might want to have the robotics classes at PVHS, and they are heading in the opposite direction.

EXHIBIT 7B-4

Leach, Katrina

From: Bill Jones <wnjones49@cox.net>
Sent: Thursday, May 15, 2014 11:04 AM
To: Bryant Nodine (Bryant Nodine); Leach, Katrina
Subject: some ideas
Attachments: Book1.xlsx

Bryant and Katrina,

I spent time this morning going through the high school data. The attachment is using the data provided and condensing information into things that I think about that will matter.

Tucson and Cholla are over enrolled, so it makes little sense trying to put more students in these schools to get to a <70% Hispanic population. I am not sure you can do that with any of the 3 high schools.

There are ways, I think, to increase enrollment at Catalina and Palo Verde that will change the ratios of ethnicity some. One we talked about last night was the Catalina Annex going to Palo Verde. There are two areas North and South of those areas that are racial concentrated that could be changed also.

I brought this up the last time we had this kind of meeting. I think enrollment of new students into Rincon should be stopped for a few reasons. One if they are overenrolled along with University High. If someone wants to attend UHS it is harder based upon space available. I would close Dodge and make Rincon/University into a Grade 6-12 campus. This will allow the Dodge program to grow to 500-600 students and expand the number of available seats at R/UHS by a similar number. Having seen the effort put into finding students (even outside TUSD boundaries) to go to UHS when my daughter was there shows me it can be a marvelous attractor. The stories about parents saying they never thought their kid could be eligible to attend UHS because of where they lived became COMMON. This also would allow kids to be on a high school campus while in 6th-8th grades and POSSIBLY would reduce the flight to a chart high school (something that I think you told me is happening, Bryant). UHS is now almost 50% minority and that is a GOOD THING since the efforts to recruit qualified minority kids has paid off with that growth.

I also like me “class on the bus” idea. Changing the entire district to a block curriculum might be required. I am confident that would be resisted a great deal. I know my son had 7 class periods at Tucson High and my daughters had 6 classes at Sahuaro and University. University used a block curriculum and my daughter liked it a lot. Her sophomore year they had daily classes because Rincon would not agree ti a block schedule and there were a LOT of student complaints (and we should listen to what the CUSTOMER wants).

Hope this makes sense as you look over the spread sheet.

Bill

EXHIBIT 8

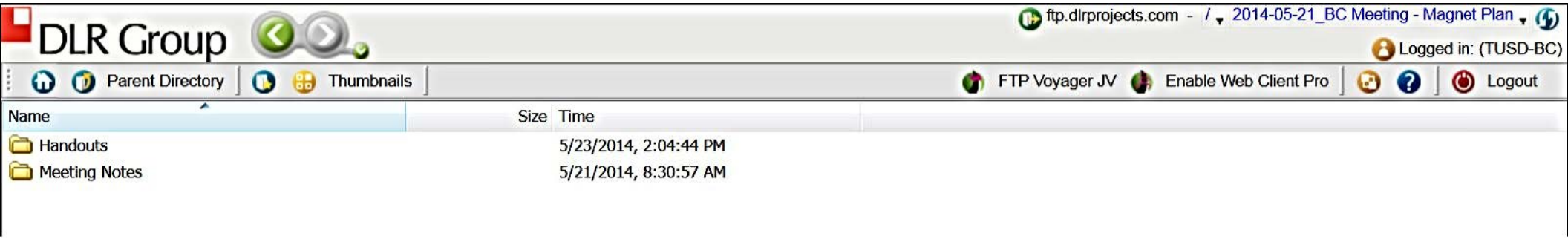

DLR Group
ftp.dlrprojects.com - / 2014-05-21_BC Meeting - Magnet Plan
Logged in: (TUSD-BC)
Parent Directory
Thumbnails
FTP Voyager JV
Enable Web Client Pro
Logout
Name
Size
Time
Handouts
5/23/2014, 2:04:44 PM
Meeting Notes
5/21/2014, 8:30:57 AM

EXHIBIT 8A

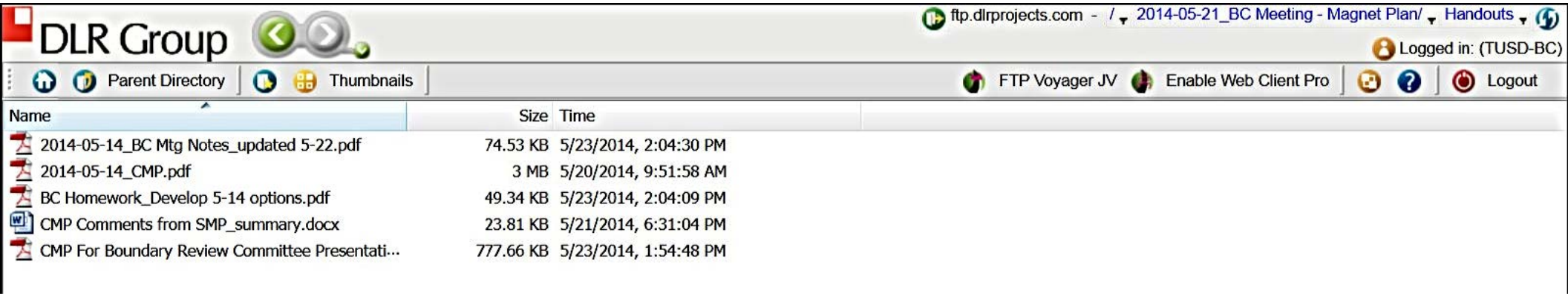

DLR Group
ftp.dlrprojects.com - / 2014-05-21_BC Meeting - Magnet Plan/ Handouts
Logged in: (TUSD-BC)
Parent Directory
Thumbnails
FTP Voyager JV
Enable Web Client Pro
Logout
Name
Size
Time
2014-05-14_BC Mtg Notes_updated 5-22.pdf 74.53 KB 5/23/2014, 2:04:30 PM
2014-05-14_CMP.pdf 3 MB 5/20/2014, 9:51:58 AM
BC Homework_Develop 5-14 options.pdf 49.34 KB 5/23/2014, 2:04:09 PM
CMP Comments from SMP_summary.docx 23.81 KB 5/21/2014, 6:31:04 PM
CMP For Boundary Review Committee Presentati... 777.66 KB 5/23/2014, 1:54:48 PM

EXHIBIT 8A-1

Boundary Committee Notes
Date: May 14, 2014 (6:30pm-8:30pm)
Purpose: BC Meeting
Location: Duffy Family and Community Center, Multi-Purpose Room
Updated: 5/22/14

BC Requested Items:

1. For the K-8 schools, need data for K-5 and 6-8 portion separately to compare a K-8 with elementary or a K-8 with middle school.
2. Lineweaver – where does the non-Hispanic enrollment come from?

BC Proposed Options (from Small Groups – discussion notes listed at the end of this document):

1. Elementary School Option (green group): Looked at strategy of identifying unused school locations to draw students equally from east and west sides of district:
    a. Howenstine
    b. Jefferson Park
    a) BC homework for further development. Would there be a boundary? Which surrounding schools would these locations draw from? Which ethnic groups?
2. Elementary School Option (incomplete): Looked at racially concentrated schools that were not too far west or perceived to be unsafe.
    a. Manzo
    b. Robison
    b) BC homework for further development. How would these schools draw students?
3. Elementary School Option: Low SES into a high SES Area
    - Not developed. BC homework for further development.
4. Middle School Boundary Adjustment Option: Create annex from NE corner of Valencia and move to Vail.
    - Needs data gathered and travel times for analysis
5. Middle School Pair Option: Pair Booth Fickett and McCorkle
    - Needs data gathered and travel times for analysis
6. High School Boundary Adjustment Option:
    a. Make NE corner of Cholla Boundary a Catalina Annex.
    b. Move current Catalina Annex to Palo Verde.
    c. Make Pueblo area east of the 19 a Palo Verde Annex.
    - Needs data gathered and travel times for analysis
7. MS/HS Option:
    a. Stop enrollment at Rincon HS for 4 years to open space on the campus. Change boundary so these students go to Catalina and Palo Verde.
    b. Move Dodge students to Rincon facility and make University campus 6-12 grade levels. Grow Dodge program and more students in a university ready school.
    - Does not address any racially concentrated schools. All schools are integrated.

Presentation

(Key: Q = question, A = answer, C = comment, R = response)

Create Options

- The large group was split up into three small groups listed below. Each group was given a grade level and a strategy to focus on. The exercise was intended to focus on boundaries and not programs at this time.
    - Elementary Schools – Attendance Boundaries
    - Elementary Schools – Pairing and Clustering
    - Middle & High Schools – Attendance Boundaries and Pairing and Clustering

Small Group Summaries

- Purple Table Summary (Elementary Schools – Attendance Boundaries):
    - The group did not come up with any attendance boundary options.
    - With the movement of students, it was difficult to understand where to pull the students from.
    - The group did discover some needed items for analysis:
        i. For the K-8 schools, need data for K-5 and 6-8 portion separately to compare a K-8 with elementary or a K-8 with middle school.
        ii. Lineweaver – where does the non-Hispanic enrollment come from?
- Green Table Summary (Elementary Schools – Pairing and Clustering):
    - The group did not come up with any pairing and clustering options.
    - Looked at strategy of identifying unused school locations to draw students equally from east and west sides of district:
        i. Howenstine
        ii. Jefferson Park
        iii. Ft Lowell and Townsend (more appropriate for older grade levels)
        iv. Cons: closed last year and could upset the community to re-open
        v. Pros: start from scratch with no preconceptions and can use a successful program example to start anew.
    - Looked at racially concentrated schools that were not too far west or perceived to be unsafe.
        i. Manzo – draw students from east. Perceived to be less unsafe than other areas.
        ii. Robison – has low SES and high Hispanic population. Generally good perception of school and ripe for change (C letter grade). It's not perceived to be unsafe, but needs something to attract people to it.
- Blue/ Gold Table Summary (Middle & High Schools – Boundary Adjustments & Pairing and Clustering):
    - Middle School Boundary Adjustment Option: Create annex from NE corner of Valencia and move to Vail.

        i. Distance could be a factor, but 22nd street provides a decent commute.
    - Middle School Pair Option: Pair Booth Fickett and McCorkle
        i. Booth Fickett is a magnet, but group doesn't believe it really operates as a magnet to the extent that it couldn't be paired with another school.
        ii. Con: McCorkle is a brand new school and could use time to be more situated.
        iii. Pros: McCorkle is a brand new school with a self-contained K-8 option and could draw students from Booth Fickett.
    - High School Boundary Adjustment Option:
        i. Make NE corner of Cholla Boundary a Catalina Annex.
        ii. Move current Catalina Annex to Palo Verde.
        iii. Make Pueblo area east of the 19 a Palo Verde Annex.

<u>Update</u>

- 4/30 Meeting Minutes – send comments, corrections or clarifications via email
- Schedule:
    - The Boundary Committee was provided with an updated schedule of meeting dates based on the most recent comments from the Special Master and Plaintiffs (SM&P).
    - The current schedule shows the plan to be approved in Sept/ Oct, so that pushes the regional public meetings to July. The BC calendar indicates the public meetings to be held between July 9-14th. TUSD is currently looking at the 9th, 10th and 12th. Once the locations are confirmed, the BC will be updated.
    - C. That means the public meetings will occur when parents are starting to enroll their kids.
    - Q. Will there be efforts to advertise through media outlets? A. Yes. First there will be notices to the schools, then press releases.
    - Q. When is the district closed? A. June 30th-July 4th
    - Q. When is the PR? A. Trying to start to get word out before the end of school.
    - Q. Does the district ever do billboards? A. Yes, they have in the past with the early learning centers.
    - Q. How many absences are permitted now? A. 2 excused and 2 unexcused.
    - Q. When do we pick which options go to the public? A. The meeting before the public meetings, June 15th.
    - Q. Who picks the options that go to the public? A. The BC.
    - Q. To get the word out to the public, can you use the new system of text/ phone calls? A. TUSD will look into this.
    - Q. At some point, will the whole group get to look at the options the BC put together? A. Yes, we're starting with small groups and then they'll move to the big group for consideration.
- Magnet Plan Update by Bryant:

- The following includes what was outlined in the schedule given to the SM&P:
  - Draft plan has been sent to the SM&P and is expected back on the May 21. BC to receive update of the plan and SM&P comments on this day.
  - On May 27, it'll be presented to the governing board for study.
  - May 28-30 will be the magnet community meetings.
  - June 10 – feedback from the community meetings to be presented to the governing board
  - June 27 – the Comprehensive Magnet Plan is to be sent to the governing board and Special Master
  - July 8 – the CMP is to be presented to the governing board for study of action, when the BC has its public meetings
  - Then we'll prepare our boundary plan.
- Q. What happens if the Special Master doesn't like the plan? A. TUSD has vetted it out with them and tried to respond to comments so that it'll be accepted.
- Q. Can we get an idea of the magnet plan? A. Yes, next week. TUSD is waiting to release information until it can be released with the comments from the SM&P.

Next Steps

- Next BC Meeting – May 21st
  - Homework – develop incomplete options from April 30th BC meeting
  - Present Draft Magnet Plan

Notes from Small Groups:

Gold/ Blue Group (Middle & High Schools – Boundary Adjustments & Pairing and Clustering):
Participants: Katrina Leach (recorder), Lilian Martinez, Vicki Borders, Richard Murillo, Rodney Bell, Bill Jones, Marsha Willey, Rosalva Meza, Lorinda Piece Sena

- Utterback/ Magee Pair Discussion:
  - Selected off of racial concentration map.
  - Utterback is a 'C' grade, Magee is a 'B' grade
  - There would need to be a change in program because of magnet status.
  - Group did not continue to pursue this option
- Group decided to be careful about how much emphasis is put on letter grade. Many variables go into a letter grade so it's difficult to compare apples to apples. Also, a high C and low B may be closer than implied by the overall grade.
- Group likes the idea of improving programs on the east side since there are so few programs on the east side.
- Proposed Option: MS Boundary Adjustment - NE Corner of Valencia to Vail
  - Hispanics: Valencia = 81.6%, Vail = 47%
  - Not sure if this will make Valencia an integrated school, but it should improve integration.
  - Letter Grade: Valencia = 90.3%, Vail = 92.1% (Vail only has 58 seats available, but 401 of the enrollment is out of area. If this boundary area is added, there will be less room for non-neighborhood students, but the lottery would kick in and help further with selection.)
  - Capacity: Valencia = C, Vail = C
  - Con: Travel time may be a concern. Need TUSD to help in determining the commute time. Use of 22nd Street may be a decent commute.
- Proposed Option: MS Pair Booth Fickett and McCorkle
  - Booth Fickett is a magnet, but group does not believe that it is acting as a magnet to the degree that would hinder this pairing.
  - Hispanics: Booth Fickett = 57%, McCorkle = 89.5%
  - Letter Grade: Booth Fickett = C, McCorkle = C
  - Capacity: Booth Fickett = 106.2%, McCorkle = 89.6%
  - Con:
    i. Travel time may be a concern. Need TUSD to help determine the commute time in both directions.
    ii. McCorkle is a new school, may need time to develop on its own.
  - Pros:
    i. McCorkle is a new school, so there is appeal
    ii. McCorkle has a self-contained K-8, so that may attract some families as a different option.
- Tucson HS and Sahuaro HS discussion:
  - Sahuaro needs to be a magnet to attract away from Tucson HS
  - THS would need to limit open enrollment students
  - Hispanics: SHS = 34.7%, THS = 73.9%

  - Letter Grade: SHS = B, THS = B
  - Capacity? No, SHS = 94.1% utilization
- Proposed High School Options:
  - Make NE corner of Cholla Boundary a Catalina Annex.
  - Move current Catalina Annex to Palo Verde.
  - Make Pueblo area east of the 19 a Palo Verde Annex.
    i. Hispanics: Pueblo = 90%, PVHS = 49%
    ii. Letter Grade: Pueblo = C, PVHS = B
    iii. Capacity? Yes, 1000 seats avail at PVHS
    iv. Pros: PVHS Robotics program and academics are successful (need to market excelling programs)
- High Schools need to update websites to let public know what programs are available.
- Cholla: How many students receive IB diploma? How many are actually part of the program?
- Block schedule suggested so students can participate in home school and programs at different school. All schools would need to switch to a block schedule.
- Proposed MS/HS Option:
  - Stop enrollment at Rincon HS for 4 years to open space on the campus. Change boundary so these students go to Catalina and Palo Verde.
  - Move Dodge students to Rincon facility and make University campus 6-12 grade levels. Grow Dodge program and more students in a university ready school.

<u>Purple Group (Elementary Schools – Boundary Adjustments):</u>
Participants: Sue Gray (recorder), Marguerite Samples, Caroline Carlson, Sylvia Campoy, Georgia Brousseau, Juan Carlos De La Torre, Lorraine Richardson

- Johnson – looked at how to move students from Johnson
  - Decided it was too far a distance to make a difference in integration, no locations identified.
- Lynn Urquides: Looked at a boundary annex to move to another school
  - Howell? No, 91% full
  - Pueblo Gardens? No, K-8
  - No location identified
- Van Buskirk (B school)
  - Pueblo Gardens? No, K-8
  - Myers Ganoung? C school, not ideal. If students are moved from MG to VB, could make MG racially concentrated. MG is 67% Hisp.
- Lineweaver
  - Where are the non-Hispanics coming from? May help to add GATE program to west side school.
- Oyama
  - Kellond? No, 98% full
  - Booth Fickett? No, K-8

- Wheeler to receive?
  - 'A' school, but 134% utilized
- Dietz to receive?
  - Poor grade
- Conclusion
  - Very difficult to move boundaries and anticipate change with open enrollment options.
  - Need break out of K-5 and 6-8 for the K-8 schools to understand how to combine with traditional Elementary and Middle Schools.
  - With Lineweaver, need to know where the non-Hispanics live to draw from
  - Need equitable programs at both east and west sides of the city.

Green Group (Elementary Schools – Pairing and Clustering):
Participants: Bryant Nodine (recorder), Agnes Attakai, Angie Mendoza, James Schelble, Arthur Buckley

- The group agreed that they did not support paired schools and did not want to develop/consider those as options.
- Proposed Elementary Option: Underutilized or closed sites that could be integrated as a special program/school that is attractive to draw students. Look at which are oversubscribed due to programs and find a similar model.
  - General consensus: Whole child and dual language.
  - Considerations:
    - Easy access
    - As it is a new location are there enough students in the area (over utilization) to justify a new school.
    - School of a good size
    - [check real estate rating for schools]
  - Locations: Howenstine, Jefferson Park (as a "Borton North")
  - Cons: Previously closed schools; need to justify reopening
    - Jefferson Park has a tenant and potential effects of Grand Road improvements
  - Pros: Starting from scratch and good locations/ access
- Proposed Elementary Option: Same approach but in an existing school to attract high SES students into a low SES area
  - Considerations:
    - Farther west
    - Pre-school
  - Locations:
    - Manzo
      - Cons: Manzo is a C school, affects attraction
        - Within the neighborhood (less visible, less access)
        - Neighborhood perceived as dangerous, but this is/ has changed West of I-10

        - Pros: Manzo program could be very attractive as is
            - Good neighborhood support
            - Close to downtown
    - Robison [Robison already has a program though it may need to be changed and is a UVA turn-around school]
        - Cons: Robison already has a program though it may need to be changed
            - C school, affects attraction
            - Within the neighborhood (less visible, less access)
        - Pros: UVA turn-around school
            - Okay neighborhood
            - Close to University
- Proposed Elementary Option: Low SES into a high SES Area (not developed)

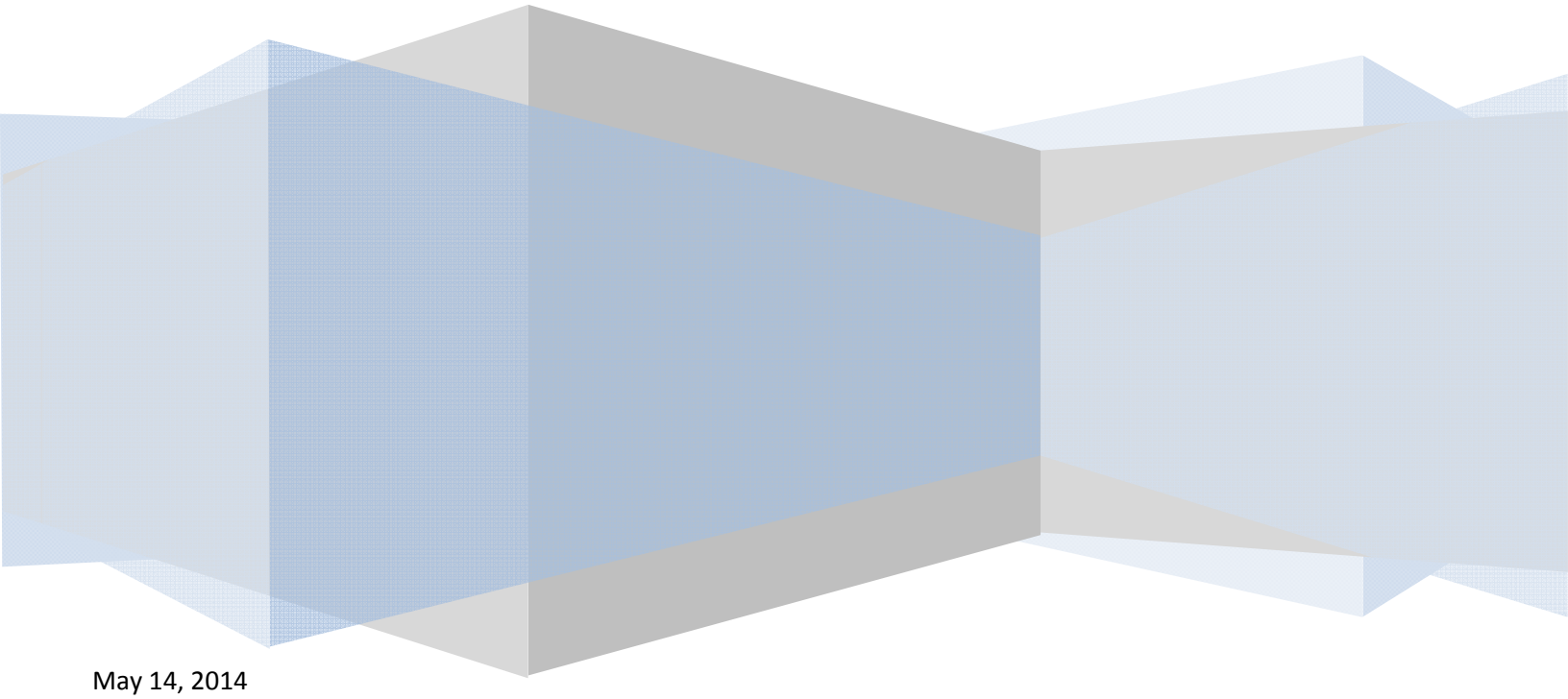
If this report does not agree with your records or understanding of this meeting, or if there are any questions, please advise the writer immediately in writing; otherwise, we will assume the comments to be correct.

EXHIBIT 8A-2

TUSD

Tucson Unified School District

Comprehensive Magnet Plan



May 14, 2014

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

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 he 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

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

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

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

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 40th 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 a 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:

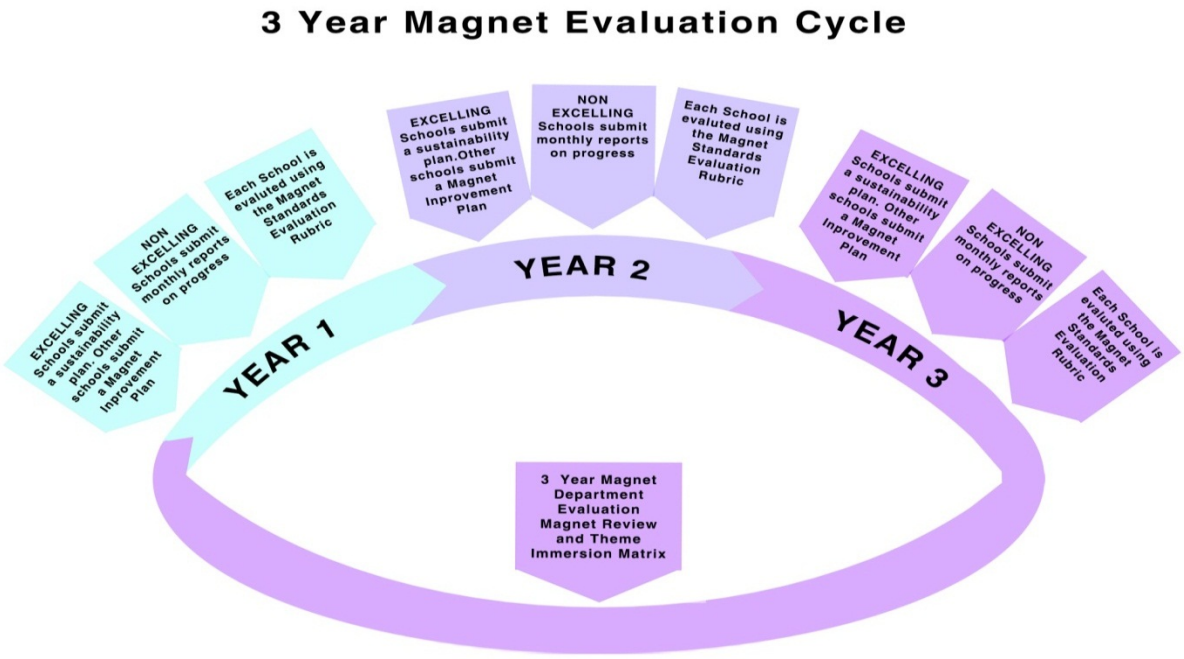
A. Inform the District and schools on progress toward increasing the number of TUSD students attending integrated magnet schools.

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

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

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

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.

Expectations for professional development of magnet staff include:

XI. Magnet Plan of Action 2013-2014

(Approved October, 2013)

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 Santa Rita HS	Mansfeld MS 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 Roskruge K8

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. An IBDL program at Roskruge 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 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 received 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 measureable 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 9th and 10th 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 course work 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 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

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 40th 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 40th 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		6	89		0	0	PROGRESS
Cragin	27	8	59		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	0.8		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
40th DAY 2014 GR 6	6		82				PROGRESS
Utterback	5		83	6			NO
40TH DAY 2014 GR 6	6	9	77		0		NO PROGRESS
Roskruge K	13	0	71	10	0	6	NO
40TH DAY 2014 GR K		0	88	8			PROGRESS
Roskruge 6	8		83	5	1	0	NO
40TH DAY 2014 GR 6			87	6			PROGRESS
Safford K			88		0	0	NO
40TH DAY 2014 GR K			77				NO PROGRESS
Safford 6	6	6	80	7			NO
40TH DAY 2014 GR 6	7		74	13	0	0	NO PROGRESS
Booth K	29	5	55			7	YES

40TH DAY GR K	21	12	59				NEUTRAL
Booth 6	30	7	52			5	YES
40TH DAY GR 6	27		53			6	NEUTRAL
Palo Verde	31	8	50			5	YES
40TH DAY FRESHMEN	22	13	67			9	PROGRESS
Tucson High	14	6	73				NO
40TH DAY FRESHMEN	43	22	76				PROGRESS
Pueblo	5		87	5			NO
40TH DAY FRESHMEN			91		0.5	0.02	PROGRESS
Cholla	10		78	7			NO
40TH DAY FRESHMEN	7		78	8			NO PROGRESS

Processes and Schedules to Make Changes

A. In 2014-15 Drachman will phase out the 6th 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 40th 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: Roskruge 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 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.

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

ATTACHMENT B: SUMMARY OF 2011 MAGNET STUDY FINDINGS

General District and Site-Level Findings

1. Lack of district-level understanding regarding magnets (referring to magnet schools and programs).
2. Lack of site-level understanding of the Post-Unitary Status Plan (PUSP) enrollment process (especially school groupings by areas A, B, and C), and how the process effects transportation and recruitment.
3. Lack of understanding that magnets should be attractive to neighborhood/non-neighborhood families.
4. Lack of central office consideration and support, notably the absence of a single coordinator/director.
5. Lack of central office-supported marketing and recruitment to help schools with diversity issues.
6. Lack of focus on enrollment/diversity goals; diversity not reflected in many school enrollments.
7. Lack of a policy or process for creating new magnets or significantly revising existing magnets.
8. Lack of attention to magnet pipeline schools when creating new magnet schools/programs.
9. Lack of district-level processes for monitoring magnets' student enrollments or withdrawals
10. Lack of district-level processes for monitoring student achievement at a magnet school program.
11. Lack of appropriate/attractive signage clearly reflecting the theme and scope of the school's theme
12. Lack of professional development that is directly related to a school's magnet theme.
13. Lack of professional development in recent years related to cultural literacy.
14. Because neighborhood students are not required to submit a magnet application for program-within-a-school magnets, reviewers cannot appropriately ascertain magnet diversity, student achievement, or per student costs.
15. Issues with transportation are especially difficult for many schools, taking hours of staff time and resulting in students dropping from programs they had been attending for several weeks.
16. Magnet funding allocations vary significantly; desegregation funds used by schools in a variety of ways.

General Parent and Community-Level Findings

17. Community at large is unaware of the high quality and variety of the magnet programs offered in TUSD.
18. The open enrollment and magnet enrollment processes (including applications) are confusing to parents.
19. The magnet application is confusing; the application process makes it difficult for some parents to apply.
20. Parents equate magnets to GATE programs or schools for smarter students; lack of clear definition.
21. The "Catalog of Schools" does not feature magnets as a group, causing parents to have to hunt for magnets they are interested in. The catalog makes magnets sound like any other district school.
22. Parents available for interviews appeared to be committed to the magnet program at the school.

Specific Site-Level Findings and TUSD's Responsive Strategies

School	2011 Finding	Responsive Strategy
1. **Borton ES**	Inconsistent implementation, academically weak (Internal review did not have this conclusion), Curriculum not documented.	Magnet Director will work with staff to strengthen implementation through professional development, classroom observations, and data analyses. By School Year (SY) 2013-14, curriculum will be developed, taught and reflected.
2. **Bonillas ES**	The Basic Curriculum Magnet at Bonillas was notable. Strong commitment to theme (although the review committee did not feel that back to basics is a theme). Internal review indicates a lack of curriculum congruency in math and science. In-house training of Open Court has diminished with no on-going professional development.	By SY 2013-14, Bonillas will revision their theme and align curriculum with Common Core. Teachers will receive targeted professional development centered around: "Reading First" model of instructional delivery to include LTrS training; training in up-dated "Open Court" implementation; creating an instructional committee to explore Saxon Math; and creating an instructional committee to research and locate a traditional science adoption aligned with Common Core. Strengthen/Build "No Excuses University" and defined Early College Prep.
3. **Dodge ES**	Dodge is a successful magnet program, but the review indicates that Back to Basics is not a theme. What makes Dodge successful is the strict level of application of traditional teaching methodology. Dodge needs a magnet coordinator.	In SY 2013-14, the Dodge community will explore "KIPP" as a possible programmatic framework. A Magnet Coordinator position has been budgeted.
4. **Drachman ES**	Teachers at Drachman need to be trained in Montessori methodology and how to use Montessori materials. Magnet Coordinator needed.	Funding has been allocated for: teachers to attend training (registration, travel), a Magnet Coordinator position, and substitute for classroom coverage for training during the contract day.
5. **Ochoa ES**	Ochoa has professional development related to theme. Ochoa is doing an impressive job of developing their curriculum. Teachers were observed using theme related strategies. Internal review indicates a lack of congruency in implementation across the grades.	Central magnet staff will work with the staff at Ochoa to document the curriculum and provide consistent professional development across all grades. Magnet staff will conduct instructional and theme related walk-through observations.
6. Holladay ES	Holladay should be commended for adding K-2 program. Magnet Coordinator needed.	A staff member has been designated as Magnet Coordinator. Magnet staff will work with Holladay to create integrated instructional units centered around the theme. Holladay will develop a recruitment plan that includes garnering community partnerships.

School	2011 Finding	Responsive Strategy
7. **Carrillo ES**	Carrillo is the only elementary with dual programs to prepare students for two different magnet continuums. Carrillo's science curriculum is not unique- there is not a documented science curriculum. Carrillo should work with Utterback to determine how to strengthen the art curriculum. Internal review indicates there is no technology curriculum, science curriculum is not unique or continuous and none of the themes are integrated with each other or core content areas.	Carrillo will have a Fine Arts teacher and a Music teacher to provide coursework for SY 2013-14. Carrillo's magnet will likely be eliminated in SY 2013-14.
8. Davis ES	School signage and classroom materials indicated dual language not immersion. The school should be marketed as a "Spanish Immersion" if that is what they are doing. Magnet Coordinator needed.	Funding for SY 2013-14 has been allocated for specialized staff to support the theme. Davis' magnet status will be eliminated in SY 2013-14.
9. Robison ES	Well implemented. Classroom strategies observed The school is very involved in professional development. They have potential of being a successful magnet. District must commit to continuing funding the program.	Robison received IB authorization in July of 2012. Funding as been allocated to continue the program.
10. Tully ES	At the time of the external review, Tully had claimed OMA as a magnet theme. The external evaluation indicates that OMA is not unique and therefore can be a magnet theme. Tully needs a Magnet Coordinator.	In SY 2013-14, Tully will revision the magnet and implement STEM theme. Magnet staff will work with Tully to create curriculum and provide professional development resources. The Magnet Office will support Tully in seeking and forming community partnerships. Funding has been allocated for a Magnet Coordinator.
11. **Utterback MS**	The art teachers have done a good job of embedding academic standards into the curriculum, but the core subject areas have not embedded the arts. Reduce the number of schools feeding to Utterback- give neighborhood students options other than attending an arts magnet. Internal review indicates that not all arts teachers are experts or highly qualified.	Magnet staff will work with Utterback to integrate curriculum in content areas. Utterback is under consideration for elimination in SY 2014-15 if new boundaries will not enhance integration. If Utterback's magnet status is eliminated, consideration will be made to relocate the program to central location.

School	2011 Finding	Responsive Strategy
12. Booth-Fickett K-8	The curriculum at Booth-Fickett needs to be significantly revised. There was no evidence of any specialized math or science curriculum in the elementary grades. The curriculum in the elementary is not unique and not taught by experts. At the middle school, students can participate in a "Habitat" course or "Exploring Engineering". However, there are no specialized math/science teachers or continuity or congruency in the curriculum. Needs a Magnet Coordinator.	By SY 2013-14, Magnet staff will support the development of a continuous and congruent curriculum K-8 that is integrated and aligned with Common Core. Booth-Fickett staff will explore "Project Lead The Way" and "Gateway" in order to provide curricular framework. Funding is allocated for a Magnet Coordinator. Magnet staff will work with TUSD and University of Arizona in developing specialized math/science teachers.
13. Roskruge K-8	The magnet theme is only in grades 6-8, yet Roskruge is a K-8 school. The school should become a total school magnet. The district needs to get wireless access to students.	In SY 2013-14, funding was allocated for a Magnet Coordinator. Funding was set aside for support staff to implement the theme. Roskruge's magnet status will be eliminated in SY 2104-15.
14. Safford K-8	The IB MYP Program is an internationally recognized quality program and has the capacity to make a significant difference at Safford. TUSD must commit to continue to fund them after grant funding ceases.	. Safford received IB authorization (MYP) in July of 2013. Funding has been allocated to continue the program.
15. Tucson High – Fine Arts Strand	Courses within the Fine Arts strand progress from beginning to basic to advanced and are taught by expert teachers. Tucson High needs to define what it means to be a "Fine Arts" magnet student as compared to a student who is taking fine arts coursework.	Tucson High will document a contiguous and congruent curriculum for magnet students that are unique to specific programs.
16. Tucson High – Math Strand	While there were numerous math and science classes that are unique, there is no scope and sequence. THMS needs to define what it means to be a "Math/Science" magnet student. Endorsed magnet plans need to be finalized and communicated to parents and students.	For SY 2013-14, the magnet science curriculum will be revised to reflect a unique "Life Science" focus. The math magnet will be eliminated in SY 2014-15. Tucson High Magnet staff will develop a comprehensive magnet plan to share with the community by May of 2014.
17. Pueblo	College prep is not a theme. Communication Arts program at Pueblo is a strong magnet program. Teachers have worked hard to integrate core curriculum standards into the coursework. The coursework is not sequenced or congruent.	Funding has been allocated for SY 2013-14 to fund the Communication Arts coursework. Pueblo's magnet status will be eliminated in SY 2014-15.
18. Palo Verde HS	Palo Verde has only one theme recognized by the governing board which is Engineering Technology.	Palo Verde has revised their theme to STEAM (Science, Technology, Engineering, Art, Math). The "Art" in STEAM will centered around engineering arts and must be unique to Palo Verde. The Magnet Office will support Palo Verde in developing the curriculum.

School	2011 Finding	Responsive Strategy
19. Catalina HS	The district should consider moving the JTED Certified Nursing Assistant program back to Catalina. It should also support adding the Emergency Medical Technician program to the Health Care Program and an Air Traffic Controller sequence to the Aviation Aerospace Program. It is difficult to implement, market, and recruit for programs with only one teacher in each program. Funding is needed to ensure adequate professional development for teachers in the two career related programs as well as for the Terra Firma (College Prep) program teachers. Like the traditional magnets at Bonillas and Dodge, Catalina's College Prep program is highly regarded by parents and students as a successful program. However, the team that visited this magnet believes that all high schools should be offering a college prep curriculum and support for students to be successful in higher education.	During SY 2013-14, the Catalina community will explore magnet themes. It is recommended that International Business and Dual Language be considered.
20. **Cholla HS**	The schools high quality and highly successful IB Diploma program at grades 11 and 12 should be expanded to include IB 9-10 Middle Year. Funding for required IB training is necessary to ensure students success in the program and on IB exams. The Law and Public Safety Program needs strengthening. The once highly regarded program with its courtroom and law library should be revamped and updated with the intent of applying for recently introduced IB Career/Tech Certification program.	Planning and funding has been allocated to ensure the continuance of IB Diploma and the development and implementation of IB Middle Years. Cholla will be making an application for MYP authorization in the Spring of 2014.

TUSD

CODE: 34701
UNIT: Teacher
FLSA: Exempt

CLASSIFICATION
Magnet Site Coordinator (Site Based)

SUMMARY
This position coordinates the activities and services to facilitate the Magnet Program at the assigned site. The Magnet Coordinator will conduct professional development related to both content and pedagogy of magnet theme, collect data, and work with appropriate personnel to provide Magnet site with relevant and up-to-date information regarding Magnet School Information.

MINIMUM REQUIREMENTS
Appropriate Arizona Teaching Certificate

Structured English Immersion (SEI) requirement

Arizona IVP Fingerprint Clearance Card

Experience Developing Thematic Units

Experience providing Professional Development

Five (5) years teaching experience

PREFERRED QUALIFICATIONS
Experience with Magnet School Plan

Knowledge of Magnet Evaluation System

Knowledge of Magnet School Standards and Measures as related to school themes

Knowledge of Unitary Status Plans

ADDITIONAL REQUIREMENTS AFTER HIRE
Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

ESSENTIAL FUNCTIONS
THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.

Coordinates with appropriate personnel to develop, manage, and monitor the magnet curriculum at assigned site.

Coordinates with sites to develop and implement data collection models and tools as related to magnet theme to capture benchmark student achievement data

Provides instructional feedback to teachers and administration regarding magnet themes.

Provide all documentation of magnet activities

Conducts outreach, recruitment, and marketing to ensure students, parents, and public are aware of Magnet School programs.

Desegregates data including enrollment, grade, AIMS (or other state mandated assessments), ATI, DIBLES, and unit assessment to appropriate personnel.

Conducts professional development as related to both content and pedagogy of magnet theme.

In collaboration with appropriate TUSD personnel collaborates and researches outside resources for professional development

Uses Mohave for course designation.

Creates collaborative relationships with outside resources including but not limited to local and national businesses, charitable and professional resources, and community resources.

Works with appropriate district personnel to provide resources for teachers

Attends all district training required for teachers.

Coordinates with site principals and teachers to access, analyze, and collect relevant student achievement data to improve instruction across the curriculum.

Coordinates with site level staff to identify students who are not making adequate academic progress.

Using current research creates informs the district of the best methods and policies that will ensure an equitable educational experience for Magnet School students.

Adheres to all state magnet school laws, regulations and guidelines. Serves as a resource to TUSD personnel regarding magnet school regulations, guidelines, governing board policies, and specialist rulings.

Assists TUSD personnel with planning and monitoring professional development related to magnet school curriculum implementation. Researches magnet school curriculum practices and applies knowledge of training best practices and instructional design principals.

Attends mandatory trainings from the Magnet office including webinars.

Coordinates federal, state, and district report preparation and data collection

MARGINAL FUNCTIONS
Order classroom supplies and instructional materials.

MENTAL TASKS
Communicates – verbally and in writing. Reads. Analyze and evaluate student progress and course curriculum. Develop, implement and evaluate plans. Perform functions from written and oral instructions and from observing and listening to others. Evaluate written materials to include written assignments and tests.

PHYSICAL TASKS
Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS
Uses blackboard, whiteboard, easel, bulletin board, chalk, markers, and office or instructional equipment, such as telephones, fax-machines, computers and associated technology. May use hand tools and operate power-driven machinery.

WORKING CONDITIONS
Indoor - classroom environment. Contact with the public, employees, children and parents.

CONTROL, SUPERVISION
None

TUSD

CODE: 16250
UNIT: ADM
GRADE: 5-C
FLSA: Exempt

CLASSIFICATION TITLE
Director of Magnet School Programs

SUMMARY
The Director of Magnet School Programs will be responsible for working with site and central staff on magnet curricula, curriculum integration, district-wide program continuity, program evaluation, marketing and recruitment, parent/community involvement, and developing community and business partnerships. Additionally, the Director will be responsible for developing and monitoring magnet policies and procedures, conducting all necessary professional development, grant writing and being a liaison to the TUSD community.

MINIMUM REQUIREMENTS
Master's Degree in Education, Educational Administration, K-12 Curriculum & Instruction or closely related field(s).

Valid Supervisor PreK-12 Certificate, Arizona Administrative Certificate, or Principal Certificate

Three (3) years teaching experience

Five years program management and/or supervisory experience.

Experience developing and managing budgets.

Experience in writing successful local, state and federal grants.

Previous work experience with magnet schools/programs.

Knowledge of federal and state rules and regulations pertaining to the funding and implementation of grants.

Knowledge and ability to use word processing, database, and spreadsheet programs.

Excellent, and effective, verbal and written communication skills in English.

Experience in working with diverse constituencies/populations.

PREFERRED QUALIFICATIONS
Demonstrated successful private fundraising experience.

Demonstrated successful partnership development experience.

ADDITIONAL REQUIREMENTS AFTER HIRE
FBI fingerprint background check (at employee's expense).

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

ESSENTIAL FUNCTIONS
THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.

Collaborates with central and site staff to develop, establish, and evaluate magnet school policy and procedures; ensures that state and federal requirements are followed.

Coordinates central and site efforts to strengthen magnet programs; includes ensuring the continuity of specific magnet themes K-12.

Develops a yearly magnet timeline plan of tasks including a five year/minimum 5-6 program rotating evaluation plan of existing magnet school programs.

Identifies, investigates, and pursues all applicable federal, state, local and business assistance grants and/or relationship opportunities, including but not limited to the Magnet Schools Assistance Program Grant.

Provides in-services and leadership to staff on district integration needs and magnet school policies and procedures.

Takes leadership in directing, coordinating, planning, and implementing professional development related to magnet themes and shares research related to the themes and student learning.

Directs curriculum specialists in the development of standards-aligned magnet curriculum at individual sites, directs development of new instructional strategies, directs the implementation and evaluation of new alternative programs including technology integration, and directs development of unique and distinctive curricular course offerings, etc.

Facilitates principal and resource teacher meetings, collaborates with principals and teachers to develop course descriptions, syllabi, units of study, and instructional strategies.

Directs the preparation of media and promotional items to publicize magnet school programs. Communicates, markets, and promotes magnet schools to the public.

Represents the district at meetings, workshops, and in-service programs that support the magnet school program including, but not limited to magnet fairs, Governing Board meetings, and other events.

Visits, along with specific magnet school site staff, targeted community areas to inform parents and students of program availability and opportunities, including letter/phone call follow-up. Ensures continuing communication with parents, students, and community regarding magnet school opportunities.

Coordinates with magnet school sites in the analysis, evaluation, and improvement of student achievement.

Directs the evaluation of magnet program activities, and progress and ensures that state and federal requirements are followed.

Serves as liaison between transportation department and parents.

Performs all other duties as assigned.

MENTAL TASKS

Communicates, reads, and comprehends. Performs functions from written and oral instructions and from observing others. Evaluates written materials.

PHYSICAL TASKS

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS
Uses office equipment such as telephone, computer, printer and copier.

WORKING CONDITIONS
Indoor, office environment. Contact with employees, students and the public.

CONTROL, SUPERVISION
Supervises assigned staff. Interviews, trains, directs, and appraises the work of others. Disciplines and handles employee complaints.

M: JOB16250
New: 1/12

TUSD

CODE: 92244
UNIT: Exempt Coord (EXC)
GRADE: 3
FLSA: Exempt

CLASSIFICATION TITLE
SENIOR PROGRAM COORDINATOR

SUMMARY
Coordinates the activities and functions of designated programs. Analyzes, evaluates and ensures that the goals and objectives for the program are accomplished according to established priorities, time and funding limitations or other specifications.

[A "program" refers to carrying out a specific service or specific activity within the district. This classification is differentiated from the program coordinator by the number of affected people, the greater impact on the district and the size of the program's budget, as determined by human resources.]

Note: Specific summary information relating to the program this position is being placed in will be provided by the department and approved by Human Resources.

MINIMUM REQUIREMENTS
Master's Degree.
AND
Two years of experience administering or coordinating programs

OR
Bachelor's Degree
AND
Five years of experience administering or coordinating programs

OR
Ten Years of progressive experience administering or coordinating programs.

Knowledge of federal and state legislative requirements related to specific program is required.

Knowledge and ability to use word processing, database, and spreadsheet programs

Three (3) years Supervisory Experience

Any equivalent combination of experience, training, or education.

Some positions within this classification may require some type of certification.

ADDITIONAL REQUIREMENTS AFTER HIRE
FBI fingerprint background check (at employee's expense).

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

ESSENTIAL FUNCTIONS
THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.

Coordinates the activities of the program with interrelated activities, or with other programs or departments or schools.

Supervises and evaluates assigned personnel.

Provides training, organize conferences and chair committees related to program.

Develops and recommends new or revised program goals and objectives. Develops and implements action plans.

Develops and schedules program work plans based upon established priorities, time and funding limitations or other specifications.

Monitors and approves program expenditures. Prepares or assists with funding or budget proposals.

Confers with and advises staff, students, community members, or others of program goals and objectives, and of the means to achieving those goals and objectives. Collaborates with community, governmental and/or social service agencies as needed.

Prepares periodic reports, financial statements and records on program activities, progress or status.

Adheres to all federal and state laws, court orders, and District policies, and regulations.

Note: Additional specific functions relating to the program this position is being placed in may be provided by the department and approved by Human Resources.

MENTAL TASKS
Communicates. Reads. Comprehends. Performs functions from written and oral instructions and from observing others. Evaluates written materials.

PHYSICAL TASKS
Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS
Uses office equipment such as telephone, computer, printer and copier.

WORKING CONDITIONS
Indoor. Office environment. Contact with employees, students and public.

CONTROL, SUPERVISION
May coordinate, monitor or supervise the activities of subordinates.

M: JOB 92244
New: 8/06
Revised: 5/13
USP Reviewed 5/13

Section 4 - Key Personnel

Test 12: Magnet schools have personnel that are key to the development and implementation of magnet theme.

12	Key Personnel	Yes	No	Action
12.1	This school has a designated Magnet Coordinator. Name:_____ FTE _____ Attestation(s) Time and Effort			
12.2	There are personnel dedicated to curriculum and/or instructional delivery. 1. 2. 3. Attestation(s) Time and Effort			
12.3	There is a magnet team. (Names and Position) 1. 2. 3. 4. 5.			
12.4	Magnet theme expertise is embedded in the hiring process. Attach job description and interview questions.			
12.5	Staffing decisions are made with the intent of strengthening the magnet. Agendas and minutes of leadership meetings. Organizational plan. Hiring summary from HR packet.			

Summary of Test 12-

Does your magnet have key personnel to ensure that the magnet is implemented with fidelity? YES NO

As a result of this review:

Section 5 - Leadership

Test 13: The magnet leadership at the school level involves multiple stakeholders.

13	Leadership	Yes	No	Action
13.1	The school has an organizational plan for communication of magnet theme implementation. Organizational plan.			
13.2	The school has developed a three year plan for magnet implementation and sustainability. Magnet plan.			
13.3	All stakeholders receive regular information about magnet theme implementation, reviews, and adjustments. Agendas Minutes Newsletters			
13.4	The programmatic needs of the magnet theme drive budgetary allocations. (Of discretionary funding, at least 80% of the budget can be linked to magnet program) Budget			
13.5	All programs in the school support the magnet theme. List of supplemental programs and relationship			

Summary of Test 13:

Does your magnet have an organized leadership structure that involves all stakeholders so that the magnet theme is held with absolute fidelity and is not diluted by supplemental programs? YES NO

As a result of this review:

Section 6 - Recruitment and Marketing

Test 14: There are community partnerships and community members who contribute to the development, resources, and implementation of the magnet theme.

14	Indicator	Yes	No	Action
14.1	Parents are surveyed at least annually to determine knowledge and support of magnet theme. Parent Survey Summary of Results Agenda and minutes that are evidence that survey results were communicated.			
14.2	Pubic meetings are held at least quarterly to inform the community of magnet theme implementation. Sign in sheets Agendas End of session survey			
14.3	The school provides at least four community outreach events to inform the greater community of magnet theme. Pictures Surveys Advertising			
14.4	All of the community partnerships support the magnet theme. List of partnerships and how they support the theme Letters of support			
14.5	Community Champions that contribute to the success of the magnet have been identified and celebrated. List of Champions Evidence of celebrations			

Test 15: There is a marketing and recruitment plan.

15		Yes	No	Action
15.1	The leadership team has developed an annual recruitment plan that indicates what, when, where and who. Plan			
15.2	The leadership team has reviewed data from prior recruitment strategies in order to review and adjust plan.			

	Recruitment data Plan revisions			
15.3	The leadership team has developed an annual marketing plan that indicates what, when, where and who. Plan Method to collect results			
		Yes	No	Action
15.4	Marketing materials have been developed and distributed. Examples of materials			
15.5	The leadership team has reviewed data from prior marketing strategies in order to review and adjust plan. Marketing data Plan revisions			

Summary of Test 14:

Summary of Test 15:

Does your magnet have a recruitment plan and marketing plan that includes the collection and review of indicators for success? YES NO

As a result of this review:

TUSD Theme Immersion Matrix

Extra Curricular

Exploratory Model	Introductory Model	Partial Immersion Model	Full Immersion Model
The Exploratory Model describes a regular school experience, with Magnet-related EXTRA CURRICULAR opportunities offered to students in addition to the regular school day. These experiences may include, but are not limited to: after school clubs, summer programs, science fairs, clubs.	The Introductory Model describes a regular school day, with Magnet-related experiences offered in addition to the current curriculum. These experiences may include, but are not limited to: integrated MAGNET units delivered once the state testing is complete, supplementary stand- alone learning units offered through industry or non-profit partnerships, etc.	The Partial Immersion Model describes a non-traditional school day where Magnet-related experiences are integrated into the curriculum. These experiences may include, but are not limited to: teaching to a school-wide MAGNET theme, teaching year-long integrated Problem/Project-Based Learning Units, teaching dual-enrollment programs, teaching in a "school within a school" model, etc..	The Full Immersion Model describes a non-traditional school where MAGNET- related experiences determine the school's curriculum. Full Immersion schools look more like 21st Century workplace environments rather than 20th century K-12 school environments. Problem-based learning drives the curriculum and instruction. Students constantly collaborate to solve authentic problems, propose solutions and contribute ideas to the larger community.
A 1.Exploratory Model Descriptors: School or district has defined MAGNET as a priority MAGNET programs are traditionally ***"stand alone"*** Programs are conducted ***outside*** the regularly scheduled school-day Programs are assigned to staff as additional duties Programs are optional Includes a ***basic level*** of family engagement and outreach programs (i.e.; math and science family nights) Students explore various facets of MAGNET from project-based investigations to possible career pathways Initial collaboration with one or more business partners, mentors, and/or MAGNET advocates	*A 2. Introductory Model Descriptors:* Implementation in addition Provides an opportunity for student participation in problem/project-base instruction with an end result of teaching through product development Implementation in addition to the regular school curriculum ***during the school-day*** Includes *multiple points of contact with the families of MAGNET participants and at least one family integration activity.* Results in teaching through product development (school/parent presentations, science fairs, evening MAGNET nights, etc.) Initial collaboration with one or more business partners, mentors, and/or MAGNET advocates	*A 3. Partial Immersion Model Descriptors:* Integration of Problem/Project-Based Learning into the regular curriculum Opportunities are provided for student participation in problem-solving and project-based instruction with *integrated content across MAGNET subjects* Interdisciplinary instruction Some inter-grade level planning Emphasis on product development Includes multiple points of contact with families of MAGNET participants and a minimum of three family integration activities Several collaborations with business and industry partners in the geographical area, along with mentors and MAGNET advocates	*A 4. Full Immersion Model Descriptors:* Whole school approach to teaching MAGNET education through a global mission and vision Participation by all schools staff, classroom and special area teachers MAGNET lessons are planned and aligned by all grade levels and special area classes to be integrated, moving into increased complexity and rigor, and constructive in nature Several collaborations with business and industry partners in the geographical area, along with mentors and MAGNET advocates Collaborations and partnerships with Higher Education

TUSD Magnet Theme Immersion Matrix

Exploratory Model	Introductory Model	Partial Immersion Model	Full Immersion Model
Leading			
Leading within the Exploratory Model involves supporting teachers in the creation of ***extra-curricular, after-school*** Magnet-related experiences (programs) for students that ***choose*** to participate. Leaders must embrace a mindset that includes; leading by example, creating an environment of high expectations, taking responsibility for sparking a passion for learning, be excited to prepare students both academically and socially for their future careers, and creates and communicates a "shared vision" of purpose and process.	Leading within the Introductory Model involves supporting teachers in the planning and implementing of Magnet-related experiences that are in addition to the regular curriculum and taught to students during the school day. Leaders arrange schedules so that teachers may plan units as a grade-level or content-area team. Leaders must embrace a mindset that includes; leading by example, creating an environment of high expectations, taking responsibility for sparking a passion for learning, be excited to prepare students both academically and socially for their future careers, and creates and communicates a "shared vision" of purpose and process. Support structures for teachers including common planning time within the school day to support data-driven collaboration, and professional learning(ex. Grade level team)	Leading within the Partial Immersion Model involves setting the expectation that all staff plan and implement Magnet-related experiences that are **integrated into the regular curriculum**. Leaders arrange schedules and set the expectation that teachers plan integrated yearlong units as a ***grade-level or content-area team***. Leaders set the expectation that teachers ***take on more*** of a facilitator role in guiding student learning through inquiry. Leaders must embrace a mindset that includes: leading by example, creating an environment of high expectations, taking responsibility for sparking a passion for learning, enthusiastically preparing students both academically and socially for their future careers, and creating and communicating a "shared vision" of purpose and process.	Leading within the Full Immersion Model involves setting the expectation that all staff plan and implement Magnet-related experiences that ***are the main curriculum***. Leaders arrange the schedule and set the expectation that all teachers plan integrated year-long units as a ***collaborative school team.*** Leaders set the expectation that teachers ***act as facilitators*** in guiding student learning through inquiry. Leaders must embrace a mindset that includes: leading by example, creating an environment of high expectations, taking responsibility for sparking a passion for learning, be excited to prepare students both academically and socially for their future careers, and creates and communicates a "shared vision" of purpose and process.
B 1. Administrative Leadership provides: Decide program purpose/content Support structures for students Select target audience Resource allocation (materials/ supplies) Program location/work space Professional development plan Implementation timelines/ calendars Communication strategies	*B 2. Administrative Leadership provides:* Solo to collaborative, or shared decision making Professional development plan Program location/work space Resource allocation(materials/ supplies) Implementation timelines/ calendars Communication strategies	*B 3. Administrative Leadership provides:* • Support structures for teachers including common planning time within the school day to support data-driven, cross curricular collaboration and professional learning (various grade levels/ school within a school model, for example) Support structures for students including a non graded advisory	*B 4. Administrative Leadership provides:* • Support structures for teachers including common planning time within the school day to support data-driven, cross curricular collaboration and professional learning (for example, various grade levels/school within a school model) Support structures for students including a non graded advisory

TUSD Magnet Theme Immersion Matrix

Budget development/oversight Evaluation protocols Advocacy and marketing for program Strategies for sustainability	Advocacy and marketing for program. Decide program purpose/content Select target audience Support structures for students Budget development/oversight Evaluation protocols Strategies for sustainability Outreach to business and industry	program that focuses on setting and monitoring student goals and personalizing the student experience Establishment a leadership team that establishes mission, vision, scope of project Establishment of a leadership cadre Collaborative, or shared decision making Facilitation support with classified staff Professional development plan Program location/work space Resource allocation (materials/ supplies) Implementation timelines/ calendars Program evaluation Budget development/oversight Evaluation protocols Establishment of end of course/ program goals Communication strategies Advocacy and marketing for program Strategies for sustainability Outreach to business and industry	program that focuses on setting and monitoring student goals and personalizing the student experience Develops a ***shared mission and vision*** and program purpose/ content Establishment of a leadership cadre for ***collaborative decision making*** with defined roles and responsibilities matched to program goals Establishes program review and evaluation that ***measures attainment*** of program goals and ***includes metrics*** such as student achievement, perceptual data, attendance, and demographics Collaboration with parents/ families Selection of grade level participation Establishment of end of course/ program goals Establishment of an ***advisory committee for ongoing monitoring*** of mission, vision, scope of project that includes representatives from school, district, school board, community, higher education institutions, MAGNET industry

TUSD Magnet Theme Immersion Matrix

Exploratory Model	Introductory Model	Partial Immersion Model	Full Immersion Model
TEACHING			
Teaching within the Exploratory Model involves sponsoring or leading ***extra-curricular, after-school*** MAGNET- related experiences (programs) for students that ***choose*** to participate.	Teaching within the Introductory Model involves planning and implementing Magnet-related experiences that are in addition to the regular curriculum and taught to selected students (i.e. grade level band) ***during the school day.*** Teachers may plan units as a grade-level or content-area team.	Teaching within the Partial Immersion Model involves planning and implementing Magnet-related experiences that are ***integrated into the regular curriculum.*** Teachers plan integrated yearlong units as a grade-level or content-area team. The teacher takes on ***more of a facilitator role*** in guiding student learning through inquiry.	Teaching within the Full Immersion Model involves planning and implementing Magnet-related experiences that ***are the curriculum.*** Teachers plan integrated year-long units as a school team. The teacher ***acts as a facilitator*** in guiding student learning through inquiry.
C 1. The teacher: Takes the lead role in planning and facilitating the club or after school program Provides direct instruction while leading students through investigations Connects business/industry skills to classroom instruction Provides authentic, real world experiences with technology integration • Fosters collaboration, communication and social skills within the learning environment Commits to on-going professional development in MAGNET content and pedagogy ***Provides connections*** to outreach/service learning projects for students Embeds a variety of technology in the instructional process	*C 2. The teacher:* • Provides direct instruction while leading students through investigations Connects business/industry skills to classroom instruction Provides authentic, real world problems ***within MAGNET content*** Provides an opportunity for students to participate in guided inquiry and problem-solving Selects cross-curricular MAGNET content ***Provides service learning projects*** for students Embeds a variety of technology in the instructional process, including presentation tools, i.e. PowerPoints, smart boards, multi-media, prezi, etc. Involvement in professional learning communities with other instructors at their grade level in their school, or across their district	*C 3. The teacher:* ***Encourages*** student participation in identification of problem/ project Provides ***limited direct instruction*** while facilitating students moving through MAGNET investigations Provides an opportunity for students to participate in guided inquiry and problem-solving Assists in selection of cross-curricular content that is ***embedded*** into the traditional curriculum ***Provides instruction*** with the outcome of product development Involvement in professional learning communities with other instructors at their grade level and additional grade levels in their school. Provides authentic, real world problems within MAGNET content Connects business/industry skills to classroom instruction Provides opportunities and	*C 4. The teacher:* Facilitates student participation in identification of problem/project Provides a ***facilitative role*** while students move through MAGNET investigations Provides an opportunity for students to participate in ***open-ended*** inquiry and problem-solving Assists in selection of ***rigorous*** cross-curricular MAGNET content ***as the focus*** of the school curriculum ***Facilitates instruction*** with the outcome of product development Involvement in professional learning communities with other instructors at their grade level and additional grade levels, in their school. Provides authentic, real world problems within MAGNET content Connects business/industry skills to classroom instruction Provides opportunities for students to conduct research in

TUSD Magnet Theme Immersion Matrix

		protocols for students to research and participate in outreach/ service learning projects Embeds a variety of technology in the instructional process, including using technology as a ***facilitation*** of student learning in investigations and problem-solving, i.e. data analysis, research, creation of multi-media	university/college labs Embeds a variety of technology in the instructional process, including using technology as a facilitation of student learning in a ***transformative instructional manner***, i.e. using technology tools such as spectrometers, PCR machines, digital microscopes, robots, etc.

TUSD Magnet Theme Immersion Matrix

Exploratory Model	Introductory Model	Partial Immersion Model	Full Immersion Model
LEARNING			
Learning within the Exploratory Model involves engaging in a provided question or problem through an ***extra-curricular or after-school Magnet-related experience that may or may not be related to the school curriculum.*** The learning is collaborative and engaging but may not be relevant or applied.	Learning within the Introductory Model involves engaging in a provided question or problem through Magnet-related experiences that are in addition to the regular curriculum and ***taught to all students during the school day.*** The learning is collaborative and engaging and may be relevant and applied in a local context.	Learning within the Partial Immersion Model involves engaging in selected or negotiated questions or problems through Magnet-related experiences that are ***integrated into the regular curriculum.*** Learning is collaborative, engaging, and is relevant and applied, making use of connections to local issues and/or industry.	Learning within the Full Immersion Model involves engaging in a student posed or negotiated question or problem through Magnet-related experiences that ***are the curriculum***. Learning is collaborative, engaging, and is relevant and applied, with connections to local issues and/or industry.
D 1. The student: Engages in MAGNET content in an "out of the traditional classroom" experience, i.e. after school club, summer program Engages in problem-based, teacher directed investigations that may result in solution or product creation Collaborates in predetermined groups Engages in relevant and authentic learning experiences that may be connected at least in part to local context Engages in critical thinking, problem solving, and in depth learning while exploring MAGNET topics/projects/careers Uses a variety of technology in the investigative process including virtual, computer-based, mobile, and data collection devices May engage in opportunities to conduct research in MAGNET based content with links to	*D 2. The student:* • Engages in ***integrated MAGNET content*** as an addition to the school curriculum Engages in problem-based, teacher directed ***guided inquiry*** that may result in solution or product creation Collaborates with peers in groups determined by teacher Engages in relevant and authentic learning experiences that may be connected at least in part to local context Engages in critical thinking, problem solving, and in depth learning while exploring MAGNET topics/projects/careers Uses a variety of technology in the investigative process including virtual, computer-based, mobile, and data collection devices May engage in opportunities to conduct research in MAGNET based content with links to	*D 3. The student:* Engages in integrated MAGNET content ***as part of*** the school curriculum Experiences the MAGNET content from cross-curricular, inter- disciplinary to trans-disciplinary Engages in problem-based, ***student and teacher directed guided inquiry*** that results in solution creation or product development Collaborates with peers in ***groups determined by teacher*** and/or project and intended outcomes Engages in relevant and authentic learning experiences that are connected at least in part to local context Engages in critical thinking, problem solving, and in depth learning while exploring MAGNET topics/projects/careers Learns in the context of real-world connections with	*D 4. The student:* Engages in interdisciplinary MAGNET content *as the focus* of the school curriculum Engages in problem-based, ***student directed open inquiry*** that results in solution creation or product development Collaborates with peers in ***groups determined by project*** and intended outcomes Participates in collaborative groups that foster innovation and risk in solutions creation and product/project development Engages in relevant and authentic learning experiences that are driven at least in part by local context Engages in critical thinking, problem solving, and in depth learning while exploring MAGNET topics/projects/careers Learns in the context of real-world connections with business/ industry with opportunity to

Receives opportunities to inspire and inform under-represented and struggling students about careers in MAGNET fields May engage in real-world connections with business/ industry May have an opportunity to participate in service learning projects Participates in a level of self-evaluation	Multiple in and out of school opportunities to inspire and inform under-represented and struggling students about careers in MAGNET fields Participates in multiple points of contact with the families of the MAGNET participants, and at least three family integration activities Learns in the context of real-world connections with business/ industry Participates in outreach/service learning projects within the school or community May participate in a level of self-evaluation	opportunities to contribute to the knowledge base Engages in opportunities to conduct research in MAGNET based content with links to university/ college labs and possible opportunities to contribute to knowledge base Uses a variety of technologies in the investigative process including: virtual, computer-based, mobile and data collection devices, web-based lessons, computer applications, researching and reporting Participates in outreach/service learning projects within the school or community Participates in multiple points of contact with the families of the MAGNET participants and at least three family integration activities Multiple in and out of school opportunities to inspire and inform under-represented and struggling students about careers in MAGNET fields Participates in a level of self-evaluation.	Engages in opportunities to conduct research in MAGNET based content with links to university/ college labs and opportunities to contribute to knowledge base Uses a variety of technology in the investigative process including: virtual, computer-based, mobile and data collection devices, web-based lessons, computer applications; also researching, and reporting, communicating and collaborating in ways not possible without the technology Participates in opportunities to establish protocols for research and participation in outreach/ service learning projects Participates in multiple points of contact with the families of the MAGNET participants, and at least three family integration activities Multiple in and out of school opportunities to inspire and inform under-represented and struggling students about careers in MAGNET fields Participates in a level of self-

TUSD Magnet Theme Immersion Matrix

Exploratory Model	Introductory Model	Partial Immersion Model	Full Immersion Model
EVALUATING			
Evaluating within the Exploratory Model involves ***informal feedback on program success*** that may include measures of self-efficacy, attitudes, interest, and motivation to pursue additional MAGNET related classes/ experiences.	Evaluating within the Introductory Model involves ***formal feedback on program success***, which includes student assessment data as well as measures of self-efficacy, attitudes, interest and motivation to pursue additional MAGNET related classes/ experiences.	Evaluating within the Partial Immersion Model involves program review that includes ***qualitative and quantitative data.*** Measures should include student achievement data as well as measures of self-efficacy, attitudes, interest and motivation to pursue additional MAGNET related classes/experiences.	Evaluating within the Full Immersion Model involves comprehensive program review that *includes* ***multiple measures both quantitative and qualitative in nature.*** This would include data related to student achievement, classroom observations, attendance and surveys at the student, teacher, administrator, parent and community levels. Data is used to gauge achievement of program goals and inform design and implementation decisions.
E 1. *The Evaluative Process includes*: • Teach- assess-adjust, then re-teach-assess-adjust • Include informal and formal feedback (i.e. participant and parent feedback surveys) Provide professional development for teachers in the evaluative process and interpreting data All teachers and students are immersed in a student-centered environment that supports the use of multiple indicators of success, such as performance, project-based and portfolio assessments Survey data used to inform program decisions Pre- and post-student assessment surveys in interest, content and attitudes Peer observation and dialogue included in quality assessment Invite industry experts/mentors	E 2. *The Evaluative Process includes*: • Alignment of program to internationally benchmarked Common Standards • Participant and parent feedback surveys • Provide professional development for teachers in the evaluative process and interpreting data • All teachers and students are immersed in a student-centered environment that supports the use of multiple indicators of success, such as performance, project-based and portfolio assessments • Survey data used to inform program decisions • Pre and post student assessment surveys in interest, content, and attitudes • Peer observation and dialogue included in quality assessment • Invite industry experts/mentors to	E 3. *The Evaluative Process includes*: • Alignment of program to internationally benchmarked Common Standards • Development of curriculum supports such as scope and sequence and pacing guide for a vertically and horizontally aligned curriculum centered on the Common Core Mathematic and Next Generation Science Standards, 21st Century skills and MAGNET integration • Pre and post student assessment surveys in interest, content, and attitudes • Participant and parent feedback surveys • Peer observation and dialogue included in quality assessment • Survey data used to inform program decisions • Research-based authentic and	E 4. *The Evaluative Process includes:* • Alignment of program to internationally benchmarked Common Standards • Development of curriculum supports such as scope and sequence and pacing guide for a vertically and horizontally aligned curriculum centered on the Common Core Mathematic and Next Generation Science Standards, 21st Century skills and MAGNET integration • Pre and post student assessment surveys in interest, content and attitudes • Participant and parent feedback surveys • Peer observation and dialogue included in quality assessment • Survey data used to inform program decisions • Research-based authentic and

to evaluate program Peer observation and dialogue included in quality assessment Survey data used to inform program decisions	evaluate program • Research-based authentic and integrated assessments • Performance assessments that allow students to demonstrate their understanding of MAGNET content and 21st Century skills	integrated assessments • Goal setting and monitoring driven by data • Development of an assessment and intervention plan to address gaps in student achievement and areas for extension • Development and implementation of student self-assessment • Invite industry experts/mentors to evaluate program (Advisory Board) • Provide professional development for teachers in the evaluative process and interpreting data • Performance assessments that allow students to demonstrate their understandings of MAGNET content and 21st Century skills • High Schools: Develops a plan for student success on the post-secondary level • Plan for analysis of evaluation data and collaboration with leadership team to use the data to inform program decisions • All teachers and students are immersed in a student-centered environment that supports the use of multiple indicators of success, such as performance, project-based and portfolio assessments	integrated assessments • Plan for analysis of evaluation data and collaboration with leadership team ***and advisory team to use the data to inform program decisions*** • Goal setting and monitoring driven by data, ***development of individualized learning plans that include student input*** • Development of an assessment and intervention plan to address gaps in student achievement and areas for extension • Development and implementation of student self-assessment • Invite industry experts/mentors to evaluate program (Advisory Board) • Provide professional development for teachers in the evaluative process and interpreting data • Performance assessments that allow students to demonstrate their understandings of MAGNET content and 21st Century skills • High Schools: Develops a plan for student success on the post-secondary level • The school has a collection of feedback related to outreach activities • Development of a process for program review that includes attendance, demographics and student achievement • On-going evaluations of authentic student learning and skill

			• Best /effective practice is employed for engagement, alignment and rigor for instructional improvement • Demonstrate competencies in state assessments (AIMS, PARCC) and college and career readiness (ACT, SAT, TIMSS, PISA, PIAAC)

TUSD Magnet Theme Immersion Matrix

Exploratory Model	Introductory Model	Partial Immersion Model	Full Immersion Model
BUDGETING			
Budgeting in the Exploratory Model involves identifying costs related to personnel, facilities, equipment and supplies.	Budgeting in the Introductory Model involves identifying costs related to personnel, facilities, equipment and supplies	Budgeting in the Partial Immersion Model involves identifying costs related to personnel, facilities, equipment and supplies. Special consideration may be necessary for professional development, travel and program marketing.	Budgeting in the Full Immersion Model involves identifying costs related to personnel, facilities, equipment and supplies. Special consideration may be necessary for professional development, travel and program marketing.
F 1. Budget considerations include: • Lead facilitator • Support staff • Materials and supplies (dependent on labs and planned activities) • Location space (if necessary) • Determine if participants will be charged a registration fee, apply for grants, donations or outside funding • Travel costs (if necessary) • Discretionary funds and other resources are allocated to advance implementation of all the MAGNET strategies outlined in the program plan • Specific budgets for packaged programs are also available from Community Education Centers, outside vendors as well as a variety of grant programs • Research and apply for a variety of local, state, and national grants • Research and inquire about business community funding and partnerships	*F 2. Budget considerations include:* • Lead facilitator ***at each site*** • Support staff • Materials and supplies (dependent on labs and planned activities) • Location space (if necessary) • Determine if participants will be charged a registration fee, apply for grants, donations, or outside funding • Travel costs (if necessary) • Discretionary funds and other resources are allocated to advance implementation of all the MAGNET strategies outlined in the program plan • Specific budgets for packaged programs are also available from Community Education Centers, outside vendors as well as a variety of grant programs • Research and apply for a variety of local, state, and national grants • Research and inquire about business community funding and partnerships	*F 3. Budget considerations include:* • Personnel (all teachers salaries and benefits) • Support staff (salaries and benefits) • Materials and supplies (dependent on labs and planned activities) • Custodial services • Location space (if necessary) including architectural and plan review and permit fees • Construction costs (if necessary) • Design a strategic plan to apply and manage grants, donations or outside funding • Discretionary funds and other resources are allocated to advance implementation of all the MAGNET strategies outlined in the program plan • Travel costs (if necessary) for researching programs and marketing/ recruiting. • Specific budgets for canned programs are also available from Community Education Centers, outside vendors as well as a variety of grant programs • Research and applying for a variety of local, state, and national	*F 4. Budget considerations include:* • School/program administrator (including benefits) • School/program curriculum specialist (including benefits) • Personnel (all teachers salaries and benefits) • Support staff (salaries and benefits) • Materials and supplies (dependent on labs and planned activities) • Custodial services • Location space (if necessary) including architectural and plan review and permit fees • Construction costs (if necessary) • Design a strategic plan to apply and manage grants, donations or outside funding • Discretionary funds and other resources are allocated to advance implementation of all the MAGNET strategies outlined in the program plan • Travel costs (if necessary) for researching programs and marketing/ recruiting. • Specific budgets for canned programs are also available from

TUSD Magnet Theme Immersion Matrix

		grants • Research and inquire about business community funding and partnerships	Community Education Centers, outside vendors as well as a variety of grant programs • Research and applying for a variety of local, state, and national grants • Research and inquire about business community funding and partnerships

TUSD Magnet Theme Immersion Matrix

Exploratory Model	Introductory Model	Partial Immersion Model	Full Immersion Model
SUSTAINING			
Sustaining at the Exploratory Level involves program development with an initial "start up" focus. By creating ongoing program evaluation and gathering reliable data, the goal is to ***build the initial program to the more comprehensive levels.***	Sustaining at the Introductory Level involves program development with a long-term focus, ongoing program evaluation, consistent policies, reliable data and community interest and support.	Sustaining at the Partial Immersion Level involves *program development with a long-term focus*, ongoing program evaluation, consistent policies, reliable data and community interest and support.	Sustaining at the Full Immersion Level involves ***program development with a long-term focus***, ongoing program evaluation, consistent policies, reliable data and community interest and support.
G 1. The Sustaining process: • Establishes leadership and support through development of common goals and mission • Establishes collaborative team to provide feedback based on assessments and evaluations • Establishes plan for materials replenishment • Builds capacity • Collects feedback and refine program implementation from students, teachers and parents • Establishes a ***two year fiscally responsible budget plan to assure sustainability of school/ program*** • Establishes connections to businesses and industry representatives with emphasis on work place competencies • Provides project/product development protocols to assess student success in the MAGNET program • Develops grant writing initiatives with business, industries and university partners to fund, expand, or supplement the program	*G 2. The Sustaining process:* • Ensures that strategic plan and annual action plan addresses investment in professional development for personnel • Establishes leadership and support through development of common goals and mission • Establishes collaborative team to provide feedback based on assessments and evaluations • Establishes plan for materials replenishment • Builds capacity • Collects feedback and refine program implementation from students, teachers and parents • Establishes a ***two year fiscally responsible budget plan to assure sustainability of school/program*** • Establishes connections to businesses and industry representatives with emphasis on work place competencies • Provides project/product development protocols to assess student success in the MAGNET program • Develops grant writing initiatives with business, industries and	*G 3. The Sustaining process:* • Establishes leadership and support through common goals and mission • Establishes collaborative team to provide feedback based on assessments and evaluations • Ensures that strategic plan and annual action plan addresses investment in professional development for personnel • Establishes plan for materials replenishment • Builds capacity • Collects feedback and refines program implementation from students, teachers and parents • Establishes a *three to five year* fiscally responsible budget plan to assure sustainability of school/ program • Establishes sustained connections to businesses and industry representatives with emphasis on student mentor/internships, career counseling and workplace competency skills. • Provides project/product development protocols to assess student success in the	*G 4. The Sustaining process:* • Establishes leadership and support through common goals and mission • Establishes collaborative team to provide feedback based on assessments and evaluations • Ensures that strategic plan and annual action plan addresses investment in professional development for personnel • Establishes plan for materials replenishment • Builds capacity • Collects feedback and refines program implementation from students, teachers and parents • Establishes a ***five to seven year fiscally responsible budget plan to assure sustainability of school/program*** • Establishes sustained connections to businesses and industry representatives with emphasis on student mentor/internships, career counseling and work place competency skills. • Provides project/product development protocols to assess student success in the

TUSD Magnet Theme Immersion Matrix

• Assists in the development of a K-12 MAGNET pipeline with an end in mind to determine who the students are and where they will be going. • Strives to be "future focused"	university partners to fund, expand, or supplement the program • Assists in the development of a K-12 MAGNET pipeline with an end in mind to determine whom the students are and where they will be going. • Works with National MAGNET Network, Higher Education and others to validate effectiveness of school's innovative curriculum, instruction and assessment as evidenced by student achievement and readiness for college, career and MAGNET industry	MAGNET program, shadowing and internships • Develops grant writing initiatives with universities, Arizona MAGNET Network, industry, etc. • Assists in the development of a K-12 MAGNET pipeline with an end in mind to determine who the students are and where they will be going. • Works with National MAGNET Network, Higher Education and others to validate effectiveness of schools' innovative curriculum, instruction and assessment as evidenced by student achievement and readiness for college, career and MAGNET industry.	MAGNET program, shadowing and internships • Develops grant writing initiatives with universities, Arizona MAGNET Network, industry, etc. • Assists in the development of a K-12 MAGNET pipeline with an end in mind to determine whom the students are and where they will be going. • Works with National MAGNET Network, Higher Education and others to validate effectiveness of schools' innovative curriculum, instruction and assessment as evidenced by student achievement and readiness for college, career and MAGNET

2013-2014 MAGNET IMPROVEMENT PLAN

SCHOOL NAME:	MAGNET THEME:
Please write an abstract of your plan (what would someone expect to see during a visit to your site)?	

MAGNET LEADERSHIP TEAM MEMBERS	NAME
Principal	
Magnet Coordinator	
Magnet Director	Victoria Callison
Magnet Senior Program Coordinator	Laurie Westfall
Magnet Senior Program Coordinator	Adelle McNiece
Marketing Specialist	Sally Jacunski

MAGNET LEADERSHIP TEAM MEETINGS	
How many days a month does your Magnet Leadership Team meet?	
Please provide dates/times when your Magnet Leadership Team meets? (ex: Tuesdays @ 1:00 pm)	

Complete the Magnet Review Summary.

With data and information available to you, analyze the needs of your school. The goal is for the school's magnet leadership team to carefully analyze and interpret all data in order to accurately and completely assess the needs of your school. The knowledge gained during this investigative and analytical phase will be the basis for identifying the greatest priorities on which to develop your school's magnet goals. Each goal must be addressed by identifying at least one strategy. **Areas from the Magnet Review Summary marked "NO" or "IP" (in progress) must be addressed in your Magnet Improvement Plan.**

Magnet Review Summary

Strategy #		YES	NO
1	Does your current enrollment meet the definition of integration?		
1	Is your magnet program attracting students to support integration and diversity at your school?		
1	Is your magnet program retaining students to support integration and diversity at your school?		
2	Is the curriculum at this school: documented?		
	paced?		
	assessed?		
	reflected?		
	adjusted?		
2	Is the curriculum at this school unique?		
2	Is the methodology (pedagogy) implemented at this school unique?		
2	Do students experience theme immersion for a minimum of three hours per day?		
2	Is there theme integration in the curriculum?		
2	Is there theme congruency in the curriculum?		
2	Does our professional development support the magnet content or a specialized delivery of instruction?		
3	Does the magnet have key personnel to ensure that the magnet is implemented with fidelity?		
3	Does your magnet have an organized leadership structure that involves all stakeholders so the magnet theme is held with absolute fidelity and is not diluted by supplemental programs?		
1	Does your magnet have a recruitment plan that includes community partnerships?		
1	Does your magnet have a marketing plan that includes the collection and review of indicators for success?		
3	Has this school had a stable staff for the past four years?		
3	Have staff been successful at delivering quality instruction?		
1	Have students in all ethnic categories shown increases in student achievement?		
1	Does your Title I Plan support or supplement you magnet theme?		

Section 2: Developing your School's Magnet Improvement Plan

Guiding Question: How are we going to get to where we want to be?

MAGNET GOAL: INTEGRATION
USP Description: The Magnet School Plan shall, at a minimum, set forth a process and schedule to… identify goals to further the integration of each magnet school which shall be used to assess the effectiveness of efforts to enhance integration at the school. **[III.E.3.xi]**

Magnet Strategy 1: ENROLLMENT [See MAGNET REVIEW: ENROLLMENT (Section 1), RECRUITMENT AND MARKETING (Section 6)]
USP Description: The District shall continue to implement magnet school/program as a strategy for assigning students to schools and to provide students w/opportunity to attend an integrated school. **[II.E.1]** The District…shall recruit a racially and ethnically diverse student body …to ensure that the schools are integrated to the greatest extent practicable. **[II.E.2]** An integrated school is any school in which no racial or ethnic group varies from the district average for that grade level (Elementary School, Middle School, K-8, High School) by more than +/-15 percentage points, and in which no single racial or ethnic group exceeds 70% of the school's enrollment.**[II.B.2]**
SMART Goal:

Methods to support strategy	Person (s) Accountable	**Action Steps** to achieve SMART Goal (add more if needed)	Begin Date	End Date
Recruitment		1. 2. 3.		
Marketing		1. 2. 3.		
Retention		1. 2. 3.		

Magnet Strategy 2: THEME DEVELOPMENT [SEE MAGNET REVIEW: CURRICULUM/ASSESSMENT (Section 2)]
USP Description: In creating the Plan, the District shall… improve existing magnet schools and programs that are not promoting integration **[III.E.3.ii]**
SMART Goal:

Methods to support strategy	Person (s) Accountable	**Action Steps** to achieve SMART Goal (add more if needed)	Begin Date	End Date
Theme Visibility Development		1. 2. 3.		
Theme Integration with Common Core Curriculum (Planning Phase)		1. 2. 3.		
Scope and Sequence (Planning Phase)		1. 2. 3.		
Unit Development, Including Assessments (Planning Phase)		1. 2. 3.		

Magnet Strategy 3: KEY PERSONNEL
[SEE MAGNET REVIEW: PROFESSIONAL DEVELOPMENT (Section 3), KEY PERSONNEL (Section 4), LEADERSHIP (Section 5), STABLE AND SUCCESSFUL STAFF (Section 7)]

USP Description:

In creating the Plan, the District shall…ensure that administrators and certificated staff in magnet schools and programs have the expertise and training necessary to ensure successful implementation of the magnet.**[III.E.3.vi]**

The Magnet School Plan shall, at a minimum, set forth a process and schedule to… provide necessary training and resources to magnet school and program administrators and certificated staff;**[III.E.3.ix]**

SMART Goal:

Methods to support strategy	Person (s) Accountable	**Action Steps** to achieve SMART Goal (add more if needed)	Begin Date	End Date
Theme-Based Professional Development (Research)		1. 2. 3.		
		1. 2. 3.		
		1. 2. 3.		
		1. 2. 3.		

Magnet Strategy 4: FAMILY ENGAGEMENT
USP Description: The Magnet School Plan shall, at a minimum, set forth a process and schedule to…include strategies to specifically engage African American and Latino families, including the families of English language learner ("ELL") students; **[III.E.3.x]**
SMART Goal:

Methods to support strategy	Person (s) Accountable	**Action Steps** to achieve SMART Goal (add more if needed)	Begin Date	End Date
Increase family volunteerism		1. 2. 3.		
Increase family participation		1. 2. 3.		
		1. 2. 3.		
		1. 2. 3.		

2013-2014 MONTHLY MAGNET REPORT

SCHOOL INFORMATION	
SCHOOL NAME:	
MAGNET THEME:	**MONTH:**

MAGNET LEADERSHIP TEAM MEMBERS	NAME
Principal	
Magnet Coordinator	
Magnet Director	**Victoria Callison**
Magnet Senior Program Coordinator	**Laurie Westfall**
Magnet Senior Program Coordinator	**Adelle McNiece**
Marketing Specialist	**Sally Jacunski**

MAGNET LEADERSHIP TEAM MEETINGS	
Please provide dates/times when your Magnet Leadership Team met this month (ex: 9/12/13, 3:30 – 4:30 pm)	

PROGRAM SUSTAINABILITY
PARTNERSHIPS: What new partnerships were established this month? List contact name(s), contact date(s), and how this partner will contribute/contributed to your site.
GRANTS: List any grants that you (or the staff at your school) applied for this month.

2013-2014 MONTHLY MAGNET REPORT

MAGNET GOAL: INTEGRATION

Magnet Strategy 1: ENROLLMENT (USP: III.E.3.xi, II.E.1, II.E.2, II.B.2)
Copy and paste the ENROLLMENT SMART Goal from your Magnet Improvement Plan:
What strategies have been taken this month that support your integration goal? Be specific – Make note of specific activities which have addressed recruitment, marketing, and retention efforts.

Magnet Strategy 2: THEME DEVELOPMENT (USP: III.E.3.ii)
Copy and paste the THEME DEVELOPMENT SMART Goal from your Magnet Improvement Plan:
What strategies have been taken this month that support your theme development goal? Be specific – Make note of theme visibility, theme integration, scope and sequence, and unit development efforts.

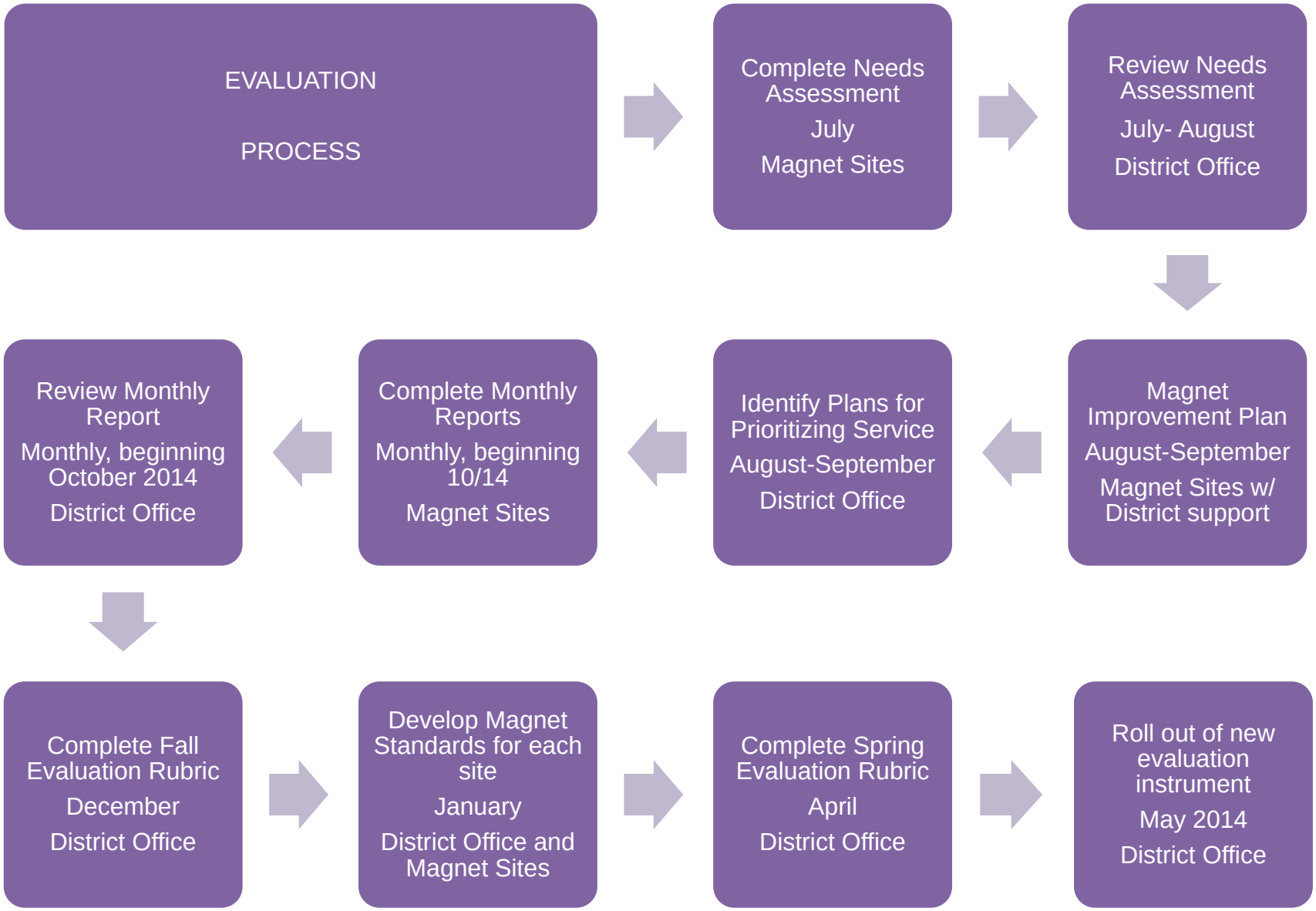
Magnet Strategy 3: KEY PERSONNEL (USP: III.E.3.vi)
Copy and paste the KEY PERSONNEL SMART Goal from your Magnet Improvement Plan:
What strategies have been taken this month that support your key personnel goal? Be specific – Describe any theme-based professional development, specific training opportunities, mentoring, and vertical and horizontal planning.

Magnet Strategy 4: FAMILY ENGAGEMENT (USP: III.E.3.x)
Copy and paste the FAMILY ENGAGEMENT SMART Goal from your Magnet Improvement Plan:
What strategies have been taken this month that support your family engagement goal? Be specific – Describe efforts to recruit family volunteers, family classes and events, showcases, outreach, etc. Please make note of any activities which specifically engage African American and Latino families, including the families of ELL students.

MONTHLY MAGNET REPORT

2013-2014

Magnet Programs – Annual Evaluation Flowchart



TUSD

TUSD

SCHOOL NAME:

Tucson Unified School District Magnet Standards: PILLAR 1 DIVERSITY

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
Standard 1.1	**1.1.A**	The ethnic composition of applications received	**Requires 1**	**Requires 1 or 2**	**Requires All**	**Requires All**	**Requires ALL**	**Requires 1 or 2**
Student Recruitment and Selection	Magnet schools will be integrated.		1. The ethnic composition needed to integrate the school meets the USP definition of integration: - no group exceeds 70% of the school's enrollment · AND no group is more than 15 percentage points within the district average.	1.The ethnic composition needed to integrate does NOT meet the USP definition of integration. No group exceeds 70% of the school's enrollment OR no group is more than 15 percentage points within the district average. 2.The ethnic composition of all received applications needed to integrate the school does not meet the USP definition of integration. However, accepted applications for the entry grade(s) meet the definition of integration.	The ethnic composition of applications received for the entry grade did NOT meet integration. Progress is evident: 1. Increase in the number of applications received compared to the prior year AND 2. The ethnic composition of applications received shows progress when comparing the ethnic distribution to the current year 40th day.	The ethnic composition needed to integrate the school did NOT meet the USP definition of integration. The number of applications received increased compared to last year, but did not contribute to integration.	The ethnic composition needed to integrate the school did NOT meet the USP definition of integration. The number of applications received increased, but the ethnic composition of the applications would have increased racial concentration.	The ethnic composition needed to integrate the school during the magnet recruitment window did NOT meet the USP definition of integration. 1. No progress was made when comparing accepted applications 2. The number of applications received did not increase compared to prior year.

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
Standard 1.1	**1.1.B**	Magnet schools participate in recruitment-marketing opportunities.	**Requires All**	**Requires All**	**Requires All**	**Requires All**		
Student Recruitment and Selection	Magnet programs will utilize all available tools for recruitment and marketing.		Magnet school/program personnel participated in ALL recruitment/marketing opportunities offered by the district. Magnet school/program by the District AND the school conducted at least three (3) documented marketing/recruitment efforts on site before December 1.	Magnet school/program personnel participated in at least 75% of recruitment/marketing opportunities offered to the program by the District AND the school conducted at least two (2) documented marketing/recruitment efforts on site before December 1.	Magnet school/program personnel participated in at least 50% of recruitment/marketing opportunities offered to the program by the District AND the school conducted at least one (1) documented marketing/recruitment effort on site before December 1.	Magnet school/program personnel participated in at least 25% of recruitment/marketing opportunities offered to the program by the District AND the school conducted at least one (1) documented marketing/recruitment effort on site before December 1.	Magnet program personnel participated in less than 25% of recruitment/ marketing opportunities offered directly to the program by the district during the school year.	Magnet program personnel participated in zero (0) district wide or school initiated marketing/ recruitment opportunities during the school year.

TUSD

SCHOOL NAME:

Tucson Unified School District Magnet Standards: PILLAR 2 INNOVATIVE CURRICULUM								
National Standard	**District Standard**	**Standard Indicator**	**5**	**4**	**3**	**2**	**1**	**0**
Standard 2.3	**2.3.A**	Evidence of magnet theme	**Requires ALL**	**Requires ALL**	**Requires ALL**	**Requires ALL**		
Environment	Magnet programs will have a clearly defined theme.		Magnet theme is evident in 100% of the Essential Components of the Magnet Site Observation Checklist for all observations through out the year.	All Essential Components of magnet theme is evident in at least 90% of the site observations through out the year.	All Essential Components of magnet theme is evident in at least 80% of the site observations through out the year.	All Essential Components of magnet theme is evident in at least 50% of the site observations through out the year.	Little or no improvement in magnet theme visibility as evidenced by the Essential Components of the Magnet Site Observation Checklist when comparing the first walkthrough to the last walkthrough.	No evidence of magnet theme visibility as evidenced by the any of the Magnet Site Observation Checklists

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
Standard 2.4	**2.4.A**	Evidence of magnet theme immersion	**Requires All**	**Requires All**	**Requires All**	**Requires All**		
Theme Fidelity	Magnet programs will have a unique theme or pedagogy.		Magnet students immersed in theme related curriculum; At least 3 hours per school day; In all grade levels of the program.	Magnet students immersed in theme related curriculum; Less than 3 but more than 2 hours per school day; In all grade levels of the program.	Magnet students immersed in theme related curriculum; Less than 2 hours per school day; In all grade levels of the program.	Magnet students immersed in theme related curriculum; Less than 2 hours per school day; In some grade levels of the program.	Magnet students immersed in theme related curriculum; Only during extra-curricular activities.	Magnet students are not immersed in theme related curriculum.

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
Standard 2.5	**2.4.A**	Evidence of magnet theme curriculum with a clearly articulated scope and sequence.	**Requires All**	**Requires All**	**Requires 1 or 2**	**Requires All**		
Curriculum Fidelity	Magnet programs will have a unique theme or pedagogy.		Magnet theme curriculum with documented scope and sequence; At ALL grade levels of the program; Well developed vertical and horizontal progression between grade levels/ courses.	Magnet theme curriculum and documented scope and sequence; Some grade levels of the program; Horizontal progression but limited vertical progression.	Magnet theme curriculum is evident but incomplete. The scope and/sequence is missing; OR There is horizontal progression but no vertical progression.	Curriculum is related to the magnet theme; There is no scope or sequence; AND There is no evidence of vertical or horizontal progression.	Magnet theme curriculum consists of a few units in some grade levels or departments.	No documented magnet theme curriculum.

TUSD

SCHOOL NAME:

Tucson Unified School District Magnet Standards: PILLAR 3 ACADEMIC EXCELLENCE								
National Standard	**District Standard**	**Standard Indicator**	**5**	**4**	**3**	**2**	**1**	**0**
Standard 3.6	**3.6.A**	The school has a shared program-wide philosophy.	**Requires ALL**	**Requires ALL**	**Requires ALL**	**Requires ALL**		
Instructional Fidelity	Magnet teachers and administrators share a program-wide philosophy of teaching and learning focused on delivering instruction aligned to the theme using multiple modes of learning that align to the theme.		Program-wide instructional philosophy; Focused on multiple instructional modes of learning; Modes aligned to the theme; In all classrooms; Bi-annual evaluation with data demonstrates effective approach.	Program-wide instructional philosophy; Limited instructional modes of learning; Modes aligned to the theme; Annual evaluation in all classrooms; Data demonstrates effective approach.	Program-wide instructional philosophy; Limited instructional modes of learning ; Modes aligned to the theme in most classrooms; Data used inconsistently to determine if the approach is effective.	Evidence of the development of an instructional philosophy; Aligned with the theme.	Development of instructional philosophy; No alignment to the theme.	No evidence of a program-wide instructional philosophy for teaching and learning.

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
Standard 3.7	**3.7.A**	Student achievement in all ethnic categories exceeds the district average when comparing ethnic categories and grade levels.	**Requires All**	**Requires All**	**Requires ALL**	**Requires All**		
Student Achievement	Magnet programs will eliminate disproportionality of student achievement by race.		Students in ALL ethnic categories demonstrate increase in student achievement In reading and math on district/state assessments at ALL grade levels.	Students in all ethnic categories demonstrate increase in student achievement on district/state assessments that mirrors the district average growth.	Students in more than one ethnic category demonstrate growth when compared to district scores.	Students in at least one ethnic category demonstrate growth but it was below the district average.	Student achievement in at least one ethnic group remained stagnant when comparing grade levels year to year.	Student achievement in any one ethnic group has shown backward growth on assessments compared by grade levels year to year.

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
Standard 3.7	**3.7.B**	Evidence of interventions and extended day programs	**Requires All**	**Requires All**	**Requires ALL**	**Requires All**		
	Magnet schools provide interventions and accelerated opportunities both within the school day and during extended day programs.		Magnet curriculum supports individualized learning; Accelerated opportunities; Tiered levels of interventions related to the theme; For ALL students During the school day; Before and/or after school; 100% of eligible students participate.	Magnet curriculum supports individualized learning: Accelerated opportunities; Tiered levels of interventions related to the theme; For most students; During the school day; More than 80% of eligible students participate.	Magnet curriculum supports individualized learning: Limited accelerated opportunities; For most students; During the school day.	Development of systematic approach using interventions and extended-day programs to individualize learning within the theme.	No development of systematic approach; Some teachers provide classroom support.	No evidence of interventions or extended-day programs.

TUSD						SCHOOL NAME:		
Tucson Unified School District Magnet Standards: PILLAR 4 HQ INSTRUCTIONAL SYSTEMS								
National Standard	**District Standard**	**Standard Indicator**	**5**	**4**	**3**	**2**	**1**	**0**
Standard 4.8	**4.8.A**	Evidence of key personnel trained in the magnet theme. (Example: administration, highly qualified teachers, exceptional education, resource teachers, and magnet coordinator.)	**Requires All** The magnet program has ALL key personnel trained in the theme as required by district standards.	**Requires All** The magnet program has all the following personnel trained in the theme: Administration ; All Highly qualified teachers have received training; A full-time magnet coordinator.	**Requires All** The magnet program has the following personnel trained in the theme: Full-time magnet coordinator and Administration Between 80%-99% highly qualified teachers have received training.	**Requires All** The magnet program has: Full-time magnet coordinator. Between 50%-79% highly qualified teachers have received training. Demonstrated efforts to recruit key personnel related to theme.	The magnet program has a designated magnet coordinator. Between 25%-49% highly qualified teachers have received training.	There is no evidence of theme training opportunities provided by district or school.
Educator Development	Magnet programs will have personnel that are key to the development and implementation of the magnet theme.							

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
	4.8.B	Evidence of professional development in theme.	**Requires All**	**Requires All**	**Requires ALL**	**Requires All**		
	Magnet program key personnel will receive 25 hours of professional development in theme content annually.		District/Site provides 25 hours professional development in magnet theme; At least 90% of magnet program teachers and administrators participated in ALL 25 hours of training.	District/Site provides 25 hours of professional development in theme; At least 90% of magnet program teachers and administrators participate in all 25 hours of training.	District/Site provides 25 hours of professional development in theme; At least 50%-89% of magnet program teachers and administrators participated in all hours of training.	District/Site provides 25 hours of professional development in theme; Less than 50% of the magnet program teachers and administrators participate in all hours of training.	District/Site provides less than 25 hours of professional development in theme.	The magnet program has evidence of planning for future training in their unique theme areas.

	District Standard	Standard Indicator	5	4	3	2	1	0
	4.8.C		**Requires All**	**Requires All**	**Requires ALL**	**Requires All**		
	Magnet program key personnel will receive 30 hours of professional development in instructional pedagogy annually.	Evidence of professional development in instructional pedagogy, teacher/administrator participation.	District/Site provides 30 hours of documented professional development in instructional pedagogy; At least 90% of magnet program teachers and administrators participated in ALL 30 hours of training.	District/Site provides 30 hours of documented professional development in instructional pedagogy; Fewer than 90% of magnet program teachers and administrators participate in all hours of training.	District /Site provides 30 hours of documented professional development in instructional pedagogy; At least 50%- 89% of the magnet program teachers and administrators participate all hours of training.	District /Site provides 30 hours of documented professional development in instructional pedagogy; Less than 50% of the magnet program teachers and administrators participate all hours of training.	District/Site provides less than 30 hours of professional development in instructional pedagogy.	The magnet program has evidence of planning for future training in instructional pedagogy.

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
Leadership	**4.9.A**		**Requires All**	**Requires All**	**Requires 1 or 2**	**Requires All**		
	Magnet schools will develop a shared-leadership model through Magnet Leadership Teams and Community Teams.	The school will develop a Leadership Team.	Magnet program has designated Magnet Leadership Team which includes representatives from ALL stakeholders, including administration, magnet coordinator, teachers, parents, and community members; Documented meeting times on regular basis, agendas, meeting minutes; Evidence of shared decision making that supports the magnet theme, mission ,vision, and curriculum.	Magnet program has designated magnet leadership team which includes representatives from most stakeholders; Documented meeting times on regular basis with agendas and meeting minutes; Evidence of shared decision making that supports the magnet theme, mission vision and curriculum and monitoring of the magnet program.	The magnet program has designated magnet leadership team which includes representatives from a few stakeholders; OR Periodic meetings are held to discuss theme integration, mission, vision and curriculum and monitoring of the magnet program and the improvement process. Documented meeting times on regular basis with agendas and meeting minutes.	Meetings have been inconsistent or irregular; Key leaders and stakeholders have been not been involved in the development of the program, magnet mission, vision and curriculum and monitoring of magnet program and the improvement process. Documented meeting times on regular basis with agendas and meeting minutes.	Key leaders and stakeholders have not been involved in the development of the magnet mission, vision, curriculum and do not monitor magnet programs through , data reviews or in the ongoing improvement process.	There is no magnet leadership team.

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
Effective Organization and Systemic Improvement	**4.10.A**		**Requires All**	**Requires All**	**Requires 1 or 2**	**Requires All**	**Required 1 or 2**	
	The Magnet Improvement Plan or Sustainability Plan integrates the magnet theme with rigor into the curriculum, quality first instruction, interventions, and assessments improve student learning.	Magnet Improvement Plan or Sustainability Plan.	All requirements in Level 4 plus: All strategies are focused on improving instructional practice and student learning; Monthly reports are timely and document continuous improvement process and growth.	Magnet program completes annual magnet evaluation and creates a Magnet Improvement Plan or Sustainability Plan; All strategic planning efforts integrate the magnet theme; Plan includes evidence of rigor, quality first instruction, interventions, assessments; Evidence of continuous improvement model using data-based decisions;	Magnet program completes annual evaluation and creates a Magnet Improvement Plan or Sustainability Plan; Program is developing process for integrating rigor, quality first instruction, interventions, assessments Data is analyzed but not used for decision-making and growth; Monthly reports document growth but are late or inconsistent.	Magnet program completes annual Magnet plan; Program is developing a process for analyzing and using data; Monthly reports are late and missing information .	There is a Magnet Improvement lacks does not include measureable outcomes or processes for improvement. OR The Magnet Improvement Plan is not used as a document to guide change. Monthly reports do not reflect progress toward improvement.	There is no evidence of a magnet plan for the site.

TUSD

SCHOOL NAME:

Tucson Unified School District Magnet Standards: PILLAR 5 FAMILY AND COMMUNITY PARTNERSHIPS								
National Standard	**District Standard**	**Standard Indicator**	**5**	**4**	**3**	**2**	**1**	**0**
Standard 5.11	**5.11.A**	Number of participants and community calendar.	**Requires All**	**Requires All**	**Requires All**	**Requires All**		
Community Engagement and Partnerships	The local community is actively involved in supporting the magnet school.		Documented community event calendar; Evidence of 4 or more connections to multiple organizations that are ongoing partnerships have been in place over time; Partnerships are documented with letters of support on file in magnet coordinators office.	All of Level 5 except: Evidence of at least 3 partnerships to multiple organizations that are ongoing Partnerships are relevant to the magnet theme	Magnet program maintains or has at least 1 partnership to organizations that support the magnet theme Partnerships may be newly established Not all partnerships are documented with letters of support on file in magnet coordinators office.	The magnet program is developing a plan to establish community partnerships to support the magnet theme; There are no letters of support documenting partnerships.	The program has lost community partnerships or has not developed any new community relationships over the past year.	There is no evidence of connections with the community.

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
Standard 5.12	**5.12.A**	Evidence of frequent contact with families; mailers, newsletters, web-site, parent access to curricular documents, student showcases. Number of families participating increase each year Communication is provided in the languages represented by the school population.	**Requires All**	**Requires All**	**Requires All**	**Requires All**	**1 or 2**	
Family Engagement and Communication	All magnet schools will have a measureable family engagement and communication component in the improvement plan.		Families can contact teachers and the principal & participation is documented Magnet program provides easy access to curricular documents; Magnet program showcases student learning related to the magnet theme more than 4 times/year; Family participation increases each year as documented by the number of families participating; Evidence that data is used to inform families of student academic progress.	All requirements in Level 5 except: Magnet program showcases student learning related to the magnet theme more than 3 times/year; Almost all families are invited to student showcase events;	All requirements in Level 5 except: Magnet program showcases student learning related to the magnet theme more than 2 times/year; Almost all families are invited to student showcase events; Evidence that data is used inconsistently to inform families of student academic progress.	Little to no family communication is documented; Opportunities for family engagement offered less than once a semester; The level of family participation has been maintained documented by the number of families participating; No evidence of using data to inform families of student progress.	No documentation of opportunities for family participation; OR Family participation decreases.	No evidence of communication with families through web, phone, email, or family engagement opportunities.

PRELIMINARY ANNUAL PROGRESS
COMPARING 40TH DAY 2013-14 TO INCOMING ACCEPTED APPLICATIONS

Magnet School Label	**Annual Review competed by Aug 1 each year; Plans developed by September 1**	**School Designations**	**Gains or Loss (Percentage at entry level moving toward integration)**	**Notes**
EXCELLING		Dodge Traditional Magnet Middle	Integrated	
MEETS **70+**	If no deficiencies are found, the magnet continues as a "MEETS" magnet. The programs will continue to be monitored and adjusted as necessary. If deficiencies are found, the magnet is reclassified as **"Improvement"**	Borton Booth-Fickett K-8 Palo Verde Magnet Cragin Drachman Tucson High Science	Integrated Integrated Integrated Integrated Integrated Integrated	 Moved from "Improvement" Moved from "Improvement"
IMPROVEMENT **69%-77%** **Two Enrollment Cycles**	"Improvement" magnets are those that have 69%-77% of any one ethnicity and require significant revisions to the professional development, curriculum, theme, pedagogy, and /or recruitment strategies. "Improvement" magnets will work in conjunction with the Magnet Office to develop and implement a Magnet Improvement Plan, including specific and revisions to the professional development, curriculum, theme, and/or pedagogy strategies. The Magnet Improvement Plan will include and a specific recruitment plan focused on meeting measurable goals. The Magnet Improvement Plan must be approved by the Magnet Director, in conjunction District Leadership, by the end of the first quarter, and will be evaluated for success at the end of the year.	TCHFA YR1 Roskruge YR 1 Davis YR 1 Tully YR 1 Holladay YR 1 Safford YR 1 Bonillas YR 1 Mansfeld YR 1 Cholla YR 2 Carrillo YR 1	2% K=17% 6= 4% 11% -2% -12% K= -11% 6= -6% -5% 7% 0% 13%	Moved from "Approaches" Moved from "Approaches" Gains above district average Moved from "Approaches" Moved from "Approaches" Moved from "Approaches" Moved from "Approaches" New Magnet Moved from "Approaches" Gains above the district average
ELIMINATION WARNING **78% +** **One Enrollment Cycle**	Magnets that have been in improvement and have not met the integration standards using the lottery outcomes in SY 2014. The programs have one more enrollment cycle to make substantial gains.	Pueblo YR 2 Ochoa YR 2 Robison YR 2 Utterback YR 2	4% 3% 6% -15%	

EXHIBIT 8A-3

Boundary Committee Homework
Further develop concepts from BC Meeting (May 14, 2014)

BC Proposed Options (from Small Groups – group discussion included in notes):
The following items were incomplete. For these to move forward, they need to be developed. Some need to identify specific schools or locations that can be evaluated. Questions are listed to help guide development.

1. Elementary School Option (green group): Looked at strategy of identifying unused school locations to draw students equally from east and west sides of district:
    a. Howenstein
    b. Jefferson Park

    a) Would there be an attendance boundary?
    b) What areas would it serve? Which surrounding schools would these locations draw from?
    c) Does this create integration? How does it affect integration at surrounding schools?
    d) What is the capacity in this area? Utilization at surrounding schools?
2. Elementary School Option (incomplete): Looked at racially concentrated schools that were not too far west or perceived to be unsafe.
    a. Manzo
    b. Robison

    a) How would these schools draw students?
    b) Which schools would they draw students from?
    c) Does this create/ improve integration? How does it affect integration at the schools it draws students from?
    d) What is the capacity/ utilization of the receiving school?
3. Elementary School Option: Low SES into a high SES Area
    a) Identify a high SES area and a school to receive low SES students.
    b) How would these schools draw students?
    c) Which schools would they draw students from?
    d) What is the capacity/ utilization at the receiving school?
    e) Does this create/ improve integration? How does it affect integration at the schools it draws students from?

EXHIBIT 8A-4

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

- Most if not all of the SMP comments are not related to Boundaries

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

- 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;

(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.

- Given the above referenced observations about the optimal locations for magnet schools:
  - 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?
  - Is it expected that the total enrollment of the school will increase?
  - What is the current enrollment of the school compared to its existing capacity?
  - 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?
  - 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?
  - What is intended to be the middle school for Cragin if Utterback is "de-magnitized?"

- 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?
  - (Mendoza Plaintiffs also note that the recommendation with respect to Mansfeld is cut off and ask that it be completed.
  - At page 46, the CMP says: "[w]ith Mansfeld being a new magnet, the Magnet Committee recommends….")

- 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?
  - 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?

- 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.

- Mendoza Plaintiffs have previously expressed and for clarity now reaffirm their general opposition to the pairing or clustering of magnet schools with other schools.

  - They therefore support the recommendation of the Magnet Committee not to pair or cluster Drachman and Carrillo.
  - 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.

- 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?

- 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.
  - 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.
  - (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.)

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

- **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.

- **The CMP should be modeled on already successful programs.**

- **The CMP should tailor its magnets to attract given demographics.**

- **The CMP should include the establishment of any new magnets.**

- **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.**

- **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 8A-5

Tucson Unified School District

Comprehensive Magnet Plan

Boundary Review Committee

USP Requires

- Implement magnet programs as a strategy to assign students so that students would have an opportunity to attend an integrated school.
- District develop a plan
  - How and where to add new sites or themes
  - Consider geographic areas
  - Improve existing programs or consider changes
  - Ensure all staff are trained

Interim Plan

- Proposed a strategy to geographically locate magnet schools
- Created an evaluation system
- Created 5 year improvement cycles (Successful, Approaches, Improvement, Elimination)
- Named new magnets for 2015-16 and 2016-17
- Created a professional development plan
- Individual school improvement strategies
- Name programs to be eliminated (Davis, Roskruge, Pueblo, Carrillo THMS Math/Technology, Catalina)

Comprehensive Plan

Organizational Structure

- Guidelines
- Timelines
- Strategies

Action Plan

- Where to add new sites or themes
- Improve existing programs or consider changes
- Ensure all staff are trained

Organization

Cross-Departmental Teams

- All departments connected to magnet schools
- Magnet Director
- Superintendent's Leadership Team

District and Site Support Staff

- Principals
- Site Coordinators

Community Support

- Parents and Community Partnerships

Strategies For Theme Implementation

- New magnet sites
- Relocating themes to different schools
- Revising Themes
- Improving Themes
- Eliminating Themes

Superintendent's Leadership Team

- Review all research
- Review all criteria
- Create a Request for Proposal
- Create a scoring rubric for the Request for Proposal

Request For Proposal

- Research and Rational
- Data for integration
- Plans for cultural competency
- Letters of Support
- Strategies to attract African American
- Projected two year budget
- Survey 85% of families support the idea
- Survey 90% of the staff support the idea

Strategies to Evaluate Programs

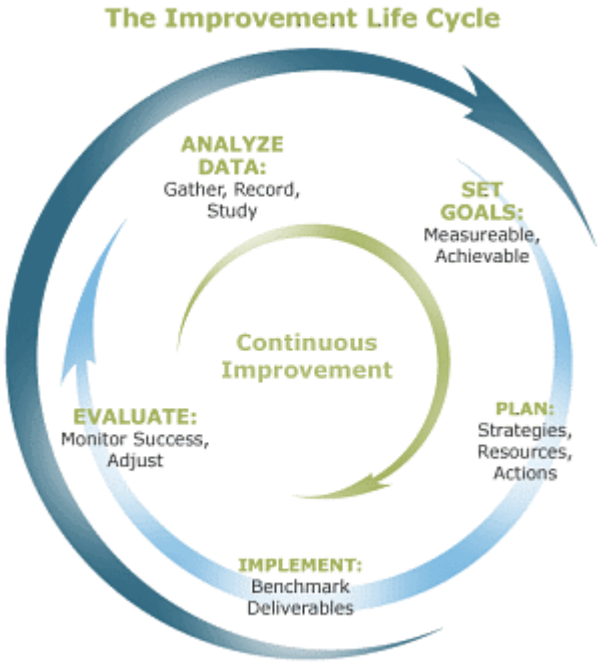
- 3 year evaluation for district trends

Annual evaluation for each site

  - Integration
  - Rubrics
  - Student Test Scores

- Formalized Improvement Plans
- Checks and Balances
- Monthly Reports

Strategies to Improve Programs



Magnet Labels

- Excelling-
- Meets-
- Improvement- 2 enrollment cycles
- Falls Far Below- 1 enrollment cycle

2014-15 Action Plan

- TUSD will not consider new magnets for 2014-2015
- Drachman will return to a K-5
- Carrillo will research Communication Arts as a theme
- Pueblo will research Dual Language as a theme

Preliminary School Labels

- Excelling- Dodge
- Meets- Borton, Cragin, Drachman, Tucson High Science, Booth-Fickett, Palo Verde
- Improvement- Roskruge, Davis, Cholla, Mansfeld, Carrillo, Holladay, THMS Fine Arts, Bonillas, Safford, Tully
- Falls Far Below- Pueblo, Ochoa, Robison, Utterback

Training for Magnet Staff

- Developing Curriculum
- 30 Hours of Instructional Pedagogy
- 25 Hours in Theme
- Marketing/Recruitment
- Theme Development

Questions for the Boundary Committee

- Should Drachman and Carrillo be de-paired?
- How can we improve the integrative factor at Utterback?
- Are there any magnets that would benefit from having no neighborhood?
- Are there any boundary changes you can make to improve integration at Pueblo, Robison, Ochoa, Utterback and Bonillas if they were not magnets?

EXHIBIT 8B

DLR Group
ftp.dlrprojects.com - / 2014-05-21_BC Meeting - Magnet Plan/ Meeting Notes
Logged in: (TUSD-BC)
Parent Directory
Thumbnails
FTP Voyager JV
Enable Web Client Pro
Logout
Name
Size
Time