

Exhibit E2

ATTACHMENT H

Tucson Unified School District Magnet Standards: PILLAR 1 DIVERSITY

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
Standard 1.1 Student Recruitment and Selection	1.1 Magnet schools will be integrated.	The composition of the magnet school's White, African American, and Hispanic ethnic groups on the 40 th day when compared to the district average.	The ethnic composition of the magnet school on the 40 th day meets the definition of integration using both measures: No group exceeds 70% of the school's enrollment, AND no group is more than 15% above or below the district average.	The ethnic composition of the magnet school on the 40 th day meets the definition of integration using one measure: Either no group exceeds 70% of the school's enrollment OR no group is more than 15% above or below the district average.	The ethnic composition of the magnet school on the 40 th day does NOT meet the definition of integration using either measure. However, at least two ethnic groups are within 0-3% of meeting at least one of the measures.	The ethnic composition of the magnet school on the 40 th day does NOT meet the definition of integration using either measure. However, at least two ethnic groups are between 0-3.9% of meeting at least one of the measures.	The ethnic composition of the magnet school on the 40 th day does NOT meet the definition of integration using either measure. However, at least two ethnic groups are between 0-4.9% of meeting at least one of the measures.	The ethnic composition of the magnet school on the 40 th day does NOT meet the definition of integration using either measure. One or more ethnic groups are 5% or more away from meeting at least one of the measures.

Tucson Unified School District Magnet Standards: PILLAR 1 DIVERSITY

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
Standard 1.2 Student Recruitment and Selection	1.2 Magnet schools will receive the number of applications to support integration.	The ethnic composition of White, Hispanic, and African American applications received.	The ethnic composition of applications received during the magnet recruitment window met the USP definition of integration: No group exceeds 70% of the school's enrollment, AND White, Hispanic, and African American percentages are all within 15% of the district average.	The ethnic composition of applications received during the magnet recruitment window met the USP definition of integration: using one measure: Either no group exceeds 70% of the school's enrollment OR White, Hispanic, and African American percentages are all within 15% of the district average.	The ethnic composition of applications received during the magnet recruitment window did NOT meet the USP definition of integration using either measure. However, at least two ethnic groups are within 15% of the district average.	The ethnic composition of applications received during the magnet recruitment window did NOT meet the USP definition of integration using either measure. However, at least two ethnic groups are within 3% of meeting at least one of the measures.	The ethnic composition of applications received during the magnet recruitment window did NOT meet the USP definition of integration using either measure. However, at least two ethnic groups are within 5% of meeting at least one of the measures.	The ethnic composition of applications received during the magnet recruitment window does NOT meet the definition of integration using either measure. One or more ethnic groups are 5% or more away from meeting at least one of the measures.

Tucson Unified School District Magnet Standards: PILLAR 1 DIVERSITY

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
	1.3 Magnet schools will utilize all available tools for recruitment and marketing	Magnet schools participate in recruitment-marketing opportunities.	Magnet school personnel participated in ALL recruitment-marketing opportunities offered directly to the program by the district AND conducted at least three documented, site originated marketing-recruitment efforts before December 1.	Magnet school personnel participated in at least 80% of recruitment/marketing opportunities offered directly to the program by the district AND conducted at least three documented, site originated marketing/recruitment efforts before December 1.	Magnet school personnel participated in at least 60% of recruitment/marketing opportunities offered directly to the program by the district AND conducted at least two documented, site originated marketing/recruitment efforts before December 1.	Magnet school personnel participated in at least 40% of recruitment/marketing opportunities offered directly to the program by the district AND conducted at least one documented, site originated marketing/recruitment effort before December 1	Magnet school personnel participated in less than 40% of recruitment/marketing opportunities offered directly to the program by the district AND did not conduct any documented, site originated marketing/recruitment efforts before December 1.	Magnet school personnel participated in 0 district-wide or site originated marketing/recruitment opportunities before December 1.

Tucson Unified School District Magnet Standards: PILLAR 1 DIVERSITY

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
Standard 1.4 Diversity and Equity	1.4 Magnet schools will have a diverse student population.	Enrollment in the entry grade levels and the retention of students in other grades.	Enrollment in the entry grade level (K, 6, 9) of the magnet school has maintained the USP definition of an integrated school for three or more concurrent years, using 40 th day data AND those cohorts have maintained integration.	Enrollment in the entry grade level (K, 6, 9) of the magnet school has maintained the USP definition of an integrated school for at least one year, using 40 th day data AND those cohorts have maintained integration.	Enrollment in the entry grade level (K, 6, 9) of the magnet school has maintained the USP definition of an integrated school for at least one year, using 40 th day data but not all cohorts have maintained integration.	Enrollment in the entry grade level (K, 6, 9) of the magnet school meets the USP definition of an integrated school, using 40 th day data.	Enrollment in the entry grade level (K, 6, 9) of the magnet school does NOT meet the USP definition of an integrated school, using 40 th day data, but is within 5% of meeting the definition of an integrated school.	Enrollment in the entry grade level (K, 6, 9) of the magnet school does NOT meet the USP definition of an integrated school, using 40 th day data.

Tucson Unified School District Magnet Standards: PILLAR 2 INNOVATIVE CURRICULUM

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
Standard 2.5 Environment	2.5 Magnet programs will have a clearly defined theme.	Evidence of magnet theme.	The magnet program has earned at least 90% of the points available on the Essential Components Site Observation Checklist during the third quarterly walkthrough.	The magnet program has earned at least 80% of the points available on the Essential Components Site Observation Checklist during the third quarterly walkthrough.	The magnet program has earned at least 70% of the points available on the Essential Components Site Observation Checklist during the third quarterly walkthrough.	The magnet program has earned at least 60% of the points available on the Essential Components Site Observation Checklist during the third quarterly walkthrough.	The magnet program has earned at least 50% of the points available on the Essential Components Site Observation Checklist during the third quarterly walkthrough.	The magnet program has earned less than 50% of the points available on the Essential Components Site Observation Checklist during the third quarterly walkthrough.
Standard 2.6 Theme Fidelity	2.6 Magnet programs will have a unique theme or pedagogy	Evidence of magnet theme immersion.	Magnet students are immersed in theme related curriculum at least 3 hours per school day in all grade levels of the program.	Magnet students are 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 are immersed in theme related curriculum less than 2 hours per school day in all grade levels of the program OR 3 or more hours in some grade levels.	Magnet students are immersed in theme related curriculum less than 2 hours per school day in some grade levels of the program.	Magnet students are only immersed in theme related curriculum during extra-curricular activities.	Magnet students are not immersed in theme related curriculum.

Tucson Unified School District Magnet Standards: PILLAR 3 ACADEMIC EXCELLENCE

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
Standard 3.7 Student Achievement	3.7 Students in magnet schools outperform students who do not attend magnet schools in reading and math when comparing similar sub-groups.	Compare magnet school achievement data to non-magnet school achievement data in similar subgroups in reading and math.	Magnet school students outperformed students not attending a magnet school in reading AND math when comparing similar subgroups.	Magnet school students outperformed students not attending a magnet school in reading OR math when comparing similar subgroups.	Magnet school students performed less than 5% below students not attending a magnet school in reading AND math when comparing similar subgroups.	Magnet school students performed less than 5% below students not attending a magnet school in reading OR math when comparing similar subgroups.	Magnet school students performed 5% or more below students not attending a magnet school in reading AND math when comparing similar subgroups.	Magnet school students performed 10% or more below students not attending a magnet school in reading AND math when comparing similar subgroups.
	3.8 Magnet schools will eliminate disproportional ity of student achievement by race.	Compare magnet school student achievement in all ethnic categories to the district average by grade level.	Magnet school students in ALL ethnic categories have met or exceeded district achievement averages in reading and math at ALL grade levels.	Magnet school students in ALL ethnic categories have met or exceeded district achievement averages in reading and math at all but one grade level OR Magnet school students in all but one ethnic	Magnet school students in ALL ethnic categories have met or exceeded district achievement averages in reading OR math at all but one grade level OR Magnet school students in all but one ethnic	Magnet school students in at least one ethnic category met or exceeded district achievement averages in reading AND math.	Magnet school students in at least one ethnic category met or exceeded district achievement averages in reading OR math.	Magnet school students in all ethnic categories fell below district achievement averages in reading AND math.

				category have met or exceeded district averages in reading AND math at all grade levels.	category have met or exceeded district averages in reading OR math at all grade levels.			
--	--	--	--	--	---	--	--	--

Tucson Unified School District Magnet Standards: PILLAR 3 ACADEMIC EXCELLENCE

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
	3.9 Magnet schools will offer interventions and accelerated opportunities both within the school day and during extended day programs.	Evidence of interventions and extended day programs.	The magnet school provides accelerated opportunities; tiered levels of interventions related to the theme; is offered during the school day AND during extended day; AND 100% of eligible students participate.	The magnet school provides accelerated opportunities; tiered levels of interventions related to the theme; is offered during the school day AND during extended day; AND 80% of eligible students participate.	The magnet school provides accelerated opportunities; tiered levels of interventions related to the theme; is offered during the school day OR during extended day; AND 80% of eligible students participate.	The magnet school provides accelerated opportunities; tiered levels of interventions related to the theme; is offered during the school day OR during extended day; AND 50% of eligible students participate.	The magnet school provides accelerated opportunities; tiered levels of interventions related to the theme; is offered during the school day OR during extended day; there is no system for documenting student participation.	The program does not provide accelerated learning opportunities and/or tiered interventions.

Tucson Unified School District Magnet Standards: PILLAR 4 HIGH QUALITY INSTRUCTIONAL SYSTEMS

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
Standard 4.10	4.10 Magnet program key personnel will receive 25 hours of professional development outside the district requirement for Wednesdays in theme content annually.	Evidence of professional development in theme	25 hours of documented professional development in theme were offered AND at least 90% of magnet program key personnel participated in ALL 25 hours of training.	25 hours of documented professional development in theme were offered but less than 90% of magnet program key personnel participated in ALL 25 hours of training.	Fewer than 25 hours of documented professional development in theme were offered, and at least 90% of the magnet program key personnel participated.	Fewer than 25 hours were offered and less than 90% of the magnet program key personnel participated.	The magnet program has evidence of planning for future training in their unique theme areas.	There is no evidence of theme training opportunities provided.

Tucson Unified School District Magnet Standards: PILLAR 4 HIGH QUALITY INSTRUCTIONAL SYSTEMS

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
	4.11 Magnet program key personnel will receive 30 hours of professional development in instructional pedagogy annually.	Evidence of professional development in instructional pedagogy, key personnel participation	30 hours of professional development in instructional pedagogy were offered AND at least 90% of key personnel participated in ALL 30 hours of training.	30 hours of professional development in instructional pedagogy were offered but fewer than 90% of key personnel participated.	Fewer than 30 hours of documented professional development were offered, and at least 90% of the magnet program key personnel participated.	Fewer than 30 hours were offered and less than 90% of the magnet key personnel participated.	The magnet program has evidence of planning for future training in instructional pedagogy.	There is no evidence of instructional pedagogy training opportunities provided.

Tucson Unified School District Magnet Standards: PILLAR 4 HIGH QUALITY INSTRUCTIONAL SYSTEMS

National Standards	District Standards	Standard Indicator	5	4	3	2	1	0
Standard 4.12 Effective Organization and Systemic Improvement	4.12 The Magnet Improvement Plan or Sustainability Plan integrates the magnet theme into the curriculum, quality first instruction, interventions, and assessments, to improve student learning.	Magnet Improvement Plan or Site Sustainability Plan	The magnet program completes and submits an annual Magnet Improvement Plan/Sustainability Plan demonstrating strategic planning in all areas. Monthly reports are submitted on time and document continuous improvement.	The magnet program completes and submits an annual Magnet Improvement Plan/Sustainability Plan demonstrating strategic planning in all areas. Not all monthly reports are submitted on time. Monthly reports document continuous improvement.	There is a magnet plan. Data is analyzed but not used for decision-making and growth. Magnet reports document continuous growth but are late or inconsistent.	There is a magnet plan but there is no evidence of data being used to drive decision-making and growth. Monthly reports are late and missing information.	There is a magnet plan but there is no evidence of data being used to drive decision-making and growth.. One or more monthly reports are not submitted.	There is no evidence of a magnet plan for the site.

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 5.13 Community Engagement and Partnerships	5.13 The community is actively involved in supporting the magnet school.	Number of participants and community calendar	The magnet program has a documented community event calendar AND evidence of 4 or more community partnerships that are ongoing AND are relevant to the magnet theme. All partnerships are documented through a letter of support on file in the Magnet Coordinator's office.	The magnet program has a documented community event calendar AND evidence of 3 or more community partnerships that are ongoing AND are relevant to the magnet theme. All partnerships are documented through a letter of support on file in the Magnet Coordinator's office.	The magnet program has a documented community event calendar AND evidence of 1 or more community partnerships that are ongoing AND are relevant to the magnet theme AND have a plan to increase community connections. All partnerships are documented through a letter of support on file in the Magnet Coordinator's office.	The magnet program has a plan to establish community partnerships to support the magnet theme.	The program has lost community partnerships or has not developed any new community partnerships over the past year.	There is no evidence of community partnerships.

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 5.14 Family Engagement and Communication	5.14 All magnet schools will have a measurable family engagement and communication component in their Magnet Improvement Plan / Sustainability Plan that includes specific outreach to African American, Latino and ELL families.	Documented contact with families; mailers, newsletters, web-site, parent access to curricular documents, student showcases.	At least 90% of African American, Latino and ELL magnet families participate in 4 or more family engagement opportunities offered by the magnet school. Magnet Coordinators keep on file monthly newsletters that include information about website, parent access to curricular documents, and student showcases. This is provided in the languages represented by the school population.	At least 80% of African American, Latino and ELL magnet families participate in 4 or more family engagement opportunities offered by the magnet school. Magnet Coordinators keep on file monthly newsletters that include information about website, parent access to curricular documents, and student showcases. This is provided in the languages represented by the school population.	At least 70% of African American, Latino and ELL magnet families participate in 4 or more family engagement opportunities offered by the magnet school. Magnet Coordinators keep on file monthly newsletters that include information about website, parent access to curricular documents, and student showcases. This is provided in the languages represented by the school population.	At least 60% of African American, Latino and ELL magnet families participate in 4 or more family engagement opportunities offered by the magnet school. Magnet Coordinators keep on file monthly newsletters that include information about website, parent access to curricular documents, and student showcases. This is provided in the languages represented by the school population.	At least 50% of African American, Latino and ELL magnet families participate in 4 or more family engagement opportunities offered by the magnet school. Magnet Coordinators keep on file monthly newsletters that include information about website, parent access to curricular documents, and student showcases. This is provided in the languages represented by the school population.	Less than 50 % of African American, Latino and ELL magnet families participate in 4 or more family engagement opportunities offered by the magnet school. Magnet Coordinators have little or no documentation of monthly newsletters.