Tucson Unified School District Magnet Standards; PILLAR 1 DIVERSITY Exhibit F1

National	District	Standard	5	4	3	2	1	0
Standard	Standard	Indicator						
Standard 1.1	1.1 Magnet	The ethnic	The ethnic	The ethnic	The ethnic	The ethnic	The ethnic	The ethnic
Student	schools will be	composition of	composition of	composition of	composition of	composition of	composition of	composition of
Recruitment	integrated.	the magnet	the magnet	the magnet	the magnet	the magnet	the magnet	the magnet
and Selection		school on the	school on the	school on the	school on the	school on the	school on the	school on the
		40 th day when	40 th day meets	40 th day meets	40 th day does			
		comparing	the definition	at least one	not meet the	not meet the	not meet the	not meet the
		identical grade	of integration	component of	definition of	definition of	definition of	definition of
		configurations.	using both	the definition	integration.	integration.	integration.	integration. At
			measures: No	of integration:	However, at	However, at	However, at	least one
			group exceeds	Either no one	least one	least one	least one	ethnic group is
			70% of the	group more	ethnic group is	ethnic group is	ethnic group is	more than 5%
			school's	than 70% of	within 3% of	within 4% of	within 5% of	points from
			enrollment,	the total school	meeting at	meeting at	meeting at	meeting at
			AND no group	population	least one of the			
			is more than 15	OR	measures.	measures.	measures.	measures.
			percentage	15%				
			points within	percentage				
			the district	points of the				
			average.	district				
				average.				

Tucson Unified School District Magnet Standards: PILLAR 1 DIVERSITY

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National	District	Standard	5	4	3	2	1	0
Standard	Standard	Indicator						
Standard 1.2	1.2	The ethnic	The ethnic	The ethnic	The ethnic	The ethnic	The ethnic	The ethnic
Student	Magnet	composition of	composition needed	composition	composition of	composition	composition	composition
Recruitment	schools will	applications	to integrate the	needed to	applications	needed to	needed to	needed to
and Selection	receive the	received.	school during the	integrate did	received for	integrate the	integrate the	integrate the
	number of		magnet recruitment	NOT meet the	the entry grade	school did NOT	school did NOT	school during
	ethnic		window met the	USP definition	did NOT meet	meet the USP	meet the USP	the magnet
	applications to		USP definition of	of integration.	integration but	definition of	definition of	recruitment
	support		integration: No	The program	progress was	integration.	integration.	window did
	integration.		group exceeds 70%	met 1 out of 2	made. Progress	However, the	The number of	NOT meet the
			of the school's	requirements:	is defined as	number of	applications	USP definition
			enrollment, AND no	no group	the increase in	applications	received	of integration
			group is more than	exceeds 70% of	the number of	received	increased, but	AND no
			15 percentage	the school's	applications	increased	the ethnic	progress was
			points within the	enrollment, OR	received	compared to	composition of	made when
			district average.	no group is	compared to	last year but	the	comparing
			OR	more than 15	the prior year	did not	applications	accepted
			The ethnic	percentage	AND the ethnic	contribute to	would have	applications
			composition needed	points within	composition of	integration.	increased racial	AND the
			to integrate the	the district	those		concentration.	number of
			school did not meet	average.	applications			applications
			the USP definition of		shows progress			received did
			integration.		when			not increase
			However, accepted		comparing the			compared to
			applications for the		ethnic			last year
			entry grade(s) meet		distribution to			
			the definition of		the current			
			integration.		year 40 th day.			

Tucson Unified School District Magnet Standards: PILLAR 1 DIVERSITY

National	District	Standard	5	4	3	2	1	0

Standard	Standard	Indicator						
	1.3	Case 4-74-60-000	90-DCB net OCU	ment 1721-8 F Magnet 8 F	iled 11/26/14	Page 3 of 13	Magnet	Magnet
	Magnet	participate in	program	program	program	program	program	program
	programs will	recruitment-	personnel	personnel	personnel	personnel	personnel	personnel
	utilize all	marketing	participated in	participated in	participated in	participated in	participated in	participated in
	available tools	opportunities.	ALL	at least 75% of	at least 50% of	at least 25% of	less than 25%	0 district wide
	for recruitment		recruitment-	recruitment/	recruitment/	recruitment/	of recruitment/	or school
	and marketing		marketing	marketing	marketing	marketing	marketing	initiated
			opportunities	opportunities	opportunities	opportunities	opportunities	marketing/
			offered directly	offered directly	offered directly	offered directly	offered directly	recruitment
			to the program	to the program	to the program	to the program	to the program	opportunities
			by the district	by the district	by the district	by the district	by the district.	before
			AND conducted	AND conducted	AND conducted	AND did not		December 1.
			at least three	at least two	at least one	conduct any		
			documented	documented	documented	marketing/		
			marketing-	marketing/	marketing/	recruitment		
			recruitment	recruitment	recruitment	effort before		
			efforts before	effort before	effort before	December 1		
			December 1.	December 1.	December 1.			

Tucson Unified School District Magnet Standards: PILLAR 1 DIVERSITY

National	District	Standard	5	4	3	2	1	0
Standard	Standard	Indicator						
Standard 1.4	1.4 Magnet	Enrollment in	Enrollment for	Enrollment for	One or more	One or more	Enrollment for	Enrollment for

Diversity and Equity schools will have a diverse student population. the ent retention student other g	ion of entry grade its in levels (K,6,9) in	the reporting cyear in the 21-8 entry grade levels (K,6,9) met the requirements of integration. However, those grade levels that were integrated the prior year did not maintain integration.	grade levels do NOP meet the USP definition of integration AND Enrollment for the reporting year in the entry grade levels (K,6,9) is within 1 to 3 percentage points of meeting the definition of an integrated school.	grade levels do NOT Meet the 13 USP definition of integration. Enrollment for the reporting year in the entry grade levels (K,6,9) is within 4 to 5 percentage points of meeting the definition of an integrated school.	the reporting year, in the entry grade levels (K,6,9) AND each grade level in the program do NOT meet the USP definition of integration. The applications accepted did not impact integration.	the reporting year, in the entry grade levels (K,6,9) AND each grade level in the program did NOT meet the USP definition of integration. The applications accepted increased racial concentration.
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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	2.5 Magnet	Evidence of	Magnet theme	Magnet theme	Magnet theme	Magnet theme	Magnet	Magnet
Environment	programs will	magnet theme.	is evident in	is evident in	is evident in at	is evident in at	program	program

	have a clearly defined theme.	Case 4:74-cv-0	100% of the DESSENTIAL DO Components of the Magnet Site Observation Checklist during ALL site walkthroughs conducted throughout the year.	100% of the CEMENTIAL 721-8 Components of the Magnet Site Observation Checklist during ALL site walkthroughs conducted throughout the year.	least 80% of the Essential of the Magnet Site Observation Checklist during MOST site walkthroughs conducted throughout the year.	least 50% of the Essential 13 Components of the Magnet Site Observation Check list when comparing the first walkthrough to the last walkthrough.	showed little or no improvement in theme visibility as evidenced by the Essential Components of the Magnet Site Observation Checklist when comparing the first walkthrough to	showed no evidence of theme visibility as evidenced by the Magnet Site Observation Checklist
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.	Magnet students are immersed in theme related curriculum less than 2 hours per school day in some grade levels of the program.	walkthrough to the last walkthrough. Magnet students are only immersed in theme related curriculum during extra- curricular activities.	Magnet students are not immersed in theme related curriculum.

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Tucson Unified School District Magnet Standards: PILLAR 3 ACADEMIC EXCELLENCE

National	District	Standard	5	4	3	2	1	0
Standard	Standard	Indicator						
Standard 3.7	3.7	Shared	There is a	The program	The program	The program	An	There is no
Instructional	Magnet	program-wide	program-wide	provides evidence	provides	provides	instructional	evidence of a
Fidelity	teachers and	philosophy	instructional	that teaching and	evidence that	evidence that	philosophy	program-wide
	administrators		philosophy that	learning uses	teaching and	it is developing	exists, but is	instructional
	will share a		focuses on	limited instructional	learning uses	an	not aligned	philosophy for
	program-wide		multiple modes	modes of learning	limited	instructional	with the	teaching and
	philosophy of		of learning in all	and these modes	instructional	philosophy	theme.	learning
	teaching and		classrooms.	are aligned to the	modes of	that is aligned		
	learning that		These modes	theme across all	learning and	with the		
	focuses on		are aligned to	classrooms/courses.	these modes	theme.		
	delivering		the theme	Data is used	are aligned to			
	instruction		which is	regularly evaluate if	the theme			
	using multiple		regularly	the approach is	across most			
	modes of		evaluated with	effective.	classrooms.			
	learning		data to		Data is used			
	aligned to the		determine if the		inconsistently			
	theme.		approach is		to determine if			
			effective.		the approach			
					is effective			

Tucson Unified School District Magnet Standards: PILLAB 3 ACADEMIC EXCELLENCE

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
Standard 3.8 Student Achievement	3.8 Students in magnet schools outperform students who do not attend magnet schools in reading and math.	Indicator Comparing total school achievement data to the district average of an identical grade configuration in reading and math	Magnet students outperformed students not attending a magnet school in reading and math when comparing total school achievement data to the district average of an identical grade configuration	Magnet students outperformed students not attending a magnet school in reading and math when comparing total school achievement data to the district average of an identical grade configuration	Magnet students performed at least as well as students not attending a magnet school in reading <u>AND</u> math when comparing total school achievement data to the district average of an identical grade	Magnet students performed at least as well as students not attending a magnet school in reading <u>OR</u> math when comparing total school achievement data to the district average of an identical grade	Magnet students performed below students not attending a magnet school in reading <u>OR</u> math when comparing total school achievement data to the district average of an identical grade configuration.	Magnet students performed below students not attending a magnet school in reading <u>AND</u> math when comparing total school achievement data to the district average of an identical grade configuration.
	3.9 Magnet programs will eliminate disproportionality of student achievement by race.	Student achievement in all ethnic categories exceeded the district average comparing ethnic categories and grade levels.	in reading and math. Students in ALL ethnic categories have shown increases in student achievement in reading and math on district/state assessments at ALL grade levels.	in reading <u>OR</u> math. Student achievement in all ethnic categories demonstrated growth on assessments that mirror the district average growth.	configuration. More than one ethnic category demonstrated growth when compared to district scores.	configuration. At least one ethnic category demonstrated growth, but it was below the district average.	Student achievement in at least one of the ethnic groups 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.

Tucson Unified School District Magnet Standards: PILLAR 3 ACADEMIC EXCELLENCE

National	District	Standard	5	4	3	2	1	0
Standard	Standard	Indicator						
	3.10	Evidence of	The magnet	Evidence exists	Some teachers	The program	Some teachers	The program
	Magnet	interventions	curriculum	that there is a	provide	provides	provide	does not
	schools will	and extended	allows for	systematic	support for	evidence that it	support but it	provide
	offer	day programs.	accelerated	process within	students within	is developing a	is not within	instructional
	interventions		opportunities;	the program to	the theme, but	systematic	the theme and	support to
	and		tiered levels of	support	there is no	approach to	there is no	enable all
	accelerated		interventions	individualized	systematic	individualize	systematic	students to be
	opportunities		related to the	learning within	process to	learning within	process in	academically
	both within the		theme; exists	the theme for	provide	the theme.	place.	successful.
	school day and		for ALL	all students	accelerated			
	during		students;	including	learning			
	extended day		offered during	accelerated	opportunities			
	programs.		the school day	opportunities	and/or tiered			
			AND before	and tiered	interventions.			
			and/or after	interventions.				
			school; AND					
			100% of					
			eligible					
			students					
			participate.					

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

National	District	Standard	5	4	3	2	1	0
Standard	Standard	Indicator						
Standard 4.11	4.11	Evidence of key	The magnet	The magnet	The magnet	The magnet	The magnet	The magnet
	Magnet	personnel	program has	program has	program has a	program has a	program has a	program does
Educator	programs will	trained in the	ALL key	administration	full-time	designated	designated	not have a
Development	have personnel	magnet theme.	personnel	AND highly	magnet	magnet	magnet	designated
	that are key to	(Example:	trained in the	qualified	coordinator	coordinator	coordinator.	coordinator
	the	administration,	theme as	teachers	but is lacking	and has		NOR key
	development	highly qualified	required by	trained in the	some key	demonstrated		personnel
	and	teachers,	district	theme,	personnel	efforts to		related to
	implementation	exceptional	standards.	including a full-	related to the	recruit key		theme.
	of the magnet	education and		time magnet	theme.	personnel		
	theme.	resource		coordinator.		related to		
		teachers,				theme.		
		magnet						
		coordinator(s).						

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
Standard 4.12	4.12	Evidence of	25 hours of	25 hours of	Fewer than 25	Fewer than 25	The magnet	There is no
	Magnet	Professional	documented	documented	hours of	hours were	program has	evidence of
	program key	Development	professional	professional	documented	offered and	evidence of	theme training
	personnel will	in Theme	development in	development in	professional	less that 09%	planning for	opportunities
	receive 25		theme were	theme were	development in	of the magnet	future training	provided.
	hours of		offered AND at	offered but	theme were	teachers and	in their unique	
	professional		least 90% of	fewer than	offered, and at	administrators	theme areas.	
	development in		magnet	90% of magnet	least 90% of	participated.		
	theme content		program	program	the magnet			
	annually.		teachers and	teachers and	program			
			administrators	administrators	teachers and			
			participated in	participated in	administrators			
			ALL 25 hours of	ALL 25 hours of	participated			
			training.	training.				

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. 13 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	30 hours of professional development in instructional pedagogy were offered AND at least 90% of teachers and administrators participated in ALL 30 hours of training.	30 hours of professional development in instructional pedagogy were offered but fewer than 90%_of teachers and administrators participated.	Fewer than -30 hours of documented professional development were offered, and at least 90% of the magnet program teachers and administrators participated.	Fewer than 30 hours were offered and less than 90% of the magnet teachers and administrators 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	District	Standard	5	4	3	2	1	0
Standards	Standards	Indicator						
Standard 4.14	4.14	Magnet	The magnet	The magnet	There is a	There is a	There is a	There is no
Effective	The Magnet	Improvement	program	program	magnet plan.	magnet plan	magnet plan.	evidence of a
Organization	Improvement	Plan or Site	completes a	completes a	Data is	but there is no	There is	magnet plan
and Systemic	Plan or	Strategic Plan	documented	documented	analyzed but	evidence of	evidence that	for the site.
Improvement	Sustainability		magnet plan	magnet plan	not used for	data being	the school is	
	Plan integrates		annually	annually and	decision-	used to drive	developing a	
	the magnet		demonstrating	there is	making and	decision-	process for	
	theme with		that all strategic	evidence that	growth.	making and	analyzing data	
	rigor into the		planning efforts	data is	Magnet reports	growth.	and how to use	
	curriculum,		integrate the	analyzed and	document	Monthly	this data to	
	quality first		magnet theme to	information is	continuous	reports are late	drive decision-	
	instruction,		improve student	put into	growth but are	and missing	making and	
	interventions,		learning and there	practice to	late or	information.	growth.	
	and		is evidence that	improve	inconsistent.		Monthly	
	assessments,		the program uses	student			reports are not	
	to improve		a continuous	learning.			submitted.	
	student		improvement	Monthly				
	learning.		model	reports are				
			incorporating the	timely and				
			use of data to	used to				
			drive decisions	document				
			related to	continuous				
			improving	growth.				
			instructional					
			practice and					
			student learning.					
			Monthly reports					
			are timely and					
			document					
			continuous					
			improvement and					
			growth.					

Tucson Unified School District Magnet Standards: PILLAR 5 FAMILY AND COMMUNITY PARTNERSHIPS

National	District	Standard	5	4	3	2	1	0
Standard	Standard	Indicator						
Standard 5.15	5.15	Number of	The magnet	The magnet	The magnet	The magnet	The program	There is no
Community	The local	participants	program has a	program has a	program	program is	has lost	evidence of
Engagement	community is	and community	documented	documented	maintains or	developing a	community	connections
and	actively	calendar	community	community	has at least 1	plan to	partnerships or	with the
Partnerships	involved in		event calendar	event calendar	connection to	establish	has not	community.
	supporting the		AND evidence	AND evidence	organizations	community	developed any	
	magnet school.		of 4 or more	of at least 3	that support	relationships to	new	
			connections to	connections	the magnet	support the	community	
			multiple	with the	theme or	magnet theme.	relationships	
			organizations	community,	connections	There are no	over the past	
			that are	which is	are newly	letters of	year.	
			ongoing AND	involved with	established	support		
			have been in	its operations	AND are	documenting		
			place over time	and supports	developing a	the		
			AND are	theme related	plan to	partnership.		
			relevant to the	activities. All	increase			
			magnet theme.	partnerships	connections.			
			All partnerships	are	Not all			
			are	documented	partnerships			
			documented	through a	have a			
			through a	letter of	documented			
			letter of	support on file	letter of			
			support on file	in magnet	support on file.			
			in magnet	coordinators				
			coordinators	office.				
			office.					

Tucson Unified School District Magnet Standards: PILLAR 5 FAMILY AND COMMUNITY PARTNERSHIPS

National	District	Standard	5	4	3	2	1	0
Standard	Standard	Indicator						
Standard 5.16	5.16	Evidence of	Families can	The magnet	The program has	Documentation	The program	There is no
Family	All magnet	frequent	contact teachers	program has a	evidence that it has	of	has minimal	evidence of
Engagement	schools will	contact with	and the principal	documented	a systematic	communication	documentation	communicatio
and	have a	families;	via phone, email	systematic	approach to	with parents	of	n with
Communication	measurable	mailers,	and the website;	approach and	communicate with	and the	communication	families
	family	newsletters,	AND have easy	Evidence of	families and are	availability of	with parents	through web,
	engagement	web-site,	access to curricular	communicating	planning new ways	curricular	and there is no	phone, email,
	and	parent access	documents (web-	with parents and	to increase family	materials are	evidence of	or family
	communication	to curricular	site, hand-book,	families,	engagement	present, but	offering	engagement
	component in	documents,	course guides).	specifically	opportunities and	may not be	opportunities	opportunities.
	the	student	The school	targeting African	increase	systematic.	for family	
	improvement	showcases.	regularly	American, Latino	attendance	Curricular	engagement.	
	plan that	Number of	showcases student	and ELL families;	specifically	materials are	OR Family	
	includes	Latino, African	learning related to	AND have evidence	targeting African	not available.	participation	
	specific	American and	the magnet theme	that curricular	American, Latino,	Opportunities	decreases as	
	outreach to	ELL families	for families and the	materials are	and ELL families;	for family	documented	
	African	participating	community in	available; AND	AND evidence that	participation	by the number	
	American,	increase each	which almost all	evidence of	data is used to	increases or	of families	
	Latino and ELL	year until 90%	families are invited	offering	inform families of	maintains each	participating	
	families.	of the families	specifically	opportunities for	student progress;	year as		
		are	targeting African	family engagement	AND have evidence	documented		
		participating;	American, Latino	at least once per	that curricular	by the number		
		Communicatio	and ELL families.	quarter; AND	materials are	of families		
		n is provided	AND evidence that	evidence that data	available.	participating.		
		in the	data is used to	is used to inform	Opportunities for	Evidence of		
		languages	inform families of	families of student	family engagement	using data to		
		represented	student progress;	progress; AND	has been offered at	inform families		
		by the school	AND family	family participation	least one a	of student		
		population.	participation	increases each year	semester; AND	progress may		
			increases each year	as documented by	family participation	not be evident.		
			as documented by	the number of	increases each year			
			the number of	families	as documented.			
			families	participating.				
			participating.					