

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

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

Tucson Unified School District Magnet Standards: PILLAR 1 DIVERSITY

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National	District	Standard	5	4	3	2	1	0
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Standard	Standard	Indicator						
	1.3 Magnet programs will utilize all available tools for recruitment and marketing	Magnet schools participate in recruitment-marketing opportunities.	Magnet program personnel participated in ALL recruitment-marketing opportunities offered directly to the program by the district AND conducted at least three documented marketing-recruitment efforts before December 1.	Magnet program personnel participated in at least 75% of recruitment/marketing opportunities offered directly to the program by the district AND conducted at least two documented marketing/recruitment effort before December 1.	Magnet program personnel participated in at least 50% of recruitment/marketing opportunities offered directly to the program by the district AND conducted at least one documented marketing/recruitment effort before December 1.	Magnet program personnel participated in at least 25% of recruitment/marketing opportunities offered directly to the program by the district AND did not conduct any marketing/recruitment effort before December 1	Magnet program personnel participated in less than 25% of recruitment/marketing opportunities offered directly to the program by the district.	Magnet program personnel participated in 0 district wide or school initiated marketing/recruitment opportunities before December 1.

### Tucson Unified School District Magnet Standards: PILLAR 1 DIVERSITY

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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 entry grade levels and the retention of students in other grades.	the reporting year in the entry grade levels (K,6,9) in a magnet program AND each grade level in the program meet the USP definition of integration AND all grade levels were able to retain integration.	the reporting year in the 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 NOT 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 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
<b>Standard 2.5</b> Environment	2.5 Magnet programs will	Evidence of magnet theme.	Magnet theme is evident in	Magnet theme is evident in	Magnet theme is evident in at	Magnet theme is evident in at	Magnet program	Magnet program

	have a clearly defined theme.		100% of the Essential Components of the Magnet Site Observation Checklist during ALL site walkthroughs conducted throughout the year.	100% of the Essential Components of the Magnet Site Observation Checklist during ALL site walkthroughs conducted throughout the year.	least 80% of the Essential Components of the Magnet Site Observation Checklist during MOST site walkthroughs conducted throughout the year.	least 50% of the Essential 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 the last walkthrough.	showed no evidence of theme visibility as evidenced by the Magnet Site Observation Checklist
<b>Standard 2.6</b> 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.	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

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

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<b>Standard 3.8</b> Student Achievement	3.8 Students in magnet schools outperform students who do not attend magnet schools in reading and math.	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 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 in reading <b>OR</b> math.	Magnet students performed at least as well as students not attending a magnet school in reading <b>AND</b> 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 <b>OR</b> 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 <b>OR</b> 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 <b>AND</b> 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.	Students in ALL ethnic categories have shown increases in student achievement in reading and math on district/state assessments at ALL grade levels.	Student achievement in all ethnic categories demonstrated growth on assessments that mirror the district average growth.	More than one ethnic category demonstrated growth when compared to district scores.	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.

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	3.10 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 curriculum allows for accelerated opportunities; tiered levels of interventions related to the theme; exists for ALL students; offered during the school day AND before and/or after school; AND 100% of eligible students participate.	Evidence exists that there is a systematic process within the program to support individualized learning within the theme for all students including accelerated opportunities and tiered interventions.	Some teachers provide support for students within the theme, but there is no systematic process to provide accelerated learning opportunities and/or tiered interventions.	The program provides evidence that it is developing a systematic approach to individualize learning within the theme.	Some teachers provide support but it is not within the theme and there is no systematic process in place.	The program does not provide instructional support to enable all students to be academically successful.



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

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<b>Standard 4.12</b>	4.12 Magnet program key personnel will receive 25 hours of professional development 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 teachers and administrators participated in ALL 25 hours of training.	25 hours of documented professional development in theme were offered but fewer than 90% of magnet program teachers and administrators 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 teachers and administrators participated	Fewer than 25 hours were offered and less than 09% of the magnet teachers and administrators 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.

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
	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.

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<b>Standard 4.14</b> Effective Organization and Systemic Improvement	4.14 The Magnet Improvement Plan or Sustainability Plan integrates the magnet theme with rigor into the curriculum, quality first instruction, interventions, and assessments, to improve student learning.	Magnet Improvement Plan or Site Strategic Plan	The magnet program completes a documented magnet plan annually demonstrating that all strategic planning efforts integrate the magnet theme to improve student learning and there is evidence that the program uses a continuous improvement model incorporating the use of data to drive decisions related to improving instructional practice and student learning. Monthly reports are timely and document continuous improvement and growth.	The magnet program completes a documented magnet plan annually and there is evidence that data is analyzed and information is put into practice to improve student learning. Monthly reports are timely and used to document continuous growth.	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. There is evidence that the school is developing a process for analyzing data and how to use this data to drive decision-making and growth. Monthly reports are not submitted.	There is no evidence of a magnet plan for the site.

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

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