

TUSD

Tucson Unified School District

**Comprehensive Magnet
Plan
Revised 11-14-14**

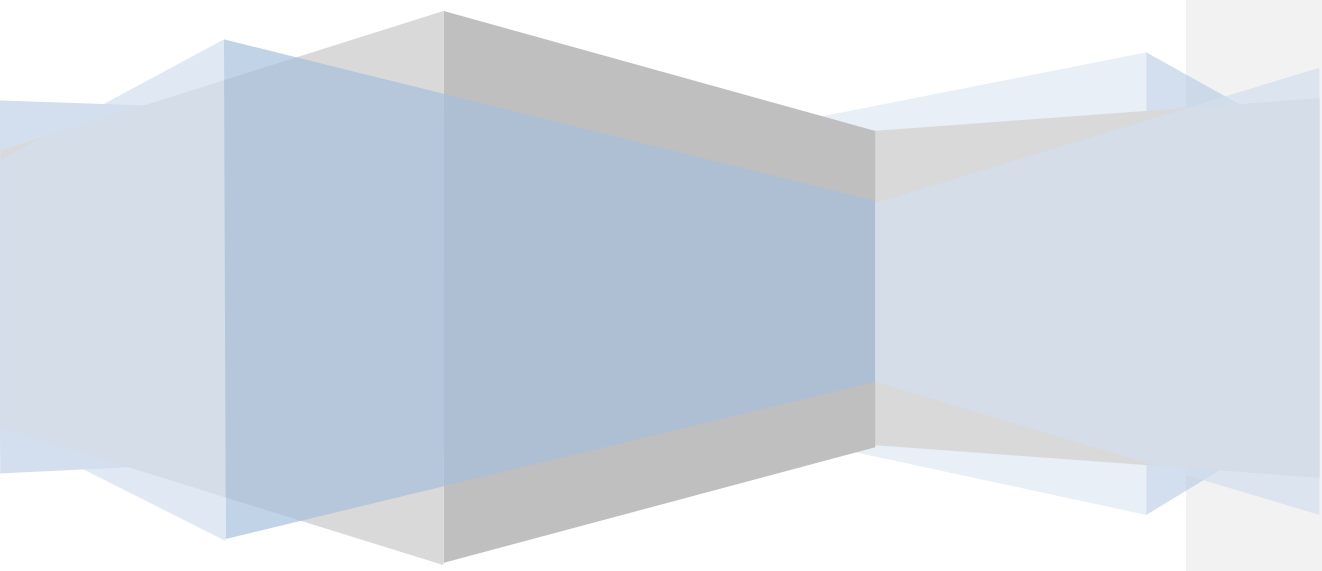


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Attachments

Attachment	Title
A	Summary of 2011 Magnet Study Findings
B	Annual Magnet Review
C	Magnet Improvement Plan for Strategic Schools
D	Magnet Improvement Plan for Intensive Schools
E	Magnet Sustainability Plan
F	Monthly Magnet Report

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 concerning the lack of equal educational opportunities at TUSD high schools. This resulted in a dual-purpose magnet system in TUSD. Starting in the mid-1980s, TUSD magnet programs were used as a mechanism to attract non-neighborhood, non-minority students to Westside schools, and to provide equal educational opportunities to minority neighborhood students attending Westside schools. In the late 1980s and early 1990s, magnet programs were added which included more centralized and traditionally desegregated schools. Beginning in 2000, TUSD developed some magnet programs that were successful in improving the racial/ethnic balances in some schools' student populations. Although these magnets were less successful at attracting a diverse population, they were successful at providing specialized educational opportunities for their concentrated minority populations. From the early 1980s through 2011, the demographics of TUSD changed. Through a Magnet Schools Assistance Grant two new magnets were created and one was revised in 2010.

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]. 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 to 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/strategies 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 procedures 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.

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 Plan of Action will chronicle the systematic implementation of the Operations component.

The Comprehensive Magnet Plan:

- Addresses the findings of the 2011 Magnet School Study;
- Aligns the magnet strategies with the 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 the geographic area(s) of the District 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;

- Ensures 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, to include increasing the number of dual language programs;
- **Includes** strategies to specifically engage African American and Latino families, including the families of English language learner (“ELL”) students. This includes providing printed materials in the students’ home language;
- Identifies goals to further the integration of each magnet school and to assess the effectiveness of efforts to enhance integration at the school;
- Establishes a process to improve access to quality educational programs for all students.

Comment [VC1]: Mendoza Comment # 13

Magnet Operations

A. Definition: What is a Magnet Program?

The purpose of this section, *Magnet Operations*, is to provide a comprehensive framework which the District will use as a decision making model. This is an enduring document in which the processes and schedules described will be used to provide consistency and sustainability for the district's magnet programs. The following definition is used when referring to magnet programs in TUSD:

- 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;
- Magnet programs encourage parents and students to choose a school other than their attendance boundary school and 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 education that is theme-integrated, rigorous, congruent, and contiguous with the goal of leading them into successful post-secondary education and productive employment opportunities. Magnet programs are identified by the USP as an essential strategy of TUSD's efforts to support integration through student assignment [USP(II)(A)(1)]. Magnet programs also 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 students within TUSD have the opportunity to attend an integrated school. The goals set forth in the plan ensure that 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. Pillar I: Integration

GOAL: Magnet school enrollment will meet the definition of integration set forth in the USP [USP Section (II)(B)(2)].

Standard I.1: The number of enrolled students for entry grades (K, 6, 9) integrates the entry level grade.

Comment [VC2]: Dr. Hawley Comment #
Mendoza Comment #1

Standard I.2: Cohort grade levels maintain integration at each subsequent grade.

2. Pillar II: Student Achievement

GOAL: All magnet schools will receive a letter grade “A” or “B” as designated by the Arizona Department of Education.

Standard A.1: Aggregate school mean in reading and math will be higher than the state mean on the state assessment.

Comment [VC3]: Dr. Hawley Comment #2

Standard A.2: The academic growth of all students at magnet schools is higher than the state median growth in reading and math.

Standard A.3: The growth of the bottom 25% of students at magnet schools is higher than the state median growth.

Standard A.4: The growth of the subgroups at the magnet school is greater than the state median growth of subgroups there by reducing the achievement gap at a greater rate than schools across the state.

Comment [VC4]: Mendoza Comment # 3
(modified)

C. Magnet Organizational Structure

Organizational structures are formal systems that allow programs to be developed and monitored while facilitating working relationships engaging all stakeholders. 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 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. Community 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. This work includes curriculum development, theme integration, theme visibility, professional development, recruitment, and compliance reporting.

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, schools that have a magnet program embedded into the school, total school magnets, and magnet schools and programs with preference zones.

Boundaries: The Boundary Committee met in the Spring, 2014. Studying all aspects of demographics, housing patterns, neighborhood density, school capacity, and facility condition, the Boundary Committee did not recommend a designated geographic area or a preference area to District Administration in order to impact integration in magnet.

Comment [VC5]: Hawley Comments #3 and #13.

The Magnet Committee recommends that the following schools continue to be categorized as Total School Magnets and Total School Magnets with Neighborhood Preference Areas:

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 ES
- Booth-Fickett K8
- Utterback MS
- Roskruge K8
- Mansfeld MS
- Cragin ES
- Drachman K-6 Continue to share a boundary with Carrillo (Governing Brd. Mtg. 7.15.14)

- Carrillo ES Continue to share a boundary with Drachman (Governing Brd. Mtg. 7.15.14)

1. **Definition: Application-Only 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. 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. Currently, Dodge is TUSD's sole Application-Only magnet program
2. **Definition: Total School Magnet Program with a Neighborhood Boundary:** The Boundary Committee found that, no matter how neighborhood boundaries were reworked, there would be little to no effect on integration of TUSD schools. Elementary, middle, and K-8 magnet schools are considered to be total school magnet programs. This means that all students, whether neighborhood or those admitted by application participate in the magnet program. If a magnet school should become oversubscribed, no more than 50% of the available seats will be allocated to students from the neighborhood preference area and the district will implement the admissions process for Oversubscribed schools [USP Section (II)(E)(3)(v)].
3. **Definition: Magnet Program Stands:** Magnet strands are offered at all TUSD magnet high schools. Students who are outside of the school's neighborhood boundary who desire to enter a high school's magnet program must complete the magnet/open enrollment application process.

B. Magnet Applications and Processes

The student assignment goal for all magnet schools and programs is to achieve the definition of integration 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)]. Magnet applications are available to the community on-line, at school sites, and at Family Centers. Applications can be submitted in person at School Community Services, by e-mail, or at school sites. 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.

Comment [VC6]: Dr. Hawley Comment # 4
(deleted " to the extent possible")

1. Schedule for Magnet Enrollment Applications

- November- Priority Window opens for applications.
- December- Priority Window closes and on-time applications are entered into the system
- January- Principals provide the number of projected seats available per grade level
- January- First lottery run. Letters sent to parents via U.S. mail offering placements and the offer is entered into the system. Two weeks after the letters are sent, parents must return the letter with a signature indicating acceptance. The acceptance, decline, or no response is entered into the system.
- February-Second lottery run. For this and subsequent lotteries, the application window closes ten days before the lottery and process for parent notification are the same as in the first lottery.
- Subsequent lotteries- Lotteries will continue to be run until all seats are filled.

C. Alignment with Other Recruitment Efforts

1. **Cross Departmental Collaboration:** 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, services for struggling students, extended day opportunities and extracurricular 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-considered and focused process involving the entire school community, and not just a series of events. The Comprehensive Magnet Plan includes strategies that target African American, Latino, and English Language Learners. 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 possible [USP Section (II)(E)(2)]. The Comprehensive Magnet Plan aligns the strategies outlined 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 Plan. The site Magnet Plan will detail day to day practices, attitudes, beliefs and interactions that

support learning at home as well as at school. The site Magnet Plans will also describe the process, measurable strategies, and schedule to address the targeted areas of need.

3. Welcome all families into the school community with an emphasis on families of ELL

students: Measurable 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 staff with customer service training
- (3) Create a welcoming appearance by attractive parking, signs, with displays of student work
- (4) Offer a variety of opportunities to volunteer at the school site
- (5) Create a place within the school that parents can call their own and check out materials
- (6) Create opportunities for celebration of families with relevance to their culture

Comment [VC7]: Mendoza Comment #14

4. 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 school (newsletters, flyers, brochures, handbook, homework policy)
- (5) Know how to spell and pronounce families' names correctly
- (6) Utilize mentor parents to support other parents who speak the same language
- (7) Use multiple methods to communicate, such as phone, e-mail, notes, flyers, newsletters, bulletin boards, web-site, suggestion box, e-blast, Tweet, Twitter, and Facebook in students' home language

Comment [VC8]: Mendoza Comments # 10 and #12

5. 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 in the students' home language
- (2) Recognize and support all forms of parent involvement
- (3) Create an Action Team for sustaining and growing partnerships
- (4) Develop a Family Handbook in students' home language
- (5) Implement professional development opportunities to create awareness

Comment [VC9]: Mendoza Comment #12

6. Develop student advocacy: Measurable 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 in students' home language
- (3) Provide parents and students with the homework policy in students' home language
- (4) Provide parents and students college/career planning information

7. 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 members 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

8. District-Wide Marketing and Recruitment: The District has developed an extensive Marketing and Recruitment Plan that will provide support to school sites. Magnet programs that are not Excelling 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 segments that a focus on racial and ethnic diversity so all audiences see themselves represented in the TUSD brand and Magnet brand.
- **Direct** mail campaign to highlight learning opportunities to Latino and African-American families; strategically targeted to known addresses and offered in students' language.
- 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.

Comment [VC10]: Mendoza Comment #12

9. 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 the District to ensure that all families in the Tucson area are targeted. Emphasis will be placed on those populations that would support integration as defined by the USP. All marketing efforts will be organized and purposeful. 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 brand and 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 to be completed by magnet coordinators or designated individuals at the school.

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

- 1. Media:** The Magnet Department will work with the Media and Communications Department to provide television, radio and internet advertising and outreach as deemed appropriate and cost effective.
- 2. Print:** The Magnet Department will work with 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.
- 3. Community Events:** The Magnet Department will work with the Media and Communications Department to coordinate attendance at community events by 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, Celebrate Schools, 4th Avenue Street Fair, Festival of Books, and the Pima County Fair.

4. **Magnet Celebrations:** The Magnet Department will plan and execute district level magnet events including Magnet Mania, magnet open houses, magnet student recognition, and a Magnet Alumni Gala.
5. **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.
6. **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.
7. **Site Level Recruitment Support:** The Magnet Department will work with the Media and Communications Department to support all magnet schools in taking full advantage of recruitment opportunities. Department-level support will include but is not limited to training and guidance in the following: theme visibility, developing guided and virtual 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 each site's monthly magnet report.

8. **ELL Recruitment and Outreach**

Using a process similar to that of GATE recruitment, the Magnet Department will send a postcard to all TUSD ELL students in the students' home language (except those already enrolled in a Magnet programs) inviting recipients to take advantage of Magnet School enrollment in schools where this demographic is needed for integration purposes.

Each Magnet site will designate a contact person for all ELL recruitment information and questions. Where necessary, a translator will be provided.

The Magnet Department will collaborate with the English Language Development Department to implement a district wide parent night designated for ELL parents to discuss the various magnet program options available to them along with specific timelines and

Comment [VC11]: Mendoza Comment #13 and #14

processes for applications and enrollment. Schools that are seeking this demographic for the purpose on integration will be highlighted. Information provided at the parent night will be available to parents who were not able to attend, upon request.

Processes to Make Changes to Magnet Programs

A. Strategies and Schedules to Evaluate Magnet Programs

The District has conducted four studies: 1. Demographic Study, 2. Curriculum Audit, 3. Efficiency Audit, and 4. Magnet School Evaluation as well as a series of Community Forums. 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. Each contributes to the processes and schedules in considering changes to magnet schools.

The District will implement a system of accountability using data to measure both integration and academic achievement. Each school will be evaluated annually (See Attachment B: Annual Magnet Review).

1. **Pillar I: Integration** – All magnet schools and programs will be integrated. Schools that are not integrated will develop a plan of improvement based on standards that will set specific and measurable targets that demonstrate progress toward integration. Schools will ethnically disaggregate the number of students enrolled in entry level grades and tracking those students as they move from grade to grade (cohorts). Integration will be achieved by retaining students year to year. The school must maintain integration for subsequent years or entry level criteria can be superseded if the school total population meets integration.
2. **Pillar II: Student Achievement** – Magnet schools are schools of excellence and therefore, student achievement, as measured by the state assessment, should be high. The goal of all magnet schools is to be ranked as an “A” or “B” school according to the Arizona Department of Education. Schools that are not an “A” or “B” will develop a plan of improvement that measures progress toward high achievement.

Pillar II includes standards that will allow schools to demonstrate growth toward academic excellence. The standards reflect the criteria the state uses to determine letter grade. The standards measure the percentage of students meeting or exceeding the state standards in

Comment [VC12]: Dr. Hawley Comment # 5

Comment [VC13]: Dr. Hawley Comment # 1

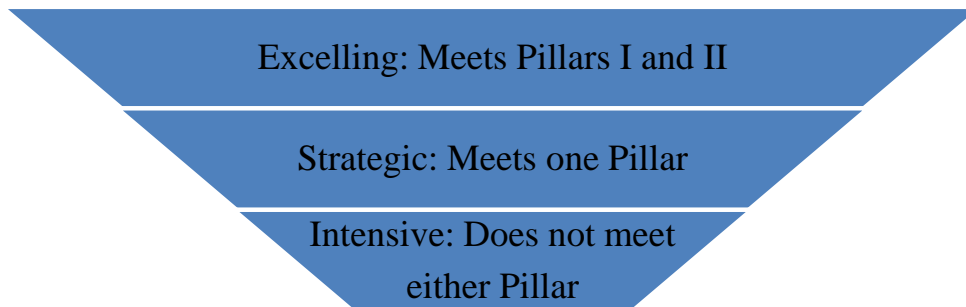
Comment [VC14]: Dr. Hawley Comment #3

reading and math on the state assessment annually. To determine progress toward excellence, assessment data will reflect that students in magnet schools that are not rated an “A” or “B” will show a higher rate of growth when compared to the state median. With a higher rate of growth, schools are more likely to achieve excellence within a shorter amount of time. This will support the school’s progress toward achieving a higher state rating. Schools will address the student achievement needs of the lowest scoring 25% of the school and will move more students out of the lowest 25% than the state median. By addressing the rate of progress, targeting specific students, and making sure that all students make at least one years growth, magnet schools will attain a state letter grade of “A” or “B”. The last standard under Pillar II measures the rate of growth of subgroups as compared to the state median. This measure is intended to close achievement gaps between racial groups at a higher rate than the state median. Research shows that to improve student achievement, schools must develop and commit to a plan of improvement.

Comment [VC15]: Mendoza Comment # 3

B. Magnet Evaluation and Accountability System

In June of each year, a team will conduct an evaluation of the Magnet schools and programs using Pillars I and II. Schools will be ranked Excelling (meeting both Pillars), Strategic (meeting one Pillar), or Intensive (meeting neither Pillar I or II). Schools that are Excelling will be charged with developing a Sustainability Plan. Schools that are Strategic or Intensive will complete a Magnet Improvement Plan that targets specific standards that need to be met in order to move the school forward. If after two years, the goals (based on the Pillar standards) of the Magnet



Improvement Plan are not met, the magnet will be considered for elimination.

Excelling: To be considered an Excelling magnet, the school must be integrated (Pillar 1) and be rated by the Arizona Department of Education as an “A” or “B” school (Pillar II).

Strategic: To be considered a Strategic school, the school must meet one Pillar. A strategic school could be integrated and below the letter grade of “B” or be racially concentrated and have a letter grade of “A” or “B”.

Intensive: To be considered Intensive, the school is neither integrated nor has a letter grade of “A” or “B.”

Magnet schools will have until June 2017 to move to Excelling unless the school has been granted an appeal. Schools that are being considered for magnet program elimination may appeal the decision based on progress toward integration and/or student achievement. The appeal process is addressed below in the section “Processes and Strategies for Withdrawing Magnet Status.”

C. Measuring Progress Toward Meeting the Pillars

Pillar I, Integration: Progress toward meeting Pillar I is measured by two standards.

Standard I.1: The enrollment at entry level grades from year to year on the 40th day will be compared to prior years. If schools do not meet Pillar I, schools will set specific goals for recruitment. Progress toward meeting Pillar I will be measured by students enrolled in entry grade levels (Kindergarten, 6th grade, 9th grade). The baseline year will be 2013-14. For each year after, schools will show progress toward meeting integration using 40th day data.

Standard I.2: The school must retain integration for cohorts during subsequent years. This criterion can be superseded if the school’s total population meets integration. For each year the school is Strategic or Intensive they will complete a Magnet Improvement Plan (See Attachment C: Magnet Improvement Plan for Strategic Schools and Attachment D: Magnet Improvement Plan for Intensive Schools).

Pillar II, Student Achievement: Progress toward meeting Pillar II is measured by comparing annual student achievement data to the state mean. Schools not meeting Pillar II will track benchmark progress by evaluating four standards:

Standard A.1: For each year, beginning 2014-15, a higher percentage of students will score higher than the state median in reading and math on the state assessment.

Comment [VC16]: Mendoza Comment #5 Dr. Hawley Comment # 6

Standard A.2: The academic growth of all students at magnet schools is higher than the state median growth in reading and math.

Standard A.3: For each year, the growth of the bottom 25% of students at magnet schools is higher than the state median growth.

Comment [VC17]: Mendoza Comment #4

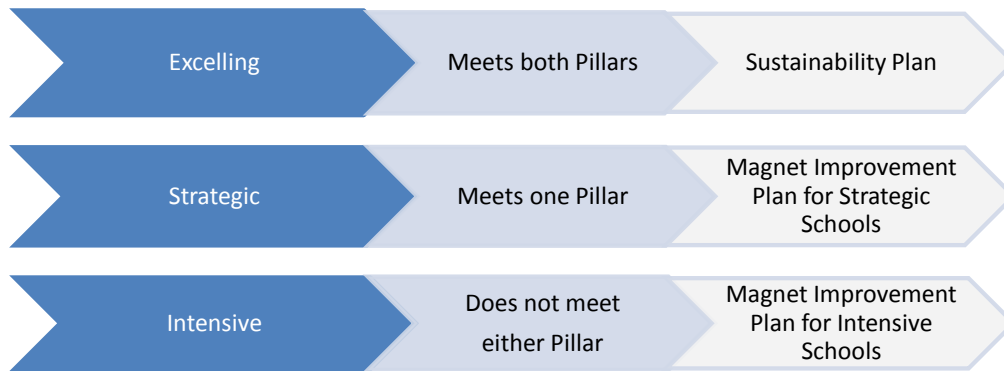
Standard A.4: The growth of the subgroups at the magnet school is greater than the state median growth of subgroups.

In 2014-15, the Arizona Department of Education will be implementing a new state assessment, “AZMerit”. Because a crosswalk between AIMS and AZMerit will not be immediately available, the results for the 2014-15 assessment will be used as a baseline. The standards in Pillar II are aligned with the criteria for determining state letter grades. Schools that are not an “A” or “B” will use this data to determine if the standards are met. The school will also create a trajectory that forecasts achievement to be made in order to attain a letter grade of “A” or “B”. Schools will use ATI (formative assessment) to determine benchmark progress. This forecast will be done annually and will be used to set goals for the subsequent year. Schools have until June 2017 to be rated an “A” or “B” school. If in June of 2017 schools have not earned a letter grade of “A” or “B”, the school’s magnet program will be considered for elimination.

Comment [VC18]: Mendoza Comment # 5

D. Required Documentation Based on Magnet Rating

Planning documentation will differ depending on the rating of the magnet program.



Excelling: To be considered an Excelling magnet, the school must be integrated and receive a letter grade of “A” or “B”. Schools that are integrated AND are a “B” or higher school will complete a Sustainability Plan for Excelling Schools.

Excelling magnet programs must work with the Magnet Department to create a Sustainability Plan (See Attachment E) 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) Include team member roles and responsibilities
- b) Include reasonable and measurable goals and an action plan.

Sustaining a magnet program requires time and effort by a number of dedicated individuals and organizations; therefore it is important to reward their efforts by observing milestones.

Strategic: Magnet Improvement Plans [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)].

To be considered a Strategic magnet, schools must meet one Pillar. Schools that did not meet the requirement for one of the pillars will create a Magnet Improvement Plan for Strategic Schools and report on progress toward reaching goals monthly. (See Appendix F) Schools that are not integrated must complete the Pillar I section of the Magnet Improvement Plan for Strategic Schools. School that have a letter grade of a “C” or lower must complete the Pillar II section of the Magnet Improvement Plan for Strategic Schools. (See Attachment C: Magnet Improvement Plan for Strategic Schools). The improvement plan includes specific, measurable goals for each school and strategies to meet the goals. The improvement process does not determine whether a school continues with magnet status. The purpose of the improvement process is to continuously evaluate the components of a quality magnet program in order to move to the next tier or use as documentation if the school should appeal the decision to withdraw magnet status. Recruiting a team devoted to developing, implementing, and checking monthly progress provides the necessary capacity and focus for the improvement process. The Magnet Improvement Plan will include strategies to build capacity which will include district and school level commitments.

The school must engage the school community in the development of the Magnet Improvement Plan for Strategic Schools. Recruiting a team devoted to sustaining the magnet programs will provide the necessary capacity and focus over time. The team will include site

Comment [VC19]: Dr. Hawley Comment # 8, Dr. Hawley Comment # 12 (Difference being that the school sets the goal, not the District)

Comment [VC20]: Mendoza Comment #6

leadership and representatives from key stakeholder groups and utilize a shared decision making model.

Intensive: Schools that are not integrated AND are not rated at least a “B” are considered Intensive Schools and will complete both sections of the Magnet Improvement Plan. (See Attachment D: Magnet Improvement Plan for Intensive Schools). Schools will report on progress toward meeting goals on a monthly basis. The Magnet Improvement Plan will include strategies to build capacity which will include district and school level commitments.

Comment [VC21]: Mendoza Comment #6

The school must engage the school community in the development of the Magnet Improvement Plan for Intensive Schools. 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.

Schools have until the June, 2017 to move to Excelling unless the school has been granted an appeal. Schools that have not made the goals set in the Magnet Improvement Plan for two consecutive years will be considered for magnet elimination. Schools that are being considered for magnet elimination may appeal the decision.

Comment [VC22]: Mendoza Comment #7 Dr. Hawley Comment # 7

Comment [VC23]: Hawley Comment #7

E. Data to Be Used to Determine Magnet Rating

June, 2014-15

Integration Enrollment in Entry Level Grade (Pillar I)	Applications accepted during the enrollment Window Nov. 2014-Feb., 2015	March, 2015
Integration Retention Data (Pillar I)	Compare 2013-14 kinder cohort to 2014-15 1 st grade.*	40 th day
Student Achievement (Pillar II)	2014-15 AZMerit	June, 2015

Comment [VC24]: Dr. Hawley Comment # 9

* For middle and high schools, substitute kinder grades for entry level and subsequent for the appropriate grade configuration.

June, 2015-16

Integration Enrollment in Entry Level Grade (Pillar I)	Applications accepted during the enrollment Window Nov. 2015-Feb., 2016	March, 2016
Integration Retention Data (Pillar I)	Compare 2015-16 kinder to 2014-15 1 st grade Compare 2014-15 1 st grade cohort to 2013-14 2 nd grade cohort.	40 th day of 2015-16 SY

Student Achievement (Pillar II)	2015-16 AZMerit	June, 2016
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* For middle and high schools, substitute kinder grades for entry level and subsequent for the appropriate grade configuration.

June, 2016-17

Integration Enrollment in Entry Level Grade (Pillar I)	Applications accepted during the enrollment Window Nov 2016-February, 2017	March, 2017
Integration Retention Data (Pillar I)	Compare 2016-17 kinder cohort to 2015-16 1 st grade cohort, Compare 1st grade cohort 2015-16 to 2 nd grade cohort 2014-15, Compare 2 nd grade cohort 2014-15 to 3rd grade cohort 2013-14.	40 th day of 2016-17 SY
Student Achievement (Pillar II)	2016-17 AZ Merit	June, 2017

* For middle and high schools, substitute kinder grades for entry level and subsequent for the appropriate grade configuration

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 eight 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 or Replicating a Magnet Program

TUSD will consider sites for adding or replicating 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-departmental team will conduct research based on these criteria and complete the *Rubric For Adding, Relocating Or Replicating A Magnet Program* and bring the findings to the Superintendent's Leadership Team (SLT) 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?
*Consider the location in proximity to other magnets.
6. Does the District have budgetary and staff capacity to sustain a new or replicated 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 is 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 ELL students to schools that need that demographic to become integrated.
- Strategies to attract students whose race or ethnicity would contribute to the integration of the school as defined by the USP
- 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

Comment [VC25]: Mendoza Comment # 15

Comment [VC26]: Mendoza Comment #16

- Surveys that indicate 90% of the total staff are in support of the magnet and the theme

Invitations for Requests for Proposal will be released in July of each year, 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 a planning phase.

B. Strategies and Processes for Relocating a Magnet Program

A cross-departmental team will complete the *Rubric for Adding, Relocating, or Replicating a Magnet Program* 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 on 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?

If a magnet school faces possible relocation, 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 receiving 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. Process and Strategies for Revising a Magnet Program

If a magnet school has not achieved a rating of Excelling and faces possible magnet status elimination, the cross-functional team will determine if the program needs to revise either theme, pedagogy, or both. The cross-functional team will employ the above criteria for Adding, Relocating, or Replicating a Magnet Program, consult with District administration and the community, and may consult with experts to make a recommendation to the Superintendent's Leadership Team. In this process, staff, parents and students at the identified school will be guided in researching revised themes and provided explicit timelines for a magnet school revision. The Magnet Department will support the school in conducting surveys of parents, teachers, and students to determine possible theme ideas and 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 theme revision is submitted to SLT for possible amendment to the Comprehensive Magnet Plan.

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

Schools have until June, 2017 to be integrated and earn an achievement rating of "B" or higher from the Arizona Department of Education. TUSD will consider withdrawing magnet status after assessing the following key criteria:

1. Has the school been identified as Strategic (meeting the goal of one Pillar) and/or Intensive (not meeting the goals of both Pillars) for at least two academic years?
2. Has the school met the goals in the Magnet Improvement Plan for at least two consecutive years?

If the school has met at least one of Pillars and is close to meeting the second, the school may petition SLT for an appeal of the decision to withdraw magnet status. SLT may consider granting a one year continuance in order for the school to meet the targeted Pillar. SLT will consider the following criteria to grant continuance:

- Does the school have any ethnic population that is 70%-75% or more of any ethnicity?
- Has the school been successful at integrating entry level grades?
- Taking into account three years of enrollment data, does the trajectory of the ethnic enrollment needed to integrate show that the school could become integrated if given one year?
- Taking into account three years of achievement data, is the school on a trajectory to meet the state requirements of earning at least a “B” the following year?
- Has the school implemented suggestions from the Annual Magnet Review?

After review of continuance criteria, SLT may offer the recommendation to grant the appeal to the Superintendent. The Superintendent will decide to move the appeal forward to the Governing Board for final approval.

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 the 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.

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 to:

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. Provide CTE certification or expand the qualification needed for the job.
8. Create a Memorandum of Agreement for magnet school personnel to be attached to job vacancy announcements, outlining the responsibilities and roles of a magnet employee.

B. Partnering with Curriculum and Instruction to:

1. Support Unit Development
 - a. Scope and Sequence
 - b. Alignment with District Developed Curriculum
2. Document Thematic Units
 - a. Assessment
 - b. Reflection/Adjustment
3. Support the development of interventions
4. Support the teacher training and supplemental materials to allow for differentiated instruction

C. Consulting with 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.

District Magnet Expertise and Training

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
- Sustainability
- Magnet 101 (All new magnet program administrators and 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.

Professional development opportunities will also extend into the classroom. Teachers and support staff will receive at least 25 hours of professional development focusing on theme content. This professional development will be delivered outside the time allocated by the district on early release Wednesdays. In providing this training, teachers will have a broader content knowledge base from which to plan integrated units. Additionally, teachers will receive 30 hours of professional development focusing on instructional pedagogy.

TUSD is committed to deliberately and systematically planning well-structured lessons that provide students with multiple opportunities to:

- Value their own cultures and experiences.
- Value the uniqueness of cultural groups other than their own.
- Value the richness of cultural diversity and commonality.
- Build awareness and sensitivity to individual differences within cultural groups.
- Provide opportunities to analyze and evaluate social issues and to propose solutions to contemporary social problems.

The Magnet Department will be working with the Director of Culturally Responsive Pedagogy to create and deliver specific training in Cultural Responsiveness. By doing so, teachers will have a wealth of strategies from which to create deep, rich, and meaningful lessons that meet the needs of a diverse population and moves beyond cultural celebrations, foods, costumes, and holidays.

Magnet Plan of Action 2014-2015

A. 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.

B. Programmatic Evaluation of Magnet Programs

1. Audits

The two audits, initiated by the District, provide much needed guidance when considering strategies to improve magnet schools. The efficiency audit findings include implementing performance measures and targets to improve accountability. This finding speaks directly to Magnet Improvement Plans. The audit recommends that a reorganization of the Student Equity and Intervention Department is necessary to provide comprehensive support services to students of color. Also included in recommendations are to reorganize the Human Resource Department, streamline the hiring process, and implement new bus routing and scheduling software. Each of these recommendations significantly impact magnet schools. The curriculum audit recommends improvement in the five key areas: Control (control of resources, programs and personnel), Direction (clear and valid objectives for students), Connectivity and Equity (equity in program development and implementation), Feedback (using results from assessments to adjust, improve, or terminate ineffective practices or programs) and Productivity (improving productivity). All five are key areas for magnet improvement.

2. Forums

The Magnet Department conducted three community forums to solicit input on the Comprehensive Magnet Plan. The community recommended that the Comprehensive Magnet Plan have more explicit descriptions of job responsibilities. The community recommends that the district consider increasing the time for improvement to five years. At all forums, it was recommended that parents should be included in the decision making process and consider adding criteria that includes leadership commitment to the theme. Above all, the community recommends increasing the marketing and recruitment and that the responsibility should be that of the Magnet Department and should include multiple methods of communication.

3. Site Integration Data

As discussed in previous magnet plans, the Magnet Department in conjunction with magnet schools conducted a preliminary evaluation. The results of the evaluation are noteworthy when looking at strategies to improve magnet programs. The District used a metric that totaled 90 points. The average score for all magnet schools combined is 50 out of a possible 90 points. Schools scoring highest were Dodge (80%), Booth-Fickett (80%), and Tucson High (75%). Schools scoring lowest were Bonillas (40%), Holladay (34%), and Ochoa (38%). The highest scoring standards that are not weighted are 1.3: Magnet programs will utilize all available tools for recruitment and marketing, 4.14: Magnet program key personnel will receive 30 hours of professional development in instructional pedagogy and 5.11: The local community is actively involved in supporting the magnet school). The lowest ranking indicators are 2.3 : Magnet programs will have a clearly defined theme and 1.4: Magnet schools will have a diverse student population. The data from the mock evaluation helped develop strategies used by the Magnet Department to support schools in improving magnet programs. By improving magnet programs, schools have a better opportunity to attract diverse populations.

In order to determine the data needed for Pillar I Integration: Standard I.1 (The ethnic composition needed to integrate the school during the magnet recruitment window met the USP definition of integration) the District compared 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%). The Magnet Department will be providing additional marketing and recruitment support for Robison, Ochoa, Pueblo and Utterback in order to increase opportunities for integration by increasing the application pool.

4. Site Achievement Data

Student achievement data from AIMS was analyzed to determine the indicator ratings for Pillar II: Student Achievement. AIMS provide more specific guidance for improving magnet programs. AIMS scores in reading indicate that White students in magnet schools outperform the District by 17% and African American students in magnet schools outperform the District by 19.8%. However, Hispanic students in magnet schools did not perform as well as the District with a difference of 3.2%. Native American students' scores in magnet schools show the largest gap in performance, with a 22.7% difference when compared to the District average. The schools that the Magnet Department, working collaboratively with other departments within the district will provide additional support to Tully, Ochoa, Holladay, Robison, Roskruge, Mansfeld, and Pueblo. Utterback will be participating in the UVA Turn Around Model. AIMS scores in math indicate that White students in magnet schools did not perform as well as the district average, with a difference of 16.9%. The Magnet Department, in collaboration with other departments will target Borton, Holladay, Robison, Roskruge, Cholla, and Pueblo. African American students in magnet schools outperformed the district average by 43.5% while Hispanic students outperformed the district average by 3.9%. However, Native American students scored 25.7% lower than the district average. Native American students at Borton, Tully, Safford, Roskruge, Mansfeld and Pueblo will receive additional support services.

The Magnet Department will work in conjunction with the District in developing and implementing new curriculum for English Language Arts (ELA) and Math. The Magnet Department will work with Magnet Coordinators to train staff at magnet schools in the implementation of the new curriculum and the development of integrated units. Professional development will be offered at all magnet schools to integrate non-core subjects into the

magnet theme (Fine Arts, Physical Education, etc). Site Magnet Coordinators will be responsible to curriculum training, unit development, theme visibility, facilitation of the improvement process, recruitment and reporting. In addition to curriculum, the Magnet Department will work in collaboration with other District departments to provide training in culturally responsive pedagogy. The Magnet Department will also facilitate the development of site-specific plan to engage families of African-American, Latino, and English Language Learners. These plans will include specific activities and timelines.

C. Strategies for Magnet Improvement 2014-15

Strategies for magnet improvement during the 2014-15 school year vary depending on each program's current rating. The method for rating and evaluation is based on those outlined in the TUSD Board approved CMP (July, 2014).

Excelling: Meets Integration/Meets Letter Grade

Dodge MS – Traditional Academics

- Dodge will create a Sustainability Plan. The school will continue to implement a transition program for incoming 6th grade students.

Palo Verde HS – Science, Technology, Engineering, Arts, and Math

- Teachers need substantial training in unit development and theme integration
- Training for new principal

Strategic: Meets One Pillar

Bonillas Traditional Academics (Racially Concentrated/ Letter Grade C)

- Revise and strengthen the Traditional Academics theme.
- Training for “The Leader in Me”.
- Training a new principal.
- Hire a new magnet coordinator.
- 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.

- Develop targeted family engagement strategies.

Booth-Fickett- Math Science (Neutral Enrollment/ Letter Grade C)

- Increase academic rigor and theme visibility
- Teachers need substantial training in unit development and theme integration
- Improve theme visibility in the primary wing
- Improve Science and Math integration in the primary grades

Borton Magnet: Project-Based Systems Thinking (Integrated Enrollment/Letter Grade C)

- On-going training and coaching in the effective application of systems thinking concepts, habits, and tools in classroom instruction and school improvement.
- Training for new principal

Carrillo Communication and Creative Arts (Racially Concentrated/Letter Grade A)

Comment [VC27]: Mendoza Comment # 8.
Request to change theme.

- Carrillo will be researching the theme of Communication Arts.
- Budgetary considerations for 2014-15 includes increased technology and communication arts equipment.
- Train a new magnet coordinator.
- Develop targeted family engagement strategies.

Cholla International Baccalaureate (Racially Concentrated/ Letter Grade B)

- Add IB Middle Years Program (MYP) and create course continuum for Law
- Cholla is experiencing a revival of the Law program with a significant gain in student participation for 2014-15 school year
- Cholla will to continue to develop the MYP programme 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.

Cragin Performing Arts (Integrated Enrollment/Letter Grade C)

Comment [VC28]: Mendoza Comment # 9)

- Cragin needs to significantly improve student achievement.

- Train a new magnet coordinator.
- Train a new principal.
- Collaborate with new 21st CCLC afterschool program to ensure program alignment during intervention/enrichment classes
- Develop targeted family engagement strategies.

Davis Dual Language (Racially Concentrated/Letter Grade B)

- Recruitment and marketing (improve brochures, provide materials)
- Davis made significant progress toward integration. 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.
- Train the new magnet coordinator.

Drachman Montessori (Racially Concentrated/Letter Grade A)

- Drachman will improve the professional development opportunities for all staff. Teachers in 2014-15 will have access to additional training via on-line and in partnership with local Montessori schools and organizations.
- Continue aggressive outreach and recruitment.
- Drachman will remain a K-6 configuration.

Holladay Fine and Performing Arts (Integrated/Letter Grade D)

- Holladay will have a full time coordinator dedicated to theme integration and recruitment.
- Participate in aggressive outreach and recruitment
- Improve instructional delivery
- Target instructional interventions through data driven instruction
- Implement Action Parent Teacher Team

Comment [VC29]: Dr. Hawley Comment #11, Mendoza Comment A

Ochoa Community Magnet (Racially Concentrated/Letter Grade B)

- Ochoa will develop a recruitment plan that includes measurable goals and strategies.
- Train the new principal.

- Train the new magnet coordinator.
- Increase recruitment opportunities.

Tucson High: Natural Sciences (Racially Concentrated/Letter Grade B)

- Tucson High's Science Department will continue to revise the Science Strand to reflect a Natural Science focus that utilizes curriculum unique to this school.

Tucson High Fine and Performing Arts (Racially Concentrated/Letter Grade B)

- 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.
- Train the new principal.
- Hire a full time magnet coordinator.
- Develop targeted family engagement strategies.

Roskruge K8: Dual Language (Racially Concentrated/Letter Grade B)

- 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
- Increase recruitment for 6th grade entry
- Improve student achievement
- Develop targeted family engagement strategies

Intensive: Does Not Meet Either Pillar

Mansfeld (Racially Concentrated/Letter Grade C)

- Continue to develop STEM theme
- Mansfeld has significant potential to improve integration if resources are dedicated to recruitment and marketing of the STEM program
- The Magnet Department will support Mansfeld in seeking and forming community partnerships

Comment [VC30]: Mendoza Comment # 9

- Develop targeted family engagement strategies
- Train new principal

Pueblo High Communication Arts (Racially Concentrated/Letter Grade C)

- Pueblo will explore theme revision to Dual Language.
- Magnet Department will implement criteria to revise theme beginning March, 2015
- Develop targeted family engagement strategies

Robison International Baccalaureate (Racially Concentrated /Letter Grade D)

- Robison staff will received training through International Baccalaureate World Schools whereby every teacher will complete at least two levels of training
- Robison needs to significantly improve student achievement
- Train new magnet coordinator
- Collaborate with new 21st CCLC afterschool program to ensure program alignment during intervention/enrichment classes
- Increase recruitment opportunities

Safford K-8 International Baccalaureate (Racially Concentrated / Letter Grade C)

- 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.
- Develop targeted family engagement strategies
- Collaborate with new 21st CCLC afterschool program to ensure program alignment during intervention/enrichment classes
- Training for new principal

Tully STEM (Racially Concentrated/Letter Grade C)

- Continue to develop a STEM theme
- Tully has significant potential to improve student achievement by using resources that are dedicated to implementing STEM

- The Magnet Department will support Tully in seeking and forming community partnerships
- Increase recruitment opportunities
- Develop targeted family engagement strategies
- Develop STEM labs for students to use on a rotating schedule

Utterback Fine and Performing Arts (Racially Concentrated/Letter Grade D)

- Utterback will be participating in the University of Virginia Turn Around Program. The Magnet Department will work with the District Shepherd in improving theme integration and student achievement
- Increase recruitment opportunities
- Train new principal

D. Processes and Schedules to Make Changes to Magnet Programs 2014-15

- Drachman will remain a K-6 magnet school
- Carrillo will explore a Communication and Creative Arts theme.
- Pueblo will explore revising their theme. If there is community and site support, the Magnet Department will begin the process to revise Pueblo's magnet theme in March, 2015.

E. Schedule for marketing and recruitment as a strategy for integration 2014-15

The Magnet Department will support individual school's recruitment activities. In addition, the Magnet Department will conduct the following recruitment and marketing events (for more details see Magnet Marketing and Recruitment Plan, 2014-15)

- September- Magnets at Maynards, Radio and Media Releases
- October- Celebrate Schools and Local Malls, Parent University, Media Releases
- November- Magnet Fair, Radio, Outdoor Advertising, El Tour, Media Releases
- December- 4th Avenue Street Fair, Zoo Lights, Luminaria Nights, Media Releases

- January- Beyond 2015, Media Releases
- February- Magnet Gala, Sci Tech Festival, Tucson Rodeo Parade, Media Releases
- March- Festival of Books, 4th Avenue Street Fair, Susan G. Komen Walk, Media Releases
- April: Multicultural Symposium, MS Walk, Magnet Student Awards
- May: Cradle to College
- June: World Refugee Celebration, Juneteenth