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**UNITED STATES DISTRICT COURT
DISTRICT OF ARIZONA**

Roy and Josie Fisher, et al.,

Plaintiffs,

v.

United States of America,

Plaintiff-Intervenor,

v.

Anita Lohr, et al.,

Defendants,

and

Sidney L. Sutton, et al.,

Defendants-Intervenors,

CV 74-90 TUC DCB
(Lead Case)

Maria Mendoza, et al.,

Plaintiffs,

United States of America,

Plaintiff-Intervenor,

v.

Tucson Unified School District No. One, et al.,

Defendants.

CV 74-204 TUC DCB
(Consolidated Case)

1 **NOTICE OF SCHEDULE FOR TUSD PROVIDING INFORMATION**
2 **NEEDED FOR SPECIAL MASTER’S MONITORING OF THE EXTENT**
3 **TO WHICH GOALS FOR SUSTAINING MAGNET STATUS ARE MET**

4 In its Order of January 16, 2015 (Doc. 1753), the Court required the Special Master to file
5 a schedule for gathering information necessary for the monitoring of the implementation plans of
6 the revised Comprehensive Magnet Plan. Special Master consulted with the District to prepare
7 this schedule. State policies with respect to testing students has complicated the development of
8 this schedule and, as noted below, the schedule will be influenced by the practices of the Arizona
9 Department of Education in reporting student test scores.

10 **Schedule for TUSD Providing Information Needed for Special Master’s**
11 **Monitoring of the Extent to Which Goals for Sustaining Magnet Status Are Met**

12 **1. With Respect to Integration**

13 Schools must have no more than 70% of a given race or ethnicity and no less than 15
14 percentage points of the white student population at each of the three grade levels. This percent
15 goal shall be set at the 2014-15 averages through 2016-17.

16 *This information shall be shared with the Plaintiffs and the Special Master no later*
17 *than the 50th day of the school year. Data reported will reflect the 40th day enrollment data.*

18 **2. With Respect to Academic Achievement**

19 Each school or program must meet the following goals:

- 20
- 21 1. Achieve an A or B school status as defined by the state grading system.
 - 22 2. Score higher than the state median in reading and math on the state assessment.
 - 23 3. Show academic growth of all students higher than the state median growth in
24 reading and math.
 - 25 4. Secure the growth of the bottom 25% of the students of the school at a rate higher
26 than the state median growth.
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5. Reduce achievement gaps between the racial groups so that achievement gaps between racial groups are less than those in schools not participating in magnet programs within the district. The gap shall be defined as the difference between performance in math and reading/literacy of the highest achieving racial group as compared to the performance of African American and Latino students and demographically comparable schools.

Data shall be provided to the Plaintiffs and the Special Master for each of these goals no later than 20 days following receipt of test scores from the Arizona Department of Education.

Respectfully submitted,

/s/
Willis D. Hawley
Special Master

Dated: March 16, 2015

CERTIFICATE OF SERVICE

I hereby certify that on March 16, 2015, I electronically submitted the foregoing **NOTICE OF SCHEDULE FOR TUSD PROVIDING INFORMATION NEEDED FOR SPECIAL MASTER'S MONITORING OF THE EXTENT TO WHICH GOALS FOR SUSTAINING MAGNET STATUS ARE MET** for filing and transmittal of a Notice of Electronic Filing to the following CM/ECF registrants:

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