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TUCSON UNIFIED SCHOOL DISTRICT

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

**IN THE UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF ARIZONA**

Roy and Josie Fisher, et al.,

Plaintiffs

CV 74-90 TUC DCB
(Lead Case)

v.

United States of America,

Plaintiff-Intervenor,

**DECLARATION OF MARTHA
TAYLOR IN SUPPORT OF
RESPONSE TO PLAINTIFFS'
OBJECTIONS TO TUSD'S FINAL
REVISED COMPREHENSIVE
MAGNET PLAN**

v.

Anita Lohr, et al.,

Defendants,

CV 74-204 TUC DCB
(Consolidated Case)

and

Sidney L. Sutton, et al.,

Defendants-Intervenors,

1	Maria Mendoza, et al.
2	Plaintiffs,
3	United States of America,
4	Plaintiff-Intervenor,
5	v.
6	Tucson Unified School District No. One, et al.
7	Defendants.

8
9 I, Martha Taylor, declare under penalty of perjury that the following statements are
10 true:

11 1. I am the Senior Desegregation Director for Defendant Tucson Unified School
12 District No. One (“TUSD”) and have held this position since January 2015. I have personal
13 knowledge of the facts stated herein.

14 2. Between February and May 2015, the District worked closely with the Special
15 Master and his Implementation Committee member, Dr. Rebecca Montañó, to finalize the
16 Revised CMP and its individual plans.

17 3. To permit a lengthy period of time for feedback and comment, I provided
18 revised individual magnet school plans to the Special Master via email on March 13, 2015.

19 4. The time spent reviewing CMP issues and conferring with the superintendent,
20 assistant superintendent, district administrators and principals is reflected in both the
21 invoices of the Special Master (7.9 hours in February, 10.9 hours in March, 2.5 hours in
22 April and 20 hours in May on the Revised CMP) and of Dr. Montañó (15 hours in February,
23 13.5 hours in March, 2.5 hours in April and 3.2 hours in May on the Revised CMP). True
24 and correct copies of the Special Master’s February – May invoices are attached hereto as
25 **Exhibit A**. True and correct copies of Dr. Montañó’s February – May Invoices are attached
26 hereto as **Exhibit B**.

27 5. In an effort to address the objections raised by the Mendoza and Fisher
28 Plaintiffs in their recent filings, and in consultation with the Special Master, TUSD has

Tucson Unified School District – Legal Department
1010 East 10th Street, Room 24
Tucson, Arizona 85719
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Tucson, Arizona 85719
Telephone: (520) 225-6040

1 agreed to make further revisions to the Revised CMP. A redlined version of the Revised
2 CMP with the further revisions is attached to hereto as **Exhibit C** and referred to herein as
3 the “Further Revised CMP”.

4 6. Attached hereto as **Exhibit D** is a true and correct copy of a 6/20/15 email I
5 received from the Special Master confirming his approval of the revised Tully individual
6 school improvement plan.

7 7. Attached hereto as **Exhibit E** is a true and correct copy of a 6/23/15 email I
8 received from the Special Master (all Plaintiffs’ counsel were copied on the email)
9 confirming various agreements reached between TUSD and the Special Master to resolve
10 objections raised by the Mendoza and Fisher Plaintiffs to the Revised CMP.

11 8. Attached hereto as **Exhibit F** is a true and correct copy of TUSD’s responses
12 to the Fisher Plaintiff’s Request for Information that I sent via email to all Plaintiffs’
13 counsel and the Special Master on June 25, 2015.

14
15 I declare under penalty of perjury under the laws of the United States of America that the
16 foregoing is true and correct.

17
18 DATED this 26th day of June, 2015

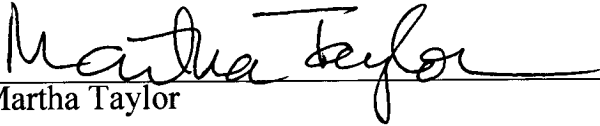
19
20 
21 Martha Taylor

EXHIBIT A

Willis D. Hawley
4627 30th Street, NW
Washington DC 20008

March 3, 2015

To: Mary Elenes

Re: Monthly Report of Hours Worked as Special Master: February 2015

Please consider this invoice for hours billed in February, 2015

Total : 89.9.8hours

Hours billed: 68

The total comes to \$17,000; 68hours @250 per hour). Attached is a summary of activities during this period. Note that I have billed TUSD for 78 percent of the hours worked.

Sincerely,

Willis Hawley

Willis Hawley

Professor of Education and Public Policy

University of Maryland

TIMESHEET FOR WILLIS HAWLEY

FEBRUARY 2015

DAY	TIME	ACTIVITY
1	1.4	Work on analysis of district info on PD costs
	.2	Memo to plaintiffs
	.7	Revision of memo to district re CRPI R&R
	.5	Initial work on revision and submission to district CMP revision re school improvement
2	.3	Discussion with Steve Holmes
	1.2	Response to district re Feb visit and CMP revision
	.5	Audit categories-discussion with budget expert
	.1	910G comments to TUSD staff
	.9	Review of docs re CRPI appointment and memo to district; interaction with district
	.3	Email to M. Taylor re NARA
	.1	Discussion with IC member
	.2	Response to plaintiff request
	.2	Discussion with Sam re CRPI
3	.8	Memo to parties on \$5 million-final agreement
	.9	Memo to parties on considerations for revising CMP
	.1	Memo to district re collaboration with University of Arizona
	.7	Work on audit focus
	1.4	Review of CRC plan and memo
	.9	Interaction with district re CRPI objection
	.3	Interaction with IC member
4	.4	CRPI Director R&R – further analysis of district documents
	.5	Discussion with plaintiffs re CRC non compliance
5	.2	Interaction with district re NARA
6	1.3	Evaluation of CRC compliance proposal
	.4	Interaction with IC member re CMP and plaintiff questions
	.6	Interactions with district re CRPI position
7	.5	Analysis of Mendoza comments on DGP
	.7	Work on CRPI R&R
	1.3	Analysis of Frit/Sabino proposal restructuring and discussion on district
8	1.1	Memo to parties on R&R for CRPI
	.6	Filing with court on CRC
9	.4	Interaction with IC member
	1.3	Draft letter on 910G amendment
	.7	Info to the court re ALE

	.1	Review of IC invoice and submit
	.2	Response to district re \$5 million
10	.5	Redo letter for 910G issue and consult with court
	.2	Review Fisher renewed request for R&R and response
11	.3	Handle IC payment issue
	.3	Withdrawal of objection to budget expenditure re levelled reading
	.4	Work on CRPI R&R
	.3	Review 9 th circuit order
	.4	Discussion with district staff
	.3	Work on CRC panel
12	.3	Communication with district and budget expert
	1.4	Work on CRPI R&R
	.3	Discussion with court
	.7	Recruiting CRC panel
	.6	Feedback to plaintiff on NARA process and review of plaintiff objection
	.7	Planning for visit to TUSD
13	.9	CRPI R&R
	.3	Schedule for visit
	1.2	Consult with court re budget
	.4	Discussion with district
14	.7	Communication with court
	.2	Analysis of court order
	2.4	Review and response to 2/4 proposals by district
15	4.1	Develop response to district Feb.4 budget proposals
	2.2	Response for TUSD visit
16	2.2	Review of data on magnet schools
	5.8	Travel to TUSD
17	.5	Meeting with M. Taylor
	5.8	Meeting with staff re CMP revision
	1.2	Meeting with HT Sanchez
	.5	Prepare next meeting
18		Develop proposal for CMP
	3.5	Meeting with staff re CMP
	1.0	Budget revision process and evaluation plan meeting
	1.0	T&P evaluation meeting
	2.0	Meeting on next steps re revision of CMP
	.5	Meeting with IC member re discipline
19	1.5	Meeting re DGP and GSRR implementation
	.5	Prepare proposal re CEP and send to parties
	.5	Meeting re analysis of PD expenditures
	.6	Meeting re ALE court order
	.6	Meeting with executive director of TEA
	5.3	Travel
21		
22	.9	Work on draft of R&R on CRPI-sent to parties
23	2.1	Work on CRPI R&R

Willis D. Hawley
4627 30th Street, NW
Washington DC 20008

April 14, 2015

To: Mary Elenes

Re: Monthly Report of Hours Worked as Special Master: March 2015

Please consider this invoice for hours billed in March, 2015

Total : 97.9.8hours

Hours billed: 75

The total comes to \$18,750; 75 hours @250 per hour). Attached is a summary of activities during this period. Note that I have billed TUSD for about 75 percent of the hours worked.

Sincerely,

Willis Hawley

Willis Hawley

Professor of Education and Public Policy

University of Maryland

TIMESHEET FOR WILLIS HAWLEY

MARCH 2015

DAY	TIME	ACTIVITY
1		
2	1.3	Review of preliminary district 2016 budget, consult with budget expert and send concerns to parties.
	.4	Review of Mendoza RFI re 910g expenditures and email to parties about TUSD response
.	.3	Review of Mendoza critique of 2016 budget and memo to parties
3	.3	Memo to attorney about scope of SM authority
	.1	Note to Martha Taylor
	.3	Note to plaintiff re PD costs calculation
	1.3	Analysis of audit report and discussion with budget expert
	.5	Review of DGP and Mendoza concerns
	.1	Emails to Karla Soto
	.8	Draft of comments on audit and submit to parties
	.2	Email to Mendoza re DGP
4	.3	Follow up on status of DGP
	1.2	Further analysis of budget and memo to parties
	.3	Memos to district and budget expert about budget discussion
	.3	Work on summit agenda
	.3	Discussion with IC member re discipline
	.1	Note to TUSD re discipline info
	.3	Review Fisher objection to SM R&R on CRPI
5	.3	Analysis of 2013-14 expenditures
	.7	Response to district "explanation" of audit concerns
	.5	Review of Fisher objection to CRPI R&R
	1.1	Analysis of 1 st . Q discipline report
	.3	Memo to plaintiff re NARA process
	.2	Preliminary look at TUSD ALE response
6	1.2	Prepare for participation on meeting with TUSD staff re budget and follow up with parties
	1.6	Draft proposal for budget review at March TUSD meeting
	.2	Info to IC member
	.7	Meeting with lawyer
	.3	Discussion with district staff re magnet plan
7	.2	Interaction with district on HR requests
	.3	Interaction with district re Fisher objections to CRPI R&R
	.3	Interaction with IC member re discipline
8	2.1	Review of 2 nd quarter report on discipline
	.3	Preliminary work on GSRR implementation
9	3.1	Prepare response to district re quarterly report
	.3	Discussion with Fisher plaintiffs

	.9	Meeting with IC member
	.4	Budget review process draft
	.4	Questions to district about discipline
10	.2	Memo to Taylor on CRPI issue
	.8	Memo to Taylor on dates of CMP monitoring data available
	1.1	Inquiry into disciplinary issue raised by Fisher plaintiffs and resulting response
	.3	Interaction with district staff re CRPI and CRC
	.1	Email to Mendoza plaintiff
	1.3	Draft and submit memo on Fisher objection to CRPI R&R
	.7	Discussion with CRPI director
	.5	Recruit CRPI panel members
	.1	Interaction with IC member
	.7	Revise 2 nd round budget process and submit to parties
	.4	Draft agenda (and share) for March meeting
11		
12	.5	Discussion with CRPI director advisory panel
	.3	Draft of report to court on Fischer objection to R&R/CRPI
	.4	Develop schedule for monitoring CMP
	.2	Discussion with Steve Holmes
	.5	Preliminary analysis of PD costs
14	2.6	Draft of comments on TUSD PD analysis
15	1.2	Submit comments on TUSD PD costs to parties
	.3	Interaction with district and budget re PD cost
	.6	Recruiting panel members for CRC
	.7	Initial review magnet plan for each school
16	.9	2 nd draft of summit agenda and submit
	.4	Work on CRC panel
	1.1	Analysis of district data on FRM and race
	.8	Review of individual school magnet plans
	.4	Discussion with district and budget expert on PD costs and preparation of possible analytical framework
17	.8	Work on magnet plans
	.3	Interaction with district re questions about magnet plans
18	.6	Review of info from district about magnet plans
	.8	Discussion with budget expert re 2016 budget presentation and preparation for this analysis
	.5	Memo on essential elements of magnet plans
	.5	Proposed amendment to magnet plan
	.7	Draft memo to HT re budget presentation/discussion with budget expert
19	.4	Communication with HT
	.4	Review Mendoza comments on T evaluation
	.8	Communication with staff on CMP revision
	.3	Recruiting panel for CRC
20	.6	Communication with district staff re CMP
	.4	Review of and response to Mendoza comments on principal evaluation

Willis D. Hawley
4627 30th Street, NW
Washington DC 20008

May 7, 2015

To: Mary Elenes

Re: Monthly Report of Hours Worked as Special Master: April 2015

Please consider this invoice for hours billed in April, 2015

Total : 65.4 hours

Hours billed: 59

The total comes to \$14,750: 59 hours @250 per hour). Attached is a summary of activities during this period. Note that I have billed TUSD for about 90 percent of the hours worked.

Sincerely,

Willis Hawley

Willis Hawley

Professor of Education and Public Policy

University of Maryland

TIMESHEET FOR WILLIS HAWLEY

APRIL 2015

DAY	TIME	ACTIVITY
1	1.4	Proposal for revising CMP Middle School plans
	2.7	Review of Fruchtlende/Sabino proposal
	.3	Communication with TUSD
2	.3	Work on response to F/S proposal
	.2	Communication with district and parties re F/S proposal
	.5	Communication with parties re discipline problems
	.5	Communication with IC member
6	.6	Work on F/S issue
	.8	Discussion with Steve Holmes re school improvement
	.1	Process IC invoices
	.2	Set up call with district staff
	.9	Review of revised T evaluation instrument
7	.3	Emails to district staff re school improvement
	.6	NARA Discussion w/District
	.4	Further analysis of info on restructuring proposals
8	2.2	Draft of summary report on F/S plan
	.3	Consultation a lawyer
9	1.6	Communication with parties, emails, and phone calls re F/S Plan
	3.3	Preparation of report to court on plans for F/S
10	1.1	Work on report to the court re F/S plan
	1.2	Failed efforts to work with parties to reach an agreement about F/S plan
	2.2	Final draft of report to the court on F/S plan
	.6	Communications with IC re discipline and budget "audit"
11	.7	Initial review Mendoza objection to T&P evaluation
	.1	Process IC member invoice
12	1.3	Prepare final version of F/S R&R
	2.1	Analysis of OMA support from 910G and memo to TUSD
13	.5	Develop Qs for use in school site discipline queries
	.3	Review justification of OMA presented by TUSD staff
	.9	Work on F/S issue for filing, interaction with parties.
	.5	Discussion with IC member re budget
	.6	Work on principal evaluation instrument
	.6	Discussion with court re F/S proposal
14	.5	Response to IC member on discipline
	.4	Work on T evaluation instrument
15	.4	Communication with IC members
	.2	Exchange with J. Tolleson

	1,1	Prep for and conversation with DMC re RSCs study
15	.4	Scheduling briefings
	.5	Discussion with Holmes re OMA
16	.7	Interaction w/Court re NARA
	.4	Note to court on expediting action on F/S R&R
17	.3	Memo on change on oversubscribed schools policy (check date)
21	2.5	Work on principal evaluation instrument and memo to parties
	.3	Interaction with IC member re discipline
	.1	Response to district on oversubscribed schools
22	.8	Discussion M plaintiffs
	2.4	Work on T evaluation instrument/intro sections and share w/parties
24	.8	Draft of memo on T&P evaluation
	.5	Discussion with TUSD staff
	1.3	Work on T evaluation
	.6	Response and comments on timeline on T&P evaluation
	.6	Initial review of objections to NARA R&R
25	.7	Memo to parties on national panel
	.8	Review of objection to NARA R&R
	1.4	Draft of memo on CRP to parties
	.4	Interaction with IC members
	1.1	Work on T evaluation instrument
	.2	Memo to Superintendent
26	2.4	Prepare info on revision of TEI
	2.1	Analysis of objections to R&R re F/S proposal
	.7	Discussions with IC members
	.2	Request for info from district
	.6	Info to District re T&P evaluation
27	.2	Note to superintendent
	.4	Memo/inquiry to attorney
	.9	Discussion and emails with IC members
	.5	Review and comment on interim report of IC members/budget review
	.8	Memo to parties re work on TEI/process
	.7	Discussion w/ Supt and Board Member
	.5	Memo to parties on CRP
28	.4	Discussion with attorney
	.7	Discussion with budget expert
	.7	Work on response to objection to F/S R&R
	.2	Memo to Holmes
29	1.3	Work on TEI
	2.2	Work on response to objection to F/S R&R
	.8	Note to Lopez on panel for CRC/CRP
30	1.8	Revision of T evaluation instrument
Total Hrs	65.4	

Willis D. Hawley
4627 30th Street, NW
Washington DC 20008

June 14,, 2015

To: Mary Elenes

Re: Monthly Report of Hours Worked as Special Master: May, 2015.

Please consider this invoice for hours billed in May, 2015

Total : 97.2

Hours billed: 75.8

The total comes to \$18,950, 75.8 hours @250 per hour). Attached is a summary of activities during this period. Note that I have billed TUSD for less than 80 percent of the hours worked.

Sincerely,

Willis Hawley

Willis Hawley

Professor of Education and Public Policy

University of Maryland

TIMESHEET FOR WILLIS HAWLEY

MAY 2015

DAY	TIME	ACTIVITY
1	.1	Discussion with lawyer and preparation
	1.1	Memo to parties re T&P evaluation
2	.3	Response to district re meeting re: teacher evaluation student survey
	.3	Comment on Dietz portable
3	.6	Work on district 2016 budget
	.4	Preliminary review of ALE objection by Mendoza
	.8	Preliminary review of RFIs from March summit
4	2.5	Revision of T evaluation instrument
	.3	Forward concerns about the LSC study to parties
	2.6	Revision of T evaluation instrument
	1.9	Teleconference re LSC study
	1.7	Review of CMP and comments to district
	.4	Work on objections to F/S R&R
5	.8	Conversation with district and TEA re T evaluation process
	.9	Memo to parties on use of surveys
	1.3	Analysis of Mendoza suggestions on TEI
6	2.2	Work on IC budget report
	.4	Response re Dietz
	2.1	Analysis of 2016 budget including communication with district staff and plaintiffs
	.9	Memo to parties on TEI
	.3	Scheduling consultation with plaintiffs re IC report
7	.4	IC report final send too parties
	.6	Review of magnet plans-school level feedback on oversubscribed lottery
	.6	Consult on F/S plan with court
	2.4	Analysis of 2016 budget
	1.2	Discussion with IC members re discipline and budget
	.3	Process IC invoices
	.8	Review of Mendoza budget memo
8	2.1	Review of magnet school plans
	.6	Discussion with Mendoza plaintiffs
	1.4	Analysis of 2016 budget
	.4	Response to district memo on Dietz/use of NARA
	.8	Review of plaintiffs position on Dietz
9	.3	Preliminary review of report on PC cost
	4.1	Review of Magnet school plans and memo to district
	10	Follow up on magnet schools memo
11	.8	Budget analysis
	.8	Analysis of proposal for lottery preferences and memo district
	.6	Analysis of OMA proposal

	1.1	Budget analysis and prep for conversations with district and plaintiffs
	1.6	Discussion with district re budget
	1.7	Discussion with plaintiffs re budget
	.3	Follow up to meetings
	.1	Interaction with IC member
	.2	Response to timeline for Dietz NARA
12		
13	1.2	Work on magnet school plans
14	2.8	Prepare and participate on discussion with district staff re magnet plans
	.2	Interaction with IC members
	.2	Review Mendoza objection to lottery proposal
	.4	Analysis of Mendoza objection to Santa Rita initiative and note to parties
15	.2	Discussion with district staff
	.7	Prepare schedule for CMP resolution to parties
	1.2	Prepare memo on oversubscribed school policy for parties
	.5	Discussion with budget expert re 2016 budget
	.5	Work on draft of SM budget recommendations
16	.6	Memo to parties re lottery proposal
17	1.1	Evaluation of Dietz NARA
	.3	Revision of CMP briefing schedule
	.6	Interactions with district and consultant re CRP and CRC
	2.5	Review of magnet plan
	.2	Memos to IC member
	.1	Proposal for briefing re budget
18	1.7	Memo on Dietz to parties
	.3	Response to revision of lottery policy
	2.1	Work on comments re budget
	.5	Discussion with plaintiffs
19	1.8	Budget comments to parties
	.2	Discussion with IC member
	1.1	Review of OMA budget and email to district and budget experts
20		
21	.8	Discussion with staff re national panel
22	1.0	Work on discipline report from IC member
	.2	Communication with Orfield
23	.4	Memo re magnet plan to Orfield
	2.1	Development of process for examining compliance with discipline policies (incl. discussion with IC member)
24		
25	1.7	Preparation for R&R on Dietz NARA
26	3.8	Preparation of Dietz R&R and sent to attorney for filing
	1.9	Discussion with IC member re discipline and preparation for investigative strategy for schools on discipline
	.5	Analysis of lottery proposal
	.3	Initial look at third quarter report on expenditures
27	.3	Discussion filing with attorney

	.5	Comment to parties on lottery
	.3	Discussion with Sam Brown
28	1.1	Work on HR data
	.7	Discussion with district re lottery policy
29	4.5	Prepare and send memo on oversubscribed lottery policy
	.5	Discussion with plaintiffs
	.7	Discussion with district re lottery policy
29	4.5	Prepare and send memo on oversubscribed lottery policy
	.5	Discussion with plaintiffs
30	.6	HR data analysis
	.4	Review of objections to CMP from plaintiffs
31	.1	Memo to HR
	2.6	Review plaintiffs objections to CMP and memo to parties
Total Hours	97.2	

EXHIBIT B

IMPLEMENTATION COMMITTEE**Dr. Rebecca R. Montano****INVOICE, FEBRUARY 2015, 2015****TOTAL HOURS: 18.65 HRS x \$75.00= \$1,398.75**

<u>TASK</u>	<u>DATE</u>	<u>HOURS</u>
Team Meeting with Martha Taylor to review tasks and projects	February 2, 2015	1:50
Meeting with Asst. Superintendent to plan for Magnet Review	February 11, 2015	1:20
I.C. Team Meeting with Dr. Sanchez	February 12, 2015	:45
I.C. Team Meeting with Dr. Hawley to review projects and schedule for week	February 16, 2015	1:50
Magnet Planning for court compliance with District team, Special Master, Asst. Supt.	February 17, 2015	5:50
Magnet Alignment of Innovative Practices Principal plan/communication district team	February 18, 2015	6:50
Magnet Review with individual principals and district administrators	February 25, 2015	<u>2:00</u>
<u>TOTAL HOURS</u>		<u>18.65</u>

IMPLEMENTATION COMMITTEE**Dr. Rebecca R. Montano****INVOICE, MARCH 2015****TOTAL HOURS: 19.5 X 75.00=\$1,425.00**

<u>TASK</u>	<u>DATE</u>	<u>HOURS</u>
Team Meeting with Martha Taylor	March 3, 2015	1 hr.
Magnet Review Principal Plans	March 4, 2015	3.5 hrs.
Review 20 Magnet School Plans for Alignment/Strategies	March 16, 17, 2015	4.0 hrs
Continue Review 20 Magnet School Plans/Develop budget/formula 2016	March 18, 2015	6 hrs.
Team Meeting with Dr. Hawley	March 25, 2015	1.5 hrs.
TUSD DESEG. MTG. W/ Plaintiffs, Dr. Hawley	March 27, 2015	<u>3.0</u>
<u>TOTAL HOURS</u>		<u>19.0 hrs.</u>

IMPLEMENTATION COMMITTEE**Dr. Rebecca R. Montano****INVOICE APRIL 2015****TOTAL HOURS: 26.35 X \$75.00=\$1,976.25**

<u>TASK</u>	<u>DATE</u>	
<u>HOURS</u>	Meeting with IC Team to plan	4-2-
15	1.50 Expenditure Review	
Meeting w/ Asst. Suptd./Magnet	4-2-15	1.50
	4-22-15	1.00
IC Meeting with Deseg. Director for Schedule of IC Expenditure Review	4-9-15	2.50
IC Meeting with Dr. Sanchez	4-13-15	.40
<u>EXPENDITURE REVIEW INTERVIEWS BY I.C.</u>		
	2-20-15	3.00
	2-21-15	2.00
	2-22-15	2.00
	2-23-15	4.00
	2-27-15	2.45
	2-28-15	2.50
	2-30-15	<u>3.50</u>
TOTAL HOURS:		26.35

IMPLEMENTATION COMMITTEE

Dr. Rebecca R. Montano

INVOICE MAY 2015

TOTAL HOURS: 9.75x \$75.00= \$731.25

<u>TASK</u>	<u>DATE</u>	<u>HOURS</u>
Budget Expenditures Review	May 1, 2015	2 hrs.
CRC Instructional Review	May 6, 2015	1.5 hrs.
Magnet Plan Mtg./Conference Call	May14, 2015	3.20 hrs.
CRC Planning Mtg.	May 18, 2015	2 hrs.
<u>Superintendent Mtg.</u>	<u>May 21, 2015</u>	<u>1 hr.</u>
Total Hours		9.75

EXHIBIT C

TUSD

Tucson Unified School District

**Revised Comprehensive
Magnet Plan**

6.26.15

2015-16

2016-17

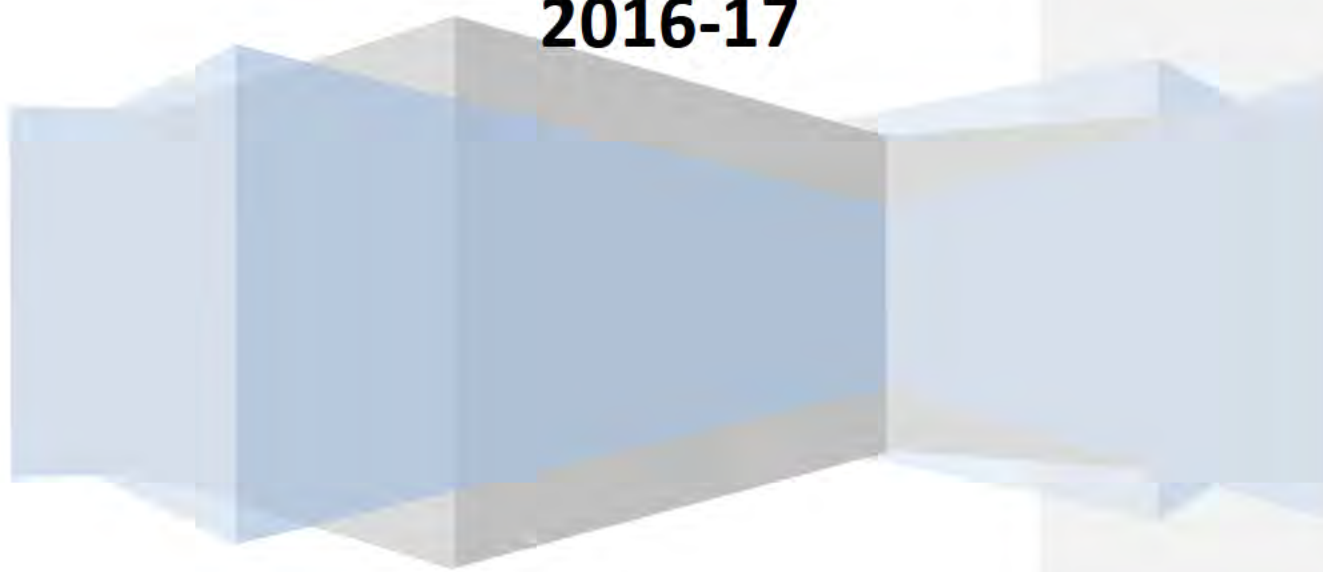


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Attachments

Attachment	Title
A	2011 Magnet School Study
B	Job Description: Magnet Coordinator
C	Job Description: Teacher Assistant
D	Job Description: Instructional Data and Intervention Coach
E	Professional Learning Community Protocols (DRAFT)
F	Site Magnet Plans

Deleted: Magnet School Plans (Improvement Plans)

Overview

Magnet schools were established in Tucson Unified School District (TUSD) in 1978 in response to a federal district court settlement agreement. The intention of magnet schools at that point was to eliminate the vestiges of the previously segregated dual school system. In the ensuing years, the purpose of TUSD magnet programs changed. TUSD is currently under a desegregation plan, with magnet programs identified as a primary strategy for integrating schools within the District. The goal of magnet schools by definition is to attract a racially diverse student body by creating schools so unique and appealing that it will draw a diverse range of students from across the district. In successful magnet schools, the student and staff population is diverse and academic achievement is higher than non-magnet schools.

In TUSD, there are currently 20 magnet school sites. As the District moves toward unitary status, TUSD's Magnet Department is committed to magnet schools becoming integrated and high achieving. To do so, specific goals have been created that will address the issues surrounding integration and student achievement.

Court order 1753 requires that TUSD magnet schools are integrated and academically successful by the end of the 2016-2017 school year. The first goal reflects the USP definition of an integrated school [USP II.B.2]. In addition, there are five student achievement goals: 1. A magnet school must be an A or B school as defined by the Arizona Department of Education school letter grade system. 2. Students in magnet schools will score higher than the state median in reading and math on the state assessment. 3. Students in magnet schools show higher growth than the state median growth in math and reading. 4. Magnet schools will secure the growth of the bottom 25% of the students at the school at a rate higher than the state median growth of the bottom 25%. 5. Magnet schools will 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.

History of the Comprehensive Magnet Plan

A Comprehensive Magnet Plan was approved by the Governing Board on July 15, 2014. This plan was rejected by the courts. A court order was filed in January 2015 which requires a revision of the Comprehensive Magnet Plan be submitted to the Special Master by May 15, 2015. Order 1753 requires that the District work with the Special Master to create school plans. The Special Master provided specific guidance and support during the development of the school plans.

Magnet Plan of Action

The purpose of this section, *Magnet Plan of Action*, is to address the requirements of the Unitary Status Plan.

Magnet Strategy and Operations [USP (II)(C)(2); (II)(E)(3)]

The Tucson Unified School District Magnet Department has adopted a continuous school improvement model inspired by Michael Fullan (*Leadership and Sustainability: System Thinkers in Action*, 2005), Paul Bambrick-Santoyo (*Leverage Leadership*), and Mark A. Smylie (*Continuous School Improvement*, 2010). Using the organizational design principles outlined by Bambrick-

Santoyo, each school created a continuous school improvement plan. Every magnet school plan describes strategies that focus on improving integration and student achievement.

Comment [VC1]: Hawley 6.2.15 District abandoned the three levels.

During the 2015-16 and 2016-17 school years, the Magnet Department will provide oversight of each site's Magnet School Plan. The Magnet Director and a Senior Program Coordinator will work with campuses to assure implementation and compliance of each plan and provide support as needed. The Magnet Department will take an active role in improving instructional quality and academic rigor so schools can attain the student achievement goals defined in Court Order 1753. Collaboration with the Curriculum and Instruction Department, Human Resources, Student Equity and Title I will ensure that all available resources are leveraged. The Magnet Department will also work closely with the Communications Department to implement marketing and recruitment campaigns. These campaigns will support schools in meeting integration benchmarks defined in each Magnet School Plan. The Magnet Department will continue to partner with family centers, support events, provide outreach, and market school brands.

Student Assignment Overview [USP (II)(A)(1); USP (II)(A)(2); USP (II)(E)(3)]

Tucson Unified School District's School Community Services Department manages the lottery system that determines student placement for magnet or open enrollment. This lottery is weighted to support integration of schools according to USP ethnicity requirements. Magnet applications are accepted at school sites, on-line, at family centers, and at School Community Services. The Magnet Department and School Community Services collaborate each year to ensure that information about magnet programs and pipelines are accurate before applications are released to the public. The application window for lottery selection for magnet programs runs from November through March. Parents may continue to submit applications after the March lottery window deadline. Students will be placed if the magnet campus has available seats.

Other than the weighted lottery, there are no other admission priorities for magnet schools.

However, at Tully there will be two GATE components: self-contained – as an addition to the District's self-contained GATE option - and GATE Plus. Students in the self-contained strand will take the GATE placement test; all other students will receive GATE Plus services in their regular classrooms. The self-contained strand thus has a testing component, which is unique among TUSD magnet schools.

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Comment [FR2]: This reads that no other sites test to gain GATE entrance????

Magnet Programs – Magnet School Plan [USP (II)(E)(3); Order 1753 Filed 01/16/15]

Current budget capacity does not exist to adequately resource and staff new and replicated programs. As a result, during the 2015-16 and 2016-17 school years, the District will not be adding new magnet sites and no programs will be replicated or relocated. No additional dual language magnet programs will be offered during the 2015-16 or 2016-17 school years. However, the District may consider adding programs in the future. Pipelined magnet programs offer a continuous theme from Kindergarten to High School. The District currently has an International Baccalaureate, Fine and Performing Arts, and Science Technology and Math pipelines (STEM). As some pipelines might be disrupted by program elimination, the District will work to identify new magnet sites to continue these pipelines. After the 2016-17 school year, new, replicated and/or relocated magnet

Deleted: as the District moves forward with planning for the implementation of the Gifted and Talented theme at Tully Elementary Magnet, there is discussion about possible testing for students who participate in this magnet program. In all other schools, students do not need to test or audition in order to gain placement at any TUSD magnet school

Comment [VC3]: Mendoza 5 29

Comment [VC4]: Hawley 6.3.15

programs will be considered based on budget capacity, available resources, public interest, and location.

During the 2013-14 school year, the District initiated a comprehensive boundary review. The Boundary Committee determined that any change in boundaries would not have a significant effect on the integration of magnet schools. Therefore, no changes will be made in attendance boundaries for magnet schools during the 2015-16 school year. Dodge Magnet Middle School will remain the only magnet program with no attendance boundary.

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The District assigned new magnet themes to two campuses. Tully Magnet Elementary will change their theme from STEM to Gifted and Talented (to be implemented during the 2016-17 school year), and Carrillo Magnet Elementary adopted Communication and Creative Arts as a theme effective 2014-15 school year. [USP (II)(E)(3)]

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In accordance with Court Order 1753, each site created a Magnet School Plan (MSP) that addresses two specific components: integration and student achievement. Each magnet school created a two year plan that includes both long term goals and annual benchmarks. Each school adopted a continuous improvement model that is driven by systematic, steady and incremental progress.

Schools underwent a needs assessment to determine goals and benchmarks for integration and student achievement. Schools analyzed two years of data. From these data points, schools created goals and benchmarks. Some schools anticipated that the majority of growth was going to occur the second year of implementation. The goals and benchmarks were modified to show equal incremental growth over the two year span of the plan. Each Magnet School Plan includes intentional strategies that will allow for progress toward integration and student achievement. By using specialized instructional strategies for diverse populations and strengthening their unique theme, schools will meet the challenges set before them. These strategies are integral to the schools' missions and their identity as magnets.

Comment [VC5]: Mendoza 5.29.15

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In March and April of 2015, principals and key magnet staff were trained on the processes and components of continuous school improvement. Participants were briefed on the difference between the change process as an adaptation to internal and external demands compared to the idea of change that occurs over time and never reaches a final outcome. School teams analyzed current conditions and processes to determine what adjustments needed to be made in order to implement continuous improvement. These components were embedded into the Magnet School Plans.

Comment [VC6]: Mendoza 5.29.15

Comment [VC7]: Hawley 6.3.15

Processes and Schedules to Improve Magnet Programs

A committee comprised of District representatives, a plaintiff representative, and the Special Master analyzed enrollment and student achievement data for all twenty magnet schools. Two data points were used to group schools: the state letter grade and the application of the integration formula. Schools were grouped according to state letter grade and integration trends. Table 1 indicates how schools were grouped.

Deleted: The District created an exclusionary option for schools that are highly performing but have little chance of integrating. The District selected Ochoa for this exclusionary option. This option, called Lighthouse, involves creating a lab school environment where highly successful teachers share their expertise and classrooms as models. As a Lighthouse School, Ochoa would no longer be a magnet school and would accept only open enrollment and neighborhood students. The school would continue to receive magnet funding for three years beginning in 2015-16

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Table 1

School	Letter Grade	Integration Status	School	Letter Grade	Integration Status	School	Letter Grade	Integration Status
Carrillo	A	No	Bonillas	C	No	Cragin**	C	Yes
Dodge	A	Yes	Booth-Fickett	C	Yes	Pueblo	C	No
Drachman	A	No	Borton	C	Yes	Holladay	D	No
Palo Verde	A	Yes	Mansfeld	C	No	Robison	D	No
Cholla	B	Yes	Safford	C	No	Utterback	D	No
Davis	B	No						
Odhoa	B	No						
Roskruge	B	No						
Tucson	B	No						
Tully*	C	No						

*= Tully is exempt from elimination because of theme change in 2015-16

**= Magnet status eliminated 2015-2016 school year

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Comment [VC8]: Hawley 6.3.15

Comment [VC9]: Hawley 5.1.15

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To address integration, the District worked with magnet schools to review successful strategies and brainstorm strategies that have not been explored. Schools added these strategies to the Integration section of their magnet school plans. "A" and "B" schools that are integrated or close to integration will divide the Magnet Coordinator's time between supporting recruitment and improving student achievement. "C" and "D" schools will utilize the coordinator position to primarily improve student achievement.

All schools must show progress toward integration each year, with 2014-15 being the baseline year. Integration can be measured in two ways. First, Special Master will examine the overall integration of the school using the 70% and 15% thresholds. Second, progress toward integration will be measured by the incoming class at lowest grade and those students in subsequent years. Integration must be maintained at each of the subsequent grade levels starting with 2014-15 and 2015-16, and from 2015-16 to 2016-17. After the 40th day of enrollment for 2015-16, and the 40th day of 2016-17, the Special Master may recommend to the courts that these schools that have little chance to integrate and magnet status should be relinquished. Schools that have shown substantial progress toward integration will have until June of 2017 to meet USP integration standards.

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To address student achievement, the District required each school to adopt a continuous school improvement (CSI) process centered on student data. CSI enhances the ability of teachers to employ a repertoire of instructional strategies rooted in culturally responsive pedagogy to create school cultures that are inclusive and supported by shared leadership and instructional support systems. "A" and "B" schools were directed to include the following three strategies for improving overall student achievement and closing the achievement gap in their school plan. Schools that have a magnet identity were encouraged to keep that identity and embed the theme into the strategies:

- Implement PLCs a two hour block of time at least once weekly
 - The district will provide training on the implementation of the DuFour Model of Professional Learning Communities (PLCs) and the in-depth data analysis strategies outlined by Paul Bambrick-Santoyo.

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o The District has created a protocol for all PLCs (See Attachment E). The protocol begins by teachers coming to a common agreement on four basic questions: 1) What do we want students to learn? 2) How will we know if they learn it? 3) How do we respond when students are not learning? 4) How do we respond when students have already learned it? Next, the professional community will purposefully analyze student work to determine who has learned the skill(s), are there specific trends to consider, and to determine who did not learn the skill. The professional community can begin to dialog and problem solve collaboratively. This protocol includes a Team Agenda and a Team Feedback Sheet so that communication is apparent between team members, teacher leaders, and the leadership team.

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Comment [VC10]: Hawley 5.1.15/emphasis on problem solving

o Tucson Unified School District recognizes the importance of professional development of all staff and believes that to build instructional capacity, teachers and staff who provide instructional services for students must be continuous learners. To this end, the District has set aside one day week where students leave early, freeing up quality time for staff to participate in PLCs, Learner Centered Professional Development, and other training as necessary. Teachers in magnet schools will participate in PLCs during release time on Wednesdays and will be compensated for an additional hour to ensure that they have a minimum of 90 minutes at least once a week. Some schools have leveraged staff so that additional time is built into the schedule without impacting or reducing the amount of instructional time. Mansfeld is a good example. Because of the seven period day, Mansfeld is able to give teachers additional planning time without impacting the school day for students. Borton, Holladay, and Camillo utilize certified specialists to provide art, outdoor learning, and drama. While students are in these classes, teachers are able to plan, meet and collaborate.

Comment [VC11]: Hawley 6.3.15

Comment [VC12]: Hawley 5.3.15

Comment [VC13]: Hawley 5.1.15

Comment [VC14]: Mendoza 5.29.15

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Comment [VC15]: Mendoza 5.29.15

o Provide Learner Centered Professional Development (LCPD) incorporates what we know about adult professional learning and couples that with research from school reform efforts. LCPD approaches professional learning as an interactive process where teachers are viewed as competent and motivated learners. LCPD focuses on the improvement of instructional practices and instructional strategies that are directly related to the daily challenges of the classroom. There is the direct connection between the actions that a teacher needs to take for students to be successful and measuring how those actions directly impact the challenges of the classroom. LCPD can be more effective than the traditional methods of professional development because the learning is job-embedded and directly related to classroom experiences. When teachers develop analytic capacity and are responsible for identifying what they need to learn, they are more motivated and committed to the learning. The content of LCPD focuses on what students are to learn and how to address the different problems students may have in learning the material.

Comment [VC16]: Hawley 6.3.15

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- o LCPD is driven by analyses of the difference between the goals and standards for student learning and student performance.
- o LCPD is primarily school-based and integral to school processes and schedules.
- o LCPD is organized around collaborative learning and problem solving.

Comment [VC17]: Special Master 6.3.15

- A Magnet Coordinator (see attachment B) will provide support for classroom teachers to improve instruction, aggregate data, and guide PLCs as needed. Magnet Coordinators will be trained in facilitating data dialogs (*Leveraging Leadership*).

“C” and “D” schools were directed to include the three strategies above. As well, these schools were directed to choose from a menu of other strategies:

- Create Teacher Leaders of PLCs. ~~Reduce class size or student to adult ratio.~~
- Provide training on differentiated Tier 1 instruction for all students. The training must be followed up by classroom observations and coaching.
- Utilize Cooperative Learning strategies
- Utilize peer tutoring
- Provide Tier 2 intervention within the school day.
- Provide Tier 3 interventions.
- Use a Peer Observation Model to provide lesson and instructional feedback.
- Utilize an Instructional Data and Intervention Coach or Learning Support Coordinator (LSC) to support PLCs.

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Schools were given the opportunity to include research-based strategies that address student achievement or closing achievement gaps in addition to the strategies listed above and that were approved by the District and were in line with the CSI initiative. To meet the student achievement goals, all magnet schools wrote specific strategies to improve academic achievement for all students, address achievement discrepancies in the lower 25%, and address achievement gaps. For those schools that did not reclassify enough ELL students to receive additional points from the Arizona Department of Education letter grade system, they included strategies in their plans specifically designed for the success of ELL students. Benchmarks for 2015-16 and budgetary requirements are also outlined in each Magnet School Plan.

Comment [VC18]: Hawley 5.1.15

Magnet schools that have a state letter grade of “D” have been granted magnet funding for the 2015-16 school year. This funding is to be allocated towards student achievement, with care taken to not supplant Title 1 programs. After analysis of 2015-16 40th day enrollment data, the Special Master may consider withdrawing magnet status. In the case of Cragin, the District agreed with the plaintiffs that budgetary capacity does not currently exist to support this site’s magnet program. Therefore, after 2015-16 Cragin will no longer receive magnet funding and will not be considered a magnet school. Cragin will not be included in the magnet lottery process for 2015-16. However, because of location, the District may consider Cragin as a magnet in the future. Tully will be exempt from this measure because of the theme change.

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Strategies to Improve Student Achievement

There are two key factors to improving student achievement: Instruction and School Culture. Data driven instruction, observational feedback, instructional planning, and professional development when done with purposeful intention will improve student achievement. School Culture is defined by student expectations, staff culture, and distributed leadership.

The District will provide professional development opportunities that are consistent with current research to ensure that teachers build a broad range teaching strategies for students who are struggling academically. Related training will be provided to principals, teacher evaluators
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and instructional support staff. The District will offer training opportunities to help principals and teachers use data driven instruction, observational feedback and instructional planning. Principals will receive training in creating a positive school culture that reflects high expectations for both students and teachers and in developing distributed leadership systems, with teachers as Teacher Leaders.

All magnet schools have to implement three strategies: Create robust PLCs around what students need to learn, implement Learner Centered Professional Development, and utilize an instructional expert to support teacher learning. Magnet schools that are “C” and “D” have to include other strategies in their plan.

Those that intend to reduce the student to adult ratio will utilize Teacher Assistants (see attachment

Comment [VC19]: Mendoza 5.29.15

C). To be a Teacher Assistant in TUSD, you must have the following qualifications:

- Associates Degree (or higher), OR 60 Semester Hour credits, OR AZ Department of Education approve Academic Assessment Test
- At least one year experience working with youth
- Speak, read, and write English

Based on student data, teachers will identify students who either have learned the skill, who are on their way to learning the skill, or who are struggling. Teachers will then provide either small group instruction or one-on-one instruction to address the students who have not learned the skill. Balancing a full classroom and providing small group and individualized learning can be a challenge for the best of teachers. Teacher Assistants in the classroom can provide the support needed so that all students can succeed by providing guidance and direction while the teacher works with small groups or one-on-one. When Teacher Assistants are used, they will be supporting the learning of students who are not struggling so that certified personnel can work more intensively with students who most need their expertise.

Comment [VC20]: Hawley 5.3.15

Deleted: Teaching Assistants allow the teacher to engage in more small group and individualized instruction.

Deleted: Response-To-Intervention

Comment [VC21]: Hawley 5.3.15

Other schools have chosen to implement Multi-Tiered System of Support. This model uses student data to determine grouping for specific purposes that relate to student needs and strengths. When teachers focus on students' cultural linguistic and cognitive assets, they can design learning situations that enable students to connect what they know to what we want them to learn. The model of grouping is fluid and flexible where not only the students move in and out of support systems, but what they are learning changes also. The majority of student learning time is in whole group, flexible groups, or individualized. Pull-out interventions will be used minimally. Teachers will use a range of instructional strategies that minimize the use of achievement groups such as cooperative learning, peer tutoring, and differentiated instruction. Some schools have elected to use an Instructional Data and Intervention Coach to support these efforts.

Interventions provided outside the school day will be considered at each magnet school. The Magnet Department has been instrumental in writing grants for schools. Currently, thirteen of the twenty magnet schools have 21st century funding. The Department submitted five more grants that could be funded for 2015-16. This is a five year grant by the Arizona Department of Education that provides extended day opportunities for students and includes transportation. Some schools are using a community school approach that includes a minimal fee. Other schools are providing after school tutoring and Saturday school where teachers are working

directly with students on specific content skills. After school tutoring and Saturday school may will include transportation.

Comment [VC22]: Mendoza 5.29.15

Comment [VC23]: Special Master 6.22.15

Some schools recognize the need to improve instructional practices. Those schools will utilize specialists to support teacher learning. Magnet Coordinators will work directly with teachers in planning and lesson delivery. Instructional Data and Intervention Coordinator (see attachment E) will support PLCs and individual teachers in creating meaningful assessments, providing data reports, and support teachers in understanding the data. This position will track student data and offer recommendations for interventions. Teacher Leaders, although not a dedicated position, will work with PLCs to facilitate deep and deliberate dialog that connects assessment to student learning to instruction. This will allow teachers to reflect and make adjustments to both planning and instruction.

Teaching used to be seen as a deeply personal craft and often teachers were reluctant to have others observe their practice. In today's schools, this is not the case. More and more, teachers are becoming open minded and are welcoming other practitioners to provide feedback and help one another reflect on their instruction. Some Magnet schools have chosen peer observation as a tool to improve instruction. In peer observation, teachers meet together to discuss the lesson that is going to be taught. The teacher who is going to be observed explains any nuances of the lesson or particular areas that he/she would like to have special attention paid. The observing teacher watches the entire lesson as planned and makes observational notes. After, the two teachers come together to reflect on the lesson, study the data, and work collaboratively to improve instruction. This strategy takes a great deal of training before being implemented.

Processes and Strategies to Eliminate Magnet Programs

According to Court Order 1753, each magnet school will be evaluated annually using data markers for integration and student achievement. This will allow the Special Master and the District to determine the viability and desirability of existing programs. According to the Draft of Response to January 16 Court Order, "Should it appear highly unlikely that any particular magnet school or program will be able to meet the six goals (sic) by the end of the 2016-17 school year, the Special Master may recommend that magnet status be withdrawn." In the Fall of 2015, the Special Master will review 40th day enrollment data to determine whether magnet schools have met the USP integration goal or the goal for incoming grades, beginning with those grades that began in 2014-15. This analysis will be the first determining factor in identifying which magnet programs will be recommended for elimination. If the Special Master recommends that the magnet be eliminated, and if the Court adopts the recommendation, the funding allocated to the school for recruitment and marketing will be reallocated. Students attending under magnet status would continue to receive transportation until they reach the highest grade in that school. Once students reach the highest grade, they will returned to their neighborhood school or families may choose to open enroll.

Student achievement data will be the second determining factor in identifying possible magnet elimination. Assessment data from the 2016-17 school year will be analyzed according to five goals. Magnet schools must:

1. Be an A or B school as defined by the state school letter grade system.
2. Score higher than the state median in reading and math on the state assessment.

3. Show academic growth of all students higher than the state median growth in reading and math.
4. Secure the growth of the bottom 25% of the students of the school at a rate higher than the state median growth.
5. Reduce achievement gaps between ethnic groups so that achievement gaps between these groups are less than those in schools with similar demographics and socio economic factors and that are not magnet schools in the district. The gap shall be defined as the difference between performance in math and reading/literacy of the highest ethnic group compared to other ethnic groups within the school.

Comment [VC24]: Hawley 5.1.15
 Comment [VC25]: Fischer 5.29.15
 Comment [VC26]: Mendoza 5.29.15
 Comment [VC27]: Hawley 6.2.15

The budgeting process for most schools begins in the spring and is finalized by the end of June. Teachers and administrators are notified of the positions at the schools based on these preliminary budgets. Student test scores are usually made public late June or early July. If a magnet is eliminated because of lack of progress in improving student achievement, magnet funding will not be continued beyond the year in which funding is withdrawn. However, schools that lose magnet status will be funded as needed to meet student needs. In this case, schools will be allowed to exceed formula funding. Students attending the school under magnet status will receive transportation until they reach the highest grade at that school. The District will create a plan to support schools in building both budgetary and programmatic capacity so that the schools that lose magnet status are able to maintain basic school functions. These plans will vary from site to site, as some schools are more heavily invested in instructional staff and support positions.

Comment [VC28]: Fischer 5.29.15
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 Comment [VC29]: Special Master 6.22.15

Schedule for Magnet Programs

Date	Action	Participants
March-April, 2015	Schools develop Magnet School Plans	Site leadership
	Plans reviewed by stakeholders	Site leadership, district leadership, Special Master, plaintiffs
	New theme chosen for Tully	Theme determined by District leadership
May, 2015	Comprehensive Magnet Plan submitted	Magnet Department, Special Master
<u>June, 2015</u>	<u>Comprehensive Magnet Plan to Governing Board</u> Comprehensive Magnet Plan submitted	<u>Magnet Department</u> Court
June, 2015	<u>26-TUSD files its responses to Plaintiffs objections</u> <u>30-Plaintiffs may file comments on individual plans</u>	<u>TUSD, Plaintiffs, Special Master</u>
June-July, 2015	<u>CMP Approved by Court</u> Professional development focusing on achievement	Magnet school staff, District professional development staff
<u>July-May</u>	<u>7-TUSD may file response to Plaintiffs' comments about individual school plans</u> <u>9- Special Master files his recommendations with the Court</u>	<u>Plaintiffs, Special Master, Magnet Department, School Staff, Communications Department</u>

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	<p><u>The Parites my each file a response to the Special Master's recommendations</u></p> <p><u>Marketing and Recruitment begins</u></p> <p><u>Training for Magnet Coordinators</u></p> <p><u>Training for Principals</u></p>	
<u>October, 2015</u>	<u>40th day enrollment data compared to 2014-15 baseline</u>	<u>Magnet Department, Research and Accountability, School Community Services, Special Master</u>
<u>November, 2015</u>	<u>Court report on enrollment data findings regarding integration goals with recommendations concerning magnet status</u>	<u>Special Master</u>
<u>January, 2016</u>	<u>Achievement data submission</u>	<u>Magnet Department, Special Master</u>
<u>February 2016</u>	<u>Report of achievement to courts with recommendations concerning magnet status</u>	<u>Special Master</u>

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The Magnet Department will work in collaboration with other District departments to provide high quality professional development opportunities for teachers and administrators in order to on build knowledge and skills necessary to meet the five achievement goals set forth in the Order.

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Federal Magnet School Funding USP (II)(E)(5)

The Magnet Department will apply for the Magnet Schools Assistance Program grant in 2016-17.

Transportation – General Provisions [USP (III)(A)(3)]

The District will continue to provide free transportation to all magnet students who meet the guidelines established in the District’s Transportation Policy EEA and in the USP VIII.A.5. If a magnet is eliminated, students attending as a magnet student will continue to receive transportation until they reach the highest grade at that school. Students participating in 21st Century programs will also be eligible for transportation. Schools that provide after school community programs, tutoring, and Saturday school will work with the Transportation Department to ensure equitable access to transportation so all students have the opportunity to participate.

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ATTACHMENT A



Tucson Unified School District
Comprehensive Magnet Program Review

Education Consulting Services
December, 2011



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I. INTRODUCTION

For over thirty three years, Tucson Unified School District (TUSD) has supported magnet schools. They have served as the cornerstone of the District's integration plan. During that time, there has never been a review of TUSD's magnet program. The Post Unitary Status Plan (2009) called for a comprehensive magnet review to be completed. In January, 2011, Dr. John Pedicone was appointed Superintendent. In February 2011, he appointed an Interim Internal Compliance Officer to move forward with the Post Unitary Status Plan, including the completion of a comprehensive magnet review.

The contract to prepare a Comprehensive Magnet Review for TUSD was awarded to Education Consulting Services on July 7, 2011. Discussions were held with the district's Interim Internal Compliance Officer regarding the request for a comprehensive magnet review. A subsequent phone conversation was held with the superintendent.

The superintendent supported the need for a comprehensive magnet review which would take a close look at all of the district's magnet schools and determine if each school's program(s) support student integration and positively affect student achievement. The district also wanted to know what is happening at each magnet school in relation to its magnet curriculum. In discussions prior to the magnet review, the superintendent and the consultant agreed that Education Consulting Services:

- would bring forward an abundance of information about what is happening at each magnet in addition to recommendations focused on how to strengthen the district's overall magnet program and the programs at each school.
- would not make recommendations on closing, opening or changing a magnet school. All such decisions should be made by TUSD administration and the Governing Board. District administration would look at the information and data contained in the comprehensive magnet report and it would then make recommendations to the Governing Board regarding any program changes.
- would establish a professional team of program experts to visit each magnet school and observe the school's magnet program. As part of the visit principals, teachers, parents, and secondary students would be interviewed. Data regarding enrollment of magnet students (neighborhood and non-neighborhood), demographics, relevant school information, and achievement would be provided by the district.

Education Consulting Services, led by Patricia Trandal, put together a plan for the comprehensive review of TUSD's magnet schools. A team of six experts was assembled. These experts included educational professionals with experiences in a number of areas including human resources, evaluation and accountability, educational law, equity assistance, school desegregation and student integration, magnet program development, curricular expertise and professional development. Each member of the team was a credentialed teacher with experience teaching in public schools. Team members were also credentialed as school administrators and have had experience as principals, vice principals, central office administrators and/or college professors. Team members were prepared for the school visits with significant information regarding each of the district's 22 magnet schools including district policies and history as related to desegregation and magnet programs in TUSD.

II. ELEMENTS OF SUCCESSFUL MAGNET SCHOOLS

A. What is a Magnet School?

A magnet school is a public elementary or secondary school that provides unique or specialized curriculum or pedagogy in such a way as to attract a racially diversified student body. Traditionally, magnet schools are distinct from other public schools because they offer a specialized academic focus, theme, or pedagogy known as the magnet program. The term “magnet” refers to how the program is supposed to attract students from across the school boundaries of the district to attend the magnet school in addition to providing enriched programs for neighborhood students. Magnet schools were first developed in large urban school districts seeking to reduce racial isolation at certain schools in their districts through a voluntary means rather than with mandatory student assignments. Magnet school enrollment was designed to be driven by student choice based on interest rather than on selection by testing, grades or citizenship.

The theory behind the use of magnet schools as a desegregation tool is simple: Create a school so distinctive and appealing – so magnetic - that it will draw a diverse range of families from throughout the community eager to enroll their children, even if it means having them bused to a different, and perhaps, distant neighborhood. To do so, the magnet schools must offer educational programs of high caliber that are not available in other area schools.

B. Magnet Schools Goals Correlated to Effective Schools Research

A theme -based magnet approach promotes many of the factors associated with effective schools research including:

- a diverse population closely reflecting a district’s demographics,
- innovation in program practices,
- improved teaching and learning,
- staff and curricular coherence,
- greater student engagement, and
- increased parent and community involvement.

In the best of magnet schools, these components add up to higher student achievement.

C. What are the Characteristics of an Effective Magnet School?

Literature related to magnet schools, including U.S. Department of Education publications, identifies the following six characteristics as essential for strong magnet schools:

1. School Diversity

While diversity is still desirable and sought in school districts today, most districts report that having a quality program that engages both neighborhood and non-neighborhood students in the learning process is the primary concern. However, an effective magnet that has a strong academic program with student achievement is able to attract students from around the community and should be reflective of the overall community population. The U. S. Department of Education's Magnet Schools Assistance Program requires that a recipient of their grant funding set goals to achieve greater diversity. A strong marketing and recruitment program is important for magnet schools, even those with more applicants than it can enroll, to promote opportunity for all students. The U. S. Department of Education also requires that there be equity of access to magnet programs/schools, including the use of a randomized process when the number of applicants exceeds seats available.

2. Innovative and Well Implemented Magnet

Some magnet schools concentrate on a particular discipline or area of study, while others use a more general focus or instructional pedagogy. Early magnet school themes included the fine, applied or performing arts, the sciences, social studies occupations, general academics and traditional and fundamental schools. But a look across the nation's magnet programs today reveals a much wider variety of curricular specialties and educational approaches reflecting the idiosyncratic interests and approaches of their communities. Among the curricular themes and approaches currently found at magnet schools are aerospace education, communications, culinary arts, environmental science, international studies, International Baccalaureate, language immersion, law enforcement, marine science, military science, STEM (science, technology, engineering and mathematics), and Montessori.

3. Professional Development That Supports the Magnet Theme

High quality professional development is a key component of a successful magnet program. Given the specialized curriculum of magnet themes, teachers need to be engaged in continuous learning to meet the needs of their students and remain on the cutting edge of the content area. Professional development also requires training in the development and implementation of new instructional strategies including how to effectively integrate the magnet theme with core curriculum.

It is important that professional development for magnet teachers be driven by student performance data. When data guides professional development, it will be about what students need to know and not what teachers do. Professional development should be aligned with state standards and follow the scope and sequence of instruction in literacy and mathematics. This will provide for a comprehensive coverage of all standards that are evaluated by district and state assessment programs.

Professional development plans should be built upon understanding the strengths, as well as the needs, of students. There should be discussions and activities for teachers working with students who are culturally different. Magnet teachers should be provided with professional development related to the latest best practices including strategies and activities that improve minority group achievement.

4. Specialized Teaching Staff

To create and sustain a specialized program, effective magnet schools are staffed with experienced specialty teachers in the magnet program emphasis. Magnet teachers are expected to teach and be experts in special programs, i.e. experienced artists, highly trained scientists and technology experts, etc. All teachers at a magnet school should be committed to the theme and the goal of attracting a diverse population to the school. There are times that magnet schools may need district exceptions in order to hire the best person for the specialized magnet position.

Additionally, principals and classroom teachers selected for a magnet school must also understand and be supportive of the magnet program the school has in place. Too often, principals or teachers are moved to a magnet school without consideration of the magnet theme and their lack of buy-in and leadership in that theme sets the magnet school on a downward spiral.

5. Parent and Community Involvement

More than any other kind of school, magnet schools depend upon community participation or partnerships for thematic expertise. This expertise can come from college or university experts, museums, private industry and community organizations. Partnerships can also bring scholarships for students, student internships, and funding for teacher or school projects related to the theme.

Parents are also vital to magnet schools as they can provide expertise to class or school projects, volunteer for a variety of classroom activities including reading to students and tutoring, and for providing funding for student entrance fees and awards through donations for raffles and special events. Parent support for the magnet theme, and the diversity of students can, and will, contribute to the success of the magnet school. Additionally, support of neighborhood, as well as non-neighborhood, parents is also important for marketing and recruitment.

6. Improved Academic Achievement

A high level of implementation (dosage) of a well designed magnet program is essential for academic improvements to occur. When there is a high level of implementation across all components of the magnet plan there will be significant improvements in achievement especially reading and mathematics. When there is no improvement in reading and mathematics, generally the plan was not well designed and research-based or the dosage was not sufficient. David Kikoler, an expert in magnet program implementation and the principal officer of American Solutions for Education (AES), describes in his publications and workshops the importance of fidelity to the plan of implementation and the need for high dosages of magnet instruction as key in achieving academic improvement.

To keep magnet schools both effective and academically relevant, it is essential that magnet schools use achievement data to guide improvements in teaching and learning. Most importantly, student achievement data must be disaggregated and analyzed carefully. Schools must then revisit their magnet curriculum and make adjustments to improve student learning. This process should be done annually by each school. Every three to five years, the district should look at additional data including surveys of parents, students and teachers, as well as results of discussions with all stakeholders of each school's program strengths and weaknesses.

As part of the evaluation process, districts must sometimes make changes to magnet themes to ensure that themes remain relevant and appealing to the community-at-large, as well as the neighborhood school community.

The attraction of a technology magnet 30 years ago, when it was rare for teachers and students to use technology in classrooms has diminished as technology is found in most schools now. It may be time to expand the magnet curriculum with the addition of specialized classes such as computer animation, computer-assisted drafting, graphic arts, web page design, etc.

III. BACKGROUND OF DESEGREGATION IN TUCSON UNIFIED SCHOOL DISTRICT

A. History of Desegregation in Tucson Unified School District

For over a century, students attended neighborhood schools in Tucson. Minority groups were clustered in the west. As the population grew in Tucson, schools with the latest in educational designs were built to address the eastward growth of the city. While growth was occurring to the east, older schools in west side minority neighborhoods began to decline in achievement and aging schools were not updated.

In 1973, the Federal Department of Health, Education, and Welfare, through its San Francisco Office for Civil Rights demanded that the district desegregate its schools to achieve specific racial guidelines. At the time, there were 28 racially identifiable schools.

In May 1974, a Federal District Court case was filed on behalf of African-American students against the Tucson Unified School District (Fisher Plaintiffs). Several months later, a similar suit was filed on behalf of Mexican-American students (Mendoza Plaintiffs). The cases were consolidated into one court case in 1975. The United States of America intervened. The plaintiffs cited a number of factors within the suit to support their claim that African-American and Mexican-American students were subjected to inferior, segregated schools.

The district responded that housing patterns were to blame for racial imbalance and that they would oppose forced busing. On January 12, 1977, a trial began, with testimony ending on January 22, 1977. The case was taken under submission.

On June 5, 1978, the District Court found that TUSD had acted with segregative intent in the past and failed in its obligations to rectify the effects of its past actions. The Court approved the Consent Decree, agreed upon by all parties, which included the district's proposed desegregation plan. The plan provided for the desegregation of nine schools on the northwest fringe of the district in a three-phase program. Borton, Holladay and Utterback would be desegregated by 1979, with minority enrollments below 50%. Cavett and Pueblo Gardens would be reassigned to new junior high schools that would have minority enrollments below 50%. A study was to be made to consider closing, consolidating, or maintaining Carrillo, Davis, and Drachman. In the fall of 1978, an intensive phonics program would be implemented for a class of Mexican-American first grade students. University Heights, Roosevelt and Spring schools would be closed. Sabino Junior High would eventually close and merge with Sabino High School. Teachers and counselors in affected schools would receive cultural sensitivity training, especially addressing low expectations for minority students. Uniform district standards for student suspension and expulsion would be developed.

In September 1978, school began with few incidents. The district empaneled a 47 member citizens' committee to study school circumstances and make recommendations to the Governing Board for implementation of the court order. The judge was willing to allow the committee time to develop a plan for the second phase of desegregation which would meet committee needs. However, the District Court judge died in February and a new judge assumed responsibilities for the TUSD desegregation case.

In May, 1979 the District Court approved a magnet school plan to bus approximately 1,000 students in the 1979-80 school year. The magnet school plan would be implemented at Borton and Holladay. Seven magnet schools were created in the original three phases (21 schools) to achieve voluntary student movement for desegregation purposes.

For Borton and Holladay magnets, there were extra funds, class size limits of 25:1, and teacher aides were provided for each class. There was an hour of after school child care provided to attract working parents, in addition to door-to-door transportation. The schools were refurbished and provided with new instructional equipment. These incentives attracted Anglo parents, but those who lived in the community had no options to leave the neighborhood school. They were required to attend the schools with the promise that they would receive improved educational opportunities.

With a grant from the federal government, the district created three new magnets as part of phase three of the desegregation plan. Davis became a bilingual magnet, while Drachman and Carrillo were paired to become primary and intermediate magnet programs. The three schools filled their Anglo quotas. An Arizona Daily Star editorial praised TUSD in 1980 *"...The plan means the district will not raze any of the old neighborhood schools and will renovate them to meet current safety standards. It is a triumph for Tucson's aging barrios and their strong tradition of neighborhood closeness. Best of all, the plan offers the hope that minority children with alarmingly low performance records will improve."*

The district created a Department of Black Studies to provide courses in black history and culture for the 3,000 African-American students in the district. In 1982, Safford was approved as a math and engineering magnet which included computer education as an attraction. In 1983, Tucson High was designated as a magnet high school in basic skills with specialties in computer science, math and science. In 1985, performing arts, industrial arts and cooperative education magnet programs were added to Tucson High.

In the ensuing years, TUSD added more schools to its magnet program. Currently, there are 22 schools in TUSD with magnet programs. There are fifteen total school magnets (10 elementary, 5 middle schools, and 2 high schools) and five high schools with program-within-the-school magnets.

Despite the successes of magnet schools in TUSD, critics point out that there are still issues with desegregation in TUSD. At first there were complaints that only Anglos could choose to attend the first magnets. These complaints were alleviated when Booth-Fickett and Bonillas were opened as magnet programs giving minority students magnet options.

B. Recent Litigation Regarding the Desegregation of Tucson Unified School District

For over 30 years, TUSD has been under court supervision with regard to desegregation. However, there continues to be a number of schools on the west side of the city that are 98-100% Hispanic. It is also important to note that the majority of schools in the district are located on the west side. These schools struggle with student achievement. There is also a significant gap in achievement between the minority and non-minority student groups.

In 2004, TUSD moved for termination of the Fisher/Mendoza Consent Decree asserting that the district had eliminated the vestiges of past discrimination to the extent possible. The plaintiffs opposed the motion. After extensive amounts of submissions by the parties in 2007, the District Court declared the district “unitary” and returned school supervision to state and local control. The Court concluded that the district had not acted in good faith, and it also found that it could not make the requisite findings as to whether the TUSD had eliminated the vestiges of discrimination to the extent possible. The plaintiffs appealed to the Ninth Circuit Court of Appeals. The superintendent at the time put together a committee to develop a Post Unitary Status Plan for the district. The final version of the Plan was adopted by the Governing Board on July 30, 2009. In the Post Unitary Status Plan, a proposal for race-neutral student assignment was outlined and put into practice as a pilot for the 2009 and 2010 school years. A permanent plan for student assignment would then be developed for Board approval.

On July 19, 2011, the Ninth Circuit Court of Appeals in San Francisco held that the decision in the Federal District Court in Tucson was incorrect in 2007 when it granted the school district “unitary” or non-segregated status and, in doing so, ending the 33 year court oversight of the case. The Ninth Circuit Court of Appeals remanded the case back to the District Court to maintain jurisdiction until it is satisfied that the school district has met its burden by demonstrating, not just promising, good faith compliance with the 1978 Desegregation Consent Decree.

On September 19, 2011, the District Court in Arizona ordered that a Special Master be appointed in the case. The Court further ordered that the parties agree on certain parameters regarding the appointment. The Court also set forth an outline regarding the Special Master's initial report to the Court. After considering the positions of all parties, the report should include, in part, the following: the Post Unitary Status Plan with programs to be implemented, a timeline for implementation, review and evaluation criteria for each program, and a financial plan with transparency. In addition, supplemental reports will be provided to the Court as to whether the Plan is on schedule and the reason for any delays that might have occurred. The Special Master will be paid for by TUSD based upon an amount agreed to by the parties.

The current superintendent, Dr. John Pedicone, has stated that TUSD wants to do the right thing and "we are in the process of meeting our obligations and what we need to do to move forward."

C. Rationale for the Magnet Review

The review of TUSD's magnet schools was first called for in the Post Unitary Status Plan (PUSP) as necessary to develop a new permanent student assignment plan. As part of the process for developing a new Post Unitary Status Plan, a new student selection plan is to be developed for TUSD which will address district desegregation and provide choice options for families.

Magnet schools have been in operation in TUSD for over 33 years and have not been reviewed or analyzed since their inception. In order to determine which magnet schools are successful and which may need modification, the district needs data and a review of its magnet schools. In preparing its new Post Unitary Status Plan, the district will need data to convince the Court that it has acted in good faith in eliminating the vestiges of segregation. In order to do so, the district needs to provide the Court with facts about its desegregation programs, including magnet schools. This Comprehensive Magnet Review will provide the district with a means for improving its magnet schools and demonstrating its good faith in implementing a sound desegregation program. A sound magnet plan will consider at least the following: magnet schools that offer attractive programs that are over and above what other schools offer in the district, drawing students from their neighborhood schools, the costs of implementing strong magnet schools as well as any new magnet school, and the increased costs of transportation for existing magnet schools.

It was the decision of Superintendent Pedicone and Education Consulting Services that the purpose of the comprehensive magnet program review was to gather facts and information in order for the TUSD Governing Board and district administration to make decisions concerning magnet schools. It was the job of the review teams to provide the district with compelling evidence so it could make such decisions. The district needs to know what is or is not happening

IV. DESIGN AND PROCESS FOR THE MAGNET REVIEW

A. Process and Tools Used

Education Consulting Services selected highly qualified professionals to serve as members of the team to review TUSD's magnet schools. They have years of experience in a wide variety of fields in public education including: district magnet program administration, school magnet program administration, assessment and accountability, educational law, urban school administration, human resources, equity and diversity, school accreditations, teacher training and professional development, research and evaluation, college-level instruction and second language programs.

A team of two or three members visited two schools each day of the review, spending about 3 ½ - 4 hours or more at each school. TUSD Assistant Superintendents had agreed to prepare each school by providing them with the date and time of the visit and a list of items to gather and have ready for the team to review. These included copies of written magnet curriculum, scope and sequence units or classes that are in the magnet program, examples of student work, magnet handbooks, and anything else the school felt was important to their magnet program. Principals were to be informed that the team would be walking through classrooms looking for evidence of magnet theme instruction and student work. Additionally, interviews with magnet coordinators and teachers, parents of neighborhood and non-neighborhood magnet students and secondary students (grade 8 at middle schools and 9-12 at high schools) were to be arranged.

The review professionals were trained to use the protocols and documents developed for the Tucson Unified School District, including: Protocol for "Meet and Greet," Interview Questionnaires for principals, magnet coordinators, teachers, students, and parents, the Walk-Through Observation form, and the Magnet School Project Rubric. It should be noted that student interviews took place only with a small group of students in grades 8-12. Each evening, team members met to debrief the schools visited and prepare for the next day's visits.

It was the decision of Superintendent Pedicone and Education Consulting Services that major recommendations concerning magnet schools would be made to district administration and the TUSD Governing Board. It is the job of the review team to provide the district with compelling evidence in order to make decisions.

B. Scope of the Work

The Comprehensive Magnet Program Review conducted by Education Consulting Services was to include:

Reviewing TUSD's magnet school enrollment policies and procedures and their effect on student integration at magnet schools. Determining if the policies and procedures are promoting diversity. Developing recommendations for the district and its magnet schools to improve school diversity.

Reviewing policies as they relate to identification and operation of a magnet school.

Reviewing the development of the TUSD magnet school program including the purposes and goals for the magnet program and the ability of each school to house and sustain a viable magnet program.

Conducting a comprehensive review and evaluation of the district's 22 magnet schools as compared to nationally recognized successful magnet criteria including:

- equity of access
- diversity
- unique theme or pedagogy
- dosage of instruction
- professional development
- specialized staff
- academic excellence
- parent involvement
- business/community partnerships

Reviewing the district's magnet theme continuity plan to determine if a K-12 (elementary to middle to high school) continuum exists. Determining the effectiveness of each magnet school's efforts to sustain a viable portion of a K through 12 magnet program. Where no formal continuity has been established, determining if there is a strong curricular link to an already existing magnet theme at the next level.

Determining support from central office staff in the areas of student recruitment and meeting school integration goals, thematic and curricular leadership, opportunities for magnet program professional development, uniform compliance with magnet policy and procedures, and parent and community outreach to answer the question: "Is support provided to guide the schools in making decisions or changes to their magnet program?"

V. SUMMARY OF COMMON TRENDS

Common Trends in TUSD Magnet Schools

As a result of visiting each magnet school, the visiting consultants noticed a number of emerging themes and issues across the majority of TUSD's magnet schools/programs. The following is a summary of the issues noted:

- There is a belief that there is a lack of district- level understanding regarding magnet schools and their programs. This belief is rooted in the fact that some decisions made at central office negatively impact a magnet school and its desegregation efforts.
- There is a general lack of consideration and support from the central office for magnet schools.
- There is no one at the central office that schools can call to answer questions related to their magnet program concerns or issues.
- There is a lack of marketing and recruitment for magnet programs supported by the district to help schools with diversity issues.
- The schools are unaware of enrollment/diversity goals and diversity is not reflected in many school enrollments.
- There is no policy or process for creating new magnet schools or significantly revising an existing magnet program.
- There is no district- level process for monitoring magnet enrollment or documenting magnet student drops from a magnet school/program.
- Because neighborhood students are not required to submit a magnet application for program-within-a-school magnets, it is impossible to ascertain magnet program diversity, to monitor magnet student achievement, and to determine per student costs for those programs.
- There is a lack of understanding that magnet schools benefit, and should be attractive to, both neighborhood and non-neighborhood students and their parents.
- There is no district- level process for monitoring student achievement at a magnet school/program.
- Issues with transportation this year have been especially difficult for many schools, taking hours of staff time and resulting in students dropping from programs they had been attending for several weeks.
- Schools did not seem to understand the enrollment process in the PUSP, especially the school groupings by areas (Group A, B, C) and how that effects transportation and recruitment.

- Little attention has been paid to magnet pipeline schools (K-12 Magnet Continuity) when creating new magnet schools/programs.
- All magnet schools have poor outside school signage. In some cases, there is no sign to inform a visitor or the community what magnet theme is located at the school. A few high schools have a marquee generically stating “A Magnet School” indicating to parents that the whole school is a magnet when it is really a small program within-the- school.
- Very few schools are providing professional development that is directly related to its magnet theme.
- There has been no professional development in recent years related to cultural literacy for magnet schools.
- Magnet funding allocations (Desegregation Funds) vary significantly and in many cases were difficult to determine; desegregation funds were used by schools in a variety of ways.

Parent Trends and Issues

- The community at large is unaware of the high quality and variety of the magnet programs offered in TUSD.
- There is a need for more clarity about the magnet enrollment process. The open enrollment and magnet enrollment processes are confusing to parents.
- The magnet application is confusing to parents.
- Most parents do not know what magnet schools are. They tended to equate them to a GATE program, or a school for smarter students.
- The district “Catalog of Schools” does not feature the magnet schools as a group. Parents have to hunt for the magnet school or program they are interested in. The catalog makes magnet schools sound like any other district school.
- The magnet application process has rules that make it difficult for some parents to file their application. Some parents expressed the desire to turn the application in to a school instead of mailing or driving it to the School Community Services Office.
- The parents who were available for interviews (at some schools) appeared to be committed to the magnet program at the school.

VI. RECOMMENDATIONS AND COMMENDATIONS

It is essential that TUSD recognize that school choice and improved student achievement are important to the Tucson community. These points were made by parents the review teams met with across all schools. The community wants neighborhood schools and understands that they are a family's first choice; families also want options in their decision of which school their child should attend. If a child has a special interest or talent there should be choices such as magnet schools, career and technical schools, and schools with GATE or special education programs on the campus. Whenever possible, magnet schools should offer a schoolwide theme. However, at the high school level, there is sometimes a need for a magnet to be a program-within-the-school. Whether the magnet is a total school program or a program-within-the-school, it is important that magnets offer high quality, rigorous curriculum that integrates students from diverse communities in meaningful learning activities.

A. District Governance of Magnet Schools

It is critical that the district create a central office or department for magnet school coordination and support. The Magnet Office should serve as an advocate for magnet schools as decisions are made by various central office departments. The Magnet Office would support the final decisions of central offices, but would make sure that they are aware of how decisions will affect a magnet school and its program goals. Not only would the Magnet Office serve as a liaison between central offices and the schools, it would coordinate a district program for marketing and recruitment for magnet schools, develop enrollment goals, collect data for periodic magnet program evaluations, monitor the quality of the magnet program at each school, provide magnet related professional development, and work with the transportation department.

One of the first responsibilities for the Magnet Office should be to develop a magnet policy that will address how schools are designated to become a magnet program as well as a policy for an existing magnet school to make significant changes to their magnet theme and program.

Communications with the School Assistant Superintendents and the Magnet Office

Magnet programs are across all school levels – elementary, middle and high school. Assistant superintendents have a large number of schools to support, both magnet and non-magnet. A magnet office would support and assist the assistant superintendents with issues related to their magnet schools. However, there should be regular communication between the magnet office and the assistant superintendents which would include email and phone calls for immediate issues, in addition to regular meetings, perhaps monthly, to share information, discuss concerns and coordinate events.

Magnet Marketing and Recruitment

Few magnet schools are targeting their magnet marketing and recruitment into the areas in the community (Areas A, B, and C as outlined in the Post Unitary Status Plan). Targeted marketing and recruitment would bring to magnet schools the students needed to help them reduce racial isolation. Schools are reticent to reach out to communities that are not close due to transportation issues, including the longer ride students would have. Currently many magnet schools recruit in neighborhoods adjacent to their boundaries and at their feeder schools. Some schools are not marketing and recruiting at all.

While Robison, Ochoa, Safford, Utterback, Palo Verde, and Tucson High have full or part time magnet resource teachers, most magnet schools no longer have a magnet coordinator to organize and carry out recruitment activities. Any marketing and recruitment that is done is carried out by the principal and a few teachers who market and recruit on a weekend or after school.

The Magnet Office and the School Community Services Office must study the recruitment needs of each magnet school and design an aggressive marketing and recruitment plan for the district and each school. Schools need to target their recruitment efforts into communities that bring students who will reduce racial isolation. Implementation of these recruitment efforts would occur mainly at the school level, but some would be coordinated and supported through the Magnet Office.

The Magnet Office should work with the School Community Services Office to make the application process more parent friendly. Parents complain that the application is confusing. The magnet application is a separate process from the open enrollment process. There should be separate applications for each program. Parents and schools also complained that having to mail or take the application to the School Community Services Office was an obstacle to applying for a magnet school. Requiring the extra steps to mail the application or to obtain transportation to the district office prevented parents from applying.

Establish Recruitment Goals

Tucson magnet schools no longer are given recruitment goals or percentages to achieve or guide them in the marketing process. Establishing enrollment goals or percentage goals for each magnet school can guide them in targeting their marketing and recruitment efforts. The enrollment goal can be as simple as subtracting the school's current racial/ethnic percentages and then enroll students that more closely reflect district demographics. A Magnet Office would assist in establishing these goals in conjunction with the Legal Services Department.

Implement Periodic Evaluations of Magnet Programs

Ideally, magnet schools should be evaluated every three years. This can be completed with a third of the schools being reviewed annually. The Magnet Office should develop a report for the Governing Board, Superintendent, Assistant Superintendents, and the school community to review. This report should focus on student achievement, attracting and maintaining students, and magnet school effectiveness. Magnet school effectiveness should be based on the characteristics of an effective magnet school as described on pages 3-6 of this report.

The Magnet Office should maintain important data related to all school wide magnet schools and high school programs-within-the-school magnets including: school demographics, applicant numbers, neighborhood and non-neighborhood enrollment numbers, students who drop from the program and student achievement. The report should also incorporate information related to desegregation funding, changes to magnet feeder patterns, and school capacity.

Issues Related to Magnet Funding

Suggestions related to magnet funding are not being addressed in this document as there is another district group working on desegregation budget issues. While almost every school visited complained of the reductions in funding and how it has affected their program, perhaps the issue most strongly voiced was the loss of their site magnet resource teacher. The loss of this position has affected magnet instruction, professional development, marketing and recruitment, scheduling and counseling.

Issues Related to Transportation

Transportation was not designed to be part of the magnet review process; however, it often came up during interviews. Transportation issues for some schools this year was often likened to “a nightmare.” The transportation changes made after school started resulted in many schools losing students they had recruited who would have assisted them in reducing racial isolation. When the bus rides were combined and went to over an hour, many families could not accept it. If the district is committed to integration, most magnet schools will have to reach out to communities that are further distances from the magnet school. Transportation should not be the deal breaker for students who have an interest in a particular program. The district needs to fund transportation to support the students who are coming from longer distances, rather than discourage them.

B. Magnet Theme K-12 Continuity (Pipeline Schools)

Quality magnet programs have K-12 continuity wherever possible in order for students to experience the magnet program throughout their education. For example, a student in the performing arts should not have to stop their performing arts education at grade 8. The district should look at its feeder pattern for magnet school themes and seek to provide K-12 continuity. A suggested feeder pattern or continuity has been developed by the magnet review team for district consideration. The review team recognizes that in some cases the elementary magnet curriculum may need to be strengthened to better prepare students for the middle level program that is recommended in the suggested feeder pattern. An example of this is the Science, Technology, Arts and Music (STAM) Magnet at Carrillo. Carrillo will need to strengthen its visual art and music programs to better prepare students for the magnet program at Utterback. It also needs to strengthen its science and technology curriculum to better prepare students for continuity to a strong middle level math/science program. Where there is no magnet feeder continuity, the district should consider creating new magnet schools or programs as funding becomes available to fill in the gaps.

MAGNET PROGRAM REVIEW - TUCSON UNIFIED SCHOOL DISTRICT - FALL 2011

MAGNET SCHOOL CONTINUITY (PIPELINE) PATTERNS

No identified school/program	Suggested possible school/program
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PROGRAM	PRIMARY/ELEMENTARY	MIDDLE LEVEL	HIGH SCHOOL
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ARTS/PERFORMING ARTS MAGNET CONTINUITY (PIPELINE) PATTERNS

OMA Gold (Opening Minds through the Arts)	Tully (K-5) <i>One of 12 other OMA Gold programs, 8 other schools offer OMA Bronze/Silver program</i>	Utterback (6-8) <i>Visual & Performing Arts</i>	Tucson High (9-12) <i>Fine Arts</i>
Performing/Fine Arts	Holladay (K-5) <i>Fine & Performing Arts</i> <i>Would like to add Gr 6</i>	Utterback (6-8) <i>Visual & Performing Arts</i>	Tucson High (9-12) <i>Fine Arts</i>
STAM (Science/Technology/Arts/Music)	Carrillo (K-5)	Utterback (6-8) <i>Visual & Performing Arts</i>	Tucson High (9-12) <i>Fine Arts</i>

CHILD-CENTERED LEARNING MAGNET CONTINUITY (PIPELINE) PATTERN

Montessori	Drachman (K-5)		
Reggio Emilia-Inspired	Ochoa (K - 5)		
Systems Thinking	Borton (K-5)		

COLLEGE PREP MAGNET CONTINUITY (PIPELINE) PATTERNS

College Prep	Safford (K-5) & Robison (K-5) <i>International Baccalaureate Primary Years Program (PYP) Candidacy pending</i>	Safford (6-8) <i>International Baccalaureate Middle Years Program (MYP) Candidacy Pending</i>	Pueblo (9-12) <i>Honors & AP</i>
			University (9-12) <i>Honors & AP</i> <i>(Entrance test; Student-Centered)</i>
	Bonillas (K-5) <i>Back to Basics/Traditional</i>	Dodge (6-8) <i>Traditional</i>	Catalina (9-12) <i>Terra Firma</i> <i>Honors & AP</i> <i>(Traditional; Teacher-Centered)</i>

PROGRAM	PRIMARY/ELEMENTARY	MIDDLE LEVEL	HIGH SCHOOL
FOREIGN LANGUAGE MAGNET CONTINUITY (PIPELINE) PATTERNS			
Bilingual/Spanish Immersion	Roskrige (K-5) <i>Not part of magnet but all K-5 students participate in dual language learning. School wants to become a total school Bilingual Magnet.</i>	Roskrige (6-8) <i>Bilingual</i> In 2010 catalog, not listed as a magnet school	Cholla (9-12) <i>International Baccalaureate</i> Gr. 11-12 IB Certified; Gr. 9-10 Pre-IB only need funding to being MYP Gr. 9-10 candidacy to complete Gr. 9-12 IB certification
	Davis (K-5) <i>Spanish Immersion</i>	Safford (6-8) <i>International Baccalaureate MYP, Candidacy pending</i>	

INTERNATIONAL BACCALAUREATE MAGNET CONTINUITY (PIPELINE) PATTERNS			
International Baccalaureate	Safford (K-5) <i>PYP (Primary Years Program) Candidacy pending</i>	Safford (6-8) <i>MYP Candidacy pending</i>	Cholla (9-10) <i>Pre-IB only; funds needed for MYP Gr. 9-10 candidacy to complete Gr. 9-12 IB certification</i>
	Robison (K-5) <i>PYP Candidacy pending</i>		Cholla (11-12) IB Certified <i>Renewal required every 7 yrs.</i>
Law & Public Safety			Cholla (9-12) <i>Need funding to seek IB Career Certification & include this program as part of the overall IB program</i>

SCIENCE/TECHNOLOGY/ENGINEERING/SCIENCE (STEM) MAGNET CONTINUITY (PIPELINE) PATTERNS			
Aviation/Aerospace	Booth-Fickett (6-8) <i>Math/Science</i>	Booth-Fickett (6-8) <i>Math/Science</i>	Catalina (9-12) <i>Wants to add Air Traffic Controller program</i>
Communication Arts & Technology			Pueblo (9-12)
Engineering & Technology			Palo Verde (9-12)
Health Care			Catalina (9-12) <i>Wants to add EMT program</i>
Math/Science	Booth-Fickett (K-5)	Booth-Fickett (6-8)	Tucson High (9-12)
STAM (Science/Technology/Arts/Music)	Carrillo (K-5)	Booth-Fickett (6-8) <i>Math/Science</i>	Tucson High (9-12) <i>Math/Science</i>

SERVICE LEARNING MAGNET CONTINUITY (PIPELINE) PATTERN			
Service Learning			Howenstine (9-12)

TRADITIONAL/BACK TO BASICS MAGNET CONTINUITY (PIPELINE) PATTERN			
Traditional/Back to Basics	Bonillas (K-5)	Dodge (6-8)	Catalina (9-12) <i>Terra Firma (Teacher-centered; Honors/AP program)</i>

VII. INDIVIDUAL SCHOOL MAGNET REVIEW PROCESS

As part of the comprehensive magnet review process, all of TUSD's 22 magnet schools and program-within-schools magnets were visited. Each visit lasted approximately 4 hours. These visits provided a snapshot of each magnet program. While most schools were eager to share information about their magnet, and much was learned about each program, it was not possible for the visiting team to learn everything about the school and its program during the visit. The magnet review consisted of a "meet and greet" with leadership, a few teachers, and in some cases, parents. Separate interviews were conducted with the principal, magnet coordinator (at schools where the position existed), teacher representatives, parents, and a small group of students at the middle schools (grade 8 only) and high schools. There was a walk-through of the classrooms and the campus. Materials and documents provided by the school (which sometimes included written curricula, scope and sequences of classes, professional development plans and samples of student work from their magnet courses) were reviewed. The review teams found many schools very well prepared for the visit including having documents and parents available. Some schools, however, were unprepared for the visit, had no knowledge of what to prepare for the visit or showed little interest in having the team there. This was especially the case with middle school visits. Some of the middle schools were unprepared for the review due to a failure to read a newsletter from middle school leadership outlining information provided by Education Consulting Services. Several of the middle schools complained no one from central office responded to their phone messages. In spite of these challenges, the team would like to recognize the efforts of the middle school principals in doing everything in their power to make the team feel welcome and assembling people and materials needed for the review.

A. The Comprehensive Magnet Review Rubric

Several tools were developed for the magnet review including a Comprehensive Magnet Review Rubric. The rubric rated six characteristics of a strong magnet school including: school diversity, innovative and well-implemented magnet theme, professional development that supports the magnet theme(s), specialized teaching staff that support the magnet theme, parent and community involvement and academic excellence. These magnet school characteristics are discussed in Section II. c of this document. Each magnet characteristic on the rubric has between two and seven criteria supporting that characteristic. Following each school visit, the criteria under each characteristic were rated between 0 and 3 by each member of the team. The team then met and determined a final aggregate team score for each school visited.

It is important to note that a higher score or percentage does not necessarily mean the school has better diversity or a better magnet theme, etc. It does mean a school is addressing the criteria that support those characteristics and has the potential to be successful as a magnet school. The Comprehensive Magnet School Rubric measured the following six characteristics of a magnet school/program.

1. School Diversity

School diversity included criteria about a school knowing its desegregation goal as well as how close the school was to reflecting the district's minority/non-minority demographics. The school's marketing and recruitment plan was reviewed. School diversity is also about student integration which includes how well the school is implementing cultural/ethnic programs, including strategies that promote a positive school climate between racial groups and the school's efforts to reach out and promote underrepresented groups to participate in activities.

2. Innovative and Well Implemented Magnet Theme

To ensure rigor and consistency in implementation of a magnet curriculum, a written magnet curriculum, including a scope and sequence, is imperative for all magnet programs. The magnet curriculum must be linked to standards and support a variety of instructional practices. To maintain a quality program, the magnet curriculum must be reviewed and updated regularly. There should be supplies and equipment to support instruction. Administration and teachers must be committed to the magnet theme and all students must receive sufficient dosage of the curriculum. Sufficient dosage means that the theme should be integrated into the core curriculum as well as be taught as a "stand alone" curriculum. The magnet theme should be visible inside classrooms and outside of the school.

3. Professional Development that Supports the Magnet Theme

Magnet schools should be on the cutting edge of teaching and learning related to their magnet theme(s). Professional development related to the magnet theme is important to keep the theme relevant and up to date. Additionally, professional development related to cultural proficiency and instructional practices must also be a part of the magnet. Teachers must be able to link these practices to their magnet instruction. Professional development must start with student achievement data, and it must be about what is needed to improve student learning.

4. Specialized Teaching Staff

The magnet theme should be considered when assigning or selecting any teachers to a magnet school. Teachers with little interest or understanding of the magnet theme will not implement curriculum or activities with any fidelity. Additionally, magnet schools often have specialized positions such as science lab teachers, performing arts teachers and magnet resource teachers. These teachers are often the teacher leaders for the magnet program. There should be an application and interview process that allows a magnet school to select the best of the best for these specialized positions.

5. Parent and Community Involvement

Neighborhood and non-neighborhood parents should be regularly informed about what is happening in the magnet program. Parents should feel welcome at the school and be invited into classrooms to see what their student is learning. To the level possible, parents should be encouraged to volunteer at the school including in classrooms. Magnet schools need to develop partnerships with community organizations and businesses, especially with those that support their magnet theme. These partnerships often provide speakers and experiences that make learning more meaningful for students. Partnerships also often support the school with donations or providing scholarships for students.

6. Improved Academic Achievement

Linking magnet curriculum to standards is imperative if schools want to see academic improvement. There also should be a number of academic supports or programs in place to assist all students to achieve. Teachers should implement the new instructional practices they learned in professional development. Too often, professional development is not taken beyond teacher learning to teacher implementation. Magnet curriculum should integrate the use of new technologies. The work place of the future will be quite different from what it is today. Students must be prepared to use technology as a tool for further learning. Magnet curriculum must be reviewed annually and adjustments must be made to address student learning. Teachers must be committed to fidelity of the magnet plan.

Aggregate Team Scores
for the Comprehensive Magnet Review Rubric
follow on the next three pages.

**ELEMENTARY MAGNET SCHOOLS
COMPREHENSIVE MAGNET REVIEW RUBRIC**

Aggregate Team Score

September 17, 2011

ELEMENTARY SCHOOLS	SCHOOL DIVERSITY		INNOVATIVE & WELL IMPLEMENTED MAGNET THEME		PROFESSIONAL DEVELOPMENT THAT SUPPORTS THE MAGNET		SPECIALIZED TEACHING STAFF		PARENT & COMMUNITY INVOLVEMENT		IMPROVED ACADEMIC ACHIEVEMENT		TOTAL SCORES	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Bonillas														
<i>Back to Basics</i>	10	56%	16	76%	9	75%	3	50%	9	75%	8	53%	55	65%
Borton														
<i>Systems Thinking</i>	13.5	75%	14	67%	11	92%	6	100%	10	83%	8	53%	59.5	74%
Carrillo														
<i>Science Technology Art & Music (STAM)</i>	12	67%	16	76%	7	78%	5	83%	12	100%	12	80%	64	76%
Davis														
<i>Bilingual/Dual Language</i>	12	67%	21	100%	12	100%	6	100%	10	83%	15	100%	79	94%
Drachman														
<i>Montessori</i>	11	61%	18	86%	10	83%	2	33%	7	58%	9	60%	57	68%
Holladay														
<i>Fine & Performing Arts</i>	15	83%	15	71%	7	58%	6	100%	9	75%	11	73%	63	75%
Ochoa														
<i>Reggio Emilia Inspired</i>	12	67%	20.5	98%	10	83%	5.5	92%	12	100%	10	67%	70	83%
Robison														
<i>International Baccalaureate Primary Years Program</i>	15	83%	20	95%	12	100%	5	83%	12	100%	10	67%	74	88%
Tully														
<i>Opening Minds Through the Arts (Gold)</i>	11	61%	12	57%	9	75%	3	50%	8	67%	11	73%	54	64%
Total Possible	18		21		12		6		12		15		84	

K-8 & MIDDLE MAGNET SCHOOLS COMPREHENSIVE MAGNET REVIEW RUBRIC Aggregate Team Score September 17, 2011														
K-8 & MIDDLE SCHOOLS	SCHOOL DIVERSITY		INNOVATIVE & WELL IMPLEMENTED MAGNET THEME		PROFESSIONAL DEVELOPMENT THAT SUPPORTS THE MAGNET		SPECIALIZED TEACHING STAFF		PARENT & COMMUNITY INVOLVEMENT		IMPROVED ACADEMIC ACHIEVEMENT		TOTAL SCORES	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Booth-Fickett (K-8)														
<i>Math/Science</i>														
(K-5)	11	61%	6	29%	10	83%	2	33%	4	33%	7	47%	40	48%
(6-8)	11	61%	8	38%	10	83%	2	33%	4	33%	7	47%	42	50%
Dodge (6-8)														
<i>Traditional Education</i>	12	67%	9	43%	9	75%	4	67%	11	92%	13	87%	58	69%
Safford (K-8)														
<i>International Baccalaureate Primary & Middle Years Program with a focus on Engineering & Technology</i>	16	88%	18.5	88%	12	100%	6	100%	12	100%	15	100%	79.5	95%
Roskruge (6-8)														
<i>Bilingual/Dual Language</i>	10	56%	19	90%	10	83%	6	100%	10	83%	12	80%	67	80%
Utterback (6-8)														
<i>Visual & Performing Arts</i>	9	50%	19	90%	11	92%	6	100%	10	83%	13	87%	68	81%
Total Possible	18		21		12		6		12		15		84	

HIGH SCHOOL MAGNET SCHOOLS COMPREHENSIVE MAGNET REVIEW RUBRIC Aggregate Team Score September 17, 2011														
HIGH SCHOOLS	SCHOOL DIVERSITY		INNOVATIVE & WELL IMPLEMENTED MAGNET THEME		PROFESSIONAL DEVELOPMENT THAT SUPPORTS THE MAGNET		SPECIALIZED TEACHING STAFF		PARENT & COMMUNITY INVOLVEMENT		IMPROVED ACADEMIC ACHIEVEMENT		TOTAL SCORES	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Catalina														
<i>Aviation/ Aerospace</i>	11	61%	19	90%	2	17%	6	100%	12	100%	9	60%	59	70%
<i>Health Care</i>	14	78%	19	90%	5	42%	6	100%	8	67%	12	80%	64	76%
<i>Terra Firma</i>	11	61%	16	76%	9	75%	6	100%	11	92%	12	80%	65	77%
Cholla														
<i>International Baccalaureate</i>	13	72%	16	76%	12	100%	6	100%	10	83%	15	100%	72	86%
<i>Law & Public Safety</i>	This program was not rated separately due to limited course offerings.													
Howenstine														
<i>Service Learning</i>	10	56%	14	67%	8	87%	6	100%	9	75%	8	53%	55	64%
Palo Verde														
<i>Engineering & Technology</i>	18	100%	20	95%	11	92%	6	100%	12	100%	13	87%	80	95%
Pueblo														
<i>Communication Arts & Technology</i>	9	50%	18	86%	10	83%	6	100%	9	75%	12	80%	64	76%
<i>College Prep</i>	9	50%	17	81%	10	83%	6	100%	9	75%	12	80%	63	75%
Tucson														
<i>Fine Arts</i>	16	89%	20	95%	10	83%	6	100%	9	75%	15	83%	76	90%
<i>Math & Science</i>	16	89%	20	95%	10	83%	6	100%	9	75%	15	83%	76	90%
University														
<i>College Prep</i>	14	78%	19	90%	12	100%	6	100%	12	100%	13	87%	75	89%

B. Common Trends Found at Magnet Schools

It should be noted that the visiting teams felt that many of the TUSD magnet schools and their teaching staff are well kept secrets unknown to the community at large. The quality of many of the magnet programs we visited was very high. The principals and teachers at most schools were accommodating and eager to share their work. Teachers expressed a great deal of pride in their students and what they can do. Teachers and administrators were generally dedicated and committed to the school's magnet theme as well as to the improvement of student learning. In many schools the magnet curriculum is being integrated into core instruction.

The school visits and magnet review rubric scores revealed some common trends across all of TUSD's magnet schools. These common trends or issues were not necessarily included in each of the school summaries, but are summarized as follows:

School Diversity

- The great majority of TUSD magnet schools did not have recruitment goals.
- Most of the schools did not have a marketing and recruitment plan that addresses diversity.
- Except for the principal, many schools did not have a person to develop and carry out marketing and recruitment activities.

Innovative and Well Implemented Magnet Theme

- The majority of TUSD's magnet schools did not have a written magnet curriculum.
- The few schools that had a written magnet curriculum did not review it on a regular basis.
- Magnets without a written curriculum lack connections to standards, consistency in implementation, and rigor in magnet learning and activities.
- Almost every school visited noted the need for someone to serve as a magnet resource person to assist with the many aspects of implementing a magnet program.

Professional Development that Supports the Magnet Theme

- Professional development related to the magnet content was non-existent in most schools. The following schools, Davis, Drachman, Ochoa, Robinson, Safford and Roskruge were exceptions.
- There was a general lack of professional development related to cultural literacy or relevancy.
- Teacher directed instruction was generally observed in most of the magnet schools. Professional development related to instructional strategies was occurring district wide with the Essential Elements of Instruction (EEI) Training; the strategies being taught were not being implemented in classrooms.

Specialized Teaching Staff

- District procedures often place teachers with little knowledge of the magnet theme at a magnet school.

Parent and Community Involvement

- Accurate information related to parent perceptions of their magnet school was impossible to ascertain as many schools did not have parents available for the magnet review process.

Improved Student Achievement

- At the majority of magnet schools, magnet curriculum was not linked to achievement data.
- There was a general lack of knowledge about magnet school research and what it takes for a magnet program to impact achievement.
- The review team noted that there was often a lack of consistency in implementation, no scope and sequence, and a general lack of rigor in magnet instruction. It is critical for every magnet school to have a written magnet curriculum or syllabi of courses that is reviewed annually and provides a rigorous level of instructional content.

NOTE:

A Magnet School Summary of Information has been developed for each school which includes:

1. important data including capacity, enrollment and achievement at each school;
2. current and suggested magnet continuity;
3. an overview of the program;
4. comments and observations of the team; and,
5. important issues brought up at each school.

Magnet School Program Summaries, for each individual school, are found as a separate document at the end of this report.

VIII. Summary of Recommendations and Commendations For Magnet Schools

A. Elementary Magnet Schools (K-5)

There are ten district elementary magnet schools. All elementary magnets are total school magnets with neighborhood and non-neighborhood students participating in all aspects of the magnet program and curricula. The team observed that most of the elementary school magnets were integrating the magnet theme with core curriculum. In a couple of schools, Carrillo and Tully, there was little theme integration; most of the magnet instruction was happening separately or in a lab.

There are no magnet resource teachers at elementary magnet schools except for Robison and Ochoa which are required, and paid for, as part of the federal grant the schools are receiving. When the grant ends, funding for the two positions will end unless the schools decide to fund them from their existing budgets. Site magnet resource teachers are critical for effective implementation of the program, fidelity to the magnet plan, and marketing and recruitment.

There is a need for elementary magnet schools to have marketing and recruitment goals. Even though the magnets are bringing in a significant number of magnet students, only Bonillas, Borton and Holladay are within ten percent of the District minority/non-minority demographics. With no recruitment goals, the schools often recruit in neighborhoods adjacent to their school which does not necessarily bring diversity. Marketing and recruitment is left to the principal and a few teachers who use their spare time to reach out to parents.

Six of the ten elementary magnet schools (Carrillo, Davis, Drachman, Ochoa, Robison and Tully) are racially isolated with Hispanic populations at 75% or higher when compared to the district's elementary Hispanic population of 63.5%

All but two elementary magnet schools, Bonillas and Ochoa, made their 2011 Adequate Yearly Progress (AYP) based on the scores from spring 2011 AIMS testing. Ochoa has been a magnet for less than a year and has just begun to implement a magnet program.

There is a need for:

- professional development related to each school's content theme. Except for Davis and Drachman and the two elementary school involved in the Magnet Schools Assistance Grant (Ochoa and Robison), elementary magnets have had little to no professional development related to their theme.

- elementary schools to have professional development related to cultural literacy. Most elementary schools reported that there has been no training related to cultural literacy for many years.
- technology training. The team heard from many schools that they had Smart Boards, but teachers were not trained to use them. Additionally, technology capabilities at the elementary magnet schools vary widely. Some schools are totally wireless, have computers in classrooms, and several carts of computers on wheels (COWs). Other schools have no capacity to use technology in their classrooms and there are few computers on the campus. The infrastructure of a few schools cannot support wireless connections.

Parents interviewed at each elementary magnet were supportive of the school's achievement and diversity goals. At some schools they were passionate about the magnet program and how important they felt the magnet instruction was for their student. However, at many of the schools, at least some parents felt that the magnet program was a program for gifted students.

The following issues are related to specific, individual elementary magnet schools:

- The Basic Curriculum Magnet at Bonillas was notable. While the reviewers believe that all schools should be about providing a strong basic curriculum and that the school's theme does not usually qualify as a magnet, the level of commitment to the program and the quality of implementation of the teacher-led curriculum resulted in the review team agreeing it is a strong magnet program.
- The Systems Thinking Program at Borton appears to be inconsistently implemented and an academically weak magnet. There is no written curriculum or Systems Thinking units of instruction that support the academic program. The school reported it is starting to develop Systems Thinking units of instruction for each grade level, but none were available for review.
- Carrillo's STAM (Science/Technology/Arts/Music) is the only elementary with a program that can prepare students for two different middle school/high school magnet focus continuities (Math/Science and Performing Arts).
 - The science curriculum taught in the science lab is not unique. FOSS is the core science program for TUSD. The magnet science lab should be providing a science curriculum over and above the district's core program. Once the science lab provides science enrichment, continuity could be established with the Math/Science middle school magnet.

- Carrillo should work with Utterback to determine how to strengthen their art and music lab curriculum to prepare their students for the Visual and Performing Arts Magnet at Utterback.
- Davis has a long history as a very successful magnet program providing students the opportunity to become fluent in Spanish speaking, reading and writing. The review team was impressed by students' Spanish capabilities even in primary grades. Although the program is a Spanish Immersion program, district materials and the school's signage all indicated it is a Dual Language/bilingual program. While the review team was told that everyone really understands it is an immersion program rather than a dual language/bilingual program, the program should be correctly identified and marketed as a "Spanish Immersion." There are important differences immersion and dual language/bilingual programs that parents should understand.
- The Montessori program is very attractive to many parents. Montessori classroom teaching equipment and supplies are very expensive. Drachman's classrooms have thousands of dollars of Montessori equipment and supplies. However, there is only one teacher (and the principal) who are certified by the American Montessori Society. The rest of the staff is struggling with how to use the equipment. It is critical that all teachers at Drachman are trained and certified by the American Montessori Society as soon as possible.
- Holladay should be commended for adding the K-2 grade levels to its program with a classroom of students for each grade level. This will make a much stronger K-5 fine and performing arts program at the school. The school would like to add grade 6 to their program.
- Robison's International Baccalaureate Primary Years Program and Ochoa's Emilia Reggio Program are two new magnets supported by grant funding in operation for less than a year when the team visited. Both schools are very involved in professional development related to their magnet and both are doing an impressive job developing and writing their curriculum. They have the potential to become very successful magnet programs. The teachers and principals are committed to the new magnet themes. A central office magnet grant coordinator is providing each school with significant guidance and support including marketing and recruitment. The review team observed teachers at each school using the strategies learned in their respective professional development in classroom instruction. The district needs to commit to the programs and begin to plan for district funding to maintain ongoing required training and subscription fees after grant funding ends.

- The Opening Minds through the Arts program (OMA) at Tully is not a unique program; at least twenty other schools in TUSD are implementing the OMA program. It should not be identified as a magnet at Tully.

B. K-8 and Middle Magnet Schools

TUSD has magnet programs at three K-8 schools (Booth-Fickett, Roskruge, and Safford) and two middle schools (Dodge and Utterback). All schools, except the Roskruge Bilingual/Dual Language Magnet, are total school magnets. Although all K-8 students at Roskruge receive dual language instruction, the identified magnet program is only at grades 6-8.

The Roskruge Middle School should develop a proposal to become a total school K-8 Bilingual/Dual Language Magnet to take to the Governing Board for approval. This proposal should include any additional costs required to turn the elementary program into a magnet.

Except for Safford and Utterback, none of the other K-8 or middle school magnets have a magnet resource teacher or IB coordinators. All of the middle level schools stated how vital this position is to a successful magnet.

Three out of the five middle school magnets (Roskruge, Safford and Utterback) remain racially isolated with Hispanic populations at 75% or higher when compared to the district's K-8 and middle school Hispanic population of 64%.

Only one of the five middle school magnets (Dodge) did not make its AYP growth targets for 2011. Safford, Roskruge and Utterback have been identified as program improvement schools under the federal standards for AYP.

It is difficult to accurately comment on parent perceptions of their school's magnet as parents were not available for the interview process except at Safford. The schools were not aware that they were supposed to have a small group of parents available for the visiting team. Safford knew because they have a central office coordinator for their federal grant.

The following issues relate to individual middle school magnets:

- The magnet at Booth-Fickett needs to be significantly revised and updated. There was no evidence of any specialized math or science curriculum in the elementary grades. The elementary program is district math and science taught by the classroom teachers. At the middle school, the science program is lab-based and students can participate in the "Habitat" course and an "Exploring Engineering" course. However, there was no sequence of math or science classes. There were no specialized math/science teachers. The school has limited technology. TUSD should consider revising this school to a state-of-the-art Science, Technology, Engineering and Mathematics (STEM) magnet program.

- The Traditional Magnet at Dodge deserves note. As with Bonillas, the team that visited this magnet believes that all middle schools should be offering a strong, basic core curriculum. Dodge has no magnet curriculum or curricular enhancements. It is the strict level of application of the traditional, back-to-basics approach that makes Dodge different from other district middle school offerings. As a magnet program, this school is successful.
- All Roskrige students K-8 receive dual language instruction, yet the magnet program is only at grades 6-8. The school should become a total school magnet. There is not wireless internet access at the school. District assistance is needed to rectify the situation to ensure students have a program supported by technology.
- The new International Baccalaureate Middle Years Program (IB MYP) at Safford is being implemented to turn the school into an academically "performing" school. The IB MYP program is an internationally recognized quality program and has the capacity to make a significant difference at Safford. The school is also implementing an IB Primary Years Program (PYP) for students in grades K-5. A federal magnet grant is funding the professional development, curriculum writing, and the annual IB MYP and PYP subscription cost for Safford. There is a central office manager for this grant who is also providing the school with significant support as they develop the program. TUSD must commit to continue to fund them after grant funding ceases.
- The Utterback Visual and Performing Arts magnet is a strong middle level magnet program that serves district students with interests or talents in the fine and performing arts. The magnet teachers have done a good job embedding academic standards into the arts curricula; however, the academic teachers are not using the arts theme to enrich their courses.
 - TUSD should reduce or eliminate the number of elementary feeder schools it has sending students to Utterback. It's Visual and Performing Arts Magnet is very specialized and not a program for everyone. Across the nation, successful Visual and Performing Arts magnets do not have a neighborhood population--all students apply including neighborhood students. Neighborhood students feeding into Utterback deserve other options if they are not interested in the Visual and Performing Arts theme.

C. High School Magnet Programs

There are two, total school, high school magnet programs: Howenstine and University. Five high schools have one to three programs-within-the-school magnets: Catalina (three programs), Cholla (two programs), Palo Verde (one program) Pueblo (two programs) and Tucson (two programs). While any neighborhood student who wants to participate in one of the programs-within-a-school may do so, these are not total school magnet programs.

Getting accurate data for the number of students enrolled in the program-within-school high school magnets was impossible. The School Community Services Office could not determine an accurate number of non-neighborhood students enrolled in each program because of entry errors made for some students who applied. It took months for the entry errors to be corrected only to be told by the data department that some were still not fixed. This made getting accurate numbers for each school's programs-within-the-school applicants and number of students enrolled impossible to determine. Additionally, the number of neighborhood students in the programs within-the-school was impossible to determine because neighborhood students in the high school magnet programs do not apply and are not tracked in the district's system. It should be noted that the consultant tried for over two months to get accurate high school magnet enrollment data without success. Thus, it was also impossible to get magnet achievement data or determine true "per magnet student" costs.

TUSD should consider following the nationally recognized model for identifying magnet students especially if they want to determine if the magnet program is successful academically and successful in assisting the school in reducing racial isolation. Magnet programs are generally located at schools to assist the district in reducing racial isolation. The neighborhood students are as important to the magnet's success as the non-neighborhood students. High school magnet enrollment should include neighborhood and non-neighborhood students. Currently, the district does not require applications from neighborhood students and cannot keep track of the neighborhood students who enroll in magnet classes because there are no identified "sequences" of courses magnet students must take. Students who are involved in the magnet program curriculum at their neighborhood school should be coded as neighborhood magnet students and counted in the total number of students enrolled in the program. It should be noted that Cholla does require applications from neighborhood students for their International Baccalaureate program and Tucson High has requested achievement data that includes both neighborhood and non-neighborhood magnet students.

High school programs-within-the-school magnet must identify criteria that constitute a magnet student for both the neighborhood and non-neighborhood students. Saying "the magnet courses are available to neighborhood students if they want to enroll" is not equitable and does not make the school a total school magnet program. Neighborhood students should be recruited to participate in the magnet curriculum. A four year plan of courses should be developed for all magnet students when they enroll at the school. These plans should be shared with parents and reviewed annually. Counselors/teachers should monitor magnet program enrollment, progress, and grades just as they would any magnet student. Accurate information regarding neighborhood student participation in a high school's program is imperative to ensure an accurate picture of success in attracting students and increasing academic success of all students who participate.

All high schools expressed the need for a magnet resource teacher to carry out the responsibilities of recruitment and marketing for their programs, monitoring of student enrollment, thematic professional development, developing and maintaining partnerships, and the variety of other duties and responsibilities that magnet programs require. Tucson High has a full time magnet resource teacher and Palo Verde has a new magnet resource teacher this year.

Only the two total school magnets, Howenstine and University High, met their 2011 AYP targets. Because AYP is calculated only on a total school basis, scores of all students at the two schools helped with this achievement. It is impossible to determine what effect magnet student scores at the five high schools with programs-within-the-school had on the schools' failure to meet their AYP targets. This is because neighborhood magnet students are impossible to identify by program and errors in non-neighborhood student enrollment could not be rectified. Additionally, it is impossible to compare the academic achievement of all magnet students (neighborhood and non-neighborhood) with non magnet students in other areas such as grades, Advanced Placement results, etc. as well as in areas such as dropouts, suspensions, etc.

Three out of the seven high school magnets (Cholla, Pueblo and Tucson High) remain racially isolated with Hispanic populations of 70% or higher when compared to the district's high school Hispanic population of 54.8%

Only one of the seven high school magnets, University, has an Anglo enrollment of 54.5% while the district's high school Anglo enrollment is 30.5%. This is a 24.0% difference. University also has an Asian enrollment of 12.7% while the district's high school Asian population is 3.5%.

There has been no funding for magnet theme professional development at most high school magnets. Funding for the specialized programs offered by many of the schools is essential for them to maintain state-of-the-art curricula, address current issues related to the theme, meet program requirements (i.e., IB) and for health and safety of students. Some of the programs receive general district provided professional development through the Career and Technical Education (CTE) Department.

High school recommendations/commendations specific to each school are as follows:

- Catalina houses three magnet programs. The district should consider moving the JTED Certified Nursing Assistant program back to Catalina. It should also support adding the Emergency Medical Technician program to the Health Care Program and an Air Traffic Controller sequence to the Aviation/Aerospace Program. It is difficult to implement, market, and recruit for programs with only one teacher in each program. Funding is needed to ensure adequate professional development for teachers in the two career-related programs as well as for the *Terra Firma* (College Prep) program teachers. Like the traditional magnets at Bonillas and Dodge, Catalina's College Prep program is highly regarded by parents and students as a successful program. However, the team that visited this magnet believes that all high schools should be offering a college prep curriculum and support for students to be successful in higher education.
- There are two magnet programs at Cholla:
 - The school's high quality and highly successful International Baccalaureate Diploma Program at grades 11 and 12 should be expanded to include the IB grade 9-10 Middle Years Program. This would insure adequate preparation for students prior to enrolling in the rigorous Diploma Program. Funding for required IB training is necessary to ensure student success in the program and on IB exams, for increased and readily available student access to computers, and to increase the IB coordinator position to full time.
 - The Law and Public Safety Program needs strengthening. The once highly regarded program with its courtroom and law library should be revamped and updated with the intent of applying for the recently introduced IB Career/Tech Certification program. This could consolidate the programs and enhance marketing and recruitment. Currently the courtroom and law library are unused.
- Beginning with the 2011 school year, Howenstine is a turnaround school with a new principal who had been at the school for only a short time when the review team visited. The Howenstine magnet is Service Learning. The school offers opportunities for students from across the district who do not want to attend a large, comprehensive high school, but want to attend a smaller high school with a unique magnet program and personalized support. The staff has concerns about a lingering community perception that it is a school for special education students. Howenstine needs support to market its program across the TUSD community.

- Palo Verde has made a significant change to its magnet offerings. There has only been one program, Engineering and Technology, but the school has developed a performing arts program that they believe has not been recognized by the Governing Board. The school reports many students come to Palo Verde for its performing arts curriculum. The school should develop a proposal and take it to the Governing Board to be approved as a new magnet theme.

- Pueblo is home to two magnet programs:
 - The school's College Prep program is not a unique magnet theme. The review team believes all high schools should be offering college prep (pre AP and AP) curriculum as well as supports for students to be successful in these programs. The teachers in the College Prep program are very committed and working hard to address the social and economic needs of the Pueblo students in the program. High poverty at the school often puts roadblocks in the way for students to be academically successful and truly understanding of the benefits of a college or university education. Teachers work hard with individual students to address their needs and any difficulties they may be encountering.
 - The Communications Magnet at Pueblo is a strong magnet program that works hard to integrate core curriculum standards into the variety of communication strands including broadcast, radio, journalism, etc. Teachers were eager and enthusiastic to share what students learn in the variety of classes offered and how standards are addressed. The program needs to develop a sequence of courses that students should take for each of the strands of communication.

- The Tucson magnet houses two magnet programs:
 - Courses within the Fine Arts strands (dance, music, art, etc.) progress from beginning or basic to advanced and are taught by expert teachers. What it means to be a "Fine Arts magnet student" is not well defined, however, and should be addressed.
 - While there are numerous math and science classes that are unique, there is no scope and sequence in either area that can be used to define a "Math magnet student," "Science magnet student," or "Math/Science" magnet student. As with the Fine Arts program, this should be addressed.
 - Defining what a magnet student is will make it easier for the school and district to identify students to track when attempting to determine the program successes, weaknesses, and costs for each program-within-the-school.
 - Revamping and revitalizing magnet program "endorsement plans" is a site-identified task that should be addressed as soon as possible along with a plan for communicating the information to parents and students.

- The College Prep Magnet at University is also not a unique magnet theme. However, the fact that students must take all their classes at the 11th and 12th grades at the AP level is unique and academically challenging. The school has a number of supports in place to assist students to succeed in this rigorous program, however, the school's admission requirements ensure that the school enrolls only highly gifted and academically successful students. The program is more of a seminar/GATE program, serving the needs of some highly gifted and motivated students, than a magnet program.
 - University's student body does not reflect the TUSD community. While the school is targeting its recruitment to address student diversity, the review team encourages them to adjust some of their policies. There are many students in TUSD schools who will be very successful at the college or university level who do not meet the school's current, very challenging, admissions policy.
 - University High School's College Prep Magnet has not been recognized by the Governing Board as a magnet. The school should develop a proposal and take it to the Governing Board to be approved as a magnet school.

IX. SUMMARY OF RECOMMENDATIONS FOR K-12 MAGNET THEME CONTINUITY

It appears that no attention has been paid to the District Continuity (Pipeline) for Magnet Schools during the past several years. Some of the continuity patterns (pipelines) are outdated showing magnet continuation based on an old theme that is no longer implemented and there are no new pipelines for new magnet themes such as International Baccalaureate.

Being able to continue in a magnet program K-12 is an educational benefit for magnet schools. K-12 magnet continuity provides priority to students wanting to continue in the same theme or a closely-related theme, and be accepted ahead of applicants who do not have the need, interest or previous experience/preparation in the magnet focus. This magnet priority is often the way students get accepted into popular middle or high school programs. Magnet continuity or pipelines are also important marketing and recruitment topics for parents.

Recommendations have been made to update and add schools to the district's magnet school pipeline and the chart can be found in Section VI, of this report.

As the district looks to change existing magnet programs or add new ones, it should look at the continuity of magnet themes. Schools and programs that the consultant recommends to improve continuity include:

- The elementary school at Roskrige should be added to the magnet bilingual/dual language theme.
- An International Baccalaureate Middle Years Program (grades 9 and 10) should be added to the Cholla High School 11th and 12th grade IB Diploma Program. This will provide stronger continuity and support students articulating from the new IB programs at Robison and Safford.
- Both Carrillo and Tully will need to strengthen their fine arts and music programs to better prepare their students for the Visual and Performing Arts theme.
- A K-6 or K-8 Music Conservatory would be a suggested addition for the Creative and Performing Arts theme.
- TUSD needs a strong K-12 math/science or STEM magnet strand. Booth-Fickett should be revitalized and strengthened.

X. SUMMARY OF RECOMMENDATIONS FOR DISTRICT GOVERNANCE OF MAGNET SCHOOLS

It is imperative that TUSD establish a Magnet Office to support the variety of magnet school programs the district has. The office should be led by a magnet coordinator or director and optimally have two resource positions to assist in carrying out the responsibilities and duties assigned to the office. The person selected to lead the Magnet Office should have experience with a variety of magnet curricula, curriculum integration, program evaluation, marketing and recruitment, parent and community involvement and developing community and business partnerships.

This central office position is critical for magnet program integrity, fidelity and to provide TUSD students a multicultural education, where integration is the norm and racial isolation is mitigated. The Magnet Office must work in collaboration with, and as a support to, the assistant superintendents and other central office departments including the School Community Services Office. It should also be guided by the permanent student assignment plan that will be developed in the near future. It is hoped that the new student assignment plan will include funding for more reasonable transportation routes, school marketing and recruitment strategies, and will provide diversity goals for magnet schools. If TUSD wants to draw back families who have left for charter, private or home school options, there should be a focus on marketing and recruiting for the district's magnet schools. There should be personnel to plan, lead and assist schools in carrying out the marketing plans developed for the schools.

There is a lack of leadership for magnet programs/schools when decisions are made at central office without consideration as to how they affect the magnet schools' programs, achievement, and diversity goals. Situations and problems that individual schools have encountered were shared with the visiting teams by too many schools to be ignored. Additionally, the consultants experienced the miscommunications, or lack of communication, with the schools regarding their notification of the comprehensive review process. At every level (elementary, middle and high school) there was a problem with at least a few schools getting the complete or accurate information regarding the comprehensive review. When schools called the central office to clarify information, their calls were not returned. The proposed magnet office should provide schools with information and assistance with all things related to magnet programs.

Marketing and recruitment takes time and effort on the part of the schools. When parents from neighborhoods that could bring diversity to a school make the decision to send their student to a magnet school, transportation should be provided. If the district is committed to reducing racial isolation at magnet schools, it should find ways to transport students from targeted neighborhoods to the magnet school within a reasonable amount of time. Transportation can make or break the schools' recruitment efforts.

Magnet schools need to be given recruitment goals. These goals need to be reviewed periodically as applications are received in order that schools adjust their recruitment strategies. Without diversity goals, the schools see no need to reach out beyond the neighborhoods close to the school. This recruitment does not often bring students who assist the school in reducing racial isolation. Schools reported that they knew they should be recruiting in other neighborhoods, but that it didn't seem to matter to anyone, and transportation was such a nightmare.

The Magnet Office should put a system in place to monitor magnet enrollment and drops from magnet programs. There also needs to be a system to handle growth plans for magnet school programs. When programs are successful and schools reach capacity, there should be a way to grow the program at another school. When programs are not successful, a system should be put in place that allows the school to significantly revise or change its theme. TUSD magnet schools expressed many ideas to add to or change their program. These plans are being created school-by-school with no consideration to the effect it will have on other schools, cost of the plan, or the direction of the district. The Magnet Office should work with schools to guide them in making change decisions and developing programs with consistency and fidelity to the theme.

The Magnet Office should be responsible for developing and monitoring magnet policy and procedures, and ensuring that all schools are abiding by those policies. Procedures need to be developed to identify new magnet schools, and for current magnet schools needing to significantly change their magnet theme. All new magnet schools, as well as any significant changes to current magnet programs, should be presented to and approved by the Governing Board.

The magnet application form is confusing for parents and needs to be separate from the open enrollment application. At schools with programs-within-school, both the neighborhood and the non-neighborhood students should be required to submit magnet applications to ensure accurate enrollment, achievement, dropout, suspension, and other district, school, or grant required data available for each specific magnet theme/focus within a school. It is important that the data be entered correctly into the district system. Parents do not understand how the open enrollment or magnet processes work. Schools and parents do not understand the grouping of schools by areas (Group A, B, C) as contained in the PUSP. Many parents think magnet schools are GATE schools.

The District's "Catalog of Schools" needs to be redesigned to feature magnet schools as a group. The catalog available to the review team had many information errors. A magnet office will ensure that correct information is included and updated annually. Many parents complained that the catalog was confusing with all of its symbols and that the magnet schools were hard to find.

While schools complained that recent budget cuts hurt their magnet programs, funding for magnets was difficult to determine. Funding for magnet programs is sometimes part of the desegregation funds schools receive, but sometimes the majority of the magnet was funded from other budgets. Desegregation funds seem to fund a variety of programs other than magnet programs. Additionally, at the high school level, some magnet programs are funded with Career and Technical Education funds. Having a magnet budget based on a formula specific to each magnet theme and including neighborhood and non-neighborhood students in costs analyses would allow for better oversight and monitoring of magnet program funding.

The vast majority of TUSD magnet schools have poor signage on the outside of the school identifying it as a magnet school or the school's theme. Some high schools have a marquee that states it is "A Magnet School" when in fact the magnet is a small program at the school.

Attachment - Bound Separately:

Individual Magnet School Summaries

Acknowledgements

The members of the visiting magnet review team from Education Consulting Services would like to thank all TUSD magnet schools' staff members for welcoming us and assisting us in learning about your magnet program(s). The team sincerely appreciates all the time and effort so many took in preparing for our visit. We also appreciate the efforts made to teach us about your program(s) and to candidly discuss the real issues at your school.

ATTACHMENT B



CODE: 34701
UNIT: Teacher
FLSA: Exempt

CLASSIFICATION

Magnet Site Coordinator (Site Based)

SUMMARY

This position coordinates the activities and services to facilitate the Magnet Program at the assigned site. The Magnet Coordinator will conduct professional development related to both content and pedagogy of magnet theme, collect data, and work with appropriate personnel to provide Magnet site with relevant and up-to-date information regarding Magnet School Information.

MINIMUM REQUIREMENTS

Appropriate Arizona Teaching Certificate

Structured English Immersion (SEI) requirement

Arizona IVP Fingerprint Clearance Card

Experience Developing Thematic Units

Experience providing Professional Development

Five (5) years teaching experience

PREFERRED QUALIFICATIONS

Experience with Magnet School Plan

Knowledge of Magnet Evaluation System

Knowledge of Magnet School Standards and Measures as related to school themes

Knowledge of Unitary Status Plans

ADDITIONAL REQUIREMENTS AFTER HIRE

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

ESSENTIAL FUNCTIONS

THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.

Coordinates with appropriate personnel to develop, manage, and monitor the magnet curriculum at assigned site.

Coordinates with sites to develop and implement data collection models and tools as related to magnet theme to capture benchmark student achievement data

Provides instructional feedback to teachers and administration regarding magnet themes.

Provide all documentation of magnet activities

Conducts outreach, recruitment, and marketing to ensure students, parents, and public are aware of Magnet School programs.

Desegregates data including enrollment, grade, AIMS (or other state mandated assessments), ATI, DIBLES, and unit assessment to appropriate personnel.

Conducts professional development as related to both content and pedagogy of magnet theme.

In collaboration with appropriate TUSD personnel collaborates and researches outside resources for professional development

Uses Mohave for course designation.

Creates collaborative relationships with outside resources including but not limited to local and national businesses, charitable and professional resources, and community resources.

Works with appropriate district personnel to provide resources for teachers

Attends all district training required for teachers.

Coordinates with site principals and teachers to access, analyze, and collect relevant student achievement data to improve instruction across the curriculum.

Coordinates with site level staff to identify students who are not making adequate academic progress.

Using current research creates informs the district of the best methods and policies that will ensure an equitable educational experience for Magnet School students.

Adheres to all state magnet school laws, regulations and guidelines. Serves as a resource to TUSD personnel regarding magnet school regulations, guidelines, governing board policies, and specialist rulings.

Assists TUSD personnel with planning and monitoring professional development related to magnet school curriculum implementation. Researches magnet school curriculum practices and applies knowledge of training best practices and instructional design principals.

Attends mandatory trainings from the Magnet office including webinars.

Coordinates federal, state, and district report preparation and data collection

MARGINAL FUNCTIONS

Order classroom supplies and instructional materials.

MENTAL TASKS

Communicates – verbally and in writing. Reads. Analyze and evaluate student progress and course curriculum. Develop, implement and evaluate plans. Perform functions from written and oral instructions and from observing and listening to others. Evaluate written materials to include written assignments and tests.

PHYSICAL TASKS

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS

Uses blackboard, whiteboard, easel, bulletin board, chalk, markers, and office or instructional equipment, such as telephones, fax-machines, computers and associated technology. May use hand tools and operate power-driven machinery.

WORKING CONDITIONS

Indoor - classroom environment. Contact with the public, employees, children and parents.

CONTROL, SUPERVISION

None

ATTACHMENT C

CODE: 44001
UNIT: WHITE
GRADE: 2
FLSA: Non-Exempt

CLASSIFICATION TITLE
TEACHER ASSISTANT

SUMMARY

Assists teachers in performing their classroom teaching responsibilities.

MINIMUM REQUIREMENTS

Speak, read and write in English.
One year of experience working with youth.
High School Diploma or G.E.D.

Associate's (or higher) degree OR
60 Semester-Hour credits from an accredited institution OR
AZ Dept. of Education-approved Academic Assessment Test

Related training or education

ADDITIONAL REQUIREMENTS AFTER HIRE

Copy of diploma, transcript or test results must be submitted at time of hire.
FBI fingerprint background check (at employee's expense).
Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

ESSENTIAL FUNCTIONS

THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.

Assists individual students and groups of students in performing their assignments in accordance with teacher guidelines. Reviews and explains lessons to them. May also assist students in the use of the English language.

Under the teacher's supervision, develops and implements lesson plans and instructs students in subjects such as creative writing, handwriting, art, language arts, social studies and math in accordance with the curriculum guide.

Assists teacher in arranging students into cooperative reading groups. Coordinates a group discussion of a story and encourages all students participation. Reinforces the development of comprehension, vocabulary and pronunciation skills.

Assists teacher in developing lesson plans for students. Implement instructional games in areas such as spelling or math to reinforce lessons. Prepares supplies and materials needed for lessons.

Scores tests, workbooks, book reports, assignments and homework in accordance with teacher's answer key. Records grades and scores in teacher's grade book or by computer entry.

Orders instructional supplies and materials and maintains the classroom inventory. Maintains student files.

Arrange field trips for students. Contacts parents to participate and arranges for transportation. Also collects money and records amount received.

Perform clerical functions such as typing, filing, laminating and copying

Compile an honor roll report and assists in the preparation of report cards for distribution. Assist teacher in the administration of tests. Translates tests. Arrange and participate in teacher/parent/staff conferences to review student's progress.

Assist students with special projects such as computer lab, cooking and sewing.

Assists students in developing their library skills in areas such as how to research, how to use the card index and how to check out a book.

MARGINAL FUNCTIONS

Prepare bulletin boards of current events and prepares display of students' works and achievements. Decorates classroom with appropriate themes during the school year.

Takes attendance. Prepare the hot lunch count of students and records amount of money received for lunch. Inform Food Service personnel of number of students ordering hot lunch.

Monitors student behavior in class. Assists teacher in disciplining students for misconduct in accordance with the Student Code of Conduct.

Arrange student learning centers for children in appropriate grade areas.

Attend and participates in instructional workshops and in-services to improve methods of instruction and performance in the classroom.

MENTAL TASKS

Communicates. Comprehends. Reads to children. Evaluates written material.

PHYSICAL TASKS

Work involves the performance of duties where physical exertion is required only to supplement normal sedentary work. Assistance is available in the event heavy physical exertion is required. Work may involve occasional lifting and carrying weights up to 25 pounds. Moderate walking, stooping, bending, reaching and sitting for extended periods may be required as a normal part of the job. Employees may be required to obtain a driver's license in some instances. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS

Utilizes office equipment such as typewriter, copier, and computer.

WORKING CONDITIONS

Indoors. Classroom, library, lunchroom environment. Outdoors. Playground.
Exposure to noise.

CONTROL, SUPERVISION

Monitor students indoors and outdoors.

ATTACHMENT D



CODE: 92285
UNIT: EXC
GRADE: 3
FLSA: Exempt

CLASSIFICATION

INSTRUCTIONAL DATA & INTERVENTION COORDINATOR

SUMMARY

Coordinates with site principals and teachers to access, analyze, and collect relevant student achievement data to improve instruction across the curriculum. The Instructional Data & Intervention Coordinator is committed to improving staff assessment skills as well as data analysis and data collection skills to ensure that students meet state and district academic standards. This position provides principal, teachers, and interventionists with effective professional development in data collection, data analysis, student assessment, interventions, and researched-based pedagogy.

MINIMUM REQUIREMENTS

Master's Degree in Education or a related field

Arizona Teaching Certification in elementary or secondary education.

Three (3) years teaching experience

Knowledge of research in assessment for professional development

Knowledge of classroom assessment models and rubric formation and uses

One (1) year experience providing instructional data analysis.

Understands the antecedents of school reform

Knowledge of research on best practices, specific models to improve student achievement, and whole school reform

Experience working with diverse student populations.

Experience providing professional development including the integration of technology into professional development materials

Experience with Word Processing/Database/Spreadsheet programs

Any equivalent combination of experience, training, or education

ADDITIONAL REQUIREMENTS AFTER HIRE

FBI fingerprint background check (at employee's expense).

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization

ESSENTIAL FUNCTIONS

THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.

Coordinates with site level staff to identify students who are not making adequate academic progress.

Designs effective research based interventions.

Implements and monitors the effectiveness of strategic plans, instructional strategies, and assessments.

Coordinates with sites to development and implement data collection models and tools to capture benchmark student achievement data.

Provides Professional Development, Training, and Coaching on interventions and data analysis.

Provides data analysis using AIMS, ATI, DIBELS and other Formative Assessments.

Collaborates with appropriate district and site personnel for data collection and analysis.

Coordinates Federal, State and District report preparation and data collection.

Attend trainings and workshops as required.

MENTAL TASKS

Communicates. Reads. Comprehends. Develops, plans, evaluates and analyzes written and verbal information and materials. Performs functions from written and oral instructions and from observing and listening to others.

PHYSICAL TASKS

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

EQUIPMENT, AIDS, TOOLS, MATERIALS

Uses office equipment such as telephones, computers and copiers.

WORKING CONDITIONS

Indoor. Office environment. Contact with employees and the public.

CONTROL, SUPERVISION

Supervises assigned personnel.

M: JOB92285

New: 3/12

ATTACHMENT E

**MATERIALS FOR
PROFESSIONAL LEARNING COMMUNITIES (PLC)
Tucson Unified School District
2014-2015**

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Four Critical Questions for Learning

What do we want students to learn?

How will we know if they learn it?

How do we respond when students are not learning?

How do we respond when students have already learned it?

DRAFT

TUSD Professional Learning Communities Smart Card

What do we want students to learn?

- Is the essential learning aligned with state standards and district curriculum guides?
- Does essential learning ensure students are well prepared to demonstrate proficiency on state, district and national assessments?
- Do assessments created by the team provide timely information on each student's proficiency so students are provided additional time and support for learning?

Possible Data Points and Resources

Advanced Placement	AzMerit	AZELLA	Benchmarks
Dibels	DRA	Formative/Summative	Mastery v. Non-mastery
Pima Admission Test	Progress Monitor	Readiness Pre-Assessment	Standards/Curriculum
Student Work Analysis	Sub-group Achievement	Task Analysis	Teacher Created Tests
Textbook Assessment	Trends	Understanding by Design	Vertical Design

How will we know when they learn it?

- Determine a specific number of common assessments to be used quarterly? Semester? Yearly?
- Demonstrate how each item is aligned to the essential outcomes.
- Specify the proficiency for each skill
- Clarify conditions for administering the common assessment (read to students, how much review prior to assessment, amount of prompting or rephrasing)
- Assess a few key concepts frequently rather than many concepts infrequently

Possible Data Points and Resources

Anchor Charts	Avenues Assessment	CBM's	Data Talk Folders
Effort Rubric	End of Course Tests	ExEd/Gate Assessments	Formative/Summative
IEP Quarterly Assessments	Informal Observation	Mastery v Non-mastery	Common Assessments (grade, district, state)
Performance Based Portfolio	Periodic Snapshots of student work	Presentations of Learning	Project Based Learning
Reading Record	Sight Word Assessment	Student work Analysis	Task Analysis
Teacher Created Tests	Writing Samples	Unit Test (Evisions, Trophies)	Work Samples
Writing Samples	Dolch Word Inventory		

How do we respond when students are not learning?

- Interventions—
 - when,
 - what,
 - who,
 - how often meet
 - how often assessed
 - what will be assessed
- Timely—at first indication of struggling
- Students are guaranteed to receive time and support regardless of who the teacher is

Possible Data Points and Resources

Achieve 3000	ATI interventions	Attendance	Data Talk Folders
Dolch Word Inventory	Growth over time	IEP Quarterly Assessments	Individual Student Needs (assign technology support)
Mastery v Non-mastery	Math Fluency/Facts (RTI book)	Meta Data: % of homework, Suspensions, etc	MTSS (track data)
Performance based Portfolio	Planning of Instruction	Read Naturally	Reading Diagnostics/ Writing Samples
Student Work Analysis/ Work samples	Student Generated Assessments	SuccessMaker/ Waterford	Task Analysis

How do we respond when students have already learned it?

- Extensions—
 - What's doing (students and teacher)
 - What will look like
 - How will it be graded (rubric)
- Complexity vs. Difficulty
 - Complexity=measure of thinking, action or knowledge required to complete a task
 - Difficulty=measure of effort required to complete a task
- Research says to differentiate difficulty NOT complexity

Possible Data Points and Resources

Dolch Word Inventory	Growth over time	Mastery v Non-mastery
Performance Based Portfolio	Student Work Analysis	Student Generated Assessments
Task Analysis	Video Taping (teacher)	Work Samples
Writing Samples to Show Growth		

ANALYZING STUDENT WORK DESCRIPTION: ADVANCING LEARNING THROUGH ANALYZING STUDENT WORK

Analyzing student work helps teachers to examine what students are learning and determine how best to adjust instruction according to the specific learning needs of the students. Research indicates that completing an analysis of student work in collaboration with colleagues using an established tool positively impacts teacher expertise. Using the Analyzing Student Work (ASW) tool benefits teachers in:

- Developing criteria and a structure for analyzing students' work to measure student growth
- Understanding and addressing the diverse needs of their students
- Learning a process and protocol for analyzing student work to identify learning needs
- Examining the role of standards, criteria and evidence (formative assessment) in improving teacher practice
- Developing an action plan that is aligned with student content standards and differentiated to meet the assessed learning needs of students
- Developing skills in collecting and analyzing observation data, giving feedback, and communicating with families
- Examining teacher practice through the inquiry cycle -Teach- reflect-Apply
- Improving instructional practice

The ASW tool can be used in many contexts and with diverse approaches:

- One-on-one with a mentor
- In PLCs, for example, following a common assessment
- In grade-level or department teams, e.g., determining standards or rubric for mastery
- As a starting point or mid-point for an Inquiry Cycle that includes planning, teaching and observing, and reflection.

The Analyzing Student Work tool is part of the New Teacher Center Formative Assessment and Support System. See *New Teacher Center Formative Assessment Guidebook (2013)*.

ANALYZING STUDENT WORK (ASW) Tool

This two-page tool can be accessed electronically via TUSD files. See following pages.

DRAFT

ASW # _____

Analyzing Student Work

Teacher _____ Mentor _____

Grade/Subject _____ Date _____

Assignment for Analysis _____ Standard/Objective _____

Expectation for assignment

Students Who:

Far Below Standard	Approaching	Meeting	Exceeding
____ % of class	____ % of class	____ % of class	____ % of class

Select One Student to Represent Category
Describe Performance

Far Below	Approaching	Meeting	Exceeding

rev 06-17-12
TUSD Induction/Mentoring Program, Adapted from New Teacher Center

ASW # _____

Learning Needs for Each Category

Far Below	Approaching	Meeting	Exceeding

Differentiated Strategies to Meet Needs

DRAFT

rev 06-07-12 TUSD Induction/Mentoring Program, Adapted from New Teacher Center

Sample Team Meeting Agenda Templates

While there is no one way to create an agenda for a team meeting, the most successful agendas include topics to be discussed, decisions to be made, actions to be taken, and reasons for celebration. Some agendas also include short reflection surveys designed to collect information about team meeting processes. The following is a sample agenda that your learning team might find valuable. (from *Building a PLC at Work*™ © 2010 Solution Tree Press • solution-tree.com)

Professional Learning Team Meeting Agenda Template #1

To download this page, please visit <go.solution-tree.com/PLCbooks>. Then go to page 111 in the book *Building a Professional Learning Community at Work: A Guide to the First Year*. (See visual of only page 1 of 3 on the following page.)

Professional Learning Team Meeting Agenda Template #2

This can be viewed electronically at <http://www.slidehar.net/KMP444/plc-agenda-template>. See the following pages for the visual.

Professional Learning Team Meeting Agenda Template #1

REPRODUCIBLE
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Team Agenda Template

While there is no one way to create an agenda for a team meeting, the most successful agendas include topics to be discussed, decisions to be made, actions to be taken, and reasons for celebration. Some agendas also include short reflection surveys designed to collect information about team meeting processes. The following is a sample agenda that your learning team might find valuable.

Date of Meeting: _____ **Start Time:** _____ **End Time:** _____

Members Present: _____

Topics to Be Discussed: Effective teams limit the focus of their meetings, resisting the temptation to tackle too many topics at once. As a result, we will focus our next meeting on the following three topics.

Topic 1: _____	Topic 2: _____	Topic 3: _____
How does this topic connect to our school's mission and vision? <div style="background-color: #e0e0ff; height: 60px;"></div>	How does this topic connect to our school's mission and vision? <div style="background-color: #e0e0ff; height: 60px;"></div>	How does this topic connect to our school's mission and vision? <div style="background-color: #e0e0ff; height: 60px;"></div>
Where do we currently stand? <div style="background-color: #e0e0ff; height: 60px;"></div>	Where do we currently stand? <div style="background-color: #e0e0ff; height: 60px;"></div>	Where do we currently stand? <div style="background-color: #e0e0ff; height: 60px;"></div>
What do we need to do to move forward? <div style="background-color: #e0e0ff; height: 60px;"></div>	What do we need to do to move forward? <div style="background-color: #e0e0ff; height: 60px;"></div>	What do we need to do to move forward? <div style="background-color: #e0e0ff; height: 60px;"></div>

1 of 3

Building a PLC at Work™ © 2010 Solution Tree Press • solution-tree.com
 Visit go.solution-tree.com/PLCbooks to download this page.

Professional Learning Team Meeting Agenda Template #2

PLC Agenda Team: _____ Date: _____

Materials to bring to meeting: _____
 Recorder: _____

Members Present		
1.	4.	7.
2.	5.	8.
3.	6.	9.

Start Time: _____

 End Time: _____

Meeting Norms:
 1. To be discussed

Action Items	Who?	Estimated Time	Minutes/Notes
Review Goal (from last meeting) and Strategies that Worked • What worked? Each member shares evidence of a strategy that was effective in helping to reach the goal since the last meeting.	All	5 Minutes	
Chief Challenges • What is the most urgent concern, problem or obstacle to progress and better results (based on data)? ○ What is it we want our students to learn? ○ What does the data tell us?	All	3 Minutes	
Proposed Solutions • What are possible concrete practical solutions to these problems? ○ How will we respond when some students do not learn it? ○ How can we extend & enrich learning for students who have demonstrated proficiency?	All	8-10 Minutes	
Action Plan • Which solutions might be best for the team to focus on between now and the next meeting? • If applicable, record names of people who are responsible for specific tasks prior to next meeting. + What am I taking away? + Next steps...	All	10 Minutes	
Unfinished Instructional Business			
New Instructional Business			
Open Agenda (if time allows)			
Homework/ things to do before our next meeting -			

Documentation Sheet

Team Agenda Template # 2 can serve as a documentation sheet. An alternative is the **Team Feedback Sheet**, which can be accessed digitally. The visual is here.

REPRODUCIBLE

Team Feedback Sheet

Team Name: _____

Meeting Date: _____

Team Goal(s): _____

Team Members Present: _____

Team Members Absent (List Reason): _____

Topics/Meeting Outcomes: _____

Questions/Concerns: _____

Administrator: _____

Date: _____

Professional Learning Communities at Work Plan Book © 2006 Solution Tree • www.solution-tree.com

EXHIBIT D

From: Willis D. Hawley [<mailto:wdh@umd.edu>]

Sent: Saturday, June 20, 2015 3:05 PM

To: Taylor, Martha

Subject: CMP R&R

I'm trying to get this done and need confirmation of my list of agreements (I sent earlier) from the District. And I need it as soon as possible Monday. Nothing formal yet but we will need that. On the site plans, Tully looks fine but I would like to talk later—not in the next week. I am concerned about integration goals. They need to be **at least** half way to the 70 percent—Ochoa is not. I did not check others because I do not plan to challenge the plans now.

Willis D. Hawley
Professor of Education and Public Policy
University of Maryland
Senior Advisor
Southern Poverty Law Center

EXHIBIT E

From: Willis D. Hawley <wdh@umd.edu>
Sent: Tuesday, June 23, 2015 4:57 PM
To: Rubin Salter, Jr.; Lois Thompson (Lthompson@proskauer.com); Juan Rodriguez; Bhargava, Anurima (CRT); Savitsky, Zoe (CRT) (Zoe.Savitsky@usdoj.gov); James.Eichner@usdoj.gov; Desegregation; TUSD
Cc: Becky
Subject: Changes in the CMP

All,

I have worked with the District to seek changes in the magnet plan that are responsive to concerns expressed by the plaintiffs and me. The District has agreed to the following:

1. Ochoa will not be a lighthouse school.
2. Categories will be no longer be used.*
3. Magnet funding will not be continued beyond the year in which funding is withdrawn but schools that had been magnet schools will be funded as needed to meet student needs. This can exceed formula funding.
4. My recommendations with respect to integration will take place no later than October of the two school years remaining and recommendations relating to academic performance will be made as soon as data from the previous year becomes available.
5. Transportation will be provided to all students who are involved in activities beyond the school days when individual magnet school plans call for such learning activities.
6. There is no exclusionary option either now or in the future.
7. Goals for individual schools must be at least as high as the current school measures of academic performance.
8. Paraprofessionals will not be used to provide remediation for students who are underachieving.

*There is no need because the goals established by the Court apply to every school and program. Every school must meet those goals.

Willis D. Hawley
Professor of Education and Public Policy
University of Maryland
Senior Advisor
Southern Poverty Law Center

EXHIBIT F

From: Taylor, Martha <Martha.Taylor@tusd1.org>
Sent: Thursday, June 25, 2015 4:36 PM
To: 'Rubin Salter, Jr.'; Tolleson, Julie; Brown, Samuel
Cc: lthompson@proskauer.com; jrodriguez@maldef.org; james.eichner@usdoj.gov; zoe.savitsky@usdoj.gov; anurima.bhargava@usdoj.gov; William Brammer; Patricia V. Waterkotte; TUSD; wdh@umd.edu; Desegregation
Subject: RE: CMP RFI
Attachments: 20150625 Response to Fisher CMP RFI.pdf

Mr. Salter: Please find attached the District's response to your request for information regarding the CMP.

Thank you.

Submitted by: Rick Haan; Renee Weatherless

Submission Date: June 25, 2015

-----Information above this line is to be completed by District Staff -----

Request for Information Form

Information Request Please Expedite

General Response:

The CMP process required Plaintiffs to submit their final objections to the May 15, 2015 version of the CMP (filed with the Court, ECF #1803) no later than May 29, 2015. The agreed-upon schedule made no provision for Plaintiffs to submit requests for information (RFIs) on May 29, 2015. On May 29, 2015, the District received the present RFI. After discussing this matter with the Special Master, pursuant to the agreed-upon procedures related to RFIs, the District determined that it would submit a response “in advance of the deadline for responding to the Special Master’s CMP R&R” as requested by the Fisher Plaintiffs on June 11, 2015. Please see the response below, submitted on June 25, 2015 – well in advance of the deadline for responding to the Special Master’s CMP R&R (which is more than three weeks from today).

Submitted by:	Rubin Salter, Jr.
Date:	May 29, 2015
Related to:	Comprehensive Magnet Plan
Request #1:	Disaggregated by HS, MS, ES and K-8; by race and ethnicity; and by whatever SES indicators available: (a) what percentage of all magnet students attend PROBLEMATIC schools; (b) what percentage of all students enrolled at magnet schools attend PROBLEMATIC schools; (c) what percentage of all magnet schools are PROBLEMATIC schools; and (d) what percentage of all magnet funding flows to PROBLEMATIC schools?
Response #1:	(a) See attached; (b) See attached; (c) See attached. Five of the 20 magnets were previously labeled “Problematic,” but the list included Cragin which lose magnet status. In the Revised CMP, four of the 20 magnets (20%) could still be considered “Problematic,” if that term were still being used.

(d) Approximately \$1.814M of all 910(G) magnet funding (approximately fifteen percent) flows to the four identified schools that were previously labeled “Problematic.” If Cragin is included, approximately \$2M of all 910(G) magnet funding (approximately seventeen percent) flows to the five identified schools that were previously labeled “Problematic”

Request #2:

Disaggregated by HS, MS, ES and K-8; by race and ethnicity; and by whatever SES indicators available: (a) what percentage of all magnet students attend schools that would meet the criteria for the “exclusionary option” (already applied to Ochoa); (b) what percentage of all students enrolled at magnet schools attend schools that would meet the criteria for the “exclusionary option”; (c) what percentage of all magnet schools are schools that would meet the criteria for the “exclusionary option”; and (d) what percentage of all magnet funding flows to schools that would meet the criteria for the “exclusionary option?”

Response #2:

The District is not utilizing the “exclusionary option” at any schools.

Students Attending "Problematic"* Magnet Schools** on the 40th Day 2014-15																					
	White			African American			Hispanic			Native American			Asian Pacific American			Multi Racial			Total		
Enrollment	Prob	Total	%	Prob	Total	%	Prob	Total	%	Prob	Total	%	Prob	Total	%	Prob	Total	%	Prob	Total	%
Elementary	49	381		70	264		459	2185		12	87		5	31		18	89		613	3037	20%
K-8	0	405		0	328		0	2077		0	154		0	42		0	92		0	3098	0%
Middle	39	206		65	145		434	1291		22	52		1	19		9	39		570	1752	33%
High	51	859		36	520		1370	5705		66	317		4	77		10	158		1537	7636	20%
Total	139	1851	8%	171	1257	14%	2263	11258	20%	100	610	16%	10	169	6%	37	378	10%	2720	15523	18%
*Problematic Schools included are Holladay, Robison, Utterback, and Pueblo																					
**The total enrollment includes all 20 2014-15 Magnet schools																					

Low SES* Students Attending "Problematic" Magnet Schools on the 40th Day 2014-15**

Enrollment	White			African American			Hispanic			Native American			Asian Pacific American			Multi Racial			Total		
	Prob	Total	%	Prob	Total	%	Prob	Total	%	Prob	Total	%	Prob	Total	%	Prob	Total	%	Prob	Total	%
Elementary	38	235	16%	58	231	25%	417	1793	23%	11	74	15%	5	24	21%	17	64	27%	546	2421	23%
K-8	0	272	0%	0	276	0%	0	1735	0%	0	134	0%	0	28	0%	0	71	0%	0	2516	0%
Middle	22	92	24%	61	119	51%	402	1058	38%	20	45	44%	1	11	9%	6	21	29%	512	1346	38%
High	41	443	9%	27	395	7%	1145	4376	26%	50	247	20%	2	47	4%	5	92	5%	1270	5600	23%
Total	101	1042	10%	146	1021	14%	1964	8962	22%	81	500	16%	8	110	7%	28	248	11%	2328	11883	20%

*Low SES based on Free & Reduced Lunch Data (Free or Reduced)

**The total enrollment includes all Low SES students at all 20 2014-15 Magnet schools

Non-Low SES* Students Attending "Problematic" Magnet Schools on the 40th Day 2014-15**

Enrollment	White			African American			Hispanic			Native American			Asian Pacific American			Multi Racial			Total		
	Prob	Total	%	Prob	Total	%	Prob	Total	%	Prob	Total	%	Prob	Total	%	Prob	Total	%	Prob	Total	%
Elementary	11	146	8%	12	33	36%	42	392	11%	1	13	8%	0	7	0%	1	25	4%	67	616	11%
K-8	0	133	0%	0	52	0%	0	342	0%	0	20	0%	0	14	0%	0	21	0%	0	582	0%
Middle	17	114	15%	4	26	15%	32	233	14%	2	7	29%	0	8	0%	3	18	17%	58	406	14%
High	10	416	2%	9	125	7%	225	1329	17%	16	70	23%	2	30	7%	5	66	8%	267	2036	13%
Total	38	809	5%	25	236	11%	299	2296	13%	19	110	17%	2	59	3%	9	130	7%	392	3640	11%

*Non-Low SES based on Free & Reduced Lunch Data (Not Free or Reduced)

**The total enrollment includes all Non-Low SES students at all 20 2014-15 Magnet schools