

Exhibit B

Magnet School Plan Explanations (Uncertified Personnel / Technology)

Special Master Recommendation: “Some school-level magnet budgets appear to include expenditures, as the Special Master has noted in a memorandum to the parties, to support uncertified personnel who would be teaching struggling students. Such funding was not allowed in 2016. If the District proposes to make such expenditures, it should explain why the proposed activities are acceptable now but were not previously. Other plans request technology which appears to have already been approved with funding from unspent allocations in 2016. The District should revise magnet school plans accordingly.”

TUSD Response: The District will provide explanations related to the use of uncertified personnel identified in certain magnet school plans. The District agrees to revise magnet budgets to reallocate funding for computers that were purchased through the reallocation process. These revisions will not be reflected in the Final Proposed Budget or the Final Adopted Budget, but will be addressed through the reallocation process.

NOTE: it is not clear where or when in 2016 the District was prohibited from funding uncertified personnel who taught struggling students.

A. UNCERTIFIED PERSONNEL

Nine of the nineteen Magnet School Plans (MSPs) include allocations for teaching assistants: Bonillas, Borton, Carrillo, Davis, Drachman, Holladay, Ochoa, Palo Verde, and Roskruge.

School	Teaching Assistants	Magnet School Plan Allocation
Bonillas	4	\$77,056
Borton	4.76	\$81,218
Carrillo	3.75	\$56,500
Davis	5.25	\$62,388
Drachman	4 (8 @.5)	\$60,000
Holladay	3	\$77,000
Ochoa	.75	\$11,250
Palo Verde	hourly	\$16,200
Roskruge	4	\$114,732
Total	29.51	\$556,344

Teaching Assistants Supervise and Facilitate Enrichment Opportunities While Teachers Teach Struggling Students at Bonillas, Borton, Carrillo, and Holladay

Of these nine, Bonillas, Borton, Carrillo, and Holladay use their Teaching Assistants to provide enrichment opportunities and supervision of independent work in the classroom while teachers work with small groups of struggling students to provide targeted instruction and intervention. Borton’s Teaching Assistants also support school-wide Project Based Learning (this does not include directly teaching struggling students). The Bonillas, Borton, Carrillo, and Holladay plans do not call for TAs to teach struggling students.

Teaching Assistants Supervise, Facilitate Enrichment Opportunities, and Act as Language Role Models for the Dual-Language Programs at Davis and Roskruge

At Davis and Roskruge, Teaching Assistants facilitate enrichment activities, provide supervision, and act as language role models. The Davis and Roskruge plans do not call for TAs to teach struggling students.

Teaching Assistants Supervise, Facilitate Enrichment Opportunities, and Support Instruction at Drachman and Ochoa

At Drachman, Teaching Assistants facilitate classroom enrichment and provide supervision. The Montessori Model of education requires teaching assistants in grades K-3 to support instruction, and strongly recommends teaching assistants in grades 4-8 to support instruction. Thus, it is best practice to utilize teaching assistants in this manner under this particular model.

At Ochoa, the Teaching Assistant is split between two ELD classes to provide supervision and to facilitate enrichment. However, because of the specialized needs of the ELD students, Ochoa’s Teaching Assistant also provides some direct instruction to students.

Teaching Assistants Tutor Students at Palo Verde During and After School

Teaching Assistants at Palo Verde tutor students in remedial math classrooms both during the day and after school. There is some indication that this approach has resulted in higher math achievement at Palo Verde. The District will continue to assess the data. If the data show this strategy to be successful, it would be unreasonable to discontinue it merely based to the classification of the employees implementing it.

B. TECHNOLOGY

During the summer of 2016, the District allocated a significant amount of funding to technology purchases for magnets. All Magnets were included in the District's 2016 summer technology purchase, but few received the same technology that was delineated in their MSP budget. For four magnet campuses, the new technology either covered, or overlapped with, Capital Technology listed in their MSP. These campuses have developed proposals to amend their plans accordingly:

School	Capital Technology Surplus	Proposed Amendment
Mansfeld	\$5,000	Increase funding for Added Duty to facilitate tutoring of the L25* and to support the development and facilitation of STEM Summer School for students entering grades 6-8
Roskrige	\$10,761	Utilize this funding for an office receptionist (see expenditure justification on site's principal response).
Utterback	\$21,742	Use these funds to provide training and support to teachers in appropriate and engaging use of the technology.

*The 21st Century program at Mansfeld services the "L25" students (students identified by the District as at-risk academically).

Re: 2017 Magnet Plan Budgets**Dr. Hawley's Recommendations for Action**

Recommendation A. Several schools seek funding for teaching assistants and other noncertified personnel who would be meeting with students who are struggling. The use of funds for this purpose was specifically prohibited in the previous budget and should be denied now.

District Response to A:

Nine of the nineteen Magnet School Plans (MSPs) include allocations for teaching assistants:

School	Total # TAs funded 2016-17	Budget as it appears in Magnet School Plan
Bonillas	4	\$77,056
Borton	4.76	\$81,218
Carrillo	3.75	\$56,500
Davis	5.25	\$62,388
Drachman	4 (8 @ .5)	\$60,000
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Of these nine, Bonillas, Borton, Carrillo, and Holladay use their Teaching Assistants to provide enrichment opportunities and supervision of independent work in the classroom while teachers work with small groups of struggling students to provide targeted instruction and intervention. Borton's Teaching Assistants also support school-wide Project Based Learning (this does not include directly teaching struggling students). The Bonillas, Borton, Carrillo, and Holladay plans do not call for TAs to teach struggling students.

Teaching Assistants Supervise, Facilitate Enrichment Opportunities, and Act as Language Role Models for the Dual-Language Programs at Davis and Roskruge

At Davis and Roskruge, Teaching Assistants facilitate enrichment activities, provide supervision, and act as language role models. The Davis and Roskruge plans do not call for TAs to teach struggling students.

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At Drachman, Teaching Assistants facilitate classroom enrichment and provide supervision. The Montessori Model of education requires teaching assistants in grades K-3 to support instruction, and strongly recommends teaching assistants in grades 4-8 to support instruction. Thus, it is best practice to utilize teaching assistants in this manner under this particular model.

At Ochoa, the Teaching Assistant is split between two ELD classes to provide supervision and to facilitate enrichment. However, because of the specialized needs of the ELD students, Ochoa's Teaching Assistant also provides some direct instruction to students.

Teaching Assistants Tutor Students at Palo Verde During and After School

Currently, Palo Verde has no teaching assistants (though there were two at the school in SY 2015-16). The District has assessed the use of classified tutors and will seek to hire certified (or otherwise qualified) tutors to assist struggling students with interventions and enrichment support.

Recommendation B. In some cases, substitutes are to be hired to free up teachers for professional learning community work or its equivalent, another practice specifically prohibited. In this case, however, more specific descriptions of how this will be accomplished without losing time for student learning could justify the approach if there was reason to believe that this would result in overall school improvement.

District Response to B:

The District is not aware of a specific prohibition on utilizing substitutes for PLC work. Of the nineteen magnet campuses, eight magnet budgets include allocations for substitutes. Of the eight, only five have allocated funds to pay for teachers to engage in Professional Development and PLCs (Carrillo, Dodge, Holladay, Palo Verde, and Roskruge).

This practice does result in marginal lost time of teacher to student interaction (student learning can and does still occur with substitutes). Schools work diligently to ensure that the lost teacher to student interaction time is minimal; teachers are pulled infrequently to institute this practice during the school day. Instead, the District strives to utilize off-contract time (added-duty), established planning time, and/or Wednesday PD time to develop PLCs. The District believes this practice will result in overall school improvement by providing time for designing a guaranteed and viable curriculum (a key component in school improvement), the alignment of assessments, and designing data-driven instruction.

School	Sub funding	Sub funding
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	in MSP	for PLC Work and/or PD
<i>Carrillo</i>	\$4,800	<i>Yes</i>
Cholla	\$7,500	No
<i>Dodge</i>	\$7,940	<i>Yes</i>
Drachman	\$8,000	No
<i>Holladay</i>	\$4,500	<i>Yes</i>
<i>Palo Verde</i>	\$11,000	<i>Yes</i>
<i>Roskruge</i>	\$1,500	<i>Yes</i>
Tucson High	\$5,950	No
Total		

Recommendation C. My impression is that these plans were developed before significant funding was allocated for technology. Several schools appear to be asking for the equipment and software that they will now receive as a result of the millions of dollars recently allocated for such purposes. If this impression is correct, relevant money should be reallocated and the purposes for which it will be used should be identified.

District Response to C: During the summer of 2016, the District allocated a significant amount of funding to technology purchases for magnets. All Magnets were included in the District's 2016 summer technology purchase, but few received the same technology that was delineated in their MSP budget. For four magnet campuses, the new technology either covered, or overlapped with, Capital Technology listed in their MSP. These campuses have developed proposals to amend their plans accordingly:

School	Capital Technology Surplus	Proposed Amendment
Mansfeld	\$5,000	Move money to Magnet Added Duty to facilitate tutoring of the L25 and to support the facilitation of our STEM Summer School for students entering grades 6-8
Palo Verde	\$1,000	Use money for replacement/upgrade cost for existing technology
Utterback	\$21,742	Use these funds to provide training and support to teachers in appropriate and engaging use of the technology.

*The 21st Century program at Mansfeld services the "L25" students (students identified by the District as at-risk academically).

Recommendation D. Some schools are asking for staff to perform the functions that will be performed by the MTSS facilitators. The plans should be adjusted accordingly.

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District Response to D: Three campuses (Palo Verde, Safford, and Utterback) have been given MTSS facilitators while also having Magnet funded positions that partially overlap the MTSS Facilitator Job Description. See below.

School	Assigned an MTSS Facilitator?	Magnet Funded Positions that include MTSS functions
Booth Fickett	1.0 FTE	None
Cholla	1.0 FTE	None
Palo Verde	1.0 FTE	1.0 FTE Data Coach
Pueblo	1.0 FTE	None
Robison	1.0 FTE	None
Safford	1.0 FTE	1.0 FTE Guidance Counselor
Tucson High	2.0 FTE	None
Tully	1.0 FTE	None
Utterback	1.0 FTE	1.0 FTE Data Coach
Total	10.0 FTE	

The MTSS Facilitator Job description is broad, and includes the following functions:

- Facilitate school academic community and ensure development in the areas of classroom management, Tier 1 instruction, and interpreting data.
- Promotes the practice in the areas of student's academic, social and emotional, and behavioral needs.
- Work in collaboration with Teachers, Counselors, Student Success Specialists, and Principal to further the work of the Unitary Status Plan in the area of Positive Behavior Intervention Strategies (PBIS), restorative practices and the fair and equitable treatment of students of color in the school.

Using Magnet Funding, Palo Verde and Utterback each employ a 1.0 FTE Data Coach in addition to the MTSS Facilitator. Data Coaches are tasked with different roles than the MTSS Facilitator, though they may share some of the same duties. Data Coaches are responsible for creating and implementing interventions for the L25 and at-risk students. They also work with PLC teams to develop intervention strategies and to disaggregate data in order to differentiate Tier 1 instruction and intervention opportunities.

As noted in the site-specific response above, Safford K-8 will be using magnet funds to pay for a guidance counselor due to the high level of student need. While there are overlapping duties, the role of the Guidance Counselor and the MTSS Facilitator are discreet. The Counselor is responsible for implementing the TUSD Comprehensive Competency Based Guidance (CCBG)

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program/American School Counselor Association National Model, and providing the CCBG program for all students at the site. In addition, counselors provide activities to meet the needs of students, and consult with teachers, staff and parents to enhance their effectiveness in helping students. In addition to social and emotional counseling and resources, the guidance counselor at Safford will also provide information and resources during MTSS meetings and assist in class scheduling.

Recommendation E. Schools should not be allowed to set goals for student achievement that were lower than the goals they already had achieved. Indeed, those goals should be higher. What is the message implied in the statement that a minimally B school is fine? This issue was dealt with last year. Why does it reappear?

District Response to E: None of the Magnet schools set academic state letter grade goals lower than the goals that they already achieved in the 2016-17 SY Magnet School Plans. Three campuses, Cholla, Roskruge, and Tucson High set their goal to be the same (B). This is due to administrative concern at the site level over setting a goal higher while also implementing a new state test that has not released letter grades for the 2014-15 SY or 2015-16 SY. See below:

School	State Letter Grade Most Recent (2013-14 SY)	State Letter Grade Goal (2016-17 SY) (in MSP)
Bonillas	C	B
Booth Fickett	C	B
Borton	C	A
Carrillo	A	A
Cholla	B	B
Davis	B	A
Dodge	A	A
Drachman	A	A
Holladay	D	B
Mansfeld	C	B
Ochoa	B	A
Palo Verde	A	A
Pueblo	C	B
Robison	D	B
Roskruge	B	B
Safford	C	B
Tucson High	B	B
Tully	C	B
Utterback	D	B

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Recommendation F. Several schools appear to be using consultants for purposes of professional development in core subjects while other schools with similar professional development needs and intentions do not use consultants. Further, consultants are being hired to carry out direct instructional functions as well as roles usually performed by counselors or social work professionals. Relying on contractors in the short run to provide special services, especially professional development may be sensible, but bringing contractors to provide regular and continuing services can undermine the coherence of curriculum and teaching. If they exist, describe District policies relating to the utilization of contractors in lieu of certified personnel who will be continuing employees of the District.

District Response to F: There is no district policy regarding the utilization of contractors in lieu of certified personnel who will be continuing employees of the district.

Recommendation G. Describe steps taken by magnet schools and programs to ensure that such contractors are hired in accordance with the provisions of the USP aimed at ensuring the diversity of professional educators in the District.

District Response to G: When looking for contractors to provide services, the Tucson Unified School District looks for contractors with experience working with diverse populations.

Responses to Dr. Hawley's Questions Related to Specific Magnet School Plans

1-2. Site Specific Questions and Responses: Bonillas

1. The plan says that teaching assistants will be used to reduce class size. How is this done, may or may not be permissible.

Principal Response to 1: Bonillas focuses on strengthening tier 1 instruction in the classroom. AZ State Statutes 15-704, 15-211, and 15-701 (Move on When Reading) states that students in 3rd grade must reach basic requirements set forth by the state in reading, as measured by AZMerit (<http://www.azed.gov/mowr/>). Bonillas has allocated two certified teachers to reduce classroom size in second and third grades. The certified teacher works on specific, targeted instruction in small groups while the rest of the students work independently. The teaching assistants support the classroom teacher in supervising the students who are working independently so the classroom teacher can work uninterrupted with the most at risk students. Research shows that focusing on students' particular academic needs is positively correlated with student achievement. (<http://www2.ed.gov/pubs/turning/strategy.html>).

2. The use of Open court reading program is a very poor fit to the Common Core Standards.

Principal Response to 2: Open Court is not the only, or even the primary, reading program used at Bonillas. Bonillas's primary approach to reading instruction is through the structure of guided reading and Daily 5. Bonillas uses a variety of resources including the Scholastic Leveled Libraries for daily guided reading instruction and the Multicultural Library to teach according to the TUSD Curriculum Version 3.0.

The National Reading Panel addresses the need for direct phonics instruction as an integral part of comprehensive reading program. The Open Court Supplemental Phonics Kits are used as a *supplemental* resource for phonics instruction in grades K-3. The Open Court program has worked diligently to align to the Common Core and the correlations by standard to each unit; this alignment is available for all of Bonillas teachers to reference.

3-4. Site Specific Questions and Responses: Booth-Fickett

3. The plan calls for hiring a reading interventionist but there is no money allocated for that purpose."

Principal Response to 3: This position is funded by a non-deseg budget source.

4. *This is the only plan that calls for a 'Student Achievement Committee.' My initial reaction was to think that this was a professional learning community but it is not. Funding for PLC is also provided.*

Principal Response to 4: The Student Achievement Committee acts as an instructional leadership team. Facilitators from each PLC meet to review and implement strategies to increase student achievement. This committee meets during non-contract hours.

5-6. Site Specific Questions and Responses: Borton

5. *The role of the Instructional Specialist in this plan seems unusual. This person is doing similar work to a teaching assistant of which there are a number in this plan but is also providing teachers with data on computer based interventions. Why is it that no other school has need of such as person?*

Principal Response to 5: The instructional specialist assists with two different components of the plan. First, the specialist supports Project Based Learning as students conduct research projects and practice keyboarding skills. During this time, teachers engage in uninterrupted PLC time during the school day. Second, the instructional specialist reviews student data and notifies teachers about target areas to be addressed for students who are having difficulty. While this is a classified position, the staff member currently in place has a college degree, a high level of content knowledge, and a substitute teaching certificate.

6. *Borton plans to hire a consultant, the cost of which would be similar to the cost of hiring an instructional coach full-time. Borton is proposing to implement one of the few examples of professional development that actually fits the definition of Learner Centered Professional Development—namely, lesson study. This strategy should be systematically examined for its efficacy so that if it proves to be effective it should be disseminated or replicated.*

Principal Response to 6: The District will examine this strategy for potential replication.

7. Site Specific Questions and Responses: Carrillo

7. *Carrillo appears to be experimenting with an approach to Learner Centered Professional Development- namely, teachers observing teachers (assuming there is follow-up.) As with the Borton strategy with study teams, this experiment should be studied because it breaks away from the more traditional approach to professional development shown by most studies to be ineffective.*

Principal Response to 7: The District will examine this strategy for potential replication.

8-11. Site Specific Questions and Responses: Cholla

8. Technology related to hardware and software - \$1,000. The technology is not specified. What is this for?"

Principal Response to 8: Scanners to upload IB-related documents. The International Baccalaureate Organization (IBO) is going to a more streamline digital upload of administrative and student documents through the IB administrative website. In the past, all documents were sent through FedEx and a blanket purchase order (currently \$2000). Some documents are still required in this manner; however, in school year 2016-17 all but two courses will be directly uploaded into the IB system. Given the large number of students enrolled in IB courses and associated assessments, the purchase of scanners will provide efficiency and money savings. The variation of assessments includes essays, oral exams, videos, art portfolios and coversheets requiring high quality scanners to provide the best uploads for IB examiners.

9. Capital technology - \$12,000. The technology is not specified. What is this for?"

Principal Response to 9: Promethean Boards and Projectors for IB teachers to increase classroom efficiency and enhance the use of instructional technology in the classroom. Students in IB classes are required to learn in a global environment by using a variety of instructional resources, including international and intercultural sources, many of which require access to technology and online resources.

10: The practice of having teachers on 6/5 contracts in this and other plans seems problematic. The implication here is that teachers could add a significant amount of time to their teaching schedule without undermining their overall effectiveness.

Principal Response to 10: Cholla does not have a traditional six period day but offers a seven period day with a planning period and a PLC period built into the master schedule. Any teacher on a 6/5ths contract still has one period per school day for their Professional Learning Community meeting time as designed by the District. Cholla currently has two teachers who have volunteered to work a 6/5ths contract. Cholla offers all teachers support with the Curriculum Service Provider, the Magnet Coordinator, and the IB Coordinator. These support positions assist all teachers with their curriculum, as well as classroom management and instructional strategies. In addition, Cholla strives to maintain the District initiative of 1:27 (teacher/student ratio). The District is not aware of evidence that adding an additional period to these teachers' contracts "undermin[es] their overall effectiveness."

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11: I also note here that during last year's hubbub over the loss of magnet status, military personnel responsible for the high school ROTC at Cholla dramatically played that the loss of magnet status would undermine this important activity. But there is no money in the budget for ROTC (nor should there be).

Principal Response to 11: The JROTC program is funded through blended budgets of Department of Defense, which is administered through the Secretary of the Army and Maintenance and Operations.

Site Specific Questions and Responses: Davis

The Special Master had no site specific comments for Davis' Magnet School Plan.

12-13. Site Specific Questions and Responses: Dodge

12. Dodge is proposing to use noncertified tutors to improve the achievement of the lowest 25. This is inappropriate.

Principal Response to 12: Dodge is not proposing the use of non-certified tutors for interventions. In order to improve achievement, Dodge will use "Added Duty Certified" for certified teachers listed in its plan.

13: It seems that Dodge will not be assigned an MTSS facilitator but is proposing to hire a Dean of students to perform these functions. But there is no money attached to such a position. If there was this would pose questions of fairness. Why should a magnet school have an MTSS facilitator if it would not otherwise qualify for such a position?

Principal Response to 13: Dodge has advertised and hired a half time Dean of students for the 2016-2017 school year. The role of the Dean may include addressing the components of MTSS as part of her job expectations. This position is being funded entirely through Title I and is not a part of Dodge's Magnet funding.

Site Specific Questions and Responses: Drachman

The Special Master had no site specific comments for Drachman's Magnet School Plan.

14-19. Site Specific Questions and Responses: Holladay

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14. Concern regarding hiring a consultant that would provide math intervention for less time than the reading specialist who is on staff.

Principal Response to 14: Holladay has contracted with a company to provide math intervention during the day and has a newly hired teacher who will build teacher capacity in Math instruction. The teacher's background includes the development of Common Core benchmarks for over 400 school districts. Teachers, school wide, provide math intervention during the school day. In addition, a strong emphasis on reading (currently 34% of our students are at the Core level based on DIBELS) will translate to improvement in math achievement.

15. Concern regarding adding 3 instructional specialists.

Principal Response to 15: Holladay has not added three instructional specialists but has reduced the number of instructional specialists by three FTEs. In addition, the instructional specialists provide enrichment while the certified teachers work directly with students who have not met the mastery rate.

16. Concern regarding contract service for social emotional needs.

Principal Response to 16: Holladay has identified students through the MTSS process who have academic and/or behavioral challenges. During the 2015-2016 school year, several students dealt with issues ranging from suicide ideation to sexual abuse. A fulltime certified school psychologist is needed to assist with developing and implementing behavior plans, conducting observations, completing assessments when warranted, and providing direct services to students. Faculty and staff will also receive support from the onsite resource. With only 34% of the student population reading on grade level, the onsite psychologist plays a vital role in identifying, and helping, students with additional academic and behavior needs.

17. School community liaison is not a certified person.

Principal Response to 17: The Community Liaison will address the financial, social and emotional needs of the community by connecting stakeholders to community resources. More than 90% of Holladay families qualify for free and reduced lunch and many needs arise for food, clothing, mental health support, and financial assistance (i.e. utility assistance). For example, one of our third graders lived in a home with no electricity for 3 months. The liaison holds a bachelor's degree in communication and is well versed in the resources available to our families. This position is typically held by classified employees in the District.

18. Connection between intervention and instruction.

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Principal Response to 18: Holladay employs a well connected instructional process that embeds intervention as well as enrichment.

19: \$15,000 for Consultants/PD – The Leader in Me

Principal Response to 19: The magnet plan does not assert that Pueblo Gardens is a benchmark school for academics, but instead mentions the school because it has implemented the program. However, CE Rose is an A school with the same demographics as Holladay. In fact, CE Rose had the same academic standing as Holladay when the program was introduced. Holladay's team has already begun implementing the program and there are marked improvements in the culture and attitudes of staff as a result of the program. These improvements have been noted by walk-throughs conducted by Central leadership in the previous school year.

Site Specific Questions and Responses: Mansfeld

20. As noted, Mansfeld is a candidate for inquiry about whether hiring seven-full time teachers represents supplanting.

Principal Response to 20: This is not an instance of supplanting. Without the supplemental funding, Mansfeld would only offer traditional elective courses similar to all middle schools. Mansfeld utilizes a seven-period day to allow for an additional period for STEM opportunities and differentiates Mansfeld from other middle schools. These positions and classes would not exist if we were not a STEM magnet school.

21-23. Site Specific Questions and Responses: Ochoa

21. Rather than hire a full-time teacher to provide tutoring in math and reading which presumably certified teachers in elementary schools would be capable of doing, the school proposes to spend the equivalent funds for contracted services. The school also proposes to hire outside contractors at the cost of \$100,000 to help staff develop their understanding of Reggio. This is the second year in which such services are contracted for, suggesting either that the contractors are not very good at training teachers or that they have been substituted over the long run for teaching staff. Why are contracted services being used for tutoring instead of certified teachers?

Principal Response to 21: Ochoa has requested that contracted services be obtained to provide professional development in the development of effective reading and math instruction. Teachers are implementing a new mathematics program and need professional development and coaching to effectively implement the program using effective instructional strategies. The teachers also attended a Teaching Reading Effectively training this summer and now coaching

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and support to implement the strategies in the training is needed. Ochoa has a 21st Century grant and a state tutoring grant that provide funds to pay teachers to tutor students after school.

22. *Why are contractor services being used instead of certified teachers?*

Principal Response to 22: Contracted services are being used for professional development and coaching in the areas of math and reading, not tutoring.

23. *Why are contractors being retained a second year?*

Principal Response to 23: These contracted services were obtained to establish model operational studios and to demonstrate for teachers how to integrate content into the language of that studio. The contracted services organization of studios and pedagogistas provides a professional development structure. When students are engaged in studio work, the teachers either go with the students to observe and participate or they are engaged with the pedagogistas in individualized professional development activities such as documentation, work on the environment, planning projects etc.

24-25. Site Specific Questions and Responses: Palo Verde

24. *Palo Verde proposes to hire the person who would serve the functions of an MTSS facilitator. This is appropriate if a MTSS facilitator is not to be assigned to the school. The School proposes to hire a Curriculum Service Provider, whatever that is (the position description in the plan covers an extraordinary array of functions including those of an MTSS facilitator). One might ask whether adding faculty members would be a more productive strategy since the cost is greater for this provider than it would be to hire a teacher.*

Principal Response to 24: The job duties of the MTSS Facilitator and the Curriculum Service Provider (CSP) are discreet but both have an end goal of increasing student achievement. The information below clarifies the job descriptions for the MTSS Facilitator and the CSP:

MTSS- The MTSS Facilitator will assist in the school academic community and ensure development in the areas of classroom management, tier one instruction, and interpreting data. They will promote the practice in the areas of student's academic, social and emotional, and behavioral needs. The MTSS Facilitator works in collaboration with Teachers, Counselors, Student Success Specialists, and Principal to further the work of the Unitary Status Plan in the area of Positive Behavior Intervention Strategies (PBIS), restorative practices and the fair and equitable treatment of students of color in the school.

CSP- This district level position provides curriculum and instructional support for teachers and school leaders under the direction of Curriculum, Instruction and Professional Development.

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This position supports district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement. This position assists in overseeing the district's curriculum and instruction, linking teachers and other instructional staff with the resources and support they need to help students achieve in a standards-based system.

25. The school proposes to hire a contractor to provide professional development, or so it says in one column. But in another column, the rationale is to provide academic support for both students and parents and for supplemental tutoring services. If this person is not a certified teacher, this expenditure would be in violation of previously agreed upon policies.

Principal Response to 25: The contractor position will provide extension opportunities for high performing students and support the classroom teacher(s) during group work and independent practice. This is a result of not being able to fill a math interventionist position. Hiring a contractor is a strategy to support student achievement and help staff an empty position caused by teacher shortages in Tucson. This is not meant as a long-term strategy.

26. Site Specific Questions and Responses: Pueblo

26. What might be typographical error, Pueblo proposes to hire five teachers at a rate lower than the other schools in the District believe is necessary to fund a teaching position. Why is the rate listed for Pueblo's teaching positions lower than others in the district?

Principal Response to 26: These are continuing teachers and the identified budget is based on actual teacher salaries (other school allocations may be based on average salaries).

27-28. Site Specific Questions and Responses: Robison

27. Robison justifies a music teacher, unlike any other magnet school other than that those that deal specifically with music as a theme, by citing the research. However, a music program in and of itself is not what the research says it is important. When music and art programs are integrated into the curriculum that is where the payoff occurs, the point the District understands as it relates to the investment in multicultural arts programs. The school proposes to hire two unclassified positions to carry out functions that seemingly require professional training.

Principal Response to 27: Robison understands that integration of music is what makes the greatest difference; the priority here is allowing teachers to participate in grade level PLCs while their students engage in a meaningful activity. 92% of Robison students qualify for free lunch so few students have an opportunity to participate in music lessons outside of school. Robison will

not have positions filled by unclassified professionals; specialist teachers are highly qualified teachers.

28. Finally, while the investment is trivial, the purchase of professional books for a study group, if this study group is involved in activity during the school day, is not likely to have much effect on student outcomes. On the other hand, teachers wishing to meet outside of instructional time to discuss big ideas based on books they read should be encouraged and small investments here are fine. (I feel like apologizing for this comment except that some PLCs spend their time in such "study groups".)

Principal Response to 28: The professional books will not be utilized during PLCs. PLCs during the school day will focus on data and create lessons and formative assessments in order to improve instruction. Study groups using professional literature will occur beyond the regular school day and will be to focus on educational theory and big ideas.

Site Specific Questions and Responses: Roskruge

The Special Master had no site specific comments for Roskruge's Magnet School Plan.

29-31. Site Specific Questions and Responses: Safford

29. Safford is investing in 11 full-time teachers, well over half of its magnet budget. The explanation for how these individuals will be used raises serious questions about supplanting.

Principal Response to 29: This is not an instance of supplanting. Without the supplemental funding, Safford would only offer traditional elective courses similar to other middle schools. Safford utilizes a seven-period day to allow for an additional period for IB opportunities and differentiates Safford from other middle schools. These additional courses would not exist if Safford were not an IB magnet school. As an IB school, Safford is programmatically obligated to provide all K-8 students with the eight required subject groups of an I.B. program (*Math, Social Studies, Language Arts, Humanities, Science, Physical Education, Language B, Technology and Fine Arts*). Safford must provide classes in these subject groups for both our Primary Years Program (PYP) and our Middle Years Program (MYP). In the PYP, our "Specials" teachers allow our elementary classroom teachers to have team (PLC) planning time.

30. Safford intends to recruit students from the Davis-Monthan airbase. The school should be advised that there will be a K-8 school on the base and this effort would be futile.

Principal Response to 30: The District is not clear on why this would be futile or why the Special Master would recommend notifying a magnet school that it should not try to recruit students that could help promote integration. Davis-Monthan Airbase is one of many areas in Tucson where Safford attempts to recruit students. Many military families are familiar with the International Baccalaureate program, and are interested in a school that fosters global minded

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perspectives. The International Baccalaureate program is attractive to service families because there are 4,527 schools in over 150 different countries. In addition to recruiting on-base, the Magnet Coordinator also actively recruits in areas within the city that have large numbers of students whose enrollment would benefit the overall integration of our school. Safford is also scheduled to participate at several city functions to recruit students from all over the city of Tucson.

31. Safford also proposes to hire an additional certified "Curriculum Service Provider" and no justification is provided. The school also intends to hire a "Professional Contracted Services PD" (huh?). Here again, we have a person hired to do what is a presumably important position ("Social Worker for SEL") through a purchase order rather than the normal hiring process.

Principal Response to 31: Safford will be using the "Curriculum Service Provider" as a Literacy Specialist who will use several carefully selected research-based programs with teachers and helps them to incorporate transdisciplinary literacy and learning techniques aimed at engaging all students in reading challenging texts. For grades 6-8 literacy strategies from Reading Apprenticeship (a research-validated approach for improving subject area literacy) are shared with the staff by the Literacy Specialist. For grades K- 5 the Literacy Specialist oversees our Leveled Literacy Intervention in our PYP program. The Literacy Specialist also trains K-5 teachers in Leveled Literacy Intervention (LLI) and the running record process. The Literacy Specialist works with administration and teacher leaders to implement Safford's literacy movement and Leadership council, another research-based program developed to ensure school-wide success.

Since Safford is an IB world school, new hires need to complete IB approved professional development for three categories. It is more cost effective to consider paying for an IB trainer to come to the school to complete a workshop for twenty new teachers compared to paying for every teacher to complete a course online or to send them to a workshop in the country.

To better serve the social and emotional needs of our students, Safford is going through the hiring process for a guidance counselor. Safford is a Title 1 school with about 90% of our student population qualifying for free and reduced lunch. Safford's data reflects 200 students a week that are in need of social and emotional counseling and resources. The guidance counselor will also provide information and resources at our MTSS meetings and assist in class scheduling.

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32-35. Site Specific Questions and Responses: Tucson High

32. THS will hire more than 30 teachers (in one place the plan says 30.4 teachers and in another 31.6) suggesting that this is a possible instance of supplanting.

Principal Response to 32: THMS currently uses 30.4 FTE from deseg funds for magnet teacher positions (not 31.6). More than 50% (1,704 students) of our enrollment is magnet students that attend THMS due to the magnet programs offered at THMS.

This is not an instance of supplanting. Without the supplemental funding, THMS would only offer traditional elective courses similar to all comprehensive high schools and thus it would have a much smaller student population. To serve the magnet population, THMS offers additional (supplemental) courses and programs through a seven-period day. The seven-period day allows for an additional course for magnet opportunities and differentiates THMS from non-magnet high schools. These additional courses would not exist if THMS was not operating two major magnet programs and did not function on a seven-period schedule. If THMS decreases the number of deseg-funded teachers it will no longer be able to offer a seven-period day or the specialized courses and programs that attract outside students. THMS hires specialized teachers to support the two distinct magnet strands (Science & Fine Arts) and the 30.4 FTE is dedicated to one of the two strands.

33. The school proposes to hire a theme visibility coordinator. One wonders how theme visibility is handled elsewhere?

Principal Response to 33: "Job Description- "Magnet Theme Visibility Coordinator" in alignment with a similar position known as an assistant curator.

THMS will ensure that its Magnet strands are suitably exhibited and properly supported. This position will be part-time (~18 hours a week) and will support the Fine and Performing Arts as well as the Natural Science strands. The primary functions of this position will be maintaining the over 65 display cases as well as supporting the various Fine and Performing Arts needs in the Gallery. Prior to the budget cuts that took place in 2008 this position did exist but under a different title; going through the job descriptions, the assistant curator is almost a perfect match. THMS is on 32 acres which makes maintaining theme visibility an immense challenge without someone filling this position.

Some of the essential functions include:

- Prepares materials for display cases
 - Handles, mounts, stores, and exhibits artifacts, photos, students work, etc.
- Orders materials as needed for displays as approved by principal
- Obtains, develops, and organizes new collections based upon Magnet needs/events

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- Catalogs, labels, and maintains inventory
- Engages in educational programs with students
- Assists with creating promotional materials
- Keeps display cases and artifacts clean
- Assists students in the preparation of items to be displayed

34: THS will hire a person who will serve the functions of a MTSS facilitator. The school proposes to hire instructional aides to free teachers up to provide support for lower achieving students. This should not be allowed.

Principal Response to 34: THMS has three accompanists who provide instruction to struggling students in choir, musical theater, and orchestra who cannot otherwise afford private instruction and/or lessons. This additional direct instruction supports students to become more competitive for college scholarships in the areas of performing arts. While these positions are essential for maintaining a strong Fine and Performing Arts program, none of these positions are ones in which teaching assistants provide support to students in a direct academic capacity.

35. Similarly, though the amount is small, substitutes are to be employed to allow teachers to leave their classrooms.

Principal Response to 35: Substitutes provided through Magnet funding allow teachers the opportunity for additional PLC work that includes student data analysis, development of common formative assessments, district curriculum digs, and to observe other teachers who use best practices in order to improve their own instruction in the classroom along with follow up questions, reflections, and common planning to further the conversations about. Teachers who score 29 or less on their evaluation for the first observation will be provided with additional supports as needed such as meeting with other teachers in their content area to evaluate lesson plans, observing teachers with strong classroom climate and culture for mentoring with student discipline issues, and joining additional magnet PLCs for more collaborative opportunities. The District also supports 1-2 year teachers by assigning a teacher mentor to each novice teacher.

36-37. Site Specific Questions and Responses: Tully

36. Tully proposes to hire thee Curriculum Service Providers. Why not teachers? These individuals are described as providers of professional development to facilitate implementation of the GATE program. Is the assumption that these individuals will no longer be employed once the program is up and running since other GATE programs do not need such support?

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Principal Response to 36: As a new GATE program, which implements the GATE instructional model for all students, in every classroom, Curriculum Service Providers are necessary to assist in guiding GATE practices and co-teaching for intervention and enrichment of a highly diverse student population. Many teachers are not currently GATE endorsed, although they are working toward GATE endorsement. Curriculum Service Providers plan and facilitate Professional Development for staff to acquire this endorsement, while supporting instruction. We anticipate that within two to three years, the FTE for Curriculum Service providers will decrease depending on teacher retention and the comprehensive implementation of our magnet. We did not hire additional teachers, as this would not have met the needs of our newly implemented program, which focuses on consistent teacher support of GATE in a regular classroom. Teaching Assistants were not component of our Magnet plan, as our focus is geared toward providing the highest quality GATE services using certified teachers.

37. The school proposes to hire a consultant to work with the staff on implementation of GATE activities and support Curriculum Service Providers.

Principal Response to 37: Tully's purpose in hiring a consultant is to bring in GATE expertise that extends beyond the current availability of our district to elevate learning experiences for staff and students on a regular basis. The consultant's work is geared toward professional development specific to Tully's full inclusion model and support from best practice models throughout the state. This specialty service affords Tully to collaborate with distinguished professionals within our Magnet focus.

38-39. Site Specific Questions and Responses: Utterback

38. Why is Utterback Magnet Middle School proposing an MTSS position?

Principal Response to 38: Utterback's plan does not allocate funding for an MTSS position, but does allocate funding for a Data Coach who works with the entire teaching faculty, including with PLC teams and with individual teachers on evaluating student achievement data. The Data Coach has built a data room with every student in school represented on an English Language Arts card and a Math card with their picture. Their benchmark data is then indicated by color coding to designate their academic/ achievement growth throughout the year. The Data Coach guides the teachers in accessing and disaggregating the data and updating their students' cards. It is powerful when teachers are connecting their class data to their individual students. On a school-wide level she works with the faculty on trends, identified student needs and how each content area can support student achievement, not just math and ELA.

39. Why has Utterback allocated \$60,000 for consultants?

Principal Response to 39: In SY2015-2016, Utterback used a math consultant to work directly with math teachers to support aligned and engaging math instruction in the classroom. Utterback will continue that work this year. Utterback math consultants work with teachers to develop and utilize engaging instructional strategies based on the “teach, assess, and re-teach” model of planning instruction, instruction, and assessment. Consultants are not teaching classes, they are teaching the teachers how to be more effective in their instruction, assessment and evaluation of student needs.