

1 LOIS D. THOMPSON, Cal. Bar No. 093245 (Admitted Pro Hac Vice)
lthompson@proskauer.com
2 JENNIFER L. ROCHE, Cal. Bar No. 254538 (Admitted Pro Hac Vice)
jroche@proskauer.com
3 PROSKAUER ROSE LLP
2049 Century Park East, 32nd Floor
4 Los Angeles, California 90067-3206
Telephone: (310) 557-2900
5 Facsimile: (310) 557-2193

6 JUAN RODRIGUEZ, Cal. Bar No. 282081 (Admitted Pro Hac Vice)
jrodriguez@maldef.org
7 THOMAS A. SAENZ, Cal. Bar No. 159430 (Admitted Pro Hac Vice)
tsaenz@maldef.org
8 MEXICAN AMERICAN LEGAL DEFENSE AND
EDUCATIONAL FUND (MALDEF)
9 634 S. Spring St.
11th Floor
10 Telephone: (213) 629-2512 ext. 121
Facsimile: (213) 629-0266

11 Attorneys for Mendoza Plaintiffs
12

13 **UNITED STATES DISTRICT COURT**

14 **DISTRICT OF ARIZONA**

15
16 Roy and Josie Fisher, et al.,

17 Plaintiffs,

18 v.

19 United States of America,

20 Plaintiff-Intervenors,

21 v.

22 Anita Lohr, et al.,

23 Defendants,

24 Sidney L. Sutton, et al.,

25 Defendant-Intervenors,
26
27
28

Case No. 4:74-CV-00090-DCB

**MENDOZA PLAINTIFFS' RESPONSE
TO TUSD'S RESPONSE TO SPECIAL
MASTER'S ANNUAL REPORT SY 2015-
16**

Hon. David C. Bury

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

Case No. CV 74-204 TUC DCB

9
10 **INTRODUCTION**

11
12 Mendoza Plaintiffs submit the within Response to TUSD’s Response to Special
13 Master’s Annual Report SY 2015-16 [ECF 2026] (“TUSD Response”) pursuant to Section
14 V, 4, b of the Order Appointing Special Master.

15 **ARGUMENT**

16
17 **THE SPECIAL MASTER’S FINDINGS THAT RELATIVELY LITTLE**
18 **PROGRESS HAS BEEN MADE IN INTEGRATING TUSD SCHOOLS OVER THE**
19 **LAST FOUR YEARS (SMAR AT 5:18-19) AND THAT IT WOULD BE DIFFICULT**
20 **TO BUILD A CASE THAT THE DISTRICT HAS WORKED TO INTEGRATE ITS**
21 **SCHOOLS (SMAR AT 6:9) ARE SUPPORTED BY THE RECORD AND ARE NOT**
22 **RENDERED “INCOMPLETE” OR “INCORRECT” (TUSD RESPONSE AT 2:6-7)**
23 **BY THE MATTERS REFERENCED IN THE TUSD RESPONSE**

24 *There is Ample Record Support for the Finding of Relatively Little Progress in Integrating*
25 *TUSD Schools*

26
27 Significantly, in its Response to the SMAR, the District does not challenge the
28 Special Master’s finding that both the number of integrated schools in the District and the
percentage of students attending integrated schools declined from 2014-15 to 2016-17.
(SMAR at 5:22-24.) Indeed, the percentage of students attending integrated schools has
been declining for some time. Thus, for example, in their requests for information relating

1 to last year's Annual Report, Mendoza Plaintiffs noted that the percentage of TUSD
2 students attending integrated schools had declined from 21.8% in the 2012-13 school year
3 to 19.3% in the 2014-15 school year (and, per the Special Master, was down to 17.7% in
4 2016-17 (SMAR at 5:23)). Further, and of equal concern, the relative number of students
5 attending racially concentrated schools has *increased*. It has gone from 44.5% in 2012-
6 13 to 45.9% in 2014-15, and then up again -- to 48.1 % -- in 2015-16)¹. Notably, while
7 there is no discussion of these statistics in the District's 2015-16 Annual Report ("DAR")
8 or in the TUSD Response, the District has conceded that this a "metric worth exploring."
9 (Responses to Mendoza Plaintiffs' Requests for Information Relating to the TUSD 2014-
10 15 Annual Report (Part 2 of 3), December 11, 2015 at 1, attached as Exhibit 1.)

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13 Instead, TUSD asserts that it has made "significant progress" integrating its schools
14 because, *inter alia*, 17 of its 82 schools meet the USP definition of integrated. (TUSD
15 Response at 4:8-10.) What it fails to state is that in the 2011-2012 baseline year for the
16 USP (USP Appendix C: Integration Criteria), **22** of its then existing 92 schools were
17 integrated.²

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19
20 Embracing a concept that is not in the USP and has never been agreed to by the
21 parties, TUSD also asserts "significant progress" by pointing to what it calls "highly
22

23 ¹ Mendoza Plaintiffs derived these percentages by comparing the data in the Annual
24 Report appendices reporting enrollment: 2012-13 Annual Report (Doc. 1549-5), Appendix
25 3 at 1 of 4 – TUSD Enrollment by Ethnicity SY 12-13 40th day; 2014-15 Annual Report
26 (Doc. 1848-5) Appendix II-41, page 95 of 652 – TUSD Enrollment by Ethnicity SY 14-15
27 40th day; 2015-16 Annual Report (Doc. 1960-1) Appendix II-4 at 110 of 348 – TUSD
28 Enrollment by School, Ethnicity, and Integration Status, Final 40th Day. (They excluded
alternative schools because data for these schools is not included in the 2012-13 report.)

² While the percentages ultimately may not be determinative, it is at least worth noting that
the percentage of integrated schools declined from 23.9% in 2011-12 to 20.7% in 2016-17
while the percentage of racially concentrated schools increased from 40.2% to 41.5% even
as the total number of such schools declined (from 37 to 34).

1 diverse” schools. (TUSD Response at 4:10.) In a footnote it defines such a school as one
2 that “does not meet the USP definition of Integration but has a student population that
3 includes two racial/ethnic groups over thirty percent, or three racial/ethnic groups over
4 twenty percent.” (*Id.* at 4, n.2.) It has in the past defined that term differently and used the
5 concept not to tout its “significant progress” but, rather, to identify schools that “could
6 potentially become integrated” as it sought to comply with that portion of the Magnet
7 School Stipulation (Doc. 1865 at 6: Para. E) that required it to develop and propose
8 initiatives to increase the number of students attending integrated schools. (*See* email
9 dated April 4, 2016 (and Attachment E thereto) from Samuel Brown, attached as Exhibit
10 2.

13 Attachment E refers to schools with “high levels of diversity” and then defines
14 them as schools that have two racial and/or ethnic groups representing over 35% of the
15 school’s enrollment. But the cover email refers to “diverse schools” that have “two
16 racial/ethnic groups that are at least more than 25%, 30%, 35%, or 40% of total
17 population”. All of this suggests that the District has no settled concept of what it means
18 by a “highly diverse” school and that the definition changes to suit the circumstance. In
19 any event, as stated above, and conceded by the District, it is not a concept that is part of
20 the USP.

23 Nor should it be assumed that schools that meet the fluctuating definition of
24 “highly diverse” have come into existence under the USP and therefore represent
25 “significant progress” in implementing the USP. In Mendoza Plaintiffs’ quick review of
26 Appendix C to the USP they identified 24 schools that in 2011-12 (that is, in the school
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28

1 year before the USP was first implemented) included two ethnic/racial groups that each
2 represented over 30% of the school’s population and therefore fit within the first prong of
3 the definition TUSD uses in its Response)³. It therefore appears that the existence of 24
4 “highly diverse” schools in 2016-17 does not represent any change since the inception of
5 the USP, much less evidence of “progress” toward integration.
6

7
8 TUSD also asserts that it has reduced the racial concentration of Latino students in
9 more than half of its 34 racially concentrated schools (TUSD Response at 4:18-20.) The
10 TUSD Response does not state what years it is comparing to support this assertion but it
11 appears that it is looking at data for the 2013-14 and 2016-17 school years --presumably
12 because the Special Master referenced those years in his SMAR. (SMAR at 5:24-26.)
13 Mendoza Plaintiffs understand why the District has done so given that reference by the
14 Special Master but are constrained to note that inclusion of data and analysis for the 2016-
15 17 school year injects some confusion and lack of clarity into what was to have been an
16 assessment of the District’s progress through the end of the 2015-16 school year (and
17 calls for discussion that likely will have to be repeated when the 2016-17 Annual Reports
18 are prepared). That said, Mendoza Plaintiffs believe that the information the District has
19 presented is incomplete and warrants significantly more analysis before the conclusion it
20 has asserted can be reached – if at all.
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27 ³They are: Sahuaro, Santa Rita, Carson, Doolen, Gridley, Lawrence, Magee, Miles,
28 Secrist, Bloom, Dunham, Ford, Henry, Hudlow, Hughes, Kellond, Lineweaver, Marshall,
Schumaker, Sewell, Soleng Tom, Steele, Whitmore, and University.

1 Mendoza Plaintiffs have not taken the time to study the enrollment data for each of
2 the schools listed in footnote 3 of the TUSD Response. Their review of the data⁴ for just
3 the first three (Tully, Robison, and Maldonado) surfaced the issue that they believe must
4 be addressed before the District (the Plaintiffs, and the Special Master) can reach any firm
5 conclusions about the reported reduction in the percentage of Latino students enrolled in
6 racially concentrated schools. In each of the instances reviewed, the decline in the
7 proportion of Latino students appears to result from a significant decrease in Latino
8 enrollment. For example, even as five white and 24 African American students came to
9 Tully between 2013-14 and 2016-17, **57** Latino students left (as total enrollment declined
10 from 385 to 357). Mendoza Plaintiffs ask why and where did the Latino students go?
11 This apparent movement of Latino students out of Tully is of particular concern to
12 Mendoza Plaintiffs given that Tully is now a magnet school that provides all its students
13 with what they believe to be the advantages of a self-contained GATE program.
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18 The numbers for Robison are similar. Its white and African American enrollment
19 increased (by 16 and 15 respectively) even as its Latino enrollment declined by 52 and
20 overall enrollment decreased by 29. And at Maldonado, white enrollment decreased
21 somewhat (from 24 to 20) even as African American enrollment increased from a number
22 under 10 (and therefore not provided) to 11 (and from 2% to 3.3%) as Latino enrollment
23 decreased by 66 and overall enrollment decreased from 386 to 336.
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27 ⁴ They have compared the data on Appendix II-23 of the 2013-14 Annual Report (Doc.
28 1686-8) at 96 of 151 – TUSD Enrollment by Ethnicity SY 13-14 40th day, with TUSD
Enrollment by Ethnicity SY Final 40th day, provided to the Plaintiffs and the Special
Master by the District, attached as Exhibit 3.

1 The TUSD Response states that “the District has reduced the racial concentration of
2 Latino students” at the racially concentrated schools it lists in footnote 3. (TUSD Response
3 at 4:18-19.) The questions that must be answered before “progress” can be attributed to
4 the District are whether and to what extent the other schools listed reflect the same
5 enrollment patterns as Tully, Robison, and Maldonado, what explains the decreased
6 enrollment at these three (and any other similarly situated listed schools), and what actions
7 the District has taken to cause Latino students to leave these schools and thereby “reduce
8 the racial concentration of Latino students” enrolled in them.
9
10

11 TUSD also asserts (without enumerating the schools or providing a citation to the
12 data source it is referencing) that nine of the racially concentrated “schools have
13 ‘integrated’ entry-level grades.” Mendoza Plaintiffs have reviewed data provided by the
14 District in October 2016 (2016-17 40th Day Enrollment by School/School Type, Grade and
15 USP Ethnicity, attached as Exhibit 4) and been unable to identify nine such schools. (For
16 some reason Oyama is missing from the data and it is possible that it was included in the
17 District’s count.) They have identified five (Carrillo, Davis, Drachman, Mansfeld, and
18 Tucson High). They are unclear about whether the District is considering kindergarten or
19 first grade to be entry level. If the District is focusing on kindergarten, Bonillas and
20 Morgan Maxwell could be included (bringing the total to seven); but not if “entry level” is
21 first grade. If the District is focusing on first grade but not kindergarten, it might be
22 including Robins (bringing the total to six). For purposes of their count, Mendoza
23 Plaintiffs looked at both kindergarten and first grade.
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1 It is noteworthy that the five racially concentrated schools with integrated entering
2 classes in 2016-17 that are identified above all are magnet schools. Review of the
3 enrollment data by grade for each of these schools on Exhibit 4 reveals that the upper
4 grades at these schools are not similarly integrated. As discussed more fully below, this
5 data therefore supports the finding of the Special Master that the District did not work to
6 integrate its schools, and specifically its magnet schools⁵, until “more than three years after
7 the approval of the USP.” (SMAR at 6:21-22).
8

9
10 *The District’s Response Does Not Rebut the Special Master’s Findings that the District*
11 *Was Slow to Undertake Actions to Seek to Increase the Integration of Its Schools, that*
12 *Much That Was Initiated in the 2015- 16 Year Was the Direct Result of Pressure From the*
13 *Plaintiffs and a Stipulated Order of the Court, and that Certain of Its Actions Appear*
Counter to a Focused Effort to Integrate Its Schools.

14 Significantly, in its Response, the District does not challenge the Special Master’s
15 finding that “[i]n its marketing efforts to advise families about the choices they can make
16 among schools – including video, handouts, text on the website – there has been no
17 mention until 2016-17 of the significant research showing that attending an integrated
18 school provides students with important learning opportunities they would not otherwise
19 have.” (SMAR at 6:15-18.) Neither does it challenge the finding that “[a]s a result of
20 demands by the plaintiffs and pursuant to a requirement approved by the Court, the District
21 finally launched an “Integration Initiative” in the spring of 2016 – more than three years
22 after the approval of the USP.” (*Id.* at 6:20-22.)
23

24
25 ⁵ In this regard it also should be noted that the District overstates when in discussing its
26 racially concentrated magnet schools, it states that since 2013-14 two (Holladay and
27 Tully) have become integrated. (TUSD Response at 5:3). So far as Mendoza Plaintiffs can
28 determine, Holladay was never “racially concentrated” and was in fact an integrated
school when the USP was adopted. (USP, Appendix C.) Tully has indeed become
integrated but as noted above the out migration of Latino students from the school and
declining overall enrollment at this magnet raise questions that have yet to be addressed.

1 Tellingly, virtually all of the initiatives the District lists as evidence of its
2 commitment to integration result from the Mendoza Plaintiffs having insisted that a
3 requirement that TUSD “develop and propose initiatives to increase the number of
4 students attending integrated schools within the District” be included in the stipulation that
5 deferred removal of magnet status from six schools for at least one year while the District
6 took specific actions to provide those schools much needed staff, funding and other
7 support as they sought to achieve their integration (and achievement) goals. (Stipulation
8 Regarding Magnet School Enrollment Data and Magnet School Supplemented
9 Improvement Plans (“Magnet Stip.”) (Doc. 1865) at 6, Para. E.)⁶ These include: express
10 shuttles, the enrollment bus, ALE/GATE opportunities at Wheeler ES and Roberts-Naylor
11 K-8, and dual language opportunities at Bloom ES. (TUSD Response at 2:23- 3:2; 3:14-
12 17.) *See*, TUSD Integration Initiatives, May 13, 2016, attached as Exhibit 5.

16 In its response, the District also points to grade changes at Borman and Drachman
17 as actions that further integrated its schools. (TUSD Response at 2:17-19.) In the SMAR,
18 the Special Master took issue with the statement in the DAR that “changes in the grade
19 structures at Borman and Drachman enhanced integration”, finding that “the racial
20 composition of Borman changed little and the changes at Drachman resulted in greater
21 racial concentration.” (SMAR at 7:5-7.) Rather than address that finding, the TUSD
22 Response merely repeats the challenged statement from its DAR. (TUSD Response at
23 2:17-20.) In fact, the Special Master is correct.

26 ⁶ Mendoza Plaintiffs will not detail the events surrounding that Magnet Stip. here since the
27 Court has been deeply involved in litigation relating to the comprehensive magnet plan and
28 the Magnet Stip. Instead, they respectfully invite the Court’s attention to its Order
approving the Magnet Stip. (Doc. 1870) and the documents referenced therein should it
desire to review that history.

1 While the overall Latino enrollment for Drachman was just over 71% in 2016-17
2 and it succeeded in doing more to integrate its kindergarten and first grades, the newly
3 added 7th grade has the highest concentration of Latino enrollment (almost 82%) of any
4 grade at the school. (Exhibit 4.) The enrollment at Borman remains predominately
5 Anglo, with a newly added 6th grade that is over 72% Anglo in a school that is, overall,
6 over 52% Anglo. (*Id.*) And, in fact, when this Court approved the grade reconfiguration at
7 Borman, it did so not as an integrative measure but, rather, understanding that military
8 families desire to have their children attend on-base schools and that the addition of new
9 grades at Borman would likely draw students from the Sonoran Science Academy charter
10 school and “strip[] away that charter-school’s per-pupil allocations for the benefit of
11 improving a TUSD school, Borman.” (Order dated 6/7/16, Doc. 1940, at 4: 15-16.)
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15 The District also touts its revision of its application and selection process to create
16 integrated entry grades at multiple schools (TUSD Response at 2:21-22) and Mendoza
17 Plaintiffs agree that there has been improvement in this area; however, the District also
18 ignores its non-USP-compliant non-integrative revision of that same selection process to
19 provide priority to the children of District employees that is discussed at pages 2-4 of the
20 Mendoza Plaintiffs’ Objections to the Special Master’s 2015-16 Annual Report (“Mendoza
21 Plaintiffs’ SMAR Objections”) (Doc. 2035) (and will not be repeated here).
22
23

24 Much of the rest of the District’s discussion of its efforts at integration relates to its
25 magnet schools. (TUSD Response at 3:7-22.) As noted by the Special Master, during the
26 2015-16 school year, 13 of the District’s 19 magnet schools were racially concentrated.
27 (SMAR at 6:1-2.) Although the District has made some recent progress in reducing the
28

1 racial concentration of the entering classes of some of these schools, the overall situation
2 has not changed materially. (*See* discussion above at 4-6.) Nor have most of the schools
3 adequately addressed academic achievement notwithstanding the obvious fact, as noted by
4 this Court, that “ ‘to attract a racially diverse student body...magnet schools must offer
5 educational programs of high caliber that are not available in other area schools’ In
6 other words, high academic standards will draw students to a magnet school, and an
7 effective magnet program will improve student achievement.” (Court Order dated 1/16/15
8 (Doc. 1753) at 10: 7-12, quoting 2011 Magnet Study (Doc. 1783) at 3.) Indeed, as
9 discussed in the Mendoza Plaintiffs’ 2017-18 Budget Objections, as of the date of budget
10 submissions, the magnet schools had yet to undertake a full assessment of the recent
11 academic achievement of their students in order to be able to plan (and budget) effectively
12 for the coming year. (*See* Mendoza Plaintiffs’ 2017-18 Budget Objections at 4:12-13.)
13 Certainly, there is nothing about the magnet plans, their development, and implementation
14 to refute the Special Master’s finding, particularly given his additional finding that the
15 “position of Director of Magnet Schools, which is provided for in the USP, was left
16 unfilled for half of the 2015-16 school year. When a new director was appointed during the
17 fall term of 2016-17, that position was redefined from full-time to half-time. When the
18 plaintiffs and the Special Master objected to this violation of provisions of the USP, the
19 District removed the half-time appointee and replaced him with an interim director.”
20 (SMAR at 7:8-13.)⁷

27 ⁷ The District also references transportation in support of integration and the provision of
28 activity buses. (TUSD Response at 4:4-7.) It should be noted that the Special Master’s
express findings on transportation and extracurricular activities (SMAR at 7:14-15 and
29:6-30:2) (with which the Mendoza Plaintiffs’ disagree (*see* Mendoza Plaintiffs’

1 Based on the foregoing as well as the discussion in the SMAR and the Mendoza
 2 Plaintiffs' 2017-18 Budget Objections, this Court should conclude that the Special
 3 Master's findings on school assignment and integration are fully supported by the record.
 4

5 **THE DISTRICT'S ASSERTION THAT IT DOES "NOT SEEK TO CHANGE THE**
 6 **DEFINITION OF EXCLUSIONARY DISCIPLINE" IS CONTROVERTED BY**
 7 **THE RECORD, INCLUDING KEY LANGUAGE OF THE USP, AND**
 8 **HIGHLIGHTS THE NEED FOR FURTHER INVESTIGATION AND**
 9 **REPORTING ON THIS ISSUE IN A SUPPLEMENT TO THE SMAR**

10 In the TUSD Response, the District disagrees with the following portion of a
 11 statement in the SMAR: the District "seeks to define exclusionary discipline as a long-term
 12 out of school but no other form of suspension[.]" (TUSD Response at 5:23-25.) As
 13 detailed on pages 4-7 of Mendoza Plaintiffs' SMAR Objections the District has indeed
 14 modified what it considers to be "exclusionary" discipline to exclude suspensions that
 15 involve instruction notwithstanding that such discipline removes students from their
 16 regular classrooms (*i.e.*, In-School Intervention ("ISI") and the District Alternative
 17 Education Program ("DAEP")).⁸
 18

19 In what appears to be an argument directed at addressing the inconsistency in
 20 discipline data across years (and difficulty in analyzing such inconsistent data) implicated
 21 Objections at Objection 3 (page 12) and Objection 13 (at page 42)) are separate from, and
 22 do not refute or contradict, his findings related to the District's obligations to integrate its
 23 schools.

24 ⁸ Tellingly, in its response, the District does not recite the entire SMAR statement it
 25 calls into question; the complete SMAR statement is as follows: "The District, on the other
 26 hand, seeks to define exclusionary discipline as a long-term out of school but no other
 27 form of suspension *including DAEP (District Alternative Educational Program) even*
 28 *though students are removed from their regular classrooms.*" (SMAR at 23:17-21.)
 Mendoza Plaintiffs respectfully invite the Court to review the portion of the Mendoza
 Plaintiffs' SMAR Objections (pages 4-7) detailing how the District changed the way in
 which it defines "exclusionary" discipline should it find it needs greater detail concerning
 that change for purposes of the present argument.

1 in changes to how “exclusionary” discipline is defined, the District states that the District
2 “separates the data... by each disciplinary category, including in-school discipline, in-
3 school suspension, short-term out of school suspension and long-term out of school
4 suspension... which allows the Plaintiffs, Special Master and Court to analyze all
5 discipline data.” (TUSD Response at 6:1-6.) However, that response simply sidesteps the
6 critical underlying issue of what discipline the District now includes in each of these four
7 categories and whether “exclusionary discipline” or “suspension” **exclude** referrals to ISI
8 and DAEP, as appears to be the case. (*See* Mendoza Plaintiffs’ Objections at 4-7
9 (explaining that the TUSD Policy Regulations, among other things, have been modified to
10 reflect that the District no longer considers ISI or DAEP to be “suspensions” (or
11 “exclusionary” discipline).)⁹ If ISI is not included in “in-school suspensions” and DAEP is
12 not included in “long-term suspensions”, this would dramatically impact the finding that
13 in-school suspensions dropped 78% and long-term suspensions dropped more than 50%.
14 (TUSD Response at 6:6-8, citing SMAR at 23:9-13.) It therefore is essential that the
15 Special Master supplement his SMAR to specifically report on what disciplinary outcomes
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22 ⁹ As discussed in Mendoza Plaintiffs’ SMAR Objections, further complicating the issue is
23 the fact that the District’s ISI and DAEP program evaluations and materials for the 2015-
24 16 school year state that referrals to these programs are “recoded” in a manner inconsistent
25 with the nature of those disciplinary consequences. (*See* Mendoza Plaintiffs’ Objections at
26 8-9 (“the District’s statements in its DAEP program evaluation for the 2015-16 school year
27 that if ‘ a student enrolls in DAEP and successfully completes the program, the suspension
28 status will be reassigned **from long-term to short-term** and the student’s time in DAEP
will be **recoded as a ‘reassignment to another school’**... .’ suggests that the District
improperly reported student assignments to DAEP in the DAR. (Appendix VI-36 to DAR,
at 2; *see* also Appendix VI-33 to DAR.) Similarly, the District recodes ISI discipline as
‘[r]eassignment to another class.’ (Appendix VI-33 and Appendix VI-31 to DAR.)” Thus,
it may be that rather than completely exclude data on ISI and DAEP, the TUSD 2015-16
Annual Report and discipline data may instead misclassify those disciplinary
consequences.

1 are included in these two categories and the impact on the reported TUSD disciplinary
2 outcomes of adding DAEP into the category of “long term suspensions.”

3
4 Further, what the District fails to address is the fact that, beyond issues concerning
5 consistency and accuracy of data reporting, changes to how it defines “exclusionary”
6 discipline implicate and evidence noncompliance with a number of USP Sections,
7 including Sections VI, F, 2 and Appendix A to the USP (defining “exclusionary
8 discipline”), VI, B, 2, b. (addressing TUSD regulations that are to provide an opportunity
9 to appeal exclusionary discipline), and VI, B, 2, a, 1 (limiting use of exclusionary
10 discipline to “ongoing and escalating” misbehavior). (*See* Mendoza Plaintiffs’ Objections
11 at 4-7.) This issue of apparent noncompliance with the USP underscores the need for
12 further investigation and reporting by the Special Master on this matter.
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15 **IN DISAGREEING WITH THE SMAR STATEMENT THAT IT WAS NOT UNTIL**
16 **FALL 2016 THAT TUSD DEVELOPED A PROTOCOL OR SET OF GUIDELINES**
17 **THAT SPELLED OUT THE ESSENTIAL ELEMENTS OF PBIS, THE DISTRICT**
18 **TAKES THE SPECIAL MASTER’S STATEMENT OUT OF CONTEXT AND**
19 **IGNORES PAST SPECIAL MASTER REPORTS AND ONE OF TUSD’S OWN**
20 **PROGRAM EVALUATIONS DEMONSTRATING THE EXISTENCE OF**
21 **INCONSISTENT AND UNEVEN PBIS IMPLEMENTATION ACROSS SCHOOLS**

22 In asserting that the Special Master “incorrectly” stated that “it was not until the fall
23 term of 2016 that the District developed a protocol or set of guidelines that spelled out the
24 essential elements of PBIS,” the District takes the SMAR statement out of context by
25 reciting only a portion of one sentence in the SMAR section concerning PBIS. A review
26 of the SMAR section makes clear that the Special Master’s statement concerned “a
27 protocol or set of guidelines” to govern effective PBIS implementation across TUSD
28 schools and against which evaluation of the effectiveness of PBIS implementation could be
conducted. Specifically, the SMAR states the following (at 25:15-22):

1
2 “When the USP was drafted, it reflected the District’s *practice of providing*
3 *schools the option of focusing on PBIS or restorative practices.* Gradually,
4 the District has come to see PBIS as fundamental. Despite greater
5 emphasis being placed on PBIS by District leadership, it was not until the
6 fall term of 2016 that the District developed a protocol or set of guidelines
7 that spelled out the essential elements of PBIS *that would serve as a tool*
8 *for developing effective PBIS programs and assessing whether PBIS was*
9 *being comprehensively implemented.”* (Emphasis added.)
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13 Oddly, the District supports its assertion that it established such protocols and
14 guidelines for developing and assessing the effectiveness of PBIS implementation in 2013-
15 14 by citing its Annual Report for that school year (Doc. 1686). (TUSD Response at 6:14-
16 16.) However, the referenced section of the Annual Report does not provide any evidence
17 that TUSD had established the protocols and guidelines referenced in the SMAR; rather, it
18 appears the District’s bases its assertion of Special Master error on the fact that it
19 *described what PBIS is* in the 2013-14 Annual Report (*see* Doc. 1686 at 150-151).
20 Plainly, a description of PBIS is not the PBIS protocols and guidelines referenced in the
21 SMAR.
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25 Indeed, the issue identified in the SMAR should be of no surprise to the District as
26 it has been ongoing and was even reported in different terms in the Special Master’s
27 Annual Report for the 2014-15 school year: “...the examples of how PBIS is promoted in
28 schools suggest that there may be different understandings of its essential components

1 throughout the District. It would seem that the effective implementation of PBIS would be
2 facilitated if the same concepts were used from school to school... [which] would
3 facilitate training... It would also facilitate the monitoring of the implementation of PBIS.”

4 (Special Master’s Annual Report for the 2014-15 School Year (Doc. 1890) at 28:4-13.)

5 Further, beyond Special Master Annual Reports, the problematic PBIS implementation
6 resulting from the absence of protocols and guidelines to develop effective PBIS programs
7 at schools and to assess the effectiveness of that implementation has been repeatedly
8 reported by the Special Master. Most significantly, the Special Master detailed the issue in
9 a November 4, 2016 memo:

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12 “As IC [Implementation Committee] members tours [sic] schools,
13 they look for evidence that the fundamental elements of PBIS are being
14 promoted. It appears that the *level of effort in this regard varies from school*
15 *to school*. One of the essential components of an effort to develop a more
16 comprehensive approach to implementing any particular strategy--in this
17 case PBIS-- is that there is a detailed plan laying out what is to be done by
18 whom, when and how. When we asked for a copy of the PBIS plan that we
19 could use to monitor implementation, we were told that there is no plan.

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22 To its credit, the District has contracted with KOI Education, a
23 consulting firm that specializes in PBIS. KOI developed a detailed plan for
24 professional development for school leaders and is working in a handful of
25 schools to help them with PBIS. But that is not a district-wide plan that
26 spells out timelines and actions that apply to all schools and the central
27
28

1 office.” (Special Master November 4, 2016 Memo attached as Exhibit 6, at
2 3-4, numbered paragraph 4)¹⁰
3

4
5 Significantly, the Learning Support Coordinators (“LSCs”) and Instructional
6 Leadership Academy the District asserts it utilized in the 2014-15 school year to provide
7 “structured PBIS trainings” (TUSD Response at 6:17-20) in actuality highlight the very
8 point made in the SMAR. First, Mendoza Plaintiffs understand the Instructional
9 Leadership Academy to be training provided to *administrators* (and not all school staff)
10 that incorporates some discipline training, among other training. Mendoza Plaintiffs have
11 seen nothing to suggest that protocols and guidelines for effectively implementing PBIS
12 and to assess/monitor that implementation at the site-level are involved in the Instructional
13 Leadership Academy. Second, the District’s own evaluation of the Learning Support
14 Coordinator position demonstrates that PBIS implementation across school sites was
15 ineffective and uneven, and that the LSCs did not provide, as the District asserts,
16 “structured PBIS trainings.” (See August 3, 2015 Final Report re Evaluating the LSC Role
17 attached as Exhibit 9 at 7-15.) By way of example, that evaluation found that Learning
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25 ¹⁰ See also Special Master’s April 5, 2016 memo re: Report on Recent Visit to TUSD
26 attached as Exhibit 7 (“The district has now recognized that the implementation of PBIS is
27 uneven at best and a program to address this problem is being implemented”); Special
28 Master’s February 21, 2017 memo re: Report on Monitoring of Magnet Schools attached
as Exhibit 8 (“We found little evidence that PBIS was being implemented in some of the
[magnet] schools we visited.”).

1 Support Coordinators at the High School Level on average spent **1% of their week on**
2 **PBIS activities.** (Id. at 9-10.)¹¹

3
4 Based on the foregoing, this Court should conclude that the record fully supports
5 the Special Master’s findings concerning PBIS protocols and guidelines and should reject
6 the District’s suggestion that the SMAR statements on this subject are “incorrect.”

7
8 **PARTICULARLY GIVEN THE CENTRAL ROLE OF PBIS AND RESTORATIVE**
9 **PRACTICES IN THE USP, NOTHING ABOUT THE 122 TOTAL HOURS OF**
10 **COMBINED PBIS AND RESTORATIVE PRACTICES TRAINING (OR A**
11 **POSSIBLE MAXIMUM OF ABOUT 1.4 HOURS PER SCHOOL) SUGGESTS THE**
12 **SPECIAL MASTER ERRED IN FINDING THE AMOUNT OF SUCH TRAINING**
13 **INADEQUATE**

14 Notwithstanding that the SMAR states, as does the TUSD Annual Report for 2015-
15 16 (at VI-283 – VI-28), that “*122 hours* of restorative practices and PBIS training was
16 offered during the 2015 school year” (SMAR at 26:3-4), the District suggests the Special
17 Master misunderstood that PBIS “training was offered only to *122 staff members*” (TUSD
18 Response at 6:28-7:29) in concluding that the hours of training, given the size of TUSD
19 teaching staff, raises questions about the adequacy of PBIS and restorative practices
20 training.¹²

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23 ¹¹ The LSC evaluation further states that there exists “a fair amount of variation in terms of
24 time spent on PBIS by individual LSCs. Some spent more than a quarter of their week on
25 PBIS related activities, while others spent no time during the week snapshot. *LSCs do not*
appear to be aligned on the time spent on PBIS during any given week across the district.”
(Id. at 10; emphasis added.)

26 ¹² Mendoza Plaintiffs note that while the TUSD Response references the 122 hours of
27 training as relating to only PBIS professional development (at 7:1-2), the DAR and SMAR
28 each make clear that the 122 hours of training delivered was a combined total for *both*
PBIS and restorative practices training, two distinct but complementary approaches to
management of classrooms and student behavior. (SMAR at 26:3-4; DAR at VI-283 – VI-
284.)

1 The District designated LSCs as the restorative and positive practices site
2 coordinators (“RPPSC”) who, under the USP, are to, among other duties, implement and
3 train staff on PBIS and restorative practices (USP Sections VI, C, 2, and VI, E, 1-2).
4 (DAR at VI-281).¹³ Given that, as RPPSCs under the USP, the LSCs were to have
5 delivered the “core” PBIS training to site-level staff, Mendoza Plaintiffs believe the
6 Special Master reasonably questions whether “122 hours of restorative practices and PBIS
7 training... [to] more than 85 schools... and about 3,000 professional staff” is inadequate.
8

9
10 The District argues that LSCs logged “122 hours of PBIS professional development
11 they made available to multiple personnel at a time” (TUSD Response at 7:1-3) to suggest
12 the amount of training was adequate. However, even if one were to make the generous
13 (and, Mendoza Plaintiffs believe, unrealistic) assumption that each staff member at each
14 site received all the training delivered by the LSCs assigned to that site, the result would be
15 that only 1.4 hours of training was delivered to staff at each site. Per the SMAR, a
16 maximum possible delivery of about 1.4 hours of *combined PBIS and restorative practices*
17 training should indeed raise questions about the adequacy of such training.¹⁴ Further,
18 Mendoza Plaintiffs respectfully submit that the Special Master’s findings that “the
19 implementation of PBIS [across schools] is uneven at best” (Exhibit 7) and that there was
20 “little evidence that PBIS was being implemented in some of the [magnet] schools...
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25 ¹³ The District says that LSCs “trained all staff on PBIS... [and] provided site-level PBIS
26 training on an ongoing basis.... LSCs documented delivery of site training on PBIS and
27 the PBIS matrix throughout the school year..” (*Id.* at VI-283.)

28 ¹⁴ That the District provides other largely unspecified training consistent with PBIS
concepts (as referenced in the TUSD Response at 7:5-11) does not mean that the adequacy
of a total of 122 hours of the primary restorative practices and PBIS training contemplated
under the USP is not questionable, particularly given the overarching issue of the efficacy
of the District’s general approach to professional development

1 visited” (Exhibit 8), taken together with his observation that the overall approach to
2 professional development via a one-size-fits-all methodology generally is not effective
3 (SMAR at 25:24-28) suggest that the adequacy of the District’s training is questionable.
4 Accordingly, the District’s suggestion that the Special Master’s findings concerning PBIS
5 training are incorrect or unsupported by the record should be rejected by this Court.
6

7 **THE SMAR FINDING CONCERNING TEACHERS “WHO NEEDED**
8 **ADDITIONAL TRAINING” DOES NOT REFLECT ANY MISUNDERSTANDING**
9 **OF THE FACT THAT THE TRAINING INVOLVED WAS “ADDITIONAL”**

10 Notwithstanding that the SMAR unambiguously states that “the fact that only 49
11 teachers out of 2,700 were identified as teachers who needed *additional* training regarding
12 discipline... an extraordinarily low number of teachers who are in need of *additional*
13 specific support...” (SMAR at 26:9-11; emphasis added), the District claims that the
14 SMAR “apparently misinterpreted the District’s statement that it identified 49 teachers
15 who needed *additional* discipline training to mean that the District only identified 49
16 teacher who needed discipline training (TUSD Response at 7:12-14; emphasis added).
17 Thus, the misinterpretation the District asserts to exist is controverted by the plain
18 language of the SMAR. This Court should therefore reject the District’s assertion that the
19 SMAR statements above reflect the Special Master’s misinterpretations.
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23 **CONCLUSION**

24 For the reasons set forth above, the Court should reject the assertions by TUSD that
25 the above-referenced findings in the SMAR were either “incorrect” or “incomplete.”
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1 Dated: August 7, 2017

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MALDEF
JUAN RODRIGUEZ
THOMAS A. SAENZ

4

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/s/ Juan Rodriguez
Attorney for Mendoza Plaintiffs

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7

8

PROSKAUER ROSE LLP
LOIS D. THOMPSON
JENNIFER L. ROCHE

9

10

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/s/ Lois D. Thompson
Attorney for Mendoza Plaintiffs

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CERTIFICATE OF SERVICE

I hereby certify that on I electronically submitted the foregoing MENDOZA PLAINTIFFS' RESPONSE TO TUSD'S RESPONSE TO SPECIAL MASTER'S ANNUAL REPORT SY 2015-16 to the Office of the Clerk of the United States District Court for the District of Arizona for filing and transmittal of a Notice of Electronic Filing to the following CM/ECF registrants:

P. Bruce Converse
bconverse@steptoe.com

Paul K. Charlton
pcharlton@steptoe.com

Timothy W. Overton
toverton@steptoe.com

Samuel Brown
samuel.brown@tusd1.org

Todd A. Jaeger
todd.jaeger@tusd1.org

Rubin Salter, Jr.
rsjr@aol.com

Kristian H. Salter
kristian.salter@azbar.org

James Eichner
james.eichner@usdoj.gov

Shaheena Simons
shaheena.simons@usdoj.gov

Peter Beauchamp
peter.beauchamp@usdoj.gov

Special Master Dr. Willis D. Hawley
wdh@umd.edu

/s/ Juan Rodriguez
Juan Rodriguez

Dated: August 7, 2017

EXHIBIT 1

RESPONSES to MENDOZA PLAINTIFFS' REQUESTS FOR INFORMATION RELATING TO THE TUSD
2014-15 ANNUAL REPORT (Part 2 of 3)
December 11, 2015

Mendoza RFI 1: As the District is aware, Mendoza Plaintiffs have stated repeatedly since the time of the negotiation of the USP that one measure of progress under the USP would be having more students attending integrated schools. Mendoza Plaintiffs therefore compared the percentage of total students attending integrated schools as reported in the Annual Report filed January 13, 2014 (Doc. 1549-5) (Appendix 3 –TUSD Enrollment by Ethnicity SY 12-13 40th day (09.27.2012)) with the comparable number as reported in the current Annual Report (Appendix II-41, Doc. 1848-5, page 95 of 652 – TUSD Enrollment by Ethnicity SY 14-15 40th day (09.25.2014)). We eliminated the alternative schools from the comparison because while they appear in the most recent appendix, they were not included in the report for SY 12-13. By our calculation the percentage of TUSD students attending integrated schools has declined from 21.8% to 19.3%. (Comparable analysis for the District's racially concentrated schools shows that the proportion of TUSD students attending such schools has increased (from 44.5% to 45.9%) in the same period.) We ask if the District has undertaken a similar analysis and, if so, whether it has reached the same result.

Mendoza RFI 1: The District has not undertaken either of these analyses (re percentages of students in integrated or racially concentrated schools) given the USP's emphasis by design on statistics regarding numbers of integrated, neutral, and racially concentrated schools. However, as the parties agreed in early October, emphasizing the # of students in integrated environments is a metric worth exploring (See, e.g., para. E of the parties' magnet stipulation) and we anticipate undertaking such analysis this year.

Mendoza RFI 2: Assuming our analysis is correct, we ask what the District believes explains this decrease in the proportion of TUSD students attending integrated schools and how it intends to address this issue (as well as the increased proportion of students attending racially concentrated schools) going forward.

RESPONSE TO 2: See above response to #1.

Mendoza RFI 3: On page 68 of the Report, the District indicates that for the first semester of the 2014-15 school year, "the District continued to use SIGMA and then transitioned to Applitrack." Does Applitrack maintain applicant pool information for applicants who have applied to administrative and certificated staff positions in the past three years?

RESPONSE TO 3: No, Applitrack does not maintain applicant pool information for applicants who have applied to administrative and certificated staff positions in the past three years. Applicant pool information prior to SY 2014-15 is maintained in SIGMA.

Mendoza RFI 4: For the fall 2014 and spring 2015 semesters, were "applicants in the [applicant] pool considered for all available vacancies for which they applied" (USP Section IV, D, 2)?

RESPONSE TO 4: Yes.

RESPONSES to MENDOZA PLAINTIFFS' REQUESTS FOR INFORMATION RELATING TO THE TUSD
2014-15 ANNUAL REPORT (Part 2 of 3)
December 11, 2015

Mendoza RFI 5: Please detail the racial/ethnic breakdown of any persons [sic] who were hired as a result of the District's consideration of applicant pool candidates for positions for which they qualified.

RESPONSE TO 5: We interpret this question as seeking the demographic breakdown of the applicant pools and selected candidates for positions filled in 2014-15. See Appendix IV-83. If our interpretation of the question is in error, please let us know.

Mendoza RFI 6: Describe District recruitment efforts to target African American and/or Latino candidates to participate in its Leadership Prep Academy (LPA). In that regard, the "TUSD/UA Cohort information via District's website" and "announcements at the Superintendent's Focus Group meetings, ILAs and central and site administrators reaching out directly to prospective candidates" detailed on page 74 do not appear to have been designed to target African American and Latino candidates.

RESPONSE TO 6: In addition to the efforts described in the Annual Report, the District reached out to principals and other administrative leaders to solicit recommendations for potential African American and Latino candidates on an individual basis. Review the selection process, available at <http://www.tusd1.org/contents/depart/pd/documents/LPA.pdf> ("Candidates for the Leadership Prep Academy will be selected from those who have been recommended by their principal, director, assistant superintendent, chief, or deputy superintendent.") Given the program's critical role in diversifying the District's administrative staff, race/ethnicity is taken into account when the candidate pool is reviewed. In 2014-15, the District accepted all African-American candidates into the LPA (one candidate declined due to a conflict with her PhD coursework schedule), but did not accept all Hispanic candidates.

Mendoza RFI 10: With regard to the New Teacher Induction Program ("NTIP"), the District indicates on page 88 of the Report "123 new teachers received an overview of the District" and that there were 83 second-year teachers (206 teachers total). However, on page 82, the District indicates that there were "274 beginning teachers" "[i]n SY 2-14-15" and in Appendix IV-112 there were 217 "1st & 2nd Year Teachers." Please provide clarification on the number of first and second year teachers at TUSD in the 2014-15 school year. In addition, how many first- or second-year teachers were placed on "individualized learning plans" (Doc. 1672, Appendix C; Appendix IV-35)? Of the first- and second-year teachers in 2014-15, how many were assigned mentors as part of NTIP?

RESPONSE to 10: In 2014-15, there were 431 first and second year teachers at TUSD (274 First year or "beginning teachers" and 157 second year)

USP section IV(I)(1) defines "new teachers" participating in the NTIP as "teachers in their first two years of teaching." The "123 new teachers" referenced participated in the

RESPONSES to MENDOZA PLAINTIFFS' REQUESTS FOR INFORMATION RELATING TO THE TUSD
2014-15 ANNUAL REPORT (Part 2 of 3)
December 11, 2015

four-day induction overview – these teachers included “new to TUSD” teachers (who might have more than two years experience or who are in their first two years of teaching). The “274 beginning teachers” “[i]n SY 2-14-15” referenced on page 82, refers to teachers who have less than one year experience. USP section IV(E) refers to “beginning teachers” but that term is not defined in the USP. The “individualized learning plans” referenced in the First Year Teacher Pilot are created by teachers for students. 52 first- and second-year teachers were assigned a mentor.

Mendoza RFI 12: Of the teachers “eligible to participate” in the mentoring program under the First-Year Teacher Plan (see Appendix IV-112), how many received mentoring support beyond that that was to be provided under NTIP?^[fn 1] ^[fn 1] Under NTIP, teacher participants are to collaborate with mentors for a minimum of 90 minutes weekly, while mentor collaboration under the First-year teacher plan raises that minimum to 3 hours. (See Appendix IV-35 at 2).

RESPONSE TO 12: Teachers received mentoring support through the NTIP only. The first-year teacher pilot was completed during the SY 2013-14. The results of the pilot are in the 2014 Annual Report. *See Report IV.10 First-Year Teacher Pilot Plan.* As noted in the Annual Report, some of the mentoring work described in the NTIP was revised so that mentors could assist all teachers in the curriculum rollout.

Mendoza RFI 15: Please detail any PLC training principals received in the 2014-15 school year that included “strategies to: (a) build regular structured time into teachers’ schedules to co-plan and collaborate, observe each other’s classrooms and teaching methods, provide constructive feedback so the best practices for student success can be shared; [and] (b) develop within and across-school networks to encourage teachers with experience and success in using culturally responsive pedagogy to engage students to mentor and coach their peer teachers[.]” (USP Section IV, I, 4) (emphasis added).

RESPONSE TO 15: During the SY 2014-2015, principals did not receive formal training on Professional Learning Communities although they did exchange ideas in collaborative groups as a precursor to working as PLCs. In addition, three administrators attended the March 4-6th Professional Learning Communities (PLC) in Phoenix. *See IV-48 Professional Learning Communities (PLC) Training SY 2014-15 and IV-49 Roster of PLC Training Participants SY 2014-2015.*

Mendoza RFI 16: Please provide the documentation contemplated in USP Section IV, K, q for any such training. In addition, beyond the “six UVA schools” (Report at 95-96), in which schools were PLCs implemented for the 2014-15 school year?

RESPONSES to MENDOZA PLAINTIFFS' REQUESTS FOR INFORMATION RELATING TO THE TUSD
2014-15 ANNUAL REPORT (Part 2 of 3)
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RESPONSE TO 16: In 2014-15, all principals worked to build and foster professional learning communities. The documentation addressing the PLC described above was provided for the SY 2014-2015 Annual Report. *Please see Section IV - Administrators and Certificated Staff files IV-48 Professional Learning Communities (PLC) Training SY 2014-15 and IV-49 Roster of PLC Training Participants SY 2014-2015.* See also Attachment 16 for the data on UVA training.

EXHIBIT 2

From: [Brown, Samuel](#)
To: [Willis D. Hawley](#); [Alexander Chanock](#); [James Eichner](#); [Juan Rodriguez](#); [Lois Thompson](#); [Paul Charlton](#); [Rubin Salter Jr.](#); [Shaheena Simons \(shaheena.simons@usdoj.gov\)](#)
Cc: [Taylor, Martha](#); [Tolleson, Julie](#); [Bruce Converse \(BConverse@steptoe.com\)](#); [Patterson, Charlotte](#); [Nodine, Bryant](#); [Boe, Stefanie](#)
Subject: Integration Initiatives Attachment E - Revised School List
Date: Monday, April 04, 2016 5:29:02 PM
Attachments: [Attachment E.pdf](#)

Counsel/Dr. Hawley: in discussions last month we received requests for a revised list of schools that would focus on integrated schools and schools with high levels of diversity (including those that could potentially become integrated). The March 1 submission included Attachments A-D, Attachment E is a revised list of schools that includes the information below, as informed by the feedback from the Special Master and Plaintiffs. Please share any suggestions or questions – we look forward to receiving your feedback on the proposals now that we have narrowed down the list of “focus” schools.

- Column 1 “Reason for Inclusion on List”
 - racially concentrated schools with Latino enrollment below 75%
 - integrated schools
 - diverse schools that have two racial/ethnic groups that are least more than 25%, 30%, 35%, or 40% of total population
- Column 2 “School”
 - includes in **bold** those schools that have experienced significant enrollment loss over the past four years
- Columns 3-8 “Race/Ethnicity”
 - for diverse schools, the columns include in **bold** the two groups that are over the threshold of 25/30/35/40 percent
- Column 9 “Seats”
 - **schools with less than 75 open seats are not included in the Attachment**
 - includes the number of open seats for the 2015-16 school year
 - the District is developing an express shuttle to Drachman but it is not included as it does not fit the criteria (RC school at 75% but with less than 75 seats due to the K-8 conversion)
- Column 10 “% Open Enrollment or Magnet Placement” and 11 “% Direct Placement”
 - identifies the percentage of total enrollment from outside the boundary that is either magnet, open enrollment, or direct placement
 - direct placement includes district-level placements: ELD, ExEd, Self-Contained GATE, Refugee, other situations personal to the student and/or family
- Column 12 “AZ Merit Proficiency Rates Spring 2015”
 - identifies the schools’ proficiency rate in English/Language Arts (ELA) and Math based on Spring 2015 testing

- includes in **bold** scores that exceed the TUSD average
- Columns 13-18 identifies existing magnet sites, specific sites under consideration, and specific sites where initiatives will be implemented
 - Wheeler is under consideration for self-contained GATE
 - Erickson and Catalina are under consideration for grade reconfiguration
 - Drachman and Magee will implement express shuttles; Sabino is under consideration
 - Cragin and Palo Verde are identified as existing magnets
 - Magee will implement new ALE initiatives (Roberts-Naylor may consider new ALE initiatives as a result of the forthcoming SM R&R)

Samuel Emiliano Brown
Legal Counsel
Tucson Unified School District
(520) 225-6040

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ATTACHMENT E
Revised List - TUSD Enrollment by USP Ethnicity 40th Day (10/01/2015)

OBJECTIVES: 1. Enroll more students at USP Integrated Schools 2. Enroll more students at schools with high levels of diversity													
NOTE: TUSD is developing an Express Shuttle to Drachman K-8													
Reason for Inclusion on List	School	White	Af Am	Hisp/Latino	Nat Am	Asian/PI	Multi	Seats	% Open Enrollment or Magnet Placement	% Direct Placement	AZ Merit Proficiency Rates Spring '15	Direct Placement	ALE / AVID
"Diverse 2-35%" means the school has two racial and/or ethnic groups over 35%	*Site has experienced double-digit enrollment loss since 2011-12	%	%	%	%	%	%	At least 75 open seats	*Self-Contained Gate	%	*Exceeds TUSD avg	%	
RC below 75%	Banks	24%	2%	71%	1%	0%	2%	165	16%		27	*32	
Integrated	*Blenman	21%	17%	46%	4%	8%	4%	255	29%		26	26	
Diverse 2-35%	Bloom	38%	19%	35%	2%	3%	4%	120	21%	4%	28	25	?
Diverse 2-25%	Cragin	28%	17%	45%	3%	1%	6%	134	51%	5%	25	30	M
Integrated	*Davidson	23%	12%	51%	3%	5%	6%	131	71%	5%	22	20	
Diverse 2-35%	Dunham	47%	12%	37%	0%	2%	2%	126	34%		*30	25	
Integrated	Erickson	23%	22%	45%	2%	1%	7%	155	13%		22	23	?
Diverse 2-35%	Ford	38%	15%	37%	1%	3%	5%	79	16%		*31	30	
Integrated	Howell	21%	14%	53%	6%	3%	3%	83	36%	7%	22	*33	
Integrated	*Hudlow	30%	13%	44%	4%	3%	6%	117	30%	7%	25	28	
Diverse 2-40%	Johnson K-2	4%	2%	51%	42%	0%	1%	257	20%	5%	N/A	N/A	
Diverse 2-35%	Kellond	40%	9%	39%	2%	1%	8%	97	28%	*26%	*49	*43	
Diverse 2-35%	*Marshall	45%	8%	39%	2%	2%	4%	197	35%	9%	28	24	
Integrated	Myers-Gang	14%	19%	60%	1%	2%	4%	224	25%	6%	17	16	
Diverse 2-30%	SolengTom	47%	11%	32%	1%	3%	7%	94	56%		*60	*54	
Diverse 2-30%	*Steele	34%	17%	40%	1%	3%	5%	193	22%	7%	24	19	
RC below 75%	Warren	8%	4%	74%	12%	0%	2%	103	32%	6%	28	29	
Diverse 2-35%	Wheeler	37%	11%	42%	4%	2%	5%	213	29%	3%	25	*32	?SCGate
Integrated	Whitmore	29%	18%	44%	0%	3%	6%	172	36%	6%	*38	*35	
Diverse 2-40%	Lawrence 3-8	2%	1%	42%	53%	0%	2%	85	9%		13	14	
Diverse 2-25%	Robb-Nay K-8	11%	26%	54%	2%	5%	1%	208	13%	2%	15	16	?
RC below 75%	Robins K-8	19%	4%	71%	1%	2%	3%	106	36%		*38	*32	
Integrated	Doolen MS	28%	14%	46%	3%	5%	5%	456	7%	*15%	*31	*34	
Diverse 2-35%	*Magee MS	48%	11%	35%	2%	2%	2%	102	36%	3%	*29	25	from ?
Diverse 2-35%	Secret MS	36%	13%	43%	1%	1%	6%	115	3%	1%	18	13	
Integrated	*Vail MS	32%	8%	51%	2%	3%	4%	98	33%	*27%	*35	*44	
Integrated	*Catalina HS	23%	17%	46%	3%	7%	3%	717	20%	6%	14	12	?
Integrated	Palo Verde HS	25%	18%	48%	2%	3%	5%	857	39%	4%	17	11	M
Diverse 2-30%	*Sabino HS	57%	6%	30%	1%	2%	4%	993	54%		*32	*37	from THS
Diverse 2-35%	Sahuaro HS	44%	10%	39%	1%	3%	4%	202	43%	2%	21	12	
Diverse 2-35%	*Santa Rita HS	38%	14%	40%	1%	3%	4%	1543	23%	3%	15	7	

EXHIBIT 3

Tucson Unified School District

Assessment
& Evaluation

October 24 2016

TUSD Enrollment by Ethnicity SY 16-17 Final 40th Day (09/29/2016)

Integration Status	School	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
Elementary														
	ES Total	3612	21.2%	1637	9.6%	10191	59.7%	616	3.6%	333	2.0%	681	4.0%	17070
Integrated	Banks Elementary	87	25.1%	8	2.3%	241	69.7%	3	0.9%	2	0.6%	5	1.4%	346
Integrated	Blenman Elementary	60	17.2%	71	20.3%	159	45.6%	14	4.0%	25	7.2%	20	5.7%	349
-	Bloom Elementary	119	36.0%	59	17.8%	124	37.5%	4	1.2%	14	4.2%	11	3.3%	331
Racially Concentrated	Bonillas Basic Curriculum Magnet	56	13.9%	32	7.9%	288	71.3%	13	3.2%	4	1.0%	11	2.7%	404
Integrated	Borton Magnet	85	21.3%	32	8.0%	256	64.0%	7	1.8%	4	1.0%	16	4.0%	400
Racially Concentrated	Carrillo K-5 Magnet	31	10.6%	16	5.5%	230	78.5%	9	3.1%	1	0.3%	6	2.0%	293
Racially Concentrated	Cavett Elementary	13	4.3%	25	8.3%	243	81.0%	9	3.0%	1	0.3%	9	3.0%	300
-	Collier Elementary	110	55.0%	26	13.0%	52	26.0%	5	2.5%	1	0.5%	6	3.0%	200
Integrated	Cragin Elementary	87	26.9%	45	13.9%	159	49.2%	7	2.2%	7	2.2%	18	5.6%	323
Integrated	Davidson Elementary	51	19.0%	42	15.6%	135	50.2%	19	7.1%	10	3.7%	12	4.5%	269
Racially Concentrated	Davis Bilingual Elementary Magnet	49	15.7%	13	4.2%	233	74.7%	6	1.9%	1	0.3%	10	3.2%	312
-	Dunham Elementary	117	47.8%	28	11.4%	85	34.7%	0	0.0%	7	2.9%	8	3.3%	245
-	Erickson Elementary	103	22.9%	107	23.8%	185	41.2%	10	2.2%	4	0.9%	40	8.9%	449
-	Ford Elementary	118	33.7%	47	13.4%	154	44.0%	3	0.9%	8	2.3%	20	5.7%	350
-	Fruithendler	231	59.5%	24	6.2%	102	26.3%	3	0.8%	8	2.1%	20	5.2%	388
-	Gale Elementary	162	44.3%	27	7.4%	141	38.5%	2	0.5%	11	3.0%	23	6.3%	366

Tucson Unified School District

Assessment
& Evaluation

October 24 2016

TUSD Enrollment by Ethnicity SY 16-17 Final 40th Day (09/29/2016)														
Integration Status	School	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
Racially Concentrated	Grijalva Elementary	31	5.0%	20	3.2%	521	84.4%	25	4.1%	7	1.1%	13	2.1%	617
-	Henry Elementary	153	43.1%	47	13.2%	121	34.1%	4	1.1%	12	3.4%	18	5.1%	355
Integrated	Holladay Magnet Elementary	17	7.5%	40	17.7%	142	62.8%	10	4.4%	0	0.0%	17	7.5%	226
Integrated	Howell Elementary	67	22.3%	39	13.0%	161	53.7%	13	4.3%	8	2.7%	12	4.0%	300
-	Hudlow Elementary	82	33.9%	27	11.2%	98	40.5%	9	3.7%	7	2.9%	19	7.9%	242
Integrated	Hughes Elementary	122	34.8%	22	6.3%	160	45.6%	3	0.9%	20	5.7%	24	6.8%	351
-	Johnson Primary	8	4.0%	3	1.5%	102	51.5%	80	40.4%	1	0.5%	4	2.0%	198
-	Kellond Elementary	213	38.9%	58	10.6%	210	38.4%	10	1.8%	11	2.0%	45	8.2%	547
-	Lineweaver Elementary	209	37.6%	42	7.6%	263	47.3%	4	0.7%	7	1.3%	31	5.6%	556
Racially Concentrated	Lynn/Urquides Elementary	21	4.4%	6	1.2%	439	91.3%	12	2.5%	0	0.0%	3	0.6%	481
Racially Concentrated	Maldonado Elementary	20	6.0%	11	3.3%	262	78.0%	29	8.6%	3	0.9%	11	3.3%	336
Racially Concentrated	Manzo Elementary	11	3.9%	11	3.9%	238	85.0%	9	3.2%	7	2.5%	4	1.4%	280

Tucson Unified School District

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TUSD Enrollment by Ethnicity SY 16-17 Final 40th Day (09/29/2016)														
Integration Status	School	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
-	Marshall Elementary	131	45.0%	22	7.6%	117	40.2%	4	1.4%	5	1.7%	12	4.1%	291
Racially Concentrated	Miller Elementary	25	4.4%	20	3.5%	452	79.6%	50	8.8%	6	1.1%	15	2.6%	568
Racially Concentrated	Mission View Elementary	1	0.5%	3	1.6%	166	90.2%	14	7.6%	0	0.0%	0	0.0%	184
Integrated	Myers/Ganoung Elementary	66	16.2%	88	21.6%	216	52.9%	2	0.5%	17	4.2%	19	4.7%	408
Racially Concentrated	Ochoa Magnet Elementary	3	1.6%	9	4.9%	149	80.5%	16	8.6%	0	0.0%	8	4.3%	185
Racially Concentrated	Oyama Elementary	25	6.6%	19	5.0%	306	81.2%	20	5.3%	1	0.3%	6	1.6%	377
Racially Concentrated	Robison Magnet Elementary	40	12.0%	33	9.9%	246	74.1%	2	0.6%	5	1.5%	6	1.8%	332
Integrated	Sewell Elementary	71	24.4%	45	15.5%	142	48.8%	6	2.1%	13	4.5%	14	4.8%	291
-	Soleng Tom Elementary	199	47.2%	48	11.4%	125	29.6%	5	1.2%	15	3.6%	30	7.1%	422
-	Steele Elementary	106	34.6%	52	17.0%	131	42.8%	1	0.3%	7	2.3%	9	2.9%	306

Tucson Unified School District

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TUSD Enrollment by Ethnicity SY 16-17 Final 40th Day (09/29/2016)														
Integration Status	School	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi Racial		
		N	%	N	%	N	%	N	%	N	%	N	%	
Racially Concentrated	Tolson Elementary	13	3.9%	17	5.1%	283	85.5%	11	3.3%	0	0.0%	7	2.1%	331
Integrated	Tully Elementary Magnet	32	9.0%	61	17.1%	228	63.9%	20	5.6%	7	2.0%	9	2.5%	357
Racially Concentrated	Van Buskirk Elementary	9	3.1%	4	1.4%	261	89.4%	10	3.4%	3	1.0%	5	1.7%	292
Racially Concentrated	Vesey Elementary	81	11.3%	22	3.1%	545	75.7%	44	6.1%	6	0.8%	22	3.1%	720
Racially Concentrated	Warren Elementary	12	4.2%	9	3.1%	229	80.1%	30	10.5%	1	0.3%	5	1.7%	286
Integrated	Wheeler Elementary	135	33.1%	53	13.0%	187	45.8%	3	0.7%	10	2.5%	20	4.9%	408
Racially Concentrated	White Elementary	41	5.8%	33	4.6%	576	80.8%	48	6.7%	5	0.7%	10	1.4%	713
-	Whitmore Elementary	98	30.2%	55	16.9%	132	40.6%	2	0.6%	11	3.4%	27	8.3%	325
-	Wright Elementary	91	19.8%	116	25.2%	196	42.6%	6	1.3%	30	6.5%	21	4.6%	460

K-8 Schools

Tucson Unified School District

Assessment
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October 24 2016

TUSD Enrollment by Ethnicity SY 16-17 Final 40th Day (09/29/2016)														
Integration Status	School	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
	K-8 Total	1143	13.2%	789	9.1%	5924	68.2%	421	4.8%	136	1.6%	271	3.1%	8684
-	Borman K-8	237	52.7%	76	16.9%	82	18.2%	0	0.0%	15	3.3%	40	8.9%	450
-	Dietz K-8	142	25.3%	137	24.4%	228	40.6%	3	0.5%	28	5.0%	24	4.3%	562
Racially Concentrated	Drachman K-8													
Racially Concentrated	Montessori Magnet	40	12.2%	28	8.5%	234	71.1%	11	3.3%	1	0.3%	15	4.6%	329
-	Hollinger K-8	19	3.5%	17	3.1%	475	87.8%	17	3.1%	1	0.2%	12	2.2%	541
-	Lawrence 3-8	10	3.0%	8	2.4%	141	42.6%	163	49.2%	0	0.0%	9	2.7%	331
-	Miles Exploratory Learning Center K-8	88	29.5%	20	6.7%	162	54.4%	4	1.3%	6	2.0%	18	6.0%	298
Racially Concentrated	Pueblo Gardens K-8	17	4.2%	24	6.0%	331	82.5%	9	2.2%	9	2.2%	11	2.7%	401
Racially Concentrated	Robins K-8	101	18.2%	16	2.9%	401	72.3%	10	1.8%	12	2.2%	15	2.7%	555
Racially Concentrated	Rose K-8	9	1.1%	6	0.7%	769	95.1%	9	1.1%	1	0.1%	15	1.9%	809

Tucson Unified School District

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TUSD Enrollment by Ethnicity SY 16-17 Final 40th Day (09/29/2016)

Integration Status	School	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
-	Booth-Fickett Math/Science K-8 Magnet	251	24.4%	165	16.1%	518	50.4%	22	2.1%	25	2.4%	46	4.5%	1027
Racially Concentrated	Morgan Maxwell K-8	38	7.9%	35	7.2%	365	75.4%	30	6.2%	6	1.2%	10	2.1%	484
Racially Concentrated	Mary Belle McCorkle Academy of Excellence K-8	36	3.9%	17	1.8%	836	90.7%	23	2.5%	2	0.2%	8	0.9%	922
-	Naylor K-8 (with Roberts Elementary)	75	13.3%	161	28.5%	287	50.8%	8	1.4%	25	4.4%	9	1.6%	565
Racially Concentrated	Safford K-8 Magnet	29	3.9%	58	7.9%	568	77.3%	58	7.9%	1	0.1%	21	2.9%	735
Racially Concentrated	Roskrue Bilingual K-8 Magnet	51	7.6%	21	3.1%	527	78.1%	54	8.0%	4	0.6%	18	2.7%	675
Middle Schools														
	MS Total	1514	22.3%	578	8.5%	4115	60.6%	250	3.7%	136	2.0%	200	2.9%	6793
Integrated	Dodge Traditional Magnet Middle	93	22.6%	32	7.8%	252	61.3%	10	2.4%	9	2.2%	15	3.6%	411

Tucson Unified School District

Assessment
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October 24 2016

TUSD Enrollment by Ethnicity SY 16-17 Final 40th Day (09/29/2016)														
Integration Status	School	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
-	Doolen Middle School	205	31.8%	100	15.5%	263	40.8%	17	2.6%	32	5.0%	28	4.3%	645
-	Gridley Middle School	330	42.8%	81	10.5%	299	38.8%	5	0.6%	30	3.9%	26	3.4%	771
-	Magee Middle School	284	43.9%	65	10.0%	256	39.6%	9	1.4%	13	2.0%	20	3.1%	647
Racially Concentrated	Mansfeld Middle School	93	11.4%	64	7.8%	594	72.8%	38	4.7%	10	1.2%	17	2.1%	816
Racially Concentrated	Pistor Middle School	52	5.6%	25	2.7%	775	83.1%	56	6.0%	8	0.9%	17	1.8%	933
-	Secrist Middle School	128	29.2%	87	19.8%	180	41.0%	7	1.6%	15	3.4%	22	5.0%	439
Racially Concentrated	Utterback Middle Arts Magnet	23	4.9%	36	7.6%	378	80.1%	24	5.1%	0	0.0%	11	2.3%	472
Integrated	Vail Middle School	224	30.8%	66	9.1%	378	52.0%	10	1.4%	16	2.2%	33	4.5%	727
Racially Concentrated	Valencia Middle School	82	8.8%	22	2.4%	740	79.4%	74	7.9%	3	0.3%	11	1.2%	932
High Schools														
HS Total		3247	22.9%	1257	8.9%	8474	59.9%	395	2.8%	377	2.7%	408	2.9%	14158

Tucson Unified School District

Assessment
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October 24 2016

TUSD Enrollment by Ethnicity SY 16-17 Final 40th Day (09/29/2016)														
Integration Status	School	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
Integrated	Catalina Magnet High School	181	24.4%	129	17.4%	359	48.4%	18	2.4%	43	5.8%	11	1.5%	741
Racially Concentrated	Cholla High Magnet School	147	7.7%	97	5.1%	1503	79.1%	113	6.0%	11	0.6%	28	1.5%	1899
Integrated	Palo Verde High Magnet School	289	23.0%	242	19.3%	602	48.0%	22	1.8%	43	3.4%	57	4.5%	1255
Racially Concentrated	Pueblo Magnet High School	54	3.1%	42	2.4%	1533	88.9%	74	4.3%	5	0.3%	16	0.9%	1724
Integrated	Rincon High School	217	19.5%	171	15.4%	626	56.2%	10	0.9%	49	4.4%	40	3.6%	1113
-	Sabino High School	514	54.9%	61	6.5%	301	32.1%	7	0.7%	24	2.6%	30	3.2%	937
-	Sahuaro High School	785	43.2%	197	10.8%	706	38.9%	15	0.8%	48	2.6%	65	3.6%	1816
-	Santa Rita High School	156	34.8%	76	17.0%	182	40.6%	3	0.7%	10	2.2%	21	4.7%	448
Racially Concentrated	Tucson High Magnet School	400	12.8%	205	6.6%	2268	72.5%	131	4.2%	49	1.6%	76	2.4%	3129
-	University High School	504	46.0%	37	3.4%	394	35.9%	2	0.2%	95	8.7%	64	5.8%	1096

Alternative

Alt. Total	74	21.1%	45	12.8%	193	55.0%	23	6.6%	2	0.6%	14	4.0%	351
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Tucson Unified School District

Assessment
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October 24 2016

TUSD Enrollment by Ethnicity SY 16-17 Final 40th Day (09/29/2016)

Integration Status	School	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
-	Mary Meredith K-12	15	32.6%	14	30.4%	12	26.1%	2	4.3%	1	2.2%	2	4.3%	46
Racially Concentrated	Project MORE	7	7.7%	5	5.5%	73	80.2%	2	2.2%	0	0.0%	4	4.4%	91
Integrated	Teenage Parent High School (TAP)	12	19.4%	9	14.5%	33	53.2%	8	12.9%	0	0.0%	0	0.0%	62
Integrated	AGAVE Middle & High	40	26.3%	17	11.2%	75	49.3%	11	7.2%	1	0.7%	8	5.3%	152

District Total	9590	20.4%	4306	9.2%	28897	61.4%	1705	3.6%	984	2.1%	1574	3.3%	47056
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*** Total does not include Pre-School total of 1,082

Tucson Unified School District

Assessment & Evaluation

October 24 2016

TUSD Enrollment by USP Ethnicity - SY 16-17 Final 40th Day (09/29/2016)
 Comparison of K-8 to Elementary, K-8, and Middle Schools

Integration Status	School	White		African American		Hispanic/ Latino		Native American		Asian/Pacific Islander		Multi Racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
Elementary Schools														
	ES Total	3612	21.2%	1637	9.6%	10191	59.7%	616	3.6%	333	2.0%	681	4.0%	17070
K-8 Schools														
	K-8 Total	1143	13.2%	789	9.1%	5924	68.2%	421	4.8%	136	1.6%	271	3.1%	8684
Middle Schools														
	MS Total	1514	22.3%	578	8.5%	4115	60.6%	250	3.7%	136	2.0%	200	2.9%	6793

Elementary Through Middle

Integrated	Combined	6269	19.3%	3004	9.2%	20230	62.2%	1287	4.0%	605	1.9%	1152	3.5%	32547
K-8 Schools														
Integrated	K-8 Total	1143	13.2%	789	9.1%	5924	68.2%	421	4.8%	136	1.6%	271	3.1%	8684

EXHIBIT 4

Tucson Unified School District

Assesment and Evaluation

October 28, 2016

2016-17 40th Day Enrollment by School/School Type, Grade, Enrollment Status and USP Ethnicity*

School Type	Magn et	School Name	Grade	Enr. Status	White /Anglo		African American		Hispanic /Latino		Native American		Asian American		Multi-racial		Total
					N	%	N	%	N	%	N	%	N	%	N	%	
Elementary Schools	N	Blenman	KG	Open Enrollment	3	50.00%	1	16.67%	2	33.33%	0	0.00%	0	0.00%	0	0.00%	6
Elementary Schools	N	Blenman	KG	Neighborhood	11	23.91%	11	23.91%	15	32.61%	0	0.00%	4	8.70%	5	10.87%	46
				Total	14	26.92%	12	23.08%	17	32.69%	0	0.00%	4	7.69%	5	9.62%	52
Elementary Schools	N	Blenman	1	Open Enrollment	1	10.00%	2	20.00%	5	50.00%	0	0.00%	2	20.00%	0	0.00%	10
Elementary Schools	N	Blenman	1	Neighborhood	10	23.81%	9	21.43%	14	33.33%	3	7.14%	5	11.90%	1	2.38%	42
				Total	11	21.15%	11	21.15%	19	36.54%	3	5.77%	7	13.46%	1	1.92%	52
Elementary Schools	N	Blenman	2	Open Enrollment	0	0.00%	2	12.50%	12	75.00%	1	6.25%	0	0.00%	1	6.25%	16
Elementary Schools	N	Blenman	2	Neighborhood	6	14.29%	8	19.05%	21	50.00%	2	4.76%	1	2.38%	4	9.52%	42
				Total	6	10.34%	10	17.24%	33	56.90%	3	5.17%	1	1.72%	5	8.62%	58
Elementary Schools	N	Blenman	3	Open Enrollment	4	20.00%	6	30.00%	7	35.00%	0	0.00%	1	5.00%	2	10.00%	20
Elementary Schools	N	Blenman	3	Neighborhood	5	11.63%	10	23.26%	20	46.51%	3	6.98%	2	4.65%	3	6.98%	43
				Total	9	14.29%	16	25.40%	27	42.86%	3	4.76%	3	4.76%	5	7.94%	63
Elementary Schools	N	Blenman	4	Open Enrollment	2	22.22%	2	22.22%	4	44.44%	0	0.00%	1	11.11%	0	0.00%	9
Elementary Schools	N	Blenman	4	Neighborhood	8	18.60%	6	13.95%	25	58.14%	1	2.33%	2	4.65%	1	2.33%	43
				Total	10	19.23%	8	15.38%	29	55.77%	1	1.92%	3	5.77%	1	1.92%	52
Elementary Schools	N	Blenman	5	Open Enrollment	3	33.33%	1	11.11%	1	11.11%	0	0.00%	3	33.33%	1	11.11%	9
Elementary Schools	N	Blenman	5	Neighborhood	7	11.11%	13	20.63%	33	52.38%	4	6.35%	4	6.35%	2	3.17%	63
				Total	10	13.89%	14	19.44%	34	47.22%	4	5.56%	7	9.72%	3	4.17%	72
Elementary Schools	N	Blenman	Total	Open Enrollment	13	18.57%	14	20.00%	31	44.29%	1	1.43%	7	10.00%	4	5.71%	70
Elementary Schools	N	Blenman	Total	Neighborhood	47	16.85%	57	20.43%	128	45.88%	13	4.66%	18	6.45%	16	5.73%	279
				Total	60	17.19%	71	20.34%	159	45.56%	14	4.01%	25	7.16%	20	5.73%	349
Elementary Schools	N	Bloom	KG	Open Enrollment	5	41.67%	1	8.33%	5	41.67%	0	0.00%	1	8.33%	0	0.00%	12
Elementary Schools	N	Bloom	KG	Neighborhood	19	38.78%	6	12.24%	21	42.86%	0	0.00%	3	6.12%	0	0.00%	49
Elementary Schools	N	Bloom	KG	District Placement	1	33.33%	2	66.67%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3
				Total	25	39.06%	9	14.06%	26	40.63%	0	0.00%	4	6.25%	0	0.00%	64
Elementary Schools	N	Bloom	1	Open Enrollment	2	22.22%	1	11.11%	6	66.67%	0	0.00%	0	0.00%	0	0.00%	9
Elementary Schools	N	Bloom	1	Neighborhood	8	28.57%	4	14.29%	14	50.00%	2	7.14%	0	0.00%	0	0.00%	28
Elementary Schools	N	Bloom	1	District Placement	3	60.00%	1	20.00%	1	20.00%	0	0.00%	0	0.00%	0	0.00%	5
				Total	13	30.95%	6	14.29%	21	50.00%	2	4.76%	0	0.00%	0	0.00%	42

Elementary Schools	N	Bloom		2	Open Enrollment	2	28.57%	1	14.29%	3	42.86%	0	0.00%	1	14.29%	0	0.00%	7
Elementary Schools	N	Bloom		2	Neighborhood	16	45.71%	7	20.00%	8	22.86%	0	0.00%	2	5.71%	2	5.71%	35
Elementary Schools	N	Bloom		2	District Placement	1	25.00%	1	25.00%	2	50.00%	0	0.00%	0	0.00%	0	0.00%	4
					Total	19	41.30%	9	19.57%	13	28.26%	0	0.00%	3	6.52%	2	4.35%	46
Elementary Schools	N	Bloom		3	Open Enrollment	3	33.33%	0	0.00%	5	55.56%	0	0.00%	1	11.11%	0	0.00%	9
Elementary Schools	N	Bloom		3	Neighborhood	20	44.44%	4	8.89%	17	37.78%	0	0.00%	1	2.22%	3	6.67%	45
Elementary Schools	N	Bloom		3	District Placement	1	25.00%	1	25.00%	2	50.00%	0	0.00%	0	0.00%	0	0.00%	4
					Total	24	41.38%	5	8.62%	24	41.38%	0	0.00%	2	3.45%	3	5.17%	58
Elementary Schools	N	Bloom		4	Open Enrollment	3	33.33%	3	33.33%	3	33.33%	0	0.00%	0	0.00%	0	0.00%	9
Elementary Schools	N	Bloom		4	Neighborhood	15	29.41%	16	31.37%	14	27.45%	1	1.96%	3	5.88%	2	3.92%	51
Elementary Schools	N	Bloom		4	District Placement	2	33.33%	2	33.33%	2	33.33%	0	0.00%	0	0.00%	0	0.00%	6
					Total	20	30.30%	21	31.82%	19	28.79%	1	1.52%	3	4.55%	2	3.03%	66
Elementary Schools	N	Bloom		5	Open Enrollment	4	36.36%	1	9.09%	5	45.45%	1	9.09%	0	0.00%	0	0.00%	11
Elementary Schools	N	Bloom		5	Neighborhood	13	31.71%	8	19.51%	15	36.59%	0	0.00%	1	2.44%	4	9.76%	41
Elementary Schools	N	Bloom		5	District Placement	1	33.33%	0	0.00%	1	33.33%	0	0.00%	1	33.33%	0	0.00%	3
					Total	18	32.73%	9	16.36%	21	38.18%	1	1.82%	2	3.64%	4	7.27%	55
Elementary Schools	N	Bloom		Total	Open Enrollment	19	33.33%	7	12.28%	27	47.37%	1	1.75%	3	5.26%	0	0.00%	57
Elementary Schools	N	Bloom		Total	Neighborhood	91	36.55%	45	18.07%	89	35.74%	3	1.20%	10	4.02%	11	4.42%	249
Elementary Schools	N	Bloom		Total	District Placement	9	36.00%	7	28.00%	8	32.00%	0	0.00%	1	4.00%	0	0.00%	25
					Total	119	35.95%	59	17.82%	124	37.46%	4	1.21%	14	4.23%	11	3.32%	331
Elementary Schools	Y	Bonillas		KG	Neighborhood	8	27.59%	1	3.45%	19	65.52%	1	3.45%	0	0.00%	0	0.00%	29
Elementary Schools	Y	Bonillas		KG	Magnet	4	17.39%	2	8.70%	14	60.87%	0	0.00%	1	4.35%	2	8.70%	23
Elementary Schools	Y	Bonillas		KG	District Placement	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%	0	0.00%	2
					Total	12	22.22%	3	5.56%	35	64.81%	1	1.85%	1	1.85%	2	3.70%	54
Elementary Schools	Y	Bonillas		1	Neighborhood	6	19.35%	3	9.68%	22	70.97%	0	0.00%	0	0.00%	0	0.00%	31
Elementary Schools	Y	Bonillas		1	Magnet	2	5.71%	4	11.43%	28	80.00%	0	0.00%	0	0.00%	1	2.86%	35
Elementary Schools	Y	Bonillas		1	District Placement	1	16.67%	1	16.67%	4	66.67%	0	0.00%	0	0.00%	0	0.00%	6
					Total	9	12.50%	8	11.11%	54	75.00%	0	0.00%	0	0.00%	1	1.39%	72
Elementary Schools	Y	Bonillas		2	Neighborhood	5	20.00%	5	20.00%	12	48.00%	2	8.00%	0	0.00%	1	4.00%	25
Elementary Schools	Y	Bonillas		2	Magnet	2	6.25%	1	3.13%	27	84.38%	1	3.13%	1	3.13%	0	0.00%	32
Elementary Schools	Y	Bonillas		2	District Placement	3	37.50%	1	12.50%	3	37.50%	1	12.50%	0	0.00%	0	0.00%	8
					Total	10	15.38%	7	10.77%	42	64.62%	4	6.15%	1	1.54%	1	1.54%	65
Elementary Schools	Y	Bonillas		3	Neighborhood	7	21.88%	4	12.50%	16	50.00%	3	9.38%	1	3.13%	1	3.13%	32
Elementary Schools	Y	Bonillas		3	Magnet	4	11.43%	5	14.29%	23	65.71%	0	0.00%	0	0.00%	3	8.57%	35
Elementary Schools	Y	Bonillas		3	District Placement	0	0.00%	1	33.33%	2	66.67%	0	0.00%	0	0.00%	0	0.00%	3
					Total	11	15.71%	10	14.29%	41	58.57%	3	4.29%	1	1.43%	4	5.71%	70

Elementary Schools	Y	Bonillas	4	Neighborhood	5	15.15%	0	0.00%	26	78.79%	2	6.06%	0	0.00%	0	0.00%	0	0.00%	33
Elementary Schools	Y	Bonillas	4	Magnet	2	5.41%	2	5.41%	29	78.38%	1	2.70%	1	2.70%	1	2.70%	2	5.41%	37
Elementary Schools	Y	Bonillas	4	District Placement	1	33.33%	0	0.00%	2	66.67%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3
				Total	8	10.96%	2	2.74%	57	78.08%	3	4.11%	1	1.37%	2	2.74%	2	2.74%	73
Elementary Schools	Y	Bonillas	5	Neighborhood	3	12.00%	2	8.00%	18	72.00%	2	8.00%	0	0.00%	0	0.00%	0	0.00%	25
Elementary Schools	Y	Bonillas	5	Magnet	2	4.88%	0	0.00%	38	92.68%	0	0.00%	0	0.00%	1	2.44%	1	2.44%	41
Elementary Schools	Y	Bonillas	5	District Placement	1	25.00%	0	0.00%	3	75.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4
				Total	6	8.57%	2	2.86%	59	84.29%	2	2.86%	0	0.00%	1	1.43%	1	1.43%	70
Elementary Schools	Y	Bonillas	Total	Neighborhood	34	19.43%	15	8.57%	113	64.57%	10	5.71%	1	0.57%	2	1.14%	2	1.14%	175
Elementary Schools	Y	Bonillas	Total	Magnet	16	7.88%	14	6.90%	159	78.33%	2	0.99%	3	1.48%	9	4.43%	9	4.43%	203
Elementary Schools	Y	Bonillas	Total	District Placement	6	23.08%	3	11.54%	16	61.54%	1	3.85%	0	0.00%	0	0.00%	0	0.00%	26
				Total	56	13.86%	32	7.92%	288	71.29%	13	3.22%	4	0.99%	11	2.72%	11	2.72%	404
Elementary Schools	Y	Borton	KG	Neighborhood	3	11.54%	4	15.38%	17	65.38%	0	0.00%	0	0.00%	2	7.69%	2	7.69%	26
Elementary Schools	Y	Borton	KG	Magnet	12	26.09%	4	8.70%	27	58.70%	2	4.35%	0	0.00%	1	2.17%	1	2.17%	46
				Total	15	20.83%	8	11.11%	44	61.11%	2	2.78%	0	0.00%	3	4.17%	3	4.17%	72
Elementary Schools	Y	Borton	1	Neighborhood	1	5.88%	2	11.76%	11	64.71%	2	11.76%	0	0.00%	1	5.88%	1	5.88%	17
Elementary Schools	Y	Borton	1	Magnet	15	35.71%	3	7.14%	23	54.76%	0	0.00%	0	0.00%	1	2.38%	1	2.38%	42
				Total	16	27.12%	5	8.47%	34	57.63%	2	3.39%	0	0.00%	2	3.39%	2	3.39%	59
Elementary Schools	Y	Borton	2	Neighborhood	3	14.29%	2	9.52%	16	76.19%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	21
Elementary Schools	Y	Borton	2	Magnet	15	31.91%	4	8.51%	24	51.06%	1	2.13%	2	4.26%	1	2.13%	1	2.13%	47
				Total	18	26.47%	6	8.82%	40	58.82%	1	1.47%	2	2.94%	1	1.47%	1	1.47%	68
Elementary Schools	Y	Borton	3	Neighborhood	0	0.00%	2	12.50%	13	81.25%	0	0.00%	1	6.25%	0	0.00%	0	0.00%	16
Elementary Schools	Y	Borton	3	Magnet	19	36.54%	3	5.77%	27	51.92%	0	0.00%	0	0.00%	3	5.77%	3	5.77%	52
				Total	19	27.94%	5	7.35%	40	58.82%	0	0.00%	1	1.47%	3	4.41%	3	4.41%	68
Elementary Schools	Y	Borton	4	Neighborhood	1	4.00%	3	12.00%	19	76.00%	1	4.00%	0	0.00%	1	4.00%	1	4.00%	25
Elementary Schools	Y	Borton	4	Magnet	9	21.43%	2	4.76%	28	66.67%	1	2.38%	0	0.00%	2	4.76%	2	4.76%	42
				Total	10	14.93%	5	7.46%	47	70.15%	2	2.99%	0	0.00%	3	4.48%	3	4.48%	67
Elementary Schools	Y	Borton	5	Neighborhood	0	0.00%	1	4.55%	20	90.91%	0	0.00%	0	0.00%	1	4.55%	1	4.55%	22
Elementary Schools	Y	Borton	5	Magnet	7	15.91%	2	4.55%	31	70.45%	0	0.00%	1	2.27%	3	6.82%	3	6.82%	44
				Total	7	10.61%	3	4.55%	51	77.27%	0	0.00%	1	1.52%	4	6.06%	4	6.06%	66
Elementary Schools	Y	Borton	Total	Neighborhood	8	6.30%	14	11.02%	96	75.59%	3	2.36%	1	0.79%	5	3.94%	5	3.94%	127
Elementary Schools	Y	Borton	Total	Magnet	77	28.21%	18	6.59%	160	58.61%	4	1.47%	3	1.10%	11	4.03%	11	4.03%	273
				Total	85	21.25%	32	8.00%	256	64.00%	7	1.75%	4	1.00%	16	4.00%	16	4.00%	400
Elementary Schools	Y	Carrillo	KG	Neighborhood	3	17.65%	4	23.53%	10	58.82%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	17
Elementary Schools	Y	Carrillo	KG	Magnet	9	27.27%	0	0.00%	23	69.70%	0	0.00%	0	0.00%	1	3.03%	1	3.03%	33
				Total	12	24.00%	4	8.00%	33	66.00%	0	0.00%	0	0.00%	1	2.00%	1	2.00%	50

Elementary Schools	Y	Carrillo	1	Neighborhood	0	0.00%	1	9.09%	10	90.91%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	11
Elementary Schools	Y	Carrillo	1	Magnet	9	23.68%	1	2.63%	24	63.16%	2	5.26%	0	0.00%	2	5.26%	2	4.08%	38
				Total	9	18.37%	2	4.08%	34	69.39%	2	4.08%	0	0.00%	2	4.08%	2	4.08%	49
Elementary Schools	Y	Carrillo	2	Neighborhood	1	10.00%	0	0.00%	9	90.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	10
Elementary Schools	Y	Carrillo	2	Magnet	4	10.81%	2	5.41%	28	75.68%	1	2.70%	1	2.70%	1	2.70%	1	2.70%	37
				Total	5	10.64%	2	4.26%	37	78.72%	1	2.13%	1	2.13%	1	2.13%	1	2.13%	47
Elementary Schools	Y	Carrillo	3	Neighborhood	0	0.00%	3	23.08%	9	69.23%	0	0.00%	0	0.00%	1	7.69%	1	7.69%	13
Elementary Schools	Y	Carrillo	3	Magnet	2	5.41%	0	0.00%	34	91.89%	1	2.70%	0	0.00%	0	0.00%	0	0.00%	37
				Total	2	4.00%	3	6.00%	43	86.00%	1	2.00%	0	0.00%	1	2.00%	1	2.00%	50
Elementary Schools	Y	Carrillo	4	Neighborhood	0	0.00%	2	20.00%	7	70.00%	1	10.00%	0	0.00%	0	0.00%	0	0.00%	10
Elementary Schools	Y	Carrillo	4	Magnet	3	7.69%	2	5.13%	34	87.18%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	39
				Total	3	6.12%	4	8.16%	41	83.67%	1	2.04%	0	0.00%	0	0.00%	0	0.00%	49
Elementary Schools	Y	Carrillo	5	Neighborhood	0	0.00%	0	0.00%	9	81.82%	2	18.18%	0	0.00%	0	0.00%	0	0.00%	11
Elementary Schools	Y	Carrillo	5	Magnet	0	0.00%	1	2.70%	33	89.19%	2	5.41%	0	0.00%	1	2.70%	1	2.70%	37
				Total	0	0.00%	1	2.08%	42	87.50%	4	8.33%	0	0.00%	1	2.08%	1	2.08%	48
Elementary Schools	Y	Carrillo	Total	Neighborhood	4	5.56%	10	13.89%	54	75.00%	3	4.17%	0	0.00%	1	1.39%	1	1.39%	72
Elementary Schools	Y	Carrillo	Total	Magnet	27	12.22%	6	2.71%	176	79.64%	6	2.71%	1	0.45%	5	2.26%	5	2.26%	221
				Total	31	10.58%	16	5.46%	230	78.50%	9	3.07%	1	0.34%	6	2.05%	6	2.05%	293
Elementary Schools	N	Cavett		Open Enrollment	0	0.00%	0	0.00%	7	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	7
Elementary Schools	N	Cavett		Neighborhood	3	6.52%	4	8.70%	35	76.09%	2	4.35%	1	2.17%	1	2.17%	1	2.17%	46
Elementary Schools	N	Cavett		District Placement	1	33.33%	1	33.33%	1	33.33%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3
				Total	4	7.14%	5	8.93%	43	76.79%	2	3.57%	1	1.79%	1	1.79%	1	1.79%	56
Elementary Schools	N	Cavett	1	Open Enrollment	1	11.11%	0	0.00%	8	88.89%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	9
Elementary Schools	N	Cavett	1	Neighborhood	0	0.00%	4	13.33%	24	80.00%	0	0.00%	0	0.00%	2	6.67%	2	6.67%	30
Elementary Schools	N	Cavett	1	District Placement	0	0.00%	0	0.00%	3	75.00%	1	25.00%	0	0.00%	0	0.00%	0	0.00%	4
				Total	1	2.33%	4	9.30%	35	81.40%	1	2.33%	0	0.00%	2	4.65%	2	4.65%	43
Elementary Schools	N	Cavett	2	Open Enrollment	0	0.00%	0	0.00%	4	80.00%	0	0.00%	0	0.00%	1	20.00%	1	20.00%	5
Elementary Schools	N	Cavett	2	Neighborhood	3	6.38%	3	6.38%	38	80.85%	2	4.26%	0	0.00%	1	2.13%	1	2.13%	47
Elementary Schools	N	Cavett	2	District Placement	0	0.00%	1	20.00%	3	60.00%	1	20.00%	0	0.00%	0	0.00%	0	0.00%	5
				Total	3	5.26%	4	7.02%	45	78.95%	3	5.26%	0	0.00%	2	3.51%	2	3.51%	57
Elementary Schools	N	Cavett	3	Open Enrollment	0	0.00%	0	0.00%	4	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4
Elementary Schools	N	Cavett	3	Neighborhood	1	3.13%	2	6.25%	27	84.38%	1	3.13%	0	0.00%	1	3.13%	1	3.13%	32
Elementary Schools	N	Cavett	3	District Placement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
				Total	1	2.78%	2	5.56%	31	86.11%	1	2.78%	0	0.00%	1	2.78%	1	2.78%	36
Elementary Schools	N	Cavett	4	Open Enrollment	0	0.00%	0	0.00%	10	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	10
Elementary Schools	N	Cavett	4	Neighborhood	3	6.82%	4	9.09%	36	81.82%	0	0.00%	0	0.00%	1	2.27%	1	2.27%	44

Elementary Schools	N	Cragin	1	Open Enrollment	1	50.00%	1	50.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2
Elementary Schools	N	Cragin	11	Neighborhood	11	33.33%	2	6.06%	18	54.55%	0	0.00%	1	3.03%	1	3.03%	1	3.03%	33
Elementary Schools	N	Cragin	1	Magnet	1	8.33%	4	33.33%	6	50.00%	0	0.00%	0	0.00%	0	0.00%	1	8.33%	12
Elementary Schools	N	Cragin	1	District Placement	1	50.00%	0	0.00%	1	50.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2
			14	Total	14	28.57%	7	14.29%	25	51.02%	0	0.00%	1	2.04%	2	4.08%	2	4.08%	49
Elementary Schools	N	Cragin	2	Open Enrollment	1	33.33%	0	0.00%	2	66.67%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3
Elementary Schools	N	Cragin	2	Neighborhood	12	31.58%	4	10.53%	18	47.37%	1	2.63%	1	2.63%	2	5.26%	2	5.26%	38
Elementary Schools	N	Cragin	2	Magnet	4	36.36%	2	18.18%	4	36.36%	0	0.00%	0	0.00%	1	9.09%	1	9.09%	11
Elementary Schools	N	Cragin	2	District Placement	1	20.00%	0	0.00%	2	40.00%	1	20.00%	0	0.00%	1	20.00%	1	20.00%	5
			18	Total	18	31.58%	6	10.53%	26	45.61%	2	3.51%	1	1.75%	4	7.02%	4	7.02%	57
Elementary Schools	N	Cragin	3	Open Enrollment	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2
Elementary Schools	N	Cragin	3	Neighborhood	7	19.44%	8	22.22%	18	50.00%	1	2.78%	0	0.00%	2	5.56%	2	5.56%	36
Elementary Schools	N	Cragin	3	Magnet	4	36.36%	3	27.27%	2	18.18%	0	0.00%	0	0.00%	2	18.18%	2	18.18%	11
Elementary Schools	N	Cragin	3	District Placement	1	14.29%	1	14.29%	2	28.57%	0	0.00%	0	0.00%	3	42.86%	3	42.86%	7
			12	Total	12	21.43%	12	21.43%	24	42.86%	1	1.79%	0	0.00%	7	12.50%	7	12.50%	56
Elementary Schools	N	Cragin	4	Open Enrollment	0	0.00%	0	0.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1
Elementary Schools	N	Cragin	4	Neighborhood	10	25.64%	4	10.26%	23	58.97%	1	2.56%	1	2.56%	0	0.00%	0	0.00%	39
Elementary Schools	N	Cragin	4	Magnet	2	11.76%	4	23.53%	8	47.06%	1	5.88%	1	5.88%	1	5.88%	1	5.88%	17
Elementary Schools	N	Cragin	4	District Placement	1	25.00%	0	0.00%	3	75.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4
			13	Total	13	21.31%	8	13.11%	35	57.38%	2	3.28%	2	3.28%	1	1.64%	1	1.64%	61
Elementary Schools	N	Cragin	5	Open Enrollment	0	0.00%	0	0.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1
Elementary Schools	N	Cragin	5	Neighborhood	10	30.30%	4	12.12%	14	42.42%	2	6.06%	2	6.06%	1	3.03%	1	3.03%	33
Elementary Schools	N	Cragin	5	Magnet	4	26.67%	0	0.00%	10	66.67%	0	0.00%	0	0.00%	1	6.67%	1	6.67%	15
Elementary Schools	N	Cragin	5	District Placement	1	20.00%	1	20.00%	3	60.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	5
			15	Total	15	27.78%	5	9.26%	28	51.85%	2	3.70%	2	3.70%	2	3.70%	2	3.70%	54
Elementary Schools	N	Cragin	Total	Open Enrollment	5	27.78%	2	11.11%	10	55.56%	0	0.00%	0	0.00%	1	5.56%	1	5.56%	18
Elementary Schools	N	Cragin	Total	Neighborhood	62	28.70%	28	12.96%	108	50.00%	5	2.31%	6	2.78%	7	3.24%	7	3.24%	216
Elementary Schools	N	Cragin	Total	Magnet	15	22.73%	13	19.70%	30	45.45%	1	1.52%	1	1.52%	6	9.09%	6	9.09%	66
Elementary Schools	N	Cragin	Total	District Placement	5	21.74%	2	8.70%	11	47.83%	1	4.35%	0	0.00%	4	17.39%	4	17.39%	23
			87	Total	87	26.93%	45	13.93%	159	49.23%	7	2.17%	7	2.17%	18	5.57%	18	5.57%	323
Elementary Schools	N	Davidson	KG	Open Enrollment	1	10.00%	2	20.00%	7	70.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	10
Elementary Schools	N	Davidson	KG	Neighborhood	12	34.29%	9	25.71%	10	28.57%	2	5.71%	2	5.71%	0	0.00%	0	0.00%	35
Elementary Schools	N	Davidson	KG	District Placement	2	66.67%	0	0.00%	1	33.33%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3
			15	Total	15	31.25%	11	22.92%	18	37.50%	2	4.17%	2	4.17%	0	0.00%	0	0.00%	48
Elementary Schools	N	Davidson	1	Open Enrollment	4	66.67%	0	0.00%	1	16.67%	0	0.00%	0	0.00%	1	16.67%	1	16.67%	6
Elementary Schools	N	Davidson	1	Neighborhood	6	14.63%	6	14.63%	24	58.54%	1	2.44%	2	4.88%	2	4.88%	2	4.88%	41

Elementary Schools	Y	Davis	4	Magnet	5	11.90%	3	7.14%	34	80.95%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	42
				Total	5	10.64%	3	6.38%	39	82.98%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	47
Elementary Schools	Y	Davis	5	Neighborhood	1	11.11%	0	0.00%	8	88.89%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	9
Elementary Schools	Y	Davis	5	Magnet	4	8.70%	1	2.17%	39	84.78%	0	0.00%	0	0.00%	0	0.00%	2	4.35%	46
				Total	5	9.09%	1	1.82%	47	85.45%	0	0.00%	0	0.00%	0	0.00%	2	3.64%	55
Elementary Schools	Y	Davis	Total	Neighborhood	7	8.64%	2	2.47%	66	81.48%	3	3.70%	0	0.00%	3	3.70%	3	3.70%	81
Elementary Schools	Y	Davis	Total	Magnet	42	18.18%	11	4.76%	167	72.29%	3	1.30%	1	0.43%	7	3.03%	7	3.03%	231
				Total	49	15.71%	13	4.17%	233	74.68%	6	1.92%	1	0.32%	10	3.21%	10	3.21%	312
Elementary Schools	N	Dunham	KG	Open Enrollment	9	60.00%	1	6.67%	4	26.67%	0	0.00%	1	6.67%	0	0.00%	0	0.00%	15
Elementary Schools	N	Dunham	KG	Neighborhood	14	43.75%	5	15.63%	10	31.25%	0	0.00%	1	3.13%	2	6.25%	2	6.25%	32
Elementary Schools	N	Dunham	KG	District Placement	1	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1
				Total	24	50.00%	6	12.50%	14	29.17%	0	0.00%	2	4.17%	2	4.17%	2	4.17%	48
Elementary Schools	N	Dunham	1	Open Enrollment	4	33.33%	3	25.00%	5	41.67%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	12
Elementary Schools	N	Dunham	1	Neighborhood	7	36.84%	2	10.53%	9	47.37%	0	0.00%	0	0.00%	1	5.26%	1	5.26%	19
Elementary Schools	N	Dunham	1	District Placement	1	50.00%	0	0.00%	1	50.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2
				Total	12	36.36%	5	15.15%	15	45.45%	0	0.00%	0	0.00%	1	3.03%	1	3.03%	33
Elementary Schools	N	Dunham	2	Open Enrollment	4	30.77%	3	23.08%	6	46.15%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	13
Elementary Schools	N	Dunham	2	Neighborhood	7	36.84%	2	10.53%	9	47.37%	0	0.00%	1	5.26%	0	0.00%	0	0.00%	19
Elementary Schools	N	Dunham	2	District Placement	3	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3
				Total	14	40.00%	5	14.29%	15	42.86%	0	0.00%	1	2.86%	0	0.00%	0	0.00%	35
Elementary Schools	N	Dunham	3	Open Enrollment	7	50.00%	2	14.29%	3	21.43%	0	0.00%	1	7.14%	1	7.14%	1	7.14%	14
Elementary Schools	N	Dunham	3	Neighborhood	12	38.71%	5	16.13%	13	41.94%	0	0.00%	0	0.00%	1	3.23%	1	3.23%	31
Elementary Schools	N	Dunham		District Placement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
				Total	19	42.22%	7	15.56%	16	35.56%	0	0.00%	1	2.22%	2	4.44%	2	4.44%	45
Elementary Schools	N	Dunham	4	Open Enrollment	2	33.33%	1	16.67%	0	0.00%	0	0.00%	2	33.33%	1	16.67%	1	16.67%	6
Elementary Schools	N	Dunham	4	Neighborhood	23	71.88%	2	6.25%	6	18.75%	0	0.00%	1	3.13%	0	0.00%	0	0.00%	32
Elementary Schools	N	Dunham		District Placement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
				Total	25	65.79%	3	7.89%	6	15.79%	0	0.00%	3	7.89%	1	2.63%	1	2.63%	38
Elementary Schools	N	Dunham	5	Open Enrollment	7	50.00%	1	7.14%	6	42.86%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	14
Elementary Schools	N	Dunham	5	Neighborhood	16	50.00%	1	3.13%	13	40.63%	0	0.00%	0	0.00%	2	6.25%	2	6.25%	32
Elementary Schools	N	Dunham		District Placement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
				Total	23	50.00%	2	4.35%	19	41.30%	0	0.00%	0	0.00%	2	4.35%	2	4.35%	46
Elementary Schools	N	Dunham	Total	Open Enrollment	33	44.59%	11	14.86%	24	32.43%	0	0.00%	4	5.41%	2	2.70%	2	2.70%	74
Elementary Schools	N	Dunham	Total	Neighborhood	79	47.88%	17	10.30%	60	36.36%	0	0.00%	3	1.82%	6	3.64%	6	3.64%	165
Elementary Schools	N	Dunham		District Placement	5	83.33%	0	0.00%	1	16.67%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	6
				Total	117	47.76%	28	11.43%	85	34.69%	0	0.00%	7	2.86%	8	3.27%	8	3.27%	245

Elementary Schools	N	Erickson	KG	Open Enrollment	1	50.00%	1	50.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2
Elementary Schools	N	Erickson	KG	Neighborhood	22	32.35%	15	22.06%	28	41.18%	1	1.47%	0	0.00%	2	2.94%	2	2.94%	68
				Total	23	32.86%	16	22.86%	28	40.00%	1	1.43%	0	0.00%	2	2.86%	2	2.86%	70
Elementary Schools	N	Erickson	1	Open Enrollment	0	0.00%	5	45.45%	5	45.45%	0	0.00%	0	0.00%	1	9.09%	1	9.09%	11
Elementary Schools	N	Erickson	1	Neighborhood	9	14.75%	17	27.87%	21	34.43%	3	4.92%	1	1.64%	10	16.39%	10	16.39%	61
				Total	9	12.50%	22	30.56%	26	36.11%	3	4.17%	1	1.39%	11	15.28%	11	15.28%	72
Elementary Schools	N	Erickson	2	Open Enrollment	3	30.00%	1	10.00%	6	60.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	10
Elementary Schools	N	Erickson	2	Neighborhood	14	22.95%	16	26.23%	23	37.70%	2	3.28%	0	0.00%	6	9.84%	6	9.84%	61
				Total	17	23.94%	17	23.94%	29	40.85%	2	2.82%	0	0.00%	6	8.45%	6	8.45%	71
Elementary Schools	N	Erickson	3	Open Enrollment	1	9.09%	2	18.18%	6	54.55%	0	0.00%	1	9.09%	1	9.09%	1	9.09%	11
Elementary Schools	N	Erickson	3	Neighborhood	13	17.57%	15	20.27%	37	50.00%	0	0.00%	1	1.35%	8	10.81%	8	10.81%	74
				Total	14	16.47%	17	20.00%	43	50.59%	0	0.00%	2	2.35%	9	10.59%	9	10.59%	85
Elementary Schools	N	Erickson	4	Open Enrollment	0	0.00%	3	30.00%	6	60.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	10
Elementary Schools	N	Erickson	4	Neighborhood	17	31.48%	9	16.67%	21	38.89%	1	1.85%	0	0.00%	6	11.11%	6	11.11%	54
				Total	17	26.56%	12	18.75%	27	42.19%	1	1.56%	1	1.56%	6	9.38%	6	9.38%	64
Elementary Schools	N	Erickson	5	Open Enrollment	1	50.00%	0	0.00%	1	50.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2
Elementary Schools	N	Erickson	5	Neighborhood	22	25.88%	23	27.06%	31	36.47%	3	3.53%	0	0.00%	6	7.06%	6	7.06%	85
				Total	23	26.44%	23	26.44%	32	36.78%	3	3.45%	0	0.00%	6	6.90%	6	6.90%	87
Elementary Schools	N	Erickson	Total	Open Enrollment	6	13.04%	12	26.09%	24	52.17%	0	0.00%	2	4.35%	2	4.35%	2	4.35%	46
Elementary Schools	N	Erickson	Total	Neighborhood	97	24.07%	95	23.57%	161	39.95%	10	2.48%	2	0.50%	38	9.43%	38	9.43%	403
				Total	103	22.94%	107	23.83%	185	41.20%	10	2.23%	4	0.89%	40	8.91%	40	8.91%	449
Elementary Schools	N	Ford	KG	Open Enrollment	0	0.00%	1	12.50%	7	87.50%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	8
Elementary Schools	N	Ford	KG	Neighborhood	17	32.69%	6	11.54%	24	46.15%	0	0.00%	2	3.85%	3	5.77%	3	5.77%	52
				Total	17	28.33%	7	11.67%	31	51.67%	0	0.00%	2	3.33%	3	5.00%	3	5.00%	60
Elementary Schools	N	Ford	1	Open Enrollment	2	40.00%	2	40.00%	1	20.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	5
Elementary Schools	N	Ford	1	Neighborhood	20	33.33%	6	10.00%	27	45.00%	0	0.00%	3	5.00%	4	6.67%	4	6.67%	60
				Total	22	33.85%	8	12.31%	28	43.08%	0	0.00%	3	4.62%	4	6.15%	4	6.15%	65
Elementary Schools	N	Ford	2	Open Enrollment	1	20.00%	3	60.00%	1	20.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	5
Elementary Schools	N	Ford	2	Neighborhood	14	34.15%	5	12.20%	20	48.78%	1	2.44%	1	2.44%	0	0.00%	0	0.00%	41
				Total	15	32.61%	8	17.39%	21	45.65%	1	2.17%	1	2.17%	0	0.00%	0	0.00%	46
Elementary Schools	N	Ford	3	Open Enrollment	3	37.50%	2	25.00%	3	37.50%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	8
Elementary Schools	N	Ford	3	Neighborhood	18	35.29%	11	21.57%	16	31.37%	1	1.96%	0	0.00%	5	9.80%	5	9.80%	51
				Total	21	35.59%	13	22.03%	19	32.20%	1	1.69%	0	0.00%	5	8.47%	5	8.47%	59
Elementary Schools	N	Ford	4	Open Enrollment	4	36.36%	2	18.18%	5	45.45%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	11
Elementary Schools	N	Ford	4	Neighborhood	20	37.74%	6	11.32%	23	43.40%	0	0.00%	1	1.89%	3	5.66%	3	5.66%	53
				Total	24	37.50%	8	12.50%	28	43.75%	0	0.00%	1	1.56%	3	4.69%	3	4.69%	64

Elementary Schools	N	Ford		5	Open Enrollment	5	45.45%	0	0.00%	5	45.45%	0	0.00%	0	0.00%	1	1.79%	0	0.00%	1	2.22%	4	8.89%	11
Elementary Schools	N	Ford		5	Neighborhood	14	31.11%	3	6.67%	22	48.89%	1	2.22%	1	1.79%	4	8.89%	1	2.22%	4	8.89%	4	8.89%	45
					Total	19	33.93%	3	5.36%	27	48.21%	1	1.79%	1	1.79%	5	8.93%	1	1.79%	5	8.93%	5	8.93%	56
Elementary Schools	N	Ford	Total		Open Enrollment	15	31.25%	10	20.83%	22	45.83%	0	0.00%	0	0.00%	1	2.08%	0	0.00%	1	2.08%	1	2.08%	48
Elementary Schools	N	Ford	Total		Neighborhood	103	34.11%	37	12.25%	132	43.71%	3	0.99%	8	2.65%	19	6.29%	3	0.99%	8	2.65%	19	6.29%	302
					Total	118	33.71%	47	13.43%	154	44.00%	3	0.86%	8	2.29%	20	5.71%	3	0.86%	8	2.29%	20	5.71%	350
Elementary Schools	N	Fruchthandler	KG		Open Enrollment	12	52.17%	1	4.35%	8	34.78%	0	0.00%	1	4.35%	1	4.35%	0	0.00%	1	4.35%	1	4.35%	23
Elementary Schools	N	Fruchthandler	KG		Neighborhood	22	56.41%	4	10.26%	9	23.08%	2	5.13%	0	0.00%	2	5.13%	2	5.13%	0	0.00%	2	5.13%	39
					Total	34	54.84%	5	8.06%	17	27.42%	2	3.23%	1	1.61%	3	4.84%	2	3.23%	1	1.61%	3	4.84%	62
Elementary Schools	N	Fruchthandler	1		Open Enrollment	16	57.14%	3	10.71%	9	32.14%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	28
Elementary Schools	N	Fruchthandler	1		Neighborhood	22	61.11%	1	2.78%	10	27.78%	0	0.00%	1	2.78%	2	5.56%	0	0.00%	1	2.78%	2	5.56%	36
					Total	38	59.38%	4	6.25%	19	29.69%	0	0.00%	1	1.56%	2	3.13%	0	0.00%	1	1.56%	2	3.13%	64
Elementary Schools	N	Fruchthandler	2		Open Enrollment	11	68.75%	2	12.50%	3	18.75%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	16
Elementary Schools	N	Fruchthandler	2		Neighborhood	25	65.79%	2	5.26%	5	13.16%	1	2.63%	2	5.26%	3	7.89%	1	2.63%	2	5.26%	3	7.89%	38
					Total	36	66.67%	4	7.41%	8	14.81%	1	1.85%	2	3.70%	3	5.56%	1	1.85%	2	3.70%	3	5.56%	54
Elementary Schools	N	Fruchthandler	3		Open Enrollment	16	53.33%	1	3.33%	9	30.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4	13.33%	30
Elementary Schools	N	Fruchthandler	3		Neighborhood	29	63.04%	3	6.52%	11	23.91%	0	0.00%	2	4.35%	1	2.17%	0	0.00%	2	4.35%	1	2.17%	46
					Total	45	59.21%	4	5.26%	20	26.32%	0	0.00%	2	2.63%	5	6.58%	0	0.00%	2	2.63%	5	6.58%	76
Elementary Schools	N	Fruchthandler	4		Open Enrollment	17	70.83%	1	4.17%	5	20.83%	0	0.00%	0	0.00%	1	4.17%	0	0.00%	0	0.00%	1	4.17%	24
Elementary Schools	N	Fruchthandler	4		Neighborhood	23	53.49%	3	6.98%	15	34.88%	0	0.00%	1	2.33%	1	2.33%	0	0.00%	1	2.33%	1	2.33%	43
					Total	40	59.70%	4	5.97%	20	29.85%	0	0.00%	1	1.49%	2	2.99%	0	0.00%	1	1.49%	2	2.99%	67
Elementary Schools	N	Fruchthandler	5		Open Enrollment	11	55.00%	0	0.00%	7	35.00%	0	0.00%	0	0.00%	2	10.00%	0	0.00%	0	0.00%	2	10.00%	20
Elementary Schools	N	Fruchthandler	5		Neighborhood	27	60.00%	3	6.67%	11	24.44%	0	0.00%	1	2.22%	3	6.67%	0	0.00%	1	2.22%	3	6.67%	45
					Total	38	58.46%	3	4.62%	18	27.69%	0	0.00%	1	1.54%	5	7.69%	0	0.00%	1	1.54%	5	7.69%	65
Elementary Schools	N	Fruchthandler	Total		Open Enrollment	83	58.87%	8	5.67%	41	29.08%	0	0.00%	1	0.71%	8	5.67%	0	0.00%	1	0.71%	8	5.67%	141
Elementary Schools	N	Fruchthandler	Total		Neighborhood	148	59.92%	16	6.48%	61	24.70%	3	1.21%	7	2.83%	12	4.86%	3	1.21%	7	2.83%	12	4.86%	247
					Total	231	59.54%	24	6.19%	102	26.29%	3	0.77%	8	2.06%	20	5.15%	3	0.77%	8	2.06%	20	5.15%	388
Elementary Schools	N	Gale	KG		Open Enrollment	16	41.03%	4	10.26%	15	38.46%	0	0.00%	2	5.13%	2	5.13%	0	0.00%	2	5.13%	2	5.13%	39
Elementary Schools	N	Gale	KG		Neighborhood	11	47.83%	0	0.00%	8	34.78%	2	8.70%	1	4.35%	1	4.35%	2	8.70%	1	4.35%	1	4.35%	23
					Total	27	43.55%	4	6.45%	23	37.10%	2	3.23%	3	4.84%	3	4.84%	2	3.23%	3	4.84%	3	4.84%	62
Elementary Schools	N	Gale	1		Open Enrollment	18	48.65%	5	13.51%	13	35.14%	0	0.00%	1	2.70%	0	0.00%	1	2.70%	1	2.70%	0	0.00%	37
Elementary Schools	N	Gale	1		Neighborhood	7	46.67%	1	6.67%	5	33.33%	0	0.00%	0	0.00%	2	13.33%	0	0.00%	0	0.00%	2	13.33%	15
					Total	25	48.08%	6	11.54%	18	34.62%	0	0.00%	1	1.92%	2	3.85%	0	0.00%	1	1.92%	2	3.85%	52
Elementary Schools	N	Gale	2		Open Enrollment	13	37.14%	4	11.43%	15	42.86%	0	0.00%	1	2.86%	2	5.71%	0	0.00%	1	2.86%	2	5.71%	35
Elementary Schools	N	Gale	2		Neighborhood	6	22.22%	2	7.41%	14	51.85%	0	0.00%	2	7.41%	3	11.11%	0	0.00%	2	7.41%	3	11.11%	27
					Total	19	30.65%	6	9.68%	29	46.77%	0	0.00%	3	4.84%	5	8.06%	0	0.00%	3	4.84%	5	8.06%	62

Elementary Schools	N	Howell	Total	District Placement	6	24.00%	7	28.00%	10	40.00%	0	0.00%	0	0.00%	2	8.00%	25
				Total	67	22.33%	39	13.00%	161	53.67%	13	4.33%	8	2.67%	12	4.00%	300
Elementary Schools	N	Hudlow	KG	Open Enrollment	1	7.69%	3	23.08%	8	61.54%	0	0.00%	0	0.00%	1	7.69%	13
Elementary Schools	N	Hudlow	KG	Neighborhood	9	31.03%	8	27.59%	12	41.38%	0	0.00%	0	0.00%	0	0.00%	29
Elementary Schools	N	Hudlow	KG	District Placement	0	0.00%	0	0.00%	2	66.67%	1	33.33%	0	0.00%	0	0.00%	3
				Total	10	22.22%	11	24.44%	22	48.89%	1	2.22%	0	0.00%	1	2.22%	45
Elementary Schools	N	Hudlow	1	Open Enrollment	4	36.36%	2	18.18%	4	36.36%	0	0.00%	0	0.00%	1	9.09%	11
Elementary Schools	N	Hudlow	1	Neighborhood	8	50.00%	2	12.50%	3	18.75%	0	0.00%	1	6.25%	2	12.50%	16
Elementary Schools	N	Hudlow	1	District Placement	2	40.00%	0	0.00%	2	40.00%	1	20.00%	0	0.00%	0	0.00%	5
				Total	14	43.75%	4	12.50%	9	28.13%	1	3.13%	1	3.13%	3	9.38%	32
Elementary Schools	N	Hudlow	2	Open Enrollment	2	16.67%	1	8.33%	6	50.00%	0	0.00%	1	8.33%	2	16.67%	12
Elementary Schools	N	Hudlow	2	Neighborhood	12	44.44%	0	0.00%	12	44.44%	1	3.70%	0	0.00%	2	7.41%	27
Elementary Schools	N	Hudlow	2	District Placement	0	0.00%	1	25.00%	2	50.00%	1	25.00%	0	0.00%	0	0.00%	4
				Total	14	32.56%	2	4.65%	20	46.51%	2	4.65%	1	2.33%	4	9.30%	43
Elementary Schools	N	Hudlow	3	Open Enrollment	6	46.15%	1	7.69%	4	30.77%	0	0.00%	1	7.69%	1	7.69%	13
Elementary Schools	N	Hudlow	3	Neighborhood	10	38.46%	1	3.85%	10	38.46%	2	7.69%	0	0.00%	3	11.54%	26
Elementary Schools	N	Hudlow	3	District Placement	1	33.33%	1	33.33%	1	33.33%	0	0.00%	0	0.00%	0	0.00%	3
				Total	17	40.48%	3	7.14%	15	35.71%	2	4.76%	1	2.38%	4	9.52%	42
Elementary Schools	N	Hudlow	4	Open Enrollment	2	15.38%	1	7.69%	7	53.85%	1	7.69%	0	0.00%	2	15.38%	13
Elementary Schools	N	Hudlow	4	Neighborhood	6	28.57%	3	14.29%	9	42.86%	0	0.00%	2	9.52%	1	4.76%	21
Elementary Schools	N	Hudlow	4	District Placement	1	25.00%	0	0.00%	2	50.00%	0	0.00%	0	0.00%	1	25.00%	4
				Total	9	23.68%	4	10.53%	18	47.37%	1	2.63%	2	5.26%	4	10.53%	38
Elementary Schools	N	Hudlow	5	Open Enrollment	8	72.73%	0	0.00%	1	9.09%	0	0.00%	0	0.00%	2	18.18%	11
Elementary Schools	N	Hudlow	5	Neighborhood	8	32.00%	3	12.00%	12	48.00%	1	4.00%	0	0.00%	1	4.00%	25
Elementary Schools	N	Hudlow	5	District Placement	2	33.33%	0	0.00%	1	16.67%	1	16.67%	2	33.33%	0	0.00%	6
				Total	18	42.86%	3	7.14%	14	33.33%	2	4.76%	2	4.76%	3	7.14%	42
Elementary Schools	N	Hudlow	Total	Open Enrollment	23	31.51%	8	10.96%	30	41.10%	1	1.37%	2	2.74%	9	12.33%	73
Elementary Schools	N	Hudlow	Total	Neighborhood	53	36.81%	17	11.81%	58	40.28%	4	2.78%	3	2.08%	9	6.25%	144
Elementary Schools	N	Hudlow	Total	District Placement	6	24.00%	2	8.00%	10	40.00%	4	16.00%	2	8.00%	1	4.00%	25
				Total	82	33.88%	27	11.16%	98	40.50%	9	3.72%	7	2.89%	19	7.85%	242
Elementary Schools	N	Hughes	KG	Open Enrollment	5	16.13%	1	3.23%	22	70.97%	0	0.00%	1	3.23%	2	6.45%	31
Elementary Schools	N	Hughes	KG	Neighborhood	9	26.47%	1	2.94%	17	50.00%	1	2.94%	3	8.82%	3	8.82%	34
				Total	14	21.54%	2	3.08%	39	60.00%	1	1.54%	4	6.15%	5	7.69%	65
Elementary Schools	N	Hughes	1	Open Enrollment	2	10.00%	2	10.00%	14	70.00%	0	0.00%	0	0.00%	2	10.00%	20
Elementary Schools	N	Hughes	1	Neighborhood	15	48.39%	2	6.45%	11	35.48%	0	0.00%	1	3.23%	2	6.45%	31
				Total	17	33.33%	4	7.84%	25	49.02%	0	0.00%	1	1.96%	4	7.84%	51

Elementary Schools	N	Hughes	2	Open Enrollment	2	10.53%	4	21.05%	13	68.42%	0	0.00%	0	0.00%	0	0.00%	19
Elementary Schools	N	Hughes	2	Neighborhood	21	60.00%	0	0.00%	9	25.71%	1	2.86%	4	11.43%	0	0.00%	35
				Total	23	42.59%	4	7.41%	22	40.74%	1	1.85%	4	7.41%	0	0.00%	54
Elementary Schools	N	Hughes	3	Open Enrollment	4	26.67%	1	6.67%	7	46.67%	0	0.00%	0	0.00%	3	20.00%	15
Elementary Schools	N	Hughes	3	Neighborhood	10	28.57%	2	5.71%	16	45.71%	0	0.00%	4	11.43%	3	8.57%	35
				Total	14	28.00%	3	6.00%	23	46.00%	0	0.00%	4	8.00%	6	12.00%	50
Elementary Schools	N	Hughes	4	Open Enrollment	7	31.82%	2	9.09%	12	54.55%	0	0.00%	1	4.55%	0	0.00%	22
Elementary Schools	N	Hughes	4	Neighborhood	17	36.17%	3	6.38%	18	38.30%	0	0.00%	3	6.38%	6	12.77%	47
				Total	24	34.78%	5	7.25%	30	43.48%	0	0.00%	4	5.80%	6	8.70%	69
Elementary Schools	N	Hughes	5	Open Enrollment	15	48.39%	2	6.45%	10	32.26%	0	0.00%	1	3.23%	3	9.68%	31
Elementary Schools	N	Hughes	5	Neighborhood	15	48.39%	2	6.45%	11	35.48%	1	3.23%	2	6.45%	0	0.00%	31
				Total	30	48.39%	4	6.45%	21	33.87%	1	1.61%	3	4.84%	3	4.84%	62
Elementary Schools	N	Hughes	Total	Open Enrollment	35	25.36%	12	8.70%	78	56.52%	0	0.00%	3	2.17%	10	7.25%	138
Elementary Schools	N	Hughes	Total	Neighborhood	87	40.85%	10	4.69%	82	38.50%	3	1.41%	17	7.98%	14	6.57%	213
				Total	122	34.76%	22	6.27%	160	45.58%	3	0.85%	20	5.70%	24	6.84%	351
Elementary Schools	N	Johnson	KG	Open Enrollment	1	10.00%	0	0.00%	7	70.00%	2	20.00%	0	0.00%	0	0.00%	10
Elementary Schools	N	Johnson	KG	Neighborhood	1	2.00%	1	2.00%	28	56.00%	19	38.00%	0	0.00%	1	2.00%	50
Elementary Schools	N	Johnson	KG	District Placement	0	0.00%	0	0.00%	3	75.00%	0	0.00%	0	0.00%	1	25.00%	4
				Total	2	3.13%	1	1.56%	38	59.38%	21	32.81%	0	0.00%	2	3.13%	64
Elementary Schools	N	Johnson	1	Open Enrollment	2	16.67%	0	0.00%	7	58.33%	3	25.00%	0	0.00%	0	0.00%	12
Elementary Schools	N	Johnson	1	Neighborhood	1	2.08%	1	2.08%	21	43.75%	23	47.92%	1	2.08%	1	2.08%	48
Elementary Schools	N	Johnson	1	District Placement	1	33.33%	0	0.00%	2	66.67%	0	0.00%	0	0.00%	0	0.00%	3
				Total	4	6.35%	1	1.59%	30	47.62%	26	41.27%	1	1.59%	1	1.59%	63
Elementary Schools	N	Johnson	2	Open Enrollment	1	10.00%	0	0.00%	7	70.00%	2	20.00%	0	0.00%	0	0.00%	10
Elementary Schools	N	Johnson	2	Neighborhood	1	1.75%	1	1.75%	24	42.11%	30	52.63%	0	0.00%	1	1.75%	57
Elementary Schools	N	Johnson	2	District Placement	0	0.00%	0	0.00%	3	75.00%	1	25.00%	0	0.00%	0	0.00%	4
				Total	2	2.82%	1	1.41%	34	47.89%	33	46.48%	0	0.00%	1	1.41%	71
Elementary Schools	N	Johnson	Total	Open Enrollment	4	12.50%	0	0.00%	21	65.63%	7	21.88%	0	0.00%	0	0.00%	32
Elementary Schools	N	Johnson	Total	Neighborhood	3	1.94%	3	1.94%	73	47.10%	72	46.45%	1	0.65%	3	1.94%	155
Elementary Schools	N	Johnson	Total	District Placement	1	9.09%	0	0.00%	8	72.73%	1	9.09%	0	0.00%	1	9.09%	11
				Total	8	4.04%	3	1.52%	102	51.52%	80	40.40%	1	0.51%	4	2.02%	198
Elementary Schools	N	Kellond	KG	Open Enrollment	14	51.85%	1	3.70%	9	33.33%	0	0.00%	0	0.00%	3	11.11%	27
Elementary Schools	N	Kellond	KG	Neighborhood	16	32.65%	4	8.16%	24	48.98%	1	2.04%	0	0.00%	4	8.16%	49
Elementary Schools	N	Kellond	KG	District Placement	2	40.00%	1	20.00%	1	20.00%	0	0.00%	1	20.00%	0	0.00%	5
				Total	32	39.51%	6	7.41%	34	41.98%	1	1.23%	1	1.23%	7	8.64%	81
Elementary Schools	N	Kellond	1	Open Enrollment	9	39.13%	3	13.04%	11	47.83%	0	0.00%	0	0.00%	0	0.00%	23

Elementary Schools	N	Kellond	1	Neighborhood	12	38.71%	6	19.35%	10	32.26%	1	3.23%	1	3.23%	1	3.23%	1	3.23%	31
Elementary Schools	N	Kellond	1	District Placement	12	63.16%	3	15.79%	3	15.79%	0	0.00%	0	0.00%	1	0.00%	1	5.26%	19
				Total	33	45.21%	12	16.44%	24	32.88%	1	1.37%	1	1.37%	2	2.74%	2	2.74%	73
Elementary Schools	N	Kellond	2	Open Enrollment	9	36.00%	4	16.00%	8	32.00%	1	4.00%	2	8.00%	1	4.00%	1	4.00%	25
Elementary Schools	N	Kellond	2	Neighborhood	12	32.43%	8	21.62%	14	37.84%	0	0.00%	0	0.00%	3	8.11%	3	8.11%	37
Elementary Schools	N	Kellond	2	District Placement	16	51.61%	4	12.90%	5	16.13%	0	0.00%	1	3.23%	5	16.13%	5	16.13%	31
				Total	37	39.78%	16	17.20%	27	29.03%	1	1.08%	3	3.23%	9	9.68%	9	9.68%	93
Elementary Schools	N	Kellond	3	Open Enrollment	6	23.08%	4	15.38%	14	53.85%	1	3.85%	0	0.00%	1	3.85%	1	3.85%	26
Elementary Schools	N	Kellond	3	Neighborhood	9	21.43%	3	7.14%	27	64.29%	1	2.38%	0	0.00%	2	4.76%	2	4.76%	42
Elementary Schools	N	Kellond	3	District Placement	14	45.16%	4	12.90%	7	22.58%	1	3.23%	1	3.23%	4	12.90%	4	12.90%	31
				Total	29	29.29%	11	11.11%	48	48.48%	3	3.03%	1	1.01%	7	7.07%	7	7.07%	99
Elementary Schools	N	Kellond	4	Open Enrollment	10	34.48%	1	3.45%	16	55.17%	1	3.45%	1	3.45%	0	0.00%	0	0.00%	29
Elementary Schools	N	Kellond	4	Neighborhood	14	31.11%	2	4.44%	24	53.33%	0	0.00%	0	0.00%	5	11.11%	5	11.11%	45
Elementary Schools	N	Kellond	4	District Placement	24	66.67%	1	2.78%	8	22.22%	0	0.00%	1	2.78%	2	5.56%	2	5.56%	36
				Total	48	43.64%	4	3.64%	48	43.64%	1	0.91%	2	1.82%	7	6.36%	7	6.36%	110
Elementary Schools	N	Kellond	5	Open Enrollment	6	42.86%	1	7.14%	3	21.43%	1	7.14%	0	0.00%	3	21.43%	3	21.43%	14
Elementary Schools	N	Kellond	5	Neighborhood	14	33.33%	4	9.52%	18	42.86%	2	4.76%	1	2.38%	3	7.14%	3	7.14%	42
Elementary Schools	N	Kellond	5	District Placement	14	40.00%	4	11.43%	8	22.86%	0	0.00%	2	5.71%	7	20.00%	7	20.00%	35
				Total	34	37.36%	9	9.89%	29	31.87%	3	3.30%	3	3.30%	13	14.29%	13	14.29%	91
Elementary Schools	N	Kellond	Total	Open Enrollment	54	37.50%	14	9.72%	61	42.36%	4	2.78%	3	2.08%	8	5.56%	8	5.56%	144
Elementary Schools	N	Kellond	Total	Neighborhood	77	31.30%	27	10.98%	117	47.56%	5	2.03%	2	0.81%	18	7.32%	18	7.32%	246
Elementary Schools	N	Kellond	Total	District Placement	82	52.23%	17	10.83%	32	20.38%	1	0.64%	6	3.82%	19	12.10%	19	12.10%	157
				Total	213	38.94%	58	10.60%	210	38.39%	10	1.83%	11	2.01%	45	8.23%	45	8.23%	547
Elementary Schools	N	Laura N Banks	KG	Open Enrollment	1	10.00%	0	0.00%	8	80.00%	1	10.00%	0	0.00%	0	0.00%	0	0.00%	10
Elementary Schools	N	Laura N Banks	KG	Neighborhood	8	19.51%	1	2.44%	30	73.17%	0	0.00%	1	2.44%	1	2.44%	1	2.44%	41
				Total	9	17.65%	1	1.96%	38	74.51%	1	1.96%	1	1.96%	1	1.96%	1	1.96%	51
Elementary Schools	N	Laura N Banks	1	Open Enrollment	4	36.36%	0	0.00%	7	63.64%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	11
Elementary Schools	N	Laura N Banks	1	Neighborhood	13	29.55%	0	0.00%	30	68.18%	0	0.00%	0	0.00%	1	2.27%	1	2.27%	44
				Total	17	30.91%	0	0.00%	37	67.27%	0	0.00%	0	0.00%	1	1.82%	1	1.82%	55
Elementary Schools	N	Laura N Banks	2	Open Enrollment	3	33.33%	0	0.00%	6	66.67%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	9
Elementary Schools	N	Laura N Banks	2	Neighborhood	13	28.89%	2	4.44%	27	60.00%	0	0.00%	1	2.22%	2	4.44%	2	4.44%	45
				Total	16	29.63%	2	3.70%	33	61.11%	0	0.00%	1	1.85%	2	3.70%	2	3.70%	54
Elementary Schools	N	Laura N Banks	3	Open Enrollment	3	30.00%	1	10.00%	6	60.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	10
Elementary Schools	N	Laura N Banks	3	Neighborhood	19	34.55%	1	1.82%	34	61.82%	1	1.82%	0	0.00%	0	0.00%	0	0.00%	55
				Total	22	33.85%	2	3.08%	40	61.54%	1	1.54%	0	0.00%	0	0.00%	0	0.00%	65
Elementary Schools	N	Laura N Banks	4	Open Enrollment	3	30.00%	0	0.00%	7	70.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	10

Elementary Schools	N	Laura N Banks	4	Neighborhood	7	15.91%	0	0.00%	36	81.82%	0	0.00%	0	0.00%	1	2.27%	44
				Total	10	18.52%	0	0.00%	43	79.63%	0	0.00%	0	0.00%	1	1.85%	54
Elementary Schools	N	Laura N Banks	5	Open Enrollment	2	28.57%	1	14.29%	4	57.14%	0	0.00%	0	0.00%	0	0.00%	7
Elementary Schools	N	Laura N Banks	5	Neighborhood	11	18.33%	2	3.33%	46	76.67%	1	1.67%	0	0.00%	0	0.00%	60
				Total	13	19.40%	3	4.48%	50	74.63%	1	1.49%	0	0.00%	0	0.00%	67
Elementary Schools	N	Laura N Banks	Total	Open Enrollment	16	28.07%	2	3.51%	38	66.67%	1	1.75%	0	0.00%	0	0.00%	57
Elementary Schools	N	Laura N Banks	Total	Neighborhood	71	24.57%	6	2.08%	203	70.24%	2	0.69%	2	0.69%	5	1.73%	289
				Total	87	25.14%	8	2.31%	241	69.65%	3	0.87%	2	0.58%	5	1.45%	346
Elementary Schools	N	Lineweaver	KG	Open Enrollment	15	31.91%	6	12.77%	23	48.94%	1	2.13%	0	0.00%	2	4.26%	47
Elementary Schools	N	Lineweaver	KG	Neighborhood	11	55.00%	1	5.00%	8	40.00%	0	0.00%	0	0.00%	0	0.00%	20
Elementary Schools	N	Lineweaver	KG	District Placement	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%	0	0.00%	2
				Total	26	37.68%	7	10.14%	33	47.83%	1	1.45%	0	0.00%	2	2.90%	69
Elementary Schools	N	Lineweaver	1	Open Enrollment	22	45.83%	1	2.08%	23	47.92%	0	0.00%	1	2.08%	1	2.08%	48
Elementary Schools	N	Lineweaver	1	Neighborhood	9	52.94%	1	5.88%	7	41.18%	0	0.00%	0	0.00%	0	0.00%	17
Elementary Schools	N	Lineweaver	1	District Placement	6	37.50%	2	12.50%	6	37.50%	0	0.00%	0	0.00%	2	12.50%	16
				Total	37	45.68%	4	4.94%	36	44.44%	0	0.00%	1	1.23%	3	3.70%	81
Elementary Schools	N	Lineweaver	2	Open Enrollment	8	18.60%	3	6.98%	27	62.79%	0	0.00%	0	0.00%	5	11.63%	43
Elementary Schools	N	Lineweaver	2	Neighborhood	6	31.58%	1	5.26%	9	47.37%	1	5.26%	0	0.00%	2	10.53%	19
Elementary Schools	N	Lineweaver	2	District Placement	11	39.29%	1	3.57%	10	35.71%	0	0.00%	0	0.00%	6	21.43%	28
				Total	25	27.78%	5	5.56%	46	51.11%	1	1.11%	0	0.00%	13	14.44%	90
Elementary Schools	N	Lineweaver	3	Open Enrollment	21	32.81%	3	4.69%	33	51.56%	1	1.56%	2	3.13%	4	6.25%	64
Elementary Schools	N	Lineweaver	3	Neighborhood	2	18.18%	1	9.09%	8	72.73%	0	0.00%	0	0.00%	0	0.00%	11
Elementary Schools	N	Lineweaver	3	District Placement	21	60.00%	1	2.86%	11	31.43%	0	0.00%	0	0.00%	2	5.71%	35
				Total	44	40.00%	5	4.55%	52	47.27%	1	0.91%	2	1.82%	6	5.45%	110
Elementary Schools	N	Lineweaver	4	Open Enrollment	10	23.26%	5	11.63%	28	65.12%	0	0.00%	0	0.00%	0	0.00%	43
Elementary Schools	N	Lineweaver	4	Neighborhood	3	23.08%	1	7.69%	9	69.23%	0	0.00%	0	0.00%	0	0.00%	13
Elementary Schools	N	Lineweaver	4	District Placement	21	45.65%	7	15.22%	14	30.43%	0	0.00%	2	4.35%	2	4.35%	46
				Total	34	33.33%	13	12.75%	51	50.00%	0	0.00%	2	1.96%	2	1.96%	102
Elementary Schools	N	Lineweaver	5	Open Enrollment	11	25.00%	2	4.55%	27	61.36%	1	2.27%	1	2.27%	2	4.55%	44
Elementary Schools	N	Lineweaver	5	Neighborhood	6	33.33%	2	11.11%	10	55.56%	0	0.00%	0	0.00%	0	0.00%	18
Elementary Schools	N	Lineweaver	5	District Placement	26	61.90%	4	9.52%	8	19.05%	0	0.00%	1	2.38%	3	7.14%	42
				Total	43	41.35%	8	7.69%	45	43.27%	1	0.96%	2	1.92%	5	4.81%	104
Elementary Schools	N	Lineweaver	Total	Open Enrollment	87	30.10%	20	6.92%	161	55.71%	3	1.04%	4	1.38%	14	4.84%	289
Elementary Schools	N	Lineweaver	Total	Neighborhood	37	37.76%	7	7.14%	51	52.04%	1	1.02%	0	0.00%	2	2.04%	98
Elementary Schools	N	Lineweaver	Total	District Placement	85	50.30%	15	8.88%	51	30.18%	0	0.00%	3	1.78%	15	8.88%	169
				Total	209	37.59%	42	7.55%	263	47.30%	4	0.72%	7	1.26%	31	5.58%	556

Elementary Schools	N	Lynn/Urquides	KG	Open Enrollment	0	0.00%	0	0.00%	5	83.33%	1	16.67%	0	0.00%	0	0.00%	6
Elementary Schools	N	Lynn/Urquides	KG	Neighborhood	3	4.11%	0	0.00%	69	94.52%	0	0.00%	0	0.00%	1	1.37%	73
Elementary Schools	N	Lynn/Urquides	KG	District Placement	1	20.00%	0	0.00%	4	80.00%	0	0.00%	0	0.00%	0	0.00%	5
				Total	4	4.76%	0	0.00%	78	92.86%	1	1.19%	0	0.00%	1	1.19%	84
Elementary Schools	N	Lynn/Urquides	1	Open Enrollment	0	0.00%	0	0.00%	13	92.86%	1	7.14%	0	0.00%	0	0.00%	14
Elementary Schools	N	Lynn/Urquides	1	Neighborhood	0	0.00%	1	1.82%	53	96.36%	1	1.82%	0	0.00%	0	0.00%	55
Elementary Schools	N	Lynn/Urquides	1	District Placement	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%	0	0.00%	2
				Total	0	0.00%	1	1.41%	68	95.77%	2	2.82%	0	0.00%	0	0.00%	71
Elementary Schools	N	Lynn/Urquides	2	Open Enrollment	2	13.33%	1	6.67%	11	73.33%	1	6.67%	0	0.00%	0	0.00%	15
Elementary Schools	N	Lynn/Urquides	2	Neighborhood	3	5.17%	0	0.00%	54	93.10%	1	1.72%	0	0.00%	0	0.00%	58
Elementary Schools	N	Lynn/Urquides	2	District Placement	0	0.00%	0	0.00%	12	92.31%	1	7.69%	0	0.00%	0	0.00%	13
				Total	5	5.81%	1	1.16%	77	89.53%	3	3.49%	0	0.00%	0	0.00%	86
Elementary Schools	N	Lynn/Urquides	3	Open Enrollment	0	0.00%	2	11.11%	15	83.33%	0	0.00%	0	0.00%	1	5.56%	18
Elementary Schools	N	Lynn/Urquides	3	Neighborhood	5	8.62%	0	0.00%	53	91.38%	0	0.00%	0	0.00%	0	0.00%	58
Elementary Schools	N	Lynn/Urquides	3	District Placement	0	0.00%	0	0.00%	5	83.33%	0	0.00%	0	0.00%	1	16.67%	6
				Total	5	6.10%	2	2.44%	73	89.02%	0	0.00%	0	0.00%	2	2.44%	82
Elementary Schools	N	Lynn/Urquides	4	Open Enrollment	1	5.56%	0	0.00%	16	88.89%	1	5.56%	0	0.00%	0	0.00%	18
Elementary Schools	N	Lynn/Urquides	4	Neighborhood	3	4.41%	1	1.47%	62	91.18%	2	2.94%	0	0.00%	0	0.00%	68
Elementary Schools	N	Lynn/Urquides	4	District Placement	0	0.00%	0	0.00%	5	100.00%	0	0.00%	0	0.00%	0	0.00%	5
				Total	4	4.40%	1	1.10%	83	91.21%	3	3.30%	0	0.00%	0	0.00%	91
Elementary Schools	N	Lynn/Urquides	5	Open Enrollment	1	8.33%	0	0.00%	9	75.00%	2	16.67%	0	0.00%	0	0.00%	12
Elementary Schools	N	Lynn/Urquides	5	Neighborhood	1	2.13%	0	0.00%	45	95.74%	1	2.13%	0	0.00%	0	0.00%	47
Elementary Schools	N	Lynn/Urquides	5	District Placement	1	12.50%	1	12.50%	6	75.00%	0	0.00%	0	0.00%	0	0.00%	8
				Total	3	4.48%	1	1.49%	60	89.55%	3	4.48%	0	0.00%	0	0.00%	67
Elementary Schools	N	Lynn/Urquides	Total	Open Enrollment	4	4.82%	3	3.61%	69	83.13%	6	7.23%	0	0.00%	1	1.20%	83
Elementary Schools	N	Lynn/Urquides	Total	Neighborhood	15	4.18%	2	0.56%	336	93.59%	5	1.39%	0	0.00%	1	0.28%	359
Elementary Schools	N	Lynn/Urquides	Total	District Placement	2	5.13%	1	2.56%	34	87.18%	1	2.56%	0	0.00%	1	2.56%	39
				Total	21	4.37%	6	1.25%	439	91.27%	12	2.49%	0	0.00%	3	0.62%	481
Elementary Schools	N	Maldonado	KG	Open Enrollment	0	0.00%	0	0.00%	2	50.00%	2	50.00%	0	0.00%	0	0.00%	4
Elementary Schools	N	Maldonado	KG	Neighborhood	7	13.73%	1	1.96%	39	76.47%	2	3.92%	0	0.00%	2	3.92%	51
				Total	7	12.73%	1	1.82%	41	74.55%	4	7.27%	0	0.00%	2	3.64%	55
Elementary Schools	N	Maldonado	1	Open Enrollment	0	0.00%	0	0.00%	2	33.33%	4	66.67%	0	0.00%	0	0.00%	6
Elementary Schools	N	Maldonado	1	Neighborhood	2	4.65%	2	4.65%	32	74.42%	3	6.98%	1	2.33%	3	6.98%	43
				Total	2	4.08%	2	4.08%	34	69.39%	7	14.29%	1	2.04%	3	6.12%	49
Elementary Schools	N	Maldonado	2	Open Enrollment	1	11.11%	0	0.00%	6	66.67%	1	11.11%	0	0.00%	1	11.11%	9
Elementary Schools	N	Maldonado	2	Neighborhood	3	6.98%	3	6.98%	33	76.74%	1	2.33%	1	2.33%	2	4.65%	43

					Total	4	7.69%	3	5.77%	39	75.00%	2	3.85%	1	1.92%	3	5.77%	52	
Elementary Schools	N	Maldonado	3	Open Enrollment	0	0.00%	0	0.00%	7	87.50%	1	12.50%	0	0.00%	0	0.00%	0	0.00%	8
Elementary Schools	N	Maldonado	3	Neighborhood	4	8.51%	2	4.26%	34	72.34%	5	10.64%	1	2.13%	1	1.82%	1	2.13%	47
				Total	4	7.27%	2	3.64%	41	74.55%	6	10.91%	1	1.82%	1	1.82%	1	1.82%	55
Elementary Schools	N	Maldonado	4	Open Enrollment	1	16.67%	0	0.00%	4	66.67%	1	16.67%	0	0.00%	0	0.00%	0	0.00%	6
Elementary Schools	N	Maldonado	4	Neighborhood	0	0.00%	1	1.79%	50	89.29%	5	8.93%	0	0.00%	0	0.00%	0	0.00%	56
				Total	1	1.61%	1	1.61%	54	87.10%	6	9.68%	0	0.00%	0	0.00%	0	0.00%	62
Elementary Schools	N	Maldonado	5	Open Enrollment	0	0.00%	0	0.00%	2	40.00%	3	60.00%	0	0.00%	0	0.00%	0	0.00%	5
Elementary Schools	N	Maldonado	5	Neighborhood	2	3.45%	2	3.45%	51	87.93%	1	1.72%	0	0.00%	0	0.00%	2	3.45%	58
				Total	2	3.17%	2	3.17%	53	84.13%	4	6.35%	0	0.00%	0	0.00%	2	3.17%	63
Elementary Schools	N	Maldonado	Total	Open Enrollment	2	5.26%	0	0.00%	23	60.53%	12	31.58%	0	0.00%	0	0.00%	1	2.63%	38
Elementary Schools	N	Maldonado	Total	Neighborhood	18	6.04%	11	3.69%	239	80.20%	17	5.70%	3	1.01%	10	3.36%	10	3.36%	298
				Total	20	5.95%	11	3.27%	262	77.98%	29	8.63%	3	0.89%	11	3.27%	11	3.27%	336
Elementary Schools	N	Manzo	KG	Open Enrollment	2	11.76%	0	0.00%	12	70.59%	1	5.88%	2	11.76%	0	0.00%	0	0.00%	17
Elementary Schools	N	Manzo	KG	Neighborhood	1	5.00%	0	0.00%	18	90.00%	0	0.00%	0	0.00%	0	0.00%	1	5.00%	20
Elementary Schools	N	Manzo	KG	District Placement	1	25.00%	0	0.00%	3	75.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4
				Total	4	9.76%	0	0.00%	33	80.49%	1	2.44%	2	4.88%	1	2.44%	1	2.44%	41
Elementary Schools	N	Manzo	1	Open Enrollment	1	5.00%	0	0.00%	18	90.00%	0	0.00%	0	0.00%	1	5.00%	0	0.00%	20
Elementary Schools	N	Manzo	1	Neighborhood	0	0.00%	0	0.00%	23	95.83%	0	0.00%	0	0.00%	0	0.00%	1	4.17%	24
Elementary Schools	N	Manzo	1	District Placement	0	0.00%	0	0.00%	1	50.00%	1	50.00%	1	50.00%	0	0.00%	0	0.00%	2
				Total	1	2.17%	0	0.00%	42	91.30%	1	2.17%	1	2.17%	1	2.17%	1	2.17%	46
Elementary Schools	N	Manzo	2	Open Enrollment	1	5.88%	1	5.88%	13	76.47%	0	0.00%	2	11.76%	0	0.00%	0	0.00%	17
Elementary Schools	N	Manzo	2	Neighborhood	0	0.00%	0	0.00%	27	96.43%	1	3.57%	0	0.00%	0	0.00%	0	0.00%	28
Elementary Schools	N	Manzo	2	District Placement	0	0.00%	3	50.00%	3	50.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	6
				Total	1	1.96%	4	7.84%	43	84.31%	1	1.96%	2	3.92%	0	0.00%	0	0.00%	51
Elementary Schools	N	Manzo	3	Open Enrollment	0	0.00%	2	10.00%	17	85.00%	0	0.00%	0	0.00%	1	5.00%	0	0.00%	20
Elementary Schools	N	Manzo	3	Neighborhood	2	5.88%	0	0.00%	29	85.29%	2	5.88%	0	0.00%	0	0.00%	1	2.94%	34
Elementary Schools	N	Manzo	3	District Placement	0	0.00%	0	0.00%	3	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3
				Total	2	3.51%	2	3.51%	49	85.96%	2	3.51%	2	3.51%	1	1.75%	1	1.75%	57
Elementary Schools	N	Manzo	4	Open Enrollment	2	9.09%	3	13.64%	16	72.73%	0	0.00%	0	0.00%	0	0.00%	1	4.55%	22
Elementary Schools	N	Manzo	4	Neighborhood	1	4.17%	0	0.00%	22	91.67%	1	4.17%	1	4.17%	0	0.00%	0	0.00%	24
Elementary Schools	N	Manzo	4	District Placement	0	0.00%	2	66.67%	1	33.33%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3
				Total	3	6.12%	5	10.20%	39	79.59%	1	2.04%	1	2.04%	0	0.00%	1	2.04%	49
Elementary Schools	N	Manzo	5	Open Enrollment	0	0.00%	0	0.00%	11	78.57%	2	14.29%	1	7.14%	0	0.00%	0	0.00%	14
Elementary Schools	N	Manzo	5	Neighborhood	0	0.00%	0	0.00%	18	94.74%	1	5.26%	0	0.00%	0	0.00%	0	0.00%	19
Elementary Schools	N	Manzo	5	District Placement	0	0.00%	0	0.00%	3	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3

Elementary Schools	N	Henry (Hank) Oyama	1	District Placement	0	0.00%	1	16.67%	5	83.33%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	6
				Total	5	7.58%	3	4.55%	54	81.82%	3	4.55%	0	0.00%	1	1.52%	66		
Elementary Schools	N	Henry (Hank) Oyama	2	Open Enrollment	0	0.00%	0	0.00%	11	84.62%	2	15.38%	0	0.00%	0	0.00%	13		
Elementary Schools	N	Henry (Hank) Oyama	2	Neighborhood	4	7.27%	3	5.45%	46	83.64%	2	3.64%	0	0.00%	0	0.00%	55		
Elementary Schools	N	Henry (Hank) Oyama	2	District Placement	0	0.00%	0	0.00%	3	75.00%	0	0.00%	0	0.00%	1	25.00%	4		
				Total	4	5.56%	3	4.17%	60	83.33%	4	5.56%	0	0.00%	1	1.39%	72		
Elementary Schools	N	Henry (Hank) Oyama	3	Open Enrollment	1	7.69%	0	0.00%	10	76.92%	2	15.38%	0	0.00%	0	0.00%	13		
Elementary Schools	N	Henry (Hank) Oyama	3	Neighborhood	2	4.76%	2	4.76%	37	88.10%	0	0.00%	0	0.00%	1	2.38%	42		
Elementary Schools	N	Henry (Hank) Oyama	3	District Placement	3	33.33%	0	0.00%	4	44.44%	1	11.11%	1	11.11%	0	0.00%	9		
				Total	6	9.38%	2	3.13%	51	79.69%	3	4.69%	1	1.56%	1	1.56%	64		
Elementary Schools	N	Henry (Hank) Oyama	4	Open Enrollment	0	0.00%	0	0.00%	10	100.00%	0	0.00%	0	0.00%	0	0.00%	10		
Elementary Schools	N	Henry (Hank) Oyama	4	Neighborhood	3	5.56%	2	3.70%	46	85.19%	2	3.70%	0	0.00%	1	1.85%	54		
Elementary Schools	N	Henry (Hank) Oyama	4	District Placement	0	0.00%	1	33.33%	2	66.67%	0	0.00%	0	0.00%	0	0.00%	3		
				Total	3	4.48%	3	4.48%	58	86.57%	2	2.99%	0	0.00%	1	1.49%	67		
Elementary Schools	N	Henry (Hank) Oyama	5	Open Enrollment	1	7.14%	1	7.14%	9	64.29%	3	21.43%	0	0.00%	0	0.00%	14		
Elementary Schools	N	Henry (Hank) Oyama	5	Neighborhood	4	10.81%	4	10.81%	27	72.97%	2	5.41%	0	0.00%	0	0.00%	37		
Elementary Schools	N	Henry (Hank) Oyama	5	District Placement	1	25.00%	0	0.00%	3	75.00%	0	0.00%	0	0.00%	0	0.00%	4		
				Total	6	10.91%	5	9.09%	39	70.91%	5	9.09%	0	0.00%	0	0.00%	55		
Elementary Schools	N	Henry (Hank) Oyama	Total	Open Enrollment	2	2.63%	2	2.63%	64	84.21%	8	10.53%	0	0.00%	0	0.00%	76		
Elementary Schools	N	Henry (Hank) Oyama	Total	Neighborhood	19	6.91%	15	5.45%	225	81.82%	11	4.00%	0	0.00%	5	1.82%	275		
Elementary Schools	N	Henry (Hank) Oyama	Total	District Placement	4	15.38%	2	7.69%	17	65.38%	1	3.85%	1	3.85%	1	3.85%	26		
				Total	25	6.63%	19	5.04%	306	81.17%	20	5.31%	1	0.27%	6	1.59%	377		
Elementary Schools	Y	Robison	KG	Neighborhood	4	11.43%	5	14.29%	26	74.29%	0	0.00%	0	0.00%	0	0.00%	35		
Elementary Schools	Y	Robison	KG	Magnet	2	20.00%	0	0.00%	8	80.00%	0	0.00%	0	0.00%	0	0.00%	10		
Elementary Schools	Y	Robison	KG	District Placement	0	0.00%	0	0.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%	1		
				Total	6	13.04%	5	10.87%	35	76.09%	0	0.00%	0	0.00%	0	0.00%	46		
Elementary Schools	Y	Robison	1	Neighborhood	3	8.57%	4	11.43%	27	77.14%	0	0.00%	1	2.86%	0	0.00%	35		
Elementary Schools	Y	Robison	1	Magnet	4	30.77%	0	0.00%	9	69.23%	0	0.00%	0	0.00%	0	0.00%	13		
Elementary Schools	Y	Robison	1	District Placement	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%	0	0.00%	2		
				Total	7	14.00%	4	8.00%	38	76.00%	0	0.00%	1	2.00%	0	0.00%	50		
Elementary Schools	Y	Robison	2	Neighborhood	4	10.53%	6	15.79%	27	71.05%	0	0.00%	0	0.00%	1	2.63%	38		
Elementary Schools	Y	Robison	2	Magnet	1	5.88%	0	0.00%	16	94.12%	0	0.00%	0	0.00%	0	0.00%	17		
Elementary Schools	Y	Robison	2	District Placement	0	0.00%	0	0.00%	3	100.00%	0	0.00%	0	0.00%	0	0.00%	3		
				Total	5	8.62%	6	10.34%	46	79.31%	0	0.00%	0	0.00%	1	1.72%	58		
Elementary Schools	Y	Robison	3	Neighborhood	7	19.44%	2	5.56%	26	72.22%	0	0.00%	1	2.78%	0	0.00%	36		
Elementary Schools	Y	Robison	3	Magnet	1	10.00%	0	0.00%	8	80.00%	0	0.00%	1	10.00%	0	0.00%	10		

Elementary Schools	Y	Robison	3	District Placement	0	0.00%	1	14.29%	5	71.43%	0	0.00%	0	0.00%	1	14.29%	7
				Total	8	15.09%	3	5.66%	39	73.58%	0	0.00%	2	3.77%	1	1.89%	53
Elementary Schools	Y	Robison	4	Neighborhood	4	10.00%	5	12.50%	29	72.50%	2	5.00%	0	0.00%	0	0.00%	40
Elementary Schools	Y	Robison	4	Magnet	0	0.00%	0	0.00%	21	100.00%	0	0.00%	0	0.00%	0	0.00%	21
Elementary Schools	Y	Robison	4	District Placement	2	28.57%	2	28.57%	2	28.57%	0	0.00%	0	0.00%	1	14.29%	7
				Total	6	8.82%	7	10.29%	52	76.47%	2	2.94%	0	0.00%	1	1.47%	68
Elementary Schools	Y	Robison	5	Neighborhood	5	14.29%	4	11.43%	22	62.86%	0	0.00%	2	5.71%	2	5.71%	35
Elementary Schools	Y	Robison	5	Magnet	0	0.00%	2	14.29%	11	78.57%	0	0.00%	0	0.00%	1	7.14%	14
Elementary Schools	Y	Robison	5	District Placement	3	37.50%	2	25.00%	3	37.50%	0	0.00%	0	0.00%	0	0.00%	8
				Total	8	14.04%	8	14.04%	36	63.16%	0	0.00%	2	3.51%	3	5.26%	57
Elementary Schools	Y	Robison	Total	Neighborhood	27	12.33%	26	11.87%	157	71.69%	2	0.91%	4	1.83%	3	1.37%	219
Elementary Schools	Y	Robison	Total	Magnet	8	9.41%	2	2.35%	73	85.88%	0	0.00%	1	1.18%	1	1.18%	85
Elementary Schools	Y	Robison	Total	District Placement	5	17.86%	5	17.86%	16	57.14%	0	0.00%	0	0.00%	2	7.14%	28
				Total	40	12.05%	33	9.94%	246	74.10%	2	0.60%	5	1.51%	6	1.81%	332
Elementary Schools	N	Sewell	KG	Open Enrollment	3	12.50%	5	20.83%	12	50.00%	0	0.00%	0	0.00%	4	16.67%	24
Elementary Schools	N	Sewell	KG	Neighborhood	8	30.77%	1	3.85%	12	46.15%	2	7.69%	1	3.85%	2	7.69%	26
Elementary Schools	N	Sewell	KG	District Placement	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%	0	0.00%	2
				Total	11	21.15%	6	11.54%	26	50.00%	2	3.85%	1	1.92%	6	11.54%	52
Elementary Schools	N	Sewell	1	Open Enrollment	4	21.05%	1	5.26%	13	68.42%	0	0.00%	0	0.00%	1	5.26%	19
Elementary Schools	N	Sewell	1	Neighborhood	4	16.00%	8	32.00%	7	28.00%	0	0.00%	2	8.00%	4	16.00%	25
Elementary Schools	N	Sewell	1	District Placement	1	33.33%	0	0.00%	2	66.67%	0	0.00%	0	0.00%	0	0.00%	3
				Total	9	19.15%	9	19.15%	22	46.81%	0	0.00%	2	4.26%	5	10.64%	47
Elementary Schools	N	Sewell	2	Open Enrollment	8	29.63%	2	7.41%	16	59.26%	0	0.00%	1	3.70%	0	0.00%	27
Elementary Schools	N	Sewell	2	Neighborhood	5	19.23%	8	30.77%	11	42.31%	0	0.00%	2	7.69%	0	0.00%	26
Elementary Schools	N	Sewell	2	District Placement	0	0.00%	0	0.00%	1	50.00%	0	0.00%	0	0.00%	1	50.00%	2
				Total	13	23.64%	10	18.18%	28	50.91%	0	0.00%	3	5.45%	1	1.82%	55
Elementary Schools	N	Sewell	3	Open Enrollment	6	37.50%	2	12.50%	8	50.00%	0	0.00%	0	0.00%	0	0.00%	16
Elementary Schools	N	Sewell	3	Neighborhood	5	25.00%	6	30.00%	7	35.00%	1	5.00%	1	5.00%	0	0.00%	20
Elementary Schools	N	Sewell	3	District Placement	1	50.00%	1	50.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2
				Total	12	31.58%	9	23.68%	15	39.47%	1	2.63%	1	2.63%	0	0.00%	38
Elementary Schools	N	Sewell	4	Open Enrollment	8	29.63%	4	14.81%	14	51.85%	1	3.70%	0	0.00%	0	0.00%	27
Elementary Schools	N	Sewell	4	Neighborhood	4	21.05%	3	15.79%	8	42.11%	1	5.26%	3	15.79%	0	0.00%	19
Elementary Schools	N	Sewell	4	District Placement	0	0.00%	1	20.00%	3	60.00%	0	0.00%	1	20.00%	0	0.00%	5
				Total	12	23.53%	8	15.69%	25	49.02%	2	3.92%	4	7.84%	0	0.00%	51
Elementary Schools	N	Sewell	5	Open Enrollment	6	35.29%	1	5.88%	10	58.82%	0	0.00%	0	0.00%	0	0.00%	17
Elementary Schools	N	Sewell	5	Neighborhood	7	25.00%	1	3.57%	15	53.57%	1	3.57%	2	7.14%	2	7.14%	28

Elementary Schools	N	Sewell	5	District Placement	1	33.33%	1	33.33%	1	33.33%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3
				Total	14	29.17%	3	6.25%	26	54.17%	1	2.08%	2	4.17%	2	4.17%	2	4.17%	48
Elementary Schools	N	Sewell	Total	Open Enrollment	35	26.92%	15	11.54%	73	56.15%	1	0.77%	1	0.77%	5	3.85%	5	3.85%	130
Elementary Schools	N	Sewell	Total	Neighborhood	33	22.92%	27	18.75%	60	41.67%	5	3.47%	11	7.64%	8	5.56%	8	5.56%	144
Elementary Schools	N	Sewell	Total	District Placement	3	17.65%	3	17.65%	9	52.94%	0	0.00%	1	5.88%	1	5.88%	1	5.88%	17
				Total	71	24.40%	45	15.46%	142	48.80%	6	2.06%	13	4.47%	14	4.81%	14	4.81%	291
Elementary Schools	N	SolengTom	KG	Open Enrollment	13	32.50%	5	12.50%	13	32.50%	1	2.50%	4	10.00%	4	10.00%	4	10.00%	40
Elementary Schools	N	SolengTom	KG	Neighborhood	18	52.94%	5	14.71%	9	26.47%	1	2.94%	0	0.00%	1	2.94%	1	2.94%	34
				Total	31	41.89%	10	13.51%	22	29.73%	2	2.70%	4	5.41%	5	6.76%	5	6.76%	74
Elementary Schools	N	SolengTom	1	Open Enrollment	16	36.36%	3	6.82%	16	36.36%	0	0.00%	2	4.55%	7	15.91%	7	15.91%	44
Elementary Schools	N	SolengTom	1	Neighborhood	18	64.29%	2	7.14%	6	21.43%	0	0.00%	1	3.57%	1	3.57%	1	3.57%	28
				Total	34	47.22%	5	6.94%	22	30.56%	0	0.00%	3	4.17%	8	11.11%	8	11.11%	72
Elementary Schools	N	SolengTom	2	Open Enrollment	20	44.44%	7	15.56%	12	26.67%	0	0.00%	3	6.67%	3	6.67%	3	6.67%	45
Elementary Schools	N	SolengTom	2	Neighborhood	15	53.57%	3	10.71%	8	28.57%	1	3.57%	0	0.00%	1	3.57%	1	3.57%	28
				Total	35	47.95%	10	13.70%	20	27.40%	1	1.37%	3	4.11%	4	5.48%	4	5.48%	73
Elementary Schools	N	SolengTom	3	Open Enrollment	22	53.66%	4	9.76%	10	24.39%	0	0.00%	1	2.44%	4	9.76%	4	9.76%	41
Elementary Schools	N	SolengTom	3	Neighborhood	14	51.85%	3	11.11%	7	25.93%	1	3.70%	0	0.00%	2	7.41%	2	7.41%	27
				Total	36	52.94%	7	10.29%	17	25.00%	1	1.47%	1	1.47%	6	8.82%	6	8.82%	68
Elementary Schools	N	SolengTom	4	Open Enrollment	13	43.33%	3	10.00%	13	43.33%	0	0.00%	1	3.33%	0	0.00%	0	0.00%	30
Elementary Schools	N	SolengTom	4	Neighborhood	20	57.14%	4	11.43%	6	17.14%	1	2.86%	1	2.86%	3	8.57%	3	8.57%	35
				Total	33	50.77%	7	10.77%	19	29.23%	1	1.54%	2	3.08%	3	4.62%	3	4.62%	65
Elementary Schools	N	SolengTom	5	Open Enrollment	16	44.44%	5	13.89%	11	30.56%	0	0.00%	2	5.56%	2	5.56%	2	5.56%	36
Elementary Schools	N	SolengTom	5	Neighborhood	14	41.18%	4	11.76%	14	41.18%	0	0.00%	0	0.00%	2	5.88%	2	5.88%	34
				Total	30	42.86%	9	12.86%	25	35.71%	0	0.00%	2	2.86%	4	5.71%	4	5.71%	70
Elementary Schools	N	SolengTom	Total	Open Enrollment	100	42.37%	27	11.44%	75	31.78%	1	0.42%	13	5.51%	20	8.47%	20	8.47%	236
Elementary Schools	N	SolengTom	Total	Neighborhood	99	53.23%	21	11.29%	50	26.88%	4	2.15%	2	1.08%	10	5.38%	10	5.38%	186
				Total	199	47.16%	48	11.37%	125	29.62%	5	1.18%	15	3.55%	30	7.11%	30	7.11%	422
Elementary Schools	N	Steele	KG	Open Enrollment	2	66.67%	0	0.00%	1	33.33%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3
Elementary Schools	N	Steele	KG	Neighborhood	16	34.04%	8	17.02%	21	44.68%	0	0.00%	1	2.13%	1	2.13%	1	2.13%	47
Elementary Schools	N	Steele	KG	District Placement	1	20.00%	1	20.00%	2	40.00%	0	0.00%	1	20.00%	0	0.00%	0	0.00%	5
				Total	19	34.55%	9	16.36%	24	43.64%	0	0.00%	2	3.64%	1	1.82%	1	1.82%	55
Elementary Schools	N	Steele	1	Open Enrollment	1	33.33%	0	0.00%	2	66.67%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3
Elementary Schools	N	Steele	1	Neighborhood	13	36.11%	6	16.67%	16	44.44%	0	0.00%	0	0.00%	1	2.78%	1	2.78%	36
Elementary Schools	N	Steele	1	District Placement	2	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2
				Total	16	39.02%	6	14.63%	18	43.90%	0	0.00%	0	0.00%	1	2.44%	1	2.44%	41
Elementary Schools	N	Steele	2	Open Enrollment	3	37.50%	2	25.00%	3	37.50%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	8

Elementary Schools	N	Steele	2	Neighborhood	13	32.50%	8	20.00%	17	42.50%	0	0.00%	1	2.50%	1	2.50%	1	2.50%	40
Elementary Schools	N	Steele	2	District Placement	3	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3
				Total	19	37.25%	10	19.61%	20	39.22%	0	0.00%	1	1.96%	1	1.96%	1	1.96%	51
Elementary Schools	N	Steele	3	Open Enrollment	3	33.33%	0	0.00%	5	55.56%	1	11.11%	0	0.00%	0	0.00%	0	0.00%	9
Elementary Schools	N	Steele	3	Neighborhood	12	32.43%	6	16.22%	16	43.24%	0	0.00%	2	5.41%	1	2.70%	1	2.70%	37
Elementary Schools	N	Steele	3	District Placement	2	66.67%	0	0.00%	1	33.33%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3
				Total	17	34.69%	6	12.24%	22	44.90%	1	2.04%	2	4.08%	1	2.04%	1	2.04%	49
Elementary Schools	N	Steele	4	Open Enrollment	3	37.50%	3	37.50%	1	12.50%	0	0.00%	0	0.00%	1	12.50%	1	12.50%	8
Elementary Schools	N	Steele	4	Neighborhood	12	30.77%	6	15.38%	19	48.72%	0	0.00%	1	2.56%	1	2.56%	1	2.56%	39
Elementary Schools	N	Steele	4	District Placement	1	33.33%	1	33.33%	1	33.33%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3
				Total	16	32.00%	10	20.00%	21	42.00%	0	0.00%	1	2.00%	2	4.00%	2	4.00%	50
Elementary Schools	N	Steele	5	Open Enrollment	3	37.50%	1	12.50%	4	50.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	8
Elementary Schools	N	Steele	5	Neighborhood	14	29.17%	9	18.75%	22	45.83%	0	0.00%	1	2.08%	2	4.17%	2	4.17%	48
Elementary Schools	N	Steele	5	District Placement	2	50.00%	1	25.00%	0	0.00%	0	0.00%	0	0.00%	1	25.00%	1	25.00%	4
				Total	19	31.67%	11	18.33%	26	43.33%	0	0.00%	1	1.67%	3	5.00%	3	5.00%	60
Elementary Schools	N	Steele	Total	Open Enrollment	15	38.46%	6	15.38%	16	41.03%	1	2.56%	0	0.00%	1	2.56%	1	2.56%	39
Elementary Schools	N	Steele	Total	Neighborhood	80	32.39%	43	17.41%	111	44.94%	0	0.00%	6	2.43%	7	2.83%	7	2.83%	247
Elementary Schools	N	Steele	Total	District Placement	11	55.00%	3	15.00%	4	20.00%	0	0.00%	1	5.00%	1	5.00%	1	5.00%	20
				Total	106	34.64%	52	16.99%	131	42.81%	1	0.33%	7	2.29%	9	2.94%	9	2.94%	306
Elementary Schools	N	Tolson	KG	Open Enrollment	2	25.00%	0	0.00%	6	75.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	8
Elementary Schools	N	Tolson	KG	Neighborhood	0	0.00%	3	7.14%	38	90.48%	1	2.38%	0	0.00%	0	0.00%	0	0.00%	42
				Total	2	4.00%	3	6.00%	44	88.00%	1	2.00%	0	0.00%	0	0.00%	0	0.00%	50
Elementary Schools	N	Tolson	1	Open Enrollment	0	0.00%	0	0.00%	13	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	13
Elementary Schools	N	Tolson	1	Neighborhood	2	4.76%	1	2.38%	36	85.71%	1	2.38%	0	0.00%	2	4.76%	2	4.76%	42
				Total	2	3.64%	1	1.82%	49	89.09%	1	1.82%	0	0.00%	2	3.64%	2	3.64%	55
Elementary Schools	N	Tolson	2	Open Enrollment	0	0.00%	1	11.11%	7	77.78%	0	0.00%	0	0.00%	1	11.11%	1	11.11%	9
Elementary Schools	N	Tolson	2	Neighborhood	2	6.25%	3	9.38%	25	78.13%	2	6.25%	0	0.00%	0	0.00%	0	0.00%	32
				Total	2	4.88%	4	9.76%	32	78.05%	2	4.88%	0	0.00%	1	2.44%	1	2.44%	41
Elementary Schools	N	Tolson	3	Open Enrollment	0	0.00%	1	5.88%	15	88.24%	0	0.00%	0	0.00%	1	5.88%	1	5.88%	17
Elementary Schools	N	Tolson	3	Neighborhood	2	4.35%	3	6.52%	38	82.61%	1	2.17%	0	0.00%	2	4.35%	2	4.35%	46
				Total	2	3.17%	4	6.35%	53	84.13%	1	1.59%	0	0.00%	3	4.76%	3	4.76%	63
Elementary Schools	N	Tolson	4	Open Enrollment	1	7.69%	1	7.69%	11	84.62%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	13
Elementary Schools	N	Tolson	4	Neighborhood	0	0.00%	1	2.00%	45	90.00%	4	8.00%	0	0.00%	0	0.00%	0	0.00%	50
				Total	1	1.59%	2	3.17%	56	88.89%	4	6.35%	0	0.00%	0	0.00%	0	0.00%	63
Elementary Schools	N	Tolson	5	Open Enrollment	0	0.00%	1	12.50%	7	87.50%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	8
Elementary Schools	N	Tolson	5	Neighborhood	4	7.84%	2	3.92%	42	82.35%	2	3.92%	0	0.00%	1	1.96%	1	1.96%	51

Elementary Schools	N	Vesey	Total	Neighborhood	67	11.15%	22	3.66%	460	76.54%	30	4.99%	3	0.50%	19	3.16%	601
			Total		81	11.25%	22	3.06%	545	75.69%	44	6.11%	6	0.83%	22	3.06%	720
Elementary Schools	N	Warren	KG	Open Enrollment	0	0.00%	0	0.00%	10	83.33%	1	8.33%	0	0.00%	1	8.33%	12
Elementary Schools	N	Warren	KG	Neighborhood	0	0.00%	0	0.00%	30	90.91%	2	6.06%	0	0.00%	1	3.03%	33
Elementary Schools	N	Warren	KG	District Placement	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%	0	0.00%	2
				Total	0	0.00%	0	0.00%	42	89.36%	3	6.38%	0	0.00%	2	4.26%	47
Elementary Schools	N	Warren	1	Open Enrollment	0	0.00%	0	0.00%	8	72.73%	2	18.18%	1	9.09%	0	0.00%	11
Elementary Schools	N	Warren	1	Neighborhood	0	0.00%	2	8.33%	19	79.17%	3	12.50%	0	0.00%	0	0.00%	24
Elementary Schools	N	Warren	1	District Placement	1	50.00%	0	0.00%	1	50.00%	0	0.00%	0	0.00%	0	0.00%	2
				Total	1	2.70%	2	5.41%	28	75.68%	5	13.51%	1	2.70%	0	0.00%	37
Elementary Schools	N	Warren	2	Open Enrollment	1	5.88%	0	0.00%	12	70.59%	3	17.65%	0	0.00%	1	5.88%	17
Elementary Schools	N	Warren	2	Neighborhood	0	0.00%	2	6.25%	27	84.38%	2	6.25%	0	0.00%	1	3.13%	32
Elementary Schools	N	Warren	2	District Placement	0	0.00%	0	0.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%	1
				Total	1	2.00%	2	4.00%	40	80.00%	5	10.00%	0	0.00%	2	4.00%	50
Elementary Schools	N	Warren	3	Open Enrollment	0	0.00%	0	0.00%	9	75.00%	3	25.00%	0	0.00%	0	0.00%	12
Elementary Schools	N	Warren	3	Neighborhood	4	13.33%	2	6.67%	23	76.67%	1	3.33%	0	0.00%	0	0.00%	30
Elementary Schools	N	Warren	3	District Placement	0	0.00%	0	0.00%	4	80.00%	1	20.00%	0	0.00%	0	0.00%	5
				Total	4	8.51%	2	4.26%	36	76.60%	5	10.64%	0	0.00%	0	0.00%	47
Elementary Schools	N	Warren	4	Open Enrollment	2	14.29%	0	0.00%	11	78.57%	1	7.14%	0	0.00%	0	0.00%	14
Elementary Schools	N	Warren	4	Neighborhood	2	5.71%	1	2.86%	28	80.00%	4	11.43%	0	0.00%	0	0.00%	35
Elementary Schools	N	Warren	4	District Placement	1	25.00%	0	0.00%	1	25.00%	2	50.00%	0	0.00%	0	0.00%	4
				Total	5	9.43%	1	1.89%	40	75.47%	7	13.21%	0	0.00%	0	0.00%	53
Elementary Schools	N	Warren	5	Open Enrollment	1	7.14%	0	0.00%	11	78.57%	2	14.29%	0	0.00%	0	0.00%	14
Elementary Schools	N	Warren	5	Neighborhood	0	0.00%	1	3.03%	29	87.88%	2	6.06%	0	0.00%	1	3.03%	33
Elementary Schools	N	Warren	5	District Placement	0	0.00%	1	20.00%	3	60.00%	1	20.00%	0	0.00%	0	0.00%	5
				Total	1	1.92%	2	3.85%	43	82.69%	5	9.62%	0	0.00%	1	1.92%	52
Elementary Schools	N	Warren	Total	Open Enrollment	4	5.00%	0	0.00%	61	76.25%	12	15.00%	1	1.25%	2	2.50%	80
Elementary Schools	N	Warren	Total	Neighborhood	6	3.21%	8	4.28%	156	83.42%	14	7.49%	0	0.00%	3	1.60%	187
Elementary Schools	N	Warren	Total	District Placement	2	10.53%	1	5.26%	12	63.16%	4	21.05%	0	0.00%	0	0.00%	19
				Total	12	4.20%	9	3.15%	229	80.07%	30	10.49%	1	0.35%	5	1.75%	286
Elementary Schools	N	Wheeler	KG	Open Enrollment	13	43.33%	4	13.33%	11	36.67%	0	0.00%	1	3.33%	1	3.33%	30
Elementary Schools	N	Wheeler	KG	Neighborhood	16	34.04%	5	10.64%	22	46.81%	0	0.00%	2	4.26%	2	4.26%	47
Elementary Schools	N	Wheeler	KG	District Placement	0	0.00%	0	0.00%	1	100.00%	0	0.00%	0	0.00%	0	0.00%	1
				Total	29	37.18%	9	11.54%	34	43.59%	0	0.00%	3	3.85%	3	3.85%	78
Elementary Schools	N	Wheeler	1	Open Enrollment	7	35.00%	4	20.00%	9	45.00%	0	0.00%	0	0.00%	0	0.00%	20
Elementary Schools	N	Wheeler	1	Neighborhood	12	37.50%	4	12.50%	12	37.50%	0	0.00%	1	3.13%	3	9.38%	32

Elementary Schools	N	White	3	District Placement	4	19.05%	1	4.76%	14	66.67%	0	0.00%	1	4.76%	1	4.76%	21
				Total	6	4.58%	6	4.58%	109	83.21%	7	5.34%	2	1.53%	1	0.76%	131
Elementary Schools	N	White	4	Open Enrollment	1	1.89%	1	1.89%	43	81.13%	7	13.21%	0	0.00%	1	1.89%	53
Elementary Schools	N	White	4	Neighborhood	4	7.84%	2	3.92%	41	80.39%	4	7.84%	0	0.00%	0	0.00%	51
Elementary Schools	N	White	4	District Placement	3	11.54%	0	0.00%	22	84.62%	1	3.85%	0	0.00%	0	0.00%	26
				Total	8	6.15%	3	2.31%	106	81.54%	12	9.23%	0	0.00%	1	0.77%	130
Elementary Schools	N	White	5	Open Enrollment	4	8.33%	5	10.42%	33	68.75%	3	6.25%	1	2.08%	2	4.17%	48
Elementary Schools	N	White	5	Neighborhood	4	6.90%	4	6.90%	45	77.59%	5	8.62%	0	0.00%	0	0.00%	58
Elementary Schools	N	White	5	District Placement	2	8.00%	1	4.00%	20	80.00%	2	8.00%	0	0.00%	0	0.00%	25
				Total	10	7.63%	10	7.63%	98	74.81%	10	7.63%	1	0.76%	2	1.53%	131
Elementary Schools	N	White	Total	Open Enrollment	16	5.18%	14	4.53%	249	80.58%	24	7.77%	2	0.65%	4	1.29%	309
Elementary Schools	N	White	Total	Neighborhood	14	4.68%	15	5.02%	244	81.61%	20	6.69%	2	0.67%	4	1.34%	299
Elementary Schools	N	White	Total	District Placement	11	10.48%	4	3.81%	83	79.05%	4	3.81%	1	0.95%	2	1.90%	105
				Total	41	5.75%	33	4.63%	576	80.79%	48	6.73%	5	0.70%	10	1.40%	713
Elementary Schools	N	Whitmore	KG	Open Enrollment	4	25.00%	1	6.25%	8	50.00%	0	0.00%	0	0.00%	3	18.75%	16
Elementary Schools	N	Whitmore	KG	Neighborhood	13	34.21%	11	28.95%	8	21.05%	0	0.00%	1	2.63%	5	13.16%	38
Elementary Schools	N	Whitmore	KG	District Placement	1	20.00%	0	0.00%	4	80.00%	0	0.00%	0	0.00%	0	0.00%	5
				Total	18	30.51%	12	20.34%	20	33.90%	0	0.00%	1	1.69%	8	13.56%	59
Elementary Schools	N	Whitmore	1	Open Enrollment	6	30.00%	2	10.00%	9	45.00%	0	0.00%	1	5.00%	2	10.00%	20
Elementary Schools	N	Whitmore	1	Neighborhood	8	29.63%	8	29.63%	7	25.93%	0	0.00%	3	11.11%	1	3.70%	27
Elementary Schools	N	Whitmore	1	District Placement	1	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1
				Total	15	31.25%	10	20.83%	16	33.33%	0	0.00%	4	8.33%	3	6.25%	48
Elementary Schools	N	Whitmore	2	Open Enrollment	10	58.82%	1	5.88%	5	29.41%	0	0.00%	0	0.00%	1	5.88%	17
Elementary Schools	N	Whitmore	2	Neighborhood	8	21.05%	4	10.53%	19	50.00%	1	2.63%	3	7.89%	3	7.89%	38
Elementary Schools	N	Whitmore	2	District Placement	1	33.33%	0	0.00%	2	66.67%	0	0.00%	0	0.00%	0	0.00%	3
				Total	19	32.76%	5	8.62%	26	44.83%	1	1.72%	3	5.17%	4	6.90%	58
Elementary Schools	N	Whitmore	3	Open Enrollment	3	20.00%	1	6.67%	10	66.67%	0	0.00%	0	0.00%	1	6.67%	15
Elementary Schools	N	Whitmore	3	Neighborhood	8	25.81%	6	19.35%	10	32.26%	0	0.00%	1	3.23%	6	19.35%	31
Elementary Schools	N	Whitmore	3	District Placement	2	50.00%	0	0.00%	2	50.00%	0	0.00%	0	0.00%	0	0.00%	4
				Total	13	26.00%	7	14.00%	22	44.00%	0	0.00%	1	2.00%	7	14.00%	50
Elementary Schools	N	Whitmore	4	Open Enrollment	9	42.86%	2	9.52%	7	33.33%	1	4.76%	1	4.76%	1	4.76%	21
Elementary Schools	N	Whitmore	4	Neighborhood	8	22.86%	7	20.00%	18	51.43%	0	0.00%	0	0.00%	2	5.71%	35
Elementary Schools	N	Whitmore	4	District Placement	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%	0	0.00%	2
				Total	17	29.31%	9	15.52%	27	46.55%	1	1.72%	1	1.72%	3	5.17%	58
Elementary Schools	N	Whitmore	5	Open Enrollment	5	29.41%	4	23.53%	8	47.06%	0	0.00%	0	0.00%	0	0.00%	17
Elementary Schools	N	Whitmore	5	Neighborhood	9	30.00%	7	23.33%	11	36.67%	0	0.00%	1	3.33%	2	6.67%	30

K-8 Schools	N	Borman	KG	Open Enrollment	5	31.25%	0	0.00%	6	37.50%	0	0.00%	0	0.00%	5	0.00%	5	31.25%	16
K-8 Schools	N	Borman	KG	Neighborhood	46	54.12%	17	20.00%	13	15.29%	0	0.00%	2	0.00%	7	2.35%	7	8.24%	85
				Total	51	50.50%	17	16.83%	19	18.81%	0	0.00%	2	0.00%	12	1.98%	12	11.88%	101
K-8 Schools	N	Borman	1	Open Enrollment	4	28.57%	6	42.86%	2	14.29%	0	0.00%	1	0.00%	1	7.14%	1	7.14%	14
K-8 Schools	N	Borman	1	Neighborhood	45	59.21%	11	14.47%	10	13.16%	0	0.00%	2	0.00%	8	2.63%	8	10.53%	76
				Total	49	54.44%	17	18.89%	12	13.33%	0	0.00%	3	0.00%	9	3.33%	9	10.00%	90
K-8 Schools	N	Borman	2	Open Enrollment	4	50.00%	0	0.00%	3	37.50%	0	0.00%	1	0.00%	0	12.50%	0	0.00%	8
K-8 Schools	N	Borman	2	Neighborhood	36	54.55%	8	12.12%	15	22.73%	0	0.00%	2	0.00%	5	3.03%	5	7.58%	66
				Total	40	54.05%	8	10.81%	18	24.32%	0	0.00%	3	0.00%	5	4.05%	5	6.76%	74
K-8 Schools	N	Borman	3	Open Enrollment	4	50.00%	0	0.00%	4	50.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	8
K-8 Schools	N	Borman	3	Neighborhood	35	53.85%	12	18.46%	10	15.38%	0	0.00%	2	0.00%	6	3.08%	6	9.23%	65
				Total	39	53.42%	12	16.44%	14	19.18%	0	0.00%	2	0.00%	6	2.74%	6	8.22%	73
K-8 Schools	N	Borman	4	Open Enrollment	0	0.00%	3	42.86%	4	57.14%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	7
K-8 Schools	N	Borman	4	Neighborhood	17	56.67%	7	23.33%	4	13.33%	0	0.00%	0	0.00%	2	0.00%	2	6.67%	30
				Total	17	45.95%	10	27.03%	8	21.62%	0	0.00%	0	0.00%	2	0.00%	2	5.41%	37
K-8 Schools	N	Borman	5	Open Enrollment	3	42.86%	2	28.57%	0	0.00%	0	0.00%	1	0.00%	1	14.29%	1	14.29%	7
K-8 Schools	N	Borman	5	Neighborhood	25	50.00%	8	16.00%	8	16.00%	0	0.00%	4	0.00%	5	8.00%	5	10.00%	50
				Total	28	49.12%	10	17.54%	8	14.04%	0	0.00%	5	0.00%	6	8.77%	6	10.53%	57
K-8 Schools	N	Borman	6	Open Enrollment	2	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2
K-8 Schools	N	Borman	6	Neighborhood	11	68.75%	2	12.50%	3	18.75%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	16
				Total	13	72.22%	2	11.11%	3	16.67%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	18
K-8 Schools	N	Borman	Total	Open Enrollment	22	35.48%	11	17.74%	19	30.65%	0	0.00%	3	0.00%	7	4.84%	7	11.29%	62
K-8 Schools	N	Borman	Total	Neighborhood	215	55.41%	65	16.75%	63	16.24%	0	0.00%	12	0.00%	33	3.09%	33	8.51%	388
				Total	237	52.67%	76	16.89%	82	18.22%	0	0.00%	15	0.00%	40	3.33%	40	8.89%	450
K-8 Schools	N	Dietz	KG	Open Enrollment	5	45.45%	2	18.18%	3	27.27%	0	0.00%	0	0.00%	1	0.00%	1	9.09%	11
K-8 Schools	N	Dietz	KG	Neighborhood	11	24.44%	14	31.11%	14	31.11%	1	2.22%	3	6.67%	2	4.44%	2	4.44%	45
				Total	16	28.57%	16	28.57%	17	30.36%	1	1.79%	3	5.36%	3	5.36%	3	5.36%	56
K-8 Schools	N	Dietz	1	Open Enrollment	5	38.46%	1	7.69%	7	53.85%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	13
K-8 Schools	N	Dietz	1	Neighborhood	12	23.53%	14	27.45%	19	37.25%	0	0.00%	5	9.80%	1	1.96%	1	1.96%	51
				Total	17	26.56%	15	23.44%	26	40.63%	0	0.00%	5	7.81%	1	1.56%	1	1.56%	64
K-8 Schools	N	Dietz	2	Open Enrollment	5	35.71%	2	14.29%	4	28.57%	0	0.00%	0	0.00%	3	0.00%	3	21.43%	14
K-8 Schools	N	Dietz	2	Neighborhood	14	26.42%	16	30.19%	21	39.62%	0	0.00%	0	0.00%	2	0.00%	2	3.77%	53
				Total	19	28.36%	18	26.87%	25	37.31%	0	0.00%	0	0.00%	5	0.00%	5	7.46%	67
K-8 Schools	N	Dietz	3	Open Enrollment	5	25.00%	2	10.00%	11	55.00%	0	0.00%	1	5.00%	1	5.00%	1	5.00%	20
K-8 Schools	N	Dietz	3	Neighborhood	13	20.97%	23	37.10%	25	40.32%	0	0.00%	1	1.61%	0	0.00%	0	0.00%	62
				Total	18	21.95%	25	30.49%	36	43.90%	0	0.00%	2	2.44%	1	1.22%	1	1.22%	82

K-8 Schools	N	Dietz	4	Open Enrollment	2	11.11%	1	5.56%	13	72.22%	0	0.00%	2	11.11%	0	0.00%	0	0.00%	18
K-8 Schools	N	Dietz	4	Neighborhood	9	18.75%	19	39.58%	13	27.08%	1	2.08%	3	6.25%	3	6.25%	3	6.25%	48
				Total	11	16.67%	20	30.30%	26	39.39%	1	1.52%	5	7.58%	3	4.55%	3	4.55%	66
K-8 Schools	N	Dietz	5	Open Enrollment	5	23.81%	3	14.29%	11	52.38%	0	0.00%	1	4.76%	1	4.76%	1	4.76%	21
K-8 Schools	N	Dietz	5	Neighborhood	12	26.67%	11	24.44%	15	33.33%	0	0.00%	6	13.33%	1	2.22%	1	2.22%	45
				Total	17	25.76%	14	21.21%	26	39.39%	0	0.00%	7	10.61%	2	3.03%	2	3.03%	66
K-8 Schools	N	Dietz	6	Open Enrollment	7	26.92%	2	7.69%	11	42.31%	1	3.85%	2	7.69%	3	11.54%	3	11.54%	26
K-8 Schools	N	Dietz	6	Neighborhood	7	20.00%	12	34.29%	15	42.86%	0	0.00%	1	2.86%	0	0.00%	0	0.00%	35
				Total	14	22.95%	14	22.95%	26	42.62%	1	1.64%	3	4.92%	3	4.92%	3	4.92%	61
K-8 Schools	N	Dietz	7	Open Enrollment	11	28.95%	5	13.16%	18	47.37%	0	0.00%	1	2.63%	3	7.89%	3	7.89%	38
K-8 Schools	N	Dietz	7	Neighborhood	7	33.33%	4	19.05%	7	33.33%	0	0.00%	0	0.00%	3	14.29%	3	14.29%	21
				Total	18	30.51%	9	15.25%	25	42.37%	0	0.00%	1	1.69%	6	10.17%	6	10.17%	59
K-8 Schools	N	Dietz	8	Open Enrollment	10	34.48%	4	13.79%	14	48.28%	0	0.00%	1	3.45%	0	0.00%	0	0.00%	29
K-8 Schools	N	Dietz	8	Neighborhood	2	16.67%	2	16.67%	7	58.33%	0	0.00%	1	8.33%	0	0.00%	0	0.00%	12
				Total	12	29.27%	6	14.63%	21	51.22%	0	0.00%	2	4.88%	0	0.00%	0	0.00%	41
K-8 Schools	N	Dietz	Total	Open Enrollment	55	28.95%	22	11.58%	92	48.42%	1	0.53%	8	4.21%	12	6.32%	12	6.32%	190
K-8 Schools	N	Dietz	Total	Neighborhood	87	23.39%	115	30.91%	136	36.56%	2	0.54%	20	5.38%	12	3.23%	12	3.23%	372
				Total	142	25.27%	137	24.38%	228	40.57%	3	0.53%	28	4.98%	24	4.27%	24	4.27%	562
K-8 Schools	Y	Drachman	KG	Neighborhood	0	0.00%	2	33.33%	4	66.67%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	6
K-8 Schools	Y	Drachman	KG	Magnet	9	19.15%	5	10.64%	27	57.45%	3	6.38%	0	0.00%	3	6.38%	3	6.38%	47
K-8 Schools	Y	Drachman	KG	District Placement	0	0.00%	0	0.00%	1	50.00%	0	0.00%	0	0.00%	1	50.00%	1	50.00%	2
				Total	9	16.36%	7	12.73%	32	58.18%	3	5.45%	0	0.00%	4	7.27%	4	7.27%	55
K-8 Schools	Y	Drachman	1	Neighborhood	1	9.09%	4	36.36%	5	45.45%	0	0.00%	0	0.00%	1	9.09%	1	9.09%	11
K-8 Schools	Y	Drachman	1	Magnet	7	16.28%	3	6.98%	30	69.77%	2	4.65%	0	0.00%	1	2.33%	1	2.33%	43
K-8 Schools	Y	Drachman	1	District Placement	1	14.29%	1	14.29%	5	71.43%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	7
				Total	9	14.75%	8	13.11%	40	65.57%	2	3.28%	0	0.00%	2	3.28%	2	3.28%	61
K-8 Schools	Y	Drachman	2	Neighborhood	0	0.00%	0	0.00%	8	72.73%	3	27.27%	0	0.00%	0	0.00%	0	0.00%	11
K-8 Schools	Y	Drachman	2	Magnet	8	18.18%	1	2.27%	33	75.00%	0	0.00%	0	0.00%	2	4.55%	2	4.55%	44
K-8 Schools	Y	Drachman	2	District Placement	0	0.00%	0	0.00%	3	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3
				Total	8	13.79%	1	1.72%	44	75.86%	3	5.17%	0	0.00%	2	3.45%	2	3.45%	58
K-8 Schools	Y	Drachman	3	Neighborhood	0	0.00%	0	0.00%	8	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	8
K-8 Schools	Y	Drachman	3	Magnet	5	17.24%	4	13.79%	19	65.52%	0	0.00%	0	0.00%	1	3.45%	1	3.45%	29
K-8 Schools	Y	Drachman	3	District Placement	1	33.33%	0	0.00%	1	33.33%	0	0.00%	0	0.00%	1	33.33%	1	33.33%	3
				Total	6	15.00%	4	10.00%	28	70.00%	0	0.00%	0	0.00%	2	5.00%	2	5.00%	40
K-8 Schools	Y	Drachman	4	Neighborhood	0	0.00%	1	9.09%	8	72.73%	1	9.09%	0	0.00%	1	9.09%	1	9.09%	11
K-8 Schools	Y	Drachman	4	Magnet	1	5.26%	1	5.26%	16	84.21%	0	0.00%	0	0.00%	1	5.26%	1	5.26%	19

K-8 Schools	Y	Drachman	4	District Placement	0	0.00%	0	0.00%	3	60.00%	0	0.00%	1	20.00%	1	20.00%	1	20.00%	5
				Total	1	2.86%	2	5.71%	27	77.14%	1	2.86%	1	2.86%	3	8.57%	3	8.57%	35
K-8 Schools	Y	Drachman	5	Neighborhood	1	10.00%	1	10.00%	8	80.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	10
K-8 Schools	Y	Drachman	5	Magnet	3	12.50%	2	8.33%	18	75.00%	0	0.00%	0	0.00%	1	4.17%	1	4.17%	24
K-8 Schools	Y	Drachman	5	District Placement	1	33.33%	0	0.00%	2	66.67%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3
				Total	5	13.51%	3	8.11%	28	75.68%	0	0.00%	0	0.00%	1	2.70%	1	2.70%	37
K-8 Schools		Drachman	6	Open Enrollment	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
K-8 Schools	Y	Drachman	6	Magnet	2	9.52%	1	4.76%	17	80.95%	1	4.76%	0	0.00%	0	0.00%	0	0.00%	21
K-8 Schools	Y	Drachman	6	District Placement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
				Total	2	9.52%	1	4.76%	17	80.95%	1	4.76%	0	0.00%	0	0.00%	0	0.00%	21
K-8 Schools	Y	Drachman	7	Open Enrollment	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
K-8 Schools	Y	Drachman	7	Magnet	0	0.00%	2	9.09%	18	81.82%	1	4.55%	0	0.00%	1	4.55%	1	4.55%	22
K-8 Schools	Y	Drachman	7	District Placement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
				Total	0	0.00%	2	9.09%	18	81.82%	1	4.55%	0	0.00%	1	4.55%	1	4.55%	22
K-8 Schools	Y	Drachman	Total	Neighborhood	2	3.51%	8	14.04%	41	71.93%	4	7.02%	0	0.00%	2	3.51%	2	3.51%	57
K-8 Schools	Y	Drachman	Total	Magnet	35	14.06%	19	7.63%	178	71.49%	7	2.81%	0	0.00%	10	4.02%	10	4.02%	249
K-8 Schools	Y	Drachman	Total	District Placement	3	13.04%	1	4.35%	15	65.22%	0	0.00%	1	4.35%	3	13.04%	3	13.04%	23
				Total	40	12.16%	28	8.51%	234	71.12%	11	3.34%	1	0.30%	15	4.56%	15	4.56%	329
K-8 Schools	Y	Fickett Magnet	KG	Neighborhood	9	37.50%	3	12.50%	9	37.50%	3	12.50%	0	0.00%	0	0.00%	0	0.00%	24
K-8 Schools	Y	Fickett Magnet	KG	Magnet	6	30.00%	6	30.00%	8	40.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	20
K-8 Schools	Y	Fickett Magnet	KG	District Placement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
				Total	15	34.09%	9	20.45%	17	38.64%	3	6.82%	0	0.00%	0	0.00%	0	0.00%	44
K-8 Schools	Y	Fickett Magnet	1	Neighborhood	6	23.08%	3	11.54%	14	53.85%	0	0.00%	0	0.00%	3	11.54%	3	11.54%	26
K-8 Schools	Y	Fickett Magnet	1	Magnet	8	21.62%	6	16.22%	21	56.76%	0	0.00%	0	0.00%	2	5.41%	2	5.41%	37
K-8 Schools	Y	Fickett Magnet	1	District Placement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
				Total	14	22.22%	9	14.29%	35	55.56%	0	0.00%	0	0.00%	5	7.94%	5	7.94%	63
K-8 Schools	Y	Fickett Magnet	2	Neighborhood	5	22.73%	4	18.18%	9	40.91%	1	4.55%	0	0.00%	3	13.64%	3	13.64%	22
K-8 Schools	Y	Fickett Magnet	2	Magnet	14	28.57%	11	22.45%	23	46.94%	0	0.00%	0	0.00%	1	2.04%	1	2.04%	49
K-8 Schools	Y	Fickett Magnet	2	District Placement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
				Total	19	26.76%	15	21.13%	32	45.07%	1	1.41%	0	0.00%	4	5.63%	4	5.63%	71
K-8 Schools	Y	Fickett Magnet	3	Neighborhood	4	17.39%	2	8.70%	15	65.22%	1	4.35%	1	4.35%	0	0.00%	0	0.00%	23
K-8 Schools	Y	Fickett Magnet	3	Magnet	14	22.95%	13	21.31%	32	52.46%	0	0.00%	0	0.00%	2	3.28%	2	3.28%	61
K-8 Schools	Y	Fickett Magnet	3	District Placement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
				Total	18	21.43%	15	17.86%	47	55.95%	1	1.19%	1	1.19%	2	2.38%	2	2.38%	84
K-8 Schools	Y	Fickett Magnet	4	Neighborhood	2	11.11%	3	16.67%	11	61.11%	0	0.00%	1	5.56%	1	5.56%	1	5.56%	18
K-8 Schools	Y	Fickett Magnet	4	Magnet	8	13.33%	11	18.33%	34	56.67%	1	1.67%	3	5.00%	3	5.00%	3	5.00%	60

K-8 Schools	N	Hollinger	3	District Placement	3	15.00%	0	0.00%	15	75.00%	0	0.00%	1	5.00%	1	5.00%	1	5.00%	20
				Total	5	7.69%	1	1.54%	52	80.00%	3	4.62%	1	1.54%	3	4.62%	3	4.62%	65
K-8 Schools	N	Hollinger	4	Open Enrollment	0	0.00%	0	0.00%	12	85.71%	2	14.29%	0	0.00%	0	0.00%	0	0.00%	14
K-8 Schools	N	Hollinger	4	Neighborhood	1	2.13%	2	4.26%	40	85.11%	2	4.26%	0	0.00%	2	4.26%	2	4.26%	47
K-8 Schools	N	Hollinger	4	District Placement	1	5.88%	0	0.00%	16	94.12%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	17
				Total	2	2.56%	2	2.56%	68	87.18%	4	5.13%	0	0.00%	2	2.56%	2	2.56%	78
K-8 Schools	N	Hollinger	5	Open Enrollment	0	0.00%	0	0.00%	9	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	9
K-8 Schools	N	Hollinger	5	Neighborhood	1	2.63%	1	2.63%	35	92.11%	1	2.63%	0	0.00%	0	0.00%	0	0.00%	38
K-8 Schools	N	Hollinger	5	District Placement	1	5.56%	0	0.00%	17	94.44%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	18
				Total	2	3.08%	1	1.54%	61	93.85%	1	1.54%	0	0.00%	0	0.00%	0	0.00%	65
K-8 Schools	N	Hollinger	6	Open Enrollment	0	0.00%	0	0.00%	29	96.67%	0	0.00%	0	0.00%	1	3.33%	1	3.33%	30
K-8 Schools	N	Hollinger	6	Neighborhood	0	0.00%	3	8.57%	32	91.43%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	35
K-8 Schools	N	Hollinger	6	District Placement	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2
				Total	0	0.00%	3	4.48%	63	94.03%	0	0.00%	0	0.00%	1	1.49%	1	1.49%	67
K-8 Schools	N	Hollinger	7	Open Enrollment	2	6.06%	1	3.03%	26	78.79%	4	12.12%	0	0.00%	0	0.00%	0	0.00%	33
K-8 Schools	N	Hollinger	7	Neighborhood	0	0.00%	1	5.26%	18	94.74%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	19
K-8 Schools	N	Hollinger	7	District Placement	1	33.33%	0	0.00%	2	66.67%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3
				Total	3	5.45%	2	3.64%	46	83.64%	4	7.27%	0	0.00%	0	0.00%	0	0.00%	55
K-8 Schools	N	Hollinger	8	Open Enrollment	0	0.00%	0	0.00%	23	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	23
K-8 Schools	N	Hollinger	8	Neighborhood	0	0.00%	0	0.00%	11	91.67%	1	8.33%	0	0.00%	0	0.00%	0	0.00%	12
K-8 Schools	N	Hollinger	8	District Placement	0	0.00%	0	0.00%	3	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3
				Total	0	0.00%	0	0.00%	37	97.37%	1	2.63%	0	0.00%	0	0.00%	0	0.00%	38
K-8 Schools	N	Hollinger	Total	Open Enrollment	3	1.91%	2	1.27%	143	91.08%	8	5.10%	0	0.00%	1	0.64%	1	0.64%	157
K-8 Schools	N	Hollinger	Total	Neighborhood	8	2.65%	12	3.97%	265	87.75%	9	2.98%	0	0.00%	8	2.65%	8	2.65%	302
K-8 Schools	N	Hollinger	Total	District Placement	8	9.76%	3	3.66%	67	81.71%	0	0.00%	1	1.22%	3	3.66%	3	3.66%	82
				Total	19	3.51%	17	3.14%	475	87.80%	17	3.14%	1	0.18%	12	2.22%	12	2.22%	541
K-8 Schools	N	Lawrence	3	Open Enrollment	1	50.00%	1	50.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2
K-8 Schools	N	Lawrence	3	Neighborhood	1	1.85%	1	1.85%	23	42.59%	29	53.70%	0	0.00%	0	0.00%	0	0.00%	54
				Total	2	3.57%	2	3.57%	23	41.07%	29	51.79%	0	0.00%	0	0.00%	0	0.00%	56
K-8 Schools	N	Lawrence	4	Open Enrollment	0	0.00%	0	0.00%	5	83.33%	1	16.67%	0	0.00%	0	0.00%	0	0.00%	6
K-8 Schools	N	Lawrence	4	Neighborhood	0	0.00%	1	2.08%	18	37.50%	25	52.08%	0	0.00%	4	8.33%	4	8.33%	48
				Total	0	0.00%	1	1.85%	23	42.59%	26	48.15%	0	0.00%	4	7.41%	4	7.41%	54
K-8 Schools	N	Lawrence	5	Open Enrollment	0	0.00%	0	0.00%	4	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4
K-8 Schools	N	Lawrence	5	Neighborhood	0	0.00%	1	1.64%	31	50.82%	27	44.26%	0	0.00%	2	3.28%	2	3.28%	61
				Total	0	0.00%	1	1.54%	35	53.85%	27	41.54%	0	0.00%	2	3.08%	2	3.08%	65
K-8 Schools	N	Lawrence	6	Open Enrollment	0	0.00%	0	0.00%	5	62.50%	2	25.00%	0	0.00%	1	12.50%	1	12.50%	8

K-8 Schools	N	Lawrence	6	Neighborhood	0	0.00%	2	4.08%	20	40.82%	27	55.10%	0	0.00%	0	0.00%	49
				Total	0	0.00%	2	3.51%	25	43.86%	29	50.88%	0	0.00%	1	1.75%	57
K-8 Schools	N	Lawrence	7	Open Enrollment	2	11.76%	0	0.00%	9	52.94%	5	29.41%	0	0.00%	1	5.88%	17
K-8 Schools	N	Lawrence	7	Neighborhood	1	2.56%	1	2.56%	11	28.21%	25	64.10%	0	0.00%	1	2.56%	39
				Total	3	5.36%	1	1.79%	20	35.71%	30	53.57%	0	0.00%	2	3.57%	56
K-8 Schools	N	Lawrence	8	Open Enrollment	4	25.00%	0	0.00%	8	50.00%	4	25.00%	0	0.00%	0	0.00%	16
K-8 Schools	N	Lawrence	8	Neighborhood	1	3.70%	1	3.70%	7	25.93%	18	66.67%	0	0.00%	0	0.00%	27
				Total	5	11.63%	1	2.33%	15	34.88%	22	51.16%	0	0.00%	0	0.00%	43
K-8 Schools	N	Lawrence	Total	Open Enrollment	7	13.21%	1	1.89%	31	58.49%	12	22.64%	0	0.00%	2	3.77%	53
K-8 Schools	N	Lawrence	Total	Neighborhood	3	1.08%	7	2.52%	110	39.57%	151	54.32%	0	0.00%	7	2.52%	278
				Total	10	3.02%	8	2.42%	141	42.60%	163	49.24%	0	0.00%	9	2.72%	331
K-8 Schools	N	McCorkle PreK-8	KG	Open Enrollment	1	2.56%	1	2.56%	36	92.31%	1	2.56%	0	0.00%	0	0.00%	39
K-8 Schools	N	McCorkle PreK-8	KG	Neighborhood	1	2.04%	1	2.04%	46	93.88%	0	0.00%	0	0.00%	1	2.04%	49
				Total	2	2.27%	2	2.27%	82	93.18%	1	1.14%	0	0.00%	1	1.14%	88
K-8 Schools	N	McCorkle PreK-8	1	Open Enrollment	2	4.76%	2	4.76%	38	90.48%	0	0.00%	0	0.00%	0	0.00%	42
K-8 Schools	N	McCorkle PreK-8	1	Neighborhood	2	4.17%	1	2.08%	44	91.67%	0	0.00%	0	0.00%	1	2.08%	48
				Total	4	4.44%	3	3.33%	82	91.11%	0	0.00%	0	0.00%	1	1.11%	90
K-8 Schools	N	McCorkle PreK-8	2	Open Enrollment	1	1.92%	1	1.92%	48	92.31%	2	3.85%	0	0.00%	0	0.00%	52
K-8 Schools	N	McCorkle PreK-8	2	Neighborhood	1	1.96%	0	0.00%	50	98.04%	0	0.00%	0	0.00%	0	0.00%	51
				Total	2	1.94%	1	0.97%	98	95.15%	2	1.94%	0	0.00%	0	0.00%	103
K-8 Schools	N	McCorkle PreK-8	3	Open Enrollment	3	5.88%	1	1.96%	45	88.24%	2	3.92%	0	0.00%	0	0.00%	51
K-8 Schools	N	McCorkle PreK-8	3	Neighborhood	1	2.13%	0	0.00%	44	93.62%	2	4.26%	0	0.00%	0	0.00%	47
				Total	4	4.08%	1	1.02%	89	90.82%	4	4.08%	0	0.00%	0	0.00%	98
K-8 Schools	N	McCorkle PreK-8	4	Open Enrollment	3	5.26%	1	1.75%	52	91.23%	1	1.75%	0	0.00%	0	0.00%	57
K-8 Schools	N	McCorkle PreK-8	4	Neighborhood	4	8.89%	1	2.22%	38	84.44%	1	2.22%	0	0.00%	1	2.22%	45
				Total	7	6.86%	2	1.96%	90	88.24%	2	1.96%	0	0.00%	1	0.98%	102
K-8 Schools	N	McCorkle PreK-8	5	Open Enrollment	2	4.44%	1	2.22%	40	88.89%	2	4.44%	0	0.00%	0	0.00%	45
K-8 Schools	N	McCorkle PreK-8	5	Neighborhood	1	2.13%	1	2.13%	44	93.62%	1	2.13%	0	0.00%	0	0.00%	47
				Total	3	3.26%	2	2.17%	84	91.30%	3	3.26%	0	0.00%	0	0.00%	92
K-8 Schools	N	McCorkle PreK-8	6	Open Enrollment	5	10.00%	0	0.00%	40	80.00%	3	6.00%	0	0.00%	2	4.00%	50
K-8 Schools	N	McCorkle PreK-8	6	Neighborhood	2	3.64%	1	1.82%	51	92.73%	1	1.82%	0	0.00%	0	0.00%	55
				Total	7	6.67%	1	0.95%	91	86.67%	4	3.81%	0	0.00%	2	1.90%	105
K-8 Schools	N	McCorkle PreK-8	7	Open Enrollment	4	4.55%	3	3.41%	74	84.09%	4	4.55%	1	1.14%	2	2.27%	88
K-8 Schools	N	McCorkle PreK-8	7	Neighborhood	0	0.00%	0	0.00%	41	97.62%	1	2.38%	0	0.00%	0	0.00%	42
				Total	4	3.08%	3	2.31%	115	88.46%	5	3.85%	1	0.77%	2	1.54%	130
K-8 Schools	N	McCorkle PreK-8	8	Open Enrollment	2	3.13%	2	3.13%	58	90.63%	1	1.56%	0	0.00%	1	1.56%	64

K-8 Schools	N	McCorkle PreK-8	8	Neighborhood	1	2.00%	0	0.00%	47	94.00%	1	2.00%	1	2.00%	1	2.00%	0	0.00%	50
		Total		Total	3	2.63%	2	1.75%	105	92.11%	2	1.75%	1	0.88%	1	0.88%	1	0.88%	114
K-8 Schools	N	McCorkle PreK-8	Total	Open Enrollment	23	4.71%	12	2.46%	431	88.32%	16	3.28%	1	0.20%	5	1.02%	488		
K-8 Schools	N	McCorkle PreK-8	Total	Neighborhood	13	3.00%	5	1.15%	405	93.32%	7	1.61%	1	0.23%	3	0.69%	434		
				Total	36	3.90%	17	1.84%	836	90.67%	23	2.49%	2	0.22%	8	0.87%	922		
K-8 Schools	N	Miles - E. L. C.	KG	Open Enrollment	9	34.62%	2	7.69%	12	46.15%	1	3.85%	1	3.85%	1	3.85%	1	3.85%	26
K-8 Schools	N	Miles - E. L. C.	KG	Neighborhood	0	0.00%	2	50.00%	2	50.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4
K-8 Schools	N	Miles - E. L. C.	KG	District Placement	0	0.00%	1	#####	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1
				Total	9	29.03%	5	16.13%	14	45.16%	1	3.23%	1	3.23%	1	3.23%	1	3.23%	31
K-8 Schools	N	Miles - E. L. C.	1	Open Enrollment	5	18.52%	2	7.41%	19	70.37%	0	0.00%	0	0.00%	1	3.70%	27		
K-8 Schools		Miles - E. L. C.	1	Neighborhood	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
K-8 Schools	N	Miles - E. L. C.	1	District Placement	1	25.00%	0	0.00%	3	75.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4
				Total	6	19.35%	2	6.45%	22	70.97%	0	0.00%	0	0.00%	1	3.23%	31		
K-8 Schools	N	Miles - E. L. C.	2	Open Enrollment	4	17.39%	0	0.00%	16	69.57%	1	4.35%	1	4.35%	1	4.35%	1	4.35%	23
K-8 Schools		Miles - E. L. C.	2	Neighborhood	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
K-8 Schools	N	Miles - E. L. C.	2	District Placement	1	14.29%	0	0.00%	5	71.43%	0	0.00%	1	14.29%	0	0.00%	0	0.00%	7
				Total	5	16.67%	0	0.00%	21	70.00%	1	3.33%	2	6.67%	1	3.33%	3	3.33%	30
K-8 Schools	N	Miles - E. L. C.	3	Open Enrollment	10	33.33%	3	10.00%	13	43.33%	1	3.33%	0	0.00%	3	10.00%	3	10.00%	30
K-8 Schools		Miles - E. L. C.	3	Neighborhood	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
K-8 Schools	N	Miles - E. L. C.	3	District Placement	1	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1
				Total	11	35.48%	3	9.68%	13	41.94%	1	3.23%	0	0.00%	3	9.68%	3	9.68%	31
K-8 Schools	N	Miles - E. L. C.	4	Open Enrollment	13	52.00%	0	0.00%	12	48.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	25
K-8 Schools	N	Miles - E. L. C.	4	Neighborhood	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2
K-8 Schools	N	Miles - E. L. C.	4	District Placement	2	28.57%	1	14.29%	3	42.86%	0	0.00%	0	0.00%	1	14.29%	1	14.29%	7
				Total	15	44.12%	1	2.94%	17	50.00%	0	0.00%	0	0.00%	1	2.94%	1	2.94%	34
K-8 Schools	N	Miles - E. L. C.	5	Open Enrollment	10	35.71%	0	0.00%	16	57.14%	0	0.00%	0	0.00%	2	7.14%	2	7.14%	28
K-8 Schools		Miles - E. L. C.	5	Neighborhood	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
K-8 Schools	N	Miles - E. L. C.	5	District Placement	1	12.50%	2	25.00%	4	50.00%	0	0.00%	0	0.00%	1	12.50%	1	12.50%	8
				Total	11	30.56%	2	5.56%	20	55.56%	0	0.00%	0	0.00%	3	8.33%	3	8.33%	36
K-8 Schools	N	Miles - E. L. C.	6	Open Enrollment	8	28.57%	2	7.14%	17	60.71%	0	0.00%	0	0.00%	1	3.57%	1	3.57%	28
K-8 Schools	N	Miles - E. L. C.	6	Neighborhood	1	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1
K-8 Schools	N	Miles - E. L. C.	6	District Placement	0	0.00%	1	20.00%	3	60.00%	0	0.00%	1	20.00%	0	0.00%	0	0.00%	5
				Total	9	26.47%	3	8.82%	20	58.82%	0	0.00%	1	2.94%	1	2.94%	1	2.94%	34
K-8 Schools	N	Miles - E. L. C.	7	Open Enrollment	12	42.86%	1	3.57%	11	39.29%	0	0.00%	1	3.57%	3	10.71%	3	10.71%	28
K-8 Schools	N	Miles - E. L. C.	7	Neighborhood	0	0.00%	0	0.00%	2	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2
K-8 Schools	N	Miles - E. L. C.	7	District Placement	2	50.00%	0	0.00%	2	50.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	4

K-8 Schools	N	Pueblo Gardens	6	Neighborhood	2	9.09%	0	0.00%	19	86.36%	0	0.00%	0	0.00%	1	4.55%	22
		Total		Total	3	7.50%	1	2.50%	35	87.50%	0	0.00%	0	0.00%	1	2.50%	40
K-8 Schools	N	Pueblo Gardens	7	Open Enrollment	1	4.55%	1	4.55%	15	68.18%	2	9.09%	0	0.00%	3	13.64%	22
K-8 Schools	N	Pueblo Gardens	7	Neighborhood	3	13.64%	1	4.55%	15	68.18%	3	13.64%	0	0.00%	0	0.00%	22
		Total		Total	4	9.09%	2	4.55%	30	68.18%	5	11.36%	0	0.00%	3	6.82%	44
K-8 Schools	N	Pueblo Gardens	8	Open Enrollment	0	0.00%	3	11.54%	19	73.08%	2	7.69%	0	0.00%	2	7.69%	26
K-8 Schools	N	Pueblo Gardens	8	Neighborhood	0	0.00%	2	11.76%	12	70.59%	1	5.88%	2	11.76%	0	0.00%	17
		Total		Total	0	0.00%	5	11.63%	31	72.09%	3	6.98%	2	4.65%	2	4.65%	43
K-8 Schools	N	Pueblo Gardens	Total	Open Enrollment	4	2.94%	10	7.35%	107	78.68%	5	3.68%	2	1.47%	8	5.88%	136
K-8 Schools	N	Pueblo Gardens	Total	Neighborhood	13	4.91%	14	5.28%	224	84.53%	4	1.51%	7	2.64%	3	1.13%	265
				Total	17	4.24%	24	5.99%	331	82.54%	9	2.24%	9	2.24%	11	2.74%	401
K-8 Schools	N	Robins	KG	Open Enrollment	1	6.25%	1	6.25%	14	87.50%	0	0.00%	0	0.00%	0	0.00%	16
K-8 Schools	N	Robins	KG	Neighborhood	10	20.41%	2	4.08%	32	65.31%	3	6.12%	1	2.04%	1	2.04%	49
				Total	11	16.92%	3	4.62%	46	70.77%	3	4.62%	1	1.54%	1	1.54%	65
K-8 Schools	N	Robins	1	Open Enrollment	3	13.04%	1	4.35%	19	82.61%	0	0.00%	0	0.00%	0	0.00%	23
K-8 Schools	N	Robins	1	Neighborhood	11	31.43%	1	2.86%	21	60.00%	0	0.00%	1	2.86%	1	2.86%	35
				Total	14	24.14%	2	3.45%	40	68.97%	0	0.00%	1	1.72%	1	1.72%	58
K-8 Schools	N	Robins	2	Open Enrollment	2	8.00%	0	0.00%	22	88.00%	0	0.00%	1	4.00%	0	0.00%	25
K-8 Schools	N	Robins	2	Neighborhood	16	29.09%	1	1.82%	35	63.64%	1	1.82%	1	1.82%	1	1.82%	55
				Total	18	22.50%	1	1.25%	57	71.25%	1	1.25%	2	2.50%	1	1.25%	80
K-8 Schools	N	Robins	3	Open Enrollment	4	18.18%	0	0.00%	18	81.82%	0	0.00%	0	0.00%	0	0.00%	22
K-8 Schools	N	Robins	3	Neighborhood	8	21.62%	1	2.70%	21	56.76%	3	8.11%	1	2.70%	3	8.11%	37
				Total	12	20.34%	1	1.69%	39	66.10%	3	5.08%	1	1.69%	3	5.08%	59
K-8 Schools	N	Robins	4	Open Enrollment	4	15.38%	0	0.00%	20	76.92%	0	0.00%	2	7.69%	0	0.00%	26
K-8 Schools	N	Robins	4	Neighborhood	10	20.00%	0	0.00%	38	76.00%	0	0.00%	2	4.00%	0	0.00%	50
				Total	14	18.42%	0	0.00%	58	76.32%	0	0.00%	4	5.26%	0	0.00%	76
K-8 Schools	N	Robins	5	Open Enrollment	4	16.67%	0	0.00%	19	79.17%	0	0.00%	0	0.00%	1	4.17%	24
K-8 Schools	N	Robins	5	Neighborhood	10	21.74%	2	4.35%	32	69.57%	0	0.00%	0	0.00%	2	4.35%	46
				Total	14	20.00%	2	2.86%	51	72.86%	0	0.00%	0	0.00%	3	4.29%	70
K-8 Schools	N	Robins	6	Open Enrollment	4	16.67%	1	4.17%	18	75.00%	0	0.00%	0	0.00%	1	4.17%	24
K-8 Schools	N	Robins	6	Neighborhood	6	22.22%	2	7.41%	16	59.26%	2	7.41%	0	0.00%	1	3.70%	27
				Total	10	19.61%	3	5.88%	34	66.67%	2	3.92%	0	0.00%	2	3.92%	51
K-8 Schools	N	Robins	7	Open Enrollment	2	6.45%	0	0.00%	28	90.32%	0	0.00%	0	0.00%	1	3.23%	31
K-8 Schools	N	Robins	7	Neighborhood	2	8.70%	1	4.35%	16	69.57%	1	4.35%	1	4.35%	2	8.70%	23
				Total	4	7.41%	1	1.85%	44	81.48%	1	1.85%	1	1.85%	3	5.56%	54
K-8 Schools	N	Robins	8	Open Enrollment	2	8.70%	1	4.35%	18	78.26%	0	0.00%	1	4.35%	1	4.35%	23

K-8 Schools	N	Robins	8	Neighborhood	2	10.53%	2	10.53%	14	73.68%	0	0.00%	1	5.26%	0	0.00%	19
				Total	4	9.52%	3	7.14%	32	76.19%	0	0.00%	2	4.76%	1	2.38%	42
K-8 Schools	N	Robins	Total	Open Enrollment	26	12.15%	4	1.87%	176	82.24%	0	0.00%	4	1.87%	4	1.87%	214
K-8 Schools	N	Robins	Total	Neighborhood	75	21.99%	12	3.52%	225	65.98%	10	2.93%	8	2.35%	11	3.23%	341
				Total	101	18.20%	16	2.88%	401	72.25%	10	1.80%	12	2.16%	15	2.70%	555
K-8 Schools	N	Rose	KG	Open Enrollment	0	0.00%	0	0.00%	30	100.00%	0	0.00%	0	0.00%	0	0.00%	30
K-8 Schools	N	Rose	KG	Neighborhood	1	1.54%	0	0.00%	62	95.38%	1	1.54%	0	0.00%	1	1.54%	65
				Total	1	1.05%	0	0.00%	92	96.84%	1	1.05%	0	0.00%	1	1.05%	95
K-8 Schools	N	Rose	1	Open Enrollment	1	3.13%	0	0.00%	31	96.88%	0	0.00%	0	0.00%	0	0.00%	32
K-8 Schools	N	Rose	1	Neighborhood	1	1.96%	0	0.00%	50	98.04%	0	0.00%	0	0.00%	0	0.00%	51
				Total	2	2.41%	0	0.00%	81	97.59%	0	0.00%	0	0.00%	0	0.00%	83
K-8 Schools	N	Rose	2	Open Enrollment	1	3.13%	0	0.00%	30	93.75%	1	3.13%	0	0.00%	0	0.00%	32
K-8 Schools	N	Rose	2	Neighborhood	2	2.74%	1	1.37%	66	90.41%	1	1.37%	0	0.00%	3	4.11%	73
				Total	3	2.86%	1	0.95%	96	91.43%	2	1.90%	0	0.00%	3	2.86%	105
K-8 Schools	N	Rose	3	Open Enrollment	0	0.00%	1	3.23%	29	93.55%	0	0.00%	0	0.00%	1	3.23%	31
K-8 Schools	N	Rose	3	Neighborhood	1	1.39%	0	0.00%	69	95.83%	1	1.39%	0	0.00%	1	1.39%	72
				Total	1	0.97%	1	0.97%	98	95.15%	1	0.97%	0	0.00%	2	1.94%	103
K-8 Schools	N	Rose	4	Open Enrollment	0	0.00%	0	0.00%	24	88.89%	1	3.70%	0	0.00%	2	7.41%	27
K-8 Schools	N	Rose	4	Neighborhood	1	1.35%	0	0.00%	72	97.30%	0	0.00%	0	0.00%	1	1.35%	74
				Total	1	0.99%	0	0.00%	96	95.05%	1	0.99%	0	0.00%	3	2.97%	101
K-8 Schools	N	Rose	5	Open Enrollment	0	0.00%	1	3.45%	27	93.10%	1	3.45%	0	0.00%	0	0.00%	29
K-8 Schools	N	Rose	5	Neighborhood	0	0.00%	1	1.49%	62	92.54%	3	4.48%	0	0.00%	1	1.49%	67
				Total	0	0.00%	2	2.08%	89	92.71%	4	4.17%	0	0.00%	1	1.04%	96
K-8 Schools	N	Rose	6	Open Enrollment	0	0.00%	0	0.00%	23	88.46%	0	0.00%	1	3.85%	2	7.69%	26
K-8 Schools	N	Rose	6	Neighborhood	1	1.56%	0	0.00%	61	95.31%	0	0.00%	0	0.00%	2	3.13%	64
				Total	1	1.11%	0	0.00%	84	93.33%	0	0.00%	1	1.11%	4	4.44%	90
K-8 Schools	N	Rose	7	Open Enrollment	0	0.00%	0	0.00%	31	100.00%	0	0.00%	0	0.00%	0	0.00%	31
K-8 Schools	N	Rose	7	Neighborhood	0	0.00%	1	2.33%	42	97.67%	0	0.00%	0	0.00%	0	0.00%	43
				Total	0	0.00%	1	1.35%	73	98.65%	0	0.00%	0	0.00%	0	0.00%	74
K-8 Schools	N	Rose	8	Open Enrollment	0	0.00%	0	0.00%	20	95.24%	0	0.00%	0	0.00%	1	4.76%	21
K-8 Schools	N	Rose	8	Neighborhood	0	0.00%	1	2.44%	40	97.56%	0	0.00%	0	0.00%	0	0.00%	41
				Total	0	0.00%	1	1.61%	60	96.77%	0	0.00%	0	0.00%	1	1.61%	62
K-8 Schools	N	Rose	Total	Open Enrollment	2	0.77%	2	0.77%	245	94.59%	3	1.16%	1	0.39%	6	2.32%	259
K-8 Schools	N	Rose	Total	Neighborhood	7	1.27%	4	0.73%	524	95.27%	6	1.09%	0	0.00%	9	1.64%	550
				Total	9	1.11%	6	0.74%	769	95.06%	9	1.11%	1	0.12%	15	1.85%	809
K-8 Schools	Y	Roskrige Bilingual M	KG	Neighborhood	3	18.75%	1	6.25%	11	68.75%	0	0.00%	1	6.25%	0	0.00%	16

Middle Schools	Y	Dodge Magnet	6	Magnet	29	20.00%	13	8.97%	91	62.76%	4	2.76%	3	2.07%	5	3.45%	145
		Total		Total	30	20.55%	13	8.90%	91	62.33%	4	2.74%	3	2.05%	5	3.42%	146
Middle Schools	Y	Dodge Magnet	7	Neighborhood	0	0.00%	0	0.00%	0	0.00%	1	#####	0	0.00%	0	0.00%	1
Middle Schools	Y	Dodge Magnet	7	Magnet	30	22.56%	12	9.02%	81	60.90%	4	3.01%	2	1.50%	4	3.01%	133
		Total		Total	30	22.39%	12	8.96%	81	60.45%	5	3.73%	2	1.49%	4	2.99%	134
Middle Schools	Y	Dodge Magnet	8	Neighborhood	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
Middle Schools	Y	Dodge Magnet	8	Magnet	33	25.19%	7	5.34%	80	61.07%	1	0.76%	4	3.05%	6	4.58%	131
		Total		Total	33	25.19%	7	5.34%	80	61.07%	1	0.76%	4	3.05%	6	4.58%	131
Middle Schools	Y	Dodge Magnet	Total	Neighborhood	1	50.00%	0	0.00%	0	0.00%	1	50.00%	0	0.00%	0	0.00%	2
Middle Schools	Y	Dodge Magnet	Total	Magnet	92	22.49%	32	7.82%	252	61.61%	9	2.20%	9	2.20%	15	3.67%	409
		Total		Total	93	22.63%	32	7.79%	252	61.31%	10	2.43%	9	2.19%	15	3.65%	411
Middle Schools	N	Doolen	6	Open Enrollment	1	11.11%	3	33.33%	4	44.44%	0	0.00%	1	11.11%	0	0.00%	9
Middle Schools	N	Doolen	6	Neighborhood	34	24.29%	22	15.71%	63	45.00%	7	5.00%	10	7.14%	4	2.86%	140
Middle Schools	N	Doolen	6	District Placement	27	44.26%	5	8.20%	23	37.70%	1	1.64%	1	1.64%	4	6.56%	61
		Total		Total	62	29.52%	30	14.29%	90	42.86%	8	3.81%	12	5.71%	8	3.81%	210
Middle Schools	N	Doolen	7	Open Enrollment	2	22.22%	3	33.33%	4	44.44%	0	0.00%	0	0.00%	0	0.00%	9
Middle Schools	N	Doolen	7	Neighborhood	42	27.81%	26	17.22%	64	42.38%	7	4.64%	8	5.30%	4	2.65%	151
Middle Schools	N	Doolen	7	District Placement	34	58.62%	4	6.90%	13	22.41%	1	1.72%	2	3.45%	4	6.90%	58
		Total		Total	78	35.78%	33	15.14%	81	37.16%	8	3.67%	10	4.59%	8	3.67%	218
Middle Schools	N	Doolen	8	Open Enrollment	0	0.00%	5	33.33%	9	60.00%	0	0.00%	1	6.67%	0	0.00%	15
Middle Schools	N	Doolen	8	Neighborhood	37	25.87%	28	19.58%	64	44.76%	1	0.70%	5	3.50%	8	5.59%	143
Middle Schools	N	Doolen	8	District Placement	28	47.46%	4	6.78%	19	32.20%	0	0.00%	4	6.78%	4	6.78%	59
		Total		Total	65	29.95%	37	17.05%	92	42.40%	1	0.46%	10	4.61%	12	5.53%	217
Middle Schools	N	Doolen	Total	Open Enrollment	3	9.09%	11	33.33%	17	51.52%	0	0.00%	2	6.06%	0	0.00%	33
Middle Schools	N	Doolen	Total	Neighborhood	113	26.04%	76	17.51%	191	44.01%	15	3.46%	23	5.30%	16	3.69%	434
Middle Schools	N	Doolen	Total	District Placement	89	50.00%	13	7.30%	55	30.90%	2	1.12%	7	3.93%	12	6.74%	178
		Total		Total	205	31.78%	100	15.50%	263	40.78%	17	2.64%	32	4.96%	28	4.34%	645
Middle Schools	N	Gridley	6	Open Enrollment	32	32.65%	8	8.16%	51	52.04%	0	0.00%	4	4.08%	3	3.06%	98
Middle Schools	N	Gridley	6	Neighborhood	69	42.59%	21	12.96%	57	35.19%	0	0.00%	7	4.32%	8	4.94%	162
Middle Schools	N	Gridley	6	District Placement	2	50.00%	0	0.00%	2	50.00%	0	0.00%	0	0.00%	0	0.00%	4
		Total		Total	103	39.02%	29	10.98%	110	41.67%	0	0.00%	11	4.17%	11	4.17%	264
Middle Schools	N	Gridley	7	Open Enrollment	29	34.12%	8	9.41%	40	47.06%	0	0.00%	2	2.35%	6	7.06%	85
Middle Schools	N	Gridley	7	Neighborhood	88	53.33%	19	11.52%	52	31.52%	1	0.61%	3	1.82%	2	1.21%	165
Middle Schools	N	Gridley	7	District Placement	3	50.00%	0	0.00%	1	16.67%	1	16.67%	1	16.67%	0	0.00%	6
		Total		Total	120	46.88%	27	10.55%	93	36.33%	2	0.78%	6	2.34%	8	3.13%	256
Middle Schools	N	Gridley	8	Open Enrollment	33	39.29%	6	7.14%	37	44.05%	3	3.57%	5	5.95%	0	0.00%	84

Middle Schools	N	Gridley	8	Neighborhood	70	44.59%	16	10.19%	56	35.67%	0	0.00%	8	5.10%	7	4.46%	157
Middle Schools	N	Gridley	8	District Placement	4	40.00%	3	30.00%	3	30.00%	0	0.00%	0	0.00%	0	0.00%	10
				Total	107	42.63%	25	9.96%	96	38.25%	3	1.20%	13	5.18%	7	2.79%	251
Middle Schools	N	Gridley	Total	Open Enrollment	94	35.21%	22	8.24%	128	47.94%	3	1.12%	11	4.12%	9	3.37%	267
Middle Schools	N	Gridley	Total	Neighborhood	227	46.90%	56	11.57%	165	34.09%	1	0.21%	18	3.72%	17	3.51%	484
Middle Schools	N	Gridley	Total	District Placement	9	45.00%	3	15.00%	6	30.00%	1	5.00%	1	5.00%	0	0.00%	20
				Total	330	42.80%	81	10.51%	299	38.78%	5	0.65%	30	3.89%	26	3.37%	771
Middle Schools	N	Magee	6	Open Enrollment	22	33.33%	10	15.15%	29	43.94%	1	1.52%	0	0.00%	4	6.06%	66
Middle Schools	N	Magee	6	Neighborhood	65	52.42%	10	8.06%	41	33.06%	1	0.81%	2	1.61%	5	4.03%	124
Middle Schools	N	Magee	6	District Placement	2	33.33%	0	0.00%	3	50.00%	1	16.67%	0	0.00%	0	0.00%	6
				Total	89	45.41%	20	10.20%	73	37.24%	3	1.53%	2	1.02%	9	4.59%	196
Middle Schools	N	Magee	7	Open Enrollment	36	44.44%	5	6.17%	36	44.44%	0	0.00%	3	3.70%	1	1.23%	81
Middle Schools	N	Magee	7	Neighborhood	51	42.50%	14	11.67%	46	38.33%	3	2.50%	3	2.50%	3	2.50%	120
Middle Schools	N	Magee	7	District Placement	3	42.86%	0	0.00%	4	57.14%	0	0.00%	0	0.00%	0	0.00%	7
				Total	90	43.27%	19	9.13%	86	41.35%	3	1.44%	6	2.88%	4	1.92%	208
Middle Schools	N	Magee	8	Open Enrollment	40	42.11%	11	11.58%	36	37.89%	2	2.11%	1	1.05%	5	5.26%	95
Middle Schools	N	Magee	8	Neighborhood	61	44.20%	14	10.14%	56	40.58%	1	0.72%	4	2.90%	2	1.45%	138
Middle Schools	N	Magee	8	District Placement	4	40.00%	1	10.00%	5	50.00%	0	0.00%	0	0.00%	0	0.00%	10
				Total	105	43.21%	26	10.70%	97	39.92%	3	1.23%	5	2.06%	7	2.88%	243
Middle Schools	N	Magee	Total	Open Enrollment	98	40.50%	26	10.74%	101	41.74%	3	1.24%	4	1.65%	10	4.13%	242
Middle Schools	N	Magee	Total	Neighborhood	177	46.34%	38	9.95%	143	37.43%	5	1.31%	9	2.36%	10	2.62%	382
Middle Schools	N	Magee	Total	District Placement	9	39.13%	1	4.35%	12	52.17%	1	4.35%	0	0.00%	0	0.00%	23
				Total	284	43.89%	65	10.05%	256	39.57%	9	1.39%	13	2.01%	20	3.09%	647
Middle Schools	Y	Mansfield	6	Neighborhood	12	6.49%	18	9.73%	140	75.68%	11	5.95%	1	0.54%	3	1.62%	185
Middle Schools	Y	Mansfield	6	Magnet	26	27.96%	7	7.53%	52	55.91%	4	4.30%	1	1.08%	3	3.23%	93
Middle Schools	Y	Mansfield	6	District Placement	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
				Total	38	13.67%	25	8.99%	192	69.06%	15	5.40%	2	0.72%	6	2.16%	278
Middle Schools	Y	Mansfield	7	Neighborhood	13	6.37%	15	7.35%	156	76.47%	10	4.90%	5	2.45%	5	2.45%	204
Middle Schools	Y	Mansfield	7	Magnet	15	17.86%	7	8.33%	54	64.29%	4	4.76%	3	3.57%	1	1.19%	84
Middle Schools	Y	Mansfield	7	District Placement	1	14.29%	0	0.00%	6	85.71%	0	0.00%	0	0.00%	0	0.00%	7
				Total	29	9.83%	22	7.46%	216	73.22%	14	4.75%	8	2.71%	6	2.03%	295
Middle Schools	Y	Mansfield	8	Neighborhood	14	8.38%	14	8.38%	129	77.25%	7	4.19%	0	0.00%	3	1.80%	167
Middle Schools	Y	Mansfield	8	Magnet	10	13.89%	3	4.17%	55	76.39%	2	2.78%	0	0.00%	2	2.78%	72
Middle Schools	Y	Mansfield	8	District Placement	2	50.00%	0	0.00%	2	50.00%	0	0.00%	0	0.00%	0	0.00%	4
				Total	26	10.70%	17	7.00%	186	76.54%	9	3.70%	0	0.00%	5	2.06%	243
Middle Schools	Y	Mansfield	Total	Neighborhood	39	7.01%	47	8.45%	425	76.44%	28	5.04%	6	1.08%	11	1.98%	556

Middle Schools	Y	Mansfeld	Total	Magnet	51	20.48%	17	6.83%	161	64.66%	10	4.02%	4	1.61%	6	2.41%	249
Middle Schools	Y	Mansfeld	Total	District Placement	3	27.27%	0	0.00%	8	72.73%	0	0.00%	0	0.00%	0	0.00%	11
				Total	93	11.40%	64	7.84%	594	72.79%	38	4.66%	10	1.23%	17	2.08%	816
Middle Schools	N	Pistor	6	Open Enrollment	4	11.76%	0	0.00%	25	73.53%	5	14.71%	0	0.00%	0	0.00%	34
Middle Schools	N	Pistor	6	Neighborhood	13	6.13%	4	1.89%	182	85.85%	5	2.36%	3	1.42%	5	2.36%	212
Middle Schools	N	Pistor	6	District Placement	3	5.56%	1	1.85%	48	88.89%	2	3.70%	0	0.00%	0	0.00%	54
				Total	20	6.67%	5	1.67%	255	85.00%	12	4.00%	3	1.00%	5	1.67%	300
Middle Schools	N	Pistor	7	Open Enrollment	1	1.85%	4	7.41%	39	72.22%	7	12.96%	0	0.00%	3	5.56%	54
Middle Schools	N	Pistor	7	Neighborhood	9	4.57%	7	3.55%	163	82.74%	13	6.60%	1	0.51%	4	2.03%	197
Middle Schools	N	Pistor	7	District Placement	6	7.69%	1	1.28%	64	82.05%	4	5.13%	1	1.28%	2	2.56%	78
				Total	16	4.86%	12	3.65%	266	80.85%	24	7.29%	2	0.61%	9	2.74%	329
Middle Schools	N	Pistor	8	Open Enrollment	3	4.35%	1	1.45%	54	78.26%	9	13.04%	1	1.45%	1	1.45%	69
Middle Schools	N	Pistor	8	Neighborhood	9	5.36%	6	3.57%	142	84.52%	8	4.76%	1	0.60%	2	1.19%	168
Middle Schools	N	Pistor	8	District Placement	4	5.97%	1	1.49%	58	86.57%	3	4.48%	1	1.49%	0	0.00%	67
				Total	16	5.26%	8	2.63%	254	83.55%	20	6.58%	3	0.99%	3	0.99%	304
Middle Schools	N	Pistor	Total	Open Enrollment	8	5.10%	5	3.18%	118	75.16%	21	13.38%	1	0.64%	4	2.55%	157
Middle Schools	N	Pistor	Total	Neighborhood	31	5.37%	17	2.95%	487	84.40%	26	4.51%	5	0.87%	11	1.91%	577
Middle Schools	N	Pistor	Total	District Placement	13	6.53%	3	1.51%	170	85.43%	9	4.52%	2	1.01%	2	1.01%	199
				Total	52	5.57%	25	2.68%	775	83.07%	56	6.00%	8	0.86%	17	1.82%	933
Middle Schools	N	Secrist	6	Open Enrollment	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
Middle Schools	N	Secrist	6	Neighborhood	35	30.43%	21	18.26%	51	44.35%	3	2.61%	0	0.00%	5	4.35%	115
Middle Schools	N	Secrist	6	District Placement	2	66.67%	1	33.33%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3
				Total	37	31.36%	22	18.64%	51	43.22%	3	2.54%	0	0.00%	5	4.24%	118
Middle Schools	N	Secrist	7	Open Enrollment	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
Middle Schools	N	Secrist	7	Neighborhood	33	24.44%	30	22.22%	54	40.00%	3	2.22%	9	6.67%	6	4.44%	135
Middle Schools	N	Secrist	7	District Placement	1	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1
				Total	34	25.00%	30	22.06%	54	39.71%	3	2.21%	9	6.62%	6	4.41%	136
Middle Schools	N	Secrist	8	Open Enrollment	2	40.00%	1	20.00%	2	40.00%	0	0.00%	0	0.00%	0	0.00%	5
Middle Schools	N	Secrist	8	Neighborhood	53	29.94%	34	19.21%	72	40.68%	1	0.56%	6	3.39%	11	6.21%	177
Middle Schools	N	Secrist	8	District Placement	2	66.67%	0	0.00%	1	33.33%	0	0.00%	0	0.00%	0	0.00%	3
				Total	57	30.81%	35	18.92%	75	40.54%	1	0.54%	6	3.24%	11	5.95%	185
Middle Schools	N	Secrist	Total	Open Enrollment	2	40.00%	1	20.00%	2	40.00%	0	0.00%	0	0.00%	0	0.00%	5
Middle Schools	N	Secrist	Total	Neighborhood	121	28.34%	85	19.91%	177	41.45%	7	1.64%	15	3.51%	22	5.15%	427
Middle Schools	N	Secrist	Total	District Placement	5	71.43%	1	14.29%	1	14.29%	0	0.00%	0	0.00%	0	0.00%	7
				Total	128	29.16%	87	19.82%	180	41.00%	7	1.59%	15	3.42%	22	5.01%	439
Middle Schools	Y	Utterback Magnet	6	Neighborhood	4	3.60%	9	8.11%	88	79.28%	8	7.21%	0	0.00%	2	1.80%	111

Middle Schools	Y	Utterback Magnet	6	Magnet	5	23.81%	3	9.52%	12	57.14%	2	9.52%	0	0.00%	0	0.00%	0	0.00%	22
Middle Schools	Y	Utterback Magnet	6	District Placement	2	25.00%	1	12.50%	5	62.50%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	8
				Total	11	7.80%	13	9.22%	105	74.47%	10	7.09%	0	0.00%	2	1.42%			141
Middle Schools	Y	Utterback Magnet	7	Neighborhood	3	2.65%	7	6.19%	93	82.30%	7	6.19%	0	0.00%	3	2.65%			113
Middle Schools	Y	Utterback Magnet	7	Magnet	3	11.11%	1	3.70%	20	74.07%	0	0.00%	0	0.00%	3	11.11%			27
Middle Schools	Y	Utterback Magnet	7	District Placement	1	10.00%	0	0.00%	8	80.00%	1	10.00%	0	0.00%	0	0.00%			10
				Total	7	4.67%	8	5.33%	121	80.67%	8	5.33%	0	0.00%	6	4.00%			150
Middle Schools	Y	Utterback Magnet	8	Neighborhood	0	0.00%	11	8.27%	115	86.47%	4	3.01%	0	0.00%	3	2.26%			133
Middle Schools	Y	Utterback Magnet	8	Magnet	3	8.33%	2	5.56%	29	80.56%	2	5.56%	0	0.00%	0	0.00%			36
Middle Schools	Y	Utterback Magnet	8	District Placement	2	16.67%	2	16.67%	8	66.67%	0	0.00%	0	0.00%	0	0.00%			12
				Total	5	2.76%	15	8.29%	152	83.98%	6	3.31%	0	0.00%	3	1.66%			181
Middle Schools	Y	Utterback Magnet	Total	Neighborhood	7	1.96%	27	7.56%	296	82.91%	19	5.32%	0	0.00%	8	2.24%			357
Middle Schools	Y	Utterback Magnet	Total	Magnet	11	12.94%	6	7.06%	61	71.76%	4	4.71%	0	0.00%	3	3.53%			85
Middle Schools	Y	Utterback Magnet	Total	District Placement	5	16.67%	3	10.00%	21	70.00%	1	3.33%	0	0.00%	0	0.00%			30
				Total	23	4.87%	36	7.63%	378	80.08%	24	5.08%	0	0.00%	11	2.33%			472
Middle Schools	N	Vail	6	Open Enrollment	14	13.08%	11	10.28%	71	66.36%	2	1.87%	3	2.80%	6	5.61%			107
Middle Schools	N	Vail	6	Neighborhood	28	33.73%	8	9.64%	41	49.40%	4	4.82%	1	1.20%	1	1.20%			83
Middle Schools	N	Vail	6	District Placement	38	50.00%	7	9.21%	21	27.63%	1	1.32%	2	2.63%	7	9.21%			76
				Total	80	30.08%	26	9.77%	133	50.00%	7	2.63%	6	2.26%	14	5.26%			266
Middle Schools	N	Vail	7	Open Enrollment	11	16.67%	7	10.61%	43	65.15%	0	0.00%	1	1.52%	4	6.06%			66
Middle Schools	N	Vail	7	Neighborhood	17	22.08%	10	12.99%	43	55.84%	0	0.00%	2	2.60%	5	6.49%			77
Middle Schools	N	Vail	7	District Placement	43	56.58%	2	2.63%	27	35.53%	0	0.00%	3	3.95%	1	1.32%			76
				Total	71	32.42%	19	8.68%	113	51.60%	0	0.00%	6	2.74%	10	4.57%			219
Middle Schools	N	Vail	8	Open Enrollment	16	17.78%	5	5.56%	66	73.33%	0	0.00%	0	0.00%	3	3.33%			90
Middle Schools	N	Vail	8	Neighborhood	23	27.71%	11	13.25%	43	51.81%	2	2.41%	3	3.61%	1	1.20%			83
Middle Schools	N	Vail	8	District Placement	34	49.28%	5	7.25%	23	33.33%	1	1.45%	1	1.45%	5	7.25%			69
				Total	73	30.17%	21	8.68%	132	54.55%	3	1.24%	4	1.65%	9	3.72%			242
Middle Schools	N	Vail	Total	Open Enrollment	41	15.59%	23	8.75%	180	68.44%	2	0.76%	4	1.52%	13	4.94%			263
Middle Schools	N	Vail	Total	Neighborhood	68	27.98%	29	11.93%	127	52.26%	6	2.47%	6	2.47%	7	2.88%			243
Middle Schools	N	Vail	Total	District Placement	115	52.04%	14	6.33%	71	32.13%	2	0.90%	6	2.71%	13	5.88%			221
				Total	224	30.81%	66	9.08%	378	51.99%	10	1.38%	16	2.20%	33	4.54%			727
Middle Schools	N	Valencia	6	Open Enrollment	0	0.00%	0	0.00%	7	77.78%	1	11.11%	0	0.00%	1	11.11%			9
Middle Schools	N	Valencia	6	Neighborhood	25	8.20%	4	1.31%	245	80.33%	27	8.85%	1	0.33%	3	0.98%			305
Middle Schools	N	Valencia	6	District Placement	1	9.09%	0	0.00%	6	54.55%	3	27.27%	0	0.00%	1	9.09%			11
				Total	26	8.00%	4	1.23%	258	79.38%	31	9.54%	1	0.31%	5	1.54%			325
Middle Schools	N	Valencia	7	Open Enrollment	1	14.29%	0	0.00%	6	85.71%	0	0.00%	0	0.00%	0	0.00%			7

School Type	School Name	Grade	Enr. Status	White /Anglo			American			Hispanic /Latino			Asian American			Multi-racial		
				N	%		N	%		N	%		N	%		N	%	
Middle Schools	Valencia	7	Neighborhood	29	11.20%	8	3.09%	203	78.38%	15	5.79%	1	0.39%	3	1.16%	259		
Middle Schools	Valencia	7	District Placement	2	50.00%	1	25.00%	1	25.00%	0	0.00%	0	0.00%	0	0.00%	4		
			Total	32	11.85%	9	3.33%	210	77.78%	15	5.56%	1	0.37%	3	1.11%	270		
Middle Schools	Valencia	8	Open Enrollment	1	9.09%	0	0.00%	10	90.91%	0	0.00%	0	0.00%	0	0.00%	11		
Middle Schools	Valencia	8	Neighborhood	23	7.17%	7	2.18%	260	81.00%	27	8.41%	1	0.31%	3	0.93%	321		
Middle Schools	Valencia	8	District Placement	0	0.00%	2	40.00%	2	40.00%	1	20.00%	0	0.00%	0	0.00%	5		
			Total	24	7.12%	9	2.67%	272	80.71%	28	8.31%	1	0.30%	3	0.89%	337		
Middle Schools	Valencia	Total	Open Enrollment	2	7.41%	0	0.00%	23	85.19%	1	3.70%	0	0.00%	1	3.70%	27		
Middle Schools	Valencia	Total	Neighborhood	77	8.70%	19	2.15%	708	80.00%	69	7.80%	3	0.34%	9	1.02%	885		
Middle Schools	Valencia	Total	District Placement	3	15.00%	3	15.00%	9	45.00%	4	20.00%	0	0.00%	1	5.00%	20		
			Total	82	8.80%	22	2.36%	740	79.40%	74	7.94%	3	0.32%	11	1.18%	932		
School Type	School Name	Grade	Enr. Status	White /Anglo			American			Hispanic /Latino			Asian American			Multi-racial		
High Schools	Cholla Magnet	9	Open Enrollment	0	0.00%	0	0.00%	6	100.00%	0	0.00%	0	0.00%	0	0.00%	6		
High Schools	Cholla Magnet	9	Neighborhood	32	6.68%	16	3.34%	391	81.63%	29	6.05%	3	0.63%	8	1.67%	479		
High Schools	Cholla Magnet	9	Magnet	5	7.58%	5	7.58%	55	83.33%	1	1.52%	0	0.00%	0	0.00%	66		
High Schools	Cholla Magnet	9	District Placement	2	15.38%	1	7.69%	9	69.23%	1	7.69%	0	0.00%	0	0.00%	13		
			Total	39	6.91%	22	3.90%	461	81.74%	31	5.50%	3	0.53%	8	1.42%	564		
High Schools	Cholla Magnet	10	Open Enrollment	1	4.55%	2	9.09%	18	81.82%	0	0.00%	0	0.00%	1	4.55%	22		
High Schools	Cholla Magnet	10	Neighborhood	35	8.50%	16	3.88%	323	78.40%	27	6.55%	2	0.49%	9	2.18%	412		
High Schools	Cholla Magnet	10	Magnet	2	2.60%	4	5.19%	68	88.31%	2	2.60%	0	0.00%	1	1.30%	77		
High Schools	Cholla Magnet	10	District Placement	0	0.00%	1	50.00%	1	50.00%	0	0.00%	0	0.00%	0	0.00%	2		
			Total	38	7.41%	23	4.48%	410	79.92%	29	5.65%	2	0.39%	11	2.14%	513		
High Schools	Cholla Magnet	11	Open Enrollment	1	4.17%	4	16.67%	19	79.17%	0	0.00%	0	0.00%	0	0.00%	24		
High Schools	Cholla Magnet	11	Neighborhood	25	7.18%	19	5.46%	267	76.72%	28	8.05%	4	1.15%	5	1.44%	348		
High Schools	Cholla Magnet	11	Magnet	6	7.69%	8	10.26%	61	78.21%	2	2.56%	0	0.00%	1	1.28%	78		
High Schools	Cholla Magnet	11	District Placement	2	66.67%	0	0.00%	1	33.33%	0	0.00%	0	0.00%	0	0.00%	3		
			Total	34	7.51%	31	6.84%	348	76.82%	30	6.62%	4	0.88%	6	1.32%	453		
High Schools	Cholla Magnet	12	Open Enrollment	0	0.00%	1	6.25%	15	93.75%	0	0.00%	0	0.00%	0	0.00%	16		
High Schools	Cholla Magnet	12	Neighborhood	31	10.40%	15	5.03%	230	77.18%	20	6.71%	1	0.34%	1	0.34%	298		
High Schools	Cholla Magnet	12	Magnet	4	8.00%	5	10.00%	36	72.00%	3	6.00%	1	2.00%	1	2.00%	50		
High Schools	Cholla Magnet	12	District Placement	1	20.00%	0	0.00%	3	60.00%	0	0.00%	0	0.00%	1	20.00%	5		
			Total	36	9.76%	21	5.69%	284	76.96%	23	6.23%	2	0.54%	3	0.81%	369		
High Schools	Cholla Magnet	Total	Open Enrollment	2	2.94%	7	10.29%	58	85.29%	0	0.00%	0	0.00%	1	1.47%	68		
High Schools	Cholla Magnet	Total	Neighborhood	123	8.00%	66	4.29%	1211	78.79%	104	6.77%	10	0.65%	23	1.50%	1537		
High Schools	Cholla Magnet	Total	Magnet	17	6.27%	22	8.12%	220	81.18%	8	2.95%	1	0.37%	3	1.11%	271		

High Schools	Y	Cholla Magnet	Total	District Placement	Total	5	21.74%	2	8.70%	14	60.87%	1	4.35%	0	0.00%	1	4.35%	1	4.35%	23
				Total	147	147	7.74%	97	5.11%	1503	79.15%	113	5.95%	11	0.58%	28	1.47%	1899		
High Schools	Y	Palo Verde Magnet	9	Open Enrollment	6	6	40.00%	0	0.00%	6	40.00%	1	6.67%	1	6.67%	1	6.67%	1	6.67%	15
High Schools	Y	Palo Verde Magnet	9	Neighborhood	50	50	21.19%	53	22.46%	117	49.58%	4	1.69%	7	2.97%	5	2.12%	236		
High Schools	Y	Palo Verde Magnet	9	Magnet	10	10	13.33%	13	17.33%	46	61.33%	1	1.33%	2	2.67%	3	4.00%	75		
High Schools	Y	Palo Verde Magnet	9	District Placement	11	11	47.83%	4	17.39%	5	21.74%	0	0.00%	0	0.00%	3	13.04%	23		
				Total	77	77	22.06%	70	20.06%	174	49.86%	6	1.72%	10	2.87%	12	3.44%	349		
High Schools	Y	Palo Verde Magnet	10	Open Enrollment	5	5	22.73%	4	18.18%	12	54.55%	0	0.00%	0	0.00%	1	4.55%	22		
High Schools	Y	Palo Verde Magnet	10	Neighborhood	60	60	25.32%	50	21.10%	98	41.35%	4	1.69%	12	5.06%	13	5.49%	237		
High Schools	Y	Palo Verde Magnet	10	Magnet	18	18	18.00%	18	18.00%	55	55.00%	3	3.00%	2	2.00%	4	4.00%	100		
High Schools	Y	Palo Verde Magnet	10	District Placement	5	5	20.00%	13	52.00%	4	16.00%	0	0.00%	1	4.00%	2	8.00%	25		
				Total	88	88	22.92%	85	22.14%	169	44.01%	7	1.82%	15	3.91%	20	5.21%	384		
High Schools	Y	Palo Verde Magnet	11	Open Enrollment	8	8	22.86%	8	22.86%	18	51.43%	0	0.00%	0	0.00%	1	2.86%	35		
High Schools	Y	Palo Verde Magnet	11	Neighborhood	56	56	27.72%	34	16.83%	94	46.53%	5	2.48%	6	2.97%	7	3.47%	202		
High Schools	Y	Palo Verde Magnet	11	Magnet	25	25	24.27%	7	6.80%	55	53.40%	3	2.91%	3	2.91%	10	9.71%	103		
High Schools	Y	Palo Verde Magnet	11	District Placement	4	4	28.57%	6	42.86%	3	21.43%	0	0.00%	0	0.00%	1	7.14%	14		
				Total	93	93	26.27%	55	15.54%	170	48.02%	8	2.26%	9	2.54%	19	5.37%	354		
High Schools	Y	Palo Verde Magnet	12	Open Enrollment	1	1	4.76%	6	28.57%	13	61.90%	0	0.00%	0	0.00%	1	4.76%	21		
High Schools	Y	Palo Verde Magnet	12	Neighborhood	22	22	23.91%	18	19.57%	45	48.91%	1	1.09%	4	4.35%	2	2.17%	92		
High Schools	Y	Palo Verde Magnet	12	Magnet	3	3	6.82%	7	15.91%	29	65.91%	0	0.00%	3	6.82%	2	4.55%	44		
High Schools	Y	Palo Verde Magnet	12	District Placement	5	5	45.45%	1	9.09%	2	18.18%	0	0.00%	2	18.18%	1	9.09%	11		
				Total	31	31	18.45%	32	19.05%	89	52.98%	1	0.60%	9	5.36%	6	3.57%	168		
High Schools	Y	Palo Verde Magnet	Total	Open Enrollment	20	20	21.51%	18	19.35%	49	52.69%	1	1.08%	1	1.08%	4	4.30%	93		
High Schools	Y	Palo Verde Magnet	Total	Neighborhood	188	188	24.51%	155	20.21%	354	46.15%	14	1.83%	29	3.78%	27	3.52%	767		
High Schools	Y	Palo Verde Magnet	Total	Magnet	56	56	17.39%	45	13.98%	185	57.45%	7	2.17%	10	3.11%	19	5.90%	322		
High Schools	Y	Palo Verde Magnet	Total	District Placement	25	25	34.25%	24	32.88%	14	19.18%	0	0.00%	3	4.11%	7	9.59%	73		
				Total	289	289	23.03%	242	19.28%	602	47.97%	22	1.75%	43	3.43%	57	4.54%	1255		
High Schools	Y	Pueblo Magnet	9	Open Enrollment	2	2	5.00%	1	2.50%	35	87.50%	1	2.50%	0	0.00%	1	2.50%	40		
High Schools	Y	Pueblo Magnet	9	Neighborhood	12	12	2.88%	11	2.64%	375	90.14%	13	3.13%	0	0.00%	5	1.20%	416		
High Schools	Y	Pueblo Magnet	9	Magnet	4	4	9.30%	2	4.65%	31	72.09%	6	13.95%	0	0.00%	0	0.00%	43		
High Schools	Y	Pueblo Magnet	9	District Placement	0	0	0.00%	1	10.00%	9	90.00%	0	0.00%	0	0.00%	0	0.00%	10		
				Total	18	18	3.54%	15	2.95%	450	88.41%	20	3.93%	0	0.00%	6	1.18%	509		
High Schools	Y	Pueblo Magnet	10	Open Enrollment	2	2	5.41%	0	0.00%	30	81.08%	5	13.51%	0	0.00%	0	0.00%	37		
High Schools	Y	Pueblo Magnet	10	Neighborhood	10	10	2.82%	11	3.11%	316	89.27%	12	3.39%	2	0.56%	3	0.85%	354		
High Schools	Y	Pueblo Magnet	10	Magnet	3	3	4.76%	2	3.17%	47	74.60%	10	15.87%	0	0.00%	1	1.59%	63		
High Schools	Y	Pueblo Magnet	10	District Placement	0	0	0.00%	0	0.00%	11	100.00%	0	0.00%	0	0.00%	0	0.00%	11		

High Schools	Y	Tucson Magnet	Total	Open Enrollment	11	16.42%	4	5.97%	49	73.13%	0	0.00%	0	0.00%	3	4.48%	67
High Schools	Y	Tucson Magnet	Total	Neighborhood	134	9.50%	82	5.81%	1081	76.61%	56	3.97%	28	1.98%	30	2.13%	1411
High Schools	Y	Tucson Magnet	Total	Magnet	237	15.18%	110	7.05%	1081	69.25%	73	4.68%	19	1.22%	41	2.63%	1561
High Schools	Y	Tucson Magnet	Total	District Placement	18	20.00%	9	10.00%	57	63.33%	2	2.22%	2	2.22%	2	2.22%	90
			Total	Total	400	12.78%	205	6.55%	2268	72.48%	131	4.19%	49	1.57%	76	2.43%	3129
High Schools	N	Catalina Magnet	9	Open Enrollment	2	12.50%	2	12.50%	12	75.00%	0	0.00%	0	0.00%	0	0.00%	16
High Schools	N	Catalina Magnet	9	Neighborhood	43	27.39%	25	15.92%	72	45.86%	5	3.18%	11	7.01%	1	0.64%	157
High Schools	N	Catalina Magnet	9	District Placement	6	42.86%	0	0.00%	7	50.00%	0	0.00%	1	7.14%	0	0.00%	14
			Total	Total	51	27.27%	27	14.44%	91	48.66%	5	2.67%	12	6.42%	1	0.53%	187
High Schools	N	Catalina Magnet	10	Open Enrollment	5	16.67%	3	10.00%	20	66.67%	0	0.00%	0	0.00%	2	6.67%	30
High Schools	N	Catalina Magnet	10	Neighborhood	34	23.29%	29	19.86%	67	45.89%	5	3.42%	10	6.85%	1	0.68%	146
High Schools	N	Catalina Magnet	10	District Placement	2	12.50%	7	43.75%	7	43.75%	0	0.00%	0	0.00%	0	0.00%	16
			Total	Total	41	21.35%	39	20.31%	94	48.96%	5	2.60%	10	5.21%	3	1.56%	192
High Schools	N	Catalina Magnet	11	Open Enrollment	6	22.22%	4	14.81%	16	59.26%	0	0.00%	0	0.00%	1	3.70%	27
High Schools	N	Catalina Magnet	11	Neighborhood	29	22.83%	18	14.17%	62	48.82%	2	1.57%	11	8.66%	5	3.94%	127
High Schools	N	Catalina Magnet	11	District Placement	3	25.00%	5	41.67%	3	25.00%	0	0.00%	1	8.33%	0	0.00%	12
			Total	Total	38	22.89%	27	16.27%	81	48.80%	2	1.20%	12	7.23%	6	3.61%	166
High Schools	N	Catalina Magnet	12	Open Enrollment	10	30.30%	4	12.12%	17	51.52%	1	3.03%	1	3.03%	0	0.00%	33
High Schools	N	Catalina Magnet	12	Neighborhood	26	20.31%	24	18.75%	67	52.34%	3	2.34%	7	5.47%	1	0.78%	128
High Schools	N	Catalina Magnet	12	District Placement	15	42.86%	8	22.86%	9	25.71%	2	5.71%	1	2.86%	0	0.00%	35
			Total	Total	51	26.02%	36	18.37%	93	47.45%	6	3.06%	9	4.59%	1	0.51%	196
High Schools	N	Catalina Magnet	Total	Open Enrollment	23	21.70%	13	12.26%	65	61.32%	1	0.94%	1	0.94%	3	2.83%	106
High Schools	N	Catalina Magnet	Total	Neighborhood	132	23.66%	96	17.20%	268	48.03%	15	2.69%	39	6.99%	8	1.43%	558
High Schools	N	Catalina Magnet	Total	District Placement	26	33.77%	20	25.97%	26	33.77%	2	2.60%	3	3.90%	0	0.00%	77
			Total	Total	181	24.43%	129	17.41%	359	48.45%	18	2.43%	43	5.80%	11	1.48%	741
High Schools	N	Rincon	9	Open Enrollment	27	27.27%	3	3.03%	62	62.63%	1	1.01%	0	0.00%	6	6.06%	99
High Schools	N	Rincon	9	Neighborhood	32	15.46%	38	18.36%	127	61.35%	2	0.97%	6	2.90%	2	0.97%	207
High Schools	N	Rincon	9	District Placement	1	16.67%	1	16.67%	3	50.00%	0	0.00%	1	16.67%	0	0.00%	6
			Total	Total	60	19.23%	42	13.46%	192	61.54%	3	0.96%	7	2.24%	8	2.56%	312
High Schools	N	Rincon	10	Open Enrollment	15	17.24%	9	10.34%	54	62.07%	2	2.30%	1	1.15%	7	6.90%	88
High Schools	N	Rincon	10	Neighborhood	32	17.49%	30	16.39%	108	59.02%	0	0.00%	8	4.37%	5	2.73%	183
High Schools	N	Rincon	10	District Placement	6	54.55%	1	9.09%	4	36.36%	0	0.00%	0	0.00%	0	0.00%	11
			Total	Total	53	18.79%	40	14.18%	166	58.87%	2	0.71%	9	3.19%	12	4.26%	282
High Schools	N	Rincon	11	Open Enrollment	15	16.48%	18	19.78%	50	54.95%	0	0.00%	5	5.49%	3	3.30%	91
High Schools	N	Rincon	11	Neighborhood	28	17.07%	30	18.29%	91	55.49%	1	0.61%	9	5.49%	5	3.05%	164
High Schools	N	Rincon	11	District Placement	3	27.27%	1	9.09%	6	54.55%	0	0.00%	0	0.00%	1	9.09%	11

High Schools	N	Sahuaro	12	Open Enrollment	77	46.95%	15	9.15%	59	35.98%	1	0.61%	7	4.27%	5	3.05%	164
High Schools	N	Sahuaro	12	Neighborhood	115	48.12%	20	8.37%	86	35.98%	2	0.84%	5	2.09%	11	4.60%	239
High Schools	N	Sahuaro	12	District Placement	4	28.57%	1	7.14%	7	50.00%	0	0.00%	1	7.14%	1	7.14%	14
				Total	196	47.00%	36	8.63%	152	36.45%	3	0.72%	13	3.12%	17	4.08%	417
High Schools	N	Sahuaro	Total	Open Enrollment	302	36.92%	90	11.00%	361	44.13%	9	1.10%	26	3.18%	30	3.67%	818
High Schools	N	Sahuaro	Total	Neighborhood	469	48.85%	102	10.63%	331	34.48%	5	0.52%	21	2.19%	32	3.33%	960
High Schools	N	Sahuaro	Total	District Placement	14	36.84%	5	13.16%	14	36.84%	1	2.63%	1	2.63%	3	7.89%	38
				Total	785	43.23%	197	10.85%	706	38.88%	15	0.83%	48	2.64%	65	3.58%	1816
High Schools	N	Santa Rita	9	Open Enrollment	9	56.25%	1	6.25%	6	37.50%	0	0.00%	0	0.00%	0	0.00%	16
High Schools	N	Santa Rita	9	Neighborhood	35	35.35%	22	22.22%	38	38.38%	0	0.00%	1	1.01%	3	3.03%	99
High Schools	N	Santa Rita	9	District Placement	2	33.33%	1	16.67%	3	50.00%	0	0.00%	0	0.00%	0	0.00%	6
				Total	46	38.02%	24	19.83%	47	38.84%	0	0.00%	1	0.83%	3	2.48%	121
High Schools	N	Santa Rita	10	Open Enrollment	3	15.79%	5	26.32%	7	36.84%	0	0.00%	0	0.00%	4	21.05%	19
High Schools	N	Santa Rita	10	Neighborhood	29	37.18%	12	15.38%	32	41.03%	1	1.28%	1	1.28%	3	3.85%	78
High Schools	N	Santa Rita	10	District Placement	2	25.00%	0	0.00%	5	62.50%	1	12.50%	0	0.00%	0	0.00%	8
				Total	34	32.38%	17	16.19%	44	41.90%	2	1.90%	1	0.95%	7	6.67%	105
High Schools	N	Santa Rita	11	Open Enrollment	6	35.29%	1	5.88%	10	58.82%	0	0.00%	0	0.00%	0	0.00%	17
High Schools	N	Santa Rita	11	Neighborhood	21	25.61%	14	17.07%	40	48.78%	1	1.22%	3	3.66%	3	3.66%	82
High Schools	N	Santa Rita	11	District Placement	3	50.00%	0	0.00%	2	33.33%	0	0.00%	1	16.67%	0	0.00%	6
				Total	30	28.57%	15	14.29%	52	49.52%	1	0.95%	4	3.81%	3	2.86%	105
High Schools	N	Santa Rita	12	Open Enrollment	11	40.74%	5	18.52%	11	40.74%	0	0.00%	0	0.00%	0	0.00%	27
High Schools	N	Santa Rita	12	Neighborhood	33	39.29%	14	16.67%	26	30.95%	0	0.00%	4	4.76%	7	8.33%	84
High Schools	N	Santa Rita	12	District Placement	2	33.33%	1	16.67%	2	33.33%	0	0.00%	0	0.00%	1	16.67%	6
				Total	46	39.32%	20	17.09%	39	33.33%	0	0.00%	4	3.42%	8	6.84%	117
High Schools	N	Santa Rita	Total	Open Enrollment	29	36.71%	12	15.19%	34	43.04%	0	0.00%	0	0.00%	4	5.06%	79
High Schools	N	Santa Rita	Total	Neighborhood	118	34.40%	62	18.08%	136	39.65%	2	0.58%	9	2.62%	16	4.66%	343
High Schools	N	Santa Rita	Total	District Placement	9	34.62%	2	7.69%	12	46.15%	1	3.85%	1	3.85%	1	3.85%	26
				Total	156	34.82%	76	16.96%	182	40.63%	3	0.67%	10	2.23%	21	4.69%	448
High Schools	N	University	9	Neighborhood	5	62.50%	0	0.00%	3	37.50%	0	0.00%	0	0.00%	0	0.00%	8
High Schools	N	University	9	District Placement	115	40.93%	9	3.20%	119	42.35%	0	0.00%	21	7.47%	17	6.05%	281
				Total	120	41.52%	9	3.11%	122	42.21%	0	0.00%	21	7.27%	17	5.88%	289
High Schools	N	University	10	Neighborhood	1	10.00%	1	10.00%	5	50.00%	0	0.00%	1	10.00%	2	20.00%	10
High Schools	N	University	10	District Placement	126	45.00%	8	2.86%	95	33.93%	0	0.00%	33	11.79%	18	6.43%	280
				Total	127	43.79%	9	3.10%	100	34.48%	0	0.00%	34	11.72%	20	6.90%	290
High Schools	N	University	11	Neighborhood	0	0.00%	0	0.00%	2	66.67%	0	0.00%	1	33.33%	0	0.00%	3
High Schools	N	University	11	District Placement	134	50.38%	10	3.76%	88	33.08%	1	0.38%	20	7.52%	13	4.89%	266

School Type	Magn et	School Name	Grade	Enr. Status	White /Anglo		American		Hispanic /Latino		American		Asian American		Multi-racial		Total
					N	%	N	%	N	%	N	%	N	%	N	%	
Total					134	49.81%	10	3.72%	90	33.46%	1	0.37%	21	7.81%	13	4.83%	269
High Schools	N	University	12	Neighborhood	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
High Schools	N	University	12	District Placement	123	49.60%	9	3.63%	82	33.06%	1	0.40%	19	7.66%	14	5.65%	248
				Total	123	49.60%	9	3.63%	82	33.06%	1	0.40%	19	7.66%	14	5.65%	248
High Schools	N	University	12	Neighborhood	6	28.57%	1	4.76%	10	47.62%	0	0.00%	2	9.52%	2	9.52%	21
High Schools	N	University	12	District Placement	498	46.33%	36	3.35%	384	35.72%	2	0.19%	93	8.65%	62	5.77%	1075
				Total	504	45.99%	37	3.38%	394	35.95%	2	0.18%	95	8.67%	64	5.84%	1096
School Type	Magn et	School Name	Grade	Enr. Status	White /Anglo		American		Hispanic /Latino		American		Asian American		Multi-racial		Total
Alternative Schools	N	Meredith	2	Neighborhood	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
Alternative Schools	N	Meredith	2	District Placement	0	0.00%	1	#####	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1
				Total	0	0.00%	1	#####	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1
Alternative Schools	N	Meredith	3	Neighborhood	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
Alternative Schools	N	Meredith	3	District Placement	1	33.33%	2	66.67%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3
				Total	1	33.33%	2	66.67%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	3
Alternative Schools	N	Meredith	5	Neighborhood	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
Alternative Schools	N	Meredith	5	District Placement	1	50.00%	1	50.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2
				Total	1	50.00%	1	50.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	2
Alternative Schools	N	Meredith	6	Neighborhood	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
Alternative Schools	N	Meredith	6	District Placement	1	33.33%	1	33.33%	0	0.00%	1	33.33%	0	0.00%	0	0.00%	3
				Total	1	33.33%	1	33.33%	0	0.00%	1	33.33%	0	0.00%	0	0.00%	3
Alternative Schools	N	Meredith	7	Neighborhood	1	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1
Alternative Schools	N	Meredith	7	District Placement	1	25.00%	0	0.00%	3	75.00%	0	0.00%	0	0.00%	0	0.00%	4
				Total	2	40.00%	0	0.00%	3	60.00%	0	0.00%	0	0.00%	0	0.00%	5
Alternative Schools	N	Meredith	8	Neighborhood	1	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1
Alternative Schools	N	Meredith	8	District Placement	0	0.00%	2	50.00%	1	25.00%	1	25.00%	0	0.00%	1	25.00%	4
				Total	1	20.00%	2	40.00%	1	20.00%	1	20.00%	0	0.00%	1	20.00%	5
Alternative Schools	N	Meredith	9	Neighborhood	0	0.00%	1	#####	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1
Alternative Schools	N	Meredith	9	District Placement	1	25.00%	1	25.00%	1	25.00%	1	25.00%	0	0.00%	0	0.00%	4
				Total	1	20.00%	2	40.00%	1	20.00%	1	20.00%	0	0.00%	0	0.00%	5
Alternative Schools	N	Meredith	10	Neighborhood	1	100.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	1
Alternative Schools	N	Meredith	10	District Placement	1	50.00%	0	0.00%	1	50.00%	0	0.00%	0	0.00%	0	0.00%	2
				Total	2	66.67%	0	0.00%	1	33.33%	0	0.00%	0	0.00%	0	0.00%	3
Alternative Schools	N	Meredith	11	Neighborhood	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	0
Alternative Schools	N	Meredith	11	District Placement	1	16.67%	3	50.00%	2	33.33%	0	0.00%	0	0.00%	0	0.00%	6

EXHIBIT 5

TUSD INTEGRATION INITIATIVES**MAY 13, 2016**

The District submits the following integration initiatives to be implemented immediately to impact integration for the 2016-17 school year. The District will present the proposals to its Governing Board on May 24, 2016. The District respectfully requests any comments or suggestions no later than the close of business on Wednesday May 18, 2016, to ensure consideration in time for the Governing Board presentation.

Over the summer and into the 2016-17 school year, the magnet department will continue to work with its outside consultant regarding future opportunities and enhancements based upon community feedback, resources, and integration potential. Currently, all magnets have developed revised magnet plans; some have developed transition plans to be implemented only in the event magnet status is eliminated. Simultaneously, the District is preparing to apply for the upcoming federal Magnet Schools Assistance Program (MSAP) grant for school year 2017-18. The initiatives below will take effect for the 2016-17 school year but the District will continue to examine and develop additional strategies for improving integration in the context of magnet schools and programs, other direct placement strategies, and/or other approaches that are currently being analyzed but have yet to be fully developed.

Attachment	Initiative
1	Drachman K-8 Express Shuttle
2	Magee Middle School Express Shuttle
3	Sabino High School Express Shuttle
4	Enrollment Bus
5	Wheeler Elementary Self-Contained GATE Expansion (2 nd and 3 rd Grade)
6	Roberts-Naylor K-8 Self-Contained GATE Expansion (2 nd Grade) and GATE Expansion (Pre-GATE Kinder)
7	Bloom Elementary Dual-Language Expansion (Kinder)

The primary objectives of the initiatives are as follows:

- Increase the number and/or percentage of students attending an integrated school
- Increase the number of integrated schools
- Improve integration at the receiving and/or sending school by moving a non-integrated school closer to the USP definition of integration
- Increase the number of “neutral” schools within 10% of the USP definition of integration
- Contributes to reducing racial concentration at schools with 70-80% Latino populations
- Increases the “Student Level of Diversity” at one or more affected schools to increase the opportunity for students of different races and ethnicities to interact and participate in more integrated learning environments.

1-3. Express Shuttles

Express shuttles will begin operation in SY 2016-17 and will provide students with expedited bus routes lasting from 30-45 minutes. The District will market incentive and magnet transportation supported by express shuttles to promote expedited transportation to targeted schools identified for their unique programs and academic effectiveness. District staff will highlight the following routes over the summer to improve targeted recruitment efforts: east Tucson to Drachman K-8; Tucson High area to Sabino HS; and Tucson High area to Magee MS. The proposed shuttles will be limited to one or two stops, resulting in routes taking 35-40 minutes to complete from east to west and west to east. The stops are being strategically selected based on parent interest, previous transportation use, and projected transportation use based on reasonable assumptions of the choices parents might make if presented with additional options. The District expects that ridership in year one will not likely fill up a complete bus (approx. 50 seats), but the primary objective in year one is to determine the potential impact of this strategy, improve upon deficiencies, and roll it out in year two with a goal of improving integration at the targeted schools, reducing racial concentration at sending schools, strengthening the Drachman Montessori magnet and, as resources permit, possibly expanding routes to other sites in SY 2017-18. **See Attachments 1-3, Drachman/Magee/Sabino Express Shuttles.**

4. Enrollment Bus

To improve access to information about school choice opportunities, and to increase enrollment to improve integration, the District will operate a recruitment bus to travel to various events to bring the District to the community as part of increased efforts at improving family engagement and student outreach and recruitment. **See Attachment 4, Enrollment Bus.**

5-6. GATE Expansion

The committee considered three approaches to improve integration through direct placements including Refugee, ExEd, and/or GATE strategic placement. The current proposal is to expand Self-Contained GATE to 2nd and 3rd grade at Wheeler elementary school, expand Self-Contained GATE to 2nd grade at Roberts-Naylor K-8, and to pilot a pre-GATE kindergarten program at Roberts-Naylor K-8. These initiatives are being designed to both improve integration and to increase African-American and Latino participation in the GATE program. **See Attachments 5-6, GATE Expansion.**

7. Dual-Language Expansion

The District will expand DL programs in SY 2016-17 to two additional strands at Bloom Elementary School to integrate the school and to expand DL opportunities. The District is currently exploring ways to recruit and enroll native Spanish and English speaking students to participate in the 50/50 kindergarten model. At present, the District has identified one of the two teachers necessary for the expansion and has begun recruitment efforts to fill the classrooms for next school year. **See Attachment 7, Dual Language Expansion.**

Marketing and Transportation

Effective marketing and transportation are both cornerstones to the success of the initiatives. As such, both the communications and transportation departments have worked closely with other relevant departments in developing the initiatives. The District will support each initiative with enhanced targeted marketing, outreach, and recruitment and is currently developing strategies to be implemented districtwide beginning immediately. A key component of the enhanced strategies will be a focus on educating parents and the community about the benefits of integrated learning environments. District staff has continued to analyze the research-based benefits of racially/ethnically integrated learning environments and to explore ways to convey those benefits to parents through marketing materials, outreach, and recruiting strategies. Strategies will include, but are not limited to, the following:

- Improving school choice utility online: enhanced and mobile-device friendly
- Proactive school choice sessions for entry grades (PreK, 5th, and 8th)
- Entry grade school visits
- Development of, and training on, “elevator speeches” for schools or initiatives
- Marketing boot camps for principals and other relevant staff
- Strategies to target marketing towards appropriate groups
- Promotion through the Enrollment Bus

Attachment 1
DRACHMAN EXPRESS SHUTTLES

A. Description

Pursuant to the USP’s magnet transportation, the Drachman shuttle will provide free transportation to all students enrolled at Drachman, and will draw from the northern/central part of TUSD which includes higher percentages of non-Latino students and four Montessori charter schools. The proposal includes one-time costs to purchase an additional bus and recurring annual operating costs. The integrative impact of the shuttles relies heavily on the success of targeted marketing for specific student groups. Multiple departments are collaborating to ensure the success of the Drachman expansion from a K-6 to a K-8 school, supported by the express shuttle, with the primary goals of increasing integration, strengthening the magnet program, and maintaining programmatic integrity. The District plans multiple approaches to market Drachman’s K-8 expansion and the express shuttle, including but not limited to: geofencing through digital marketing to target eastside families looking for middle school options; on-air commercials focused on the expansion and transportation options; social media: Facebook, Twitter and Instagram along with YouTube pre-roll; and mailers sent to targeted locations with information on the express shuttles.

B. Expected Integrative Outcome

Metric	
Increase the number and/or percentage of students attending an integrated school	X
Increase the number of integrated schools	X
Improve integration at the receiving and/or sending school by moving a non-integrated school closer to the USP definition of integration	X
Increase the number of “neutral” schools within 10% of the USP definition of integration	X
Contribute to reducing racial concentration at schools with 70-80% Latino populations	N/A
Increase the “Student Level of Diversity” at one or more affected schools to increase the opportunity for students of different races and ethnicities to interact and participate in more integrated learning environments.	X

Based on 2016-17 40th day date, Drachman is currently racially concentrated: 74.6% Hispanic, 10.8% African American, 8.3% Anglo, 3.2% Native American, and 2.9% multi-racial. By providing an express shuttle to Drachman the District aims to market to families in K-5 Montessori programs by offering an option for grades 6-8 and to recruit students who would be interested in attending Montessori in TUSD but for the long distance between the north/central part of the District and Drachman. The primary objective is to attract a greater number of non-Hispanic students from the north-central area to enroll at Drachman to improve integration, strengthen the Montessori program, and increase the opportunity for students of different races and ethnicities to interact and participate in more integrated learning environments. With the expansion of Drachman to a K-8 school, Drachman will likely reach a student population closer to 400 students. Thus, the express shuttle (combined with targeted marketing and recruitment) should result in an additional 400 students attending an integrated magnet school by SY 2017-18.

ATTACHMENT 2

MAGEE EXPRESS SHUTTLE

A. Description

As a mode of USP incentive transportation, the Magee shuttle will make it easier for eligible students (those whose enrollment at the receiving school improves integration) from racially concentrated school boundaries to attend Magee middle school. The proposal includes a one-time cost to purchase an additional bus and recurring annual operating costs. The integrative impact of the shuttle relies heavily on the success of targeted marketing for specific student groups. The District will create and disseminate posters and flyers at School Community Services, Family Centers, and targeted schools to highlight the express bus options. The District will also utilize geofencing to target and re-target specific devices of identified families. The District will develop media ads for the express shuttles to run over the summer to encourage enrollment and highlighting the benefits of a diverse learning environment. Finally, the District will conduct outreach to families in racially concentrated boundaries who have indicated an interest in Magee. This outreach might include bringing potential students on the actual express route to Magee so families can experience the route and visit the schools in person.

B. Expected Integrative Outcome

Metric	
Increase the number and/or percentage of students attending an integrated school	
Increase the number of integrated schools	
Improve integration at the receiving and/or sending school by moving a non-integrated school closer to the USP definition of integration	X
Increase the number of “neutral” schools within 10% of the USP definition of integration	
Contribute to reducing racial concentration at schools with 70-80% Latino populations	X
Increase the “Student Level of Diversity” at one or more affected schools to increase the opportunity for students of different races and ethnicities to interact and participate in more integrated learning environments.	X

Based on 2016-17 40th day data, Magee is not integrated or racially concentrated: 48% Anglo, 35% Hispanic, 11% African American, and 2% each Native American, Asian/Pacific Islander, and multi-racial. Although Magee has the highest percentage of Anglo students of any TUSD middle school, the Court has recognized that Magee “has a healthy racial mix” (ECF 1909 at 14:22) and has approved express busing to Magee (ECF 1909 at 18:1). While the express shuttle will not immediately integrate Magee by USP standards, it will improve integration by increasing the level of diversity, by facilitating the enrollment of more students from racially concentrated schools to a more diverse school, and by increasing the opportunity for students of different races and ethnicities to interact and participate in more integrated learning environments.

ATTACHMENT 3
SABINO EXPRESS SHUTTLE

A. Description

The Sabino shuttle will bring eligible students (those whose enrollment at the receiving school improves integration) from racially concentrated school boundaries in the Tucson High-area to Sabino high school on the northwest side. The District plans to add an additional activity bus route in the afternoon/early evening from Sabino back to Tucson High to facilitate participation in extracurricular activities. The proposal utilizes an existing bus but includes recurring annual operating costs. The District will create and disseminate posters and flyers at School Community Services, Family Centers, and to target schools to highlight the express shuttle. The District plans to utilize geofencing to market to families, to develop media ads to encourage enrollment and highlighting the benefits of a diverse learning environment, and to recruit students from racially concentrated boundaries who have indicated an interest in an express shuttle to Sabino. Outreach may include driving parents and students on the express route so families can experience the route and visit the school.

B. Expected Integrative Outcome

Metric	
Increase the number and/or percentage of students attending an integrated school	
Increase the number of integrated schools	
Improve integration at the receiving and/or sending school by moving a non-integrated school closer to the USP definition of integration	X
Increase the number of “neutral” schools within 10% of the USP definition of integration	
Contribute to reducing racial concentration at schools with 70-80% Latino populations	X
Increase the “Student Level of Diversity” at one or more affected schools to increase the opportunity for students of different races and ethnicities to interact and participate in more integrated learning environments.	X

Based on 2016-17 40th day data, Sabino is not integrated or racially concentrated: 57% Anglo, 30% Hispanic, and 6% African American. Although Sabino has the highest percentage of Anglo students of any TUSD high school, the Court has indicated that “[n]othing stops TUSD from introducing express busses from racially concentrated schools to ... Sabino High School. Such bus routes would provide hard evidence regarding how many students will actually ride buses northeast and how far.” (ECF 1909 at 12:14-17). The shuttle will not immediately integrate Sabino by USP standards, but will likely increase the impact of incentive transportation, reduce racial concentration, improve integration at Sabino – the high school with the highest percentage of Anglo students, provide hard data to inform future transportation initiatives, and increase the opportunity for students of different races and ethnicities to interact and participate in more integrated learning environments.

ATTACHMENT 4
ENROLLMENT BUS

A. Description

The bus will include a wrap-around advertisement and will include on-board computers and technology inside to allow parents to enroll their student on the spot. The 2016-17 budget will include a position for a dedicated student recruiter. Operation of the bus, student recruiting, and community outreach and marketing will be a collaborative effort between Media Communications, Transportation, and School Community Services. Personnel from various related departments will work in conjunction with School Community Services to disseminate information about school choice in the areas of magnets, ALEs, dual-language, free transportation (magnet and incentive transportation), and others. A primary goal will be to partner with parents in advocating for the best educational option for *their* student through empowerment and access to information.

B. Expected Integrative Outcome

Metric	
Increase the number and/or percentage of students attending an integrated school	X
Increase the number of integrated schools	X
Improve integration at the receiving and/or sending school by moving a non-integrated school closer to the USP definition of integration	X
Increase the number of “neutral” schools within 10% of the USP definition of integration	X
Contribute to reducing racial concentration at schools with 70-80% Latino populations	X
Increase the “Student Level of Diversity” at one or more affected schools to increase the opportunity for students of different races and ethnicities to interact and participate in more integrated learning environments.	X

ATTACHMENT 5
WHEELER SELF-CONTAINED GATE EXPANSION

A. Description

To improve integration at Wheeler Elementary the District is establishing Self-Contained GATE programs starting at 2nd and 3rd grade for the 2016-17 school year. The GATE expansion has dual objectives: increase integration and increase the numbers of African-American and Latino students participating in GATE. District staff carefully analyzed the list of possible schools that could accommodate additional self-contained GATE classes. The criteria used included the potential integration impact of placing the students, available capacity, and geographic proximity to the existing self-contained sites.

The District is strategically inviting students who are currently on the waiting list for Self-Contained GATE for Lineweaver and Kellond elementary by applying placement criteria that will improve integration. There are currently 64 2nd graders and 46 3rd graders on the waitlist for placement at Lineweaver and Kellond; the breakdown by school, grade, and race/ethnicity is provided below:

Site	Grade	White	AA	Hisp	NA	AS	MR	Total
Kellond	2	13	3	9	0	5	4	34
Lineweaver	2	10	3	14	0	1	2	30
Kellond	3	15	3	9	0	1	1	29
Lineweaver	3	8	0	6	0	0	3	17
Total	2	23	6	23	0	6	6	64
	3	23	3	15	0	1	4	46
All grades		46	9	38	0	7	10	110

B. Expected Integrative Outcome

Metric	
Increase the number and/or percentage of students attending an integrated school	X
Increase the number of integrated schools	X
Improve integration at the receiving and/or sending school by moving a non-integrated school closer to the USP definition of integration	X
Increase the number of “neutral” schools within 10% of the USP definition of integration	
Contribute to reducing racial concentration at schools with 70-80% Latino populations	
Increase the “Student Level of Diversity” at one or more affected schools to increase the opportunity for students of different races and ethnicities to interact and participate in more integrated learning environments.	X

Based on 2015-16 40th day data, Wheeler is neither racially concentrated or integrated: 42% Hispanic, 37% Anglo, 11% African American, 4% Native American, 2% Asian/Pacific

Islander, and 4% Multi-Racial. While Wheeler is a diverse school (at least two racial/ethnic groups make up at least one-third of the student population), it does not meet the USP definition of integration. The District will seek to utilize intentional, direct GATE placements as a means increasing the numbers of students attending Wheeler and of making Wheeler into an integrated school pursuant to the USP. The District has structured the selection and placement process to reflect the desired demographic needs of the expanded program and of Wheeler as whole. Wheeler's current student population is approximately 367 students. With the addition of self-contained GATE programs it will likely reach a student population closer to 420 students and will likely become an integrated school. Thus, the addition of GATE programs at Wheeler should result in an additional 420 students attending an integrated school by SY 2016-17.

ATTACHMENT 6
ROBERTS-NAYLOR GATE EXPANSION

A. Description

To improve integration at Roberts-Naylor K-8 the District is establishing an elementary Self-Contained GATE program starting at 2nd grade and is piloting a pre-GATE kindergarten program for the 2016-17 school year. The GATE expansion has dual objectives: increase integration and increase the numbers of African-American and Latino students participating in GATE. District staff carefully analyzed the list of possible schools that could accommodate additional self-contained GATE classes. The criteria used included the potential integration impact of placing the students, available capacity, and geographic proximity to the existing self-contained sites. Roberts-Naylor has the capacity to accommodate a GATE expansion, and is located one mile from Lineweaver (five-minute drive) and four miles from Kellond (twelve-minute drive).

2nd Grade Expansion

The District is strategically inviting students who are currently on the waiting list for Self-Contained GATE for Lineweaver and Kellond elementary by applying placement criteria that will improve integration. There are currently 64 2nd graders on the waitlist for placement at Lineweaver and Kellond; the breakdown by school, grade, and race/ethnicity is provided below:

Site	Grade	White	AA	Hisp	NA	AS	MR	Total
Kellond	2	13	3	9	0	5	4	34
Lineweaver	2	10	3	14	0	1	2	30
Kellond	3	15	3	9	0	1	1	29
Lineweaver	3	8	0	6	0	0	3	17
Total	2	23	6	23	0	6	6	64
	3	23	3	15	0	1	4	46
All grades		46	9	38	0	7	10	110

Pre-GATE Kindergarten

Students in the pre-GATE kindergarten at Roberts-Naylor will receive GATE instruction in a self-contained classroom by a GATE-endorsed teacher. Students interested in the program will take an assessment to qualify, and the District will offer seats based on a placement process, pursuant to the USP, as the District anticipates this program to be in high-demand and therefore “oversubscribed” (meaning more interested students than seats available). The planned assessment will be a combined readiness/Cognitive Pre GATE test created by the District’s GATE and Early Childhood departments. Pre-school aged children will have an opportunity to

take the assessments at the District Infant and Early Learning Centers (IELCs), at centrally-located district schools, and possibly at south- and/or centrally-located daycare programs.

The District’s main and GATE websites will include information on the expanded opportunities at Roberts-Naylor. The District will also develop and disseminate flyers and posters at targeted pre-schools, Roberts-Naylor, and at other schools and testing locations (including the Infant and Early Learning Centers “IELCs”). Flyers will be sent home with report cards and an “invitation to test” mailer will be sent to pre-school families at targeted locations (TUSD Schools & IELC) and to families that have already tested for early Kinder.

B. Expected Integrative Outcome

Metric	
Increase the number and/or percentage of students attending an integrated school	X
Increase the number of integrated schools	X
Improve integration at the receiving and/or sending school by moving a non-integrated school closer to the USP definition of integration	X
Increase the number of “neutral” schools within 10% of the USP definition of integration	
Contribute to reducing racial concentration at schools with 70-80% Latino populations	
Increase the “Student Level of Diversity” at one or more affected schools to increase the opportunity for students of different races and ethnicities to interact and participate in more integrated learning environments.	X

Roberts-Naylor has been an integrated school over the past few years, but its African refugee population has more than doubled since the 2012-13 school year – reducing the Latino student population percentage under the 15% threshold and increasing the African-American population beyond the 15% threshold of the definition of integration. The Court has noted that adding more Anglo students to Roberts-Naylor “could affirmatively impact integration” (ECF 1909 6:5-6). Roberts-Naylor’s student population is approximately 54% Hispanic, 26% African American, 11% Anglo, 2% Native American, 5% Asian/Pacific Islander, and 1% Multi-Racial.

The District designed the initiative to help Roberts-Naylor meet the USP definition of integration by SY 2017-18 (and increase by over 700 students the number of students attending an integrated school), to increase the numbers of African-American and Latino students participating in GATE, and increase the numbers and percentages of Anglo students attending Roberts-Naylor to affirmatively impact integration. The District has structured the selection and placement process to reflect the desired demographic needs of the expanded program and of Roberts-Naylor as a whole.

ATTACHMENT 7
BLOOM DUAL LANGUAGE EXPANSION

A. Description

The District analyzed the potential integrative impact of adding dual-language to several schools located in the center and eastside of TUSD. After careful consideration of factors including, but not limited to, integrative impact, leadership and staff capacity and experience, location, seat capacity, and potential for long-term growth, the District presented a set of options to its dual-language consultant Ms. Rosa Molina. Ms. Molina visited the sites, interviewed leadership, and consulted with the Language Acquisition Department before recommending Bloom Elementary school. Bloom's current principal is familiar with Dual Language practices and methodology, it has been a consistent B school in the past, and its students have performed well on the 2014-15 AZ Merit (meeting the district average for 3rd grade ELA and exceeding the district average in 4th grade ELA). The District is adopting Ms. Molina's recommendation to operate two parallel DL strands at Bloom (rather than one strand at Bloom and another at a separate site), though the District will continue to explore the possibility of opening additional sites in the future.

To begin implementing this initiative, the District is (or is planning) parent information meetings for interested parents, establishing guidelines to assist the principal and school site staff in recruiting, working with the site to create the new kinder classes, establish transportation options necessary for the program to be successful, including site leadership and staff in DL summer training (including sending its principals to the National Two-Way Bilingual Immersion Conference, June 27-29, 2016 in Sacramento, CA to allow the team to plan their program and hear experts in the field of TWDL Program implementation), and staffing the classrooms. For staffing, the District has already identified one of the two necessary teachers, and will send out recruitment letters with recently-approved monetary incentive language to bilingual-endorsed teachers currently working in the district.

The District's main and Language Acquisition websites will include information on the expanded opportunity at Bloom, and the District will create a dual-language-specific website. The District will also develop and disseminate flyers and posters at targeted pre-schools and at other schools. Flyers will be sent home with report cards in May. The Language Acquisition department will also create and send marketing materials to targeted families in addition to hosting open house nights at Bloom starting in May to generate interest and accept applications.

This initiative will both improve integration at Bloom, increase participation in dual-language as a stand-alone program and as an Advanced Learning Experience (ALE). As an ALE, the expansion will be a transformative agent towards higher achievement in all grades and content areas at Bloom.

B. Expected Integrative Outcome

Metric	
Increase the number and/or percentage of students attending an integrated school	X
Increase the number of integrated schools	X
Improve integration at the receiving and/or sending school by moving a non-integrated school closer to the USP definition of integration	X
Increase the number of “neutral” schools within 10% of the USP definition of integration	
Contribute to reducing racial concentration at schools with 70-80% Latino populations	
Increase the “Student Level of Diversity” at one or more affected schools to increase the opportunity for students of different races and ethnicities to interact and participate in more integrated learning environments.	X

Over the past few years, the African American population at Bloom has doubled (approximately one-fifth of its students are African American) but the Hispanic population has seen a corresponding reduction – moving it away from the USP definition of intergration. The DL expansion is expected to reduce that trend while increasing African American and Hispanic participation in dual language.

Based on 2015-16 40th day data, Bloom is neither racially concentrated or integrated: 38% Anglo, 35% Hispanic, 19% African American, 2% Native American, 3% Asian/Pacific Islander, and 4% Multi-Racial. While Bloom is a highly diverse school (at least two racial/ethnic groups make up at least one-third of its student population and another makes up one-fifth), it does not meet the USP definition of integration. All other things being equal, Bloom would need a net increase of approximately 50 Hispanic students to become an integrated school. For the 2016-17 school year, the DL expansion (targeting a higher percentage of Latino students as at least half will be native Spanish speakers) will likely result in an increase of approximately 25 Hispanic students. The objective will be for this number to at least double by school year 2017-18 as first grade is added.

The District designed the initiative to help Bloom meet the USP definition of integration by SY 2017-18 (and increase by over 400 students the number of students attending an integrated school), to expand dual-language participation, to increase the numbers of African-American and Latino students participating in DL/ALEs, and to will increase the opportunity for students of different races and ethnicities to interact and participate in more integrated learning environments.

EXHIBIT 6

November 4, 2016

To: Parties

From: Bill Hawley

As we move to finalize agreement on the Code of Conduct, it seems important to address some ambiguities about how some aspects of disorder are defined, discipline data are used and what the goals are for reducing exclusionary discipline. Here are some matters that may be cause for concern.

1. You will recall that in late September I brought the district's attention to the extraordinary evidence of disproportionality that had been shared the plaintiffs and the special master by the district. Those data showed that African American students were **18 times** more likely than white students to be cited for a violation relating to fighting. When I raised this issue, Abel Morado told me that the district had not been focusing on the implications of the data but that the matter would be looked into in short order.

The fact that this rather obvious problem had not been identified is surprising not only because the data were so vividly represented but because, as the district's annual report for 2015-16 emphasizes, the District had put in place an elaborate process to ensure that central office staff are made aware of the problem in implementing discipline policies and practices (see p.360 of the DAR).

However, three weeks after the September meeting at which we were told that the district would look into the issue, no such inquiry had been initiated. When I pressed on this, I was told the district staff met shortly after the meeting in mid-October between senior district staff and all three members of the IC and that the matter was being dealt with. I was told that the central office staff looks at quarterly data to identify trends and patterns that may need particular attention.

There are at least three things that are troubling about this, in addition to the fact that the promise in September that the matter would be dealt with was not acted upon. First, there is the failure to recognize a dramatic example of disproportionality. Second, it appears that the continuing oversight by Charlotte Brown's office apparently deals with specific examples of inappropriate administrative action in implementing the GSRR and not with major problems. Third, the process that has been established seems to be that major problems are discovered and addressed only at the end of each nine week quarter. With respect to the disproportionality issue, this means that no action was taken until two months after evidence was gathered illustrating the problem. I was told of the central office cannot undertake investigations of each incident. I agree. But surely it should be able to identify overwhelming evidence of disproportionality (or other concerns) so that as soon as problems are identified, they could be looked into and addressed.

In summary, the district's approach to monitoring the implementation of discipline problems and practices appears to be inadequate.

2. The Mendoza plaintiffs brought to my attention an interview that Michael Conrad had with a local television station. In that interview, he seemed to say that when fighting occurs, students are automatically suspended. I have been misquoted many times and there are other times when I simply did not have the opportunity to fully explain the situation at issue. I wrote to the district suggesting that either one or both of these conditions might have affected Michael Conrad's response as it appeared in the video. I simply asked the district to confirm that when incidents related to fighting or assault, absent some major potential impact on student safety, the provisions in the principal's letter related to an inquiry will apply. Able Morado responded in these words:

" What the reporter left out was Michael's statements when students are mutually assaulting one another. This statement is critical because it does reflect adherence to the final letter".

I responded to his letter to his comments as follows:

With all due respect, I think that this is not what the letter to the principal says. Whether students are involved in “mutual fights” does not affect the requirement that the principal must look into the matter before suspension is invoked. Otherwise we have zero tolerance on fighting between two students.

I received no response to this comment.

Dr. Morado’s response to my proposal suggests that the policy of zero-tolerance applies when two students are engaged in a fight in which both appear to be actively participating. If that is what the plaintiffs agreed to, I am surprised. It is certainly not something I would agree with, as I argued in the phone call about this issue.

3. In the 2015-16 DAR, the district points to successful efforts to minimize exercising exclusionary discipline. But in the first few weeks of this year, as compared to a similar period in the previous year, the number of suspensions increased noticeably and the number of abeyances decreased significantly. So, what has changed? Are students significantly more disruptive? Or, have principals determined that they had been more lenient than they should have been and that now they need to crack down? Or?
4. In the 2015-16 DAR, the district points to its commitment to enhance the effectiveness of the PBIS and describes several steps that is taking in this regard (I will say more about this in my annual report). As IC members tours schools, they look for evidence that the fundamental elements of PBIS are being promoted. It appears that the level of effort in this regard varies from school to school. One of the essential components of an effort to develop a more comprehensive approach to implementing any particular strategy--in this case PBIS-- is that there is a detailed plan laying out what is to be done by whom, when and how. When we asked for a copy of the PBIS plan that we could use to monitor implementation, we were told that there is no plan.

To its credit, the District has contracted with KOI Education, a consulting firm that specializes in PBIS. KOI developed a detailed plan for professional development for school leaders and is working in a handful of schools to help them with PBIS. But that is not a district-wide plan that spells out timelines and actions that apply to all schools and the central office.

School districts throughout the country are trying to find new ways to address discipline that do not only have fewer unintended consequences but seek to alter the capabilities of students to deal with stress and tensions that seem to be increasingly troublesome. It seems to me that the issues I raise in this memo, and other issues relating to discipline being discussed over the last few weeks, suggest that these disagreements and misunderstandings are rooted in basic differences in the theories of action that the district holds on the one hand and that the plaintiffs and the special master adhere to on the other. Of course, these differences are not binary. But if the differing assumptions about cause and effect held by the parties are not reconciled, we will continue to be unable to resolve the conflict among the parties that we are now and have been experiencing over productive ways to deal with student misbehavior.

EXHIBIT 7

April 5, 2016

To: Plaintiffs

From: Bill Hawley

Re: Report on Recent Visit to TUSD

Last week I went to Tucson with the primary but not exclusive goal of gaining information that would help in providing the district with some preliminary thoughts on issues that might be problematic in the attainment of unitary status. I did not specify specific strategies they need to implement but I did make some suggestions about possible alternatives. I cautioned that the information that I and members of the Implementation Committee have is based on interviews and on data that are in some cases incomplete. The purpose of this exercise is to give the district some indication of concerns they might need to address before it is too late to do so.

Good News

Before I summarize the conclusions we reached, let me share my general impression about the rate of progress being made. As I indicated in a memo to you earlier this year based on my visit in December, I believe that the pace of action in implementing elements of the USP is in general accelerating. In several areas the district seems to have figured out what needs to be done and is moving in the right directions. Here is a sampling of positive developments we are witnessing:

- The implementation of databased decision-making reflected in such initiatives as EBAS and MTSS is moving forward after a slow and sometimes disconnected start.
- The PLCs are being implemented in many of the magnet schools that we are monitoring and this effort is connected to an increasing amount of job-embedded professional development.
- The district is initiating an ambitious plan to deal with school level diversity of faculty that is simultaneously seeking to remedy some of the inequity in the distribution of the most effective teachers.
- Efforts to improve dual language offerings appear sound, but are unlikely to provide significant improvement in the number of

students enrolled in the next year because the focus is on building staff capacity and program effectiveness.

- The district has now recognized that the implementation of PBIS is uneven at best and a program to address this problem is being implemented.
- The number of students using free transportation for purposes of integration has increased by about 30 percent.
- In the face of a considerable teacher shortage Arizona and much of the country, the applicant pool for both African-American and Latino teachers is roughly twice as large as it was last year.

Potential Vulnerabilities of Highest Priority

- Integration of students in general, and especially with magnet schools.
- Diversity of teachers district-wide remains largely unchanged.
- Many many schools have staff that do not meet the requirements for diversity identified in the USP.
- ALEs. While there are a few areas in which progress has been made, overall progress has been limited. The situation at the school level varies enormously.
- Dual Language. While new efforts are underway, they are likely to make a bigger difference in the next year than they are to increase enrollment.

The situation with professional development is difficult to determine; the upcoming budget discussions should be clarifying, especially since the district is obligated to provide a detailed explanation of who is receiving what and how.

With respect to discipline, I did not have even tentative conclusions but expressed concern. As noted earlier the district is committed to significantly increase its training and standardization of PBI S across schools.

The budget process remains problematic with inadequate information being provided for the P/SM to know what is being proposed and why.

Final Comments

There are many aspects of the USP that I did not address this brief report. About some, the progress is positive and for some, tentative conclusions would be worrisome. For still others, we just do not have enough information to make a judgement.

I remain concerned about the ambiguity of the standards that would be applied in determining whether the district should be awarded unitary status. I think we could all agree, and by “all” I include the district, that there are many elements of the USP that we would wish were more effectively implemented. I have the opportunity to examine what is happening in many school districts and one can see many shortcomings in almost all.

Finally, advised that I strongly opposed any overall reduction in the USP budget for 2017, as I pointed out in an earlier memo to everyone.

EXHIBIT 8

February 21, 2017

To: Parties

From: Bill Hawley

Re: Report on Monitoring of Magnet Schools

Overview

The monitoring process provided for in the magnet stipulation has been undertaken by John Robertson and Rebecca Montan0, in consultation with me. While these members of the Implementation Committee were in and out of many of the magnet schools during the last term, this report is based mostly on the observations of Dr. Montano.

In addition to monitoring the staffing the magnet schools, the observers were tasked by me with focusing attention on several issues and this report is organized accordingly. These issues are:

- PLC implementation
- MTSS
- discipline
- professional development
- mentoring
- access to budgeted resources
- displays of commitment to inclusion and diversity

A report on staffing at the outset of the current calendar year is attached as Appendix A. Thirty-seven positions remained unfilled.

Because of the concern that motivated the monitoring was school improvement, the comments here focus on the magnet schools other than those that have received a grade of A recently and the two dual language magnets (both of which received a B grade. We did visit PalO Verde but that dealt more narrowly on issues of discipline.

Not surprisingly, the schools vary a great deal in the extent to which the schools appear to be effectively addressing the issues noted above. The amount of time we spent in each school dependent on what we were learning or not learning. Had we been grading the schools, some would receive high grades on virtually all of the matters on which we focused

while others relatively weak on most of the concerns. Schools that stood out as doing better than most are Cholla, Mansfield, Borton and Holladay. Those who have been following the saga of magnet schools might be surprised to see Holladay on this list. There is something of a turnaround story here that warrants deeper study.

Professional Learning Communities (PLCs)

In general, professional learning communities were focused on the analysis of student data but the schools differed in the extent to which they turned such analysis into improvement strategies. Some schools use the professional learning communities to identify professional development needs and the smaller number of those schools organized professional development at the school level to improve instruction and curriculum. The schools differed significantly in the amount of time teachers spent in PLC meetings. The success of the PLCs seems related to having at least 90 minute blocks of time every week. Shorter periods of time did not permit careful analysis of information, much less the identification of potential strategies for improvement. Infrequent meetings affected the ability to move forward and stay focused. Those PLCs that work best appear to pay attention to continuity and to focus attention on specific limited priorities.

In some cases, principals directly supported and learn from PLCs but this did not happen as often as one would hope. Principals were provided with a protocol for implementing PLCs use of this protocol was obvious in some situations but not in all. Some schools involved counselors in the PLCs. Where counselors are available they can provide useful insights as to ways that problems that have been identified can be addressed. There will be more PLC teams in the schools and there are counselors, so the counselors can play will depend on the issues on which PLC teams are working.

MTSS

In some schools, MTSS processes were more or less integrated with PLCs. For example, MTSS facilitators participated in PLCs and provided data that helped PLC teams. It seems that the district should provide some guidance as to how these two processes can work together to bring about school improvement. Our observations, as well as the transition plans, suggest that the role of MTSS needs to be clarified. In some schools, MTSS facilitators took over roles previously played by LSCs.

Professional Development

The effectiveness of professional development is directly related to the extent to which professional development is targeted on the learning needs teachers and principals believe they have. It follows that the content of professional development should be driven, more than it is now, by analyses undertaken in the context PLCs and MTSS. But much of professional development in TUSD is shaped by the district calendar for professional development. The general rule one might apply to professional development is that if it is delivered in the context of a classroom where everyone-- teachers and principals—are being taught the same thing, it is not likely to be effective.

As one would expect, principals in magnet schools (and throughout the district), vary a great deal in their capabilities. It appears that most principals in magnet schools need additional support. Principals in transitioning schools face more difficult challenges than other principals and because some of the magnet school principals are ineffective.

Discipline

Discipline problems in these and other TUSD schools are often dealt with reactively rather than proactively. Two exceptions to this generalization are restorative practices and PBIS. Teachers in some schools complain that they did not know how to involve students in restorative practices because someone else had been responsible for doing this (e.g., learning resource coordinators). We found little evidence that PBIS was being implemented in some of the schools we visited.

While some students come to school with experiences that lead them to “act out” as a response to the stresses the experience in homes and communities, some misbehavior starts with not being engaged or the sense that they cannot meet expectation to achieve in school. Improving instruction seldom is identified as one of the ways to reduce student behaviors that have negative consequences for others.

Mentoring

Schools vary a great deal with respect to the number of mentors who work with teachers and schools and this affected the extent to which mentors played a significant role in particular schools. The district has been unable

to recruit and retain a sufficient number of mentors. This issue will no doubt come up in the discussion of budgets. Mentors apparently do not get 301 funds because they are not considered teachers. This could be addressed with stipends.

We do not have the level of knowledge about the needs of particular teachers to make a judgment about whether mentors are deployed as effectively as is needed. But, in many cases, mentors meet as little as once a week with mentees. This is almost certainly inadequate. Even if first and second year teachers are performing adequately, this does not mean that they do not need help in improving.

If the District has a policy for how principals and mentors should interact, it was not apparent to us. Some principals work with mentors, others do not seem to know that the mentors are in the building, much less assure that teachers who need support are getting it.

Budget Issues

In our first round of visits, many principals expressed concern about how difficult it was to purchase materials and resources they need the was needed to do the work of the school. These problems have become less apparent although some principals seem to be much more effective in expending the funds allocated to them. It should be possible to identify the schools that are not spending funds budgeted to them in a timely way and to help those principals accordingly.

Evidence of Commitment to Inclusiveness

The USP requires schools to make visible their commitment to inclusiveness and diversity. All of the schools meet this requirement in a satisfactory way.

Final Thoughts: Importance of Coherence and Teaching

In most school districts, one finds that the most effective schools are characterized by coherence--they have figured out a way to align the policies, processes and practices that influence student achievement so that these influences reinforce one another and teachers and principals hold high standards not just for students but for themselves. The greater the number of people with different responsibilities for meeting the challenges and opportunities faced by the school, the more difficult it is to have

coherence. TUSD appeared to be proliferating the number of non-instructional positions. Extensive use of consultants complicates coherence; they do not share the culture of the school. And, they may bring different perspectives to their work (for example, can we expect reading or math consultants to be committed to culturally responsive pedagogy?) With respect influences on student learning, everything is related to everything else. The closer consultants get to the internal operations of a school, the more problematic their role becomes.

The problems that low performing schools experience feed upon one another. This makes improvement difficult. Discipline problems or low achievement are the result of and foster turnover and instability of staff. Instability of staff makes coherence almost impossible. Incremental change will not break the cycle. Adding programs in and of themselves will not work. What is needed is a breakthrough strategy to recruit and support outstanding leaders--both teacher leaders and school administrators.

Appendix A

MAGNET VACANCIES 2016-17 as of 2.13.17

JobId	Category	Additional Title	Location	
1	4090	Teaching - Elementary Schools	Elementary Teacher - Grades 4 thru 5 (2016-2017 SCHOOL YEAR)	Booth/Ficket
2	6014	Teaching - Middle Schools	MS Math Teacher (2016-2017 SCHOOL YEAR)	Booth/Ficket
3	4497	Teaching - Middle Schools	MS Social Studies Teacher (2016-2017 SCHOOL YEAR)	Booth/Ficket
4	6583	Teaching - Exceptional Education	2017-2018 SY Exceptional Ed Teacher	Carrillo Magn
5	3489	Teaching - High Schools	HS Math Teacher (2016-2017 SCHOOL YEAR)	Cholla Magn
6	5991	Teaching - Elementary Schools	Elementary Teacher - ELD Resource (2016-2017 SCHOOL YEAR)	Drachman K-
7	6162	Teaching - Elementary Schools	Elementary Teacher	Holladay Ma
8	5140	Teaching - Middle Schools	Science Olympiad Teacher (2016-2017 School year)	Mansfeld MS
9	5923	Teaching - Exceptional Education	Ex Ed CCS Resource Teacher (2016-2017 SCHOOL YEAR)	Palo Verde M
10	5031	Teaching - High Schools	HS EnglishTeacher (2016-2017 SCHOOL YEAR)	Palo Verde M
11	3989	Teaching - High Schools	HS Math Teacher (2016-2017 SCHOOL YEAR)	Palo Verde M
12	5247	Teaching - Exceptional Education	Ex Ed CCS Resource Teacher (2016-2017 SCHOOL YEAR)	Pueblo Magn
13	5478	Teaching - Elementary Schools	Elementary Arabic Teacher (2016-2017 School Year)	Safford K-8
14	4095	Teaching - Elementary Schools	Elementary Teacher-Grades 4 thru 6(2016-2017 SCHOOL YEAR)	Safford K-8
15	4093	Teaching - Middle Schools	MS Science Teacher (2016-2017 SCHOOL YEAR)	Safford K-8
16	3518	Teaching - Exceptional Education	Ex Ed Teacher - CCS English (2016-2017 SCHOOL YEAR)	Tucson Magn
17	3519	Teaching - Exceptional Education	Ex Ed Teacher - CCS Math (2016-2017 SCHOOL YEAR)	Tucson Magn
18	6214	Teaching - High Schools	CTE Marketing Teacher (2016-2017 SCHOOL YEAR)	Tucson Magn
19	4255	Teaching - High Schools	HS American Sign Language Teacher (2016-2017 SCHOOL YEAR)	Tucson Magn
20	5067	Teaching - High Schools	HS Drama Teacher (2016-2017 SCHOOL YEAR)	Tucson Magn
21	3515	Teaching - High Schools	HS English Teacher - (2016-2017 SCHOOL YEAR)	Tucson Magn
22	5066	Teaching - High Schools	HS Guitar Teacher (2016-2017 School Year)	Tucson Magn
23	4251	Teaching - High Schools	HS History Teacher (2016-2017 SCHOOL YEAR)	Tucson Magn
24	3871	Teaching - High Schools	HS Math Teacher (2016-2017 SCHOOL YEAR)	Tucson Magn
25	3566	Teaching - Elementary Schools	Elementary Teacher - Intermediate (2016-2017 SCHOOL YEAR)	Tully ES
26	4411	Teaching - Exceptional Education	Ex Ed CCS Resource Teacher (2016-2017 SCHOOL YEAR)	Utterback M
27	3461	Teaching - Middle Schools	ELA Teacher (2016-2017 SCHOOL YEAR)	Utterback M

5118	Teaching - Middle Schools	MS AVID Teacher (2016-2017 SCHOOL YEAR)	Utterback M
3618	Teaching - Middle Schools	MS Math Teacher (2016-2017 SCHOOL YEAR)	Utterback M
3460	Teaching - Middle Schools	MS Science Teacher (2016-2017 SCHOOL YEAR)	Utterback M
4325	Teaching - Middle Schools	MS Social Studies Teacher (2016-2017 SCHOOL YEAR)	Utterback M

EXHIBIT 9



Tucson Unified School District:

Evaluating the Learning Support Coordinator Role

**Final Report
August 3, 2015**

The District Management Council

70 Franklin Street, 7th Floor

Boston, MA 02110

Tel: 877-DMC-3500

Fax: 617-491-5266

www.dmcouncil.org

Tucson Unified School District Evaluating the Learning Support Coordinator Role

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METHODOLOGY

The District Management Council (DMC) has been working with Tucson Unified School District to better understand how the Learning Support Coordinator (LSC) role is currently utilized and to evaluate the success of the role. The goal is to examine the effectiveness of the role across the district and to highlight opportunities for the district to consider that could increase the impact of the LSC role.

The methodology used to conduct this study was as follows:

1. Interview district staff to understand roles and responsibilities.

DMC interviewed district leaders including the superintendent, the deputy superintendent of teaching and learning, the assistant superintendent of curriculum and instruction, the senior director of assessment and evaluation, the director of the desegregation department, and the senior director of curriculum development. The interviews allowed DMC to gain a deeper understanding of the history, evolution, and vision for the Learning Support Coordinator role.

2. Conduct focus groups with Learning Support Coordinators and principals.

DMC held focus groups with Learning Support Coordinators (LSCs) and principals from the elementary, middle school, and secondary levels. In total, DMC had the opportunity to meet with over forty LSCs and approximately twenty five principals.

Focus groups provided an opportunity for both LSCs and principals to share insight into the LSC role. Through these conversations and follow-up questions, DMC was able to identify high-level trends related to the LSC role for further research. This inclusive process was beneficial to both staff and district leaders, and created a starting point for learning more about the LSC role, its impact, and its challenges.

3. Collect typical weekly schedule from each Learning Support Coordinator.

All LSCs were requested to share their typical weekly schedule for the week of April 27, 2015. Staff received an email invitation to share their schedule on an online tool, dmPlanning, and were provided one week to complete the process. Technical support was offered both via email and over the phone to all staff.

Nearly all LSCs shared their schedules via dmPlanning. Of the 62 staff members included in the study, 60 participated in the process for a participation rate of 97%. Of those, 56 LSCs completed robust schedules that are included in this analysis.

Activities included in dmPlanning were chosen based on the time study the district currently does throughout the year with LSCs, as well as input from the LSCs during focus groups and confirmation from district leadership.

4. Define success for the Learning Support Coordinator role.

Since it is critical for any program evaluation to have a clear set of measures of success to serve as the point of comparison when evaluating, a “Defining Success Workshop” was held, during which the definition of the LSC role was discussed and confirmed. DMC facilitated the workshop, which included the Tucson Unified School District leadership team, the Special Master, and the plaintiffs and legal counsel.

The role was defined within six functional areas: Positive Behavior Intervention and Supports (PBIS), restorative practices, advanced learning experiences, data management, Multi-Tiered System of Support, and assessment. A specific definition of success was written and confirmed for each functional area and corresponding metrics were identified to evaluate each functional area. After the workshop concluded, the district decided to remove assessment from the LSC role going forward, so this functional area was not included in the evaluation.

5. Conduct online surveys with LSCs, building administrators, and teachers.

DMC conducted three online surveys: one for LSCs, one for building administrators, and one for teachers.

Survey participation was high across the district:

- 87% of LSCs submitted the survey (54 LSCs)
- 82 administrators submitted the survey
- 999 teachers submitted the survey

The surveys gathered data on perceptions of the LSC role in each of the functional areas.

6. Request additional data metrics from the district related to the LSC definition of success.

Tucson Unified School District provided the DMC with a robust set of additional data related to the functional areas that comprise the defined LSC role. Data was provided for the past three years in a wide array of categories.

7. Analyze qualitative and quantitative data and identify observations and opportunities.

DMC utilized the broad set of qualitative and quantitative data collected to analyze and evaluate the LSC role. From this analysis, DMC identified observations within each of the five functional areas (excluding assessment) as well as a set of opportunities for the district to consider if the LSC role is to continue.

DMC segmented the data in numerous ways. The segmentations commonly used in this report are by school level and category of free-and-reduced lunch (FRL).

Segmentation of Analysis

1. Level of Schools

Level	<i>n</i>=
Elementary (including K-2)	49
K8 (including 3-8)	13
Middle	10
High	10

2. Free-and-reduced lunch category (FRL)

Categorization	FRL Level	<i>n</i>=
High	75% and above	48
Moderate	40%-75%	24
Low	Below 40%	10

BACKGROUND

The Learning Support Coordinator role was introduced to Tucson Unified School District five years ago under previous administration as part of the Unitary Status Plan (USP) desegregation efforts. The role was intended to advocate for underrepresented students and to improve both behavioral and academic outcomes for students.

In the 2014-2015 school year, district leadership has made a concerted effort to centralize and clarify the LSC role, with the goal of aligning the role across the district and ensuring that it is being utilized as defined. Central office leadership has focused on creating a clear vision for the role that previously was not well defined.

The district has defined the LSC role within six functional areas that should comprise the LSC's primary responsibilities. Each functional area has associated definitions of success that exist as a mechanism to guide LSCs toward the intended objectives:

- 1. Positive Behavioral Interventions and Supports (PBIS)**
 - a. Lead implementation efforts of PBIS in their buildings
 - b. Ensure staff are trained and equipped in PBIS tactics
- 2. Restorative Practice**
 - a. Lead restorative practice circles/ conferences and train teachers to do so as well
 - b. Informal point person in the schools for positive behavior supports, separate from disciplinary measures
- 3. Advanced Learning Experiences (ALE)**
 - a. LSCs meet with students to encourage them to pursue advanced learning experiences
 - b. LSCs also focus on student support and retention within these opportunities
- 4. Data Management**
 - a. Facilitate data meeting once a month with school leadership and staff
 - b. Conduct a weekly review of comprehensive data for their school, aligned to the Unitary Status Plan
 - c. Ensure collection, use, and review of data as it relates to MTSS
- 5. Multi-tiered Support System (MTSS)**
 - a. Facilitate regular MTSS meetings with a building-based team (i.e. principal, classroom teachers, student equity personnel)
 - b. Decide with the team which interventions (academic and/or behavioral) are appropriate
 - c. Follow up on intervention implementation
- 6. Assessment**
 - a. LSCs organize testing coordination efforts for state testing, and oftentimes for interim assessments as well

The LSC role has evolved since first implemented. The additions of assessment coordination and MTSS facilitation this past year were the latest changes to the role. Tucson Unified School District leadership decided that the sixth function, assessment, will no longer be part of the LSC role going forward; as such this evaluation focuses on the first five functional areas.

Based on an average salary and benefits for the LSC role of \$45,000, Tucson Unified School District is spending approximately \$2.8 million on 62 LSCs.

COMMENDATIONS

Throughout the process of gaining a deep understanding of the Learning Support Coordinator (LSC) role, several elements of current practice emerged as areas of strength. The section below details these commendations.

1. Learning Support Coordinators are committed to serving students.

Learning Support Coordinators (LSCs) are passionate about helping students succeed and see their role as a means to doing so, while understanding their role's unique position as leaders and facilitators of school-wide initiatives. Across the district, LSCs emphasized their role from the student perspective and ultimately are focused on driving toward improved student outcomes in terms of both behavior and academics.

2. Principals and teachers value the Learning Support Coordinator role.

Overall, principals and teachers view the Learning Support Coordinator role as a valuable resource in their schools. Nearly all principals emphasized their understanding of the definition of the LSC role and the majority expressed a commitment to utilizing the role appropriately in order keep the role. Approximately 60% of the 999 teachers surveyed as part of this study felt that the LSC is an integral position in their school. This perception appears to intensify among teachers who interact with an LSC more frequently - of the 623 teachers who stated they interact with the LSC one or more times a week, 81% agreed that the LSC was an integral position in their school.

3. District leadership is committed to evaluating and adjusting the Learning Support Coordinator role in order for it to have the greatest impact.

District leadership has taken an active role in managing the Learning Support Coordinator and has made great strides this past year to centralize and better define the role. Central office leadership has also made an effort to regularly meet with LSCs and to ensure communication is aligned regarding the role between LSCs and principals. Throughout this study, district leadership was reflective and willing to keep an open mind about the results of the research. They have designated an internal researcher within the district to further evaluate the LSC role and to lead continuous monitoring.

4. The Learning Support Coordinators are committed to their role and willing to reflect and evolve.

Throughout the study, LSCs were reflective and welcomed the effort to clarify and align their role. The LSC role has evolved over the past few years, yet LSCs largely demonstrated a commitment to their role and a willingness to take on new initiatives. Overall, LSCs wanted further clarification and additional training in order to succeed in the areas they have been assigned in order to have the most impact.

FIVE FUNCTIONAL AREAS: OBSERVATIONS

District leadership has defined success for the LSC role as it pertains to each of the five functional areas. This portion of the report provides an overview of each functional area, its definition of success, observations on the current state of that initiative, and recommendations for next steps for the district.

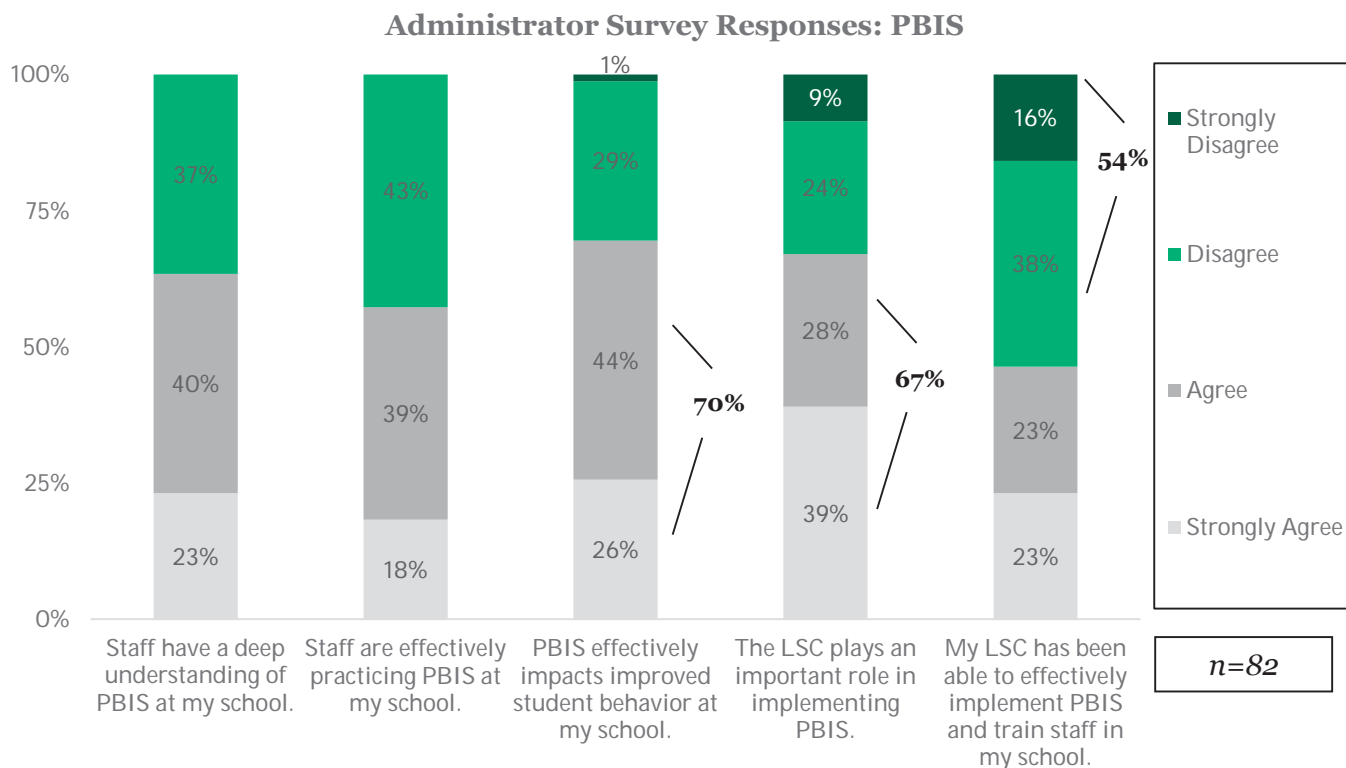
Functional Area 1 - Positive Behavior Interventions and Supports (PBIS)

Definition of Success:

- The LSC is expected to lead implementation efforts of PBIS in his / her building(s)
- The LSC will ensure staff are trained and equipped in PBIS tactics

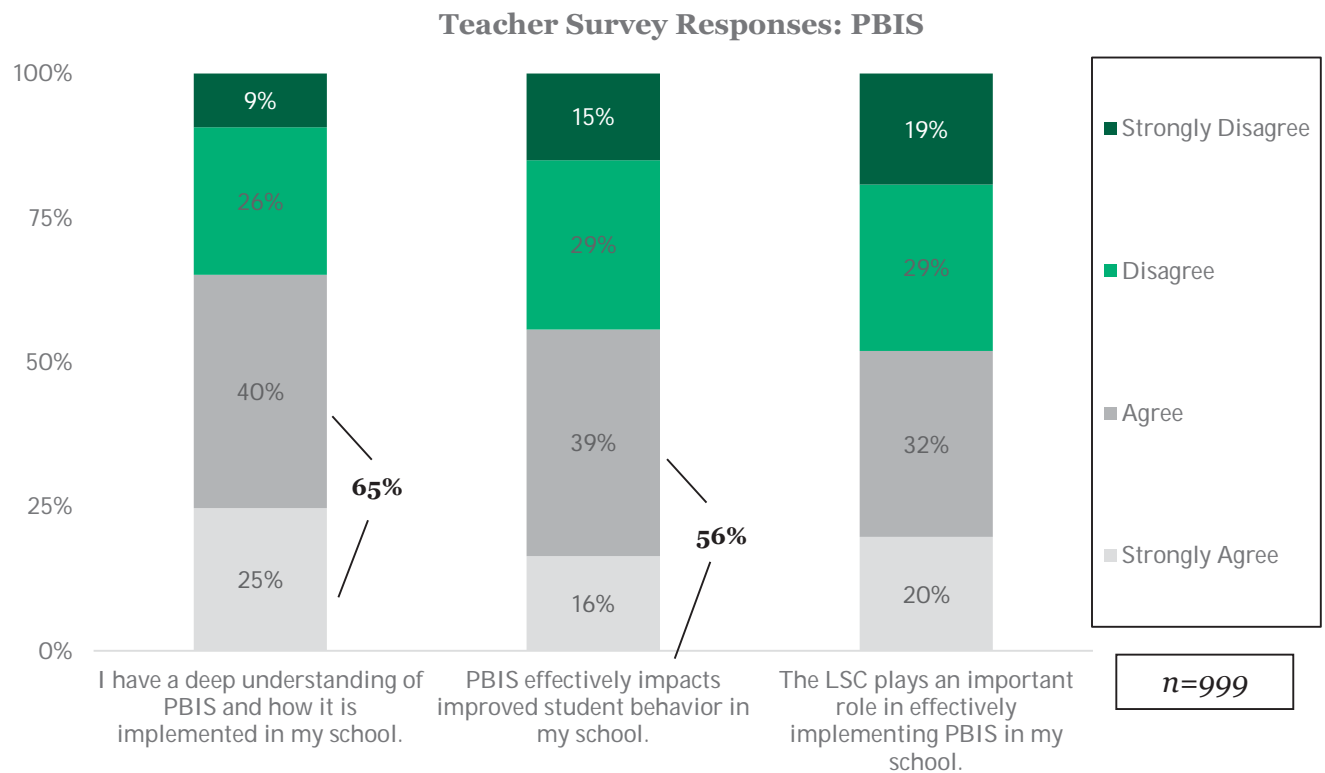
Observations:

While more than half of principals expressed a positive outlook regarding their staff's understanding and effective practice of PBIS in their buildings, there was a sizeable contingent of school leaders who expressed a more tempered assessment of PBIS implementation.



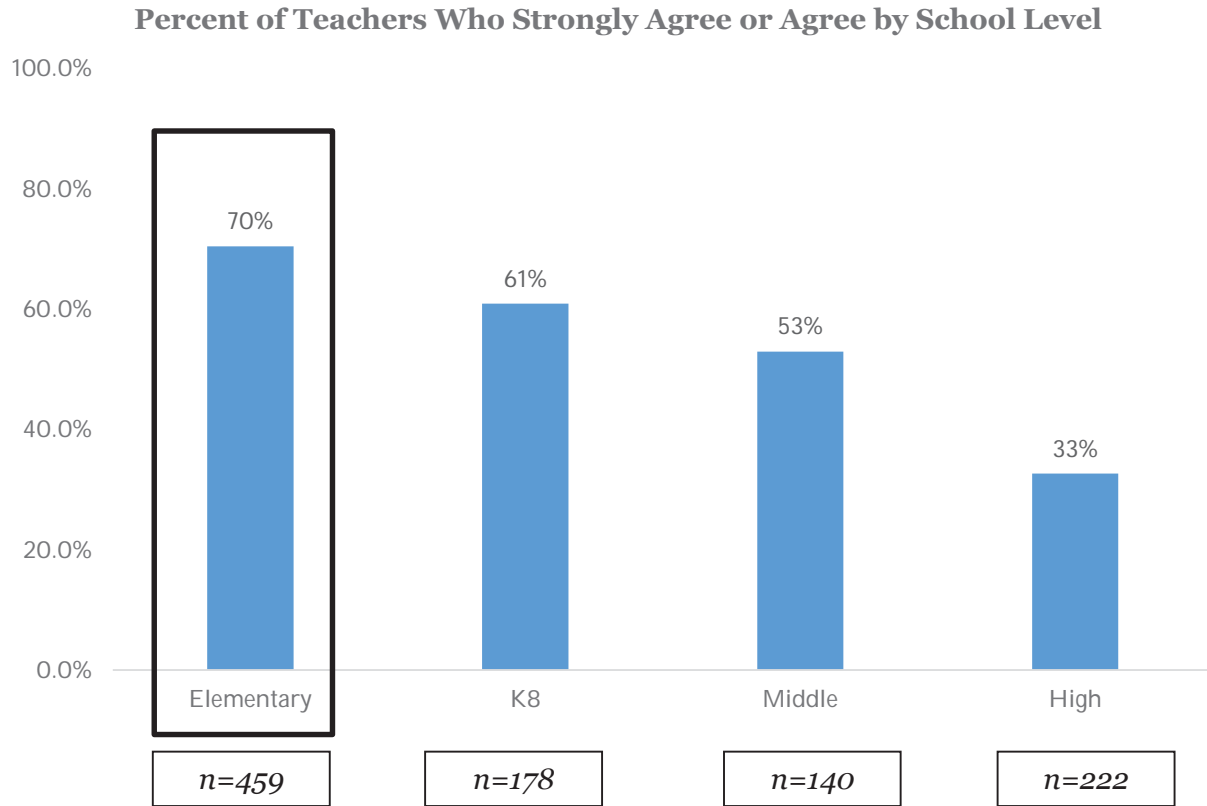
- 70% of administrators agree that PBIS effectively impacts improved student behaviors.
- 67% of administrators think that the LSC plays an important role in implementing PBIS, with 39% strongly agreeing.
- It seems effective staff training is a potential area for improvement according to administrators; 54% do not think the LSC has been able to effectively implement PBIS and train staff, with 16% strongly disagreeing

Teacher perception of PBIS also displayed a similar overall trend, though with slightly fewer positive perceptions.



- Most teachers feel that they have a deep understanding of PBIS (65%); this was aligned to principal perception of staff understanding.
- Teacher perception of the impact of PBIS is mixed; 56% either agree it effectively impacts behavior, with 16% strongly agreeing.
- The reaction is mixed as well on the perception of the LSC playing an important role in implementing PBIS.
- Teacher comments offered some additional context:
 - Some teachers noted that they were unfamiliar with the system and their answers may reflect that (the survey purposely did not include a “neutral” option).
 - A couple of teachers wrote that they disagreed with the system itself and preferred stronger discipline.
 - Others clarified that they chose disagree in regards to the LSC playing an important role because it is really a whole school effort or they perceive it as being led by administration.
 - Some teachers shared that assessment activities seemed to dominate the LCS’s time and PBIS is no longer a priority.
- Part-time LSCs were perceived as not being able to effectively implement PBIS in some cases.

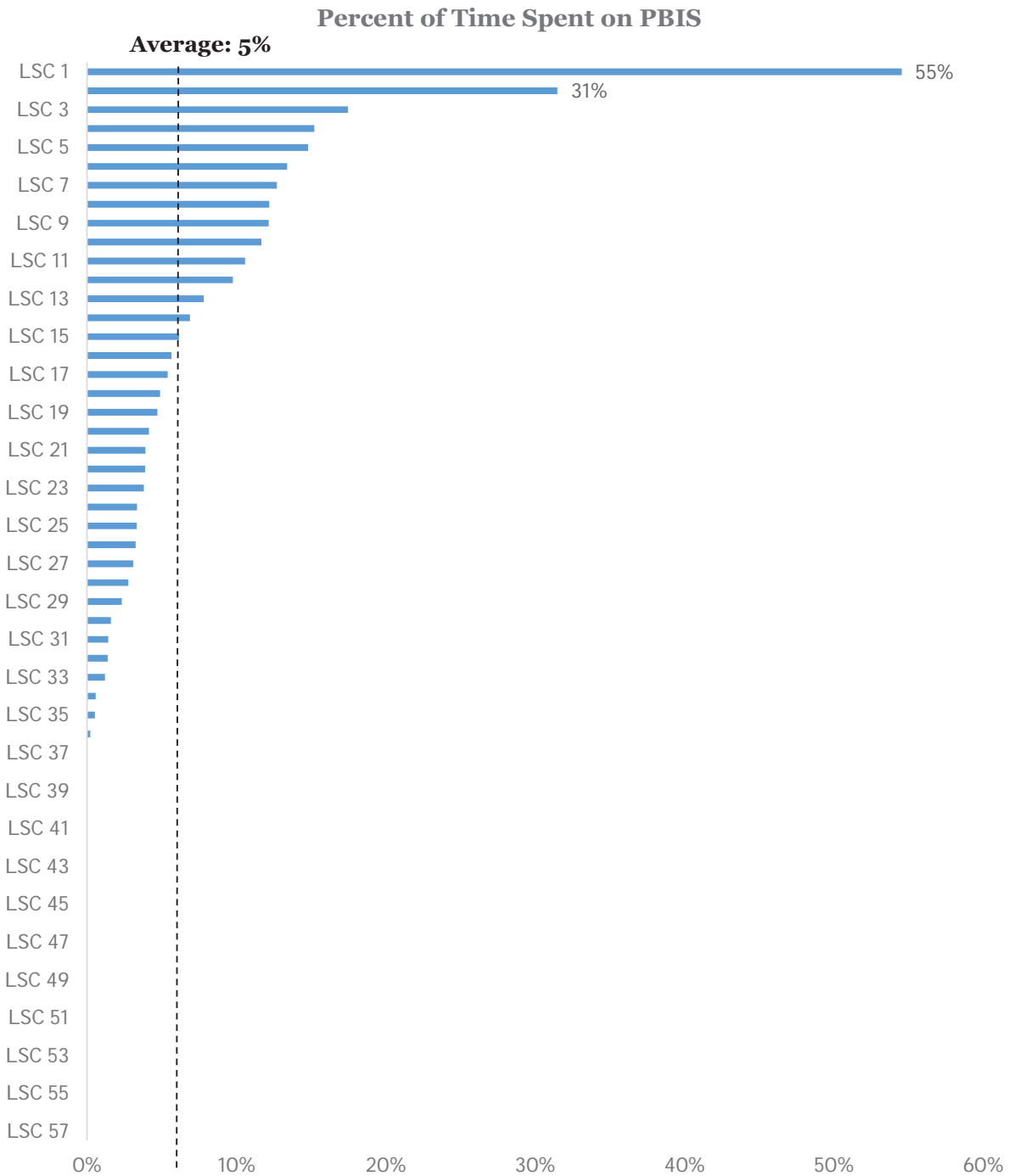
Teachers at the elementary level were most likely to agree with the survey statement, "PBIS effectively impacts improved student behavior in my school."



PBIS may be more of a priority for LSCs at the elementary schools; LSCs at the elementary schools spent the most time on it, on average. On average, all LSCs spent less than 10% of their week on PBIS. High school was the lowest, at 1% of their week, on average.

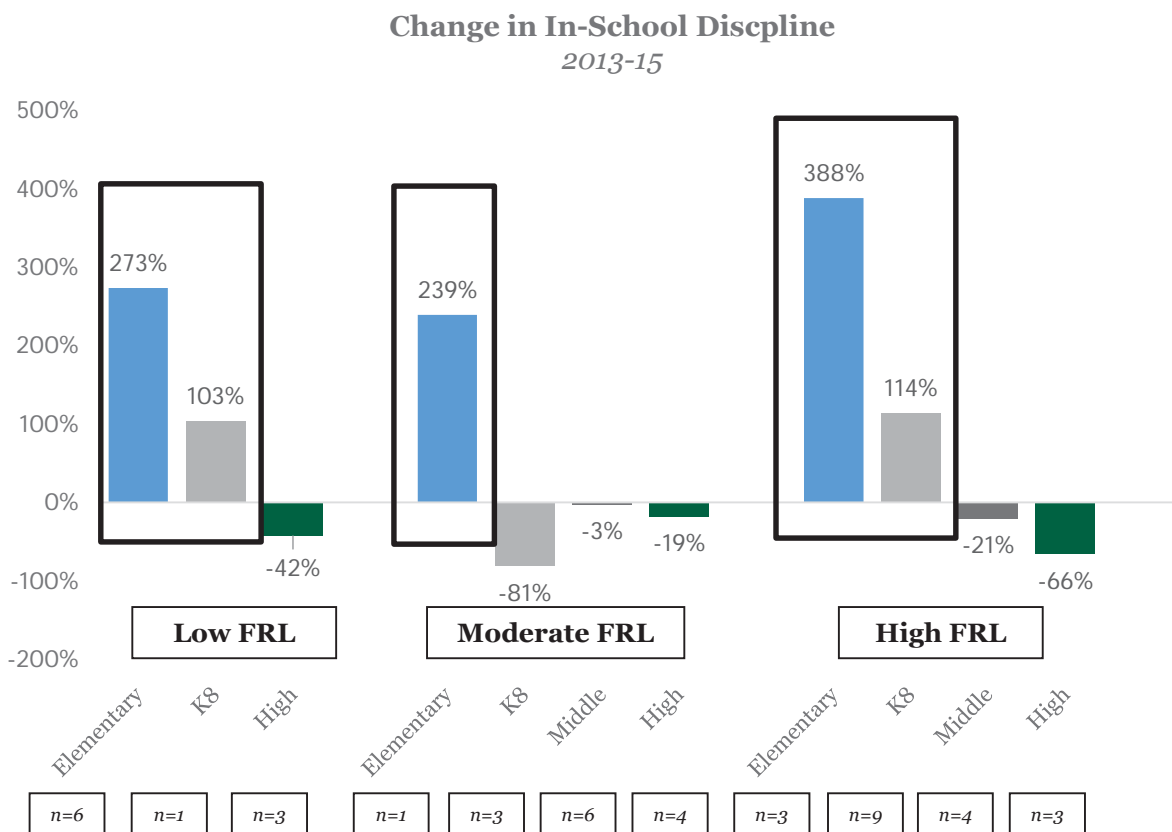
School Level	Percent of the Week Spent on PBIS Activities
Elementary	8%
K-8	3%
Middle	6%
High	1%

There is a fair amount of variation in terms of time spent on PBIS by individual LSCs. Some spent more than a quarter of their week on PBIS related activities, while others spent no time during the week snapshot. LSCs do not appear to be aligned on the time spent on PBIS during any given week across the district.



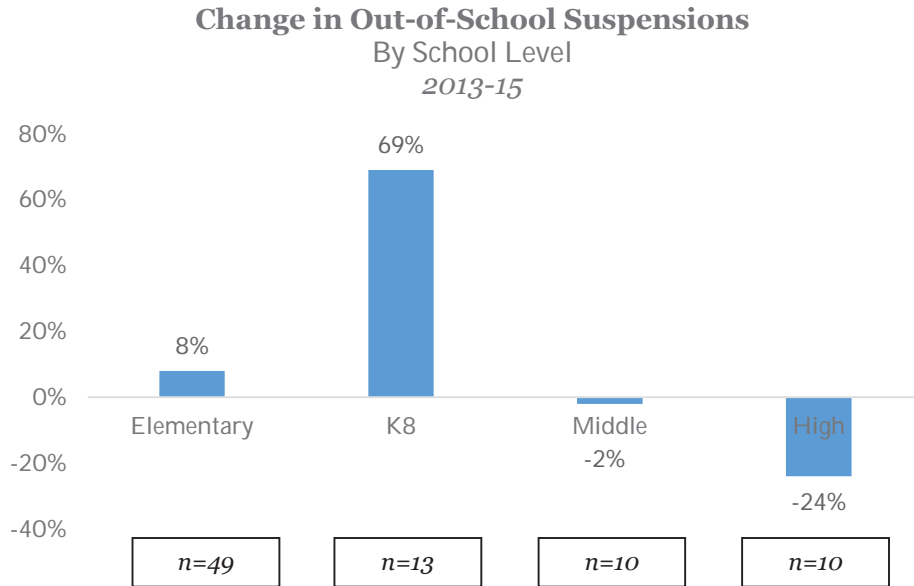
Successful implementation of PBIS should yield decreased discipline (both in-school and out-of-school suspensions) and increased attendance. In terms of these outcomes, there has not been significant district-wide improvement in either over the past three years.

In-school discipline, which includes in-school suspensions, has risen 26% across the district over the past three years as measured by the change in the percent of total enrolled students disciplined; however, this is driven by elementary schools and K8 schools, though K8 schools with moderate levels of free-and-reduced lunch (FRL) have seen a decrease.

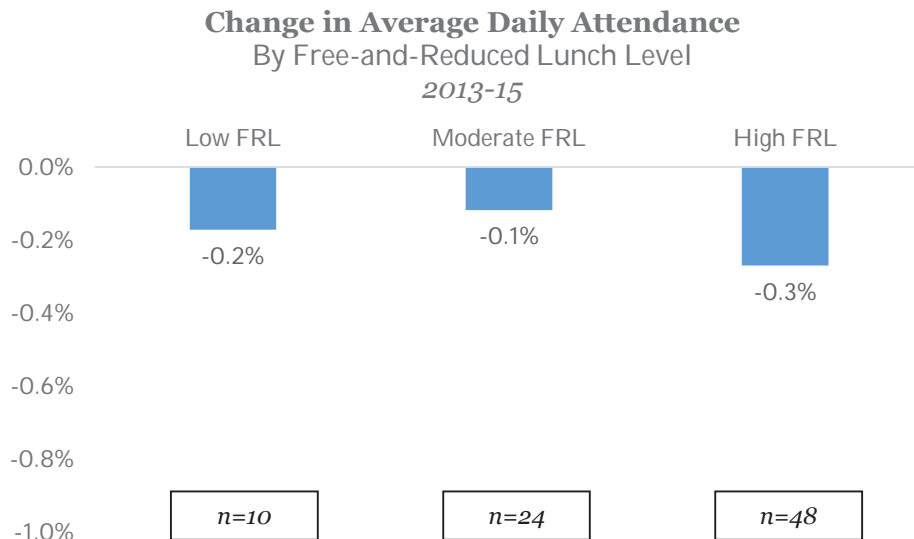


Elementary discipline incidents started out very low, but have risen, across levels of FRL, from ~1% to ~5% of total enrollment since the 2012-13 school year. Middle and high school have seen a decline of in-school discipline as a percentage of total enrollment across all levels of FRL.

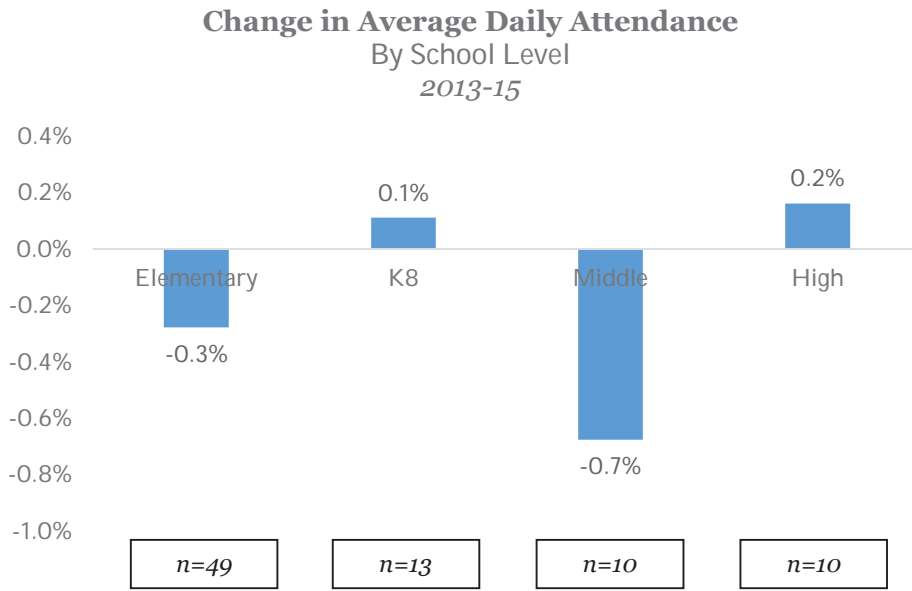
Out-of-school suspensions have increased overall by 4%, as measured by the three-year change in the percentage of enrolled students receiving out-of-school suspensions. Similarly to in-school discipline, the increase is largely seen at the K8 and elementary levels, while high schools and middle schools have seen a material and small decline, respectively.



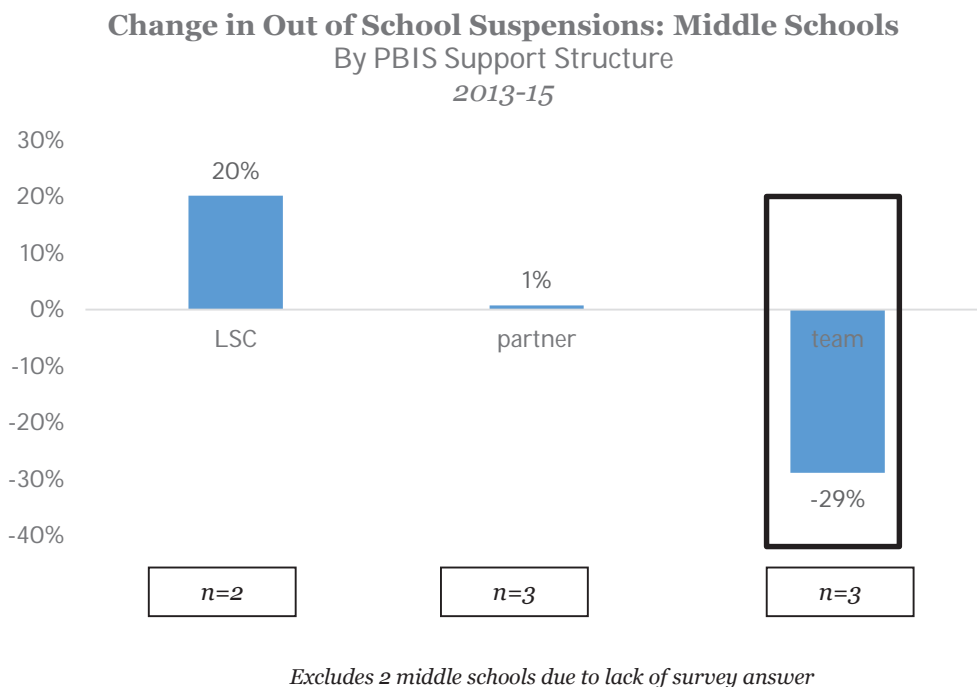
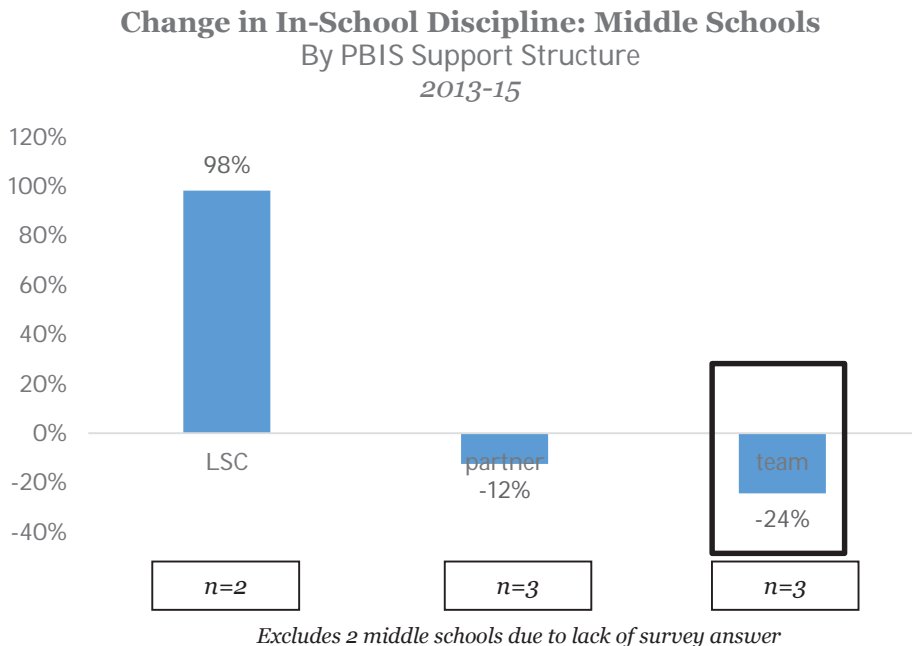
Improved attendance is another outcome that could be a sign of successful PBIS implementation. Over the last three years, district attendance has stayed relatively flat, declining slightly (-0.2%). This decline occurred across levels of free-and-reduced lunch (FRL) level, though high poverty schools have suffered the greatest decline.



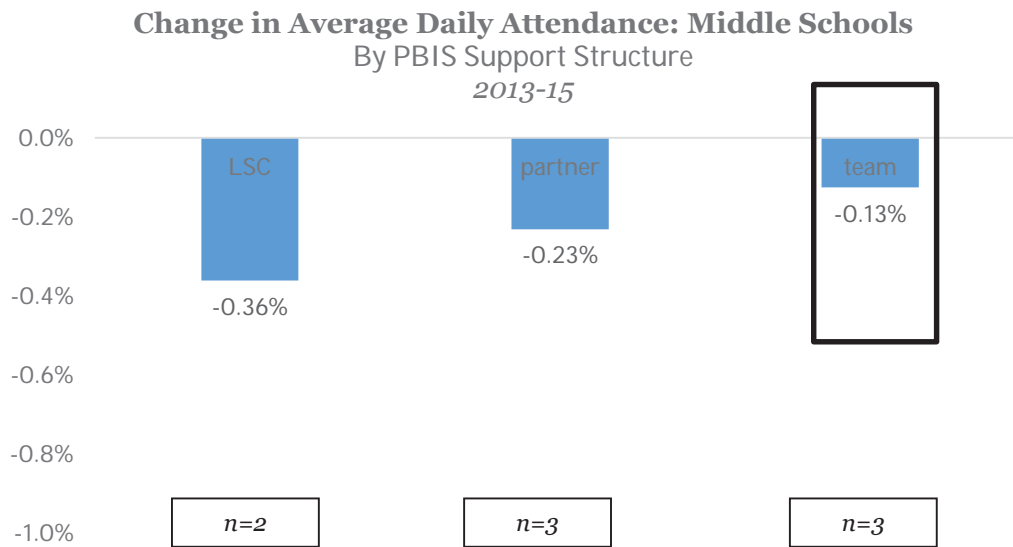
Middle school has seen the greatest decline in average daily attendance rates, while attendance for K8 and high schools slightly increased.



A collaborative approach to PBIS appears to work better in the middle schools based on outcome metrics. In middle schools that had a team supporting PBIS, rather than the LSC primarily, decreases occurred in both in-school discipline rates and out-of-school suspensions rates.



The average daily attendance rate decreased slightly across all middle schools over the past three years, but middle schools with a PBIS team structure experienced a lesser decline than middle schools with other PBIS support models.



Excludes 2 middle schools due to lack of survey answer

Recommended Follow-on Steps:

- The district should delve further into the variability of time spent on PBIS across the district and determine to what degree the variation is intentional and strategic (i.e. aligned to a school's needs or its current stage of PBIS implementation) and to what degree it is driven by other factors, such as principal or LSC preference.
- The district should track and analyze the number of referrals, both positive and negative, by school. This is an important output metric of PBIS and a good metric to monitor to ensure that the district is heading the right direction toward influencing the outcome measures of decreased discipline and increased attendance. This metric is also easier to directly relate to PBIS, rather than a metric such as attendance that has multiple factors that influence it.
- The district should consider implementing a team structure to influence the high impact metrics that are outcome goals of PBIS (i.e. increased attendance, decreased discipline), as they are not metrics that can be shifted by one role alone. This is further discussed in Opportunity #3.
- The district should further investigate and consider recommending a more collaborative approach to PBIS at the middle schools; this school-wide approach to PBIS may be what is needed at this critical transition point for students from elementary school.

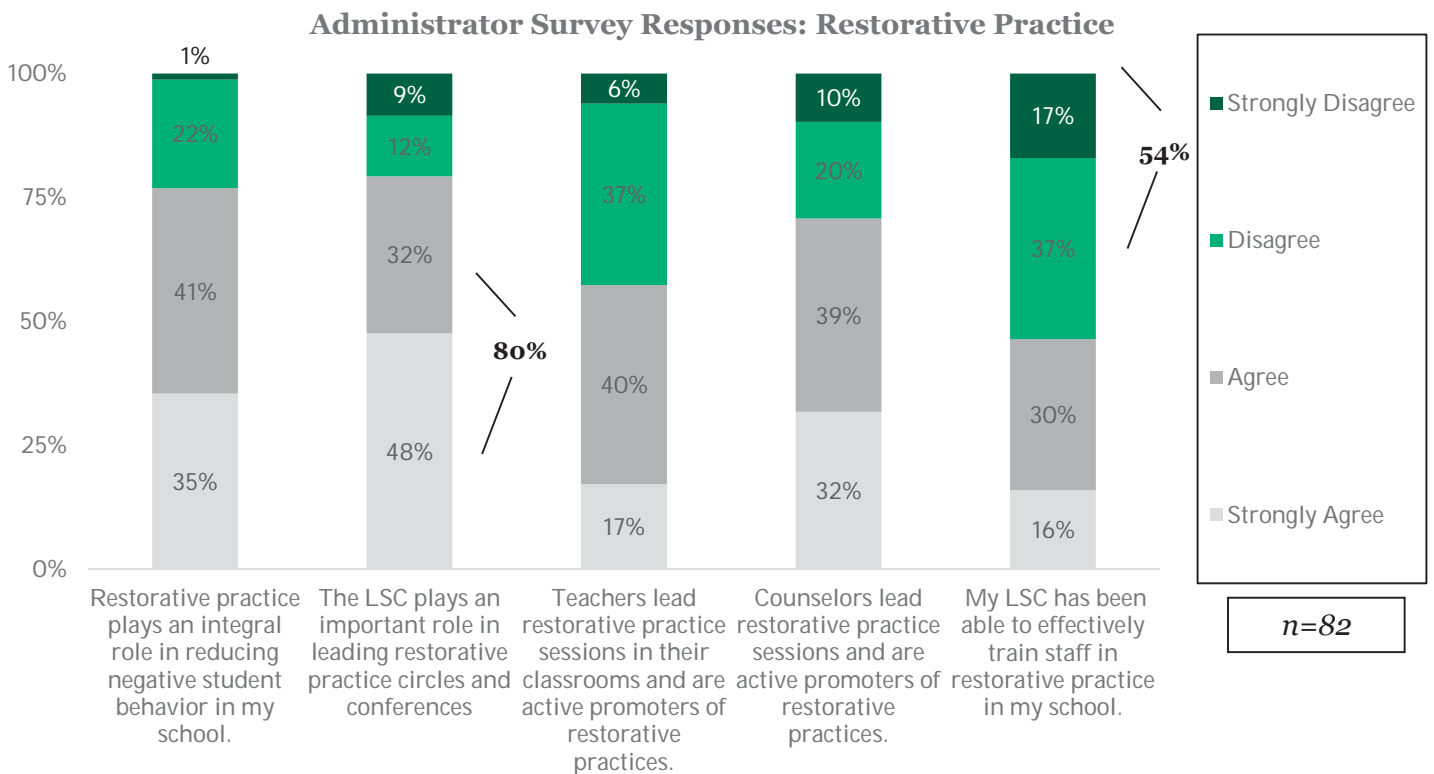
Functional Area 2 –Restorative Practices

Definition of Success:

- The LSC will lead restorative practice circles/ conferences and train teachers to do so as well
- The LSC will serve as the informal point person in the schools for positive behavior supports, separate from disciplinary measures

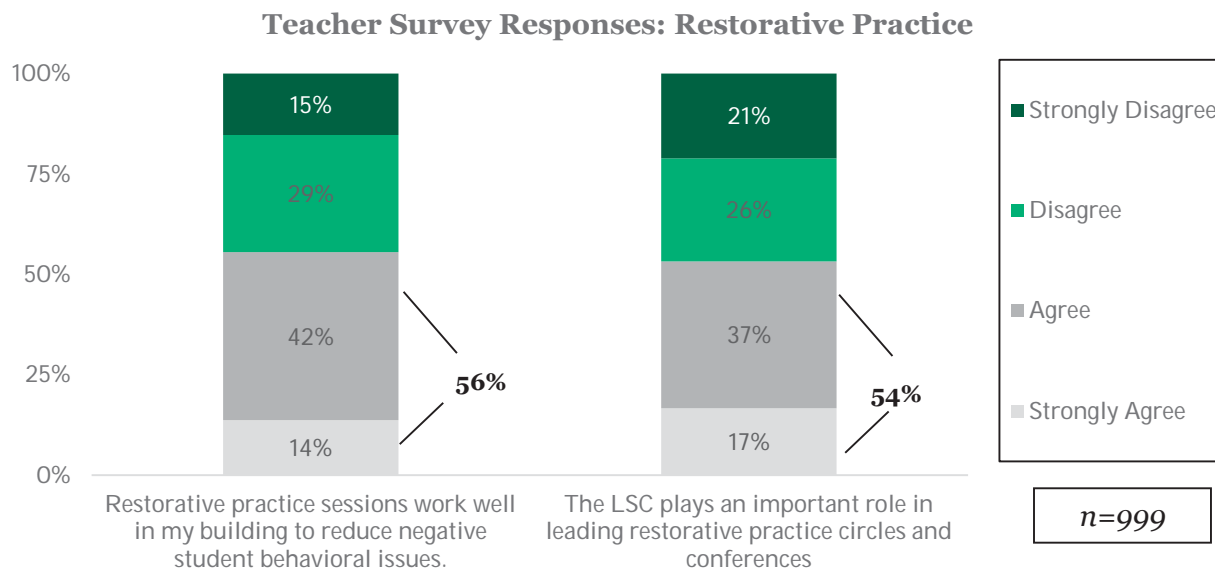
Observations:

Overall, principals had a positive view of the role of restorative practices, though the degree to which other staff are well trained and leading restorative practices varies.



- The majority of administrators agree that restorative practice plays an integral role in reducing negative student behavior in their school, with 35% strongly agreeing.
- 80% of principals believe that the LSC plays an important role in leading restorative practices, with nearly half strongly agreeing.
- Similarly to PBIS, it seems training the staff is a potential area for improvement according to administrators’ perspectives; 54% do not think the LSC has been able to effectively implement PBIS and train staff, with 17% strongly disagreeing.

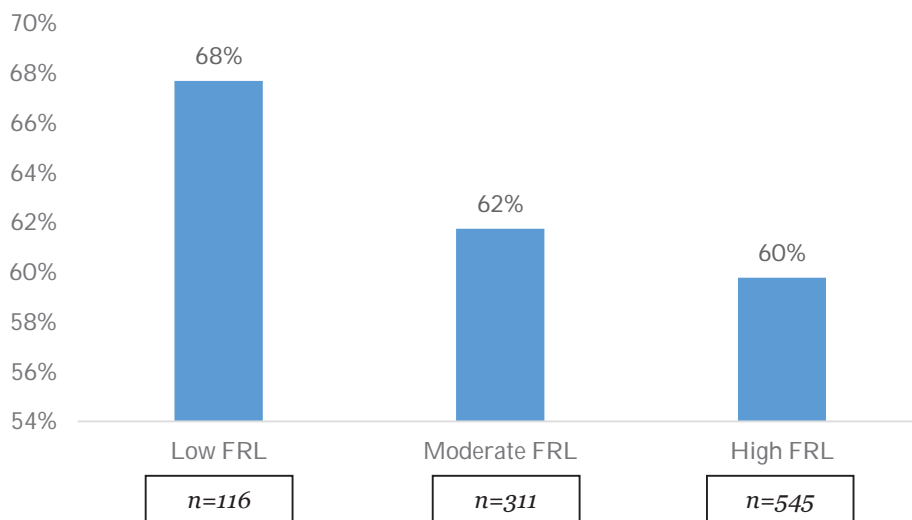
Overall, teachers did not share as positive of a view as administrators in the role of restorative practices and the LSC’s involvement.



- Teachers had mixed views of how effective restorative practice sessions are in reducing negative student behavioral issues. Just over half (56%) agreed.
- A similar pattern can be seen in teachers’ overall perception of the role the LSC plays in restorative practice; 54% agreed that it was an important role.
- Several teachers commented that restorative practices have decreased due to the LSC’s other responsibilities; teachers mentioned either MTSS or assessment activities are taking precedence.

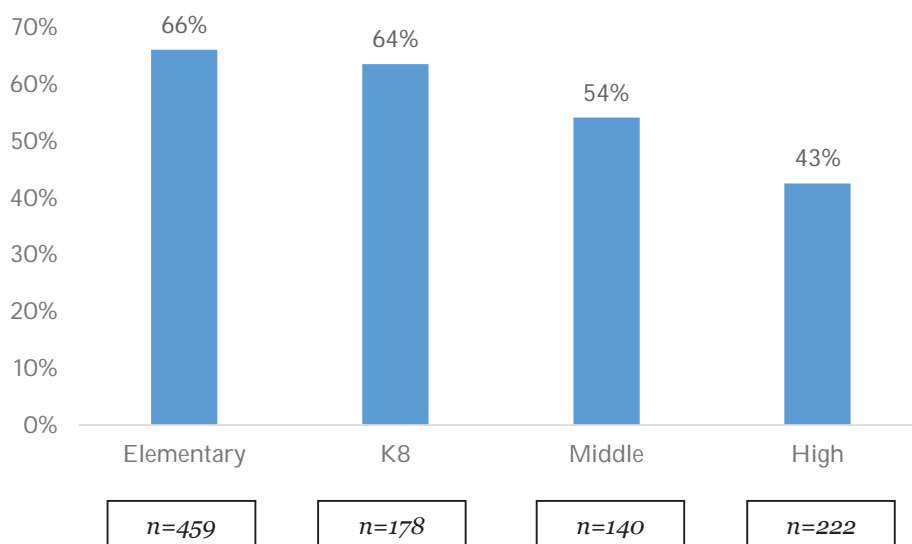
More teachers believe restorative practice to be working at schools with low levels of free-and-reduced lunch (FRL) than schools with moderate and high FRL levels. Teachers at the schools with low levels of poverty were most likely to agree with the survey statement, “Restorative practice sessions work well in my building to reduce negative student behavioral issues.”

Percent of Teachers Who Strongly Agree or Agree
By Level of FRL



Teachers at the elementary level were most likely to agree with the same survey statement. Overall, teachers are more positive about the effectiveness of restorative practices at the lower school levels. The lowest percentage of teachers believe it is working well at the high school level; this holds true despite levels of free-and-reduced lunch (FRL) with satisfaction ratings in the forty-percent range regardless of FRL level.

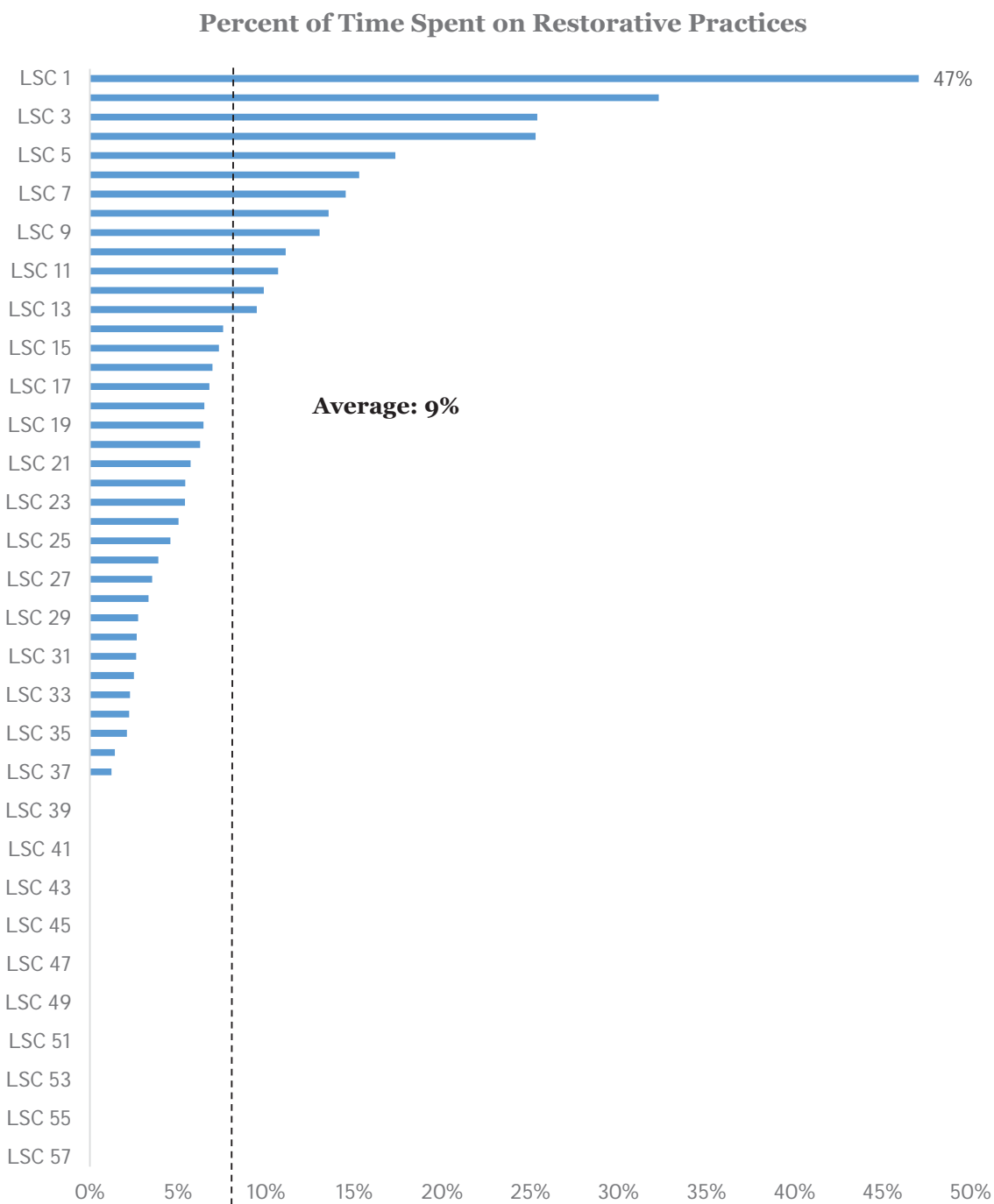
Percent of Teachers Who Strongly Agree or Agree
By School Level



Restorative practices is much less of a priority for high school LSCs, based on the percent of the week spent on related activities, as shared via dmPlanning.

School Level	Percent of the Week Spent on Restorative Practice Activities
Elementary	10%
K-8	8%
Middle	12%
High	2%

There is a great deal of variation by individual LSCs in terms of time spent on activities related to restorative practice.



Recommended Follow-on Steps:

- The district should consider whether the variation in time spent on restorative practices is based on school and student needs versus other factors, such as LSC comfort leading sessions and training others, or lack of time due to other initiatives.
- The district may want to further evaluate teacher comfort with leading restorative practice sessions and the extent that they are leading them in their classrooms. Part of the definition of success is for the LSC to train teachers to conduct their own restorative practice sessions as a tool to manage behavior; based on principal perception this may not be happening consistently.
- While the intended outcomes for restorative practice are aligned to those for PBIS, there is a lack of interim metrics tracked for restorative practice currently. The district should build out additional metrics to monitor the implementation and success of restorative practices. A consistent system across the district to track the number of restorative practice sessions and who leads them, for example, will allow the district to ascertain the extent to which LSCs lead the sessions versus counselors and teachers, and how often the sessions are occurring. This can then be analyzed in conjunction with already captured metrics such as discipline and behavior incidents.
- As discussed later in the report (opportunity #3), the district should clarify and communicate roles when taking a team approach, such as with several roles leading restorative practices, to ensure that the roles involved are working together as expected for greatest impact.
- More research is needed to determine why restorative practices does not seem to be working, based on teacher perception, at the high school level and in lower level schools with high poverty populations.

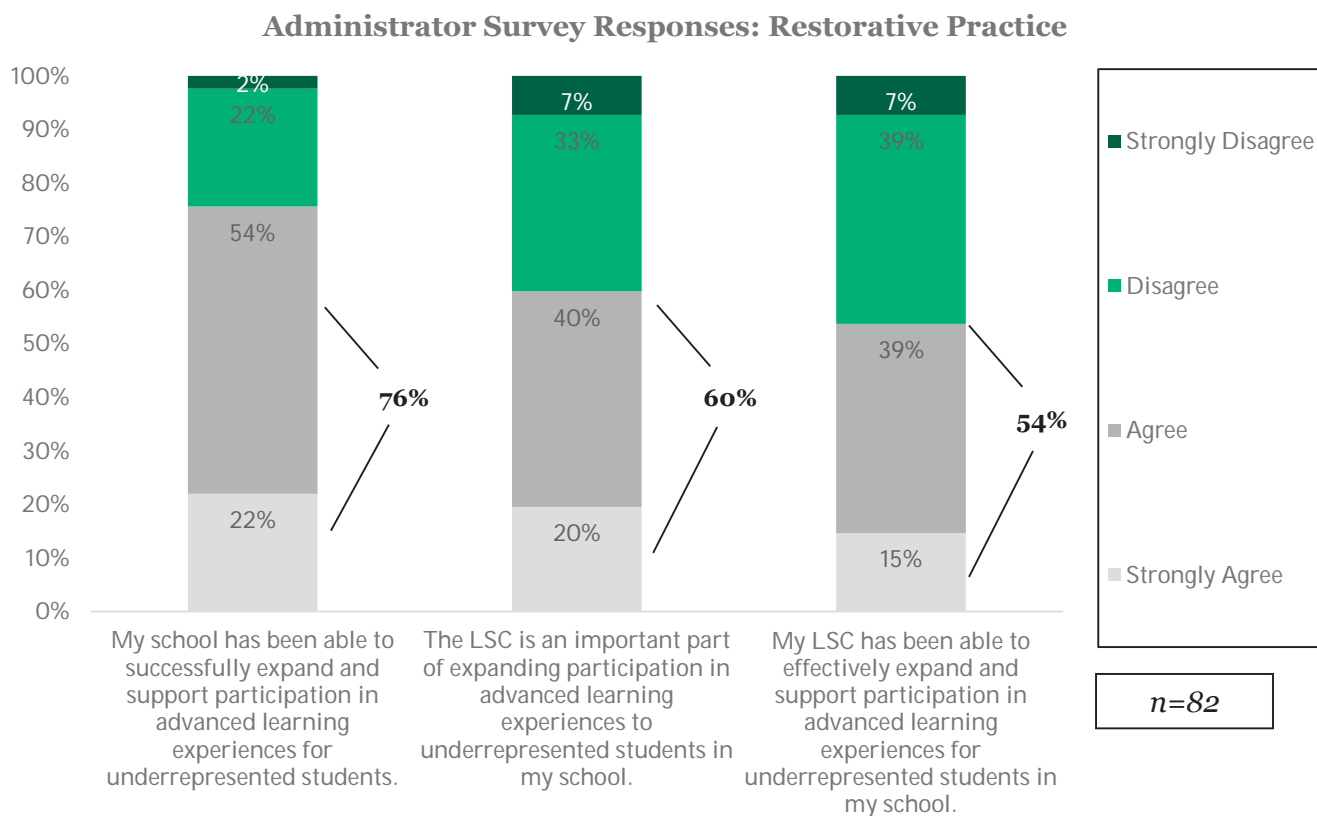
Functional Area 3 – Advanced Learning Experiences (ALE)

Definition of Success:

- LSCs should meet with students to encourage them to pursue advanced learning experiences
- LSCs also should focus on student support and retention within these opportunities

Observations:

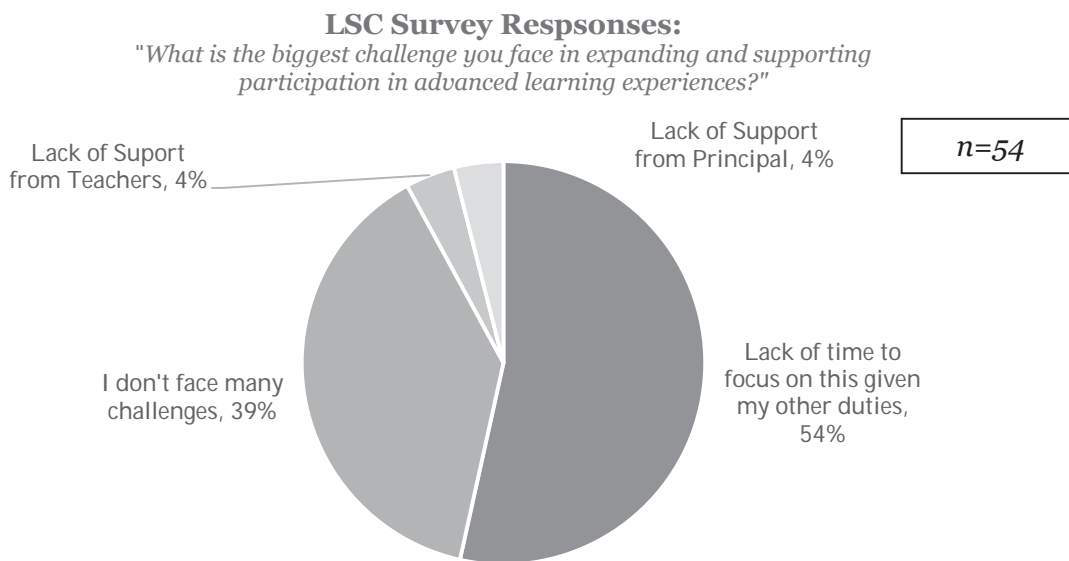
Principals overall agree that their schools have had success in expanding and supporting participation in advanced learning experiences; however, less principals agree that the LSC is an important part of this expansion.



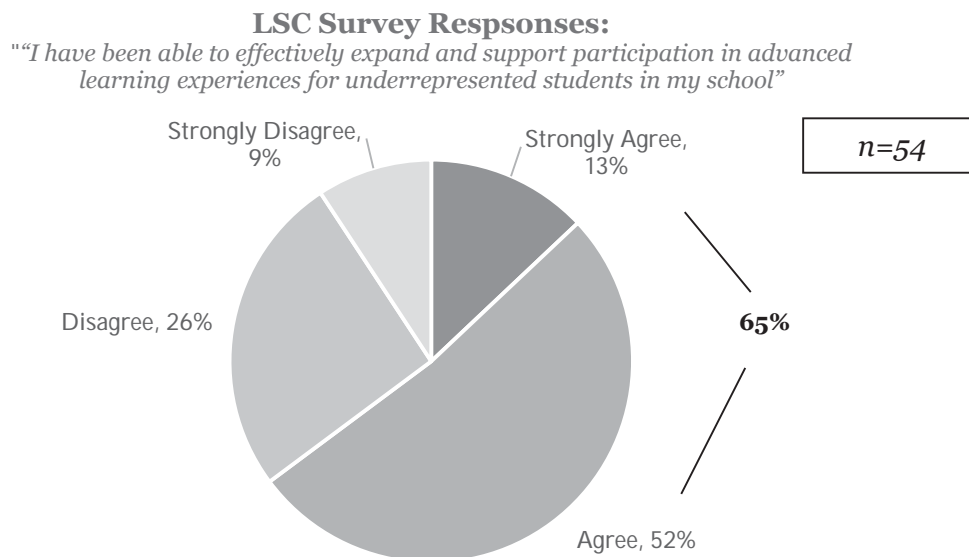
- The vast majority (76%) of principals agree that their schools have been successful in expanding and supporting participation in advanced learning experiences for underrepresented students.
- A smaller majority of principals agree that the LSC is an important part of this effort (60%).
- Just over half of principals agree that their particular LSC has been effective in this area (54%).

Principals shared that challenges in working with the LSC in ALEs span from only having a part-time LSC, a lack of time for the LSC to pursue ALE given other responsibilities, and a lack of training in this area for LSCs. Some principals shared that classroom teachers are an important part of this process, which may explain the lower rate of agreement regarding the importance of the LSC in this area. Some principals also shared that they would like to see the district provide additional options at the elementary level for gifted students in order to further drive success in this area.

Over half (54%) of the LSCs identified a lack of time as their biggest challenge in expanding ALE opportunities; however, 39% did not face many challenges.



LSCs largely felt they have been able to expand and support ALE participation; 65% either agreed or strongly agreed with the statement below:

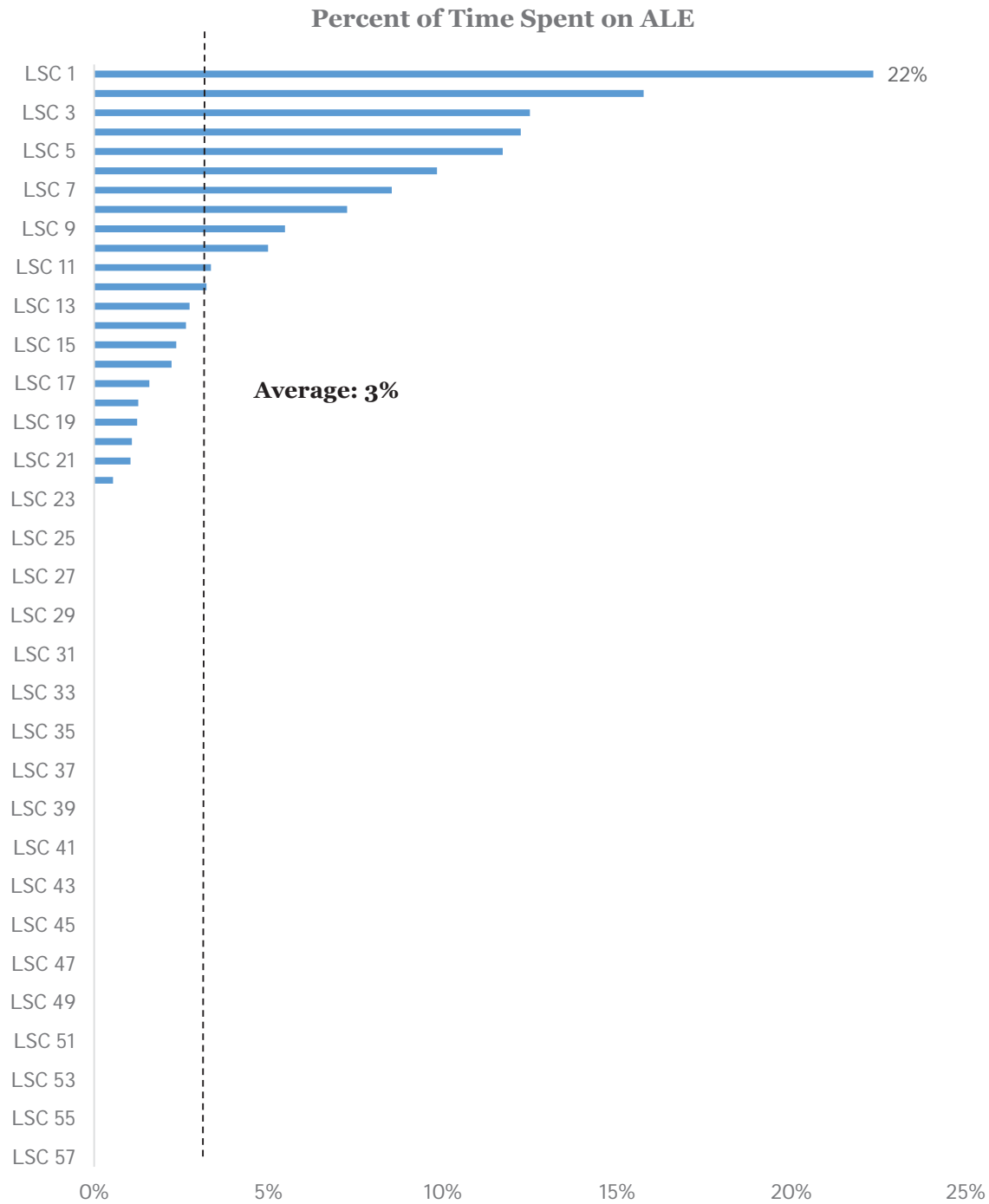


Many LSCs acknowledge that promoting ALEs was really a group effort by all staff; this reflected comments made by some principals that empathized the involvement of classroom teachers. Some elementary LSCs shared that their role within ALE is by its nature limited at the elementary schools, and really only entails GATE testing, so it is a small part of the job. Several were unclear of what this part of their jobs should look like at the elementary level and suggested more opportunities for students and more guidance of what they as the LSC should be supporting.

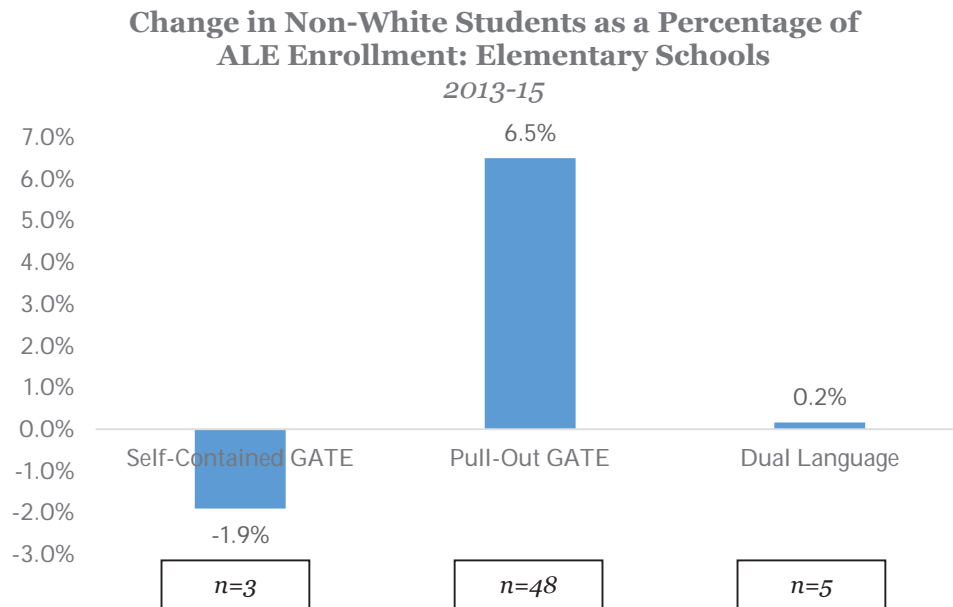
Advanced learning experiences may be an LSC activity that is particularly seasonal; based on the weekly snapshot of dmPlanning data, most LSCs spent 5% or less of their weeks dedicated to ALE tasks, with more time spent at the middle and high school levels.

School Level	Percent of the Week Spent on ALE Activities
Elementary	2%
K-8	1%
Middle	5%
High	5%

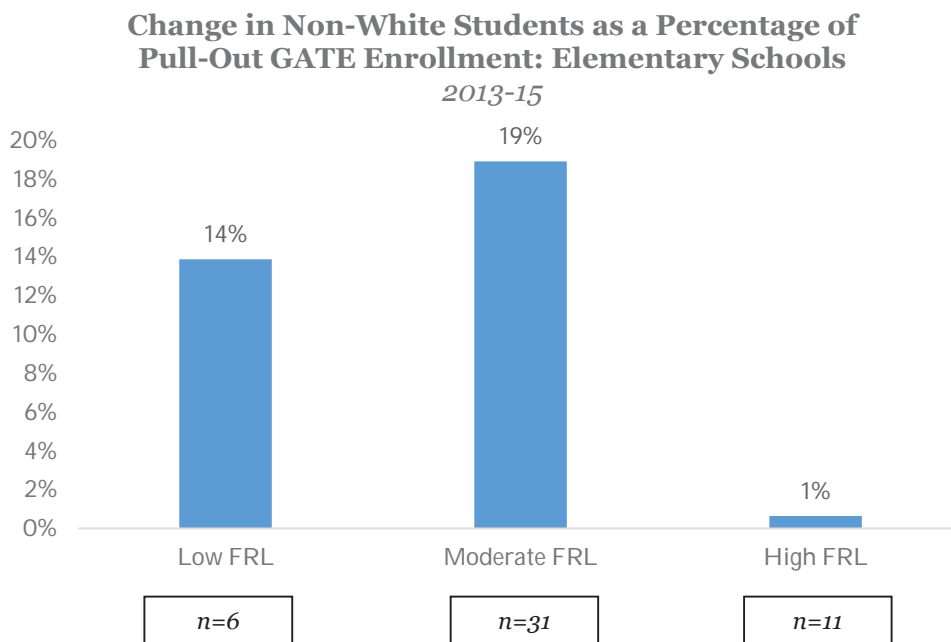
Time spent on advanced learning experience (ALE) related activities varied by individual LSC. No LSC spent more than one-quarter of their week on this initiative. The district should examine whether this variation is strategic and intentional or due to other factors, such as LSC or principal preferences.



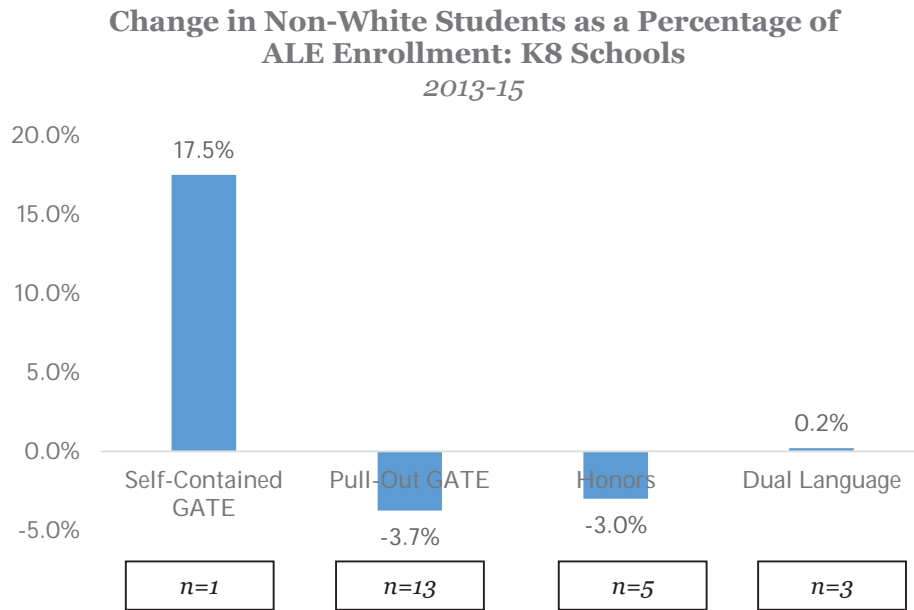
At the elementary school level, the study examined three advanced learning experiences: self-contained GATE, pull-out GATE, and dual language opportunities.



- Pull-Out GATE programs saw a 6.5% growth of non-white student participation as a percentage of total students enrolled.
- However, this growth is concentrated in the pull-out GATE programs of low (14%) and moderate (19%) FRL elementary schools. Elementary schools with high FRL have seen minimal change.

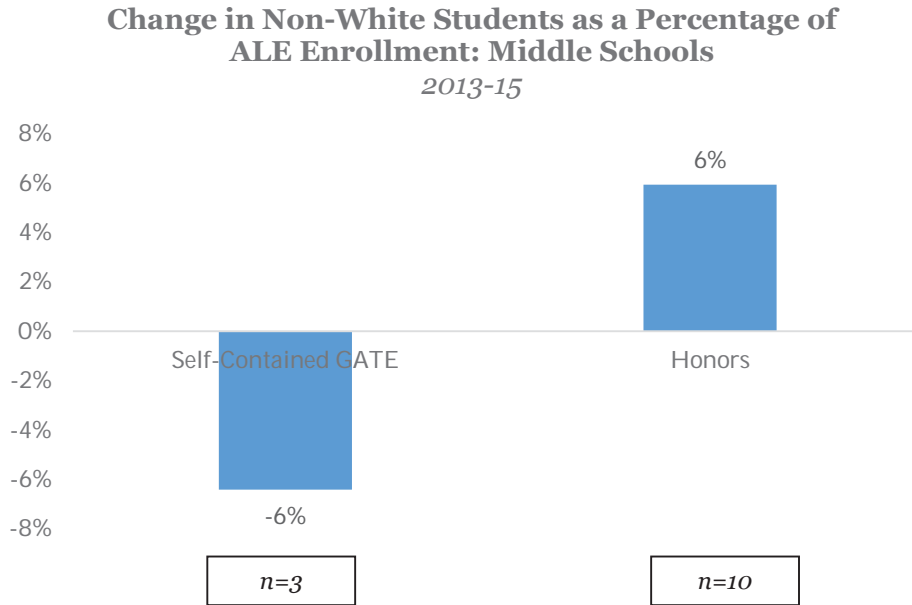


At the K8 school level, the study examined four advanced learning experiences: self-contained GATE, pull-out GATE, honors classes, and dual language opportunities.



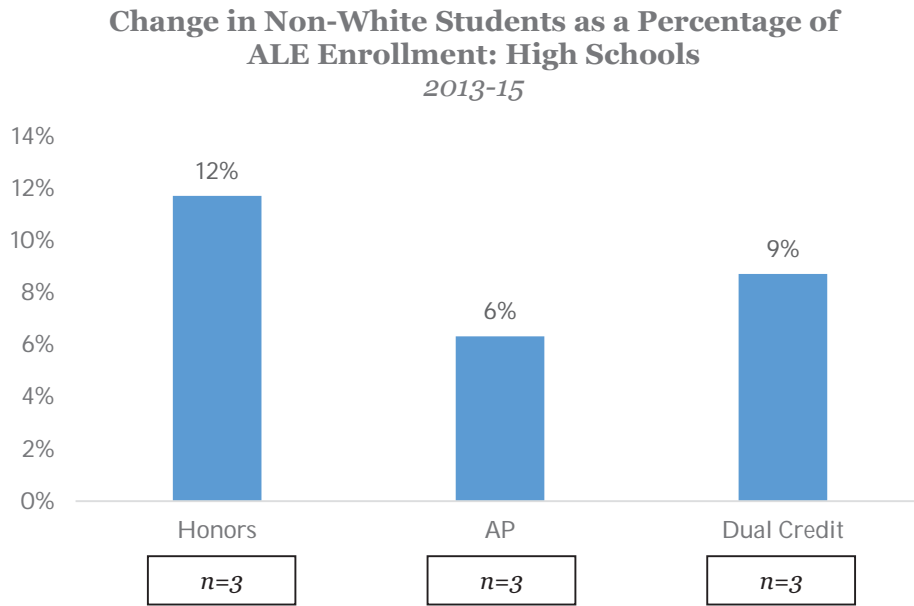
- One program, the self-contained GATE program at the K8 level, has seen a significant growth of non-white students as a percentage of enrollment over the past three years (17.5%).
- Other ALE programs at the K8 level have not experienced the same positive growth.

At the middle school level, the study examined two advanced learning experiences: self-contained GATE and honors classes.



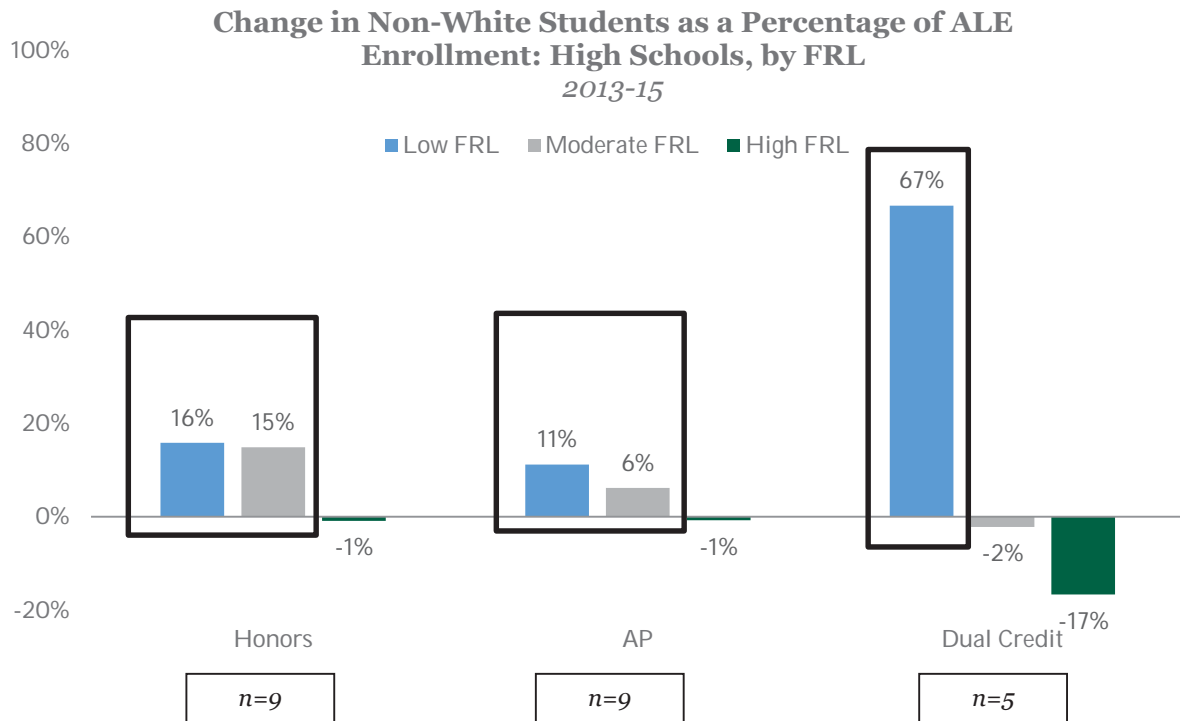
- Self-contained GATE programs overall saw a decline of non-white student participation as a percent of total enrollment of -6%, largely due to a significant decline at one school. The other two schools with programs were flat in this metric.
- Honors classes, however, saw an overall increase of 6% in non-white student participation as a percent of total enrollment, largely due to a significant increase at one school. The median increase was 4%.

At the high school level, the study examined three advanced learning experiences: honors classes, AP classes, and dual credit opportunities.



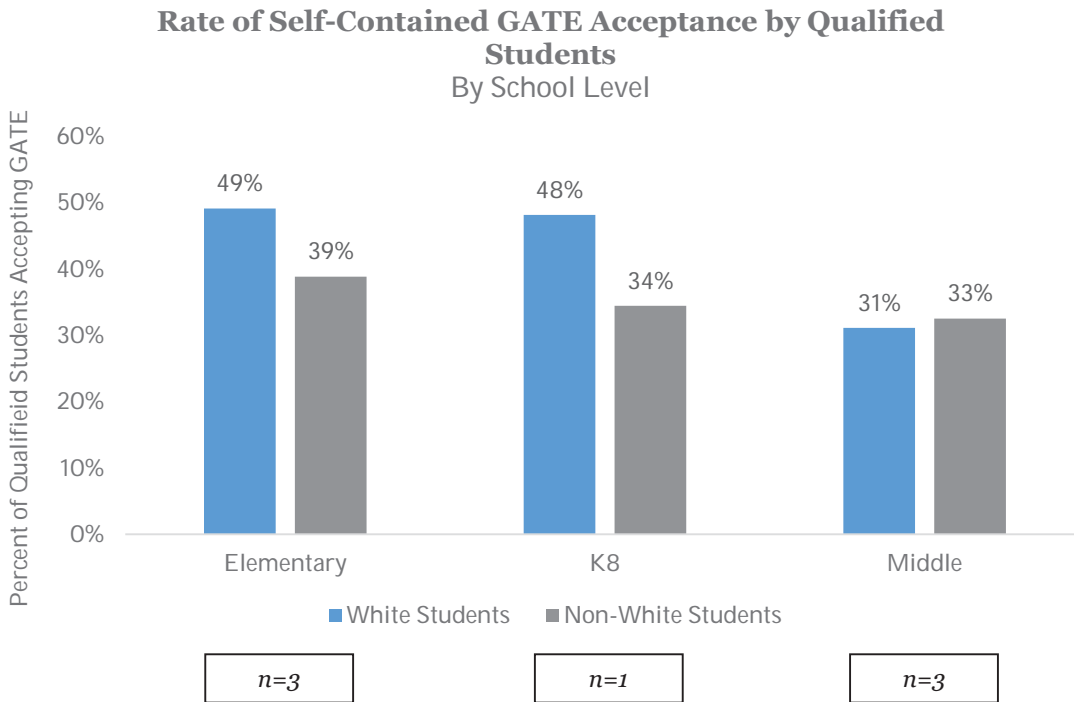
- Overall at the high school level, the enrollment of non-white students as a percentage of total enrollment has increased for all three ALEs studied.

However, the positive growth is concentrated entirely in moderate and low FRL high schools across all ALEs. High FRL high schools did not experience positive growth of non-white students as a percentage of enrollment in any ALE



While some high schools have been able to make strides in the inclusion of non-white students in ALEs, the schools where students arguably need these opportunities the most have not been able to match it.

An additional challenge within ALEs is the discrepancy between white and non-white students in terms of the number of students who qualify for GATE self-contained services and then choose to accept placement. This gap exists at both the elementary and K8 school levels. The district should further explore the role of the LSC in encouraging qualified students to pursue self-contained GATE programs and identify the strategies that have worked for schools that have been able to narrow the gap.



Recommended Follow-on Steps:

- The district should consider whether the variation in time spent on ALE related activities is intentional and strategic, or in fact due to a lack of time, as more than half of LCSs indicated that as a challenge. It also may be worth examining when during the school year time spent on ALE should increase, and by what degree, if it truly is a more seasonal focus.
- Outcome metrics are well tracked for ALE. The district may consider also building out some additional interim output measures in order to more closely track the LSC role in this initiative, such as the number of meetings LCSs hold with students and strategies used to support participation in ALEs. The district may also want to explore tracking some interim metrics that relate to the LSC's responsibility to provide retention and support within ALEs. Additional metrics will help the district narrow its evaluation of ALEs to examine LSC success within the initiative.
- Some principals indicated that the LSC may not be playing an important role in ALEs and both the principals and the LCSs shared that classroom teachers play a role in supporting students to pursue these opportunities. As further discussed in opportunity #3, the district should clarify and communicate roles within ALEs to ensure that the LSC and classroom teachers are working together as expected for greatest impact.
- While there has been encouraging progress made in ALE participation for non-white students in many areas, high poverty schools have not seen this growth. Targeted, additional research into this discrepancy will be important to figure out how to move the needle on non-white student participation in these schools.
- The district should also conduct targeted, additional research into the discrepancy between the percentage of qualified white and non-white students accepting self-contained GATE placement. While this study's analysis confirmed a discrepancy, historical data and analysis are needed to examine the trend over time and further analyze the LSC's role in encouraging participation in self-contained GATE program among qualified students.

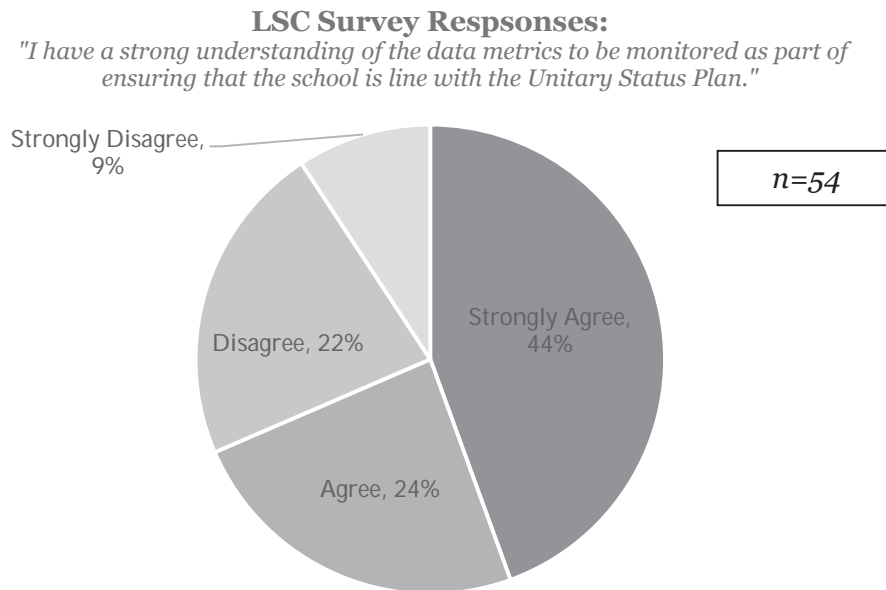
Functional Area 4 –Data Management

Definition of Success:

- The LSC should facilitate a data meeting once a month with school leadership and staff
- The LSC also should conduct a weekly review of comprehensive data for their school, aligned to the Unitary Status Plan
- The LSC should ensure collection, use, and review of data as it relates to MTSS

Observations:

The majority of LSCs indicated that they have a strong understanding of the metrics to be monitored for the USP, a main component of the data management roles; 44% of those who responded strongly agreed. However, a sizeable portion did not agree, including 9% who strongly disagreed. This discrepancy indicates that while most LSCs are comfortable with this role, a significant portion are not and are likely not monitoring the essential metrics.

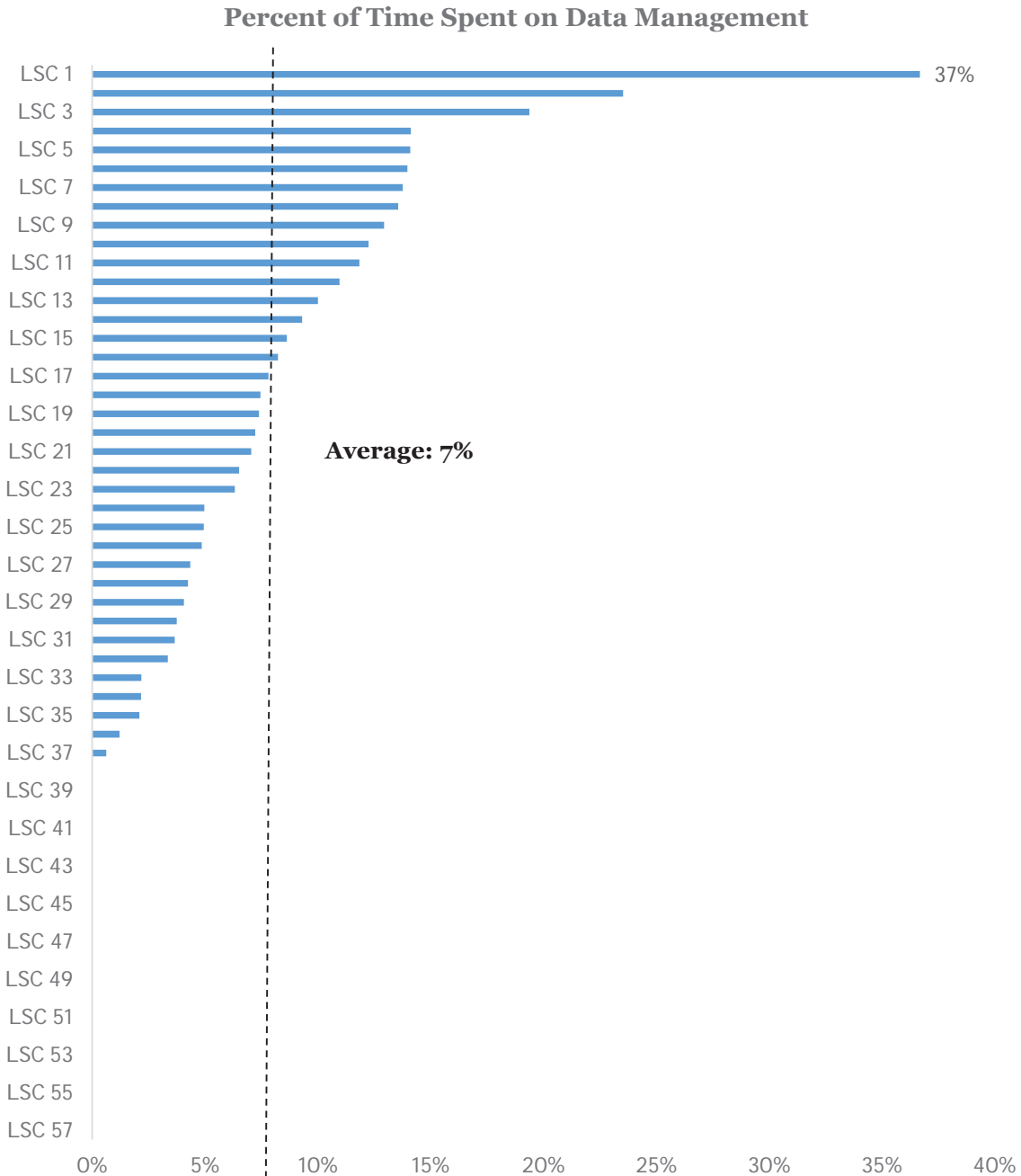


When including data meetings that the LSCs administer with parents, students, and teachers as part of their data management activities, LSCs working at the high school level are spending more time managing data compared to lower grade levels.

School Level	Percent of the Week Spent on Data Activities
Elementary	7%
K-8	5%
Middle	7%
High	9%

Includes time spent in data meetings with parents, students, and teachers.

The time that LSCs spent on data management activities varied greatly; some LSCs are spending one-third of their week on this functional area, while others spent no time. Despite a higher average of time spent on data management at the high school level, the LSCs doing the most data management are mixed throughout school levels. This indicates that variation is occurring not just across school levels, but within them as well. The average was 7%.



Includes time spent in data meetings with parents, students, and teachers.

Recommended Follow-on Steps:

- The district should address the degree of variation in terms of the percent of time LSCs are spending on data management and ascertain to what extent this is strategic and intentional.
- The data management functional area currently has the least robust system to track and monitor success. While some of the data management success will be documented in the MTSS metrics, given that data management was defined as its own functional area within the definition of success for the LSC role, the district should consider developing some interim metrics based on that definition. For example, the district could track the consistency of monthly meetings with school leadership and staff, or consistently monitor LSC understanding and compliance with monitoring USP data, etc.
- The district should clarify the role that data meetings with parents, students, and teachers should play within the data management role; if these are part of the functional area, they should be explicitly called out in the definition of success and tracked accordingly.

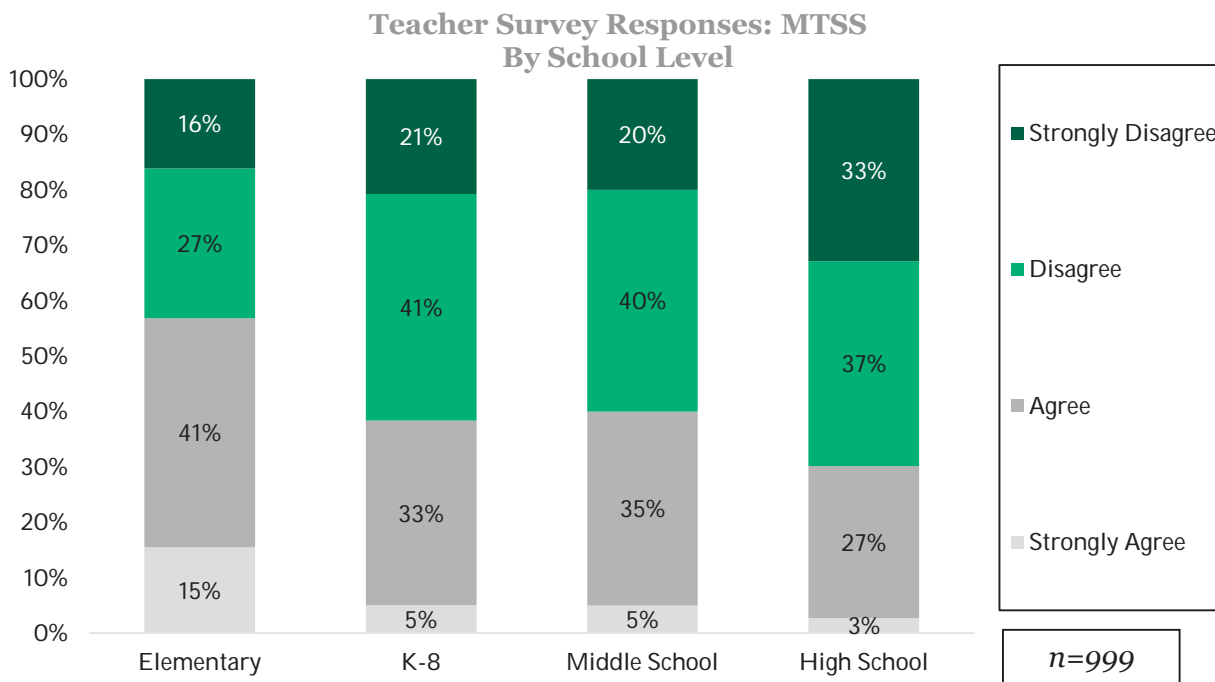
Functional Area 5 –Multi-Tiered Support System (MTSS)

Definition of Success:

- The LSC should facilitate regular MTSS meetings with a building-based team (i.e. principal, classroom teachers, student equity personnel)
- The LSC should decide with the team which interventions (academic and/or behavioral) are appropriate
- The LSC should follow up on intervention implementation

Observations:

Teachers feel most positively about MTSS at the elementary school level. At every other school level, less than half of the teachers agreed with the following statement, “Overall the MTSS process is working well in my school.”

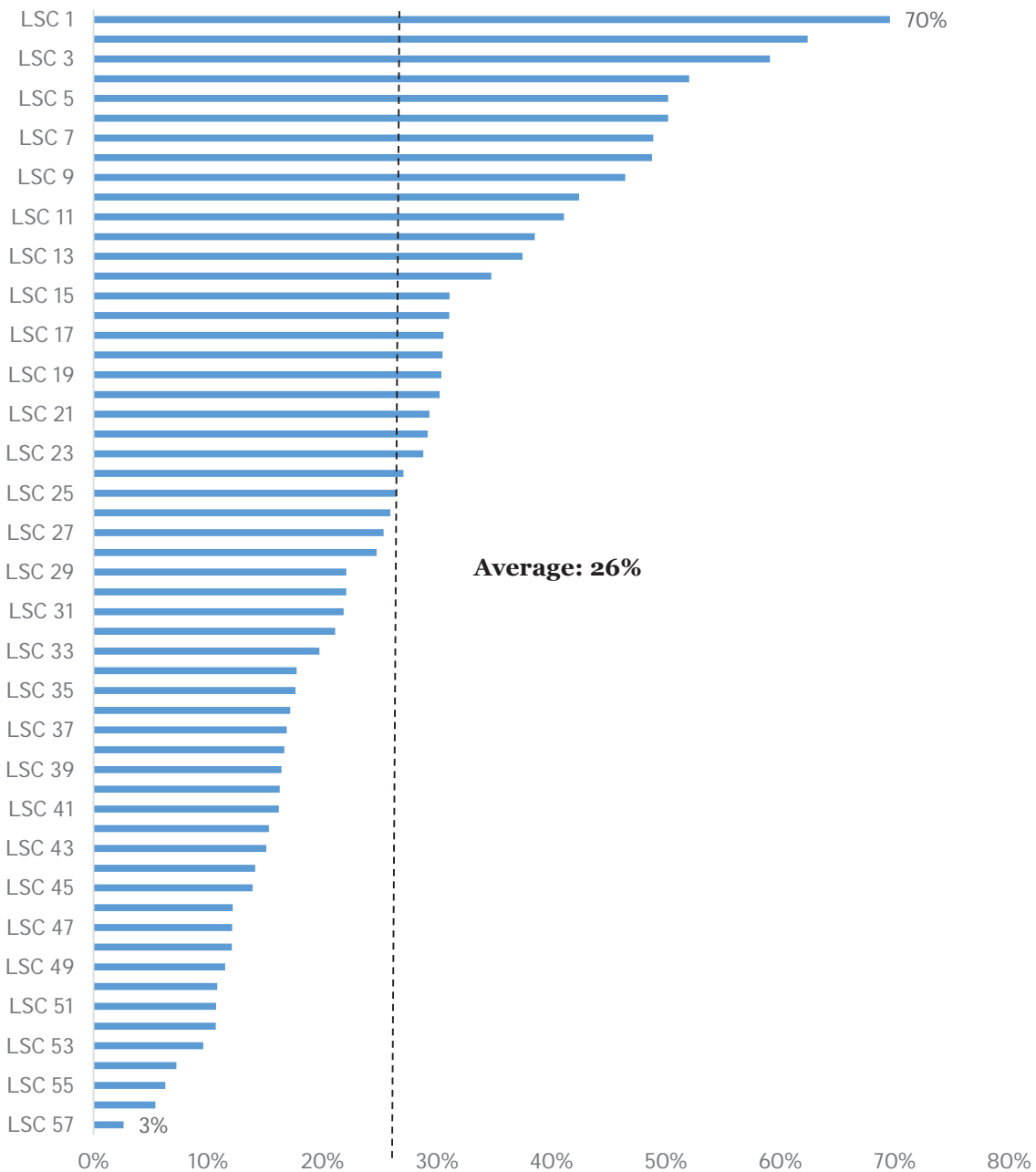


LSCs are also spending the most time on MTSS at the elementary schools; this potentially could be leading to the more positive teacher perception at the elementary school level.

School Level	Percent of the Week Spent on MTSS Activities
Elementary	33%
K-8	19%
Middle	29%
High	15%

The time that LSCs spent on MTSS varies greatly; some LSCs are spending over half of their week on MTSS initiatives, while others spent no time. The average was 26%. Of the top twenty LSCs spending the most time on MTSS, only one-half are at the elementary level, demonstrating that variation in time spent is truly at the individual LSC level, not just at the school level.

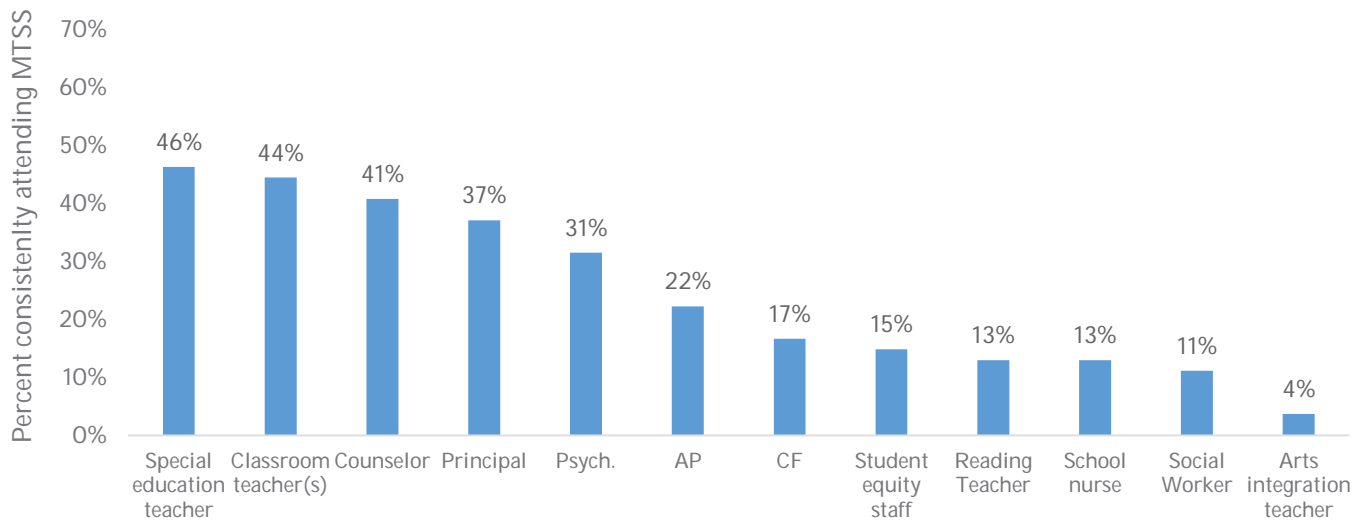
Percent of Time Spent on MTSS



Variation also exists in the size of MTSS teams across the district and the roles involved. In schools with smaller teams, the LSC is tasked with playing a much more multi-faceted role, as compared to schools that are able to devote more staff members to the team and allow the LSC to focus on the facilitator role, as defined within the LSC role.

LSCs indicated that variation existed in terms of the roles that were part of, and consistently attended, MTSS by school. The following chart demonstrates the percent of MTSS teams across the district that include the following roles consistently, based on LSC perception.

MTSS Team Attendance by Role



Recommended Follow-on Steps:

- There is a great deal of variation by school level and by individual LSC in terms of the percent of the week devoted to MTSS. The district should examine whether there is any strategic intention around this difference, or if the amount of time spent depends largely on the amount of time, or lack thereof, left after addressing other parts of the role. The district should also consider whether or not it makes sense for MTSS to be more of a focus at the elementary level, or if efforts should be made to ramp up the time spent in other levels.
- The district should continue efforts already underway to set up a system to track the newly implemented MTSS initiative, as further detailed in opportunity #3. The key will be to ensure consistency in metrics and how they are tracked across the district in order to evaluate the success of the initiative and the LSC role. The district has begun to track the number of students referred by grade and ethnicity and the number of students moved across tiers. The district should also set up the ability to evaluate the progress of students who are referred to MTSS versus their peers, in terms of both academic and behavioral outcomes.
- Despite the LCS's role as the facilitator of the MTSS process, implementing this process in schools cannot be a one-person task. For many schools that do not currently have a strong Response to Intervention (RTI) structure in place, MTSS represents a cultural shift. Other roles need to be on board and involved; in particular, the principal should play an active part in communicating the initiative to staff and ensuring that time and other staff members are dedicated to the process and the MTSS team.
- The size of the MTSS team in place at a school and the roles involved in it can vary greatly across schools and effects the role the LSC has to play in the process; the district should consider striving toward more equitable MTSS teams when possible, and when not possible, such as in smaller schools with less roles available to participate, the district should acknowledge that MTSS will be a larger lift for the LSC at that school and consider implications on the other functional areas of their role.

OPPORTUNITIES

Based on the research and analysis conducted to evaluate the LSC role and observations across each of the LSC's functional areas, the following opportunities were identified.

1. The district should reconsider how the LSC role is structured.

- a. The district should align the reporting structure of the Learning Support Coordinator role.
- b. The district should determine the specific qualifications and experiences that are the best match for the LSC role, and should consider these factors when placing LSCs in particular schools.
- c. The district should consider narrowing the focus of the LSC role.
- d. The district should address the multiple sources of influence dictating how LSCs define and execute their roles.

2. The district should consider providing elementary schools, particularly those with higher free-and-reduced lunch populations, with access to a full-time LSC due to the higher impact exhibited by full-time LSCs.

- a. Concerns were highlighted by principals, teachers, and LSCs regarding the challenges inherent to a half-time LSC.
- b. Teachers with a full-time LSC feel better equipped to deal with student behavioral issues.
- c. Schools with full-time LSCs have experienced more positive growth in key academic outcome metrics.

3. If, ultimately, the LSC role continues, the district should reconsider how it captures and evaluates success for the position.

- a. The district should continue to develop the new MTSS initiative in order to eventually evaluate its success and the LSC role in it effectively.
- b. The district should build upon existing monitoring structures.
- c. Consider implementing team structures and corresponding team measures of success for impact metrics that are a challenge to disaggregate to one role.

1. The district should reconsider how the LSC role is structured.

As the LSC role is currently defined, LSCs are responsible for leading several high priority initiatives. Currently, the LSC role is centrally defined and directed, and each LSC is assigned to one or two buildings and evaluated by that school's principal. The LSCs themselves are a diverse group coming from several different previous roles.

The district should reconsider the current structure of the LSC role in order to remove unnecessary complexity from an already complex role. Four main strategies comprise this recommendation:

1. Realigning the reporting structure
2. Determining the qualifications and experience necessary for the role
3. Narrowing the focus of the role
4. Streamlining the multiple sources of influence that impact how LSCs spend their time and in which areas they focus

Reconsidering the structure via the above mentioned structural changes should enhance LSCs' ability to be more successful in leading initiatives that will ultimately improve student behavioral and academic outcomes.

1a. The district should align the reporting structure of the Learning Support Coordinator role.

Currently, the Learning Support Coordinator role is centrally defined and administratively managed by central office, but evaluated at the school level by building leadership. This hybrid model causes a disconnect in reporting structure; it poses a challenge to central leadership in that it is both difficult to ensure district-level directives are implemented with fidelity, as well as to monitor the impact that LSCs are having across the district, since the role may differ slightly by school. This misalignment in reporting structure should be addressed in order to ensure that the LSC role is being executed in line with district expectations.

While the vast majority of LSCs are spending their time as defined centrally within the LSC role, and most principals support and understand this, there are some principals who utilize the LSC in ways outside of the appropriate functions. A few LSCs expressed frustration at being pulled in various directions in their buildings based on school and principal needs, particularly in schools with less support staff besides the LSC, though this was not widespread. Over the past year, district leadership has made a concerted effort to clarify the definition of the LSC role and to align the utilization of the role across the district, but these efforts are hindered by the disconnect that exists between the central office direction and guidance disseminated to the LSCs and the fact that the LSC reports to and receives their evaluation from their school principal. Aligning the reporting structure is best practice for any role, but is particularly important for the already complex LSC role.

The primary recommendation is to keep the role centrally defined, and move evaluation of the practitioners in the LSC role centrally as well. A common thread throughout the study was the variability of different school needs; however, fully centralizing the role need not whitewash school needs. District leadership could conduct a "needs assessment" at the school level and still

involve principals in collaborative conversation to determine their building's greatest areas of needs. This assessment could be a central input into the district's process of strategically assigning an LSC to a building, and aligning the needs of that building with that LSC's strengths. Part of this needs assessment might also incorporate principal tenure, areas of strength, and areas of growth as central office determines which LSC would be the best fit for that particular school.

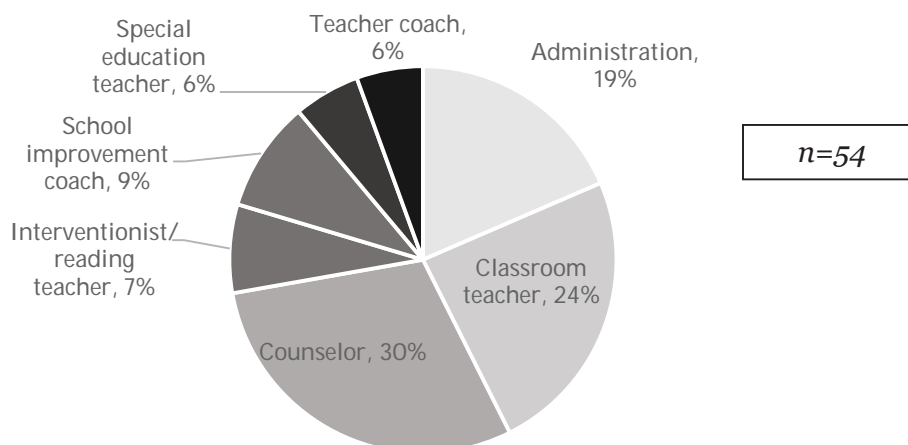
Alternately, the district could choose to fully move LSC management to the school level to align to the current evaluation structure. In acknowledgement of the variability of needs within each school, central leadership could consider granting principals the autonomy to manage the LSC role at their school with district support. The district could still maintain the current definition of the LSC role, but allow principals the discretion to manage the LSCs' time and priorities within those bounds.

1b. The district should determine the specific qualifications and experience that are the best match for the LSC role, and should consider these factors when placing LSCs in particular schools.

The LSC role is multi-faceted and requires a diverse skill set of both quantitative and qualitative abilities. In focus groups, LSCs had varying degrees of confidence about the discrete tasks within their role. Many principals reiterated this point and thought that their LSC could use more training in one or more of the functional areas (PBIS, restorative practice, advanced learning experiences, data management, and MTSS), but the training needed was not the same across the district. This seems to be due to two main factors: the need for more targeted professional development and the varying backgrounds of the LSCs.

In focus groups, some LSCs shared that while the "first generation" of LSCs received robust training in PBIS, newer LSCs have not had the same level of professional development. These newer LSCs expressed a desire for targeted training sessions where they could address this skill gap. Furthermore, when asked to rank the area in which additional professional development/training would be most useful in a survey, 49% of LSCs chose either the MTSS process or training in interventions (both types of interventions and how to utilize them) as the area in which training would be most valuable to them. This is indicative of the MTSS process being newly rolled out this year, and is in alignment with focus group discussions in which many LSCs expressed feeling ill-equipped to lead the MTSS process and assign and monitor interventions as the MTSS facilitator. MTSS may be an area where the majority of LSCs would benefit from targeted professional development sessions. The district should consider providing this more targeted professional development, and continue to monitor skill gaps and training needs among the LSC group given the unique demands of their role. This can be accomplished via LSC self-evaluations as well as principal input to determine the areas of greatest need and potentially offered during time currently allocated to administrative meetings.

The LSCs in Tucson Unified School District currently hail from seven different school-related background roles. The largest contingent is former counselors, representative of 30% of the LSCs.

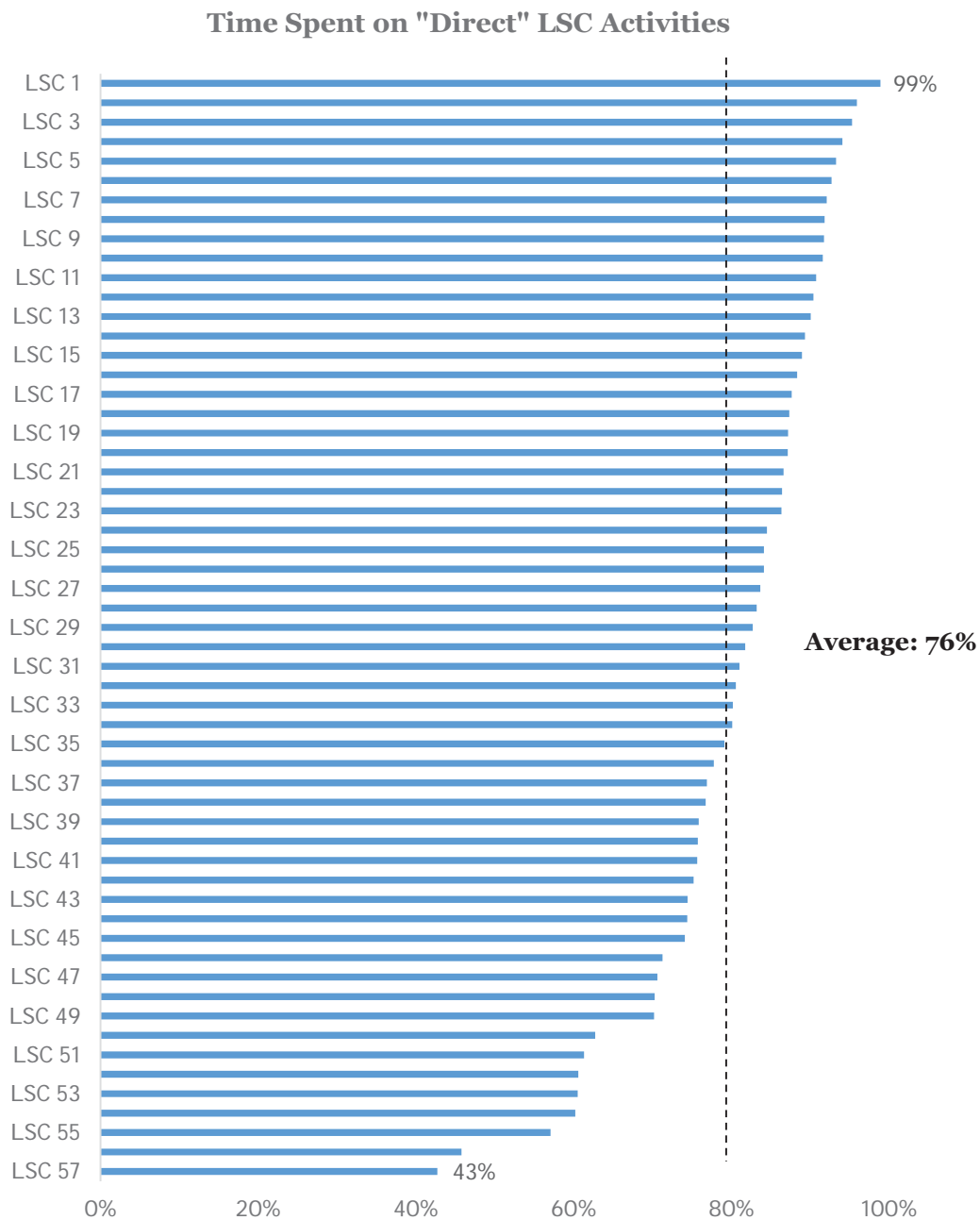


This presents a challenge, because the skill sets of LSCs will inherently be different based on their former role and experience and puts the onus on the district to ensure that each LSC is well-equipped to succeed in each functional area, each requiring different skills. While it is apparent that MTSS training would be prioritized by many LSCs, there is still a lack of consistency among areas of professional development need in general and this is typically tied to the difference in background. The survey indicated that counselors were unlikely to prioritize professional development in PBIS, which is typically more consistent with their background knowledge, but other LSCs did feel that PBIS training would be valuable.

The district does not have to hire LSCs from identical backgrounds, but should identify the skill set that seems best aligned to the role when hiring new LSCs. The district should then think strategically about the best way to address different backgrounds and skillsets, whether that is through targeted, sustained professional development and/or placing LSCs with particular strengths in the schools with the biggest challenges in that area.

1c. The district should consider narrowing the focus of the LSC role.

The LSC role is comprised of several high priority initiatives. The dmPlanning schedule sharing illustrates that there is a great deal of variance within the average percent of time that LSCs spend on tasks and that no week looks identical for any two LCSs. Direct activities were defined as any activity within the five functional areas as well as activities expected to comprise a typical week, such as a personal lunch or travel for an LSC split between two schools, and confirmed by district leadership.



On average, LSCs are spending 76% of their time on “direct” LSC activities, but there is a significant range among individual LSCs. At the high end, one LSC is spending 99% of their week on “direct” activities, while at the low end, an LSC spent only 43% of their week on activities directly related to the role. The district has made strides this past year to limit the “indirect” time spent, but it seems it is occurring to some degree in parts of the district, though certainly not all.

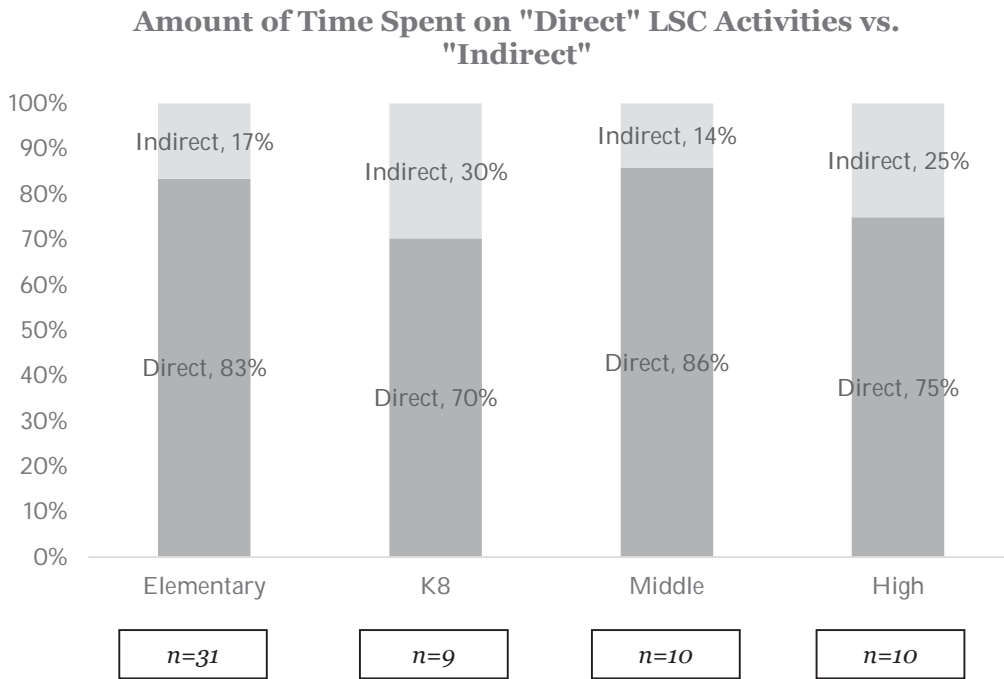
Within the defined role, MTSS (26%) and assessment (19%) are, on average, the majority of the LCS’s week. Administrative tasks (13%) and assigned school duties/coverage (6%) comprise the majority of the LSC’s “indirect” time on average.

Detailed LSC Activity Chart

Activity	% time spent
MTSS	26%
Assessment	19%
Restorative Practice	9%
Data Management	7%
PBIS	5%
Personal Lunch	4%
Parent Communication	4%
ALE	3%
Student Advocacy	0%
Unitary Status Plan reports	0%
LSC Meeting	0%
Total direct activities	76%
Administrative	13%
Assigned School Duties/ Coverage	6%
Counseling	2%
Extracurricular	2%
Discipline	2%
PD non-specific to LSC role	2%
Travel (between sites)	1%
Total indirect activities	27%
Over reported	3%

Over reported time is due to LSCs reporting additional timed worked outside of the contracted workday; due to this direct and indirect will add to 103%.

The amount of time spent on direct activities varies by school level. LSCs are spending the most time on direct LSC activities at the elementary and the middle school levels.

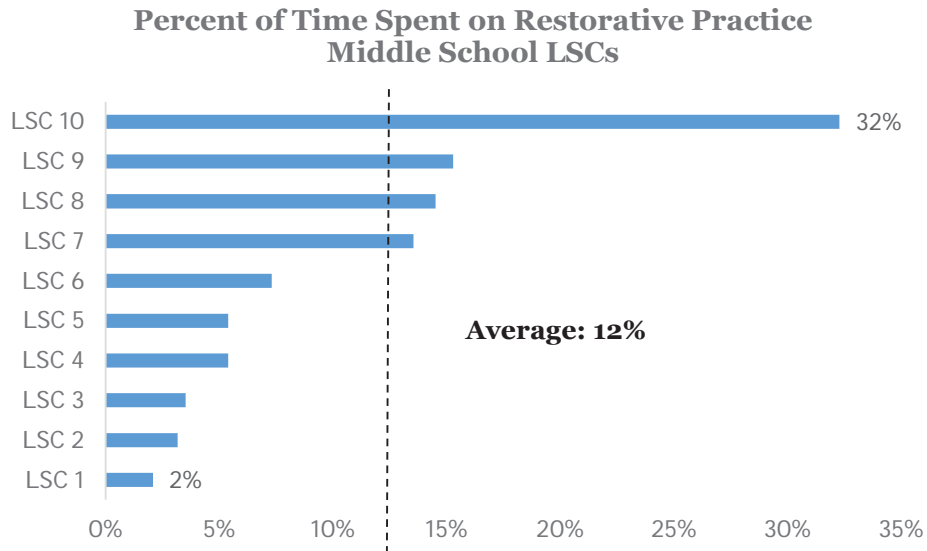


LSCs appear to prioritize different aspects of the role among the direct activities as well depending on the school level. Of note is the greater amount of time spent on activities within MTSS at the elementary and middle schools levels on average, relative to K8 and high school. The high school LSCs spent significantly more time on assessment versus their peers at other school levels, on average, and significantly less time on restorative practice and PBIS. This reiterates focus group discussion in which high school LSCs voiced that assessment has dominated their role this year at the expense of other tasks.

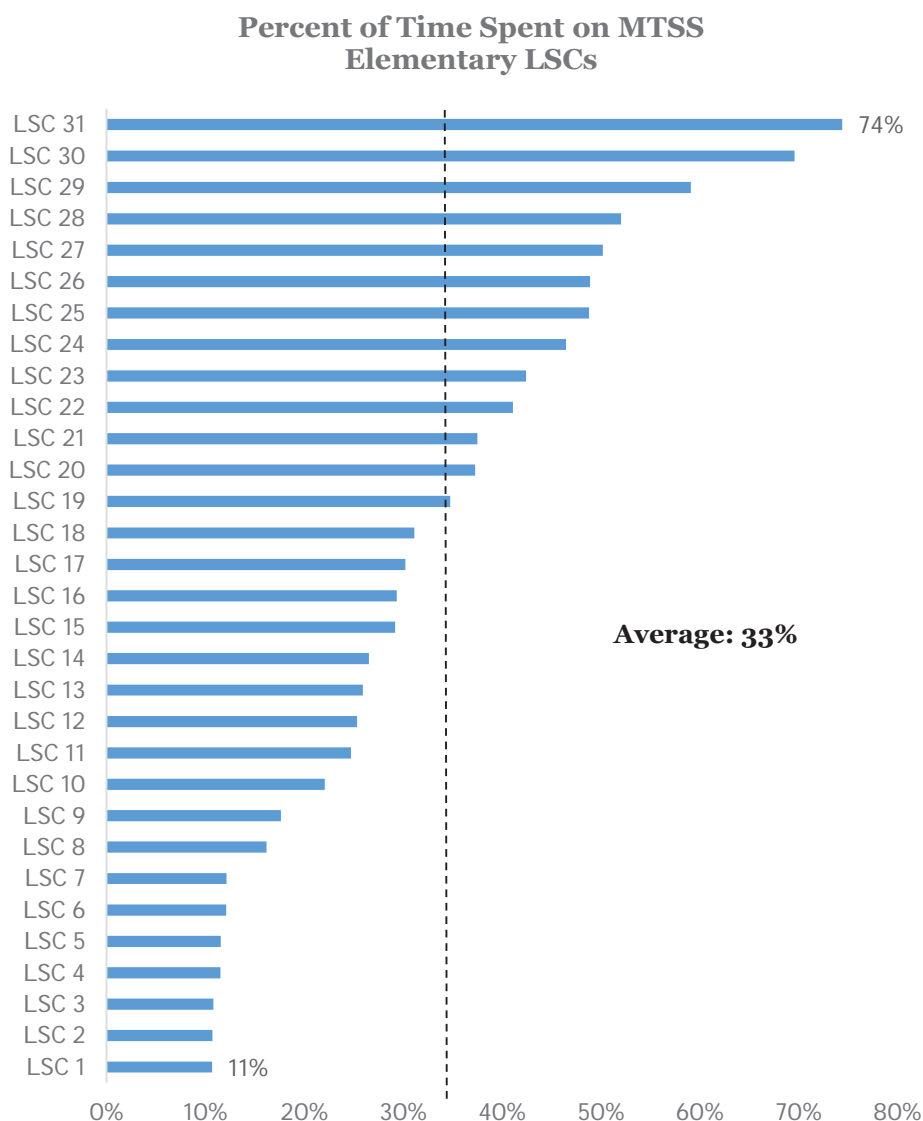
Activity	Total	Elem.	K8	Middle	High
MTSS	26%	33%	19%	29%	15%
Assessment	19%	13%	23%	18%	34%
Restorative Practice	9%	10%	8%	12%	2%
Data Management	7%	7%	5%	6%	7%
PBIS	5%	8%	3%	6%	1%
Parent Communication	4%	3%	3%	6%	4%
ALE	3%	2%	1%	5%	5%
Student Advocacy	0%	0%	1%	0%	0%
Unitary Status Plan reports	0%	2%	1%	1%	0%

Components of total direct service will not add to the total direct service exactly due to LSCs reporting additional timed worked outside of the contracted workday.

Variation also exists within school levels, between individual LSCs on a given week. For example, middle school LSCs are spending anywhere from 2% to 32% of their weeks focused on tasks that fall within restorative practice.



Another example is the variation of time as a percentage of the week spent on MTSS among elementary LSCs; some LSCs at the elementary level are spending nearly three-quarters of their time on MTSS-related activities, while others devote only 11%.



The highest percent of time (74%) spent on MTSS among the elementary LSCs exceeds the highest percent of time (70%) spent on MTSS among all LSCs due to the fact that LSC 31 is split across an elementary and a middle school; the chart above only includes the time spent at the elementary school.

These are two examples, but this degree of variation was found throughout the functional areas. In sum, the LSC role may look very different depending not only on school level, but also on the individual school and the individual LSC during any given week.

The district should decide what degree of variation makes sense both by school level and by individual school needs, and ensure that any differences that occur are intentional, rather than based on any individual or school's interpretation of the role. For instance, in a school that has a solid PBIS structure already in place, it may make sense for an LSC to dedicate less time to this

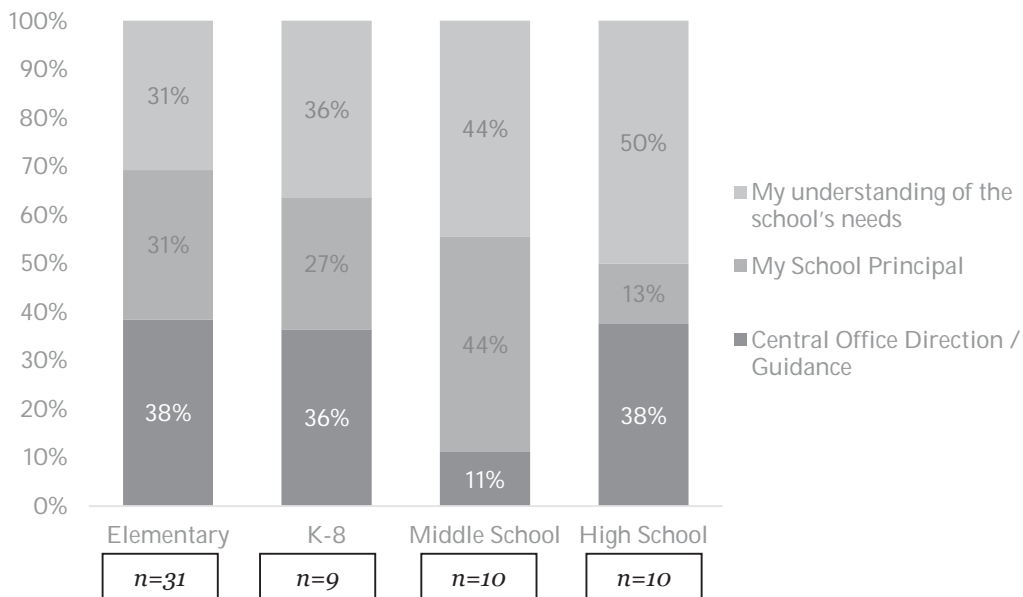
initiative, and thus be able to focus more on getting the MTSS process in place. The district should deliberately determine the degree of variation allowed given differing school needs, and then determine the appropriate balance of activities and area of focus to address those needs. If the district decides to pursue a needs assessment, central office leadership, with principal input, could determine one or two focus areas per school and then recommend ranges of how much time that school’s LSC should spend on each functional area. For instance, in a school with severe behavioral needs, it may make sense to prioritize PBIS and restorative practice, and allocate other tasks to less than 25% of that LSC’s week. Continued monitoring will be integral to ensuring that this is implemented and working well at the school level if the district does decide to move in this direction.

1d. The district should address the multiple sources of influence dictating how LSCs define and execute their roles.

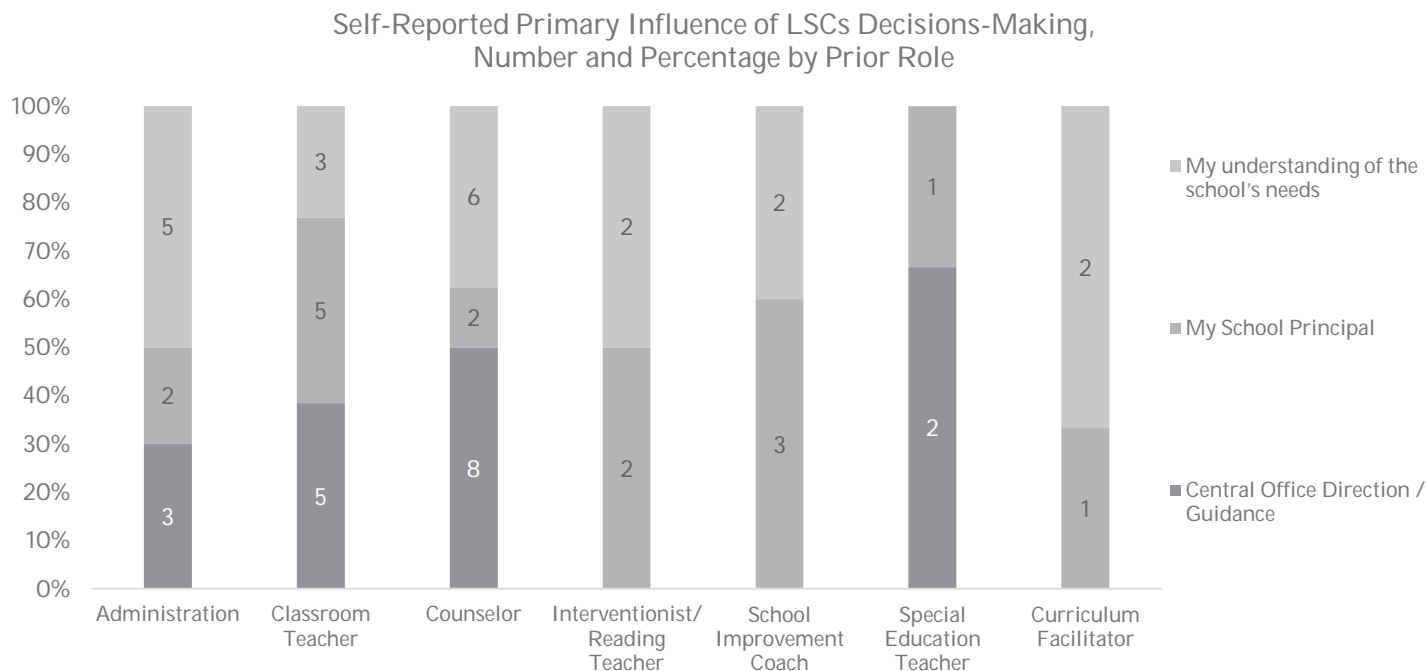
The variance in how LSCs spend their time may be at least in part due to the multiple sources of influence inherent to the role. When LSCs were asked to rank what influences their typical actions from most to least influential, between central office, the school principal, and their own understanding of the school’s needs, there was no one answer consistent across the board.

The primary influence LSCs depend on varies by school level. The primary influence at the high school is the LSC’s own understanding of the school’s needs (50% of LSCs). The percentage of LSCs who chose their own understanding of the school’s needs as the primary influence for their decisions increased as the school level increased; only 31% of elementary LSCs base their decisions on their own understanding of school needs. Despite the district’s efforts to centralize the role, on a day-to-day basis, LSCs are not primarily relying on central office guidance. Middle schools were particularly unaffected by central office guidance, on average, with only 11% of LSCs choosing this as their primary influence.

Self-Reported Primary Influence of LSCs Decision-Making
Percentage by School Level



There is also variation of primary influences by background of the LSC.



Implementation Considerations

- As currently structured, the LSC role is not set up to be aligned district-wide; additionally, some aspects of this structure may hinder LSC success. The district should enact a comprehensive restructuring of the LSC role as laid out by these recommendations in order to realize the full potential of the role.
- If the district decides to keep the LSC role and move forward with the changes in structure, central office leadership should make concerted efforts to communicate with principals in order to ensure understanding of the change.
- The district should closely monitor the LSC role during the structural change and should create a communication channel for LSCs to report concerns or questions about their role to central office, if management is to be moved fully to the district level.

2. The district should consider providing elementary schools, particularly those with higher free-and-reduced lunch populations, with access to a full-time LSC due to the higher impact exhibited by full-time LSCs.

The district currently staffs LSCs at each school using a formula based on enrollment. The result of this staffing is that some LSCs are staffed across two elementary schools and those schools have a half-time LSC, while other LSCs are assigned to one school and those schools have a full-time LSC. In total, 35 elementary schools (71%) have a half-time LSC.

Further analysis highlighted that full-time LSCs do have a greater impact across several areas; as such the district should consider providing all elementary schools with access to a full-time LSC.

This recommendation is based upon three supporting factors: concerns raised by the principals, teachers, and LSCs, teachers' perception of behavior management in their schools, and growth in academic outcome metrics.

2a. Concerns were highlighted by principals, teachers, and LSCs regarding the challenges inherent to a half-time LSC.

In focus groups, LSCs and principals both shared nearly unanimously that there are challenges with the half-time LSC model. LSCs shared the difficulty of managing several different high priority initiatives across two different schools, and most agreed that a lower enrollment does not make leading those initiatives easier or less time-consuming. Principals found the arrangement frustrating due to the nature of these initiatives; LSCs were often not on site when needed to lead restorative practice sessions or to assist with facilitating and monitoring the full MTSS process. Both LSCs and principals shared that leading PBIS implementation efforts and ensuring staff were trained and equipped in PBIS tactics was difficult when only on site half of the week. Lack of consistency was a concern throughout most of the functional areas with an LSC only on site half-time.

Numerous teachers raised similar concerns via comments in the survey, a sample of which are included below:

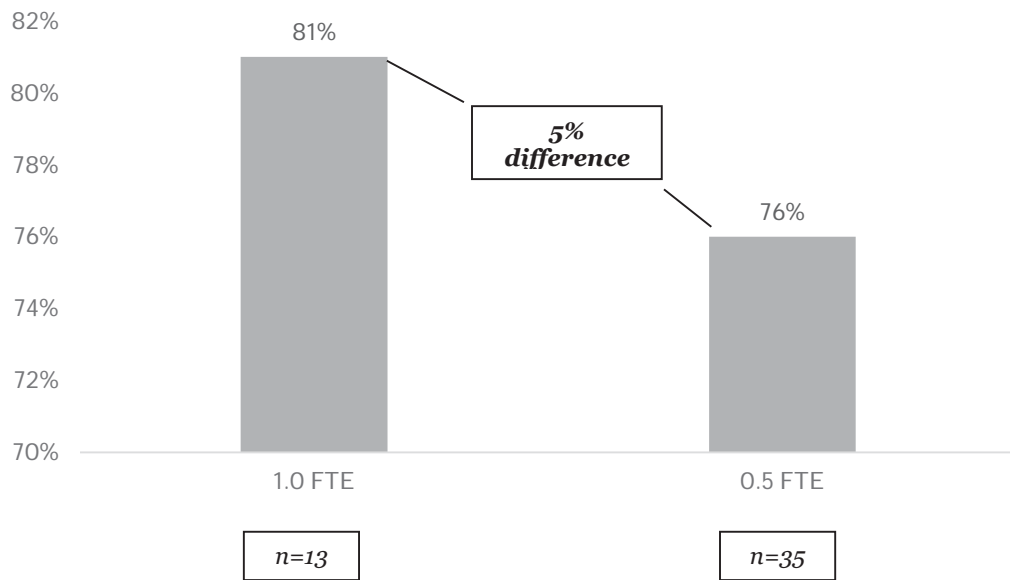
- "I feel that the LSC cannot effectively implement programs at a part-time level."
- "Having a part-time LSC is completely ineffective at our school. Our LSC never had enough time to fully implement anything due to the fact that she had to share her time between both schools."
- "Our LSC is pulled to 2 different schools, this is a no win situation. Each school should be provided a full-time LSC, then check to see how successful or unsuccessful the position [is]."
- "Our LSC is spread too thin. She is responsible for two schools. The school where I teach is very complicated with students who are in need of a wide variety of support."

- “We would love to have [our LSC] here full time. He is a great asset to our school. We rely on him for many things every day.”

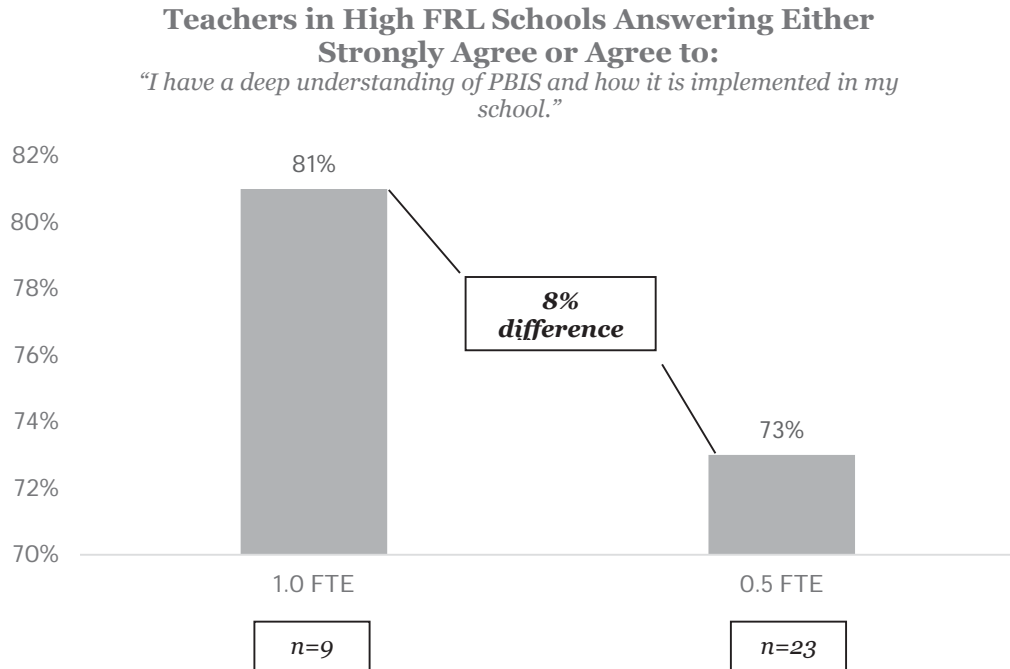
2b. Teachers with a full-time LSC feel better equipped to deal with student behavioral issues.

Teachers with access to a full-time time LSC indicated a deeper understanding of PBIS and its implementation within their school than teachers who had a half-time LSC at their school.

Teachers Answering Either Strongly Agree or Agree to:
“I have a deep understanding of PBIS and how it is implemented in my school.”

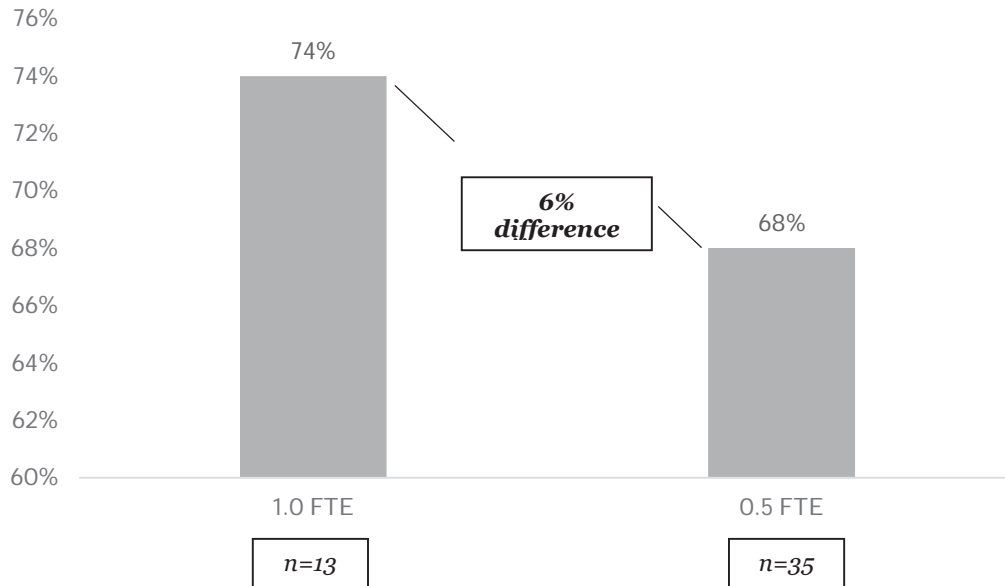


The difference in teacher understanding between a full and a half-time LSC at elementary schools was especially large in elementary schools with high free-and-reduced-lunch (FRL) populations, as defined by 75% or above.



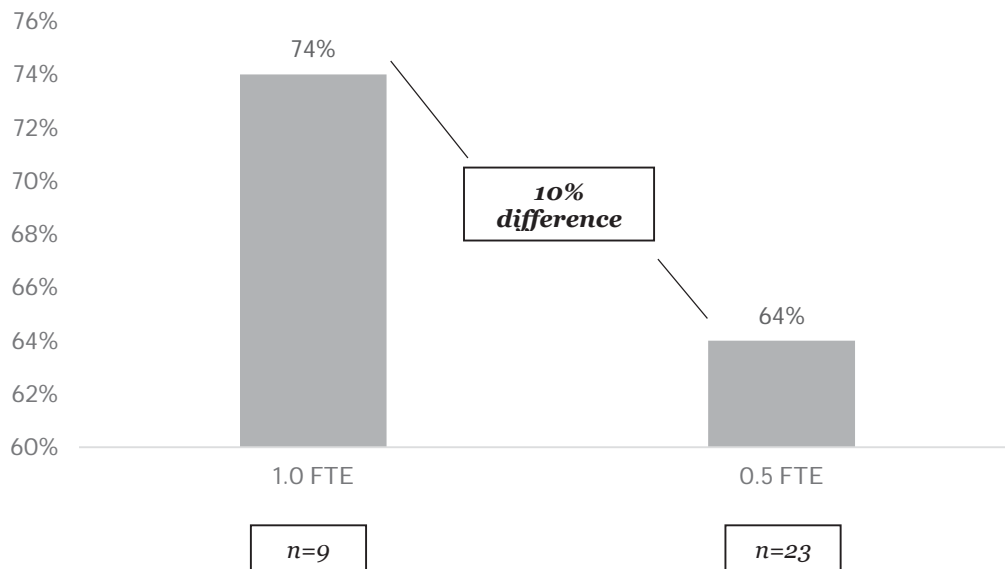
The same trend was identified in terms of teachers who believe that PBIS effectively impacts improved student behavior in their school. There is a 6% difference between teachers who strongly agreed or agreed in schools with a full-time LSC versus teachers with a half-time LSC.

Teachers Answering Either Strongly Agree or Agree to:
“PBIS effectively impacts improved student behavior in my school.”



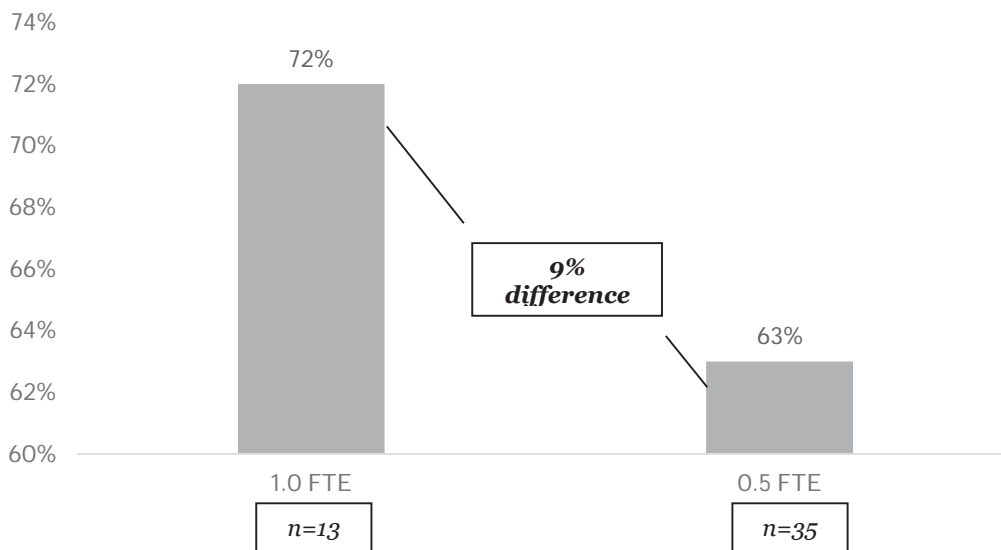
That difference is magnified when looking at only high FRL schools, where a 10% difference exists.

Teachers in High FRL Schools Answering Either Strongly Agree or Agree to:
“PBIS effectively impacts improved student behavior in my school.”



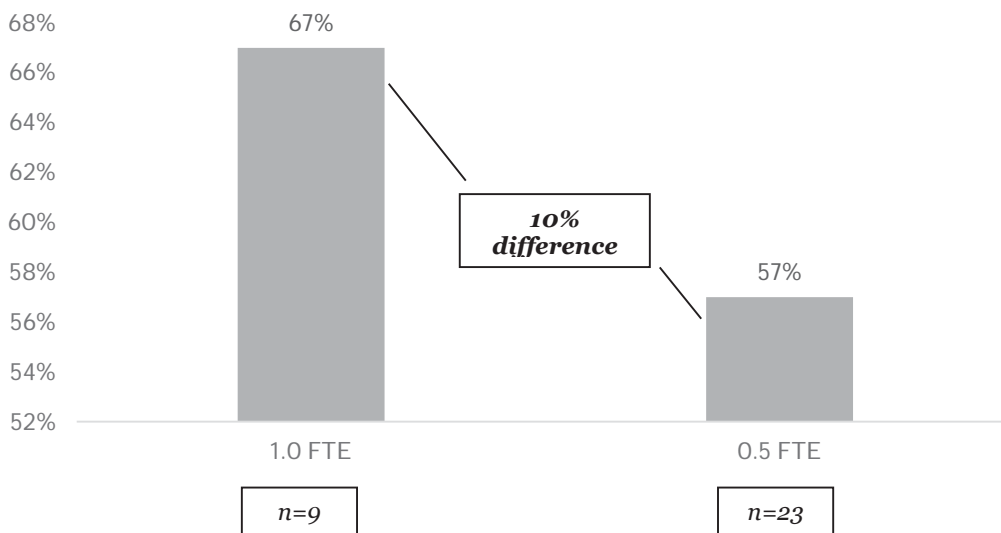
Teacher perception of the effectiveness of restorative practices follows a similar pattern. 9% more teachers with a full-time LSC agreed or strongly agreed versus teachers with a half-time LSC.

Teachers Answering Either Strongly Agree or Agree to:
“Restorative practice sessions work well in my building to reduce negative student behavioral issues.”



This difference held true for high FRL schools and increased slightly to 10%.

Teachers in High FRL Answering Either Strongly Agree or Agree to:
“Restorative practice sessions work well in my building to reduce negative student behavioral issues.”

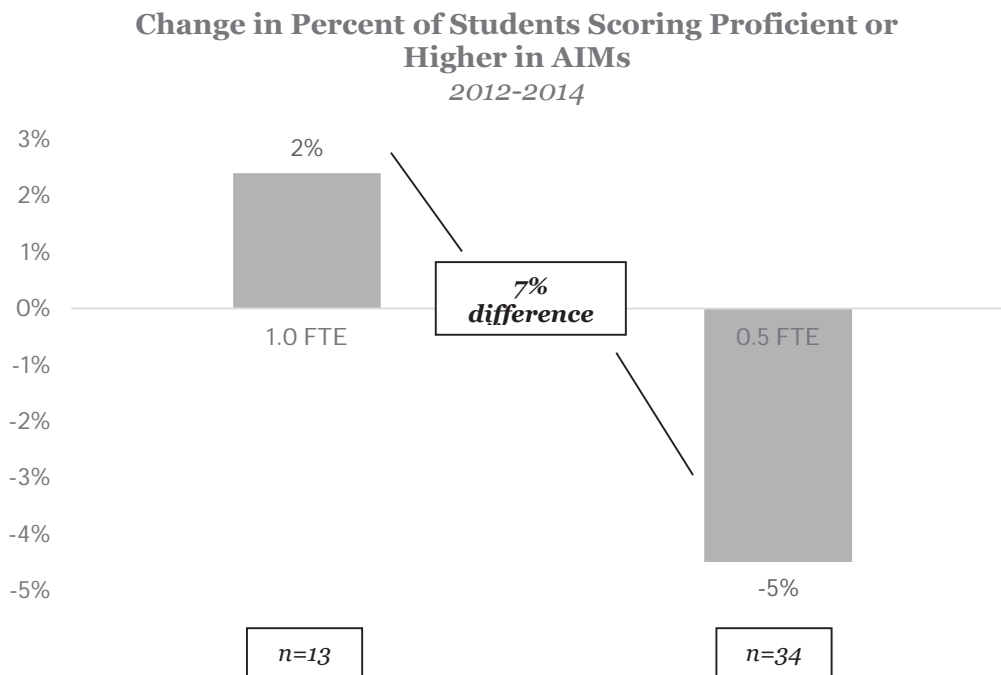


2c. Schools with full-time LSCs have experienced more positive growth in key academic outcome metrics.

Elementary schools with full-time LSCs have seen greater growth in key academic outcome metrics, indicating that full-time LSCs may have more of an impact than half-time LSCs in the academic realm as well.

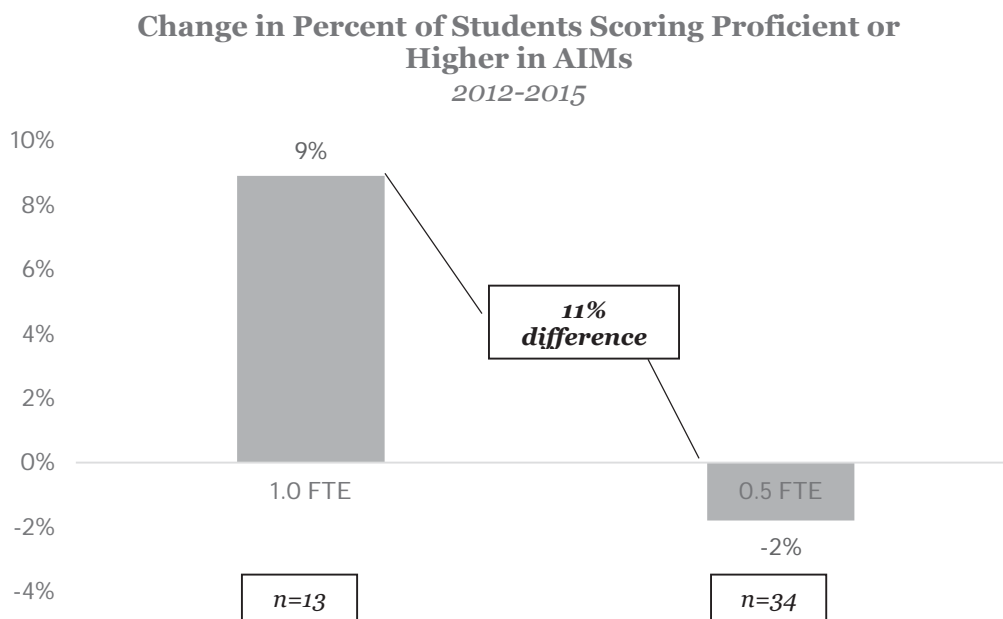
Comparison of AIMS Outcome Metrics

Elementary schools with a full-time LSC have seen a greater improvement in AIMS passing scores between 2012 and 2014 (3-year change). Schools with a half-time LSC have seen a decline of -5% over the past three years, while schools with a full-time LSC have experienced slight growth of 2%.



Passing Reflects percent of students labeled as "Meets" or "Exceeds" on both AIMS Reading and AIMS Math.

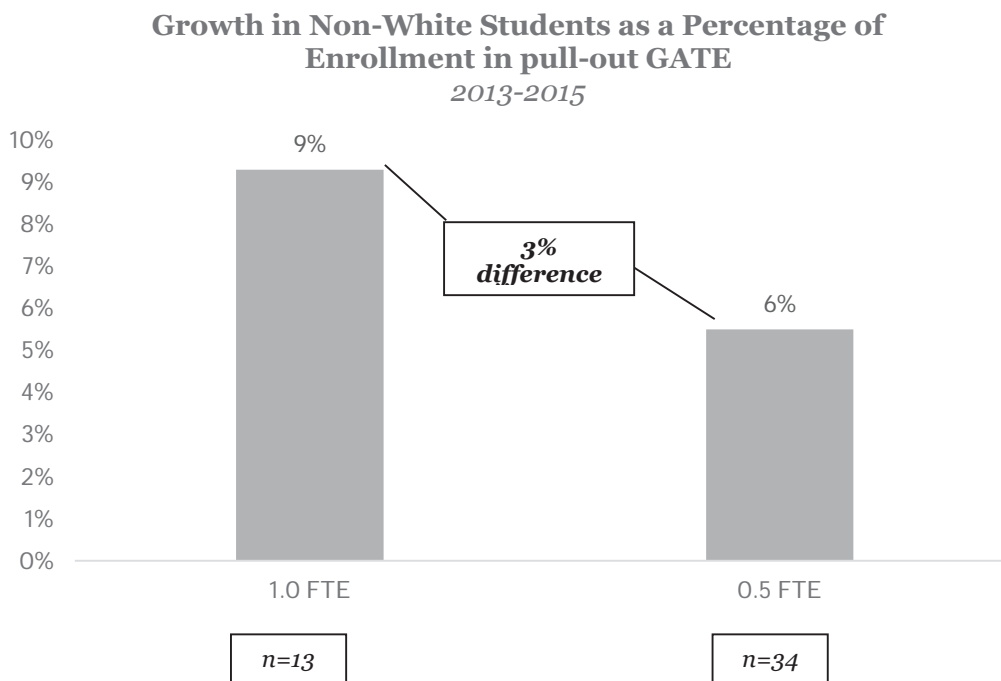
The difference widens when focusing on the percentage of students qualifying for free-and-reduced lunch passing AIMS. Schools with full-time LSCs have seen significant growth of 9% in the percentage of FRL-eligible students scoring proficient or above on average over the past three years; schools with half-time LSCs have seen a slight decline of -2% in the percentage of FRL-eligible students scoring proficient or above.



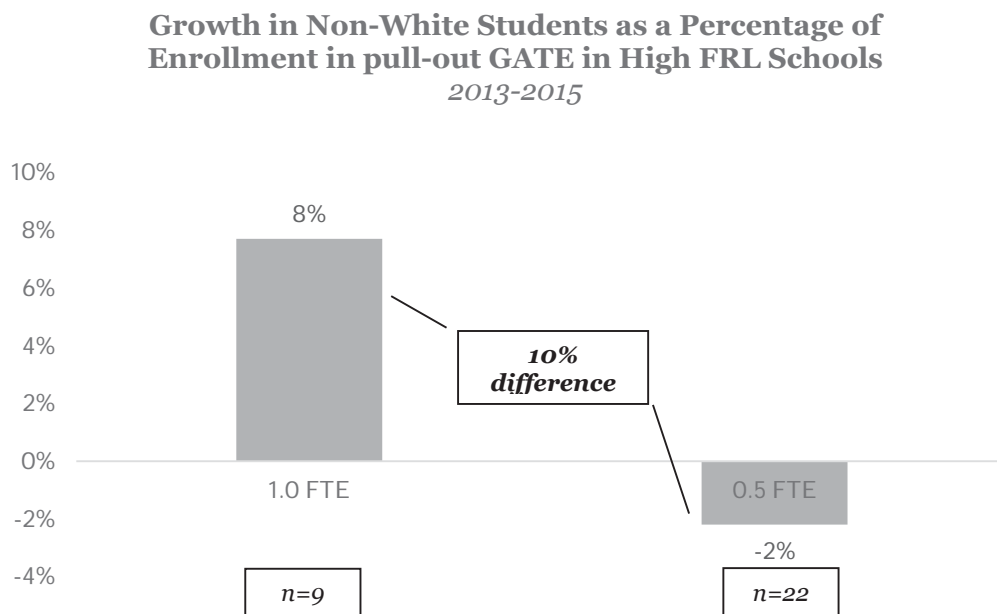
Passing Reflects percent of students labeled as "Meets" or "Exceeds" on both AIMS Reading and AIMS Math.

Comparison of Advanced Learning Experiences Metrics

In regards to advanced learning experiences, elementary schools with a full-time LSC had more growth (9%) in non-white student participation in pull-out GATE classes from 2012-15 than those schools currently staffed with a half-time LSC (6%).



In elementary schools with high free-and-reduced lunch (75% or greater), the difference was even more pronounced. Not only was there a 10% difference, but schools with a half-time LSC actually experienced a decline of -2% in the percent of non-white students as a percent of pull-out GATE enrollment, while schools with a full-time LSC experienced an 8% growth.



Implementation Considerations

- 35 elementary schools currently use a half-time LSC. Initial estimates indicate that it would cost the district ~\$800,000 to provide a full-time LSC for each of those elementary schools. This approximation is based on the average LSC salary and benefits of \$45,000; more in-depth analysis with more precise salary ranges would be required to fully vet this potential cost. However, there are possible ways for the district to consider realigning funds to support additional full-time LSCs at the elementary level. The below represents two possible strategies should this be of interest to the district:
 - Many districts have been able to cover the costs of high leverage or strategic staff, such as the LSC role, by conducting a benchmarking analysis of the number of less highly skilled staff currently in the district compared to other similar districts, and then taking advantage of attrition to move resources towards roles that more highly impact student outcomes, such as improved behavior and academic achievement.
 - The district may also want to consider ensuring all elementary schools have a full-time LSC, while moving away from LSCs at some of the higher level schools; however, more work is needed to determine which schools may not need an LSC. A needs assessment could elucidate if there are some schools with more narrow needs and enough other staff that could distribute the LSC duties across other roles, for example, use a counselor to provide restorative practice sessions.
- One middle school and two K-8 schools also have a half-time LSC, but these were not included due to the small sample size. It is possible that the findings for elementary schools would hold true for these schools as well. Further research should be conducted to determine the impact of a half-time LSC in these schools as well.

3. If, ultimately, the LSC role continues, the district should reconsider how it captures and evaluates success for the position.

If the LSC role is to continue, the district should reconsider how best to measure success for the position going forward, after enacting the restructuring changes recommended in Opportunity #1.

3a. The district should continue to develop the new MTSS initiative in order to eventually evaluate its success and the LSC role in it effectively.

The LSC role has evolved over the years, making it difficult to measure the impact of new initiatives as they are added. The most recent addition to the scope of responsibility for LSCs is facilitating the Multi-Tiered Support System (MTSS); MTSS is currently too new to be used as a meaningful input when evaluating the effectiveness of the LSC, since it was rolled out district-wide this fall. However, this will continue to remain an important functional area to evaluate going forward, and the district should ensure that MTSS is consistently implemented throughout the district in order to do so. This will require clear expectations to be set in terms of what is expected from the schools, along with clearly defined intended outcomes and definitions of success for both LSCs and principals; currently, school leadership and LSCs reported hearing mixed messages about the need to immediately fully implement the process. The district will need to clarify that full implementation is integral to the success of MTSS in order to be able to eventually effectively evaluate the effectiveness of this process and the LSC role as facilitator.

The district has already begun to set up a system to track the newly implemented MTSS initiative. The metrics identified are the number of students referred by grade and ethnicity and the number of students moved across tiers. Currently these are tracked across most schools, but not all. The key will be to ensure that all schools consistently track these metrics in a timely and accurate way. The district should also set up the ability to evaluate the progress of students who are referred to MTSS versus their peers, in terms of both academic and behavioral outcomes.

3b. The district should build upon existing monitoring structures.

The district currently monitors several key data metrics in relation to the functional areas of the LSC role. If the role of the LSC remains, the district enhance existing metrics and systems to collect metrics that relate to the definition of success within each functional area. The district has made a concerted effort to clearly define the LSC role and align it district-wide this year. The district built upon this effort to codify an evaluation framework at the Defining Success Workshop conducted as part of this study. The next step for the district should be to put into place the systems needed to track the specific metrics that will measure success as the district has defined it within each functional area, rather than leveraging existing metrics and fitting them into the most relevant functional areas.

For example, for PBIS, the district may want to consider consistently collecting more output measures, such as the number of referrals (both positive and negative). The district tracks this

to some degree, but consistency across schools is key. Currently, the metrics used to evaluate PBIS are important outcome metrics, but are broad and affected by multiple factors, i.e. attendance. By adding some intermediate interim output data to future evaluations, the district can more clearly determine whether the implementation of PBIS is in place, which should be an indicator to more positive outcome metrics such as decreased discipline incidents and increased attendance longer term.

Restorative practice metrics could also be enhanced by adding some interim metrics, such as the number of sessions conducted and by whom in each school to get a sense of how successful the LSC has been in training other staff to provide the sessions and to get a sense of restorative practices are leveraged across the district.

3c. Consider implementing team structures and corresponding team measures of success for impact metrics that are a challenge to disaggregate to one role.

There are certain high impact and high visibility metrics that, while essential to track, are difficult to disaggregate in terms of the impact that any one individual or single role can reasonably expect on fostering more favorable outcomes. These metrics, which include attendance, graduation rates, drop-out rates, etc., typically are influenced by a variety of social, environmental, and/or other factors that are external to a specific role's sphere of influence. In the case of the LSC, these metrics may not be the best measures to evaluate exclusively the impact or influence that the LSC can play in driving change. The district should continue incorporating these metrics in regular monitoring, but the LSC role should not be solely and directly evaluated based on these.

Instead, a team approach is recommended to enable more material and widespread change. As central office leadership moves forward with continued evaluations of other student support roles, the district should begin to clarify and communicate roles and how these roles fit together and support each other as a team effort. It will again be critical that the district standardize these team structures across the district (Opportunity #1) in order to enable more unified measures of success and accountability. Ensuring these roles work together will drive major outcomes over longer time horizons that no one role can influence alone.

Implementation Considerations

- In order to most effectively evaluate the role, the district should keep the role consistent over a multi-year timeframe.
- The district should continue to monitor the role over the upcoming year, and conduct a full evaluation again after two years of a consistent role definition.
- As the district moves toward full implementation of MTSS across the district, the district should consider the following:
 - The district should set up a communication channel for LSCs, ideally centralized at the district, to address questions and confusion as they roll out MTSS.
 - This real-time feedback loop is especially key in the beginning stages of implementation as it provides an opportunity to catch and correct logistical challenges that could derail an initiative.
 - Providing the LSCs access to a designated resource within central office for questions and clarifications would alleviate many of the frustrations surfaced in focus groups from LSCs who felt they had to figure it out on their own.
 - It would also address principal concerns that LSCs are not sufficiently trained to lead this initiative.
 - Furthermore, this connection point would lead to a more even implementation across schools, rather than variability based on each school's interpretation of the process.
 - The district should ensure there is access to adequate training for LSCs, administrators, and teachers since for many schools MTSS represents a cultural shift. The district could utilize a train-the-trainer model by providing the LCSs with training, and then the opportunity to clarify questions that arise from teachers and principals via the communication channel.