

**Magnet Budget
Discovery Questions from the Special Master
12/11/2019**

RFI #2495: There are a number of programs and contractors that are being funded. What is the evidence that attests to the effectiveness of the following: the leader in me; seven habits; catapult learning; an unidentified consultant at Booth- Fickett; the use of three student success specialists to increase oral reinforcement of Spanish language development through the arts; the reduction of class-size to 27 students per teacher; consultant at Borton from the Southern Arizona Regional Education Center; Sky Schools Urban Research, Daytime Field Course and Exploring the Sky Islands; Summer Jump Bridge program; professional education consultant that Tully; PBIS store.

Response: See the table below.

Program	School	Cost	Evidence that attests to the effectiveness
The Leader In Me: Seven Habits	Holladay	\$20,000	To measure the effectiveness of Leader in Me, a program that teachers the Seven Habits, an annual survey is completed by staff and students. Discipline data is also used to determine the program’s effectiveness.
Catapult Learning	Booth-Fickett	\$30,000	Catapult learning will not be used this year. Instead, the \$30,000 in the budget for tutoring will be moved to added certified duty so staff can provide the needed tutoring.
Summer PD ¹	Booth-Fickett	\$43,000	The decisions for staffing on summer PD has not yet been made. It will be made based on assessments during the year and the final decisions regarding staffing and content for summer PD will be finalized during the Spring of 2020.
use of three Student Success Specialists to increase oral reinforcement of Spanish language development through the arts	Roskruge	\$60,000 (2 SSS) \$45,000 (teacher)	There are 2 FTE student success specialist (one mariachi and one folkloric) at Roskruge and 1 FTE Mariachi teacher. Folklorico- Songs, music and dances that students perform and practice daily utilize the TPR approach to learning the vocabulary. Student are able to articulate the region and the story of the dance.

¹ The SM referred to this as “an unidentified consultant”, which is not quite accurate.

			<p>Mariachi- The students sing various songs in Spanish as well as play instruments at the same time. Students in Mariachi also learn the history of mariachi and the various types of music and instruments used for certain songs.</p> <p>These courses are offered to allow general ed teachers to have time for PLCs and to increase Spanish oral language development through fine arts experiences. The principal believes that students who participate in these courses anecdotally appear to do better regarding their Spanish oral skills. The added opportunity to converse in Spanish supports their language development in a non-traditional setting outside the formal classroom. This can be a critical element in cementing oral language skills.</p>
the reduction of class-size to 27 students per teacher	Various Schools		Magnet schools can choose to use Title 1 funds for additional teacher FTE to reduce class size to 27 per teacher. There are other ways to use funds to reduce class size other than through Title 1, such as budgeting for math and ELA intervention teacher to reduce the student to teacher ratio and to focus on individual student needs. As Title 1 selects 27 students in a class as its standard, that is prima facie evidence of its effectiveness.
consultant at Borton from the Southern Arizona Regional Education Center	Borton	\$15,741	The Southern Arizona Regional Education Center will not be used this year for Systems Thinking. Instead, Oakbridge Consultants will be used to assist teachers in consistent implementation of guided reading, along with the District's new ELA curriculum Benchmark Advance. The choice of Oakbridge was based on very positive prior experiences at both Hudlow and Ochoa Elementary schools.
Sky Schools Urban Research	Bonillas Booth- Fickett Holladay	\$10,150 \$10,150 \$5,800	UA Sky School is a cross-department partnership between CTE, Magnet and the University of Arizona that has existed for the past three years. An IGA in in place

	Tully	\$8,700	that provides grant funding to support participation.
Daytime Field Course	Bonillas Booth- Fickett	\$3,850 \$3,850	
Exploring the Sky Islands	Bonillas	\$3,600	<p>UA Sky School is aligned to the magnet themes related to science and math, including STEM, and STEAM. Students have the unique opportunity to participate alongside science professionals in learning opportunities based on state standards and to present a final project and presentation.</p> <p>The district determined that this program should be continued each school year based on a positive assessment of the educational value that included collaborative learning, hands-on learning by exploration, inquiry-based learning, extended learning opportunities, and project-based learning. Informal and anecdotal data from students, teachers and principals has been overwhelmingly positive. For example, at the end of the 2017-18 school year, a Tucson High school student won a \$10,000 scholarship to the U of A for success at the International Science and Engineering Fair based on her project done through the Sky School program. (This response was also provided on 4.11.19 – RFI #2298)</p>
	Booth- Fickett	\$3,610	
	Borton	\$4,800	
	Tully	\$4,800	
Summer Jump Bridge program	Dodge	\$17,030	This program does not use consultant services; it is run by the teachers and administrators at Dodge Middle School. The cost includes added duty for both certified and classified staff.
professional education consultant	Tully	\$27,650	The school is seeking a consultant who has a GATE endorsement and who specializes in gifted education to evaluate the current program, create an action plan, and to provide any needed professional development. No decision has been made yet on the particular consultant to be used.

PBIS Store	Not found in any school budget nor would it be budgeted through magnet funds.		Magnet schools do not use magnet monies for PBIS Stores.
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RFI #2496: Given that Holladay almost lost its magnet status because of poor student performance, what analysis shaped the decisions with respect to improving student performance?

Response: Holladay earned a letter-grade of B for the 2018-29 school year, dramatically improving from a D rating the prior year. Thus, Holladay has already implemented needed changes to affect improved student achievement. .

RFI #2497: Does the District have a formula or guidelines for determining how much additional help is required to address significant problems with respect to student achievement? If so, please provide that information.

Response: Yes. This information is in the new magnet plans submitted to the court August 30, 2019. The new Comprehensive Magnet Plan details the level of support that will be given to the magnet schools based on student achievement needs.

RFI #2498: Roskruge has serious academic problems. How does it propose to address those problems? Since it presumably must do so with the funding it had the previous year, what services will not be provided in order to free up funds for the improvement plan.

Response: Academic performance is improving for African American and Hispanic students at Roskruge. Over the past three years, African American math scores increased by approximately 28.9 percentage points and Hispanic math scores increased by 4.1 percentage points; African American ELA scores improved by 11.4 percentage points and Hispanic student ELA scores improved 4.3 percentage points.

No services from the 2018-19 school year have been discontinued for the 2019-20 school year. Roskruge will continue to use all services to address academic concerns through quality Tier 1 instruction, Collaborative Teacher Teams, and Tier 2 and 3 Interventions.

In addition, Roskruge has created a new supplemental RTI targeted plan for the 2019-20 school year. This plan targets students based on performance data to attend intervention classes for math and ELA. In addition, teachers at the middle school level are providing students targeted interventions during the school day twice a week as identified from individual student progress of mastering highly-leveraged standards during their regular class time.

RFI #2499: it appears that student success specialists at Roskruge would be paid \$20,000 each—what level of training and experience can be purchased for \$20,000? Please provide the job description for this position. How is it possible to reduce the costs of hiring student success specialists by a total of \$30,000 this year as compared to the previous year?

Response: There are 2 FTE student success specialist (one mariachi and one folkloric) at Roskruge and 1 FTE Mariachi teacher.

Folklorico- Songs, music and dances that students perform and practice daily utilize the TPR approach to learning the vocabulary. Student are able to articulate the region and the story of the dance.

Mariachi- The students sing various songs in Spanish as well as play instruments at the same time. Students in Mariachi also learn the history of mariachi and the various types of music and instruments used for certain songs.

These courses are offered to allow general ed teachers to have time for PLCs and to increase Spanish oral language development through fine arts experiences. The principal believes that students who participate in these courses anecdotally appear to do better regarding their Spanish oral skills. The added opportunity to converse in Spanish supports their language development in a non-traditional setting outside the formal classroom. This can be a critical element in cementing oral language skills.

These classes are highly sought after and fill- up quickly. Many students choose to attend Roskruge due to these two programs. The increase in enrollment supports the Dual Language Programs as well as the Spanish language development of Roskruge students.

See attached Student Success Specialist job description that states required training and experience. The District made an error in not changing the 3.0 FTE to 2.0 FTE for student success specialists. Roskruge has \$60k for two specialists instead of \$90,000 for three. The budget now reflects 2.0 FTE for student success specialists.

RFI #2500: Student performance at Palo Verde is quite low. What type of reallocation of funds is being proposed to address this deficiency?

Response: There is no reallocation of funds to address the deficiency at this time within the magnet budget since other budget sources are used to address student performance. Palo Verde High School funds 2.0 FTE in their Title 1 budget (math and ELA teacher). These additional teachers support lower class sizes in these critical content

areas. The average ELA class size is under 27 for grades 9-11. The average Algebra 1 and Geometry class size are also under 27. Other funds that address Palo Verde's deficiency include 10K in Pathways and Pitfalls for training and 9K for lap top engagement and reaching strategies from the Targeted Support and Improvement Grant through Title 1. These funds cover the PD focus for PV during 2019-20 SY.

New for this year, Palo Verde will use their math and ELA interventionist to support targeted individual students with remediation skills. These teachers will use data to identify students in need of supplemental Tier 2 and 3 supports. Depending on student needs, students will attend intervention classes where they will receive academic support in a smaller setting, or they will receive push in support in the regular classroom. Materials that will be utilized include Highly-Leverage Learning Plans that are provided by the Magnet Department.

RFI #2501: There are a number of examples—see Carrillo—in which consultants are rehired. The District has indicated in the past that its intent is to use consultants to jumpstart new initiatives and to train the trainers who would be District staff.

Response: Yes, that is the District's intent.

RFI #2502 - What criteria are used to determine where new investments need to be made to improve student academic performance or discipline? Please answer this question as it relates to Reading Recovery, seven period day, instructional coaches, and MTSS facilitators.

Response:

Seven-Period Day and Instructional Coaches: The Magnet Department monitors at its schools how the seven-period day is utilized for teacher collaboration (PLC-Collaborative Teacher Teams[CTT]) and works with Instructional Coaches at the sites to implement the observation and reflection cycle. District rubrics are used to measure the effectiveness of PLC-CTTs at all magnet schools. The magnet department works with its schools in these two areas to enhance practices of individual personnel and teachers and to support the principal by ensuring that these practices are known, understood, and implemented correctly. The overall effectiveness, as determined through observations and measurements, guides where new investments or modifications need to be made.

The magnet department does not have a Reading Recovery program at any magnet school and does not oversee MTSS facilitators.

RFI #2503: In the District made any adjustments to magnet school budgets based on the spring 2019 AZ merit exams or for any other reason since the budgets were provided to the parties and the Special Master in March? If so, please identify what those are and the reasons the changes were made.

Response: Using the Reallocation Request guideline, per the Special Master, the district had no budget adjustments to magnet school budgets that were over \$50,000.

RFI #2504: Does the District regularly examine evidence of student performance and behavior to identify effective initiatives that could be disseminated more widely? If so, please provide examples from this year’s budget.

Response: Yes. Based on examination of student performance and behavior at all magnet schools, best practices are identified and shared with all magnet schools through regular meetings with the school magnet coordinators. Examples of best practices that are shared include how to effectively: coach Tier 1 instruction, support collaborative teacher teams, and provide supplemental Tier 2 and 3 interventions. These meetings are held monthly at different schools so magnet coordinators can observe best practices that are being utilized at other magnet schools.

RFI #2505: Please explain the rationale for limiting magnet school budgets to the funds they received in the previous year.

Response: First, the District has not limited magnet school budgets to the funds they received in the previous year. Several magnet schools have *increased* their magnet school budgets over the previous year (Booth-Fickett, Dodge, and Palo Verde – see chart below).

Site	FY20 Adopted	FTE	FY19 Adopted	FTE	Year over Year Variance	
					Amount	FTE
Booth/Fickett Total	823,917	11.44	733,071	9.00	90,846	2.44
Dodge Total	273,431	3.97	249,412	3.80	24,019	0.17
Palo Verde Total	507,246	6.99	411,514	6.00	95,732	0.99

Second, magnet schools build their budgets around the magnet school plans – those plans are funded primarily by 910G and Title funding. Magnet schools are encouraged to use both funding sources according to best budgeting and evaluation practices: examine what is working, what needs to be adjusted, and what, if anything, is needed additionally. The starting point for that evaluation is the previous year’s MSP and associated resources. Any additional funding must be justified by an identified need in the MSP (and a lack of availability of other funding sources, like Title I).

Finally, there is not an unlimited amount of funding for magnet schools – any major increase in magnet funding must also have a corresponding decrease elsewhere in the 910G budget. In prior years, magnet schools asked for many millions of dollars over their expected need and at the end of the year, millions went unspent. In those instances, the parties criticized the District for not spending all of its magnet monies. The District has developed systems to closely monitor magnet spending to ensure that both magnet budgeting and magnet spending matches identified need.