A copy of the 2011 and any subsequent Magnet School Studies. USP Section II.K(1)(d)

# Appendix 12

# Tucson Unified School District

## Comprehensive Magnet Program Review

**Education Consulting Services**
**December, 2011**

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# I. INTRODUCTION

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

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

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

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

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

# II. ELEMENTS OF SUCCESSFUL MAGNET SCHOOLS

## A. What is a Magnet School?

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

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

## B. Magnet Schools Goals Correlated to Effective Schools Research

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

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

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

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

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

### 1. School Diversity

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

### 2. Innovative and Well Implemented Magnet

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

### 3. Professional Development That Supports the Magnet Theme

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

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

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

### 4. Specialized Teaching Staff

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

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

### 5. Parent and Community Involvement

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

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

### 6. Improved Academic Achievement

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

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

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

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

# III. BACKGROUND OF DESEGREGATION IN TUCSON UNIFIED SCHOOL DISTRICT

## A. History of Desegregation in Tucson Unified School District

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## C. Rationale for the Magnet Review

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

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

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

# IV. DESIGN AND PROCESS FOR THE MAGNET REVIEW

## A. Process and Tools Used

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

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

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

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

## B. Scope of the Work

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

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

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

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

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

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

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

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

# V. SUMMARY OF COMMON TRENDS

## Common Trends in TUSD Magnet Schools

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

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

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

Parent Trends and Issues

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

# VI. RECOMMENDATIONS AND COMMENDATIONS

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

## A. District Governance of Magnet Schools

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

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

**Communications with the School Assistant Superintendents and the Magnet Office**

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

**Magnet Marketing and Recruitment**

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

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

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

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

**Establish Recruitment Goals**

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

**Implement Periodic Evaluations of Magnet Programs**

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

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

**Issues Related to Magnet Funding**

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

**Issues Related to Transportation**

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

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

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

## MAGNET SCHOOL CONTINUITY (PIPELINE) PATTERNS

No identified school/program

Suggested possible school/program

| PROGRAM | PRIMARY/ELEMENTARY | MIDDLE LEVEL | HIGH SCHOOL |
|---|---|---|---|
| **ARTS/PERFORMING ARTS MAGNET CONTINUITY (PIPELINE) PATTERNS** | | | |
| OMA Gold (Opening Minds through the Arts) | Tully (K-5)<br>*One of 12 other OMA Gold programs; 8 other schools offer OMA Bronze/Silver program* | Utterback (6-8)<br>*Visual & Performing Arts* | Tucson High (9-12)<br>*Fine Arts* |
| Performing/Fine Arts | Holladay (K-5)<br>*Fine & Performing Arts*<br>*Would like to add Gr 6* | Utterback (6-8)<br>*Visual & Performing Arts* | Tucson High (9-12)<br>*Fine Arts* |
| STAM (Science/Technology/ Arts/Music) | Carrillo (K-5) | Utterback (6-8)<br>*Visual & Performing Arts* | Tucson High (9-12)<br>*Fine Arts* |
| **CHILD-CENTERED LEARNING MAGNET CONTINUITY (PIPELINE) PATTERN** | | | |
| Montessori | Drachman (K-5) | | |
| Reggio Emilia-Inspired | Ochoa (K - 5) | | |
| Systems Thinking | Borton (K-5) | | |
| **COLLEGE PREP MAGNET CONTINUITY (PIPELINE) PATTERNS** | | | |
| College Prep | Safford (K-5) & Robison (K-5)<br>*International Baccalaureate Primary Years Program (PYP) Candidacy pending* | Safford (6-8)<br>*International Baccalaureate Middle Years Program (MYP) Candidacy Pending* | Pueblo (9-12)<br>*Honors & AP* |
| | | | University (9-12)<br>*Honors & AP*<br>*(Entrance test; Student-Centered)* |
| | Bonillas (K-5)<br>*Back to Basics/Traditional* | Dodge (6-8)<br>*Traditional* | Catalina (9-12)<br>***Terra Firma***<br>*Honors & AP*<br>*(Traditional; Teacher-Centered)* |

| PROGRAM | PRIMARY/ELEMENTARY | MIDDLE LEVEL | HIGH SCHOOL |
|---|---|---|---|
| **FOREIGN LANGUAGE MAGNET CONTINUITY (PIPELINE) PATTERNS** | | | |
| Bilingual/Spanish Immersion | Roskruge (K-5)<br>*Not part of magnet but all K-5 students participate in dual language learning. School wants to become a total school Bilingual Magnet.* | Roskruge (6-8)<br>***Bilingual***<br>*In 2010 catalog, not listed as a magnet school* | Cholla (9-12)<br>*International Baccalaureate*<br>*Gr. 11-12 IB Certified*<br>*Gr. 9-10 Pre-IB only (need funding to bring MYP Gr. 9-10 candidacy to complete Gr. 9-12 IB certification)* |
| | Davis (K-5)<br>*Spanish Immersion* | Safford (6-8)<br>*International Baccalaureate MYP, Candidacy pending* | |
| **INTERNATIONAL BACCALAUREATE MAGNET CONTINUITY (PIPELINE) PATTERNS** | | | |
| International Baccalaureate | Safford (K-5)<br>*PYP (Primary Years Program) Candidacy pending* | Safford (6-8)<br>*MYP Candidacy pending* | Cholla (9-10)<br>*Pre-IB only; funds needed for MYP Gr. 9-10 candidacy to complete Gr. 9-12 IB certification* |
| | Robison (K-5)<br>*PYP Candidacy pending* | | Cholla (11-12)<br>IB Certified<br>*Renewal required every 7 yrs.* |
| Law & Public Safety | | | Cholla (9-12)<br>*Need funding to seek IB Career Certification & include this program as part of the overall IB program* |
| **SCIENCE/TECHNOLOGY/ENGINEERING/SCIENCE (STEM) MAGNET CONTINUITY (PIPELINE) PATTERNS** | | | |
| Aviation/Aerospace | Booth-Fickett (6-8)<br>*Math/Science* | Booth-Fickett (6-8)<br>*Math/Science* | Catalina (9-12)<br>*Wants to add Air Traffic Controller program* |
| Communication Arts & Technology | | | Pueblo (9-12) |
| Engineering & Technology | | | Palo Verde (9-12) |
| Health Care | | | Catalina (9-12)<br>*Wants to add EMT program* |
| Math/Science | Booth-Fickett (K-5) | Booth-Fickett (6-8) | Tucson High (9-12) |
| STAM (Science/Technology/ Arts/Music) | Carrillo (K-5) | Booth-Fickett (6-8)<br>*Math/Science* | Tucson High (9-12)<br>*Math/Science* |
| **SERVICE LEARNING MAGNET CONTINUITY (PIPELINE) PATTERN** | | | |
| Service Learning | | | Howenstine (9-12) |
| **TRADITIONAL/BACK TO BASICS MAGNET CONTINUITY (PIPELINE) PATTERN** | | | |
| Traditional/Back to Basics | Bonillas (K-5) | Dodge (6-8) | Catalina (9-12)<br>*Terra Firma (Teacher-centered; Honors/AP program)* |

# VII. INDIVIDUAL SCHOOL MAGNET REVIEW PROCESS

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

## A. The Comprehensive Magnet Review Rubric

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

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

### 1. School Diversity

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

### 2. Innovative and Well Implemented Magnet Theme

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

### 3. Professional Development that Supports the Magnet Theme

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

### 4. Specialized Teaching Staff

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

### 5. Parent and Community Involvement

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

### 6. Improved Academic Achievement

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

**Aggregate Team Scores**

**for the Comprehensive Magnet Review Rubric**

**follow on the next three pages.**

**ELEMENTARY MAGNET SCHOOLS**
**COMPREHENSIVE MAGNET REVIEW RUBRIC**
**Aggregate Team Score**
**September 17, 2011**

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

**K-8 & MIDDLE MAGNET SCHOOLS**
**COMPREHENSIVE MAGNET REVIEW RUBRIC**
**Aggregate Team Score**
**September 17, 2011**

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

**HIGH SCHOOL MAGNET SCHOOLS**
**COMPREHENSIVE MAGNET REVIEW RUBRIC**
**Aggregate Team Score**
**September 17, 2011**

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

## B. Common Trends Found at Magnet Schools

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

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

School Diversity

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

Innovative and Well Implemented Magnet Theme

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

Professional Development that Supports the Magnet Theme

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

Specialized Teaching Staff

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

Parent and Community Involvement

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

Improved Student Achievement

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

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**NOTE**:

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

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

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

# VIII. Summary of Recommendations and Commendations For Magnet Schools

## A. Elementary Magnet Schools (K-5)

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

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

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

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

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

There is a need for:

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

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

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

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

- The Basic Curriculum Magnet at Bonillas was notable. While the reviewers believe that all schools should be about providing a strong basic curriculum and that the school's theme does not usually qualify as a magnet, the level of commitment to the program and the quality of implementation of the teacher-led curriculum resulted in the review team agreeing it is a strong magnet program.

- The Systems Thinking Program at Borton appears to be inconsistently implemented and an academically weak magnet. There is no written curriculum or Systems Thinking units of instruction that support the academic program. The school reported it is starting to develop Systems Thinking units of instruction for each grade level, but none were available for review.

- Carrillo's STAM (Science/Technology/Arts/Music) is the only elementary with a program that can prepare students for two different middle school/high school magnet focus continuities (Math/Science and Performing Arts).
  - The science curriculum taught in the science lab is not unique. FOSS is the core science program for TUSD. The magnet science lab should be providing a science curriculum over and above the district's core program. Once the science lab provides science enrichment, continuity could be established with the Math/Science middle school magnet.

- Carrillo should work with Utterback to determine how to strengthen their art and music lab curriculum to prepare their students for the Visual and Performing Arts Magnet at Utterback.

- Davis has a long history as a very successful magnet program providing students the opportunity to become fluent in Spanish speaking, reading and writing. The review team was impressed by students' Spanish capabilities even in primary grades. Although the program is a Spanish Immersion program, district materials and the school's signage all indicated it is a Dual Language/bilingual program. While the review team was told that everyone really understands it is an immersion program rather than a dual language/bilingual program, the program should be correctly identified and marketed as a "Spanish Immersion." There are important differences immersion and dual language/bilingual programs that parents should understand.

- The Montessori program is very attractive to many parents. Montessori classroom teaching equipment and supplies are very expensive. Drachman's classrooms have thousands of dollars of Montessori equipment and supplies. However, there is only one teacher (and the principal) who are certified by the American Montessori Society. The rest of the staff is struggling with how to use the equipment. It is critical that all teachers at Drachman are trained and certified by the American Montessori Society as soon as possible.

- Holladay should be commended for adding the K-2 grade levels to its program with a classroom of students for each grade level. This will make a much stronger K-5 fine and performing arts program at the school. The school would like to add grade 6 to their program.

- Robison's International Baccalaureate Primary Years Program and Ochoa's Emilia Reggio Program are two new magnets supported by grant funding in operation for less than a year when the team visited. Both schools are very involved in professional development related to their magnet and both are doing an impressive job developing and writing their curriculum. They have the potential to become very successful magnet programs. The teachers and principals are committed to the new magnet themes. A central office magnet grant coordinator is providing each school with significant guidance and support including marketing and recruitment. The review team observed teachers at each school using the strategies learned in their respective professional development in classroom instruction. The district needs to commit to the programs and begin to plan for district funding to maintain ongoing required training and subscription fees after grant funding ends.

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

## B. K-8 and Middle Magnet Schools

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

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

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

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

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

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

The following issues relate to individual middle school magnets:

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

- The Traditional Magnet at Dodge deserves note. As with Bonillas, the team that visited this magnet believes that all middle schools should be offering a strong, basic core curriculum. Dodge has no magnet curriculum or curricular enhancements. It is the strict level of application of the traditional, back-to-basics approach that makes Dodge different from other district middle school offerings. As a magnet program, this school is successful.

- All Roskruge students K-8 receive dual language instruction, yet the magnet program is only at grades 6-8. The school should become a total school magnet. There is not wireless internet access at the school. District assistance is needed to rectify the situation to ensure students have a program supported by technology.

- The new International Baccalaureate Middle Years Program (IB MYP) at Safford is being implemented to turn the school into an academically "performing" school. The IB MYP program is an internationally recognized quality program and has the capacity to make a significant difference at Safford. The school is also implementing an IB Primary Years Program (PYP) for students in grades K-5. A federal magnet grant is funding the professional development, curriculum writing, and the annual IB MYP and PYP subscription cost for Safford. There is a central office manager for this grant who is also providing the school with significant support as they develop the program. TUSD must commit to continue to fund them after grant funding ceases.

- The Utterback Visual and Performing Arts magnet is a strong middle level magnet program that serves district students with interests or talents in the fine and performing arts. The magnet teachers have done a good job embedding academic standards into the arts curricula; however, the academic teachers are not using the arts theme to enrich their courses.
    - TUSD should reduce or eliminate the number of elementary feeder schools it has sending students to Utterback. It's Visual and Performing Arts Magnet is very specialized and not a program for everyone. Across the nation, successful Visual and Performing Arts magnets do not have a neighborhood population--all students apply including neighborhood students. Neighborhood students feeding into Utterback deserve other options if they are not interested in the Visual and Performing Arts theme.

## C. High School Magnet Programs

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

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

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

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

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

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

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

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

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

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

- Catalina houses three magnet programs. The district should consider moving the JTED Certified Nursing Assistant program back to Catalina. It should also support adding the Emergency Medical Technician program to the Health Care Program and an Air Traffic Controller sequence to the Aviation/Aerospace Program. It is difficult to implement, market, and recruit for programs with only one teacher in each program. Funding is needed to ensure adequate professional development for teachers in the two career-related programs as well as for the *Terra Firma* (College Prep) program teachers. Like the traditional magnets at Bonillas and Dodge, Catalina's College Prep program is highly regarded by parents and students as a successful program. However, the team that visited this magnet believes that all high schools should be offering a college prep curriculum and support for students to be successful in higher education.

- There are two magnet programs at Cholla:
  - The school's high quality and highly successful International Baccalaureate Diploma Program at grades 11 and 12 should be expanded to include the IB grade 9-10 Middle Years Program. This would insure adequate preparation for students prior to enrolling in the rigorous Diploma Program. Funding for required IB training is necessary to ensure student success in the program and on IB exams, for increased and readily available student access to computers, and to increase the IB coordinator position to full time.
  - The Law and Public Safety Program needs strengthening. The once highly regarded program with its courtroom and law library should be revamped and updated with the intent of applying for the recently introduced IB Career/Tech Certification program. This could consolidate the programs and enhance marketing and recruitment. Currently the courtroom and law library are unused.

- Beginning with the 2011 school year, Howenstine is a turnaround school with a new principal who had been at the school for only a short time when the review team visited. The Howenstine magnet is Service Learning. The school offers opportunities for students from across the district who do not want to attend a large, comprehensive high school, but want to attend a smaller high school with a unique magnet program and personalized support. The staff has concerns about a lingering community perception that it is a school for special education students. Howenstine needs support to market its program across the TUSD community.

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

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

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

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

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

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

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

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

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

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

## X. SUMMARY OF RECOMMENDATIONS FOR DISTRICT GOVERNANCE OF MAGNET SCHOOLS

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

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

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

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

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

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

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

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

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

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

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

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**Attachment - Bound Separately:**

Individual Magnet School Summaries

**Acknowledgements**

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

# Comprehensive District Evaluation of Magnet Programs

## Tucson Unified School District

## January, 2013

Prepared by:

Magnet Program Director, Victoria Callison

# Table of Contents

Abstract:

The magnet schools in Tucson Unified School District completed a comprehensive evaluation of magnet programs. Using six standards developed by the United States Department of Education: Office of Innovation and Improvement. The six standards were broken into research-based indicators and each school gathered data and evidence of implementation based on the indicators.

| *Standard I: Eliminate, reduce, and or prevent minority group isolation in elementary and secondary schools with substantial proportions of minority student.* | |
|---|---|
| 5 schools met this standard (26%) | 13 schools did not (74%) |

| *Standard 2: Substantially strengthen the knowledge of academic subjects and attainment of tangible and marketable vocational, technological, and professional skills of students.* | |
|---|---|
| 6 schools met this standard (32%) | 13 schools did not (78%) |

| *Standard 3: Develop and design innovative educational methods and practices that promote diversity, improve school climate, and increase choice in public education.* | |
|---|---|
| 6 schools met this standard (32%) | 13 schools did not meet this standard (78%) |

| *Standard 4: Increase the professional capacity of teachers through sustained professional development both in magnet theme and instructional delivery.* | |
|---|---|
| 4 schools met this standard (21%) | 15 schools did not meet this standard (79%) |

| *Standard 5: Implement substantial systemic reforms and provide all students the opportunity to meet challenging academic standards and defined by each state.* | |
|---|---|
| 6 schools met this standard (32%) | 13 schools did not meet this standard (78%) |

| *Standard 6: Provide equitable access to high post secondary education or productive employment beyond the average population in the community in which they live.* | |
|---|---|
| **TO BE DETERMINED** | |

## I. The History of Magnet Programs In The Tucson Unified School District

For over thirty three years, Tucson Unified School District (TUSD) has implemented magnet schools that serve as the cornerstone of the District's integration plan. TUSD has been under court supervision with regard to desegregation. During the 1970's, when the majority of magnet schools were developed, the placement and program considerations were made for the purposes of equity for minority (non-white) populations, not for the purposes of integration.

In 2004, TUSD moved for termination of the Fisher-Mendoza Consent Decree asserting that the district had eliminated the vestiges of past discrimination to the extent possible. The plaintiffs opposed the motion. After extensive amounts of submissions by the parties in 2007, the District Court declared the district "unitary" and returned school supervision to state and local control. The Court concluded that the district had not acted in good faith, and it also found that it could not make the requisite findings as to whether the TUSD had eliminated the vestiges of discrimination to the extent possible. The plaintiffs appealed to the Ninth Circuit Court of Appeals. The superintendent at the time put together a committee to develop a Post Unitary Status Plan for the district. The final version of the Plan was adopted by the Governing Board on July 30, 2009. In the Post Unitary Status Plan, a proposal for race-neutral student assignment was outlined and put into practice as a pilot for the 2009 and 20 10 school years. A permanent plan for student assignment would then be developed for Board approval. On July 19, 2011, the Ninth Circuit Court of Appeals in San Francisco held that the decision in the Federal District Court in Tucson was incorrect in 2007 when it granted the school district "unitary" or non-segregated status and, in doing so, ended the 33 year court oversight of the case. The Ninth Circuit Court of Appeals remanded the case back to the District Court to maintain jurisdiction until it is satisfied that the school district has met its burden by demonstrating good faith compliance with the 1978 Desegregation Consent Decree. On September 19, 2011, the District Court in Arizona ordered that a Special Master be appointed in the case. The Court further ordered that the parties agree on certain parameters regarding the appointment. The Court also set forth an outline regarding the Special Master's initial report to the Court. Dr. William

Hawley, a leading authority on school desegregation was appointed Special Master with the charge to develop a district plan that would meet the intent of the Plaintiffs for fair and equitable programs and learning opportunities for all students, and to integrate the diverse populations of the district.

The Post Unitary Status Plan (2009) called for a comprehensive magnet review to be completed. In January, 2011, Dr. John Pedicone was appointed Superintendent. In February 2011 , he appointed an Interim Internal Compliance Officer to move forward with the Post Unitary Status Plan, including the completion of a comprehensive magnet review. The contract to prepare a Comprehensive Magnet Review for TUSD was awarded to Education Consulting Services on July 7, 2011.

Education Consulting Services, led by Patricia Trandal, put together a plan for the comprehensive review of TUSD's magnet schools. Education Consulting Services created a team of magnet program experts including educational professionals with experiences in a number of areas: human resources, evaluation and accountability, educational law, equity assistance, school desegregation and student integration, magnet program development, curricular expertise and professional development. Each member of the team is a credentialed teacher with experience teaching in public schools. Team members were also credentialed as school administrators and have experience as principals, vice principals, central office administrators and/or college professors.

The Comprehensive Magnet Program Review conducted by Education Consulting Services completed the following scope of work:

- A review TUSD's magnet school enrollment policies and procedures and their effect on student integration at magnet schools in determining if the policies and procedures are promoting diversity.
- Develop recommendations for the district and its magnet schools to improve school diversity.

- Review of the policies as they relate to identification and operation of a magnet school.
- Review the development of the TUSD magnet school program including the purposes and goals for the magnet program and the ability of each school to house and sustain a viable magnet program.
- Conduct a comprehensive review and evaluation of the district's 22 magnet schools.

The Comprehensive Magnet Program Review conducted by Education Consulting Services documented several issues with the current magnet programs. The findings can be fit into four big ideas: *Vision*, *District Governance*, *Pedagogy or Program*, and *Outreach and Public Education.*

❖ *Vision For Magnets Within the Unitary Status Plan*

⇨ Tucson Unified School District has lost it's vision and purposeful implementation of magnet schools. The district has brought magnet schools back to central level of decision making in order to keep the desegregation efforts and the goals of achieving diversity on the forefront of the District School Master Plan. In creating Magnet Department, the district will have a central location to answer all questions and concerns related to magnet schools.

❖ *District Governance Of Magnet Schools*

⇨ The department will work with Directors, Assistant Superintendents, various departments, and TUSD legal: Participate in the development and implementation of student enrollment policies and practices that promote equal access, allow the district to monitor student enrollment in magnet programs, and allow for data disaggregation (class schedules, grades, multiple assessment data, attendance, per student cost) by ethnicity of students in magnet programs.

⇨ Develop criteria, policy and processes for creating new magnet schools or significantly revising an existing magnet program.

❖ *Unique Pedagogy and/or Program*

⇨ Develop and implement a district-wide magnet school plan that addresses transportation, continuity in programs across K-12, theme development and integration, professional development, funding, and program sustainability measures.

⇨ Create a research-based evaluation system to be completed by all schools in January, 2013. Schools will be put on an evaluation cycle with a programmatic evaluation occurring annually and a comprehensive evaluation occurring every three years.

❖ Outreach and Community Education

⇨ Develop and implement a marketing and recruitment for magnet programs supported by the district to help schools with diversity issues. This includes the creation of materials, advertising, signage, and public education forums to inform our community of magnet schools as an attractive option for school choice.

## II. Tucson Unified School District Comprehensive Magnet Evaluation

Research-Based Methodology

Long before the first charter school, magnet schools were established in urban districts to promote desegregation by offering high-quality schooling options that would appeal to a diverse population and draw students from beyond a regular attendance zone, thereby reducing minority group isolation. In 1983, a magnet school study was done in Austin, Dallas, Montgomery County and San Diego (Blank, 1983. This study found that three key indicators were important in the success of magnet programs: principal leadership; coherence between the magnet them, the curriculum, and staffing; district policy commitment and flexibility with procedures.

Since in 1983, Magnet Schools Assistance Program (MSAP), out of the office of Innovative Programs in the United States Department of Education has conducted on-going longitudinal studies of magnet schools. Magnet schools are different because they offer a special theme or method that is unique to that school. Magnet schools, when implemented with fidelity are able to achieve the following standards:

- Eliminate, reduce, and or prevent minority group isolation in elementary and secondary schools with substantial proportions of minority students.
- Implement substantial systemic reforms and provide all students the opportunity to meet challenging academic standards and defined by each state.
- Develop and design innovative educational methods and practices that promote diversity, improve school climate, and increase choice in public education.
- Substantially strengthen the knowledge of academic subjects and attainment of tangible and marketable vocational, technological, and professional skills of students.
- Increase the professional capacity of teachers through sustained professional development both in magnet theme and instructional delivery.
- Provide equitable access to high post secondary education or productive employment beyond the average population in the community in which they live.

## Magnet Evaluation Methodology

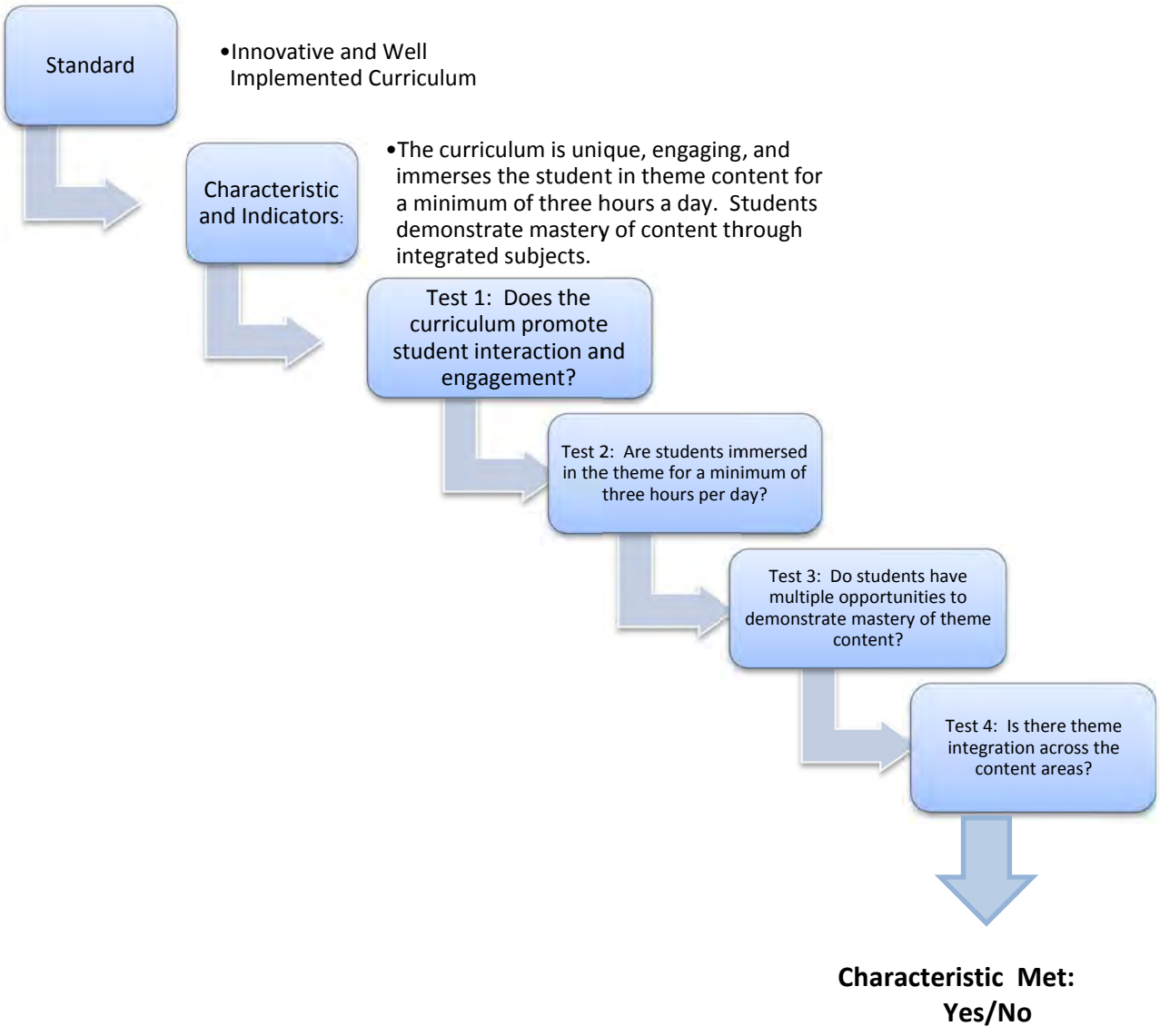
The Comprehensive Magnet Program Review conducted by Education Consulting Services provided some key findings in improving the magnet school programs in Tucson Unified School District. The methodology used in this review included a Comprehensive Magnet Review Rubric that rated the six *characteristics* of a strong magnet school: school diversity, innovative and well-implemented magnet theme, professional development that supports the magnet theme(s), specialized teaching staff that support the magnet theme, parent and community involvement in academic success. This review ranked magnet schools within Tucson Unified School District by assigning a point value each characteristic. Each school was rated using points possible and total percentage of point combined.

The purpose of the Magnet Evaluation, facilitated by the Magnet Department, was two fold: 1) to begin to create a common understanding within the school communities of the expectations of magnet schools by having the school complete a comprehensive needs assessment. 2) By completing the needs assessment, school communities discovered which characteristics were strengths and which characteristics were challenges.

The Magnet Evaluation process started with the creation of cross-curricular magnet teams in each magnet school. The Magnet Department required that principals, magnet coordinators/leaders, teachers, support staff and community members participate on the team. However, no more than five members could represent the school at district level, and those that did had to have the flexibility to be out of the classroom without impacting student achievement. Each team member participated in a pre- assessment survey to determine the level of understanding of the key indicators of a successful magnet. Principals participated in a one-on-one interview and survey with the Magnet Director so that leadership's knowledge base of magnet program and implementation could be assessed. During the course of these interviews principals had to determine if their school's program(s) support student integration and positively affect student achievement (See Appendix A) .

Using the magnet school standards established by the United States Department of Education and the characteristics of a successful magnet used by Educational Consulting, A Magnet Evaluation tool was created to measure each of the basic six characteristics of a strong magnet school (see Appendix B for Evaluation Tool). Each characteristic was explicitly defined by using key indicators were developed to measure the characteristic. Each standard was measured using data points or "tests". The measure of each indicator is supported by quantitative data and tangible documentation. (See Diagram 1: Magnet Evaluation Methodology). By researching each indicator, schools were able to determine if they are meeting that indicator. Then, by looking at all 17 indicators, schools were able to determine if they have a relevant, viable, sustainable, and marketable magnet program. If not, schools now know the standard, characteristic, and indicators to make a successful magnet program. If the schools have determined that they have a successful magnet, they now know the areas needed for refinement.

**Diagram 1: Magnet Evaluation Methodology**




The Magnet Evaluation Tool was designed by grade span (High School, Middle School, K-8, and Elementary) to differentiate between whole programs and schools that have magnet theme strands and to reflect the difference between high school magnet design, middle school magnet design and elementary magnet school design.

However, all schools evaluated the same seventeen indicators to determine if they have a magnet program:

- Does your current enrollment meet the definition of integration?
- Is your magnet attracting and retaining students to support integration and diversity at your school?
- Is the curriculum at your school documented, paced, assessed, reflected, and adjusted annually?
- Is the curriculum unique to your school when compared to other TUSD schools?
- Is the methodology implemented at your school unique?
- Do students experience theme immersion for a minimum of three hours per day?
- Is there theme integration and congruency in the curriculum?
- Is there a certification or recognition for teachers who have completed a minimum of 30 hours of theme related training?
- Does the professional development support the magnet content or specialized delivery of instruction?
- Does the magnet have key personnel to ensure that the magnet is implemented with fidelity?
- Does your magnet have an organized leadership structure that involves all stakeholders so that the magnet theme is held with absolute fidelity and is not diluted by supplemental programs?
- Does your magnet have a recruitment plan that includes community partnerships?
- Does your magnet have a marketing plan that includes the collection and review of indicators for success?
- Has the staff been successful at delivering quality instruction?
- Have students in all ethnic categories shown increases in student achievement?
- Does your Title I and/or Desegregation Plan support or supplement your magnet theme?

The magnet teams attended a series of trainings to further their understanding of the purpose of each indicator, the data needed to complete each test within the indicator, and how to interpret the data in order to determine if the standard was met. These trainings were imperative to help the schools understand the work that needs to be done to improve their magnet. Using the methodology of Understanding By Design ( McTighe/ Wiggins, 2005), magnet team members completed a comprehensive evaluation of their magnet program. The Magnet Director encouraged that all staff be included in the needs assessment process in order to begin to educate the staff on the indicators of a strong magnet program and to begin to create a school culture that will support the magnet theme or

pedagogy. At the very least, the magnet team had to share the results of the Magnet Evaluation with entire staff. Schools began the process in September and concluded their Magnet Evaluation in December.

## Magnet Evaluation Results:

| High School | Current Magnet Strand(s) Being Implemented | Board Approved Magnet Strands | Date | Non-Recognized Themes |
|---|---|---|---|---|
| Catalina | Aviation<br>Health<br>Terra Firma | | | Terra Firma |
| Cholla | International Baccalaureate<br>Law | | | |
| Palo Verde | Automotive Tech<br>Drafting/Design<br>Digital Media<br>Engineering | | | |
| Pueblo | Communication Arts<br>College Prep | | | College Prep |
| Tucson High | Fine and Performing Arts<br>Science<br>Technology<br>Math | | | |

**Middle and K-8 Schools-**

| School | Middle or K-8 | Current Magnet Strand(s) Being Implemented | Board Approved Magnet Strands | Date | Non-Recognized Themes |
|---|---|---|---|---|---|
| Utterback | Middle | Fine and Performing Arts | | | |
| Dodge Middle Magnet | Middle | Traditional | | | Traditional |
| Safford K-8 | K-8 | International Baccalaureate | | | |
| Booth-Fickett | K-8 | Math/Science | | | |
| Roskruge | K-8 | Dual Language | | | |

**Elementary Schools-**

| School | Current Magnet Strand(s) Being Implemented | Board Approved Magnet | Date | Non-Recognized Themes |
|---|---|---|---|---|
| Bonillas | Back to Basics | | | Back to Basics |
| Borton | Systems Thinking | | | |
| Carrillo | Fine Arts | | | |
| Davis | Spanish Immersion | | | |
| Drachman | Montessori | | | |
| Holladay | Fine and Performing Arts | | | |
| Ochoa | Reggio Emilia | | | |
| Robison | International Baccalaureate | | | |
| Tully | OMA | | | OMA |

Using the six standards for magnet programs, each magnet school team completed a comprehensive evaluation of the magnet strands currently being implemented. Each standard was defined through explicit indicators.

Standard 1:

***Eliminate, reduce, and or prevent minority group isolation in elementary and secondary schools with substantial proportions of minority students***

Standard I was measured by disaggregating enrollment by ethnicity, attraction and fight by ethnicity, students attending from inside and outside the neighborhood through open enrollment, students attending from inside and outside the neighborhood through magnet enrollment, the number of magnet applications submitted, and the number of applications accepted.

Only two high schools meet the intent of reducing minority group isolation ; Catalina and Palo Verde. Current enrollment processes for magnet high schools need to be revised. Students who enroll in magnet programs can not be tracked by course work. Of the students enrolled as magnet, 67% are not attending magnet strand courses. Schools believe that students often enroll as a magnet student because of the transportation. Catalina and Palo Verde have attracted and retained students in order to meet the intent of integration. Pueblo and Tucson High have not. All high schools recognized transportation of magnet students as the key factor in attracting students. Once students receive transportation, they don't necessarily enroll in classes within the magnet strand.

The application/acceptance data suggests that schools could move toward integration if the student ethnicity were weighted. The Magnet Department is working with the Mohave team in correctly

identifying students and coursework and working the Community Services in developing magnet enrollment processes that provide equitable access for all students.

Dodge and Booth Fickett are the only middle and K-8 currently meeting the intent of integration by both enrolling and retaining students. Although Safford has shown significant gains in the last two years, they would need to enroll an additional 116 white students to meet the intent of integration. Utterback would need 91 students and Roskruge 113.

Borton is the only elementary school meeting this standard. Bonillas and Holladay would need to attract 20 to 26 students and Carrillo would need to attract 50 white students. Borton is the only school retaining students who enroll as magnet.

**Standard 2**

***Substantially strengthen the knowledge of academic subjects and attainment of tangible and marketable vocational, technological, and professional skills of students***

Standard 2 was measured by analyzing magnet theme courses, how they integrate with academic subjects across grade levels, and if students are immersed in the theme content for a minimum of three hours per day. Most curriculums or course offerings are documented by pacing calendars or other frameworks. Each strand was evaluated for continuity (continuousness across grade levels, offering more complex coursework when appropriate) and congruency (course work offered at all grade levels). This is the most challenging standard for all magnet schools in Tucson Unified School District. The magnet curriculum, over time, has diminished in course offerings, rigor and relevance. This has challenged the viability in some magnets. In order for students' academic attainment of a minimum of three hours per day immersed in magnet theme, the theme must be evident in other subject areas.

None of the magnet high schools offers standards-based curriculum aligned with either Common Core or Arizona State Standards. A coherent curriculum is one in which the written curriculum is externally congruent with state and/or national academic content performance standards, with magnet theme integrated, and the actual curriculum as taught is internally congruent with its standards-based written curriculum. The "how-to" process of curriculum alignment is a necessity, but insufficient by itself. Schools must create a condition for substantive improvements in teaching and learning in magnet schools in order for students to meet challenging content standards. Incorporating new perspectives on

curriculum coherence, curriculum inquiry, and mindful teaching of the "how-to" steps of alignment will, however, unite the "how-to" with the "why-to." It is through Common Core curriculum alignment guided by mindful teaching that educators may overcome the barriers to school change that have, thus far, impeded achievement of higher standards for all. The evaluation of magnet curriculum indicates that each school is maintaining the traditional approaches to curriculum alignment and lacks the products and tools for assuring internal and external curriculum congruence.

The data from indicators that measured curriculum were skewed because of the lack of understanding of magnet curriculum. The highest ranking high school is Cholla with a total point value of 11 (64.71%). The International Baccalaureate curriculum is the strongest aspect of Cholla's magnet. However, the Law strand is almost non-existent. Palo Verde was not able to sustain the engineering component and Catalina could not sustain the medical or aviation component because of a lack of highly qualified teachers. As a result the programs at Catalina have diminished and will be eliminated in 2013-14 school year. The next highest ranking school is Tucson High with a total point value of 8.5 (50%). Tucson High is able to attract and retain students more effectively than other high schools. Tucson High also has a marketing and recruitment plan. The science and math curriculum at Tucson High is not unique or documented.

Pueblo scored four points (23.53%). Curriculum development is in the beginning stages. There is strong leadership at Pueblo which will support the continued development of the magnet program.

Palo Verde scored three points (17.65%). It is important to view Palo Verde's current magnet through the lens of School Improvement. Palo Verde is implementing a turn around model for system reform. As a result, all efforts have been focused on that model. The Magnet Evaluation process has given the strong leadership at this school a glimpse into next steps to this reform model.

Documenting magnet theme curriculum (written, taught, assessed, reflected and adjusted) was challenging for Catalina, Palo Verde, and Pueblo. Tucson High offers curriculum that is continuous and congruent in Fine Arts and Math. The technology coursework needs to be documented. Cholla does not have course continuity. Freshmen and Sophomore students do not have access to Middle Years Programme coursework.

The curriculum at Middle and K-8 Magnets is just as challenging as high schools. Booth-Fickett is the only middle/k-8 with a documented curriculum. Safford is in the process of documenting curriculum.

Elementary schools have better documentation of curriculum, with 44% of the schools reporting their curriculum is written, taught, reflected, assessed, and adjusted. Robison's Programme of Inquiry and Drachman's Montessori methodology are the strongest. Holladay, Carrillo, and Bonillas have no documented curriculum.

Without robust and relevant magnet theme curriculum, there is no true magnet. Curriculum that is not continuous or congruent is just a list of electives that have some commonalities. High schools, middle schools and elementary will need to create a program of study for each magnet strand that is integrated with core subject areas.

**Standard 3**

***Design and implement innovative educational methods and practices that promote diversity, improve school climate, and increase choice in public education***

This standard was measured by two indicators: Is the curriculum unique to this school? And " Is the methodology used to teach this curriculum unique to this school?" Magnet schools must offer a unique curriculum and methodology that is not offered in any other school in the district. The curriculum offered through the magnet programs has diminished and become "blended" with district supported curriculum. No magnet schools within TUSD have a unique curriculum. Most schools have "doses" of curriculum that is unique, most being teacher developed units of instruction. Only 32% of the schools report having a unique curriculum (Ochoa, Robison, Drachman, Tucson High , Pueblo, Davis) and only one school has a truly unique methodology (Borton). Catalina, Tully, Bonillas, Dodge, and Roskruge do not have unique curriculum or a unique instructional methodology. Bonillas offers a reading curriculum that is not used in other TUSD schools, but no other subject areas offer a unique curriculum.

Innovative educational curriculum and methodology are key to attracting a diverse population that will promote diversity. With increased diversity, comes the obligation to teach cultural proficiency. Schools who celebrate diversity are more likely to have a positive school climate.

**Standard 4:**

***Increase the professional capacity of teachers through sustained professional development both in magnet theme and instructional delivery***

Standard 4 was measured by analyzing the professional development given to magnet teachers over a three year period, studying the stability and success of magnet teachers, and reviewing staff responses to the School Quality Survey as to their opinions concerning professional development offered at the school. Research indicates that teachers need at least 45 hours of professional development in the magnet theme and an additional 35 hours in program delivery. Schools, districts, and state-level educational organizations are experiencing a great shift in the way they do the business of education in magnet schools. This shift focuses on accountability, specifically through the expectation of the effective utilization of evaluative-focused efforts to guide and support decisions about educational program implementation. In as much, education leaders need specific guidance and training on how to plan, implement, and use evaluation to critically examine school-level magnet initiatives.

None of the high schools met these indicators. Because magnet course work is offered as a series of electives, there is no comprehensive integrated curriculum (with the exception of Cholla International Baccelaureate). Palo Verde had a 50% turn over staff as part of the turn-around reform model. Cholla and Pueblo also noted significant staff changes. Without a comprehensive integrated magnet curriculum, schools can not provide targeted professional development both in content and delivery methodology within their content area.

Middle schools experienced the same issues. Booth-Fickett, Utterback, and Dodge do not extend theme-based professional development to all teachers. Again, this is reflective of the lack of theme integration across subject areas. Holladay and Utterback has experienced a very high teacher turn-over with 41% of the staff new to school over the last two years. Robison and Safford experienced a 30% and 28% teacher turn over in the last two years. Without a highly trained and stable staff, magnet programs can not be sustained. Leadership turn over is also key. Carrillo has seen four principals over five years. Often, the trends in TUSD have been to develop a magnet theme based on the passions of the leader or small group of key people. Without a sustainable program, when those people leave, the passion and vision goes with them. Such is the case with Tully, Catalina, Utterback, and Carrillo.

Of the elementary schools, Borton, Davis, Drachman, Ochoa and Robison offer comprehensive professional development around their magnet theme. Bonillas offers training in their reading curriculum, but not in writing or math. Tully, Holladay, and Carrillo rely on "specials" to teach the magnet theme, with no integration in the classrooms. At some of these schools, the "specials" are offered after school and not during the school day. Using the magnet indicators, the highest scoring elementary magnet schools are Drachman and Borton with 11 points (64.71%). Consequently, these two schools have the highest student test scores, the most stable staff, and comprehensive curriculum and professional development (see Diagram E). The lowest score schools are Carrillo (17.65%), Holladay (17.65%) and Tully (23.53%). Tully was using Opening Minds Through The Arts (OMA) as a theme, but it is not unique to the district. All Desegregation funding was pulled and Title I funding is used to provide interventions.

Standard 5:

***Implement substantial systemic reforms and provide all students the opportunity to meet challenging academic standards and defined by each state***

As a result of a diminished curriculum and lack of continuous and sustained professional development this standard was not met. The indicators used to measure this standard are:

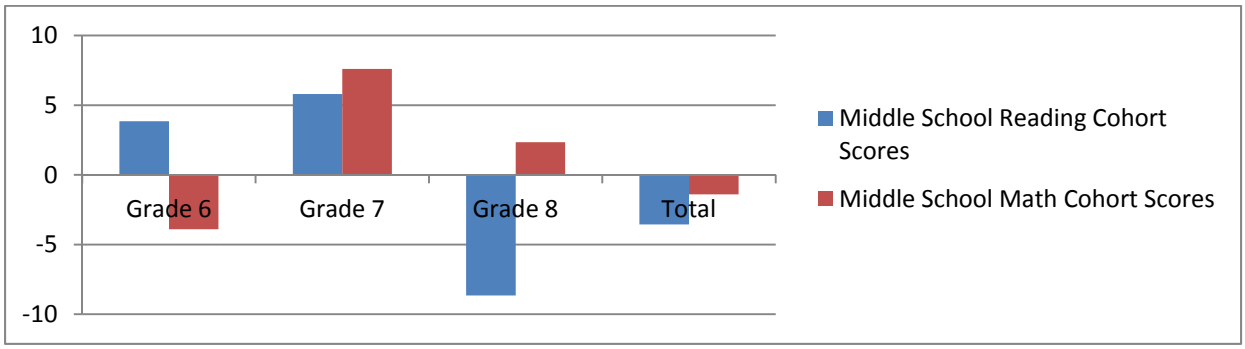
- Does your school have an organized leadership structure?
- Is there key personnel to support magnet implementation?
- Have students in all ethnic categories experienced gains in achievement?

Magnet schools have not closed the achievement gap for students of color. The schools that made significant progress toward this standard was Dodge and Booth-Fickett. Using AZ Learns, the only schools achieving an "A" rating are Borton, and Dodge. "B" schools include Carrillo, Drachman, Holladay, Palo Verde. It is important to note the significant gains that Palo Verde has made in closing the gap and moving from a failing school to a "B" rated school in one year. "C" rated schools are Davis, Tully, Booth-Fickett, Roskruge, Cholla ,Tucson High . "D" rated schools are Ochoa, Robison, Safford, Utterback, Catalina, Pueblo, and Cholla. The only high school that showed that magnet students were out performing non-magnet students was Cholla's International Baccalaureate program. This standard was also measured by studying the key personnel in providing systemic reforms and the organizational

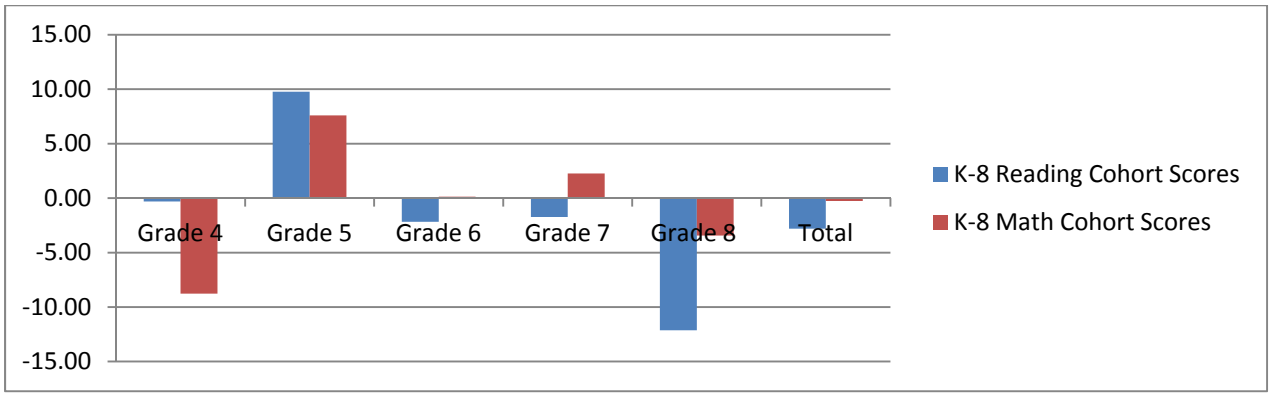
leadership within the school. All schools identified the key staff and leadership within the school. However, this staff has not been consistent over the last three years. Changes in leadership and diluted funding allocations hampered the organizational structure of magnet schools. However, with the Desegregation funding process for 2012-13 helped schools to reallocate funding to key staff in magnet schools.

All K-8 schools saw an overall decline in reading scores with Safford declining 1.1 percentage points and Booth-Fickett declining the most with 3.8 percentage points. Eighth grade reading dropped an average of 12.13 percentage points. In math, Safford scores increased by 3.8%, while Roskruge lost 3.0 %.

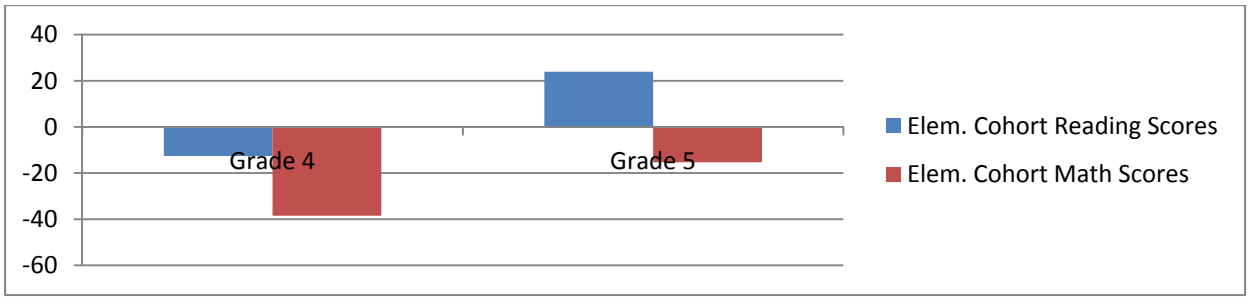
**Middle School Reading and Math Scores**




**K-8 Reading and Math Cohort Scores**




**Elementary Reading and Math Cohort Scores**




Using the standards-based indicators, the highest ranking school is Dodge with a total point value of 7 (41%). The staff has remained stable and the achievement gap between ethnicities has decreased compared to the district average. The magnet students at Dodge have higher academic gains than other middle schools. All middle and K-8 schools are lacking a recruitment and marketing plan outside of visiting other TUSD elementary schools. Dodge relies on it's reputation and magnet pipeline as does Utterback .

The lowest ranking school was Utterback. Utterback is not attracting or retaining students and is not meeting the intent of integration. The achievement gaps at Utterback have increased when comparing three years of cohort data with achievement gaps between ethnicities increasing. The curriculum offered at Utterback is not integrated; it is not continuous and does not have congruency across the grades. It is a series of stand alone classes that are taught as electives. Utterback has seen a shift in staff over the last two years with 2011-12 being over 35%.

Using the standards, characteristics, and indicators, magnet teams self-identified if they had a relevant, viable, sustainable and marketable magnet program. Although all schools view themselves as having a relevant, viable and marketable theme, they lack student achievement and unique curriculum and are not being sustained.

After the this magnet evaluation, all but one school (Roskruge) was able to create a magnet team and an organized leadership structure that included key personnel.

Standard 6

**Provide equitable access to high post secondary education or productive employment beyond the average population in the community in which they live**

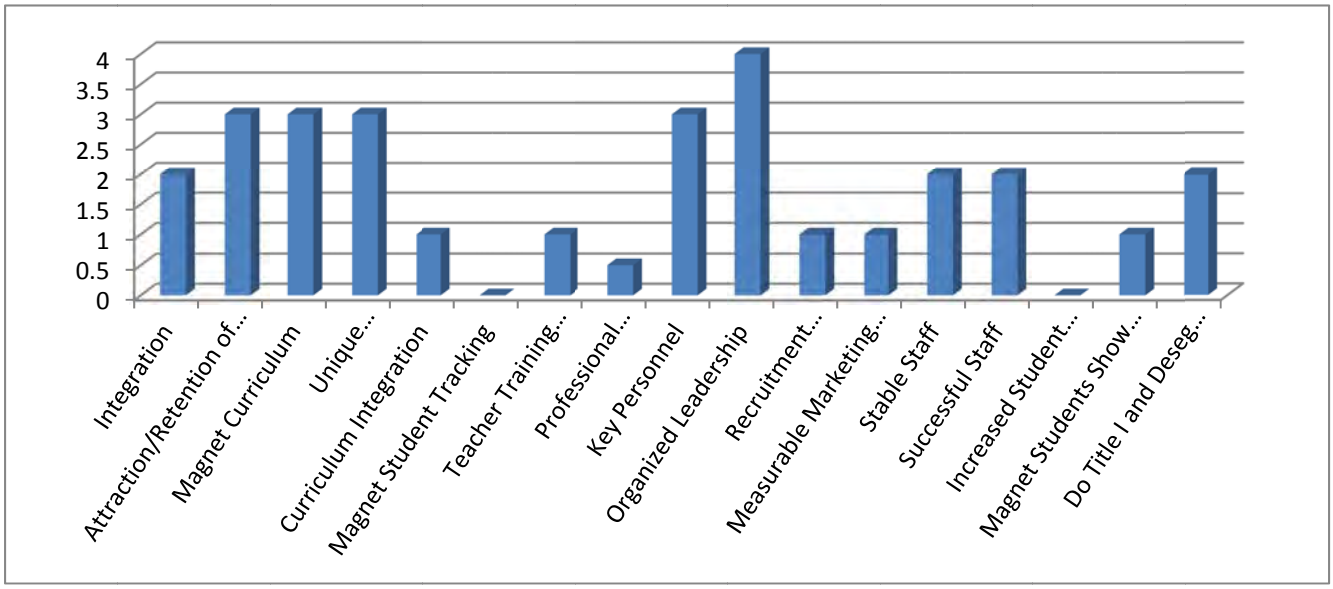
This standard was measured by analyzing graduation rates of magnet students. Because data from students enrolled in magnet programs could not be tracked, the data is flawed. Overall, magnet high schools did not graduate a higher proportion of students (74%) compared to non-magnet high schools (87.5%). However, magnet schools did graduate a higher percentage of students compared to alternative schools (48.8%). NEED PERCENTAGE OF STUDENTS GOING ON TO COLLEGE

**Comparing the data by High School, Middle School, K-8, and Elementary**

Each indicator was given a point value of one if the school demonstrated substantial data or zero if it did not. The indicator that ranked highest in the district was Leadership and Organization. The lowest was the ability to track magnet students and academic achievement (see Diagrams B, C,and D)

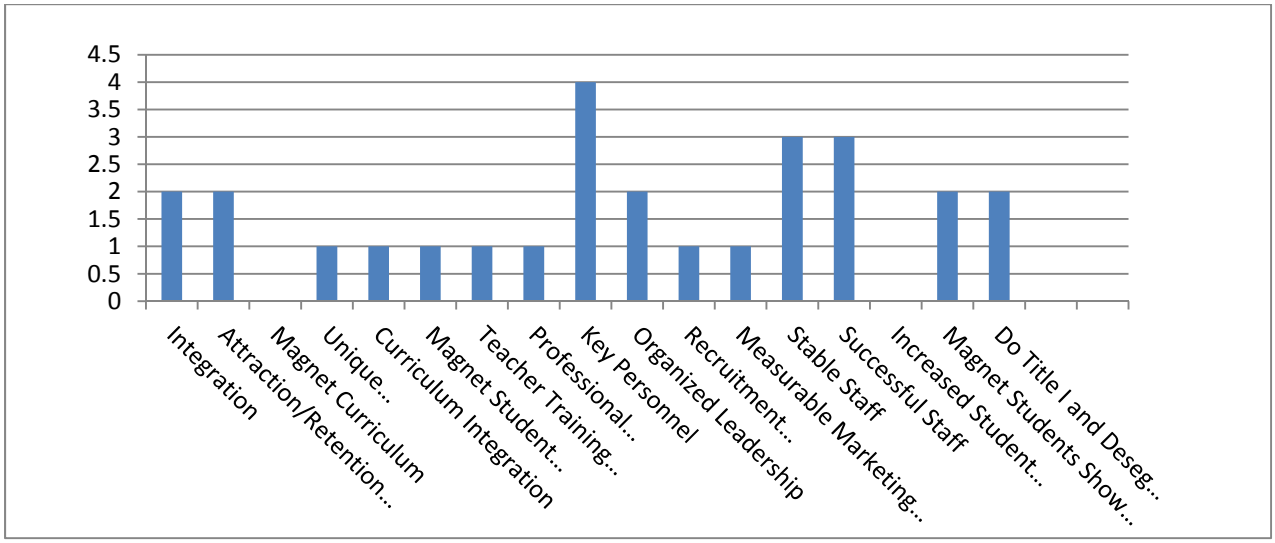
## High Schools

**Diagram B-High School Summary**



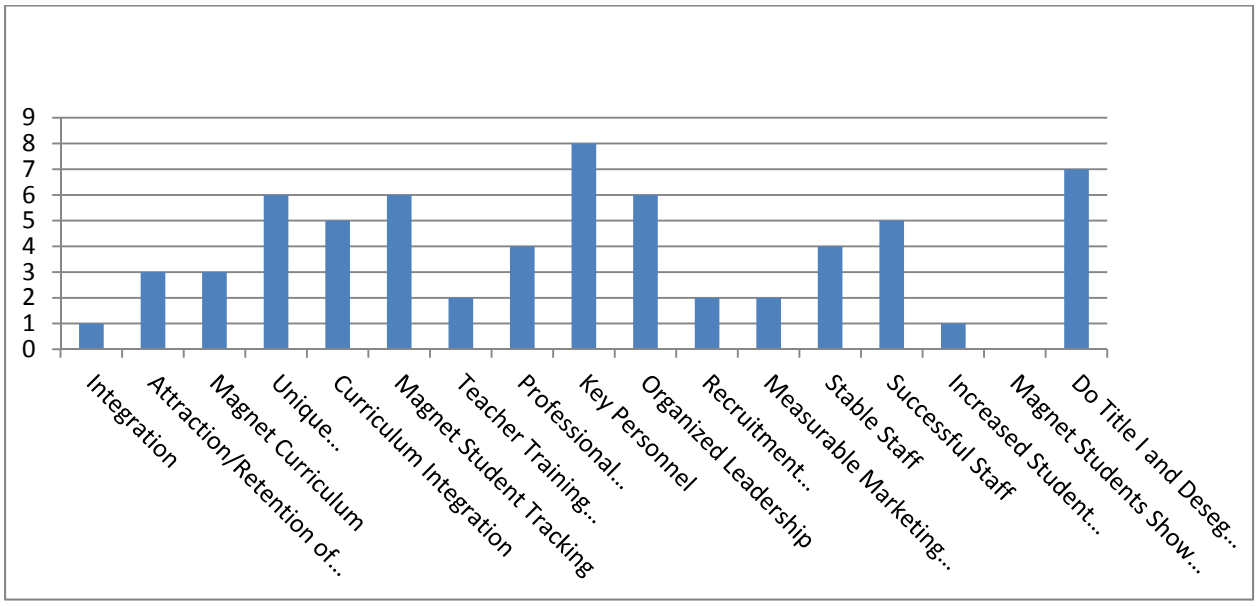
## Middle Schools and K-8-

**Diagram C-Summary of Middle School and K-8 Indicators**




## Elementary Schools-

**Diagram D- Summary of Elementary Indicators**



**Schools that have identified a viable, marketable, sustainable magnet program**-

| | | |
|---|---|---|
| Borton | | |
| Bonillas | | |
| Carrillo | | |
| Davis | | |
| Drachman | | |
| | | |
| | | |
| | | |

Some schools are closer than others in meeting the standards for having a high quality magnet program. The development of these programs will be determined by two outcomes:

- School Master Plan (School consolidation and district reorganization
- The court approval of the Unitary Status Plan

These two plans will work hand in hand to determine the continuance of some magnet programs, the development of new programs, and discontinuation of magnet programs. Because the key factor in magnet schools is student integration by ethnicity, the ability to integrate through magnet programs will be weighted more when determining which magnet schools will continue as magnets.

The key to developing a district-wide magnet school plan is considering the ability of the school to achieve racial integration. Although a school has potential of meeting all of the magnet program standards, that does not necessarily mean they will be able to balance the schools' population by attracting non minority students. This will be a serious consideration when developing a district wide magnet school plan.

# Tucson Unified School District

## Comprehensive Magnet Program Review

# SCHOOL SUMMARY INFORMATION

**Education Consulting Services**
**December 2011**

# Table of Contents



**SW = Schoolwide Program:** All students (both neighborhood and non-neighborhood) participate in all aspects of the magnet program. Because of the schoolwide status, neighborhood students do not submit magnet applications.

**PWS = Program-Within-a-School:** A magnet program offered to only some students in a school with applications for a specific magnet focus within a school required by both neighborhood and non-neighborhood students. Note: TUSD only requires applications from non-neighborhood students.

## BONILLAS ELEMENTARY MAGNET: SCHOOL SUMMARY INFORMATION

**Grades:** K-5 **Type of Program:** Schoolwide **Magnet Theme(s):** Back to Basics/Traditional

| Enrollment Information (as of October 6, 2011) | | | | | | School Diversity | | Magnet Diversity | | 2011-12 Budget Information | | | 2010-11 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Building Capacity | Total | Open Enrollment | Neighbor-hood Magnet | Non-Neigh-borhood Magnet | Wait Pool | Minority | Non-Minority | Minority | Non-Minority | All Funds | Deseg | Per Magnet Student | % English Learner | % Free/ Reduced Lunch |
| 550 | 441 | 0 | 201 | 240 | 64 | 85.7% | 14.3% | 85.7% | 14.3% | $1,606,158 | $175,115 | $397 | 15.0% | 82.6% |

| Applications 2011-12 | | | Academic Achievement | | | Unique Magnet Program Pedagogy or Theme-Based Curriculum | | | |
|---|---|---|---|---|---|---|---|---|---|
| # Magnet Received | # Magnet Accepted | #Open Enrollment Received | Met AYP 2011 | 2011 AIMS Mastery | | Yes or No | Specialized (Magnet) Staff | Specialized (Magnet) Professional Development | Specialized (Magnet) Facilities |
| | | | | Reading | Math | | | | |
| 127 | 63 | 0 | No | 75.0% | 53.4% | No, but requested by parents and Board approved | No | Open Court Phonics | None |

| Magnet Continuity | Partnership(s) |
|---|---|
| **Middle Level:** Dodge (6-8) *Traditional Education*<br>**High School:** Catalina (9-12) *Terra Firma/College Prep/Traditional Program* | |

**Program Overview:**

In 1981, Bonillas was in danger of being closed. A group of parents petitioned the district requesting a unique program that would attract students. A proposal was developed and received Board approval to implement a Back to Basics Curriculum School beginning in 1982-83. A Parent Advisory Committee was formed to oversee implementation. The original proposal was updated by the Parent Advisory Committee and approved by the Board in January 2000. Board approved proposals also extended this focus to Dodge Middle School (Teacher-Directed Traditional Education for grades 6-8) and to a "Traditional Studies of Academic Excellence" program for grade 9-12 students within Catalina High. (Catalina's program is now known as "Terra Firma/College Prep/Traditional"--a teacher-centered Honors and AP program.) These schools form the magnet continuity pattern for the Back to Basics/Traditional Education focus. Bonillas seeks to provide a "sequentially structured academic program devoted to helping all students consistently achieve the highest possible competence in basic skills, develop creative ability, grow in citizenship, build desirable attitudes and loyalties, assume responsibility for personal behavior, develop pride in high individual achievement, and learn the values of teamwork, cooperation, and social competence." Throughout its history as a Back to Basics school, Bonillas has used the Open Court reading curriculum which includes a highly scripted, intensive phonics component--the only TUSD school using this curriculum. Magnet curriculum materials including binders of lesson plans were evident in every classroom. All classrooms use the teacher-led instruction prescribed by the curriculum. Although this curriculum is unique to Bonillas, it is not "over and above" the core curriculum. It is the core curriculum taught in a specific, structured manner with reading and phonics spiraled

through the curriculum. The school uses a 2001 Open Court curriculum due to lack of funding for a newer edition. English Learners are integrated in the regular classroom. A supplemental Open Court program for English Learners was purchased in 2006 with funding received from the district's Language Acquisition Department. In 2010-11, the school adopted the "Envisions" math program--one of three district-approved math programs--as its new math curriculum. In the past, classes rotated through library, counseling, and music programs which provided time for classroom teachers to work with the Family Liaison to review assessment data and discuss curricular issues. After four years of budget reductions, all specialized support staff except for the Family Liaison are gone. Teachers feel so strongly about the need for planning time, they now voluntarily meet in grade level teams before or after school. Teachers new to the school are trained in Open Court on site and are supported by grade level colleagues. All teachers participate in district level professional development activities described in the school's Title I plan. Parents continue to be required to sign a "Statement of Support" stating their support of the homework plan and the detention and assertive discipline policies. They also agree to follow the dress code; participate in parent conferences, meetings, and school projects; and consult with school personnel involved with their child. A buddy system is used for new students entering the program. In addition, new students are pulled out for assistance catching up and adjusting to the scripted program. Many classrooms displayed posters or other visuals related to the "6 Pillars of Character" and assertive discipline was observed being implemented in all class-rooms. Four days a week, a special district staff member provides Restorative Circles to the entire school population. The school has very little classroom technology. All classrooms are scheduled to use the school's computer lab. Classroom teachers are responsible for teaching computer lab lessons of their choice--most often keyboarding, phonics, or reading games.

**Comments/Observations:**

- The magnet theme is announced on three signs outside the school, as well as the school entrance and front office.
- The Back to Basics Open Court curriculum is taught with fidelity by all teachers, is reviewed annually, and guides classroom instruction.
- Staff strongly support the Back to Basics curriculum. Teachers often apply to the school specifically because they want to work in a traditional, teacher-centered program.
- Parents of non-neighborhood students who were interviewed expressed very strong support for the program, the high expectations and consistent consequences for all students, the total school's open door policy, and great parent communication processes. No neighborhood parents were available for interviews.
- Parents interviewed also reported schoolwide consistency of processes that result in a positive school climate.
- In all classrooms, students were engaged in learning. Little inattention was noticed by the review team. Movement of individual students in or out of the classroom caused no interruption to the teaching in progress.
- Although no specific lessons were observed, the positive school climate fostering respect for all cultures and ethnicities was felt by the team.

**Issues:**

- The review team has difficulty with the concept of Back to Basics as a magnet theme. We understand "magnet theme" to indicate a unique focus above and beyond the core curriculum. Parents, however, find this theme attractive and the best fit for their students. It is unique because no other district school uses the Open Court pedagogy and strict, teacher-centered instruction.
- Staff expressed concern that the school did not receive funding to purchase a more recent version of the Open Court curriculum when other schools received funds for new books.

## BORTON ELEMENTARY MAGNET: SCHOOL SUMMARY INFORMATION

**Grades:** K-5 **Type of Program:** Schoolwide **Magnet Theme(s):** Systems Thinking

| Enrollment Information (as of October 6, 2011) | | | | | | School Diversity | | Magnet Diversity | | 2011-12 Budget Information | | | 2010-11 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Building Capacity | Total | Open Enrollment | Neighbor-hood Magnet | Non-Neigh-borhood Magnet | Wait Pool | Minority | Non-Minority | Minority | Non-Minority | All Funds | Deseg | Per Magnet Student | % English Learner | % Free/ Reduced Lunch |
| 210 | 365 | 0 | 107 | 257 | 285 | 72.0% | 28.0% | 72.0% | 28.0% | $1,530,720 | $474,725 | $1,301 | 8.0% | 60.0% |

| Applications 2011-12 | | | Academic Achievement | | | Unique Magnet Program Pedagogy or Theme-Based Curriculum | | | |
|---|---|---|---|---|---|---|---|---|---|
| # Magnet Received | # Magnet Accepted | #Open Enrollment Received | Met AYP 2011 | 2011 AIMS Mastery | | Yes or No | Specialized (Magnet) Staff | Specialized (Magnet) Professional Development | Specialized (Magnet) Facilities |
| | | | | Reading | Math | | | | |
| 257 | 72 | 1 | Yes | 68.0% | 54.0% | Yes | No | None | None |

| Magnet Continuity | Partnership(s) |
|---|---|
| **Middle Level:** None<br>**High School:** None | Arizona Rise<br>Barrio Bread<br>Ben's Bells<br>Community Food Bank<br>Pima County Library<br>Reading Seed |

**Program Overview:**

Borton is a Systems Thinking Magnet with all teachers trained in systems thinking. Systems Thinking is an approach to teaching and learning that attempts to increase the capacity of teachers to deliver academic and lifetime benefits to students through the effective application of systems thinking concepts, habits, and tools in classroom instruction. It teaches students how to question thinking, how to communicate, and to understand decision making. Using systems thinking habits, concepts, and tools in classroom instruction is a way to achieve standards and skill objectives as well as opportunities for students to practice higher order thinking skills. Systems Thinking is an approach to problem solving, by viewing "problems" as parts of an overall system, rather than reacting to a specific part of a problem and contributing to further development of unintended consequences. Systems thinking is not one thing, but a set of habits or practices within a framework that is based on the belief that the parts of a system can best be understood in the context of relationships with each other and with other systems, rather than in isolation. Systems thinking focuses on cyclical rather than linear cause and effect. Systems thinkers learn to internalize concepts, vocabulary and visual tools. The visual tools are used to increase understanding about the "problems" and about short and long term goals and the big picture. In support of the systems thinking process, Borton features:

- 10-15 computers in the library;

- an Environmental Learning Lab;
- a large Borton Garden cared for by parents and students;
- smaller gardens in front of some classrooms;
- a chicken coop where parents and students raise chickens and collect eggs;
- sale (by parents) of garden produce, eggs, and home-made items which completes the systems process; and
- a weekly school assembly day recognizing individual parents, staff, and students.

**Comments/Observations:**

- This is a small, friendly school where everyone is called by their first name.
- Parent involvement is high. The principal makes strong efforts to get parents involved. She sometimes meets with parents informally at "Cafecitos" to solicit their ideas and encourage all parents to get involved with the school.
- The school uses district curriculum and is in the process of developing instructional units using systems thinking for specific Arizona standards.
- There are "Think Sheets" that encourage ideas, information, and activities. They are written for the novice and the more experienced systems thinker to use.

**Issues:**

- Classrooms at Borton have little technology as the wiring system cannot support increased technology. The Smart Board cannot be used because it shuts down the circuits.
- Training teachers new to Borton in Systems Thinking can be done with another teacher or through an online course.

## CARRILLO ELEMENTARY MAGNET: SCHOOL SUMMARY INFORMATION

**Grades:** K-5 **Type of Program:** Schoolwide **Magnet Theme(s):** STAM (Science/Technology/Arts/Music)

| Enrollment Information (as of October 6, 2011) | | | | | | School Diversity | | Magnet Diversity | | 2011-12 Budget Information | | | 2010-11 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Building Capacity | Total | Open Enrollment | Neighbor-hood Magnet | Non-Neigh-borhood Magnet | Wait Pool | Minority | Non-Minority | Minority | Non-Minority | All Funds | Deseg | Per Magnet Student | % English Learner | % Free/ Reduced Lunch |
| 390 | 321 | 0 | 82 | 239 | 104 | 95.6% | 4.4% | 95.6% | 4.4% | $1,478,015 | $317,967 | $991 | 9.0% | 75.5% |

| Applications 2011-12 | | | Academic Achievement | | | Unique Magnet Program Pedagogy or Theme-Based Curriculum | | | |
|---|---|---|---|---|---|---|---|---|---|
| # Magnet Received | # Magnet Accepted | #Open Enrollment Received | Met AYP 2011 | 2011 AIMS Mastery | | Yes or No | Specialized (Magnet) Staff | Specialized (Magnet) Professional Development | Specialized (Magnet) Facilities |
| | | | | Reading | Math | | | | |
| 167 | 63 | 2 | Yes | 75.1% | 62.7% | Yes | STAM teachers have specialized degrees, credentials, and experience | None | Science and art labs |

| Magnet Continuity | Partnership(s) |
|---|---|
| **Middle Level:** None (Consider Booth-Fickett [6-8] for Science/Technology and Utterback [6-8] for Arts/Music)<br>**High School:** None (Consider Tucson [9-12] for Science/Technology and Tucson [9-12] for Arts/Music) | La Pilita Museum<br>Presidio Trust Historical Preservation Association<br>Quarles & Brady Law Firm<br>Reading Seed<br>Tucson High Football and Cheer Squads |

**Program Overview:**

In the 2009-10 school year, Carrillo changed from a K-2 Literacy Magnet and an Intermediate Grade magnet with Desert Ecology at grade 3, Archaeology at grade 4, and Anthropology at grade 5. These special units continue to be taught by classroom teachers during social studies and are supported by projects developed by the art teacher. Carrillo's new magnet focus, STAM, is an acronym for Science, Technology, Art, and Music. The new theme addresses a wide range of curriculum with enrichment lessons taught by teachers with special credentials and/or high levels of experience in the subjects. Except for technology, each magnet strand is taught in a science, art, or music lab.

Science Lab: The K-5 science magnet content is composed of FOSS science which is the district's core science program with a couple of additional enrichment units added to address science content not covered in FOSS strands. All students attend the science lab weekly. While this model assures access to science curriculum for all students, there is not a high level of science enrichment.

Art Lab: All students receive weekly instruction in this lab. Art units are built around grade level science and social studies units reinforcing key concepts while teaching creativity and expression.
Music Lab: There is weekly instruction in music. The music teacher integrates core subjects into music instruction. Students practice math and reading skills while developing skills in performance, cooperation, and collaboration. There are a number of presentations, including choral, and an end of the year 5th grade musical.
Technology: This year, a technology teacher will work in classrooms with the teacher--dividing the students into two groups: One group will work on technology skills and one group will work on interventions or enrichments with the classroom teacher. The groups will then switch, enabling all students to receive technology instruction, interventions, or enrichments. All classrooms have document cameras and projectors and some have Smart Boards. Teachers are learning to integrate technology into instruction across the curriculum.
Carrillo students receive approximately 120 minutes of magnet instruction each week. Once the technology teacher begins, magnet dosage will be closer to 300 minutes per week. The magnet is supported by the following:

- A strong partnership with La Pilita Museum with lessons supporting Desert Ecology at grade 3, Native American Ecosystems at grade 4, and Day of the Dead at grade 5.
- Displays of student art work at La Pilita Museum.
- Grade 4 student participation in a day at the Fort of the Presidio San Agustin de Tucson celebration.
- A winter musical and end of the year 5th grade musical production.
- A wireless internet network throughout the school.

**Comments/Observations:**

- Carrillo is located in a beautiful historic building that has large classrooms and wide hallways.
- There was a variety of student art work displayed in the entrance hallway.
- The weekly 120 minute block of enrichment class time (science lab, music lab, and art lab) allows grade level teachers to collaboratively plan their lessons including enrichment and intervention strategies.
- The magnet strands at Carrillo address a wide range of curriculum areas. The magnet provides excellent access to basic instruction in art, music, and science for all students. The wide range of magnet themes/strands ensures that all students receive a balanced curriculum that includes weekly lessons in science, art and music. In addition, technology is integrated into the classroom.
- Except for three special units at grades 3-5, there is little integration of the magnet curriculum with classroom instruction. This year, the principal plans to address this via magnet theme professional development.

**Issues:**

- The art and music magnet strands are not developing skills to the level that is needed to provide students with feeder priority into Utterback's creative and performing arts magnet. The programs are not developing artists, musicians or performers.
- The science strand taught in the science lab is primarily FOSS--the district's core science curriculum--which all TUSD students should be receiving. A few additional units have been added, but they do not take scientific understanding much beyond the core curriculum. Classroom teachers should be teaching the FOSS curriculum with the science lab offering higher level magnet enrichment experiences.
- Currently, there is no magnet theme continuity pattern for grades 6-12. Higher level magnet experiences in arts, music, and science are needed prior to establishing a pattern.
- The review team believes Carrillo could become a performing arts feeder for Utterback/Tucson and a science feeder for Booth-Fickett/Tucson if these issues are resolved.

## DAVIS ELEMENTARY MAGNET: SCHOOL SUMMARY INFORMATION

**Grades:** K-5 **Type of Program:** Schoolwide **Magnet Theme(s):** Dual Language/Bilingual (Spanish)

| Enrollment Information (as of October 6, 2011) | | | | | | School Diversity | | Magnet Diversity | | 2011-12 Budget Information | | | 2010-11 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Building Capacity | Total | Open Enrollment | Neighbor-hood Magnet | Non-Neigh-borhood Magnet | Wait Pool | Minority | Non-Minority | Minority | Non-Minority | All Funds | Deseg | Per Magnet Student | % English Learner | % Free/ Reduced Lunch |
| 350 | 318 | 0 | 114 | 204 | 181 | 89.6% | 10.4% | 89.6% | 10.4% | $783,904 | $388,280 | $1,221 | 7.0% | 57.1% |

| Applications 2011-12 | | | Academic Achievement | | | Unique Magnet Program Pedagogy or Theme-Based Curriculum | | | |
|---|---|---|---|---|---|---|---|---|---|
| # Magnet Received | # Magnet Accepted | #Open Enrollment Received | Met AYP 2011 | 2011 AIMS Mastery | | Yes or No | Specialized (Magnet) Staff | Specialized (Magnet) Professional Development | Specialized (Magnet) Facilities |
| | | | | Reading | Math | | | | |
| 242 | 61 | 0 | Yes | 70.5% | 55.4% | Yes | All teachers have bilingual certification & SEI training | Language Acquisition training in Spanish | None |

| Magnet Continuity | Partnership(s) |
|---|---|
| **Middle Level:** Roskruge (6-8) *Bilingual/Dual Language (Spanish)* | Albertson's Fry's |
| **High School:** None (Consider Cholla [9-10] *Pre-International Baccalaureate (IB)* & Cholla [11-12] *IB Diploma* ) | Office Max Safeway |
| | University of Arizona |

**Program Overview:**

The Spanish immersion program at Davis began in 1985-86 with the goal of producing students who are biliterate in Spanish and English. The school's unique reputation of success over 20 years has resulted in waiting lists at every grade level. The school is located in Tucson's historical barrio. Every Davis employee is bilingual, including the art, music, and physical education teachers, the counselor, and office staff. Students in K-1 are taught totally in Spanish. In grade 2, English literature is introduced and by the second semester teaching is 85% Spanish with 15% English. By 3rd grade, most students are able to communicate (speak, read, and write) in both languages and 70% of teaching is Spanish with 30% English. At grades 3-5, reading is taught through the content areas. Teachers and parents are committed to implementing this model with fidelity. The school has been able to successfully integrate all students into their program including those with special needs. Specialists in art, music, and physical education work with students for 20 minutes each week. Music and art play an important part in language learning and are used both in the classroom and in the extended day program. Many 1st grade students already play two instruments and an autistic 3rd grade student performed a mariachi song in Spanish for the review team--taking on the stature, pose, and confidence of a mariachi soloist. Students learn about cultures beyond those that are Spanish-speaking as well as cultures beyond Mexico. Latin American culture has been a recent focus as a result of a partnership with the University of Arizona's "Semilla" program. Each semester, nine visiting teachers from Latin America work at the school making classroom and schoolwide presentations as required by their program. The magnet curriculum is available in every classroom and is reviewed and updated yearly. Information is sent to parents in both Spanish and English and

translation occurs at all meetings. Over the past three years, the principal and PTA have found ways via partnerships to acquire hardware and software to update an obsolete lab and classroom technology. Six classrooms now have Promethean Boards, 45 mini-laptops were purchased for the computer lab, and several Computers on Wheels (COW) are available for classroom use. A lab rotation schedule ensures all students use technology on an ongoing basis. The Achieve 3000 reading program (in English and Spanish) and Success Maker math program are used in the computer lab. The district's Language Acquisition Department provided training for Achieve 3000 and provides other professional development specifically to enhance the magnet program on a monthly basis. This includes current research on instructional strategies that support dual language instruction, cultural competency, and assessment tools. The Language Acquisition Department also purchased the software licenses. Bilingual paraprofessionals provide additional classroom support: six hours/full day in K-1 and three hours in grades 2-5.

**Comments/Observations:**

- The school participates in districtwide recruitment activities despite having wait lists at all levels. The principal indicated that, in the past, schools had specific schools to recruit from but that has changed.
- Those interviewed indicate a dynamic and exceptional PTA as evidenced by their involvement in developing partnerships and bringing forward ideas for programs and activities such as bilingual "I speak Spanish" bracelets and the "Run to Panama" Healthy Lifestyles program which have been adopted schoolwide.
- Additional technology is needed to provide students increased opportunities for learning beyond the classroom.
- The review team arrived on the principal's second day back from extended surgery and neither she nor front office staff were aware of the scheduled visit. Nonetheless, the principal welcomed us, rearranged her schedule, participated in an interview, and escorted the team around the school. Her enthusiasm for the immersion program is infectious and her knowledge indepth. Her interactions with students were warm and caring. It was evident she knows students well as they were willing to speak and to sing for her in Spanish.
- Numerous University of Arizona professors continue to enroll their children and grandchildren in the program, as do TUSD employees.
- Second language learning is accomplished via a variety of instructional strategies including preview/review, total physical response, listening period/waiting time, music/movement, and visuals/regalia. The variety of instructional strategies also makes it possible for students with special learning needs to be successful.

**Issues:**

- According to the principal, the program has always been Spanish Immersion. Signs outside the school say Davis "Bilingual" Elementary as does the title in the district's 2010 Catalog of Schools. In the catalog narrative, the program is referred to as "dual language." The principal believes everyone understands the school offers a Spanish immersion program, however.
- In the past, most Davis teachers were hired from the U of A Bilingual Cadre. Because fewer and fewer teachers participate in that program, there has only been one applicant for the school's two current openings.
- Although most students follow the magnet continuity pattern to Roskruge Bilingual Magnet, the programs are not aligned. Roskruge is a bilingual program; it is not a Spanish immersion program.

## DRACHMAN ELEMENTARY MAGNET: SCHOOL SUMMARY INFORMATION

**Grades:** K-6 **Type of Program:** Schoolwide **Magnet Theme(s):** Montessori

| Enrollment Information (as of October 6, 2011) | | | | | | School Diversity | | Magnet Diversity | | 2011-12 Budget Information | | | 2010-11 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Building Capacity | Total | Open Enrollment | Neighbor-hood Magnet | Non-Neigh-borhood Magnet | Wait Pool | Minority | Non-Minority | Minority | Non-Minority | All Funds | Deseg | Per Magnet Student | % English Learner | % Free/ Reduced Lunch |
| 350 | 337 | 0 | 131 | 206 | 92 | 92.6% | 7.4% | 92.6% | 7.4% | $1,512,517 | $425,148 | $1,262 | 14.0% | 82.4% |

| Applications 2011-12 | | | Academic Achievement | | | Unique Magnet Program Pedagogy or Theme-Based Curriculum | | | |
|---|---|---|---|---|---|---|---|---|---|
| # Magnet Received | # Magnet Accepted | #Open Enrollment Received | Met AYP 2011 | 2011 AIMS Mastery | | Yes or No | Specialized (Magnet) Staff | Specialized (Magnet) Professional Development | Specialized (Magnet) Facilities |
| | | | | Reading | Math | | | | |
| 159 | 67 | 2 | Yes | 67.5% | 50.6% | Yes | No | Montessori Certification | None |

| Magnet Continuity | Partnership(s) |
|---|---|
| **Middle Level:** None<br>**High School:** None | None |

**Program Overview:**

Drachman adopted the Montessori philosophy during the 2006-2007 school year. Montessori education is very different in its theory and execution from traditional education. Montessori is child-centered and the teacher's role becomes supportive and more of an advisor and facilitator for learning. The basic foundation of Montessori practice in the classroom is mixed-age groupings, individual choice of research and work, and uninterrupted concentration. Students at Drachman are grouped into a variety of mixed-grade level classrooms according to their needs: K, K-2, 1-2-3, 4-5, 6, and ELD-K and ELD-1-2. Montessori uses an educational model where presentations are given using the "Big Picture" approach. Subsequent lessons fill in the details and bring in a broad range of subjects to each big picture. Teachers observe and support the natural development and learning of children as they choose what to learn and work on. Montessori educational practice helps children develop creativity, problem solving, critical thinking and time-management skills; to contribute to society and the environment; and to become fulfilled persons. There is constant interaction among the students with problem solving activities, teacher-to-child lessons, child-to-child teaching and socialization. The classroom environments are arranged according to subject area with specialized hands-on Montessori materials available. Children are always free to move around the room instead of staying at desks. There is no limit to how long a child can work with a piece of material or in a particular area. At any one time in a day, all subjects (math, language, science, history, geography, art, music, etc.) will be studied at all levels. Teachers circulate and teach the child as they see them working in a particular area. Character education (children speaking politely, being considerate and helpful, doing social work in the community, etc.) is considered equally with academic education. All kinds of intelligences and styles of learning are nurtured: musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal, intuitive, and traditional linguistic and logical-mathematical (reading, writing, and math). This particular model is supported by Harvard psychologist Howard Gardner's

Theory of Multiple Intelligences. Drachman's Montessori program also offers:
- the specialized Montessori curriculum which has been aligned with the traditional district curriculum and Arizona standards,
- classrooms fully equipped with $10,000 to $15,000 of specialized Montessori materials,
- a community garden,
- at least two computers in all classrooms,
- two new computer labs, and
- student portfolio assessment.

**Comments/Observations:**
- The Montessori philosophy does not support a daily structured reading and math experience for students. It also does not support the need for periodic benchmark testing and interventions for students not progressing.
- The school did not make its AYP targets for the 2009 and 2010 school years. Last year, the school implemented controlled choices for students not meeting standards in which students' academic experiences were planned to ensure they were working toward reaching standards. For 2011, the school made its AYP achievement goals and is considered "Performing." For the 2012 school year, implementation of benchmark assessments and controlled choices for students not meeting standards will continue.
- No formal partnerships exist. However, the principal works with an advisory group involving a senior housing representative and representatives from the library and recreation center to discuss community service activities for the school.

**Issues:**
- Only the principal and one teacher are certified Montessori teachers with a second teacher reporting she has almost completed her coursework for Montessori certification.
- The majority of teachers at the school are only partially trained with the assistance of the Montessori consultant who has been contracted to work with the school for 14 weeks and is on-call for developing Montessori lesson plans.
- Teachers reported they have not been trained on how to use all the Montessori materials and often struggle with how to incorporate the materials with lessons that need to be taught. The principal and certified Montessori teacher try to assist them, but cannot address all the needs.
- Drachman is a member of the American Montessori Society.
- With so few teachers Montessori certified, fidelity of implementation of the magnet focus is seriously compromised.

## HOLLADAY ELEMENTARY MAGNET: SCHOOL SUMMARY INFORMATION

**Grades:** K-5 **Type of Program:** Schoolwide **Magnet Theme(s):** Fine & Performing Arts

| Enrollment Information (as of October 6, 2011) | | | | | | School Diversity | | Magnet Diversity | | 2011-12 Budget Information | | | 2010-11 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Building Capacity | Total | Open Enrollment | Neighbor-hood Magnet | Non-Neigh-borhood Magnet | Wait Pool | Minority | Non-Minority | Minority | Non-Minority | All Funds | Deseg | Per Magnet Student | % English Learner | % Free/ Reduced Lunch |
| 330 | 262 | 0 | 142 | 120 | 53 | 80.9% | 19.1% | 80.9% | 19.1% | $1,027,824 | $229,431 | $876 | 9.0% | 62.4% |

| Applications 2011-12 | | | Academic Achievement | | | Unique Magnet Program Pedagogy or Theme-Based Curriculum | | | |
|---|---|---|---|---|---|---|---|---|---|
| # Magnet Received | # Magnet Accepted | #Open Enrollment Received | Met AYP 2011 | 2011 AIMS Mastery | | Yes or No | Specialized (Magnet) Staff | Specialized (Magnet) Professional Development | Specialized (Magnet) Facilities |
| | | | | Reading | Math | | | | |
| 112 | 59 | 0 | Yes | 71.1% | 55.3% | Yes | Art, Performing Art, and Music teachers | None | Outdoor raised stage, multipurpose room with stage |

| Magnet Continuity | Partnership(s) |
|---|---|
| **Middle Level:** Utterback (6-8) *Visual & Performing Arts*<br>**High School:** Tucson (9-12) *Fine Arts* | Quincie Douglas Library<br>Urban League |

**Program Overview:**

The Holladay magnet offers a strong academic program with fine and performing arts programs. The academic program is supported by a total school integrated and thematic curriculum, inquiry-based science instruction, project-based learning activities, Systems Learning and GATE instruction. Holladay has a library/media center that supports the academic program and a new computer lab. The school also has a cart of computers on wheels that can be moved to all classrooms to provide computers for the total class. Students at Holladay are involved in a water harvesting program, a desert and vegetable garden, a schoolwide recycling and composting program and an annual marine science trip to southern California. Holladay students have been winners in the Earth Day poetry contest. There is a schoolwide anti-bullying program that promotes a positive school climate. The performing arts program offers:

- general music theory, piano keyboard lab, chorus, band and orchestra.
- drama, dance and creative movement.
- grade level musicals.
- a renovated stage and an outdoor stage.

Students perform around the TUSD community throughout the year including Downtown 2nd Saturday Performances, Martin Luther King Reid Park performances, TUSD Dance Festival, KMXI and MIX FM radio performances, TUSD African American cultural celebration, and performances at Literacy for Life and 31 Flavors

Ice Cream Parlor. The school also hosts three dramatic performances during the school year. The visual arts program offers:
- art history, principles of design/elements of art, art as communication, art production, visual literacy, costume and set design, publication and community displays of artwork.
- student playwriting and screenwriting opportunities.
- guest speakers who conduct student workshops.
- participation in the Global Art Exchange.

Student art work is displayed around the Tucson community including TUSD Community Service Center, Quincie Douglas Library and the Fish and Wildlife Service National Art Competition. Student art work is also accessible through Artsonia (a virtual gallery) as well as the school's art gallery. Physical education and dance are important aspects of creative movement at Holladay. Students may also be involved in physical fitness, creative spirit, sportsmanship skill-building and non-competitive games and sports courts have been recently renovated. In 2009 and 2010, students were named TUSD City Track and Field Champions and, in 2010, won the Girls' Basketball Championship. Holladay offers an after school or extended day program via grant funding for students of working parents where they receive homework and tutoring help as well as continued exposure to art, music and athletics programs. After school programs also include student council and yearbook. Students also use the computer lab at the Urban League located next to the school.

**Comments/Observations:**

- Holladay teachers are using 301 funding to support the development of performing/fine arts units for each grade level. These units will help the school integrate the performing arts program and the academic program thereby making academic learning more meaningful for students.
- The principal stated that the staff works hard to provide access, balance, and equity in all its activities from academics to arts programs to athletics.

**Issues:**

- Prior to the 2011 school year, Holladay was an intermediate school with grades 3-5. During the 2010 school year, the school was informed it would be closed due to its small enrollment. Parents asked the Board to allow them to enroll K-2 students to increase the school's enrollment to remain open. Parents were actively involved with the marketing and recruitment to bring K-2 students to the school. In September 2011, the school opened with three additional classrooms: one Kindergarten, one Grade 1 and one Grade 2 for a total of 262 students in Grades K-5.
- There are plans to continue to market and recruit to bring the school's enrollment to capacity by the 2012 school year.
- Parents indicated the school needs more support from TUSD to market its programs and recruit additional students.
- Parents also expressed concern that email was not accessible to them.

## OCHOA ELEMENTARY MAGNET: SCHOOL SUMMARY INFORMATION

**Grades:** K-5 **Type of Program:** Schoolwide **Magnet Theme(s): Reggio Emilia-Inspired**

| Enrollment Information (as of October 6, 2011) | | | | | | School Diversity | | Magnet Diversity | | 2011-12 Budget Information | | | 2010-11 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Building Capacity | Total | Open Enrollment | Neighbor-hood Magnet | Non-Neigh-borhood Magnet | Wait Pool | Minority | Non-Minority | Minority | Non-Minority | All Funds | Deseg | Per Magnet Student | % English Learner | % Free/ Reduced Lunch |
| 370 | 216 | 0 | 137 | 79 | 23 | 98.1% | 1.9% | 98.1% | 1.9% | $810,910 | $0 | $0 | 22.0% | 96.3% |

| Applications 2011-12 | | | Academic Achievement | | | Unique Magnet Program Pedagogy or Theme-Based Curriculum | | | |
|---|---|---|---|---|---|---|---|---|---|
| # Magnet Received | # Magnet Accepted | #Open Enrollment Received | Met AYP 2011 | 2011 AIMS Mastery | | Yes or No | Specialized (Magnet) Staff | Specialized (Magnet) Professional Development | Specialized (Magnet) Facilities |
| | | | | Reading | Math | | | | |
| 104 | 81 | 0 | No | 57.7% | 39.2% | Yes | No | Required Reggio Emilia certification | Classroom and curricular "studios" |

| Magnet Continuity | Partnership(s) |
|---|---|
| **Middle Level:** None<br>**High School:** None | Project Hunger<br>University of Arizona |

**Program Overview:**

This is Ochoa's second year as a magnet and the school is still in the process of fully implementing the Reggio Emilia-Inspired program. Ochoa gained magnet status with the award of the Magnet Schools Assistance Program (MSAP) grant from the U. S Department of Education in October, 2010, followed by Governing Board approval. The school had researched the Reggio Emilia program for several years prior to being selected by the district to seek federal grant funding to implement the program. The Reggio Emilia program was developed in Reggio Emilia, Italy. It is a child-centered, constructivist approach to learning that encourages small group learning and provides opportunities for students to explore and learn independently in classroom studios (much like learning centers). Classrooms at Ochoa have been transformed into calm, peaceful environments with white walls, soft light, and seating arranged in small groups. The classroom environments are set up to encourage students to want to learn. Students are encouraged to explore and use hands-on materials as they learn. The program supports strong family connections to the school and parents are viewed as partners in their student's education. Ochoa is using Restorative Practices and Essential Elements of Instruction, as well as components from Madeline Hunter. The school is working to embed these strategies into all classrooms. The DIBELS System is used to help benchmark student progress. Other aspects of the magnet program include:

- All teachers have been in serviced in the Reggio Emilia philosophy. This professional development will continue over the next two years.
- Music is important to the learning process. Soft music is often heard in classrooms while students are learning.
- There are no bells. Students respond to music played.

- A new Math Studio will focus on students who need intervention while also providing enrichment activities to move students beyond mastery.
- There are four computers in every classroom and teachers can schedule a cart of computers on wheels (COW) which is available for whole class activities.
- The school has a large garden where students plant and grow a variety of seasonal plants and vegetables.
- Parents are involved in helping tend the garden. University of Arizona students also help with the garden.
- There is a very strong pre-school program located on the campus. Recruitment for a second pre-school class is in progress.

**Comments/Observations:**

- The Reggio Emilia-Inspired Magnet is in the beginning stages of developing its program.
- Located in a charming, historical building, the school has been modernized and updated. Every classroom has been beautifully put together by each teacher in the Reggio Emilia-Inspired style which gives the school a calm and peaceful climate.
- Lighting and music are important to the classroom environments.
- Teachers use small group instructional approaches and inquiry learning. They report they are talking less as they are learning to put the child at the center of the learning process.
- Parents were seen observing and helping in several classrooms. Parents clearly state that they love the school and are very pleased with the changes happening at Ochoa.
- Staff are very enthusiastic about their new magnet program and are working hard to change teaching strategies.
- The principal is an instructional leader sometimes demonstrating lessons in classrooms for teachers to observe.
- There is collaborative planning among grade levels with weekly meetings after school to work on curriculum and lessons.
- In October 2009, Ochoa was visited by U.S. Secretary of Education, Arnie Duncan, who praised the innovative program and the transformation taking place at the school.

**Issues:**

- In 2011, AIMS Math scores dropped. This year Ochoa is focusing on math instruction as well as on writing. Classrooms will visit a new math studio weekly and teachers will work with students in small groups focusing on interventions and enrichment lessons.
- Ochoa has lost its technology teacher and librarian.
- The school is able to purchase a lot of technology through the MSAP grant, but teachers need training including how to integrate the technology into lessons.
- As teachers move from teacher-centered instruction to child-centered, there is a need to pay attention to curricular rigor.

## ROBISON ELEMENTARY MAGNET: SCHOOL SUMMARY INFORMATION

**Grades:** K-5 **Type of Program:** Schoolwide **Magnet Theme(s):** International Baccalaureate - Primary Years Program

| Enrollment Information (as of October 6, 2011) | | | | | | School Diversity | | Magnet Diversity | | 2011-12 Budget Information | | | 2010-11 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Building Capacity | Total | Open Enrollment | Neighbor-hood Magnet | Non-Neigh-borhood Magnet | Wait Pool | Minority | Non-Minority | Minority | Non-Minority | All Funds | Deseg | Per Magnet Student | % English Learner | % Free/ Reduced Lunch |
| 430 | 335 | 0 | 232 | 103 | 22 | 90.7% | 9.3% | 90.7% | 9.3% | $1,132,485 | $0 | $0 | 10.0% | 90.5% |

| Applications 2011-12 | | | Academic Achievement | | | Unique Magnet Program Pedagogy or Theme-Based Curriculum | | | |
|---|---|---|---|---|---|---|---|---|---|
| # Magnet Received | # Magnet Accepted | #Open Enrollment Received | Met AYP 2011 | 2011 AIMS Mastery | | Yes or No | Specialized (Magnet) Staff | Specialized (Magnet) Professional Development | Specialized (Magnet) Facilities |
| | | | | Reading | Math | | | | |
| 129 | 107 | 0 | Yes | 60.7% | 46.0% | Yes | Art, Media, PE, Spanish Specialists | Required IB Certification to receive candidacy | None |

| Magnet Continuity | Partnership(s) |
|---|---|
| **Middle Level:** Safford (6-8) *International Baccalaureate (IB) - Middle Years Program*<br>**High School:** Cholla (9-10) *Pre-IB* & Cholla (11-12) *IB* | Optimist Club<br>University of Arizona<br>World of Words |

**Program Overview:**

Robison is starting its second year as a magnet school. It was identified as a magnet in October 2010 when the U.S. Department of Education funded it with a Magnet Schools Assistance Program grant. The school submitted a plan to become an International Baccalaureate-Primary Years Program (IB-PYP) Magnet School and is in the process of developing the program. Robison should be approved as an IB candidate school during this school year. The TUSD Governing Board has approved its magnet status. Teachers at the school researched and looked into the IB-PYP program for several years. IB-PYP attitudes and higher level learning characteristics are important to improved learning and character-building, with icons for each attitude and characteristic displayed in all classrooms. The IB-PYP focuses on the whole child as an inquirer, both in the classroom and in the outside world. It increases student engagement in the learning process. Teachers develop a program of indepth investigations into important ideas that require high levels of involvement on the part of the student. Discussions using higher order skills are an important element of IB-PYP. Students learn to listen and ask questions. Assessment is an important part of each unit as it enhances learning and provides time for students to reflect on the quality of their work. International mindedness also is an important part of the program. Teachers are currently in the process of developing six units or investigations for each grade level. Lessons are planned using the "backward design" process which starts planning with where you want the student to be at the end of the unit. Robison's IB-PYP includes:

- Higher order thinking skills implemented in all IB-PYP units.

- A Spanish enrichment program for grades 2-3 with the enrichment program for grades 4-5 yet to be determined.
- Promethean boards and document cameras in all classrooms.
- A media center with library and computer lab for classroom use. Additionally, some classrooms are equipped with computers.
- Orchestra for grades 4 and 5.
- A weather station located at the school with work stations in five classrooms and the media center.
- Full-time art, media, and PE specialists and a half-time Spanish specialist.
- A math consultant who works in all classrooms.
- A two-hour extended-day program for students of working parents.

**Comments/Observations:**

- The decision to implement IB-PYP at Robison came from a group of dedicated teachers who researched and discussed instructional needs and then voted on the IB-PYP and applied for the federal grant.
- Teachers report the principal is very involved with every classroom's achievement data and uses DIBELS. He meets with individual teachers to discuss their students' academic growth.
- The principal also visits classrooms and will teach a lesson. He recently taught "The Lion King" and had students make their own books about a lion king.

**Issues:**

- Robison cannot be identified as an IB-PYP magnet school until it receives approval from the IB organization. The school is anticipating that it will have achieved its first level (IB-PYP candidacy) in October 2011. It may then use the IB-PYP candidate title.
- To become a fully recognized IB-PYP school is a long and complex process. Successful implementation should result in more than just test score improvement; it should also produce students who think at higher levels, ask thoughtful questions and solve problems. It is important the school be provided the time and district support to fully implement the program.
- The district needs to plan to ensure adequate funding is available to allow the program to continue--including IB required fees and continued professional development for current teachers and teachers new to the school in future years. Without district funding, the program will decline.
- The development of this magnet at Robison has been supported by a central office magnet grant manager who has provided marketing and recruitment, partnership development, and coordination of required professional development. A similar central office position will be necessary to continue to provide support once grant funding ends to keep the program strong and viable.
- With the help of the central office magnet grant manager, Robison is actively recruiting students--especially those that will help reduce the Hispanic isolation at the school.
- Teachers and the principal are hoping implementation of IB-PYP will improve the academic achievement and student test scores to bring back some of the community on the north side of the school who chose to leave Robison several years ago when the school qualified for Title I.

## TULLY ELEMENTARY MAGNET: SCHOOL SUMMARY INFORMATION

**Grades:** K-5 **Type of Program:** Schoolwide **Magnet Theme(s):** OMA (Opening Minds through the Arts) Gold

| Enrollment Information (as of October 6, 2011) | | | | | | School Diversity | | Magnet Diversity | | 2011-12 Budget Information | | | 2010-11 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Building Capacity | Total | Open Enrollment | Neighbor-hood Magnet | Non-Neigh-borhood Magnet | Wait Pool | Minority | Non-Minority | Minority | Non-Minority | All Funds | Deseg | Per Magnet Student | % English Learner | % Free/ Reduced Lunch |
| 590 | 483 | 0 | 321 | 162 | 54 | 86.3% | 13.7% | 86.3% | 13.7% | $518,662 | $300,143 | $621 | 12.0% | 80.8% |

| Applications 2011-12 | | | Academic Achievement | | | Unique Magnet Program Pedagogy or Theme-Based Curriculum | | | |
|---|---|---|---|---|---|---|---|---|---|
| # Magnet Received | # Magnet Accepted | #Open Enrollment Received | Met AYP 2011 | 2011 AIMS Mastery | | Yes or No | Specialized (Magnet) Staff | Specialized (Magnet) Professional Development | Specialized (Magnet) Facilities |
| | | | | Reading | Math | | | | |
| 107 | 53 | 0 | Yes | 72.9% | 62.3% | No: OMA found at 20 other district schools | Teaching Artists; OMA Academic Specialist | OMA Training | OMA Room |

| Magnet Continuity | Partnership(s) |
|---|---|
| **Middle Level:** NONE (Consider Utterback [6-8] *Visual & Performing Arts*) | Albertsons |
| **High School:** NONE (Consider Tucson [9-12] *Fine Arts*) | Chase Bank (Junior Achievement) |

**Program Overview:**

In 2005, the school implemented "Project A.L.I.V.E. (Academic Literacies through Integrated Visual Enrichment)." This program focused on teaching strategies that ensure integration and collaboration across grade levels, within the school, and in partnership with the community to create unique and inspiring learning experiences. The school became an OMA "Affiliate" in 2010 and implemented OMA Gold schoolwide for the first time during the 2011-12 school year. OMA is "designed around brain-based research, multi-intelligence learning and the neurological development of children. The arts are used to target skills specific to a child's brain development." Specific program information can be found at www.tusd1.org/oma/ Current arts areas by grade level are Movement (pre-K), Duo (K), Opera (Gr. 1), Dance (Gr. 2), Recorders (Gr. 3), Violin (Gr. 4), and Band (Gr. 5). Teacher training is ongoing. All teachers completed a four day OMA training and will take the next level of training summer 2012. Once a month, "Understanding by Design" training is scheduled to help integrate OMA Gold in classrooms. All staff have received certification as tutors and are involved in tutoring students. Other programs offered include GATE, full-day Kindergarten, PACE (state funded preschool program for 4 year olds), Project Able, an exceptional education pre-school, and Junior Achievement in partnership with Chase Bank. Each year a "School Quality" survey is administered to determine needed revisions to school practices. Interpreters were observed assisting with Somali parent conferences. Technology includes document cameras, Proximas, teacher stations, two active boards, and a computer lab. Ongoing formative assessments are used by all teachers and AIMS and AYP data are used by the principal and all teachers to make targeted, strategic, data-driven decisions. Teachers have been trained to use item analysis reports and

classroom development profiles which include data on every standard. Classroom data are shared among and between grade levels. The school has established positive relationships with their neighborhood community by identifying needs of the community. Parent workshops are designed and offered based on identified needs.

**Comments/Observations:**

- OMA is being embraced with enthusiasm by all staff interviewed.
- Exceptional use of data by the principal and teachers to focus instruction and interventions has resulted in increased student achievement. The school was identified as #15 of the top 100 elementary schools in the state as a result of students' academic growth.
- A rich array of support and interventions exist to support students who are not meeting standards including tutoring offered by all staff members.
- The team was impressed with the enthusiasm staff displayed toward welcoming refugee students and their families--including non-traditional immigrants (Iraqis, Kenyans, Somalis, etc.)
- Most classrooms observed used a variety of instructional practices.
- A "Bully Proof" program is in its third year of implementation and is evident in all areas of the school (classrooms, hallways, and office area).
- Parent testimonials are posted on the school's website as a recruiting tool.

**Issues:**

- OMA is not a unique, innovative magnet curriculum. Twenty other TUSD schools implement the OMA program according to the district's 2010 school catalog: 12 OMA Gold Programs (10 elementary and 2 middle school) and 8 OMA Bronze/Silver Programs (7 elementary and 1 middle school).
- At least one parent believed the magnet focus to be GATE not OMA.
- The limited pool of parents interviewed indicated little or no understanding of OMA and could not differentiate whether activities were magnet related or not.
- The school has little classroom technology. The principal is attempting to find funds to purchase classroom technology to support the OMA program.
- The school would like to add Grade 6 but does not know how to proceed with such a request.
- The school is constrained in focusing recruiting efforts on targeted communities due to lack of recruiting goals and confusion due to changing court decisions.
- Site believed the Post-Unitary Status Plan did not allow for Magnet Coordinators so dropped that position. It was replaced with the OMA Academic Specialist position which functions as the Restorative Practices Advocate focusing on improvement of reading and school safety.
- Lack of a central office advocate for magnet schools makes it difficult to understand changes to magnet program policies and procedures.

## BOOTH-FICKETT ELEMENTARY/MIDDLE LEVEL MAGNET: SCHOOL SUMMARY INFORMATION

**Grades:** K-8 **Type of Program:** Schoolwide **Magnet Theme(s):** Math/Science

| Enrollment Information (as of October 6, 2011) | | | | | | School Diversity | | Magnet Diversity | | 2011-12 Budget Information | | | 2010-11 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Building Capacity | Total | Open Enrollment | Neighbor-hood Magnet | Non-Neigh-borhood Magnet | Wait Pool | Minority | Non-Minority | Minority | Non-Minority | All Funds | Deseg | Per Magnet Student | % English Learner | % Free/ Reduced Lunch |
| 1,210 | 1,138 | 0 | 649 | 489 | 377 | 74.3% | 25.7% | 74.3% | 25.7% | $4,025,201 | $654,158 | $575 | 25.0%(K-5)<br>8.0% (6-8) | 74.0%(K-5)<br>65.0% (6-8) |

| Applications 2011-12 | | | Academic Achievement | | | Unique Magnet Program Pedagogy or Theme-Based Curriculum | | | |
|---|---|---|---|---|---|---|---|---|---|
| # Magnet Received | # Magnet Accepted | #Open Enrollment Received | Met AYP 2011 | 2011 AIMS Mastery | | Yes or No | Specialized (Magnet) Staff | Specialized (Magnet) Professional Development | Specialized (Magnet) Facilities |
| | | | | Reading | Math | | | | |
| 582 | 205 | 1 | No | 69.4% | 44.2% | Yes | No | None | Science and computer labs |

| Magnet Continuity | Partnership(s) |
|---|---|
| **Middle Level:** NA<br>**High School:** Tucson High (9-12) *Math/Science* | |

**Program Overview:**

Booth-Fickett is the largest non-high school in TUSD. The Math/Science magnet was developed for Booth-Fickett's middle school (grade 6-8) students. The program continues to attract non-neighborhood students with waiting lists at every grade, according to the principal. The magnet was expanded in the last few years to include grades K through 5. Most are neighborhood students and the principal reported there is little room for non-neighborhood elementary students. The math/science focus is slowly being implemented at the elementary level. Elementary and middle grade classrooms are housed in different wings, each with its own Assistant Principal and time schedule. A pull-out GATE program is available for K-5 students; elective math and science GATE classes are available to middle level students. A "transition class" was implemented this year for grade 6 students whose parents wanted a more structured introduction into middle school. The school has a small English Learner program: The 19 grade 3-5 students are in a mixed language group, self-contained classroom while the 18 English Learners in grades 6-8 participate in a two-hour language arts class with a bilingual teacher who coordinates with core Language Arts and Social Studies teachers. Classroom (core) teachers provide the basic curriculum with the grade 6-8 magnet program implemented in labs, in specific magnet elective classes courses, and higher-level classes in math and science.

Math Program: Advanced Math is offered for Grade 6 students. Students in Grade 7 can enroll in pre-Algebra; Algebra is available for grade 8 students who meet

specific criteria. Electives for Grade 6 include math intervention while students in grades 7 and 8 may take Exploratory Math: Math in Art. There was no evidence of a specialized or enriched math curriculum for elementary students.

Science Program: The elementary curriculum is the district-adopted FOSS kit curriculum. The middle level science program is lab-based. In grades 6-8, students have the opportunity to participate in a "Habitat" course and an "Exploring Engineering" course. Grade 8 students also have the option of taking a psychology course. Grade 7 and 8 students may enroll in a "Future Cities" elective class.

The magnet program is supported by:

- Specialized rooms and labs including:
  - > the Habitat classroom and outdoor environmental learning garden for grade 6-8 students. Teachers in grades K-5 may sign up for times as they are available.
  - > computer labs primarily used for classroom sign-up, reading, or math intervention.
  - > science labs.
- A variety of programs and after-school clubs and activities:
  - > Science related: Environmental Science, a Girl Scout sponsored Science/Technology/Engineering/Math (STEM) program, Science Olympiad, MESA, Wright Flight, the Catalina Island Club (grades 6-8)
  - > Math related: Accelerated Math
  - > Technology related: Computer Exploration elective for grade 6-8
  - > Academic related: National Junior Honor Society
- Achieve 3000 computer program for K-8 students who need reading comprehension support.
- Interactive white boards installed in all middle school classrooms as part of a district initiative.
- A new Alternative Learning Center in which a certificated teacher provides instruction in Restorative Practices. The Center can also be used for in-school suspensions, as needed.
- Mentoring programs including middle school students providing service such as reading to students, art projects, or targeted pull-out in elementary classrooms and grade 4-8 peer tutoring focused on eliminating bullying.
- A number of intervention programs targeting specific student sub-groups and a Math Intervention Center for students in grades 3-8.

**Comments/Observations:**

- The team experienced a positive school climate in both wings of the school. Elementary hallways have names such as "Respectful Way," "Caring Lane," and "Trustworthy Trail." A variety of posters espousing respect and no bullying were displayed throughout the school.
- There are no known recruitment goals and no marketing plan. The principal indicated there are waiting lists at each grade which may account for the lack of a marketing plan.
- Grade 6 electives focus on reading or math intervention.
- Classrooms have little technology.
- It was reported that some but not all parents feel welcome. Parents interviewed expressed that some teachers are welcoming and some are not.
- No evidence of professional development in science was provided. Math professional development activities are focused primarily on interventions, review of test data, and test preparation. There was no indication of professional development specifically to enhance the math or science skills or knowledge of teachers.

**Issues:**

- The team had a difficult time assessing this school and its programs. No staff or parents knew about the team's visit except the two Assistant Principals.
- No teacher, parent, or grade 8 student interviews had been arranged and the Assistant Principals responsible for the elementary and middle level wings of the program were not interviewed.
- Two staff, who are also parents of non-neighborhood students, were pulled in for interviews. One grade 3 teacher whose parent/teacher conference was cancelled was interviewed. No middle level teachers and no grade 8 students were interviewed.
- The math/science focus is difficult to discern. Elementary students appear to receive the district's core curriculum in math and science. It was not clear to the team that there is a sequence of magnet science courses for middle level students or a specialized magnet curriculum.
- The lack of specialized magnet staff development is detrimental to the development of a high quality, rigorous math/science magnet program
- The principal is working to address the perception that, due to budget reductions, the school is not as strong a magnet as it once was. Based on what the team was able to observe and the limited interviews completed, the school does not appear to have a strong, clearly articulated math/science magnet program. There is no magnet curriculum or scope and sequence.

## DODGE MIDDLE LEVEL MAGNET: SCHOOL SUMMARY INFORMATION

**Grades:** 6-8 **Type of Program:** Schoolwide **Magnet Theme(s):** Traditional Education

| Enrollment Information (as of October 6, 2011) | | | | | | School Diversity | | Magnet Diversity | | 2011-12 Budget Information | | | 2010-11 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Building Capacity | Total | Open Enrollment | Neighbor-hood Magnet | Non-Neigh-borhood Magnet | Wait Pool | Minority | Non-Minority | Minority | Non-Minority | All Funds | Deseg | Per Magnet Student | % English Learner | % Free/ Reduced Lunch |
| 290 | 413 | 0 | 0 | 413 | 266 | 69.0% | 31.0% | 69.0% | 31.0% | $1,418,690 | $251,331 | $609 | 1.0% | 42.6% |

| Applications 2011-12 | | | Academic Achievement | | | Unique Magnet Program Pedagogy or Theme-Based Curriculum | | | |
|---|---|---|---|---|---|---|---|---|---|
| # Magnet Received | # Magnet Accepted | #Open Enrollment Received | Met AYP 2011 | 2011 AIMS Mastery | | Yes or No | Specialized (Magnet) Staff | Specialized (Magnet) Professional Development | Specialized (Magnet) Facilities |
| | | | | Reading | Math | | | | |
| 421 | 155 | 0 | Yes | 88.6% | 72.8% | No | No | None | None |

| Magnet Continuity | Partnership(s) |
|---|---|
| **Elementary School:** Bonillas (K-5) *Back to Basics/Traditional* | Kiwanis |
| **High School:** Catalina (9-12) *Terra Firma/College Prep/Traditional* | Raytheon |
| | Rotary International |

**Program Overview:**

The Dodge Traditional Middle School magnet was established in 1986 at the request of parents wanting an expansion to the middle grades of the basic skills approach at Bonillas. A basic curriculum school is a school with a sequentially structured academic program devoted to helping all students consistently achieve the highest possible competence in basic skills, develop creativity ability, grow in citizenship, build desirable attitudes and loyalties, assume responsibility for personal behavior, develop pride in high individual achievement, and learn the values of teamwork, cooperation and social competence. Dodge Traditional Magnet Middle School was established to provide a "traditional 5R education focusing on Reading, Writing, Arithmetic, Respect, and Responsibility. This includes rigorous academic performance, mandatory homework, active parent involvement, appropriate dress and behavior, and a high level of parent and student accountability." The traditional magnet is taught predominantly through teacher-directed lessons. Students participate in a teacher-led advisory program where teachers promote activities that support the academic program through the implementation of study skills. There are rules and consequences. The Traditional School program emphasizes civic responsibilities including respect for authority and patriotism. Students at Dodge wear uniforms. The Traditional Magnet at Dodge includes:

- A strong reading program that uses phonics;
- Writing, spelling, penmanship, and grammar;
- Arithmetic that stresses basic skills and rules;
- Social studies limited to geography, history, and government;
- Science including biology;

- Health;
- Physical education; and
- Elective choices including Spanish, Chinese, technology, orchestra and band, and an Explorations Class at Grade 6.

**Comments/Observations:**

- Very few neighborhood students are enrolled. The school reports there are few neighborhood middle school students in the community.
- The school is full and cannot enroll all who apply.
- There were no neighborhood parents available to be interviewed.
- All non-neighborhood parents interviewed expressed strong support for the program including parent communications, high expectations, and consistent consequences for all students.
- All classrooms observed were involved in teacher-directed lessons and students in all classrooms appeared attentive to the lesson.
- There is a technology teacher and a technology elective course is offered.
- Staff commented on the old, out-dated, slow computers. There are not adequate computers for student use and the school is working to purchase new computers.
- There were Smart Boards in all classrooms but they are not being used. There is a need to get students able to use the Smart Boards.

**Issues:**

- The school is concerned about students being placed at the school by the School Community Services Office after school has started, and hopes this is taken into account with the district's development of a new enrollment plan.
- The school also feels parents do not understand the magnet application process, including the waiting list procedure.
- Recent budget cuts have left Dodge without a librarian and other key support staff. Teachers are making up for the losses by taking on the specialist roles which leaves less time for instructional activities.
- This school is successful as a magnet and students are learning and achieving.
- The review team struggles with the concept of a basic skills program being a magnet. There is no magnet curriculum or curricular enhancement that makes what is happening at Dodge any different from any other district school. It is in the strict application of a traditional, back-to-basic approach or pedagogy that makes Dodge different from other schools.

## ROSKRUGE MIDDLE SCHOOL MAGNET: SCHOOL SUMMARY INFORMATION

**Grades:** 6-8 (K-5 not included) **Type of Program:** Program-Within-a-School **Magnet Theme(s):** Bilingual/Dual Language (Spanish)

| Enrollment Information (as of October 6, 2011) | | | | | | School Diversity | | Magnet Diversity | | 2011-12 Budget Information | | | 2010-11 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Building Capacity | Total | Open Enrollment | Neighbor-hood Magnet | Non-Neigh-borhood Magnet | Wait Pool | Minority | Non-Minority | Minority | Non-Minority | All Funds | Deseg | Per Magnet Student | % English Learner | % Free/ Reduced Lunch |
| 550 (K-8) | 326 (K-5)<br>370 (6-8) | 57 | 29 (6-8) | 341 (6-8) | 276 | 95.0% | 5.0% | 96.5% | 3.5% | $2,499,257 | $260,224 | $703 (6-8) | 9.0% | 80.7% |

| Applications 2011-12 | | | Academic Achievement | | | Unique Magnet Program Pedagogy or Theme-Based Curriculum | | | |
|---|---|---|---|---|---|---|---|---|---|
| # Magnet Received | # Magnet Accepted | #Open Enrollment Received | Met AYP 2011 | 2011 AIMS Mastery | | Yes or No | Specialized (Magnet) Staff | Specialized (Magnet) Professional Development | Specialized (Magnet) Facilities |
| | | | | Reading | Math | | | | |
| 410 (6-8) | 134 (6-8) | 188 | No (Total School) | 71.9% (Gr. 6-8) | 40.0% (Gr. 6-8) | Yes | All K-8 teachers bilingual certified; K-5 not currently magnet | Yes: Special training via Second Lang. Dept. | None |

| Magnet Continuity | Partnership(s) |
|---|---|
| **Elementary:** Davis (K-5) *Spanish Immersion*<br>REQUEST: Roskruge would like to expand to a total school (K-8) magnet. This would provide more students prepared for the middle level dual language program and would guarantee Roskruge K-5 students a place in the magnet program without having to apply as part of the magnet enrollment lottery.<br>**High School:** NONE (Consider Cholla [9-12] *International Baccalaureate* ) | University of Arizona |

**Program Overview:**

Roskruge is a K-8 school with a Bilingual/Dual Language Magnet only at grades 6-8; however, only the middle school is considered a magnet and the school's K-5 students must apply using the magnet application process. All K-8 students receive instruction in Spanish and English and all K-8 teachers are bilingual certified. In middle grade core classes, 50% of lessons are taught in Spanish and 50% in English with the goal of developing language proficiency in both languages. Middle school teachers have common planning times by department where they work to review upcoming lessons to identify language and vocabulary to emphasize and to increase the rigor of their lessons. The magnet theme is integrated into all middle school classes. Teachers attend monthly professional development related to second language acquisition. Classrooms observed--some being taught in English and some in Spanish--were using a variety of instructional strategies. Teachers have participated in workshops for Restorative Practices and Essential Elements of Instruction (Marzano). There is a positive climate at Roskruge and students interacted respectfully. Other aspects of the grade 6-8 program include:

- Grade 6: Two advanced math classes.

- Grade 8: Opportunity to take a Chinese class at Tucson High.
- Grades 6-8: Honors Language Arts; instrumental music, the Green School curriculum, and Teen Court curriculum as electives
- Two classes that provide high school credit
- Mariachi Band that plays at many community functions
- Promethean boards, two sets of computers on wheels (COW), and some classroom computers
- A parent coordinator who provides parent classes and reaches out to all parents to involve them in their student's education.
- Support from University of Arizona professors and 8-10 student volunteers each semester who work in classrooms.

**Comments & Observations:**

- Roskruge staff are very dedicated to the dual language model.
- Because TUSD has difficulty finding bilingual teachers with a middle level credential, one Spanish-speaking teaching position has not been filled. To ensure program fidelity, the 6th grade teachers volunteered to teach an extra period and the school counselor is teaching one period.

**Issues:**

- Sometimes there is tension regarding how to place students. Sometimes students with the most fluency in Spanish and English are not ready for the higher classes offered.
- Grades K-5, which also use the dual language approach, are not guaranteed admission to the middle grade magnet. It is important that the elementary program be identified as part of the magnet making Roskruge a schoolwide, K-8 dual language magnet program.
- Because the school received a lower amount of desegregation funding to begin with, the recent budget reductions affected the program disproportionately.
- There is a need for:
  > someone in the central office to serve as an advocate for magnet schools. Central office decisions are often made with no consideration for the magnet program.
  > magnet school policies and procedures that all magnet schools are expected to follow.
- The school does not have wireless internet access which inhibits the magnet program's ability to use technology to enhance the magnet curriculum. The school is hoping to be able to tap into wireless accessibility from Tucson High on some parts of the Roskruge campus.
- There is very poor signage indicating Roskruge is a Bilingual/Dual Language Magnet.

## SAFFORD ELEMENTARY/MIDDLE LEVEL MAGNET: SCHOOL SUMMARY INFORMATION

**Grades:** K-8 **Type of Program:** Schoolwide **Magnet Theme(s):** International Baccalaureate (IB) Primary Years (K-5) Program & Middle Year (6-8) Programs with an Engineering/Technology Focus - Candidacy Pending

| Enrollment Information (as of October 6, 2011) | | | | | | School Diversity | | Magnet Diversity | | 2011-12 Budget Information | | | 2010-11 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Building Capacity | Total | Open Enrollment | Neighbor-hood Magnet | Non-Neigh-borhood Magnet | Wait Pool | Minority | Non-Minority | Minority | Non-Minority | All Funds | Deseg | Per Magnet Student | % English Learner | % Free/ Reduced Lunch |
| 980 | 785 | 0 | 322 | 463 | 301 | 95.2% | 4.8% | 95.2% | 4.8% | $3,655,913 | $830,248 | $1,058 | 8.0% | 85.2% |

| Applications 2011-12 | | | Academic Achievement | | | Unique Magnet Program Pedagogy or Theme-Based Curriculum | | | |
|---|---|---|---|---|---|---|---|---|---|
| # Magnet Received | # Magnet Accepted | #Open Enrollment Received | Met AYP 2011 | 2011 AIMS Mastery | | Yes or No | Specialized (Magnet) Staff | Specialized (Magnet) Professional Development | Specialized (Magnet) Facilities |
| | | | | Reading | Math | | | | |
| 592 | 291 | 0 | No | 56.8% | 27.9% | Yes | PYP IB Coordinator & MYP IB Coordinator | Category 1, 2, & 3 IB certification required | None |

### Magnet Continuity

**High School:** Cholla (9-10) *Pre-IB* & Cholla (11-12) *IB*

For Consideration:

- Add both Safford (K-5) *PYP IB* and (6-8) *MYP IB* programs to Pueblo's (9-12) *College Prep* magnet.
- Add Safford (6-8) *MYP IB* programs to the Foreign Language Magnet Continuity pattern.

### Partnership(s)

Armory Park Senior Center
Native American Indian Tribes (2)
National Park Service
Tucson Museum of Art
Tucson Water & Recycling
UNICEF
U of A Youth Volunteer Corps
Zuna de Promesa

### Program Overview:

Safford's new K-5 IB Primary Years Program (PYP) and 6-8 Middle Years Program (MYP) with an Engineering/Technology focus is housed in an historic school site whose first building, "The Plaza School," was destroyed by fire. The current building was completed in time for the 1918-19 school year. Originally a grade 6-8 Engineering/Technology magnet, Safford began to seek candidacy as a schoolwide K-8 IB PYP/MYP magnet in early 2009. Moving from candidacy to recognition as a certified IB PYP/MYP school is a multi-year process. The school completed Part A of the IB School Application and was recognized as a Candidate IB school during the 2009-10 school year. Safford was awarded the Magnet Schools Assistance Program (MSAP) grant from the U. S Department of Education in October, 2010, to aid in program implementation and required professional development. Part B of the application process was completed last year. At Safford, the two

programs are offered in isolation due to differing beginning and end times and separate buildings. The PYP focuses on the development of the whole child in the classroom and in the world outside. The MYP provides a framework of academic challenge and life skills, achieved through embracing and transcending traditional school subjects. The MYP will prepare students to attend the grade 9-10 IB Prep and grade 11-12 IB Diploma programs at Cholla High. Through inquiry, students problem solve from a global perspective. Students learn integrity and respect for and appreciation of intercultural values and beliefs. Collaborative project-based activities engage students, require critical thinking and problem-solving, and foster a sense of community that extends beyond Tucson. Students study the core classes (English) and Language B (Arabic or Spanish), Mathematics, Humanities, Science, Art, Physical Education, and Engineering/Technology. These core classes are taught in small learning communities allowing students to interact through various approaches to learning, community and service, human ingenuity, the environment, and health and social education. IB Coordinators at each school level facilitate trainings and support teachers' development of the "areas of interaction" in IB unit development. Safford's teachers are committed to implementation of the program in accordance with IB requirements including indepth professional development to become IB certified. All teachers except new teachers have completed Category 1 training.

**Comments/Observations:**

- An incredible amount of work, in a very short time, has gone into implementing a high quality IB program at the elementary and middle levels in accordance with IB requirements. The team is highly impressed with the quality and quantity of work already completed and is confident implementation will continue with a high level of fidelity and success.
- IB-sponsored professional development experiences have resulted in a great enthusiasm among Safford staff and the willingness to spend the time necessary to build and implement a high quality program for magnet students. IB trainings focus on a Program of Inquiry (POI) in which teachers learn to develop inquiry-based authentic curriculum that incorporates critical thinking based on and aligned with state standards.
- During the teacher interview process, the IB program is fully explained to ensure that teacher candidates who accept a position are aware of program expectations and responsibilities.
- A parent involvement program that was already extensive has been enhanced by the addition of the IB magnet focus. Parents receive information and participate in activities and classes to enhance their own skills as well as those to assist their students succeed academically. Parents also receive assistance from the school psychologist in meeting other needs of students and families. All parents interviewed feel welcome and well-informed.
- The team is impressed with the multitude of partnerships with businesses, academic institutions, and community groups which reflects exceptional outreach by IB Coordinators and other staff as well as the district's MSAP grant coordinator.
- The entire staff are enthusiastic about the IB program and its ability to help all students achieve and become global citizens. The excitement and involvement is changing the learning environment for students, teachers, and parents.
- Middle school teachers participate in 1-hour vertical planning meetings daily by grade level and content area.
- In grade 6-8 classes, students have developed classroom agreements and work from bell to bell. All classes work on action projects focused on making the world a better place.
- Technology includes an elementary computer lab, computers on wheels (COW), and active voting devices.
- A central office-based Magnet Coordinator for the three schools receiving MSAP funding is overseeing marketing and recruitment for all three schools. She has developed an in-depth and very creative approach to this task. She has made 41 public speaking engagements and 31 school tours for businesses. This outreach has resulted in rich and varied partnerships that have already greatly benefited Safford.

| **Issues:** |
| --- |
| - Until certification has been received, announcement of the magnet theme on permanent structures is not possible. Materials and evidence of the theme have been developed and are displayed throughout the school to the extent possible.<br>- Ensuring the high school continuity program continues as a quality next step for Safford students is a great concern. District support of the Cholla IB Prep and IB Diploma programs can ensure Safford students have the opportunity to achieve an IB diploma.<br>- Staff fear that the time necessary for Safford's program to be fully implemented and data of student success beyond test scores gathered may not be provided.<br>- District planning is needed to ensure adequate funding is available after the Magnet School Assistance Grant ends to allow Safford to continue to be able to meet IB-required annual subscription and professional development costs. Without such funding, program quality will decline. As new teachers are hired, they will need to go through the complete three-level staff development process required for IB teachers.<br>- Staff have seen the impact of focused, coordinated central office assistance in marketing, recruitment, and development of partnerships funded by the MSAP grant. A district level magnet office is necessary to continue the exceptional work begun through the grant for all magnet schools. |

## UTTERBACK MIDDLE LEVEL MAGNET: SCHOOL SUMMARY INFORMATION

**Grades:** 6-8 **Type of Program:** Schoolwide **Magnet Theme(s):** Visual & Performing Arts

| Enrollment Information (as of October 6, 2011) | | | | | | School Diversity | | Magnet Diversity | | 2011-12 Budget Information | | | 2010-11 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Building Capacity | Total | Open Enrollment | Neighbor-hood Magnet | Non-Neigh-borhood Magnet | Wait Pool | Minority | Non-Minority | Minority | Non-Minority | All Funds | Deseg | Per Magnet Student | % English Learner | % Free/ Reduced Lunch |
| 880 | 757 | 0 | 421 | 336 | 172 | 91.4% | 8.6% | 91.4% | 8.6% | $3,081,111 | $753,854 | $996 | 2.0% | 84.4% |

| Applications 2011-12 | | | Academic Achievement | | | Unique Magnet Program Pedagogy or Theme-Based Curriculum | | | |
|---|---|---|---|---|---|---|---|---|---|
| # Magnet Received | # Magnet Accepted | #Open Enrollment Received | Met AYP 2011 | 2011 AIMS Mastery | | Yes or No | Specialized (Magnet) Staff | Specialized (Magnet) Professional Development | Specialized (Magnet) Facilities |
| | | | | Reading | Math | | | | |
| 306 | 134 | 2 | No | 64.9% | 28.3% | Yes | Theater, dance, music, and art teachers | None | Theater, black box theater, art and dance studios |

| Magnet Continuity | Partnership(s) |
|---|---|
| **Elementary School:** Holladay (K-5) *Fine & Performing Arts*<br>**High School:** Tucson (9-12) *Fine Arts* | Tucson Concerts<br>University of Arizona Performing Arts Department |

**Program Overview:**

Utterback Middle School is a Creative and Performing Arts Magnet offering a wide range of courses in the arts, including theater, dance, instrumental and vocal music, visual arts, and graphic and video arts. Utterback students are divided into three academies. Each academy includes grades 6-8 and functions like a family with students having the same core teachers. Core teachers know students as individuals and work together to monitor academic progress. Based on Howard Gardner's research in multiple intelligences, Utterback's program is designed to meet the need many students have for arts in their academics and lives. Students who choose to attend Utterback take two elective classes in the creative and performing arts program. This magnet school is designed for students who have expressed a level of interest in the arts and/or may have had prior experiences with art, music, dance or theater. There is a wide range of creative and performing arts classes offered from beginning to more advanced levels. Students involved in a creative and performing arts magnet must be focused and disciplined as the classes require substantial amounts of time devoted to practicing and extracurricular experiences. The arts magnet is designed to engage students in expressing themselves through the arts while helping them be successful in their core subjects. Art teachers were observed using a variety of instructional strategies which engaged students. Higher order thinking skills are woven into the art curriculum. Students are often given assignments in art classes that involve reading, writing, historical events, and math that support the practical application of core curriculum into real life situations. The magnet program offers:

- Specialized facilities including:
  > a full-sized theater with sound system and orchestra seating,
  > a black box theater for experimental and less technical experiences,
  > art studios located in one large wing of the school, and
  > dance studios.
- Graphic design classes and a wide variety of instrumental music classes.
- Instruments available for student use.
- Orchestra, bands, jazz, garage band and Smart Music.

**Comments/Observations:**

- This school has an excellent Creative and Performing Arts program with a number of specialized facilities to accommodate the magnet theme.
- The performing arts teachers are dedicated to making learning relevant to students. They feel they do this by setting up project-based learning activities where students work together in small groups to complete a project.
- The review team observed several performing arts classrooms where students were engaged and using a variety of academic skills as they worked to complete their piece of the project. The team also observed dance, drama, and art classes and several levels of instrumental music instruction and one section of the orchestra rehearsing. In all creative and performing arts classes, students appeared to be engaged and on task.
- The school is providing after-school tutoring and ATEC math software program which provides school-to-home computer-based lessons.

**Issues:**

- Because the University of Arizona is considering closing their Performing Arts Department, Utterback is in danger of losing this important partnership.
- In academic wings of the school, some students appeared less focused on learning than did those observed in creative and performing arts classes.
- ESL students (depending on their level and the amount of time they spend in ESL classes) may not have access to an elective class. Some ESL students may be able to take one magnet class depending on other academic needs.
- Some ESL students' academic grades are not where teachers would like them to be. These students are taking a math or reading intervention class instead of an elective.
- Recent changes to boundaries have resulted in Utterback becoming the neighborhood middle school feeder for several elementary schools. Families from the elementary feeder schools often come to Utterback not realizing that it is a performing arts magnet with students expected to take two elective classes in the magnet focus.
- The school is not recruiting performing arts students as in the past because the new elementary feeder pattern means fewer seats available for non-neighborhood students.
- The school feels it is having fewer applications and fewer non-neighborhood families accepting enrollment. They attribute this to comments parents from new elementary feeder schools made in the community about their lack of interest in and support for the performing arts program. District data do not support the perception of a drop in number of applications or placements, however. From 2010-11 to 2011-12, applications increased from 281 to 306 and placements increased from 128 to 134.
- The school feels that lack of district understanding of their magnet program has seriously hurt the school's success as a middle level creative and performing arts program.

## CATALINA HIGH MAGNET: SCHOOL SUMMARY INFORMATION

**Grades:** 9-12 **Type of Program:** Programs-Within-a-School (3) **Magnet Theme(s):** Aviation/Aerospace
Health Care
*Terra Firma*/ College Prep/Traditional (Honors & AP)

| Enrollment Information (as of October 6, 2011) | | | | | | School Diversity | | Magnet Diversity* | | 2011-12 Budget Information | | | 2010-11 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Building Capacity | Total | Open Enrollment | Neighbor-hood | Magnet* (Non-Neighbor-hood only) | Wait Pool | Minority | Non-Minority | Minority (Non-Neighbor-hood only) | Non-Minority (Non-Neighbor-hood only) | All Funds | Deseg | Per Magnet Student* | % English Learner | % Free/ Reduced Lunch |
| 1,500 | 1,244 | 33 | 921 | 323 | 47<br>66<br>66 | 76.8% | 23.2% | 79.6% | 20.4% | $5,275,506 | $1,294,860 | ** | 11.0% | 76.2% |

| Applications 2011-12 | | | Academic Achievement | | | Unique Magnet Program Pedagogy or Theme-Based Curriculum | | | |
|---|---|---|---|---|---|---|---|---|---|
| # Magnet Received | # Magnet Accepted | # Open Enrollment Received | Met AYP 2011 (Total School) | Grade 10 (Total School) 2011 AIMS Mastery | | Yes or No | Specialized (Magnet) Staff | Specialized (Magnet) Professional Development | Specialized (Magnet) Facilities |
| | | | | Reading | Math | | | | |
| 86 | 39 | 61 | No | 57% | 31% | Yes | No | None | Hangar facility |
| 98 | 32 | | | | | Yes | No | None | Patient care labs |
| 96 | 30 | | | | | No | No | None | None |

| Aviation/Aerospace Magnet Continuity | Partnership(s) |
|---|---|
| **Elementary School:** None (Consider Booth-Fickett (K-5) *Math/Science* )<br>**Middle Level:** None (Consider Booth-Fickett (6-8) *Math/Science* ) | Community Colleges |

**Aviation/Aerospace Program Overview:**

The Aviation/Aerospace Program at Catalina includes two strands: Air Transportation and Transportation Technologies. Each has a specific scope and sequence of courses. Courses are taught in a special aviation "hangar" facility--the only school in Arizona to have such a facility. There are four course offerings (Ground School 1, 2, 3, and 4) in the Air Transportation strand. A limited number of students who meet specific criteria have the opportunity to earn their private pilot license, taking Flight Training with a Certified Flight Instructor at Tucson International Airport. Students have access to an actual flight simulator in the hangar as well as aircraft used in the Transportation Technologies course sequence. Moving through 10 levels of Aviation Structural Repair, students learn structures, systems, servicing, and

* TUSD only requires non-neighborhood students to apply for a magnet program. Thus, neighborhood magnet enrollment, ethnic diversity, and academic success in the magnet, are not part of this data.
** Per student costs cannot be determined because neighborhood students participating in program-within-a-school magnets have not been identified.

repair of aircraft in a hands-on environment. Advanced students can earn Pima Community College credit. An Air Traffic Controller course is being investigated to attract additional students into the program. Teachers in this program must be CTE certified; participate in general, district-provided JTED professional development; meet aerospace industry and FAA regulations; and possess the skills and knowledge to design and teach the program's specialized courses.

**Aviation/Aerospace Comments/Observations:**

- A complete syllabus has been developed for each course.
- The interior of the specially designed aviation facility has been thoughtfully designed and outfitted to ensure optimal hands-on experiences and student safety as they use industrial tools.
- The program has a career tech focus, and mastery of specific competencies rather than academic achievement data is used to assess student performance and program success.
- Although students are able to get jobs after completing either of the course sequences, by completing a certification class at a community college students could earn an average of $50,000/year. Publicizing this and other unique aspects of the program could attract additional students to this very specialized magnet.

**Aviation/Aerospace Issues:**

- It is difficult to grow a program when there is only one teacher and no Magnet Coordinator to help market and recruit students and assist in the development of new program components.
- Because of limited funding and the high cost of flight training ($12,000/student), only 8 students a year have the opportunity to earn their private pilots license. This limits recruitment into the Air Transportation sequence.
- No specialized magnet professional development is provided via magnet funding. The Aviation teacher receives informal professional development via personal and industry contacts. The aviation teacher does participate in the district's general JTED professional development.

| Health Care Magnet Continuity | Partnership(s) |
|---|---|
| **Elementary School:** None (Consider Booth-Fickett (K-5) *Math/Science* ) | Informal job shadowing partnerships w/ former students |
| **Middle Level:** None (Consider Booth-Fickett (6-8) *Math/Science* ) | |

**Health Care Program Overview:**

Specialized classroom/lab facilities and materials including "patient" mannequins are used to provide students with necessary hands-on experience to go on to jobs in the health care profession. In the Patient Care Technology course, students master skills such as monitoring vital signs, performing diagnostic testing and examinations, and providing basic emergency care. They learn standard precautions and safety measures, ethical and legal conduct related to patient care, correct medical terminology, and how to position, transport, transfer, and ambulate patients. Caring for patients from diverse backgrounds and with a variety of needs (such as protective devices, perioperative information and assistance, or bandages and dressings) is also part of this strand. In addition to hands-on participation, students are graded on their written and oral participation. There are no textbooks for the course. The Sports Medicine strand consists of 2 courses which meet Arizona Department of Education CTE standards. Students are introduced to health careers, injury classification, and extrication/ambulation techniques. In Level I, students learn about athletic injuries as an introducton to sports medicine/athletic training. Topics covered include anatomy, kinesiology, and prevention of athletic injuries, injury management, and first aid. Level II topics include injury prevention principles, nutrition and supplements, pharmacology, and injury rehabilitation issues. In both Level I and II, students learn assessment techniques, how to support a regimen of therapeutic and mobility exercise, training, and reconditioning and how to use selected therapy modalities. Students are graded on quizzes, tests, and projects as well as hands-on skills. A three-hour, out-of-school job shadowing

component is also required. All information regarding class assignments, lecture notes, and other pertinent classroom information is provided on a website only available to Catalina students enrolled in Health Care courses. Both students and their parents are required to sign course expectation contracts. Teachers in this program must be CTE certified; participate in general, district-provided JTED professional development; meet health care industry regulations; and possess the skills and knowledge to design and teach the program's specialized courses.

**Health Care Comments/Observations:**

- The curriculum includes specific lesson plans dealing with patients and their families from different religions and cultures.
- Health care offerings are limited because there is only one magnet program teacher.
- The program has a career tech focus, and mastery of specific competencies rather than academic achievement data is used to assess student performance and program success. Course syllabi indicate a variety of instructional strategies are used.
- The program's one formal partnership was lost when the Certified Nursing Assistance program was relocated to the JTED Center.

**Health Care Issues:**

- Centralization of JTED programs has resulted in two teachers and the Certified Nursing Assistant program being moved from Catalina. This has decimated the health care program, leaving only the Sports Medicine program which continues to grow and the Nursing Assistant/Patient Care Technology program. It's difficult grow a program with only one teacher and no Magnet Coordinator to help market and recruit students and assist in the development of new program components.
- To attract additional students, the program would like to offer an Emergency Medical Technician (EMT) program--as time and funding allows.
- The Health Care teacher pays for her own specialized professional development to maintain certification in a variety of areas. Limited funding is sometimes available. The teacher does participate in the district's general JTED professional development.
- The program is successful with many graduates in health care careers and, with more support, could attract more students.

| ***Terra Firma/College Prep/Traditional*** **(Honors & AP) Magnet Continuity** | **Partnership(s)** |
|---|---|
| **Elementary School:** Bonillas (K-5) *Back to Basics/Traditional*<br>**Middle Level:** Dodge (6-8) *Traditional Education* | Pima Community College |

***Terra Firma*** **Program Overview:**

Terra Firma is a core curriculum Honors/AP college preparatory program "firmly grounded" in the classical literature of history, philosophy, art, and humanities. In addition to a rigorous, teacher-centered curriculum focused on critical thinking and classical literacy, the program includes peer tutoring, study groups, and a commitment to clear behavioral standards. Community service opportunities are built into the program. Five full-time teachers, all of whom have advanced degrees in their content areas, make up the Terra Firma faculty. Students are required to take three honors or AP courses a year. Although the district does not have a foreign language requirement for graduation, Terra Firma students are required to take three years. By taking AP and Pima Community College dual enrollment courses, Terra Firma students can graduate with credits equal to one year of college. The school reports that an average of 80% of graduates attend four years of college after graduation and Terra Firma graduates can be found at all four U.S. military academies and in public and private colleges and universities. Originally called the "Traditional Studies of Academic Excellence" program, Terra Firma was Board-approved in 2001 as the high school capstone of the magnet programs at Bonillas Back to Basics Elementary Magnet and Dodge Traditional Education Middle School Magnet. The program was begun by parents. The Parent Advisory Committee continues to be the "governing" body. In each magnet course, both students and parents are required to sign a course expectations contract.

| ***Terra Firma* Comments/Observations:** |
|---|
| - The Lead Teacher works very hard to find ways to provide professional development activities and funding to support them--in addition to teaching courses and organizing recruitment activities. In addition to her planning period, she has an additional free period to coordinate the program.<br>- There are no known district-identified enrollment goals. The program has its own goals for program enrollment. The Lead Teacher participated in school fairs during 2010-11 and made presentations at the magnet continuity middle school as well as other middle schools. She has plans to recruit at parochial schools if time allows.<br>- Parents were involved in the program's recent "visioning" activity. Parents interviewed are strong supporters of the program and see the small learning community aspect of the program as a strength. They find the administrators and staff to be very approachable. The Parent Advisory Committee includes parents of both neighborhood and non-neighborhood students who participate in the magnet.<br>- Because no Honors or AP classes are scheduled in the morning, no classrooms were observed in action. Course syllabi, the equipment, and projects observed in classrooms indicate a variety of instructional practices are used. |

| ***Terra Firma* Issues:** |
|---|
| - The review team has difficulty with the concept of college prep and traditional education as unique magnet themes. We understand "magnet theme" to indicate a unique, focus above and beyond the core curriculum. Preparing students for college should be the goal of all schools. If Honors and AP classes are not offered at other district high schools, the program could be considered unique. Parents, however, find this theme attractive and the best fit for their students.<br>- The program receives no funding for professional development teachers have identified that would allow them to be more unique (Shared Inquiry training, etc.)<br>- The principal and staff believe the Terra Firma program has the same college prep success as the program at University High.<br>- Programmatic exemptions to upper level class-size FTE requirements are needed. The program requires three years of a foreign language. Because an FTE was lost, is not possible to offer third-year French this year. |

| **Magnet-Wide Comments/Observations:** |
|---|
| - Lead teachers cannot be expected to teach classes, coordinate their program, design and implement recruitment activities, and keep abreast of up-to-date magnet program research.<br>- Specialized health care and aviation facilities are under-used because there is only one teacher in each program. |

| **Magnet-Wide Issues:** |
|---|
| - There is no Magnet Coordinator to oversee program development and marketing and recruitment. Each program has a lead teacher who also has teaching responsibilities. In two of the magnet programs, there is only one teacher who teaches all the program's classes as well as being the lead. District support is needed for a Magnet Coordinator who can develop and implement a coordinated marketing/recruitment plan covering all the magnet programs at Catalina. Funding for this position is critical to program development, marketing and recruitment, and professional development activities that support and enhance magnet themes.<br>- District understanding of regulations required by health and aviation regulatory agencies is needed, as is the need for funding for professional development for these specialized programs.<br>- A consistent, go-to person district-level person who is knowledgeable of and responsible for magnet programs is needed. The school believes too much is asked of the School Community Services Office.<br>- Disaggregation of enrollment and achievement data by program is needed to help assess the success of Catalina's magnet programs. Neighborhood students who participate in each magnet program must be identified in the district's database and included on appropriate school- and district-level reports to ensure an accurate picture of success in attracting students and increasing the academic achievement of all students who participate in magnet courses. |

## CHOLLA HIGH MAGNET: SCHOOL SUMMARY INFORMATION

**Grades:** 9-12 **Type of Program:** Programs-Within-a-School (2) **Magnet Theme(s):** International Baccalaureate (IB)
Law & Public Safety

| Enrollment Information (as of October 6, 2011) | | | | | | School Diversity | | Magnet Diversity* | | 2011-12 Budget Information | | | 2010-11 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Building Capacity | Total | Open Enrollment | Neighbor-hood | Magnet* (Non-Neighbor-hood only) | Wait Pool | Minority | Non-Minority | Minority (Non-Neighbor-hood only) | Non-Minority (Non-Neighbor-hood only) | All Funds | Deseg | Per Magnet Student* | % English Learner | % Free/ Reduced Lunch |
| 1,650 | 1,627 | 38 | 1,367 | 260 | 36<br>75 | 89.2% | 10.8% | 90.4% | 9.6% | $6,506,561 | $2,270,279 | ** | 2.0% | 71.8% |

| Applications 2011-12 | | | Academic Achievement | | | Unique Magnet Program Pedagogy or Theme-Based Curriculum | | | |
|---|---|---|---|---|---|---|---|---|---|
| # Magnet Received | # Magnet Accepted | #Open Enrollment Received | Met AYP 2011 (Total School) | Grade 10 (Total School) 2011 AIMS Mastery | | Yes or No | Specialized (Magnet) Staff | Specialized (Magnet) Professional Development | Specialized (Magnet) Facilities |
| | | | | Reading | Math | | | | |
| 83 | 47 | 72 | No | 60.0% | 37.0% | Yes | .5 IB Coordinator | IB Certification | None |
| 133 | 58 | | | | | Yes | No | No | Court room & law library |

| IB Magnet Continuity | Partnership(s) |
|---|---|
| **Elementary School:**<br>- Robison (K-5) *IB Primary Years Program (PYP)* - Candidacy pending<br>- Safford (K-5) *IB Primary Years Program (PYP)* - Candidacy pending<br>**Middle Level:** Safford (6-8) *IB Middle Years Program (MYP)* - Candidacy pending | |

**IB Program Overview:**

The grade 11-12 IB Diploma Program is a comprehensive, rigorous course of study designed to align common curriculum and expectations among students in IB schools around the world. This program is for highly motivated students willing to excel in a structured curriculum, which requires studying both the humanities and the sciences. Students must take science, math, social science, foreign language, English, and a fine art class during their 11th and 12th grade years. The depth and breadth of each course is divided into high level (HL) and standard level (SL) with each student taking three SL and three HL courses. Internal and external exams are measured against a set of international standards and contain both oral and written components and visual displays where applicable. Students seeking the prestigious IB Diploma must also complete the Theory of Knowledge (TOK) class, an Extended Essay, and 150 hours of Creative, Action, and Service. TOK is an

* TUSD only requires non-neighborhood students to apply for a magnet program. Thus, neighborhood magnet enrollment, ethnic diversity, and academic success in the magnet, are not part of this data.
** Per student costs cannot be determined because neighborhood students participating in program-within-a-school magnets have not been identified.

interdisciplinary course where students explore all "Ways of Knowing" via perception, emotion, reason, and languages encouraging appreciation of other cultural perspectives. Students then apply the "Ways of Knowing" in the "Areas of Knowledge" of history, math, science, the arts, and languages. The Extended Essay is a 4,000 word research project aimed at investigating a topic of individual interest and acquaints students with research and writing skills expected at universities. CAS is a program that encourages students to be involved in artistic pursuits, sports, and community service work to enhance students' awareness and appreciation of life outside the academic arena. By earning the IB Diploma or receiving higher scores on IB exams, successful IB students may receive significant college credit at national and international universities. To be enrolled in the grade 11-12 IB program, students are required to have passed all sections of 10th grade AIMS. Rigorous Pre-IB Honors classes are offered at grades 9 and 10. These classes prepare students for the certified IB program at grades 11 and 12. Cholla would like to gain certification as a grade 9-10 IB Middle Years Program to even better prepare students for the diploma program. To meet the expectations and guidelines established by the International Baccalaureate Organization, IB teachers and support staff are required to attend IB-sponsored trainings. Both neighborhood and non-neighborhood students must apply to the IB program. IB teachers attend after-hours and weekend mock exam and scoring, tutoring, and mentoring sessions.

**IB Comments/Observations:**

- All IB staff are enthusiastic, dedicated, student-centered, and extremely hard working. They wholeheartedly support the IB program's philosophy and beyond-hours scoring, lesson planning, and mentoring needed to ensure students achieve success and are prepared to take and pass rigorous IB exams. Scoring, mock exams, and study groups take place on weekends. IB staff work at least two Saturdays a month. Last summer teachers met for many hours with no pay.
- IB requires each teacher receive IB sponsored professional development to attain IB certification. Many teachers have not had the opportunity to participate in required professional development.
- IB teachers reported that no teachers have the books needed for their courses.
- The IB coordinator is a half-time position; the position was originally offered as a full-time position. In addition to coordinating the entire IB program, the coordinator also teaches two IB courses and provides orientations for students and parents. Other duties listed in the "Planning Template 2010-1014" include improving and expanding grade 9-10 IB Prep curricula and providing professional development and time for IB Pre teachers to collaboratively develop rigorous curricula. In addition, the coordinator is tasked to develop a feasibility study, establish an implementation plan, and find funding for a certified grade 9-10 Middle Years Program (MYP) to complete Cholla's IB-certified program. (IB Prep for grades 9-10 would then be subsumed by the IB MYP.) Other responsibilities include developing relationships with pre-IB programs at Robison and Safford.
- There is inadequate computer access at school and at home to allow students to complete their IB course requirements. IB teachers have given up their lunch times to supervise IB student use of the school's one computer lab and the IB Coordinator tries to get used computers for students without home computers.
- Counselors need IB training or one counselor needs to be assigned as IB counselor to ensure required IB procedures are followed and students are enrolled in all required courses.
- Parents and students reported receiving great support from all teachers and administrators; all are accessible and approachable. Both groups have teachers' phone numbers and email addresses, make use of them often, and receive prompt responses.
- Teachers and current students report that former students consistently let them know they are well-prepared for college and are not struggling.

**IB Issues:**

- The district needs to understand this extremely high quality program and its success with ethnically diverse students, as well as the funding necessary to become IB qualified and maintain IB certification: IB schools pay teachers for after-school and weekend scoring, planning, tutoring and evaluation sessions; pay for required external scoring of IB exams and postage to the countries doing scoring; pay for an IB-required online support service to ensure plagiarism does not occur; pay a

yearly IB program subscription fee; and pay for IB-sponsored professional development which is most often offered outside the Tucson area.
- Administrators, program staff, parents, and former students are aware of the ways this program has changed the lives of former students and believe neighborhood students deserve this program. This is a program that can attract more non-neighborhood students, as space allows.
- Although the program has been highly successful, its successes are not widely known. Program data indicate:
  > Applications for the 9-12 pre-IB and IB programs have increased from 97 in 2008-09 to 293 in 2011-12.
  > Between 2010 and 2011, the number of IB diplomas received quadrupled (from 1 to 4) and, in both years, more than 70 certificates for college credit (indicating a score of 4 or better out of 7) on IB exams.
  > In 2010, all 5 Wildcat Scholarships to the U of A were received by IB students and, in 2011, 13 of the 16 Wildcat Scholarships were received by IB students. It is important to note that in 2009, no Wildcat Scholarships were received by Cholla students.
  > Since 2008-09, the number of IB Diploma classes has doubled. IB Prep classes have also increased: Foreign language classes have quadrupled, science has doubled, math has more than doubled, and English classes have increased by 50%.
- To ensure the high quality IB program is maintained and all IB program requirements are met, a full-time IB Coordinator position is essential.
- There is a desire to seek IB Career/Tech Certification for the Law and Public Safety magnet. Funding is an issue. Such integration would, however, make it more possible for the law program and facilities to return to their former well-known and highly regarded status.

| **Law & Public Safety Magnet Continuity** | **Partnership(s)** |
|---|---|
| **Elementary School:** None<br>**Middle Level:** None<br>For Consideration: Provide additional funding to allow program to seek IB Career Certification, include this program as part of the overall Cholla IB program, and make better use of law library and courtroom facilities. | |

**Law & Public Safety Program Overview:**

This Board-approved program began in the 1990s as a result of former head teacher, Dr. Cunningham's, vision of developing students to be leaders in intercultural, international, and legal equity. Local attorneys were recruited to help design the program which required cross-cultural studies. The program is supported by a courtroom facility and a law library--although these facilities are not currently being used. Teachers design unique "law-based" courses in core curricular areas. Current offerings include "The Criminal Mind in Literature and History" and "Forensic Biology." Teachers in this program participate in general, district-provided JTED professional development. The JROTC program adds to the public safety strand of the program. The program could be strengthened via a recently introduced International Baccalaureate Career/Tech Certification.

**Law & Public Safety Comments/Observations:**

- Teachers design courses that appeal to student interests as a way to have students develop a passion for learning.
- "Public Safety" was added to broaden the program and attract more students.
- The courtroom and law library are under-used.
- No classes were observed. It appears there is no formal course sequence or magnet curriculum.

**Law & Public Safety Issues:**

- This once well-known and highly regarded program seems to have languished. Staff have discussed a few options for strengthening the program.

## HOWENSTINE HIGH MAGNET: SCHOOL SUMMARY INFORMATION

**Grades:** 9-12 **Type of Program:** Schoolwide **Magnet Theme(s):** Service Learning

| Enrollment Information (as of October 6, 2011) | | | | | | School Diversity | | Magnet Diversity | | 2011-12 Budget Information | | | 2010-11 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Building Capacity | Total | Open Enrollment | Neighbor-hood Magnet | Non-Neigh-borhood Magnet | Wait Pool | Minority | Non-Minority | Minority | Non-Minority | All Funds | Deseg | Per Magnet Student | % English Learner | % Free/ Reduced Lunch |
| 130 | 149 | 0 | 0 | 149 | 56 | 79.2% | 20.8% | 79.2% | 20.8% | $775,386 | $428,905 | $2,879 | 3.5% | 67.5% |

| Applications 2011-12 | | | Academic Achievement | | | Unique Magnet Program Pedagogy or Theme-Based Curriculum | | | |
|---|---|---|---|---|---|---|---|---|---|
| # Magnet Received | # Magnet Accepted | #Open Enrollment Received | Met AYP 2011 (Total School) | Grade 10 (Total School) 2011 AIMS Mastery | | Yes or No | Specialized (Magnet) Staff | Specialized (Magnet) Professional Development | Specialized (Magnet) Facilities |
| | | | | Reading | Math | | | | |
| 107 | 51 | 0 | Yes | 55% | 25% | Yes | No | None | None |

| Magnet Continuity | Partnership(s) |
|---|---|
| **Elementary:** None<br>**Middle Level:** None | Blood Bank<br>Habitat for Humanity |

**Program Overview:**

Howenstine is a 9-12 high school with a Service Learning Magnet. The school has no middle level magnet schools that feed into it; the service learning theme is only offered at Howenstine. The school recruits from the entire district and has no neighborhood attendance boundaries. The school also attracts students who do not want to attend a larger comprehensive high school. The service learning emphasis is defined as students completing projects and activities to provide services in the community based on community needs. The emphasis is schoolwide, and all students are required to complete a service learning project each year. These projects are selected by the students with teacher guidance after surveying local needs and student interests. One of the longstanding and highly acclaimed programs is the Construction Class which annually builds a house in conjunction with Habit for Humanity. Other class projects have included completing a census of the saguaro cacti in the area with the federal/state government; assisting with a blood drive; and painting a mural in the barrio in conjunction with seniors. All Howenstine teachers use the national service learning curriculum. In classrooms observed in these beginning weeks of school, teachers and students were engaged in determining which service learning project they would do for the year. Class sizes were small and a variety of instructional strategies were observed. In addition to the service learning curriculum, Howenstine has a significant number of special education students who are fully included in the service learning program. The school started as a special education center that was converted to a high school some years ago. In the 2009-10 school year, Howenstine was composed of more than 50% special education students.

**Comments/Observations:**

- Howenstine staff are very dedicated to the service learning model.
- After its third year of Program Improvement, the school became a transformational school in 2011-12. The school has a new principal who is very committed to the service learning magnet, the atypical small high school environment, and raising achievement.
- The recent loss of federal Learn and Serve funding has reduced the professional development budget for the school.
- Parents choose the school because it is an alternative to a large high school with more personalized student support.

**Issues:**

- The staff believe there is a lingering community perception that Howenstine is only for special education students. Staff feel this prevents the school from attracting more students.
- Staff are concerned that there appears to be a perception that the school will be closing after three years because of its transformational status.
- According to staff, if there were a more attractive bus schedule for the program, more students would have enrolled for the current school year.
- There is no position assigned to recruit or market the school's magnet program. Attention to marketing the school and getting accurate information into the community is greatly needed to attract additional students.

## PALO VERDE HIGH MAGNET: SCHOOL SUMMARY INFORMATION

**Grades:** 9-12 **Type of Program:** Program-Within-a-School (1) **Magnet Theme(s):** Engineering & Technology

| Enrollment Information (as of October 6, 2011) | | | | | | School Diversity | | Magnet Diversity* | | 2011-12 Budget Information | | | 2010-11 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Building Capacity | Total | Open Enrollment | Neighbor-hood | Magnet* (Non-Neighbor-hood only) | Wait Pool | Minority | Non-Minority | Minority (Non-Neighbor-hood only) | Non-Minority (Non-Neighbor-hood only) | All Funds | Deseg | Per Magnet Student* | % English Learner | % Free/ Reduced Lunch |
| 2,070 | 992 | 21 | 652 | 340 | 152 | 70.0% | 30.0% | 75.6% | 24.4% | $4,120,758 | $859,749 | ** | 4.0% | 62.4% |

| Applications 2011-12 | | | Academic Achievement | | | Unique Magnet Program Pedagogy or Theme-Based Curriculum | | | |
|---|---|---|---|---|---|---|---|---|---|
| # Magnet Received | # Magnet Accepted | #Open Enrollment Received | Met AYP 2011 (Total School) | Grade 10 (Total School) 2011 AIMS Mastery | | Yes or No | Specialized (Magnet) Staff | Specialized (Magnet) Professional Development | Specialized (Magnet) Facilities |
| | | | | Reading | Math | | | | |
| 267 | 115 | 41 | No | 67.0% | 38.0% | Yes | Yes | None | Theater with stage, music rooms, rehearsal theater |

| Magnet Continuity | Partnership(s) |
|---|---|
| **Elementary School:** None (Consider Booth-Fickett [K-5] *Math/Science* ) | Local architectural firms |
| **Middle Level:** None (Consider Booth-Fickett [6-8] *Math/Science* ) | Local electronics companies |
| | University of Arizona |

**Program Overview:**

The Engineering and Technology Magnet program is a school-wide magnet program and any neighborhood student may participate based upon interest--without submitting an application. The Engineering and Technology classes have a written curriculum and a course and sequence that students follow. The school has the specialized technology, electrical engineering equipment and other supplies and resources to support the magnet program. A number of community internships have been established in the private sector including local engineering firms and architectural firms. Seniors may participate in the business internship program which allows them to work with professionals and utilize skills they have developed in classes. The magnet teachers have special expertise in the engineering and technology themed courses. Students at Palo Verde may also earn college credit from Pima Community College for some classes including Writing 101, Pre-calculus, Western Civilizations and many of the career and technology courses. A four-year Advanced Placement (AP) program is available to students including pre-AP classes at 9th and 10th grades. There is also a strong Visual and Performing Arts program at Palo Verde. This program has a curriculum and is treated by the school as a magnet program--even though the Catalog of Schools does not list this as a magnet emphasis and it may not have been approved by the Governing Board.

* TUSD only requires non-neighborhood students to apply for a magnet program. Thus, neighborhood magnet enrollment, ethnic diversity, and academic success in the magnet, are not part of this data.

** Per student costs cannot be determined because neighborhood students participating in program-within-a-school magnets have not been identified.

Numerous students attend Palo Verde to participate in the performing arts program with many coming from Utterback Middle School. The Visual and Performing Arts Program also has the specialized equipment and performing arts resources necessary for the program. The school has a theater with a full stage, rehearsal spaces, and musical instruments. Visual and performing arts teachers have special expertise in their course areas.

**Comments/Observations:**

- Staff and students demonstrated a high level of enthusiasm and pride in the school and its magnet programs.
- The school has recently created a Magnet Resource Teacher position and hired a teacher with eleven years experience as a magnet resource teacher from another district.
- The new Magnet Resource Teacher has designed a focused recruitment program, including visits to all district schools, numerous opportunities to tour Palo Verde, creation of a professional magnet brochure and a magnet showcase.
- The school is planning on creating additional magnet programs to recruit more students to Palo Verde.
- After its third year in Program Improvement, the school has become a turnaround school for 2011-12. This status required the entire faculty to interview to remain at the school, and no more than 50% of the faculty was permitted to return to the school. All but one magnet teacher successfully interviewed and returned to the school. The remaining magnet teacher was selected to return, but chose to go to another school.
- As a turnaround school, a new principal was assigned to the school and charged with raising test scores to meet AYP goals. The principal has worked with the newly reconstituted staff to, among other things, set a new mission, establish classes focused on basic skills, and create numerous interventions for struggling students.

**Issues:**

- Consideration should be given to listing the visual and performing arts program in the district's Catalog of Schools as a magnet program.
- There is a need for someone in the central office to serve as an advocate for Palo Verde and for magnet school policies and procedures that all magnet schools are expected to follow.
- The status of a turnaround school may hamper the school's ability to recruit magnet students.
- The exterior signage on the school does not clearly indicate that it is a magnet school.
- It is important to know and track the neighborhood, as well as the non-neighborhood, students who are enrolled in the magnet programs. Not only is this important information for recruiting, it is also important to ensure accurate information about the success of the programs and demonstrating that students enrolled in magnet programs are achieving academic success.

## PUEBLO HIGH MAGNET: SCHOOL SUMMARY INFORMATION

**Grades:** 9-12 **Type of Program:** Programs-Within-a-School (2) **Magnet Theme(s):** College Prep (Honors & AP)
Communication Arts & Technology

| Enrollment Information (as of October 6, 2011) | | | | | | School Diversity | | Magnet Diversity* | | 2011-12 Budget Information | | | 2010-11 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Building Capacity | Total | Open Enrollment | Neighbor-hood | Magnet* (Non-Neighbor-hood only) | Wait Pool | Minority | Non-Minority | Minority (Non-Neighbor-hood only) | Non-Minority (Non-Neighbor-hood only) | All Funds | Deseg | Per Magnet Student* | % English Learner | % Free/ Reduced Lunch |
| 1,900 | 1,719 | 46 | 1,414 | 305 | 57<br>64 | 96.5% | 3.5% | 96.7% | 3.3% | $6,981,377 | $2,361,068 | ** | 6.0% | 79.1% |

| Applications 2011-12 | | | Academic Achievement | | | Unique Magnet Program Pedagogy or Theme-Based Curriculum | | | |
|---|---|---|---|---|---|---|---|---|---|
| # Magnet Received | # Magnet Accepted | # Open Enrollment Received | Met AYP 2011 (Total School) | Grade 10 (Total School) 2011 AIMS Mastery | | Yes or No | Specialized (Magnet) Staff | Specialized (Magnet) Professional Development | Specialized (Magnet) Facilities |
| | | | | Reading | Math | | | | |
| 103<br>144 | 46<br>80 | 67 | No | 66.0% | 33.0% | No (College Prep)<br>Yes (Communication) | Broadcast, graphic arts & radio professionals | None | Broadcast studio, radio studio, print shop |

**Introduction:**

Pueblo High School is a large high school with two small programs-within-a-school magnets: Communication Arts & Technology and College Preparatory. Magnet students at Pueblo High, both neighborhood and non-neighborhood students, must take at least one magnet class per year to be included in the magnet. Neighborhood students are not required to submit a magnet application.

| College Prep Magnet Continuity | Partnership(s) |
|---|---|
| **Elementary School:** None (Consider Robison & Safford (K-5) *PYP IB* - Candidacy pending)<br>**Middle Level:** None (Consider Safford (6-8) *MYP IB* - Candidacy pending) | None |

**College Prep Overview:**

The College Prep Magnet offers support and assistance for students interested in continuing their education in a college or university. Ninth and tenth grade students enrolled in this program are required to take core classes at the GATE, Honors or pre-Advanced Placement (AP) level. Teachers have developed a number of pre-AP courses. Ninth and tenth grade magnet students are mentored to be academically successful in these classes with a goal of developing the skills necessary to take AP

* TUSD only requires non-neighborhood students to apply for a magnet program. Thus, neighborhood magnet enrollment, ethnic diversity, and academic success in the magnet, are not part of this data.
** Per student costs cannot be determined because neighborhood students participating in program-within-a-school magnets have not been identified.

classes at the eleventh and twelfth grade levels. The magnet program offers a variety of Honors and AP level classes for students at the eleventh and twelfth grade levels. Students also explore colleges and universities including course requirements and application process. Teachers work with students to improve study skills.

**College Prep Comments/Observations:**

- Teachers were especially passionate about how much they have to do at Pueblo to help students be successful.

**College Prep Issues:**

- Teachers stated that "the powers that be" do not understand how many barriers students at Pueblo have that prevent them from being successful in school and how hard teachers must work to have students succeed.

| Communication Arts & Technology Magnet Continuity | Partnership(s) |
|---|---|
| **Elementary School:** None (Consider Booth-Fickett [K-5] *Math/Science* )<br>**Middle Level:** None (Consider Booth-Fickett [6-8] *Math/Science* ) | None |

**Communication Arts & Technology Program Overview:**

The Communication Arts Magnet offers speciality classes in a variety of communication arts and print technologies, photographic imaging and publication, digital media and electronics. The magnet program is extensively supported by the career and technical education (CTE) department. Teachers in this magnet are generally experienced in private industry, as well as being skilled and certificated for the specialty. This Communication Arts program is attractive to many students and most classes are at capacity. The communication arts theme integrates and supports core curriculum standards in all its classes. Communications arts classes have well-equipped studios and appropriate equipment to support student learning in all of its communication strands. The program engages students with hands-on preparation for real world careers. The school uses students to produce live TV and radio broadcasts, publish newspapers and journals, and create graphic arts designs as well as providing a variety of real world experiences with photography, web page design and digital media.

**Communication Arts & Technology Comments/Observations:**

- The school does not have wireless connections which makes classroom use of technology very difficult.
- Career and Technical Education (CTE) funding supports this magnet rather than desegregation funding.

**Communication Arts & Technology Issues:**

- Communication Arts teachers worry about the cycle of replacement for magnet equipment.

**Magnet-Wide Comments/Observations:**

- Teachers in both magnet programs were passionate and dedicated to their programs.
- Although parents were invited, none showed up for interviews. A vendor, a former student, and a grandmother of a former student participated in the parent interviews. The principal, however, reported that parents are very supportive especially the magnet parents.
- The school has a family mentor that supports parents when they need assistance or help accessing a community service organization.
- Students in both magnet programs receive significant coaching and mentoring from their teachers to be successful in both magnet and core classes. Much of this coaching and mentoring is done on teachers' time.

- The team observed students who were friendly and respectful. Pueblo uses the Pillars of Character program to affect its positive school climate. The school also has a Relationship Mentor program that helps students with issues or conflicts to work out their problems.
- For both magnet programs, the lack of wireless connections makes classroom use of technology very difficult.
- The school feels there is a lack of support from central office regarding the Pueblo facility. The administration and teachers pointed out the buildings are old and dirty, some areas are not air conditioned and other areas have less effective swamp coolers.

**Magnet-Wide Issues:**

- The school has some of the lowest achievement scores in the district with all feeder schools in Program Improvement. Pueblo also has high dropout rates and high poverty rates.
- The school has tried to recruit students into its magnets from communities with different racial/ethnic representation but has had limited success which teachers attribute to low achievement scores, the school's reputation, and the distance some students would have to travel to get to Pueblo.
- The requirement of only one magnet course a year is minimal for a magnet program. Magnet students, both neighborhood and non-neighborhood, should be required to commit to a four year program that focuses on College Prep or Communication Arts. A four year plan should be developed outlining courses a student should take in grades 9-12. These plans should be reviewed and updated annually.

## TUCSON HIGH MAGNET: SCHOOL SUMMARY INFORMATION

**Grades:** 9-12 **Type of Program:** Programs-Within-a-School (2) **Magnet Theme(s):** Fine Arts
Math/Science

| Enrollment Information (as of October 6, 2011) | | | | | | School Diversity | | Magnet Diversity* | | 2011-12 Budget Information | | | 2010-11 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Building Capacity | Total | Open Enrollment | Neighbor-hood | Magnet* (Non-Neighbor-hood only) | Wait Pool | Minority | Non-Minority | Minority (Non-Neighbor-hood only) | Non-Minority (Non-Neighbor-hood only) | All Funds | Deseg | Per Magnet Student* | % English Learner | % Free/ Reduced Lunch |
| 2,900 | 3,157 | 24 | 1,593 | 1,564 | 503<br>464 | 82.6% | 17.4% | 80.7% | 19.3% | $10,234,850 | $3,888,456 | ** | 2.0% | 55.3% |

| Applications 2011-12 | | | Academic Achievement | | | Unique Magnet Program Pedagogy or Theme-Based Curriculum | | | |
|---|---|---|---|---|---|---|---|---|---|
| # Magnet Received | # Magnet Accepted | # Open Enrollment Received | Met AYP 2011 (Total School) | Grade 10 (Total School) 2011 AIMS Mastery | | Yes or No | Specialized (Magnet) Staff | Specialized (Magnet) Professional Development | Specialized (Magnet) Facilities |
| | | | | Reading | Math | | | | |
| 786<br>746 | 283<br>282 | 202 | No | 78% | 50% | Yes<br>Yes | Magnet Coordinator | None | Art & dance studios, science labs, observatory, greenhouse |

**Introduction:**

All students enrolled at Tucson High have the option of taking one or more magnet courses. Students who enroll as a Math/Science student may take magnet Fine Arts courses and vice versa. Students not enrolled as a magnet student may also take Fine Arts and/or Math/Science magnet courses.

| Fine Arts Magnet Continuity | Partnership(s) |
|---|---|
| **Elementary School:** Holladay (K-5) *Fine & Performing Arts* | IBM |
| For Consideration: Add Carrillo (K-5) *STAM (Science/Technology/Arts/Music)* | Raytheon |
| **Middle Level:** Utterback (6-8) *Visual & Performing Arts* | University of Arizona |
| | (See also program partnerships below) |

**Fine Arts Program Overview:**

A review of magnet curriculum indicates that by completing any of the following course sequences, a student will have attained performance level skills and techniques in that area: Band, Guitar, Mariachi, Piano & Theory, Steel Drum, Theatre Arts, Vocal Music, Ballet, Folklorico, Jazz Dance, and Modern Dance. Dance classes include technique, choreography, and production. The magnet dance program produces 4-5 curricular dance performances each year. Students who participate in

* TUSD only requires non-neighborhood students to apply for a magnet program. Thus, neighborhood magnet enrollment, ethnic diversity, and academic success in the magnet, are not part of this data.
** Per student costs cannot be determined because neighborhood students participating in program-within-a-school magnets have not been identified.

and successfully complete the full complement of magnet dance courses (ballet, jazz, and modern) through the most advanced levels (7-8) should be prepared for post-secondary dance programs. Many students who participate in the dance program graduate and move on to college dance programs and graduate with dance degrees. Students who successfully complete the Music Theory sequence will have written an original composition for one or more instruments or voices. Tucson High Bands currently serve 191 students. These students learn the fundamentals of music education and performance via classroom activities, community performances, marching band festivals, and adjudicated workshops. Students participating in the vocal/choir program acquire skills in vocal technique, literature, music theory, sight-singing, stage presence and how to be a team player in an ensemble. The drawing and painting curriculum is a four year program that offers a pathway to college art courses, focusing on portfolio development at the higher course levels. Students completing AP Studio Art cover the equivalent of a full year college course in studio art. Tucson High's theatre program has won numerous state and national awards, including annual inclusion in the *Best High School Theatres in America* every year since 2001. The program produces three productions each year, two of which are produced completely outside the school day. Now in its 14th year, the school's Annual Film Festival provides a venue for students completing the magnet Film Acting course to highlight the films they have created as their final project and present awards such as Film Acting Student of the Year and Filmmaker of the Year. The JTED Photo Imaging/Graphic Communications program is enhanced with industry-standard equipment and software. Fine Arts programs are supported by a variety of community partnerships and performing arts groups are supported by Parent Booster Clubs. Community partnerships include:

- Band Program: American Diabetes Association, Ben's Bells, 4th Avenue Merchants Association, Reid Park Zoo, Southern Arizona Arts Commission Alliance, and SWAT (Pima County initiative for students against tobacco).
- Dance Program: Local dance companies OTO Dance, Zuzi MoveIt, and Con Danza.
- Drama Program: Arizona International Film Festival, Pima Community College, TUSD Media Department, and University of Arizona.
- Orchestra Program: Tucson Symphony Orchestra Sectional Coaches and University of Arizona Music Education Program.
- Photo Imaging/Graphic Communications: Steven Meckler Studios and University of Arizona Art Education and Sports Photography Programs.
- Vocal Music: Northern Arizona University, Reid Zoo Park, Tucson Botanical Garden, and University of Arizona.

**Fine Arts Comments/Observations:**

- In performance classes observed, the enthusiasm and expertise of teachers was impressive. Students were engaged, on-task, and focused on performing well.
- Tucson High is the only school in Arizona with a Film Acting class. A Tucson High magnet student won the Southwest Region Shakespearean Monologue Competition in March 2010.
- The school's High School Planning Review 2010-2013 document indicates portfolio projects are being introduced this year to all Visual and Performing Arts students in introductory classes. This capstone project will be used to determine mastery in technology, critical thinking, problem solving, teamwork and communication.
- Department Chairs and the Magnet Program Coordinator indicated very few students are aware of the Magnet Endorsement Plan which would add a Seal of Endorsement on their high school diploma and permanent transcript.

**Fine Arts Issues:**

- There is no expectation that a student who applies for and is accepted into this magnet focus will enroll in a certain number of Fine/Performing Arts courses. It is possible but perhaps unlikely, that a magnet student could be only enrolled in one fine or performing arts magnet class a semester.
- Due to inadequate space for potter's wheels, students taking Clay & Ceramics courses are only exposed to "hand building" techniques.

| Math/Science Magnet Continuity | Partnership(s) |
|---|---|
| **Elementary School:** Booth-Fickett (K-5) *Math/Science*<br>For Consideration: Add Carrillo (K-5) *STAM (Science/Technology/Arts/Music)*<br>**Middle Level:** Booth-Fickett (6-8) *Math/Science* | |

**Math/Science Program Overview:**

Tucson High offers a variety of math classes from very accelerated university-level courses to specific student interest courses. Advanced Placement (AP) math courses include AP Calculus AB, AP Statistics, and AP Calculus BC--the school's highest level math course which is only offered in a few district schools. In grade 11, students may enroll in Intermediate Algebra or Intermediate Algebra Through Modeling. Grade 12 students have the largest variety of options including Mathematical Finances, College Algebra, Pre-Calculus, Contemporary Math in addition to the three AP math courses. A Pre-AP curriculum titled "Springboard" and written by The College Board is being piloted with Algebra 1 and Geometry students. The math department has also made a commitment to infuse technology and student-centered activities in every level of mathematics. Science courses offered include: Anatomy and Physiology, Astrobiology/Earth and Space Science, Astronomy Observation/Planetary Science (Honors), Bio-Innovations, Chemistry, Conceptual Physics (Honors Strand), General Biology (Common Strand), Honors Research Methods, Integrated Science, Microbiology, Oceanography and Marine Biology, Physics, Physics of Sound and Music, Plant Biology, and AP Chemistry, AP Physics B, AP Physics C: Mechanics, AP Environmental Science, and AP Biology. In addition, Biotechnology Laboratory for Arizona Students and Teachers (BLAST) and Science and Nature in Tandem for Youth are offered during the summer. Honors Research Methods has been a capstone course for the Science Magnet Program for the past 16 years. Since 2006, more than 20 of the 27 students enrolled in this course are now seeking science, math, or engineering majors. Instructional coaches in math and in science work with teachers to ensure students benefit from high quality teaching. Tucson offers the "Physics-First Model" where students follow a physics, chemistry, biology course sequence believed to lead to a better and more proficient form of science literacy. Parents are involved in a Science Resource Group.

**Math/Science Comments/Observations:**

- Collaborative activities were observed in a physics class.
- Department Chairs and the Magnet Program Coordinator indicated very few students are aware of the Magnet Endorsement Plan which would add a Seal of Endorsement on their high school diploma and permanent transcript.

**Math/Science Issues:**

- There is no clearly identified math or science magnet course sequence.
- All neighborhood students may enroll in any magnet math or science course (as long as pre-requisites are met)--without submitting a magnet application.
- All non-neighborhood students enrolled by magnet application for Fine Arts or for Math/Science may enroll in any magnet math or science course (as long as pre-requisites are met).
- As a result of the above three issues, there is not a way to identify a true "math" or "science" or "math/science" magnet student.
- Implementation/revitalization of the Magnet Endorsement Plan and expecting magnet students to work toward achieving an endorsement would formalize the concept of "magnet student" and enhance students' scholarship and employment opportunities.

**Magnet-Wide Comments/Observations:**

- Magnet programs at Tucson are reviewed as part of the school's three year planning process.
- Tucson is one of the few schools with a "Magnet Coordinator" position. The principal sees this as an important position ensuring someone has a specific eye on

magnet courses (current or planned) and their development to determine if they are "stand-alone" or can be incorporated into a magnet sequence. The coordinator works with the AP responsible for curriculum, department chairs/instructional coaches, and parents and develops and implements a recruitment and marketing plan.

- The depth and breadth of course offerings and the variety of ways students were involved in learning was impressive.
- Because all Tucson High students can enroll in any non-pre-requisite magnet course in either focus and the district only considers "non-neighborhood" students who submit applications to be magnet students, it is not possible to identify a "true" fine arts or math /science magnet student. Students interviewed only loosely identified themselves as a "fine arts" or "math/science" magnet student.
- Although there is a definite magnet curriculum and, in many areas, a clear sequence of courses from entry level to advanced, there is no current, broadly communicated or highly publicized or expected/encouraged pathway of courses to follow for students in either magnet focus area. It was reported that of more than 1,600 "magnet" students (approximately 400 in grade 12), only 9-12 seniors a year graduate with an "endorsement" that they have taken an approved series of courses and completed a final project in one of the two magnet areas or a strand within an area. Only very focused students with very specific goals seem to find out about this option.
- Students interviewed appreciate the diversity of courses (such as astrobiology and plant science), the wealth of special facilities and resources, the multiplicity of course levels, the ability to take classes in either magnet focus, and teacher quality, approachability, and accessibility. They do not feel lack of funds has affected programs but are aware that teachers are stressed.
- Some communications with parents are not as timely as they would like and not all information parents need is provided to them. The website needs to be improved. Staff need to be aware that not all parents have access to technology.
- More signage throughout the school may help the campus be more welcoming as would signs in a variety of languages in parent-related areas of the school.
- Tucson has a strong, decision making Site Council. Teachers are involved in decision making and collaborate to develop programs, activities, and processes to enhance student success.
- Parents see the diverse student population as a big attraction and believe other schools have strong programs but no diversity within the programs.

**Magnet-Wide Issues:**

- That the district considers only non-neighborhood students to be magnet students discourages site identification of neighborhood magnet students. This makes it difficult to provide a true picture of program success. Moving to the nationally accepted definition of "magnet" students as including both non-neighborhood and neighborhood students would significantly enhance the district's ability to determine program success and per student costs--especially at magnet schools like Tucson High offering one or more program-within-a-school magnet focuses. This would only minimally affect schoolwide magnet programs because neighborhood and non-neighborhood students are already identifiable in the data system.
- Part of the school's Three Year Plan is to identify pathways of courses or "endorsements" leading to a final project in major areas within each magnet focus. Completion of this task is important as it would make it possible to identify "true" Fine Arts or Math/Science magnet students and provide another avenue for determining program success. Developing a rationale and designing a communication plan for parents and students are important components to the process of rolling out a revamped and revitalized "endorsement" system.
- Finding and hiring staff with expertise in magnet focus areas is sometimes difficult. Consideration of allowing exemptions to some district policies could help ensure staff with magnet focus expertise, skills, and experience are hired to teach magnet courses.
- Disaggregation of enrollment and achievement data by program is needed to help assess the success of Tucson's magnet programs. Neighborhood students who participate in each magnet program must be identified in the district's database and included on appropriate school- and district-level reports to ensure an accurate picture of success in attracting students and increasing the academic achievement of all students who participate in magnet courses.

## UNIVERSITY HIGH MAGNET: SCHOOL SUMMARY INFORMATION

**Grades:** 9-12 **Type of Program:** Schoolwide **Magnet Theme(s):** College Prep (Entrance Test Required)

| Enrollment Information (as of October 6, 2011) | | | | | | School Diversity | | Magnet Diversity | | 2011-12 Budget Information | | | 2010-11 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Building Capacity | Total | Open Enrollment | Neighbor-hood Magnet | Non-Neigh-borhood Magnet | Wait Pool | Minority | Non-Minority | Minority | Non-Minority | All Funds | Deseg | Per Magnet Student | % English Learner | % Free/ Reduced Lunch |
| 900 | 893 | 0 | 0 | 893 | 0 | 45.1% | 54.9% | 45.1% | 54.9% | $2,900,751 | $747,695 | $837 | 0.1% | 16.8% |

| Applications 2011-12 | | | Academic Achievement | | | Unique Magnet Program Pedagogy or Theme-Based Curriculum | | | |
|---|---|---|---|---|---|---|---|---|---|
| # Magnet Received | # Magnet Accepted | #Open Enrollment Received | Met AYP 2011 (Total School) | Grade 10 (Total School) 2011 AIMS Mastery | | Yes or No | Specialized (Magnet) Staff | Specialized (Magnet) Professional Development | Specialized (Magnet) Facilities |
| | | | | Reading | Math | | | | |
| 963 | 249 | 0 | Yes | 100.0% | 100.0% | No | Advanced Placement certification | Advanced Placement training | None |

| Magnet Continuity | Partnership(s) |
|---|---|
| **Elementary:** None<br>**Middle Level:** None | Pima Community College<br>Raytheon<br>University of Arizona |

**Program Overview:**

University High shares a campus with Rincon High. University has no neighborhood boundaries and enrolls students from the Tucson metropolitan district and surrounding districts. For the 2011 school year, University High received 963 applications and 355 students qualified for enrollment. The school enrolled 249 students for this year's freshman class. University High has an admission policy which is adamantly enforced and believed in. To attend University High, a student must achieve a qualifying score on the Cognitive Abilities Test (CogAT) and the Ravens Standard Progressive Matrices test plus have a qualifying grade point average of 50 points for two semesters prior to enrollment. Students who do not maintain academic standards are asked to exit the school. University High serves academically gifted and academically focused students by providing them with a rigorous and challenging curriculum with specially designed Honors and Advance Placement classes. Incoming freshman participate in a two week summer orientation program called BOOST that familiarizes them with the campus and the teachers. Penguin-to-Penguin Club pairs upper class students with freshman students for support and mentoring. The school works hard to retain all students--especially students from under-represented populations. A counselor, learning support coordinator and college prep coordinator work closely with students and their parents to help all students be successful in their 9th and 10th grade courses while, most importantly, developing the study skills necessary for success in 11th and 12th grade. At grades 11 and 12, students take nearly all classes at the Advance Placement level. In 2011, 498 students took 1,219 AP exams and 89% scored 3 or higher on the

exam. Students are informed about and research a variety of university and college programs and available scholarships. Parents and students are provided assistance in completing college and university applications as well as scholarship applications that may be available. The percentage of students attending a four year college at graduation has remained at 98% for over 20 years. Additionally, the school has:

- 39 different AP classes syllabi and scope and sequences.
- Students active in the performing arts including vocal, dance, drama, orchestra, and marching band.
- Extracurricular clubs including, but not limited to, Future Business Leaders, Model UN, Academic Decathlon, Science Olympiad, and Envirothon.
- Participation in championship teams including swimming, diving, golf, tennis, and volleyball.
- Grade Level Intervention Meetings (GLIM) where teachers review student progress and identify those who need tutoring.
- After-school academic tutoring available throughout the year.
- 127 Class of 2011 students who were awarded over $27 million in scholarships.
- 17 Nation Merit Finalists in 2011.
- A "robust" parent association.

**Comments/Observations:**

- University High recognizes that its student body--with a September 2011 enrollment of 54.5% Anglo, 28.0% Hispanic, 12.7% Asian, and 1.7% African American/ Black students--does not reflect the Tucson community. The school has set a recruitment goal for 2011-12 to increase under-represented applicant pools and increase the number of under-represented student acceptances. To achieve the goals, the school is targeting six specific middle schools at both the 7th and 8th grade levels. Working in cooperation with the multicultural student services department, staff will meet with students and inivite parents and students to tour University High.
- The school is also working to retain the students that it has enrolled by identifying struggling students more rapidly and using a point person to work with parents and students. Sometimes there are personal or social issues that need to be resolved and making students aware of the tutoring services available is important. In 2010-11, only six students left the program which is down from 15 the year before.
- In addition to formal partnerships, many businesses provide scholarship funds.

**Issues:**

- University High has received Governing Board approval to serve as a special-function high school that serves students who are academically focused and intellectually gifted and provides those students curriculum and social support not offered in the comparative high school.
- The school has <u>not</u> been recognized by the Governing Board as a magnet school. The program at University High was called a magnet in the Post-Unitary Status Plan (p. 22).
- Whether or not University High is a magnet is a decision to be made by the Governing Board.
- Because of the entrance test requirements, the school's program is not accessible to many students.
- If they get through the entrance exams and meet other criteria, the school is an important component of school choice options for some Tucson families and surrounding communities.