

TUSD  
Magnet  
Department  
Annual  
Report

June 30

2014

## TUSD Magnet Department Annual Report | 2014

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### Attachments

- A. Magnet Evaluation Rubric**
- B. Magnet Improvement Plan Template**
- C. Application data**
- D. Marketing Events**
- E. AIMS Comparisons**
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### **Snap Shot Review of Magnet Department For 2014-15**

All Time Lines and Target Dates Were Met

- Supplemental Magnet Plan
- Comprehensive Magnet Plan
- Student Assignment Plan
- Plan for Oversubscribed Schools
- Recruitment and Marketing Schedule
- Boundary Review \*\*

#### 1. Critical Milestones Achieved

- Magnet Plan Version 7 Approved
- Developed Comprehensive Magnet Plan
- Conducted three year assessment
- Creation of on-line Training Modules
- Hiring Magnet Department (2 senior coordinators, marketing specialist)
- Designated magnet coordinators at most sites
- Stipend development for coordinators who are in classrooms
- Marketing and Recruitment Targets
- Completed Module for Recruitment and Marketing Training
- Development of protocols
  - Monthly reports
  - Walk-through protocols theme visibility'
  - Walk-through protocols for classroom visibility
  - Recruitment protocols
- Unique direct marketing of individual magnet schools
- Tiered focus for magnet school support (Tier 1,2,3)
  - Theme
  - Student Achievement
- Magnet unit integration – created template and trained all coordinators
- Development of program standards
- Development of common pipeline standards
- Development of continuous improvement plans
- Development of immersion matrix
- Magnet department support of USP projects: Student Assignment, Oversubscribed Schools, Dual Language, Student Equity
- Developed on-line resources, learning opportunities, to provide resources to schools

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- Leveraged change and compliance through participation in leadership teams for tier 2 and tier 3 magnet schools
  - Provided at least 15 hours of professional development at all school sites
  - Provided 42 hours of professional development for coordinators
  - Conducted 148 school visitations
  - Conducted 357 classroom visits
  - Supported schools in writing 58 grants
  - Budget expenditures within 12% of total distribution
  - Reduced the number of after-the-fact events
  - Conducted summer training for 138 teachers
2. Impact on Instruction/District Policies
- Priority schools (state rated) received professional development, specialized walk-throughs, and provided extra support
  - Drafted JFB, JBRr,
  - Increased academic intervention in struggling schools
  - Increased capacity in theme development
  - Increased capacity in Common Core understanding
  - Schools have more focus on collaboration
  - Magnet staff visibility in schools through regular site visitation
3. Monitor and Reporting
- 3 year evaluation system
  - Development of site magnet plans
  - Development of improvement plan
  - Development of monthly monitoring systems
  - Quarterly meetings with schools in tier 3 intervention
  - Completion of annual assessment and metric
4. Community Outreach
- Conducted 9 community forums
  - Conducted 14 community presentations
  - Conducted 18 PTO/Site Council presentations
  - Magnets Participated in Habitat for Humanity
  - Participated in 37 community marketing events
  - Secured 11 partnerships for individual magnet schools (Bookmans, Wells Fargo, Neurological Associates, El Rio, Bens Bells, Delectable, Museum of Art, Children's Science Museum, Sweetwater Wet Lands, Humane Society, CPES)

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### 5. Magnet Grant

- Wrote for \$11 M for MSAP
- Completed year three evaluation of prior MSAP grant
- Filed and received a no cost extension
- Budget spent within 94% capacity
- Recognition from West Ed as one of the district for best compliance monitoring for the 2010 cohort.

### Introduction

The TUSD Magnet Department developed a Magnet Standards Evaluation process that reflects the National Magnet Schools of America (MSA) standards which were rolled out at the MSA National Conference in May, 2014. (Attachment A: Magnet Evaluation Rubric) This report provides information on the progress of the three main goals of magnet schools as stated in the Unitary Status Plan (USP) through the lens of the magnet standards. The three goals are to enhance integration in all magnet schools, increase the quality educational opportunities for magnet students and increase engagement of African-American and Latino families. The magnet standards are divided into five pillars: Diversity, Innovative Curriculum, Academic Excellence, High Quality Instructional Systems, and Family and Community Partnerships. The Pillars used in this report reflect the first draft before the pillars were approved by the Governing Board in July, 2014. The information provided in this report reflects baseline data of the current status of magnet programs in each of these areas. The Magnet Plan of Action for 2014-2015 reflects the results of the 2013-2014 magnet review as well as the 2011 Magnet Study.

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### **Goal One: Integration**

#### ***Pillar 1: Diversity***

##### ***Magnet Standard 1.1A: Magnet schools will be integrated.***

The application process for magnet schools was revamped for the 2014-2015 school year. All magnet programs wrote SMART goals stating they would increase the number of applications for targeted ethnicities. (Attachment B: Magnet Improvement Plan Template, Attachment C: Application Data)

Several changes have occurred in the past two years that directly impact these statistics. A new Performing Arts magnet program was added at Cragin Elementary and a new STEM magnet program was added at Mansfeld Middle School for the 2014-15 school year. As a result, both of these schools stopped accepting open enrollment applications, and began accepting magnet program applications.

In addition to these magnet program changes, the open enrollment/magnet programs at Roskrige K-8 were re-configured so that non-neighborhood students applying for grades K-5 are now considered magnet students rather than open enrollment students. As a result, like Cragin and Mansfeld, Roskrige stopped accepting open enrollment applications for grades K-5, and began accepting magnet program applications.

At the high school level, several magnet programs were either phased out or were re-conceptualized for the 2014-15 school year. The Traditional and Aviation magnet programs at Catalina High School, and the College Preparatory magnet program at Pueblo High School were phased out, and no applications were accepted. The Palo Verde Engineering magnet program was re-conceptualized as a Science, Technology, Engineering, Arts, Math or “STEAM” magnet

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program. To better differentiate this program from the Math and Science magnet program at Tucson High, the Tucson High program was re-conceptualized as a Natural Sciences magnet program.

The District opened McCorkle K-8 in the fall of the 2011-12 school year. During the first year of operation, the school offered instruction in grades K-6. Grades 7 and 8 were added sequentially during the 2012-13 and 2013-14 school years, as students promoted up each year. During the first three years of operation, hundreds of families applied for open enrollment at McCorkle at all grade levels. By 2013-14, the school was full at all grade levels, leaving little opportunity for open enrollment applications to be filled for the 2014-15 school year. As would be expected, the number of McCorkle applications tapered off between the 2013-14 and 2014-15 school years.

Brichta, Corbett, Lyons, Menlo Park, and Schumaker Elementary Schools, Carson, Hohokam, Maxwell, and Wakefield Middle Schools, Fort Lowell/Townsend K-8, and Howenstine Magnet High School were closed for the 2013-14 school year. Additionally, a new Morgan Maxwell K-8 was opened at the former Maxwell middle school site. A total of 3591 students were displaced by these closures. As a courtesy, the District extended the on-time application date for these students, and encouraged parents to select a magnet or open enrollment school if they were unhappy with the new neighborhood school to which their child was assigned. The resulting closure-generated applications artificially increased the number of open enrollment and magnet applications for the 2013-14 school year.

The three changes mentioned above make it difficult to simply compare the number of Open Enrollment and Magnet applications filed each year. To make better sense of the application trends regardless of these changes, several things were done. First, any 2013-14

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applications filed by students who were displaced by a school closure were removed from the analysis. Second, since we are only part-way through June, the scope of the two-year comparison is limited to just those applications filed between the on-time application deadline and the end of May prior to the start of the academic year. Third, the two-year comparison has been disaggregated by level and program to highlight where changes have occurred.

As the multi-year summary in Tab 1 shows, the number of Open Enrollment and Magnet applications has fluctuated over the past five year. From the on-time application deadline until the end of May, the number of applications dropped by -4% between 2010-11 and 2011-12, increased by 6% for the next two years in a row, then increased by only 1% for the 2014-15 school year. If we were to stop there, it would appear that District efforts to increase school choice applications for the 2014-15 school year have been unsuccessful. But, the real story lies much deeper in the data.

As mentioned above there were program changes between 2013-14 and 2014-15 that were reflected on the School Choice application form. In Tab 2, program changes at Mansfeld, and Roskrige resulted in zero Open Enrollment applications for 2014-15, because the choice was not listed on the application form. This resulted in a loss of -107 Open Enrollment applications and a gain of +63 new Magnet applications for a combined loss of 44 choice applications at these two schools.

In Tab 3, similar net changes were caused by program modifications at the high school level. With the elimination of the Catalina and Pueblo programs, and the re-naming of the Palo Verde and Tucson High science-based programs on the application form, there is a loss of -397 applications under the old program names, and a gain of +406 applications under the new program names, for a net gain of 9 magnet applications.



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It's important to point out, that the Tucson High program change significantly skews the high school numbers. All of the untouched magnet programs experienced growth. Relatively few applications were lost due to the elimination of the Catalina and Pueblo programs. And, the re-conceptualization of the Palo Verde program actually increased the number of magnet applications for the school by +14. In contrast, Tucson High experienced a net loss of -98 applications to its science magnet strand.

However, this loss of applications did not adversely impact the number of students selected via the lottery. Along with the program change, the Tucson High administration decided to reduce the number of science-strand students, and increase the number of Fine Arts-strand students in the 2014-15 school year. For 2013-14, the ninth grade lottery limits were 277 Fine Arts and 275 Math/Science. For 2014-15, the ninth grade lottery limits were 340 Fine Arts and 110 Natural Sciences.

So, given all of these changes, it's not that surprising that we observed only a 1% increase in the total number of school choice applications. However, it is surprising to see two specific trends in the application data. First, there was a rather significant decline in the number of Open Enrollment applications and a significant increase in the number of Magnet applications (see bottom of tab 1 – Multi-Year). Second, while on-time Magnet applications were relatively flat in comparison to the prior year, nearly twice as many Magnet applications were filed in January, February and April in comparison to the previous year (see orange highlighted cells in tab 1). This trend suggests that the school choice applicant pool shifted their preferences away from open enrollment choices towards magnet programs, and did so in the early spring, after the first on-time lottery was conducted.

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In order to determine the data needed for Pillar I Diversity: Standard 1.2 (The ethnic composition needed to integrate the school during the magnet recruitment window met the USP definition of integration) the District compared projected enrollment plus applications accepted, to the 40<sup>th</sup> day of 2013-14. Some schools saw substantial progress toward integration. If schools made gains, they are moving closer to integration as defined by the USP. If school had net losses, they moved further away from integration. Looking at Kindergarten entry, the average percentage points moving closer to integration was 6.3%. Drachman saw the most percentage points moving toward integration (20%), and the entry grade is integrated. Holladay saw the least (-12%). Looking at entry level for middle schools, the average was a net loss (.8%). The school that saw the most gain was Mansfeld (7%). Two schools, Utterback and Safford, both had a net loss (6% each). High schools saw a gain of 6% with Palo Verde making the most gains (17%) and Tucson High making the least gains (3%).

### ***Pillar 1: Diversity***

#### ***Standard 1.1 B: Magnet programs will utilize all available tools for recruitment and marketing.***

The TUSD Magnet Department worked in conjunction with other district departments coordinate eleven community marketing events during the 2013-2014 school year. Each magnet school developed a SMART goal addressing the number of marketing and recruitment events they would attend during the school year. All magnet schools met or exceeded their goal. All twenty three magnet schools participated in more than one district sponsored event and at least one other event organized by the site magnet coordinators. All magnet schools participated in the Celebration of Schools, some with representatives at two locations. All STEM schools

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participated in the Sci-Tech Festival. Seven schools participated in the 4<sup>th</sup> Ave Street Fair. All elementary schools participated in the Festival of Books.

All magnet coordinators received training in marketing and recruitment strategies. All schools created presentations for use at target schools and community meetings and events. They also developed tour scripts for their site, FAQs for prospective families and trained site staff to conduct tours. The marketing specialist created brochures and magnets for each school. Posters to display in school offices and hallways were created for four schools. Four pull up banners were created for presentations for schools. Below is a table that represents the activities and events the Magnet Department sponsored to support recruitment and marketing:

<b>Central Magnet Department</b>	
<b>MAGNET BRANDING</b>	
<b>Magnet Logo</b>	Magnet Department
<b>Magnet 4 Fold Brochure</b>	Magnet Department
<b>Magnet Card Brochures</b>	All Schools
<b>Magnet Banners</b>	Magnet Department
<b>Magnet Program Card</b>	Magnet Department
<b>Board Meeting Poster</b>	Magnet Department
<b>Magnet Week Bulletin Board</b>	All Schools
<b>Magnet Week Magnets</b>	Magnet Department
<b>Magnet Info Power Point</b>	Magnet Department
<b>EVENTS</b>	
<b>Tucson Meet Yourself</b>	Magnet Department
<b>Parent University</b>	Magnet Department
<b>4th Ave. Street Fair</b>	Magnet Department
<b>Sci-Tech Festival</b>	Tully, Drachman, Booth Fickett, Mansfeld, PaloVerde, Pueblo, Tucson High
<b>Multicultural Symposium</b>	Magnet Department
<b>Book Fair</b>	Magnet Department,
<b>Celebrate Schools</b>	All Magnet Schools and Magnet Department
<b>Celtic Festival</b>	Magnet Department, Pueblo, Cholla, Tucson High, Utterback, Tully, Mansfeld, Bonillas, Robison, Safford
<b>Middle/High School Info Event</b>	Magnet Department, Middle, K-8 and High Schools

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<b>Tucson Parade of Lights</b>	<i>Magnet Department</i>
<b>Beyond 2014</b>	<i>Magnet Department, Cragin, Holladay</i>
<b>Magnet Kinder Info Event</b>	<i>Magnet Department, Elementary and K-8 Schools, Early Learning Centers</i>
<b>MEDIA</b>	
<b>Bus Shelters</b>	<i>Ochoa, Robison, Safford</i>
<b>Radio Advertising</b>	<i>Magnet Program, Art Pipeline, IB Pipeline</i>
<b>Television Advertising</b>	<i>Carrillo, Davis, Drachman, Ochoa, Pueblo, Robison, Utterback</i>
<b>Theatre Advertising</b>	<i>Carrillo, Davis, Pueblo, Utterback</i>
<b>PRESENTATIONS</b>	
<b>42 Physicians Association</b>	<i>Magnet Program</i>
<b>Tucson Junior Women's League</b>	<i>Magnet Program</i>
<b>Wells Fargo Private Client Services</b>	<i>Magnet Program</i>
<b>Mormon Church Women's Group</b>	<i>Magnet Program</i>
<b>Tucson Neurological</b>	<i>Magnet Program</i>
<b>Jewish Community Center</b>	<i>Magnet Program</i>
<b>WEB</b>	
<b>District Announcements</b>	<i>Most Magnet Schools</i>
<b>Magnet Site on District Server</b>	<i>Magnet Program</i>
<b>MAILINGS</b>	
<b>Preschool</b>	<i>All Elementary and K-8 Schools</i>
<b>5th and 8th Graders</b>	<i>All K-8, Middle and High Schools</i>
<b>Magnet School Sites</b>	
<b>BRANDING</b>	
<b>Logos</b>	<i>Robison, Safford, Tully</i>
<b>Brochures</b>	<i>Ochoa, Robison, Safford</i>
<b>Magnets</b>	<i>Bonillas, Carrillo, Cholla, Cragin, Davis, Dodge, Holladay, Mansfeld, Ochoa, Palo Verde, Pueblo, Robison, Roskrug, Safford, Tully</i>
<b>THEME VISIBILITY</b>	
<b>Posters</b>	<i>Bonillas, Carrillo, Robison, Safford, Tully</i>
<b>Bulletin Boards</b>	<i>Davis, Pueblo, Robison, Safford, Tully</i>
<b>Pull Up Banners</b>	<i>Carrillo, Davis, Pueblo, Roskrug</i>
<b>MEDIA</b>	
<b>Photography</b>	
<b>Events</b>	<i>Celebrate Schools, Magnet Info Events, Sci Tech</i>
<b>Performances</b>	<i>Carrillo, Cragin, Holladay, Utterback</i>
<b>Presentations</b>	<i>PD's, Student Showcases, Awards Ceremonies</i>
<b>Slide Shows</b>	<i>Carrillo, Robison, Tully, Utterback</i>

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<b>Historical Preservation</b>	<i>Utterback</i>
<b>Presentations</b>	<i>School Recruitment, Webmaster Training</i>
<b>WEB</b>	
<b>Site Development</b>	<i>Carrillo, Cholla, Davis, Holladay, Robison, Roskruge, Safford, Tully, Utterback</i>
<b>Webmaster Assistance</b>	<i>Carrillo, Cholla, Cragin, Davis, Holladay, Ochoa, Robison, Roskruge, Safford, Tully, Utterback</i>
<b>PRINT</b>	
<b>Parent Program Book</b>	<i>Robison, Safford</i>
<b>Advertising</b>	<i>Pens, Coloring Sheets, Stickers, Puzzles</i>
<b>Flags</b>	<i>Cholla, Robison</i>

Below is a table that reflects the relationships the Magnet Department has made with other departments in order to support recruitment and marketing:

<i>Department</i>	<i>Marketing Emphasis</i>	<i>Relationship/Link</i>
<b>Communications</b>	District Level Marketing and Media Department	We had extensive interfaces with this department. We collaborated on event setups, their media department provided audio visual support for Magnet Events, the print shop printed the majority of our materials, the district web development team provided support for the Magnet website on the District Server and we provided support for the Magnet school sites on the EdWeb server.
<b>School Community Services</b>	Student Assignment	They supported Magnet Events by sending people to assist with enrollment on location. They were also responsible for the student lottery which is used to fill the Magnet Programs.
<b>African American Student Services</b>	Student Outreach and Intervention	We provided them with brochures to assist students in choosing a school or program. They provided us space at their events to recruit students for Magnet Programs.
<b>Mexican American Student Services</b>	Student Outreach and Intervention	We provided them with brochures to assist students in choosing a school or program
<b>Asian Pacific Student Services</b>	Student Outreach and Intervention	We provided them with brochures to assist students in choosing a school or program
<b>Native American Student Services</b>	Student Outreach and Intervention	We provided them with brochures to assist students in choosing a school or program
<b>Language Acquisition</b>	Translation	Provided translation of Magnet Materials

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<b>Career Technical Education</b>		They partnered with us at the SCI Tech festival to provide HS tech programs at the event.
<b>Science Resource Center</b>		They provided special training and resources for our STEM schools including coordinating the SCI Tech Festival held at the Children's Museum.

### **Goal II: Educational Quality**

#### *Pillar 2: Innovative Curriculum*

#### ***Magnet Standard 2.3A: Magnet programs will have a clearly defined theme.***

Each magnet program revised and/or refined their magnet themes during the 2013-2014 school year as defined in the Magnet Plan (October, 2013).

- **Bonillas Magnet Elementary School – Traditional Academics**

Bonillas developed a questionnaire for perspective parents and conducted two surveys to determine what aspects of the program parents feel are important. Parents support and appreciate the back-to-basics theme. Bonillas did not purchase new curriculum because of the curriculum being developed at the district level. The magnet coordinator participated in LTRs training (systematic teaching of reading) and teachers participated in 25 hours of professional development around instructional design. Teachers were introduced to two reading strategies (Café and Daily 5) to support the Open Court curriculum. Bonillas participated in all District initiated recruitment events.

The magnet coordinator recruited at pre schools and worked closely with classroom teachers to improve instructional quality.

- **Booth-Fickett K-8 Magnet School – Math and Science**

Booth-Fickett Math & Science Magnet School has a unique, rigorous, and innovative curriculum that explores a variety of engaging math and science challenges. Booth-Fickett is

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now offering two advanced mathematics strands to prepare students for college starting in the 6<sup>th</sup> grade, culminating with students taking high school algebra as either 7<sup>th</sup> or 8<sup>th</sup> graders as well as high school integrated science. Booth-Fickett began to offer numerous supports for students who are challenged by Math, including leveled intervention classes and computer based programs that target student content deficiencies to get them up to grade level quickly and efficiently. Teachers worked together throughout the year in developing integrated lessons after receiving 15 hours of training in unit development and theme integration.

Booth-Fickett expanded extended day opportunities. Students participated in specialized elective classes and after school programs including Science Olympiad, MESA (Math, Engineering, Science, Achievement), Exploratory Technology, Computers, our Math and Science GATE program, and Environmental Engineering as part of the desert habitat.

- **Borton Magnet Elementary School – Systems Thinking/Project-based Learning**

Borton Magnet School focuses on Systems Thinking and Project-based Learning. Project-based Learning engages children in making connections and pursuing their questions in real world contexts. Systems Thinking helps children solve problems and make their thinking visible as they seek to understand how the world around them works. Through these approaches, children develop as readers, writers, mathematicians, and scientists, preparing them for a future yet unknown. This past year, Borton has worked to refine the scope and sequence of projects and documenting curriculum. Teachers were provided multiple opportunities to participate in training both during the school day and off contract.

- **Carrillo: Communication Arts**

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Carrillo's theme was redefined in May, 2014. The magnet leadership team is currently researching this theme and will be planning trainings for key personnel. Key personnel were able to attend Magnet Schools of America conference in 2014.

- **Cholla High Magnet School – International Baccalaureate**

The International Baccalaureate Diploma Programme is an internationally-recognized college-preparatory curriculum, offered at the junior and senior year. This programme is an opportunity to potentially earn college credits and scholarships for secondary education. To prepare for the Programme, freshman and sophomores are offered IB Prep/Honors courses designed to help with the Diploma Programme. Cholla began to develop the Middle Years Programme (MYP) and reassess the materials needed for the Diploma Programme.

- **Cholla High Magnet School – Law Related Studies/JROTC**

The Law Related Studies Program covers different aspects of law enforcement, crime investigation, law related sciences and the law in court cases and the courtroom. Army JROTC, the only such program in TUSD, helps develop a student's leadership skills, camaraderie and work ethic. This program has seen a revival during the 2013-14 school year and has gained popularity for the 2014-15 school year.

- **Cragin Magnet Elementary –Performing Arts**

Along with a rigorous academic program, Cragin offers dance, theatre, and music experiences to all students both as independent classes and as interdisciplinary subjects woven into core content areas: Language Arts, Math, Science, and Social Studies. Integration of the arts provides students with opportunities to excel and thrive as creative, flexible thinkers ready to meet the demands of the 21st century. Teachers received training in unit design and development. The leadership team traveled to several schools throughout Arizona to see



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benchmark programs. Cragin staff participated in all recruitment events sponsored by the District.

- **Davis Bilingual Magnet Elementary – Spanish Immersion/Dual Language**

Davis Bilingual Magnet School is a Dual-Language/Spanish Immersion program in which children are immersed in Spanish beginning in Kindergarten. In this program, students develop bi-literacy in both English and Spanish by 5<sup>th</sup> grade. The after-school program was expanded to offer music, sports, folklórico, and study hall. Davis is well-known for its outstanding Mariachi program and the Davis Aguilitas group performs all over Tucson and beyond. This school also has a strong focus on social justice and multiculturalism. Davis worked closely with the Magnet Department to increase the marketing and recruitment efforts. New materials were developed and Davis staff participated in all recruitment efforts sponsored by the District.

- **Dodge Traditional Magnet Middle School – Traditional Academics**

Dodge Traditional Magnet Middle School was established for the purpose of providing 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 triad of family, students, and school is documented in a signed contract to provide a variety of support that leads to student success.

- **Drachman K-7 Magnet School – Montessori**

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At Drachman Montessori, the educational experience includes small group instruction and the use of specialized hands-on Montessori materials, which develop higher levels of learning at an earlier age.

Drachman teachers and staff “follow the child.” Recognizing each child as a unique individual, work plans are developed according to their academic needs. Drachman Montessori students are trusted, supported and allowed to become readers, writers, mathematicians, scientists, artists and advocates for individual health and interpersonal peace.

Drachman not only participated in all recruitment activities sponsored by the District, the coordinator and principal were actively recruiting throughout the city. The Magnet Department supported Drachman in the development and implementation of targeted intervention programs which lead to increased student achievement. Teachers participated in Montessori training opportunities throughout the year and during the summer.

- **Holladay Magnet Elementary School – Fine and Performing Arts**

Holladay Magnet Elementary integrates visual and performing arts and athletics into a theme-based curriculum. All students have access to a piano keyboard lab, a full art studio, and an indoor gym. Holladay offers a free afterschool program that continues the academic, art and athletic programs. Holladay also has a full computer lab, mobile computers with internet access, and computers in every classroom. Creativity thrives at this school as every grade level puts on Broadway-style musicals every year. For the last decade, Holladay has had a top-rated basketball and track teams have never placed less than 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup> at city-wide tournaments and meets. At the environmentally friendly campus, students are involved in gardening, landscaping, water harvesting, and recycling. Holladay will be revising their program for 2014-15 to include a full-time coordinator, a stronger visual arts program, and increased community participation.

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- **Mansfeld STEM Magnet Middle School – STEM**

Mansfeld is a STEM Middle School. That means, while all the state standards are taught, there is a specific focus on the ways that Science, Technology, Engineering, and Math connect to everything we do. Mansfeld has specifically focused on how using engineering skills can help students succeed in not only core classes, but our fine and visual arts program as well. Mansfeld students receive an integrated, project and problem based education focused on developing the critical thinking skills and creativity necessary to prepare them for the future. Teachers received 40 hours of professional development around the STEM theme and training for the development of integrated units. The school held four community events, all involving STEM projects for families.

- **Ochoa Community Magnet School – Reggio Emilia Inspired**

At Ochoa Community Magnet School all children are seen as competent, full of potential and deserving of joyful learning experiences. Ochoa students develop the critical and creative thinking skills and the knowledge and dispositions needed to be intelligent, responsible and compassionate citizens of the world. Projects, experiences and research are supported by respectful, caring and lasting relationships. Families are invited to be part of the community of learners who are inspired by the world-renowned schools of Reggio Emilia, Italy. Ochoa staff participating in training through consultants, traveling to Portland to participate in the National Reggio Conference, and traveling to Albuquerque to participate in the Reggio Alliance.

- **Palo Verde High Magnet School – STEAM**

Palo Verde's STEAM Magnet prepares students for college and career readiness by fostering imagination, innovation, collaboration, and originality. STEAM is an integrated model where science and technology are interpreted through engineering and the arts, all based in

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mathematical elements. Students will graduate from Palo Verde's STEAM Magnet prepared to be pioneers in engineering, mathematics, science, and technology.

- **Pueblo Magnet High School – Communication Arts**

The Pueblo community values the creative process and the creative product as well the student's individual creative "voice." Programs are devoted to the idea of interdependence of work in the arts with the broader worlds of ideas and action which will, ultimately, lead to a vibrant and responsible community that is accepting of all cultures. Pueblo made little progress in revising their program for 2013-14. New leadership will begin to research a Dual Language program.

- **Robison Magnet Elementary School – International Baccalaureate**

The International Baccalaureate Primary Years Programme helps develop the intellectual, personal, emotional and social skills to live, learn, and work in a rapidly globalizing world. IB focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. IB promotes a positive attitude to learning by encouraging students to ask challenging questions, to reflect critically, to develop research skills, and to learn how to learn. Robison teachers and principal participated in IB training. Teachers were given release time to develop and enhance their program of inquiry.

- **Roskrige Bilingual K-8 Magnet School – Dual Language**

At Roskrige, all students learn how to excel academically and socially, maintain dual language proficiency, develop leadership qualities and acquire an appreciation for cultural diversity from early childhood to adolescences establishing a foundation for adulthood. The dual language model creates an additive educational environment, thus students acquire a second language while maintaining and developing their native language.

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- **Safford K-8 Magnet School – International Baccalaureate**

Safford K-8 offers 2 authorized International Baccalaureate (IB) programmes. The Primary Years Programme (PYP) starts in kinder and ends in 5th grade and the Middle Years Programme (MYP) starts in 6th grade and ends in 8th grade. The MYP continues into the 9th and 10th grade at the high school level. The IB programme ends with the Diploma Programme in grades 11 and 12. Safford students can finish their IB education at Cholla high school.

The IB is an international/global education that uses rigorous assessment, inquiry, and concept-based learning to prepare students for college and careers. Students learn to think about their thinking and develop a deep understanding of concepts that have been part of the world over time. The International Baccalaureate is world-renowned and will get your child ready for the demands and challenges of a career that is yet unknown to any of us.

Teachers participated in IB training and worked together to complete integrated units and revising the program of inquiry.

- **Tucson High Magnet School – Natural Sciences**

The Tucson High Science Magnet is dedicated to educating Tucson's next generation of scientists, health professionals and scientifically literate citizens. It is of particular interest to students seeking a profession that uses science or for those who seek a well-rounded high school education with a science focus.

In the Tucson High Science Magnet, students are exposed to a Physics-First curriculum, laboratory skills, scientific inquiry, a community approach to lifetime health and a deeper inspection into the scientific processes.

- **Tucson High Magnet School – Fine and Performing Arts**

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The Tucson High Fine and Performing Arts Magnet program is unique in that students are able to take Fine Arts courses in a 4-year sequence without repetition of a course. These courses include AP classes, although all Fine Arts sequences in Music, Theater, Dance, Choir and Visual Art prepare students for college classes. Additionally, many Tucson High Fine Arts classes partner with the faculty of the University of Arizona and Pima College. Tucson High did not make the progress hoped for in developing integrated units.

- **Tully STEM Magnet Elementary – STEM**

Tully STEM education provides students with an integrated curriculum emphasizing Science, Technology, Engineering and Math. Instruction is delivered in an inquiry-and project-based format. Tully's theme has been redefined as STEM. Teachers at Tully participated in 40 hours of professional development and developed one integrated unit. The school held two magnet events showcasing student work.

- **Utterback Magnet Middle School – Fine and Performing Arts**

Through the integration of the arts into core subject areas and an interdisciplinary, project-based learning approach to instruction, students have many opportunities to develop skills in problem solving, collaboration, and innovation as they learn content in meaningful ways. Arts specialists provide expertise that allows students to become informed consumers of the arts, as well as producers and performers of art. The building itself is a showcase of the many talents of our students and we invite you to come take a tour or attend a performance so that you can experience arts and academics in action at Utterback.

Utterback teachers participated in 6 hours of professional development in theme integration. Utterback welcomed Cragin and Holladay students for tours and performances.

- **Tucson Unified School District Magnet Department**

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To support each of magnet sites, the Magnet Department worked with leadership teams to help refine and define magnet themes. The Magnet Department developed theme visibility walkthrough checklists for both sites and classrooms. Each instrument was calibrated by the Magnet Director, the two Senior Program Coordinators and the Marketing Specialist along with each site's magnet coordinator for consistency. Official site and classroom walkthroughs were conducted by the Director, Senior Program Coordinators or the Marketing Specialist at least quarterly. The checklists were shared with the site coordinators and administration and short term goals were determined for improvement. These checklists are currently being revised to better reflect the magnet standards and magnet evaluation.

### ***Pillar 2: Innovative Curriculum***

#### ***Magnet Standard 2.4.A: Magnet programs will have a unique theme or pedagogy.***

Until 2013-2014, TUSD magnet schools had no guidelines for developing thematically based programs. Some schools changed themes while others lost coursework and staff to maintain a viable theme. The central magnet department was formed in July of 2013. During the 2013-2014 school year, the central department created guidelines for programs that required the theme to be both continuous and contiguous. Research indicated that at least three hours of theme immersion per day at all grade levels is needed to be a successful magnet school. Leadership teams in magnet programs reviewed their current theme, revised the theme to become unique, and worked with teachers to develop theme-based curriculum. Some schools are still in the planning stages of developing this curriculum, while others are further along and have developed and implemented at least one theme-based unit per quarter.

Magnet programs completed SMART goals to address theme immersion. Since this was a new requirement, many schools had no documentation of theme immersion hours or thematic

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units. While most schools are currently not immersed in the theme for a minimum of three hours per day at every grade level, all schools met their goal. Every school has created a thematic unit that was implemented in at least one grade level.

Booth-Fickett students are immersed in the theme at least three hours per day at all grade levels. The schedule was designed so that there is one hour of Science Olympiad at each grade level in addition to at least one hour of math and one hour of science.

Drachman's students are immersed in the Montessori theme for at least two hours per day at all grade levels. Teachers have been receiving training in Montessori methods and all classrooms now have the materials required to properly implement the theme.

Students at Robison are immersed in the IB theme fewer than two hours per day at all grade levels. Teachers at Robison received extensive training during the three years of the MSAP grant. Units of study were developed according to IB requirements.

Mansfeld, Dodge, Borton, Carrillo provided at fewer than two hours per day at all grade levels. Carrillo had revised their theme to museum studies and worked to develop theme, but will revise their theme again for the 2014-2015 school year. Mansfeld is in the planning stage of developing theme.

Ochoa, Tully and Palo Verde students were immersed in the theme for fewer than two hours per day in some grade levels. Ochoa had difficulty filling two kindergarten positions and there were subs in the classrooms for most of the school year. Tully is in the planning stages of developing a new theme. Palo Verde's coursework was not continuous or contiguous. Coursework is currently being revised.



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### *Pillar 3: Academic Excellence*

***Magnet Standard 3.6.A: Magnet teachers and administration share a philosophy of teaching and learning aligned with the theme.***

This standard proved to be challenging. Schools realized that even though all staff knew of the theme, not all staff used the same pedagogy. An example of this would be Ochoa and Reggio, and Bonillas and Traditional theme. No school scored a “5” for this indicator.

### *Pillar 3: Academic Excellence*

***Magnet Standard 3.7.A: Magnet programs will eliminate disproportionality of student achievement by race.***

#### **AIMS Results (Attachment E: AIMS Comparison)**

##### **Reading**

1. White students in magnet schools outperformed the district by 17% in reading.
2. African American students in magnet schools outperformed district average by 19.8% in reading.
3. Hispanic students in magnet schools did not perform as well as the district average by 3.2%.
  - A. The magnet department will target Borton, Davis, Holladay, Ochoa, Robison, Tully, Roskruge, Mansfeld, Utterback.
4. Native American students in magnet schools did not perform as well as the district average by 22.7%.
  - A. The Magnet Department will target Ochoa, Tully, Safford, Roskruge, Mansfeld, Utterback, Cholla, Pueblo
5. Asian students in magnet schools outperformed the district average by 3.6% in reading.
6. Overall in reading, magnet students did not do as well as district students.

##### **Math**

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7. White students in magnet schools did not perform as well as the district average in math by 16.9%.

A. Target Borton, Holladay, Robison, Roskrug, Utterback, Cholla, Pueblo

8. African American student in magnet schools outperformed the district average by 43.5% in math.

9. Hispanic students in magnet schools outperformed the district average by 3.9% in math.

10. Native American students in magnet schools scored 25.7% lower than the district average in math.

A. The Magnet Department will target Borton, Tully, Safford, Roskrug, Mansfield, Pueblo

11. Asian students in magnet schools outperformed the district average by 18.2% in math.

12. Overall, magnet students outperformed the district by .4% in math.

### **ATI Results (Attachment F: ATI Scores by Ethnicity)**

ATI math and reading assessments were administered three times during the 2013-2014 school year.

59.6% of students district wide achieved mastery in math and 76.4% achieved mastery in reading.

Eight magnet schools had levels of achievement above district mastery in math. Twelve schools had lower levels of mastery than the district including all four magnet high schools. Whites in twelve schools had higher than the district mastery, thirteen schools had African-American students achieve mastery above the district level, and nine schools had Hispanics achieve mastery above the district level.

74.% of district students achieved mastery in reading. Seven magnet schools had higher than the district mastery level including Tucson High. White students in eleven schools had higher than district mastery. African-American students in ten schools achieved mastery above the district. Hispanic students in fourteen schools achieved mastery above the district.

### ***Pillar 3: Academic Excellence***

***Magnet Standard 3.7.B: Magnet schools provide interventions and accelerated opportunities both within the school day and during extended day programs.***

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Some schools were not able to provide extended day programs due to a lack of transportation. Other schools lacked the funding to pay teachers for extended day activities. The following schools provided interventions both within the school day and provided extended day programs.

### TIER 2: Interventions Outside The Regular Classroom

Roskruge      Borton      Safford

Utterback      Robison      Dodge

TIER 3: The following schools provided interventions during extended day programs.

Holladay      Mansfeld      Pueblo      Tully

The Magnet Department worked with 21<sup>st</sup> Century Programs to write ten grants for after school programs. Three schools were funded : Robison, Cragin, Safford. Out of twenty magnet schools, twelve schools have 21<sup>st</sup> Century funding.

Cholla Drachman Holladay Mansfeld Ochoa, PaloVerde, Pueblo, Roskruge, and Tucson High.

### ***Pillar 4: High Quality Instructional Systems***

***Magnet Standard 4.8.A: Magnet programs will have personnel that are key to the development and implementation of the magnet theme.***

Each magnet program had a coordinator. While most schools had full time coordinators, Borton, Robison and Tucson High had part time coordinators. Holladay, Davis, and Carrillo

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had coordinators who received stipends for the additional work as they were also full time teachers. Utterback did not have a full time coordinator in place until December, 2013.

Utterback did not have full time studio art, orchestra or band teachers until December, 2013. Ochoa did not have full time kindergarten teachers for much of the school year. Robison and Safford experienced a high teacher turnover and therefore had many new staff members that needed IB training.

### ***Pillar 4: High Quality Instructional Systems***

***Magnet Standard 4.8.B: Key personnel will receive 25 hours of PD in theme content annually. (Attachment G: Site PD Hours and Meetings)***

All site coordinators were required to attend monthly meetings facilitated by the magnet department staff. A total of thirty two hours of training was provided. Topics included theme visibility, marketing and recruitment strategies, theme development and immersion, as well as curriculum development and teaching strategies.

The number of PD hours in theme varied greatly among schools. Many principals had already scheduled other district required trainings during their sit PD time for the year, so there was no time for magnet training. Sites received a total of one hundred fifty nine hours of PD in theme. Seven sites were able to delivery the required twenty five hours of PD.

### ***Pillar 4: High Quality Instructional Systems***

***Magnet Standard 4.8.C: Key personnel will receive 30 hours of PD in instructional pedagogy. (Attachment G: Site PD Hours and Meetings)***

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All magnet school key personnel received at least five hours of PD in instructional pedagogy. Magnet school personnel received a total of two hundred twenty seven hours of training in delivery. Eight schools were able to deliver the required thirty hours of training.

### ***Pillar 4: High Quality Instructional Systems***

***Magnet Standard 4.9.A: Magnet schools will develop a shared leadership model through magnet leadership teams and community teams. (Attachment G: Site PD Hours and Meetings)***

Every magnet school was required to form a site leadership team. Not every school was able to meet this requirement fully. Every school had a team but some schools did not have community representatives on the team. It was requested that site teams meet at least once per month. Some schools did not meet this goal. Site leadership teams met for a total of ninety nine hours during the 2013-2014 school year.

### ***Pillar 4: High Quality Instructional Systems***

***Magnet Standard 4.10.A: The magnet improvement plan or sustainability plan integrates the magnet theme with rigor into the curriculum, quality first instruction, interventions and assessments improve student learning. (Attachment H: Individual Magnet Improvement Plans)***

All magnet schools completed and submitted a Magnet Improvement Plan with the exception of Mansfeld and Cragin. Both of these schools were in the planning phase of developing magnet theme. The Magnet Improvement Plans were very beneficial in that the results of the needs assessment were addressed through the plan. Schools reviewed their plans once a semester and used data generated from the monthly reports to note progress or areas that needed additional attention. As a result, all schools improved from the Fall pre-review to the

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final review done in May. The most improvement was in marketing and recruitment, and least improved was Family and Community Partnerships.

### **Goal Three: African-American and Hispanic Family Engagement**

#### *Pillar 5: Family and Community Partnerships*

***Magnet Standard 5.11.A: The local community is actively involved in supporting the magnet school.***

For school year 2012-13 magnet schools reported 18, 970 hours. Safford, Robison and Ochoa were MSAP grant recipients in which one of the goals was to increase parent involvement. During 2012-13 these three schools had the highest parent involvement with Safford having the most at 3135 hours.

During the 2013-14 school year, magnet coordinators worked closely with community liaisons to engage families in magnet school activities. Taking the lessons learned from the grant funded schools coordinators created multiple opportunities for families to be engaged. The total number of volunteer hours for 2014-15 was 35, 701. Holladay, who had a dedicated community representative, had the most at 4229 hours while Ochoa Robison, and Safford saw most decline totaling 6450 hours combined. Comparing 2012-13 volunteer hours with 2014-15 volunteer hours, magnet schools realized an increase of 16,732 hours, a 53% increase. The goal of increasing parent involvement by 10% was met.

For the 2014-15 school year, the Magnet Department will work with Magnet Coordinators to develop an instrument that will more accurately measure family and community involvement and will be able to disaggregate the data by ethnicity.

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### *Pillar 5: Family and Community Partnerships*

***Magnet Standard: 5.12.A: All magnet schools will have a measureable family engagement and communication component in the improvement plan. (Attachment H: Individual Magnet Improvement Plans)***

Each magnet school developed a SMART goal for family and community engagement activities as part of their Magnet Improvement Plan. Each school reached their goal of hosting one family/community event per quarter. The magnet department did not have a reporting requirement or instrument for attendance at these events. The events were reported on monthly reports, but attendance numbers were not documented. Pillar 5 will be a focus for the magnet department and the sites for 2014-15.

Drachman, Holladay and Safford received training in the Action Parent Teacher Team (APTT), a research-based systematic parent engagement program developed by West Ed. All three schools reported an increase in parent engagement from March to May, 2014.

## Tucson Unified School District Magnet Standards: PILLAR 1 DIVERSITY

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
<b>Standard 1.1</b> Student Recruitment and Selection	1.1 Magnet schools will be integrated.	The ethnic composition of the magnet school on the 40 <sup>th</sup> day when comparing identical grade configurations.	The ethnic composition of the magnet school on the 40 <sup>th</sup> day meets the definition of integration using both measures: No group exceeds 70% of the school's enrollment, AND no group is more than 15 percentage points within the district average.	The ethnic composition of the magnet school on the 40 <sup>th</sup> day meets at least one component of the definition of integration: Either no one group more than 70% of the total school population OR 15% percentage points of the district average.	The ethnic composition of the magnet school on the 40 <sup>th</sup> day does not meet the definition of integration. However, at least one ethnic group is within 3% of meeting at least one of the measures.	The ethnic composition of the magnet school on the 40 <sup>th</sup> day does not meet the definition of integration. However, at least one ethnic group is within 4% of meeting at least one of the measures.	The ethnic composition of the magnet school on the 40 <sup>th</sup> day does not meet the definition of integration. However, at least one ethnic group is within 5% of meeting at least one of the measures.	The ethnic composition of the magnet school on the 40 <sup>th</sup> day does not meet the definition of integration. At least one ethnic group is more than 5% points from meeting at least one of the measures.



## Tucson Unified School District Magnet Standards: PILLAR 1 DIVERSITY

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
<b>Standard 1.2</b> Student Recruitment and Selection	1.2 Magnet schools will receive the number of ethnic applications to support integration.	The ethnic composition of applications received.	The ethnic composition needed to integrate the school during the magnet recruitment window met the USP definition of integration: No group exceeds 70% of the school's enrollment, AND no group is more than 15 percentage points within the district average. OR The ethnic composition needed to integrate the school did not meet the USP definition of integration. However, accepted applications for the entry grade(s) meet the definition of integration.	The ethnic composition needed to integrate did NOT meet the USP definition of integration. The program met 1 out of 2 requirements: no group exceeds 70% of the school's enrollment, OR no group is more than 15 percentage points within the district average.	The ethnic composition of applications received for the entry grade did NOT meet integration but progress was made. Progress is defined as the increase in the number of applications received compared to the prior year AND the ethnic composition of those applications shows progress when comparing the ethnic distribution to the current year 40 <sup>th</sup> day.	The ethnic composition needed to integrate the school did NOT meet the USP definition of integration. However, the number of applications received increased compared to last year but did not contribute to integration.	The ethnic composition needed to integrate the school did NOT meet the USP definition of integration. The number of applications received increased, but the ethnic composition of the applications would have increased racial concentration.	The ethnic composition needed to integrate the school during the magnet recruitment window did NOT meet the USP definition of integration AND no progress was made when comparing accepted applications AND the number of applications received did not increase compared to last year

### Tucson Unified School District Magnet Standards: PILLAR 1 DIVERSITY

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
	1.3 Magnet programs will utilize all available tools for recruitment and marketing	Magnet schools participate in recruitment-marketing opportunities.	Magnet program personnel participated in ALL recruitment-marketing opportunities offered directly to the program by the district AND conducted at least three documented marketing-recruitment efforts before December 1.	Magnet program personnel participated in at least 75% of recruitment/marketing opportunities offered directly to the program by the district AND conducted at least two documented marketing/recruitment effort before December 1.	Magnet program personnel participated in at least 50% of recruitment/marketing opportunities offered directly to the program by the district AND conducted at least one documented marketing/recruitment effort before December 1.	Magnet program personnel participated in at least 25% of recruitment/marketing opportunities offered directly to the program by the district AND did not conduct any marketing/recruitment effort before December 1	Magnet program personnel participated in less than 25% of recruitment/marketing opportunities offered directly to the program by the district.	Magnet program personnel participated in 0 district wide or school initiated marketing/recruitment opportunities before December 1.

## Tucson Unified School District Magnet Standards: PILLAR 1 DIVERSITY

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
<b>Standard 1.4</b> Diversity and Equity	1.4 Magnet schools will have a diverse student population.	Enrollment in the entry grade levels and the retention of students in other grades.	Enrollment for the reporting year in the entry grade levels (K,6,9) in a magnet program AND each grade level in the program meet the USP definition of integration AND all grade levels were able to retain integration.	Enrollment for the reporting year in the entry grade levels (K,6,9) met the requirements of integration. However, those grade levels that were integrated the prior year did not maintain integration.	One or more grade levels do NOT meet the USP definition of integration AND  Enrollment for the reporting year in the entry grade levels (K,6,9) is within 1 to 3 percentage points of meeting the definition of an integrated school.	One or more grade levels do NOT meet the USP definition of integration. Enrollment for the reporting year in the entry grade levels (K,6,9) is within 4 to 5 percentage points of meeting the definition of an integrated school.	Enrollment for the reporting year, in the entry grade levels (K,6,9) AND each grade level in the program do NOT meet the USP definition of integration. The applications accepted did not impact integration.	Enrollment for the reporting year, in the entry grade levels (K,6,9) AND each grade level in the program did NOT meet the USP definition of integration. The applications accepted increased racial concentration.

## Tucson Unified School District Magnet Standards: PILLAR 2 INNOVATIVE CURRICULUM

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
<b>Standard 2.5</b> Environment	2.5 Magnet programs will have a clearly defined theme.	Evidence of magnet theme.	Magnet theme is evident in 100% of the Essential Components of the Magnet Site Observation Checklist during ALL site walkthroughs conducted throughout the year.	Magnet theme is evident in 100% of the Essential Components of the Magnet Site Observation Checklist during ALL site walkthroughs conducted throughout the year.	Magnet theme is evident in at least 80% of the Essential Components of the Magnet Site Observation Checklist during MOST site walkthroughs conducted throughout the year.	Magnet theme is evident in at least 50% of the Essential Components of the Magnet Site Observation Check list when comparing the first walkthrough to the last walkthrough.	Magnet program showed little or no improvement in theme visibility as evidenced by the Essential Components of the Magnet Site Observation Checklist when comparing the first walkthrough to the last walkthrough.	Magnet program showed no evidence of theme visibility as evidenced by the Magnet Site Observation Checklist
<b>Standard 2.6</b> Theme Fidelity	2.6 Magnet Programs will have a unique theme or pedagogy	Evidence of magnet theme immersion.	Magnet students are immersed in theme related curriculum at least 3 hours per school day in all grade levels of the program.	Magnet students are immersed in theme related curriculum less than 3 but more than 2 hours per school day in all grade levels of the program.	Magnet students are immersed in theme related curriculum less than 2 hours per school day in all grade levels of the program.	Magnet students are immersed in theme related curriculum less than 2 hours per school day in some grade levels of the program.	Magnet students are only immersed in theme related curriculum during extra-curricular activities.	Magnet students are not immersed in theme related curriculum.

### Tucson Unified School District Magnet Standards: PILLAR 3 ACADEMIC EXCELLENCE

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
<b>Standard 3.7</b> Student Achievement	3.7 Students in magnet schools outperform students who do not attend magnet schools in reading and math when comparing similar sub-groups.	Comparing total school achievement data to the district average of an identical grade configuration in reading and math	Magnet students outperformed students not attending a magnet school in reading and math when comparing total school achievement data to the district average of an identical grade configuration in reading and math.	Magnet students outperformed students not attending a magnet school in reading and math when comparing total school achievement data to the district average of an identical grade configuration in reading <b>OR</b> math.	Magnet students performed at least as well as students not attending a magnet school in reading <b>AND</b> math when comparing total school achievement data to the district average of an identical grade configuration.	Magnet students performed at least as well as students not attending a magnet school in reading <b>OR</b> math when comparing total school achievement data to the district average of an identical grade configuration.	Magnet students performed below students not attending a magnet school in reading <b>OR</b> math when comparing total school achievement data to the district average of an identical grade configuration.	Magnet students performed below students not attending a magnet school in reading <b>AND</b> math when comparing total school achievement data to the district average of an identical grade configuration.
	3.8 Magnet programs will eliminate disproportionality of student achievement by race.	Student achievement in all ethnic categories exceeded the district average comparing ethnic categories and grade levels.	Students in ALL ethnic categories have shown increases in student achievement in reading and math on district/state assessments at ALL grade levels.	Student achievement in all ethnic categories demonstrated growth on assessments that mirror the district average growth.	More than one ethnic category demonstrated growth when compared to district scores.	At least one ethnic category demonstrated growth, but it was below the district average.	Student achievement in at least one of the ethnic groups remained stagnant when comparing grade levels year to year.	Student achievement in any one ethnic group has shown backward growth on assessments compared by grade levels year to year.

### Tucson Unified School District Magnet Standards: PILLAR 3 ACADEMIC EXCELLENCE

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
	3.9 Magnet schools will offer interventions and accelerated opportunities both within the school day and during extended day programs.	Evidence of interventions and extended day programs.	The magnet curriculum allows for accelerated opportunities; tiered levels of interventions related to the theme; exists for ALL students; offered during the school day AND before and/or after school; AND 100% of eligible students participate.	Evidence exists that there is a systematic process within the program to support individualized learning within the theme for all students including accelerated opportunities and tiered interventions.	Some teachers provide support for students within the theme, but there is no systematic process to provide accelerated learning opportunities and/or tiered interventions.	The program provides evidence that it is developing a systematic approach to individualize learning within the theme.	Some teachers provide support but it is not within the theme and there is no systematic process in place.	The program does not provide instructional support to enable all students to be academically successful.

### Tucson Unified School District Magnet Standards: PILLAR 4 HIGH QUALITY INSTRUCTIONAL SYSTEMS

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
<b>Standard 4.10</b>	4.10 Magnet program key personnel will receive 25 hours of professional development outside the district requirement for Wednesdays in theme content annually.	Evidence of Professional Development in Theme	25 hours of documented professional development in theme were offered AND at least 90% of magnet program teachers and administrators participated in ALL 25 hours of training.	25 hours of documented professional development in theme were offered but fewer than 90% of magnet program teachers and administrators participated in ALL 25 hours of training.	Fewer than 25 hours of documented professional development in theme were offered, and at least 90% of the magnet program teachers and administrators participated	Fewer than 25 hours were offered and less than 90% of the magnet teachers and administrators participated.	The magnet program has evidence of planning for future training in their unique theme areas.	There is no evidence of theme training opportunities provided.

### Tucson Unified School District Magnet Standards: PILLAR 4 HIGH QUALITY INSTRUCTIONAL SYSTEMS

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
	4.11 Magnet program key personnel will receive 30 hours of professional development outside the	Evidence of professional development in instructional Pedagogy, Teacher/Administrator participation	30 hours of professional development in instructional pedagogy were offered AND at least 90% of teachers and administrators	30 hours of professional development in instructional pedagogy were offered but fewer than 90% of teachers and administrators	Fewer than 30 hours of documented professional development were offered, and at least 90% of the magnet program	Fewer than 30 hours were offered and less than 90% of the magnet teachers and administrators participated.	The magnet program has evidence of planning for future training in instructional pedagogy.	There is no evidence of instructional pedagogy training opportunities provided.

	district requirement for Wednesdays in instructional pedagogy annually.		participated in ALL 30 hours of training.	participated.	teachers and administrators participated.			
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### Tucson Unified School District Magnet Standards: PILLAR 4 HIGH QUALITY INSTRUCTIONAL SYSTEMS

National Standards	District Standards	Standard Indicator	5	4	3	2	1	0
<b>Standard 4.12</b> Effective Organization and Systemic Improvement	4.12 The Magnet Improvement Plan or Sustainability Plan integrates the magnet theme with rigor into the curriculum, quality first instruction, interventions, and assessments, to improve student learning.	Magnet Improvement Plan or Site Strategic Plan	The magnet program completes a documented magnet plan annually demonstrating that all strategic planning efforts integrate the magnet theme to improve student learning and there is evidence that the program uses a continuous improvement model incorporating the use of data to drive decisions	The magnet program completes a documented magnet plan annually and there is evidence that data is analyzed and information is put into practice to improve student learning. Monthly reports are timely and used to document	There is a magnet plan. Data is analyzed but not used for decision-making and growth. Magnet reports document continuous growth but are late or inconsistent.	There is a magnet plan but there is no evidence of data being used to drive decision-making and growth. Monthly reports are late and missing information.	There is a magnet plan. There is evidence that the school is developing a process for analyzing data and how to use this data to drive decision-making and growth. Monthly reports are not submitted.	There is no evidence of a magnet plan for the site.



			related to improving instructional practice and student learning. Monthly reports are timely and document continuous improvement and growth.	continuous growth.				
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### Tucson Unified School District Magnet Standards: PILLAR 5 FAMILY AND COMMUNITY PARTNERSHIPS

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
<b>Standard 5.13</b> Community Engagement and Partnerships	5.13 The community is actively involved in supporting the magnet school.	Number of participants and community calendar	The magnet program has a documented community event calendar AND evidence of 4 or more connections to multiple organizations that are ongoing AND have been in place over time AND are relevant to the magnet theme. All partnerships are documented	The magnet program has a documented community event calendar AND evidence of at least 3 connections with the community, which is involved with its operations and supports theme related activities. All partnerships are documented through a	The magnet program maintains or has at least 1 connection to organizations that support the magnet theme or connections are newly established AND are developing a plan to increase connections. Not all partnerships have a	The magnet program is developing a plan to establish community relationships to support the magnet theme. There are no letters of support documenting the partnership.	The program has lost community partnerships or has not developed any new community relationships over the past year.	There is no evidence of connections with the community.

			through a letter of support on file in magnet coordinators office.	letter of support on file in magnet coordinators office.	documented letter of support on file.			
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### Tucson Unified School District Magnet Standards: PILLAR 5 FAMILY AND COMMUNITY PARTNERSHIPS

National Standard	District Standard	Standard Indicator	5	4	3	2	1	0
<b>Standard 5.14</b> Family Engagement and Communication	5.14 All magnet schools will have a measurable family engagement and communication component in the improvement plan that includes specific outreach to African American, Latino and ELL families.	Evidence of frequent contact with families; mailers, newsletters, web-site, parent access to curricular documents, student showcases. Number of Latino, African American and ELL families participating increase each year until 90% of the families are participating; Communication is provided in the languages represented by the school population.	Families can contact teachers and the principal via phone, email and the website; AND have easy access to curricular documents (web-site, hand-book, course guides). The school regularly showcases student learning related to the magnet theme for families and the community in which almost all families are invited specifically targeting African American, Latino and ELL families. AND evidence that data is used to inform families of student progress; AND family participation	The magnet program has a documented systematic approach and Evidence of communicating with parents and families, specifically targeting African American, Latino and ELL families; AND have evidence that curricular materials are available; AND evidence of offering opportunities for family engagement at least once per quarter; AND evidence that data is used to inform families of student progress; AND family participation increases each year	The program has evidence that it has a systematic approach to communicate with families and are planning new ways to increase family engagement opportunities and increase attendance specifically targeting African American, Latino, and ELL families; AND evidence that data is used to inform families of student progress; AND have evidence that curricular materials are available. Opportunities for family engagement have been offered at least one a semester; AND	Documentation of communication with parents and the availability of curricular materials are present, but may not be systematic. Curricular materials are not available. Opportunities for family participation increases or maintains each year as documented by the number of families participating. Evidence of using data to inform families of student progress may	The program has minimal documentation of communication with parents and there is no evidence of offering opportunities for family engagement. OR Family participation decreases as documented by the number of families participating	There is no evidence of communication with families through web, phone, email, or family engagement opportunities.

			increases each year as documented by the number of families participating.	as documented by the number of families participating.	family participation increases each year as documented.	not be evident.		
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**2013-2014****MAGNET IMPROVEMENT PLAN****SCHOOL NAME:****MAGNET THEME:**

Please write a summary of your plan (what would someone expect to see during a visit to your site)?

MAGNET LEADERSHIP TEAM MEMBERS	NAME
Principal	
Magnet Coordinator	
Magnet Director	Victoria Callison
Magnet Senior Program Coordinator	Laurie Westfall
Magnet Senior Program Coordinator	Adelle McNiece
Marketing Specialist	Sally Jacunski

MAGNET LEADERSHIP TEAM MEETINGS	
How many days a month does your Magnet Leadership Team meet?	
Please provide dates/times when your Magnet Leadership Team meets? (ex: Tuesdays @ 1:00 pm)	

***TUSD***

## Magnet Improvement Plan

### Complete the Magnet Review Summary.

With data and information available to you, analyze the needs of your school. The goal is for the school's magnet leadership team to carefully analyze and interpret all data in order to accurately and completely assess the needs of your school. The knowledge gained during this investigative and analytical phase will be the basis for identifying the greatest priorities on which to develop your school's magnet goals.

**Only areas marked "NO" need to be addressed in your Magnet Improvement Plan.**

### Magnet Review Summary

Strategy #		YES	NO
1	Does your current enrollment meet the definition of integration?		
1	Is your magnet program attracting students to support integration and diversity at your school?		
1	Is your magnet program retaining students to support integration and diversity at your school?		
2	Is the curriculum at this school:	documented?	
		paced?	
		assessed?	
		reflected?	
		adjusted?	
2	Is the curriculum at this school unique?		
2	Is the methodology (pedagogy) implemented at this school unique?		
2	Do students experience theme immersion for a minimum of three hours per day?		
2	Is there theme integration in the curriculum?		
2	Is there theme congruency in the curriculum?		
3	Is there a certification or recognition for teachers who have completed magnet theme related training?		
3	Does our professional development support the magnet content or a specialized delivery of instruction?		
3	Does the magnet have key personnel to ensure that the magnet is implemented with fidelity?		
3	Does your magnet have an organized leadership structure that involves all stakeholders so the magnet theme is held with absolute fidelity and is not diluted by supplemental programs?		
1	Does your magnet have a recruitment plan that includes community partnerships?		
1	Does your magnet have a marketing plan that includes the collection and review of indicators for success?		
3	Has this school had a stable staff for the past four years?		
3	Have staff been successful at delivering quality instruction?		
3	Have students in all ethnic categories shown increases in student achievement?		
3	Does your Title I Plan support or supplement you magnet theme?		

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Magnet Improvement Plan (Upload to ALEAT Page 2 of 7)

## Magnet Improvement Plan

### Section 2: Developing your School's Magnet Improvement Plan

*Guiding Question: How are we going to get to where we want to be?*

#### MAGNET GOAL: INTEGRATION

**USP Description:** The Magnet School Plan shall, at a minimum, set forth a process and schedule to... identify goals to further the integration of each magnet school which shall be used to assess the effectiveness of efforts to enhance integration at the school. **[III.E.3.xi]**

#### Magnet Strategy 1: ENROLLMENT

[See MAGNET REVIEW: ENROLLMENT (Section 1), RECRUITMENT AND MARKETING (Section 6)]

##### USP Description:

The District shall continue to implement magnet school/program as a strategy for assigning students to schools and to provide students w/opportunity to attend an integrated school. **[II.E.1]**

The District...shall recruit a racially and ethnically diverse student body ...to ensure that the schools are integrated to the greatest extent practicable. **[II.E.2]**

An integrated school is any school in which no racial or ethnic group varies from the district average for that grade level (Elementary School, Middle School, K-8, High School) by more than +/-15 percentage points, and in which no single racial or ethnic group exceeds 70% of the school's enrollment. **[II.B.2]**

##### SMART Goal:

Methods to support strategy	Person (s) Accountable	Action Steps to achieve SMART Goal (add more if needed)	Begin Date	End Date
Recruitment		1. 2. 3.		
Marketing		1. 2. 3.		
Retention		1. 2. 3.		

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# Magnet Improvement Plan

<b>Magnet Strategy 2: THEME DEVELOPMENT</b> [SEE MAGNET REVIEW: CURRICULUM/ASSESSMENT (Section 2)]
<b>USP Description:</b>  In creating the Plan, the District shall... improve existing magnet schools and programs that are not promoting integration [III.E.3.ii]
<b>SMART Goal:</b>

Methods to support strategy	Person (s) Accountable	Action Steps to achieve SMART Goal (add more if needed)	Begin Date	End Date
Theme-Based Professional Development (Research)		1. 2. 3.		
Theme Visibility Development		1. 2. 3.		
Theme Integration with Common Core Curriculum (Planning Phase)		1. 2. 3.		
Scope and Sequence (Planning Phase)		1. 2. 3.		
Unit Development, Including Assessments (Planning Phase)		1. 2. 3.		

## Magnet Improvement Plan

<b>Magnet Strategy 3: KEY PERSONNEL</b> [SEE MAGNET REVIEW: PROFESSIONAL DEVELOPMENT (Section 3), KEY PERSONNEL (Section 4), LEADERSHIP (Section 5), STABLE AND SUCCESSFUL STAFF (Section 7)]
<b>USP Description:</b>  In creating the Plan, the District shall...ensure that administrators and certificated staff in magnet schools and programs have the expertise and training necessary to ensure successful implementation of the magnet. <b>[III.E.3.vi]</b>  The Magnet School Plan shall, at a minimum, set forth a process and schedule to... provide necessary training and resources to magnet school and program administrators and certificated staff; <b>[III.E.3.ix]</b>
<b>SMART Goal:</b>

Methods to support strategy	Person (s) Accountable	Action Steps to achieve SMART Goal (add more if needed)	Begin Date	End Date
		1.  2.  3.		
		1.  2.  3.		
		1.  2.  3.		
		1.  2.  3.		



## Magnet Improvement Plan

<b>Magnet Strategy 4: FAMILY ENGAGEMENT</b>
<b>USP Description:</b>  The Magnet School Plan shall, at a minimum, set forth a process and schedule to...include strategies to specifically engage African American and Latino families, including the families of English language learner (“ELL”) students; <b>[III.E.3.x]</b>
<b>SMART Goal:</b>  

Methods to support strategy	Person (s) Accountable	Action Steps to achieve SMART Goal (add more if needed)	Begin Date	End Date
		1. 2. 3.		
		1. 2. 3.		
		1. 2. 3.		
		1. 2. 3.		



**Davis Placement Statistics**

Year	Grade	Limit	Group	Standard Reporting							USP Reporting						
				White/Anglo	African American	Hispanic	Native American	Asian American	Multi-racial	Total	White/Anglo	African American	Hispanic	Native American	Asian American	Multi-racial	Total
2011	0	55	1) Total On Time Apps Received	5	2	43	1	0	1	52	5	3	43	1	0	0	52
2011	0	55	2) Total On Time Apps Placed	3	2	37	1	0	1	44	3	3	37	1	0	0	44
2011	0	55	3) Total On Time Apps Enrolled	2	2	34	1	0	0	39	2	2	34	1	0	0	39
2011	1	7	1) Total On Time Apps Received	1	0	2	1	0	0	4	1	0	2	1	0	0	4
2011	1	7	2) Total On Time Apps Placed	1	0	2	1	0	0	4	1	0	2	1	0	0	4
2011	1	7	3) Total On Time Apps Enrolled	0	0	1	1	0	0	2	0	0	1	1	0	0	2
2011	2	5	1) Total On Time Apps Received	1	0	3	0	0	0	4	1	0	3	0	0	0	4
2011	2	5	2) Total On Time Apps Placed	1	0	2	0	0	0	3	1	0	2	0	0	0	3
2011	2	5	3) Total On Time Apps Enrolled	1	0	1	0	0	0	2	1	0	1	0	0	0	2
2011	3	8	1) Total On Time Apps Received	0	0	4	0	0	0	4	0	0	4	0	0	0	4
2011	3	8	2) Total On Time Apps Placed	0	0	3	0	0	0	3	0	0	3	0	0	0	3
2011	3	8	3) Total On Time Apps Enrolled	0	0	2	0	0	0	2	0	0	2	0	0	0	2
2011	4	6	1) Total On Time Apps Received	0	0	3	0	0	0	3	0	0	3	0	0	0	3
2011	4	6	2) Total On Time Apps Placed	0	0	3	0	0	0	3	0	0	3	0	0	0	3
2011	4	6	3) Total On Time Apps Enrolled	0	0	2	0	0	0	2	0	0	2	0	0	0	2
2011	5	10	1) Total On Time Apps Received	0	0	2	0	0	0	2	0	0	2	0	0	0	2
2011	5	10	2) Total On Time Apps Placed	0	0	2	0	0	0	2	0	0	2	0	0	0	2
2011	5	10	3) Total On Time Apps Enrolled														
2011	Total	91	1) Total On Time Apps Received	7	2	57	2	0	1	69	7	3	57	2	0	0	69
2011	Total	91	2) Total On Time Apps Placed	5	2	49	2	0	1	59	5	3	49	2	0	0	59
2011	Total	91	3) Total On Time Apps Enrolled	3	2	40	2	0	0	47	3	2	40	2	0	0	47

**Davis Placement Statistics**

Year	Grade	Limit	Group	Standard Reporting							USP Reporting						
				White/Anglo	African American	Hispanic	Native American	Asian American	Multi-racial	Total	White/Anglo	African American	Hispanic	Native American	Asian American	Multi-racial	Total
2012	0	47	1) Total On Time Apps Received	5	0	32	0	0	0	37	5	0	30	0	0	2	37
2012	0	47	2) Total On Time Apps Placed	5	0	32	0	0	0	37	5	0	30	0	0	2	37
2012	0	47	3) Total On Time Apps Enrolled	5	0	28	0	0	0	33	5	0	27	0	0	1	33
2012	1	2	1) Total On Time Apps Received	1	0	5	0	0	0	6	1	0	5	0	0	0	6
2012	1	2	2) Total On Time Apps Placed	1	0	2	0	0	0	3	1	0	2	0	0	0	3
2012	1	2	3) Total On Time Apps Enrolled	0	0	2	0	0	0	2	0	0	2	0	0	0	2
2012	2	3	1) Total On Time Apps Received	1	0	2	0	0	0	3	1	0	2	0	0	0	3
2012	2	3	2) Total On Time Apps Placed	1	0	2	0	0	0	3	1	0	2	0	0	0	3
2012	2	3	3) Total On Time Apps Enrolled	1	0	1	0	0	0	2	1	0	1	0	0	0	2
2012	3	7	1) Total On Time Apps Received	0	0	4	0	0	0	4	0	0	4	0	0	0	4
2012	3	7	2) Total On Time Apps Placed	0	0	3	0	0	0	3	0	0	3	0	0	0	3
2012	3	7	3) Total On Time Apps Enrolled	0	0	3	0	0	0	3	0	0	3	0	0	0	3
2012	4	10	1) Total On Time Apps Received	0	0	4	0	0	0	4	0	0	4	0	0	0	4
2012	4	10	2) Total On Time Apps Placed	0	0	3	0	0	0	3	0	0	3	0	0	0	3
2012	4	10	3) Total On Time Apps Enrolled	0	0	3	0	0	0	3	0	0	3	0	0	0	3
2012	5		1) Total On Time Apps Received														
2012	5		2) Total On Time Apps Placed														
2012	5		3) Total On Time Apps Enrolled														
2012	Total	69	1) Total On Time Apps Received	7	0	47	0	0	0	54	7	0	45	0	0	2	54
2012	Total	69	2) Total On Time Apps Placed	7	0	42	0	0	0	49	7	0	40	0	0	2	49
2012	Total	69	3) Total On Time Apps Enrolled	6	0	37	0	0	0	43	6	0	36	0	0	1	43

**Davis Placement Statistics**

Year	Grade	Limit	Group	Standard Reporting							USP Reporting						
				White/Anglo	African American	Hispanic	Native American	Asian American	Multi-racial	Total	White/Anglo	African American	Hispanic	Native American	Asian American	Multi-racial	Total
2013	0	41	1) Total On Time Apps Received	3	1	33	1	0	1	39	3	3	30	1	0	2	39
2013	0	41	2) Total On Time Apps Placed	3	1	33	1	0	1	39	3	3	30	1	0	2	39
2013	0	41	3) Total On Time Apps Enrolled	2	1	23	1	0	1	28	2	3	22	1	0	0	28
2013	1	6	1) Total On Time Apps Received	1	0	6	0	1	0	8	1	0	4	0	1	2	8
2013	1	6	2) Total On Time Apps Placed	1	0	3	0	1	0	5	1	0	3	0	1	0	5
2013	1	6	3) Total On Time Apps Enrolled	0	0	1	0	0	0	1	0	0	1	0	0	0	1
2013	2	11	1) Total On Time Apps Received	0	1	4	0	0	0	5	0	1	4	0	0	0	5
2013	2	11	2) Total On Time Apps Placed	0	0	4	0	0	0	4	0	0	4	0	0	0	4
2013	2	11	3) Total On Time Apps Enrolled	0	0	2	0	0	0	2	0	0	2	0	0	0	2
2013	4	2	1) Total On Time Apps Received	0	0	2	0	0	0	2	0	0	2	0	0	0	2
2013	4	2	2) Total On Time Apps Placed														
2013	4	2	3) Total On Time Apps Enrolled														
2013	5	4	1) Total On Time Apps Received	0	0	1	0	0	0	1	0	0	1	0	0	0	1
2013	5	4	2) Total On Time Apps Placed	0	0	1	0	0	0	1	0	0	1	0	0	0	1
2013	5	4	3) Total On Time Apps Enrolled														
2013	Total	64	1) Total On Time Apps Received	4	2	46	1	1	1	55	4	4	41	1	1	4	55
2013	Total	62	2) Total On Time Apps Placed	4	1	41	1	1	1	49	4	3	38	1	1	2	49
2013	Total	58	3) Total On Time Apps Enrolled	2	1	26	1	0	1	31	2	3	25	1	0	0	31

**Davis Placement Statistics**

Year	Grade	Limit	Group	Standard Reporting							USP Reporting						
				White/Anglo	African American	Hispanic	Native American	Asian American	Multi-racial	Total	White/Anglo	African American	Hispanic	Native American	Asian American	Multi-racial	Total
2014	0	46	1) Total On Time Apps Received	11	1	72	0	0	2	86	11	2	69	0	0	4	86
2014	0	46	2) Total On Time Apps Placed	9	1	39	0	0	0	49	9	2	37	0	0	1	49
2014	0	46	3) Total On Time Apps Enrolled	7	1	34	0	0	0	42	7	2	32	0	0	1	42
2014	1	4	1) Total On Time Apps Received	0	0	14	0	0	0	14	0	0	13	0	0	1	14
2014	1	4	2) Total On Time Apps Placed	0	0	6	0	0	0	6	0	0	6	0	0	0	6
2014	1	4	3) Total On Time Apps Enrolled	0	0	3	0	0	0	3	0	0	3	0	0	0	3
2014	2	13	1) Total On Time Apps Received	0	0	9	1	0	0	10	0	0	7	1	0	2	10
2014	2	13	2) Total On Time Apps Placed	0	0	9	1	0	0	10	0	0	7	1	0	2	10
2014	2	13	3) Total On Time Apps Enrolled	0	0	5	0	0	0	5	0	0	3	0	0	2	5
2014	3	12	1) Total On Time Apps Received	2	0	13	0	0	0	15	2	0	13	0	0	0	15
2014	3	12	2) Total On Time Apps Placed	2	0	12	0	0	0	14	2	0	12	0	0	0	14
2014	3	12	3) Total On Time Apps Enrolled	1	0	9	0	0	0	10	1	0	9	0	0	0	10
2014	4	9	1) Total On Time Apps Received	0	0	6	1	0	0	7	0	0	6	1	0	0	7
2014	4	9	2) Total On Time Apps Placed	0	0	6	1	0	0	7	0	0	6	1	0	0	7
2014	4	9	3) Total On Time Apps Enrolled	0	0	5	0	0	0	5	0	0	5	0	0	0	5
2014	5	3	1) Total On Time Apps Received	0	0	5	0	0	0	5	0	0	5	0	0	0	5
2014	5	3	2) Total On Time Apps Placed	0	0	5	0	0	0	5	0	0	5	0	0	0	5
2014	5	3	3) Total On Time Apps Enrolled	0	0	2	0	0	0	2	0	0	2	0	0	0	2
2014	Total	87	1) Total On Time Apps Received	13	1	119	2	0	2	137	13	2	113	2	0	7	137
2014	Total	87	2) Total On Time Apps Placed	11	1	77	2	0	0	91	11	2	73	2	0	3	91
2014	Total	87	3) Total On Time Apps Enrolled	8	1	58	0	0	0	67	8	2	54	0	0	3	67

**Davis Placement Statistics**

Year	Grade	Limit	Group	Standard Reporting							USP Reporting						
				White/Anglo	African American	Hispanic	Native American	Asian American	Multi-racial	Total	White/Anglo	African American	Hispanic	Native American	Asian American	Multi-racial	Total
2015	0	32	1) Total On Time Apps Received	11	0	46	0	0	1	58	11	0	43	0	0	4	58
2015	0	32	2) Total On Time Apps Placed	9	0	22	0	0	1	32	9	0	21	0	0	2	32
2015	0	32	3) Total On Time Apps Enrolled	9	0	22	0	0	1	32	9	0	21	0	0	2	32
2015	1	6	1) Total On Time Apps Received	2	0	4	0	0	0	6	2	0	4	0	0	0	6
2015	1	6	2) Total On Time Apps Placed	2	0	2	0	0	0	4	2	0	2	0	0	0	4
2015	1	6	3) Total On Time Apps Enrolled	2	0	2	0	0	0	4	2	0	2	0	0	0	4
2015	3	4	1) Total On Time Apps Received	1	0	1	0	0	0	2	1	0	1	0	0	0	2
2015	3	4	2) Total On Time Apps Placed	1	0	0	0	0	0	1	1	0	0	0	0	0	1
2015	3	4	3) Total On Time Apps Enrolled	1	0	0	0	0	0	1	1	0	0	0	0	0	1
2015	5	2	1) Total On Time Apps Received	0	0	1	1	0	0	2	0	0	1	1	0	0	2
2015	5	2	2) Total On Time Apps Placed	0	0	0	1	0	0	1	0	0	0	1	0	0	1
2015	5	2	3) Total On Time Apps Enrolled	0	0	0	1	0	0	1	0	0	0	1	0	0	1
2015	Total	44	1) Total On Time Apps Received	14	0	52	1	0	1	68	14	0	49	1	0	4	68
2015	Total	44	2) Total On Time Apps Placed	12	0	24	1	0	1	38	12	0	23	1	0	2	38
2015	Total	44	3) Total On Time Apps Enrolled	12	0	24	1	0	1	38	12	0	23	1	0	2	38

## EVENTS

Parent University	Magnet Department
4th Ave. Street Fair	Magnet Department
Sci-Tech Festival	Tully, Drachman, Booth Fickett, Mansfeld, Palo Verde, Pueblo, Tucson High
Multicultural Symposium	Magnet Department
Book Fair	Magnet Department,
Celebrate Schools	All Magnet Schools and Magnet Department
Celtic Festival	Magnet Department, Pueblo, Cholla, Tucson High, Utterback, Tully, Mansfeld, Bonillas, Robison, Safford
Middle/High School Info Event	Magnet Department, Middle, K-8 and High Schools
Tucson Parade of Lights	Magnet Department
Beyond 2014	Magnet Department, Cragin, Holladay
Magnet Kinder Info Event	Magnet Department, Elementary and K-8 Schools, Early Learning Centers



**Reading**

	White	African Am	Hispanic	Native American
Bonillas	22.6	-4.2	1.3	0
Borton	1.6	10	-4.8	2.5
Carrillo	16.7		0.4	
Cragin	-6.3	3.2	5.1	
Davis	5.4		-0.4	
Drachman		-4	12.4	0
Holladay	-4.3	5.1	-10.3	
Ochoa			-6.1	-16.4
Robison	-7.5	-33.3	-12.5	
Tully	6.1	41.4	-3.4	-40

Magnet Elementary Total	34.3	18.2	-18.3	-53.9
Magnet Elementary Average	4.9	2.6	-2.0	-13.5

Safford K-8	19.1	-8.4	1.3	-3.9
Booth-Fickett	0.7	-1.3	0.9	16.7
Roskruge	0	-1.8	-0.6	-13.7

Magnet K-8 Total	19.8	-11.5	1.6	-0.9
Magnet K-8 Average	6.6	-3.8	0.5	-0.3

Mansfeld	5.8	6.2	-0.8	-0.7
Utterback	-8	11.4	-3.4	-3.3

Magnet Middle Total	-2.2	17.6	-4.2	-4
Magnet Middle Average	-1.1	8.8	-2.1	-2

Cholla	1	1.5	3.7	-5.6
Palo Verde	-8.1	14.2	0.1	
Pueblo	-2.1	8.3	7.7	-10.5
Tucson High	5	15.7	1.4	7.5

Magnet High Total	-4.2	39.7	12.9	-8.6
magnet High Average	-1.05	9.9	3.2	-2.9

Magnet Total	47.7	64	-8	-67.4
Magnet Average	15.9	21.3	-2.7	-22.5
District Average	-1.1	1.5	0.5	0.2
Difference	17.0	19.8	-3.2	-22.7

**Findings: READING**

1. White students in magnet schools outperformed the district by 17% in reading.
2. African American students in magnet schools outperformed district average by 19.8% in reading.

**3. Hispanic students in magnet schools did not perform as well as the district average by 3.2%.**

A. Target Borton, Davis, Holladay, Ochoa, Robison, Tully, Roskrug, Mansfeld, Utterback

**4. Native American students in magnet schools did not perform as well as the district average by 22.7%.**

A. Target Ochoa, Tully, Safford, Roskrug, Mansfeld, Utterback, Cholla, Pueblo

**5. Asian students in magnet schools outperformed the district average by 3.6% in reading.**

**6. Overall in reading, magnet students did not do as well as district students.**

**Findings: MATH**

**7. White students in magnet schools did not perform as well as the district average in math by 16.9%.**

A. Target Borton, Holladay, Robison, Roskrug, Utterback, Cholla, Pueblo

**8. African American student in magnet schools outperformed the district average by 43.5% in math.**

**9. Hispanic students in magnet schools outperformed the district average by 3.9% in math.**

**10. Native American students in magnet schools scored 25.7% lower than than the district average in mat**

A. Target Borton, Tully, Safford, Roskrug, Mansfeld, Pueblo

**11. Asian students in magnet schools outperformed the district average by 18.2% in math.**

**12. Overall, magnet students outperformed the district by .4% in math.**

**TIER 3- STUDENT INTERVENTIONS**

Roskrug

Utterback

Borton

Robison

Safford

**TIER 2-STUDENT INTERVENTIONS**

Holladay

Mansfeld

Pueblo

Tully



**USP II.K.1.f**



**USP II.K.1.f**



USP II.K.1.f

**Math**

Asian	TOTAL	White	African Am	Hispanic	Native American	Asian	TOTAL
0	5.8	19	16.7	5.2			8.2
0	-4	-3.8	-6.7	-13.2	-17.5		-12.2
	0.4	16.7	0.9				0.3
	1.2	-19.2	0.5	5.3			-2.1
	0.4	-1.8		9			7.1
	8.2		32.5	31.5	8.9		29.1
	-10.4	-20.2	17.9	-4.4			-7.7
-5.9				6.4	2.7		6.7
	-12.1	-12.5	33.3	-19.2			-18.4
	-1.6	2.4	1.4	-7.8	-26.7		-9.9
-5.9	-12.1	-19.4	96.5	12.8	-32.6		1.1
-5.9	-1.5	-2.8	12.1	1.6	-8.2		0.1
	2	4.5	-6.4	-5.6	-15.3		-6.1
7.3	0.6	7.5	-7.7	-0.7	16.7	13.3	0.9
	-1.3	-5.6	5.5	-1.3	-1.8		-1.3
7.3	1.3	6.4	-8.6	-7.6	-0.4	13.3	-6.5
7.3	0.4	2.1	-2.9	-2.5	-0.1	13.3	-2.2
5.6	0	10.2	-4.7	2.5	-19.3	22.2	2.2
	-2.8	-23	-0.4	-7.3	2.7		-7.4
5.6	-2.8	-12.8	-5.1	-4.8	-16.6	22.2	-5.2
5.6	-1.4	-6.4	-2.55	-2.4	-8.3	22.2	-2.6
	2.4	-8.7	7.4	0.5	1.5		0.1
	-1.7	2.5	7.2	2.6			3.3
	6.6	-29.8	22.2	6.7	-26.8		4
	3.1	8.2	14.9	1.9	0.6	18.2	3.8
0	10.4	-27.8	51.7	11.7	-24.7	18.2	11.2
0	2.6	-6.95	12.9	2.9	-8.2	4.55	2.8
7	-3.2	-53.6	134.5	12.1	-74.3	53.7	0.6
2.3	-1.1	-17.9	44.8	4.0	-24.8	17.9	0.2
-1.3	0	-1.0	1.3	0.1	0.9	-0.3	-0.2
3.6	-1.1	-16.9	43.5	3.9	-25.7	18.2	0.4

th.



Ethnicity	Quarter 1				Quarter 2	
	N Tested	Average % Score	% Achieving Mastery		N Tested	Average % Score
White	836	53.60%	77.90%		548	54.70%
African American						
American Hispanic/Latino	197	40.20%	55.80%		192	45.30%
Native American	1775	44.60%	67.10%		1541	49.20%
Asian						
American Asian	95	42.20%	62.10%		77	44.10%
Multi Racial						
American Multi Racial	83	52.00%	72.30%		63	47.10%
Total	113	48.80%	69.90%		79	51.40%
	3099	47.10%	69.40%		2500	50.00%

**BONILLAS**

Ethnicity	Quarter 1				Quarter 2	
	N Tested	Average % Score	% Achieving Mastery		N Tested	Average % Score
White	8	49.70%	50.00%		9	58.30%
African American	1	27.50%	0.00%		1	55.00%
Hispanic/Latino	56	37.40%	17.90%		54	51.00%
Asian American	1	45.00%	0.00%		1	55.00%
Multi Racial	1	42.50%	0.00%		1	42.50%
Total	67	38.90%	20.90%		66	52.00%

**CHOLLA**

Ethnicity	Quarter 1				Quarter 2	
	N Tested	Average % Score	% Achieving Mastery		N Tested	Average % Score
White	25	45.90%	72.00%		21	49.00%



<b>African American</b>	18	36.70%	50.00%		16	39.80%
<b>Hispanic/Latino</b>	309	40.40%	57.60%		249	44.20%
<b>Native American</b>	26	41.40%	53.80%		23	39.00%
<b>Asian American</b>	2	56.00%	100.00%		2	59.20%
<b>Multi Racial</b>	7	30.00%	28.60%		6	43.50%
<b>Total</b>	387	40.50%	57.60%		317	44.00%

**PVHS**

<b>Ethnicity</b>	<b>Quarter 1</b>				<b>Quarter 2</b>	
	<b>N Tested</b>	<b>Average % Score</b>	<b>% Achieving Mastery</b>		<b>N Tested</b>	<b>Average % Score</b>
<b>White</b>	61	46.30%	73.80%		56	53.40%
<b>African American</b>	32	39.40%	59.40%		31	46.20%
<b>Hispanic/Latino</b>	79	41.50%	67.10%		76	45.50%
<b>Native American</b>	5	35.20%	40.00%		3	53.10%
<b>Multi Racial</b>	9	37.10%	55.60%		10	44.40%
<b>Total</b>	186	42.30%	66.70%		176	48.20%

**PUEBLO**

<b>Ethnicity</b>	<b>Quarter 1</b>				<b>Quarter 2</b>	
	<b>N Tested</b>	<b>Average % Score</b>	<b>% Achieving Mastery</b>		<b>N Tested</b>	<b>Average % Score</b>
<b>White</b>	18	47.10%	83.30%		13	47.30%
<b>African American</b>	7	46.00%	71.40%		5	49.00%
<b>Hispanic/Latino</b>	312	46.00%	73.40%		266	49.10%
<b>Native American</b>	18	39.60%	61.10%		14	37.80%
<b>Asian American</b>	1	36.00%	100.00%		1	34.70%
<b>Multi</b>	2	24.70%	66.70%		2	25.70%

<b>Racial</b>	3	34.70%	66.70%		2	33.70%
<b>Total</b>	359	45.60%	73.30%		301	48.40%

**THS**

2		Quarter 3			Mastery Change
% Achieving Mastery		N Tested	Average % Score	% Achieving Mastery	
77.70%		3	44.70%	66.70%	-11.20%
67.20%		2	40.00%	100.00%	44.20%
68.80%		7	44.30%	71.40%	4.30%
61.00%		2	38.00%	50.00%	-12.10%
66.70%		1	34.00%	0.00%	-72.30%
72.20%		1	30.00%	0.00%	-69.90%
70.40%		16	41.50%	62.50%	-6.90%

2		Quarter 3			Mastery Change
% Achieving Mastery		N Tested	Average % Score	% Achieving Mastery	
55.60%		8	71.30%	100.00%	50.00%
100.00%		1	32.50%	0.00%	0.00%
57.40%		52	57.80%	75.00%	57.10%
100.00%		1	57.50%	100.00%	100.00%
0.00%		1	55.00%	100.00%	100.00%
57.60%		63	59.00%	77.80%	56.90%

2		Quarter 3		
% Achieving Mastery		N Tested	Average % Score	% Achieving Mastery
66.70%		0	--	--

68.80%		0	--	--
57.40%		0	--	--
43.50%		0	--	--
100.00%		0	--	--
66.70%		0	--	--
58.00%		0	--	--

2		Quarter 3		
% Achieving Mastery		N Tested	Average % Score	% Achieving Mastery
78.60%		2	37.00%	50.00%
77.40%		1	38.00%	100.00%
63.20%		1	40.00%	100.00%
100.00%		0	--	--
60.00%		1	30.00%	0.00%
71.00%		5	36.40%	60.00%

-23.80%

40.60%

32.90%

-55.60%

-6.70%

2		Quarter 3		
% Achieving Mastery		N Tested	Average % Score	% Achieving Mastery
84.60%		0	--	--
80.00%		0	--	--
68.80%		3	46.70%	66.70%
50.00%		2	38.00%	50.00%
0.00%		1	34.00%	0.00%
50.00%		0	--	--

-6.70%

-11.10%

-100.00%

50.00%		0	--	--
68.40%		6	41.70%	50.00%

-23.30%



**TUSD MAGNET SCHOOLS**

**PD/LEADERSHIP HOURS**

School/ Organization	Theme Hours (25)	Delivery Hours (30)	Leadership Meetings (#)
Bonillas Traditional Academic Elementary School	11	15	7
Booth-Fickett K-8 Math/Science Magnet School	25	30	7
Borton Magnet Elementary	25	30	7
Carrillo Museum Magnet Elementary	--	23	5
Cholla High Magnet School	12	22	0
Cragin Magnet Elementary	--	14	7
Davis Bilingual Magnet Elementary	25	30	8
Dodge Traditional Magnet Middle School	25	30	2
Drachman K-8	25	30	6
Holladay Elementary	5	22	5
Mansfeld STEM Magnet Middle School	--	9	3
Ochoa Community Magnet School	25	30	4
Palo Verde High Magnet School	0	30	0
Pueblo Magnet High School	15	7	2
Robison Magnet Elementary School	--	13	1
Roskruge Bilingual K-8 Magnet School	15	30	3
Safford K-8 Magnet School	--	23	1
Tucson High Magnet School	--	9	0
Tully STEM Magnet Elementary	--	24	16
Utterback Magnet Middle School	16	12	9
Total	159	227	99