

APPENDIX II – 18

New Magnet Evaluation Timeline and Description

1. Development Timeline of Roberts-Naylor K-8 MS Open-Access GATE Magnet Proposal

March 8, 2016: Court directs TUSD to prepare a detailed report regarding the academic and demographic conditions at Roberts-Naylor

April 2016: District shares report with stakeholders including site-leadership, central-leadership, ALE department, Special Master and Plaintiffs)

April-September 2016: CSA reviews the report; begins developing potential options for improving the attractiveness of Roberts-Naylor, including an initial review of the proposal to add GATE options to Roberts-Naylor by consultant Mike Hefner, and a proposed “pairing” of the open-access GATE program at Tully ES (grades K-5) with a similar program at Roberts-Naylor K-8 (grades 6-8)

Fall/Winter 2016: CSA examines multiple options for open-access expansion including the Roberts-Naylor option, but also a Doolen MS option and a Hollinger K-8 option. Begins developing draft Desegregation Impact Analyses (DIAs) and collaboration with stakeholders (including parent surveys) in light of the Marzano reports in September and November 2016.

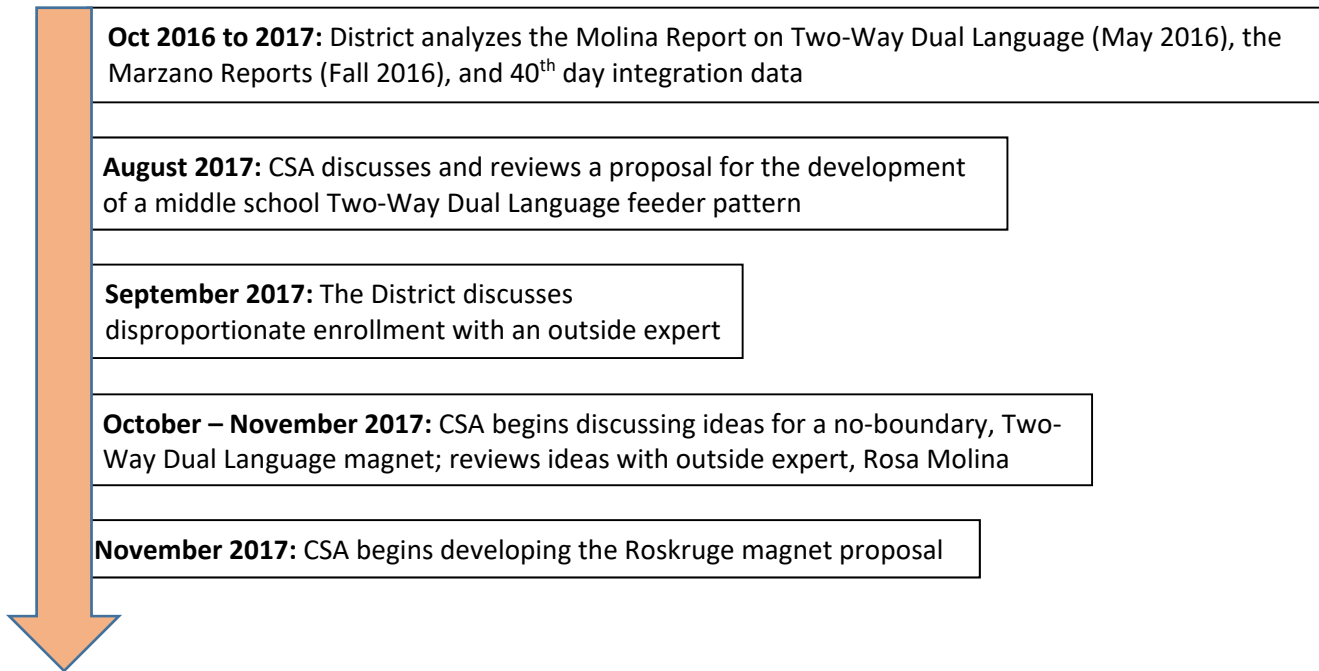
Spring 2017: The District identifies Roberts-Naylor as the preferred choice for Open-Access GATE expansion; shares Draft DIA and, later, Revised Draft DIA with external stakeholders and the SMP. The District offers pipeline seats to Tully 5th Graders to gauge interest and initiate a pilot program

SY 2017-18: as a means of increasing ALE options for students, and for building a potential internal K-5 pipeline within Robert-Naylor to feed a 6-8 open-access GATE program, TUSD maintained the pre-GATE kindergarten and expanded the Self-Contained GATE to grades 1-3 at Roberts-Naylor.

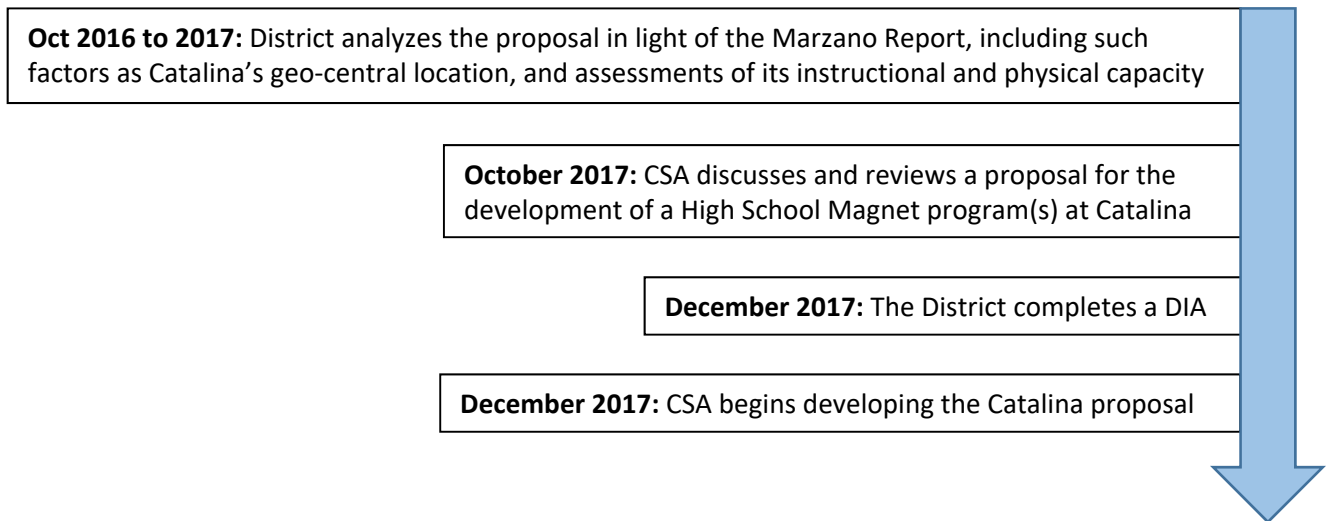
Fall 2017: The District begins to develop the Roberts-Naylor open-access GATE proposal as a potential future magnet

December 2017: CSA identifies three magnet proposals for further study, including the Roberts-Naylor proposal

2. Development Timeline of Roskruge K-8 No Attendance Boundary Proposal

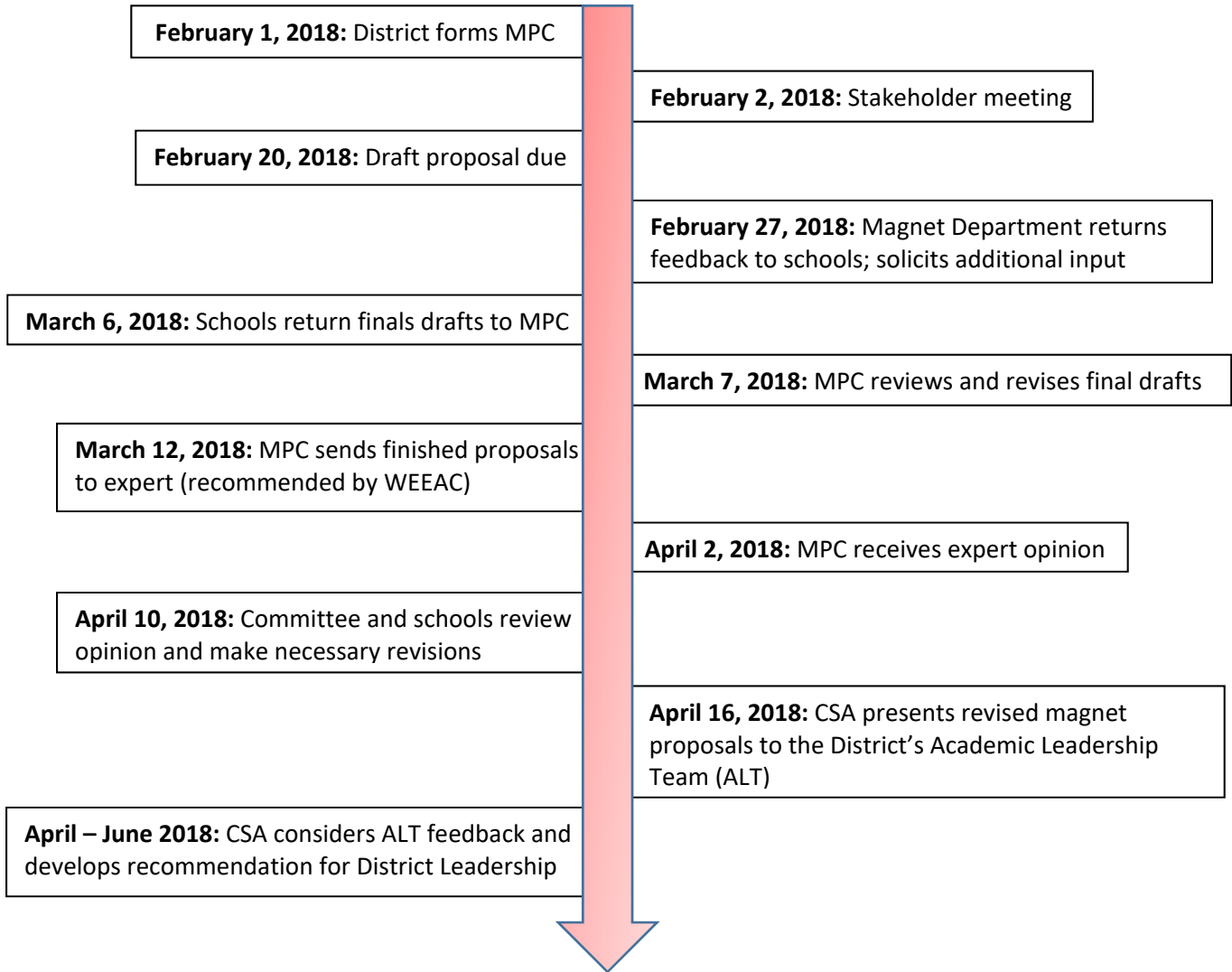


3. Development Timeline of Catalina HS Int'l Business and Technology Magnet Proposal



2018: District Forms the Magnet Proposal Committee (MPC)

Magnet Proposal Committee Timeline



By December 2017, the CSA had narrowed the selection to three viable proposals: one that would strengthen an existing magnet school and two that would result in new magnet programs:

1. Roberts Naylor K-8 Middle School GATE Magnet Program (grades 6-8)
2. Roskruge Bilingual Magnet K-8 (no-boundary magnet)
3. Catalina High School International Business and Technology Magnet.

The District then formed a Magnet Proposal Committee (MPC) to review and further develop the three proposals. Throughout the second semester of the 2017-18 school year (and into the summer of 2018), the MPC developed the options further with assistance from the CSA, school sites, and District leadership. The MPC shared the refined proposals with consultants from the Western Educational Equity Assistance Center (WEEAC), and incorporated relevant feedback into the final proposals to be shared and further evaluated with District leadership

1. Proposal to Develop a Middle School Level GATE Magnet at Roberts-Naylor K-8 School

The benefits of GATE instruction are well understood, and GATE is an attractive program to parents. Open-Access GATE, in particular, does not require entry testing and has proven successful at integrating Tully Elementary School. The District developed the proposal to offer an open-access GATE magnet program at the middle school level – grades 6-8 – to supplement the Tully K-5 magnet program. The District considered three middle or K-8 schools: Roberts Naylor K-8, Hollinger K-8, and Doolen MS. The District completed an analysis of integration, location, and the existing GATE programs at all three, but recommended moving forward the Roberts-Naylor K-8 due to the following factors:

- Existence of current GATE program
- Central location (Marzano Report recommended centrally-located new magnet programs)
- Highly diverse population (only a handful of students away from being an “Integrated” school)
- Capacity to accommodate growth
- Academic benefits at a school with a high African American population

- Increased access to an Integrated school for African American and Latino students

A school-wide, open-access GATE magnet program at Roberts Naylor K-8 will replicate at the middle school grades the Tully open-access program for elementary grade students. The proposal was designed to increase gifted services for underrepresented students and to provide a pipeline for Tully open-access students who want to continue in an open-access gifted program. The open-access model will provide GATE pedagogy by GATE-endorsed teachers providing GATE instruction and strategies to all students in each classroom.

2. Proposal to Develop a No-Boundary, Two-Way Dual Language Magnet at Roskruge K-8 School

The District designed this proposal to convert Roskruge Bilingual K-8 Magnet to a Two-Way Dual Language (TWDL) program magnet without an attendance boundary in the 2019-20 school year (the middle school grades are currently without a boundary). The proposal would help Roskruge move towards integration, reduce racial concentration, and build a solid TWDL program with a pure continuum that accomplishes a K-12 dual-language pathway for students. Implementation would be school-wide. Currently, 88% of Roskruge students are from outside of the Roskruge neighborhood. Roskruge was the only school considered by the CSA and the Department of Language Acquisition to incorporate a K-8 TWDL program without an attendance boundary, based on the following factors:

- Recommendation from the outside expert consultant, Rosa Molina
- Existing TWDL program provides foundation for implementation
- The proposal would provide access to a TWDL continuum through 8th grade
- Marzano report considerations, including central location

3. Proposal to Develop an International Business and Technology Magnet Program at Catalina High School

The primary goals of this proposal are to sustain an integrated student

body while attracting more students, and improving academic achievement for all students, by making learning meaningful and engaging. The District considered Catalina HS, Tucson HS, Rincon HS and Pueblo HS. The District selected Catalina High School as the preferred location for this proposal due to the following factors:

- Central location (Supports Marzano's recommendations for location of new magnet programs)
- Current Integrated status
- Fits a preferred magnet theme per the Marzano Report
- Capacity to accommodate growth
- Access to non-neighborhood attendance at Catalina if it is converted to a magnet school
- Proximity for partnerships with to University of Arizona, Pima Community College
- Development of business community and academic networking skills
- Scholarships and career opportunities

4. Evaluation and Decision

The MPC presented each proposal to the Academic Leadership Team (ALT) in the spring of 2018. Based on due consideration of the various alternatives, District staff has recommended that that during the 18-19 school year, staff would initiate the processes for Governing Board approval and planning for implementation of a two-way dual language, no attendance boundary magnet at Roskruge (Proposal 2). The key factors that influenced this decision included the following:

- Dual Language program expansion is a District priority
- The current existence of a robust dual language program at Roskruge means the District can implement this proposal efficiently, with low-costs, and with minimal disruption to students and staff
- The central location of Roskruge and its history suggest that a no-boundary magnet program at that site will substantially improve integration overall.
- Roskruge currently has sufficient capacity to accommodate the program including reasonably expected expansion.

- Roskrige is currently only 15% neighborhood students, so the switch to a no-boundary magnet will impact fewer neighborhood students and surrounding schools than implementation of the other magnet proposals.