TUCSON UNIFIED SCHOOL DISTRICT NO. 1

Analysis of Compliance with Unitary Status Plan

Section II: Student Assignment

An Annex to the Annual Report

for the

2016-2017 Academic Year

Fisher, Mendoza, et al. v. Tucson Unified School District, et al.

United States District Court, District of Arizona

74-CV-00090 TUC DCB and 74-CV-00204 TUC DCB

submitted to:

Honorable David C. Bury, United States District Court

prepared by:

Tucson Unified School District No. 1
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TABLE OF CONTENTS

I.   USP Requirements for Student Assignment

**The District Complied in Good Faith As Much As Practicable
with Student Assignment and the Related Action Plans.**

Section II of the USP requires that students of all racial and ethnic backgrounds have the opportunity to attend an integrated school. [ECF 1713, p. 8.] The District must use four strategies for assigning students to schools, to be developed by the District in consultation with the Plaintiffs and the Special Master: attendance boundaries; pairing and clustering of schools; magnet schools and programs; and open enrollment. [ECF 1713, p. 8.] These strategies are implemented via Section II's requirements and the requirements of the action plans created pursuant to Section II. Section II's requirements closely correspond with the Green factor of Student Assignment, although they extend far beyond the requirements normally associated with that Green factor.

As important context, the District faces four considerable obstacles to school integration that many U.S. school districts do not confront. First, because the Court found that the vestiges of constitutional violations in the area of School Assignment already were eliminated decades ago, there is no current compelling state need providing justification for remedial student assignment policies based primarily on race. Second, state law mandates open enrollment (a) across District lines to other school districts; and (b) across attendance boundaries within a District. See ARS § 15-861.01. And because there has never been a finding of inter-district discrimination, neither the District nor the Court may impose additional limits or conditions on inter-district open enrollment. See Missouri v. Jenkins, 510 U.S. 70 (1995.) Third, state law authorizes tuition-free charter schools within the geographic area of the District, see A.R.S. § 15-181 et seq., which sharply limits the District's ability to impose often unpopular student assignment policies (as parents as parents with many school choices will simply transfer their children to schools not part of the District). Fourth, residential patterns across the District are highly racially concentrated within particular geographic areas such that there is significant de

1

facto racial concentration. In these areas, options for addressing racial concentration are limited by multiple factors beyond the District's control including, primarily, distances between racially concentrated and integrated schools, and an overall Hispanic student population (61%) that is only nine percentage points from the USP threshold for racial concentration.

The confluence of these four factors creates a difficult playing field for the District as it strives to achieve its Student Assignment goals. Not only are the District's demographics challenging, but the reality of the legal backdrop means that students cannot be moved from one school to another for desegregation purposes by the mere changing of attendance boundaries, but rather must have an affirmative desire to attend a school or program where their attendance can influence desegregation. Moreover, those who are not admitted to programs they seek may leave the District in favor of a charter school or adjacent school district.

Nevertheless, the District has made great progress with respect to the integration of all of its schools, and it has improved its student assignment metrics to the extent practicable. This is in large part due to the District's good faith compliance with all nine facets of Section II: (1) personnel; (2) attendance boundaries, feeder patterns, and pairing and clustering; (3) magnet programs; (4) open enrollment; (5) application and selection process; (6) transfers and inter-district enrollment; (7) outreach and recruitment; (8) professional development; and (9) reporting. The District also has implemented in good faith the Boundary Review Process ("BRP"), the Admissions Process for Oversubscribed Schools, the Comprehensive Magnet Plan ("CMP"), and the Marketing and Outreach ("MORE") Plan. Through its good faith compliance with the requirements of Section II and related action plans, the District has demonstrated its commitment to reducing the

number of Racially Concentrated Schools1 in the District—and increasing the number of Integrated Schools2—to the greatest extent possible. The District should be declared unitary with respect to Section II of the USP.

A.   The Four Principal Assignment Strategies.

> USP Section II(A)(1).   *"Students of all racial and ethnic backgrounds shall have the opportunity to attend an integrated school. The District shall use four strategies for assigning students to schools, to be developed by the District in consultation with the Plaintiffs and the Special Master: attendance boundaries; pairing and clustering of schools; magnet schools and programs; and open enrollment. The District shall develop and implement a coordinated process of student assignment incorporating all of these strategies, as appropriate."*

As this Assessment will demonstrate, the District has implemented a coordinated process of student assignment utilizing the USP specified strategies: boundaries/feeder patterns; magnet schools and programs; magnet/open enrollment applications; a placement lottery; and marketing, outreach, and recruitment. Although effecting change in the racial and ethnic makeup of the District's enrollment is a formidable challenge (especially when facing the significant obstacles discussed above), the District made significant strides towards its integration goals (AR 12-13, App. 3, ECF 1549-5, pp. 1-11; AR 13-14, App. II-23, ECF 1686-8, pp. 96-97; AR 14-15, App. II-41, ECF 1848-5, pp. 95-97; AR 15-16, App. II-4, ECF 1960-1, pp. 109-111; AR 16-17, App. II-64, ECF 2058-5, pp. 30-32):

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[1] A Racially Concentrated School "is any school in which any racial or ethnic group exceeds 70% of the school's total enrollment, and any other school specifically defined as such by the Special Master in consultation with the Parties." USP Section II(B)(1).

[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*." USP Section II(2)(B)(2).

TUSD 40th Day Enrollment SY 2012-13 through SY 2017-18

	2013-14	2014-15	2015-16	2016-17	2017-18[3]
Total Schools	85[4]	85	85	85	85
Total Enrollment	48,956	47,959	47,452	46,904	45,643
Integrated School Total	18[5]	19	18	18	23
Integrated School %	21.2%	22.4%	21.2%	21.2%	27.1%
Integrated Student Total	9,238	9,288	8,948	8,337	9,955
Integrated Student %	18.9%	19.4%	18.9%	17.8%	21.8%
Racially Concentrated Total	35	36	36	35	31
Racially Concentrated %	40.7%	42.4%	42.4%	41.2%	36.5%
Neither Integrated nor Racially Concentrated Total	31	30	31	32	31
Neither Integrated nor Racially Concentrated %	36.0%	35.3%	36.5%	37.6%	36.5
Total Hispanic %	60%	61%	61%	61%	61%
Total White %	23%	21%	21%	20%	20%
Total African American %	8%	9%	9%	9%	9%

The District's percentages of both Integrated and Racially Concentrated schools have remained relatively constant between SY 2013-14 and SY 2016-17 as the District made progress towards integration at the entry level grades for several schools. Preliminary 10th day data for SY 2017-18 indicates that progress occurring at entry grade

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3 To ensure valid comparisons across years, the chart does not include 2012-13 data because the District closed eleven schools in February 2013 to address a budget deficit [see ECF 1447], the 2012-13 data did not include alternative schools which are included in future reports, the District added a K-8 school, McCorkle, in 2013-14

4 The 40th day data for SY 2013-14 showed 86 schools and 48,956 students, including "Direct Link" (students enrolled in online courses) as an alternative school that was not integrated or racially concentrated. Because future data sets did not include "Direct Link," the school and its 34 students are not included in this table.

5 The 40th day data for SY 2013-14 showed 20 integrated schools, including two K-8 schools that were integrated as compared to K-8 students, but not as compared to K-8 schools. Because future data sets used comparisons to K-8 schools, this table does not include the two schools as integrated schools. Note: measuring K-8 integration by students rather than schools would yield at least two additional, integrated K-8 schools.

levels is now observable at the site level: ***the District may have as many as five additional integrated schools in 2017-18***.[6]

The District has made significant progress increasing opportunities for students to attend integrated schools, and increasing percentages of students attending integrated schools. In SY 2013-14, 19% of students in TUSD attended an integrated school. In SY 2017-18, 22% of TUSD students attend integrated schools. With respect to the District's 13 existing magnet schools, 12 of 45 entry-level grades (K-2, 6-8, and 9-11) were integrated in SY 2014-15. By SY 2016-17, 27 of 45 entry-level grades were integrated – an increase of more than 100%. In the same period, the District went from six of thirteen schools to thirteen of thirteen schools with at least one integrated entry-level grade.

The District has also made important progress in addressing racial concentration. Though the number of racially concentrated schools did not change between 2013-14 and 2016-17, the District reduced racial concentration by five percent or greater at more than three times as many schools (10) as those that increased racial concentration by five percent or greater (3). [See TUSD Response to SMAR Objections, Ex. 3.] The estimated number of District students attending racially concentrated schools in 2017-18 is 44%, down from 48% in 2014-15. [see TUSD Response to SMAR Objections, Ex. 6.] Preliminary 10th day data for SY 2017-18 indicates the District may have as many as four fewer racially concentrated schools in 2017-18.

In SY 2013-14 and 2014-15, the District initiated a Boundary Review Process through a coordinated approach utilizing input and expertise from District staff, community members, parents, the Special Master, the Plaintiffs, and outside experts. [AR 13-14, ECF 1686, pp. 34-39]. The District also developed and implemented other student assignment strategies through coordinated processes across multiple District departments,

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6 Based on preliminary 10th day data. The official 40th day data is not yet available.

as described in its annual reports and below, to promote integration at its schools. These efforts included ongoing meetings between staff from various departments including desegregation, communications (MORE plan), magnet (magnet plan), planning (NARAs/DIAs), school and community services (MORE plan and Application and Selection Process/Lottery), transportation, Advanced Learning (ALE plan), and Assessment and Evaluation (data).

In SY 2015-16, the District formalized its coordinated processes through the creation of the Coordinated Student Assignment ("CSA") committee. The CSA committee worked throughout the school year to develop integration initiatives for the 2016-17 school year. In SY 2016-17, the CSA committee began implementing new integration initiatives (Phase I), and developing initiatives to be implemented in SY2017-18 (Phase II). [AR 16-17, ECF 2057-1, p. 97.] During Phase I, the District implemented the following integration initiatives and the CSA committee monitored progress: the Drachman Express Shuttle; the Magee Express Shuttle; the Sabino Express Shuttle; the Enrollment Bus; self-contained GATE at Wheeler Elementary School; self-contained GATE at Roberts-Naylor K-8 School; and a dual-language program at Bloom Elementary School. [Id.]

For Phase II, the CSA committee developed several projects that the District will implement or expand in SY2017-18: the Knowledge Changes Everything campaign; expanding pre-GATE kindergarten at Wheeler; expanding the self-contained GATE program at Wheeler to include grades 1 through 3; expanding the self-contained GATE program at Roberts-Naylor to include grades 1 through 3; creating a 6th grade open-access pipeline for GATE students at Roberts-Naylor; continuing to organize school choice planning events; expanding dual language at Bloom to include kindergarten and 1st grade; and promoting the College and Career Readiness Program at Santa Rita High School, including the introduction of an express bus to Santa Rita for SY2017-18. [Id., pp. 100-101.]

In addition, the CSA committee evaluated two reports prepared for the District by the Marzano consulting firm regarding ways to improve existing magnet programs and schools and develop potential future magnets. [*Id.*] Specifically, the reports provide an assessment of promising practices for future themes (September 2016) and an evaluation of existing magnets (October 2016). [*Id.*, p. 102; AR 16-17, Apps. II-31, II-32, ECF 2058-3, pp. 91-168.] For its first report, Marzano conducted a parent and community interest survey on desired magnet themes. [AR 16-17, ECF 2057-1, p. 102.] Based on 2,000 survey responses, the top five magnet themes were STEAM (29 percent), Fine and Performing Arts (21 percent), Early College (19 percent), Dual Language English/Spanish (17 percent), and GATE (14 percent). [*Id.*, p. 103.] These findings informed and support the direction that the CSA committee has taken in developing its initiatives. [*Id.*]

For the second report, the Marzano firm assessed progress towards integration and improving academic achievement. *[Id., p. 73.]* Findings based on integration data obtained from the District indicated that five of the nineteen magnet schools had a Hispanic enrollment of more than 70 percent during SY2015-16. [*Id.*] Achievement was measured based on whether achievement gaps between the racial groups participating in magnet programs were less than the achievement gaps between racial groups. [*Id.*] Findings indicated that seven magnet schools had mathematics achievement gaps for African American students that were smaller than the District achievement gaps during SY2015-16. [*Id.*] Seven magnet schools also had smaller mathematics achievement gaps for Hispanic students than District achievement gaps for these students. [*Id.*] Similarly, seven magnet schools had smaller ELA achievement gaps than the District for African American students, and eight schools had smaller ELA achievement gaps for Hispanic students. [*Id.*] The CSA committee will continue to utilize the results of the Marzano reports in future Coordinated Student Assignment proposals and initiatives. [*Id.*]

B.   Attendance Areas and Processes To Apply to Other Schools.

**The baseline for student assignment remains attendance areas,
with specified processes to apply to other schools.**

> USP Section II(A)(2*). "The District shall continue to assign
> students to schools based on the attendance area in which the
> parents of the student reside. Parents may apply to a District school
> other than their child's attendance area school by completing a
> magnet or open enrollment application. Subject to possible school
> consolidations or closures or to any other changes contemplated
> herein, students may continue at the school in which they are
> currently enrolled from the effective date of this Order through the
> completion of the highest grade offered at that school."*

The District generally assigns students to schools based on the attendance area in
which the parents of the students reside. However, through the magnet and open
enrollment application process, parents may apply to District schools outside of their
child's attendance area, as discussed further below. Regardless of where students attend
school, they may continue at the school in which they are currently enrolled through the
completion of the highest grade offered at that school.

C.   Staffing Requirements.

**The District complied in good faith
with the USP's staffing requirements for Student Assignment.**

> USP Section II(C)(1). *"Director of Student Assignment.   By
> January 15, 2013, the District shall hire or designate a director-
> level employee who shall supervise the implementation of all student
> assignment strategies set forth in this Order. This employee shall
> coordinate all student assignment activities, working with the
> desegregation department and all other relevant departments and
> schools, including but not limited to those involved with magnet
> schools and programs, open enrollment, transportation and
> facilities."*

The District employs a director-level employee as the Director of Planning and
Student Assignment ("DPSA"). In the latter part of SY 2013-14, after the District had
researched other school districts and discovered that several districts combine planning

8

and student assignment functions into one director, it designated Bryant Nodine to perform both functions. [AR 13-14, ECF 1686, p. 33.] In this role, Mr. Nodine complies with the USP by directing student assignment, magnet, and open enrollment activities. [AR 15-16, App. II-44, ECF 1960-2, p. 63.] He coordinates student placements with other District departments, including Transportation, Facilities, and Magnet Schools. [*Id.*] He also directs enrollment eligibility and the development of short- and long-range enrollment projections. [*Id.*] Mr. Nodine continues to serve as the DPSA, with the assistance of Charlotte Patterson, Director of School and Community Services, as to certain functions.

> USP Section II(C)(2). *"Magnet Strategy and Operations.   The District shall hire or designate a director-level employee who shall be responsible for developing and implementing a comprehensive magnet school and program strategy for the District to enhance the integrative and educational quality of magnet schools and programs, and who shall periodically, at minimum on an annual basis, assess these schools and programs. The employee shall consult with magnet school experts, to be identified by the Parties and the Special Master by February 1, 2013, in the development and refinement of the magnet school strategy and Plan for the District (see Section (II)(E)(3)). The District shall also hire or designate an individual or individuals to assist in the effective implementation and operation of the magnet schools and programs, including working with school-based personnel and developing and administering an admissions process to ensure integration of magnet schools and programs."*

Janna Acevedo currently serves as the District's Director of Magnet Strategy and Operations ("DMSO"). The District also employs magnet coordinators to help facilitate magnet programs. [AR 13-14, ECF 1686, p. 33.] At the few schools that do not have full-time magnet coordinators, teachers agree to take on additional magnet work, for which they receive a stipend to function in the role of magnet coordinator. [*Id.*, pp. 33-34.]   During SY 2013-14, each school created a site magnet leadership team that conducted an evaluation using the evaluation tool developed by the DMSO, and schools

were also able to determine areas of strength and areas or components that were weak or non-existent. [*Id.*, p. 40.] These evaluations were used to help created each school's MSP.

D. **Attendance Boundaries and Revisions to Attendance Boundaries.**

The District complied in good faith
with the USP's attendance-boundary-related requirements.

> USP Section II(D)(1). *"All schools in the District shall have an attendance boundary unless the District has specifically designated a school to have no attendance boundary."*

The District ensures that every school in the District has an attendance boundary except for where the District designates a school to have no attendance boundary. The District has specifically designated the following schools as having no attendance boundary: Miles Exploratory Learning Center K-8 School, Dodge Traditional Magnet Middle School, Mary Meredith K-12 School, Project More High School, Teenage Parent High School and University High School.

> USP Section II(D)(2). *"The District shall review and/or redraw its attendance boundaries when it opens a new school; closes, repurposes or consolidates a school; alters the capacity of a school; or designates a school without an attendance boundary. The Parties anticipate that such changes may result in the redrawing of some attendance boundaries. When the District draws attendance boundaries, it shall consider the following criteria: (i) current and projected enrollment; (ii) capacity; (iii) compactness of the attendance area; (iv) physical barriers; (v) demographics (i.e., race, ethnicity, growth projections, socioeconomic status); and (vi) effects on school integration. In applying these criteria, the District shall propose and evaluate various scenarios with, at minimum, the Plaintiffs and the Special Master in an effort to increase the integration of its schools."*

The District developed its Boundary Review Process (BRP), implementing Policy JC to govern its review of attendance boundaries. The Boundary Review Process, Policy

JC and its associated regulation, JC-R, outline the roles and responsibilities of District staff in connection with the review and redrawing of attendance boundaries to ensure that all of the requisite criteria are considered. They also ensure that the District complies with its obligation to collaborate with the Plaintiffs and the Special Master before making changes to attendance boundaries. The BRP is discussed further below.

> USP Section II(D)(3). *"By April 1, 2013, the District shall review its current attendance boundaries and feeder patterns and, as appropriate, amend such boundaries and patterns and/or provide for the pairing and/or clustering of schools to promote integration of the affected schools."*

The District first undertook a major boundary review in the fall of 2013. [AR 13-14, ECF 1686, p. 34.] At the same time it was undertaking the USP-mandated review, the District staff researched other schools districts' approaches to boundary changes, including best practices recommended by the Council of Educational Facility Planners International, and included the results of this research and the stipulations of the USP in the revisions. [Id.] Based on this research, the District revised Policy JC (Student Attendance Boundaries) and its associated regulation (JC-R) to ensure these, too, aligned with the USP. The policy and regulations set forth formation of a boundary committee, criteria to evaluate boundaries, and requirements for public notification and participation. [Id.] To assist in the development of the initial boundary review, the District also commissioned a demographic firm, Applied Economics, to provide a detailed analysis of the enrollment dynamics affecting schools. [Id.]

In February 2014, the District contracted with the DLR Group to assist in the development of a boundary plan. [Id., p. 35.] The District decided to hire outside professionals to bring experience from a nationwide portfolio of projects, offer an unbiased assessment of the District's facilities and programs, and provide the skill level needed to fully inform, consult and involve stakeholders to build consensus. [Id.] The

11

District also solicited applications for the Boundary Review Committee (BRC), including by seeking representation from groups representing persons of color. [Id.] The District included representatives of the Plaintiffs on the BRC and considered feedback from the Plaintiffs and Special Master on proposed options. The Special Master and Plaintiffs were provided information throughout the project. [Id.] They participated in a series of four special meetings with District representatives and outside consultants and were provided web access to all of the underlying maps and analysis that would inform the District's efforts. [Id.] The Governing Board approved most of the resulting plan at an August 2014 meeting. [Id.] The District presented the plan to the Special Master and Plaintiffs in October 2014. Ultimately, the Special Master only recommended one of the six options in the plan and there were insufficient funds to support that option so the Board rescinded the plan [Amended AR 14-15, ECF 1918-1, p. II-17.]

During SY 2015-16, the District continued to consider the use of boundary changes, pairing, clustering, and impacts to future feeder patterns as strategies for improving integration and diversity. [AR 15-16, ECF 1958-1, p. 41.] The District proposed grade configuration changes at five schools, a proposal on which it solicited review and comment from the Special Master, Plaintiffs, and an outside consultant group. [*Id*., p. 42.] The District also prepared preliminary desegregation impact analyses ("DIAs"), which it shared with the Special Master and Plaintiffs. [*Id*.] Based on their review and feedback, the District added measures to enhance integration at affected schools and adjusted the process to meet stated concerns. [*Id*.] In November 2015, the District submitted the proposal to the Board, which included DIAs that indicated no negative impacts on desegregation. [*Id*.] Ultimately, the Court approved the change for Drachman Montessori Magnet School from K-6 to K-8 and for Borman Elementary School from K-5 to K-8. [*Id*., pp. 42-43.]

The District again considered the use of boundary changes and feeder patterns as strategies for improving integration and diversity in SY 2016-17. [AR 16-17, ECF 2057-

12

1, p. 38.] From several potential options, the District initiated a "pairing" of the open-access Gifted and Talented Education ("GATE") program at Tully Magnet K-5 school with an open-access GATE program for grades 6-8 at Roberts-Naylor K-8. [*Id*.] For the Roberts-Naylor proposal, the District solicited feedback from the Plaintiffs and Special Master prior to assessing the proposal with its Governing Board. [*Id*., pp. 38-39.] A full description of these changes is available in AR 16-17. [*Id*., pp. 38-42.]

> USP Section II(D)(4). *"If a non-magnet school is oversubscribed for two or more consecutive years, the District shall review the attendance boundary for that school to determine if any changes should be made to ensure, among other things, an appropriate balance between students who reside within the attendance boundary and students who applied through open enrollment to attend the school, and allow for pairing or clustering with nearby schools to better accommodate the demand for the oversubscribed school."*

The District conducts annual attendance boundary reviews of oversubscribed schools. Based on these analyses, the District's experience has been that boundary changes are less helpful in improving racial/ethnic balance of the District's schools than the lottery process. The boundary review processes in SY 2015-16 and SY 2016-17 provide examples. In SY 2015-16, the District identified fourteen oversubscribed schools that had attendance boundaries. [AR 15-16, ECF 1958-1, p. 43.] After an evaluation to determine if boundary changes would improve the fourteen schools' racial/ethnic composition, the District found that boundary changes would not improve the composition any more than the lottery already had. [*Id*.] Indeed, the lottery process had already created integrated entry grades or had moved the entry grade as close to the District composition as possible given existing applicant pools. [*Id*.] The District predicted that, as the lottery and supportive outreach and recruitment continue to improve, the entry grades at oversubscribed schools will become more integrated. [*Id*.]

Accordingly, the District concluded that boundary changes were not necessary as an approach to improve integration at oversubscribed schools. [*Id*.]

In June 2017, the District identified twenty-one oversubscribed schools. [AR 16-17, ECF 2057-1, p. 43; AR 16-17, App. II-2, ECF 2058-1, pp. 11-15.] Of these, three did not have attendance boundaries. [AR 16-17, ECF 2057-1, p. 43.] The District evaluated the remaining eighteen schools to determine if boundary changes would improve their racial/ethnic composition. [*Id*.] The District found that, by selecting targeted students from the applicant pool, the application process already had created integrated entry grades or had moved the entry grade as close to the District average racial/ethnic compositions as possible, given the existing applicant pools. [*Id*.] Through the above analysis, the District determined that boundary changes would not improve the racial/ethnic balance of the schools any more than the lottery process would. [*Id*.]

> USP Section II(D)(5). *"All attendance boundary and other changes to student assignment patterns shall be subject to the notice and request for approval process set forth in [USP] Section (X)(C)."*

The District has subjected all attendance boundary changes, and other changes to student assignment patterns, to the notice and request for approval process set forth in the USP. [Boundary Review Process, ECF 1686-4, p. 66; AR 13-14, ECF 1686, p. 34; AR 15-16, ECF 1958-1, pp. 41-43.]

E.   Magnet Schools and Programs.

The District complied in good faith
with USP requirements related to magnet schools and programs.

> USP Section II(E)(1). *"The District shall continue to implement magnet schools and programs as a strategy for assigning students to schools and to provide students with the opportunity to attend an integrated school . . . . Subject to its decisions, if any, to withdraw or relocate magnet school status or programs, the District shall allow all students currently enrolled in a magnet school or program to remain in that program until they complete the highest grade offered by that school."*

14

The District has spent considerable resources on its magnet schools and programs to facilitate students' opportunities to attend integrated schools. The District first established magnet schools in 1978. [CMP, ECF 1898, p. 7.] Initially created to facilitate the elimination of vestiges of the previously segregated school system (a goal that was achieved long ago), the magnet program has evolved into one of the District's primary strategies for integrating schools by attracting a racially diverse student body from across the District with unique and appealing schools. [*Id*.] To govern these efforts, the District developed the CMP, which provides a District-level framework for the implementation of magnet programs (as discussed further below). [*Id*.] The District's magnet program includes pipelines such as International Baccalaureate, Fine and Performing Arts, and Science Technology and Math. [*Id*., p. 8.]

Six District schools – Cholla, Ochoa, Robison, Pueblo, Safford, and Utterback – lost magnet status last winter because the schools did not timely reach the integration criteria set by the Court. [ECF 1983, pp. 1-2.] Although the District made strides towards these goals, the District is limited in its ability to draw from residential areas where the travel time and distance pose substantial barriers, particularly where there are other attractive schooling options closer. Compounding this factor is the fact that the District covers a large metropolitan area, with residential patterns that are highly concentrated within particular geographic areas. The District has ensured that all students currently enrolled in a magnet school or program at a transitioning school remain in the program until they complete the highest grade offered by the school. The District's transitioning schools are discussed further below.

> USP Section II(E)(2). *"The student assignment goal for all magnet schools and programs shall be to achieve the definition of an integrated school []. The District, through its Family Center(s) and other recruitment strategies set forth in this Order, shall recruit a racially and ethnically diverse student body to its magnet schools and programs to ensure that the schools are integrated to the greatest extent practicable."*

15

The District has made great progress towards the integration of its magnet schools and programs. In SY2015-16, four out of the nineteen magnet schools met the USP definition of an integrated school. [AR 16-17, ECF 2057-1, p. 52.] In SY2016-17, that number rose to five—Borton, Holladay, Tully, Dodge, and Palo Verde—and, of the remaining eight schools, six met the first criterion of an integrated school (*id*., p. 53):

Magnet Schools Compared to the +/- 15% Criterion (40th Day)

Integration Range or School	White	African American	Hispanic	Native American	Asian/ PI	Multi-Racial
Elementary Integration Range	**6 – 36%**	**0 - 25%**	**45 – 75%**	**0 – 19%**	**0 - 17%**	**0 – 19%**
Bonillas	14%	8%	71%	3%	1%	3%
Borton	21%	8%	64%	2%	1%	4%
Carrillo	11%	6%	79%	3%	0%	2%
Davis	16%	4%	75%	2%	0%	3%
Holladay	8%	18%	63%	4%	0%	8%
Tully	9%	17%	64%	6%	2%	3%
K-8 School Integration Range	**0-28%**	**0 - 24%**	**53 – 83%**	**0 – 20%**	**0 - 17%**	**0 – 18%**
Drachman	12%	9%	71%	3%	0%	5%
Booth-Fickett	24%	16%	50%	2%	2%	5%
Roskruge	8%	3%	78%	8%	1%	3%
Middle School Integration Range	**0 – 37%**	**0 – 24%**	**46 – 76%**	**0 – 19%**	**0 - 17%**	**0 – 18%**
Dodge	23%	8%	61%	2%	2%	4%
Mansfeld	11%	8%	73%	5%	1%	2%
High School Integration Range	**0 – 38%**	**0 – 24%**	**45 – 75%**	**0 – 18%**	**0 – 18%**	**0 – 18%**
Palo Verde	23%	19%	48%	2%	3%	5%
Tucson High	13%	7%	73%	4%	2%	2%

Of the nine racially concentrated magnet schools, four moved within 3 percent of the 70-percent goal, and another was within 5 percent (*id*., pp. 53-54):

Reducing Racial Concentration at Racially Concentrated Magnet and Transition Schools (40th Day)

Hispanic Enrollment 40th Day						
Magnet	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**5 Year Change**
Bonillas ES	76%	73%	73%	73%	71%	-5%
Carrillo ES	89%	85%	84%	80%	79%	-10%
Davis ES	85%	82%	83%	77%	75%	-10%
Drachman K-8	76%	73%	74%	75%	71%	-5%
Holladay ES	68%	70%	66%	67%	63%	-5%
Mansfeld MS	79%	78%	78%	73%	73%	-6%
Roskruge K-8	85%	82%	80%	78%	78%	-7%
Tucson HS	72%	72%	75%	74%	72%	0%
Tully ES	72%	74%	74%	68%	64%	-8%
Transition	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**5 Year Change**
Cholla HS	78%	78%	78%	78%	79%	1%
Ochoa ES	85%	83%	86%	82%	81%	-4%
Pueblo HS	90%	89%	89%	88%	89%	-1%
Robison ES	85%	83%	78%	75%	74%	-11%
Safford K-8	79%	73%	75%	75%	77%	-2%
Utterback MS	78%	75%	77%	81%	80%	2%

The District also reduced racial concentration at four of the six transition schools over five years—one by 4 percent and another by 11 percent. [*Id.*, p. 54.]

Further, the District reduced racial concentration averages by 6 percent at racially concentrated magnet schools, and by 3 percent at racially concentrated transition schools, over five years. [*Id.*] Thus, despite several magnet and transition schools remaining racially concentrated, the District has reduced racial concentration at these schools over the past five years (*id.*, pp. 54-55):

17

Reducing Racial Concentration Overall in Racially Concentrated Magnet and Transition Schools (40th Day)

	Average % of Hispanic Enrollment 40th Day				
	2012-13	**2013-14**	**2014-15**	**2015-16**	**2016-17**
Racially Concentrated Magnet Schools	78%	77%	76%	74%	72%
Racially Concentrated Transition Schools	83%	80%	81%	80%	80%

The District evaluated each magnet school based on integration goals included in individual MSPs. [*Id*., p. 55.]   The District monitored progress and prioritized the provision of additional support and resources to schools struggling to meet their goals. [*Id*.] District-level efforts to market and recruit ran parallel to school-based recruiting. [*Id*.] Full descriptions of District-level efforts are included in AR 16-17. [*Id*., pp. 55-60.] Each MSP is available at [AR 16-17, ECF 2058-3, App. II-36, pp. 199-268.]

> USP Section II(E)(3). *"Magnet School Plan. By April 1, 2013, the District shall develop and provide to the Plaintiffs and the Special Master a Magnet School Plan, taking into account the findings of the 2011 Magnet School Study and ensuring that this Plan aligns with its other student assignment strategies and recruitment efforts. In creating the Plan, the District shall, at a minimum: (i) consider how, whether, and where to add new sites to replicate successful programs and/or add new magnet themes and additional dual language programs, focusing on which geographic area(s) of the District are best suited for new programs to assist the District in meeting its desegregation obligations; (ii) improve existing magnet schools and programs that are not promoting integration and/or educational quality; (iii) consider changes to magnet schools or programs that are not promoting integration and/or educational quality, including withdrawal of magnet status; (iv) determine if each magnet school or school with a magnet program shall have an attendance boundary; (v) determine admissions priorities/criteria for each magnet school or program and a process for review of those criteria; and (vi) ensure that administrators and certificated staff in magnet schools and programs have the expertise and training necessary to ensure successful implementation of the magnet.*

18

Pursuant to these considerations, the Magnet School Plan shall, at a minimum, set forth a process and schedule to: (vii) make changes to the theme(s), programs, boundaries, and admissions criteria for existing magnet schools and programs in conformity with the Plan's findings, including developing a process and criteria for significantly changing, withdrawing magnet status from, or closing magnet schools or programs, that are not promoting integration or educational quality; (viii) add additional magnet schools and/or programs for the 2013-2014 school year as feasible and for the 2014-2015 school year that will promote integration and educational quality within the District, including increasing the number of dual language programs; (ix) provide necessary training and resources to magnet school and program administrators and certificated staff; (x) include strategies to specifically engage African American and Latino families, including the families of English language learner ("ELL") students; and, (xi) identify goals to further the integration of each magnet school which shall be used to assess the effectiveness of efforts to enhance integration."

The District has developed and implemented the CMP, which was approved by the Governing Board on July 15, 2014. [CMP, ECF 1898, p. 7.] A court order was filed in January 2015 requiring a revision of the CMP to be submitted to the Special Master by May 15, 2015. The District complied, and the final CMP was filed on January 28, 2016. [*Id*., p. 2.] The CMP is discussed further below.

> USP Section II(E)(4). *"The District shall, to the extent practicable, implement elements of the Plan in the 2013-2014 school year, and shall fully implement the Plan in the 2014-2015 school year."*

The District has implemented the CMP to the extent practicable. The District's compliance with the CMP is discussed further below.

> USP Section II(E)(5). *"Federal Magnet School Funding. It is the understanding of the Parties that, should federal magnet school funding pursuant to the Magnet Schools Assistance Program ("MSAP") become available to assist school districts to implement*

magnet schools and programs for the 2013-2014 through 2016-2017 school years, the District shall apply for MSAP funding to assist it in implementing the Magnet School Plan required by this Order."

The District applied for an $11.5m grant on January 30, 2013, but the District did not receive the grant. [AR 12-13, ECF 1549-1, p. 20; AR 13-14, ECF 1686, p. 48.] The District again submitted an application for funding the next time it became eligible, for SY 2016-17. The grant is only submitted once every three years; accordingly, the Magnet Department will submit the next grant proposal in SY 2019-20. [AR 16-17, ECF 2057-1, pp. 104-105.]

F.   Open Enrollment and Lottery.

**The District complied in good faith
with USP requirements related to the open enrollment and lottery process.**

> USP Section II(F)(1). *"Any District student may apply to attend any school, pursuant to the process set forth in Section (G) below. The goal of the open enrollment process is to provide educational choices to families throughout the District, while enhancing the integration of the District's schools."*

The District has created an application system through which any District student can apply to attend any District school. [AR 15-16, ECF 1958-1, p. 58.] The District's open admissions process has become perhaps the most valuable tool to the integration of the District's schools (in large part due to Arizona's open enrollment laws). [*Id.*]

> USP Section II(G)(1). *"Application. Beginning in the 2013-2014 school year, parent(s) of all students shall submit an application to enroll their child in school and submit an application by the deadline established by the District (the "Application Deadline"). [] The District shall create a single application that allows for parent(s) to apply for magnet programs and schools and/or open enrollment schools, designating the choice order of their selection(s). The District shall allow parent(s) to submit such applications at all District schools, at the District Office, at the Family Center(s), and online. If there are fewer applications for a grade in an open enrollment school or in a magnet school or*

20

> *program than there are available seats in that grade and program, the District shall admit all students whose parent(s) submit an application for that grade and/or program by the Application Deadline."*

Through the District's open enrollment process, parents can submit an application to enroll their child in any District school. [AR 15-16, ECF 1958-1, p. 58.] Parents must indicate whether they wish for their children to attend a school outside of their attendance boundary, a magnet school/program, or an open enrollment school. [*Id*.] The applications may be submitted at all District schools, at the District Office, at Family Centers, and online. [*Id*.] If there are fewer applications for a grade in an open enrollment school or in a magnet school or program than there are available seats in the grade and/or program, the District must admit all students whose parents submitted an application for that grade and/or program by the application deadline. [*Id*.]

The District's open enrollment/magnet application incorporates the USP's requirements. The application has both magnet and open enrollment options for any student who wishes to enroll at a school other than his or her attendance zone school. [AR 13-14, ECF 1686, p. 49.] The application asks each applicant to identify the top three schools/programs of his or her choice and also gathers the information needed to place the student through the lottery process (e.g., race and ethnicity). [*Id*., p. 49.] The initial versions of this application, in all Major Language translations, were submitted as an attachment to AR 13-14. [AR 13-14, App. II-17, ECF 1686-7, pp. 222-250.]

Based on feedback from schools, parents, and staff, the District updated the school choice application in SY 2016-17 with information about unique school programs and resources. [AR 16-17, ECF 2057-1, p. 80.] The revisions included specific information about programs at each school to help parents and students make informed decisions about where to apply and enroll. [*Id*.] The District posted translations into major languages on the District website, increasing community accessibility to the school

choice options. [*Id*.] Major languages for SY2016-17 included English, Spanish, Arabic, Somali, Swahili, and Kirundi. [*Id*.]

The District also continued to adjust the application due dates for parent responses to placement offers to better align with the school calendar. [*Id*., p. 81.] The modified calendar ensured parents had accessibility to School Community Services, District offices, and schools for assistance if needed. [*Id*.] The revised dates provided more time and opportunity for parents to visit schools, interact with the school community, and select the best choice for their student. [*Id*.] When parents did not accept placement offers, the District released the applications back into the next round of the lottery process. [*Id*.] This way, parents had multiple opportunities to accept offers at schools of their choice, even when they did not get their first or second choice. [*Id*.] These steps were critical in improving the experience and outcomes for parents, encouraging them to continue to consider schools outside their immediate neighborhood and supporting voluntary movement in manners that promoted integration. [*Id*.] Ongoing evaluation led to improvements in the process: the District received 4,834 applications in 2016 for SY2017-18, as compared to 3,803 applications received in 2015 for SY2016-17, as a result of increased marketing, outreach, and recruitment efforts. [*Id*.]

The District also developed a School Choice Calculator to provide parents with information to help evaluate schools and transportation options. [AR 13-14, ECF 1686, pp. 49-50; AR 13-14, App. II-18, ECF 1686-7, pp. 251-252.] The School Choice Calculator uses a student's attendance zone school, a student's race/ethnicity, and the racial composition of all schools to produce a list of schools for which the student is eligible for incentive transportation. [*Id*.]

> USP Section II(G)(2)(a). *"Magnet schools/programs. The District shall, as part of the Magnet School Plan, develop an admissions process - i.e., weighted lottery, admission priorities - for oversubscribed magnet schools and programs that takes account of the following criteria: Students residing within a designated*

preference area ([n]o more than 50% of the seats available shall be provided on this basis); (s)iblings of students currently attending the magnet school or program; (a)ny students from Racially Concentrated Schools, whose enrollment will enhance integration at the magnet school or program; (s)tudents residing in the District."

USP Section II(G)(2)(b). *"Open enrollment schools. All students who reside within the school's attendance boundary shall be admitted. If space then remains in the school or program and it is oversubscribed, the District shall develop an admissions process - i.e., weighted lottery, admission priorities - for oversubscribed schools and programs that takes account of the following criteria: (s)iblings of students currently attending the school; (s)tudents from Racially Concentrated schools, whose enrollment will enhance integration at the receiving school; (s)tudents who enhance integration at the receiving school."*

The District revamped its lottery admissions process pursuant to the USP's requirements for SY 2013-14. [AR 13-14, ECF 1686, p. 48.] Previously, the District conducted a lottery that extended a sibling preference, but was otherwise entirely random. [*Id*., p. 48, n. 14.] To comply with the USP, the District changed its lottery process to take into account race/ethnicity as a selection criterion to assist in the desegregation of schools. [*Id*., p. 49.] After review by the Special Master and Plaintiffs, the Board approved the Admissions Process for Oversubscribed Schools, and the revised process became policy on May 27, 2014. [*Id*.] The following are the basic assignment rules for the SY 2016-17 process [AR 16-17, App. II-40, EC F2058-4, pp. 42-49]:

1. Students, including Nonresident Students, who are currently enrolled and remain enrolled to the end of the school year, even if they move out of a school's attendance boundary or out of District, may continue, without application, at that school until graduation from that school or until they elect to attend another school.

2. Pipeline students are placed before the lottery.

3. The School Choice application allows the parent to choose whether or not the student should be considered as a sibling or if the student has a parent/guardian employed by TUSD. If seats are available in the

23

appropriate grade-school, sibling students are placed after neighborhood and pipeline students. Children of employees are placed after siblings.

4.   The School Choice application will indicate whether the student is applying to a magnet program or open enrollment. For example, a parent may choose Tucson High Fine Arts Magnet as their first choice, and Tucson High School Open Enrollment as their second choice.

5.   The School Choice application allows parents to choose three schools/programs.

6.   Available seats are provided for each school-grade-program based on the projected neighborhood enrollment plus pipeline students, siblings and children of employees as compared to the capacity of the school.

7.   The lottery will only apply if the number of applications exceeds the number of available seats (by grade, by school); otherwise, all applicants are placed.

8.   Within the lottery, for entry grades, available seats are allocated by race/ethnicity to improve integration at each school.

9.   The lottery will only make one assignment per student.

10.   Magnet students are never placed into open enrollment slots, and open enrollment students are never placed into magnet slots.

11.   All District Resident Students are placed before any Nonresident Student.

12.   Nonresident Students, who are already enrolled in a TUSD school or program or who have a sibling so enrolled, are considered, for the purposes of School Choice placement, as District Resident Students.

13.   All other Nonresident Students (i.e. those who are not already enrolled in a TUSD school or program and who do not have a sibling so enrolled) are not considered in the first lottery; they are placed in the second and subsequent lotteries, after District Resident Students.

14.   Students who are not placed, due to a shortage of available seats, and students who receive their second or third choice will remain in the applicant pool to be placed in subsequent lotteries in order to try to place them in their first choice. Once a student is placed in their first choice, they are removed from the pool.

The revised lottery admissions process has had a tremendously positive impact on integration at the District's schools.   In 2013-14, of the nine schools that were oversubscribed by ten or more applications, three saw major positive integration impact as a result of the lottery process (the other schools were either already integrated or did not have enough applicants in the necessary racial/ethnic category). [AR 13-14, ECF 1686, pp. 51-52.] In 2014-15, there were ten such schools in the first lottery, nine of which the lottery selection process brought closer to the target racial-ethnic composition. [AR 14-15, ECF 1918-1, p. 50.] In 2015-16, at the completion of the first lottery, there were eight such schools, four of which the lottery selection process brought closer to the target racial/ethnic composition (the remaining four did not have enough applicants in the necessary racial/ethnic category). [AR 15-16, ECF 1958-1, p. 61.]

In 2016-17, there were six schools that were oversubscribed by ten or more applications, four of which the lottery process brought closer to the target (again, the two remaining schools did not have enough applicants). [AR 16-17, ECF 2057-1, p. 82.] The District ran additional lotteries in February, March, April, May, and June 2017, and continued to accept applications and offer placements as long as space was available. [*Id.*, p. 83.]   The District received 4,834 applications in 2016 for SY2017-18, as compared to 3,803 applications received in 2015 for SY2016-17—an increase of more than 1,000 applications—as a result of increased marketing, outreach, and recruitment efforts. [*Id.*]

The District continues to evaluate the lottery selection process to improve integration outcomes. [AR 15-16, ECF 1958-1, p. 63.] Before the priority enrollment period in fall 2016, School Community Services staff visited schools to gain perspective about specific learning environments, neighborhood locations, magnet programs, advanced learning opportunities, communication issues, and unique programs. [AR 16-17, ECF 2057-1, p. 80.]   Staff then used this insight, including details of proposed changes to school programs for SY2017-18, to more effectively market individual

schools to parents and families, recruit students, and facilitate the lottery process. [*Id.*]

School visits reinforced departmental relationships with schools, resulting in staff who

were more informed and responsive to community inquiries about schools and their

programs and/or services. [*Id.*]

Also during SY 2016-17, School Community Services staff members participated

in the implementation of Smart Choice software to facilitate the management of the

student placement process for oversubscribed schools. Both Synergy and Smart Choice

software went live in July 2016, but the District is still working to make necessary

adjustments following the transition. [AR 16-17, ECF 2057-1, p. 84.] The District

implemented a full lottery process with Smart Choice in SY2017-18 and is actively

working to facilitate streamlined processes and two-way feedback regarding student

assignment and placement. [*Id.*] District staff continues to work to enhance the

dissemination of information to the community regarding the lottery process, timelines,

and the defined parameters that support equitable student access to school choice. [*Id.*]

Online access and submission is available to enhance the student placement process.

[*Id.*] Representatives from School Community Services, Advanced Learning

Experiences, Student Assignment, Student Placement, and Technology Services

continued to meet during summer 2017 to plan for a more streamlined and coordinated

student placement process for SY 2018-19. [*Id.*]

G.   **Tracking District Student Transfers.**

The District complied in good faith
with the USP's requirements related to the tracking of District student transfers.

> USP Section II(H)(1). *"During the 2012-2013 school year, the*
> *District shall track transfers of any District students to and from*
> *District schools, charters, private schools, home schooling and*
> *public school districts outside of the District. This data shall be*
> *compiled and presented to the Parties and the Special Master by*
> *February 1, 2013. The Parties shall, no later than March 1, 2013,*

propose and discuss options to address the impact, if any, of such transfers on the District's desegregation obligations."

The parties met to proposed and discuss options to address the impact of transfers on the District's desegregation obligations. The District also not only conducted the required tracking for SY 2012-13, it provided transfer information from SY 2006-07 through SY 2013-14 as an attachment to AR 13-14. [AR 13-14, App. II-20, ECF 1686-8, pp. 1-11.] The District has determined that transfers had very little effect on the racial/ethnic composition of the District as a whole. [AR 13-14, ECF 1686, p. 54.]

H. Marketing and Outreach.

**The District complied in good faith
with USP requirements related to marketing and outreach
regarding educational opportunities.**

USP Section II(I)(1). *"By April 1, 2013, the District shall review and revise its strategies for the marketing to and recruitment of students to District schools to provide information to African American and Latino families and community members throughout the District about the educational options available in the District . . . . The District shall disseminate this information in all Major Languages through Family Center(s), the District's website and other media as appropriate."*

The District developed the MORE Plan to implement the District's revised marketing and outreach strategies. [AR 13-14, ECF 1686, p. 55.] The plan includes all of the required strategies under USP Section II(I)(1). [MORE Plan, ECF 1686-8, pp. 12-19.] The MORE Plan also provides for the dissemination of all of the information required by USP Section II(I)(1) in all Major Languages through Family Centers and its website. [*Id.*, p. 19.] The MORE Plan is discussed further below.

USP Section II(I)(2). *"By April 1, 2013, as more fully set forth below in Section (VII), the District shall develop a plan to expand its existing Family Center(s) and/or develop new one(s)."*

27

The District developed a Family Center Plan, which it ultimately combined with the other plans required under Section VII(C)(1)(a) to create the Family and Community Engagement Plan ("FACE Plan"). [AR 13-14, ECF 1686, p. 181.] Absent objection from all sides, the District finalized the FACE Plan in March 2014. [AR 13-14, ECF 1686, p. 181.] The District's Family Resource Centers ("FRCs") are discussed in Section VII of this Assessment.

I.   **Professional Development re Student Assignment**

The District complied in good faith with USP requirements for professional development on student assignment issues.

> USP Section II(J)(1). *"By October 1 of the 2013-2014 school year, the District shall ensure that all administrators, certificated staff, and any other staff involved in the student assignment and/or enrollment process receive training on the new student assignment process and procedures, and other pertinent terms of this Order and their purpose. Such training shall be specific to the roles and obligations of the specific group of administrators or staff being trained. All newly-hired District personnel involved in the student assignment and/or enrollment process shall complete the training by the beginning of the fall semester of the academic year subsequent to the academic year during which they were hired."*

The District has provided training and professional development to all District employees involved in the student assignment/enrollment process. [AR 13-14, ECF 1686, p. 56.] Starting in fall 2013, the Magnet Department and School and Community Services worked jointly to create a student assignment training, made available through the District's online user-drive training/professional development system. [*Id.*] The training includes an assessment component, which requires those taking the training to demonstrate an understanding of the open enrollment/magnet lottery application process and the responsibility of school staff in handling enrollment applications. [*Id.*] Initially, all 1,781 staff completed the approximately one-half hour training program. [*Id.*, pp. 56-57.] The District has revised the training based on feedback, and it continues to give the

28

training to new staff as required under the USP. [AR 14-15, ECF 1918-1, pp. 60-61; AR 15-16, ECF 1958-1, pp. 15-16.]

The District requires this training for all staff who might be responsible for interacting with or responding to the community about school choice issues. In SY2016-17, the District provided training to staff through True North Logic ("TNL") from October 2016 to May 2017. [AR 16-17, ECF 2057-1, p. 95.] Although the training focused on newly hired personnel, the District encouraged all staff whose duties might affect school choice to take the training, even if they had completed it in previous years. [*Id.*] Student Assignment professional development continued to be available in TNL after December 31, 2016. [*Id.*] As of June 9, 2017, TNL reported that 1,217 employees had enrolled in the training for SY2016-17, and 1,146 of them had successfully completed it. [*Id.*]

To determine newly hired staff's compliance, the District developed a list of employees hired after July 1, 2016 who are responsible for supporting or responding to school choice inquiries. [*Id.*] The District added new site administrators hired after July 1, 2016 to the list and cross-referenced listed employees to verify completion of Student Assignment professional development in TNL. [*Id.*] Of the 44 employees on the list, 40 successfully completed the training, a 4 percent increase from the previous module for 2015-16. [*Id.*; AR 16-17, App. II-62, ECF 2058-5, pp. 24-25.] The training also was onboarded for newly hired staff in TNL for the 2017-18 training module. [AR 16-17, ECF 2057-1, p. 96.] The District will require newly hired administrators and targeted site employees to complete the training. [*Id.*] It also will continue to encourage participation from extended departments and staff members who may be in communication with families regarding school choice or affect student assignment. [*Id.*]

The District's senior leadership supported continuous monitoring of course enrollment and completion for the 2017-18 student assignment process, resulting in increased participation from a broader base of participants. [*Id.*] The District's efforts to

expand the size of the participant pool has resulted in a wider range of employees receiving and internalizing the knowledge necessary to provide accurate information to parents and families, thereby enhancing opportunities for students to access oversubscribed schools and programs. [*Id*.] For example, in SY2016-17, participants included staff from school sites and from the Operations, Transportation, Food Services, Health Services, Finance, School Safety, and HR departments. [*Id*.]

J.   Reporting Requirements.

The District complied in good faith with the USP's reporting requirements.

> USP Section II(K)(1)(a). *"The District shall provide, as part of its Annual Report . . . [a] disaggregated list or table with the number and percentage of students at each school and District-wide, comparable to the data at Appendix C."*

The District attached this information to each of its annual reports. [AR 12-13, ECF 1549-1, pp. 16-17; AR 13-14, ECF 1686, pp. 57-58; AR 13-14, App. II-23, ECF 1686-8; pp. 96-96; AR 14-15, App. II-41, ECF 1848-5, pp. 95-97; AR 15-16, App. II-4, ECF 1960-1; pp. 109-111; AR 16-17, App. II-64, ECF 2058-5, pp. 30-32.]

> USP Section II(K)(1)(b). *"The District shall provide, as part of its Annual Report . . .disaggregated lists or tables of all students attending schools other than their attendance boundary schools, by grade, sending school and receiving school, and whether such enrollment is pursuant to open enrollment or to magnet programs or schools."*

The District attached this information to each of its annual reports. [AR 12-13, App. 10, ECF 1550-1, pp. 108; AR 13-14, App. II-19, ECF 1686-7, pp. 253-262; AR 14-15, Apps. II-42, II-43, II-44, ECF 1848-5, pp. 98-642; AR 15-16, App. II-43, ECF 1960-2, pp. 54-61; AR 16-17, App. II-65, ECF 2058-5, pp. 33-36.]

> USP Section II(K)(1)(c). *"The District shall provide, as part of its Annual Report . . . [c]opies of all job descriptions and explanations of responsibilities for all persons hired or assigned to fulfill the*

> *requirements of this Section, identified by name, job title, previous job title (if appropriate), others considered for the position, and credentials."*

The District attached this information to each of its annual reports. [AR 12-13, App. 11, ECF 1550-2, pp. 1-14; AR 13-14, ECF 1686, p. 59; AR 13-14, App. II-3, ECF 1686-4, pp. 31-41; AR 14-15, Apps. II-45, II-46, ECF 1848-5, pp. 643-652, ECF 1848-6, pp. 1-12; AR 15-16, App. II-44, ECF 1960-2, pp. 62-70; AR 16-17, App. II-66, ECF 2058-5, pp. 37-59.]

> USP Section II(K)(1)(d). *"The District shall provide, as part of its Annual Report . . . [a] copy of the 2011 and any subsequent Magnet School Studies."*

The District has attached its magnet school studies to its annual reports: It attached the 2011 Magnet School Study to AR 12-13 and AR 15-16, and it attached the two Marzano studies to AR 16-17. [AR 12-13, ECF 1549-1, pp. 19-20; AR 12-13, App. 12, ECF 1550-3, pp. 1-121; AR 14-15, App. II-47, ECF 1848-6, pp. 13-57; AR 16-17, ECF Apps. II-31, II-32, ECF 2058-3, pp. 91-168.]

> USP Section II(K)(1)(e). *"The District shall provide, as part of its Annual Report . . . [a] copy of the Magnet School Plan, including specific details regarding any new, amended, closed or relocated magnet schools or programs and all schools or programs from which magnet status has been withdrawn, copies of the admissions process developed for oversubscribed magnet schools and programs, and a description of the status of the Plan's implementation."*

The District attached this information to its first four annual reports. [AR 12-13, ECF 1549-1, pp. 19-20; AR 12-13, App. 13, ECF 1550-4, pp. 1-80; AR 13-14, Apps. II-12, II-24, ECF 1686-7, pp. 1-138, ECF 1686-8, pp. 99-128; AR 14-15, App. II-49, ECF 1848-6, pp. 65-79; AR 15-16, App. II-14, ECF 1960-1, pp. 208-279.]   The plan was unchanged for AR 16-17. [AR 16-17, ECF 2057-1, p. 104.]

> USP Section II(K)(1)(f). *"The District shall provide, as part of its Annual Report . . . [c]opies of any plans for improvement for magnet schools or programs developed by the District pursuant to this Order."*

The District attached this information to each of its annual reports. [AR 12-13, App. 14, ECF 1550-5, pp. 1-180, ECF 1550-6, pp. 1-180; AR 13-14, App. II-9, ECF 1686-6, pp. 22-158; AR 14-15, ECF 1918-1, p. 65; AR 15-16, Apps. II-45, II-46, ECF 1970-2, pp. 1-143, ECF 1960-2, pp. 73-146; AR 16-17, App. II-67, ECF 2058-5, pp. 60-128.]

> USP Section II(K)(1)(g). *"The District shall provide, as part of its Annual Report . . . [c]opies of any applications submitted to the Magnet Schools Assistance Program."*

The District attached this information to AR 12-13 and AR 13-14; for AR 14-15 and AR 16-17, there was no such information to report; for AR 15-16, the 525-page grant application was summarized in the report with the full version available upon request. [AR 12-13, App. 15, ECF 1550-7, pp. 1-264; AR 13-14, App. II-15, ECF 1686-7, p. 211; AR 15-16, ECF 1958-1, p. 81; AR 16-17, ECF 2057-1, pp. 104-105.]

> USP Section II(K)(1)(h). *"The District shall provide, as part of its Annual Report . . . [a] copy of the admissions process developed for oversubscribed schools."*

The District provided this information with AR 13-14, AR 14-15, and AR 16-17 (AR 13-14, App. II-16, ECF 1686-7, pp. 212-221; AR 14-15, App. II-50, ECF 1848-6, pp. 80-89; AR 16-17, App. II-40, ECF 2058-4, pp. 42-49); for AR 12-13, the information was still being developed; and for AR 15-16, no changes were made to the process (AR 12-13, ECF 1549-1, pp. 20-21; AR 15-16, ECF 1958-1, p. 81.)

> USP Section II(K)(1)(i). *"The District shall provide, as part of its Annual Report . . . [c]opies of all informational guides developed pursuant to the requirements of this Section, in the District's Major Languages."*

The District provided this information with AR 13-14, AR 14-15, AR 15-16, and AR 16-17 (AR 13-14, App. II-22, ECF 1686-8, pp. 20-95; AR 14-15, Apps. II-27, II-51, II-52, ECF 1848-4, pp. 1-39, ECF 1848-6, pp. 90-359, ECF 1848-7, pp. 1-11; AR 15-16, Apps. II-47, II-48, II-49, II-50, II-51, ECF 1960-2, pp. 147-223, ECF 1960-3, pp. 1-79, ECF 1960-4, pp. 1-77, ECF 1960-5, pp. 1-77; AR 16-17, App. II-68, ECF 2058-5, pp. 129-130, App. II-69, ECF 2058-6, pp. 1-69, ECF 2058-7, pp. 1-9, App. II-70, ECF 2058-7, pp. 10-79, ECF 2058-8, pp. 1-8, App. II-71, ECF 2058-8, pp. 8-76, ECF 2058-9, pp. 1-10, App. II-72, ECF 2058-9, pp. 11-76, ECF 2058-10, pp. 1-12, App. II-73, ECF 2058-10, pp. 13-15); for AR 12-13, the informational guides were still under development (AR 12-13, ECF 1549-1, p. 21.)

> USP Section II(K)(1)(j). *"The District shall provide, as part of its Annual Report . . . [a] copy of the enrollment application pursuant to the requirements of this Section, in the District's Major Languages."*

The District provided this information with its annual reports. [AR 12-13, App. 18, ECF 1550-8, pp. 1-7; AR 13-14, App. II-17, ECF 1686-7, pp. 222-250; AR 14-15, App. II-53, ECF 1848-7, pp. 12-23; AR 15-16, App. II-19, ECF 1960-1, pp. 228-242; AR 16-17, App. II-74, ECF 2058-1, pp. 16-30.]

> USP Section II(K)(1)(k). *"The District shall provide, as part of its Annual Report . . . [a] copy of any description(s) of software purchased and/or used to manage the student assignment process."*

The District provided this information with its annual reports. [AR 12-13, App. 19, ECF 1550-9, pp. 1-75; AR 13-14, App. II-25, ECF 1686-8, pp. 129-151; AR 14-15, App. II-17, ECF 1848-2, p. 196; AR 15-16, App. II-52, ECF 1960-5, pp. 78-79; AR 16-17, App. II-75, ECF 2058-10, pp. 31-32.]

> USP Section II(K)(1)(l). *"The District shall provide, as part of its Annual Report . . . [a] copy of the data tracked pursuant to the requirements of this Section regarding intra-District student*

33

> *transfers and transfers to and from charters, private schools, home*
> *schooling and public school districts outside of the District."*

The District provided this information with its annual reports. [AR 12-13, App. 20, ECF 1550-10, pp. 1-11; pp. cite; AR 13-14, App. II-20, ECF 1686-8, pp. 1-11; AR 14-15, App. II-54, ECF 1848-7, p. 24; AR 15-16, App. II-53, ECF 1960-5, pp. 80-92; AR 16-17, App. II-80, ECF 2058-10, pp. 98-101.]

> USP Section II(K)(1)(m). *"The District shall provide, as part of its*
> *Annual Report . . . [a] copy of the outreach and recruitment plan*
> *developed pursuant to the requirements of this Section."*

The District attached the MORE Plan to AR 13-14, AR 14-15, AR 15-16, and AR 16-17 (AR 13-14, App. II-21, ECF 1686-8, pp. 12-19; AR 14-15, App. II-55, ECF 1848-7, pp. 25-34; AR 15-16, App. II-54, ECF 1960-5, pp. 93-100; AR 16-17, App. II-76, ECF 2058-10, pp. 33-48); the MORE Plan was not yet developed when AR 12-13 was filed (AR 12-13, ECF 1549-1, p. 23.)

> USP Section II(K)(1)(n). *"The District shall provide, as part of its*
> *Annual Report . . . [a]ny written policies or practices amended*
> *pursuant to the requirements of this Section."*

The District provided this information with AR 13-14 (AR 13-14, App. II-4, ECF 1686-4, pp. 42-64); the District's student assignment written policies were not amended in the years reflected in the other annual reports (AR 12-13, ECF 1549-1, pp. 23-24; AR 14-15, ECF 1918-1, pp. 66-67; AR 15-16, ECF 1958-1, p. 83; AR 16-17, ECF 2057-1, p. 106.)

> USP Section II(K)(1)(o). *"The District shall provide, as part of its*
> *Annual Report . . . [a] link to all web-based materials and interfaces*
> *developed pursuant to the requirements of this Section."*

The District provided this information with AR 13-14, AR 15-16, and AR 16-17 (AR 13-14, ECF 1686, pp. 62-63; AR 15-16, App. II-55, ECF 1960-5, pp. 101-103; AR

16-17, App. II-77, ECF 2058-10, pp. 49-51); the District did not develop any web-based materials and interfaces in the years reflected in the other two annual reports (AR 12-13, ECF 1549-1, p. 24; AR 14-15, ECF 1918-1, p. 67.)

> USP Section II(K)(1)(p).   *"The District shall provide, as part of its Annual Report . . . [a] list or table of all formal professional development opportunities offered in the District over the preceding year pursuant to the requirements of this Section, by opportunity description, location held, and number of personnel who attended by position."*

The District provided this information with each of its annual reports. [AR 12-13, App. 88, ECF 1554-7, pp. 1-120; AR 13-14, App. II-13, ECF 1686-7, pp. 139-140; AR 14-15, Apps. II-56, II-57, ECF 1849-3, pp. 1-813; AR 15-16, App. II-36, ECF 1960-1; pp. 322-332; AR 16-17, App. II-78, ECF 2058-10, pp. 52-95.]

II.   Boundary Review Process.

The District Has Successfully Followed the Boundary Review Process ("BRP").

A. BRP Roles and Responsibilities.

**The District complied in good faith
with BRP roles and responsibilities.**

> BRP P. 2. *"ROLES AND RESPONSIBILITIES."   The Boundary
> Review Process lays out the roles and responsibilities for all
> personnel involved in the process.*

The District has instituted the roles and responsibilities outlined in the BRP. The DPSA manages the process with the help of two third-party firms: DLR Group and Applied Economics (together the "Project Team"). The Project Team has developed a public outreach program that provides multiple venues for public consultation. Boundary options are generated by the Project Team and then presented to boundary committees, the Plaintiffs and Special Master and the public for review, comment, and refinement. An advisory team of staff and outside professionals is responsible for reviewing the effectiveness and feasibility of all options. The Project Team updates District leadership, the Governing Board and the Plaintiffs and Special Master at key points. The Project Team collects responses, makes necessary revisions, and produces the final product. The DPSA is responsible for notifying parents/guardians of TUSD students, landowners, and other affected persons/groups after the final approval of any boundary changes. Annually, the DPSA reviews the District's Annual Report and existing boundaries to determine if any schools are oversubscribed to evaluate whether changes should be made to promote desegregation, especially regarding magnet schools and programs.

B.   Input from Plaintiffs and Special Master.

**The District properly sought input from the Plaintiffs and the Special Master in
connection with the Boundary Review Process**.

> BRP P. 2.   *"INPUT OF THE PLAINTIFFS AND SPECIAL
> MASTER. Before the District amends boundaries, the District must*

36

> *first 'propose and evaluate various scenarios with…the Plaintiffs and the Special Master in an effort to increase the integration of its schools.'   This process includes multiple opportunities for the Plaintiffs and Special Master to receive and comment on information as the District develops scenarios (rather than waiting to involve them after scenarios have already been developed) and to be involved in the evaluation of options before recommendations are presented to the Board. Once the District makes recommendations, it will be available to the Board, the public, and to the Plaintiffs and Special Master. Once the Board approves a set of recommendations, the parties will have additional time for review and resolution of remaining conflicts. If conflicts cannot be resolved, the Special Master shall submit recommendations to the Court in a report."*

The District has complied with this requirement whenever applicable. [BRP, ECF 1686-4, p. 66; AR 13-14, ECF 1686, p. 34; AR 15-16, ECF 1958-1, pp. 41-43.] As an example, when the District worked on the CBP in SY 2013-14, the Special Master and Plaintiffs were provided information throughout the project, and the District considered their feedback on proposed options. [AR 13-14, ECF 1686, p. 37.] They participated in a series of four special meetings with District representatives and outside consultants and were provided web access to all of the underlying maps and analysis that would inform the District's efforts. [*Id*.]

C.   Understanding Issues and Objectives.

The District worked to make sure all involved understood issues and objectives.

> <u>BRP P. 4</u>.   *"UNDERSTANDING OF ISSUES AND OBJECTIVES. Early in the project, the Project Team will identify issues, objectives and evaluation approaches and then, through the Director of Desegregation, will work with the Special Master and Plaintiffs to further define the project. This will include defining any perceived ambiguities in the USP."*

When the District worked on the CBP in SY 2013-14, the District considered feedback from the Plaintiffs and Special Master on proposed options. [AR 13-14, ECF 1686, p. 37.] The Special Master and Plaintiffs were provided information throughout

the project.   [*Id.*]   They attended a series of four special meetings with District representatives and outside consultants and were provided web access to all of the underlying maps and analysis that would inform the District's efforts. [*Id.*]

III.   Admissions Process for Oversubscribed Schools.

The District Has Properly Followed
the Admissions Process for Oversubscribed Schools ("APFOS").

A.   APFOS basic assignment rules.

> APFOS PP. 3-4.   *"BASIC ASSIGNMENT RULES."   The APFOS*
> *lays out the school assignment rules.*

The District revamped its lottery admissions process for SY 2013-14 pursuant to the USP's requirements.   [AR 13-14, ECF 1686, p. 48.]   The District previously conducted a lottery that extended a sibling preference, but was otherwise entirely random. [*Id*., p. 48, n. 14.]   To comply with the USP, the District changed its lottery process to take into account race/ethnicity as a selection criterion to assist in the desegregation of schools.   [*Id*., p. 49.]   After review by the Special Master and Plaintiffs, the Board approved the Admissions Process for Oversubscribed Schools, and the revised process became policy on May 27, 2014.   [*Id*.]   The following are the basic assignment rules for the SY 2016-17 process (AR 16-17, App. II-40, EC F2058-4, pp. 42-49):

1. Students, including Nonresident Students, who are currently enrolled and remain enrolled to the end of the school year, even if they move out of a school's attendance boundary or out of District, may continue, without application, at that school until graduation from that school or until they elect to attend another school.

2. Pipeline students are placed before the lottery.

3. The School Choice application allows the parent to choose whether or not the student should be considered as a sibling or if the student has a parent/guardian employed by TUSD. If seats are available in the appropriate grade-school, sibling students are placed after neighborhood and pipeline students. Children of employees are placed after siblings.

4. The School Choice application will indicate whether the student is applying to a magnet program or open enrollment. For example, a parent may choose Tucson High Fine Arts Magnet as their first choice, and Tucson High School Open Enrollment as their second choice.

5.   The School Choice application allows parents to choose three schools/programs.

6.   Available seats are provided for each school-grade-program based on the projected neighborhood enrollment plus pipeline students, siblings and children of employees as compared to the capacity of the school.

7.   The lottery will only apply if the number of applications exceeds the number of available seats (by grade, by school); otherwise, all applicants are placed.

8.   Within the lottery, for entry grades, available seats are allocated by race/ethnicity to improve integration at each school.

9.   The lottery will only make one assignment per student.

10.   Magnet students are never placed into open enrollment slots, and open enrollment students are never placed into magnet slots.

11.   All District Resident Students are placed before any Nonresident Student.

12.   Nonresident Students, who are already enrolled in a TUSD school or program or who have a sibling so enrolled, are considered, for the purposes of School Choice placement, as District Resident Students.

13.   All other Nonresident Students (i.e. those who are not already enrolled in a TUSD school or program and who do not have a sibling so enrolled) are not considered in the first lottery; they are placed in the second and subsequent lotteries, after District Resident Students.

14.   Students who are not placed, due to a shortage of available seats, and students who receive their second or third choice will remain in the applicant pool to be placed in subsequent lotteries in order to try to place them in their first choice. Once a student is placed in their first choice, they are removed from the pool.

The revised lottery admissions process has had a tremendously positive impact on integration at the District's schools.   In 2013-14, of the nine schools that were oversubscribed by ten or more applications, three saw major positive integration impact as a result of the lottery process (the other schools were either already integrated or did not have enough applicants in the necessary racial/ethnic category).   [AR 13-14, ECF 1686, pp. 51-52.]   In 2014-15, there were ten such schools in the first lottery, nine of

which the lottery selection process brought closer to the target racial-ethnic composition. [AR 14-15, ECF 1918-1, p. 50.] In 2015-16, at the completion of the first lottery, there were eight such schools, four of which the lottery selection process brought closer to the target racial/ethnic composition (the remaining four did not have enough applicants in the necessary racial/ethnic category). [AR 15-16, ECF 1958-1, p. 61.]

In 2016-17, there were six schools that were oversubscribed by ten or more applications, four of which the lottery process brought closer to the target (again, the two remaining schools did not have enough applicants). [AR 16-17, ECF 2057-1, p. 82.] The District ran additional lotteries in February, March, April, May, and June 2017, and continued to accept applications and offer placements as long as space was available. [*Id.*, p. 83.] The District received 4,834 applications in 2016 for SY2017-18, as compared to 3,803 applications received in 2015 for SY2016-17—an increase of more than 1,000 applications—as a result of increased marketing, outreach, and recruitment efforts. [*Id.*]

The District continues to evaluate the lottery selection process to improve integration outcomes. [AR 15-16, ECF 1958-1, p. 63.] Before the priority enrollment period in fall 2016, School Community Services staff visited schools to gain perspective about specific learning environments, neighborhood locations, magnet programs, advanced learning opportunities, communication issues, and unique programs. [AR 16-17, ECF 2057-1, p. 80.] Staff then used this insight, including details of proposed changes to school programs for SY2017-18, to more effectively market individual schools to parents and families, recruit students, and facilitate the lottery process. [*Id.*] School visits reinforced departmental relationships with schools, resulting in staff who were more informed and responsive to community inquiries about schools and their programs and/or services. [*Id.*]

Also during SY 2016-17, School Community Services staff members participated in the implementation of Smart Choice software to facilitate the management of the

student placement process for oversubscribed schools. Both Synergy and Smart Choice software went live in July 2016, but the District is still working to make necessary adjustments following the transition. [AR 16-17, ECF 2057-1, p. 84.] The District implemented a full lottery process with Smart Choice in SY2017-18 and is actively working to facilitate streamlined processes and two-way feedback regarding student assignment and placement. [*Id.*] District staff continues to work to enhance the dissemination of information to the community regarding the lottery process, timelines, and the defined parameters that support equitable student access to school choice. [*Id.*] Online access and submission is available to enhance the student placement process. [*Id.*] Representatives from School Community Services, Advanced Learning Experiences, Student Assignment, Student Placement, and Technology Services continued to meet during summer 2017 to plan for a more streamlined and coordinated student placement process for SY 2018-19. [*Id.*]

B.   Enrollment Projections.

> **The District prepared and used enrollment projections as required.**

> > APFOS P. 4. *"ENROLLMENT PROJECTIONS.   The Planning Department works with school principals each year to project how many students will attend the school in each grade level the following school year, with estimates of any new open enrollment/magnet applications. The principals then report how many students they can accept at each grade level for magnet programs and open enrollment per the example on the next page."*

The District complies with the process for making enrollment projections by asking school principals to report how many students they can accept at each grade level each year.

C.   **Lottery Schedule.**

The District followed the APFOS lottery process schedule.

APFOS P. 5. *"LOTTERY PROCESS."   The APFOS lays out the lottery process schedule for accepting open enrollment and magnet applications.*

Each year, the District conducts the lottery according to a schedule that conforms as closely as possible to the SY2014-15 schedule that is outlined in the APFOS:

- 11/1/13. The priority window opens and applications are accepted;

- 12/16/13. The priority window closes;

- 12/20/13. Applications are entered into the student information system;

- 1/3/13. School principals provide their enrollment numbers;

- 1/6/14. The District runs the first lottery;

- 1/6/14. Letters are sent to parents offering placements; offers are entered into the SIS and are visible to the schools;

- 1/20/14.   Offer letters are returned with parent signature indicating acceptance (parents have two weeks to return the letter);

- 2/1/14. The District runs a second lottery (for this and subsequent lotteries, the application window closes about 10 days before the lottery and the process for parent notification is the same);

- Monthly additional lotteries are run until each school grade is filled to the extent there are applications for that school and grade.

D.   **Lottery Process.**

The District followed the APFOS requirements for the lottery process.

APFOS P. 5. *"LOTTERY PROGRAM. The lottery is a program in the student information system. It uses the steps shown below to place all applicants that meet each criterion before going to the next step. (See example and diagram below)."*

The District's lottery program in the SIS uses the steps reflected in the AFPOS to conduct the lottery. The program takes into account the criteria discussed above. The District notes that the Plaintiffs have recently raised an issue regarding compliance with

44

the priorities. The District has separately responded (see separate annex to Annual Report filed herewith, but simply put, no child has been placed in or rejected from any school based on priorities other than as set forth in the USP and APFOS.

IV.   Comprehensive Magnet Plan.

A.   Individual Magnet School Plans.

The District followed the CMP's requirements
for individual magnet school plans.

> CMP P. 4. *"During the 2015-16 and 2016-17 school years, the Magnet Department will provide oversight of each site's Magnet School Plan. The Magnet Director and a Senior Program Coordinator will work with campuses to assure implementation and compliance of each plan and provide support as needed. The Magnet Department will take an active role in improving instructional quality and academic rigor so schools can attain the student achievement goals defined in Court Order 1753. Collaboration with the Curriculum and Instruction Department, Human Resources, Student Equity and Title I will ensure that all available resources are leveraged. The Magnet Department will also work closely with the Communications Department to implement marketing and recruitment campaigns. These campaigns will support schools in meeting integration benchmarks defined in each Magnet School Plan. The Magnet Department will continue to partner with family centers, support events, provide outreach, and market school brands."*

MSP Development and Implementation. By SY 2015-16, each District school had developed an MSP that addressed two specific components: integration and student achievement. [AR 15-16, ECF 1958-1, p. 49.] Before creating the MSPs, each District school underwent a needs assessment to determine goals and benchmarks for integration and student achievement. [CMP, ECF 1898, p. 9.] Based on an analysis of two years of data, schools created goals and benchmarks and came up with strategies that would allow for progress towards integration and student achievement. [*Id.*] The MSPs are designed as two-year plans that include long-term goals, annual benchmarks, and intentional strategies to promote progress toward integration and student achievement. [*Id.*]

The MSPs were designed to incorporate a continuous school improvement model inspired by leading experts on the subject, including Michael Fullan, Paul Bambrick-Santoyo, and Mark A. Smylie. [CMP, ECF 1898, p. 7.] Using organizational design

principles outlined by Bambrick-Santoyo, each District school also has created a CIP. [*Id*., pp. 7-8.] In March and April of 2017, principals and key magnet staff were trained on the processes and components of continuous school improvement. [*Id*., p. 9] School teams also analyzed current conditions and processes to determine what adjustments needed to be made in order to implement continuous improvement, and those adjustments were embedded into the MSPs. [*Id*.]

The District implements directives designed specifically to improve integration and academic achievement at the District's magnet schools and programs, as outlined in the CMP. [AR 16-17, ECF 2057-1, p. 44.] The District's CMP implementation focuses on seven major milestones: implementing the CMP primarily through the individual MSPs; improving integration in collaboration with the Communications Department through coordinated and targeted marketing, outreach, and recruitment activities; using data gathered during school walk-throughs and professional learning community ("PLC") observations to improve academic achievement, including by utilizing strategies to improve instruction, culture, and climate; providing ongoing professional development to magnet school coordinators focused on improving student achievement; implementing family engagement strategies and activities in the magnet schools and programs; improving teacher hiring and retention; and evaluating the strength of existing magnet themes and programs and developing potential proposals for new magnet programs. [*Id*.]

The 2016-17 MSPs set integration goals for the 40th day of SY2016-17. [*Id*., p. 55.] There were 102 individual goals for the nineteen magnet schools. [*Id*.] Thirteen of these schools met at least 50 percent of their goals in SY2016-17, with five meeting all of their goals. [*Id*.] The District met eight of the 33 goals (24 percent) for the six transition schools and 50 of the 69 goals (72 percent) for the continuing magnet schools. [*Id*.] Site-specific descriptions of progress towards integration goals in MSPs are available in AR 16-17. [*Id*., pp. 55-60.]

MSP Oversight, Evaluation, and Revision. The District's Magnet Department provides oversight over each school's MSP, and the Magnet Director and a Senior Program Coordinator work with each campus to assure implementation and compliance of each plan, providing support as needed. [CMP, ECF 1898, p. 8.] The Magnet Department also works closely with the Communications Department to implement marketing and recruitment campaigns to facilitate schools meeting the integration benchmarks defined in each MSP. [*Id*.] The District worked with campuses to assure implementation of the CMP and MSPs by developing a comprehensive process to monitor, evaluate, and improve the effectiveness of the CMP and MSPs.

During the first magnet principal meeting in August 2016, the Magnet Department provided principals with the 2016-17 magnet budget reports to ensure alignment with their site plans. [AR 16-17, ECF 2057-1, p. 47.] Subsequent meetings were held with principals, school staff, and magnet coordinators throughout the fall and spring semesters to review progress on MSPs and align budgets. [*Id*.] At the request of principals, the Magnet Department provided all office managers with detailed instructions on how to generate budget reports to provide building administrators with monthly updates to help them monitor spending. [*Id*.] The Magnet Department was available to meet with individual campuses to review MSPs and related budgets on an as-needed basis. [*Id*.]

At the end of the first semester, each magnet school must evaluate progress toward integration and academic achievement based on a series of metrics. [*Id*.] Each magnet school then submits a semester report to the Magnet Department detailing specific actions taken during the semester, progress toward integration goals and objectives, and assessments of various academic benchmarks and progress towards each site's academic goals. [*Id.;* AR 16-17, App. II-6, ECF 2058-2, pp. 1-32.] At the end of the year, the District required all principals and magnet coordinators to review their school MSP to ensure accuracy and completion of strategies. [*Id*., p. 47] When amendments were necessary, staff members noted and explained each required revision. [*Id*.] The District

further requires each magnet site to submit an end-of-year report. [*Id*.; AR 16-17, App. II-7, ECF 2058-2, pp. 33-65.]

The District continually evaluates magnet schools' progress throughout the school year and makes necessary revisions to MSPs. [AR 16-17, ECF 2057-1, p. 48.] Staff revised MSPs for several reasons, including staff changes due to an inability to fill vacancies for teaching positions or support staff. [*Id*.] When this occurred, the District reallocated resources to best serve student needs. [*Id*.] For example, at Davis Bilingual Elementary Magnet School, the position of magnet coordinator remained unfilled, despite the fact that the District continuously posted the position and interviewed multiple candidates. [*Id*.] The District reallocated funds for this position to pay for student supplies for classroom and school tutoring, classroom technology, and the temporary hiring of a retired magnet coordinator. [*Id*.] The coordinator was available to attend magnet recruitment events, give tours, and provide assistance to the principal on a part-time basis. [*Id*.]

In addition to staffing, the District revised the MSPs in accordance with the District's technology initiative, which allocated more than 4,133 new computers, 447 document cameras, 162 new access points, and other equipment to the District's magnet programs. [*Id*.] This initiative made it possible for some schools to reallocate funds that had been intended for technology purchases. [*Id*.] For example, Mansfeld Middle Magnet School reallocated funds to support both additional tutoring for struggling students and a summer STEM program for incoming 6th through 8th graders. [*Id*.]

In a further effort to evaluate existing magnet schools, the Marzano consulting firm assessed progress towards integration and improving academic achievement. [*Id*., p. 73.] Findings based on integration data obtained from the District indicated that five of the nineteen magnet schools had a Hispanic enrollment of more than 70 percent during SY2015-16. [*Id*.] Achievement data were based on the following goal: the achievement gaps between the racial groups participating in magnet programs should be less than the

48

achievement gaps between racial groups. [*Id*.] Findings indicated that seven magnet schools had mathematics achievement gaps for African American students that were smaller than the District achievement gaps during SY2015-16. [*Id*.] Seven magnet schools also had smaller mathematics achievement gaps for Hispanic students than District achievement gaps for these students. [*Id*.] Similarly, seven magnet schools had smaller ELA achievement gaps than the District for African American students, and eight schools had smaller ELA achievement gaps for Hispanic students. [*Id*.; App. II-31, ECF 2058-3, pp. 91-143.]

B.   Magnet Applications and the Tully GATE Program.

The District followed CMP requirements
for magnet applications and the Tully GATE program.

> CMP P. 4. *"Magnet applications are accepted at school sites, on-line, at family centers, and at School Community Services. The Magnet Department and School Community Services collaborate each year to ensure that information about magnet programs and pipelines are accurate before applications are released to the public. The application window for lottery selection for magnet programs runs from November through March. Parents may continue to submit applications after the March lottery window deadline. Students will be placed if the magnet campus has available seats. Other than the weighted lottery, there are no other admission priorities for magnet schools.*
>
> *The Tully program will offer GATE self-contained services for grades K-5 . . . . All Tully students will be tested for GATE but teachers will not be informed of the results. All Tully students will be in a "self-contained" model classroom with a gifted-endorsed teacher using gifted strategies and accelerated and/or enriched curriculum. All students can enroll at Tully through the magnet lottery program. All students who qualify for GATE services through testing, will be offered the Tully programs as on option. The testing component is unique among TUSD magnet schools."*

The District accepts magnet applications at the District's central offices, school sites, the Enrollment Bus (which visits schools and sites throughout the community),

FRCs, and via email. [AR 16-17, ECF 2057-1, p. 80.] The Magnet Department and School Community Services collaborate each year to ensure that information about magnet programs and pipelines are accurate before applications are released to the public. The District complies with all admissions lottery-related requirements.

The District has implemented a Self-Contained GATE program at Tully that complies with the CMP. The Tully GATE Magnet program is a modified GATE Self-Contained Model. [AR 15-16, App. II-22, ECF 1963-1, p. 77.] The self-contained model provides Gifted and Talented pedagogy by GATE endorsed teachers providing Gifted & Talented instruction and strategies to all students in self-contained classrooms. [*Id.*]

During SY2016-17, the District proposed a number of integration initiatives, including a pipeline for Tully GATE students that would provide an open-access GATE program at the middle school level.   [AR 16-17, ECF 2057-1, p. 426.]   The Tully program was very successful: Tully moved from a racially concentrated school to an integrated school in two years. [*Id.*, p. 60.] More information can be found in the Tully MSP. [AR 16-17, App. II-36, ECF 2058-3, pp. 265-268.]

C.   New Magnets.

The District followed CMP requirements related to new magnets.

> CMP P. 5. *"As some pipelines might be disrupted by program elimination, the District will work to identify new magnet sites to continue these pipelines. After the 2016-17 school year, new, replicated and/or relocated magnet programs will be considered based on budget capacity, available resources, public interest, and location. This paragraph is not intended to preclude discussion and consideration of introducing additional magnet programs."*

The District has successfully designed, developed, and implemented new magnets. Since 2013, the District has proposed more than a dozen new magnets and implemented two: Tully Elementary School Open-Access GATE, and Mansfeld Middle School STEM. [AR 16-17, ECF 2057-1, p. 61.] By SY2016-17, the District had significantly

50

increased both integration and academic achievement at Tully and Mansfeld. [*Id*.] Once racially concentrated, Tully is now an integrated school. [*Id*.] Mansfeld, once racially concentrated with a 79 percent Hispanic student population, now is on the verge of becoming an integrated school; it had a 73-percent Hispanic population in SY2016-17. [*Id*.] Both schools have experienced significant gains in their academic benchmark scores and their annual state assessment scores. [*Id*.]

D.   **Integration.**

The District has complied as far as practicable
with CMP targets for integration.

> CMP PP. 6-7. *"All schools must show progress toward integration each year, with 2014-15 being the baseline year. Integration can be measured in two ways. First, Special Master will examine the overall integration of the school using the 70% and 15% thresholds. Second, progress toward integration will be measured by the incoming class at lowest grade and those students in subsequent years. Integration must be maintained at each of the subsequent grade levels starting with 2014-15 and 2015-16, and from 2015-16 to 2016-17. After the 40th day of enrollment for 2015-16, and the 40th day of 2016-17, the Special Master may recommend to the courts that these schools that have little chance to integrate and magnet status should be relinquished. Schools that have shown substantial progress toward integration will have until June of 2017 to meet USP integration standards. However, this does not affect the Special Master's responsibility to assess integration compliance in October of 2015 and 2016."*

In SY2015-16, four out of the nineteen magnet schools met the USP definition of an integrated school. [AR 16-17, ECF 2057-1, p. 52.] In SY2016-17, that number rose to five—Borton, Holladay, Tully, Dodge, and Palo Verde—and, of the remaining eight schools, six met the first criterion of an integrated school (*id*., p. 53):

51

Magnet Schools Compared to the +/- 15% Criterion (40th Day)

Integration Range or School	White	African American	Hispanic	Native American	Asian/ PI	Multi-Racial
Elementary Integration Range	**6 – 36%**	**0 - 25%**	**45 – 75%**	**0 – 19%**	**0 - 17%**	**0 – 19%**
Bonillas	14%	8%	71%	3%	1%	3%
Borton	21%	8%	64%	2%	1%	4%
Carrillo	11%	6%	79%	3%	0%	2%
Davis	16%	4%	75%	2%	0%	3%
Holladay	8%	18%	63%	4%	0%	8%
Tully	9%	17%	64%	6%	2%	3%
K-8 School Integration Range	**0-28%**	**0 - 24%**	**53 – 83%**	**0 – 20%**	**0 - 17%**	**0 – 18%**
Drachman	12%	9%	71%	3%	0%	5%
Booth-Fickett	24%	16%	50%	2%	2%	5%
Roskruge	8%	3%	78%	8%	1%	3%
Middle School Integration Range	**0 – 37%**	**0 – 24%**	**46 – 76%**	**0 – 19%**	**0 - 17%**	**0 – 18%**
Dodge	23%	8%	61%	2%	2%	4%
Mansfeld	11%	8%	73%	5%	1%	2%
High School Integration Range	**0 – 38%**	**0 – 24%**	**45 – 75%**	**0 – 18%**	**0 – 18%**	**0 – 18%**
Palo Verde	23%	19%	48%	2%	3%	5%
Tucson High	13%	7%	73%	4%	2%	2%

Of the nine racially concentrated magnet schools, four moved within 3 percent of the 70-percent goal, and another was within 5 percent (*id.*, pp. 53-54):

Reducing Racial Concentration at Racially Concentrated Magnet and Transition Schools (40th Day)

Hispanic Enrollment 40th Day						
Magnet	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**5 Year Change**
Bonillas ES	76%	73%	73%	73%	71%	-5%
Carrillo ES	89%	85%	84%	80%	79%	-10%
Davis ES	85%	82%	83%	77%	75%	-10%
Drachman K-8	76%	73%	74%	75%	71%	-5%
Holladay ES	68%	70%	66%	67%	63%	-5%
Mansfeld MS	79%	78%	78%	73%	73%	-6%
Roskruge K-8	85%	82%	80%	78%	78%	-7%
Tucson HS	72%	72%	75%	74%	72%	0%
Tully ES	72%	74%	74%	68%	64%	-8%
Transition	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**	**5 Year Change**
Cholla HS	78%	78%	78%	78%	79%	1%
Ochoa ES	85%	83%	86%	82%	81%	-4%
Pueblo HS	90%	89%	89%	88%	89%	-1%
Robison ES	85%	83%	78%	75%	74%	-11%
Safford K-8	79%	73%	75%	75%	77%	-2%
Utterback MS	78%	75%	77%	81%	80%	2%

The District also reduced racial concentration at four of the six transition schools over five years—one by 4 percent and another by 11 percent. [*Id*., p. 54.]

Further, the District reduced racial concentration averages by 6 percent at racially concentrated magnet schools, and by 3 percent at racially concentrated transition schools, over five years. [*Id*.] Thus, despite several magnet and transition schools remaining racially concentrated, the District has reduced racial concentration at these schools over the past five years (*id*., pp. 54-55):

Reducing Racial Concentration Overall in Racially Concentrated Magnet and Transition Schools (40th Day)

	Average % of Hispanic Enrollment 40th Day				
	2012-13	**2013-14**	**2014-15**	**2015-16**	**2016-17**
Racially Concentrated Magnet Schools	78%	77%	76%	74%	72%
Racially Concentrated Transition Schools	83%	80%	81%	80%	80%

The District evaluated each magnet school based on integration goals included in individual MSPs. [*Id*., p. 55.]   The District monitored progress and prioritized the provision of additional support and resources to schools struggling to meet their goals. [*Id*.] District-level efforts to market and recruit ran parallel to school-based recruiting. [*Id*.] Full descriptions of District-level efforts are included in AR 16-17. [*Id*., pp. 55-60.] Each MSP is available at (AR 16-17, ECF 2058-3, App. II-36, pp. 199-268.)

E.   Professional Development and Student Support.

**The District work hard to realize the CMP elements
for professional development and student support.**

CMP PP. 9-10. *"The District will provide professional development opportunities that are consistent with current research to ensure that teachers build a broad range teaching strategies for students who are struggling academically. Related training will be provided to principals, teacher evaluators and instructional support staff. The District will offer training opportunities to help principals and teachers use data driven instruction, observational feedback and instructional planning. Principals will receive training in creating a positive school culture that reflects high expectations for both students and teachers and in developing distributed leadership systems, with teachers as Teacher Leaders.*

All magnet schools have to implement three strategies: Create robust PLCs around what students need to learn, implement Learner Centered Professional Development, and utilize an instructional expert to support teacher learning. Magnet schools that are "C" and "D" have to include other strategies in their plan.

Those that intend to reduce the student to adult ratio will utilize Teacher Assistants

. . .

Based on student data, teachers will identify students who either have learned the skill, who are on their way to learning the skill, or who are struggling. Teachers will then provide either small group instruction or one-on-one instruction to address the students who have not learned the skill

. . .

All schools will implement Multi-Tiered System of Support and are monitored

. . .

Interventions provided outside the school day will be considered at each magnet school at the discretion of each site principal. All schools will have family engagement strategies in place

. . .

Schools recognize the need to improve instructional practices. Those schools will utilize specialists to support teacher learning. Magnet Coordinators will work directly with teachers in planning and lesson delivery. Instructional Data and Intervention Coordinator (see attachment E) will support PLCs and individual teachers in creating meaningful assessments, providing data reports, and support teachers in understanding the data. This position will track student data and offer recommendations for interventions. Teacher Leaders are used to build academic achievement using research-based strategies to improve the level of teachers' instructional practices. Teacher Leaders will work with PLCs to facilitate deep and deliberate dialog that connects assessment to student learning to instruction."

Professional Learning Communities. The District is committed to implementing a continuous school improvement process for magnet schools, including the consistent use of PLCs at all magnet schools. During SY2016-17, the District refined its PLC Guide and Rubric for schools. [AR 16-17, ECF 2057-1, p. 68.] The District provided magnet site coordinators with the opportunity to broaden their capacity as PLC facilitators through enrollment in the District's Professional Learning Series ("PLS") Year 1, a

District-sponsored course led by instructors trained by the New Teacher Center ("NTC"). [*Id*.] The PLS consists of four two-day sessions dedicated to training staff members to support teacher learning through conversation structures for planning, reflecting, and problem solving, with opportunity for observation and evidence-based feedback. [*Id*.] MSCs participated in activities to develop comprehensive mentoring and coaching skills using the NTC Formative Assessment and Support system. [*Id*., pp. 68-69.] The sequenced professional development explored the creation of conditions for equitable instruction, advancing instruction to support language development, differentiating instruction to support diverse learners, and mentoring as leadership. [*Id*., p. 69.] MSCs who had already participated in PLS during SY2015-16 participated again in PLS Year 2, building upon the comprehensive mentoring and coaching skills from PLS Year 1 using the same NTC Formative Assessment and Support system. [*Id*.] By building their professional capacity, MSCs increased their knowledge and tools to more effectively lead fellow staff members through the PLC cycle.

As part of the 2016-17 Pay for Performance Plan, teachers who participated in ten hours of PLC time during the course of the school year qualified for compensation. [*Id*.] Teachers were required to submit PLC logs to site administration after each session. [*Id*.] To support this plan and the District's emphasis on Danielson's Domain 3 (Instruction), the District included time for additional PLCs (23) into the districtwide professional development calendar for early-release Wednesdays. [*Id*.]

Even with more PLC trainings scheduled during early-release Wednesdays, the District expected magnets to go beyond the District requirement for PLC implementation. [*Id*.] Thus, MSCs submitted a fixed PLC schedule to the District office with their best-faith efforts put forward for maximum time allotted to each team. [*Id*.] Actual time devoted to PLCs varied by school according to a variety of factors, such as the number of elective teachers and the number of periods in the school day. [*Id*.] PLC times also varied depending on the amount of time teachers were willing to spend after school. [*Id*.]

Added duty funds were available for those teams willing to work in PLCs beyond the school day. [*Id.*] Time spent in PLCs outside of the school day was noted on PLC logs and in the Time Clock Plus employee system. [*Id.*] Because this was the second year of Time Clock Plus implementation, the District used a more established process for compensating employees for added duty. [*Id.*]

Given the emphasis on building strong PLCs, the District offered MSCs professional development focused on facilitating PLCs during monthly meetings. [*Id.*] During two of these sessions, the Assessment and Program Evaluation Department partnered with the Magnet Department to provide professional development support for MSCs on how to access, organize, and disaggregate benchmark assessment data, how to create meaningful common formative assessments to guide instruction, and how to most effectively analyze student work. [*Id.*, pp. 69-70.] The professional development and assessment team provided a session focused on how to facilitate PLCs using scenario analyses. [*Id.*, p. 70.] Professional development also included training on using the District PLC guide, including the PLC log, rubric, resources, and a task analysis planning tool, and calendaring PLCs and unwrapping standards. [*Id.*] The District tasked MSCs with facilitating or being actively involved in PLC teams using knowledge from these professional development sessions. [*Id.*; AR 16-17, App. II-27, ECF 2058-3, pp. 57-63.]

The Magnet Department visited each school at least once per semester and made unofficial visits on an as-needed basis. [AR 16-17, ECF 2057-1, p. 70.] After visits, the observer and facilitator met to debrief the session and discuss strengths and enhancements. [*Id.*] The District tracked each visit for evaluation purposes. [*Id.*] After the fall 2016 observation, the Magnet Department notified school administrators and directors of any areas needing specific support. [*Id.*] The District compared fall 2016 results with the PLC ratings from spring 2017, and the average rating indicated an improvement in all areas from fall to spring. [*Id.*]

57

Family and Community Engagement. Schools also added a FACE component to their MSPs. [*Id., p. 71.*] This objective complemented each school's CIP and focused on academic family engagement. [*Id.*] To ensure that FACE opportunities maximized interest and participation potential, MSCs supported the implementation of the six types of involvement that the National Network of Partnership Schools at John's Hopkins University have indicated are keys to successful partnerships. [*Id.*] These include parenting, communicating, volunteering, learning at home, decision-making, and collaboration with the community. [*Id.*]

Each campus advertised family engagement events through flyers, newsletters, and social media. [*Id.*] Every magnet campus was able to document at least one event from each of the six types of family engagement opportunities for SY2016-17. [*Id.*] SY 2016-17 was the second year in a row in which 100 percent of magnet schools documented family engagement events in every one of the six types of family engagement. [*Id.*, pp. 71-72; AR 16-17, App. II-30, ECF 2058-3, pp. 71-90.]

F.   Data Markers for Integration and Achievement.

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**The District evaluated magnets using data markers
for integration and student achievement.**

</div>

> CMP P. 11. *"According to Court Order 1753, each magnet school will be evaluated annually using data markers for integration and student achievement . . . . According to the Draft of Response to January 16 Court Order, 'Should it appear highly unlikely that any particular magnet school or program will be able to meet the six goals (sic) by the end of the 2016-17 school year, the Special Master may recommend that magnet status be withdrawn.' . . . . If the Special Master recommends that the magnet be eliminated, and if the Court adopts the recommendation, the funding allocated to the school for recruitment and marketing will be reallocated. Funding would be sustained for extraordinary programs that can be shown to have positive consequences or to support evidence-based strategies to improve the academic performance of students performing below the district average. Students attending under magnet status would continue to receive transportation until they reach the highest grade*

in that school. Once students reach the highest grade, they will returned to their neighborhood school or families may choose to open enroll."

Academic Goals. The 2016-17 MSPs included five academic achievement goals for each magnet school. [AR 16-17, ECF 2057-1, p. 63.] While the District tailored each plan for each individual school, the District based all goals on student achievement requirements delineated by the Court (*id*.):

1. Magnet schools will receive a letter grade of "A" or "B" as designated by the ADE;

2. Students will score higher than the state median in reading and math on the state assessment;

3. Academic growth of all students at the school will be higher than the state median growth in reading and math;

4. Growth of the bottom 25 percent of students at the school will be higher than the state median growth;

5. Achievement gaps between racial groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet programs.

Because it is not possible to report on all of the goals as delineated in Court Order 1753, the District provides the following measures of academic achievement progress, Goal 2 (alternative) and Goal 5 (*id*., p. 64):

• Goal 2. Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates.

• Goal 5. Achievement gaps between racial groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet programs.

The District's magnet schools have made great progress towards their academic goals. Site-level descriptions of this progress are available at (*id*., pp. 64-68.)

Integration Goals. The District's magnet schools also have made great progress towards their individual integration goals. The 2016-17 MSPs set integration goals for the 40th day of SY2016-17. [*Id*., p. 55.] There were 102 individual goals for the nineteen magnet schools. [*Id*.] Thirteen of these schools met at least 50 percent of their goals in SY2016-17, with five meeting all of their goals. [*Id*.] The District met eight of the 33 goals (24 percent) for the six transition schools and 50 of the 69 goals (72 percent) for the continuing magnet schools. [*Id*.] Site-specific descriptions of progress towards integration goals in MSPs are available at (*id*., pp. 55-60.)

G.   Transition Schools

The District followed CMP plans for transitioning schools.

> CMP P. 12. *"By May 19, 2016, TUSD shall develop Transition Plans for all magnet schools and programs that did not reach their benchmarks for integration this fall and are not now A or B schools. Transition Plans will be developed to ensure that if at such time these schools are removed from the CMP, any extraordinary programs which have been developed in the quest for magnet status are not lost and to ensure that the academic needs of students at these schools, especially underachieving students, are met, programmatically and fiscally, upon the loss of magnet status. These plans should address how best to meet the needs of students in schools that are at risk of not meeting the standards for academic achievement identified in the CMP. For Carrillo, Robison, and Ochoa, these plans should identify specific strategies to address the learning needs of ELL students to enable these schools to reclassify enough ELL students to receive an additional 11 points from the Arizona letter grade system. If some continued funding is to use 910G allocations, the purposes of the funding shall be consistent with the provisions of the USP."*

In November 2015, the Court directed the District to develop transition plans for schools that could potentially lose their magnet status within six months. [AR 16-17, ECF 2057-1, pp. 74-75.] The District completed the plans by May 19, 2016. [*Id*., p. 75.] During the fall semester of SY2016-17, the Special Master recommended the withdrawal

of magnet status for six schools: Cholla, Ochoa, Robison, Pueblo, Safford, and Utterback. [*Id*.] This determination was based on enrollment data from SY2015-16 and SY2016-17 indicating that these schools exceeded 70 percent enrollment of students of a single race/ethnicity and had not made sufficient progress in integrating entry-level grades. [*Id*.] Three other schools also did not meet the required criteria, but retained magnet status: Carrillo and Drachman showed some progress, and Roskruge is a dual-language school. [*Id*.]

To prepare for the withdrawal of magnet status, each of the six schools at issue wrote and submitted a transition plan to the District in spring 2016 detailing how the school would continue to support its goals and strategies for student achievement. [*Id*.] When the Special Master filed his recommendation for withdrawal of the six schools' magnet status with the Court on November 15, 2016, the Magnet Department reviewed these plans.   [*Id*.]   The transition plans stated under the section labeled "Step 1B: Transition Plan: New Strategies to Improve Academy Achievement," that the information in the plan comprised the initial transition plan; however, if magnet statuses were lost, then each school would submit a more developed and detailed transition plan. [*Id*.]

The Magnet Department developed a detailed guide to help the transitioning schools develop their comprehensive transition plans for SY2017-18. [*Id*.] The guide was designed to provide clarity by prompting guiding questions and including definitions and explanations for each step and task, including examples for each section. [*Id*.] The guide included sections on school data, determining school goals and measurable objectives, action plans, quick wins, and budgetary needs assessments. [*Id*.]

To ensure that every transition plan included all necessary components, the Magnet Department also developed a transition plan template that aligned with each section of the guidance document. [*Id*.] The transitioning schools used the template and guide as each systematically developed a transition plan.   [*Id*.; AR 16-17, App. II-33, ECF 2058-3, pp. 169-171.] To develop the detailed transition plan, each transition school

administrator formed a school transition leadership team that consisted of the principal, magnet coordinator, and other school personnel with a significant impact on school improvement. [AR 16-17, ECF 2057-1, p. 75.]

On November 21, 2016, the Magnet Department presented the detailed transition plan guide during a meeting with all six principals and members of their school transition leadership teams. [*Id.*, p. 76.] District personnel from the Magnet and ALE departments also attended. [*Id.*] The purpose of the meeting was to prepare each team for the required steps and tasks for developing and completing a specific, detailed transition plan for SY2017-18. [*Id.*] The Magnet Department required transition teams to attend four transition planning meetings. [*Id.*]

The Magnet Department provided support outside of the required planning dates as requested by school transition teams while they worked through transition planning. [*Id.*] The Assessment and Program Evaluation Department provided current performance data for each transitioning school to support the analysis. [*Id.*] Transition teams worked together through a data inquiry process in which the current school achievement data were used to identify trends and prioritize concerns, determine root causes, set goals and objectives, and determine how progress and implementation of identified strategies would be monitored. [*Id.*] The District determined that the transition plans needed to be designed and planned around the following strategic focus areas: Tier 1 instruction for ELA and math; Tier 2 instruction for ELA and math; and PLCs. [*Id.*] Each school's primary focus was to determine strategies that focused on meeting the academic needs of the lowest achieving students in math and ELA. [*Id.*]

Each school's transition team determined detailed action steps tailored around student, faculty, and school needs. [*Id.*] Teams described specific steps for each strategic focus area, including school personnel's' responsibilities for implementation and, if needed, the use of external consultants. [*Id.*] Action steps also included the delivery of

high-quality professional development required to ensure effective implementation of each strategic focus area. [*Id*.]

Once action steps and progress monitoring were completed, transition teams identified early and noticeable "wins" that would indicate forward momentum for the transition initiative once implemented. [*Id*.] The final section of transition planning provided an overview of the budget considerations that each school needed to make for successful implementation of the SY2017-18 transition initiative. [*Id*.] Each transition school prioritized budget needs based on the action steps that correlated to the highest impact on student achievement. [*Id*.]

The Magnet Department met with each transition school principal and their transition team members to review their school's transition plan for SY2017-18 before submission to the District, Special Master, and Court. [*Id*., p. 77.] To ensure effective implementation of each school's transition plan, the Magnet Department reviewed budgetary needs with each transition principal and other transition leadership team members, prioritizing funding needs and alignment to action steps for each strategic focus area. [*Id*.] Funding needs included support personnel, teachers, professional development, external consultants, Tier 2 instructional support and technology, and other capital items. [*Id*.] Prioritizing funding needs focused first on meeting the needs of the lowest achieving students in math and ELA, and then on providing faculty with the knowledge needed to implement their areas of responsibility as outlined in the transition plan. [*Id*.]

In January 2017, the District filed transition plans with the Court. [*Id*.] In February, the Special Master filed recommendations on the initial plans. [*Id*.] In March, the District responded to the Special Master's recommendations. [*Id*.] The Court approved the transition plans and provided guidance on the future development and implementation of the plans and their budgets. [*Id*.] The Court also specified that the District was to implement plans for one year only and indicated that the parties may make

additional objections to the adequacy of the plans through the budget development process. [*Id*.]

Accordingly, the District continued to develop transition plans and budgets, with Special Master and Plaintiff input, during the spring budget process. [*Id*., p. 78.] This development included the submission of final, revised transition plans in May 2017 to address budget concerns. [*Id*.] Pursuant to the Court's March order, the District suspended the proposed expansion of dual-language programs at Ochoa Elementary School and Pueblo High School during implementation of the transition plans in SY 2017-2018. [*Id*.] In August 2017, the District provided to the Plaintiffs and Special Master the implementation timelines, as required by the Court. [*Id*.] The District is still developing schedules for proposed PLC training for transition schools for SY2017-18. [*Id*.] The purpose of this training is to increase the effectiveness of PLCs at each transition school, with the goal of increasing academic achievement for students on each campus. [*Id*.] The training will cover topics such as building a collaborative culture, creating common formative assessments, analyzing student work, and adjusting instruction according to assessment data and the needs of each school. [*Id*.]

H.   Magnet School Assistance Program

The District applied for the Magnet Schools Assistance Program in SY2016-17.

> CMP P. 13. *"The Magnet Department will apply for the Magnet Schools Assistance Program grant in 2016-17."*

The District again submitted an application for funding the next time it became eligible, for SY 2016-17. The grant is only submitted once every three years; accordingly, the Magnet Department will submit the next grant proposal in SY 2019-20. [AR 16-17, ECF 2057-1, pp. 104-105.]

I.   Transportation.

The District continued to provide transportation in support of its magnet schools and programs.

> <u>CMP P. 13</u>.   *"The District will continue to provide free transportation to all magnet students who meet the guidelines established in the District's Transportation Policy EEA and in the USP VIII.A.5. If a magnet is eliminated, students attending as a magnet student will continue to receive transportation until they reach the highest grade at that school. Students participating in 21st Century programs will also be eligible for transportation. Transportation will be provided to the extent practicable to all students who are involved in activities beyond the school days when individual magnet school plans call for such learning activities."*

As discussed in Section III, the District complies with all of its magnet-related transportation obligations. The District allows students attending schools that have magnet programs eliminated to continue to receive transportation until they reach the highest grade at that school. The District also provides students participating in 21st century programs with transportation, and transportation is provided to the extent practicable to all students who are involved in activities beyond normal schooling when called for by MSPs.

V.   Marketing and Outreach Plan.

A.   Marketing the District.

The District followed the MORE Plan's in marketing the District.

> MORE Plan PP. 2-3. *"MARKETING THE DISTRICT. TUSD will focus on three key areas when it comes to marketing the district: Dynamic, Shareable and Diversity. The goal being that everything we produce is something a stakeholder or community member will click on (ie: videos), share (videos or stories) and that it shows the diverse population of students we serve." The MORE Plan outlines four key objectives and seven specific strategies for marketing the District.*

The District has drastically increased its marketing and outreach efforts in connection with the MORE Plan. One of the District's major SY 2016-17 marketing initiatives was the launch of its Knowledge Changes Everything initiative, which markets the benefits of an integrated education. [AR 16-17, ECF 2057-1, p. 93.] The initiative includes a webpage with information from national studies; videos and commercials with personal stories; historical information; and links to the District's desegregation documents. [*Id.*] The District printed a banner and produced an event kit with table cloths, informational handouts, and other marketing materials to use to promote the initiative at events, such as the enrollment fair at the Tucson Children's Museum and the Tucson Festival of Books. [*Id.*] The District also used the Knowledge Changes Everything umbrella for teacher recruitment advertising, providing information about the benefits of a diverse teaching staff, including enhancing student learning. [*Id.*] The District plans to expand Knowledge Changes Everything as a tool for recruiting and enrollment in the coming year. [*Id.*]

The District also creates marketing packages for schools to help educate families, the community, and stakeholders about available programs. [*Id.*, p. 88; AR 16-17, App. II-43, ECF 2058-4, pp. 54-59.] The marketing packages included items such as informational rack cards, flyers, postcards, and pull-up banners. [AR 16-17, ECF 2057-1,

p. 88.]   The District focused on schools that have experienced enrollment drops and schools (particularly magnet and integrated schools) that are most active in participating in outreach events. [*Id*.] As of June 2017, the District had provided marketing packages to 35 schools. [*Id*.] The marketing packages are used by schools for direct student recruiting and for marketing at community events, such as the School Choice Fair and Tucson Festival of Books. [*Id*.] The rack cards also are stocked on the Enrollment Bus and are available at the FRCs and in School Community Services. [*Id*.]

To better target its messaging, the District now uses geo-advertising (geo-marketing and geo-fencing) to target African American and Hispanic families on all platforms. [*Id*.] Geo-advertising uses public demographic information to identify target audiences and "follows" users as they browse the Internet on computers and mobile devices, serving them with relevant advertising. [*Id*.]

The District also airs marketing television commercials.   The District has contracted with KVOA television station, which produced and delivered commercials to inform families about magnet and open enrollment windows. [*Id*.] The District shared the same commercials with Telemundo for airing on Spanish language channels. [*Id*.] In addition to airing television commercials, the District sends press releases to local media and used social media, particularly Facebook and Twitter, to disseminate information to parents and families about open enrollment and the school lottery. [*Id*., p. 89; AR 16-17, App. II-46, ECF 2058-4, pp. 74-76.] The District's overall presence on social media increased significantly: As of June 2017, the District Facebook page had more than 12,000 "likes," up from approximately 9,900 in 2015-16. [AR 16-17, ECF 2057-1, p. 89; AR 16-17, App. II-48, ECF 2058-4, pp. 79-80.]

The District began utilizing new approaches to marketing, including advertising at Park Place Mall and in OnMedia, a performance arts publication. [AR 16-17, ECF 2057-1, p. 89.] At the mall, the District had a large "skybanner" that was placed over the children's play area, as well as a video advertisement in the adjacent food court from

November 21, 2016 to January 31, 2017. [*Id*.] The advertising company that handles the mall estimated that the skybanner had more than 1.2 million views and the digital video advertisement had more than 2.2 million views. [*Id*.] The OnMedia advertisement is ongoing and is expected to reach about 30,000 people. [*Id*.]

To reach out directly to community partners in SY2016-17, the District expanded its #TeamTUSD campaign to include community partners who support its schools, including Living Streets Alliance, Tucson East #2532 Elk's Lodge, and South Tucson Lion's Club. [*Id*.; AR 16-17, App. II-49, ECF 2058-4, pp. 81-82.] The District designed the campaign to increase positive messaging about the schools and the District to internal and external audiences. [AR 16-17, ECF 2057-1, p. 89.] Each feature consists of a shareable photo of members of a designated team, such as a school, a department, a student club, or community partners. [*Id*.] The people in the photos hold signs with phrases such as "Teachers Love to Teach," "Students Love to Learn," and "People Love to Work." [*Id*.] The feature appears bimonthly in the Superintendent Newsletter with a brief description of what the team does at the District. [*Id*.]

The District also produces dynamic, shareable video tours of school sites, posting them on the schools' websites to help families learn about schools. [*Id*., p. 90.] The Communications and Media Relations Department worked with principals to determine specific programs to highlight as part of each school's "secret sauce," schedule video shoots, and identify students and staff willing to participate. [*Id*.] With each of the videos, District staff paid particular attention to highlighting diversity as a key factor both in pre-production and in developing the finished product. [*Id*.] The District prioritized school video production based on each school's enrollment and integration needs. [*Id*.] Although the District focused on priority schools, the District plans to create similar videos for every District school. [*Id*.]

The District hired a bilingual multimedia producer in 2017 to generate content geared toward Spanish-speaking families. [*Id*., p. 92.] The District launched a Spanish-

language Facebook page (TUSD en Español) in December 2015. [*Id*.] The District increased efforts to populate the page with additional content in SY2016-17 with the help of the bilingual multimedia producer. [*Id*.] In February 2017, the District rebranded the page, naming it TuDistrito, and expanded to Instagram and Twitter channels. [*Id*.] The District plans to continue to build content to serve its Spanish-speaking audience. [*Id*.]

> MORE Plan PP. 3-4. *"MARKETING AND RECRUITMENT FAIRS; ENGAGING THE COMMUNITY. The District will look for opportunities to recruit students and market the abundance of learning opportunities it offers. The District will engage parents and guardians at various community events. Although the district may organize some targeted events, it will rely primarily on events supported by other organizations.*
>
> *The District will investigate events for feasibility of participation. The final decision for each event will depend on the requirements of the event, how many people are expected to attend, who the target audience is likely to be, cost vs benefit of participation, and timing of the event with other District priorities. The District will continue to monitor community events and will add to this list as opportunities become available.*
>
> *The Director of Student Assignment, the Family Engagement Coordinator, and other appropriate District staff will collaborate to engage with community groups and community members to share information and involve local stakeholder organizations in the enrollment process. District staff will be trained to actively engage community members (with an emphasis on African-American and Latino families) to inform them about educational options available in the District."*

The District has ramped up its participation in marketing and recruitment fairs. In SY 2016-17, District representatives attended fourteen community events between July 2016 and April 2017 to promote the District and increase enrollment. [AR 16-17, ECF 2057-1, p. 85; AR 16-17, App. II-41, ECF 2058-4, pp. 50-51.] Staff members knowledgeable about schools and programs manned booths and tents to engage with

families and provide information about educational and enrichment opportunities at the District. [AR 16-17, ECF 2057-1, p. 85.]

The District tries to choose geographically diverse events that would appeal to school-age audiences and parents. [*Id*.] The District also considers the level of advertising that event partners would contribute to offset advertising costs. [*Id*.] For example, Reid Park Zoo widely advertised its events, such as "Howloween at the Zoo" and "Zoo Lights," which were cost-effective and well-attended. [*Id*.] The Tucson Children's Museum supported several events, including the School Choice Expo, which featured more than twenty schools. [*Id*.] Approximately 600 adults and children attended the Expo, and 150 families filled out school choice applications. [*Id*.] The District will continue to evaluate events based on potential participant demographics, level of partner advertising, and timing for premiere recruiting windows. [*Id*.]

B.   Outreach to 5th and 8th Grade Families.

The District exceeded MORE Plan outreach to 5th and 8th grade families.

> MORE Plan P. 4. *"OUTREACH TO 5TH AND 8TH GRADE FAMILIES. Each year a list is created with contact information for all District 5th and 8th grade students, which is the highest grade level for their schools. Efforts will be made to connect with these families to inform them about learning opportunities for their children.*
>
> *A.   Family Engagement – Before the priority enrollment period begins, the Family Engagement Coordinator will send information to all 5th and 8th grade students in the District to ensure that their parents/guardians have an opportunity to be aware of open enrollment options.*
>
> *B.   Principals – The information is sent to principals for them to use to create mailing labels and invite students to District-wide outreach and recruitment events.*
>
> . . .

70

> *As a follow up, the Family Engagement Coordinator will monitor outreach events (open houses, etc.) and notify families of 5th and 8th grade students of events appropriate to them."*

The District supports families transitioning from elementary to middle school with the Level Up program. Through the Level Up program, 5th graders visited middle and K-8 schools, receiving information about each school to help families make informed choices for children completing elementary school. [AR 16-17, ECF 2057-1, p. 91.] Level Up branding gave the program a public presence, and Level Up marketing targeted families based on their children's age for greater impact. [*Id.*] The District sent mailers to English- and Spanish-speaking households with children ages nine to eleven to inform them about the school choices that the District offers. [*Id.*] The District also created a website that includes information and videos about the schools, branded PowerPoint slides for schools to use in presentations and dynamic, shareable videos featuring middle and K-8 schools. [*Id.*; AR 16-17, Apps. II-55, II-56, ECF 2058-4, pp. 104-110.]

The District targeted 8th graders for additional recruiting through the High School Expo, a three-day event in November 2016. [AR 16-17, ECF 2057-1, p. 91.] The District brought 8th grade students from every middle/K-8 school to Santa Rita High School to explore their high school options in one place. [*Id.*] This event included all high schools and highlighted the different programs available through various departments. [*Id.*] The District also mailed open enrollment postcards about school choice options to all 5th and 8th graders, in both English and Spanish, in targeted zip codes during the first round of the lottery process. [*Id.*] The District mailed close to 4,000 Level Up postcards and more than 4,000 high school postcards. [*Id.*; AR 16-17, App. II-57, ECF 2058-4, pp. 111-113.]

C.   Information Guide.

The District created an information guide describing offerings at each school site.

> <u>MORE Plan P. 4</u>.   *"INFORMATION GUIDE.   The District will develop an information guide describing offerings at each school site during SY 2014-15. The guide will be developed by August 1, 2014, in advance of the priority enrollment period (traditionally, this period begins on November 1). The guide will be made available on the District's website in all major languages (beginning with English and Spanish no later than September 2014, and all other major languages by the start of the priority enrollment period). The guide will be available in hard copy at school sites, at the District central offices, and at the Family Centers no later than September 2014. The District will mail a hard copy of the guide directly to homes rather than risk duplicating efforts by sending it home with students to households with multiple children in district schools.*
>
> *Additionally, the District will provide access to the online version of the guide through emails to families that will include a link to the guide. Attaching the guide to the email would result in email bounce-backs and undelivered messages due to the size of the file. After careful consideration, the District has determined that an email to families that includes a link to the guide is the most viable option for this portion of outreach."*

The Catalog of Schools is an information guide about schools and District resources.   The District developed the catalog in 2014-15 and produces an updated version each year to ensure its accuracy.   [AR 16-17, ECF 2057-1, p. 85.]   The catalog is posted on the District's website and is also available as a mobile application on iTunes, which allows parents to easily access the guide from their mobile phones.   [*Id.*]   At the same time, the District is creating a library of school information that can be printed on a school-by-school basis.   [*Id.*]   The library is designed to be the foundation for a subsequent school choice guide.   [*Id.*]   The existing catalog is available online in English, Spanish, Vietnamese, Somali, and Arabic.   [*Id.*; App. II-42, ECF 2058-4, pp. 52-53.]

D.   **Marketing and Recruitment Brochures.**

The District developed marketing and recruitment brochures.

> MORE Plan P. 5.   *"MARKETING AND RECRUITMENT*
> *BROCHURES. The District created a general brochure to market*
> *TUSD. The emerging "brand" will be used for the various*
> *department brochures such as Exceptional Education,*
> *Transportation, Magnet, G.A.T.E., Dual Language, College and*
> *Career Readiness, among others. The number of copies printed will*
> *remain small, and will only include English and Spanish.*
> *Translations to the other Major Languages will be available online*
> *and can be printed at the Family Centers as needed. Once the TUSD*
> *brand is established, all brochures will be re-designed and adapted*
> *to the new style so they have a similar look and feel."*

The District has created marketing packages for schools to help educate families, the community, and stakeholders about available programs. [AR 16-17, ECF 2057-1, p. 88; AR 16-17, App. II-43, ECF 2058-4, pp. 54-59.] The marketing packages included items such as informational rack cards, flyers, postcards, and pull-up banners. [AR 16-17, ECF 2057-1, p. 88.]   The District focused on schools that have experienced enrollment drops and schools (particularly magnet and integrated schools) that are most active in participating in outreach events. [*Id.*] As of June 2017, the District had provided marketing packages to 35 schools. [*Id.*] The marketing packages are used by schools for direct student recruiting and for marketing at community events, such as the School Choice Fair and Tucson Festival of Books. [*Id.*] The rack cards also are stocked on the Enrollment Bus and are available at the FRCs and in School Community Services. [*Id.*]

The District focuses marketing efforts on the open enrollment/school choice priority enrollment window, which opened in fall 2016 for SY2017-18. [*Id.*] Before the window opened, the District began messaging and marketing to families and students using geo-advertising, social media, the Superintendent Newsletter, and event marketing.

[*Id*.] This marketing continued throughout winter and spring, publicizing the lottery by grade level, with a particular emphasis on kindergarten and middle school. [*Id*.]

E.   Family Centers.

The District developed and expanded its family resource centers.

> MORE Plan P. 5. *"FAMILY CENTERS. Two Family Centers will be established in the SY 2013-14: One at 1010 E. Tenth Street, and one at the former Duffy Elementary site. In the first half of 2014, data from the first months of operation and the results of the Demographics Study will be used to determine if additional Family Centers would be advisable, and, if so, where they should be located. The Family and Community Engagement Plan describes the establishment of the first two Family Centers, as well as the plans for additional centers in the coming years. This Plan, provided to the Special Master and Plaintiffs' counsel on March 31, 2014, outlines the District's recommendations about how to improve, communicate, and deliver the value of the Family Centers to parents."*

The District has established four FRCs, which serve as the headquarters of its family and community engagement efforts. A full description of the services provided at the FRCs is available in Section VII of this Assessment.

F.   Partnerships with Community Groups.

The District developed partnerships with community groups.

> MORE Plan P. 5. *"ENGAGING COMMUNITY GROUPS. The District will seek partnership with other organizations such as the City of Tucson, Pima County Libraries, Pima Community College, chambers of commerce, youth clubs, and others to display and distribute recruitment and promotional materials throughout the community, and to involve them in the enrollment process (as coordinated through the director of student assignment and the family engagement coordinator). A list of possible organizations/sites is being compiled to permit the District to work with these agencies and determine if TUSD would be allowed to place materials at their sites. The number of sites that actually will be used has not yet been determined, but it must be kept to a reasonable number so that they can be monitored and appropriately stocked with the necessary materials. The Family Center personnel*

will be responsible for providing the chosen sites with the necessary materials."

To reach out directly to community partners in SY2016-17, the District expanded its #TeamTUSD campaign to include community partners who support its schools, including Living Streets Alliance, Tucson East #2532 Elk's Lodge, and South Tucson Lion's Club. [*Id.*; AR 16-17, App. II-49, ECF 2058-4, pp. 81-82.] The District designed the campaign to increase positive messaging about the schools and the District to internal and external audiences. [AR 16-17, ECF 2057-1, p. 89.] Each feature consists of a shareable photo of members of a designated team, such as a school, a department, a student club, or community partners. [*Id.*] The people in the photos hold signs with phrases such as "Teachers Love to Teach," "Students Love to Learn," and "People Love to Work." [*Id.*] The feature appears bimonthly in the Superintendent Newsletter with a brief description of what the team does at the District. [*Id.*]

The District also recognized community partners at Board meetings, where the teams were shown at work in a video and received a poster with photos of volunteers at schools. [*Id.*] During each community #TeamTUSD event, District staff distributed a #TeamTUSD bookmark with information about other ways volunteers can connect and help at its schools. [*Id.*, pp. 89-90.] The District created an online form to make it easy to nominate a potential team member. [*Id.*, p. 90.] As of May 2017, the District had featured 30 teams. [*Id.*; AR 16-17, Apps. II-50, II-51, ECF 2058-4, pp. 83-86.]

G.   Technology Upgrades.

**The District has substantially upgraded
its technology resources for its student information system,
and provided interactive web-based interfaces for parents and students.**

> MORE Plan P. 5. *"TECHNOLOGY UPGRADES / WEB-BASED INTERFACE. The District has, and will continue to, evaluate the capabilities, functionality, and effectiveness of the student information system. In SY 2014-15, staff members from Technology Services have been assigned the specific task of making upgrades to*

75

the student information system to help manage the student assignment process. Additionally, the District provides an interactive web-based interface for parents and students to learn about schools. The District will continue to evaluate and modify, where necessary, its student information and other related systems to manage the assignment process, track student placement, and provide interactive technological tools to families and students to enhance family engagement."

The District decided to phase out the Mojave Student Information System in favor of a more advanced student information system, Synergy. [AR 13-14, ECF 1686, p. 184.] The District purchased and began using the new system for SY 16-17. [AR 15-16, ECF 1958-1, p. 357.] The new system tracks student intervention information, parent meetings, and ParentVUE usage at the site level. [AR 16-17, ECF 2057-1, p. 381.] As part of the transition from the Mojave SIS, the District utilized Smart Choice Technologies to manage the District's open enrollment and magnet lottery and placement system in SY2016-17. [*Id*., p. 42.] This system, along with Synergy, are instrumental in identifying oversubscribed schools and allowing the District to evaluate the numbers of seats available relative to applications and placements for each lottery. [*Id*., pp. 42-43.] This analysis also informs decisions about whether or not to change boundaries. [*Id*., p. 43.] Representatives from School Community Services, Advanced Learning Experiences, Student Assignment, Student Placement, and Technology Services will continue to meet for a more streamlined and coordinated student placement process for SY 2018-19. [*Id*., p. 84.]

In SY2016-17, the District completed a competitive bidding process for a content management system that would include a new District website, Intranet, and individual school websites. [*Id*., p. 92.] The District ultimately contracted with SchoolDesk, a company that specializes in school district websites, having produced 2,476 websites in 38 states. [*Id*.] The conversion process to the new website was lengthy. [*Id*.] In

addition to working to design the new websites, the District has worked to update and migrate thousands of pages of information into the new site. [*Id*.]

The new system offers a significant improvement for school websites. [*Id*.] Each website has a uniform and clearly organized design, which is uniquely branded for each specific school. [*Id*.] Information is easy for parents, students, and community members to find. [*Id*.] Through the intuitive interface, designated school staff can easily update web content. [*Id*.] Training and support is covered by the vendor. [*Id*.] The new content management system is a significant step toward ensuring that all schools have current, appealing websites for marketing, recruiting, and informational purposes. [*Id*.] The District launched the main website and school sites in June 2017. [*Id*.]

For more information about the District's technology and Education Based Accountability System ("EBAS"), please see Sections IX and X of this Assessment.

H.   Provision of Information in Major Languages.

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The District provides key information
about schools, programs and enrollment
in all Major Languages.

</div>

> <u>MORE Plan P. 6</u>. *"DISSEMINATING INFORMATION IN MAJOR LANGUAGES. The District will disseminate specific information (the information guide, and information about the enrollment process) identified in the USP for translation into all Major Languages, and will disseminate such information through the Family Center(s), the District's website and other media as appropriate."*

> The District's website provides its open enrollment/magnet application in all Major Languages. [Enroll Your Child, TUSD1.schooldesk.net (last visited on Aug. 29, 2017; 12:22 p.m.), available at http://tusd1.schooldesk.net/Information/Enrollment/tabid/79888/Default.aspx.] The District recently updated the school choice application with information about unique school programs and resources. [AR 15-16, ECF 1958-1, p. 59.] The revisions included specific information about updates and programs at each school to help parents and students make informed decisions about where to apply and enroll. [*Id*.] And, in addition to information about open enrollment and magnet schools, the District has made other important

information and policies, such as the GSRR, available in all Major Languages at school sites, the central office, FRCs, and on the District's website. [*Id*., p. 320.]