

# EXHIBIT D

## **Non-Magnet Priority Improvement Action Plans**

### **I. Integration Improvement Action Plans**

In August 2019, the District submitted the 3-Year Plus Integration Plan (“3-Year PIP 2019”), including integration improvement plans for 69 non-magnet schools, including nine non-magnet schools identified as potential magnet candidates. The District designed the plans to improve integration at non-magnet schools for the 2020-21 school year, as measured by 40<sup>th</sup> day enrollment data that will be available by the end of October of 2020. Schools implemented a portion of their plans, however, due to school closures in early spring, the time when most parents make decisions about the coming school year. And, the time frame within which the majority of outreach and recruitment activities and events traditionally occur. In November 2020, the District will evaluate the effectiveness of the plans to the extent possible given the unique circumstances presented by the Covid pandemic.

The District prioritizes by year its planned improvements over the next three years, plus, for specific non-magnet schools as follows:

Year 1: SY2020-21      Year 2: SY2021-22      Year 3: SY2022-23

No schools are designated as “plus” priority schools; all 12 schools will be prioritized over the next three years.

The Director of Student Assignment and cross-departmental Coordinated Assignment Committee will support and monitor plan implementation monthly through site reports, and will assess effectiveness at three key points:

- May 2021: review and assessment of race/ethnicity of applications received, and placement offers accepted, to evaluate potential impact on integration. Adjustments made over the summer, as feasible, based on this assessment.
- August 2021: review and assessment of 10<sup>th</sup> day data and trends to evaluate preliminary and potential impacts on integration.
- October 2021: review and assessment of 40<sup>th</sup> day data and trends; creation of 40<sup>th</sup> day enrollment report, including an evaluation of the effectiveness of the integration improvement action plans.

The District has developed prioritized action plans for the integration of twelve schools: nine schools identified in the 3-Year PIP 2019 as having a high potential for integration (Bloom ES, Davidson ES, Howell ES, Kellond ES, Lineweaver ES, Wheeler ES, Maxwell K-8, Robins K-8<sup>1</sup>, and Doolen MS) and three additional schools (Banks ES, Cholla HS, and University HS). The twelve schools are designated as either a year one, two, or three priority based on the following criteria:

Year 1 Priority:

Schools that were racially concentrated in SY2019-20.

Year 2 Priority:

Schools that were not integrated by the current definition of integration in SY2019-20 (any school that has met the current definition of integration by the 40<sup>th</sup> day of SY2020-21 will be moved to Year 3 priority).

Year 3 Priority:

Schools that met the current and future definitions of integration in SY2019-20 or SY2020-21.

<b>Year 1 Priority</b>	<b>Year 2 Priority</b>	<b>Year 3 Priority</b>
1. Banks ES	5. Davidson ES	9. Bloom ES
2. Maxwell K-8	6. Kellond ES	10. Howell ES
3. Robins K-8*	7. Doolen MS	11. Lineweaver ES
4. Cholla HS	8. University HS	12. Wheeler ES

\*Robins K-8 was not racially concentrated in SY 2019-20, but was at the cusp of racial concentration with a Hispanic population of 70%. The District will therefore treat it as a year 1 priority school.

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<sup>1</sup> Court Order 2486 mistakenly listed Robinson K-8 rather than Robins K-8. Robison is a K-5 elementary school and was not identified as a school with high potential for integration.

## II. Student Achievement Action Plans

In August 2019, the District submitted the 3-Year Plus Integration Plan (“3-Year PIP 2019”), including academic improvement plans for 69 non-magnet schools. The District aligned the plans with the schools’ existing Title I academic improvement plans by summarizing the primary strategies from those plans.<sup>2</sup> The District designed plans to improve student achievement at non-magnet schools for the 2019-20 school year, as measured by the results of the spring 2020 state assessment. Schools implemented a portion of their plans, however, due to school closures in early spring, schools closed and all students moved to online instruction. Also, due to school closures, the State canceled the spring 2020 state assessments.

The District prioritizes by year its planned improvements over the next three years, plus, for specific non-magnet schools as follows:

Year 1: SY2020-21                      Year 2: SY2021-22                      Year 3: SY2022-23

The District’s regional superintendents, supported by the curriculum and instruction department, equity department, and assessment and evaluation department, will support and monitor plan implementation and will assess effectiveness at four key points:

- November 2020: review and assessment of data from the first academic benchmark assessments administered from the end of September to the beginning of October 2020
- January 2021: review and assessment of data from the second academic benchmark assessments administered in early December 2020
- April 2021: review and assessment of data from the third academic benchmark assessments administered in March 2020

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<sup>2</sup> As stated in the 3-Year PIP 2019, the academic portion of the non-magnet plans “included information from each school’s 2019-20 Title I or school improvement plan...these plans detail the strategies that each school will take to improve instruction and student academic achievement.”

The District has worked with an expert to develop non-generic, school specific, meaningful action plans that are designed to improve academic achievement for the 17 non-magnet schools that had AzMERIT grades below a C in the 2018-19 school year. The seventeen schools are designated as either a year one, two, or three priority based on the following criteria:

Year 1 Priority:

Schools that were racially concentrated in SY2019-20 that received an AzMERIT grade below a C in SY2018-19.

Year 2 Priority:

Schools that were not racially concentrated in SY2019-20 that received an AzMERIT grade below a C in SY2018-19.

Year 3 Priority:

All schools are currently prioritized in year 1 and year 2.

<b>Year 1 Priority</b>		<b>Year 2 Priority</b>	
1. Mission View ES	6. Pistor MS	9. Blenman ES	13. Doolen MS
2. Grijalva ES	7. Utterback MS	10. Davidson ES	14. Gridley MS
3. Robison ES	8. Valencia MS	11. Dietz K-8	15. Magee MS
4. Maxwell K-8		12. Lawrence 3-8	16. Vail MS
5. Safford K-8			17. Catalina HS

These plans are forthcoming.