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

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

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

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

Tucson Unified School District Magnet Standards: PILLAR 2 INNOVATIVE CURRICULUM

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

Tucson Unified School District Magnet Standards: PILLAR 3 ACADEMIC EXCELLENCE

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

Tucson Unified School District Magnet Standards: PILLAR 3 ACADEMIC EXCELLENCE

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

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

National	District	Standard	5	4	3	2	1	0
Standard	Standard	Indicator						
Standard 4.10	4.10	Evidence of	25 hours of	25 hours of	Fewer than 25	Fewer than 25	The magnet	There is no
	Magnet	Professional	documented	documented	hours of	hours were	program has	evidence of
	program key	Development	professional	professional	documented	offered and	evidence of	theme training
	personnel will	in Theme	development in	development in	professional	less that 09%	planning for	opportunities
	receive 25		theme were	theme were	development in	of the magnet	future training	provided.
	hours of		offered AND at	offered but	theme were	teachers and	in their unique	
	professional		least 90% of	fewer than	offered, and at	administrators	theme areas.	
	development in		magnet	90% of magnet	least 90% of	participated.		
	theme content		program	program	the magnet			
	annually.		teachers and	teachers and	program			
			administrators	administrators	teachers and			
			participated in	participated in	administrators			
			ALL 25 hours of	ALL 25 hours of	participated			
			training.	training.				

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

National	District	Standard Indicator	5	4	3	2	1	0
Standard	Standard							
	4. 11	Evidence of	30 hours of	30 hours of	Fewer than -30	Fewer than 30	The magnet	There is no
	Magnet	professional	professional	professional	hours of	hours were	program has	evidence of
	program key	development in	development in	development	documented	offered and	evidence of	instructional
	personnel will	instructional	instructional	in instructional	professional	less than 90%	planning for	pedagogy
	receive 30	Pedagogy,	pedagogy were	pedagogy were offered	development were offered,	of the magnet teachers and	future training in	training opportunities
	hours of	Teacher/Administrator	offered AND at	but fewer than	and at least	administrators	instructional	provided.
	professional	participation	least 90% of	90%_of	90% of the	participated.	pedagogy.	
	development		teachers and	teachers and	magnet			
	in		administrators	administrators	program			
	instructional		participated in	participated.	teachers and			

Ī	pedagogy	ALL 30 hours of	administrators		
	annually.	training.	participated.		

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

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

	docume	nt		
	continuo	us		
	improvemer	nt and		
	growth			

Tucson Unified School District Magnet Standards: PILLAR 5 FAMILY AND COMMUNITY PARTNERSHIPS

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

Tucson Unified School District Magnet Standards: PILLAR 5 FAMILY AND COMMUNITY PARTNERSHIPS

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

	increases each year	as documented by	family participation	not be evident.	
	•	as documented by	raining participation	not be evident.	
	as documented by	the number of	increases each year		
	the number of	families	as documented.		
	families	participating.			
	participating.				