

Produced for comparability to Appendix A: Definitions of the USP

Appendix 1 of the Annual Report is comparable to Appendix A of the USP.

# Appendix 1

## Appendix 1: Definitions

1. “40<sup>th</sup> day” refers to the 40<sup>th</sup> instructional day of any given school year. It is usually when TUSD is at or near its maximum enrollment for the year, and is the day that data (for example, for determining which schools are integrated vs. neutral vs. racially concentrated) .
2. “AAC” refers to Advanced Academic Courses, and are a subset of ALEs. This designation refers specifically to Honors/Pre-AP courses, AP courses, IB courses, and Dual Credit courses. It excludes GATE courses/programs as well as UHS.
3. “A-B-C zone” refers to the student assignment strategy developed and used under the auspices of the PUSP. It involves dividing the district up into three different geographic zone, with transportation between zones being paid for out of desegregation. It will be used for the last time in SY 2013.14/
4. “Administrator” refers to a certificated educator who directs and manages the daily operation of an individual school, including, but not limited to, principals and assistant principals; who directs and manages centralized district-wide student achievement based programs, including, but not limited to executive directors, directors, coordinators, and managers; and administrative and supervisory personnel employed by the District Office.
5. “Advanced Placement” and “AP” refers to a program created by College Board to offer college curriculum and exams to high school students. Colleges usually grant appropriate placement and course credit to students who score at or above a certain score on the exam.
6. “ALE” refers to “Advanced Learning Experiences”, and is explicitly defined by the USP to include Honors/Pre-AP, AP, IB, Dual Credit, GATE, and UHS. TUSD’s Governing Board has also decreed that Dual Language should have ALE status.
7. “Alternative Placement” refers to the transfer of a student from his/her regular classroom to an alternative school setting established by the Tucson Unified School District Governing Board.
8. “Advancement Via Individual Determination” and “AVID” refer to a college-readiness system designed to increase student academic preparedness, learning, and performance by giving support to students so that they can aim to attend college and achieve their fullest potential.
9. “Arizona Instrument to Measure Standards” and “AIMS” refers to a criterion-based state exam administered yearly to students in grades 3-8 and 10-12. All students take Reading and Math sections. Students in grades 5-7 and 10-12 also take a Writing section, and students in grades 4, 8 and 9 take a Science section. AIMS performance is classified as Exceeding, Meeting, Approaching, or Falling Far Below the standard. AIMS scores are the primary component of the Letter Grades Model as well as federal NCLB/AYP

ratings. The AIMS is scheduled to be phased out after SY 2013-14 and be replaced with a Common Core-based assessment. Meets or Exceeds the Standard is required on the HS test in Reading, Writing, and Math in order to officially graduate.

10. “At-risk students” refers to students who have an increased risk of one or more negative educational outcomes, including being retained, dropping out, or not graduating on time. There are a variety of possible indicators that can be used to identify at-risk students.
11. “Bilingual Certification” refers to a post-secondary credential recognized by the State of Arizona which qualifies the holder to provide instruction in two languages.
12. “Certificated Staff” refers to all personnel employed by the Tucson Unified School District who, at minimum, hold a professional certificate issued by a state licensing entity and are employed in a position for which such certificate is required by statute, rule of the professional educator standards board, or written policy or practice of the District.
13. “Clustering” refers to the technique of pairing when it is applied to three or more schools (*see* “Pairing”).
14. “Cluster GATE” refers to an elementary classroom in which only some of the students qualify for GATE services (through testing), but all students receive GATE services/instruction from a certified GATE teacher.
15. “College Board” refers to an association of educational institutions that develops and administers standardized tests and curricula.
16. “Consent Order” and “Consent decree” refers to the original (1978) agreement between Plaintiffs, the United States, and the Tucson Unified School District to resolve the longstanding desegregation case against the District. The consent order was terminated when TUSD was deemed to be Unitary in 2008.
17. “Core class” refers to a course offered for core (*i.e.*, graduation) credit in a particular subject area (*e.g.*, Social Studies, English), which a student may choose to take to receive credit toward that graduation requirement.
18. “Core subject” refers to a list of four subject areas, Reading/Language, Mathematics, Science, and Social Studies.
19. “Corrective Action Plan” refers to a phased plan of action and schedule for correcting deficiencies, nonconformity, or quality issues in various contexts, including policies, procedures, and personnel concerns. Such plans will include a description of what needs to be done, when, by whom, and the records or evidence required for the corrective action taken.
20. “Credit recovery” refers to various programs and services, usually offered outside of the regular school day, which allows students to “make up” credits not earned to failure,

suspensions, etc. In order to graduate, students must have a curtailed total number of credits as well as a specific number of credits in certain core areas.

21. “Culturally Responsive Pedagogy” refers to educational approaches and practices which center on the experiences and perspectives of diverse communities; create supportive and inclusive learning environments; utilize learner-centered approaches that emphasize students’ cultural assets, backgrounds, social conditions, and individual strengths; and engage families as partners.
22. “Defendant” refers to the Tucson Unified School District, against whom a claim or charge of segregation (or vestiges of segregation) have been successfully brought in court.
23. “*De jure* system” and “*De jure* segregation” refers to a system or organization that intentionally segregates individuals.
24. “Desegregation” refers to the process of ending the separation of two groups usually referring to races.
25. “Desegregation Impact Analysis” and “DIA”) refers to the assessment of the impact of the requested action on the District’s obligation to desegregate and shall specifically address how the proposed change will impact the District’s obligations under this Order.
26. “Disaggregation” refers to the breaking apart of separating of the data into subgroups of different factors. Data/data reporting can be disaggregated by (for example) race/ethnicity, school site, year, grade level, ELL status, and a variety of other factors deemed relevant.
27. “DOJ” refers to the United States Department of Justice that is a party in the desegregation case against TUSD.
28. “Dual Credit” refers to courses offered at local colleges or universities in which District students may enroll and receive both District and college credit.
29. “Dual Language Program” refers to instructional programs in which students are taught literacy and content in two languages for, at a minimum, one school level (*e.g.*, elementary school).
30. “Educational Suitability Score” and “ESS” refers to the evaluations of: (i) the quality of the grounds, including playgrounds and playfields and other outdoor areas, and their usability for school-related activities; (ii) library condition; (iii) capacity and utilization of classrooms and other rooms used for school-related activities; (iv) textbooks and other learning resources; (v) existence and quality of special facilities and laboratories (*e.g.*, art, music, band and shop rooms, gymnasium, auditoriums, theaters, science and language labs); (vi) capacity and use of cafeteria or other eating space(s); and (vii) current fire and safety conditions, and asbestos abatement plans.

31. “EEOC” refers to the United States Equal Employment Opportunity Commission.
32. “Effective Date” refers to the date that this Consent Order is approved and entered by the Court.
33. “Elementary School” refers to schools with grades ranging from Pre-Kindergarten (Pre-K) through fifth grade in the Tucson Unified School District. A school does not have to have all of these grades to be considered an elementary school, but a school with any grade higher than fifth is considered a K-8 or a K-12 school.
34. “English Language Development Model and “ELD Model” refer to a state-approved model for instruction of English Language Learners which requires a four-hour instructional “block” of time be devoted every day to English language.
35. “English Language Learner” and “ELL” refer to students who are not English language proficient and require assistance to equally and meaningfully participate in the District’s instructional programs.
36. “Evidence-Based Accountability System” and “EBAS” refer to a (so far) hypothetical system that would bring together data from currently disconnected sources in TUSD into a system that would allow for easy data comparisons, questions, and data-driven decision making, to be used for monitoring the District’s compliance with and success under this Order. EBAS shall include, but is not limited to, the following: student characteristics (*e.g.*, race, ethnicity, age, grade level, years attending District schools, disability status, ELL status, LEP family status, transportation needs), student academic access and achievement (*e.g.*, standardized test scores, grade point average, grade(s) retained, enrollment in ALE by ALE type); services and interventions received (*e.g.*, individualized education plan (IEP), services for students with disabilities, ELL services, reclassified ELLs); and student behavior (*e.g.*, tardies, absences, disciplinary infractions, positive behavioral interventions), and any other information concerning the administrators and certified staff who regularly engaged with the student, including but not limited to the student’s regularly assigned teachers.
37. “Exclusionary Discipline” refers to any disciplinary consequence that removes a student from classroom instruction, including, but not limited to, in-school suspension, out-of-school suspension, placement in an alternative setting or program, and expulsion.
38. “Expulsion” refers to the permanent withdrawal of the privilege of attending a school unless the Governing Board reinstates the privilege of attending the school, imposed by the Governing Board for violations of the student code of conduct.
39. “Extracurricular Activities” refers to, but is not limited to, sports, social clubs, student publications and activities such as math and language clubs or after school tutoring activities.

40. “Facilities Conditions Index” and “FCI” refers to the condition rating of school buildings along multiple structural dimensions and provides a composite score for each school. An expanded version of the FCI is planned which incorporates the ESS.
41. “Family Centers” refers to District-level center(s) designed to provide information to families about a number of subjects, including enrollment options, the availability of transportation, and the District’s academic programs and offerings by location.
42. “Family Educational Rights and Privacy Act” or “FERPA” refers to the federal law that protects the privacy of student education records, 20 U.S.C. 1232(g).
43. “Federal Magnet School Funding” refers to grant funding for magnet schools and programs as available under Section 5301 *et seq.* of the “No Child Left Behind” (NCLB) Act.
44. “Feeder Patterns” refers to the flow from one school level to a higher school level (*e.g.*, elementary to middle school) that students take as they progress through their education. Such patterns are subject to change as new schools are built and zones or patterns are redrawn pursuant, *e.g.*, to the requirements of this Order.
45. “Family Educational Rights and Privacy Act” or “FERPA” refers to the federal law that protects the privacy of student education records, 20 U.S.C. 1232(g).
46. “Gifted and Talented Education” and “GATE” refer to educational services designed to meet the academic needs of gifted students and those who have potential for high achievement.
47. “Governing Board” refers to the governing entity organized pursuant to A.R.S. § 15-321 *et seq.* responsible for administering the Tucson Unified School District’s public schools.
48. “Green factors” refers to a 1960’s court case in which specific measures to determine desegregation were delineated. These include desegregation of transportation, student assignment, school faculty & staff, extracurricular activities and facilities. Quality of education was added as a *de facto* Green factor in the 1990’s.
49. “Guidelines for Student Rights and Responsibilities” and “GSRR” refers to the District-level policies for student behavior and discipline. A hardcopy of the GSRR is distributed to every student every year, and is available on-line as well.
50. “Home School” refers to the school a student could always attend (unless they choose to attend another, through the open enrollment and magnet processes), based on their current address and grade level, and the attendance boundaries of the school.
51. “In-School Suspension” and “ISS” refer to a consequence for violations of the student code of conduct (as detailed in the GSRR) that removes a student from the regular classroom to a different in-school setting during the course of the regular school day.

52. “Instructional Day” refers to any day on which school is scheduled to occur. It includes half days, but does not include weekends, holidays, or planning/grading days. Arizona law requires that schools have a minimum of 180 instructional days in each school year.
53. “Integrated” and “Integrated school” are schools which meet the current definition of integration in TUSD. The definition includes that a school must be within plus or minus 15 percent of the enrollment for each race/ethnicity for its’ level (Elementary, K-8, Middle, High), and also with fewer than 70% of its students of any one race/ethnicity. The determination for this is usually made based on data from the 40<sup>th</sup> day.
54. “International Baccalaureate Program” and “IB” refers to the rigorous academic programs leading to an internationally recognized certificate in high school.
55. “K-8 School” refers to schools with kindergarten through eighth grade classes in the District. Some K-8 schools do not yet have all the grades up to 8<sup>th</sup> being offered, but they all should have at least a sixth grade with a plan to expand to eighth grade.
56. “Labor Market Analysis” and “LMA” refers to the expected number of African American and Latino administrators and certificated staff in the District, based on the number of African American and Latino administrators and certificated staff in the State of Arizona, in a four-state region, a six-state region and the United States.
57. “Letter Grades and “AZ Letter Grades” refer to the school and district designations given by the state of Arizona based on student performance for each school year. Grades are based on points earned and range from A through D, with F possibly after repeated Ds. Letter grades are based primarily on AIMS scores and individual student growth on the AIMS.
58. “Lower Incidence Languages” refers to less commonly spoken languages for ELLs in the District, including any language where there are fewer than 100 students with that language background.
59. “Magnet Schools and Programs” refers to a program within a school or a school which focuses on a theme or specific instructional approach, such as a specific academic area, a particular career or a specialized learning environment. It is designed to attract students of diverse racial and ethnic backgrounds; and encourages students to choose a school other than their attendance boundary school to participate in the magnet theme or instructional approach offered at that program or school.
60. “Magnet Schools Assistance Program” and “MSAP” refers to federal magnet school funding to assist school districts to implement magnet schools and programs for the 2013-2014 through the 2016-2017 school years. MSAP money is given as grants, for which TUSD has applied.

61. “Major Languages” refers to the most commonly spoken languages other than English for ELLs in the District, including Spanish, and any other language that the District shall add whenever the number of students with that language background reaches 100 pursuant to Governing Board Policy KBF – R.
62. “MALDEF” refers to the Mexican American Legal Defense and Educational Fund.
63. “Middle School” refers to schools with sixth through eighth grade classes in the Tucson Unified School District.
64. “Mojave” refers to the District-wide electronic student information system used to enter and access academic and behavioral data, or any similar system by any name used by the District for such academic and behavioral data.
65. “Multiple Measures” refers to the types of criteria that can be used for selection to a program or school within the District. These measures can include essays; characteristics of the student’s school; and the student’s background, including race, ethnicity and socioeconomic status.
66. “N-size” refers to the number of points of data present in each disaggregated subgroup or “cell.”
67. “NAACP” refers to the National Association for the Advancement of Colored People.
68. “Neutral school” refers to a school that is not integrated because it is not within plus or minus 15 percent of the average of its level, but is also not Racially Concentrated.
69. “New Teacher Induction Program” refers to the instructional and support program offered in the District for newly hired teachers who have less than two years of teaching experience.
70. “New Teacher Mentor” refers to the individuals identified to provide assistance, support, and guidance for newly hired teachers who have less than two years of teaching experience.
71. “Ninth Grade Academies” refers to programs designed to provide incoming ninth grade students with additional resources and personalized academic support to facilitate their transition to high school.
72. “Non-exclusionary Discipline” and “Non-exclusionary alternatives” refer to disciplinary consequences that do not result in the removal of a student from his/her regular classroom.
73. “Intervener” – refers to one who intervenes. Usually this is someone who responds to one or more areas of student need, as identified either by the intervener or by some automated or semi-automated system like WatchPoints or TUSDStats.



74. “Office of English Language Acquisition Services” and “OELAS” refers to the office of the Arizona Department of Education that oversees English Language Development.
75. “Open Enrollment” refers to the student assignment provision permitting any District student to apply to attend any school, pursuant to the process set forth in Section (II)(G) of the Order.
76. “Out-of-School Suspension” and “Suspension” refer to the temporary withdrawal of the privilege of attending a school for a specified period of time imposed for violations of the student code of conduct.
77. “Oversubscribed School” refers to a school where more students are seeking to enroll than available seats in that grade and/or a school that is above its overall student capacity.
78. “Pairing” refers to combining the attendance areas of two schools that have the same grade-level structure (*i.e.*, two elementary schools) and sending the students in certain grades (*i.e.*, K-2) to one of the schools and the students in the other grades (*i.e.*, 3-5) to the other school.
79. “Paraprofessional” refers to a trained aide who assists a certificated staff member.
80. “Parent” refers to either or both biological or adoptive parent(s) of the student, the student’s legal guardian, or other person(s) legally responsible for a student under state law.
81. “Peer Assistance and Review Programs” refers to an evidence-based practice which relies on expert teachers to help struggling teachers improve their practice.
82. “Plaintiff” refers to the persons and/or their legal counsel (in this case, the Fishers and the Mendozas) who brought suit in court against the district.
83. “Portables” refers to all portable facilities and temporary buildings used by the District for instructional and non-instructional purposes.
84. “Positive Behavior Interventions and Supports” and “PBIS” refer to a system of evidence-based strategies and structures to assist schools and school personnel in establishing a positive school culture by constructively teaching school rules and social/emotional skills; positively reinforcing appropriate student behavior; using effective classroom management strategies to provide early intervention for misbehavior; and developing a continuum of graduated and appropriate consequences for more serious and continuous misbehavior.
85. “Post Unitary Status Plan” and “PUSP” refers to the plan created by the District that was designed to serve as a blueprint for ensuring that the district did not re-segregate. It was adopted in 2009 and effectively overturned in 2011 when the District was put back under

court supervision, although officially it did not end until the adoption of the Unitary Status plan in 2013.

86. “Preferred Attendance Area” refers to the geographic tools used to give students who live in close proximity to a school without attendance boundaries priority status in the admission process to such schools.
87. “Professional Learning Community” refers to formal and informal structures on school sites to: (a) build regular structured time into teachers’ schedules to co-plan and collaborate, observe each other’s classrooms and teaching methods, and provide constructive feedback so that best practices for student success can be shared; (b) develop within- and across-school networks to encourage teachers with experience and success in using culturally responsive pedagogy to engage students to mentor and coach their peer teachers; (c) engage in collaborative problem solving focused on analyses of student performance; and (d) encourage and provide space, resources, and support for constructive student-teacher, teacher-teacher, and teacher-family interactions.
88. “Racially Concentrated” refers to a school that has 70% or more of its students in a single race/ethnicity subgroup.
89. “Reductions in Force” refers to the dismissal of administrators and/or certificated staff members not for cause, including, but not limited to, reorganization, reduced need, and funding restructuring.
90. “Restorative Practices” refers to an approach to student discipline that focuses on resolving conflict, repairing relationships, and assisting students to redress harms caused by their conduct.
91. “Retention” refers to the holding back of a student in grade.
92. “School site discipline team(s)” refers to the individual or group of faculty, staff, and administrators on each school site who are authorized to administer or assign disciplinary consequences at the school site.
93. “Special Education Certification” refers to a post-secondary credential recognized by the State of Arizona which qualifies the holder to provide instruction for Special Education identified students.
94. “Special Master” refers to the individual acting in that capacity pursuant to the Order of Appointment filed January 6, 2012, or any individual the Court may appoint to that role pursuant to the terms of the January 6, 2012 Order.
95. “SuccessMaker” refers to a software product purchased with state funding for SY 2013-14. In the words of its publisher, Pearson, it “...provides elementary and middle school learners with adaptive, personalized paths for mastery of essential reading and math concepts and delivers outcome-based data to inform educational decision making.”

96. “Summer Credit Recovery Programs” are short academic programs designed to assist students who are struggling academically to receive necessary academic credits.
97. “SY” refers to the school year, and runs from July 1<sup>st</sup> of one calendar year to June 30<sup>th</sup> of the following calendar year. Annual Reports will usually reflect activities and data from one specific school year.
98. “Technology Conditions Index” and “TCI” refers to the condition rating of school computer and other electronic learning aids (including, but not limited to, servers, whiteboards, desktops, laptops, tablets, and software/applications) along multiple dimensions, including experience with and use of such aids, and provides a composite score for each school.
99. “Tucson Unified School District” and “the District” refer to a political subdivision of the state with geographic boundaries organized for the purpose of the administration, support and maintenance of the public schools, operated pursuant to A.R.S. § 15-101 *et seq.*
100. “TUSDStats” refers to the District’s information portal run by the Department of Accountability & Research which provides a publicly searchable statistics database as well as a secure reporting system for parents, teachers, and staff, or any similar system by any name used by the District for such data.
101. “Unitary Status Plan” and “USP” refers to refers to a document jointly written by the Plaintiffs, Special Master, District, and DOJ, and adopted by the Court in February of 2013. It details the ongoing actions the district must take while under court supervision to address the vestiges of segregation.
102. “USP Budget” – refers to a budget for the school district that shall include as part of that budget a separate section delineating the budget necessary to implement the terms of the USP.
103. “Walking Zone” refers to the one and a half-mile (ES and K-8) and two and a half miles (MS and HS) areas surrounding a school site. Students within a walking zone are usually not eligible for free transportation to their home school.
104. “WatchPoints” and “Student Identification and Intervention System pilot” refers to a system constructed in response to the requirements of the USP that will identify at-risk students (based on predefined thresholds) in need of an intervention due to attendance, behavior, or grades. The system also records the interventions carried out. It is due to be piloted in SY 2013-14.