TUSD

Tucson Unified School District

Criteria for Assessing Student Support Programs

EXECUTIVE SUMMARY

The purpose of this document is to assess programs and strategies for the purpose, among other things, of program improvement and to inform decisions about the allocations of resources and funding. The criteria will be used annually and each desegregation-funded student support program will be subject to the criteria.

On June 7, 2013, Judge Bury issued an Order conditionally approving the USP Budget for school year 2013-14. [Case 4:74-cv-00090-DCB, Doc. 1477].

The third condition is as follows:

> *3. The District shall develop research-based criteria and use it to assess student support programs, including the functions of Learning Support Coordinators, evidence for identifying target programs and activities and possible redundancy, the use of student outcome data, and research based criteria/design principles.*

> *IT IS ORDERED that the Court conditionally approves the Desegregation Budget noticed by Defendants and approved by the Board on May 8, 2013.*

> *IT IS FURTHER ORDERED that approval of the budget is conditioned as follows:*

> *3. The District, Plaintiffs, and Special Master shall work together to develop, by December 2013, research based criteria to be used in the assessment of student support programs to be implemented as soon as possible*

This document outlines: (I) definitions; (II) the timeline for consultation and collaborative work between the District, Plaintiffs, and Special Master; and (III) criteria to be used in the assessment of student support programs. The criteria will be used to gather information and to make informed judgments (not as a scorecard).

I.   DEFINITIONS

Program – a program is a vehicle through which a cohesive interconnected set of actions may be organized to achieve a specific result. (e.g. Achieve 3000 is the vehicle through which specialists will provide reading intervention to increase the percentages of students passing the state reading exam).

"Pull-Out" Services – services provided outside of the general education classroom.

II.   TIMELINE

District Completes Draft	SLT Review; Changes	District Submits Version 1	Parties and SM Submit Input	District Completes Version 2; Submits to Parties/SM	Consultation End Date	Final to SLT for Approval	Final to Parties, SM, and Translators; Implementation
July 2013	July 2013	08.02.13	09.03.13	11.01.13	12.02.13	12.10.13	12.11.13

After submitting Version 1 in August, and receiving comments back in August and September, the District reviewed party comments to Version 1, consulted directly with the Special Master by phone and email (an in-person meeting was scheduled for October 16th with the Special Master and the Academic and Behavioral Supports Coordinator Brian Lambert – this meeting was cancelled by the Special Master).

The District scheduled a conference call for October 9, 2013 with the Academic and Behavioral Supports Coordinator Brian Lambert, the Director of Desegregation, the Special Master, and the Parties to facilitate discussion, collaboration, and further consultation regarding the submitted comments and the District's responses. Due to the government shutdown, both the Department of Justice and counsel for the *Fisher* plaintiffs were unavailable, and the Special Master and counsel for the *Mendoza* plaintiffs requested that the conference call be rescheduled. This conference call was rescheduled to October 31, 2013. Throughout November, the District continued to consult with the Special Master and Plaintiffs to finalize the criteria.

III.   CRITERIA FOR ASSESSING STUDENT SUPPORT PROGRAMS

The following set of preliminary information must be provided with each budget proposal related to a student support program.

	Preliminary Information	
	Every proposal must include the required preliminary information for numbers 1-5. Include preliminary information for numbers 6-9, only where applicable.	**Included Y or N**
1	**Description of the targeted population for the Program.**	
2	**Description of the general need of the target population to be addressed by the Program.**	
3	**List of alternative Programs that were considered to address the need.**	
4	**Description of the rationale and/or data for selecting the Program.** Please include a list of supporting research and/or evidence. For new programs, provide a description of the rationale for selecting the Program. For ongoing programs, provide the data that supports continuing the program.	
5	**Describe the expected outcome and the process for monitoring and measuring success, including how the monitoring and evaluation will be documented.**	
6	**Describe how Learning Supports Coordinators (LSCs) participate in the Program.** If so, the explanations and data provided below must reflect the functions of the LSC as relates to the Program.	
7	**Describe how paraprofessionals are utilized.** Include whether or not they are closely supervised by appropriately certificated personnel.	
8	**Describe how the program utilizes culturally relevant materials and/or practices.**	
9	**If the program involves students with limited English proficiency, describe:** (a) the level of staff members' proficiency in providing non-English language accessibility and/or working with English language learners, and (b) proposed methods for addressing English language learners' reading abilities.	

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	Criteria	
	Does the proposed program satisfy the criteria?	**Y or N**
1	**Is there research/data that supports the efficacy of the program?** Please provide; research must include documentation from one or more of the following sources: • Professional Journals and Publications (e.g. Educational Administration Quarterly (EAQ)) • Internal research (i.e. research conducted internally; TUSD-specific) • External research (e.g. Universities, Educational Entities, What Works Clearinghouse, www.bestevidence.org, Gov't Agencies (such as ADE), etc.)	
2	**Does the program support existing or proposed programs?** Explain, and include a description of how the program relates to other programs being implemented at the same site or targeting the same student population.	
3	**Is there a professional development plan for implementing the Program?** Please describe the plan, and include human resource needs, budgetary needs, and timeline.	
4	**Does the program focus on students' specific needs?** If so, describe the diagnostic method for determining students' specific needs, and include the ways by which the program directly focuses on those needs.	
5	**Is there a selection process for determining which sites and students participate?** Describe how sites and/or students are selected, including how the selected sites demonstrate the potential for producing the greatest outcomes for the cost of the program.	
6	**Is the program targeted towards students at-risk in the areas of behavior, attendance and/or academics?** Explain how interventions are delivered and how progress will be monitored and evaluated. If a "pull-out" method is used, describe: (a) alternative methods that exist to avoid pull-out; (b) the justification for why pull-out is the best method in this particular case; and (c) the strategy for returning students to classrooms. If tutoring is involved, please describe how, who and when.	
7	**Are the proposed expenditures likely to positively impact outcomes more than the alternatives?** If so, describe how the program is more cost effective and cost efficient than the alternatives?	

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