



USP REVIEW AND ASSESSMENT

Tucson Unified School District Desegregation Office

A large, abstract graphic composed of overlapping, semi-transparent geometric shapes in shades of blue and grey, positioned at the bottom of the page. The shapes create a sense of depth and movement.

2013-2014

I. Student Support Review and Assessment

A. USP Language

The Unitary Status Plan (USP), section V(E)(2)(a-b) states:

- a. *By April 1, 2013, the District shall hire or designate an employee to be the academic and behavioral supports coordinator (“ABSC”), responsible for the review and assessment of the District’s existing academic and behavioral support programs, resources, and practices, including, but not limited to, those currently provided through the District’s student services departments. The ABSC’s review and assessment shall focus on the District’s efforts to provide individualized assistance and mentoring to students with academic or behavioral challenges and to students at risk of dropping out.*
- b. *By ~~July 1, 2013~~ September 1, 2013, the ABSC shall develop: (i) an assessment of existing programs, resources, and practices, disaggregated by school site(s), grades served, number of students served, ELL status, and resources (e.g., part-time or full-time personnel assigned, annual budget); (ii) an analysis, based on the data identified in this Section, of any additional resources or programs that may be needed, by grade and school site; (iii) an analysis of the school sites with the highest concentration of students in need of such programs and resources; (iv) annual goals, in collaboration with relevant staff, for increasing graduation rates for African American and Latino students, which shall be shared with the Parties and the Special Master and used by the District to evaluate the effectiveness of its efforts; and (v) procedures to ensure follow up when Mojave automatically flags a student for attention.*

B. Court Order Language

The Court Order approving the 2013-14 USP Budget (*Fisher-Mendoza*, US District Court Case No. 4:74-cv-00090-DCB, Doc. 1477, filed June 7, 2013) states:

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...*

C. Definitions

Program	Consists of actions targeted to deliver a service/product or achieve a specific broad outcome. It represents an umbrella under which a cohesive, interconnected set of actions could be organized.
Strategy	A plan of action to achieve a goal, or the art of developing or carrying out such a plan. A set of activities with a specific goal: a system of procedures or activities that has a specific purpose.
Resource	Something that can be used for support or help
Practice	General principles and guidelines that are supported by research.

D. Executive Summary

The USP directs TUSD to improve the academic achievement and educational outcomes of African-American and Latino students, using strategies to seek to close the achievement gap and eliminate racial and ethnic disparities for these students. TUSD will develop a plan to provide African American and Latino students with the necessary student support services that will allow them to improve their educational outcomes while introducing preventive methods to reduce dropout rates, increase retention rates, improve discipline and provide equal access to Advanced Learning Experiences (ALEs). Through research-based strategies, TUSD will focus resources on academic and behavioral support programs as well as dropout prevention services to ensure equitable access. Resources will be concentrated on school site(s) and in areas where student and school data indicate the greatest need. Ultimately, TUSD will reduce its student dropout rate and increase the graduation rate in each high school.

Over the summer of 2013, and into the beginning of the 2013-14 school year, TUSD's Academic and Behavioral Supports Coordinator (ABSC) Brian Lambert developed and conducted a review of TUSD's existing academic and behavioral support programs, resources, and practices. The review focused on TUSD efforts to provide individualized assistance and mentoring to students with academic or behavioral challenges and to students at risk of dropping out. The review gathered data and input from TUSD departments and school sites, and included information from outside entities that partner with TUSD to provide student support.

The complete assessment includes three key phases:

- an **Internal Review and Assessment** based on the results of the review, conducted by TUSD staff;
- finalization of the research-based **Student Support Criteria**, developed in conjunction with the Parties and Special Master, as required by the June 7, 2013 Court Order; and
- Submittal of the Internal Review and Assessment and the Student Support Criteria to a third-party auditor to conduct a **Third-Party Review and Assessment**, using the criteria provided.

Once the Third-Party Review and Assessment is complete, TUSD will use the results from the Internal Review and Assessment and from the Third-Party Review and Assessment to develop the GRAD Plan (aka the Drop-Out Prevention and Retention Plan), including a proposed budget.

The Internal Review and Assessment below includes: (1) an assessment of existing programs, resources, and practices; (2) an analysis of additional resources or programs needed; (3) an analysis of the school sites with the highest concentration of students in need; (4) annual goals; and (5) procedures to ensure follow up when Mojave automatically flags a student for attention. The Internal Review and Assessment concludes with preliminary recommendations (to be adjusted as necessary pursuant to the Third-Party Assessment).

E. Internal Review and Assessment

1. Assessment of Existing Programs, Resources, and Practices

By ~~July 1, 2013~~ September 1, 2013, the ABSC shall develop: (i) an assessment of existing programs, resources, and practices, disaggregated by school site(s), grades served, number of students served, ELL status, and resources (e.g., part-time or full-time personnel assigned, annual budget). [USP Section 5.E.2.b.i].

In order to compile the following information, the ABSC assembled a team made up of various staff from the Student Equity department. The team created a 170-question survey for schools to elicit responses about site-based resources, programs, and supports. Most of the survey questions were simple yes or no answers as the team sought to gather data from multiple sites in a meaningful format. The survey separated different types of support into the following categories:

- Tutoring
- Fine Arts
- Student Support Services
- Exceptional Education
- Academic Intervention
- Behavioral Intervention
- Summer Program / Transition
- Before / Afterschool Programs
- Instruction and Instructional Support
- Interscholastics
- Family Engagement (included in the review and assessment in Section II, below)

The team also created an excel document to gather information from TUSD departments about the resources and support systems they provide to schools and students. The general results of the site and department information is assessed and summarized below; details and specifics are provided in the attached appendices. The team created and then deployed a survey with 170 questions for school administrator(s) to answer about the programs, resources, and practices at their sites. Most of the questions required a simple yes or no answer, with the option for additional information that was not asked under each category. The survey was organized by the following categories Tutoring, Fine Arts, Student Support Services, Exceptional Education, Academic Intervention, Behavioral Intervention, Summer Program/ Transition, Before/Afterschool Programs, Instruction and Instructional Support, Interscholastics, and Family Engagement. The final question on the survey asked which of the programs or services the school receives was the most effective and why. The team also created an excel document to gather information from the departments within the district regarding the resources and supports each department provides to schools and students.

In general, the survey results suggest the following.

- A. Programs – There is a stronger emphasis on reading at the elementary levels which tends to digress in the upper grades. Also, there is limited math support across all levels. It was evident there are many programs throughout the district.
Early Childhood programs are limited and not consistent across the District.

- B. Resources – In the areas of human resources and material/programmatic resources, there is little consistency across the District. Distribution varies greatly. There are limited behavioral and academic supports at many of the schools and there appears to be a lack of creativity in utilizing the resources or support systems that do exist.

- C. Practices – Training for staff in the area of math is inconsistent. Implementation of effective practices is inconsistent and lacks standardization. Professional Development support is limited.

Below is summary of the findings for the # categories...

a. Tutoring

- Afterschool tutoring 89/89
- SIG Tutoring 7/89
- Saturday School/Tutoring 14/89
- Reading Seed 28/89
- Community Volunteer provided tutoring 41/89
- Reading Tutoring 61/89
- Math Tutoring 55/89
- 21st Century Tutoring 22/89
- SES Tutoring 8/89
- AIMS Tutoring 35/89

b. Fine Arts

- Opening Minds through the Arts (OMA) 33/89
- Choir 26/89
- Band 63/89
- Orchestra 70/89
- Mariachi 12/89
- Arts Partnership 12/89
- Visual Arts 40/89
- Drama 25/89
- Dance 28/89
- Folklorico 18/89

c. Student Support Services

- Counselor 49/89
- Nurse 81/89
- Nurse’s Assistant 82/89

- College and Career Counselor 12/89
- Social Worker 47/89
- Librarian 23/89
- Mentoring Program 21/89
- Drop out Prevention 26/89
- Itinerant ELD Teacher 40/89
- Community volunteer provided mentoring 17/89
- Learning Supports Coordinator 84/89
- African American Student Services 32/89
- Mexican American Student Services 24/89
- Native American Student Services 39/89
- Asian Pacific American Student Services 21/89
- Refugee Services 15/89

d. Exceptional Education

- International Baccalaureate (IB) 3/89
- Dual Language 13/89
- Advanced Placement (AP) 12/89
- Honors/ accelerated/ Advanced/ Pre –AP 25/89
- Dual Credit 11/89
- Self contained GATE 11/89
- Resource GATE 67/89
- Clustered GATE 20/89
- Project ABLE 20/89
- Self Contained Exceptional Education 53/89
- Cross Categorical Exceptional 68/89
- Push in Model 36/89
- Pull out Model 28/89
- Co Teaching 17/89

e. Academic Intervention

- Reading Specialist 23/89
- Math Specialist/ interventionist 15/89
- Teacher Assistant/ Instructional Specialist 21/89
- Advisory Period 2/89
- Student Advisory 4/89
- Plato 4/89
- Agave 4/89
- Achieve 3000 9/89
- ALEKS 8/89
- V-Math 0/89
- Imagine Learning 2/89
- Read Naturally 9/89
- Read Well 1/89

- Quick Reads 2/89
- 6 Minute Solution 2/89
- Rewards Reading 4/89
- Reading A-Z 13/89
- Accelerated Reader 1/89
- Zoo Phonics 15/89
- Buckle Down 7/89
- Read 180 3/89
- My Virtual Reading Coach 2/89
- Success Maker 28/89
- Waterford 24/89
- Study Island 3/89
- Mac-Ro Math 1/89
- Pearson Reading Computer Program 2/89
- RTI 17/89
- PACE 5/89
- Community Preschool 5/89
- Explorer Preschool 4/89
- Partners Inclusive Preschool 2/89

f. Behavioral Intervention

- Behavioral Specialist 6/89
- In House Suspension 22/89
- Afterschool Detention 9/89
- Lunch Detention 30/89
- Kind Campus/ Kind Kids (Ben’s Bells) 21/89
- Capturing Kids Hearts 2/89
- Character Counts 1/89
- Think Time 16/89
- Teen Court 3/89
- Strength Building Partners 2/89
- Peace Builders 0/89
- Nurturing Hearts 2/89
- Positive Behavior Intervention Supports 25/89
- Restorative Practices 35/89
- Dad’s Project 0/89
- Parents on Patrol 2/89
- Monitors 34/89
- School Security Agent 1/89
- Love and Logic 8/89

g. Summer Program / Transition

- 8th Grade Bridge 2/89

- 5th Grade Bridge 3/89
- Summer School 18/89
- Jump Start 2/89
- Summer Enrichment Camp 1/89

h. Before / Afterschool Programs

- Before School Care 9/89
- After School Care 16/89
- KIDCO 4/89
- YMCA 2/89
- Happy Hour 1/89
- Fuel Up to Play 60 1/89
- Boys/Girls Club 3/89
- Girl Scouts 14/89
- Boy Scouts 5/89

i. Instruction and Instructional Support

- Magnet School 12/89
- Traditional/ Back to Basic Instruction 3/89
- Multi-age Classroom 11/89
- Interdisciplinary/ Integrated Curriculum 27/89
- Project Based Learning 30/89
- Small Group Instruction 58/89
- Success For All 2/89
- Reading Edge 0/89
- Connected Math 3/89
- Investigations 41/89
- EnVisions 22/89
- Garden or Outdoor Classroom 33/89
- Physical Education 71/89
- Instructional Coach 6/89
- Magnet Coordinator 17/89
- Teacher Coach 27/89
- Teacher Mentor 49/89
- Computer Lab 75/89

j. Interscholastics

- Camp (Football Camp, Band Camp, Etc.) 10/89
- Clubs or Activities 46/89
- Competitive Fine Arts 11/89
- Captain's Camp 0/89

k. Family Engagement

- Community Representative 58/89
- Family Liaison 4/89
- Parent Education Workshops 30/89
- Cafecitos 14/89
- Curriculum Nights 31/89
- Title 1 Informational Meeting 33/89
- Math Night 23/89
- Reading Night 20/89
- Movie Night 18/89
- Parent Informational Meeting on Compliant Process 11/89
- Parent Informational Meeting on Advance Learning Experience 9/89
- Parent Informational Meeting on Discipline Process and Consequences 12/89
- Parent Informational Meeting on ELL Options 21/89
- Parent Informational Meeting on College and Careers Opportunities 9/89
- Parent Informational Meeting on Cultural Relevant Courses 5/89
- Parent Informational Meeting on School Choice Options 5/89

1. Additional Information

- Uniforms 8/89
- Campus Wide Wireless 9/89

2. Analysis of Additional Resources or Programs Needed

By ~~July 1, 2013~~ September 1, 2013, the ABSC shall develop: (ii) an analysis, based on the data identified in this Section, of any additional resources or programs that may be needed, by grade and school site. [USP Section 5.E.2.b.ii].

The team used a comprehensive approach to create a list of recommended actions. The team analyzed data from multiple sources including student achievement data; resource, program, practices data from the school survey monkey referenced in section IV; human resource vacancy data; and needs data. Additional considerations for the team were implementation of state academic standards and increased academic rigor required under proposed state assessments as well as research regarding effective educational practice. The preponderance of data reveals that the greatest academic need and gate-keeper for successful matriculation within and beyond TUSD is student achievement in mathematics. Current district vacancy and highly qualified teacher information also makes evident that TUSD has shortages of highly qualified math personnel. The team recommends providing a balance of early academic support structures for mathematics, preparation of staff and students to address impending common CORE standards and assessment by increasing focus on academic writing and connection to non-fiction text, and implementation of support structures to address learning gaps. Based upon analysis of these key educational issues, the team makes the following recommendations.

1. Based on the needs assessment of the schools with greatest needs the team saw a greater need for supports in the area of mathematics. This was determined by reviewing the data, beginning in 4th grade, AIMS scores across the district show a greater need in math than reading. School feedback makes

evident that schools have a variety of resources and supports for students K – 12 in reading, but limited resources were provided focusing on math. Below are recommendations that focus on the need in math.

- Make sure elementary math teachers are Highly Qualified in Math at least at the Middle School Level
 - Train Teacher Assistants in math instruction so they can work with students while teacher works with students with the greatest need (small group instruction).
 - Provide yearly incentive pay of Highly Qualified Math teachers at schools with the greatest need in Math.
 - Collaborate with the district Math Department (MIT) focusing on the idea of blended learning opportunities for students.
 - Provide high quality math professional development for teachers, focusing on the elementary school instruction.
 - Continue to build partnerships with local universities and colleges to provide tutors for math and create a pipeline for teachers (teacher recruitment)
 - Provide training for Academic Specialist to focus on the math instruction
 - Provide training for staff on the Districts new adopted supplemental program Success Maker to be used as an intervention.
 - Provide Math training for parents focusing on working with students on math concepts
2. As the PARCC approaches the need for academic writing will increase. The PARCC has a strong focus in reading and writing on academic writing.
- Train Academic Specialists on academic writing and use of Non-Fiction text.
3. Based on the data and current achieve gap the District needs to look at additional instruction and supports for students in a non traditional way.
- Provide an Intersession Academy focusing on Test Prep, students that struggle in math, reading, and/or writing, as well as, opportunity for students that meet starts to be challenged beyond the classroom.
 - Provide Saturday School (Academy)
 - Extend the School day for our neediest schools. These additional hours of instruction must be filled with quality instruction that is targeted for the students needs.
 - Extended Year for school using the intersessions for additional support opportunities.
 - Provide schools additional supports during test to provide smaller groups for the neediest students.
 - Research different ways for students to get credit recovery
 - Provide a Standardized Curriculum throughout the district, due to mobility
 - Increase the preschool opportunities for the schools and students with the greatest needs.

3. Analysis of Sites with the Highest Concentration of Students in Need

By ~~July 1, 2013~~ September 1, 2013, the ABSC shall develop: (iii) an analysis of the school sites with the highest concentration of students in need of such programs and resources. [USP Section 5.E.2.b.iii].

Based on analysis of the data, the highest concentration of students in need naturally exists at many of the larger High Schools and Middle/or K8 Schools. The team realizes that the need for supports and resources at those schools are great, but strongly believe that early intervention will yield a greater systemic impact in the long run. Using this logic, the team recommends that Middle schools feeding into High schools with the greatest needs be focus schools. The team recommends beginning with a strong targeted middle school prevention focus, however in order to provide a balance of prevention and intervention, the team also recommends providing ancillary supports to the associated feeder elementary and high schools. As a result of school closures in 2012-2013 the team will need to reevaluate a potential for new feeder patterns after the 2013-2014 school year.

Elementary Schools			Middle School/K8	High Schools
AfAm and Hisp	AfAm	Hisp		
Booth, Wheeler,			Fickett Palo	Verde
Myers-	Ganoug, Roberts		Naylor Rincon	, Palo Verde
W	right, Blenman, Cragin, Davidson		Doolen Catalin	a
Erickson,	Dietz, Ford		Secrist	Santa Rita
Cavett, Safford,	Holladay, Van Buskirk, Hollinger		Utterback	Pueblo, Tucson High, Catalina
	Lynn/Urquides, Maldonado, Miller, Vessey		Valencia Pueblo	, Cholla
Dietz,	Robison, Manzo, Tully		Mansfeld	Tucson High, Cholla
	Grijalva, Warren, Miller, White		Pistor Pueblo	
	McCorkle		McCorkle Pueblo	
	Mission View		Hollinger Pueblo	
Safford, D rachman			Safford Tucson	

4. Annual Goals

By ~~July 1, 2013~~ September 1, 2013, the ABSC shall develop: (iv) annual goals, in collaboration with relevant staff, for increasing graduation rates for African American and Latino students, which shall be shared with the Parties and the Special Master and used by the District to evaluate the effectiveness of its efforts; and) an analysis, based on the data identified in this Section, of any additional resources or programs that may be needed, by grade and school site. [USP Section 5.E.2.b.iv].

The team believes that creating annual goals without the feedback from the curriculum audit and before the 2012-2013 Dropout and Graduation data is release from the state in November would be premature. Without having a full picture for the district, the team did not feel annual goals would be accurate at this time. The recommendations of additional resources or programs may need to be revisited before the Drop out prevention and retention plan is submitted. Goals will be developed based on the data from 2012-2013 school year. This information will be shared with the parties in January when the development of the plan is completed.

5. Follow-up Procedures; Watch Point (Flag System)

By ~~July 1, 2013~~ September 1, 2013, the ABSC shall develop: (v) procedures to ensure follow up when Mojave automatically flags a student for attention. [USP Section 5.E.2.b.v].

Pursuant to V.E.2.b and V.E.3.a of the Unitary Status Plan, TUSD has undertaken to construct and pilot a Student Identification and Intervention System (SIIS) for SY 13-14. This document outlines some of the details of this SIIS pilot.

In April of 2013, a TUSD group with representatives from Dropout Prevention, Exceptional Education, Language Acquisition, Pan Asian Student Services, Guidance & Counseling, and Desegregation began meeting to discuss the SIIS. The group was able to leverage previous efforts that Dropout Prevention had made to collaborate with Technology Services (TS) to establish student Flags/Watch Point criteria for student behavior.

After looking at data on attendance, behavior, and grades (both Middle & High school A-F grades and Elementary 1-4 rubric scores), this group agreed on the following criteria to identify students who needed an intervention:

Attendance: At least three days (where a day is defined specifically as being absent without reason from most of the periods in a day) of unexcused absences in a week. These flags are not generated until one week after the week in question, thus giving sites time to enter absence reason data.

Behavior: Any of the following in one quarter: either six discipline referrals **or** three in-school suspensions **or** one out-of-school suspension.

Grades: For Middle and High schools, two F's in any subject on one progress report or quarter report card. For elementary, an average of less than 1.5 rubric score in any of the core areas of Reading, Math, Science, or Social Studies on a quarter report card.

Exit Criteria:

For attendance, a student needs to have one week with no more than one day of unexcused absences for the attendance flag to be removed. For behavior, a student needs to have one quarter with no more than one referral and no suspensions (in-school or out of school) for the behavior flag to be removed. For Middle and High school grades, a student needs to have a report card (progress or quarter) with no F's for the grades flag to be removed. For Elementary grades, a student needs to have a report card with average rubric scores of 1.5 or greater in all core content areas for the grades flag to be removed.

As the criteria were being discussed, the group met with Mojave to finalize and operationalize the criteria in Mojave and create initial reports. This process was completed by the middle of June 2013. The flags for each area are independent, and a student can both be flagged for multiple areas and have a flag be removed but later be "reflagged" in the same area. See Attachment A for a sample report.

The group also discussed the existing systems for documenting student interventions. The Mojave Intervention Block (MIB) was rolled out in SY 12-13 and was being used by sites. The Grant Tracker (GT) was made available several years before that, and was being used in SY 12-13 by African American Student Services, Native American Student Services, Asian Pacific American Student Services, and Mexican American Student Services. A decision was made to use both systems to document interventions for the first stage of the pilot.

The group decided to pilot the SIIS at seven sites for the first semester of SY 13-14. The group wanted a mix of site levels, geographical locations, % of African American and Hispanic students, strength of LSCs, % of ELLs, etc. These sites are: Rincon, Pueblo, Doolen, Valencia, Erickson, Tully, and Naylor. The LSC will be the primary coordinator of interventions at each site. The LSCs at these pilot schools will be trained the week before school starts. A standardized computer-based professional development on the SIIS and MIB and GT are under development.

There are several reasons why a pilot with a limited number of schools is desirable:

- Even though the group looked at the SY 12-13 data, the criteria established may identify either too many or too few students. Thus the specific criteria levels are still being adjusted.
- As was mentioned above, there are two extant intervention tracking systems, with neither one clearly superior. A pilot will establish which one of these systems is preferable to enter interventions associated with the SIIS, and what additional features might be necessary.
- While an initial reporting structure has been created in Mojave, the pilot will help to establish what student data is useful to bring together and how to structure the reports, and who should be included in the distribution of the student flag and intervention data.
- Monitoring reports and procedures need to be developed to ensure that all students flagged indeed get a relevant intervention. There also need to be mechanisms generated to assess intervention effectiveness based on the likelihood of subsequent flagging of the same student.
- V.E.2.b of the USP discusses the plan the ASBC should be formulating. Because the assessment of sites has not been conducted and this plan has not been formulated, the SIIS needs to be flexible and open to modification to align with the plan. This is easier to do with a limited number of sites.

Depending on the results of the pilot, and the ASBC plan being developed, the plan is to expand the number of pilot schools for the second semester, using the same criteria that were used to choose the initial pilot schools. Implementation of a finalized system will go to all TUSD schools in SY 14-15.

F. PRELIMINARY RECOMMENDATIONS

4. Based on the needs assessment of the schools with greatest needs the team saw a greater need for supports in the area of mathematics. AIMS scores starting in 4th grade across the district show a greater need in math than reading. Schools had a variety of resources and supports for students K – 12 in reading, but limited resources were provided focusing on math. Below are recommendations that focus on the need in math.
 - Making sure elementary math teachers are Highly Qualified in Math at least at the Middle School Level
 - Train Teacher Assistants in math instruction so they can work with students while teacher works with students with the greatest need (small group instruction).
 - Provide yearly incentive pay of Highly Qualified Math teachers at schools with the greatest need in Math.
 - Collaborate with the district Math Department (MIT) focusing on the idea of blended learning opportunities for students.
 - Provide high quality math professional development for teachers, focusing on the elementary school instruction.
 - Continue to build partnerships with local universities and colleges to provide tutors for math and create a pipeline for teachers (teacher recruitment)
 - Provide training for Academic Specialist to focus on the math instruction
 - Provide training for staff on the Districts new adopted supplemental program Success Maker to be used as an intervention.
 - Provide Math training for parents focusing on working with students on math concepts
5. As the PARC approaches the need for academic writing will increase. The PARC has a strong focus in reading and writing on academic writing.
 - Train Academic Specialist on academic writing and using Non Fiction text.
6. Based on the data and current achieve gap the District needs to look at instruction and supports for students in a non traditional way.
 - Intersession Academy focusing on Test Prep, students that struggle in math, reading, and/or writing, as well as, opportunity for students that meet starts to be challenged beyond the classroom.
 - Saturday School (Academy)
 - Extending the School day for our neediest schools. These additional hours of instruction must be filled with quality instruction that is targeted for the students needs.
 - Extended Year for school using the intercessions for additional support opportunities.
 - Provide schools additional supports during test to provide smaller groups for the neediest students.
 - Research different ways for students to get credit recovery

- As a result of the District's high mobility we need to provide a Standardized Curriculum throughout the district.
- As the research has shown we need to increase the preschool opportunities for the schools and students with the greatest needs.