APPENDIX II – 7

TUSD Innovation Impacts All: Engaging & Enpowering Learners

SIGNIFICANCE OF PROJECT

Tucson Unified School District (TUSD) is the second largest school district in Arizona with a student population of just under 48,000. TUSD is comprised of a very diverse student population (See Table 1) where poverty as measured by census department has risen from 14 % to 19% over the past 14 years. As a large urban district located in Tucson, Arizona, 61 miles north of the Mexico border, TUSD faces many challenges including high numbers 2359 of homeless students, problems with recruitment and retention of teachers and a dismally low per student dollar ratio.

Under the direction of new leadership, TUSD is implementing a five year strategic plan which includes the following initiatives: strong tier one instruction aligned with College and Career Readiness standards coupled with formative and summative assessments, professional learning communities that utilize the MTSS process and Restorative Practices, and a new code of conduct that reflects the needs of our students and community. In addition to the District Strategic Plan, TUSD is under a court order and is simultaneously implementing a Unitary Status Plan (USP).

Table 3: TUSD Student Population

Legend: N=number, %=percent

	District	Booth-Fickett	McCorkle
White/Anglo	N 9911 (20.8%)	N 273 (23.1%)	N 42 (4.5%)
African American	N 2796 (5.9%)	N 132 (11.2%)	N 13 (1.4%)
Hispanic	N 30403 (63.7%)	N 652 (55.2%)	N 854 (91.2%)
Native American	N 1740 (3.6%)	N 17 (1.4%)	N 19 (2.0%)
Asisn American	N 973 (2.0%)	N 30 (2.5%)	N 2 (0.02%)

TUSD Innovation Impacts All: Engaging & Enpowering Learners

Multi Racial	N 1911 (4.0%)	N 77 (6.5%)	N 6 (0.06%)
Totals	N 47,734 (100%)	N 1181 (100%)	N 936 (100%)

Two K-8 schools have been selected for the i3 Innovation and Improvement Development Grant: McCorkle Academy of Excellence K-8 and Booth-Fickett K-8 Math & Science Magnet schools. Both schools will address the following Absolute Priority: #2 Implementing Internationally benchmarked college and career readiness standards. However, priorities #1 Promoting Diversity and #4 Influencing the development of non-cognitive factors will be addressed by the project design and implementation of the New Tech Network program.

McCorkle Academy of Excellence operates on the foundation that a strong school culture positively impacts learning and student empowerment resulting in a mindset that life is full of opportunities. Students are challenged, engaged and connected, allowing them to take risks and approach learning with an open and critical mind. Using a project based approach to learning, student leadership is cultivated through multiple opportunities to interact with the community. The structure of collaborative communities fosters inquiry and develops the ability for students to reflect on feedback as well as to examine and assess data. Teachers are key to engaging students by providing learning opportunities through a project based approach aligned with the District's benchmark assessments. Teachers are provided on-going professional development to successfully implement a growth mindset while engaging in adaptive leadership to assist McCorkle in becoming a learning organization.

Booth-Fickett STEM Magnet K8 is a professional learning community dedicated to expanding student excitement about life long learning through science and math. This unique campus houses two schools, Booth Elementary and Fickett Middle school affording on-going articulation across grade levels to ensure strong transitions between grade levels. Believing every

TUSD Innovation Impacts All: Engaging & Enpowering Learners

student has the ability to use the scientific process, all students complete a project for the annual science fair. Students in middle school participate in the Science Olympiad, a hands-on project based math and science exploratory course that may involve building a catapult or sending a capsule into space.

Absolute Priority #2 is at the center of TUSD's vision: '*where students love to learn, teachers love to teach; and people love to work'*. The district created and implemented a new assessment platform this past year which allows teachers to create and revise benchmark assessments that align with the district's rigorous curriculum. Professional Learning Communities (PLCs) and leadership teams can easily access and analyze data which drives teaching and learning at the classroom level and provides data about district initiatives. As part of the New Tech Network, McCorkle has seen strides in student achievement, a reduction of absences and discipline incidents decrease. Data to support replication to BF

The New Tech Network (NTN) program in its second year of implementation at McCorkle and is showing promising gains in the area of culture and climate. Students work in cooperative teams relying on each other to get the work done which supports student ownership for their learning and accountability to their peers. These skills and attributes promote life-long learning and a 'mindset' (Carol Dweck, *Mindset: The New Psychology of Success)* that will positively impact them for life. Booth Fickett's student and faculty populations could benefit from the implementation of the NTN.

QUALITY OF PROJECT DESIGN

A comprehensive system of evaluation, accountability, and feedback will be used to monitor the quality of the project design. TUSD clearly understands the critical importance of measuring and generating evidence of effectiveness. The evaluation plan will use a variety of quantitative

TUSD Innovation Impacts All: Engaging & Enpowering Learners

and qualitative methods to assess the effectiveness of project implementation and outcomes and monitor the I3 goals and objectives for both Booth-Fickett K-8 Math & Science Magnet school and McCorkle Academy of Excellence K-8. The work of the site management teams at Booth-Fickett and McCorkle to implement the project's common goals and objectives will be monitored by an external evaluator and supported by TUSD's internal Assessment and Evaluation (A&E) department staff.

TUSD is a data-driven school district using rigorous qualitative and quantitative data and analysis to assess effectiveness and evaluate outcomes. The District will be using an integrated data collection system for this project. Beginning July 1, 2016 the district is replacing it's current student information system and data systems collecting student activities and with two new district-wide student information & tracking data systems (Synergy & Clarity). These two new systems will talk to each other and act as the official record and primary databases for managing all student demographic, academic, and behavioral data and data on student activities including dosage (number of hours), students participation in academic intervention, and/or enrichment activities. Individual student data residing on these new systems will be accessible to school and district staff based on level of access. The A&E Department has access to all of the data for the purpose of analysis, research and dissemination. These new systems combined with the A&E's resources, position the district to effectively support the efforts of the external evaluator. The data in these systems will be monitored by the external evaluator for fidelity.

Formative and summative evaluation will be used to address the program's goals and objectives

Goal 1: Self directed learners, working in an integrated and diverse climate, will think critically and collaborate effectively.

TUSD Innovation Impacts All: Engaging & Enpowering Learners

Goal 2:Students have the skills to persevere, and assess progress and develop and implement strategies to master increasingly complex academic content.

Objective 1: Teachers who can effectively implement rigorous project-based units.

Objective 2: Ensure classroom, school, and district-level student integration across racial and socio-economic lines.

Objective 3: Teachers and school leaders use/analyze student data to continuously revise rigorous curriculum to improve student outcomes.

Objective 4: District leadership, as adopted in the strategic plan, ensures that resources are committed to *standard* technology (equipment & applications) and teacher training.

Objective 5: District systems and practices to support/ensure positive & safe learning environments.

Formative assessment will be conducted to ensure fidelity of program implementation. Examples of such indicators include the number of hours of New Technology Network (NTN) professional development delivered to teachers and staff measured by dosage and classroom outcomes, NTN leadership development dosage and outcomes delivered to site leadership and periodic measurement of participant response to program services. Teacher and staff professional development hours are tracked district-wide by TUSD's implementation of True North Logic and we anticipate using this system or a comparable system to record professional development hours. This data will be reported and used to make programmatic improvements to project implementation as necessary. Summative evaluation will be conducted to determine the extent to which project goals and objectives are being met. Summative indicators include measures of student achievement outcomes such as student benchmark assessments scores and assessment

TUSD Innovation Impacts All: Engaging & Enpowering Learners

measures of college and career readiness. These includes not only student mastery as measured by the state standardized assessment, but providing student support services that address learning gaps. Measures of student perseverance and persistence will be collected and analyzed with the goal of producing outstanding outcomes.

Both quantitative and qualitative data will be collected for this program. While the majority of indicators used for the evaluation are quantifiable, qualitative data will also be collected and used primarily for formative purposes.   The external evaluator will be tasked with responsibility for the collection and analysis of qualitative data using key informant interviews, focus groups and surveys will be conducted with school administrators, project staff, teachers and parents to collect data from stakeholders with respect to program activities and services (adherence, quality, and quantity). Site visits may also be conducted by the external evaluator at each school to assess development and implementation of program goals and objectives.

The external evaluator will work closely with Booth-Fickett, McCorkle and the A&E department in collecting and analyzing evaluation data, monitoring the progress of the evaluation plan, and reporting to both internal and external stakeholders. The external evaluator will also ensure that data sources and collection processes are consistent across sites and can be reproduced, and that instruments, such as surveys, interview protocols, and observation rubrics are developed to ensure that the data collected is consistent across sites and quantifiable where possible. The external evaluator will meet with the site level teams to review student academic data and develop intervention supports, develop individual site plans with specific performance targets based on their baseline data and work with site project staff on developing their management and implementation plans that are congruent with evaluative activities, benchmarks and time-lines.

TUSD Innovation Impacts All: Engaging & Enpowering Learners

Partners are essential to the STEM programs at both McCorkle and Booth Fickett.