

**Attachment 5:  
Appendix V-242 Frederick & Hines  
Reports**

- **African American Academic Achievement Task Force: Implementation of Recommendations (Dr. Dale Fredericks and Dr. Joseph Hines)**
  - **May 2016**
  - **Summary**
- 

**Dr. Dale Fredericks**

**Teaching and Learning**

- All components of systematic operations need to be tied to the curriculum documents
- Assessment is moving in the right direction and needs to provide support for individual sites.
- All curricular areas need to be at the same place in curriculum development, version 3.0.
- All classrooms should be focused on the district mission and objectives with the following components in place
  - Site principals must be leaders of the classroom instruction and knowledgeable in teaching and learning assistance
  - Senior leadership must also be proficient in classroom instruction
  - Senior leadership must be at sites and use data to support the sites
  - Non-negotiable use of one curriculum utilized throughout the district
  - Common use of the district assessment system
- Reallocation of the resources available throughout the district to better serve the needs of students
- Support for site administrators is critical and move the principal ship beyond where it is to strong instructional leaders
- Eliminating “silos”
- Develop a Comprehensive PD plan for Culturally Responsive Pedagogy.
- All key personnel should be included in professional development.

**Recommendation 5: Develop Focused Professional Development**

**Professional Development**

- Do an analysis of the current Professional Development Department to include staffing and skills capabilities; data to drive individualized PD for teachers; and, quality year end data (End of Course/Year Assessments).
- System focused on INSTRUCTION
- Communicate in a clearer and more understandable way all the components of the District’s Strategic Plan to sites, staff and community. To build the goals into accountability matrix so everyone in the district is held accountable.

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- All emphasis should be places on literacy, language acquisition, and communications.
- Professional Development for all senior leadership to ensure they are knowledgeable about essential skills necessary to support the efforts within the schools
- Two-way communication
- Teacher and administrators should have knowledge and experience with Critical Race Theory CRT.
- Teachers need to have training in individualized student instruction so they can address the various learning styles in their classrooms.
- Teachers need time and opportunities to collaborate with one another for the betterment of African American students (PLCs)

Recommendation 6: Consider Cultural Competency in Hiring and Retention

**Hiring and Retention**

- Become exceedingly aggressive in minority teacher recruiting
- Utilize resources up front to retain teachers
- Consider recruitment incentive for high needs schools
- Enhance the induction program to ensure that new teaching staff is well prepared to move into the classroom
- Working conditions need to improve across the district
- Garner resources which will help keep high quality expert teachers in low-income schools
- Partner with community agencies, business, and higher education to address salary difference in region
- Systematic process to refocus system support, teacher PD, and support for student achievement will improve working conditions.

Recommendation 7: Enhance the District-Wide Leadership Development Program

**Administrative and Teacher Leadership**

- Each teacher should have a broad base of academic knowledge
- Teachers will have the knowledge, skills, and strategies to identify and accommodate individual learning styles
- Teachers are prepared to assist peers with acts of coaching
- All building staff conveys a sense of caring to their students and community

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- Principals are supported, nurtured and provided with professional development to address all they are responsible for
- PD is data utilization
- Total buy in and support from the district for implementations
- Senior Leadership must work with schools to develop a dialogue to improve trust with the school district.

<b>Dr. Joseph Hines</b>
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Recommendation 9: Monitor ALE Placement Actions

- Develop recruitment strategies that involve existing UHS African American students
- After school transportation for UHS students to be able to receive additional academic tutoring
- Develop feeder mentorship program pairing elementary and middle school students with UHS students
- Convene a committee of parents, administrators, and student services personnel
- Provide advanced learning experiences for students to receive access to content, curriculum, and learning communities which take GATE students beyond the classroom walls.

Recommendation 10: Monitor Recommendations for Placement to Career and Technical Education (CTE)

- Develop a data base that collects information focusing on gender, age, grade level, ethnicity, program type, program completion, course completion, completion rate by ethnicity, graduation rate, and post secondary selection
- Develop a recruitment plan which targets African American students
- Organize a committee of African American community members, students, parents, and African American Student Services to develop strategies to educate parents and students about CTE
- Develop a plan to recruit African American CTE teachers

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- Develop a systematic process for collecting data regarding the needs of the business sector
- Solicit support from ADE to help design appropriate professional development in-service training for CTE teacher
- Conduct an audit to be done by expert in the field

Recommendation 11: Monitor Recommendation for Placement to Remedial and/or Exceptional Education Programs

Recommendations from Dr. Hines' Report:

- Hire an African American Assistant Director
- Recruit and hire special education teachers
- Involve parents in the MTSS process
- Solicit support for additional MTSS coordinators to continue to reduce African American students in special education
- Consider developing a grant application to obtain funding to support a system wide initiative which focus on reduction of overrepresentation of student of color in Special Education

Recommendation 15: Enhance the Parent Engagement Program

- Hire an African American to serve as coordinator of one of the centers
- Provide professional development which focuses on data driven decision making
- Organize a committee to develop creative outreach initiatives to engage African American families



Review For TUSD's African  
American Task Force:  
The  
Report of Findings &  
Recommendations.



Submitted  
June 15, 2016

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**Tucson Unified School District's**  
**Report for the**  
**African American Task Force**  
**Review and Recommendations and Findings**  
**Request For Quote: 4**  
**Submitted June 27, 2016**

**Preface**

The intention of this report is to expand upon the review process. Which started with a meeting with Mr. Richard Foster, Interim Assistant Superintendent for Curriculum and Instruction for the Tucson Unified School District, and a series of meetings with central office administrators on May 4<sup>th</sup>, 2016. Additional meeting were conducted with central office staff, senior leadership, site administrators, mid level support staff, and teachers. There were also several meeting that were rescheduled, and missed during this process. TUSD is a closed system and gathering the necessary information was a challenge at times. Some requests were not addressed and some data was not available.

I am aware that in a nation that believes in open participation and believes in the freedoms of all being able to express themselves, they should all be allowed to participate whether their opinions are valid or not. This may have not been the case with the staff in TUSD. That being said, this report is designed to express facts that were presented to the reviewer by articulated confirmed view points, analytical data, formulated reports and other reviewable data sources.

This report will describe several of the factors that affect the education of African American Children within the Tucson Unified School District. Several dynamics impact the children's learning within districts, and in specific within individual schools. TUSD is a blend of urban and suburban environments within the school district. The relationship between each component area affects learning, and how it perhaps should be approached. Learning tied to the teaching process is a most complex process, and is multi-faceted in the approach the systems used to address the nature of teaching.

Education in the United States has had many attempts address the methodology of teaching based on where the classroom(s) were located, who the teacher was and what the child brought to the classroom developmentally, including all life experiences. Several of these processes, such as EEI, were developed and often used as direct teaching methodology to compensate for new teachers, focused teachers and in systems where teachers were pre-degreed or less than satisfactory. This was to provide a drilled educational platform that would be useable by all, thus teacher proofing the instructional process. School systems that are functioning well are



using more conventional methods such as Danielson or Marzano with more focus on critical thinking, and deeper cognitive methods than a specific template. Although, I think several components of the Hunter (EEI) process can and should be used for planning, a systemic lesson-planning template is not used district wide by all instructional staff and this platform could be used as that protocol.

A critical aspect as we move forward is to develop a platform that the district can use to enhance the teaching and learning experience of every child in the district and most specifically the African American student as requested by the African American Task Force and TUSD. All the professionals in TUSD, and the school district community, must have a clear understanding of the learning process, and the various developmental learning bench makers that each child brings to the equation. This is a necessary step to ensure that policy makers, community members, and senior staff are all on board, and aligned toward the same systems process that educates all children well, and the necessary policies and procedures for student growth and achievement. Achievement, of course, is a required standard, but measurable annual growth is critical since all students don't come to school with all the necessary skills to be a true Kindergarten student, and move to the next level without some serious pre and post summer learning extensions. All of this learning activity should expand and enhance each child so that they learn more, are exposed to the best experiences, retain it longer, and use it throughout their lives everyday.

The reviewer's intentions in this report are to deal with factual information that has been provided by TUSD staff, using data that is public information that is used to enhance the learning experiences of all students. The tools necessary for professionals to teach children at high levels of quality are no less important than the tools used by engineers to build bridges and buildings, and physicians to practice medicine. For this to occur, the entire system, from the policymakers to the individual classroom teachers and aides are required to live and perform at a high level of standards. To ensure this occurs, teachers must be trained on an ongoing basis to the highest professional standards based on factual data, and outcomes, and not personal opinions, whims, beliefs, or any other external or political issues.

The intention, and thus the purpose of this report, is to provide an overview experience of the facts collected on a variety of issues surrounding the investigation of the five areas highlighted in the RFQ.

## **Introduction**

### **How Did We Get To This Point?**

Through a series of interactions and differing communications, the reviewer finalized a Request For Quotation with TUSD on behalf of the African American Task Force. The task force requested an external review of programming, and data to assist in providing a report to the Federal Courts regarding the USP. On April 18, 2016, the district finalized the process with the investigator to do the review and report. The initial request was to finalize the report by June 15, 2016. Discussion between the parties concluded that the reporting date could be extended to 06-30-2016 if necessary, although all due effort would be made to complete the report prior to the 30<sup>th</sup>.

Since 1974 the Tucson Unified School District has been in court to address the complaints of desegregation within the school district. In 1978 a decree was issued and the district was legally committed to address the stipulations of the decree and the ensuing modifications that came about as a result of the USP.

It has been almost half a century since the district became involved with the desegregation suit, and there have been several operational changes. Since the late 1990's the senior administration, and the education board have had significant fluctuation that has had an impact on the educational, and operational facets of the school district. Growth in various parts of the city, and charter schools has also impacted the school system. The demographics have changed, and the student population has decreased as families relocated within the district, and throughout the suburban area, of Tucson.

TUSD has applied to be released from the court decree in the earlier 2000's. The first application was reviewed and at the request of the plaintiffs' a stay with modifications was issued. This report in part is to address some of those issues.

The review process will entail several factors to secure reliable, and factual information, and data to address the five specific areas of review assigned to the reviewer. The report will be organized into five sections, which will address specific areas of the RFQ. The sections will each be separate, and will contain an overview of the materials and a recommendation(s). Specific reference to the USP will be reviewed, and the USP detail will be in an appendix if required.

The reviewer/investigator has reviewed data, interviewed staff from central office, interviewed staff from the district, and others that may make contact, and request an opportunity to present data or request to have a discussion. All materials have been addressed, and used once it was verified as providing facts and substance to the report.

**Sequence of Report Presentation  
Order of Sections**

**Section I  
Professional Development**

**Section II  
Teaching, Learning & Support (Instruction)**

**Section III  
Administrator and Teacher Leadership**

**Section IV  
Instructional and Curricular Supervision**

**Section V  
Hiring and Retention**

**Section VI\*  
Additional Observations**

## Section I

### Professional Development

Professional development is a corner stone for the process of education. TUSD with a significant turnover in teaching staff, approximately 14% in 2015-16 and higher in previous years is held hostage to the process of preparing staff to meet the needs of the district and community. Compounding this issue is a 30% turn over of administrators in 2014-15 and another 33% turnover in 2015-16.

The critical nature of this turnover compounds the routine of staff growth and renewal. When you add the data of school achievement, and student growth along with the dynamics of change in curricular upgrading and programming focus, you have in place a perfect storm for possible failure in the implementation process.

Each of the above items, in the first paragraph, has far reaching impact on the type and amount of professional development required to provide the necessary teaching that each student, classroom, and school requires to be successful. Professional development must be purposeful, thought-out, on going, and have quantifiable outcomes as to the desired ends.

The district's diagram for professional development is a well-defined theoretical model, but after some review and discussion some changes should be included to enhance the model and process. The central office preparers conceptually organized the framework with an excellent ethereal model, but little practical concern for practitioner utilization. Another concern is the continuing development of the staff in the field. Practitioners require continued touch stone support for institutionalizing practice, and operationalizing the desired methodology. To date, the model can be described as not fully sustainable, and also not timely in nature. Staff, inclusive of teachers, aides, and administrators should not be pulled away for buildings in mass to provide professional development, teachers belong in the classroom with students and administrators should be in the building supporting staff and students.

Since we are discussing professional development, one missing component from the master plan was a focus on the teaching and learning process, instructional focus, during approximately 65% to 75% of the academic school year. These gaps in professional development were significant missing pieces with respect to the district strategic plan, and without the direct support of instructional programming; it was also lacking the support and focus of central administration. This impact may have had a profound effect on student achievement for the 2015-16 academic school year.

The primary focus for most of the academic school year was on culture & climate, loosely translated as discipline, and a reduction of behavior issues, and business

meetings for administrators. In specific the elementary division ascertained recognition of the problem, and a subtle shift was made after the third quarter to refocus on instruction and academics. The secondary division was somewhat delayed in following the same procedure.

**Note: The reviewer wants to set the contextual framework for this summary overview of this component of the report.**

**"Schools exist for the purpose of helping young people learn. Teaching and learning can be defined many ways, in the broadest or narrowest terms, but the essence of the base definition is specific to the child's learning, and being capable of meeting the learning outcomes considered important in TUSD, and defined by the State of Arizona. Elements that come with quality learning are: the importance of academic achievement, daily participation and attendance, completion of high school, the ability to sustain one's self at the next level and contribute to one's family and society." (D E Frederick)**

There are many contributing factors to student achievement, and those factors will be discussed in other sections of this report. Professional development will be expanded in the remainder of this section. These specific areas of professional development require planning, coordination, assessment of process and outcomes, input from the participating individuals. Continuing professional development, with an incessant focus on models of differentiated levels professional services, aligned to meet coordinated components of the strategic plan. These learning experiences for staff are matched to the aspirations of the students, teachers, and the district. Follow-up training, focused professional development, customer satisfaction checks of PD by the participants, and mentoring from expert service providers is required for successful learning and implementation of the desired skills. This composition is mandatory to ensure that staff knows the "how's", not just the "what's" of the progressions necessary for success. Assist the participants with examining current data, longitudinal data, reviewing ways to enhance teacher instruction, student engagement, as well as asking them what they need to improve in each area of instructional improvement.

### **How do we get there from here?**

Looking at the data provided, there is a significant difference between the desired outcomes of student achievement in the varying schools within TUSD. In specific, it is a roll of the dice for African American students, in particular, as to which school they might be attending. Schools vary a great deal, and several schools are not within the parameters of the typical stereotyping of minority schools. These schools are performing substantially better than their counter parts. A focused instructional approach, and professional development are necessary, but there are profound questions to address based on the most current data available.

Staffing and resources are abundant in TUSD. A review of utilization of these resources should be implemented to facilitate the school district with establishing an organizational structure that makes sense for meeting strategic imperatives, and enhancing student achievement. Currently, the structure is not optimum for meeting the goals of the district, and the superintendent. As this process is undertaken, a keen look at skill sets in each position within the leadership, and the central office organizational chart reporting lines should be undertaken to ensure that the best qualified staff are in position to meet the needs the students. There are many individuals within TUSD working hard to perform the duties they believe are expected of them, but several will need additional support and strength development in the specific areas they are currently assigned.

As the district moves forward with the strategic plan, deliberate attention must be paid to the district's education community to ensure they are knowledgeable of each the components. The plan should have transparency of implementation so that everyone is aware of the accountability system for the plan. Currently not all district staff is on the same page, and the elements of communication are not thoroughly invested in by all. This is interfering with the successful changes being addressed in the TUSD Strategic Plan. Why do I address this here? Because, if quality professional development is to be implemented, and make a quantifiable difference, changes with designed communication styles, and on-going support for teachers has to be a routine process in TUSD.

Visionary and collaborative leaders that communicate openly, and spread the same message to all participants in the process, lead school districts from the top through the field ranks. Mid-level leaders must be knowledgeable and able to profess the same message and vision as that of the district. An example might be that of the old "whisper game" where the message is started at one end of the room, and doesn't come close to the original story by the time it reaches the end of the line. This was found to be true regarding several components of the current implementation process. This not only dilutes the communication, but it also makes the staff very insecure with information from the district and questioning the methods used to disseminate information.

All of the above-mentioned items were found through the process of reviewing the five areas detailed in the RFQ. Since these issues would come to the surface in many areas of the system, it is only reasonable that they are mixed in with this report since they all can interfere with the critical areas being discussed.

All of the factors discussed above can have grave impact on the success of African American students within the school district. In this section we are discussing professional development. The remainder of the report in this section will focus on specific issues, and suggested recommendations for addressing the surfaced element and dealing with factors impacting teaching and learning (instruction), the



process of leadership development in the classroom, school leadership needs in the building, the focus of educational support for mid level, and senior staff.

**Knowledge of the Topic:** The knowledge of professional development first begins with the knowledge that one must know the content they are delivering and should have identifiable experience in the area of service provision. To be accepted by practitioners, one must also be open to give, and take, and deep discussion surrounding the topics. One must be able to communicate the “how’s” that go along with the “what’s”.

There are no cookie cutter approaches to the process of professional development. Because a service provider goes to an elementary school they should go beyond pulling out their elementary “ditto” and hit them, the staff, with the same ole stuff. As stated by a professional development review done by NEA in 2013, “No More ‘Set and Get’”, or stated from the field participants in TUSD, “Stop the Drive/Hit and Run,” or “Spray and Pray” PD. These statements are profound! Does it mean hit and miss presentation, or so fast and shallow we don’t get it, or this was not effective to meet the needs of my job requirements? It actually inferred all of the questions plus it was not able to meet the needs of the total staff being in-serviced.

**Knowledge of the make-up of participants:** One should know the demographic make up of the audience being addressed. The question is, how many are:

- ❖ New “out of the box” teachers, 1<sup>st</sup> timers,
- ❖ New to TUSD, coming from an unlike school system,
- ❖ Quality senior teachers that have performed exceptionally well,
- ❖ Or, focus teachers who require assistance.

Each of these groups above requires the knowledge for teaching that needs to be conveyed. In each case the process will be crafted to meet the skills of the group and individual teachers. Specific details are necessary for each teacher to address the requirements for high quality teaching for student achievement. Just as we discuss individualized instruction, we must address individualized professional development. In kind, each building is different, and requires a little different approach to the ongoing deeply focused teacher development. One aspect of addressing this issue is that the value and outcome of the professional development will be better experienced, and the practices will be improved. If professional development isn’t strengthened, teachers will take shallow learning back to the site to try and improve student achievement.

Continuous improvement demands focus on the end results of the teacher practice in the classroom, and the student’s growth and achievement. Learning Forward, a national professional learning association based out of Oxford, OH and Dallas, TX has released new professional learning standards in 2011 to shape and develop

practices and procedures for "Professional Learning". One facet is for districts to refocus their approach, and use strategies that are less episodic in nature. Districts should implement a systems approach where it's being done in a sustained manner. Another good resource in professional development is the NEA, and their archives on research and articles. The NEA has extensive archives and ongoing teacher resources. NEA formed a National Commission on Teaching in 2010 with the focus on student achievement. The work is on going and focusing on establishing a new vision for the profession and teacher effectiveness.

I might add, that professional development must include the facts the Boomers, a specific style of PD requirement, and Gen-X-er's, another style of PD, need to be aware, and learn to address the Millennial's in this professional development process; they are the replacement crew on board and coming on board in large numbers.

**Knowledge of PD for Leadership:** This component will focus on Leadership Development and the essence of the required concentration for administrators. Administrators are required to do so much more today as a result of educational mandates and the stipulations of the USP, state standards, and federal stipulations for accountability. In the flux of the daily activities, the primary focus of the district, school and classroom may be lost. The primary focus area of emphasis for leadership is achievement, or the process of instruction and teaching. The administrator, the leader of the instructional leaders, is swamped with minutia and doesn't have time to focus on the primary reason all the staff and children are in schools; to learn and achieve.

This is ever so critical in the elementary primary areas because the foundation must be established in this cycle or the lag of achievement becomes deeper in debt, and only increases the gap, and becomes larger, and requires extensive intervention and quality educational programming. An example of this programming is accelerated learning as outlined by Levine. Accordingly, the National Governors' Association terms the achievement gap is "a matter of race and class and is the gap between minorities and disadvantaged students and their white counterparts." This target area becomes critical because of the plight of the African American students, and in many cases their communities.

School principalships are pivotal positions in school districts, and as such must be developed, and nurtured in the fashion that leads to success. Towers and Perrin did extensive work on this area starting in the 1980's and early 1990's. A "Pivotal Job Analysis" is critical for TUSD to ensure that they develop a focused training and learning process for the techniques of improving principal effectiveness. The superintendent of the district is the counterpart to the principals with respect to pivotal jobs. Pivotal jobs generally address long-range planning, daily customer service, human resources, business management, and a touch of crisis. The emphasis on community engagement is also a task, which is critical to pivotal

leaders, thus making the job more complex and thus exceedingly pivotal in the organization.

Principals work from of four quadrants, which are designated as:

- Planning
- Customer Service
- Business
- Human Resources Management

**Elements of the CORE work of the principal:**

**The Principal**

<b><u>Planning</u></b>	<b><u>Customer Service</u></b>	<b><u>Human Resources Management</u></b>	<b><u>Business Management</u></b>
*Develop Resource/Facilities Strategy	*Ensure Quality Instructional Approaches	*Staff Selection	*Maintain Budget
*Develop Extracurricular Strategy	*Ensure Time on Task	*Set Staff Performance Expectations	*Ensure Safe Clean Facilities
*Develop Instructional Strategy	*Maintain Parent/Community Relations	*Train and Develop	*Report Resource Use to Central Administration
*Set School Performance Expectations	*Enforce Student Discipline	*Evaluate Staff	*Control Costs
	*Monitor Student Performance	*Motivate	
		*Discipline	

**To be effective, principals must focus on the “core” or pivotal element of the job.**

### **Core/Pivotal Activities**

<b><u>Core Activities</u></b>	<b><u>Non-Core Activities</u></b>
*Develop Instructional Strategy	*Procedural Paperwork
*Ensure Time on Task	*Maintenance
*Staff Interaction, Observation, and Evaluation	*Assist with Security
*Maintain parent Community	*Track Down Materials
	*Safe and Orderly Environment

In today's work world, the principal is pulled between core and non-core activities on a continuous basis. This must stop. Work must be prioritized if schools are to be effective. When the principal is pulled away from or doesn't target the core activities, the performance of the building suffers. An example of principals being pulled away from the core element of instruction occurred this academic year in TUSD where between 65% and 75% of the PD for principals was used to focus on business and culture/climate (Behavior & Discipline). One of the superintendence recognized this quandary, and subtly changed the course for the remainder of the academic year. If the focus is not on instruction/teaching & learning specifically, then everything that surfaces and comes up gets in the way of the work of the school. If the interferences occur, this will have significant impact on closing the achievement gap for African American students, and all students of poverty.

The component element of leadership development should exist around a conceptual framework that supports all leadership development within TUSD. It should work to assist administrators with the acquisition and refinement of essential skills necessary to demonstrate instructional leadership, and quality management skills while being focused on improving student performance. Leaders will have a laser focus on high expectations for all, and quality student work and productivity on the standards.

**Professional Development designed for a diverse teacher workforce:** Professional Development for Teaching Improvement/Instructional Effectiveness is critical and must be done to accommodate the profile of the population being provided the services. *Each building* should have an extensive assessment specifically focused on the needs of the children and staff. TUSD has the human capital to accommodate the needs of the schools. The organizational structure and service delivery models should be analyzed, and reorganized to meet the established goals of the school district.

### **Recommended Systemic Focus Areas**

- 1) The district should do an analysis of the current Professional Development Department, and all support service areas;
  - a. Include staffing and skills capabilities,
  - b. Review all field based PD requirements by using the best data possible to discern the support needs of schools and individual skill capabilities of participants (PD should be individualized based on the skills of the teachers),
  - c. Focus the district data to determine if quantifiable data highlights the areas of improvement required in a disaggregated manner by site. Quality year-end data from the district assessment system is not helpful for year-to-year reviews of student growth.
- 2) A system focused on INSTRUCTION, INSTRUCTION, and INSTRUCTION to enhance the learning of all students, in specific African American students who are under served in pockets of the district. (If they are not learning they are not meeting the requirements necessary to be successful.
- 3) Clear understandable information from the school district, school sites, service support units, and community communications regarding all the components of the District's Strategic Plan should be aligned, and built into an accountability matrix that everyone in the district can be held accountable for implementing. The plan should be the road map for all activities within Tucson Unified School District.
- 4) All emphasis should be on literacy, and language acquisition, and communications. This should be well understood by all district personnel, and have structured accountability to meet the goals for learning within the district. All TUSD staff should be involved, and participate in the Strategic Plan, and the necessary PD to support it. All staff should be in serviced and trained in their specific areas. All staff makes a difference in a child's life, and all should be held accountable for the system's labors.
- 5) All TUSD teaching, and support staff should have professional development to ensure supportive behaviors concentrating on quality educational, and

educational support from senior staff and director level staff. This must be done to ensure that senior educators are knowledgeable about essential skills necessary to support the efforts within the schools. Their knowledge of pedagogy to support schools is a must.

- 6) An emphasis on communication skills, and processes essential to open two-way dialogue. Currently the district has built silos that interfere with interactions, communication, and collegial support for the Strategic Plan and assistance in schools.
- 7) Teachers and administrators should have knowledge and experience in Critical Race Theory (CRT) so that they can address real essence of all the issues that impact learning in a diverse school district.
- 8) Teachers need to have training in individualized student instruction so that they can address the various learning styles in their classroom. Darling-Hammond; Lasley, Matczynski & Rowley.
- 9) Research clearly indicates that in order for teachers to effectively improve their instructional practices for the betterment of African American students, they require time, and opportunities to collaborate with one another. Boyd & Brock, Tatum.



## **Section II**

### **Teaching, Learning & Support (Instruction)**

This aspect of the report is critical to the nature of addressing education in general. For the purpose of this review, the report will in specific address the discussion about how the African American students have requisites that need to be addressed if there is a chance to address the debt in education that has been created as a result of the achievement gap. The prevalence of the achievement gap has been focused on for years with varying results. But, in 2016, we are still addressing the root issues that seem to linger in the educational process in TUSD.

As stated by Marzano and Waters, district leaders need not direct educational policy, and programming from a distance. Marzano's research provides proof that district leadership doing the right things does have an impact on student achievement in the classroom. He also espouses, striking a balance between establishing overreaching goals and supporting building level autonomy on how to meet the goals. This way the goals will be met.

Marzano and Water's work clearly delineates five district level responsibilities or initiatives that have significant correlations ( $p < .05$ ). These responsibilities are:

#### **Five District Level Responsibilities**

- 1. Ensuring collaborative goal setting**
- 2. Establishing nonnegotiable goals for achievement and instruction**
- 3. Creating board alignment with operations, and support of district goals**
- 4. Monitoring achievement and instruction goals**
- 5. Allocating resources to support the goals for achievement and instruction.**

Each of theses components is tantamount to the successful of approaching student achievement in school districts and schools.

The legacy of senior leadership over the last decade has had a significant impact on the instructional constructs of the district and has brought about significant changes in leadership styles that have had a lingering impact throughout the system. The styles, and manner of operation has created an informal (water cooler) type of culture that controls many facets of potential negativity that requires a purposeful, and a clearly thought out approach in order to change the system behaviors. The current operating silos and communications barriers have created an almost unmanageable maze for schools sites and operating teams. Some of the internal politics are even within the same "silo". This makes the implementation of strategic plans, and operational directives difficult to initiate because the organization resists adaptation. What happens is that each group's grasps onto their territory, and bogs down the system in a bureaucratic nightmare. Ravitch and Viteritti address this issue, Crowson and Boyd wrote about it, and Murphy addressed it when he went to Charlotte-Mecklenburg.

**Supporting components and tools for students and educators:** One of the most significant components for student achievement is good teaching, and supporting tools for the educational process. Curriculum is a corner stone for success in the classroom. The knowledge of implementation is the foundational effort for student learning and achievement. Being able to link the teachers teaching and the students' learning in a systemic procedural operation is critical, (Fishman & Marx). This process also links two components that were previously stated in the professional development, and the instructional sections.

Additional aspects of this application, and adaptation within the school district require timely actionable data. The conceptual frame for this movement is in place, but not well conceptualized throughout the district. The structure of data utilization within TUSD requires uniform understanding, methodology, and systems approach. Currently, the system being used is a new change from last year. The programming is growing, and should be more robust as it comes more fully on line. This tool can be robust, and a very beneficial instrument for the practitioners, and staff in TUSD. Currently, for example, there is substantively no longitudinal data for true application of the district's chosen teaching and learning tools. Thus, this impacts planning to ensure that student growth is meeting the goals of the district, and a true longitudinal picture is provided, and just not annual snapshots. The house formative, and summative quarterly assessment system if completely implemented will enhance the district's system data collections tools for teaching & learning, curriculum review, and update refinements, and district monitoring, and enhancing the instructional process. A comprehensive assessment structure will provide timely, and actionable information for school improvement and student achievement.

**Teaching and Learning for Student Achievement:** "Teaching and Learning," by the nature of the education business is the backbone of TUSD. Without laser focus on the processes, supports, resources, staff utilization, organizational structure, and continuous assessment data use, the district will not overcome the achievement gap

and create more significant debt for the students. This process in itself can be clearly documented, but when all the factors are mixed together, if all participants are not clearly grounded in the business of teaching and learning, then their beliefs necessary to do the job may not be aligned with the district' Strategic Plan and the Vision of the Community, Governing Board and Superintendent, thus implementation is not consistent across the school system. As detailed by S. Robbins, the CEO/Superintendent's job is to decide strategies, models, culture, and district behavior activities. The superintendent must openly communicate, allocate resources, and influence values. All of these components are important because the rippling effect they have that impacts all staff in the school district regarding its values. These are critical activities because they tell, and relate district priorities to all constituents; staff, students, parents, and community. This is done through routine communications, actions, and interactions with the community, and organizational constituents. A good example of senior staff providing support is the PD and practices currently being used by senior administrators in the Oakland City School District in Oakland, CA. I would suggest that this model be reviewed for possible use, as a highly functional support system for schools.

This section of the teaching and learning report relates more external operations that impact school sites, and must be addressed strategically by school district. As we continue to discuss instructional practices, we must reference back to the educational debt. The reason that we must address the debt, which continues to add annually to the achievement gap, is that if is not addressed at the early childhood venues we continue to accrue additional educational deficits for young children and never reduce the debt. Why is addressing the student education debt done? Because if we don't address the debt, it creates a wider disparity among the students, and the annual achievement gap will continue to be a major challenge for TUSD. The equity factor comes into play here, and in specific African American students in the wrong schools who will fall farther behind if key leadership does not ensure that every student has quality educational opportunities. What's at stake, the children, the community, and the country's future?

**Teaching, Learning and Schools:** Instruction in the school, and the classroom must have emphasis on the teacher and principal. We are focusing on the diverse classroom, and the aspects of ensuring that all student needs are addressed, even students arriving with deficits. The disaggregated district data, by school, would indicate that there is a significant difference between the individual sites and their student achievement for African American students. Again, this indicates that the specific classroom and schools are the "luck of the draw." A site that one would not expect to be on this list because of the delta differential has been Cavett Elementary. The delta in scoring differential is closer to sites in far northeastern enclaves of the district. Also, the former site administrator at this school was held in very high regard. Unfortunately this individual is separating form the district.

**A process of developing a quality “Teaching and Learning” unit is:**

- 1. A total systemic process that has open collaborative communications, no “silo” barriers,**
- 2. Process and planning for using the curriculum,**
- 3. Multifaceted instructional practices,**
- 4. On-going formative and summative assessment,**
- 5. A variety of excellent data used in buildings, And,**
- 6. The data and information to be in a continuous Improvement loop.**

The district, because of the turnover of teaching and administrative staff has a predicament to ensure quality sustainable teaching and site leadership for all the impacted sites. Instruction, depending on which school site you are working in or are being educated in will be in flux.

Several critical instructional support areas require re-conceptualization to provide the type of services that are outlined in the strategic imperatives detailed in the TUSD Strategic Plan. Although thought to be pro forma, there are organizational structures that are not responsive or bureaucratic in nature. During the review, evidence surfaced, and upon follow up, indicated that a significant component within one of the “silos” was not functioning optimally. This is due to poor communication, support, and possible organizational misalignment. This particular unit will require re-purposing if it is to become effective, and meet the stipulations of the USP.

A redesign, with emphasis on instructional support at the school site must occur in the Educational Management Offices of Elementary and Secondary. Currently, Curriculum develops and pushes out the curriculum book, and hands it off to implementers who update the PD, and then moves the material to the sites for use. The Elementary and Secondary Divisions are structured for theoretical support, but they are focused, and responding to business, critical community issues, and crisis. These offices essential require restructuring and refocus to accommodate the effort of supporting sites in the teaching and learning process. Again, the resources are available to accommodate the needs the students and sites have, but it requires refocus and skill enhancements for the staff.

## **Recommended Systemic Focus Areas**

- 1) The curriculum is the springboard to student achievement within the school district. All components of system operations should be tied to the curriculum and the maps, as well as, the sequencing of services from all departments. The effort of student support should not be separately driven for distant silos of operation. ELL, AA Studies, Latina/o Studies should not operate independently and compete, but should supplement quality teaching. Curriculum should also provide skill enhancements, and additional challenges for students.
- 2) Assessment is moving in the right direction, but needs to be a direct supporting roll for the sites, district and special needs programming within the district. The next steps will be critical for the unit and system as the programming becomes more robust in the assessment bank. This will allow site, leadership, curriculum and special programs to drill deeper into the data for answers to the questions of what needs to be refined, replaced, or refocused in teaching and learning. Stability is also required since all the changes that have occurred over the last three to four years has caused a loss of longitudinal data, which is critical for planning and operations.
- 3) The Strategic Plan details a five-year plan for rolling out the "Curriculum". This concept is excellent, but practical implementation causes lapse in development for the instruction process and teaching and learning for children. Currently science is on hold with the roll out editions of curriculum. If reading and math are on 3.0, science is still fumbling at 1.0 and this can be catastrophic for the African American students in the system. Detrimental for other students as well, but catastrophic for minority students. Why is this critical? The preparation for minority students is stalled, and higher disparities occur in access to forms of higher mathematics, and in specific to the higher forms of sciences for African American students. The pace of science implementation most certainly needs to be stepped up!
- 4) Not all classrooms are focused on the district mission, and objectives. Teaching and Learning is conducted differently within the district. If the site leadership is not in position to support the instructional supervision, and process of the school, the disparity between the classrooms, and peer schools becomes greater, and then students are impacted. Two specific needs are highlighted as a result of this review,

- Site principals need to be leaders of the classroom instructional leaders, and be knowledgeable in teaching and learning assistance,
  - District senior staff must also be proficient. Each unit must have regionalized support teams supporting the principal, and teachers,
  - Senior leadership must also be available, and in sites so they don't make decisions in isolation based on incomplete data or innuendo. Senior leaders should have experience, and knowledge of teaching, and learning and supporting the school site. Oakland City Schools (CA) provides a model for review,
  - One curriculum being used within TUSD, non-negotiable implantation, and sequencing,
  - Common use of the district assessment system with full application of the programming, and support from central on teaching methodology and support and on going development.
- 5) The district has plenty of resources if allocated effectively. These resources can be restructured and repurposed for the variety of learning needs within the designated schools and across the district. One compelling reflection from the data indicates that the schools that should be ahead with all students in achievement aren't. This clearly indicates that the teaching methodology for addressing the needs of all students is not proficient across the district. It also clearly indicates that meeting the needs of the individual's student is not being adequately addressed in the traditional classroom. This is a district issue. The focus is systemic for all students being educated in TUSD, and requires instruction, PD, modeling, and support from the various units in central with the expertise and knowledge of teaching and learning. This all has to run through curriculum in a collaborative - coordinated effort to make sure students are being taught, and exposed to the common elements they are tested on.
- 6) Support for site administrators is critical. The inclusion of 60 + new site leaders over the last two years, TUSD devised essentially a newly reorganized leadership structure of the schools. Some with experience, some new, and some ongoing, and some senior. Each requires support, and renewal to sharpen their edge. The site leadership must also be supported by central and the central leadership structure. Critical to this process is the requirements that central office also understand the dynamics of how the principalship has evolved. TUSD must move the principalship beyond, ("Buses, Butts, and Budgets)" to strong instructional leadership, community



outreach, staff instructional supervision, and student engagement. As pointed by Lezotte's Correlates on Effective Schools, there is a prescribed path to follow that includes several components necessary for a successful school, regardless of where the school is located and regardless of the student population. These elements include a focused structure that is imbedded with in the materials on the pivotal leadership analysis.

- 7) The district's quest to improve student achievement requires an analysis of the organizational structure, wiping out the "silos," which have been historically maintained in the system, and rooting out the territorial designs on units and services. TUSD has to be a focused and smoothly functioning organization to overcome the inertia that is currently in place. One common Vision and Mission for all.
- 8) With respect to Culturally Responsive Pedagogy, TUSD needs multi-year PD efforts that are comprehensive in nature, providing internal and external topic experts, whom will develop, train, and implement culturally responsive pedagogy and infuse it within the district curriculum.
- 9) All key personnel in TUSD should be included in the professional development. Areas such as curriculum, instruction, HR, PD, Assessment, and senior leadership.

## Section III

### Administrator and Teacher Leadership

To truly focus on this component, one must wrap section 1 & 2 into the process of principal, and teacher leadership. Each component is similar, but different in approach. One must also understand, that just because an individual is licensed to be a teacher or be an administrator, does not mean that the individual is qualified to be a leader in the classroom or school site. Also, one must remember that current programming for leadership may be shallow depending on which programming the leader completed.

This being said, the district needs to have a predetermined matrix of leadership criteria(s), and an experience grid with analytical determinates to determine when it is critical to fill positions. M. Haberman outlines selection criteria for similar processes. An established search, and interview process should be established to ensure that securing the best people for the job positions, and not just throwing bodies at open slots occurs. It very difficult to fill slots under current acquisition conditions.

**Teacher Leaders:** Teachers are the true instructional leaders in the classroom, and many times are handed materials, keys and given a good luck as they move to implement the curriculum. After several discussions concerning this process, drive by development, and one-shot exposure were a common theme. Although time was spent with them when they first arrived, the array of quality exposure, beneficial congruent support, and PD depends on the site leader, and the type of programming in the building. Several individuals have admitted that they were ill prepared to land in the sites and situations they were assigned.

As an aside, it is critical to point out that the common focused message regarding achievement from central office must also be supported by providing time for staff to interact regarding instruction, and receive quality professional development for experienced staff (renewal) as well as new or focused staff (expanding). This type of work along with interaction, and support from central will facilitate learning, and the improvement of instruction.

The problem, across the board, with consistent instructional processes in buildings and the district is, that many schools have been on their own, and separated from support and services as a result of the many senior administrative changes and system adjustments. This is not to say that staff is jaded, but some are, and it will take demonstrated consistent effort on the part of senior central administration to embed the adaptation to total systemic implementation focus and district culture change.

Although the rhetoric is strong and professional, the demonstrated behaviors, and outcomes are not aligned. The current range of test scoring for African American student within TUSD indicates that there is significant work to be done. Discussion in the artifacts indicates that instruction is individualized, but the reality is that the instructional process is aimed at the big middle or dependent upon the innate ability to pick it up on their own. Scores ranging from 0 to 30 for the disaggregated total student population suggests that district resources need to be focused differently, and as early as possible to overcome the debt that has created the deficit causing the annual achievement gap.

How does the district address this systemically and by site? In the target school the design of resources, and the implementation of teaching requires specific treatment. I might add, that the African American students across the district must also be addressed, although some sites have a far better handle on their process than others.

One specific condition, in some sites, is the experienced teacher has been through the changes in TUSD, and it has impacted their perception, and performance in some cases. The, "We've been there and done that," and "We will be here after they are gone." This syndrome is partially in place, and adaptations come hard in sites. This requires clear and focused communication, interaction, and support from central office. A loose-tight coupling is required to get the best for all students in the district. Loose means to use your experience and skills to get the job done, tight means that, this is how it will be done. The curriculum, sequencing, and assessment processes, and outcome expectations are non-negotiable. Central office needs to make it clear that they are here to support efforts by using our experience and expertise in the teaching and learning field. Central office will also provide PD assistance, data support that is user friendly, and we will all focus on what needs to be done to increase achievement and student growth.

Let's discuss some issues that some professional staff don't address or buy into. If we talk individualized teaching, and learning, we must know our students. To address the individual needs in a classroom is very difficult, and can result in the middle ground being addressed for all students, and individualization not occurring. If this support or specific is not provided, inspected/assessed, made a corner stone, or part of a "Vision, Mission, Objective, and Goal," then it, is not an important part of the total educational process.

Research by Conklin, clearly indicates that teachers in low performing schools are influenced by teacher leadership within their school. That teacher leadership and quality professional development assists teachers in their changes of knowledge, and instructional practices. The research advises that in order for students to grow, teachers must engage in professional learning activities that help them develop, and master new instructional strategies. (Bredeson & Scribner, DuFour & Marzano, Harrison & Killion.) Once this occurs, leadership is distributed, and can have a positive influence on the professional culture in the site, which creates a positive

learning environment for students, and teachers. (Donaldson, Harris & Spillane, Lattimer, Muijs & Harris, Timperley.) The above is referenced because, the items above clearly influence the culture, and student outcomes within a building, i.e. student behavior is impacted because they are being engaged in the learning process and the individuals self esteem and cognitive abilities rise to the occasion.

How do the previous paragraphs fit into where this reviewer started? Simply, it means that to understand the student you need to have a knowledgeable relationship, and understanding of what the student brings to the table. Knowing the student helps with understanding the complexity of learning styles, the gender, ethnic, and race issues that may impact the teaching, and student interaction in learning process.

Although, this is sensitive material for discussion, it needs to be addressed by the district, and become a routine discussion point, and PD point for teachers. New teachers, in particular, will not bring the necessary experience to the classroom to address the issues. Going into a new school site, several teachers are ill prepared for all the programming being used, technology advances, and in particular the culturally diverse groups where the classroom becomes the "real world of teaching". The discussions, course work, and previous exposures become fragmented and splintered, and the repertoire of teaching and learning experiences take a hit until the experience is supplemented by quality PD.

As detailed by Lasley, Matczynski & Rowley, the work is based on the concept that all students need to engage content in different ways in order to fully understand the complexity of ideas. The continued changing demographics in school(s) are playing a big part in the critical role in the conversion of our schools to caring learning places. We need to recognize that last year was the first year that there were more minority students in schools in Arizona than ever before, and that minority students were the majority population in Arizona schools. As discussed by Chinoworth, schools are a source of learning, socialization, and indoctrination. Schools perpetuate or dispel myths; individuals learn their community cultures and behaviors at an early age. However, students enter a learning environment where their early learning knowledge is dispelled so that the hegemonies' culture will be known.

This is why it is important to address learning styles, and cultural/racial learning differences. Many teachers have never been exposed to this material and yet are teaching classrooms full of diversity. Don't get lost in stereotyping, become knowledgeable in the teaching. This is also where the culturally relevant pedagogy comes into play. This unit is in a "silo" within a "silo," the unit work out of a major unit in isolation and according to staff without support or district direction.

One additional factor must be included in the mix, and that is Ruby Paynes's work on poverty. This issue just compounds the factors discussed above. One needs to be

familiar with the dynamics that poverty brings to the classroom. Her works, *A Framework for Understanding Poverty*, outlines the hidden rules of economic class, and spreads the message that, despite obstacles, poverty can generate high levels of performance in all types of interactions. If one is familiar with the work, there are specific strategies that can come in to play to overcome the interferences. All of these topics are critical in the teaching process. As professionals it is incumbent for the school system to be able to address the issues to benefit the children attending school. Teacher Leaders must be developed, supported and nurtured to prepare them for high levels of teaching.

**Administrators and the leadership process:** Several of the topics outlined in the teacher leadership development component are the same type of structure that should be in place for the site leaders, with instructional leadership being a significant component. Leadership is a commodity that is developed in a variety of conditions, and modes of action. It is a continuous process that must keep up with the ever-changing landscape of public school education. TUSD is in the change mode, and must ensure that the site and senior administrators are equipped, communicated with, trained with professional learning, and bought into the vision. Senior leadership must be well versed in being able to support, guide, and supervise the principals.

Building principals are in a paradigm shift that is, and has occurred. This paradigm shift is as a result of what is occurring, and is supported by research, and practice. If this paradigm is going to be fully in vogue, then the job description, and requirements will need to be addressed. In specific, there needs to be more than test scores for the principal, teacher and school. The summative test score should be one component used to gage the growth of a student. Students' annual growth is based on when the student entered the school building, with and what they ended the year with, should also be a gauged component. Also, standards based format where students can demonstrate the competencies in multiple content and with multiple methodologies should be another measured area for student growth. The standards based focus has been supported by The Pew Network, and is an excellent resource for expansion and development of multiple methodologies for highlighting student success.

### **Items Germane to the Principals' Job**

- ✓ Professional growth and learning,
- ✓ Student growth and achievement,
- ✓ School planning and progress,
- ✓ School culture,
- ✓ Professional qualities and instructional leadership, and
- ✓ Stakeholder support and engagement.

As one can see, the check off areas differ significantly from the crisis oriented demands of the current day principalship which, have been focused on busses, butts, & budgets. Conversely, the roll of senior level administration also shifts to support the development of skills, and the expert support that is necessary to accommodate the demands for success from the community. Also, included in several categories listed above, is the implied need for using and understanding data.

What this implies for the district is that professional development, and professional learning communities need to shift the focus of continuous development, and preparation. A subtle reminder, the primary focus of the principal should be as an instructional leader with the intent to foster student, and teacher learning. Thus, one must interject, that linking professional, and building supports to the purposeful support of school site teaching, and learning is critical if the district is to be successful.

Now that we know that principal leadership has demands that command a wide range of responsibilities, we also understand the dynamic focus of the job should be centered on the checklist germane to the development of student growth, teacher development, and building achievement. To do this, the district needs to get the right people on the bus, and the others off the bus so there is room for the staff necessary to get the job done. Once all the right people are in place, it then becomes senior leaderships job to get the bus where it needs to go. The right people are the ones that possess the skills, desire, and passion to do the job of leading buildings to growth. These individuals also have an unwavering belief that they will prevail regardless of the obstacles (Fullan).

Principals need to operate like chief executive/operating officers, and not managers. Until this conceptual framework is installed, and operating effectively, there will always be a difference in district and building outcomes. Higher education does not prepare the type of leadership that is required in a district such as TUSD. But, the



district with the right senior staff, and skill sets can make a difference with the right planning, internal district support for the principal, supplemental support to enhance what the senior staff is performing, learning for the senior staff, and a focus on learning in the schools.

The culture of the district, and schools will be impacted and moved to change if the following themes and principles are followed. Those principles are:

### **Principles for Cultural Change in an Organization**

- ❖ It is about instruction, and only instruction,
- ❖ Instructional change is a long, multistage process,
- ❖ Shared expertise is the driver of instructional change,
- ❖ Focus on system wide improvements,
- ❖ Great ideas come from people working together,
- ❖ Set clear expectations, then decentralize,
- ❖ Establish collegiality, caring, and respect. (Elmore & Burney)

These principles, correspondingly with the district strategies listed below have provided excellent data on outcomes and growth that exceeds their counterparts in math and literacy. Snipes, Doolittle, & Herlithy, 2002. The studies linked Charlotte-Mecklenburg, Houston, and Sacramento with Chancellor's District in New York City along with honorable mention to Norfolk and Fort Worth and Long Beach school districts. This studies main focus was on district-level leadership, and the strategies necessary to increase student achievement throughout the system. The building leadership is wrapped and immersed in the work, but the focus is district level work that must occur to make the district successful, (Snipes et al., 2002). These imperatives are:

### **Imperatives for Student Achievement**

- They (the district) focused on student achievement, and specific achievement goals,
- They created concrete accountability systems . . . in order to hold district leadership, and building-level staff personally responsible for producing results,

- They focused on the lowest-performing schools. Some districts provided additional resources, and attempted to improve the stock of the staff at the lowest performing schools,
- They adopted, or developed district wide curricular, and instructional approaches,
- They supported the district wide strategies at central office through professional development, and supporting implementation,
- They drove reforms into the classroom by defining a role for the central office that entailed guiding, supporting, and improving instruction at the building level,
- They committed themselves to data-driven decision-making and instruction,
- They started their reforms at elementary grade levels instead of trying to fix it all at once, (Although, they still focused on ensuring that secondary was addressed as well)
- They provided intensive instruction in reading, and math to middle and high school students,
- The report indicates the importance of the principal in this process with the support of the central office,
- In all the district, most of the focus on poor performing students was driven through the principal,
- Sacramento and Charlotte-Mecklenburg focused on the principal for site implementation of curriculum, with the district support,
- Houston, TX Schools . . . provided a five day summit training instate to train principals and lead teachers . . . District leaders also provided more extensive training to lead teachers, whom they hoped would assist and guide the implementation.

As you can see, the principal leadership, and teacher leadership are critical to student achievement, and growth in the school buildings. A shared vision from the district through every site must be commonly driven and communicated.

How do you drive student growth, and achievement? It's about instruction, and only instruction. All the other aspects develop around this by consistent implementation of policy, procedures, communication, and community engagement.

### **Recommend Systemic Focus Areas**

- 1) Several of the recommendations in the previous two sections are congruent with recommendations in section III.
- 2) The "District" (Central Office) must take a more prominent lead in leading the educational effectiveness move into the sites.
- 3) The Strategic Plan requires alignment to the accountability of the entire school district, and is measurable by community standards for student outcomes, site support services, and measurable system enhancements to the community as a service provider.
- 4) Development of senior leadership as service providers to schools.
- 5) Develop collaborative networks within the district, locally with higher education, regionally and nationally to support and improve the district learning communities. These network are vital to the developing culture of learning throughout the school district.
- 6) Senior leadership needs to work on dismantling the "silos", rivalries, the territorial and turfs, and on the enhancement of skill sets in the leadership, and support the divisions of the district. (It is not easy to change the culture and overcome the history of rivalries, resentment, suspicions, and politics, and fear that has built the current behavior in the district.)
- 7) We always must ask the why questions, because, if we don't, we forget that all we are doing is for the "KIDS."

## **Section IV**

### **Instructional and Curricular Supervision**

**The contextual framework for instructional supervision:** The purpose of supervision should be the enhancement of teacher's pedagogical skills, with the ultimate goal of enhancing student achievement. Why? Because it is an incontestable fact substantiated by research in the schooling process that student achievement in classes with highly skilled teachers is better than student achievement in classes with less skilled teachers. (Marazano, Frontier & Livingston) Even though this appears obvious, it must not be overlooked.

The review of the data alone provides pause for significant concern. The African American student across the district is not doing as well as the white counterpart. There are pockets of disaggregated data that reflect on some African American students doing very well, but in general, and in specific the total population is not doing as well as it should be.

All students require exposure to good teaching from a well-articulated curriculum, and knowledge base. This is a prerequisite for quality teaching. As the performance levels of the teaching improve, the skills are enhanced; the complexity of the process is increased, the steady accumulation of skills and knowledge continues, for both the teacher and student.

### **Marzano's & Danielson's Performance Domains**

**Domain 1: Classroom Strategies and Behaviors**

**Domain 2: Planning and Preparing**

**Domain 3: Reflecting on Teaching**

**Domain 4: Collegiality and Professionalism  
(Marazano)**

**Domain 1: Planning and Preparation**

**Domain 2: The Classroom Environment**

**Domain 3: Instruction**

**Domain 4: Professional Responsibilities  
(Danielson)**

Although the domains are similar in nature, the ordering is different and Marzano believes, that the sequencing in his model is critical to student achievement. What this schema provides is a relationship to supervision that can be developed to enhance teaching, and learning for the students. Principals can learn the essence of the domains, and perfect their supervision skills beyond a checklist.

There are several methodologies that can be transposed over the domains, but the essence of impactful supervision is buried within the structure of the domains. The district, must development professional development to work with teachers in the sites to enhance their skills, and create the expertise, which will improve the achievement of students. They must also ensure that site administrators' are well versed in teaching and learning. This moves supervision beyond checklists, and hit and misses, with pro-forma feedback that is of no consequences to the improvement of the teaching and learning process.

TUSD has a teacher evaluation process. After discussion with practitioners, the process is as good as the staff and administrators utilizing it. This is a disparity because all sites don't implement in the same manner and this impacts the teaching, which, impacts the learning of the students, in particular, the African American student.

### **TUSD Should Have a Systemic Instructional Supervision Practice**

Tucson Unified School District should incorporate a systemic approach to instructional supervision, which is clinical in nature and provides focused feedback relating to the components of quality teaching and learning. What we know, is that, without purposeful effective feedback, there is an absence of effective teaching and only the possibility of minimal improvement if any at all (Ericsson et al). For feedback to be effective, it must focus on specific classroom stratagems, and behaviors that impact teaching in the classroom.

A more than once a year approach to evaluation, supervision, is required to develop teacher expertise. Since time is not currently allotted in sufficient quantities for instructional supervision under the current paradigm, TUSD needs to rethink its organizational structure and job description priorities for school principals. If time is not provided, then all the work being done is thin slices of observation without quality objective feedback, which might be laced with tinges of inconsequential information for teacher improvement. The bond between the staff and the administrator is critical and trust must be involved if true supervision and teacher effectiveness is to be improved.

Teachers must believe that the principal is a ethical individual, and knows the process with exceptional skills. If this bond is not created, the trust factor, and the implementation of a systemic process are negatively impacted. Unfortunatly, the historical perspective of many staff is that the process has been used as an "I got you", or minimally used. This is where praxis comes into play, the union of theory and practice. One must remember, that all theory encompasses forms of practical implementation. Fundamentally this process is repetition significant and is centered on proficient practical experience laced with continuing theoretical development. Not a one-shot professional development experience. With accountability tied to evaluation for all site staff, this makes the process more complex for the parties.

For teachers, the complexity that compounds the issue is the work of the students, which is a combination of the teaching and learning, and the abilities of the student work based on that teaching, student interaction. The assessment of student work should provide a rich collection of work, and information that reflects the students' progress advancing through the sequential curriculum of the district. An informed and trained observer reviewing the student work should be able to determine the knowledge, and skills the student is demonstrating in connection with the sequencing. This type of student review ties directly with the instructional supervision, and evaluation processes being utilized in several schools districts.

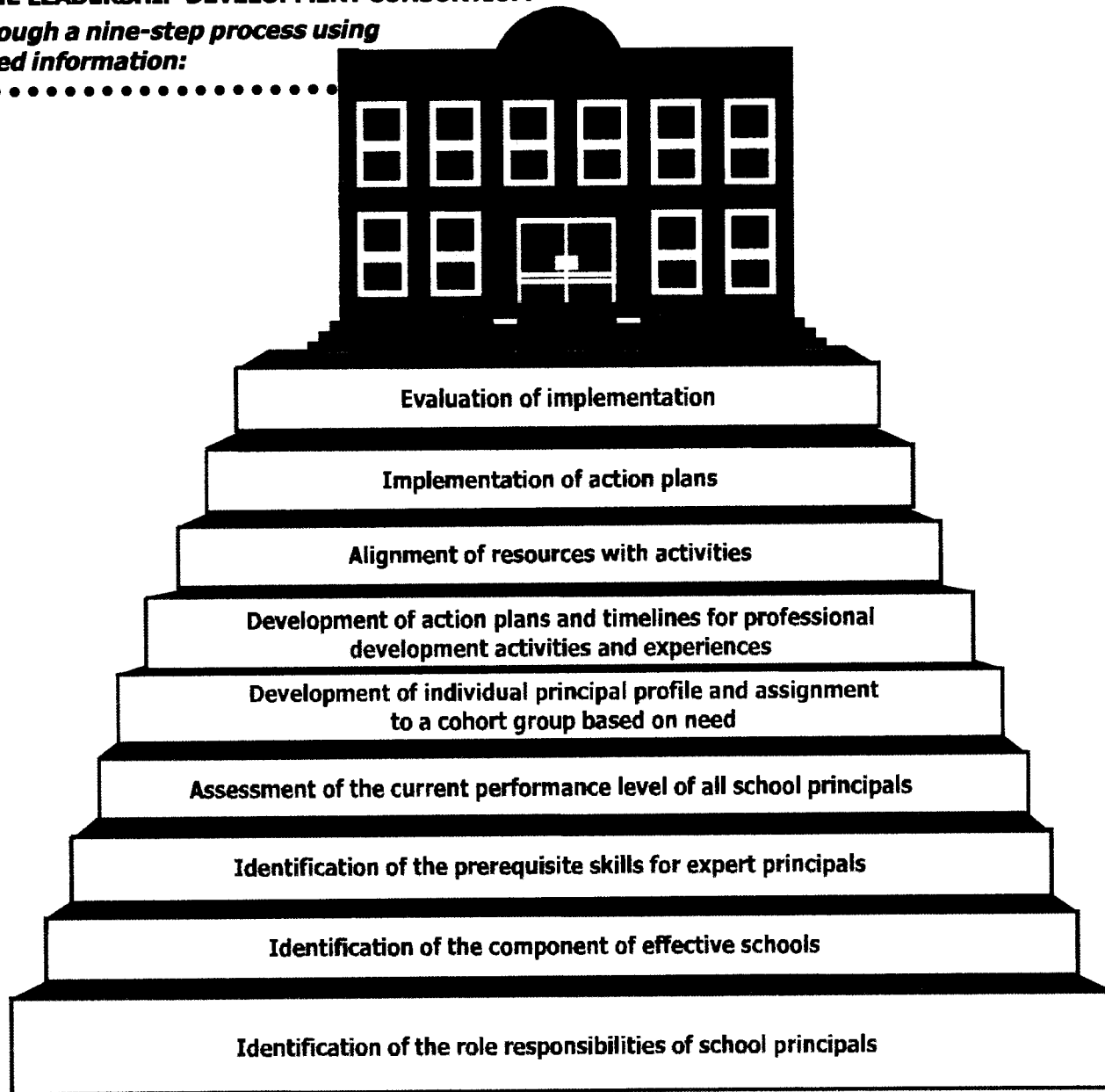
**Classroom Walkthroughs:** The classroom walkthroughs are specific to the development of quality teaching and learning in schools. (Kachur, Stout & Edwards) There are a variety of walkthrough models being used and the have slight differences with similar outcomes, a focus on teaching and learning for student achievement. The walkthrough is generally the domain of the administrator, but the process is transforming and teachers are becoming more engaged in the procedure. As this methodology continues to evolve, the systemic process will also continue to transform the process for student learning.

The walkthrough is a set of brief, frequent, informal and focused visitations to the classroom by observers for the purpose of acquiring data on educational practices. One must remember, that the walkthrough is not a full-blown evaluation, and has differing outcomes headed for the same purpose. The process is designed to gather data over time for reviews of strategies, curriculum standards implementation, classroom resources, and displays, behavioral management, and other observable behaviors. Walkthrough observers have particular focus items, and collections of observable items that are specific to the procedures.



**IMPLEMENTATION OF THE LEADERSHIP DEVELOPMENT CONSORTIUM**

*will occur through a nine-step process using  
research-based information:*



## Components of Successful Walkthroughs

### The components are as Follows:

- 1) Protocol of the walkthrough (frequent observation visitations, amount of time allocated to classroom visits, and other logistical protocol items);
- 2) Detail of participant observers in walkthrough process;
- 3) Focus of the walkthrough (general area of instruction, curriculum, or other specific classroom environment areas to be observed);
- 4) Data-gathering process (checklists, observation notes, and optional observational tools); and
- 5) Feedback or follow-up in a timely manner with the individual teacher, groups of teachers, or the whole staff.  
(Kocher, Stout & Edwards)

The walkthrough should be an integral module of the district mechanism for instructional supervision within TUSD. The previous component focused on the teacher specifically with the administrator as the active implementer.

Research shows that in the absence of ongoing professional supervision, the educational teaching, and learning process is marred by the absence of the focus instructional supervision. (Archibong) Instructional supervision is a significant phase of the administrative progression of the district and school site. (Eye, Netzer & Krey) The activities of the supervision process are activities, which are designed to improve instruction at all levels of the school district. The initiation of the process at site, and district levels should be a collaborative effort involving specific sets of activities, which are designed to improve school performance. (Hoy & Forsyth) Cultivating good working personal relationships with staff so that all participants are working towards the same outcomes, more efficient, and effective schools, performs in this manner.

**Difference Between Supervision and Inspection:** Before closing this section, it is important to define the difference between supervision and inspection. Although similar in nature, there are subtle differences between the two, their central purpose is to enhance productivity and both are tools used by educators to get the job done. Supervision is intended to achieve improvement in instruction, improvement of school barriers, leadership - subordinate relationships, professional improvement, and school improvements enhancing student learning. Inspection on

the other had is regarded as a tools carried out to specifically ensure minimal standards implementation. (Akinwumiju & Agabi) In addition, inspection is seen as an instrument for political, and administrative authorities to maintain the necessary contact with the schools, teachers, pupils, and others as necessary.

**Roles & Responsibilities for Instructional Supervision:** Instructional supervision entails multiple facets that require the supervisor to be well versed in teaching and learning, curriculum implementation, assessment, and student and building relationships. Many of the aspects are talked about, but little credence is given to principal preparation. The principal must have high visibility to build a nurturing system for comprehensive engagement with the students, staff and community, this sensitive relationship of trust, caring, support, and compassion is vital to the educational family in the building. This type of supervision also enhances the culture and climate on campus and with the students.

Although, administrators wear many hats while running a school, the listing of items below are part of the menu da-jure,

**Roles and Responsibilities:**

- 1) Mentoring for beginning teachers to assist in facilitating a supportive induction into the profession.
- 2) Working to bring individual teachers up to standards of effective teaching (quality assurance, and maintenance functions of supervision).
- 3) Improving all teachers' competencies, regardless of how proficient they may be.
- 4) Work with groups of teachers in a collaborative effort to improve student learning.
- 5) Work with staff, central, and leadership to refine and improve teaching and learning development materials to ensure that all teaching artifacts are compliant and aligned with system curriculum.
- 6) Relating to, and assisting teachers' efforts for self-improvement.

The job of principal is critical and the instructional supervision component is vital to the performance of the building. So when thinking back to the needs of support and professional development, one must remember that at first and for most to come down to instruction, instruction, and instruction. When that facet is mastered, than the additional components fall into a continuous professional development loop, which provides for staying ahead of all the changes and trends in education.

The idea that a principal should be an instructional leader, not just a generic manager is widely accepted, but not implemented. In practice, most principals are not genuine instructional leaders. TUSD will have to re-conceptualize the role of the principal to accommodate having a real instructional leader in the building. Fink and Resnick describe how to go about fostering leadership. This material should be referenced as one of the several that will assist in this process.

### **Recommended Systemic Focus Areas**

- 1) Each teacher in schools will have a broad base of academic knowledge with depth in the content areas they teach.
- 2) Teachers will have the knowledge, skills, and strategies to identify, and accommodate the individual learning styles, racial/cultural, or poverty issues impacting learning.
- 3) Teachers are prepared to assist peers with acts of coaching, and teaching assistance.
- 4) All building staff conveys a sense of caring to their students, and community. Teaching is a relationship enterprise, and this step is critical.
- 5) The principal is supported, nurtured, and provided necessary professional development to address all the components they are responsible for, and held accountable for.
- 6) PD in data utilization, and program change implementation.
- 7) Total buy in and support from the district for implementation. To do that, the district will:
  - Endeavor to reallocate resources to accommodate the transformations,
  - Recognize leader teachers and use them to assist in building the sites. The teachers can work in their buildings as a teacher leader (Darling-Hammond),
  - Train and support senior leadership in a quest to develop teams to assist site administrators,
  - Implement system wide assessment use for all components of the in-house formative, and summative assessment system,

- Implement nonnegotiable goals for instruction,
  - Use system teacher expertise, from the district, to enhance student achievement, and support site administrators.
- 8) Senior Leadership must work with schools to develop a dialogue to Improve trust within the school district. Currently the troops in the field are very wary of the operational goals, and motives of the leadership.

## Section V

### Hiring and Retention

This component is vital to TUSD, which is in a transformational process to change the operational practices of the district. This then provides the district with a challenge, but with an opportunity to change the vital components of the teaching and learning structure. Getting the right people on the bus will assist TUSD with making the turn around. Teaching staff is at the heart of student achievement, change efforts, and classroom behavior. Extra effort is required for the system to get out of the box and change how they have been doing business in this venue.

**Hiring:** With the increased recognition that expert teachers are possibly the most fundamental significant resource for improving student learning, district and states are formulating how best to recruit and retain strong teachers, specifically in high needs schools. Most highly industrialized nations have a systemic approach to addressing this issue, but the United States lacks such a system for recruiting, preparing and retaining teachers.

We are faced with a teacher crisis in Arizona and especially in TUSD. The problem is that the university in Tucson can't support the needs of the metro area schools in Pima County. As a result, districts must leave the area to recruit. This brings about a disparity in the hiring process; systems must try to encourage teachers from other regions to relocate to the Tucson area. This in it self is a challenge for the African American students, teachers from predominate African American regions are hard to recruit to Tucson. This is also is a competitive challenge for the metro area in Tucson, because the Phoenix Metro area in general starts their new teachers 10K to 12K higher than Tucson. This dynamic brings about some unfavorable areas that need to be addressed. These factors are:

- Teachers may come to the district with dramatically different levels of training - those least prepared might be teaching the most educationally at risk students,
- The new teachers may be working under different teaching conditions then they were prepared for,
- Many may come to the district will little, or no mentoring, or professional development in critical areas,
- With sharply different salaries, some staff will routinely look to relocate.



The teacher shortage is real with factors such as normal attrition, leaving the profession, relocation, and focused exits from the district. Most university's colleges of education are experiencing a decrease in student enrollment. The U of A related to me that their decrease about 8%, which, is also, a national decrease, and this impacts programming and the provision of teachers to the region. Also, approximately 50% of the annual graduates are from outside the region and return to their home locations. This issue is critical for TUSD, and the region. It must be addressed in a collaborative process by the regional schools districts, higher education units, business, and regional government. A quality systemic approach to recruiting, and attracting new staff, and welcoming new staff into the community. The process would also include assisting with housing, addressing recruiting bonuses, and a program for growing your own. These will help, but aggressive recruiting with purposeful results will have to be the focus point until the programming can be developed.

TUSD may also focus on recruiting expert veteran teachers for hard to staff schools; this process is being used to fill slots in sites where the vacancies are hard to fill. They should also consider using incentive pay to attract teachers into the marketplace. These along with the items in the other sections can increase the look of the teacher staffing and administrative ranks.

Currently, as of the last discussion with Talent Acquisition, the teacher turnover rate at that time was 14% for the coming academic school year. The site administrators needs will be in the 30+, bodies needed, range for the 2016-17 year. When paired with last years new administrative staffing turnover of 30 + or -, you have 60 new principals leading buildings in the district. With 14 to 18% new teaching staff and new administrators all arriving to the school in the same year, it's a challenge to just keep the building afloat. Critical mass is getting staff, but major concern is keeping staff.

**Retention:** Retaining teachers are a far more significant problem than recruiting them. The main problem with teacher retention is new teacher retention. More than 30% leave within the first 5 years, more in urban school districts. There are higher rates of turnover in low performing, and poverty schools. Districts need to realize that they must address this concern if they are going to improve student achievement in these schools. Working conditions is a significant reason that new teachers leave these schools. Many are ill prepared to go into an at risk school, and perform at the standards necessary to be successful, this becomes stressful, and lack of quality focused support drives them out of the business.

Supporting the needs of new teachers is a requisite for cutting into the retention loss numbers. Teacher retention is not going away until school systems address the issues for teacher losses. Several school districts, Cincinnati, Columbus, and Toledo, Ohio as well as Rochester, NY and Seattle, WA, have peer assistance programming

that have sharply reduced the attrition rates of new teachers. These districts provide expert mentor teachers, release time to work with and coach new teachers in their first year, and evaluate them at the end of the year. One state, California has a Beginning Teacher Support and Assessment (BTSA) Program, which provides mentors, and other support programming for beginning teachers. This program has cut into teacher retention by exceeding 90% in the first several years of teaching.

New teacher induction is a critical component in the teacher retention process, and should be considered by the district.

### **Recommend Systemic Focus Areas**

- 1) TUSD needs to become exceedingly aggressive in minority teacher recruiting, specifically African American teachers.
- 2) Since the current costs for replacing a teacher in the retention mode is approximately \$15,000 per teacher, it is incumbent upon the district to use the resources up front and retain the teacher.
- 3) TUSD should consider recruitment incentive for high needs schools, or teaching differential for expert teachers to move to high needs schools in the district.
- 4) TUSD should enhance the induction program and ensure that new teaching staff in well prepared to move into the classroom.
- 5) Working conditions need to be improved across the district; this includes support from district leadership, central office, and strong site leadership.
- 6) With the current resources, and a potential state allocation from the federal government, TUSD might garner resources, which will help them keep high quality expert teachers in low-income schools.
- 7) The district should partner with community agencies, business, and higher education to address the salary differences in the region.
- 8) A systemic process to refocus system support teacher PD and support for student achievement, will improve working conditions throughout the district.

## **Section VI**

### **Additional Observations**

Section six is comprised of several appendices that contain supporting items for potential programming, and data regarding the district testing. Each appendix will be listed and titled.

#### **Index**

- Appendix 1. Leading With Vision: The Superintendent and Vision**
- Appendix 2. Alignment for improvement**
- Appendix 3. Components of Assessment**
- Appendix 4. Standards Based Assessment Diagram**
- Appendix 5. Schlechty Center on Engagement – Student Achievement**
- Appendix 6. Schlechty Center on Design – Learning Experiences**
- Appendix 7. System Capacity Standards**
- Appendix 8. Transforming Roles and Relationships**
- Appendix 9. Leadership Elements**
- Appendix 10. Leadership Development Components**
- Appendix 11. Recruitment and Retention Realities for Oakland Schools**
- Appendix 12. Trust**
- Appendix 13. Test Data**

## **Summary**

Tucson Unified School District is in the throws of transformation; to accomplish the process this district must overcome the inertia of negative ethos that is currently bubbling in all areas of the district. The negativity is a commodity that the Senior Leadership can overcome with the right purposeful actions.

The critical nature of this transformation is that at the center of this process is African American student struggling to make it into the world. This will take heart, soul, and guts to transform the current design, and business structure to do the "Right Thing" for the kids, parents, and community. Years of begin neglect are in place and must be overcome.

The rhetorical efforts are well staged. The heart, soul, and skills will need to be displayed to level the field, and move this district forward to accommodate the needs of children and their education.

Much work will be required!

Remember, INSTRUCTION, INSTRUCTION, and INSTRUCTION!

## APPENDICES

## APPENDICES



## Appendix 1

### Leading with Vision

**LEADING WITH VISION**  
**SUPERINTENDENT AND**  
**VISION**

**BELLSOUTH FOUNDATION**  
**SCHLECHTY CENTER FOR LEADERSHIP IN**  
**SCHOOL REFORM**  
**SUPERINTENDENTS LEADERSHIP NETWORK**

## LEADING WITH VISION SUPERINTENDENT AND VISION

### FRAMING THE WORK: PURPOSE AND INTENT

The superintendent can manage by rules and regulations but must lead by beliefs and vision. This inquiry group—superintendents new to their districts, five years into their tenure, and ten years or more into their tenure—sought to examine some critical questions concerning the superintendency and vision:

- What is vision, and how is it made compelling and pervasive?
- How does one develop truly shared beliefs throughout the organization?
- What is the moral authority of the superintendency, and how should it be exercised?
- What happens in the absence of powerful beliefs and vision?
- Why is vision critical to direction setting and to continuity of leadership?
- What tools have proven useful in building and maintaining beliefs and vision?

### ENGAGING IN THE WORK: WHAT WE DID

Threaded through its work, the group read and discussed the thinking of a few writers who are highly regarded for their insights into this topic:

- Phillip Schlechty: *Inventing Better Schools: An Action Plan for Educational Reform*.<sup>1</sup>
- James Collins and Jerry Porras: “Building Your Company’s Vision”.<sup>2</sup>
- John Kotter, *The Heart of Change*.<sup>3</sup>

“Beliefs shape visions, and visions drive missions. Visions are not accomplished; they are realized. Missions are sets of goals that must be accomplished for visions to be realized.”

**Phillip C. Schlechty**

Discussions ranged across these and other authors that the group members had found personally and professionally insightful and inspiring. The discussions provided an important venue for reflection and rededication to the importance of the moral leadership invested in the superintendency.

Concurrently, group members brought to the table their own experiences, successes and failures, and tools and materials that they had found useful in building and maintaining beliefs and vision. Additionally, the Schlechty Center staff associate contributed a variety of Schlechty Center tools and processes that have proved successful in the hands of skillful district leaders.

1. Phillip Schlechty: *Inventing Better Schools: An Action Plan for Educational Reform* (San Francisco: Jossey-Bass, 1997).  
2. James Collins and Jerry Porras, “Building Your Company’s Vision”. *Harvard Business Review*, September-October, 1996.  
3. John Kotter, and Dan Cohen, *The Heart of Change*, (Boston: Harvard Business School Press, 2002).

## **LEADING CHANGE: KEY LESSONS LEARNED**

Eventually, the group arrived at the (perhaps predictable) conclusion that, although there are some common themes and imperatives that cut across the topic of the superintendent and vision, the demands and opportunities offered vary widely according to length of time in the position, local culture, demographics, political environment, and so forth. Tools and processes need to be carefully selected and persistently employed.

Only the superintendent can determine (with, perhaps, wise counsel from a select few) the course of action that can be counted on to develop, market, and solidify the beliefs and vision that will guide work in the district. The superintendent cannot delegate this task. The words of the beliefs must be the superintendent's own: clear, compelling, comprehensive, and relatively few in number. The vision must be the superintendent's own: challenging, disruptive, inspiring, a moral compass. The beliefs and vision must be counted on to generate commitment, initiate purposeful action, and provide continuity over time as the environment changes, staff change, and new threats and opportunities arise.

The superintendent must be the chief teacher in the "learning community" of the school district. Although school district staff members are employees and can be made in a variety of ways to comply with basic expectations, what is really needed is their willing commitment. Leadership requires, among other things, excellent teaching—teaching that leads to the engagement of teachers, administrators, other staff, board, parents, and community. This is a long-run "curriculum." Consequently, the superintendent needs an exceptional lesson design, with built-in measures of achievement and engagement—just as teachers do in the classroom.

The dominant, persistent "themes" seem to be these:

- **Live your beliefs**
  - **Know your markets**
  - **Develop clear and powerful messages**
  - **Develop trust**
  - **Develop commitment**
  - **Execute: Take charge of the calendar and agenda**
  - **Be the chief teacher and developer of your people**
- What Superintendents Can Do in Forging a Vision**

The group chose to spell out what they have learned and found to be useful strategies (not an exhaustive list) at three stages of incumbency:

### **Developing Shared Understanding and Commitment: From Courtship to Post-Honeymoon**

- Distinguish the challenges you face whether you arrive at the position from inside or outside the district.
- Build social capital: develop a “guiding coalition”.
- Identify significant market segments.
- Conduct interviews with community and business influentials.
- Conduct focus groups with representative stakeholders—teachers, administrators, students, parents, and community members.
- Use a beliefs survey to discover where people are, what values are paramount in the culture, and where dissonance resides.
- Draft your own statements, and market them to significant individuals and small groups.
- Post (and teach) the beliefs: in meetings, study groups, open forums.
- Gather data that illuminates the current state of the district.
- Develop and display an historical picture of the schools and community.
- Develop a future picture of the schools and community.
- Provide a “parent conference”—large numbers, provide food and child care, feature superintendent keynote to articulate beliefs and vision.
- Provide a similar conference with the faith-based community.
- Take control of your calendar and the calendars of your direct reports, and use it to feature what you believe and envision. (How time is allocated says much about what is valued in the system).
- Introduce 90-day planning and review cycles: provide management support, clarify vision, and demonstrate that your finger is on the pulse.
- Celebrate short-term successes that embody and elucidate the beliefs.
- Connect with an external support network, e.g., Superintendents Leadership Network.



### **Maintaining Focus and Direction: Three to Five Years**

- Continue to illuminate the core business.
- Describe the portrait of a good teacher, principal, and district leader as they exemplify the district beliefs and contribute to the realization of the vision.
- Update your own portrait through self-assessment and board assessment.
- Describe the district movement from the past, to innovation, to the future.
- Provide a “blueprint”—“From...To.”
- Prune personnel and invest heavily in recruitment and development of staff for the future.
- Assess district needs annually.
- Evaluate and update the district educational and strategic plan.
- Integrate planning and improvement initiatives, horizontally and vertically.
- Insist that district actions are consistently beliefs-driven, morally driven.
- Build on established relationships to increase public engagement.
- Build prominence in the external world—provide recognition and celebration of accomplishments.
- Describe the next level of movement toward the vision.
- Maintain your own support network.





### **Ensuring Continuity: 10 Years and Beyond**

- Your longevity doesn't guarantee understanding or commitment of everyone in the system—it must be continuously regenerated.
- You must model what is expected, especially in instructional leadership.
- You can't "blame it on the dog" any longer—you *are* the dog, and the people in the system are now your people.
- There will have been a paradigm shift.
- You will have moved from a political system to a merit system.
- You will have built up sufficient social capital that you can, and should, make some withdrawals.
- You will have built up sufficient capital to be able to make some mistakes.
- You will have moved from positional power to personal power; from management to leadership.
- You will be more capable of cutting out those things that impede improvement.
- Your vision will have developed and evolved.
- There will be considerable evidence of the synergy that arises from passion and energy.
- Your expectations of those in the system will be common and engrained.
- Plans that enable you to capitalize on new opportunities will be in place.
- You will be able to recover relationships that have become fragmented, nurture current relationships, and build new ones.
- You will be able to under-promise and over-deliver.
- You need to "sharpen the saw."
- Celebrate success and keep pushing.
- Focus on rigor, relevance, and relationships.
- Your obligation is to raise the bar.
- Your obligation is to build legacy and continuity.
- Your obligation is to provide mentoring.
- Maintain your own support network.

## Two Illustrations: Courtship to Post-Honeymoon

### Case 1

An experienced superintendent took quite seriously the task of developing and marketing a set of beliefs and vision as she entered a new district. In her previous superintendency she had discovered that, although much progress had been made in what she considered the “core business” in pockets throughout the district, there was not a shared commitment to the future she envisioned for the district or the beliefs from which her vision arose.

Consequently, she moved quickly in her new district to explore what beliefs seemed to guide thought and action in the district, and she undertook some activities to develop a set of belief statements that would both accommodate local customs and drive the district toward new aspirations. The board of education had been quite explicit in the hiring process that they wanted her to be a superintendent who would lead by vision. Their commitment would be significantly tested in the next 15 months.

She began by using a Schlechty Center tool, the Beliefs Inventory, to generate profiles of beliefs currently held by various groups within the system. She used the occasion of Schlechty Center-led workshops on Working on the Work (provided to teams of principals and teachers from each school in the district) to develop profile data for teachers, principals and assistant principals, and district office administrators. Next, she shared the profiles as raw information with her board in a retreat setting, and she shared with the board a Schlechty Center framework that she intended to use for drafting her own set of beliefs.

Almost simultaneously, she was called upon to lead a review of the district strategic plan, which was coming up for revision by the board. It was clear to her that the existing beliefs, vision, and mission were overly broad and could not be used effectively to initiate and maintain strategic action. An opportunity presented itself.

First, she asked Schlechty Center staff to facilitate an Executive Assessment of the district’s capacity to initiate and sustain change through district support for building-level and classroom-level change. Such an assessment is conducted against 10 System Standards, one of which is the capacity to develop shared commitment to district beliefs and vision. The assessment was conducted in a retreat environment with the participation of a variety of board members, administrators, principals, and teacher leaders. One outcome of the assessment was the uniform recognition that the district lacked both a set of clear beliefs and a compelling vision, but that it would also be necessary to devise a strategy for developing, marketing, and gaining commitment to them once they had been developed.

Subsequently, she engaged a leadership group in discussing and refining her draft beliefs toward a version that could be incorporated into the revised strategic plan and that would provide a clear focus on the core business. Through the deliberations of this group, she developed a set of clear beliefs, vision, and mission that the board adopted, that were incorporated into the revised strategic plan, and that have been used subsequently as the basic

criterion for decisions about leadership assignments, resource allocations, professional development, school improvement planning, and ensuring continuity of innovation.

The acid test came one year into her tenure, when it was clear to her that certain changes would have to come about in leadership positions (district office, principals, and assistant principals) in order to carry forward the new agenda. She was a newcomer, an outsider, and there were deeply held traditions of appointment by seniority and favoritism that would have to be abandoned—no simple issue for her board—but over the first year of her tenure she had managed to make the beliefs and vision so clear and so compelling that the board’s commitment was clear and her staffing decisions were met with support.

There were, of course, waves of second-guessing as the changes came to be public, but the district leadership held firm, and in her second year the word among both teachers and administrators began to confirm that “things are really improving,” “we really know where we’re going now,” and “I’m excited about the future.” She has brought about major realignment of, and investment in, professional development, curriculum alignment, and decision making consonant with the core beliefs, values and vision of the district. She has created a teacher forum, comprising lead teachers from all of the district schools, that meets monthly and focuses on the core business. She has created similar forums for assistant principals, and all the regular meetings of district leaders and principals are similarly focused. Although nothing is ever quite so simple as this picture might suggest, and although the predictable crises of funding cuts and state bureaucratic pressure continue to plague the district, things are generally “falling into place” around the new vision.

#### Case 2

A young superintendent rose to his position from inside the system, with both the benefits and detriments that tend to apply. He followed a woman of remarkable presence and power, and though they shared basic values and commitments, hers had never been as clearly articulated as his would need to be. He had never been a superintendent, and he was taking over a 30,000-student urban district with a host of problems and unpredictable board and community support.

He quickly identified several interest groups that would need to be dealt with: teachers and administrators, community and governmental leaders, clergy, and parents. Furthermore, each group would need to hear the same, clear, consistent message.

Working, again, with Schlechty Center materials that suggest the elements that ought to be addressed in a comprehensive set of system beliefs and vision, he crafted his own version and then ensured that the message was the same wherever he went and whatever was published concerning the aspirations and focus of work in the district.

A day of a board retreat was devoted to the discussion and refinement of the beliefs, mission, and vision of the district, and they appear prominently on the district web page as follows:





## **JPS VISION**

Our vision is to become a top-ranked learning community that graduates productive, caring citizens who are prepared to succeed in a global society.

~

## **JPS MISSION**

Jackson Public Schools, an innovative, urban district committed to excellence, will provide every student a quality education in partnership with parents and the community.

## **JPS GOALS**

1. Improve academic performance and achievement for all students.
2. Improve state accreditation standing of each school.
3. Ensure safe schools; protect the health and safety of all students.
  - Ensure strong and effective discipline policies, both in the home school and by means of alternative school intervention.
  - Upgrade school facilities and improve building maintenance.
  - Reduce overcrowding.
4. Increase average daily attendance; decrease truancy.
5. Attract and retain high quality teachers and administrators, and provide professional development that will further the goals and objectives of the district.
6. Improve parental and community involvement at all levels in the school system.
7. Implement and maintain strategic planning.

## **JPS BELIEFS**

Recognizing that all children can learn, we believe that:

- Students and parents are the primary customers of our schools.
- Parents, students, schools, and the community are joined in a partnership of mutual respect.
- Students deserve quality work that is engaging, challenging, and satisfying.
- Schools, in partnership with a supportive community, must provide a safe learning environment.
- Students deserve teachers, administrators, and support staff who are caring, competent, and knowledgeable.
- Our success will be mirrored in the success and growth of our community.

As suggested by the subjects of each belief, the superintendent has made these beliefs and vision the common core of his separate messages to students, to parents, to staff, to community members, and to community leaders.

Lavish communications have been both required and delivered. The messages have been posted on the web site, recorded in videotaped addresses to staff in Convocation and Mid-Year Update events, featured at heavily attended parent forums and at a faith-based summit conference, and reinforced at every opportunity to address or converse with business and community groups and leaders.

Additionally, he has made beliefs and vision the heart of both planning and operational systems. Again drawing upon assistance from the Schlechty Center, he conducted an executive assessment of system capacity to initiate and sustain long-term change, thus determining those areas most in need of strategic action to build capacity. He initiated the use of regular, periodic surveys to ascertain customer satisfaction among students, staff, parents, and community and business leaders. And he instituted a formal system of 90-day personal accountability of the superintendent to the board and the executive team to the superintendent.

Finally, he developed a comprehensive document entitled “District Leadership Conditions” that draws together, for a variety of audiences, the comprehensive picture touched on above—the aspirations, circumstances, and achievements being made toward living the beliefs and realizing the vision. This document, developed in Spring 2003, will serve as the baseline against which all progress will be measured in the future.



*These two cases may appear to be both more dramatic and comprehensive in their focus on beliefs and vision than might be the case for a sitting superintendent in the other two stages of incumbency, but as the lists of strategies above indicate, the need never dissipates for the superintendent to focus district leadership on beliefs, to articulate them again and again, to keep them at the heart of decision making, and to make them central in attracting, hiring, and developing the staff required to ensure continuity and organizational health.*

Note: To sample several Web site expressions of the beliefs, vision, and mission of districts led by inquiry group and other SLN members, please visit the following sites:

[http://www.jackson.k12.ms.us/about/mission\\_goals.htm](http://www.jackson.k12.ms.us/about/mission_goals.htm)

<http://www.coweta.k12.ga.us/mission.cfm>

<http://www.wfpsb.org/>

<http://www.stjames.k12.la.us/?title=Vision&schoolid=1&agenda=headline&screenitle=Mission%20and%20Vision%20Statement&topic=mission&mode=default&task=default&>

<http://www.frankfort.k12.ky.us/FIS%20comprehensive%20improvement.htm>

<http://www.schoolapplications.org/dps/aboutDPS.cfm>

<http://www.forsyth.k12.ga.us/board/main/beliefs.asp>

<http://www.habershamschools.com/>

<http://www.mtnbrook.k12.al.us/super/super.htm>

<http://www.savannah.chatham.k12.ga.us/production/dim.nsf?OpenDatabase&Start=1&Count=30&Expand=8>

<http://www.scps.k12.fl.us/>

[http://www.stcharles.k12.la.us/ins\\_guiding\\_doc.asp](http://www.stcharles.k12.la.us/ins_guiding_doc.asp)

### **Contact Information**

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404.249.2396  
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[www.bellsouthfoundation.org](http://www.bellsouthfoundation.org)

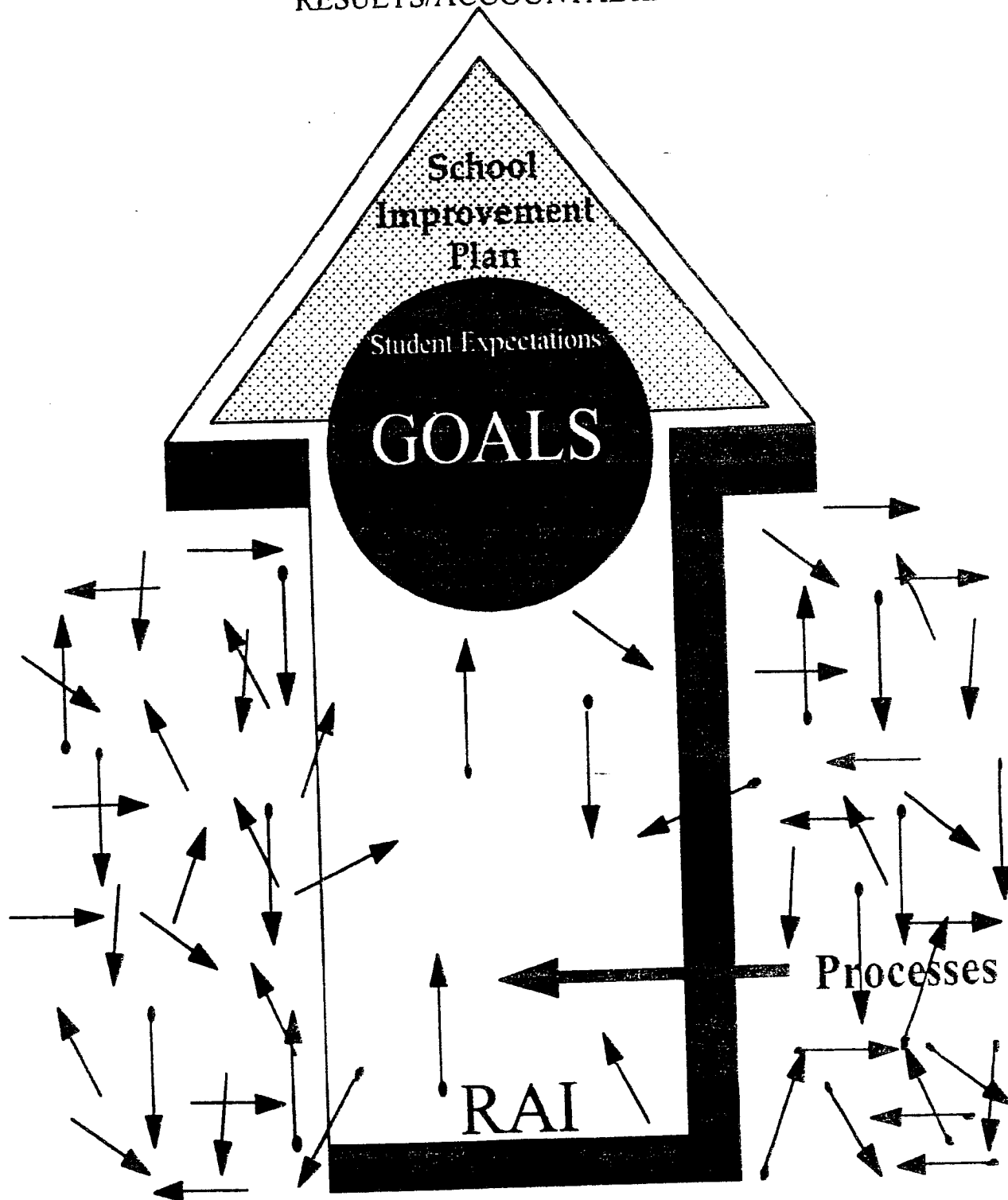


## Appendix 2

### Alignment for improvement

# RANDOM ACTS OF IMPROVEMENT

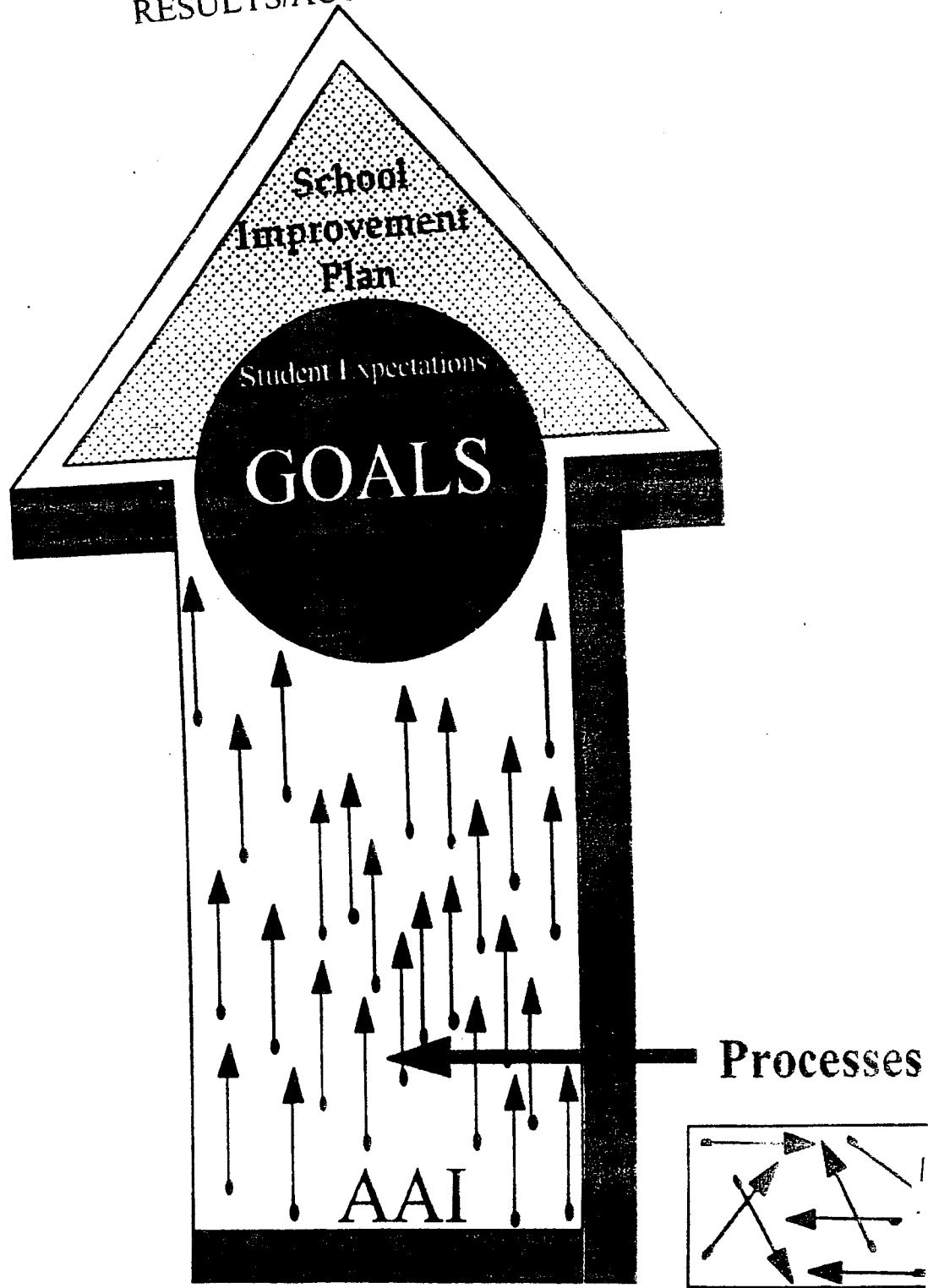
HIGHEST ACHIEVEMENT FOR EACH STUDENT  
RESULTS/ACCOUNTABILITY



\*RAI = Random Acts of Improvement

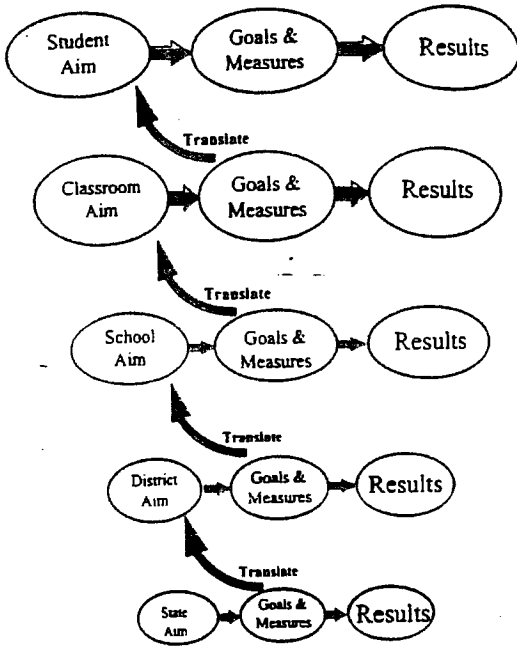
# ALIGNED ACTS OF IMPROVEMENT

HIGHEST ACHIEVEMENT FOR EACH STUDENT  
RESULTS/ACCOUNTABILITY

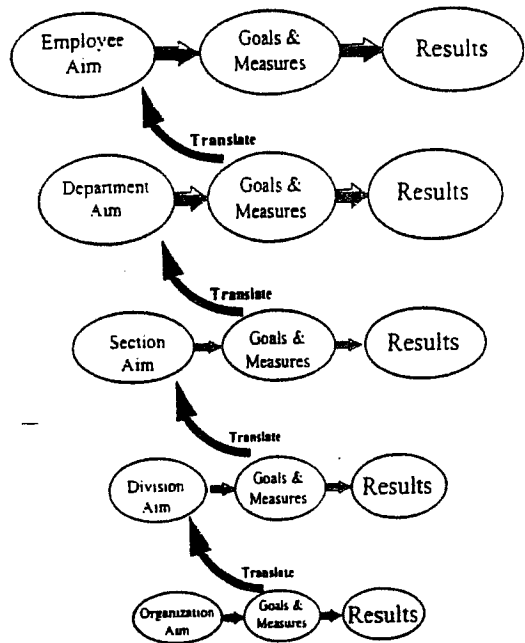


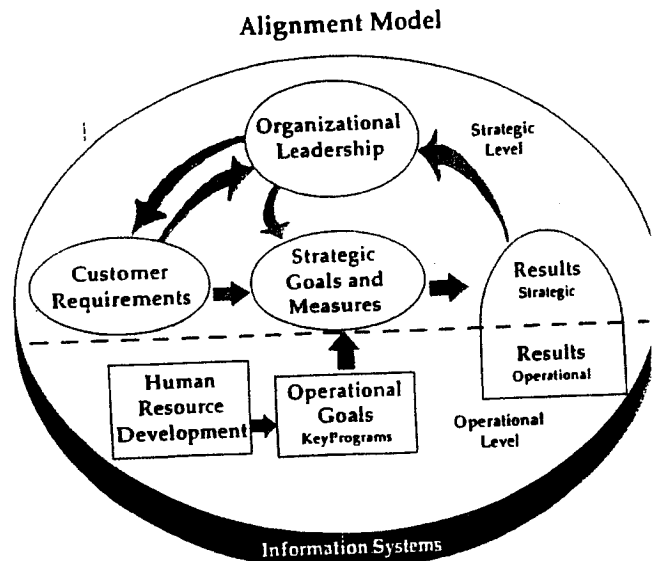
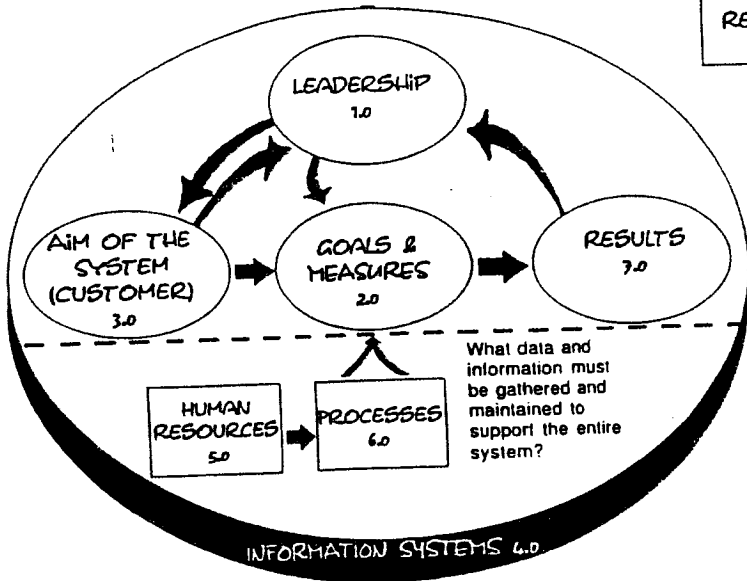
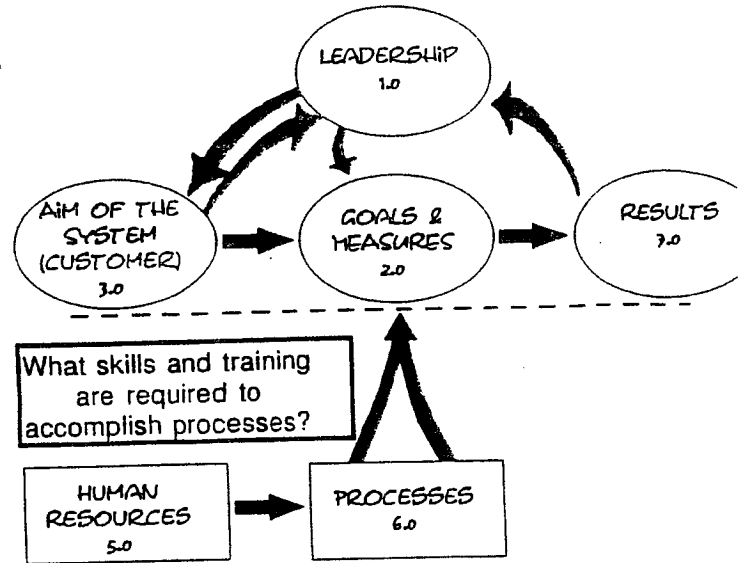
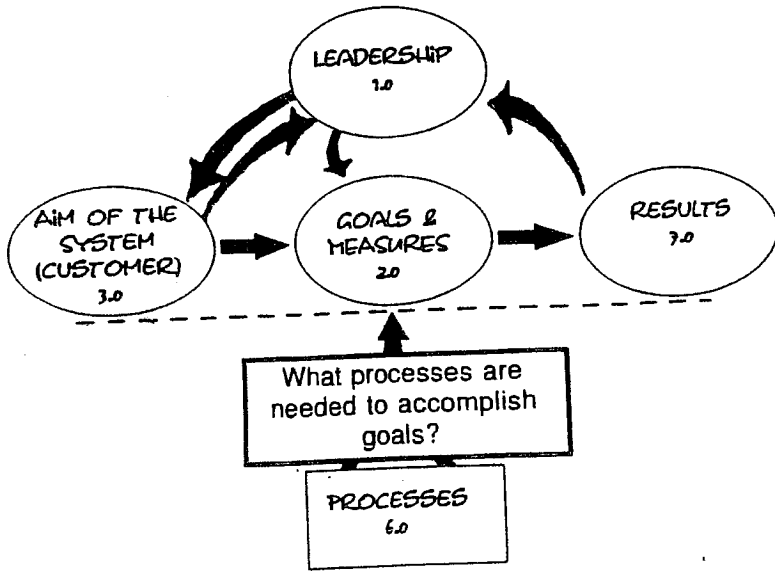
\*AAI = Aligned Acts of Improvement

### School Improvement Alignment

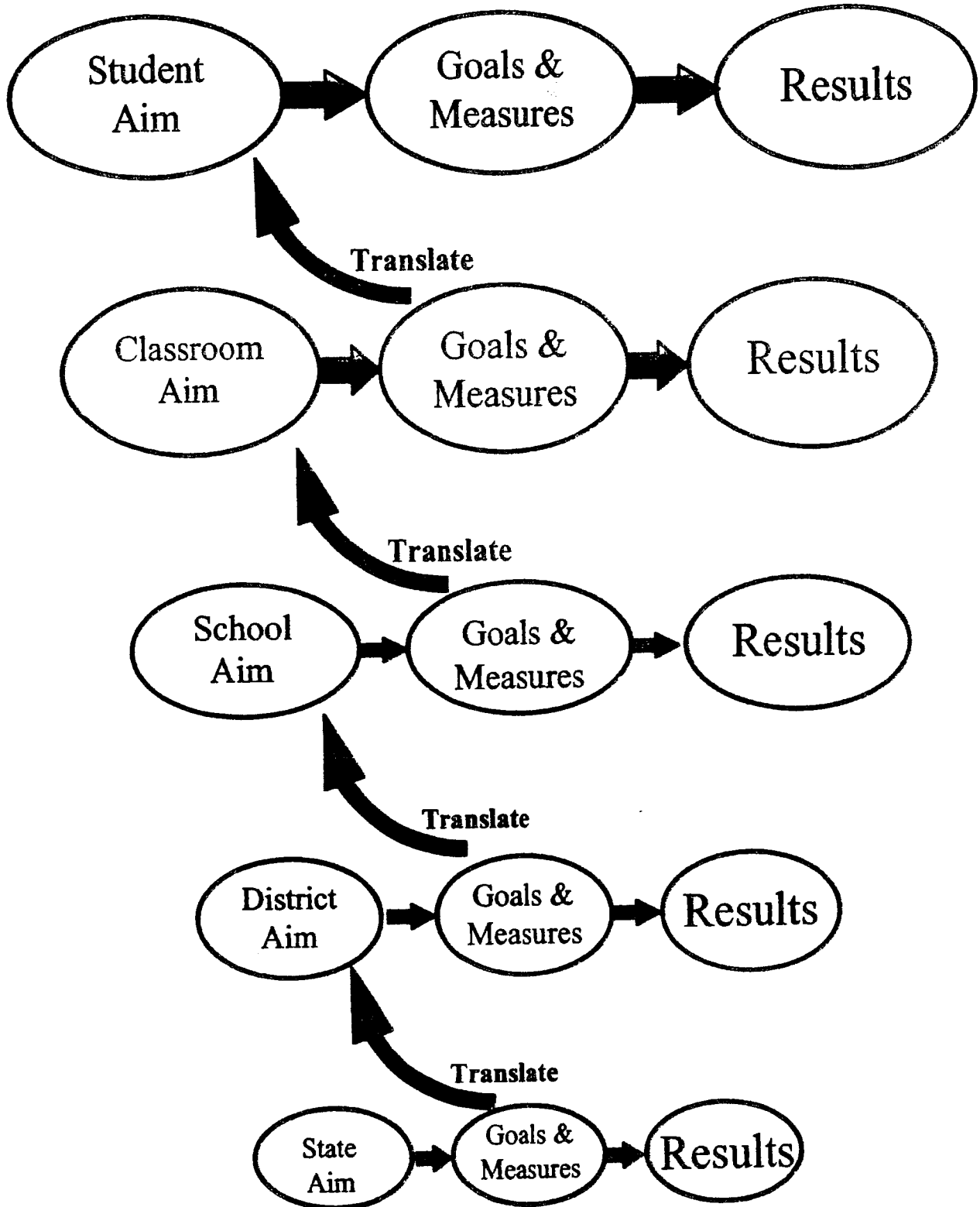


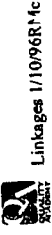
### Department Improvement Alignment



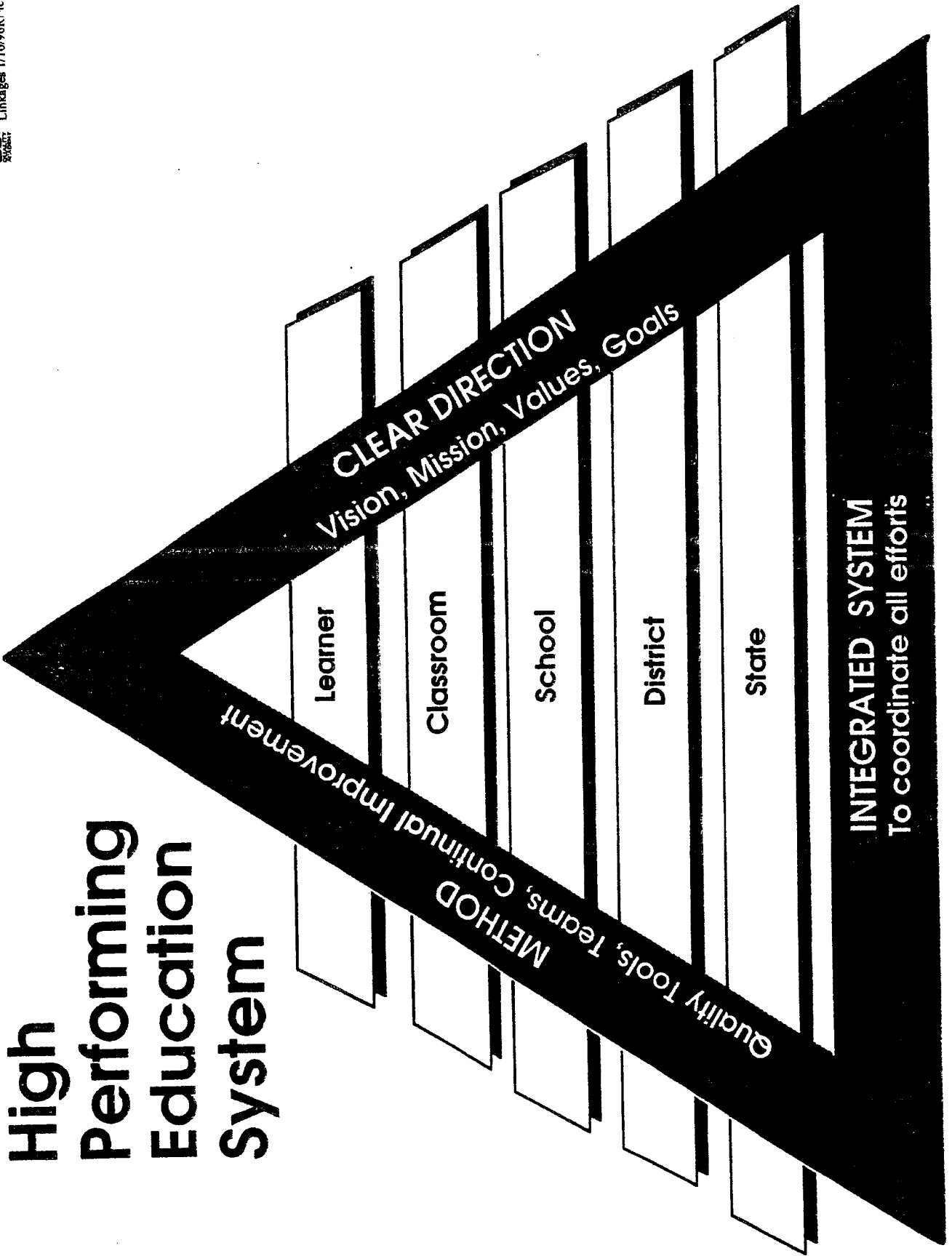


# School Improvement Alignment





# High Performing Education System





## Appendix 3

### Components of Assessment

## Assessment

- What is assessment and why do we do assessments?

Assessment is the process of collecting information – in schools; it is the process of collecting evidence of student learning.

Tests are best known for collecting data and learning information, but tests are only one tool for gathering all the learning information.

Others are:

- oral presentations
- projects
- student interviews
- writing samples
- performance assessments
- teacher observations
- portfolios
- student self assessment(s)

One of the issues surrounding testing and assessments is the basics of education. The basics of education as we knew them are no longer functional enough for the success of our students. Their contributions to society are far more demanding than those of their parents or grandparents.

New state & district learning goals increasingly reflect these upgrades. What we know -

Traditionally, standardized tests have lacked depth – they have been designed to sample from a broad range of everything a student could possibly know about a subject. States have now designed a more comprehensive and in depth for detail type of test.

What is the purpose of Assessment?

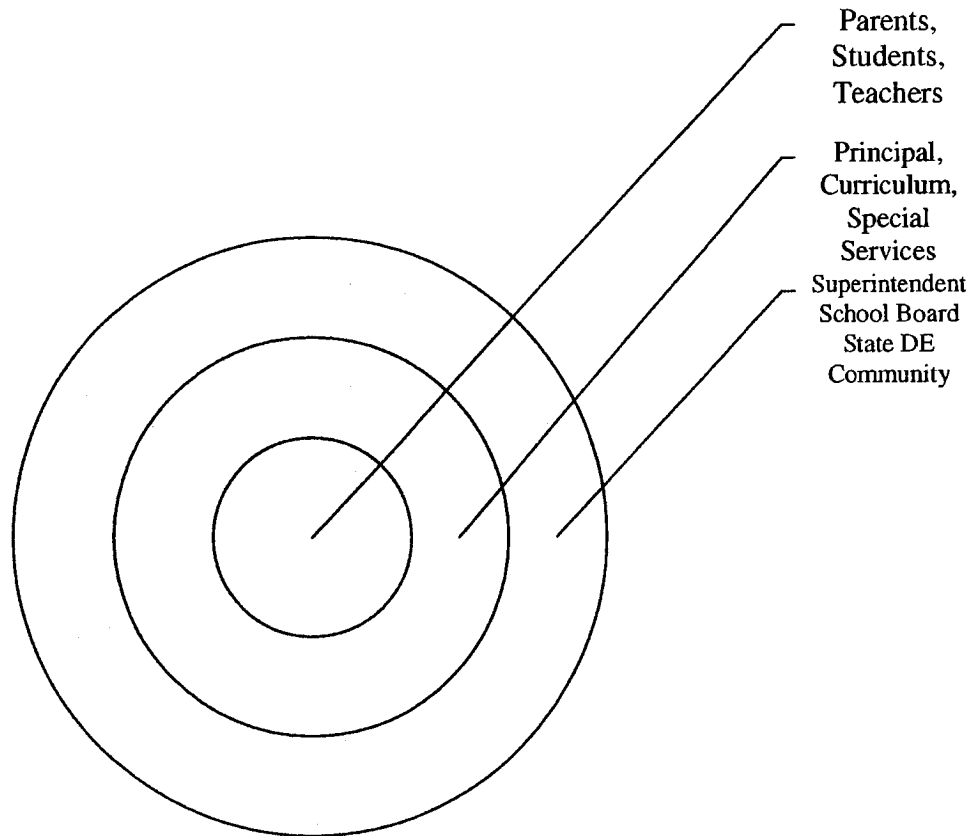
Assessment provides information for decision-making. If this is the case – then:

- Who needs the information?
- What information do they need?
- What decisions will they make?

All assessments should be made with these questions in mind.

#1 Who needs the information?

1. The inner circle of information is – parents, students, & teachers.
2. Decision makers – the second ring of information is – principal, curriculum, special services.
3. Decision makers – outer circle of information is – superintendent, school board, state, community.



### Summative Assessment – Assessment of Learning

Summative assessment is the process to gather and report information that shows evidence of learning – it sums up the learning, it is a status report. Much of the summative assessment is not to provide day-to-day feedback to teachers and students. It is therefore used for;

- End of course data
- College admissions
- State or district mandated standardized tests
- Tests, quizzes, projects, performances, interviews, reports, oral presentations, and any method of final assessment.

This data provides information for accountability decisions. This data tells us how much a student has learned – if standards are being met, and if educators have done their job.

## Formative Assessment – Assessment *for* Learning

Formative assessment occurs during the teaching and learning process – it focuses on progress and achievement. This process looks very similar to teaching and functions as a teaching tool.

	Assessments of Learning	Assessments for Learning
Reasons for Assessing	Document individual or group achievement or mastery of standards; measure achievement status at a point in time for the purpose of reporting	Increase achievement; to help students meet more standards; support ongoing student growth
To Inform	Others about students	Students about themselves
Focus of Assessment	Achievement standards for which schools, teachers, and students are held accountable	Specific achievement targets selected by teachers that enable students to build toward the standards
Driving Force	Accountability	Improvement
Place in Time	Event after learning is supposed to have occurred	Process during the learning process
Primary Users	Policy makers, program planners, supervisors, and teachers	Students and teachers in the partnering process (Coach guiding the learner)
Typical Uses	Certify competence or sort students according to achievement for public relations, gate keeping decisions, grading, graduation, or advancement	Help students see the target and how to hit it: help teachers determine and respond to student needs – assist parents in seeing progress
Primary Motivator	Punishment, rewards	Concept that success is within each
Teacher's Role	Follow procedures; ensure accuracy; comparability of results; use of results to help students. Interpret results for parents and community. Build assessment relationship to grading	Transform standards into classroom targets; inform students of the targets; build assessments; adjust instruction as required and involve the students
Student's Role	Study to meet standards; take the test; try for the highest possible score – don't fail	Understand the target; act on the classroom assessment results so you can do better next time

## Important Concepts:

- Assessment is the process of gathering evidence of student achievement
- A variety of people need assessment information in the schools; at the classroom, school and policy levels
- The role of assessment in school improvement continues to grow toward greater reliance on standardized assessments *of* learning. However, assessments *for* learning offer greater promise for helping students
- Schools today are being held accountable for helping students meet the standards, not merely sorting students into rank order
- All assessments need to provide accurate data. The information about student learning should be useful to all stakeholders – for this to happen, all educators should be literate about assessment practices
- We have used the majority of our financial and human resources for the purpose of implementation and use of testing at the local, state and national levels.

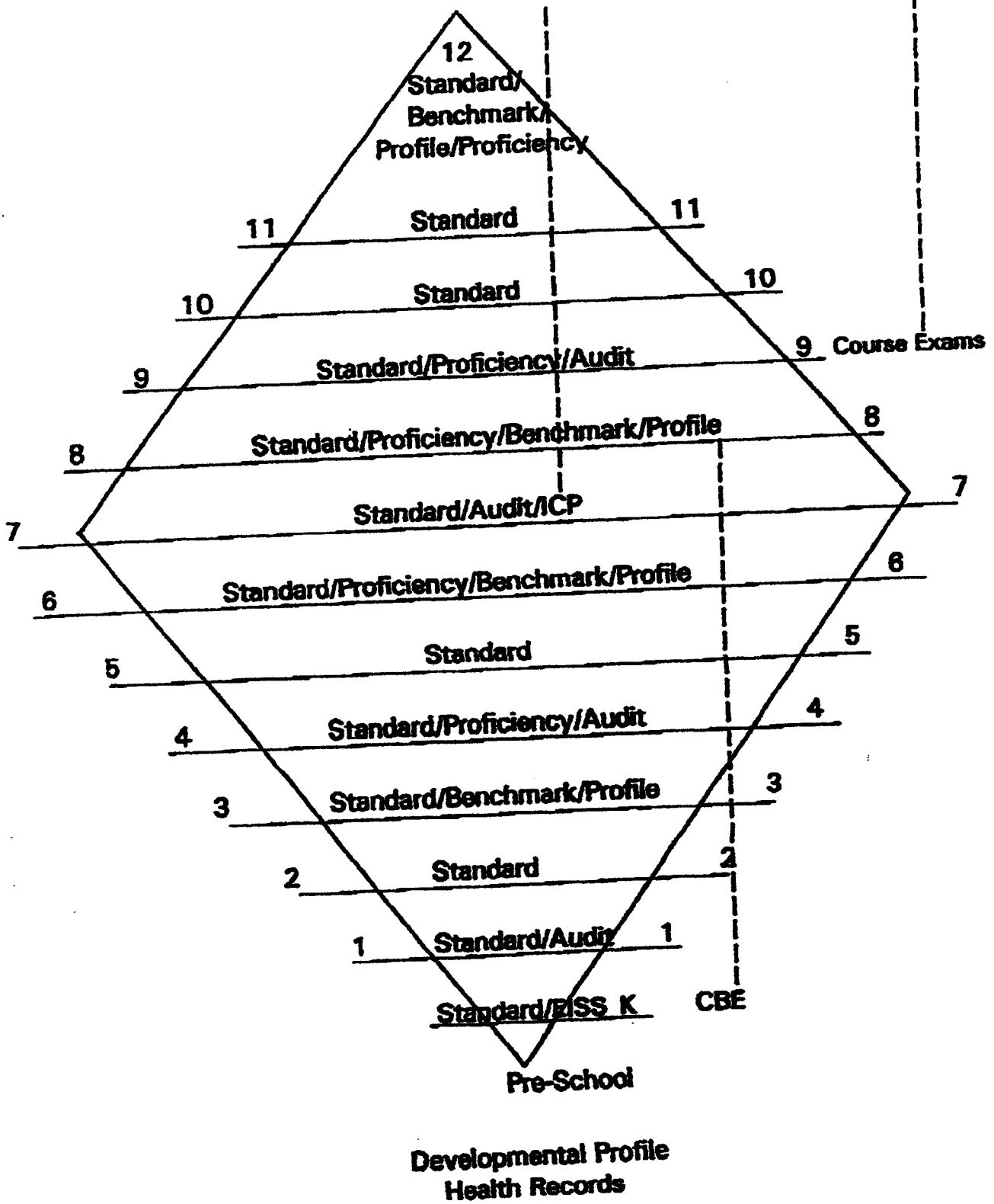
This materials is extracted from Understanding School Assessment: A parent and Community Guide to Helping Student Learn, Jan Chappuis & Stephen Chappuis, 2002, Assessment Training Institute

## Appendix 4

### Standards Based Assessment Diagram



### Standards Based Performances



**Appendix 5**

**Schlechy Center of Engagement**

**Student Achievement**



# *Schlechty Center on Engagement*

*Schlechty Center on Engagement* focuses attention on student motivation and the strategies needed to increase the prospect that schools and teachers will be positioned to increase the presence of engaging tasks and activities in the routine life of the school.

*Schlechty Center on Engagement* is the basis of the **Working on the Work** framework.

*Schlechty Center on Engagement* proceeds from a number of assumptions. Among the more critical of these are the following:

- The way school tasks and activities are designed introduces variances in the qualities that can be and are introduced into the work.
- Variances in these qualities produce variances in the level of effort that students are willing to invest in the task or activity.
- Student decisions regarding the personal consequences of doing the task assigned or participating in the activity provided result in five different types of involvement in these tasks and activities, as listed below.

## **ENGAGEMENT**

- The student sees the activity as personally meaningful.
- The student's level of interest is sufficiently high that he persists in the face of difficulty.
- The student finds the task sufficiently challenging that she believes she will accomplish something of worth by doing it.
- The student's emphasis is on optimum performance and on "getting it right."

### **Students who are engaged:**

- Learn at high levels and have a profound grasp of what they learn
- Retain what they learn
- Can transfer what they learn to new contexts

## **STRATEGIC COMPLIANCE**

- The official reason for the work is not the reason the student does the work—she substitutes her own goals for the goals of the work.
- The substituted goals are instrumental—grades, class rank, college acceptance, parental approval.
- The focus is on what it takes to get the desired personal outcome rather than on the nature of the task itself—satisfactions are extrinsic.
- If the task doesn't promise to meet the extrinsic goal, the student will abandon it.

### **Students who are strategically compliant:**

- Learn at high levels but have a superficial grasp of what they learn
- Do not retain what they learn
- Usually cannot transfer what they learn from one context to another



### **RITUAL COMPLIANCE**

- The work has no meaning to the student and is not connected to what does have meaning.
- There are no substitute goals for the student.
- The student seeks to avoid either confrontation or approbation.
- The emphasis is on minimums and exit requirements—what do I have to do to get this over and get out?

#### **Students who are ritually compliant:**

- Learn only at low levels and have a superficial grasp of what they learn
- Do not retain what they learn
- Seldom can transfer what they learn from one context to another

### **RETREATISM**

- The student is disengaged from current classroom activities and goals.
- The student is thinking about other things or is emotionally withdrawn from the action.
- The student rejects both the official goals and the official means of achieving the goals.
- The student feels unable to do what is being asked or is uncertain about what is being asked.
- The student sees little that is relevant to life in the academic work.

#### **Students who are in retreat**

- Do not participate, and therefore learn little or nothing from the task or activity assigned

### **REBELLION**

- The student is disengaged from current classroom activities and goals.
- The student is actively engaged in another agenda.
- The student creates her own means and her own goals.
- The student's rebellion is usually seen in acting out—and often in encouraging others to rebel.

#### **Students who are in rebellion:**

- Learn little or nothing from the task or activity assigned
- Sometimes learn a great deal from what they elect to do, though rarely that which was expected
- Develop poor work habits and sometimes develop negative attitudes toward intellectual tasks and formal education

Teachers can enhance the prospect of students' being engaged in the tasks and activities they want them to be engaged in by attending carefully to building into the work they provide those qualities that are most likely to appeal to the values, interests, and needs of the students involved. Phil Schlechty refers to these as Design Qualities.



## DESIGN QUALITIES

- **Content and Substance**, which refers to what is to be learned and the level of student interest in the subject or topic.
- **Product Focus**, which refers to the opportunity to structure tasks and activity so that what students are to learn is linked to some product, performance, or exhibition to which the student attaches personal value.
- **Organization of Knowledge**, which refers to the way the work is organized—for example, using a problem-solving approach, discovery approach, or didactic teaching—with consideration for the learning styles that are assumed or are to be addressed.
- **Clear and Compelling Product Standards**, which refers to the extent to which students are clear about what they are to do, what the products they produce should look like, what standards will be applied to evaluate these products and their performances, and how much value students attach to the standards that are to be used; that is, do the students believe in the standards and see them as personally compelling?
- **Protection from Adverse Consequences for Initial Failures**, which refers to the extent to which the task is designed so students feel free to try without fear that initial failures will bring them humiliation, implicit punishment, or negative sanctions.
- **Affiliation**, which refers to the possibility of designing tasks so that students are provided the opportunity to work *with* peers as well as with parents, outside experts, and other adults, including but not limited to the teacher.
- **Affirmation**, which refers to the possibility of designing tasks and activities so that the performance of students is made visible to persons who are significant in their lives, as well as designing the work in ways that make it clear that the quality of the performance of the student has meaning and value to peers and others whose opinions the student values and cares about.
- **Choice**, which refers to the possibility of designing tasks and activities so that students can exercise choice either in what they are to learn or how they go about learning that which it is required that they learn.
- **Novelty and Variety**, which refers to the possibility of providing students the opportunity to employ a wide range of media and approaches when engaged in the activities assigned and encouraged.
- **Authenticity**, which refers to the possibility of linking learning tasks to things that are of real interest to the student, especially when the student is not interested in learning what adults have determined he or she needs to learn.

The primary task of the teacher is to design engaging tasks and activities for students that call upon students to learn what the school has determined they should learn and then to lead students to success in the completion of these tasks. Teachers are, therefore, designers, leaders, and guides to instruction, and the role of teacher needs to be redefined to reflect this view. To redefine the role of teacher, it will also be necessary to redesign every other role in the school, including the roles of the superintendent, the board of education, and central office personnel, as well as principals and parents. All of this redesign must reflect a clear understanding and acceptance of the fact the schools should be organized to nurture engagement rather than to produce attendance and compliance.

**Appendix 6**

**Schlechty Center on Design**



## *Schlechty Center on Design*

In order to understand the Schlechty Center's position on design, one must first understand design, invention, and innovation as they are used in Schlechty Center work.

**Design**, as defined by Phillip Schlechty, is the development of relationships among critical elements that satisfy the needs, motives, and values of the customer. **Invention** is the process of creating something new. **Innovation** is the process of installing something new. An innovation can be either a process or a product, but the innovation does not occur until the process or product is put to use. So, in a learning organization, the design work begins by understanding the customer, inventing new processes and products in response to the customer, and being innovative in the ways that new processes and products are installed.

**Schlechty Center on Design** focuses on the fact that school districts need to understand and utilize design if they are going to provide the kinds of learning experiences that will engage all students and increase the possibility that they will learn at high levels, and if those school districts are going to transform themselves into the kinds of organizations that will support a focus on the design of engaging work.

The basis of design is a cornerstone of all of the Schlechty Center's work along with **Coaching for Design**, a process that supports teachers in working on the work for students. It is also vital in the formation and work of **School Design Teams** and **District Design Teams**, as well as in the work of school leaders. All use design thinking as they work on learning experiences or social systems in order to support the district's transformation from a bureaucracy to a learning organization.



*The Schlechty Center maintains that public education needs to utilize design in at least two arenas, the design of learning experiences and the design of social systems.*

### **Design of Learning Experiences**

In order to engage students in important learning experiences—tasks, assignments, units of schoolwork—schools and teachers must attend to the design of experiences that are most likely to appeal to students' values, interests, and needs. If teachers accept that students must be engaged in order to learn at high levels, teachers can no longer assume that materials created for a generalized, universal student will in fact engage all students, nor will materials created with just the age or general academic ability of students suffice. A focus on engagement requires that teachers as designers and leaders understand well the needs, interests, and dispositions of their customers, the students, so that teachers might take such information into account as they design work. When teachers as designers and leaders fully take into account their customers, the learning experiences they design hold great promise to result in the kinds of profound learning required by today's world.

In learning organizations the attention of teachers moves from planning to design, a shift that has dramatic implications for what teachers do and what they think about what they do. Rather than seeing themselves as instructors and viewing their primary tasks as planning and delivering instruction, teachers will need to see themselves as persons who design tasks for students that are so engaging that students seek instruction.

In a learning organization, the design of such experiences is the core business. As such, it is an assumption of the Schlechty Center that nurturing engagement, through design thinking and attentiveness to the 10 Design Qualities, results in the customers' volunteering their attention and commitment to the work. This requires moving the emphasis from school as a platform for teaching to school as a platform for learning, where not only is information taught but opportunities to learn are created also.

See *Slechty Center on Engagement* for detailed information about the nature of engagement.

### **Design of Social Systems**

Since public education is currently organized as a bureaucracy focused on ensuring student compliance, leaders must design/redesign their organizations, specifically the social systems that comprise the district and schoolhouse, thereby transforming them into learning organizations that will nurture and support commitment to engagement. Currently, as bureaucracies, school systems rely on rules, procedures, and hierarchical authority to conduct their business and to maintain order and certainty. In contrast, learning organizations rely on clarity of focus and direction and utilize design to provide continuous innovation—and increased satisfaction and achievement—for staff and students alike. If public educators today are going to respond well to the rapidly changing social forces that impact young people and their learning, they will need to design school districts that have the capacity to address uncertainty and change; in other words, public educators will need to design learning organizations.

Much that happens in schools can be understood only if one understands how the social systems that comprise the schools operate. This is why systems thinking is so important to educational leaders.

System design requires leaders to understand that districts and schools function as they do because of the current nature of Six Critical Systems, social systems critical to the work of transformation. If leaders are to design learning organizations, they must work to change the Six Critical Systems. Specifically, learning organizations differentiate themselves from bureaucracies by using design thinking to emphasize the Directional System, Knowledge Development and Transmission System, and Recruitment and Induction System, and to make the Evaluation System, Boundary System, and Power and Authority System subservient to the primary systems.

See *Slechty Center on Change* for detailed information about transformation.



## **Design Thinking**

In design thinking, leaders must do the following:

- understand the customer at a profound level and begin with the customers' needs and wants;
- think strategically in a divergent and metaphorical manner, set long-term goals, and focus on what is important to accomplish, not simply what can be done;
- plan strategically using convergent and concrete actions;
- recognize that planning exists inside the context of design, not vice versa;
- see the connection between and among design, invention, and innovation;
- visualize the action parts of the design process: collaborating, prototyping, identifying weaknesses, and making in-flight corrections through redesign.

## **Reform or Transform?**

When confronted with the need for change in districts and schools, the common approach is that of reform—simply put, trying to get better at doing what has always been done. This is continuous improvement, and it focuses on using established processes and products in modified ways.

In transformation, or continuous innovation, designers stay close to the beliefs of the organization and the vision of what might be. This requires most organizations to reinvent themselves. They get better and better by doing different things, not by doing the same things differently.

Today's schools must learn and practice continuous innovation. The utilization of design thinking, the routine invention of new processes and products, and the installation of those processes and products in response to today's changing customers are needed to facilitate the formation of learning organizations and engagement-centered schools.

## Appendix 7

### System Capacity Standards

## **SCHLECHTY CENTER SYSTEM CAPACITY STANDARDS**

~

**STANDARD 1:       DEVELOPING A SHARED UNDERSTANDING OF THE NEED FOR CHANGE**

The members of the board of education, the superintendent, central office staff, principals, teacher leaders, leaders of parent organizations, and key community leaders (e.g., civic leaders, business leaders) have a common understanding of the nature of the problems and opportunities that confront the school district and base their discussions of these issues on a common body of fact and information.

**STANDARD 2:       DEVELOPING SHARED BELIEFS AND VISION**

The school district and its community develop within the local context a compelling vision of what schools can be and how schools can be related to the community—a vision capable of earning wide support in the school district and in the community and consistent with a set of well-articulated beliefs regarding the nature of schools and the schooling enterprise.

**STANDARD 3:       DEVELOPING A FOCUS ON STUDENTS AND ON THE QUALITY OF WORK PROVIDED TO STUDENTS**

Throughout the school district there is a clear focus on students and on the quality of the work provided to students—work that students find interesting, challenging, and satisfying and that results in their learning what is expected by schools, parents, and the community.

**STANDARD 4:       DEVELOPING STRUCTURES FOR PARTICIPATORY LEADERSHIP**

The school district develops patterns of leadership and a structure of relationships such that teachers are leaders, principals are leaders of leaders, and all school district-level activity is focused on providing direction and support for schools.

**STANDARD 5: DEVELOPING STRUCTURES FOR RESULTS-ORIENTED DECISION MAKING**

The school district develops a results-oriented management system and a quality-focused decision-making process that are consistent with the beliefs that guide the system and that ensure that the measures of quality conform with the requirements of those who provide support to students and the schools.

**STANDARD 6: DEVELOPING STRUCTURES FOR CONTINUITY**

The school district provides for stability in leadership, structure, and culture over time, including support for innovative efforts that produce desired results.

**STANDARD 7: PROVIDING ONGOING SUPPORT**

The school district provides systems of training and development, incentives, and social and political support for those who are committed to the district's beliefs and vision and widens support for the pursuit of the beliefs and vision among all members of the community.

**STANDARD 8: FOSTERING INNOVATION AND FLEXIBILITY**

The district develops a policy environment and management system that foster flexibility and rapid response; that encourage innovative use of time, technology, and space; that encourage novel and improved staffing patterns; and that create forms of curriculum organization that are responsive to the needs of students.

**STANDARD 9: EMPLOYING TECHNOLOGY**

The school district and community display a common understanding of the transformational nature of changes in information-processing technologies, and the district provides all students and adults who work in the schools the tools required for quality work.

**STANDARD 10: FOSTERING COLLABORATION**

The school district encourages and supports the creation of relationships within the school district, between schools and parents, and among those agencies and groups that provide service to children and youth, in order to ensure that each child has the support needed to succeed in school and in the community.

## Appendix 8

### Transforming Roles and Relationships

staff development, to put conflicts and shortcomings on the table in order to address them? How did a school district with high test scores, satisfied parents, and successful graduates arrive at making changes in the power relationships and the labor relations for all role groups?

### **The Role of Executive Leadership**

To understand what contributed to changes in the school district's culture requires exploring the Orange Schools as Superintendent Daniel Lukich came to know the district in 1997. Lukich joined the district for some very specific reasons. As an experienced superintendent who had served previously in Ohio and more recently in Michigan, he was drawn to Orange because it was "someplace very good." Being that "someplace very good," however, was not all that Lukich sought. He sought a school district that had the potential—the readiness—to pursue deep, significant organizational change. In Michigan, Lukich had been exposed for the first time to the ideas of W. Edwards Deming, management thinker, writer, and innovator. Deming believed that:

*... people should have joy in their work, that the system within which they work should be designed to make this possible ... that the system is management's responsibility ... . [www.deming.org](http://www.deming.org)*

Lukich was drawn to Deming's emphasis on building systems that support and enhance quality.

Lukich also first heard educational thinker and writer Phillip Schlechty's ideas in Michigan in the early 1990s. He found that Schlechty's message about the urgent need to change schools through a systems approach resonated with his own feelings and beliefs as a school superintendent. Schlechty maintains:

*I am persuaded, in fact, that only through revitalizing and redirecting the action of district-level operations can the kind of widespread and radical change that must occur become possible. Schlechty, 1997, p. 78*

Lukich was interested in leading a district that was poised to reinvent itself and that would be willing to pursue a systems approach, rather than the piecemeal, programmatic approaches that litter the field of educational reform. Most importantly, Lukich sensed in the Orange school board

a willingness to pursue a course of change that would be long-lasting, would outlive specific leaders, and would demonstrate to other districts what could be done to make a good district a great one.

Although Lukich eventually opened the door to rigorous organizational self-examination and invited others throughout the organization to seek new ways for the district to create its future, that work did not begin simultaneously with his arrival. Making changes in district office leadership and addressing critically outdated facilities were first on his agenda. The personnel changes and the facilities improvement efforts provided, in his view, foundations for the organizational culture changes ahead.

### **Confronting the Brutal Facts**

In his 2001 book, *Good to Great*, Jim Collins presents a compelling analysis of what it takes for good companies to become great, including the willingness to “confront the brutal facts.” Collins suggests that when leadership makes it possible for people to hold a mirror up to the organization without fear and without potential reprisal, then such an organization stands a much better chance of achieving greatness.

*Yes, leadership is about vision. But leadership is equally about creating a climate where the truth is heard and the brutal facts confronted. There's a huge difference between the opportunity to “have your say” and the opportunity to be heard. The good-to-great leaders understood this distinction, creating a culture wherein people had a tremendous opportunity to be heard and, ultimately, for the truth to be heard.*  
Collins, 2001, p. 74.

The Orange Schools, with an enrollment of 2,300 students, serves 8 municipalities: Hunting Valley, Orange Village, Pepper Pike, Woodmere, Moreland Hills, and portions of Bedford Heights, Solon, and Warrensville Heights. Although parts of its enrollment area reflect all the signs of suburban affluence—upscale businesses and restaurants and well-appointed homes—the district is growing in its diversity, both racial/ethnic and socioeconomic. Given its many indicators



of success, the district might have followed the all too common practice of public schools who feel they are victims of public opinion: *Let others throw stones at us and identify our shortcomings, but we will tout our strengths and good works, because no one else will.* The Orange Schools had and still have much to tout, including exceptional test scores, healthy parental and community support, college-bound graduates, and admirable staff. So why did they not simply stay the course, continue their good work, and bask in the satisfaction of being a high-performing school district?

Today, district leaders in all role groups would say that all was *not* well, despite the high test scores. In the view of many district leaders—particularly teacher association leaders, school board members, and the other unions’ leadership—there was much evidence in the late 1990s that the school district had no common direction, no clear, strong focus on students, and little trust in the relationships between and among teachers, district leaders, the school board, and the association and union leaders. If the district had not eventually confronted the massive distrust within the organization, lack of open communication between the board and the rest of the school district, and the stereotypical antagonistic posturing between the unions and the school administration, the cultural change so dramatically illustrated by the 2005 contract negotiations would never have happened. And the fact that in this era of external accountability when school districts can choose to merely comply with state and federal goals, the Orange Schools could have simply kept on “being good.”

Before the Orange staff could confront the brutal facts about its dysfunctional relationships, however, they had to experience a series of unsatisfactory efforts at collaborative work. Teachers, support staff, and district administration recall attempts by staff in 1998 to address two issues: mold problems at one of the school buildings, and, subsequently, plans for a new school. Gatherings to deal with those issues stand today as concrete examples of just how dysfunctional the school district was. Individuals and representatives of groups in the district were inexperienced at talking together constructively, let alone working together to solve problems. The OTA leadership remembers feeling as though they were being *blamed* for the mold problems, simply because

they had brought the issue to the table. Director of Business Services Phil Dickinson, newly hired into his position, found himself needing to tell teachers and others that he understood if they did not immediately trust him. He asked that they watch how he operated and, subsequently, judge him based on the extent to which he demonstrated his belief that those affected by a problem were in the best position to respond to the problem.

Cindy Eickhoff suggests that it had definitely not been a school district practice to involve employees in such problem-solving processes:

*If there was ever an example of communication not working, that would be it. We had people dealing with a problem they didn't understand. Getting the right people in the right chairs has been very important. Communication was totally broken.*

Lukich remembers that such meetings involved much sparring between and among people who carried baggage that was often unrelated to the issue at hand. And OTA President Hansen suggests that hostility and frustration related to addressing the mold problems at the old elementary school became the problem that "broke the camel's back." Everyone recognized that they were tired of the dysfunction, of the way they had done things: "We wanted to do things differently, make things better."

When in 1998 the community passed a bond issue that made it possible to build a new elementary school and redesign the existing middle school, an Education Specifications (Ed Specs) Group was formed to imagine possibilities for the new facilities. Phil Dickinson remembers the work of the group as a turning point: "... Ed Specs was an experience of trying to work together, a breakthrough experience to work with parents and varied municipalities. It became a source of hope." He recalls the group thinking about science rooms, a multi-use building, and the layout of the elementary school. He also recalls how the group managed to work together, in stark contrast to how the district group confronting the mold problem had not worked effectively together. It should be noted, however, that some district leaders recall that those around the table of the Ed Specs Group were not yet a focused group, thinking and deliberating on behalf of the district's

beliefs and direction. They spoke from their wants and needs as individuals, not as part of a school district. Looking back on the Ed Specs' work, district leaders today agree that it represented new possibilities for the future. Though the group lacked organizational direction and trust across role groups and buildings, its very existence paved the way for future work which would ultimately create district clarity about purpose and direction while establishing collaborative processes as part of what the district now refers to as "The Color of Orange."

Finally, Lukich cites the 2000 negotiations with the teacher association as a last dramatic example of hostile discussions, accusations, and mistrust that would conclude an era in which teachers and administrators viewed one another as natural antagonists and during which the school board and teachers operated at cross-purposes. Though the contract was settled, the school *district* had not yet "won" as a district; only the disparate groups—teachers, administrators, school board—could claim respective wins and losses in the usual war.

#### **Pursuing Systemic Change: Becoming a Standard-Bearer School District**

In the early days of the Lukich tenure, the school district made some preliminary connections with the work of the Schlechty Center for Leadership in School Reform, based in Louisville, Kentucky. The Ohio Council of Academic Excellence had contracted with the Schlechty Center to do a series of workshops focused on what the Center proposes should be the core business of schools: providing all students with engaging work. Superintendent Lukich, the three principals, Director of Educational Programs Nancy Wingenbach, and several teachers attended workshops in Columbus, Ohio, where they first met Schlechty Center Senior Associate Judy Hummel and Schlechty Center President George Thompson. These district leaders were sufficiently impressed with the ideas presented in the workshops that they decided to invite Founder and CEO Phil Schlechty to come to the district to speak to the entire staff.

That particular early experience with the Schlechty Center is remembered by various staff members as a less than auspicious occasion. Teachers and principals recall a snowy professional

development day in 1999 when teachers were asked to report to school to hear a speaker, despite bad weather and cancellation of school for students. Not only were teachers resentful of being part of a command performance by some guru from Kentucky, but some of them felt uninformed as to why he was there or what his message might contribute to them or the district. Dave Tirpak, Brady Middle School teacher, recalls that all but a small group of the faculty resisted Schlechty's message about the importance of focusing on student engagement—and how such a focus would require significant school and district change. Tirpak remembers conversations with other teachers to the effect that the speaker must not have known anything about Orange. Support staff, who were also in attendance, had little idea of what value the speaker's ideas might have for them.

Superintendent Lukich could have decided then and there, given the initial teacher response, to forget about student engagement and the accompanying system changes required by focusing on engagement. Fortunately for the district, he did not. Instead he took another approach. He invited teachers, principals, and district office staff to think together about what it would take for the district to be open enough to hear and consider Schlechty's message. From the group's wisdom emerged the understanding that the OTA could be instrumental in leading the initiative; over the next two years all exploration of work with the Schlechty Center was undertaken by cross-role groups led by the superintendent but always including the formal leadership of the OTA. Over time this collaborative approach would grow into the Key Leaders group, including the involvement of the two other unions' leadership, school board members, the principals, and district office leaders. The superintendent now relies on this group to think together with him about district strategy. Recalling how the superintendent would invite various district leaders to consider new approaches and new ideas, Brady Middle School Principal Steve Hegner says:

*Dan invited a group of us to go to that first conference ... and asked us what we thought. And he's done that with other initiatives, topics, and speakers. It wasn't like "this is what we're going to do." He wanted to know what we thought this would mean for Orange.*

Several such experiences blossomed into what staff throughout the district recognize and value: a culture of collaboration.

## *Transforming Roles and Relationships: One District's Choice to Pursue Greatness*

*Greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice, and discipline. Jim Collins, 2005*

### **Change in School District Culture**

While teacher associations and other labor unions in school districts are too often cited as stumbling blocks to educational reform and, more often, accused of being at the root of education's problems, one school district in northeastern Ohio negotiated and settled three contracts in a short time and with unprecedented goodwill during the spring and early summer of 2005. Not only were the negotiations free of posturing and accusations, the discussions resulted in unprecedented opportunities for union and association members to assume leadership in creating a public school district focused on the needs and interests of children and responsive as well to the needs and interests of all employees.

The story of changing roles and relationships in the Orange Schools is demonstrated in the 2005 negotiations and resulting contracts, but the transformation itself has been taking place since 1997. Tom Bonda, current school board president, Cindy Eickhoff, school board member, and Cathy Keith, former school board member, all refer to the district change as an *evolution*. Bonda even says he recalls no single defining event marking changed relationships in the Orange Schools; rather, he refers to the change process as a long-term one with no sharp turns. Likewise, in keeping with the recollections of a multitude of Orange informants, the 2005 negotiations should be viewed within a multi-year context of organizational change undertaken by the Orange leadership. The spirit and style of the 2005 negotiations were possible because of a collaborative environment, changes in how district leaders and union leaders view themselves and one another, and a range of district efforts undertaken to change its culture since 1997. Today, the Orange Schools' values, its commitments to students and staff, its sense of purpose and focus, as well as the relationships between teachers and principals,



between students and the adults in the district, between staff and the school board, and between the superintendent and other leaders across the district are markedly different than what they were in 1997.

Dennis Hansen, the Orange Teachers Association (OTA) President, says that the Association used to think of itself as the “guardian of teachers’ rights” and “guardian of the contract.” In the 2005 contract negotiations, the OTA sought, in partnership with the school district, what the OTA leadership refers to as “what would be in the best interest of the school district.” Likewise, Jim Ventura, President of the Local Ohio Association of Public School Employees (OAPSE), describes the changed relationship between the school district and his union when he describes the membership’s current point of view: “Their service is valued; they want to make that service better for the children; they are not treated as servants.” Likewise, Marcy Fludine, President of the Clerical and Educational Support Services Association (CESSA) Local, explained to the district administrators during the negotiation process that her membership—teacher assistants, lunchroom managers and workers, and others—did not yet feel valued within the district. She reports being hopeful about the district’s current willingness to demonstrate its respect for all employees; since negotiations concluded, Fludine has formally been included in the major district leadership vehicle known as Key Leaders, a group convened by the superintendent regularly to think about the future of the school district. In November, Fludine was invited for the first time to accompany some of the other district Key Leaders to a conference in Boston. Phil Dickinson, Director of Business for the Orange Schools, described the changed atmosphere surrounding the 2005 negotiations:

*I was used to coming out of negotiations and having to wear a bulletproof vest for about 6 months. We didn't lose it this time. We didn't get into conflicts. We didn't take a step backwards. It's really the leadership of the unions that have kept our work moving. It shows they are really key leaders.*

So what has contributed to this school district’s internally-driven reform efforts? What made this school district choose to hold a mirror up to itself, to invest hours in organizational and



In 2001, the school district entered into a formal partnership with the Schlechty Center to pursue its reform work as a member of a network of like-minded districts from across the country convened by the Schlechty Center, the Standard-Bearer School District Network. Member districts used the Schlechty Center's District Standards both to assess strengths and to guide developmental work. Because these district standards are designed to measure organizational capacity, rather than individual performance, they provided an appropriate vehicle around which former district antagonists might rally.

### **Expanding Collaborative Efforts**

The assessment of capacity required Orange staff to ask themselves hard questions about evidence of commitment to a central focus on students and student engagement, by looking at school district policies, procedures, programs, and practices. The assessment became for the Orange Schools a powerful way to confront the brutal facts about district incapacity to pursue a new vision of schooling. As recalled by various staff members, the assessment process became a hallmark of new collaborative work.

One of the first district assessment teams illuminated the school district's lack of articulated beliefs and shared vision for a desired future—and its reliance on bureaucratic management structures and processes.

*One strategy for fostering coordination of effort requires a system of rationalized rules and procedures combined with a formal set of rewards and sanctions that support compliance with expectations. A second strategy for fostering coordinated effort requires the development of shared beliefs, commitments, and values that have become sufficiently internalized by group members that they are routinely applied to almost all decisions, combined with heavy reliance on informal control and self-control as the primary mechanisms for enforcement. Schlechty, 2005, p. 157*

At that time, the three contracts in the Orange Schools provided coordination by rationalized rules and procedures: contract provisions spelled out who did what for how long, and under what circumstances.



Jim Ventura describes the nature of the former bureaucratic relationships:

*In the self-evaluation process I realized that the only place that Orange had any structure to our organization was in the labor contracts themselves. Besides the big issues of economics and health care, there were all the rules of daily operations of the school system. Because of the legal strength of a negotiated agreement in Ohio these rules of operations superceded the law as well as any school board policy. This caused a lot of conflict between administration, management, and labor. When management wanted to operate in what they believed was an efficient manner, the contract almost all the time dictated different terms and conditions. These terms and conditions were usually frozen in place for three to four years.*

Details of expectations, rewards, and punishments were spelled out with bureaucratic precision, along with detailed descriptions of procedures to be followed to obtain redress if either party—administration or employee—fell down in the expectations. The 2005 contracts still include some of the typical language spelling out rules, roles, and relationships, but the contracts also include atypical provisions leaving some of the daily operations and processes “open-ended,” so that the membership might participate on committees and work groups to actually determine the rules and procedures.

The work today of the Orange Schools is coordinated less by regulation and bureaucratic procedures than by widespread collaboration and commitment to an organizational direction. So how did the Orange Schools use their district assessment to develop beliefs and articulate vision? Although not a teacher, Jim Ventura served on both the assessment team and the development team that subsequently created district beliefs for review and adoption. Ventura notes: “After the first self-evaluation process the teacher union leadership quickly started to develop new beliefs and core values. I was part of some of this work.” Furthermore, he credits his experience in the assessment and development process with giving him a range of ideas that he uses today in his work with his membership. Former school board member Cathy Keith remembers this process, specifically, as fundamental to making the school district the kind of place it is today. Nancy Wingenbach characterizes what happened relative to clarifying values and beliefs as a “...central focus on kids. If we keep that focus, we can do just about anything.”

To clarify a district focus, various role groups from across the district revised existing beliefs and gave voice to a new set of beliefs and a sense of the district's future. What beliefs and vision emerged from this process, and how do they now reframe district work and relationships?

### ***Beliefs***

*We believe that, in order to meet the needs of all students:*

- *The core business of the Orange Schools is to make learning valuable, satisfying and challenging for all students.*
- *All students will learn when engaged in and enthusiastic about their work.*
- *The learning environment must be positive, supportive, nurturing and safe.*
- *All students need adult advocates.*
- *All individuals must have a commitment to quality in the services they provide to students and to each other.*
- *Collaboration among the school district, home and community is vital to the success of all students.*

### ***Vision***

*Orange Schools will set the standard as an academically excellent educational environment where our students and community come to be authentically engaged in their work.*

### **Beliefs Drive Collaborative Action**

Once created and published, such statements sometimes become perfunctory prefaces to district documents that gather dust on office shelves. To the contrary, evidence suggests that the Orange statements became living beliefs propelling action, specifically a series of organizational development efforts over the next several years. Highlights from some of these organizational development efforts include the following:

- **Teacher Academies**—development opportunities designed by and for teachers, led by Orange teacher leaders;
- **Teacher Appraisal Groups (TAG)**—a process designed over the course of two

years by Orange teachers and administrators as an alternative teacher appraisal process;

- **Goals Process**—a means to encourage teachers to develop professional career and teaching practice goals that are based on the Standard-Bearer Design Qualities during each stage of their careers. (This process provides opportunities for intellectual discussion, inquiry learning and research about an area of interest and need identified by teachers.)
- **Recruitment and Induction process**—a system designed by teachers and administrators to ensure staff commitment to district values and direction;
- **Learning Communities**—efforts within each building to address specific needs of students;
- **Interest-Based Bargaining**—an approach used for the 2005 negotiations.

Each of these processes, structures, or subsystems is illustrative of district design work based on beliefs and fashioned collaboratively by district staff.

The intentional design of collaborative groups in the school district plays an important role in the cultural shift. Dan Hanstein, Orange High School principal, Steve Hegner, Brady Middle School principal, and Mark Haag, Moreland Hills Elementary principal, are members of the Key Leaders group. While Hanstein has been working with staff in his school about changing how time is used for students and staff during the school day, he has also served on district teams refining how results are defined and identified for the district as a whole. Hegner and Haag were key members of teams that redesigned the district's Evaluation System and that created a Recruitment and Induction System—at the same time that they each led work in their buildings to create processes for teachers to focus on engagement and to address the needs of an increasingly diverse student body. In the Orange Schools, principals who serve both a school and the district as a whole will be key contributors to the district's future.

By intentionally redefining the roles of all staff, Orange has established new and productive relationships between and among people, thus making it possible to have a collaborative culture that puts students and the work provided them at the center of the organization. As Nancy Wingenbach puts it:

*As we work to continuously improve our capacity to promote student learning, there has been a shift in focus. Previously, we paid attention to "teaching," and now, as a result of our understanding of our "real work," our attention is on "learning." A significant aspect of that shift is the need to assess student progress, build in interventions, and actively design instructional strategies and lessons that engage our students in learning.*

The district leadership has marshaled the energy and imagination of a host of its employees, without restricting anyone because of role group, to take on the demanding and sometimes painful work of self-examination and, subsequently, the design work of creating new processes, structures, and subsystems.

### **Teacher Collaboration**

This story of cultural change would not be complete without highlighting what the leadership of the two non-teacher unions have to say about the role of teacher leadership in contributing to the changes they have seen between their unions and the district. Both OAPSE and CESSA leaders believe that the teachers led the way for them and their organizations to become full members in the school district. Dennis Hansen identifies the Teacher Academies begun in 2001–02 as a benchmark for changes in teacher and administrator relationships. The Academies made it possible for teachers to have new professional experiences working with one another—and to lead the design of that work.

*... it is becoming clear that the way an organization deals with change is determined in large part by the systems devised to support the creation, importation, and diffusion of knowledge within the organization, as well as by the way knowledge is shared between the organization and the larger environment. Schlechty, 2005, p. 88*

Lukich understood that if student engagement were to become the centerpiece of district work, more than a handful of district employees would need to know what student engagement could mean for the district. Nancy Wingenbach assumed lead responsibility for rethinking how teachers might learn about student engagement—and how that knowledge might enhance their work.

Wingenbach began work with the Schlechty Center’s Judy Hummel to consider a new approach to teacher learning. They sought to design a vehicle for teacher learning that would reflect a specific moral norm—that teachers, like students, should be treated as volunteers in learning processes; that their needs and interests should be taken into account. Wingenbach and Hummel sought to create experiences for teachers that would be invitational and that would capture their attention and commitment.

Historically Orange had provided its teachers staff development experiences focused on classroom management, differentiated instruction, and other such topics, but the sessions were typically focused on teacher performance rather than on student needs and interests. Dave Tirpak, who has been a building representative for the OTA throughout the change process, says, “We didn’t really focus on the students. We took them for granted. They did well. Now we focus on students and on their engagement.” Wingenbach was determined to make what would become the Teacher Academies intellectually stimulating and professionally meaningful and useful, so that they would result in growing interest and commitment to student engagement throughout the district. The Academies would be a departure from conventional professional development experiences:

*The fact remains, however, that in spite of serious efforts at improvement, staff development and continuing education offered by schools and in the context of schools is even now too often pallid and intellectually vacuous. Rather than being viewed by teachers as a learning opportunity to be embraced, staff development is a requirement to be endured. Schlechty, 2005, p. 98*

Initially, Hummel and Wingenbach designed a two-day experience for teachers which would give them an introduction to the Schlechty Center’s Working on the Work framework,

which focuses on student engagement and design qualities that teachers might use to increase engagement. As part of the two-day experience, teachers worked together to create lessons or units that they could take back to their classrooms and use. They also had an opportunity to use a structured process to look at student work, draw inferences about student engagement, and analyze the work provided to students for evidence of qualities that were likely to engage them. The Teacher Academies became a vehicle for stimulating, productive collaborative work by teachers.

At the conclusion of the first two-day Academy, Wingenbach did something very simple and straightforward that was to become very significant: She asked the first group if they thought other teachers should have a similar opportunity to learn together and design work together. They clearly recommended that the district should provide other teachers such an opportunity, and so the district scheduled additional sessions. The simple practice of seeking teachers' ideas and recommendations demonstrated what would become common practice. Teachers would come to feel respected and valued; the former era associated with cantankerous discussions about a moldy building and hostile contract negotiations was passing. Dave Tirpak comments as well that, whereas teachers had previously been highly competitive with one another, trying to outdo one another in terms of making a "classroom splash," they now talk with pride about their role in facilitating an Academy, or about the work they designed as a part of an Academy.

Steve Hegner recalls a proposal drafted by a Brady Middle School teacher leader after the early Teacher Academies. The proposal outlined what would become Brady's Teacher Lead Team, a vehicle for teachers to work with the principal in leading building initiatives. After word spread to the elementary and high schools, each level created their distinct version of this vehicle, which has become a way for teachers to identify issues unique to the building and address them collaboratively with the principals. Hegner attributes the creation and evolution of the Teacher Lead Team to the common ground teachers found as a part of the Teacher Academies.



### Unfreezing the System: Redesigning Power and Authority Relationships

Those in roles of authority in learning organizations rely much less on the power which comes from their positions than on human relationships and influence guided by an organization's values. What Wingenbach initiated from an administrative position became, eventually, the property of the teachers themselves. Not so long ago, power and authority relationships in Orange inhibited the school district from making students its focus; the system was frozen into separate role groups, each with disparate interests: school board, superintendent and district office, principals, teachers, and support staff. Cheryl McDonald, OTA Secretary, identifies the way the Teacher Academies utilized teacher leaders to facilitate sessions as a critical shift in the way the district did business: "It was so powerful to have our own teachers leading the Academies." When teachers facilitate sessions or lead other teachers there is a much stronger possibility of influence on teaching and learning than if strangers or supervisors act as experts.

Furthermore, two district decisions related to Teacher Academies reflect a change in power and authority relationships: not only were teachers asked to lead the sessions, but also participants were asked to volunteer. This *invitation* to learn together in the Teacher Academies continues as part of district practice today. The district created a context very different from the typical school bureaucracy, in which teachers are mandated to attend certain staff training sessions, begrudgingly put in their seat time, and leave with little or no change in their thinking—and little sense that the district respects them.

When Orange Key Leaders reflect on changes they believe are significant in the Orange Schools, Steve Hegner shares how the organization has opened the possibility for many to gain full membership and to assume leadership:

*We used to have star teachers who had influence, were recognized, invited to conferences—and then there was everyone else. Since Standard-Bearer, anyone who works hard on behalf of the district can contribute. Participation is not based just on seniority and an inner circle. A call is put out and folks can choose to answer. I think of all the different teachers, including new ones, who have been to conferences. It's not a tenure thing. People are not "chosen." The extent of your involvement is up to you.*

Bob Coyne, former OTA president, recalls how little respect administrators formerly showed him as a high school teacher. In fact, Coyne embraced a legacy of hardball union tactics learned from his police officer and union negotiator father, because he saw no other way to get the attention of the administration around important issues of teaching and learning. Coyne contrasts former days with his current relationship with Superintendent Lukich: “We went from slamming the door on each other to patting one another on the back.”

A turning point in Coyne’s thinking about what might be possible between administration, school boards, and association leadership occurred in the spring of 2002 at a Schlechty Center Key Leaders Conference in Baltimore, Maryland. First, Coyne recalls that he had never been invited to attend a conference before with district administrators and school board members. Furthermore, he had never experienced conversations—both those formally a part of the conference and informally as part of the natural flow of discussion when people travel together—in which the district leaders cared about his reactions and ideas. He was accustomed to presenting positions, concerns, and grievances on behalf of the OTA to the district, but he had no experience in pursuing genuine discussion as the group did in Baltimore. Furthermore, the keynote guest speaker, Adam Urbanski, President of the Rochester Teachers Association and Director of the national Teacher Union Reform Network, had a profound impact on Coyne and others. Urbanski provided Coyne with a picture of what is possible when district leaders—superintendent, school board, and teacher leaders—choose to work together on behalf of the school district. Coyne admits that such a vision was one that he had, up to that conference, held no hope of realizing. “I started to believe this might work. Board members were there with us. The conference agenda was designed to bring us together.”

Coyne also recalls the difficulties he faced when he returned to the school district. Teachers were not immediately ready to imagine different kinds of relationships among the district administration, the teacher association, and the school board. “I had to convince teachers that I wasn’t being bought. Some of my colleagues thought I had become ‘too soft.’” Although Coyne is



no longer an officer in the OTA, the current OTA leadership refer to Coyne's work as critical in refashioning relationships within the school district; others in the Orange Key Leaders group all mention Coyne as someone who not only carries much of the history of the school district's culture—past and present—but who also is a leader who helped cause the culture to change.

Former school board member Keith recalls that same Baltimore conference from a different perspective. She had not looked forward to traveling and participating with Bob Coyne, who has since become a trusted colleague. She viewed him in 2002 as simply an aggressive, hard-headed union leader. But over the course of the conference Keith gained new insights into Coyne as a teacher, a leader, and a human being:

*Adam Urbanski talked about what unions could be. That began what we have become. We had defining discussions about what unions should look like. It was a great few days. Later, Bob Coyne stood up and spoke on behalf of what was possible and I never thought he would. We now have a better idea of what it can look like. We have a fragile structure that we have created.*

Marilyn Mauck, former OTA president, characterizes OTA's earlier relationship with the school administration as a "long walk across Chagrin Boulevard," the road separating the school campuses from the administration building. In truth the physical distance is a short stroll, but in practice the distance was lengthened by a history of disputes, distrust of both parties, and destructive definitions of roles which separated individuals and kept them from working together. Mauck recalls that personal battles between the OTA and the Orange administration led to some initial changes, but that ultimately, the redefinition of roles and relationships has led to changes so significant that she has had to ask herself, "Could this be real?" In discussing the 2005 negotiations, Mauck observes that the district demonstrated real compassion for teachers and sought their perspective. Mauck goes on to say, "It's not personal anymore." Today, Mauck confidently predicts that any problem at the heart of the district—concerning students or learning—will be solved and will best be addressed by teachers working with district office leaders and the school board.

In reflecting on the way the school board works with the district, Tom Bonda says:

*Now there's a sense that there's nothing we cannot fix by working together—this group of Key Leaders expects to find a solution for any problem or issue. We will ask—what's the best thing for this district, not about individuals or different groups.*

### **Future Orientation**

The processes, structures, and subsystems that Orange has built through collaborative effort indicate the likelihood that this school district is poised to address future challenges in healthy and creative ways. Key Leaders throughout the district are optimistic, though some express caution about being too congratulatory too soon, given their understanding of the complexity of social systems such as school districts. Cindy Eickhoff recognizes that ensuring that the district's culture runs deep is critical, ongoing work. She even says that there is a "fragile" quality to the changes the district has made. As she elaborates on the nature of such fragility, she discusses the importance of thinking about continuity of leadership, of ensuring that the next superintendent hired, the next director hired, and the next school board member elected will participate deeply in learning and understanding what the current Key Leaders believe, value, and have attempted to build into the organization. (Three of the school board's five members are new as of January, 2006, and Dr. Lukich is providing them an ongoing induction experience.) In looking toward the future of Orange Mark Haag recognizes both accomplishment and unfinished business:

*Yes, a lot of progress has been made and we, over the last couple of years, recognized this, but there is a certain amount of "it's fragile" and there's still a challenge there. While we're celebrating and recognizing progress we've made, there's still work ahead of us to keep the momentum going.*

Jim Ventura characterizes unfinished business from his vantage point as providing leadership development experiences for the middle management employees among the membership of OAPSE so that the "living contract" created through 2005 negotiations fulfills its promise to the membership. Dan Hansen talks of developing future leaders among Orange teachers, but he

also addresses the importance of the Orange Schools being a “Standard-Bearer” for other school districts. With more than a little of the idealism that marks a moral leader, Hansen talks about his responsibility to serve the district and his responsibility as part of the Orange leadership to provide a service to other districts with lessons about change and the value of undertaking this sometimes painful work.

The 2005 edition of *Pride*, a school district publication distributed throughout the community, gives some indication of what might be thought of as an organizational “disposition” to confront the brutal facts, a disposition which in this publication identifies some of the substance of future work. Lukich lists a series of questions that serve as recent challenges to this high-performing district:

- *How do we address the changing demographics of the district as reported by the most recent demographic studies?*
- *How do we support and improve achievement and learning for students from diverse ethnic and cultural backgrounds?*
- *How can we meet the needs and improve our program for middle level students at all grade levels?*
- *How can we better support our teaching staff through Induction, Evaluation and Goals process to improve instruction?*
- *How do we create a professional learning community and provide a more flexible building schedule to create time for teacher collaboration?*
- *How do we more directly involve our support staff—OAPSE and CESSA employees—in their search to improve the quality of their work and profession?*
- *How can we support the change needed on a building-by-building basis to meet the needs of elementary, middle school, and high school staff and students?*

In this front page article, a superintendent could just as well have listed the awards and honors earned and kept the challenges out of the public eye. The fact that Lukich chose not to do so is indicative of an *organizational disposition* marked by candor, self-appraisal, and relentless pursuit of quality. Lukich recognizes that important future work of the Orange Schools will proceed on the collaborative relationships built and supported by the school district. Some of that future work will be characterized by increased attention to using data about students, and by district support

for learning communities of teachers in every school addressing the changing needs and interests of students.

This district might have basked in the bounty of its favorable circumstances. Rather, the Orange Schools consciously chose a different course marked sometimes by individual hardship and organizational complications. The Orange Schools today have a newly developed strength as an organization—vigorous relationships between administrators, teachers, various union leaders, and school board. Such a cultural shift happens by design, not by accident. It happened in Orange because the leadership was strategic in setting a course for systemic change; its teachers were invited to be partners in leading that change; all union leaders became organizational resources, rather than organizational deficits; and the school board embraced its role as one dimension of a leadership team, working in concert with other key leaders in the school system.

## Appendix 9

### Leadership Elements

## ***Is There A Leader Among Your Colleagues?***

In an open memorandum. . ., Robert Townsend, author of *Further Up the Organization*, posed one question: . . . Do you have leaders in your company?

### **LEADER**

Carries water for people.

A Coach appealing to the best in each person; open door; problem-solver and advice-giver; cheerleader.

Thinks of ways to make people more productive, more focused on company goals; how to reward them.

Comfortable with people in their workplaces.

Wants anonymity for himself, publicity for his company.

Often takes the blame.

Gives credit to others.

Gives honest, frequent feedback.

Knows when and how to fire people.

Weeds the garden.

Goes where the trouble is to help.

Sees growth as by-product of search for excellence.

### **NON-LEADER**

Presides over the mess.

Invisible—gives orders to staff—expects them to be carried out.

Thinks of personal rewards, status, and how he or she looks to outsiders.

Uncomfortable with people.

The reverse.

Looks for a scapegoat.

Takes credit; complains about lack of good people.

Info flows one way—into his or her office.

Ducks unpleasant tasks.

Likes to get bigger and more complex.

Interrupts people in crisis and calls them to meeting in his or her office.

Sees growth as primary goal.

Has respect for all people.

Thinks blue collars and pink collars are lazy, incompetent ingrates.

Knows the business, and the kind of people who make it tick.

They've never met him or her.

Honest under pressure.

Improvises, equivocates.

Looks for controls to abolish.

Loves new controls.

Prefers eyeball to eyeball instead of memos.

Prefers memos, long reports.

Straightforward.

Tricky, manipulative.

Consistent and credible to the troops.

Unpredictable; says what he thinks they want to hear.

Admits own mistakes; comforts others when they admit them.

Never makes mistakes; blames others; starts witch hunts to identify culprits.

No policy manuals.

Policy manuals.

Openness.

Secrecy.

Little paperwork in planning.

Vast paperwork in planning.

No reserved parking place, private washroom, dining room or elevator.

Has them.

MBWA (manages by wandering around).

No MBWA.

Arrives early—stays late.

In late—usually leaves on time.

Common touch.

Strained with blue collars.

Good listener.

Good talker.

Simplistic on company values.

Good at demonstrating his command of all the complexities.

Available.

Fair.

Decisive.

Humble.

Tough—confronts nasty problems.

Persistent.

Simplifies (makes it look easy).

Tolerant of open disagreement.

Knows people's names.

Has strong convictions.

Does dog-work when necessary.

Trusts people.

Delegates whole important jobs.

Spends as little time as possible with outside directors, outside activities.

Promotes from within.

Keeps his promises.

Plain office.

Thinks there are at least two other people in the company who would be good CEO's.

Hard to reach from below.

Fair to the top; exploits the rest.

Uses committees, consultants.

Arrogant.

Elusive—the artful dodger.

Only when his own goodies are at stake.

Complicates (makes it look difficult).

Intolerant of open disagreement.

Doesn't know people's names.

Vacillates when a decision is needed.

Above dog-work.

Trusts only words and numbers on paper.

Keeps all final decisions.

Spends a lot of time massaging outside directors.

Always searching outside the company.

Doesn't.

Lavish office.

Number one priority is to make bloody sure no one remotely resembling a CEO gets on the payroll.



**Focused to the point of monomania on the company's values and objectives.**

**Unfocused except on self.**

**Company is No. 1.**

**Self is No. 1.**

**Sees mistakes as learning opportunities.**

**Sees mistakes as punishable offenses.**

**You now know more about leaders and leadership than all the combined graduate business schools in America.**

**Adapted from:**

**Peters, Tom, and Nancy Austin.(1985) A Passion for Excellence: The Leadership Difference. New York: Random House.**

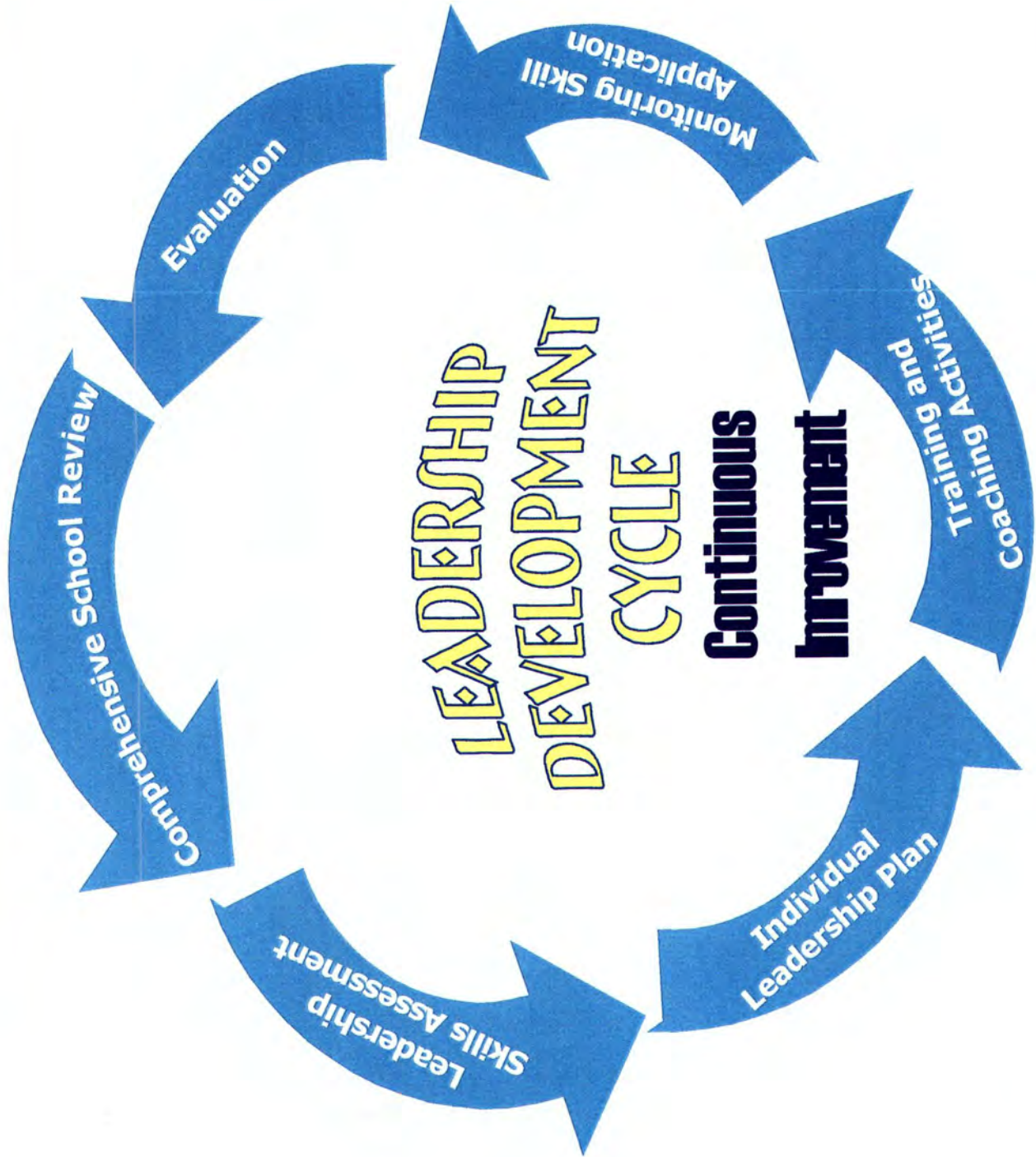
## WHAT LEADERS DO TO INSPIRE CHANGE

- They ensure that the change is guided by a well-articulated set of beliefs about:
  - √ the purpose of schools;
  - √ the ability of students to learn;
  - √ the factors that determine the opportunity to learn;
  - √ the role of the family and community in relation to students and in relation to schools;
  - √ the kind of society for which students are being prepared;
  - √ the focus of school activity;
  - √ the rules, roles, and relationships that should govern behavior within the school, between the school and the district office, between schools, and between the school and the larger community.
- They articulate the need for the intended change(s) in ways that are persuasive and compelling to others, especially to those whose support will be needed if the change is to be realized.
- They form a coalition of persons committed to the change and ensure that this coalition has the capacity to function as a team.
- They ensure that the membership of the guiding coalition represents sufficient position power, technical knowledge, leadership ability, and influence with involved interest groups to ensure persistent pursuit of the change agenda.
- They articulate—and encourage others to articulate—a vision of the organization and its future that is consistent with the beliefs espoused, that is compelling to the guiding coalition, and that has the potential of being compelling to others whose support will be needed to bring about the changes required to realize the vision.

- They listen to others regarding reactions to the vision presented and alter what they present based on feedback from key constituencies, or they clarify what is intended in ways that satisfy the concerns of these constituent groups.
- They cause discussions and dialogue to occur that are intended to ensure that each operating unit (e.g., department or school faculty) and each individual has clear sense of mission and that the mission they take on is consistent with the beliefs and vision that guide the overall effort.
- They ensure that the rules, roles, and relationships that guide behavior in the systems they lead are consistent with the beliefs and vision toward which the changes are directed.
- They provide for the induction of new recruits to the organization, including ensuring that those who are new to the system are systematically instructed in the nature of the beliefs and vision that guide the system as well as in the particular mission of the unit to which they are assigned. In addition, they ensure that this instruction occurs in ways that are calculated to inspire the greatest level of commitment and the highest level of performance. (Change leaders have little tolerance for *pro forma* orientation sessions and bland staff development activity.)
- They provide periodic opportunities to engage in rites and rituals that celebrate and reaffirm commitments to beliefs and visions and that identify, honor, and reward persons who have behaved in exemplary ways with regard to those beliefs.

## Appendix 10

### Leadership Development Components



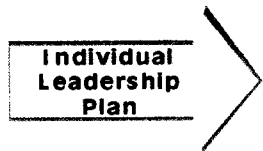
**Specific implementation strategies include:**

### ASSESSMENT

During the assessment phase various diagnostic procedures and activities will analyze specific skills, abilities and competencies of district principals and emerging leaders related to leadership for highly effective schools. The process will include a comprehensive analysis of leadership dimensions associated with identified school-specific indicators of effectiveness. A comprehensive review of student performance data and other relevant artifacts, observation of teaching, learning and assessment practices, a review of student work and stakeholder interviews will be completed. The data will be used to develop a school effectiveness profile. Areas of strength and growth for a particular school will be correlated with leadership dimensions. Effective principal leadership practices and management skills needed to facilitate school improvement in growth areas will then be identified. Principals will acquire and/or refine these leadership competencies by participating in various training and coaching activities. An increase of instructional leadership capacity will enable principals to become leaders of collaborative learning communities where continuous improvement towards school excellence persists.



The assessment process will be completed by diagnostic review teams comprised of district staff, lead principals, teachers, university personnel and consultants. Each team will be assigned a specialist capable of completing a comprehensive review of an effective school leadership dimension based on specific criteria. The effective school leadership dimensions include: **Student Performance, Strategic Planning, Learning Environment, High Standards and a Challenging Curriculum, Interactive Teaching and Learning and Stakeholder Engagement.** The team will review school data and artifacts, observe teaching and learning activities, review alignment of instruction, curriculum and assessment, observe school operations, and interview stakeholders. Each team member will provide information relevant to effective school leadership dimensions resulting in a school effectiveness profile. This profile will identify strength and growth areas and the leadership skills necessary for school improvement. A *Leadership Development Plan* will then be developed for that school's principal and/or administrative team.



The *Leadership Development Plan* will include school effectiveness indicators for growth as well as related leadership competencies. A specific plan of training and coaching activities will then be implemented. The principal will participate in individual and cohort group activities designed to provide practice related to identified competencies, under the direction of a lead principal. The lead principal will serve as a teacher/coach/mentor throughout this process. Mastery of the competencies will be identified through the employee performance appraisal process.



Each principal will complete a professional portfolio. This portfolio will consist of a transcript of training and coaching activities, validation of successfully completed competency-based activities, school artifact data to demonstrate successful use of acquired skills to improve school effectiveness and professional growth experiences such as presentations, district committees, awards and recognition, research, continuing education, etc.



**Appendix 11**

**Recruitment and Retention Realities  
For  
Oakland Schools**



## Recruitment and Retention Realities in Oakland Unified School District



**IMPERATIVE:** A high quality, effective teacher in every classroom for the start of the school year and throughout the school year



### NEED:

- To develop a teaching force that is representative of our student demographics
- To develop a teaching force with a high level of cultural competency and resilience



### LEGAL REQUIREMENTS

- All classrooms are staffed with permanent teachers (Ed Code 35186 (f)(3) (h)(2) and (h)(3))
- All teachers are fully credentialed (Ed Code 44013)
- All teachers are Highly Qualified (Title II)

### THE OUSD REALITY - WE CONFRONT:

#### Recruitment Challenges

- Competition with Greater Bay Area districts that pay more
- Delayed hiring timeline (budgeting process and contractual obligations)
- Short supply of graduates of color from Teacher Preparation Programs
- National shortage of Math, Science, and Special Education teachers
- Negative perceptions of Oakland



#### Retention Challenges

- High teacher turnover within the first five years
- Insufficient support for new teachers, particularly in their first year
- High stakes testing disproportionately impacts teachers of color
- For new teachers, school enrollment fluctuations result in high degree of disruptive dislocation from school of choice and reassignment based on available vacancies



## Recruitment Strategies Employed by OUSD Human Resources



### LOCAL UNIVERSITY PARTNERING

- Attend recruitment events
  - Conduct interviews
  - Credential class presentations
  - OUSD informational sessions
  - Facilitate candidate visits to OUSD schools
- Stanford
  - Cal State East Bay
  - Mills
  - San Francisco State
  - Holy Names
  - University of San Francisco
  - UC Berkeley
  - Brandman
  - Alliant
  - Patten
  - Sacramento State
  - Chico State



### DIVERSITY RECRUITMENT

- Teach Tomorrow in Oakland—OUSD’s internal diversity pipeline—recruit and retain local diverse candidates
  - Marketing and outreach to *Historically Black Colleges and Universities* and Hispanic-serving Institutions of higher education
  - Talent Recruiters visit, recruit and interview at the following schools . . .
- Spelman
  - Clark
  - Morehouse
  - Xavier
  - Dillard
  - Quinn
  - Fresno State
  - Fresno State
  - Howard
  - Hampton
  - Whittier
  - Tulane
  - New Orleans University
  - San Diego State
  - UC Santa Cruz
  - CSU: Monterey, Northridge, San Bernardino, Stanislaus, San Marcos and Fullerton campuses



### TEACHER RESIDENCY/STUDENT TEACHER PIPELINE

- Partner with Mills College to implement teacher residency program focused on math and science teachers
- Partner with Mills College and Cal State East Bay to place more student teachers & recruit and retain most effective student teachers

### TEACH FOR AMERICA

- Recruit for hard-to-staff subject areas like math, science, and Special Education
- Recruit experienced TFA alumni teachers



### MARKETING

- Website, affinity group networks, print and social media
    - California Association for Bilingual Education
    - Teachers of Color
    - California Association of School Business Officials
    - Idealist.org
- LinkedIn
  - JOB Board
  - University job boards
  - diversityjobs.com
  - Oakland Post
  - El Mundo
  - Oakland Tribune
  - Facebook
  - Craigslist
  - EdCal
  - Edupreneurs
  - Education Pioneers



### EARLY HIRING AND OVER-HIRING

- Currently interviewing candidates and offering OUSD contracts for 2015-16
- Hiring a pool of surplus teachers for late vacancies

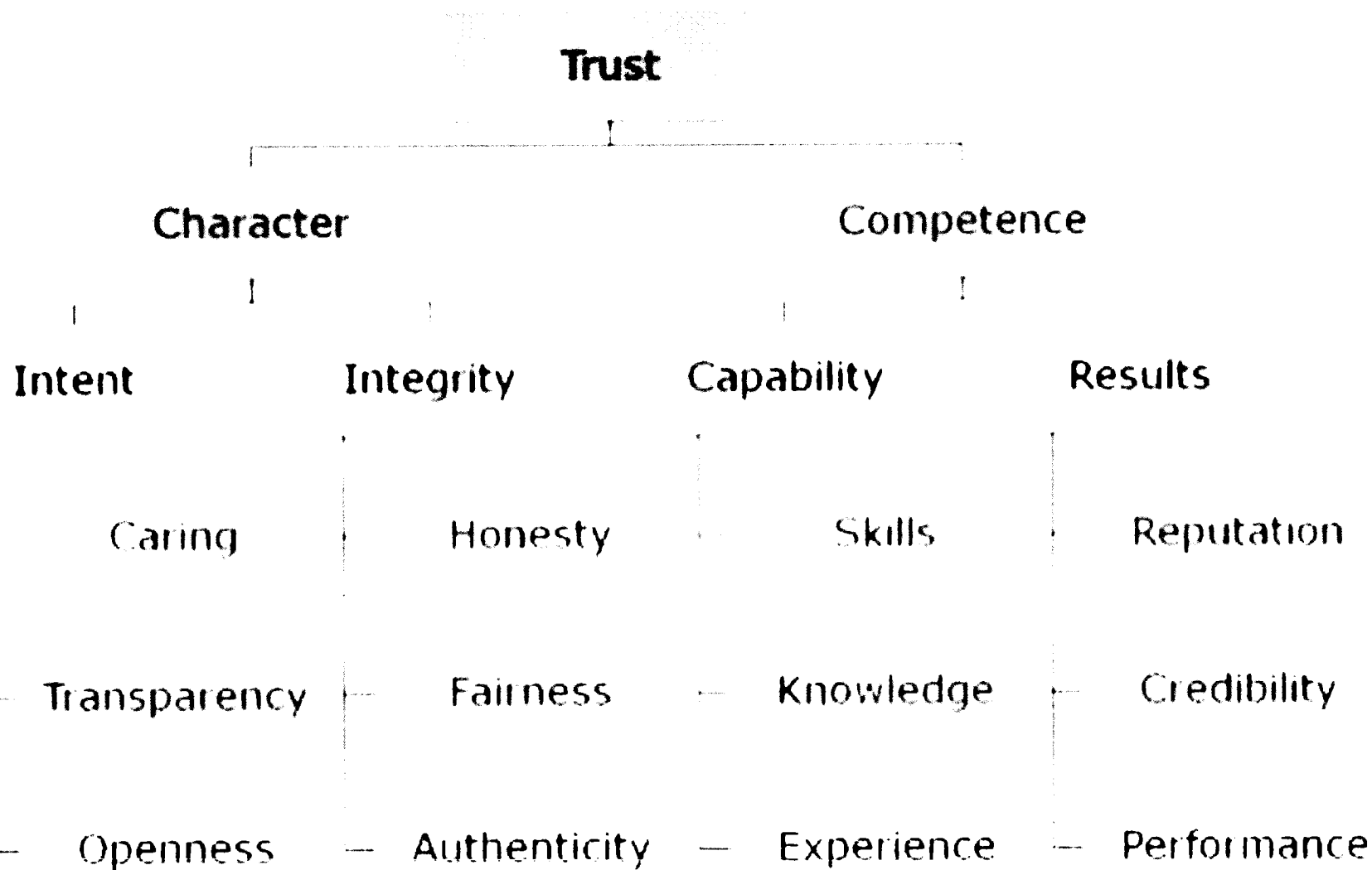
### POSSIBLE FUTURE STRATEGIES

- Early hiring and over-hiring for schools with high turnover
- Signing bonuses for hard to staff subject areas

Appendix 12

Trust



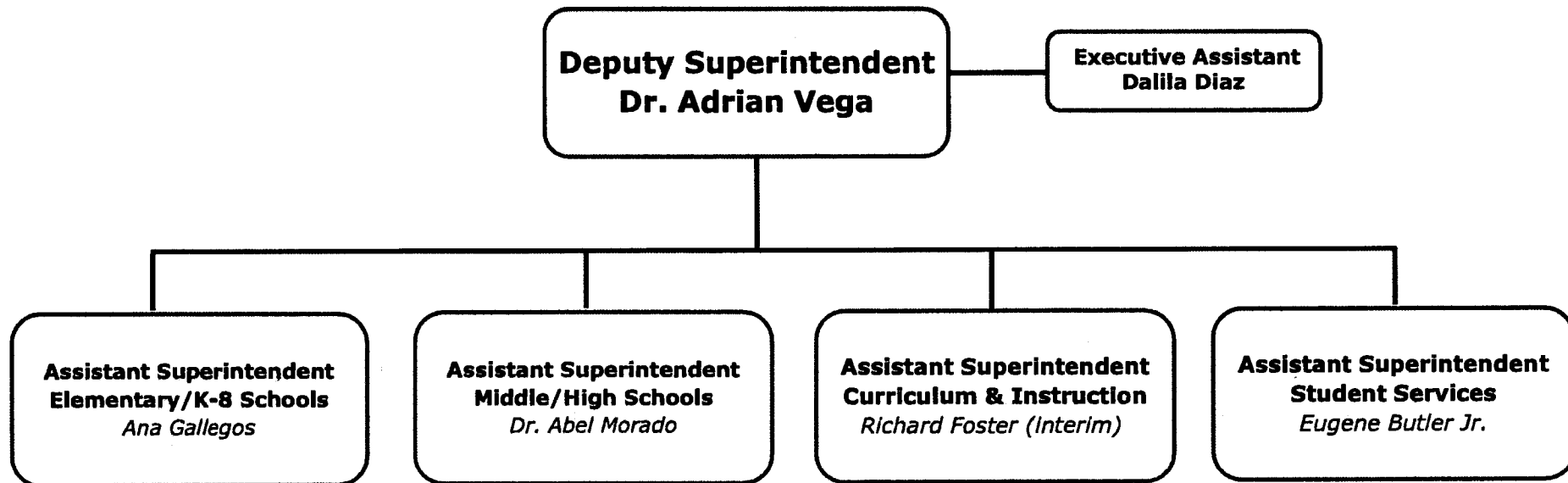


## Appendix 13

### Test Data

**TUSD  
ORGANIZATIONAL CHART**

# Teaching & Learning Org Chart SY 2015-2016

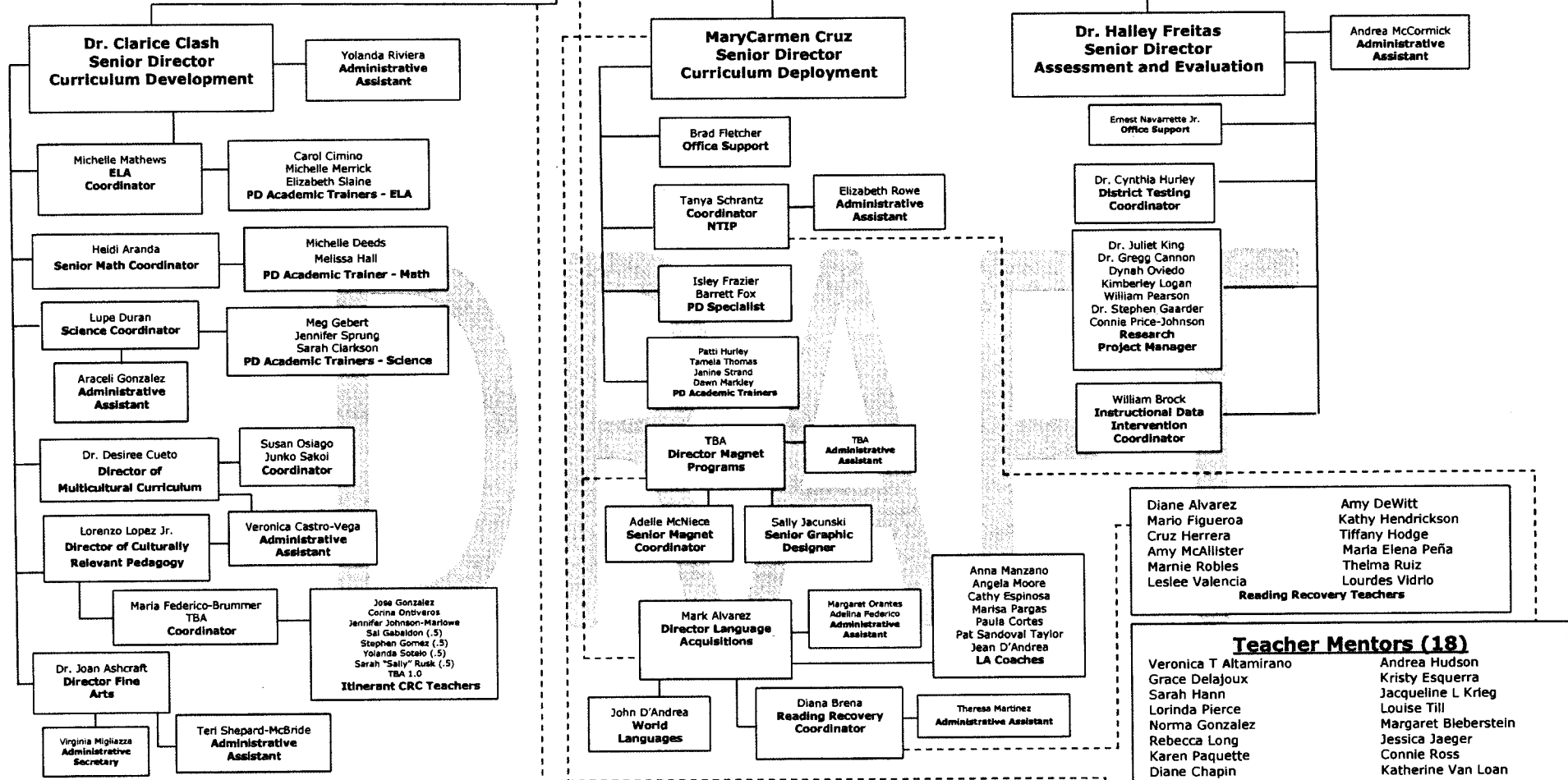




# Curriculum and Instruction Organizational Flow Chart SY 15-16

**Richard Foster**  
Interim Assistant Superintendent  
Curriculum and Instruction

**Irma I. Woodward**  
Executive Assistant



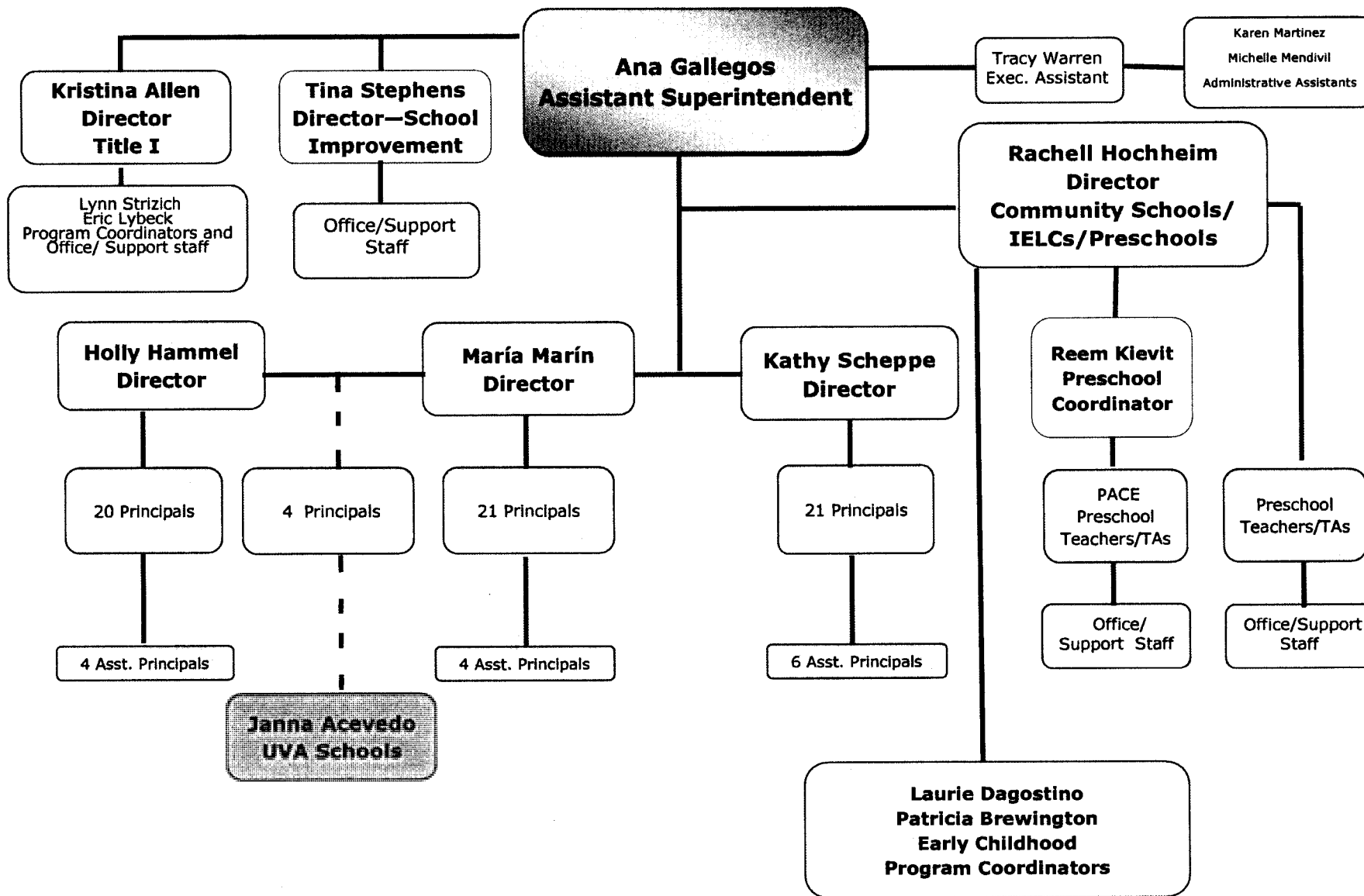
### Learning Support Coordinators

- |  |                                  |   |                                |
|--|----------------------------------|---|--------------------------------|
| Grace Delajoux (Blenman/Wright)        | Phyllis Cowman (Bonillas/Dodge)  | Elizabeth Rodriguez-Quilhas (White/Johnson) | Lacey Grijalva (Hollinger)     |
| TBA (Robison)                          | Dustin Knippen (Secrist)         | Mercedes Vella (Davis/Maldonado)            | Jan Milligan (Sewell)          |
| John Fiene (Drachman/Oyama)            | Trisha Gerhard (Erickson)        | Debra Romancho (Gale PT)                    | Ilsa Bednar (Myers/Howell)     |
| Joshua Payne (Sahuaro)                 | Roxanna Rivera Pelton (Ford PT)  | Evan Worthington (Whitmore)                 | Carol Thomas (Lawrence)        |
| Lynne Speight-Clark (Tully/Lineweaver) | Pat Ojeda (Banks/Manzo)          | Gail Masi (Miller)                          | Tammy Hille (Sabino)           |
| Liz Hoover (Mission View)              | TBA (Maxwell)                    | Sonya Arvayo (McCorkle)                     | Kira Moore-Rendon (Ochoa)      |
| Keilin Lovegreen (Booth-Fickett)       | Dale Lopez (Roskruge)            | TBA (Miles/Meredith)                        | Josephine King (Doolen)        |
| Andrea Valenzuela (Tucson)             | Sofia Udner (Hudlow)             | Justin Freitag (Safford)                    | Kimberly McNally (Wheeler)     |
| John Howe (Pueblo)                     | Kathryn Gunnel (Rincon)          | Nina Hickman (Carrillo/Pueblo Gardens)      | Julie Mejia (Vail)             |
| Lance Hughes (Palo Verde)              | Maria Abalos (Cholla)            | Daniel Sanchez (Grijalva)                   | Doralee Quintero (Mansfeld)    |
| Denise Murphy (Borman/Soleng Tom)      | Guadalupe Perez (Roberts/Naylor) | Marcia Wolf (Rose)                          | Kristen Huigens (Utterback)    |
| Amy Horton (Davidson)                  | Murray Jackson (Dietz)           | Julie Shivanonda (Gridley)                  | Ruth Nicol (Borton/Robins)     |
| Alicia Vaughn (Magee)                  | John Arroyo (Cragin/Cavett)      | Teresa Sonlietner (Holladay)                | Andrew Kent (Kellond)          |
| Christine Meyer (Bloom/Dunham)         | Ruth Otley (Hughes)              | Dave Overstreet (Steele)                    | Rosalinda Rodriguez (Pistor)   |
| Luis Blanco (Santa Rita)               | Jacqueline Lynch (Valencia)      | John Utne (Lynn)                            | Andrea Evan (Tolson)           |
| Stacy Gist (Vesey)                     | Jodi Hekter (Warren)             | Wanda Buhannan (Catalina)                   | Natasha Arvayo (Tucson)        |
| TBA (Marshall)                         | TBA (Henry)                      | Robert Garcia (Van Buskirk)                 | Bernadette Boschert (ALT SUSP) |

### Curriculum Service Providers (22)

- |                                     |                         |
|-------------------------------------|-------------------------|
| Sandy Jo Herfkens (Mission View)    | Aide Silva (Manzo)      |
| Karolyn Williams (Hudlow)           | Karen Evans (Valencia)  |
| Kathryn Chavez (Safford)            | Kristin Enger (Lynn)    |
| Janelle Odom (Lawrence)             | Erica Kane (Doolen)     |
| Karen Martinez (Booth-Fickett)      | TBA (Catalina)          |
| Cheryl Dow (Palo Verde)             | Ruth Parker (Vail)      |
| Christiane Henning (Fruchtendler.5) | Kristine Ramos (Pistor) |
| Victoria Barajas (Utterback)        | Emily Walls (Banks)     |
| Summer Pisciotta (Roberts/Naylor)   | Patricia Ross (TAPP)    |
| Robbie Ramirez (Maldonado)          |                         |
| TBA (Collier .5)                    |                         |
| Kim Comey (Roeberts/Naylor)         |                         |
| Xavier Basurto (Van Buskirk)        |                         |

# Elementary/K-8 Leadership Organizational Chart



TUSD QUARTERLY

## Breakdown of AIMS 2013-14 AIMS Percent Mastery by Grade and Ethnicity

Ethnicity	3rd Reading		4th Reading		5th Reading		6th Reading		7th Reading		8th Reading		10th Reading		11th Reading		12th Reading	
	Percent Mastery	N	Percent Mastery	N	Percent Mastery	N	Percent Mastery	N	Percent Mastery	N	Percent Mastery	N	Percent Mastery	N	Percent Mastery	N	Percent Mastery	N
White	77	788	79	823	83	707	80	681	86	696	72	681	88	858	53	58	22	32
African American	61	159	59	158	62	169	64	214	74	172	45	210	76	207	40	42	18	28
Hispanic/Latino	74	2,158	68	2,366	74	2,433	71	2,210	81	2,225	56	2,303	83	1,897	34	210	31	106
Native American	56	160	57	175	60	147	64	137	75	146	43	143	69	90	29	14	18	11
Asian PI	86	56	68	60	84	50	80	54	90	71	61	67	86	86	38	24	18	11
Multi-Racial	75	142	78	138	86	139	78	120	80	93	60	114	83	125	78	9	33	3
Total	73	3,463	70	3,720	75	3,645	73	3,416	82	3,403	58	3,518	83	3,263	39	357	26	191
	3rd Math		4th Math		5th Math		6th Math		7th Math		8th Math		10th Math		11th Math		12th Math	
MATH	Percent Mastery	N	Percent Mastery	N	Percent Mastery	N	Percent Mastery	N	Percent Mastery	N	Percent Mastery	N	Percent Mastery	N	Percent Mastery	N	Percent Mastery	N
White	70	778	67	824	66	707	55	681	64	695	59	681	68	848	26	163	17	120
African American	47	158	41	158	45	169	36	214	35	171	27	210	40	208	23	88	19	57
Hispanic/Latino	62	2,144	52	2,364	54	2,433	43	2,211	49	2,224	40	2,302	50	1,881	21	648	17	380
Native American	47	160	43	175	35	147	28	137	36	146	25	143	33	89	15	34	20	25
Asian PI	76	55	60	60	70	50	63	54	72	71	67	67	75	83	26	31	38	16
Multi-Racial	63	142	58	138	63	139	52	120	55	93	50	113	68	127	33	27	0	5
Total	63	3,437	55	3,719	56	3,645	45	3,417	52	3,400	43	3,516	55	3,236	23	991	17	603



\* = less than 4 African American students took the AIMS test

		White	African Amer.	Hispanic/Latino	Native Amer.	Asian Amer.	Multi-Racial	Total	% Diff bet AA and Total		White	African Amer.	Hispanic/Latino	Native Amer.	Asian Amer.	Multi-Racial
Dietz	Reading	69	35	61	33	50	59	61	-26	Math	56	41	40	0	50	59
	N	62	17	113	3	2	17	214		N	62	17	113	3	2	17
Hollinger	Reading	50	0	60	53	0	100	59	0*	Math	63	0	43	7	0	100
	N	8	0	279	15	0	1	303		N	8	0	278	15	0	1
Lawrence	Reading	67	67	62	50	0	71	56	0*	Math	56	33	43	28	0	43
	N	9	3	167	195	0	7	381		N	9	3	167	195	0	7
Miles	Reading	80	57	68	80	75	80	74	-17	Math	62	29	47	20	75	70
	N	84	7	95	5	4	10	205		N	84	7	95	5	4	10
Pueblo Gard	Reading	38	71	69	33	86	50	67	4	Math	25	43	41	33	71	25
	N	8	7	207	6	7	4	239		N	8	7	207	6	7	4
Robins	Reading	84	77	76	60	88	80	77	0	Math	67	69	50	20	75	70
	N	55	13	247	5	8	10	338		N	55	13	247	5	8	10
Rose	Reading	80	0	78	0	0	100	78	0*	Math	80	0	71	100	0	100
	N	5	0	400	1	0	1	407		N	5	0	400	1	0	1
Fickett	Reading	79	58	72	87	85	73	73	-15	Math	61	29	46	47	77	43
	N	257	101	572	15	26	44	1,015		N	257	101	572	15	26	44
M.Maxwell	Reading	86	82	74	63	0	75	75	7	Math	71	73	54	25	0	38
	N	7	11	190	8	0	8	224		N	7	11	190	8	0	8
McCorkle	Reading	75	80	72	88	67	100	72	8	Math	50	60	50	65	67	100
	N	20	5	451	17	3	2	498		N	20	5	449	17	3	2
Roberts Nayl	Reading	79	53	69	62	56	67	67	-14	Math	63	44	53	46	33	56
	N	43	57	258	13	9	9	389		N	43	57	258	13	9	9
Safford	Reading	86	68	70	53	100	80	69	-1	Math	62	35	42	22	100	27
	N	50	40	550	76	2	15	733		N	50	40	551	76	2	15
Roskruge	Reading	76	78	80	63	50	71	78	0	Math	65	56	54	37	50	43
	N	17	9	444	43	2	7	522		N	17	9	444	43	2	7



## MS AIMS 2013-14 Breakdown by Ethnicity for All Grades by School

* = less than 4 African American students took the AIMS test																		
		White	African Amer.	Hispanic/Latino	Native Amer.	Asian Amer.	Multi-Racial	Total	% Diff bet AA and Total		White	African Amer.	Hispanic/Latino	Native Amer.	Asian Amer.	Multi-Racial	Total	% Diff bet AA and Total
Dodge	Reading	95	75	90	100	91	89	90	-15	Math	81	50	77	0	91	83	77	-27
	N	93	16	267	2	11	18	407		N	93	16	267	2	11	18	407	
Doolen	Reading	78	56	66	75	70	74	69	-13	Math	65	28	44	45	62	63	50	-22
	N	232	87	346	20	47	38	770		N	231	86	346	20	47	38	768	
Gridley	Reading	81	57	72	83	86	81	77	-20	Math	62	27	46	83	68	53	54	-27
	N	372	30	250	6	22	43	723		N	372	30	250	6	22	43	723	
Magee	Reading	80	56	74	86	100	74	76	-20	Math	60	30	45	29	62	45	51	-21
	N	286	50	242	7	13	31	629		N	286	50	242	7	13	31	629	
Mansfeld	Reading	86	64	69	55	89	62	70	-6	Math	73	40	46	20	89	54	48	-8
	N	70	42	627	20	9	13	781		N	70	42	627	20	9	13	781	
Pistor	Reading	81	81	74	65	100	93	74	7	Math	65	56	50	30	67	93	50	6
	N	62	16	767	43	3	14	905		N	62	16	767	43	3	14	905	
Secrist	Reading	69	56	70	60	78	70	68	-12	Math	43	29	34	60	83	50	39	-10
	N	215	63	291	5	18	50	642		N	215	63	291	5	18	50	642	
Utterback	Reading	69	63	60	68	100	27	61	2	Math	41	22	33	32	0	9	32	-10
	N	39	54	501	25	1	11	631		N	39	54	501	25	1	11	631	
Vail	Reading	81	60	66	62	68	67	71	-11	Math	67	42	51	33	68	63	56	-14
	N	215	45	311	21	22	33	647		N	215	45	311	21	22	32	646	
Valencia	Reading	76	58	60	49	33	57	60	-2	Math	41	11	30	16	44	29	30	-19
	N	70	19	778	61	9	7	944		N	70	19	778	61	9	7	944	



## HS AIMS 2013-14 Breakdown by Ethnicity for All Grades by School

\* = less than 4 African American students took the AIMS test

		White	African Amer.	Hispanic / Latino	Native Amer.	Asian Amer.	Multi-Racial	Total	% Diff bet AA and Total		White	African Amer.	Hispani c/ Latino	Native Amer.	Asian Amer.	Multi-Racial	Total
Catalina	Reading	62	37	65	78	47	100	59	-22	Math	24	29	40	10	33	44	33
	N	53	43	95	9	34	11	245		N	70	55	136	10	40	16	327
Cholla	Reading	69	70	70	44	100	86	68	2	Math	23	32	32	28	100	56	32
	N	32	20	365	34	2	7	460		N	52	22	471	40	3	9	597
Palo Verde	Reading	70	59	72	75	100	62	68	-9	Math	51	33	43	50	100	57	44
	N	69	49	105	4	1	13	241		N	81	58	134	4	1	14	292
Pueblo	Reading	76	83	70	58	0	50	70	13	Math	13	22	31	8	0	0	29
	N	17	6	360	19	1	4	407		N	23	9	490	25	1	3	551
Rincon	Reading	73	63	70	50	35	76	68	-5	Math	52	25	39	60	38	50	41
	N	71	38	183	4	23	17	336		N	92	44	215	5	24	18	398
Sabino	Reading	96	100	99	50	100	85	96	0*	Math	81	75	66	50	33	71	74
	N	147	4	80	2	3	13	249		N	155	4	92	2	3	14	270
Sahuaro	Reading	88	82	85	83	100	94	87	-5	Math	56	33	52	63	89	74	54
	N	207	33	164	6	11	17	438		N	241	39	191	8	9	19	507
Santa Rita	Reading	76	77	60	33	67	73	69	+8	Math	39	24	16	0	22	47	28
	N	93	22	96	3	6	15	235		N	125	33	131	2	9	17	317
Tucson	Reading	89	72	82	68	100	77	82	-10	Math	66	43	43	28	100	67	46
	N	125	50	640	25	12	22	874		N	143	68	867	39	12	27	1,156
University	Reading	100	100	100	100	100	100	100	0*	Math	99	100	100	100	100	100	100
	N	112	4	75	2	27	16	236		N	112	4	75	2	27	16	236



ES AIMS 2013-14 Breakdown by Ethnicity for All Grades by School																			
* = less than 4 African American students took the AIMS test																			
		White	African Amer.	Hispanic/Latino	Native Amer.	Asian Amer.	Multi-Racial	Total	% Diff bet AA and Total		White	African Amer.	Hispanic/Latino	Native Amer.	Asian Amer.	Multi-Racial	Total	% Diff bet AA and Total	
Banks	Reading	83	100	70	0	100	100	75	0*	Math	58	67	59	0	100	0	59	0*	
	N	52	3	109	0	2	1	167		N	52	3	109	0	2	1	167		
Blenman	Reading	67	55	72	100	50	69	68	-13	Math	53	41	49	75	25	31	48	-7	
	N	45	22	99	4	8	13	191		N	45	22	99	4	8	13	191		
Bloom	Reading	79	47	69	80	75	75	72	-25	Math	62	33	57	60	50	50	56	-23	
	N	63	15	58	5	4	12	157		N	63	15	58	5	4	12	157		
Bonillas	Reading	89	50	73	50	100	78	75	-25	Math	86	67	57	0	50	33	60	7	
	N	28	6	143	2	2	9	190		N	28	6	143	2	2	9	190		
Borman	Reading	89	82	83	100	60	100	87	-5	Math	80	82	73	50	80	86	78	4	
	N	95	11	48	2	5	14	175		N	95	11	48	2	5	14	175		
Borton	Reading	97	54	63	33	100	92	70	-16	Math	89	31	48	11	100	75	55	-24	
	N	35	13	112	9	3	12	184		N	35	13	112	9	3	12	184		
Carrillo	Reading	88	83	84	75	0	100	84	-1	Math	88	50	75	50	0	100	74	-24	
	N	8	6	137	4	0	1	156		N	8	6	137	4	0	1	156		
Cavett	Reading	75	43	55	75	0	100	56	-13	Math	50	29	39	75	0	0	40	-11	
	N	4	7	104	4	0	1	120		N	4	7	104	4	0	1	120		
Collier	Reading	81	33	73	0	100	100	79	0*	Math	62	0	67	0	67	100	64	0*	
	N	68	3	30	1	3	10	115		N	68	3	30	1	3	10	115		

	N	69		32	2	2	5				N	69		32	2	2	5		
Cragin	Reading	29%		20%	25%	0%	43%	0%	-9%		Math	34%		27%	33%	100%	29%	-5%	-7%
	N	41		70	6	1	7				N	41		70	6	1	7		
Davidson	Reading	25%		21%	0%	0%	0%	2%	-4%		Math	19%		16%	20%	25%	17%	8%	-3%
	N	32		70	5	8	6				N	32		70	5	8	6		
Davis	Reading	87%		37%	0%		14%	-47%	-50%		Math	87%		34%	0%		14%	-47%	-53%
	N	15		151	3		7				N	15		151	3		7		
Drachman	Reading	50%		53%	63%		100%	14%	3%		Math	50%		58%	50%		100%	21%	8%
	N	6		106	8		1				N	6		106	8		1		
Dunham	Reading	29%		35%			25%	-15%	6%		Math	17%		35%			25%	-3%	18%
	N	52		49			4				N	52		49			4		
Erickson	Reading	30%		18%	0%	0%	23%	-11%	-12%		Math	38%		18%	0%	50%	8%	-24%	-20%
	N	76		116	6	6	13				N	76		116	6	6	13		
Ford	Reading	31%		31%		33%	36%	5%	0%		Math	29%		34%		33%	27%	-8%	5%
	N	66		68		3	11				N	66		68		3	11		
Fruchthendl	Reading	58%		53%	0%	50%	75%	-25%	-5%		Math	72%		58%	0%	50%	63%	-28%	-14%
	N	101		40	2	2	8				N	101		40	2	2	8		
Gale	Reading	56%		43%		100%	50%	-11%	-13%		Math	42%		31%		100%	42%	-15%	-11%
	N	125		51		2	12				N	125		51		2	12		
Grijalva	Reading	20%		14%	7%	0%	38%	-20%	-6%		Math	7%		17%	7%	50%	13%	-7%	10%
	N	15		277	14	2	8				N	15		277	14	2	8		
Henry	Reading	33%		19%	0%	67%	27%	-20%	-14%		Math	41%		28%	0%	67%	27%	-21%	-13%
	N	86		79	1	3	11				N	86		79	1	3	11		
Holladay	Reading	40%		14%	0%		0%	0%	-26%		Math	30%		10%	0%		0%	-3%	-20%



	N	10	15	79	3		5				N	10	15	79	3		5		
Howell	Reading	29%	30%	23%	0%	0%	14%	1%	-6%		Math	41%	38%	32%	13%	50%	14%	-3%	-9%
	N	41	21	78	15	4	7				N	41	21	78	15	4	7		
Hudlow	Reading	27%	20%	23%	0%	20%	33%	-7%	-4%		Math	31%	40%	19%	0%	40%	67%	9%	-12%
	N	52	10	52	2	5	3				N	52	10	52	2	5	3		
Hughes	Reading	83%	44%	63%	100%	10%	50%	-39%	-20%		Math	76%	44%	54%	100%	70%	58%	-32%	-22%
	N	80	9	76	2	10	12				N	80	9	76	2	10	12		
Kellond	Reading	52%	65%	42%	0%	100%	52%	13%	-10%		Math	48%	39%	39%	0%	100%	44%	-9%	-9%
	N	130	23	112	5	4	25				N	130	23	112	5	4	25		
Lineweaver	Reading	73%	35%	42%	67%	100%	64%	-38%	-31%		Math	65%	42%	42%	67%	67%	68%	-23%	-23%
	N	122	24	135	3	3	22				N	122	24	135	3	3	22		
Lynn	Reading	20%	0%	18%	11%		67%		-2%		Math	20%	0%	20%	33%		33%		0%
	N	5	1*	220	9		3				N	5	1*	220	9		3		
Maldonado	Reading	8%	29%	15%	17%		50%	21%	7%		Math	25%	29%	15%	12%		50%	4%	-10%
	N	12	7	138	18		4				N	12	7	138	18		4		
Manzo	Reading	17%	100%	33%	56%	0%			16%		Math	33%	100%	27%	67%	33%			-6%
	N	6	1*	101	9	3					N	6	1*	101	9	3			
Marshall	Reading	25%	13%	24%	0%	50%	43%	-12%	-1%		Math	24%	13%	19%	0%	50%	29%	-11%	-5%
	N	51	15	42	2	6	7				N	51	15	42	2	6	7		
Miller	Reading	29%	8%	16%	14%	100%	60%	-21%	-13%		Math	33%	8%	23%	14%	100%	60%	-25%	-10%
	N	21	12	247	21	1	5				N	21	12	247	21	1	5		
Mission View	Reading		25%	36%	11%		0%				Math		25%	45%	0%		0%		
	N	*	4	84	9		2				N	*	4	84	9		2		
Myers	Reading	19%	6%	20%	0%	25%	0%	-13%	1%		Math	19%	8%	19%	0%	25%	0%	-11%	0%

	N	16		109	4	4	3			N	16		109	4	4	3				
Ochoa	Reading	0%		8%	15%	0%	0%			Math	100%		8%	23%	0%	0%			-92%	
	N	1*		85	13	1	2			N	1*		85	13	1	2				
Oyama	Reading	27%		16%	17%			3%	-11%	Math	36%		24%	33%					-27%	-12%
	N	11		127	12					N	11		127	12						
Robison	Reading	13%		15%		0%	22%	4%	2%	Math	27%		19%		33%	33%			-10%	-8%
	N	15		138		3	9			N	15		138		3	9				
Sewell	Reading	43%		32%	0%	29%	17%	-21%	-11%	Math	44%		19%	0%	14%	0%			-22%	-25%
	N	36		73	2	7	6			N	36		73	2	7	6				
Soleng Tom	Reading	71%		49%	0%	40%	67%	-24%	-22%	Math	67%		36%	100%	60%	67%			-25%	-31%
	N	103		76	1	5	9			N	103		76	1	5	9				
Steele	Reading	27%		24%	0%	20%	20%	-11%	-3%	Math	24%		13%	0%	20%	20%			-8%	-11%
	N	70		63	2	10	10			N	70		63	2	10	10				
Tolson	Reading	36%		18%	0%		33%	-16%	-18%	Math	23%		17%	17%		33%			-23%	-6%
	N	14		148	6		6			N	14		148	6		6				
Tully	Reading	44%		20%	0%	0%		-24%	-24%	Math	33%		28%	33%	0%				-17%	-5%
	N	9		127	9	2				N	9		127	9	2					
Van Buskirk	Reading	25%		32%	40%	0%	0%	8%	7%	Math	25%		40%	30%	0%	0%			-25%	15%
	N	4		146	10	1	2			N	4		146	10	1	2				
Vesey	Reading	36%		20%	10%	50%	0%	10%	-16%	Math	33%		23%	14%	50%	0%	13%			-10%
	N	45		244	29	2	4			N	45		244	29	2	4				
Warren	Reading	27%		30%	13%		0%	-7%	3%	Math	18%		31%	33%		0%	2%			13%
	N	11		90	15		1			N	11		90	15		1				
Wheeler	Reading	27%		24%	0%	0%	40%	-4%	-3%	Math	44%		29%	0%	0%	60%			-24%	-15%



	N	59		83	5	2	5				N	59		83	5	2	5		
White	Reading	52%		38%	35%	25%	33%	-12%	-14%		Math	52%		42%	26%	25%	33%	-2%	-10%
	N	33		303	23	4	3				N	33		303	23	4	3		
Whitmore	Reading	49%		33%	0%	25%	83%	-38%	-16%		Math	39%		33%	0%	50%	17%	-13%	-6%
	N	49		83	1	8	6				N	49		83	1	8	6		
Wright	Reading	28%		28%	25%	13%	22%	-6%	0%		Math	28%		24%	25%	20%	11%	-9%	-4%
	N	36		83	4	15	9				N	36		83	4	15	9		

DATA

2014-15



### ES AzMERIT 2014-15 Percent Proficient Breakdown by Ethnicity for All Grades by School- USP Ethnicity

Scores highlighted in Yellow indicate a disparity greater than 10% between White Students and African American or Hispanic Students

\* = less than 4 students: too small to make a determination

		White	African Amer.	Hispanic / Latino	Native Amer.	Asian Amer.	Multi-Racial	% Diff bet White & AA	% Diff bet White and Hisp		White	African Amer.	Hispani c/ Latino	Native Amer.	Asian Amer.	Multi-Racial	% Diff bet White & AA	% Diff bet White and Hisp
Banks	Reading	49%		21%	0%	0%	100%	-49%	-28%	Math	29%		34%	0%	100%	100%	-29%	5%
	N	45		116	1	1	1			N	45		116	1	1	1		
Blenman	Reading	28%		23%	24%	25%	0%	10%	-5%	Math	20%		31%	0%	32%	0%	3%	11%
	N	41		88	4	19	4			N	41		88	4	19	4		
Bloom	Reading	29%		27%	43%	0%	25%	-2%	-2%	Math	29%		22%	50%	0%	13%	-15%	-7%
	N	70		59	7	2	8			N	70		59	7	2	8		
Bonillas	Reading	59%		25%	0%	0%	0%	-51%	-34%	Math	52%		30%	0%	50%	25%	-35%	-22%
	N	27		162	3	2	4			N	27		162	3	2	4		
Borman	Reading	54%		42%	0%	57%	82%	4%	-12%	Math	54%		50%	0%	71%	91%	9%	-4%
	N	81		52	1	7	11			N	81		52	1	7	11		
Borton	Reading	66%		32%	0%	50%	60%	-31%	-34%	Math	61%		26%	0%	50%	60%	-43%	-35%
	N	36		130	4	6	10			N	36		130	4	6	10		
Carrillo	Reading	57%		30%	33%		67%	-17%	-27%	Math	50%		40%	17%		0%	-20%	-10%
	N	14		125	6		3			N	14		125	6		3		
Cavejt	Reading	67%		14%	0%		0%	-67%	-53%	Math	33%		14%	50%		0%	-33%	-19%
	N	3		114	2		2			N	3		114	2		2		
Collier	Reading	39%		47%	50%	0%	20%	-10%	8%	Math	30%		38%	0%	0%	20%	-16%	8%

Cragin	Reading	69		59	75	100	67	63	-10	Math	38		42	75	0	50	40	-20
	N	42		76	4	1	12	150		N	42		76	4	1	12	150	
Davidson	Reading	71		70	50	33	100	71	4	Math	53		46	100	33	71	50	-12
	N	38		69	2	3	7	127		N	38		69	2	3	7	127	
Davis	Reading	94		75	25	0	100	76	0*	Math	88		60	25	0	0	62	0*
	N	16		139	4	0	1	162		N	16		139	4	0	1	162	
Drachman	Reading	100		82	100	0	67	81	-24	Math	100		85	88	0	100	85	-14
	N	5		97	8	0	6	130		N	5		97	8	0	6	130	
Dunham	Reading	78		69	0	0	50	73	0*	Math	47		49	0	0	50	47	0*
	N	45		42	0	0	2	90		N	45		41	0	0	2	89	
Erickson	Reading	79		60	78	80	65	66	-9	Math	57		42	67	60	47	47	-9
	N	66		139	9	5	17	257		N	67		139	9	5	17	258	
Ford	Reading	70		73	0	75	64	70	-7	Math	59		48	0	75	43	52	-8
	N	74		86	1	4	14	195		N	74		86	1	4	14	195	
Fruchthendler	Reading	90		85	0	100	100	88	-21	Math	80		60	0	50	63	72	-39
	N	126		47	1	2	8	190		N	126		47	1	2	8	190	
Gale	Reading	90		81	0	100	77	86	0*	Math	81		63	0	100	77	75	0*
	N	118		57	0	3	13	194		N	118		57	0	3	13	194	
Grijalva	Reading	80		71	57	100	100	70	0*	Math	70		55	43	100	0	55	0*
	N	10		293	14	1	1	322		N	10		293	14	1	1	322	
Henry	Reading	67		78	100	100	88	73	-6	Math	52		53	100	100	63	53	-15
	N	99		77	2	3	8	198		N	90		64	2	2	8	174	
Holladay	Reading	92		53	75	0	75	60	7	Math	58		32	25	0	50	35	-2
	N	12		92	4	0	4	127		N	12		92	4	0	4	127	

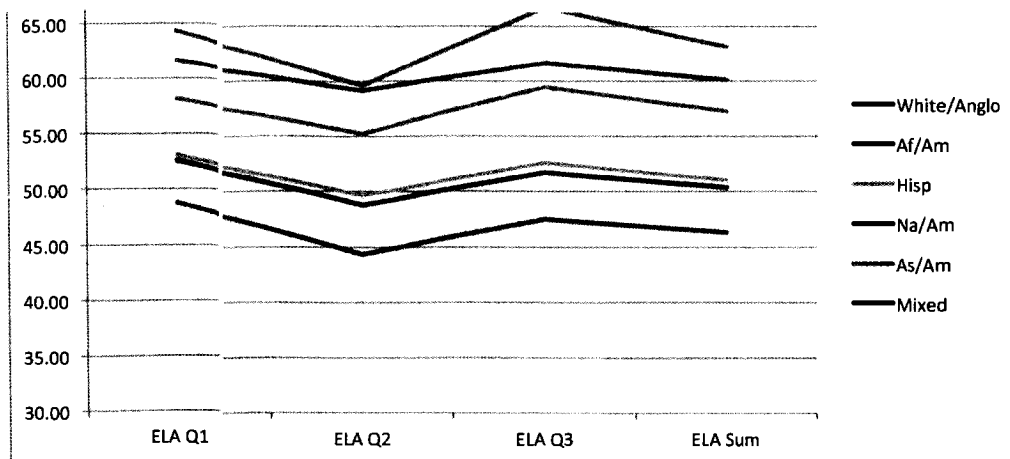
Howell	Reading	64		76	57	100	82	72	-8	Math	56		59	36	67	45	55	0
	N	39		80	14	3	11	158		N	39		80	14	3	11	158	
Hudlow	Reading	75		76	75	100	75	76	-6	Math	67		64	50	50	50	63	-3
	N	40		55	4	2	4	115		N	39		55	4	2	4	114	
Hughes	Reading	94		85	50	100	67	88	0*	Math	85		65	50	100	67	74	0*
	N	67		82	2	8	9	171		N	67		82	2	8	9	171	
Kellond	Reading	84		83	100	100	88	85	15	Math	80		68	100	100	85	75	-19
	N	135		115	2	6	26	293		N	135		115	2	6	26	293	
Lineweaver	Reading	87		80	80	100	86	83	-20	Math	83		72	80	100	82	78	-15
	N	115		139	5	7	22	296		N	115		139	5	7	22	296	
Lynn	Reading	78		62	67	0	33	62	0*	Math	33		49	67	0	33	48	0*
	N	9		217	3	0	3	232		N	9		217	3	0	3	232	
Maldonado	Reading	44		64	50	0	100	62	0*	Math	44		44	21	0	100	43	0*
	N	9		162	14	0	1	190		N	9		162	14	0	1	190	
Manzo	Reading	75		59	67	0	100	60	0*	Math	50		44	67	0	0	44	0*
	N	4		78	6	1	1	90		N	4		78	6	1	1	90	
Marshall	Reading	69		68	0	100	83	69	-2	Math	64		56	0	100	33	58	-25
	N	58		77	1	6	6	154		N	58		77	1	6	6	154	
Miller	Reading	63		71	56	0	40	68	0*	Math	50		52	50	0	40	52	0*
	N	24		222	16	0	5	268		N	24		222	16	0	5	268	
Mission View	Reading	50		75	67	0	100	72	-32	Math	50		53	44	0	0	50	-30
	N	2		91	9	0	1	108		N	2		91	9	0	1	108	
Myers	Reading	70		77	0	33	86	68	-28	Math	40		57	0	33	43	51	-6
	N	10		100	6	3	7	146		N	10		100	6	3	7	146	

Ochoa	Reading	100		58	64	0	0	59	0*	Math	100		55	73	0	0	58	0*
	N	1		78	11	0	0	91		N	1		78	11	0	0	91	
Oyama	Reading	67		70	56	0	50	68	-18	Math	47		51	50	0	50	49	-24
	N	15		142	18	0	2	185		N	15		142	18	0	2	185	
Robison	Reading	78		57	100	100	100	59	-9	Math	56		30	100	100	100	32	-15
	N	9		142	1	1	1	160		N	9		142	1	1	1	160	
Sewell	Reading	80		90	33	67	100	83	-10	Math	68		69	0	67	43	64	-19
	N	41		59	3	6	7	127		N	41		59	3	6	7	127	
Soleng Tom	Reading	93		90	100	89	88	91	-3	Math	85		83	100	78	82	83	-8
	N	114		87	1	9	17	236		N	114		87	1	9	17	236	
Steele	Reading	64		76	0	71	62	68	-8	Math	43		59	0	57	54	51	-1
	N	69		66	1	7	13	166		N	69		66	1	7	13	166	
Tolson	Reading	93		70	78	0	75	71	-31	Math	67		52	44	0	75	54	6
	N	15		152	9	0	4	185		N	15		152	9	0	4	185	
Tully	Reading	94		71	50	100	100	74	4	Math	82		50	33	100	0	52	-19
	N	17		126	6	3	3	164		N	17		126	6	3	3	164	
Van Buskirk	Reading	67		75	88	0	0	74	0*	Math	67		62	88	0	0	63	0*
	N	6		130	8	0	0	145		*N	6		130	8	0	0	145	
Vesey	Reading	66		73	65	100	60	72	11	Math	55		61	65	100	40	60	7
	N	38		221	20	1	5	291		N	38		221	20	1	5	291	
Warren	Reading	82		80	71	0	0	78	0*	Math	64		60	71	0	0	62	0*
	N	11		83	17	0	0	112		N	11		83	17	0	0	112	
Wheeler	Reading	79		72	75	50	79	75	0	Math	62		55	75	25	58	57	-7
	N	66		88	4	4	19	193		N	66		87	4	4	19	192	

White	Reading	81	[REDACTED]	80	64	67	100	79	0*	Math	81	[REDACTED]	66	41	67	0	65	0*
	N	27	[REDACTED]	301	22	6	1	359		N	27	[REDACTED]	301	22	6	1	359	
Whitmore	Reading	83	[REDACTED]	75	33	60	100	77	-27	Math	72	[REDACTED]	49	0	20	100	58	-25
	N	60	[REDACTED]	87	3	5	9	170		N	60	[REDACTED]	87	3	5	9	170	
Wright	Reading	68	[REDACTED]	76	33	69	78	71	-7	Math	50	[REDACTED]	66	33	54	67	58	-17
	N	28	[REDACTED]	80	6	13	9	158		N	28	[REDACTED]	80	6	13	9	158	

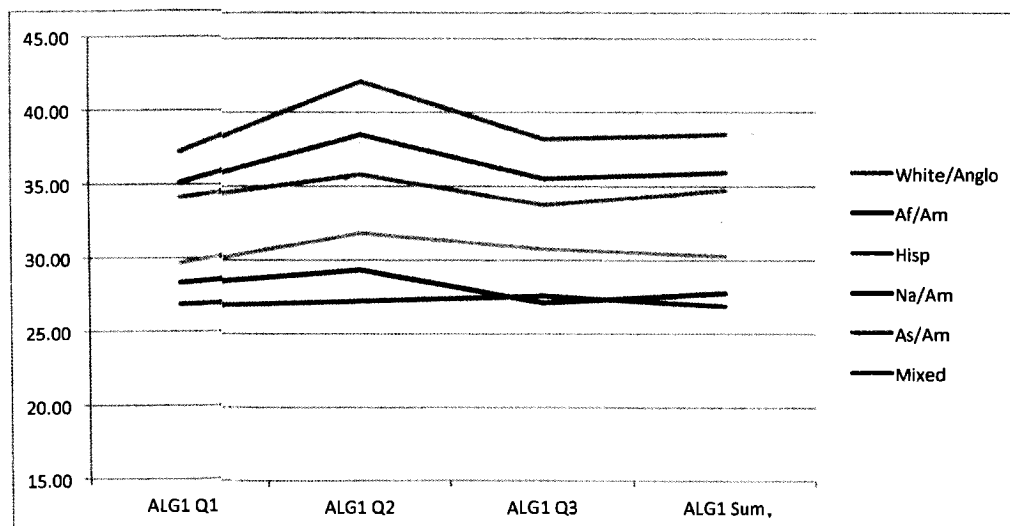
High School ELA 9 - 10

Ethnicity	ELA Q1	ELA Q2	ELA Q3	ELA Sum
White/Anglo	61.62	59.13	61.63	60.10
Af/Am	52.57	48.77	51.69	50.32
Hisp	53.09	49.62	52.59	51.02
Na/Am	48.78	44.32	47.46	46.28
As/Am	64.30	59.63	66.70	63.10
Mixed	58.16	55.24	59.46	57.23
All Groups	55.44	52.11	55.21	53.48



High School Algebra 1 Grade 9

Ethnicity	ALG1 Q1	ALG1 Q2	ALG1 Q3	ALG1 Sum
White/Anglo	35.12	38.49	35.52	35.91
Af/Am	28.32	29.32	27.10	27.73
Hisp	29.65	31.80	30.73	30.26
Na/Am	26.85	27.22	27.56	26.86
As/Am	37.20	42.09	38.21	38.47
Mixed	34.10	35.79	33.71	34.68
All Groups	30.89	33.19	31.51	31.40



High School Geometry Grade > 9

Ethnicity	GEO Q1	GEO Q2	GEO Q3	GEO Sum
White/Anglo	29.58	38.17	29.08	31.95
Af/Am	19.00	26.07	19.97	21.07



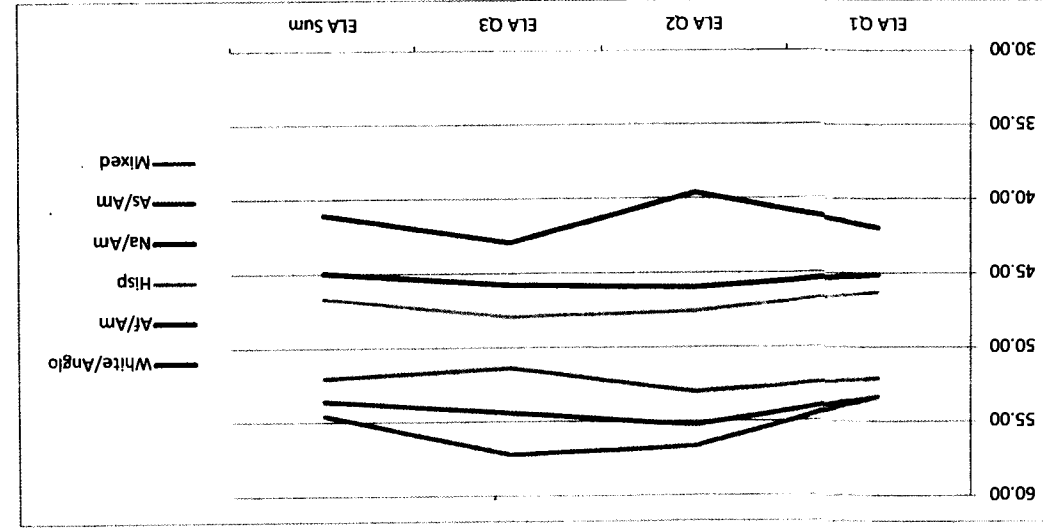
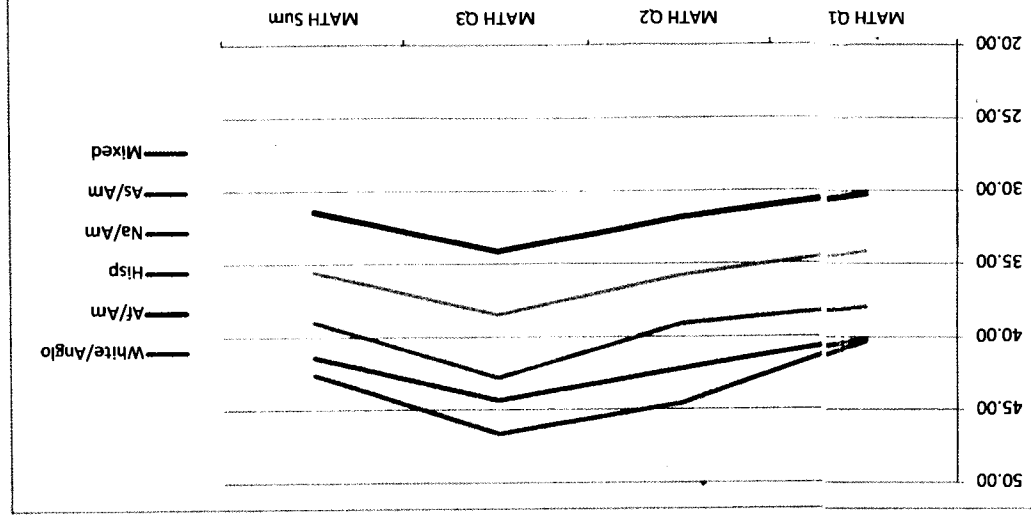


Ethnicity	MATH Q1	MATH Q2	MATH Q3	MATH Sum
White/Anglo	40.16	42.21	44.32	41.41
Af/Am	30.24	31.79	34.09	31.37
Hisp	34.13	35.78	38.46	35.53
Na/Am	30.14	31.77	34.16	31.30
As/Am	40.31	44.55	46.62	42.59
Mixed	37.95	39.09	42.78	38.96
All Groups	35.00	36.74	39.34	36.33

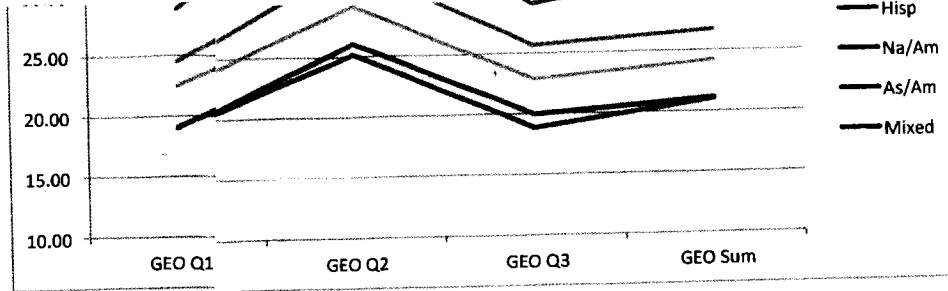
Middle School Math Grades 6 - 8

Ethnicity	EIA Q1	EIA Q2	EIA Q3	EIA Sum
White/Anglo	53.34	55.26	54.42	53.58
Af/Am	45.08	45.96	45.77	44.93
Hisp	46.27	47.58	47.92	46.67
Na/Am	41.94	39.61	42.91	41.04
As/Am	53.33	56.69	57.21	54.58
Mixed	52.07	53.00	51.35	52.02
All Groups	47.63	48.90	49.06	47.90

Middle School EIA Grades 6 - 8

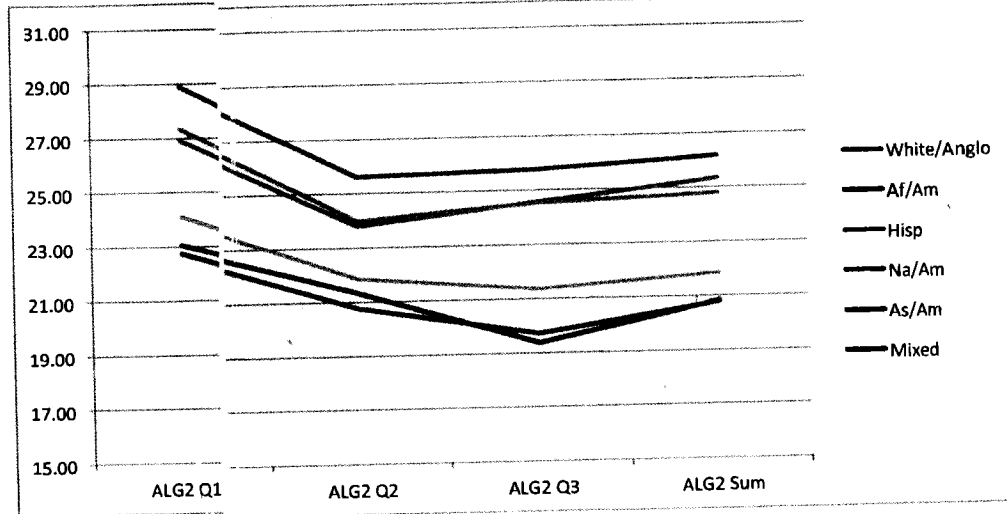


Hisp	22.48	29.20	22.87	24.17
Na/Am	19.09	25.13	18.84	20.96
As/Am	28.83	39.39	32.45	32.63
Mixed	24.46	32.68	25.64	26.69
All Groups	23.79	31.14	24.12	25.68



High School Algebra 2 Grade > 9

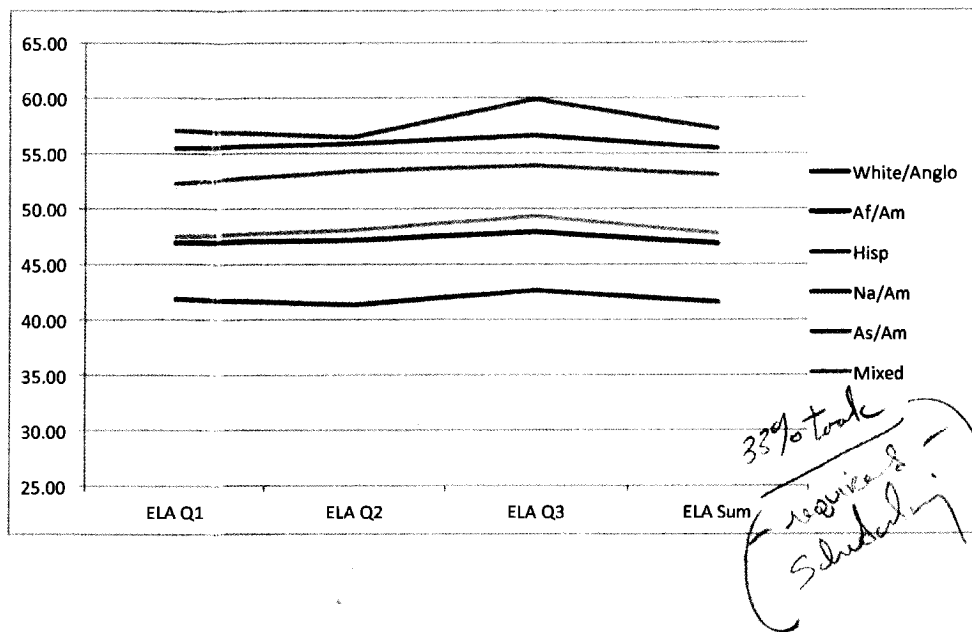
Ethnicity	ALG2 Q1	ALG2 Q2	ALG2 Q3	ALG2 Sum
White/Anglo	28.88	25.60	25.76	26.15
Af/Am	23.03	21.32	19.37	20.81
Hisp	24.09	21.85	21.35	21.82
Na/Am	22.73	20.76	19.71	20.78
As/Am	26.89	23.80	24.57	25.33
Mixed	27.31	23.97	24.54	24.76
All Groups	25.27	22.81	22.30	22.83



### SchoolCity Quarterly Benchmark Comparison Across Ethnicity 2016

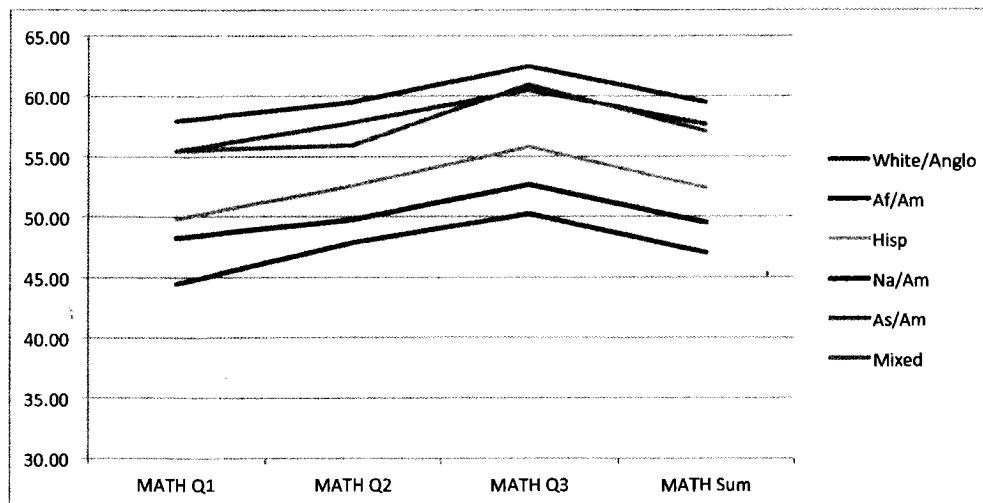
Elementary ELA Grades 2 - 5

Ethnicity	ELA Q1	ELA Q2	ELA Q3	ELA Sum
White/Anglo	55.45	55.82	56.59	55.43
Af/Am	46.93	47.13	47.89	46.82
Hisp	47.48	48.06	49.32	47.74
Na/Am	41.83	41.30	42.61	41.54
As/Am	57.06	56.43	59.85	57.17
Mixed	52.28	53.36	53.85	53.00



Elementary Math Grades 2 - 5

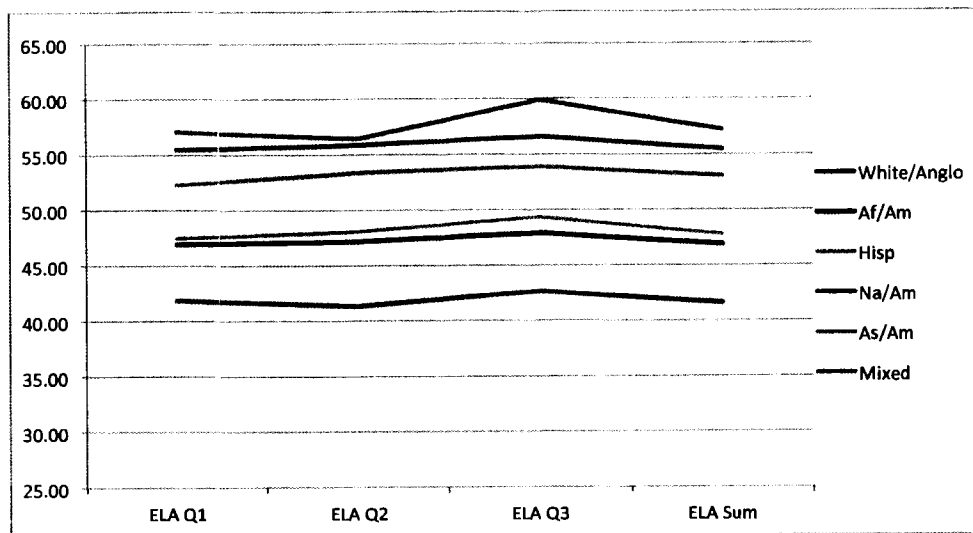
Ethnicity	MATH Q1	MATH Q2	MATH Q3	MATH Sum
White/Anglo	57.94	59.49	62.44	59.48
Af/Am	48.24	49.74	52.62	49.45
Hisp	49.84	52.54	55.77	52.35
Na/Am	44.44	47.85	50.23	46.99
As/Am	55.45	57.78	60.49	57.68
Mixed	55.45	55.91	60.90	57.06
All Groups	51.36	53.69	56.87	53.54



### SchoolCity Quarterly Benchmark Comparison Across Ethnicity 2016

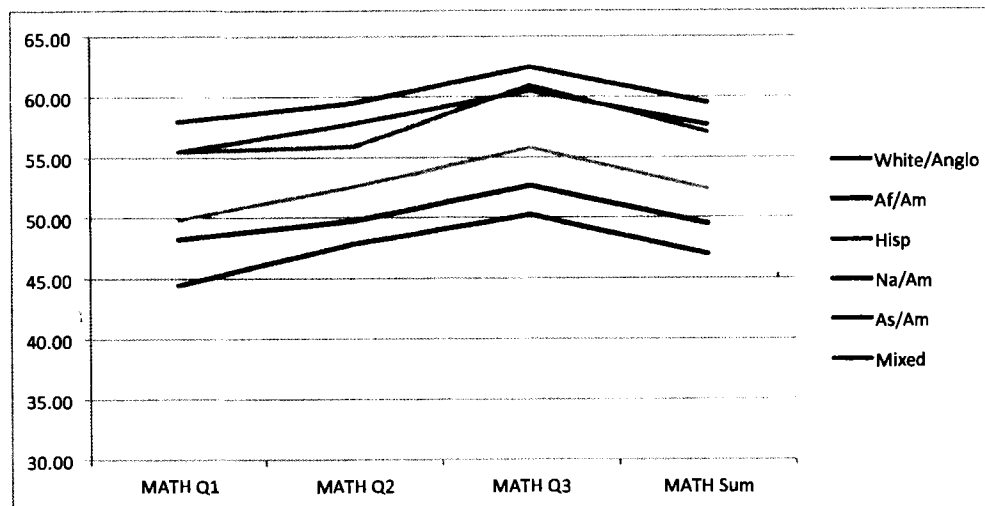
Elementary ELA Grades 2 - 5

Ethnicity	ELA Q1	ELA Q2	ELA Q3	ELA Sum
White/Anglo	55.45	55.82	56.59	55.43
Af/Am	46.93	47.13	47.89	46.82
Hisp	47.48	48.06	49.32	47.74
Na/Am	41.83	41.30	42.61	41.54
As/Am	57.06	56.43	59.85	57.17
Mixed	52.28	53.36	53.85	53.00

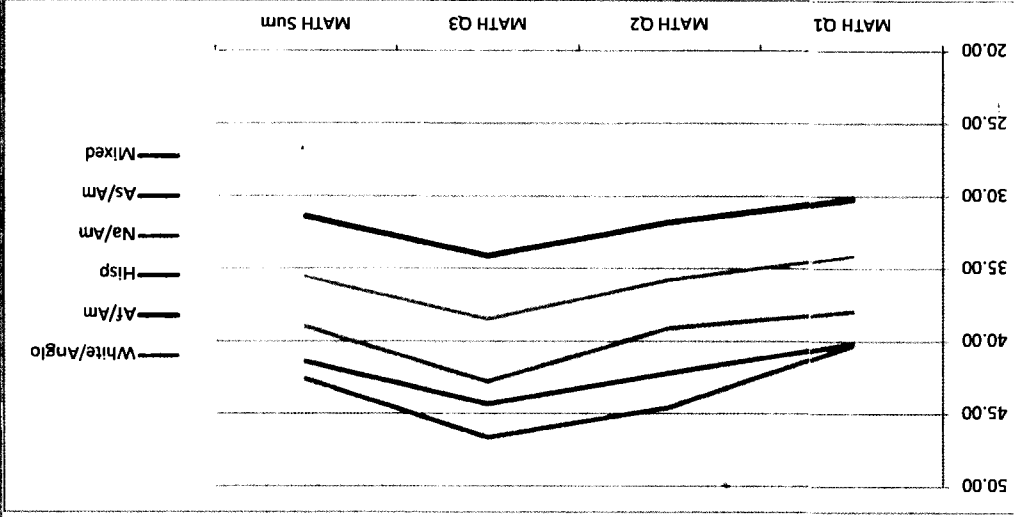


Elementary Math Grades 2 - 5

Ethnicity	MATH Q1	MATH Q2	MATH Q3	MATH Sum
White/Anglo	57.94	59.49	62.44	59.48
Af/Am	48.24	49.74	52.62	49.45
Hisp	49.84	52.54	55.77	52.35
Na/Am	44.44	47.85	50.23	46.99
As/Am	55.45	57.78	60.49	57.68
Mixed	55.45	55.91	60.90	57.06
All Groups	51.36	53.69	56.87	53.54

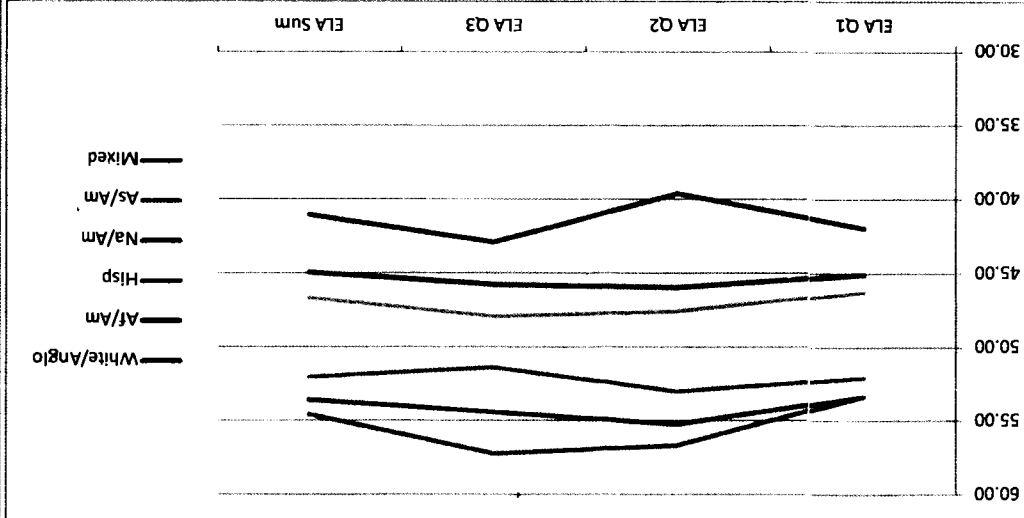


70.00



Ethnicity	MATH Q1	MATH Q2	MATH Q3	MATH Sum
White/Anglo	40.16	42.21	44.32	41.41
Af/Am	30.24	31.79	34.09	31.37
Hisp	34.13	35.78	38.46	35.53
Na/Am	30.14	31.77	34.16	31.30
As/Am	40.31	44.55	46.62	42.59
Mixed	37.95	39.09	42.78	38.96
All Groups	35.00	36.74	39.34	36.33

Middle School Math Grades 6 - 8



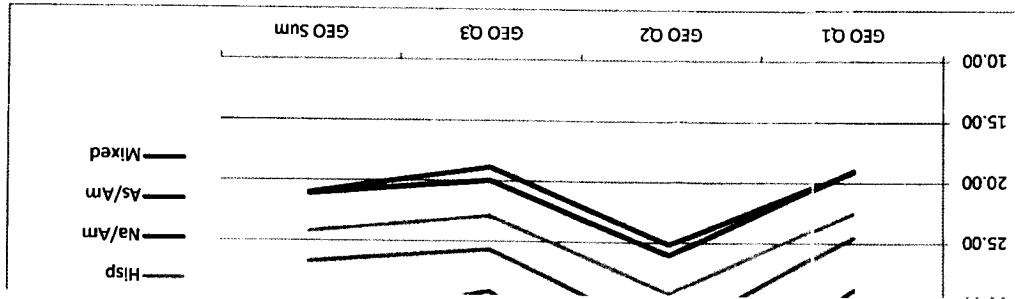
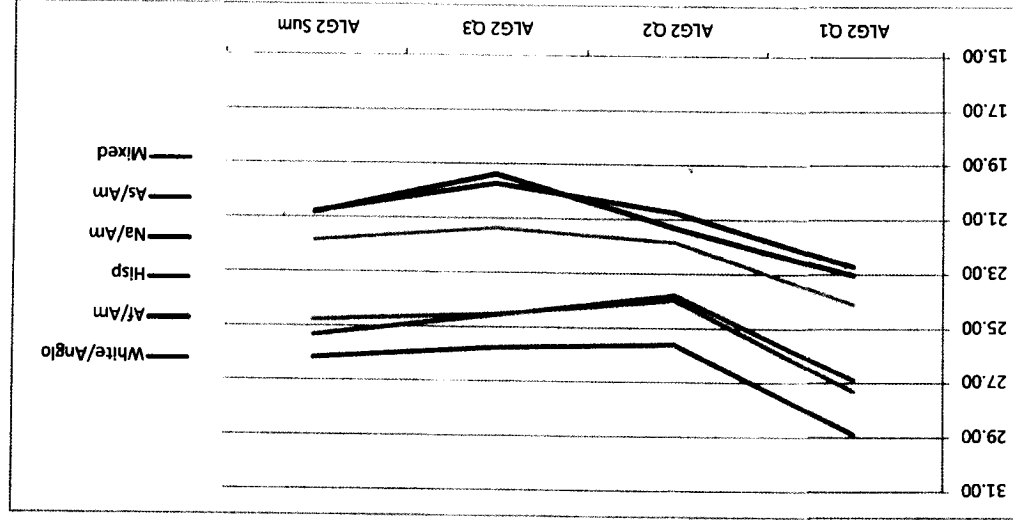
Ethnicity	ELA Q1	ELA Q2	ELA Q3	ELA Sum
White/Anglo	53.34	55.26	54.42	53.58
Af/Am	45.08	45.96	45.77	44.93
Hisp	46.27	47.58	47.92	46.67
Na/Am	41.94	39.61	42.91	41.04
As/Am	53.33	56.69	57.21	54.58
Mixed	52.07	53.00	51.35	52.02
All Groups	47.63	48.90	49.06	47.90

Middle School ELA Grades 6 - 8

High School Algebra 2 Grade > 9

Ethnicity	ALG2 Q1	ALG2 Q2	ALG2 Q3	ALG2 Sum
White/Anglo	28.88	25.60	25.76	26.15
Rf/Am	23.03	21.32	19.37	20.81
Hisp	24.09	21.85	21.35	21.82
Na/Am	22.73	20.76	19.71	20.78
As/Am	26.89	23.80	24.57	25.33
Mixed	27.31	23.97	24.54	24.76
All Groups	25.27	22.81	22.30	22.83

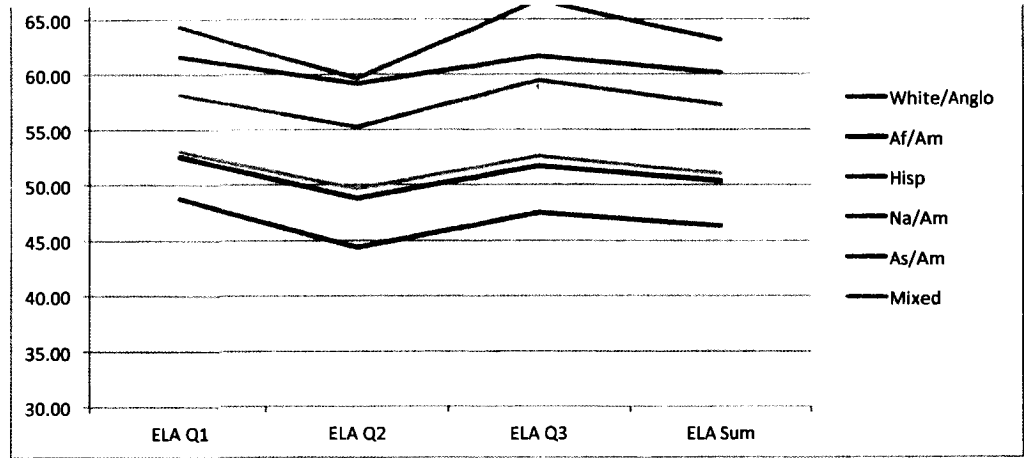
Ethnicity	GEO Q1	GEO Q2	GEO Q3	GEO Sum
Hisp	22.48	29.20	22.87	24.17
Na/Am	19.09	25.13	18.84	20.96
As/Am	28.83	39.39	32.45	32.63
Mixed	24.46	32.68	25.64	26.69
All Groups	23.79	31.14	24.12	25.68





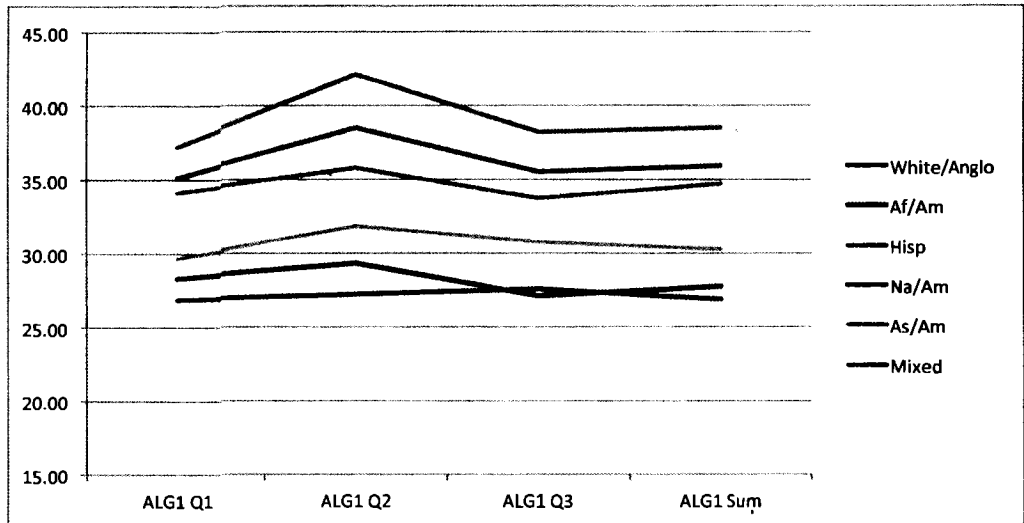
High School ELA 9 - 10

Ethnicity	ELA Q1	ELA Q2	ELA Q3	ELA Sum
White/Anglo	61.62	59.13	61.63	60.10
Af/Am	52.57	48.77	51.69	50.32
Hisp	53.09	49.62	52.59	51.02
Na/Am	48.78	44.32	47.46	46.28
As/Am	64.30	59.63	66.70	63.10
Mixed	58.16	55.24	59.46	57.23
All Groups	55.44	52.11	55.21	53.48



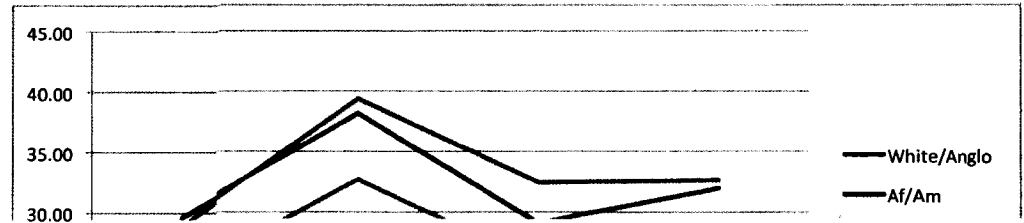
High School Algebra 1 Grade 9

Ethnicity	ALG1 Q1	ALG1 Q2	ALG1 Q3	ALG1 Sum
White/Anglo	35.12	38.49	35.52	35.91
Af/Am	28.32	29.32	27.10	27.73
Hisp	29.65	31.80	30.73	30.26
Na/Am	26.85	27.22	27.56	26.86
As/Am	37.20	42.09	38.21	38.47
Mixed	34.10	35.79	33.71	34.68
All Groups	30.89	33.19	31.51	31.40



High School Geometry Grade > 9

Ethnicity	GEO Q1	GEO Q2	GEO Q3	GEO Sum
White/Anglo	29.58	38.17	29.08	31.95
Af/Am	19.00	26.07	19.97	21.07



## Career and Technical Education

### Section I

#### USP Reference

There is no specific reference to CTE in the USP, the reference is implied in the section entitled Student Engagement and Support

To quote " The objective of this section is to improve the academic achievement and educational outcomes of the District's African American students... using strategies to seek to close the achievement gap and eliminate the racial and ethnic disparities or these students in academic achievement , dropout and retention rates... to advance learning experiences ...and other areas where disparities and potential for improvement may be designed to change the educational expectations of and for African American students."

### Section II

#### Overview

Career Technical Education (CTE) provides students with technical and academic skills necessary to succeed in future careers. There are about 12.5 million students enrolled in high school and college CTE programs. CTE prepares learners for the world of work by introducing them to work place competencies and make academic content accessible by providing hands on context. To be career and college ready students need to be able to integrate and apply twenty - first skills , technical knowledge and skills and core academic knowledge. Each year , thousands of students graduate with career goals , job skills, and leadership skills knowing exactly where they will go next to further their education.

### Section III

#### Discussion

In Tucson as well as across the state Career and Technical Education has gained favor as a viable career pathway. Az. State Department of Education states "98,000 thousand students are enrolled in CTE programs" in 2016 this represents an increase of 11,000 over the last two years when enrollment was 89,780. These programs create an education environment that integrates academics with real world relevance. High School students involved in CTE programs perform better and graduate at higher rates than their peers. Research shows that skilled trades are some of the hardest jobs to fill. CTE helps train people for work in these industries while closing the skills gap. CTE gives high school students a chance to succeed regardless of income level, ethnicity, or family income. CTE graduates progress to college and post-secondary programs at much higher rates than their peers.

During 2015 a budget was passed in the Arizona which cut 26 million dollars from state CTE programs. These cuts are to take effect in 2016-2017 academic school year. The federal government is looking at legislation which may return some of the funding to state coffers. Presently , President Obama 's bill is being debated.

This year, across the state of Arizona, CTE has been the focus of conversation as program directors and legislators battled over funding . The evidence is clear that CTE programs provide a excellent training venue for students who are interested in career planning for work- force development. REAL WORKS MATTERS concluded that the city of Tucson " earns high marks for employment opportunities in aerospace and defense, bio-science, solar , and transportation". Tourism brings in two (2) billion dollars per year. The industries cited below are always looking for well qualified employees :

- 1) Trades , transportation and utilities-56,800 jobs
  - 2) Manufacturing - 26,300 jobs
- Professional and business services - 48,400  
Education and Health - 57,800 jobs

Leisure and Hospitality - 39,000 jobs

Based on the these data there is clearly a need to train students to fill these jobs ,many of whom could be African American.

#### African American Students and CTE

TUSD CTE leadership suggests that African American students don't see CTE as a viable career options. Another reason ,according to leadership students enter CTE because a parent or relative chose a vocational career as a career path. Further , it was suggested that African American students don't have the history within their families to choose a career path that is vocationally oriented.When asked to provide data o support these assertions none could be produced. Leadership's assessment was based on conjecture with no data for support . When pressed for reasons African American students were avoiding CTE courses it was suggested that there may be an image problem (my label).Because CTE classes are elective there is the belief that they are not considered viable career options by African American students and thus students don't persue CTE as a career option.

Businesses in Tucson such as Raytheon , the hospitality sector, automotive companies, and auto technicians have needs for CTE program graduates and are willing to provide financial support for post secondary education. African American students are presently not availing themselves of theses opportunities. Work - base learning is a concept rarely geared to the African American community. Additionally , there is no organized effort to recruit these students for enrollment into CTE programs. It is critical that they are made aware that there are additional pathways to successful careers other than the traditional ones of which they are accustomed. Each year according to Advanced Tech "thousand of CTE graduates are prepared for post secondary education, they have their career goals set, possess job skills and know exactly where they will go next to further their education".

There are approximately 404 African American students taking at least one CTE course in TUSD. The total number of TUSD students enrolled in CTE courses is 7000. There is no data which identifies the number of courses African American students are taking, the number of African American students actively enrolled in a CTE course/program, nor the completion rate of African American students.

#### Data Driven Decision - Making

Program data/reports which identified course selections , the number of classes students took disaggregated by ethnicity;graduation rates, drop out rates , non-completion of courses by ethnicity, gender, and grade ,course completion by gender, ethnicity and grade trend data identifying career choices by ethnicity and gender were unavailable for review.

It appears that student data was rarely used to make program decisions. It was suggested that decisions regarding course offerings were based on the geographical location of high school.The rationale for how courses were developed is unclear and as to the influence of businesses on course offerings that too is unclear. There have been attempts to solicit input from businesses when course offering decisions were being determined, whether the input resulted in specific courses being offered to students could not substantuated.

There was some information collected from businesses, by the CTE department leadership, regarding the needs of the business community, however, the information was anecdotal . During meetings with business owners , conversations concerning their needs were discussed but there was no evidence that the information from these conversations resulted in business owners' needs being addressed.

#### New Business Partnerships with TUSD CTE

On - going dialogue between TUSD CTE department and the business sector is important for staying abreast of the training needs of local businesses.As of date there is no plan to address programmatic needs of businesses . Based on recent research the Tucson market is poised for continued growth . Partnerships that support the training skills required of up-start businesses is a niche that TUSD CTE can ill afford to lose.

#### Conclusion

There has been no documented effort to engage the African American student base or the African American business

sector. There is no documented evidence that African American students enrolled in CTE courses/programs are meeting the goals of the programs in which they are enrolled. Leadership was unable to provide program designations, status of students, list of programs or courses, list of business partnerships, student recruitment information, graduation rates, course completion information, or students post secondary plans.

Since there is no reference to CTE in the USP it seemed that the department decided to maintain the status quo and do nothing to address the issues affecting African American students in TUSD.

Given the position of the school district in its' attempt to gain Unitary Status, the assumption is that all programs directly impacting African American student achievement would be cognizant of the need to improve services for this "disenfranchised" population. Anything less would be considered irresponsible. The fact is no such effort is being attempted by CTE and those students continue to be disenfranchised.

## Section IV

### Recommendations

- 1) Develop a data base that collects information focusing on gender, age ,grade level, ethnicity,program type program completion,course completion,completion rate by ethnicity, graduation rate , and post secondary selection (i.e. college, vocation ed. certification program, armed forces, work force).
- 2) With the addition of CTE's new marketing position (2016-2017) develop a recruitment plan which targets African American students. Focus on highlighting CTE certification as a viable option into the business work force upon graduation .
- 3) Organize a committee consisting of African American Task Force members ,students, parents, and African American Student Services personnel to develop strategies which educate parents and students about CTE certification as a career pathway.
- 4) Presently there are no African American CTE instructors in TUSD high schools. Develop a recruitment plan to identify new teachers. If recruitment of new teachers become an issue provide stipends for African American teachers to become CTE endorsed . Also consider developing a "Grow your own" program . Identify promising African American students , connect with CTE post secondary education institutions for the purpose of developing a specialized certification program, provide internships during training and hire upon successful completion of program.
- 5)Develop a systematic process for collecting data regarding the needs of the business sector. Develop strategies which showcase TUSD CTE programs, expand the internship program to business partners, and develop student ambassadors to help market CTE programs to middle schools and businesses.
- 6) Solicit support from the state department of education to help design appropriate professional development inservice training for CTE teachers.
- 7) Conduct an audit to be done by experts in the field such as the Arizona Department of Education . The emphasis should be Leadership , Programmatic design, Data base, Engagement with the Tucson business community, Engagement with PCJTED , Instructional staff- Recruitment and credentialization and finances

Advanced LEarning Experiences

Section 1

USP Reference

Access of African American students to Advanced Learning Experiences... Quality of education - The purpose of this section is to improve the academic achievement of African American students...and to ensure that African American students have equal access to the district's advanced learning experiences. ALE's include gifted and talented (GATE) programs., advanced academic courses and University High School. Advanced courses include Pre- advance placement courses , Advanced placement courses, dual credit courses, international baccalaurate courses. The recruitment plan of African American students consists of

- i. Developing accessible materials i.e. DVD, informational booklets , web pages etc, describing the district;s ALE offerings by content structure , requirements and location.
- ii. Coordinating with relevant administrators at the family centers and in the district's office to distribute materials to parents.
- iii. Holding community meetings in geographically diverse district locations coordinated with family centers.
- iv. Providing professional development to administrators and certified staff to identify and encourage African American students to enroll in ALE's.
- v. Ensuring that there is equitable access to ALE's.

3. Gifted and Talented Education (GATE) services.

4. Advanced Academic courses- increase the number and percentage of African American students by improving recruitment to AAC's.

5. University High School-admissions and retention

- The district shall administer the appropriate UHS admissions test.
  - All middle schools counselors must review admissions requirements with all students in 6th grade and the beginning 7th grade and provide all students with application materials
  - The district should conduct specific UHS outreach to students and parents about their program offerings.
- Recruit African American students to apply and provide assistance for African American students to stay in and be successful .

Section 11

OVERVIEW

TUSD ALE's are available for students at each grade level elementary, middle, and high school. ALE presently have an enrollment of approximately 19,900 students . The enrollment includes students enrolled in programs, attending ALE schools and those who may be taking classes. ALE course offerings include: Pre- AP- advanced courses are usually given at the middle school level where the content is advanced to the next grade level, students can acquire credit in math and spanish; Dual Credit- is awarded to students for coursework they successfully complete while enrolled in a college course usually Pima Community College or the University of Arizona; Dual language- Middle School students taking courses for high school credit; Advanced placement classes- students must take and pass an advanced placement exam in order to get college credit for the course; International Baccalaurate classes; IB schools- Robison Magnet, Safford K-8, and Cholla High School; University High School; Gifted and Talented Education - for elementary and middle school students.

Section 111

Discussion

GATE

Gifted and Talented Education (GATE) - in order for a student to be eligible for GATE a score of 97 % is required. All elementary 1st and 5th graders are tested unless a parent opts out. Parents of students in grades 2nd, 3rd, 4th, and 6th must sign an invitation to be tested form, Elementary students are tested using the COGAT and the Raven, Spanish-speaking students are tested using the Aprenda, The CogAT tests for spatial verbal and quantitative reasoning whereas the Raven is a non verbal test. The Raven is widely used by districts with high minority populations. There are 1,008 self contained, 1,207 resource, 1,473 pullout and 2,102 dual language students presently enrolled in GATE. Schools with GATE self contained programs are Kellond, Lineweaver, White, Doolen MS, Vail MS and Pistor MS. GATE pullout programs are located at all elementary schools. GATE resource are in all middle schools. Dual Language and self contained are located at Hollinger elementary and Pistor Middle Schools, Tully is the only GATE elementary magnet school

#### Staff

##### Leadership

Director - First year in this position and has previous Gifted and Talented Education experience;

##### Teachers

Seventeen (17) itinerant teachers who are all GATE endorsed, each is assigned to three elementary schools. Their duties include recruitment of students, teaching lessons, professional development and meeting with parents. Twenty-five (25) Self Contained middle school teachers. Twenty (20) self Contained elementary teachers. Eighteen (18) Resource teachers at each middle and K-8 schools. Eight (8) resource teachers located at each high school.

##### GATE Recruitment

Based on program offerings and the size of the instructional staff there should be ample opportunities for African American students to avail themselves of ALE programs. However, it was determined that African American students were not being enrolled in advanced courses and programs commensurate with their overall enrollment in the district, therefore, a plan needs to be constructed which will guarantee an increase in enrollment. There does not appear to have been an effective system-wide emphasis on recruitment of African American students into ALE's despite insistence by the USP. There was only one documented activity conducted by the GATE leadership designed to recruit African American students. That activity was a joint effort by the GATE department in conjunction with the African American Student Services Department (Quarterly meeting). There is no documentation of the number of African American students and parents in attendance nor is there any record of follow-up activities conducted by GATE.

##### Advanced Learning Experiences

In 2013 an interim director was hired to lead the ALE department. The goal of the leadership was to respond to recruitment issues outlined in the USP. The initial step towards reducing low enrollment among African American students was to develop a plan that would address underenrollment. In 2014 the interim director crafted a plan which outlined the steps the district would take to increase the numbers of African American students in ALE's. The components of the plan that warrant discussion are goal setting, ways to measure success, and recruitment.

##### Goal setting / Ways to measure success

The plan called for the establishment of goals that the district considered reasonable and attainable, what resulted was a concept referred to as the 20% rule. In summary goals are set for each of the ALE categories by level and percentage of African American students enrolled in a particular ALE course. Since the district established the goals it was hoped that the target would be reached each year, thus increasing African American student enrollment over previous years. The 2015-2016 twenty percent goals outcomes were met in seven categories: Resource GATE(6-8), Pre AP Honors (K-), Pre- AP Honors (MS), Dual Credit (HS), IB (K-5) Elementary and IB (K-8), Middle school for High school credit (6-8).

Their goals were not met in Self Contained GATE elementary, Self - Contained GATE middle school, Pullout GATE (elem), Resource GATE (HS), Advanced Placement (HS), Pre -AP Advanced (K-8) Pre -AP Advanced Middle school (6-8), Pre- AP Honors (HS), IB (HS), Dual Language Elementary (K-8), Dual Language Middle School (6-8), Middle school for high school credit(6-8).

Although most of the 20% goals were not met there were slight increases of enrollment over 2013/2014 in Middle School credit for High School, Dual Language elementary, Dual Language Middle School, IB Elementary, IB K-8,



IB High School, Pre-AP Honors (K-8), Pre -AP Honors Elementary, Pre- AP Honors High School, Self Contained GATE Middle School (6-8) and Pullout GATE.

Based on these results there is movement towards increasing student enrollment in ALEs . Reaching goals based on the twenty percent rule is still very much a challenge. The Supplement included projected goals for 2016-2017 and 2017- 2018. Trend data indicate that meeting '17 and '18 goals will also be challenging.

#### ALE Recruitment activities

There was only one example of a recruitment strategy presented by the ALE department in the Supplement Document submitted to the court. Based on the mixed results of the 2015-2016 enrollment results it appears that there is a need to develop recruitment strategies that will have more of a positive result on increasing enrollment . Recruitment efforts should include specific marketing strategies directed towards African American parents. There are perceptions among many African American students that they are incapable of competing on a level comparable to their peers of other ethnic groups.They sometimes believe that the work is too hard and they want to minimize the possibility of failure. Still other believe that it is not "cool" to be in ALE courses.These perceptions need to be changed using outreach efforts designed to educate both students and parents. In many cases African American parents are not encouraging their children to take challenging classes. Providing parents information about advanced course offerings and their potential positive impact on future success of their children can begin as early as preschool. Creative ways of getting the word out is vital for successful recruitment . ALE recruitment need to be on-going facilitated by teachers, counselors, administrators, and student services department personnel. In addition to using fliers , letters home to parents, email , newsletters , open house, back to school night. Additional robust outreach may include visits to churches, home visits by family engagement personnel, drop-out prevention specialists, counselors , teacher, administrators and public service announcements targeting the African American parent and community .

#### University High School

University High School shares a campus with Rincon High School . Enrollment has nearly doubled during the past two years. Student enrollment is evenly divided between in - district and out of district students.UHS students comprise a large percentage of students participating in athletics and fine arts programs held at the two schools. UHS continues to make requests for it's own campus. Given that enrollment continues to rise their enrollment alone is presently larger than several district high schools. As of date there is no indication that they will relocate to another site. Rincon students have access to UHS courses but very few students take advantage of them.

The USP allows for multiple measures for selection as a means to increase enrollment of African American students. UHS leadership is supportive of multiple measures to increase enrollment . In 2013-2014 the district revised the admission criteria to include a short answer essay as well as the requirement to test all district 7th graders. The essay is a part of the total assessment packet.Surprisingly the testing of all 7th graders did not increase the number of African American students qualifying for enrollment. In 2015-2016 there were over 1100 students enrolled at UHS , African American enrollment was only 1.6% .

#### UHS Outreach and Recruitment

UHS administration conducted several activities aimed at increasing enrollment.1) First there was the African American scholars night . The activity was designed to pair families with enrolled students who were then to provide a tour of the campus and answer questions about course offerings and extracurriculars, unfortunately very few African American families attended. 2)The administration and counselors conducted several information sessions at several community centers through the city. 3) Information sessions were held at middle schools and UHS.4) LSCs were sent to all middle schools to recruit. 5) UHS hosted a multicultural breakfast. 6) UHS provided campus guided tours upon request.

After careful review of the recruitment calendar it became clear that many of the activities are focused on bringing the community to the school. It may be important to consider taking the school to the community as a means to engage more African American parents.It is well documented that many parents are intimidated by having to visit the campus it may be wise to conduct outreach to their homes.

#### UHS Student Interviews

The following is a short synopsis of interviews conducted by the reviewer with UHS African American students . The group contained freshmen, sophomores, juniors and seniors.The purpose of the interviews was to get the students perspective on the positives and challenges facing UHS African American students. All students were eager to share

their thoughts. The challenges they face include a larger and much tougher work load, periods of low confidence, time management and procrastination. The flip side of the coin is they believe the teaching is superior to any they have had in previous school experience, their depth of knowledge has increased exponentially, they have the opportunity to participate in sports, fine arts programs, and they can participate in student government.

Students are cognizant of the small number of African American students enrolled and would like to see the number increase. They believe that the reason the numbers are so small is because younger students lack the confidence to be successful. Although UHS has a large student mentorship program none of the students I spoke to were participants. When queried about their lack of involvement with the mentorship program they shared that the students they were assigned don't share similar interests.

This group of students is very interested in being a part of recruitment efforts that bring more African Americans to the school. They are willing to serve as mentors to elementary and middle school students who are eligible for admission. This sense of altruism is refreshing and encouraging. UHS would be well served to include them as viable members of any and all recruitment outreach initiatives.

African American students receive tutoring before, during and after school. The after school program provides the greatest support. Transportation is the biggest concern. Students requiring additional help may not be available for tutoring because of the lack of transportation. There have been several attempts to acquire transportation through the district but as of date no regular support has surfaced. It seems prudent to give this group as much support as needed because the result may be increased student enrollment.

Students are mindful of the prestige that comes with being a UHS graduate. Dreams of college attendance along with acquisition of life's goals are huge motivators. All members of this focus group are aware of the scholarship support available. Two of the 2016 graduates will be attending Howard University and Stanford University.

**\*\* Note**

African American graduates usually receive scholarships which lead to enrollment in some of the most prestigious colleges and universities. 2015 graduates (3 students) received 1,332,780 in scholarship aide.

## Section 1 V

### Recommendations

- 1) Develop recruitment strategies that involve existing UHS students. UHS recruiters can develop activities which reach out to African American parents of elementary and middle school students. Information provided to parents may focus on preparation for successful post secondary training.
- 2) Order after school transportation so that students can receive additional academic tutoring.
- 3) Develop a feeder mentorship program which provides opportunities for elementary and middle school students to pair with UHS students
- 4) Convene a committee consisting of parents, administrators, and student services personnel.
- 5) Provide advanced learning experiences for students to receive access to content, curriculum, and learning communities which take GATE students beyond classroom walls. With the use of computers relevant learning experiences can be realized. Hewitt Packard in partnership with Intel and Microsoft can produce such an experience. Consider contacting the company to investigate the feasibility of their "Advanced Learning Experiences" program. Established partners can secure the funding to purchase hardware associated with the curriculum.

## Discipline

### Section 1

#### USP Reference

The District shall collect , review , and analyze discipline data from each school on at least a quarterly bases... The data should include the number of students receiving any exclusionary consequences i.e. detention, in school suspensions, out of school suspensions , referral to alternate ... disaggregated by grade , teacher , school , gender, and ethnicity...If the data suggests that the district is imposing discipline in a racially or ethnically disproportionate manner... the district shall take appropriate corrective action, including retraining or disciplinary action...

### Section11

#### Overview

From a disciplinary perspective America's public schools remain unequal in it's treatment of African American students. In every state except Idaho , African American students are being suspended in numbers greater than would be expected from their proportion of the student population . In 21 states the percentage of African American suspensions is more than doubled their percentage of the student body. Nationally , African American students are suspended and expelled at nearly three times the rate of white students.

No other ethnic group is disciplined at such a high rate . Yet African American students are no more likely to misbehave than other students from the same socio- economic environments. Although some African American students may grow up in poverty and enter school , poverty alone does not explain the disparity. The data support the fact that African American students are punished harsher than other students for the same offenses. According to Lewin (2012) African American boys face harsher punishment in public schools than other students.

Nationally , schools with zero tolerance policies expel African American males at a rate of 56%. School districts with zero - tolerance discipline policies are under scrutiny because of the disproportionate number of African American students being pushed out of public education. The Department of Education even suggest that the harsh punishments , especially expulsions and referrals to law enforcement ,show that Black students and students with disabilities are increasingly being pushed out of schools and often times into the criminal justice system.

There are few school districts that have taken a close look at and acknowledge the relationship between racial disparities in discipline and actually tried to do something about it.

White teachers comprise approximately 83 % of the nation's teaching staff . Although socio- economic factors may account for some of the disproportionate number of suspension among Black students racial factors are even more important. Research has shown that white teachers view African American male students as more disruptive and typically , white female teachers feel more threatened by African American males.

Disproportionate high suspension / expulsion rates for African American students suspended and expelled are at a rate three and one half times greater than white students . On average five percent of white students are suspended compared to sixteen percent of Black students.While boys are suspended two out of three suspensions, African American girls are suspended at higher rates( 12% ) than girls of any other ethnic group. More than one out of four boys with disabilities and nearly one in five girls of color with disabilities receive out of school suspensions.

If African American students are removed from their educational environment for extended periods of time , there is less time dedicated towards learning. Students that are not actively engaged in classroom learning as a result of being suspended or expelled are more likely to have their academic development hampered. Luckily TUSD does not prescribe to the zero tolerance philosophy.

### Section 111

#### Discussion

Suspension rates within the Tucson School District has decreased dramatically during the 2015-2016 academic school year. Many site administrators attribute the change directly to having to get permission from Elementary , Middle and High School directors before students are "out of school" suspended. Using three quarters of discipline data/ reports

,suspensions by grade level for African American Students are as follows :

Elementary  
Stelle - 3  
Wright - 1  
Blenman- 2  
Dietz - 2  
Myers/Ganoung - 1  
Robinson - 1  
Tully - 1  
Whitmore - 3  
Booth - 1  
Holladay -16  
Hudlow -2  
Kellond -1  
Lineweaver - 1  
Erickson -6  
Howell - 5  
Oyama -2  
Roberts/Naylor -1  
Whitmore -3  
Marshall

#### Middle School Suspension

Doolen - 13  
Gridley -6  
Mcgee - 8  
Pistor - 5  
Secrist -30  
Utterback -20  
Vail -5  
Valencia -4  
Fickett -9  
Dietz -2Roberts/ Naylor -6  
Roskruge - 4  
Safford - 12  
Mansfeld -2

#### High School Suspensions

Catalina -8  
Cholla -3  
Palo Verde -25  
Pueblo 6  
Rincon -3  
Sabino -3  
Sahuaro -6  
Santa Rita - 12  
Tucson High -2

Abeyance reports for the first three quarters reflect the trend to keep students in school. Abeyance contracts are entered into by students who are guilty of suspendable offenses but are allowed to stay in school if they satisfy conditions outlined in the abeyance contract. If a student violates the conditions of the contract the remaining suspension days on the contract are then served. High School Suspension days saved for First quarter as a result of successfully completing the contract was 2,398 days saved , for the second quarter 2,222 days saved , and 3rd quarter

2,063 days saved. For Middle School 1st Quarter days saved were 1,451, 2nd quarter 1,708 days saved and 3rd quarter 2,486 days saved.

African American suspension days saved at the High School level were :1st Quarter 377 days saved, 2nd Quarter 413 days saved, and 3rd Quarter 246 days saved. Middle School 1st Quarter 275 days saved, 2nd Quarter 333 days saved , 3rd Quarter 364 days saved.

#### District Alternative Education Program (DAEP)

Formerly known as the Life skills Alternative to Suspension Program DAEP has three sites . The high School site is located at Project More and two Middle School sites are located at Magee Middle School and Doolen Middle School. It's function is to provide extended educational services for students who have been reassigned to an alternative placement rather than a long term suspension (up to 45 days).Their placement at DAEP is technically not an out of school suspension. Students are responsible for their own transportation to the site. Project More has a highly qualified teacher, psychologist , social worker and a counselor.

The curriculum is a life skills curriculum. However , the goal of the instructional program is to provide instructional support to students based on their current educational plan provide by the referring high schools. The issue for DAEP's leadership is the inability of "sending" school teachers to provide students with their work so that they can stay current during the alternate placement This , apparently , is an on-going problem that requires constant probing of referring schools.

African American students enrolled in DAEP during 2011-2012,2012-2013, 2013-2014, and 2014-2015 were:

High School	#	%
2011-2012	7	13
2012-2013	7	9
2013-2014	6	13.9
2014-2015	6	8

Middle School	#	%
2011-2012	14	11
2012-2013	8	6
2013-2014	16	17.9
2014-2015	9	9

\*High school enrollment was the same in years 2011 and 2012 seven each year. In years 2013 and 2014 again the enrollment was the same 6 each year .

\* Middle school enrollment decreased from 14 in 2011 to 8 in 2012. It increased substantially in 2013 to 16 doubling the previous year and decreased to 9 in 2014 a reduction of 7 students from 2013.

#### Teacher Bias

The intervention plans of which TUSD is presently engaged are supported by sound research . In order to systematically affect a positive change in how African American student are disciplined there has to be a comprehensive plan which gets to the core of the problem. Teachers who bring their personal bias to the classroom often times make judgements that negatively impact African American students by their own "implicit bias".The Kirwan Institute (2014) reports that African American students are more likely to be disciplined than other groups . Among students who were classified as overtly aggressive African Americans were likely to be disciplined . Black students as young as five (5) years old are routinely suspended and expelled from school for minor inractions, like talking back to teachers ar writing on their desks. "Implicit bias is the mental process which causes people to have negative feelings about people based on characteristics like race, ehtnicity , age, and appearance". Implicit bias is implicated in every aspect of social ethnic inequality (Kirwan 2014).

While student codes of conduct are important and necessary , "disparate administration of consequences for violations of these codes resulting in suspensions ...students miss critical direct instruction that cannot be recaptured once they return to school".Often they return even further behind than they were and they have little or no support to catch up, American Federation of Teachers( 2015).Suspensions are also predictors for students at risk of dropping out. African American males are far more likely to receive punitive consequences for school behavior infractions plus they are more



likely to be subjected to suspensions/ expulsions and school base arrests.

### TUSD Disciple Initiative

The school district is approaching the problem of overrepresentation and disproportionality by implementing two strategies, Positive Behavioral Intervention and Support and The MTSS process. PBIS is steeped in research which shows it potentially can provide schools with a framework that when implemented with fidelity can yield school wide positive results. It requires commitment from the entire school, including training of students in the behaviors that are expected of them and re-education of teachers and administrators in the use of positive motivational techniques. The program calls for close scrutinization of individual teachers with students by a team of experts to pin-point communication breakdowns and specialized counseling teams to work with students who present serious discipline problems

The four elements of PBIS, data for decision -making, measurable outcomes supported by and evaluated by data, practice with evidence that the outcomes are achievable , systems that effectively and efficiently support implementation of the practices can all be achieved if the site team is focused. The team according to PBISAZ (2015) has the "responsibility to develop behaviors and academic interventions and supports , use data to make decisions and solve problems , organize the environment in order to prevent the occurrence of problem behavior, teach and encourage pro-social skills and behaviors , implement behavior practices with fidelity, and monitor progress and performance continuously". It must reiterated , the critical elements for successful implementation of the program are implementation with fidelity and continued on- going professional development.

### Multi Tiered System of Support (MTSS)

This level of intervention is patterned after the child study process. The belief is that by implementing the MTSS at all schools ,students needing support will be identified quicker and provide strategies which will improve engagement . As a result of improved engagement it is thought that behavior issues which can result in discipline referrals may be mitigated. The Plan that is being proposed for roll out has a big challenge, that is one MTSS coordinator will be shared between schools ( average 1 MTSS coordinator for every 3 schools).

Another area that warrants discussion is the composition of the site MTSS team. Because intervention strategies ,along with implementation of strategies and regular follow - up ,it seems prudent to ensure that the team is comprised of the most qualified staff available. It is suggested that the team be comprised of a school psychologist, a social worker, an administrator, referring teacher, gen - ed teacher and a special education teacher.The role of the psychologist, which is critical ,is to ensure that intervention plans are designed with the best interest of the student in mind. S(he) can convene meetings , monitor strategies , and ensure that data is used to make instructional decisions. TUSD Special Education leadership is willing to assign a psychologist to all MTSS teams.

### Recommendations

- 1) Implement culturally relevant professional development for classroom management. This form of professional development should be used so that teachers know the students they are to teach. It is highly recommended that attendance at the professional development session be mandatory.
- 2) Establish a discipline advisory committee. The primary responsibilities of these individuals are to review each of the referrals submitted and to determine the most appropriate consequences for offenses.
- 3) Provide on-going professional development and training aligned with the district's initiatives which focus on positive school climate , conflict resolution and behavior management.
- 4) Review and monitor discipline codes to ensure they are effective. Routinely monitor to ensure equitable administration of the codes .
- 5) Establish criteria for quality alternative education settings and develop transitions protocols for students returning to their home school.
- 6) Some schools have sophisticated PBIS programs in place. Consider a tiered approach when implementing the



system- wide PBIS program. Decisions as to the schools' level of implementation could be based on some form of assessment designed by central office personnel.

## Family And Community Engagement Centers

### Section 1

#### USP Reference

Family and Community Engagement ...Family and community engagement centers shall assess it's engagement activities. The review and assessment shall focus on programs , resources...for African American students and families for those students who are disengaged, at risk of dropping out and those who are struggling...

### Section 11

Family and community engagement is designed to develop strong innovative and collaborative partnerships. Key stake- holders include parents, family, organizationa, educators, non- profits, businesses, faith -based entities, government agencies, instrutions of higher learning, and civil group. Three areas of growth may be targeted : 1) Student growth, 2) Parenting and advocacy, and 3) Personal and individual growth. Community engagement is also the strategy for developing and sustaining a comprehensive community. One of the initiatives of Tucson Unified School District Strategic Plan was to establish four community centers. Specifically , Palo Verde High school, Catalina High school, Wakefield Middle School , and Southwest Middle School. As of May ,2016 all four centers are on line but none have been in operation for more than a year.

Successful strategies for developing successful Family and community Engagement Centers include the following: 1) Respecting and welcoming all families into the centers, 2) Families are welcome as advocates for their children ,3) engaging families across the diversity spectrum of the student population requires intentional actions to build inclusion of all ethnicities ,4) collaborative leadership and shared decision- making strengthens centers , 5) providing families with access to information , community resources , support services, and 6 ) Engaging families is a shared responsibility.

### Section 111

#### Discussion

TUSD covers approximately 231 square miles . The district boundaries encompass much of the city of Tucson , the entire city of south Tucson, all of Drexel Heights, almost all of Valencia west, a part of Tucson Estates, segments of Catalina foothills and Tanque Verde, and a few unincorporated parts of Pima County that do not fall within the confines of a census designated area. There are 98 schools serving approximately 47,200 students. From 2006 the school district top enrollment was approximately 60,000. Within a span of six years enrollment had declined to 50,000 in 2012. The reasons for the enrollment decline are numerous , however, education practitioners and community supporters suggest the following: 1 ) An increase in charter schools . 2 ) More public school options ,3 ) The perception that the quality of education was declining ,4) A shift in population becoming more suburban ,5) Reduced funding to the school district and a reduction in educational resources.

Since the beginning of the 21st century there have been six superintendents leading the largest school district in souther Arizona, obviously ,with leadership changes the ability to provide a highly focused educational program was /is a challenge . As a result of the decline in enrollment there was a reduction in educational services and community involvement . In order to reengage the community and provide more support to families in the school district the USP recommended that family engagement centers be designed and placed in each school. In 2014 TUSD launched the strategic plan initiative, one of the outcomes of the plan was the recommendation to develop community Engagement Centers in esponse to the USP with a change in concept from individual centers at each scjchool to regional/geographical locations. In order to effectuate the regional concept it was determined to place Family Engagement Centers in four strategically located school sites.

In 2016 the second of four centers was located at Palo Verde High School ( Wakefield MS was the first to be opened)

Palo Verde serves as the east location and supports families and students who are primarily African American, Anglo, and Hispanic. Wakefield school located in the southern part of the school district and serves a predominately Hispanic community. Southwest Middle School, in the west, provides support to the predominately Native American population. Catalina High School, in the north, serves a predominately refugee community. Many Anglo students attend school on the far east side of the district and in order for them to receive services they must journey to Catalina High School, Duffy Service Center and Palo Verde High School. because Catalina and Palo Verde have recently opened the data collection process may focus on determining which center the east side population utilizes.

To effectively serve school communities Family and Community Engagement centers should meet the needs of the community in which it is located. there is much research on the structure of, development of, and program components of community engagement. the prevailing themes for successful community engagement centers revolve around core values, supporting strong relationships, facilitating two-way communication, families are encouraged to be involved in their learning, valuing diversity, shared decision-making, and connecting families to resources (SFUSD Standards for engaging and empowering families 2003). The overall purposes of community engagement are to engage families, provide student support, and school improvement.

Just as there are various reasons to engage families there are also different models school districts can use to pattern successful engagement programs. The Ohio Community Collaborative Model for School Improvement has school improvement as the primary focus for family engagement activities. There are models which support school improvement for example 1) The academic learning model- models strategies, and practices involving classroom instruction, tutoring, school climate, interventions, and curriculum alignment. 2) Youth development model - It models strategies, and practices including after school programming, mentoring, leadership groups, social interaction and youth programs. 3) Family Engagement model - models practices, strategies, includes parent education classes, parent/teacher organizations and activities, family resource centers, support for learning at home. 4) Health and social services model - models strategies and practices such as mental health, health and nutrition education, physical education and related services. 5) Community Partnership - models practices targeting higher education, faith-based organizations, business partnerships, and service learning.

Palo Verde and Wakefield have been in operation the longest and appear to incorporate strategies from all five of the models outlined previously. However, these centers don't have school improvement as the primary goal. Their services are in response to request from community members where the centers are physically located. With the regional approach an expansive data collection system is needed to assess the impact on school improvement and the level of utilization by all schools located in the quadrant. Presently they provide services for their catchment area. At some point, through an assessment process, a comprehensive evaluation will need to be conducted which focuses on the direct impact of the center on each school in the attendance area.

Questions regarding the community engagement center's activities and their effect on student classroom performance will also need to be addressed.

There are six keys to community engagement: 1) Know where you are going - create a vision of where the center wants to go, then develop a plan. 2) Share leadership - Invite those partners from the community who share the center's vision. 3) Learn about the community and become a visible presence in it. 4) Don't ignore the elephant in the room - Acknowledge and address issues of race and define diversity as a strength. 5) Tell the Center's story- Know how to make the center's vision, goals and objectives, and assess progress regularly. This concept is aligned to centers being located at each school site. However, regional locations can benefit from these keys. The challenge will be to develop a data base that confirms the site's worth.

TUSD centers provide for parents so that they can be supported in the acquisition of life skills. Cultural differences have to be considered when soliciting resources for parents and families. Parents have to "come to see the school as an important resource for themselves and the community (Our Children 2004). In order to be effective strong community and family engagement programs have to believe that all families have strengths. To ensure that families are at the core of community engagement, centers need strong leadership. The right leadership is important for successful management. Presently TUSD has two directors responsible for the operation of four centers. The literature clearly support strong leadership for effective operation. Given the leadership model of TUSD existing programs it is questionable whether they will be able to maximize each center's potential.

Wakefield provides esl, car seat, how to care for others, parenting skills, drug education, juvenile justice issues, an engagement classes. Surveys are used to make decisions about what classes to offer. All activities are in response to

feedback from surveys designed to meet specific needs of its constituency.

Southwest and Catalina began operation in May, 2016. As they begin operation it may become critical for leadership to consider the following: 1) It is important to offer a number of entry points for parents, if done correctly they become better advocates for their children, 2) A goal of engagement is to help families overcome their personal obstacles because when they see that the center's personnel is concerned and sensitive they are more willing to be involved in their children's learning, 3) Involving parents and families in their own learning helps reinforce their children's work and how they can help their student's succeed. The Institute for Education Leadership suggests that community engagement is enhanced when partnerships with organizations that provide activities for families and community members are provided on a regular basis. A point of concern for all of TUSD centers is the inability of the leadership to forge successful outreach activities which attract African American families. Since leadership is crucial for community acceptance it may be prudent to recruit and hire staff that reflects the community it serves. Specifically, the Palo Verde site has a sizeable African American clientele it is reasonable to assume that engagement among this population may be increased if an African American is recruited to serve as the center's coordinator.

When trying to engage African American families center leadership may need to develop public address announcements for radio and television. Black families are more inclined to respond to radio and TV spots. In addition to mailings, student service workers may need to visit the communities "boots on the ground", personal contact is a powerful weapon. Another strategy is to use middle school and high school radio, TV and daily announcements to engage students who can then engage parents. The internet has limits as a marketing tool when used to attract African American parents. Local churches, businesses, barber shops, social services agencies Tucson Urban League may serve as additional resources to attract families. Always be mindful of the primary reason for family and community engagement and that is to ultimately improve the academic performance of students. African American parents are similar to other parents, they are anxious to help their children improve. The Coalition for Family Engagement (2003) postulates "strong relationships among school, community and families are necessary if schools that serve low income children are to close the achievement gap".

#### Data- Driven Decision Making

The development of and the use of data are challenges facing family engagement center directors. As centers become more rooted in the TUSD educational landscape effectively partnering with families to reach their goals become exceedingly important. In order for data analysis to be meaningful there are questions that must be answered. These guiding questions can lead to a thorough analysis of the program, they are: 1) How do we include families in the evaluation process? 2) What measures are most important for assessing family engagement outcomes? 3) How do we ensure that measures are culturally sensitive? 4) Once data is disaggregated how do we set goals? 5) How can we use data to show continuous program growth?

Program development and outcomes become more meaningful when data is used strategically.

The National Center for Parent and Community Engagement has done extensive research on the measurement of family engagement. They designed an approach entitled "The Four R approach to support family progress". A summary of "R" are: 1) Responsible data use - means using high quality data to guide program decisions that support family progress, 2) Respectful - the staff appreciation of the family's beliefs, values, and cultural backgrounds. 3) Relevant - collecting data by using measures that answer specific questions, are reliable, valid and produces information that is meaningful and 4) Relationship-based - engaging families and community partners to develop questions, collect information, analyze and interpret the information collected.

Surveys is the primary data collection measure used to make decisions about what services centers offer. As family engagement becomes more engrained in TUSD culture it will be necessary to align center activities to student achievement and school improvement. When the shift occurs more in-depth data analysis will be pivotal for decision-making. TUSD community center programs are to provide support for all families living in its attendance area. The African American communities that feed into these centers are not being serviced equitably. To improve the delivery of services to African American families and to increase participation at centers more creative approaches must be identified.

Presently, it is not feasible to evaluate the effectiveness of the centers because they have been in operation a limited

time. a comprehensive review should be done in June 2017.

## Section 1V

### Recommendations

- 1) Hire an African American to serve as coordinator of one of the centers. The position announcement should target candidates that have previous experience working with families and community engagement initiatives.
- 2) Provide professional development which focuses on data driven decision - making. Review the model outlined in the National Center On Parent and Community Engagement " Measuring What Matters Using Data to Support Family Progress Overview" This model is sponsored by Head Start National Centers.
- 3) Organize a committee consisting of families, staff , and business partners to develop creative outreach initiatives to engage African American families. It is important to remember that traditionally underrepresented groups may require extra effort and innovative strategies to produce engagement.

*PART SEVEN*

*SPECIAL*

*EDUCATION*



## *Special education*

### *Section 1*

#### *USP Reference*

*The district shall develop appropriate criteria for data gathering , referral evaluation , and placement that African American students are not being inappropriately referred evaluated or placed in Exceptional Education classes or programs.*

### *Section 11*

#### *Overview*

*The disproportionate placement of African American students in special education programs according to Blanchette(2006)"reverbrates throughout the students' lifespand: higher incarceration rates , lower college attendance , lower socio- economic well being...lower life expectancy... culturally diverse students are less likely to make academic progress and exit special education placements than their white counterpart" . Overrepresentation occurs when the percentage of students in special education is significantly close to the total student population. For example 14.9% of African American between the age of 3 to 21 received services under IDEA, yet African American students only represented 16.6% of he total school population( Department of commerce 1972-2000).The overrepresentation of African Americans in special education "is not merely an educational dilemma... it is a civil rights violation" (Codrington,2012). Nationally, African American students represent 16% of the elementary and secondary placements, they constituted 21% of total enrollments in special education.The 29th annual report to congress on the implementation of the individual with disabilities act ,2007...Black students 6 through 21 were about 1.5 times more likely to receive special education services. Black students between 6 through 21 were 2.86 times more likely to receive special education services for mental retardation and 2.28 times likely to receive services for emotional disturbance than same age students of other ethnic groups combined. Further ,biased and misdiagnosis mainly occur in judgement categories of*

### *Special education*

*special education clarification. The two judgement categories are severe emotional disturbed (SED) and mild mental retardation(MIMR). Harry and Anderson(1994) stated that diagnosis of these disabilities are based on subjective clinical judgement rather than biological criteria . Subjective unreliable identification procedures have also been associated with overrepresentation of Black males in Special Education.*

### *Section 111*

### *Discussion*

*There are a multitude of reasons why African Americans are overrepresented in special education some include: 1) difficulty in constructing instructional programs that address a students' unique strengths and needs. 2) Ineffective procedures and processes used to refer and clarify students for special education. 3) Lack of knowledge that a problem can be solved . Kearn et.al (2005) postulated that the reasons African American students are overrepresented in special education revolve around the failure of general education to educate children of diverse backgrounds , inequities associated with special education referral and placement procedures , lack of effective instruction in general education , and less well- trained teachers.*

### *Factors affecting disproportionate placement*

*Teacher perception , attitudes and reaction to African American students are additional factors contributing to overrepresentation in special education. Many teachers view African American male movement as being aggressive and are pegged as being learning disabled solely on the bases on their movement styles (LaVonne,Neal 2003).*

*Ladson-Billings(2001) stated the cause for the disproportionate number of African American placement is that white American teachers may have fear of African American youth. Since most of the U.S. teaching force is white , middle class, and female . Most teacher education programs do not adequately address racial imbalance between black students and white teachers. Many teachers make referrals to special education based on whether the child is teachable (being compliant).*

*Education scholars have identified bias in teacher perceptions a*

### *Special education*

*contributing factor to special education disproportionality. Hillard (1980) stated " educators perceived cultural differences as indicative of deficiencies". Cultural mis-match between teachers and students also interacted with teachers gender," with African American teachers being the most sensitive to the needs of African American students and white female teachers being the least sensitive which led to more referrals to special education (Taylor 2001).*

*When overrepresentation occurs children who actually do not have disabilities are treated as if they are disabled and the label tends to persist throughout their school experience. Once a child is in special education it is hard for that child to come out...what happens that is damaging to the child placed prematurely is sometimes they mimic the poor behavior.. African American children were less likely than their white counterpart to be returned to general education classes once they entered Special education. . Overrepresentation has been shown to cause harm to many African American students nation-wide. Students may 1) be denied access to the general education curriculum, 2) receive services that do not meet their needs and 3) be misclassified or inappropriately labeled. A larger societal implication is the positive relationship between special education placement and prison commitment .*

*The reasons for overrepresentaion,in TUSD, mirror those outlined above.*

### *School Psychologists roles and testing*

*Principals place an inordinate amount of pressure on psychologist to test and place students in special education. School psychologists are the educational professionals who assess and prescribe special education placements , like teachers they suffer from inadequate training , cultural and class insensitivities and prejudicial bias .Kearns , Ford, & Linney (2005) stated that "school psychologists have been especially challenged with inadequate tools (test measurements) to assess culturally diverse students for special education. I.Q. tests and behavioral rating scales assessments have been problematic for African American placements in special education". I.Q. test are no longer used for special education placement and according to Reid & et.al.(2001)" behavioral scales have been shown to mis-label African American students due to their cultural inappropriability". Assessments must be sensitive to the unique cultural positionality of the student. Functional behavioral assessments, a problem-solving process, and behavioral plans have gained some support when*

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*diagnosing behavior issues among African American students. Because they look beyond the behavior itself the focus when conducting a functional behavioral assessment is on identifying significant pupil specific social affective, cognitive and environmental factors associated with the behavior. Behavior plans based on understanding why a student misbehaves are extremely useful in addressing a wide range of problem behaviors.*

*TUSD psychologists have many conversations with principals where the topic of discussion is that "the psychologist isn't testing enough". The psychologist is then placed in the position of having to protect students from testing because they are not viable candidates for testing. They find themselves providing information outlining the reasons students are not learning i.e. medical , social non adaptability, behavior , dysfunctions in the home , flaws in the child study process, ineffective interventions and reasons associated with poverty. Even when principals are provided information describing why students are "acting differently" they often-times insist upon testing . The psychologist then must stay the course and not yield to the pressure to test.*

### *Prevention of Overrepresentation*

*What course is there to prevent and reduce the incidence of overrepresentation of African American students in Special Education. Education Week ( 2011 ) identified several activities that can be implemented which will curtail the growth of overrepresentation. (1) Become data conscious - Hone in on student- performance data. Pull the data apart then take actions based on what the data suggests . Progress monitoring is great for looking at classroom performance as well as individual students. (2) Ensure that the curriculum is clearly articulated. Be sure there is a good scope and sequence and curriculum maps that show teachers what they should be doing. (3) Tailor professional development - Arrange for teachers to get professional development in high - frequency problem areas like classroom management , literacy development, differentiation ,and culturally responsive practices. (4) Intervene early and often- Introduce rigorous academic interventions. Respond to intervention model can reduce Special Education referrals. (5) Use formative assessments to track student individual academic progress and ensure they are on pace. (6) Discipline - Teachers are to try to understand the motivation behind the behavior before punishing students or classroom removal.*

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*Other health impaired -1*

*Specific learning disabled -1*

*Speech /impaired -1*

*Four (4) students did not qualify*

*\* \*African American represented 3% of placements and 5% of total referrals*

*2nd Quarter*

*ED -1*

*Mild Intel Dis - 1*

*SLD - 1*

*Speech/Lang - 2*

*Three (3) students did not qualify*

*\*\*African Americans represented 2% of placements and 3% of total referrals*

*3rd Quarter*

*Dev Delay - 2*

*ED - 5*

*OHI -2*

*Mod Intel Disability - 1*

*Speech/Lang Impair-5*

*Sev Intel Dis -1*

*SLD - 2*

*Twelve(12) students did not qualify*

*\*\* African Americans represented 4% of placements and 7% of total referrals*

*4th Quarter*

*Dev Delay - 1*

*Moderate Intel Dis -1*

*SLD -2*

*Four(4) students did not qualify*

*\*\* African American represented 2% of placements and 4% of total referrals*

*Total Referrals for 2015-2016*

*1st Quarter - 187*

*2nd Quarter - 206*

*3rd Quarter - 382*



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*4th Quarter - 174*

*Special education did not provide trend data for any years prior to 2015-2016. 2015-2016 results do not reflect overrepresentation of African American placements in quarters 1,2, and 4 . Placement during 3rd quarter increased to 4% . Over all his is a surprising positive outcome since African American students nationally continue to be overrepresented in Special Education.*

*As the 2015-2016 placement figures suggest African American student placement are declining and hopefully quality support for African Americans will continue to be a priority .*

*Finally, during the 2016-2017 school year Special Education leadership plans to provide a framework for how teachers engage with children. The concept is called " Mindful Discipline" . Simply stated it is a framework that when internalized can be a powerful tool for teachers and those who work directly with students. The premise is rooted in caring for students. When students feel a degree of autonomy they remain curious, engaged, and develop a sense of responsibility over their lives. They also need mentorship and healthy boundaries. Additionally, when the teacher makes mistakes they can take responsibility for the mis-hap. In this way they model to the student that it's okay to make a mistake , they don't have to be perfect.*

## *Section 1V*

### *Recommendations*

- 1) Hire an African American Assistant Director*
- 2) Recruit and hire Special Education teachers*
- 3) Involve parents ,as active participants, in the MTSS process.*
- 4) Since MTSS is so critical to continued reduction of African American students in Special Education solicit support for additional MTSS coordinators.*



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5) Consider developing a grant application for funding to support a system-wide initiative which focuses on reduction of overrepresentation of students of color in Special Education.

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