

APPENDIX V – 314

## STUDENT SUPPORT CRITERIA FORM (REVISED 2016)

### **Analysis: Advancement Via Individual Determination (AVID)**

Comparing 2015/16 responses to 2016/17 responses on Part A of the Student Support Criteria form, the assessment of AVID remains constant across indicators, with the Likert scale estimations remaining exactly the same across both years. Patterns of particular interest include:

- Strongly agreeing that AVID supports and strengthens other existing programs.
- Not agreeing at all that AVID duplicates services with other existing programs.
- Strongly agreeing that students with limited English proficiency are represented in this program.
- Strongly agreeing that teachers in the program represent the cultural backgrounds of their students.

The majority of TUSD's AVID students come from minority and/or low socioeconomic backgrounds and AVID is a thriving program at 11 TUSD schools with research showing that, "Successful AVID programs reach out to parents and guardians to provide them with cultural capital that will empower them to support their child's academic endeavors and create a college going culture in their home, in addition to delivering basic information on college readiness and preparation" (Bernhardt, 2013). Based on this research, adding the AVID program to more schools in TUSD will help foster a college going culture, prepare students to take advanced classes, and help prepare students for life after high school. The AVID program's 11 sites in TUSD prepares students to take Advanced Placement, Dual Credit Honors, Advanced, GATE, and International Baccalaureate classes. There is no other program currently offered in TUSD that replicates what AVID offers. Site selection for adding AVID to more schools will be based on recommendations from District Leadership and working towards completing feeder patterns across the district. Current sites include – Booth-Fickett, Magee, Valencia, Utterback, Doolen, Secrist, Pistor, Palo Verde, Catalina, Cholla, and Pueblo.

AVID is a general curriculum that focuses on teaching the strategies that research has shown leads to academic success in high school and prepares students for college admittance and attendance. These strategies include Writing, Inquiry, Collaboration, Organization and Reading (WICOR). It also includes specific tutoring services that occur during the school day in the AVID classroom. AVID is a program that works to meet the individual needs of each student. Students participate in tutorials in which they ask questions and receive targeted support from classmates, tutors, and teachers in subject areas in which they are struggling. Each student completes a Tutorial Request Form and is able to receive help in the subject area they choose. Teacher aides, hired out of a pool of college students, tutor the students twice a week in the AVID class. AVID targets students in the "academic middle" regarding grades. Students with a 2.0 to 3.5 Grade Point Average. Typical AVID students have average or better attendance and no serious behavior problems. Research also shows that AVID is culturally relevant and has demonstrated success for low-income, diverse families across the world. AVID teachers employed by TUSD are directed to use AVID's culturally relevant materials and to include culturally relevant practices in their lesson planning.

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AVID does not use a “pull-out” instructional method, but is a scheduled class within the school day for middle school and high school students. Elementary AVID is different and is incorporated by the classroom teachers into the school day. AVID particularly targets those students who are underrepresented, first-generation to attend college, low SES, and/or “academic middle” students. Students are generally not served by other support programs. AVID uses primarily college students as tutors in tutorial sessions at a ratio of 1 tutor per 7 students and they are crucial to the success of the AVID program. Students interact with tutors and the teacher provides feedback on sessions as he/she moves from group to group to observe the sessions. The tutors are trained in AVID methodology. The AVID program supports students with limited English proficiency. All certified teachers in the state of Arizona must have a Structured English Immersion endorsement on their teaching certificate. Emerging Bilingual students are able to enroll in AVID classes.

In 2014-2015, the Tucson Unified School District had 6 schools with AVID. Over the last two years, we have added 5 new AVID schools and intend to add two more schools to AVID for next year. The District successfully grew its AVID programs over the last four years. The number of students served by AVID over the past four years increased substantially, from 503 students in SY 2013-14 to 1,320 in SY 2016-17. In that time, Hispanic and African American students made up a majority of the students enrolled in AVID, with the enrollment of African American students higher than the general enrollment of African American students within TUSD. In the 2013-14 school year, enrollment for African American students was 9.5 percent and grew to 10.9 percent in SY 2015-16. The percentage dropped slightly in SY 2016-17. However, the percentage of Hispanic students increased to over 71% of AVID enrollment. Combined Hispanic and African-American enrollment in AVID accounts for over 80% of AVID students. The expansion of AVID to support students in the academic middle and to prepare students to take Advanced Academic Coursework would be beneficial to numerous students. This program has shown it is effective and is recommended for continuation.

**100th-Day Four-Year Comparison of AVID Enrollment**

year	White		African American		Hispanic		Native American		Asian Pacific		Multi-Racial		100 day Total
	N	%	N	%	N	%	N	%	N	%	N	%	
13-14	70	13.92%	48	9.54%	342	67.99%	20	3.98%	8	1.59%	15	2.98%	503
14-15	98	13.73%	69	9.66%	492	68.91%	28	3.92%	8	1.12%	19	2.66%	714
15-16	145	13.23%	120	10.95%	728	66.42%	47	4.29%	18	1.64%	38	3.47%	1096
16-17	150	11.36%	119	9.02%	943	71.44%	48	3.64%	32	2.42%	28	2.12%	1,320

## STUDENT SUPPORT CRITERIA FORM (REVISED 2016)

**BUDGET YEAR 2017-18****Program: Advancement Via Individual Determination (AVID)****Site(s) and/or Dep't(s):** Advanced Learning Experiences – Daniel Erickson**Date of Submission: March 30, 2017****PART A – RUBRIC**

This program:		Strongly Agree	Mostly Agree	Some-what Agree	Do Not Agree At All
<b>1</b>	supports and strengthens other existing programs	X			
<b>2</b>	duplicates services with other existing programs				X
<b>3</b>	uses a diagnostic tool(s) to determine student participation Name of diagnostic tool(s): Student entry interviews for the AVID program	X			
<b>4</b>	prioritizes the individual student's specific needs in all activities provided	X			
<b>5</b>	focuses primarily on improved student behavior			X	
<b>6</b>	focuses primarily on improved student attendance		X		
<b>7</b>	focuses primarily on increased academic performance	X			
<b>8</b>	utilizes culturally relevant instructional materials on a regular basis	X			

### STUDENT SUPPORT CRITERIA FORM (REVISED 2016)

<b>9</b>	emphasizes culturally relevant practices significant to all students	x			
<b>10</b>	has an established a communication feedback protocol with the school day teacher	x			
<b>11</b>	provides regular updates to the school day teacher on student progress	x			
<b>12</b>	provides tutoring on a regular basis	x			
<b>13</b>	is very effective in supporting students needs	x			

Students in this program:					
<b>14</b>	are monitored on a regular basis to assess changing needs and/or mastery of material	x			
<b>15</b>	remain in the program all year long	x			
<b>16</b>	are also served by other support programs			x	
<b>17</b>	with limited English proficiency are represented in this program	x			
<b>18</b>	with limited English proficiency have adequate resources available to them to understand the content of the program	x			
<b>19</b>	show the greatest success when they are pulled out of class for services				x
Teachers in this program:					

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<b>20</b>	are primarily made up of paraprofessionals				x
<b>21</b>	are primarily made up of certified teachers	x			
<b>22</b>	who are paraprofessionals are closely supervised by appropriately certified personnel				x
<b>23</b>	meet regularly as a team to coordinate student support services	x			
<b>24</b>	represent the ethnic/cultural backgrounds of the students they serve	x			
Students:		>20	11-20	0-10	NA
<b>25</b>	are typically in classes with about ____ other students	x			
<b>26</b>	receive, on average, about a total of ____ hours per weeks of services			x	
<b>27</b>	receive, on average, about ____ hours per week of tutoring services specifically			x	
<b>28</b>	receive, on average, about ____ hours of services during the school day per week			x	
<b>29</b>	receive, on average, about ____ hours of services before or after school per week			x	

## STUDENT SUPPORT CRITERIA FORM (REVISED 2016)

**PART B – EVALUATION**

1	<p><b>Is there documentation or research that supports the efficacy of the program or strategy? Please provide. IF SO, WHAT DOES THE EVIDENCE SAY?</b></p> <p>This is the link to the AVID Central page that presents and explains the research and data showing the success of the AVID program and students.</p> <p>AVID research:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.avid.org/avid-impact.ashx">http://www.avid.org/avid-impact.ashx</a></li> </ul> <p>Yes, research indicates that, “Successful AVID programs reach out to parents and guardians to provide them with cultural capital that will empower them to support their child’s academic endeavors and create a college going culture in their home, in addition to delivering basic information on college readiness and preparation (Bernhardt, 2013). Furthermore, the majority of AVID students come from a minority or low socioeconomic background and is a thriving program at 11 TUSD schools. AVID also seeks to, “address the educational gap poverty creates, it is important for educators to utilize a system that embraces the students’ diversity and supports them in their quest for a postsecondary degree (Peabody Jr., 2012). Based on this research, adding the AVID program to more schools in the Tucson Unified School District will help foster a college going culture, prepare students to take advanced classes, and help prepare students for life after high school.</p>
2	<p><b>Does the program or strategy support the current programs or strategies being implemented in the school(s)?</b></p> <p>Yes, currently the AVID program is at 11 sites in TUSD and is preparing students to take Advanced Placement, Dual Credit Honors, Advanced, GATE, and International Baccalaureate classes. There is no other program currently offered in TUSD that replicates what AVID offers.</p>
3	<p><b>If this is a District-level program (more than one site), describe how sites are selected, including how the selected sites demonstrate the potential for producing the greatest outcomes for the cost of the program or strategy.</b></p> <p>Site selection for adding AVID will be based on recommendations from Leadership and working towards completing feeder patterns across the district. Current sites include – Booth-Fickett, Magee, Valencia, Utterback, Doolen, Secrist, Pistor, Palo Verde, Catalina, Cholla, and Pueblo.</p>
4	<p><b>Does the program or strategy focus on students’ specific needs? If so, what needs?</b></p>

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	<p>Yes – Academic needs. AVID is a general curriculum that focuses on teaching all students the strategies that research has shown leads to academic success in high school and prepares students for college admittance and attendance. These include Writing, Inquiry, Collaboration, Organization and Reading (WICOR). It also includes specific tutoring services that occur during the school day in the AVID classroom.</p>
5	<p><b>Describe how the time spent with each student is tailored to his or her needs, including whether the actual time(s).</b></p> <p>AVID is a program that works to meet the individual needs of each student. Students participate in tutorials in which they ask questions and receive targeted support from classmates, tutors, and teachers in subject areas in which they are struggling. Each student completes a Tutorial Request Form and is able to receive help in the subject area they choose. Teacher aides, hired out of a pool of college students, tutor the students twice a week in the AVID class.</p>
6	<p><b>Is the program or strategy targeted to students at-risk in the areas of behavior, attendance and/or academics?</b></p> <p>No. AVID targets students in the “academic middle” regarding grades. Students with a 2.0 to 3.5 Grade Point Average. Typical AVID students have average or better attendance and no serious behavior problems.</p>
7	<p><b>Does the program or strategy utilize culturally relevant materials and/or practices? Describe those materials and practices.</b></p> <p>Yes, as Peabody Jr.’s research indicates, AVID is a program that is vastly used as culturally relevant and has demonstrated success for low-income, diverse families across the world (2012). AVID materials, which come with the program, use culturally relevant materials in their reading selections and writing assignments. AVID teachers employed by TUSD to teach the AVID elective will be directed to include culturally relevant practices in their lesson planning.</p>
8	<p><b>Does the program or strategy use a “pull-out” method?</b></p> <p>No. AVID is a class within the school day for middle school and high school students. Elementary AVID varies from this method and is incorporated by the classroom teachers.</p>
9	<p><b>If tutoring is involved, who provides the tutoring? How is what is being learned by students linked to what they are learning in their classrooms? How many students do tutors work with at any given time? How much time per week does a student have with a tutor? If there is a range, explain.</b></p> <p>Tutoring is a key component of AVID. Each site has college age tutors for their tutoring sessions twice a week. Tutors are</p>



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	<p>given a 'Tutorology' training by AVID in order to provide these services. Tutoring sessions are observed and evaluated by the classroom teacher each week and by the ALE Director each quarter. Tutoring sessions are based on students completing Tutorial Request Forms in the specific subject area in which they need help. This allows for students to receive targeted academic support in all subject areas during AVID Tutorials.</p>
10	<p><b>Are the types of students (defined by learning need, not demographics) served by this program also served by other support programs?</b> If so, which are most cost effective? Could the effects be strengthened if combined w/another program?</p> <p>AVID particularly targets those students who are underrepresented, first-generation to attend college, low SES, and/or "academic middle" students. Students are generally not supported by other support programs.</p>
11	<p><b>Are paraprofessional utilized?</b> Yes. If so, are they closely supervised by appropriately certificated personnel? Yes. Explain.</p> <p>The use of AVID tutors in tutorial sessions is crucial to the success of the AVID program. Students interact with college aged tutors and the teacher provides feedback on sessions as he/she moves from group to group to observe the sessions. The tutors are trained in AVID methodology. What is the ratio of paraprofessional to certified personnel? Tutors are provided at a ratio of 1 tutor per 7 students.</p>
12	<p><b>Does the program or strategy involve students with limited English proficiency?</b> If so, describe the level of staff members' proficiency in non-English language accessibility, and describe the ways by which staff deals directly with English language deficiency where it is a part of a student's difficulty in learning the content on which the program focuses.</p> <p>Yes. All certified teachers in the state of Arizona must have a Structured English Immersion endorsement on their teaching certificate. Emerging Bilingual students are able to enroll in AVID classes.</p>
13	<p><b>Funding Justification: What changes have occurred over the last 2 years that justifies continued funding of this program? Include data and an explanation of the data to support your justification. Whenever possible, use data from the previous Annual Reports.</b></p> <p>In 2014-2015, the Tucson Unified School District had 6 schools with AVID. Over the last two years, we have added 5 new AVID schools and intend to add two more schools to AVID for next year.</p> <p>The District successfully grew its AVID programs over the last four years. The number of students served by AVID over the past four years increased substantially, from 503 students in SY 2013-14 to 1,320 in SY 2016-17.</p>

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In that time, Hispanic and African American students made up a majority of the students enrolled in AVID, with the enrollment of African American students higher than the general enrollment of African American students within TUSD. In the 2013-14 school year, enrollment for African American students was 9.5 percent and grew to 10.9 percent in SY 2015-16. The percentage dropped slightly in SY 2016-17. However, the percentage of Hispanic students increased to over 71% of AVID enrollment. Combined Hispanic and African-American enrollment in AVID accounts for over 80% of AVID students.

100th-Day Four-Year Comparison of AVID Enrollment

Year	White		African American		Hispanic		Native American		Asian Pacific		Multi-Racial		100 day Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
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16-17	150	11.36%	119	9.02%	943	71.44%	48	3.64%	32	2.42%	28	2.12%	1,320

Therefore, expanding AVID, which supports students in the academic middle and prepares students to take Advanced Academic Coursework, would benefit numerous students. Furthermore, AVID also has a proven track record of making an impact on Hispanic and African-American students becoming academically prepared to take Advanced Academic Coursework.

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

### TAP High School Report

TAP High School, is a small alternative high school that serves high-risk pregnant and parenting teens ages 14 to 21. The school enrollment average ranges from 59 to 75 students with 35 to 48 babies at any given point in the school year since 2014. The school enrolls students throughout the year, but also losses students at a higher rate than most schools many due to students' outside stressors. TAP's student population is 95% free and reduced lunch and the majority of students live in poverty or extreme poverty. TAP's student population also scores very high on the Adverse Childhood Experiences (ACEs) Survey, developed by the Centers for Disease Control (CDC) and Kaiser-Permanente, in an effort to quantify the number of traumatic events suffered in childhood. It is not unusual for a TAP student to record 9 adverse childhood experiences, while a statistically typical teenager would record a 1, 2 or perhaps a 3 on the same scale. With wrap around supports, TAP students can catch up from multiple years of poor school attendance, the effects of trauma, and ongoing stressors caused by pregnancy, parenting and poverty and exceed academically.

TAP supports the current programs and strategies by providing health support needed for pregnant and parenting students. TAP also provides day care, hands on parenting labs, and individual guidance and support for soon to be and current teen parents so they can attend school. TAP focuses on the individual needs of students by supporting pregnant and parenting students with their emotional and physical health, parenting, daily living needs, academics, and planning for post high school educations, wok, living, and parenting. Time spent with each student is tailored to their individual needs, including individual access to services with TAP's nurse, counselor, and principal. Students attend small classes and receive a high rate of instructional feedback during Tier 1 instruction. TAP's bell schedule was changed for 2016/17 to provide a late start Friday and 60-70 minutes of PLC time to coordinate advisory with all teachers.

TAP's programming is geared to support at-risk students in the areas of behavior, attendance, and academics. TAP does not use a "pull-out" instructional method, but students are identified by their learning needs and teachers diversify instruction or students take additional RTI classes to address deficits and/or deficiencies in standard mastery. TAP also has 3 pre-emergent/emergent ELD students and a part time ELD teacher.

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

### A. Fall 2016-17 Benchmarks Scores by proficiency

School	1617.TUSD.ELA.09.FallBenchmark-BA									1617.TUSD.ELA.10.FallBenchmark-BA								
	ELA																	
	Test #	Minimally		Partially		Proficient		Highly Proficient		Test #	Minimally		Partially		Proficient		Highly Proficient	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Tucson Unified	2891	1129	39.1%	546	18.9%	970	33.6%	246	8.5%	2937	1083	36.9%	570	19.4%	984	33.5%	300	10.2%
CATALINA HMS	154	100	64.9%	28	18.2%	23	14.9%	3	1.9%	135	77	57.0%	21	15.6%	28	20.7%	9	6.7%
CHOLLA HMS	345	208	60.3%	64	18.6%	65	18.8%	8	2.3%	359	196	54.6%	77	21.4%	80	22.3%	6	1.7%
PALO VERDE HMS	258	105	40.7%	42	16.3%	87	33.7%	24	9.3%	301	101	33.6%	75	24.9%	103	34.2%	22	7.3%
PUEBLO HMS	395	165	41.8%	72	18.2%	133	33.7%	25	6.3%	319	135	42.3%	86	27.0%	83	26.0%	15	4.7%
RINCON HS	242	85	35.1%	54	22.3%	92	38.0%	11	4.5%	215	68	31.6%	47	21.9%	87	40.5%	13	6.0%
SABINO HS	210	39	18.6%	41	19.5%	102	48.6%	28	13.3%	229	69	30.1%	40	17.5%	90	39.3%	30	13.1%
SAHUARO HS	425	174	40.9%	101	23.8%	128	30.1%	22	5.2%	402	155	38.6%	86	21.4%	134	33.3%	27	6.7%
SANTA RITA HS	114	69	60.5%	27	23.7%	15	13.2%	3	2.6%	95	66	69.5%	10	10.5%	16	16.8%	3	3.2%
TAP HS	6	2	33.3%	1	16.7%	3	50.0%			3	1	33.3%	1	33.3%	1	33.3%		
TUCSON MHS	490	174	35.5%	97	19.8%	182	37.1%	37	7.6%	611	213	34.9%	121	19.8%	220	36.0%	57	9.3%
UNIVERSITY HS	247	3	1.2%	19	7.7%	140	56.7%	85	34.4%	265			6	2.3%	141	53.2%	118	44.5%

Highly Proficient #	%	1617.TUSD.Algebra.HS.FallBenchmark-BA									1617.TUSD.Geometry.HS.FallBenchmark-BA								
		Math																	
		Test #	Minimally		Partially		Proficient		Highly Proficient		Test #	Minimally		Partially		Proficient		Highly Proficient	
#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
300	10.2%	3501	1407	40.2%	777	22.2%	1163	33.2%	154	4.4%	3141	1431	45.6%	859	27.3%	692	22.0%	159	5.1%
9	6.7%	178	113	63.5%	33	18.5%	32	18.0%			184	124	67.4%	44	23.9%	16	8.7%		
6	1.7%	351	180	51.3%	90	25.6%	80	22.8%	1	0.3%	404	189	46.8%	121	30.0%	86	21.3%	8	2.0%
22	7.3%	294	185	62.9%	66	22.4%	42	14.3%	1	0.3%	310	181	58.4%	83	26.8%	44	14.2%	2	0.6%
15	4.7%	404	231	57.2%	93	23.0%	77	19.1%	3	0.7%	393	222	56.5%	114	29.0%	55	14.0%	2	0.5%
13	6.0%	253	144	56.9%	57	22.5%	48	19.0%	4	1.6%	257	131	51.0%	90	35.0%	36	14.0%		
30	13.1%	184	57	31.0%	35	19.0%	86	46.7%	6	3.3%	209	34	16.3%	49	23.4%	102	48.8%	24	11.5%
27	6.7%	370	153	41.4%	103	27.8%	113	30.5%	1	0.3%	370	159	43.0%	120	32.4%	82	22.2%	9	2.4%
3	3.2%	107	61	57.0%	31	29.0%	14	13.1%	1	0.9%	89	56	62.9%	26	29.2%	6	6.7%	1	1.1%
		11	7	63.6%	2	18.2%	2	18.2%			6	3	50.0%	2	33.3%	1	16.7%		
57	9.3%	530	206	38.9%	149	28.1%	169	31.9%	6	1.1%	644	324	50.3%	189	29.3%	119	18.5%	12	1.9%
118	44.5%	164			3	1.8%	99	60.4%	62	37.8%	217	1	0.5%	10	4.6%	127	58.5%	79	36.4%

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1617.TUSD.Algebra2.HS.FallBenchmark-BA								
Math								
* Test #	Minimally		Partially		Proficient		Highly Proficient	
	#	%	#	%	#	%	#	%
2444	1267	51.8%	686	28.1%	445	18.2%	46	1.9%
125	81	64.8%	32	25.6%	12	9.6%		
287	189	65.9%	65	22.6%	33	11.5%		
233	145	62.2%	60	25.8%	26	11.2%	2	0.9%
304	197	64.8%	92	30.3%	15	4.9%		
206	89	43.2%	73	35.4%	42	20.4%	2	1.0%
216	54	25.0%	58	26.9%	82	38.0%	22	10.2%
353	138	39.1%	125	35.4%	88	24.9%	2	0.6%
94	75	79.8%	16	17.0%	3	3.2%		
12	3	25.0%	5	41.7%	4	33.3%		
522	292	55.9%	159	30.5%	68	13.0%	3	0.6%
88			1	1.1%	72	81.8%	15	17.0%

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

### B. AzMERIT Results:

#### Number of Students Tested and Percentage of Students Passing for Teenage Parent Program - TAPP, Fall 2016

ELA

Grade	Number of Students Tested	Percent Passing
Grade 9	3	33%
Grade 10	1	100%
Grade 11	1	0%

Math

Grade	Number of Students Tested	Percent Passing
Algebra I	3	33%
Algebra II	5	0%

### C. Graduation Results:

#### TAP High School Graduation Data

	2012	2013	2014	2015	2016
<b>Number of students Graduated</b>	<b>Total May = Oct: 3 Dec: 6</b>	<b>7 Total May: 4 (2013) Dec: 3 (2013)</b>	<b>20 Total May: 11 (2014) June: 1 (2014) Dec: 8 (2014)</b>	<b>18 Total Mar: 1 (2015) May: 12 (2015) June: 1 (2015) Dec: 4 (2015)</b>	<b>20 Total May: 12 (2016) Dec: 8 (2016)</b>

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

In summary, despite the challenges that TAP's students face, TAP was in the top 25% of TUSD schools with respect to Fall 2016 benchmark scores. Additionally, 3 out of 13 students passed their EOC AZMerit State Assessment in the fall of 2016 and some students scored Partially Proficient and Minimally Proficient which was similar to their scores on the fall Benchmarks. Finally, TAP is committed to ensuring that students graduate and on average 20 to 25 students graduate from TAP each year. This program has shown it is effective in meeting the needs of this population and is recommended for continuation.

### BUDGET YEAR 2016-17

Program: TAP

Site(s) and/or Dep't(s):

Date of Submission: March 31, 2017

### PART A – RUBRIC

This program:		Strongly Agree	Mostly Agree	Some-what Agree	Do Not Agree At All
<b>1</b>	supports and strengthens other existing programs			X	
<b>2</b>	duplicates services with other existing programs				X
<b>3</b>	uses a diagnostic tool(s) to determine student participation Name of diagnostic tool(s): District benchmarks, student surveys, synergy enrollment and attendance records, nursery records, etc.	X			
<b>4</b>	prioritizes the individual student's specific needs in all activities provided	X			
<b>5</b>	focuses primarily on improved student behavior		X		
<b>6</b>	focuses primarily on improved student attendance	X			
<b>7</b>	focuses primarily on increased academic performance	X			

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

<b>8</b>	utilizes culturally relevant instructional materials on a regular basis		x		
<b>9</b>	emphasizes culturally relevant practices significant to all students	x			
<b>10</b>	has an established a communication feedback protocol with the school day teacher	x			
<b>11</b>	provides regular updates to the school day teacher on student progress		x		
<b>12</b>	provides tutoring on a regular basis	x			
<b>13</b>	is very effective in supporting students needs	x			

Students in this program:					
<b>14</b>	are monitored on a regular basis to assess changing needs and/or mastery of material	x			
<b>15</b>	remain in the program all year long			x	
<b>16</b>	are also served by other support programs				x
<b>17</b>	with limited English proficiency are represented in this program	x			
<b>18</b>	with limited English proficiency have adequate resources available to them to understand the content of the program	x			
<b>19</b>	show the greatest success when they are pulled out of class for services				x
Teachers in this program:					
<b>20</b>	are primarily made up of paraprofessionals				x
<b>21</b>	are primarily made up of certified teachers		x		
<b>22</b>	who are paraprofessionals are closely supervised by appropriately certified personnel				n/a
<b>23</b>	meet regularly as a team to coordinate student support services	x			
<b>24</b>	represent the ethnic/cultural backgrounds of the students they serve			x	
Students:		>20	11-20	0-10	NA
<b>25</b>	are typically in classes with about ____ other students			x	



## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

<b>26</b>	receive, on average, about a total of ____ hours per weeks of services	x			
<b>27</b>	receive, on average, about ____ hours per week of tutoring services specifically (tutoring/RTI is part of Advisory....it is not a separate service)			x	
<b>28</b>	receive, on average, about ____ hours of services during the school day per week	x			
<b>29</b>	receive, on average, about ____ hours of services before or after school per week				X

### PART B – EVALUATION

<b>1</b>	<p><b>Is there documentation or research that supports the efficacy of the program or strategy? Please provide. IF SO, WHAT DOES THE EVIDENCE SAY?</b></p> <p>TAP High School, is a small alternative high school that serves high-risk pregnant and parenting teens ages 14 to 21. The school enrollment average ranges from 59 to 75 students and 35 to 48 babies at any given point in the school year since 2014. The school enrolls students throughout the year, but also losses students at a higher rate than most schools many due to students’ outside stressors. The school provides a comprehensive system of academic, parenting, social/emotional, and basic needs (e.g. help with locating housing, DES, diapers, formula, baby clothing, outside counseling, transportation, etc.) supports. Student/Parent and staff surveys, graduation rates, student employment and post high school secondary school/training attendance support the efficacy of TAP’s programming. TAP’s small classes and TAP’s staff collaborate to address our student’s multiple learning, parenting, emotional, health and daily living needs.</p> <p>TAP student population is 95% free and reduced lunch and the majority of students live in poverty or extreme poverty. TAP’s student population also scores very high on the Adverse Childhood Experiences (ACEs) Survey, developed by the Centers for Disease Control (CDC) and Kaiser-Permanente, in an effort to quantify the number of traumatic events suffered in childhood by our very high risk student population. Richard Block, past president of the American Academy of Pediatrics, stated “Children’s exposure to ACEs is the <b>greatest unaddressed public health threat</b> of our time.” ACEs are the greatest single predictor for health, attendance and behavior. Second only to Exceptional Education status, ACEs are the highest predictor in academic failure. Our findings, to date, include a sample of 40 (the number of students present on the day the survey was administered in 2016-17), and are, as expected, exceedingly high compared with national and statewide averages. The national average holds that among children aged 0-17, 22.6% will suffer 2+ ACES. Statewide that number increases to 31.1%. Of the 40 sampled at TAP 92% have suffered more than 2 ACEs. 50% of TAP’s students have endured 6+ACEs in their short lifetimes.</p>
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## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

	<p>TAP employs PLCS, PBIS, MTSS, TUSD Curriculum 3.0 and other district and school initiatives to ensure that students’ academic and behavioral needs are met. TAP’s reform model is based on the use of PLCs and TAP scored high on shared leadership during our Accreditation visit in March 2017. We serve students with exceptional needs, students who are English Language Learners (3 pre-emergent student in 2016-17), students who have histories of running away, drug and alcohol use, DCS involvement (e.g. live in group homes or with a relative other than their parent), and several students who are considered to be McKinney Vento and who receive YOTO services. Despite all of these challenges as well as significant struggles with school attendance for some students, TAP was in the top 25% of TUSD schools with respect to Fall 2016 benchmark scores. With wrap around supports, TAP students can catch up from multiple years of poor school attendance, the effects of trauma, and ongoing stressors caused by pregnancy, parenting and poverty and exceed academically.</p>
<p><b>2</b></p>	<p><b>Does the program or strategy support the current programs or strategies being implemented in the school(s)?</b>                  Yes, TAP provides the health support needed for pregnant and parenting students. We also provide day care, hands on parenting labs and individual guidance and support for soon to be and current teen parents so they can attend school. TAP is also working toward implementing trauma sensitive classrooms.</p>
<p><b>3</b></p>	<p><b>If this is a District-level program (more than one site), describe how sites are selected, including how the selected sites demonstrate the potential for producing the greatest outcomes for the cost of the program or strategy.</b> NA</p>
<p><b>4</b></p>	<p><b>Does the program or strategy focus on students’ specific needs? If so, what needs?</b> Is designed to meet our three point mission statement. TAP is 95% free and reduced lunch and the majority of our students live in poverty and/or extreme poverty and experience the multiple stressors that go with this. The majority of students have interrupted educational backgrounds with poor school attendance, high mobility in schools and living situations, often no longer live with parents and have histories with DCS and are pregnant. TAP is designed to support pregnant and parenting students with their emotional and physical health, parenting, daily living needs, academics and planning for post high school education, work, living and parenting. TAP serves the most at risk students in the TUSD boundaries and many of them are able to return to their home schools to complete school or graduate from TAP. On average TAP graduates 20 students each school year.</p> <p><b>To prepare ALL TAP students for future success by:</b>                  *<b>Promoting academic achievement and college readiness</b> through flexible schedules, small class sizes, tutoring, credit recovery, credit acceleration and student goal setting and attainment;                  *<b>Providing a nurturing community</b> through support groups, mentoring, local social services and agencies, school activities, family involvement and strong student-staff rapport; and</p>

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

	<p><b>*Developing responsible parenting</b> through prenatal instruction, Early Childhood Education (ECE), parenting classes, hands-on guided nursery experience, nutrition and health support.</p> <p><b>TAP High School Vision:</b> Preparing two generations for success.</p>
<p><b>5</b></p>	<p><b>Describe how the time spent with each student is tailored to his or her needs, including whether the actual time(s).</b></p> <p>All students access individual services with TAP’s nurse, counselor and principal. Students attend small classes and receive a high rate of instructional feedback on a daily basis during Tier 1 instruction. All students also attend 120 minutes (4 x 40 minutes) a week of Advisory. Advisory is a 3<sup>rd</sup>, 4<sup>th</sup> or 5<sup>th</sup> prep for seven TAP teachers and it is the realization of two years of work. One TAP teacher is paid through TAP’s School Improvement Grant to coordinate Advisory and TAP’s bell schedule was changed for 2016-17 to provide a late start Friday and 60-70 minutes of PLC time to coordinate Advisory with all teachers. Advisory is designed to give students experiences connecting with school and school personnel, understanding how to work within and manage systems, learning how to ask for help, developing self-determination skills, and providing small group response to intervention and experiential extensions (e.g. yoga, cooking, gardening, birthing classes, etc.). Some TAP seniors have U. of A. mentors and each TAP senior has a TAP staff mentor who give them individual support and monitoring during their senior year. TAP teachers and Infant Care Specialists individualized instruction in the small class and nursery settings. Small RTI classes are targeted to meet the student at their skills levels in math, reading and writing (and TAP has also purchased online resources, ALEKS, Achieve3000, SuccessMaker, and other online free supports for our students who are learning pre-requisite skills to ready them for high school level learning.</p>
<p><b>6</b></p>	<p><b>Is the program or strategy targeted to students at-risk in the areas of behavior, attendance and/or academics?</b></p> <p>TAP’s programming is geared to support at-risk students in the areas of behavior, attendance and academics. Student attendance is TAP’s biggest challenge. TAP monitors all students attendance weekly, calling students who have been out for more than 2 days without contact us and awarding students who have 90+ attendance weekly. TAP will also focus efforts over the summer on developing a technology plan and we have purchased 14 new loaner laptops (with Kjets) so our students can access online programs and contact teachers from home when they are out due to maternity leave, illness (student or baby), family tragedy, transportation issues, etc.</p> <p>TAP utilizes PBIS and MTSS team to help identify and determine additional strategies for students who manifest more extreme behavior needs. TAP teachers do not write a lot of referrals, but we do communicate about classroom disruptions, classroom management, and other needs with each other and students of concern (as well as strategies to work with them) are discussed with teachers, the staff and in smaller groups weekly. The school counselor and principal meet regularly with students to address issues of conflict, unwanted behaviors, academic issues and attendance and use the Synergy Conference block to record conferences, counseling, parent contact, etc. TAP currently has 11 students with IEPs (with a wide range of needs), we have two students with</p>

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

	Oppositional Defiance Disorder, 3 pre-emergency ELD students, and several students who have anxiety and depression related disorders.
7	<b>Does the program or strategy utilize culturally relevant materials and/or practices?</b> Describe those materials and practices. TAP ELA teachers utilize several of the culturally relevant novel sets provided by the district. These books are also used by TAP's special education teacher for reading instruction. Teachers also use other resources that interconnect SS and ELA unit themes to readings involving parenting, pregnancy, etc. as that is a common culture of TAP High School.
8	<b>Does the program or strategy use a "pull-out" method?</b> If so, describe the criteria used to return students to classrooms. Describe the success in bringing students to a point where they can be successful in their "regular" classrooms (e.g., the proportion returned after what amount of intervention). <b>N/A – TAP provides RTI classes in addition to the student's grade level courses.</b>
9	<b>If tutoring is involved, who provides the tutoring? How is what is being learned by students linked to what they are learning in their classrooms? How many students do tutors work with at any given time? How much time per week does a student have with a tutor? If there is a range, explain.</b> N/A –TAP classes are small and students get targeted instruction in small group settings.
10	<b>Are the types of students (defined by learning need, not demographics) served by this program also served by other support programs? If so, which are most cost effective? Could the effects be strengthened if combined w/another program?</b> Students are identified by their learning needs. Teachers diversify instruction or students take additional RTI classes to address deficits and/or deficiencies in standard mastery.
11	<b>Are paraprofessional utilized? If so, are they closely supervised by appropriately certificated personnel? Explain. What is the ratio of paraprofessional to certified personnel?</b> N/A TAP has 8 Infant Care Specialists (ICs) who run TAP's 4 nurseries. ICs work with babies, student parents, and pregnant students. The nurseries function as learning labs.
12	<b>Does the program or strategy involve students with limited English proficiency? If so, describe the level of staff members' proficiency in non-English language accessibility, and describe the ways by which staff deals directly with English language deficiency where it is a part of a student's difficulty in learning the content on which the program focuses.</b> TAP has 3 pre-emergent/emergent ELD students. TAP has a part time ELD teacher (provided by the ELD department, and utilizes on line learning for some periods each day. These students have a class period each day in TAP nurseries and one of the students who has moved into emergent/basic has started taking a contemporary math class as she has not had math instruction since she was in the camps in her home country.
13	<b>Funding Justification: What changes have occurred over the last 2 years that justifies continued funding of this program? Include data and an explanation of the data to support your justification. Whenever possible, use data from the previous Annual Reports.</b> See attached data report created for TAP accreditation in March 2017. I also have ADE reports from the past 5 years.

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

<p>TAP works with the most at-risk students in TUSD. Students have struggled with poor attendance, high mobility, lack of parenting, living in poverty, DCS involvement, etc. And yet, if they receive comprehensive supports, they can remain stable enough to attend and succeed in school. And, as all TAP students have committed to parenting their new child, it is essential that they complete high school and have a clear plan and the skills needed to succeed in post-secondary training and/or education.</p>
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## STUDENT SUPPORT CRITERIA FORM

### Analysis: Cholla High Magnet School International Baccalaureate Turnitin Program

The International Baccalaureate (IB) Program at Cholla High School uses a web-based service named **Turnitin** to reduce the incidence and prevalence of unintended plagiarism. Located at Turnitin.com, this service is aimed at “decreasing [the] incidence of unoriginal content over time,” and is endorsed by the IB community as an effective and accessible tool for avoiding plagiarism. Given the high expectations regarding academic honesty and overall high academic standards, Cholla’s IB program needs a method to ensure that all student work is free of plagiarism. Without **Turnitin**, Cholla’s leadership asserts that authenticating that student assessment is free of plagiarism would not be possible. The Turnitin license is renewed each September.

Comparing 2015/16 responses to 2016/17 responses on Part A of the Student Support Criteria form, the assessment of **Turnitin** remains constant across indicators, with the Likert scale estimations remaining exactly the same across both years. Patterns of particular interest include:

- Strongly agreeing that Turnitin supports and strengthens other existing programs.
- Not agreeing at all that Turnitin duplicates services with other existing programs.
- Strongly agreeing that students with limited English proficiency have adequate resources available to them to understand the content of the program.
- Mostly agreeing that teachers in the program represent the cultural backgrounds of their students.

Evidence that this program or tool decreases or at least captures a relatively constant incidence of plagiarism over time is illustrated in the Table below.

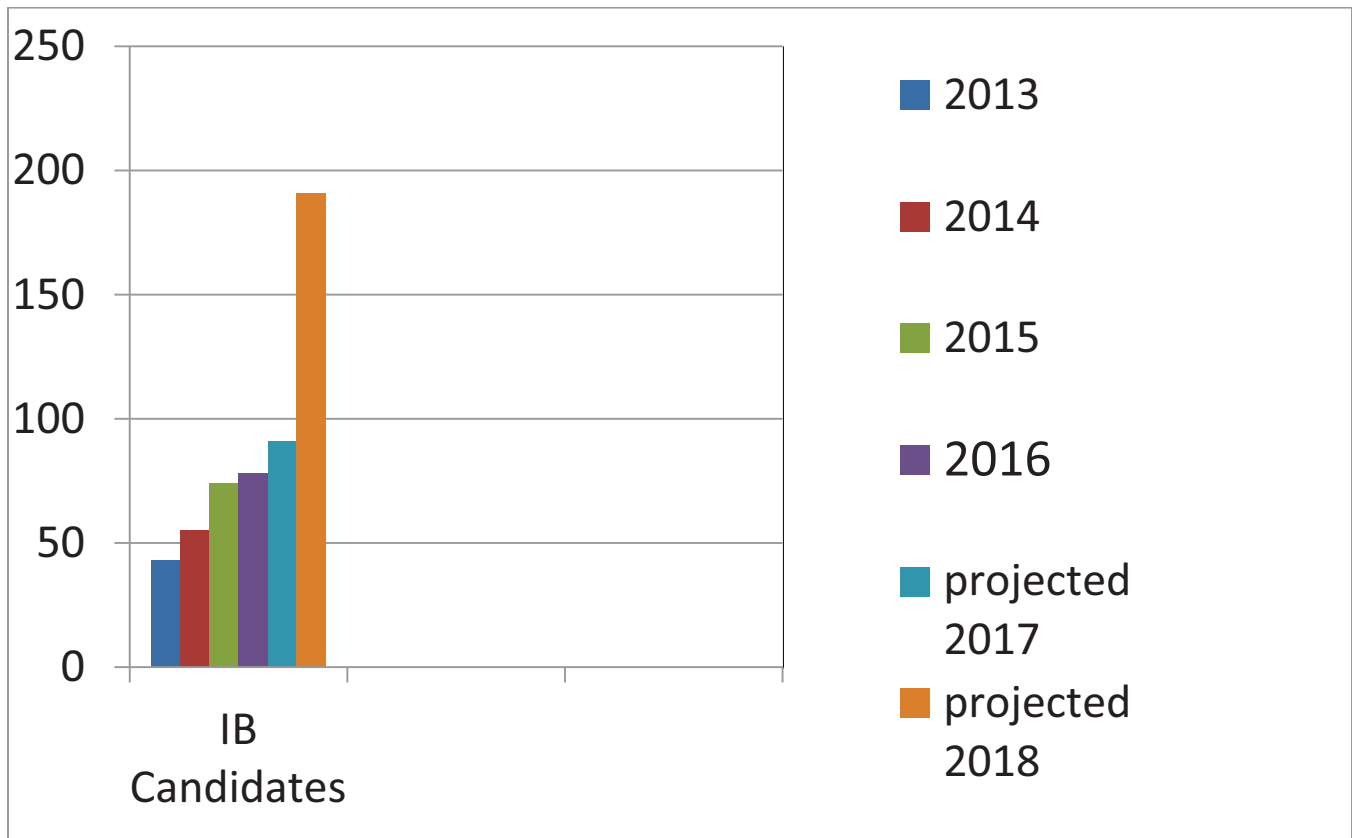
Start Date	End Date	Instructors	Students	Submissions	Originality Reports	75-100%	50-74%	25-49%	0-24%	No match	% Incidences of high similarity (over 25%)
Jan-09	May-10	7	75	547	547	1	8	63	413	62	13.16%
Aug-10	May-11	5	145	715	715	2	13	125	525	50	19.58%
Aug-11	May-12	13	226	674	667	5	12	45	431	174	9.30%
Aug-12	May-13	18	206	833	833	3	10	36	525	259	5.88%
Aug-13	May-14	15	328	1494	1481	20	27	63	724	647	7.43%
Aug-14	Feb-15	19	352	1582	1581	11	20	96	889	565	8.03%
Aug-15	Feb-16	19	535	1229	1231	63	11	62	576	519	11.06%
Aug-16	Feb-17	21	594	1778	1825	71*	29	99	890	736	11.19%
						*should be noted due to a teacher change, students uploaded same document into two accounts, therefore they showed a match with themselves.					

## STUDENT SUPPORT CRITERIA FORM

**Turnitin** continues to support current programs and/or strategies being implemented at Cholla High School. It is also an IB-recommended program and the most comprehensive program on the market. Currently, it is used only at Cholla, although University High has expressed interest in the program. The diagnostics of **Turnitin** focuses on individual student work and student need, allowing each student the opportunity to revise their work if it indicates any degree of plagiarism. In this sense, the program is tailored to student needs. The **Turnitin** program could be made available to all Cholla students, but it is a necessity for the Cholla IB students.

With regard to whether Cholla IB students may also be served by another similar program, Cholla IB students also use **ManageBac**, but these two programs serve distinctly different needs. No paraprofessionals are utilized with Turnitin; it currently does not serve students with limited English proficiency, but it could be licensed to serve all Cholla students if desired.

In summary, the chart below graphs the over-time utilization of **Turnitin**. Moreover, Cholla’s IB program is required to have an effective and reliable plagiarism checker and **Turnitin** is recommended by the IB community as the most comprehensive program on the market. This program has shown it is effective is recommended for continuation.



## STUDENT SUPPORT CRITERIA FORM

**BUDGET YEAR 2016-17**

**Program:** Turnitin (web-based service where students upload their essays to be checked for plagiarism)

**Site(s) and/or Dep't(s):** Cholla High Magnet School International Bacculaureate

**Date of Submission:** The Turnitin license is renewed every September for the school year.

**PART A**

This program:		Strongly Agree	Mostly Agree	Some-what Agree
<b>1</b>	supports and strengthens other existing programs	X		
<b>2</b>	duplicates services with other existing programs			
<b>3</b>	uses a diagnostic tool(s) to determine student participation Name of diagnostic tool(s): turnitin.com	X		
<b>4</b>	prioritizes the individual student's specific needs in all activities provided	X		
<b>5</b>	focuses primarily on improved student behavior	X		
<b>6</b>	focuses primarily on improved student attendance			
<b>7</b>	focuses primarily on increased academic performance	X		
<b>8</b>	utilizes culturally relevant instructional materials on a regular basis	N/A – does not include instructional materials		
<b>9</b>	emphasizes culturally relevant practices significant to all students	N/A – does not include practices		
<b>10</b>	has an established a communication feedback protocol with the school day teacher	X		
<b>11</b>	provides regular updates to the school day teacher on student progress	X		
<b>12</b>	provides tutoring on a regular basis	N/A – not a tutoring program		
<b>13</b>	is very effective in supporting students needs	X		

Students in this program:			
<b>14</b>	are monitored on a regular basis to assess changing needs and/or mastery of material	X	
<b>15</b>	remain in the program all year long	X	
<b>16</b>	are also served by other support programs		Other programs



## STUDENT SUPPORT CRITERIA FORM

		provide this	
17	with limited English proficiency are represented in this program	Not present	license is for
18	with limited English proficiency have adequate resources available to them to understand the content of the program	x	
19	show the greatest success when they are pulled out of class for services		
Teachers in this program:			
20	are primarily made up of paraprofessionals		
21	are primarily made up of certified teachers	X	
22	who are paraprofessionals are closely supervised by appropriately certified personnel		
23	meet regularly as a team to coordinate student support services	X	
24	represent the ethnic/cultural backgrounds of the students they serve		X
Students:		>20	11-2
25	are typically in classes with about ____ other students	X	
26	receive, on average, about a total of ____ hours per weeks of services	X	
27	receive, on average, about ____ hours per week of tutoring services specifically		Tutoring is an afterschool focus in all areas, at least once a week, but student determines a way to calculate
28	receive, on average, about ____ hours of services during the school day per week		
29	receive, on average, about ____ hours of services before or after school per week		

### PART B

	Evaluation Question	Evaluation Approach
1	<p><b>Is there documentation or research that supports the efficacy of the program or strategy? Please provide. IF SO, WHAT DOES THE EVIDENCE SAY?</b></p> <p>Research should come from one or more of the following sources:</p>	<p>Choose an item.</p> <p>Review of literature:</p> <p>Justification of</p>

## STUDENT SUPPORT CRITERIA FORM

<ul style="list-style-type: none"> <li>Professional Journals and Publications (e.g. Educational Evaluation and Policy Analysis)</li> <li>If the program/intervention is currently being used in TUSD, please provide internal along with external data. IF SO, WHAT DO THE DATA SAY?</li> <li>External research (e.g. Universities, Educational Entities and Non-Profits, Governmental Agencies (such as ADE), other school Districts, etc.)</li> </ul>	program or strategy																																																																																																														
<p><i>Evidence that turnitin decreases incidences of unoriginal content over time:</i>  <a href="http://turnitin.com/assets/en_us/media/effectiveness-map-us-se/">http://turnitin.com/assets/en_us/media/effectiveness-map-us-se/</a>                  More information available here: <a href="http://turnitin.com/en_us/about-us/news">http://turnitin.com/en_us/about-us/news</a>                  Internal Cholla Data:</p>																																																																																																															
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>Start Date</th> <th>End Date</th> <th>Instructors</th> <th>Students</th> <th>Submissions</th> <th>Originality Reports</th> <th>75-100%</th> <th>50-74%</th> <th>25-49%</th> <th>0-24%</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>Jan-09</td> <td>May-10</td> <td>7</td> <td>75</td> <td>547</td> <td>547</td> <td>1</td> <td>8</td> <td>63</td> <td>413</td> <td></td> </tr> <tr> <td>Aug-10</td> <td>May-11</td> <td>5</td> <td>145</td> <td>715</td> <td>715</td> <td>2</td> <td>13</td> <td>125</td> <td>525</td> <td></td> </tr> <tr> <td>Aug-11</td> <td>May-12</td> <td>13</td> <td>226</td> <td>674</td> <td>667</td> <td>5</td> <td>12</td> <td>45</td> <td>431</td> <td></td> </tr> <tr> <td>Aug-12</td> <td>May-13</td> <td>18</td> <td>206</td> <td>833</td> <td>833</td> <td>3</td> <td>10</td> <td>36</td> <td>525</td> <td></td> </tr> <tr> <td>Aug-13</td> <td>May-14</td> <td>15</td> <td>328</td> <td>1494</td> <td>1481</td> <td>20</td> <td>27</td> <td>63</td> <td>724</td> <td></td> </tr> <tr> <td>Aug-14</td> <td>Feb-15</td> <td>19</td> <td>352</td> <td>1582</td> <td>1581</td> <td>11</td> <td>20</td> <td>96</td> <td>889</td> <td></td> </tr> <tr> <td>Aug-15</td> <td>Feb-16</td> <td>19</td> <td>535</td> <td>1229</td> <td>1231</td> <td>63</td> <td>11</td> <td>62</td> <td>576</td> <td></td> </tr> <tr> <td>Aug-16</td> <td>Feb-17</td> <td>21</td> <td>594</td> <td>1778</td> <td>1825</td> <td>71*</td> <td>29</td> <td>99</td> <td>890</td> <td></td> </tr> <tr> <td colspan="6"></td> <td colspan="5" style="text-align: left; padding-left: 10px;">                     *should be noted due to a teacher uploaded same document into they showed a match with their                 </td> </tr> </tbody> </table>		Start Date	End Date	Instructors	Students	Submissions	Originality Reports	75-100%	50-74%	25-49%	0-24%	n	Jan-09	May-10	7	75	547	547	1	8	63	413		Aug-10	May-11	5	145	715	715	2	13	125	525		Aug-11	May-12	13	226	674	667	5	12	45	431		Aug-12	May-13	18	206	833	833	3	10	36	525		Aug-13	May-14	15	328	1494	1481	20	27	63	724		Aug-14	Feb-15	19	352	1582	1581	11	20	96	889		Aug-15	Feb-16	19	535	1229	1231	63	11	62	576		Aug-16	Feb-17	21	594	1778	1825	71*	29	99	890								*should be noted due to a teacher uploaded same document into they showed a match with their				
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<b>2</b>	<p><b>Does the program or strategy support the current programs or strategies being implemented in the school(s)?</b></p> <p>Explain. (E.G., WHAT EVIDENCE OF THAT SUPPORT EXISTS?)</p>	Choose an item. Needs Assessment: What are the gaps in services to students?																																																																																																													
<p><i>The International Baccalaureate has very specific expectations regarding Academic Honesty. We must ensure that every assessment submitted has no plagiarism, and in order to do so we must have a comprehensive plagiarism checker. It would be impossible to verify our students' assessments without it.</i></p>																																																																																																															
<b>3</b>	<p><b>Describe how sites are selected, including how the selected sites</b></p>	Needs																																																																																																													

## STUDENT SUPPORT CRITERIA FORM

	<p><b>demonstrate the potential for producing the greatest outcomes for the cost of the program or strategy</b> (i.e., are sites selected using a cost/benefit analysis?)</p>	<p>Assessment: What data is used to determine school program participation?</p>
<p><i>Cholla must have a reliable and effective plagiarism checker for the implementation of the IB programme. Turnitin.com is the IB recommended one, and it is the most comprehensive program on the market.</i></p> <p><i>The program should be available at other sites, as it is an effective tool no matter what instructional program the school implements, but as far as I know the only other site that has expressed interest in it is UHS.</i></p>		
4	<p><b>Does the program or strategy focus on students' specific needs? If so, what needs?</b></p> <p>Describe the diagnostic method used for determining students' specific needs. Describe the ways the program or strategy directly focuses on those needs.</p>	<p>Choose an item. Needs Assessment: What are the greatest needs of the students?</p>
<p><i>The program works with a student's individual work, and allows them the opportunity to revise their papers prior to the deadline if the student has accidentally plagiarized – in that sense, it is customized to the student.</i></p>		
5	<p><b>Describe how the time spent with each student is tailored to his or her needs, including whether the actual time(s).</b></p> <p>And, assess whether there is a point of diminishing returns, especially in pull-out and after-school programs.</p>	<p>Process Evaluation: How are students identified for services and monitored?</p>
<p><i>See answer to question 4.</i></p>		
6	<p><b>Is the program or strategy targeted to students at-risk in the</b></p>	<p>Choose an item.</p>

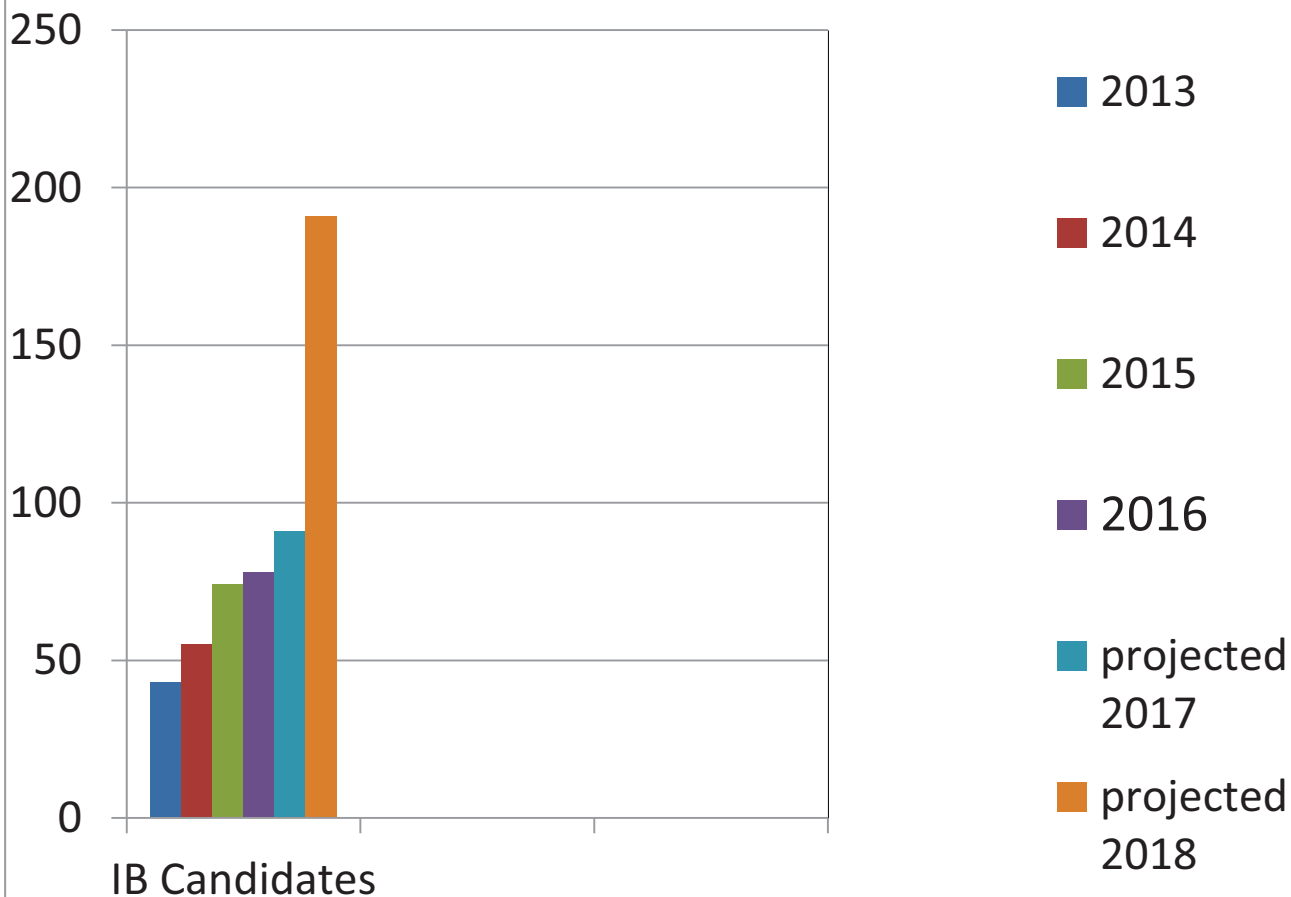
## STUDENT SUPPORT CRITERIA FORM

	<p><b>areas of behavior, attendance and/or academics?</b></p> <p>Explain how, including the ways by which it is delivered at critical stages of student progress.</p>	<p>Process Evaluation: How are students identified for services and monitored?</p>
<p><i>No. It is available for all students, though it is necessary for the IB programme specifically.</i></p>		
7	<p><b>Does the program or strategy utilize culturally relevant materials and/or practices?</b></p> <p>Describe those materials and practices.</p>	<p>Choose an item. Process Evaluation: Are services relevant to student needs?</p>
<p><i>See answer to Part A question 8 &amp; 9.</i></p>		
8	<p><b>Does the program or strategy use a “pull-out” method?</b></p> <p>If so, describe the criteria used to return students to classrooms. Describe the success in bringing students to a point where they can be successful in their “regular” classrooms (e.g., the proportion returned after what amount of intervention).</p>	<p>Choose an item. Process Evaluation: Type and dosage of intervention</p>
<p><i>No.</i></p>		
9	<p><b>If tutoring is involved, who provides the tutoring?</b></p> <p>How is what is being learned by students linked to what they are learning in their classrooms? How many students do tutors work with at any given time? How much time per week does a student have with a tutor? If there is a range, explain.</p>	<p>Process Evaluation: Type and dosage of intervention</p>
<p><i>Turnitin.com itself does not provide tutoring. IB teachers provide tutoring to students on a variety of topics, some of which include the plagiarism issues that turnitin addresses.</i></p>		

## STUDENT SUPPORT CRITERIA FORM

1 0	<p><b>Are the types of students (defined by learning need, not demographics) served by this program also served by other support programs?</b></p> <p>If so, which is/are most cost effective? Could the effects of this program be strengthened if it was combined with another?</p>	<p>Process Evaluation: Type and dosage of intervention</p>
<p><i>IB students will also use ManageBac, but that program serves entirely different needs. There are no other programs used to address plagiarism issues.</i></p>		
1 1	<p><b>Are paraprofessional utilized?</b></p> <p>If so, are they closely supervised by appropriately certificated personnel? Explain. What is the ratio of paraprofessional to certified personnel?</p>	<p>Choose an item. Process Evaluation: documentation of personnel</p>
<p><i>No.</i></p>		
1 2	<p><b>Does the program or strategy involve students with limited English proficiency?</b></p> <p>If so, describe the level of staff members' proficiency in non-English language accessibility, and describe the ways by which staff deals directly with English language deficiency where it is a part of a student's difficulty in learning the content on which the program focuses.</p>	<p>Choose an item. Process Evaluation: Documentation that qualifications of personnel are appropriate to task</p>
<p><i>See Part A questions 16&amp;17.</i></p>		
1 3	<p><b>Funding Justification: What changes have occurred over the last 2 years that justifies continued funding of this program?</b> Include data and an explanation of the data to support your justification. Whenever possible, use data from the previous Annual Reports.</p>	

## STUDENT SUPPORT CRITERIA FORM



*Cholla must have a reliable and effective plagiarism checker for the implementation of the IB programme. Turnitin.com is the IB recommended one, and it is the most comprehensive program on the market. In addition, students are required by IB to sign an Academic Honesty policy which states a plagiarism checking system will be in place to assess all student work.*

### IB Assessments by Course

Course	Internal Assessment	Timeframe of Completion
English A: Literature HL	Individual oral presentation (IOP)	Spring Junior Year Fall Senior Year

## STUDENT SUPPORT CRITERIA FORM

	Individual oral commentary (IOC)	
	External Assessment	
	Written Literary Essay Paper 1 – Literary commentary Paper 2 – Essay on two works studied	Spring Junior Year May Senior Year May Senior Year
	Internal Assessment	Timeframe of Completion
Spanish A: Language and Literature SL (for native speakers)	Individual oral commentary (IOC) Further oral commentary	Spring Senior Year Spring Senior Year
	External Assessment	Timeframe of Completion
	Written Literary Essay Paper 1 – Literary commentary Paper 2 – Essay on two works studied	Fall Senior Year May Senior Year May Senior Year
	Internal Assessment	Timeframe of Completion
Language B and ab initio SL (Arabic, German and Spanish)	Individual oral interactive skills	Spring Senior Year
	External Assessment	Timeframe of Completion
	Written Assignment Paper 1 – Understanding written text Paper 2 – Writing exercises	Spring Senior Year May Senior Year May Senior Year
	Internal Assessment	Timeframe of Completion
History of the Americas HL	Historical investigation	Fall Senior Year
	External Assessment	Timeframe of Completion
	Paper 1 – Structured answers from Route Paper 2 – Extended response from five topics Paper 3 – Three extended responses	May Senior Year May Senior Year May Senior Year
Course		
	Internal Assessment	Timeframe of Completion
Biology SL Chemistry SL Environmental Systems and	Practical Laboratory Work and Report Group 4 Collaboration	Fall Senior Year

## STUDENT SUPPORT CRITERIA FORM

Societies SL*	External Assessment	Timeframe of Completion
	Paper 1 – Multiple Choice Paper 2 – Data analysis, short answer Paper 3 – Short answer and extended response	May Senior Year May Senior Year May Senior Year
	*Does not complete a Paper 3	
	Internal Assessment	Timeframe of Completion
Mathematics SL Mathematical Studies SL	Practical Work/Exploration	Fall Senior Year
	External Assessment	Timeframe of Completion
	Paper 1 – short response questions Paper 2 – extended response questions	May Senior Year May Senior Year
	Internal Assessment	Timeframe of Completion
Dance HL	Performance – three dances	Spring Senior Year
	External Assessment	Timeframe of Completion
	Composition and Analysis – three dance works and analytical statement Dance Investigation – formal written report	Spring Senior Year Spring Senior Year
	Internal Assessment	Timeframe of Completion
Music HL	Creating three pieces of work Performing – 20 minutes of composition	Spring Senior Year Spring Senior Year
	External Assessment	Timeframe of Completion
	Musical Links Investigation – research paper Paper 1 – 7 musical perception questions	Fall Senior Year May Senior Year
Course		
	Internal Assessment	Timeframe of Completion
Theatre HL	Collaborative Project	Fall Senior Year
	External Assessment	Timeframe of Completion
	Solo Theatre Piece Director’s Notebook Research Presentation	Spring Senior Year Spring Senior Year Spring Senior Year



## STUDENT SUPPORT CRITERIA FORM

	Internal Assessment	Timeframe of Completion
Visual Arts HL	Exhibition	Spring Senior Year
	External Assessment	Timeframe of Completion
	Comparative Study Process Portfolio	Spring Senior Year Spring Senior Year
	Internal Assessment	Timeframe of Completion
Theory of Knowledge	Presentation	Fall Senior Year
	External Assessment	Timeframe of Completion
	Essay on prescribed title	Fall Senior Year
	External Assessment	Timeframe of Completion
CORE Requirements	Extended Essay – 4,000 word research paper Creativity, Action and Service hours and reflections	Fall Senior Year
		Spring Senior Year

*IB internal assessments*

IB internal assessments are graded by the teacher and moderated by an IB examiner. The IA assessment varies by the subject area, this is covered in each course subject guide. In accordance with IB guidelines, samples of student work are sent to examiners in an effort to ensure teachers are scoring student work appropriately.

*IB external assessments*

These assessments are graded externally by IB examiners.

## STUDENT SUPPORT CRITERIA FORM

## STUDENT SUPPORT CRITERIA FORM

The International Baccalaureate (IB) Program at Cholla High School uses web-based service named *Turnitin* to reduce the incidence and prevalence of unintended plagiarism. Located at Turnitin.com, this service is aimed at “decreasing [the] incidence of unoriginal content over time,” and is endorsed by the IB community as an effective and accessible tool for avoiding plagiarism. Given the high expectations regarding academic honesty and generally high academic standards, Cholla’s IB program needs a method

How it works here

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

### **Analysis: MTSS Program**

The District initiated MTSS (Multi-Tier Systems of Support) program was available at 31 sites this year during its first year of implementation. Sites were selected based on academic needs, discipline rates, and other school level factors. MTSS Facilitators focus on students' academic and behavior needs and school attendance. They coordinate interventions for students who are failing classes or not gaining skills and knowledge at an appropriate pace and they work with parents to encourage students to attend school on a frequent basis. Additionally, the MTSS Facilitators promote positive behavior interventions (PBIS) to encourage students with behavior problems to improve their behavior at school. They coordinate services with the Exceptional Education Department, Student Services, 21<sup>st</sup> Century, and Tutoring Programs. They analyze the discipline data from the TUSD Data Dashboard on a monthly basis to monitor campus trends, are members of their school's Discipline Committee, and make recommendations to improve student behavior. The MTSS Facilitator documents and monitors this committee's work and checks in on the students' progress on a monthly basis. When an intervention works for a student, the intervention is continued to support the student. If the intervention does not work, a different intervention is suggested and implemented. Finally, they monitor students when they return from Out-of-School Suspensions to help them stay on track and reduce recidivism. For next year, the district has identified 9 additional sites in need of a MTSS Facilitator to coordinate academic and behavior intervention services which will bring this program to a total of 40 schools. Moreover, the district expects that these schools will continue to increase the implementation of PBIS programs next year as well as provide Restorative Practices to reduce discipline.

The four tables below indicate that decreased discipline has occurred in 25 of the 30 schools with an MTSS facilitator (Maldonado was not counted in this analysis because the position is currently vacant). The decreased discipline is not a result of the MTSS position alone, but having a MTSS facilitator has contributed to the school's overall restorative discipline efforts. In summary, this data shows that discipline among these 30 schools has decreased in the Elementary schools (0.72%), K-8 schools (0.81%), and High schools (0.39%) from 3<sup>rd</sup> quarter 2016 to 3<sup>rd</sup> quarter 2017. However, the greatest reduction in discipline is reflected in the Middle schools with an impressive 3.04% decrease. This data suggests that the MTSS facilitator position at 83% of these schools has positively contributed to a reduction in discipline incidents. This program has shown positive change in supporting student behavioral needs in its first year and is recommended for continuation.

### STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

2-Year Comparison of Third Quarter Discipline at Schools with a MTSS Facilitator								
Elementary Schools								
School	2016			2017			Difference	
	Incidents	Students	%	Incidents	Students	%	Loss	Gain
Blenman	9	410	2.20%	1	399	0.25%	1.95%	
Davidson	7	308	2.27%	12	293	4.10%		1.83%
Grijalva	19	670	2.84%	10	620	1.61%	1.23%	
Howell	8	353	2.27%	6	323	1.86%	0.41%	
Hudlow	2	268	0.75%	5	270	1.85%	0.72%	
Lynn /Urquides	23	548	4.20%	17	489	3.48%	0.72%	
Maldonado**								
Miller	15	669	2.24%	13	586	2.22%	0.02%	
Mission View	4	206	1.94%	1	192	0.52%	1.42%	
Myers/Ganoung	19	442	4.30%	10	424	2.36%	1.94%	
Robison	10	337	2.97%	7	342	2.05%	0.92%	
Tully	5	349	1.43%	1	345	0.29%	1.14%	
<b>MTSS Facilitator Elementary Schools</b>	121	4,560	2.65%	83	4283	1.94%	0.72%	

\*\*Position not filled

2-Year Comparison of Third Quarter Discipline at Schools with a MTSS Facilitator								
K-8 Schools								

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

School	2016			2017			Difference	
	Incidents	Students	%	Incidents	Students	%	Loss	Gain
Booth-Fickett	75	1232	6.09%	48	993	4.83%	1.26%	
Lawrence	14	350	4.00%	16	343	4.66%		0.66%
Pueblo Gardens	24	400	6.00%	13	408	3.19%	2.81%	
Roberts-Naylor	23	725	3.17%	14	608	2.30%	0.87%	
Safford	62	809	7.66%	58	740	7.84%		0.18%
<b>MTSS Facilitator K-8 Schools</b>	198	3516	5.63%	149	3092	4.82%	0.81%	

2-Year Comparison of Third Quarter Discipline at Schools with a MTSS Facilitator								
Middle Schools								
School	2016			2017			Difference	
	Incidents	Students	%	Incidents	Students	%	Loss	Gain
Doolen	64	743	8.61%	67	707	8.02%	0.59%	
Pistor	196	954	20.55%	81	938	8.64%	11.91%	
Secrist	99	544	18.20%	57	4.86	11.73%	6.47%	
Utterback	118	580	20.34%	40	477	8.39%	11.95%	
Valencia	119	1013	11.75%	138	936	14.74%		2.99%
<b>MTSS Facilitator Middle Schools</b>	596	3834	15.55%	383	3062.86	12.50%	3.04%	

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

2-Year Comparison of Third Quarter Discipline at Schools with a MTSS Facilitator								
High Schools								
School	2016			2017			Difference	
	Incidents	Students	%	Incidents	Students	%	Loss	Gain
Catalina	35	799	4.38%	34	743	4.58%		0.20%
Cholla	44	1796	2.45%	30	1821	1.65%	0.80%	
Palo Verde	44	1177	3.74%	43	1182	3.64%	0.10%	
Project More	5	237	2.11%	2	203	0.99%	1.12%	
Pueblo	38	1610	2.36%	35	1687	2.07%	0.29%	
Rincon	29	1115	2.60%	28	1079	2.59%	0.01%	
Sahuaro	45	1726	2.61%	32	1764	1.81%	0.80%	
Santa Rita	29	515	5.63%	26	469	5.54%	0.09%	
Tucson	55	3133	1.76%	44	3024	1.46%	0.30%	
<b>MTSS Facilitator High Schools</b>	324	12108	2.68%	274	11972	2.29%	0.39%	

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

BUDGET YEAR 2016-17

Program: MTSS Facilitators

Site(s) and/or Dep't(s): Multiple Sites / Curriculum and Instruction

Date of Submission: March 28, 2017

## PART A – RUBRIC

This program:		Strongly Agree	Mostly Agree	Some-what Agree	Do Not Agree At All
<b>1</b>	supports and strengthens other existing programs	X			
<b>2</b>	duplicates services with other existing programs				X
<b>3</b>	uses a diagnostic tool(s) to determine student participation Name of diagnostic tool(s): Synergy Grades, Synergy Attendance, Synergy Discipline, School City Benchmarks, AZ Merit	X			
<b>4</b>	prioritizes the individual student's specific needs in all activities provided	X			
<b>5</b>	focuses primarily on improved student behavior	X			
<b>6</b>	focuses primarily on improved student attendance		X		
<b>7</b>	focuses primarily on increased academic performance	X			
<b>8</b>	utilizes culturally relevant instructional materials on a regular basis			X	
<b>9</b>	emphasizes culturally relevant practices significant to all students		X		
<b>10</b>	has an established a communication feedback protocol with the school day teacher	X			
<b>11</b>	provides regular updates to the school day teacher on student progress	X			
<b>12</b>	provides tutoring on a regular basis				X
<b>13</b>	is very effective in supporting students needs	X			



## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

Students in this program:					
14	are monitored on a regular basis to assess changing needs and/or mastery of material	X			
15	remain in the program all year long				X
16	are also served by other support programs	X			
17	with limited English proficiency are represented in this program	X			
18	with limited English proficiency have adequate resources available to them to understand the content of the program	X			
19	show the greatest success when they are pulled out of class for services				X
Teachers in this program:					
20	are primarily made up of paraprofessionals				X
21	are primarily made up of certified teachers	X			
22	who are paraprofessionals are closely supervised by appropriately certified personnel				N/A
23	meet regularly as a team to coordinate student support services	X			
24	represent the ethnic/cultural backgrounds of the students they serve			X	
Students:		>20	11-20	0-10	NA
25	are typically in classes with about ____ other students	X			
26	receive, on average, about a total of ____ hours per weeks of services			X	
27	receive, on average, about ____ hours per week of tutoring services specifically				X
28	receive, on average, about ____ hours of services during the school day per week			X	
29	receive, on average, about ____ hours of services before or after school per week			X	

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

## PART B – EVALUATION

1	<p><b>Is there documentation or research that supports the efficacy of the program or strategy? Please provide. IF SO, WHAT DOES THE EVIDENCE SAY? <i>Yes. MTSS Facilitators document their work on a weekly basis using the MTSS SharePoint. Schools that have a dedicated MTSS Facilitator have a minimum of 2 MTSS meetings a month and many of them meet weekly. They document the implementation of their PBIS programs through the MTSS SharePoint.</i></b></p> <p>Multi-tiered System of Support (MTSS), formerly known as RTI grew from efforts to improve identification practices in special education. Simply put, it is a process of systematically documenting the performance of students as evidence of the need for additional services after making changes in classroom instruction. MTSS promises to change the way schools support students with learning and behavior problems by systematically delivering a range of interventions based on demonstrated levels of need.</p> <p>MTSS is defined as "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005). Based on a problem-solving model, the MTSS approach considers environmental factors as they might apply to an individual student's difficulty, and provides services/intervention as soon as the student demonstrates a need. Focused primarily on addressing academic problems, MTSS has emerged as the new way to think about both disability identification and early intervention assistance for the "most vulnerable, academically unresponsive children" in schools and school districts (Fuchs &amp; Deshler, 2007, p. 131, emphasis added).</p> <p>Positive Behavioral Interventions and Supports (PBIS) is based on a problem-solving model and aims to prevent inappropriate behavior through teaching and reinforcing appropriate behaviors (OSEP Technical Assistance Center on Positive Behavioral Interventions &amp; Supports, 2007). Positive Behavioral Interventions and Supports (PBIS) is a process that is consistent with the core principles of MTSS. PBIS offers a range of interventions that are systematically applied to students based on their demonstrated level of need, and addresses the role of the environment as it applies to development and improvement of behavior problems.</p> <p>Both MTSS and PBIS are grounded in differentiated instruction. Each approach delimits critical factors and components to be in place at the universal (Tier 1), targeted group (Tier 2), and individual (Tier 3) levels. Our goal is to describe the shared (identified in bold) characteristics of these approaches as a basis for highlighting how best to meet the needs of children experiencing academic and social difficulties in school.</p> <p><i>This summary is from PBIS.org.</i></p>
2	<p><b>Does the program or strategy support the current programs or strategies being implemented in the school(s)? <i>Yes. MTSS Facilitators support the implementation of PBIS throughout the school. They work closely with the Exceptional Education Department to identify students in need of service. They coordinate services provided by many departments included Student Services, 21<sup>st</sup> Century, and Tutoring Programs. Teachers refer struggling students to the MTSS Team or they are identified by data such as Synergy, AZ Merit, or SchoolCity. The MTSS Team brainstorms ideas for interventions that are personally tailored for each student. The MTSS Facilitator documents and monitors this work and checks in on the students' progress on a monthly basis.</i></b></p>

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

	<i>When an intervention works for a student, the intervention is continued to support the student. If the intervention does not work, a different intervention is suggested and implemented.</i>
3	If this is a District-level program (more than one site), describe how sites are selected, including how the selected sites demonstrate the potential for producing the greatest outcomes for the cost of the program or strategy. <i>This District-level program was available at 31 sites this school year. Sites were selected based on academic needs, discipline rates, and other factors determined by the Academic Directors. Schools were ranked based on their SchoolCity Benchmarks and their AZ Merit results. Disciplinary incidents were analyzed using the TUSD Data Dashboard. Directors considered other factors including staffing allocations at individual campuses.</i>
4	Does the program or strategy focus on students' specific needs? If so? <i>Yes. MTSS Facilitators focus on students' academic and behavior needs as well as improving their school attendance. MTSS Facilitators coordinate interventions for students who are failing classes or not gaining skills and knowledge at an appropriate pace. Coordinators work with parents to encourage students to attend school on a frequent basis. The MTSS Facilitators promote positive behavior interventions to encourage students with behavior problems to improve their behavior at school.</i>
5	Describe how the time spent with each student is tailored to his or her needs, including whether the actual time(s). <i>MTSS Facilitators meet with students, their teachers, and their parents to determine their needs and what type of intervention is needed for each student. MTSS Facilitators review academic and behavior data for each student and work with teams of teachers and administrators to develop academic and behavior goals for their students. They discuss intervention strategies and implementation plans for these students. They monitor student progress on a monthly basis and make intervention adjustments based on this data.</i>
6	Is the program or strategy targeted to students at-risk in the areas of behavior, attendance and/or academics? <i>Yes, this program targets at-risk students in the areas of behavior, attendance and academics.</i>
7	Does the program or strategy utilize culturally relevant materials and/or practices? Describe those materials and practices. <i>Students in the MTSS Program may receive advocacy or tutoring service from a Student Success Specialist from the African-American, Mexican-American, Native American, or Pan Asian Departments. Student Success Specialists are trained to consider each students cultural background when they serve as advocates for students assigned to their caseload.</i>
8	Does the program or strategy use a "pull-out" method? If so, describe the criteria used to return students to classrooms. Describe the success in bringing students to a point where they can be successful in their "regular" classrooms (e.g., the proportion returned

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

	after what amount of intervention). <i>Students may be pulled-out of their regular class for brief meetings with the MTSS Facilitator; however, the bulk of the work is to help the teacher provide Tier I Interventions for the student within the regular classroom.</i>
9	<b>If tutoring is involved, who provides the tutoring?</b> How is what is being learned by students linked to what they are learning in their classrooms? How many students do tutors work with at any given time? How much time per week does a student have with a tutor? If there is a range, explain. <i>MTSS Facilitators may assign a student to attend before or after school tutoring provided by a different program or department. MTSS Facilitators do not necessarily provide academic tutoring as a part of their role.</i>
10	<b>Are the types of students (defined by learning need, not demographics) served by this program also served by other support programs?</b> If so, which are most cost effective? Could the effects be strengthened if combined w/another program? <i>Many different departments and programs that serve our schools serve students who are being monitored through the MTSS Process. Some of the students that receive service through the MTSS process are also served by the Exceptional Education Department. The two teams work closely together to provide additional support for the students. Some of the students are receiving their education program through the ELD Department. MTSS does not provide a separate service for students, it is a program that monitors and documents the variety of services that students need to help them be successful.</i>
11	<b>Are paraprofessional utilized?</b> If so, are they closely supervised by appropriately certificated personnel? Explain. What is the ratio of paraprofessional to certified personnel? <i>No paraprofessionals are utilized in this program.</i>
12	<b>Does the program or strategy involve students with limited English proficiency?</b> If so, describe the level of staff members' proficiency in non-English language accessibility, and describe the ways by which staff deals directly with English language deficiency where it is a part of a student's difficulty in learning the content on which the program focuses. <i>Yes, the MTSS Program helps to provide additional intervention services for students with limited English proficiency. MTSS Facilitators use translators and interpreters as needed to assist with parent and student communication. The MTSS Facilitators do not provide direct instruction to the students.</i>
13	<b>Funding Justification: What changes have occurred over the last 2 years that justifies continued funding of this program?</b> Include data and an explanation of the data to support your justification. Whenever possible, use data from the previous Annual Reports. <i>Last year all schools had the service of a Learning Supports Coordinator. This year this type of service was reduced to MTSS Facilitators at 30 school sites. During the school year we have identified additional sites who have struggling students who are in need of a dedicated employee to coordinate academic and behavior intervention service and we have requested a total of 40 MTSS Facilitators for next school year. We are asking schools to implement PBIS programs with fidelity and to provide Restorative Practices to reduce discipline and we need highly qualified MTSS Facilitators to assist with the implementation of these programs.</i>  <i>MTSS facilitators were placed in schools that struggled academically and had high discipline incidents. The four tables below indicate that decreased discipline has occurred in 25 of the 30 schools with an MTSS facilitator (Maldonado was not counted in</i>

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

*this analysis because the position is currently vacant). The decreased discipline is not a result of the MTSS position alone, but having a MTSS facilitator contributes to the school's overall restorative discipline efforts.*

*MTSS Facilitators analysis the TUSD Data Dashboard on a monthly basis to monitor trends that occur on their campus. They are members of their school's Discipline Committee and make recommendations to improve student behavior. They monitor students when they return from Out-of-School Suspensions to help them stay on track and reduce recidivism.*

*In summary, this data shows that discipline among these 30 schools has decreased in the Elementary schools (0.72%), K-8 schools (0.81%), and High schools (0.39%) from 3<sup>rd</sup> quarter 2016 to 3<sup>rd</sup> quarter 2017. However, the greatest reduction in discipline is reflected in the Middle schools with an impressive 3.04% decrease. This data suggests that the MTSS facilitator position at 83% of these schools has positively contributed to a reduction in discipline incidents.*

**2-Year Comparison of Third Quarter Discipline at Schools with a MTSS Facilitator**

**Elementary Schools**

School	2016			2017			Difference	
	Incidents	Students	%	Incidents	Students	%	Loss	Gain
Blenman	9	410	2.20%	1	399	0.25%	1.95%	
Davidson	7	308	2.27%	12	293	4.10%		1.83%
Grijalva	19	670	2.84%	10	620	1.61%	1.23%	
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Lynn /Urquides	23	548	4.20%	17	489	3.48%	0.72%	
Maldonado**								
Miller	15	669	2.24%	13	586	2.22%	0.02%	
Mission View	4	206	1.94%	1	192	0.52%	1.42%	
Myers/Ganoung	19	442	4.30%	10	424	2.36%	1.94%	
Robison	10	337	2.97%	7	342	2.05%	0.92%	

### STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

Tully	5	349	1.43%	1	345	0.29%	1.14%	
<b>MTSS Facilitator Elementary Schools</b>	121	4,560	2.65%	83	4283	1.94%	0.72%	

*\*\*Position not filled*

2-Year Comparison of Third Quarter Discipline at Schools with a MTSS Facilitator								
K-8 Schools								
	2016			2017			Difference	
School	Incidents	Students	%	Incidents	Students	%	Loss	Gain
Booth-Fickett	75	1232	6.09%	48	993	4.83%	1.26%	
Lawrence	14	350	4.00%	16	343	4.66%		0.66%
Pueblo Gardens	24	400	6.00%	13	408	3.19%	2.81%	
Roberts-Naylor	23	725	3.17%	14	608	2.30%	0.87%	
Safford	62	809	7.66%	58	740	7.84%		0.18%
<b>MTSS Facilitator K-8 Schools</b>	198	3516	5.63%	149	3092	4.82%	0.81%	

2-Year Comparison of Third Quarter Discipline at Schools with a MTSS Facilitator								
Middle Schools								

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

School	2016			2017			Difference	
	Incidents	Students	%	Incidents	Students	%	Loss	Gain
Doolen	64	743	8.61%	67	707	8.02%	0.59%	
Pistor	196	954	20.55%	81	938	8.64%	11.91%	
Secrist	99	544	18.20%	57	4.86	11.73%	6.47%	
Utterback	118	580	20.34%	40	477	8.39%	11.95%	
Valencia	119	1013	11.75%	138	936	14.74%		2.99%
<b>MTSS Facilitator Middle Schools</b>	596	3834	15.55%	383	3062.86	12.50%	3.04%	

### 2-Year Comparison of Third Quarter Discipline at Schools with a MTSS Facilitator

#### High Schools

School	2016			2017			Difference	
	Incidents	Students	%	Incidents	Students	%	Loss	Gain
Catalina	35	799	4.38%	34	743	4.58%		0.20%
Cholla	44	1796	2.45%	30	1821	1.65%	0.80%	
Palo Verde	44	1177	3.74%	43	1182	3.64%	0.10%	
Project More	5	237	2.11%	2	203	0.99%	1.12%	
Pueblo	38	1610	2.36%	35	1687	2.07%	0.29%	
Rincon	29	1115	2.60%	28	1079	2.59%	0.01%	
Sahuaro	45	1726	2.61%	32	1764	1.81%	0.80%	
Santa Rita	29	515	5.63%	26	469	5.54%	0.09%	
Tucson	55	3133	1.76%	44	3024	1.46%	0.30%	

### STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

	<b>MTSS Facilitator High Schools</b>	324	12108	2.68%	274	11972	2.29%	0.39%	
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## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

### **Analysis: OMA Program**

Comparing 2015/16 responses to 2016/17 responses on Part A of the Student Support Criteria form, the assessment of OMA remains constant across all indicators, with the Likert scale estimations remaining exactly the same across both years. Patterns of particular interest include:

- Strongly agreeing that the OMA program supports and strengthens other existing programs.
- Not agreeing at all that the OMA program duplicates services with other existing programs.
- Strongly agreeing that students with limited English proficiency are represented in this program.
- Mostly agreeing that teachers in the program represent the cultural backgrounds of their students.

The OMA program has been researched, evaluated, and described within published educational books, research journals and grant summaries. Some example are: WestEd, Inc. Evaluation and Executive Summary of OMA implementation and student achievement data, Third Space Where Learning Matters, The Power of Partnerships in Higher Education, Qualities of Quality: Excellence in Arts Education and How to Achieve It, Edutopia, Education Nation: Six Leading Edges of Innovation in Our Schools, George Lucas Foundation, Innovate the Pixar Way, Good Music-Brighter Children, Arizona Commission on the Arts: Strengthening Schools through Arts Partnerships. Additionally, OMA has been approved by the Arizona Department of Education as a strategy for developing English Language Proficiency and may be taught during the ELL 2 or 4 hour instructional blocks because the program reinforces vocabulary, reading, writing, speaking, and presentational skills. OMA staff has been trained by TUSD Language Acquisition personnel and is occasionally observed by the Arizona Department of Education as they teach in various ELL classrooms. The increased emphasis on the outcomes laid out in the USP provide justification for continued funding.

OMA supports current strategies and programs being implemented in the school. Staff is regularly included in District/Site PDs addressing relevant USP topics. Arts integration lessons are built on State and District curriculum and mandated District initiatives. The staff is trained in Essential Elements of Instruction, AZCCRS, Danielson, Depth of Knowledge, Visible Thinking Strategies, Sheltered English Instruction, and are exposed to national clinicians with expertise in multicultural strategies (Dr. Kathy Short), arts discipline strategies and skills and arts integration. The staff has participated in writing Content and Assessment Frameworks as well as Curriculum Maps with lesson plans aligned to District/USP requirements. Targeted OMA sites have the largest percentage of Hispanic and African American students. OMA differentiates instruction to address specific needs of the students. This strategy includes instruction beyond the school day, small ensemble rehearsals, student-to-student peer instruction, master classes, peer reflection and evaluation, as well as instruction by guest conductors/artists. Collaboration meetings between OMA staff and classroom teachers provide in depth understanding of individual student needs and AZCCRS expectations.

When necessary, students needing additional assistance with OMA lessons meet with the OMA teachers individually so that they more completely recognize the connections between math or language arts and the art form applied to bring deeper understanding to the content.

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

Varied instructional strategies and allowing students to respond based on their personal experiences have provided significant results. OMA continues to document consistent improvement in behavior, attendance and academics as a result of the discipline that is required within and obtained as a result of integration. OMA consistently focuses on the development of listening skills, language acquisition, spatial awareness, student engagement, individual creativity, performance, critical thinking and problem solving. Music, dance, theatre and visual arts masterpieces and literature are carefully selected for study to reinforce culturally relevant topics. OMA does not utilize a pull out instructional method although some of the teachers do conduct additional music, theatre and dance sessions after school. Tutoring is on an individual or after school basis when necessary and is provided by the collaborative team of classroom teacher and arts integration specialist.

### Evidence of Effectiveness

TUSD teacher survey results from the Fall of 2016: Ninety-two teachers involved in the ER program in the fall of 2016 responded to the survey, representing teachers from 24 of 29 schools. Schools with the four highest numbers of teachers responding were Wright (11), Erickson (9), and Gale (8). No teachers from Davidson, Grijalva, Johnson, Marshall, and Maxwell responded to the survey. Teachers were asked to indicate their agreement with 9 statements on a scale of 1 to 5, with 1 = "not at all" and 5 = "to a great extent. All statements received a substantial majority of 4 and 5 responses, indicating their agreement with the statements.

- The highest agreement was in response to statements #4, "The OMA lessons offered opportunities for my lowest 25% students as well as my special needs students to excel in new ways." with **81.5%** of the teachers responding with a 4 or 5.
- The next highest, at **79.1%**, was in response to "The OMA lessons supported students' various learning styles.
- The lowest percentage of 4 or 5 responses were in response to "My students gained a better understanding of the ELA and math standards being taught during these integrated OMA lessons." (**65.2%**), and "Because of the OMA lessons, my students listening and focusing skills have improved." (**66.7%**)
- Comparisons were made with results from Fall 2015 and Spring 2016. Across 9 of the 10 statements (excluding question #6), this year's responses showed fewer ratings of 4 & 5 than the previous two semesters.
- Comments were often about how much the teachers enjoyed working with the OMA artists and how much their students had learned. Specific AIS/artists were named and complimented on how good they were. Interest in having the program continued was expressed by some and some wanted the program for a whole year.

This program has shown it is effective in meeting the needs of this population and is recommended for continuation.

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

**Table 1: Indicate your agreement with each statement on a scale of 1 to 5**

	1	2	3	4	5	N/A	F' 2016 4&5	F' 2015 4&5	S' 2016 4&5
1. The OMA lessons gave my students opportunities to be creative problem solvers.	5 (5.4%)	4 (4.3%)	12 (13%)	21 (22.8%)	50 (54.3%)	0	<b>77.2%</b>	<b>89.1%</b>	<b>82.0%</b>
2. The OMA lessons gave my students opportunities to be actively engaged in discussion and their learning.	4 (4.3%)	4 (4.3%)	9 (9.8%)	18 (19.6%)	54 (58.7%)	3 (3.3%)	<b>78.3%</b>	<b>89.1%</b>	<b>85.4%</b>
3. My students gained a better understanding of the ELA and math standards being taught during these integrated OMA lessons.	7 (7.6%)	5 (5.4%)	14 (15.2%)	21 (22.8%)	39 (42.4%)	6 (6.5%)	<b>65.2%</b>	<b>70.3%</b>	<b>82.0%</b>
4. The OMA lessons offered opportunities for my lowest 25% students as well as my special needs students to excel in new ways.	4 (4.3%)	4 (4.3%)	9 (9.8%)	13 (14.1%)	62 (67.4%)	0	<b>81.5%</b>	<b>85.9%</b>	<b>85.4%</b>
5. The OMA lessons accessed students' background and prior knowledge, as a means to establish a common foundation from which to expand the learning.	6 (6.6%)	2 (2.2%)	9 (9.9%)	21 (22.0%)	51 (56.0%)	3 (3.3%)	<b>78.0%</b>	<b>85.9%</b>	<b>84.3%</b>

**STUDENT SUPPORT CRITERIA FORM (REVISED 2017)**

6. The OMA lessons gave students opportunities to compare/contrast their culture with other cultures.	7 (7.8%)	4 (4.4%)	12 (13.3%)	24 (26.7%)	37 (41.1%)	6 (6.7%)	<b>67.8%</b>	<b>61.9%</b>	<b>77.5%</b>
7. The OMA lessons integrated examples of authentic literature, music, dance, and visual art from a different culture.	6 (6.7%)	6 (6.7%)	6 (6.7%)	14 (15.7%)	51 (57.3%)	6 (6.7%)	<b>73.0%</b>	<b>76.6%</b>	<b>83.1%</b>
8. The OMA lessons supported students' various learning styles.	8 (8.8%)	2 (2.2%)	7 (7.7%)	14 (15.4%)	58 (62.7%)	2 (2.2%)	<b>79.1%</b>	<b>85.5%</b>	<b>80.9%</b>
9. Because of the OMA lessons, my students listening and focusing skills have improved.	9 (10.0%)	4 (4.4%)	15 (6.7%)	25 (27.8%)	35 (38.9%)	2 (2.2%)	<b>66.7%</b>	<b>71.4%</b>	<b>66.3%</b>
10. The collaboration between the AIS or Teaching Artist and me was very valuable, and helped me learn ways to engage my students in deeper learning.	6 (6.7%)	7 (7.9%)	12 (13.5%)	10 (11.2%)	52 (58.4%)	2 (2.2%)	<b>69.7%</b>	<b>78.1%</b>	<b>72.7%</b>

**BUDGET YEAR 2016-17**

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

Program: OMA

Site(s) and/or Dep't(s): Fine Arts/OMA

Date of Submission: April 3, 2017

## PART A – RUBRIC

This program:		Strongly Agree	Mostly Agree	Some-what Agree	Do Not Agree At All
<b>1</b>	supports and strengthens other existing programs	X			
<b>2</b>	duplicates services with other existing programs				X
<b>3</b>	uses a diagnostic tool(s) to determine student participation Name of diagnostic tool(s):				
<b>4</b>	prioritizes the individual student's specific needs in all activities provided	X			
<b>5</b>	focuses primarily on improved student behavior	X			
<b>6</b>	focuses primarily on improved student attendance	X			
<b>7</b>	focuses primarily on increased academic performance	X			
<b>8</b>	utilizes culturally relevant instructional materials on a regular basis	X			
<b>9</b>	emphasizes culturally relevant practices significant to all students	X			
<b>10</b>	has an established a communication feedback protocol with the school day teacher	X			
<b>11</b>	provides regular updates to the school day teacher on student progress	X			
<b>12</b>	provides tutoring on a regular basis				X
<b>13</b>	is very effective in supporting students needs	X			

Students in this program:					
<b>14</b>	are monitored on a regular basis to assess changing needs and/or mastery of	X			

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

	material				
<b>15</b>	remain in the program all year long	X			
<b>16</b>	are also served by other support programs				
<b>17</b>	with limited English proficiency are represented in this program	X			
<b>18</b>	with limited English proficiency have adequate resources available to them to understand the content of the program	X			
<b>19</b>	show the greatest success when they are pulled out of class for services				X
Teachers in this program:					
<b>20</b>	are primarily made up of paraprofessionals				X
<b>21</b>	are primarily made up of certified teachers		X		
<b>22</b>	who are paraprofessionals are closely supervised by appropriately certified personnel	X			
<b>23</b>	meet regularly as a team to coordinate student support services	X			
<b>24</b>	represent the ethnic/cultural backgrounds of the students they serve		X		
Students:		>20	11-20	0-10	NA
<b>25</b>	are typically in classes with about <u>  30  </u> other students	X			
<b>26</b>	receive, on average, about a total of <u>  3  </u> hours per weeks of services	X			
<b>27</b>	receive, on average, about <u>    </u> hours per week of tutoring services specifically				N/A
<b>28</b>	receive, on average, about <u>  3  </u> hours of services during the school day per week				
<b>29</b>	receive, on average, about <u>    </u> hours of services before or after school per week				N/A

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

**PART B – EVALUATION**

1	<p><b>Is there documentation or research that supports the efficacy of the program or strategy? Please provide. IF SO, WHAT DOES THE EVIDENCE SAY?</b></p> <p>The OMA program has been researched, evaluated, and described within published educational books, research journals and grant summaries. School sites have participated in various Professional Developments and PLCs throughout the year which have assisted educators to learn relevant strategies for improving and deepening inquiry based learning, culturally relevant strategies, and multicultural perspectives through integration of the arts with core content.</p> <p>Documentation/Research: WestEd, Inc. Evaluation and Executive Summary of OMA implementation and student achievement data, <i>Third Space Where Learning Matters</i>, <i>The Power of Partnerships in Higher Education</i>, <i>Qualities of Quality: Excellence in Arts Education and How to Achieve It</i>, <i>Edutopia</i>, <i>Education Nation: Six Leading Edges of Innovation in Our Schools</i>, <i>George Lucas Foundation</i>, <i>Innovate the Pixar Way</i>, <i>Good Music-Brighter Children</i>, <i>Arizona Commission on the Arts: Strengthening Schools through Arts Partnerships</i>.</p>
2	<p><b>Does the program or strategy support the current programs or strategies being implemented in the school(s)?</b></p> <p>Yes, the OMA staff is regularly included in District/Site PDs addressing relevant USP topics. Arts integration lessons are built on State and District curriculum and mandated District initiatives. The staff is trained in Essential Elements of Instruction, AZCCRS, Danielson, Depth of Knowledge, Visible Thinking Strategies, Sheltered English Instruction, and are exposed to national clinicians with expertise in multicultural strategies (Dr. Kathy Short), arts discipline strategies and skills and arts integration. The staff has participated in writing Content and Assessment Frameworks as well as Curriculum Maps with lesson plans aligned to District/USP requirements.</p>
3	<p><b>If this is a District-level program (more than one site), describe how sites are selected, including how the selected sites demonstrate the potential for producing the greatest outcomes for the cost of the program or strategy.</b></p> <p>Targeted sites have the largest percentage of Hispanic and African American students and approved as identified USP schools.</p>
4	<p><b>Does the program or strategy focus on students' specific needs? If so, what needs?</b></p> <p>Yes, OMA differentiates instruction to address specific needs of the students. This includes instruction beyond the school day, small ensemble rehearsals, student-to-student peer instruction, master classes, peer reflection and evaluation, as well as instruction by guest conductors/artists. Collaboration meetings between OMA staff and classroom teachers provide in depth understanding of</p>

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

	individual student needs and AZCCRS expectations.
<b>5</b>	<p><b>Describe how the time spent with each student is tailored to his or her needs, including whether the actual time(s).</b></p> <p>When necessary, students needing additional assistance with OMA lessons meet with the OMA teachers individually, as in a tutoring session, so that they more completely recognize the connections between math or language arts and the art form applied to bring deeper understanding to the content. Varied instructional strategies and allowing students to respond based on their personal experiences have provided significant results.</p>
<b>6</b>	<p><b>Is the program or strategy targeted to students at-risk in the areas of behavior, attendance and/or academics?</b></p> <p>Yes, OMA continues to document consistent improvement in behavior, attendance and academics as a result of the discipline that is required within and obtained as a result of integration. OMA consistently focuses on the development of listening skills, language acquisition, spatial awareness, student engagement, individual creativity, performance, critical thinking and problem solving.</p>
<b>7</b>	<p><b>Does the program or strategy utilize culturally relevant materials and/or practices?</b> Describe those materials and practices.</p> <p>Music, dance, theatre and visual arts masterpieces and literature are carefully selected for study to reinforce culturally relevant topics. (Sample lesson plans are available on request.)</p>
<b>8</b>	<p><b>Does the program or strategy use a “pull-out” method?</b> If so, describe the criteria used to return students to classrooms. Describe the success in bringing students to a point where they can be successful in their “regular” classrooms (e.g., the proportion returned after what amount of intervention).</p> <p>OMA does not utilize a pull out method although some of the teachers do conduct additional music, theatre and dance sessions after school.</p>
<b>9</b>	<p><b>If tutoring is involved, who provides the tutoring?</b> How is what is being learned by students linked to what they are learning in their classrooms? How many students do tutors work with at any given time? How much time per week does a student have with a tutor? If there is a range, explain.</p> <p>Tutoring is on an individual or after school basis when necessary and is provided by the collaborative team of classroom teacher and arts integration specialist.</p>
<b>10</b>	<b>Are the types of students (defined by learning need, not demographics) served by this program also served by other support</b>



## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

	<p><b>programs?</b> If so, which are most cost effective? Could the effects be strengthened if combined w/another program?</p> <p>Unknown</p>
11	<p><b>Are paraprofessional utilized?</b> If so, are they closely supervised by appropriately certificated personnel? Explain. What is the ratio of paraprofessional to certified personnel?</p> <p>OMA is an inclusive program. When necessary, appropriately certificated personnel accompany identified students in order to support instruction and assist in learning.</p>
12	<p><b>Does the program or strategy involve students with limited English proficiency?</b> If so, describe the level of staff members' proficiency in non-English language accessibility, and describe the ways by which staff deals directly with English language deficiency where it is a part of a student's difficulty in learning the content on which the program focuses.</p> <p>OMA has been approved by the Arizona Department of Education as a strategy for developing English Language Proficiency and may be taught during the ELL 2 or 4 hour instructional blocks because the program reinforces vocabulary, reading, writing, speaking, and presentational skills. OMA staff has been trained by TUSD Language Acquisition personnel and is occasionally observed by the Arizona Department of Education as they teach in various ELL classrooms.</p>
13	<p><b>Funding Justification: What changes have occurred over the last 2 years that justifies continued funding of this program?</b> Include data and an explanation of the data to support your justification. Whenever possible, use data from the previous Annual Reports.</p> <p>The increased emphasis on the outcomes laid out in the USP provide justification for continued funding. Please see attachments:</p> <ul style="list-style-type: none"> <li>• Principal survey, OMA ER Fall 2016</li> <li>• Teacher Survey, OMA ER Fall 2016</li> <li>• Principal Survey, OMA ER Spring 2016</li> <li>• Teacher Survey, OMA ER Spring 2016</li> <li>• IDEA: Instructional Design for the Arts, Spring 2016</li> </ul>

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

### **Analysis: AP Summer Boot Camp**

Comparing 2015/16 responses to 2016/17 responses on Part A of the Student Support Criteria form, the assessment of AP Summer Boot Camp remains constant across indicators, with the Likert scale estimations remaining exactly the same across both years. Patterns of particular interest include:

- Strongly agreeing that AP Summer Boot Camp supports and strengthens other existing programs.
- Not agreeing at all that AP Summer Boot Camp duplicates services with other existing programs.
- Strongly agreeing that students with limited English proficiency are represented in this program.
- Strongly agreeing that teachers in the program represent the cultural backgrounds of their students.

Research indicates that, “Successful AP Summer Boot Camp programs reach out to parents and guardians to provide them with cultural capital that will empower them to support their child’s academic endeavors and create a college going culture in their home, in addition to delivering basic information on college readiness and preparation (Bernhardt, 2013). Based on this research, including AP Summer Boot Camp programs in TUSD schools helps foster a college going culture, prepares students to take advanced classes, and helps prepare students for life after high school. This program is intended to support students when they participate in AP courses throughout their high school years. The ALE Department is also working to increase the number of targeted students enrolled in AP classes. Currently, a gap exists in the percent of Hispanic and African American students participating in AP classes when compared to their percent of student enrollment. The ALE Department and Secondary Leadership chose eight high schools (Catalina, Palo Verde, Pueblo, Rincon, Santa Rita, Sabino, Sahuaro, and Tucson) to provide the AP Boot Camp. All rising freshmen, sophomores, juniors and seniors in the District were invited to apply and applicants are registered on a first-come, first-serve basis. Students can select the site where they wish to attend, and if that site is full, they will be offered an alternative school. Small class size and free materials (based on AVID strategies) are offered as incentives, so the three classes at each site are capped at twenty students each for a total of sixty students at each school.

This program focuses on general strategies for success in AP courses as opposed to focusing on students’ specific needs. Having said that, targeted students will learn: What an AP course involves, why it is important to take an AP course and how it can positively impact college acceptance and attendance, how AP course content differs from a regular class, academic strategies to use in an AP class in order to be successful, organizational strategies to use in high school in order to be academically successful, their own capabilities, and potential to be academically successful in advanced academic classes. Classroom teachers will also address needs of individual students in program, and while this program does not overtly target students at-risk, this program is targeted to students enrolled or interested in enrolling in an AP course and is committed to reducing the current gap that exists in the percentage of Hispanic and African American students participating in AP classes. ELA and social studies teachers

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

were asked to include culturally inclusive materials in their lesson planning so that program materials and strategies are inclusive of underrepresented groups. During the regular school year, students are served by existing AP programs; however, this program stands alone in its offering over the summer. Paraprofessionals are not used. A limited number of ELL students might be enrolled in AP courses and if so, they are encouraged to attend.

In 2015, the AP Summer Boot Camp was available at 3 sites. In 2016, the program was expanded to 5 sites. In 2017, it will be expanded to 8 sites. The expansion of the program and, in turn, the increased number of students in AP classes, has earned TUSD a spot on The College Board Honor Roll for the second straight year. The AP Boot Camp is an important initiative that supports student success in AP courses. The number of students who have taken an AP exam and passed (score of 3 or higher) over the last six years is as follows:

**Number of AP Exams that Scored a 3 or Higher (Passing) by Year by African American and Hispanic Students**

School Year	African American: Exams taken	African Americans: Exams passed by n & %		Hispanic/ Latino: Exams taken	Hispanic/ Latino: Exams passed by n & %	
		n	%		n	%
2015/16	166	69	41.57%	1345	743	55.24%
2014/15	134	68	50.75%	1218	623	51.15%
2013/14	97	53	54.64%	1076	564	52.42%
2012/13	92	42	45.65%	1113	576	51.75%
2011/12	77	45	58.44%	888	492	55.41%
2010/11	77	44	57.14%	717	428	59.69%

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

In summary, expanding the AP Summer Boot Camp program, which supports students to be successful in AP classes warrants increased funding to expand and prepare even more students to take challenging coursework, such as AP courses. The skills developed from the AP Summer Boot Camp also can prepare Hispanic and African-American students to take other Advanced Academic Courses (AACs) as well. The increased number of African American and Hispanic students taking and passing AP exams over the last 2 years in particular is an indication that efforts to support AACs with the addition of programs such as the AP Summer Boot Camp are working. The AP Summer Boot Camp program is recommended for continuation and expansion of funding.

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

**BUDGET YEAR 2016-17****Program: AP Summer Boot Camp****Site(s) and/or Dep't(s):** Advanced Learning Experiences – Daniel Erickson**Date of Submission: March 30, 2017****PART A – RUBRIC**

This program:		Strongly Agree	Mostly Agree	Some-what Agree	Do Not Agree At All
<b>1</b>	supports and strengthens other existing programs	X			
<b>2</b>	duplicates services with other existing programs				X
<b>3</b>	uses a diagnostic tool(s) to determine student participation Name of diagnostic tool(s):				X
<b>4</b>	prioritizes the individual student's specific needs in all activities provided		X		
<b>5</b>	focuses primarily on improved student behavior				X
<b>6</b>	focuses primarily on improved student attendance				X
<b>7</b>	focuses primarily on increased academic performance	X			
<b>8</b>	utilizes culturally relevant instructional materials on a regular basis	X			
<b>9</b>	emphasizes culturally relevant practices significant to all students	X			
<b>10</b>	has an established a communication feedback protocol with the school day teacher	X			
<b>11</b>	provides regular updates to the school day teacher on student progress				X
<b>12</b>	provides tutoring on a regular basis				X
<b>13</b>	is very effective in supporting students needs	X			

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

Students in this program:					
14	are monitored on a regular basis to assess changing needs and/or mastery of material	X			
15	remain in the program all year long				X
16	are also served by other support programs			X	
17	with limited English proficiency are represented in this program	X			
18	with limited English proficiency have adequate resources available to them to understand the content of the program	X			
19	show the greatest success when they are pulled out of class for services				X
Teachers in this program:					
20	are primarily made up of paraprofessionals				X
21	are primarily made up of certified teachers	X			
22	who are paraprofessionals are closely supervised by appropriately certified personnel				X
23	meet regularly as a team to coordinate student support services	X			
24	represent the ethnic/cultural backgrounds of the students they serve	X			
Students:		>20	11-20	0-10	NA
25	are typically in classes with about ____ other students	X			
26	receive, on average, about a total of ____ hours per weeks of services		X		
27	receive, on average, about ____ hours per week of tutoring services specifically				X
28	receive, on average, about ____ hours of services during the school day per week				X
29	receive, on average, about ____ hours of services before or after school per week				X

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

### PART B –

<b>1</b>	<p><b>Is there documentation or research that supports the efficacy of the program or strategy? Please provide. IF SO, WHAT DOES THE EVIDENCE SAY?</b></p> <p>AVID research:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.avid.org/avid-impact.ashx">http://www.avid.org/avid-impact.ashx</a></li> </ul> <p>Yes, research indicates that, “Successful AVID programs reach out to parents and guardians to provide them with cultural capital that will empower them to support their child’s academic endeavors and create a college going culture in their home, in addition to delivering basic information on college readiness and preparation (Bernhardt, 2013). Furthermore, the majority of AVID students come from a minority or low socioeconomic background and is a thriving program at 11 TUSD schools. AVID also seeks to, “address the educational gap poverty creates, it is important for educators to utilize a system that embraces the students’ diversity and supports them in their quest for a postsecondary degree (Peabody Jr., 2012).</p> <p>Based on this research, adding the AVID program to more schools in the Tucson Unified School District will help foster a college going culture, prepare students to take advanced classes, and help prepare students for life after high school.</p>
<b>2</b>	<p><b>Does the program or strategy support the current programs or strategies being implemented in the school(s)?</b></p> <p>Yes. This program is intended to support students when they participate in AP courses throughout their high school years. The ALE Department is also working to increase the number of targeted students enrolled in AP classes. There is a current gap that exists in percent of Hispanic and African American students participating in AP classes.</p>
<b>3</b>	<p><b>If this is a District-level program (more than one site), describe how sites are selected, including how the selected sites demonstrate the potential for producing the greatest outcomes for the cost of the program or strategy.</b></p> <p>The ALE Department and Secondary Leadership chose eight high schools (Catalina, Palo Verde, Pueblo, Rincon, Santa Rita, Sabino, Sahuaro, and Tucson). All rising freshmen, sophomores, juniors and seniors in the District were invited to apply and applicants will be registered based on a first-come, first-serve basis. Students could select the site where they wish to attend, and if that site is full, they will be offered another alternative school. Small class size and free materials (based on AVID strategies) are offered as incentives, so the three classes at each site are capped at twenty students each for a total of sixty students at each school.</p>
<b>4</b>	<p><b>Does the program or strategy focus on students’ specific needs? If so, what needs?</b></p> <p>No. This program focuses on general strategies for success in AP courses:</p> <p>Targeted students need to learn:</p>

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

	<ul style="list-style-type: none"> <li>• What an AP course involves</li> <li>• Why it is important to take an AP course and how it can positively impact college acceptance and attendance</li> <li>• How AP course content differs from a regular class</li> <li>• Academic strategies to use in an AP class in order to be successful</li> <li>• Organizational strategies to use in high school in order to be academically successful</li> <li>• Their own capabilities and potential to be academically successful in advanced academic classes</li> </ul>
5	<p><b>Describe how the time spent with each student is tailored to his or her needs, including whether the actual time(s).</b></p> <p>Classroom teachers will address needs of individual students in program.</p>
6	<p><b>Is the program or strategy targeted to students at-risk in the areas of behavior, attendance and/or academics?</b></p> <p>No. This program as targeted at students enrolled or interested in enrolling in an AP course.</p>
7	<p><b>Does the program or strategy utilize culturally relevant materials and/or practices?</b> Describe those materials and practices.</p> <p>AVID materials and strategies are inclusive of underrepresented groups. ELA and social studies teachers were asked to include culturally inclusive materials in their lesson planning.</p>
8	<p><b>Does the program or strategy use a “pull-out” method?</b> If so, describe the criteria used to return students to classrooms. Describe the success in bringing students to a point where they can be successful in their “regular” classrooms (e.g., the proportion returned after what amount of intervention).</p> <p>No</p>
9	<p><b>If tutoring is involved, who provides the tutoring?</b> How is what is being learned by students linked to what they are learning in their classrooms? How many students do tutors work with at any given time? How much time per week does a student have with a tutor? If there is a range, explain.</p> <p>N/A</p>
10	<p><b>Are the types of students (defined by learning need, not demographics) served by this program also served by other support programs?</b> If so, which are most cost effective? Could the effects be strengthened if combined w/another program?</p> <p>The students are also served by AP programs during the school year. This program stands alone over the summer.</p>
11	<p><b>Are paraprofessional utilized?</b> If so, are they closely supervised by appropriately certificated personnel? Explain. What is the ratio of</p>



## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

	paraprofessional to certified personnel? No																																																	
<b>12</b>	<p><b>Does the program or strategy involve students with limited English proficiency?</b> If so, describe the level of staff members' proficiency in non-English language accessibility, and describe the ways by which staff deals directly with English language deficiency where it is a part of a student's difficulty in learning the content on which the program focuses.</p> <p>There may be a limited number of ELL students who are enrolled in AP.</p>																																																	
<b>13</b>	<p><b>Funding Justification: What changes have occurred over the last 2 years that justifies continued funding of this program?</b> Include data and an explanation of the data to support your justification. Whenever possible, use data from the previous Annual Reports.</p> <p>In 2015, the AP Summer Boot Camp was available at 3 sites. In 2016, the program was expanded to 5 sites. In 2017, our goal is to expand to 8 sites. The expansion of the program and, in turn, increased number of students in AP classes, has earned TUSD a spot on The College Board Honor Roll for the second straight year. The number of students who have taken an AP exam and passed (score of 3 or higher) over the last six years is as follows:</p> <p style="text-align: center;"><b>Number of AP Exams that Scored a 3 or Higher (Passing) by Year by African American and Hispanic Students</b></p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="text-align: left;">School Year</th> <th style="text-align: center;">African American: Exams taken</th> <th colspan="2" style="text-align: center;">African Americans: Exams passed by n &amp; %</th> <th style="text-align: center;">Hispanic/Latino: Exams taken</th> <th colspan="2" style="text-align: center;">Hispanic/ Latino: Exams passed by n &amp; %</th> </tr> </thead> <tbody> <tr> <td>2015/16</td> <td>166</td> <td>69</td> <td>41.57%</td> <td>1345</td> <td>743</td> <td>55.24%</td> </tr> <tr> <td>2014/15</td> <td>134</td> <td>68</td> <td>50.75%</td> <td>1218</td> <td>623</td> <td>51.15%</td> </tr> <tr> <td>2013/14</td> <td>97</td> <td>53</td> <td>54.64%</td> <td>1076</td> <td>564</td> <td>52.42%</td> </tr> <tr> <td>2012/13</td> <td>92</td> <td>42</td> <td>45.65%</td> <td>1113</td> <td>576</td> <td>51.75%</td> </tr> <tr> <td>2011/12</td> <td>77</td> <td>45</td> <td>58.44%</td> <td>888</td> <td>492</td> <td>55.41%</td> </tr> <tr> <td>2010/11</td> <td>77</td> <td>44</td> <td>57.14%</td> <td>717</td> <td>428</td> <td>59.69%</td> </tr> </tbody> </table> <p>Therefore, expanding AP Summer Boot Camp, which supports students in preparation to take AP classes warrants funding of the expansion to help more students be ready to take challenging coursework, such as that of AP. It also makes an impact on Hispanic and African-American students being prepared to take Advanced Academic Coursework.</p>	School Year	African American: Exams taken	African Americans: Exams passed by n & %		Hispanic/Latino: Exams taken	Hispanic/ Latino: Exams passed by n & %		2015/16	166	69	41.57%	1345	743	55.24%	2014/15	134	68	50.75%	1218	623	51.15%	2013/14	97	53	54.64%	1076	564	52.42%	2012/13	92	42	45.65%	1113	576	51.75%	2011/12	77	45	58.44%	888	492	55.41%	2010/11	77	44	57.14%	717	428	59.69%
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## STUDENT SUPPORT CRITERIA FORM

### **Analysis: Cholla High Magnet School International Baccalaureate Managebac Program**

The International Baccalaureate (IB) Program at Cholla High School uses a web-based service named **Managebac** to support the implementation of the International Baccalaureate Diploma and Middle Years Programmes.

Comparing 2015/16 responses to 2016/17 responses on Part A of the Student Support Criteria form, the assessment of the Managebac program remains constant across indicators, with the Likert scale estimations remaining exactly the same across both years. Patterns of particular interest include:

- Strongly agreeing that of the Managebac program supports and strengthens other existing programs.
- Not agreeing at all that of the Managebac program duplicates services with other existing programs.
- Strongly agreeing that students with limited English proficiency have adequate resources to understand the content of the program.
- Mostly agreeing that teachers in the program represent the cultural backgrounds of their students.

Across the globe, **Managebac** is in use by approximately 1,300 schools offering an International Baccalaureate, including 4 of 5 IB Diploma students. **Managebac** also offers a Curriculum portal to support teachers in creating IB units and lessons. Given the complexity of Cholla's IB program – where an individual student may complete up to 31 assessments over two years – **Managebac** offers coordinators, teachers, students, and parents an efficient alternative to paper forms, Word documents on shared drives, or Excel worksheets. The program is customized and tailored to each student's IB schedule, coursework, and timelines. While the program is not targeted at “at-risk” students specifically, it is used for all IB students. **Managebac** does not use a “pull-out” method or tutoring, nor are **Managebac** services duplicated by another program.

Paraprofessionals are not utilized and while there are a few students who are reclassified limited English proficiency within the IB program, the **Managebac** interface is in English but supports Unicode (UTF-8) formatting. This feature allows for the input of international characters from all major languages. In terms of the funding justification, **Managebac** is a fundamental program to manage TUSD's IB programme and ensures that teachers and students have access to its aligned curriculum, tools, assessments, and resources. The typical IB student completes up to 25 assessments and the **Managebac** program allows for timely reminders, the upload of supporting documents, and links with the IB curriculum. This program is the gold standard for IB programmes globally to support student, parent, teacher, and school IB management needs and is recommended for continuation.

## STUDENT SUPPORT CRITERIA FORM

**BUDGET YEAR 2016-17**

**Program: Managebac (web-based service designed to support the complex implementation of the International Baccalaureate Diploma and Middle Years Programmes.)**

**Site(s) and/or Dep't(s): Cholla High Magnet School International Baccalaureate**

**Date of Submission: The Managebac license runs from May to May in a given calendar year. A requisition has been submitted for the license of SY2017-18.**

**PART A**

This program:		Strongly Agree	Mostly Agree	Some-what Agree	Do Not Agree At All
<b>1</b>	supports and strengthens other existing programs	X			
<b>2</b>	duplicates services with other existing programs				X
<b>3</b>	uses a diagnostic tool(s) to determine student participation Name of diagnostic tool(s): Managebac	X			
<b>4</b>	prioritizes the individual student's specific needs in all activities provided	X			
<b>5</b>	focuses primarily on improved student behavior	X			
<b>6</b>	focuses primarily on improved student attendance				X
<b>7</b>	focuses primarily on increased academic performance	X			
<b>8</b>	utilizes culturally relevant instructional materials on a regular basis	N/A – does not include instructional materials			
<b>9</b>	emphasizes culturally relevant practices significant to all students	N/A – does not include practices			
<b>10</b>	has an established a communication feedback protocol with the school day	X			

## STUDENT SUPPORT CRITERIA FORM

	teacher				
<b>11</b>	provides regular updates to the school day teacher on student progress	X			
<b>12</b>	provides tutoring on a regular basis	N/A – not a tutoring program			
<b>13</b>	is very effective in supporting students needs	X			

Students in this program:					
<b>14</b>	are monitored on a regular basis to assess changing needs and/or mastery of material	X			
<b>15</b>	remain in the program all year long	X			
<b>16</b>	are also served by other support programs	Other programs do not provide this service			
<b>17</b>	with limited English proficiency are represented in this program			x	
<b>18</b>	with limited English proficiency have adequate resources available to them to understand the content of the program	x			
<b>19</b>	show the greatest success when they are pulled out of class for services				X
Teachers in this program:					
<b>20</b>	are primarily made up of paraprofessionals				X
<b>21</b>	are primarily made up of certified teachers	X			
<b>22</b>	who are paraprofessionals are closely supervised by appropriately certified personnel				X
<b>23</b>	meet regularly as a team to coordinate student support services	X			
<b>24</b>	represent the ethnic/cultural backgrounds of the students they serve		X		
Students:		>20	11-20	0-10	NA
<b>25</b>	are typically in classes with about ____ other students	X			
<b>26</b>	receive, on average, about a total of ____ hours per weeks of services	X			
<b>27</b>	receive, on average, about ____ hours per week of tutoring services	Tutoring is available			

### STUDENT SUPPORT CRITERIA FORM

	specifically	afterschool for all subject areas, at least an hour a week, but student choice determines attendance. No way to calculate average.			
28	receive, on average, about ____ hours of services during the school day per week			X	
29	receive, on average, about ____ hours of services before or after school per week			X	

### PART B

	Evaluation Question	Evaluation Approach
1	<p><b>Is there documentation or research that supports the efficacy of the program or strategy? Please provide. IF SO, WHAT DOES THE EVIDENCE SAY?</b></p> <p>Research should come from one or more of the following sources:</p> <ul style="list-style-type: none"> <li>• Professional Journals and Publications (e.g. Educational Evaluation and Policy Analysis</li> <li>• If the program/intervention is currently being used in TUSD, please provide internal along with external data. IF SO, WHAT DO THE DATA SAY?</li> <li>• External research (e.g. Universities, Educational Entities and Non-Profits, Governmental Agencies (such as ADE), other school Districts, etc.)</li> </ul>	<p>Choose an item.</p> <p>Review of literature: Justification of program or strategy</p>
	<p><i>Managebac is used by 1,300 IB schools and 4 in 5 IB Diploma students globally.</i></p> <p><i>A Managebac representative recently spoke to the Arizona Association of IB World Schools regarding the</i></p>	

## STUDENT SUPPORT CRITERIA FORM

	<p><i>many support systems within the program. This was coordinated due to the high number of schools using or expressing interest in Managebac.</i></p> <p><i>IB now recommends Managebac due to the ease of upload of IB required paperwork and its ability to track student progress. In addition, Managebac has created a Curriculum portal which helps teachers create units and lessons. This portal can be used for the 5 year evaluation as it generates data regarding the different IB requirements for curriculum.</i></p>	
<b>2</b>	<p><b>Does the program or strategy support the current programs or strategies being implemented in the school(s)?</b></p> <p>Explain. (E.G., WHAT EVIDENCE OF THAT SUPPORT EXISTS?)</p>	<p>Choose an item.</p> <p>Needs Assessment: What are the gaps in services to students?</p>
	<p><i>The International Baccalaureate Diploma Programme is incredibly complex – a single diploma student completes 29-31 assessments over two years. Managebac provides coordinators, teachers, students and parents with a more efficient alternative to paper forms, Word docs on shared drives, and Excel spreadsheets. It is designed as a turnkey system to support effective implementation and management of the IB programmes. Managebac enables efficient curriculum planning, assessment and reporting, while eliminating paperwork and enhancing communication to parents and students. In addition, Managebac talks directly to the IB online upload system, critical with the amount of assessments given the growth of Diploma and Certificate students within the programme.</i></p> <p><i>With more than 350 students in the DP next year, Managebac is necessary in order to keep track of all students and ensure that they complete the DP successfully.</i></p>	
<b>3</b>	<p><b>Describe how sites are selected, including how the selected sites demonstrate</b></p>	<p>Needs Assessment:</p>

## STUDENT SUPPORT CRITERIA FORM

	<b>the potential for producing the greatest outcomes for the cost of the program or strategy</b> (i.e., are sites selected using a cost/benefit analysis?)	What data is used to determine school program participation?
	<i>Managebac is an application that is specifically designed for IB, and is therefore not useful for non-IB schools.</i>	
<b>4</b>	<b>Does the program or strategy focus on students' specific needs? If so, what needs?</b>  Describe the diagnostic method used for determining students' specific needs. Describe the ways the program or strategy directly focuses on those needs.	Choose an item. Needs Assessment: What are the greatest needs of the students?
	<i>The program is customized to each student's IB schedule, coursework, and timelines. The student is enrolled in the teacher's section of the IB course allowing for direct communication and upload of assessments and other requirements.</i>	
<b>5</b>	<b>Describe how the time spent with each student is tailored to his or her needs, including whether the actual time(s).</b>  And, assess whether there is a point of diminishing returns, especially in pull-out and after-school programs.	Process Evaluation: How are students identified for services and monitored?
	<i>See answer to question 4.</i>	
<b>6</b>	<b>Is the program or strategy targeted to students at-risk in the areas of behavior, attendance and/or academics?</b>  Explain how, including the ways by which it is delivered at critical stages of student progress.	Choose an item. Process Evaluation: How are students identified for services and monitored?
	<i>No. It will be utilized for all IB students, though it will help teachers, parents, and the coordinator provide</i>	

## STUDENT SUPPORT CRITERIA FORM

	<i>interventions to students as risk much more quickly.</i>	
<b>7</b>	<p><b>Does the program or strategy utilize culturally relevant materials and/or practices?</b></p> <p>Describe those materials and practices.</p>	<p>Choose an item.</p> <p>Process Evaluation: Are services relevant to student needs?</p>
	<i>See answer to Part A question 8 &amp; 9.</i>	
<b>8</b>	<p><b>Does the program or strategy use a “pull-out” method?</b></p> <p>If so, describe the criteria used to return students to classrooms. Describe the success in bringing students to a point where they can be successful in their “regular” classrooms (e.g., the proportion returned after what amount of intervention).</p>	<p>Choose an item.</p> <p>Process Evaluation: Type and dosage of intervention</p>
	<i>No.</i>	
<b>9</b>	<p><b>If tutoring is involved, who provides the tutoring?</b></p> <p>How is what is being learned by students linked to what they are learning in their classrooms? How many students do tutors work with at any given time? How much time per week does a student have with a tutor? If there is a range, explain.</p>	<p>Process Evaluation: Type and dosage of intervention</p>
	<p><i>Managebac does not provide tutoring. IB teachers provide tutoring to students on a variety of topics and assessments whose implementation is supported by Managebac.</i></p> <p><i>Managebac does provide a means to contact individual students regarding specific needs or an entire class regarding content or questions that need to be addressed.</i></p>	
<b>10</b>	<b>Are the types of students (defined by learning need, not demographics) served</b>	Process Evaluation:

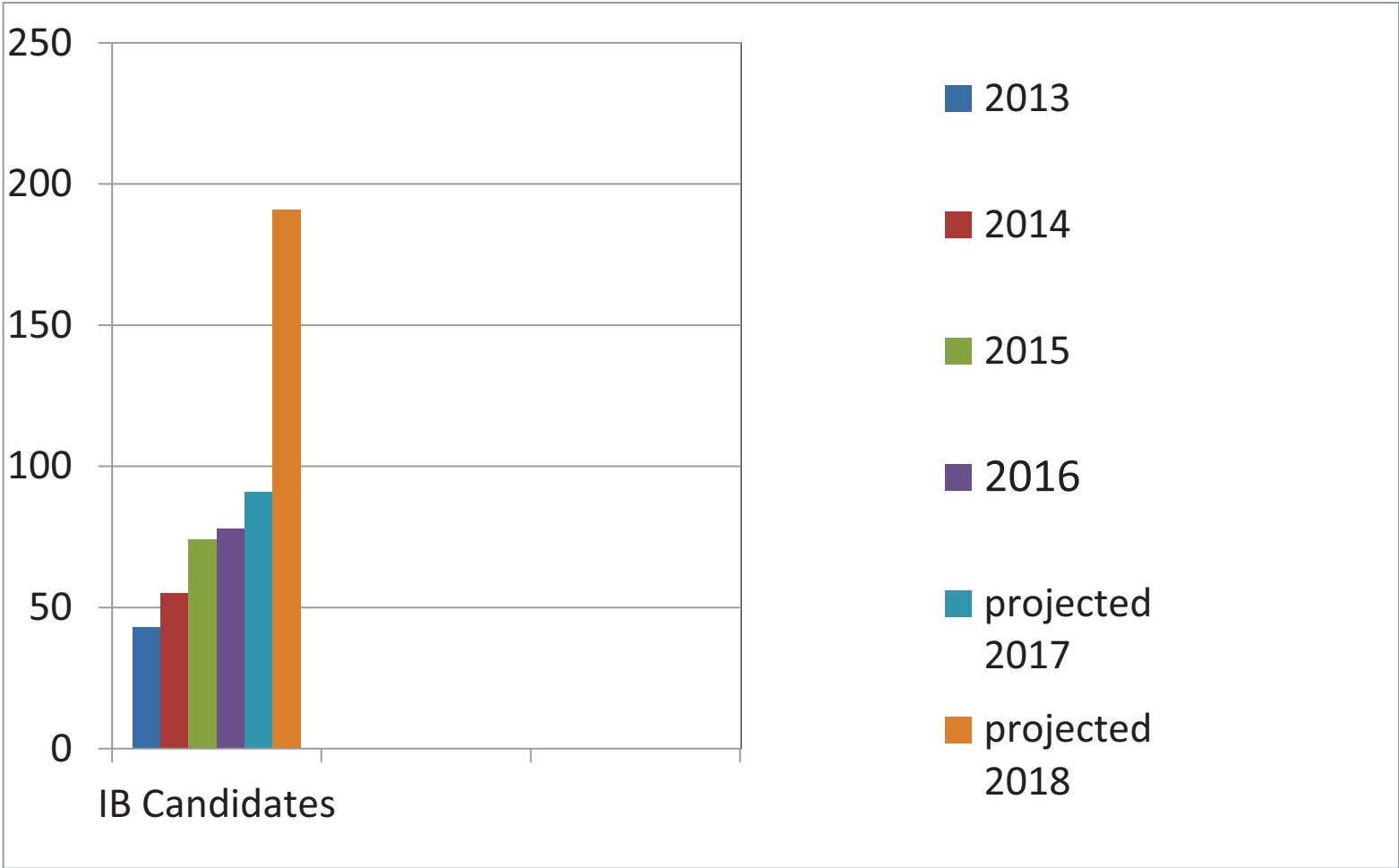


## STUDENT SUPPORT CRITERIA FORM

	<p><b>by this program also served by other support programs?</b></p> <p>If so, which is/are most cost effective? Could the effects of this program be strengthened if it was combined with another?</p>	Type and dosage of intervention
	<i>IB students will also use Turnitin, but that serves entirely different needs. There are no other programs that exist to fill the needs of the IB DP the way that Managebac does.</i>	
<b>11</b>	<p><b>Are paraprofessional utilized?</b></p> <p>If so, are they closely supervised by appropriately certificated personnel? Explain. What is the ratio of paraprofessional to certified personnel?</p>	<p>Choose an item.</p> <p>Process Evaluation: documentation of personnel</p>
	<i>No.</i>	
<b>12</b>	<p><b>Does the program or strategy involve students with limited English proficiency?</b></p> <p>If so, describe the level of staff members' proficiency in non-English language accessibility, and describe the ways by which staff deals directly with English language deficiency where it is a part of a student's difficulty in learning the content on which the program focuses.</p>	<p>Choose an item.</p> <p>Process Evaluation: Documentation that qualifications of personnel are appropriate to task</p>
	<i>There are a few students who are reclassified within the IB programme. While the Managebac interface is provided in English, it supports Unicode (UTF-8) formatting, which allows for input of international characters in all major languages.</i>	
<b>13</b>	<p><b>Funding Justification: What changes have occurred over the last 2 years that justifies continued funding of this program?</b> Include data and an explanation of the data to support your justification. Whenever possible, use data from the previous Annual Reports.</p>	

### STUDENT SUPPORT CRITERIA FORM

*Due to the growth of the IB programme and therefore the increase in the number of assessments it has become fundamental to use Managebac. An average IB student completes up to 25 assessments, Managebac allows for timely reminders, upload of supporting documentation and links with the IB.*



## STUDENT SUPPORT CRITERIA FORM

## IB Assessments by Course

Course		
	Internal Assessment	Timeframe of Completion
English A: Literature HL	Individual oral presentation (IOP)	Spring Junior Year
	Individual oral commentary (IOC)	Fall Senior Year
	External Assessment	
	Written Literary Essay Paper 1 – Literary commentary Paper 2 – Essay on two works studied	Spring Junior Year May Senior Year May Senior Year
	Internal Assessment	Timeframe of Completion
Spanish A: Language and Literature SL (for native speakers)	Individual oral commentary (IOC)	Spring Senior Year
	Further oral commentary	Spring Senior Year
	External Assessment	Timeframe of Completion
	Written Literary Essay Paper 1 – Literary commentary Paper 2 – Essay on two works studied	Fall Senior Year May Senior Year May Senior Year
	Internal Assessment	Timeframe of Completion
Language B and ab initio SL (Arabic, German and Spanish)	Individual oral interactive skills	Spring Senior Year
	External Assessment	Timeframe of Completion
	Written Assignment Paper 1 – Understanding written text Paper 2 – Writing exercises	Spring Senior Year May Senior Year May Senior Year
		Internal Assessment
History of the Americas HL	Historical investigation	Fall Senior Year
	External Assessment	Timeframe of Completion
	Paper 1 – Structured answers from Route Paper 2 – Extended response from five topics	May Senior Year May Senior Year May Senior Year

## STUDENT SUPPORT CRITERIA FORM

	Paper 3 – Three extended responses																																																										
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## STUDENT SUPPORT CRITERIA FORM

Music HL	Creating three pieces of work Performing – 20 minutes of composition	Spring Senior Year Spring Senior Year
	External Assessment	Timeframe of Completion
	Musical Links Investigation – research paper Paper 1 – 7 musical perception questions	Fall Senior Year May Senior Year
<b>Course</b>		
	Internal Assessment	Timeframe of Completion
Theatre HL	Collaborative Project	Fall Senior Year
	External Assessment	Timeframe of Completion
	Solo Theatre Piece Director’s Notebook Research Presentation	Spring Senior Year Spring Senior Year Spring Senior Year
	Internal Assessment	Timeframe of Completion
Visual Arts HL	Exhibition	Spring Senior Year
	External Assessment	Timeframe of Completion
	Comparative Study Process Portfolio	Spring Senior Year Spring Senior Year
	Internal Assessment	Timeframe of Completion
Theory of Knowledge	Presentation	Fall Senior Year
	External Assessment	Timeframe of Completion
	Essay on prescribed title	Fall Senior Year
	External Assessment	Timeframe of Completion

## STUDENT SUPPORT CRITERIA FORM

CORE Requirements	Extended Essay – 4,000 word research paper Creativity, Action and Service hours and reflections	Fall Senior Year Spring Senior Year
<p><i>IB internal assessments</i>                      IB internal assessments are graded by the teacher and moderated by an IB examiner. The IA assessment varies by the subject area, this is covered in each course subject guide. In accordance with IB guidelines, samples of student work are sent to examiners in an effort to ensure teachers are scoring student work appropriately.</p> <p><i>IB external assessments</i>                      These assessments are graded externally by IB examiners.</p>		

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

### Analysis: Core Plus

Comparing 2015/16 responses to 2016/17 responses of the Student Support Criteria form, the assessment of AP Summer Boot Camp remains constant across indicators, with the Likert scale estimations remaining exactly the same across both years. Patterns of particular interest include:

- Strongly agreeing that AP Summer Boot Camp supports and strengthens other existing programs.
- Not agreeing at all that AP Summer Boot Camp duplicates services with other existing programs.
- Strongly agreeing that students with limited English proficiency have adequate resources to understand the content of the program.
- Strongly agreeing that teachers in the program represent the cultural backgrounds of their students.

Evidence indicates that minority, at-risk, and lower socio-economic students benefit from small class sizes and a self-contained model. CORE Plus internal data indicates significant improvement in achievement for students who are in the program for an entire year. Moreover, CORE Plus supports the Multi-Tiered System of Support at the Tier 3 level. The program is a year-long Tier 3 Academic Intervention. CORE Plus sites are selected with geographic location (relative to the entire district) and transportation needs in mind. Since the program serves students from all over the district, locations were chosen to be geographically convenient. The CORE Plus program prioritizes African American and Latino 6th grade students who scored Minimally Proficient and/or Partially Proficient in math and on ELA. In addition, elementary school personnel may indicate that a student is not ready to transition from a self-contained classroom (elementary) to multiple periods (middle school). These students often lack organizational skills and need intensive structure as indicated by the learner qualities in their elementary report cards.

CORE Plus is not a pull out program, but, rather an intensive, Tier 3, yearlong academic intervention program. A certified CORE Plus teacher and an Instructional Specialist are given academic information on each student at the start of the year. Additionally, Formative Assessments are given on a weekly basis throughout the year to help the teachers know which students have mastered a concept and which may need re-teaching or small group tutoring. CORE Plus teachers are consistently monitoring and adjusting for the right level of instruction and intervention with enrolled students. Using ongoing data collection and analysis, the teacher and instructional specialist plan lessons and use of class time to best address the needs of the student. Small group instruction, re-teaching, and flexible ability grouping are a few of the strategies used on a consistent and ongoing basis in the classroom. The goal of CORE Plus is to provide each 6th grade student in the program with academic and pro-social behavioral interventions. This program prepares students with a well-supported transition year before returning to Middle School for the 7th and 8th grade years. The program aims at “catching-up” identified students at the beginning of their secondary school experience rather than reacting to poor academic performance early in their high school career. Criteria for student selection is poor academic performance on the AzMERIT and School City benchmarks, putting a student in jeopardy of retention in middle school. We prioritize Latino and African American students who show other risk factors such as poor organizational skills, weak work habits, and weak attachment to school in general. CORE Plus classrooms have a

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

significantly low teacher student ratio involving a certified teacher and an Instructional Specialist. In this small, self-contained setting, 6th graders are provided with targeted interventions in the areas that are of greatest need, which include math and reading. Every student is provided with a personal Mini-note (laptop) and has licenses to a variety of intervention software such as SuccessMaker. This smaller more intimate environment introduces organizational skills and work habits required for success in middle school; this same environment also promotes social norms and rules, and enhances positive social-emotional development.

The model emphasizes and utilizes culturally relevant materials and/or practices. The program does not use pull-out services, as the CORE Plus Academic Intervention program is a year-long self-contained program. Tutoring is provided during the school day by our certified and classified staff in the form of small group and individual instruction. Additional tutoring may occur at lunchtime or before or after school as needed. If additional needs arise for the student or families while enrolled in CORE Plus, staff advises parents of additional support available. For example, clothing bank, exceptional education services and/or social service referrals. Instructional Specialists are the paraprofessionals used in the program. Their primary duty is to provide instructional support that includes one-on-one instruction, small group instruction for any subject and/or full lessons in a subject area consistent with the Instructional Specialist's experience and training. Each CORE Plus classroom has one certified teacher and one Instructional Specialist. The Core Plus program does not provide ELD services. The program has, however, provided our year long program for ELL After Reclassification (ELLAR) if parents choose to sign a waiver for ELD services. We find the intensive intervention and small class size is of great benefit for those ELLARs who join us.

The CORE Plus Academic Intervention Program goal is to provide academic intervention to low performing 6<sup>th</sup> graders with a goal of moving 25% of enrolled students up one category in one or more areas of the AIMS test and to show a 15% or greater change in pre and post-tests in reading and math. The program objective is to increase AzMERIT test scores of students enrolled in the program and provide struggling students with one more year of the elementary self-contained model during 6<sup>th</sup> grade. Through this proactive intervention approach risk of retention and drop out will decrease.

**Student Goal:** 25% of enrolled, racially and ethnically diverse, low performing 6<sup>th</sup> graders will move up one category in the 6<sup>th</sup> grade level state testing in one or more testing area.

**Selection of Student:** Selection of students is done through analysis of end of the year 5<sup>th</sup> grade data provided in a report by TUSD A & R. This report contains student name, address, 4<sup>th</sup> grade AzMERIT Reading or Math score (Minimally Proficient and Partially Proficient only), Learner Qualities from the 5<sup>th</sup> grade report card, and SchoolCity benchmark scores for quarter 3. Students are grouped by reading and Math scores, categorizing them by an AzM score of MP(1) and a benchmark score of MP (1). We do accept Reclassified students and 504 students. Letters explaining our program along with an informational flyer about the program, and meeting dates are mailed to each of the families.



## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

**Ethnicity of Students Who Completed entire 2015-16 School Year in Core Plus**

Hispanic/White: 12      Black: 1      Hispanic/Black: 2

American Indian: 3      White: 4

**2015-16 Enrollment (5<sup>th</sup> year):**

Number of students enrolled by classroom site:

<b>@ Southwest Ed Center: 10 Students on <u>8/6/15</u></b>	<b>@ Vail MS classroom: 12 Students on <u>8/6/15</u></b>
Hispanic/White = 6	Hispanic/White = 5
Nat. Am = 3	Nat. Am = 0
Hispanic/Black = 1	Hispanic/Black = 2
White = 0	White = 4
Black = 0	Black = 1
<b>@ Southwest Ed Center: 12 Students on <u>5/25/16</u></b>	<b>@ Vail MS classroom: 10 Students on <u>5/25/16</u></b>
Hispanic/White = 7*	Hispanic/White = 5
Nat. Am = 3	Nat. Am = 0
Hispanic/Black = 1	Hispanic/Black = 1*
White = 1*	White = 3*

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

Black = 0	Black = 1
* Two students were added to the Southwest roster after the start of the year and finished the year with CP at Southwest. Two students left the Vail roster after the start of second semester. One in January(HB) and one in February(W).	

In our recruiting efforts for the school year 2012-13 and 2013-14, we found we had a number of students who qualified for the program, were invited to enroll, and chose not to enroll in CORE Plus. Reasons for not enrolling included transportation issues, changes in family circumstances, or simply changing their minds. A comparison was done between the students who enrolled and completed the program and those who qualified but declined enrollment during 2012-2013 and 2013-14. The results indicated a significant improvement in the enrolled students' AIMS achievement. This improvement is illustrated in the chart below.

Table 1

	<b>CORE PLUS 2012-13 (n=43)</b>	Recruited, not enrolled 2012-13 (n=66)	<b>CORE PLUS 2013-14 (n=34)</b>	Recruited, not enrolled 2013-14 (n=41)
<b>Reading</b>				
Increase	68%	27%	44%	22%
No Change	30%	58%	47%	49%
Decrease	2%	15%	9%	29%
<b>Math</b>				
Increase	67%	29%	56%	20%
No Change	28%	53%	35%	51%
Decrease	5%	18%	9%	29%

**Table 2: State Testing results:**

### STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

State Test & Year	AIMS 2012-13	AIMS 2013-14	AzMERIT 2014-15	AzMERIT 2015-16	AzMERIT 2016-17
# of students taking the test	44	34	27	20	DATA not yet Available
% of program moving up one level in either Math or ELA	90%	72%	Cannot compare b/c 1 <sup>st</sup> year of AzMERIT	35%	
% moving up 2 levels in Ma or ELA	7%	30%		.5%	
% at Meets/Proficient or above in Ma or ELA	63%	52%	0%	.5%	

**SuccessMaker results. SuccessMaker was used beginning 2014-15**

	2014-15		2015-16		2016-17	
	Rd	Ma	Rd	Ma	Rd	Ma
<b>Average Initial Placement (IP)</b>	3.94 nearly 4th	4.35 Mid 4 <sup>th</sup>	4.23 4 <sup>th</sup> gr.	3.95 Nearlt 4 <sup>th</sup> gr.	DATA not yet available	

### STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

	gr.	gr.					
<b>Average Point Gain</b>	.8 5 nearly 1 yr	1 .12 1yr+		.44 1/2 yr	1.01 1yr		
<b>Average End Of Year Placement (EOY)</b>	4. 68 gr.	5 .5 gr.		4.6 8 gr.	4.96 gr.		
<b>Average Percent Change from IP to EOY</b>	25 %	2 7%		13 %	27%		
<b>Average Percent Skills Mastered</b>				83 %	97%		

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

## BUDGET YEAR 2016-17

Program: CORE Plus Academic Intervention Program

Site(s) and/or Dep't(s): Southwest Ed. Center and Vail MS

Date of Submission: 4/6/17

## PART A – RUBRIC

This program:		Strongly Agree	Mostly Agree	Some-what Agree	Do Not Agree At All
<b>1</b>	supports and strengthens other existing programs	X			
<b>2</b>	duplicates services with other existing programs				X
<b>3</b>	uses a diagnostic tool(s) to determine student participation Name of diagnostic tool(s): use of AzMERIT, Shool City, and Synergy block information such as attendance, grades, attendance, and learner qualities to identify qualifying students from across the district	X			
<b>4</b>	prioritizes the individual student's specific needs in all activities provided	X			
<b>5</b>	focuses primarily on improved student behavior		X		
<b>6</b>	focuses primarily on improved student attendance		X		
<b>7</b>	focuses primarily on increased academic performance	X			
<b>8</b>	utilizes culturally relevant instructional materials on a regular basis	X			
<b>9</b>	emphasizes culturally relevant practices significant to all students	X			
<b>10</b>	has an established a communication feedback protocol with the school day teacher	NA			
<b>11</b>	provides regular updates to the school day teacher on student progress	NA			
<b>12</b>	provides tutoring on a regular basis	X			
<b>13</b>	is very effective in supporting students needs	X			

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

Students in this program:					
14	are monitored on a regular basis to assess changing needs and/or mastery of material	X			
15	remain in the program all year long	X			
16	are also served by other support programs	NA			
17	with limited English proficiency are represented in this program			X	
18	with limited English proficiency have adequate resources available to them to understand the content of the program	X			
19	show the greatest success when they are pulled out of class for services	NA			
Teachers in this program:					
20	are primarily made up of paraprofessionals				X
21	are primarily made up of certified teachers	X			
22	who are paraprofessionals are closely supervised by appropriately certified personnel	X			
23	meet regularly as a team to coordinate student support services	X			
24	represent the ethnic/cultural backgrounds of the students they serve	X			
Students:		>20	11-20	0-10	NA
25	are typically in classes with about ____ other students	X			
26	receive, on average, about a total of 24.5 hours per weeks of services	X			
27	receive, on average, about ____ hours per week of tutoring services specifically			X	
28	receive, on average, about 5 hours of services during the school day per week				
29	receive, on average, about ____ hours of services before or after school per week				X

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

**PART B – EVALUATION**

<b>1</b>	<p><b>Is there documentation or research that supports the efficacy of the program or strategy? Please provide. IF SO, WHAT DOES THE EVIDENCE SAY?</b></p> <p>The evidence indicates that minority, at-risk, and lower socio-economic students benefit from small class sizes and a self-contained model. Self-contained models are also part of National Dropout Prevention Center/Network recommendations for intervention. CORE Plus internal data indicates significant improvement in achievement for students who are in the program for an entire year (see professional publication and internal data below).</p>
<b>2</b>	<p><b>Does the program or strategy support the current programs or strategies being implemented in the school(s)?</b> Yes.</p> <p>CORE Plus supports the Multi-Tiered System of Support at the Tier 3 level. The program is a year-long Tier 3 Academic Intervention.</p>
<b>3</b>	<p><b>If this is a District-level program (more than one site), describe how sites are selected, including how the selected sites demonstrate the potential for producing the greatest outcomes for the cost of the program or strategy.</b></p> <p>CORE Plus sites are selected with geographic location (relative to the entire district) and transportation needs in mind. Since the program serves students from all over the district, locations were chosen to be geographically convenient. One site is on the far west side of the district, and one is east-central. For the west side location the transportation department dedicates a bus for Core Plus transportation. The east-central location is a TUSD transportation “hub” and thus allows students from across the district to be more easily routed to that location.</p>
<b>4</b>	<p><b>Does the program or strategy focus on students’ specific needs? If so, what needs?</b></p> <p>African American and Latino 6th grade students that scored Minimally Proficient and/or Partially Proficient in math and or ELA AzMERIT . Low academic performance identified in student report card. In addition, student learner qualities and elementary school personnel also indicate that the student is not ready to transition from a self-contained classroom (elementary) to multiple periods (middle school). These students often lack organizational skills and need intensive structure as indicated by the learner qualities in their elementary report cards.</p>
<b>5</b>	<p><b>Describe how the time spent with each student is tailored to his or her needs, including whether the actual time(s).</b></p> <p>CORE Plus is not a pull out program, but, rather, is an intensive Tier 3, yearlong academic intervention program. The certified CORE Plus teacher and the Instructional Specialist are given data point information on each student at the start of the year. These data points include AzMERIT and School City benchmark scores. Additionally, Formative Assessments are given on a weekly basis throughout the year to aid the teachers in knowing which students have mastered a concept and which may need re-teaching or small group tutoring. CORE Plus teachers are consistently monitoring and adjusting for the right level of instruction and intervention for our enrolled students. Using ongoing data the teacher and instructional specialist plan lessons and use of class time to best</p>

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

	<p>address the needs of the students. Small group instruction, re-teaching, and flexible ability grouping are a few of the strategies used on a consistent and ongoing basis in the classroom.</p> <p>Given the internal data and the fact that each year a new group of low performing students are provided with intervention, there is no apparent point of diminishing returns.</p>
<b>6</b>	<p><b>Is the program or strategy targeted to students at-risk in the areas of behavior, attendance and/or academics?</b> Yes.</p> <p>The goal of CORE Plus is to provide each 6th grade student in the program with academic and pro-social behavioral interventions. This program will help prepare students with a well supported transition year before returning to Middle School for the 7th and 8th grade years. The program aims at “catching-up” identified students at the beginning of their secondary school experience rather than reacting to poor academic performance early in their high school career.</p> <p>Criteria for student selection is that the students show poor academic performance such as low AzMERIT and School City benchmark scores or are in jeopardy of retention in middle school. We prioritize Latino and African American students who show other risk factors such as poor organizational skills, work habits, and weak attachment to school on the elementary level.</p> <p>CORE Plus classrooms have a significantly low teacher student ratio with a certified teacher and an Instructional Specialist. In this small, self-contained setting, 6th graders will be provided with targeted interventions in the areas that are of greatest need- math and reading. Every student is provided with a personal Mini-note (laptop) and has licenses to a variety of intervention software such as Succesmaker. This smaller environment will introduce and emphasize the organization skills and work habits needed for success in middle school, promote social norms and rules, and enhance positive social-emotional development.</p>
<b>7</b>	<p><b>Does the program or strategy utilize culturally relevant materials and/or practices?</b> Describe those materials and practices. Yes.</p> <p>Teachers follow the district’s academic scope and sequence curriculum which includes the district’s culturally relevant initiative. In addition teachers augment their curriculum by including multicultural novels, literature, biographies, poems, historical artifacts, etc. that reflect the ethnicities of the students enrolled in the program. Additionally, classroom discussions are rich with the inclusion of the experiences and cultural identity of our students.</p>
<b>8</b>	<p><b>Does the program or strategy use a “pull-out” method?</b> If so, describe the criteria used to return students to classrooms. Describe the success in bringing students to a point where they can be successful in their “regular” classrooms (e.g., the proportion returned after what amount of intervention). No. CORE Plus Academic Intervention Program is a year long, self-contained program.</p>
<b>9</b>	<p><b>If tutoring is involved, who provides the tutoring?</b> How is what is being learned by students linked to what they are learning in their classrooms? How many students do tutors work with at any given time? How much time per week does a student have with a tutor? If there is a range, explain. Tutoring is provided within the school day by our certified and classified staff in the form of small group</p>



## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

	and individual instruction. Additional tutoring can occur at lunchtime or before or after school as needed
<b>10</b>	<b>Are the types of students (defined by learning need, not demographics) served by this program also served by other support programs?</b> If so, which are most cost effective? Could the effects be strengthened if combined w/another program? The Tier 3 intervention that CORE Plus provides is a unique endeavor that supports all of the needs, academic and social-emotional, of our enrolled students. If needs arise for the student or families while enrolled in CORE Plus, staff advises parents of additional support available, for example clothing bank, exceptional ed. Services and/or social services referrals.
<b>11</b>	<b>Are paraprofessional utilized?</b> If so, are they closely supervised by appropriately certificated personnel? Explain. What is the ratio of paraprofessional to certified personnel? Instructional Specialists are the paraprofessionals used in the program. Their primary duty is to provide instructional support that includes one on one instruction, small group instruction for any subject and/or full lesson in a subject area consistent with I.S. experience/training. Tasks may also include “make-up” needs for new students or absent students. Researching methods and strategies to help the teacher differentiate instruction is also a primary duty. The instructional specialist is supervised by the lead certified teacher at each Core Plus site as well as the Program Coordinator and the CORE PLUS director. Each Core Plus classroom has one certified teacher and one I. S.
<b>12</b>	<b>Does the program or strategy involve students with limited English proficiency?</b> If so, describe the level of staff members’ proficiency in non-English language accessibility, and describe the ways by which staff deals directly with English language deficiency where it is a part of a student’s difficulty in learning the content on which the program focuses. The Core Plus program does not provide ELD services, however, the program has provided our year long program for ELLAR, ELL After Reclassification, if parents choose to sign a waiver for ELD services. We find the intensive intervention and small class size is of great benefit for those ELLARs who join us.
<b>13</b>	<b>Funding Justification: What changes have occurred over the last 2 years that justifies continued funding of this program?</b> Include data and an explanation of the data to support your justification. Whenever possible, use data from the previous Annual Reports. PLEASE SEE DATA BELOW: INTERNAL DATA SUMMARY

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

### 2012-14 AIMS Achievement Comparison of Students Enrolled vs Students Recruited to Core Plus

#### Internal research and results from 2012-14 school year:

In our recruiting efforts for the school year 2012-13 and 2013-14, we found we had a number of students who qualified for the program, were invited to enroll, and chose not to enroll in CORE Plus. Reasons for not enrolling included transportation issues, changes in family circumstances, or simply changing their minds.

A comparison was done between the students who enrolled and completed the program versus those who qualified but declined enrollment during 2012-2013 and 2013-14. The results indicated a significant improvement in the enrolled students' AIMS achievement. This improvement is illustrated in the chart below.

#### **No further comparison has been done with the change of the State test**

	<b>CORE PLUS 2012-13 (n=43)</b>	Recruited, not enrolled 2012-13 (n=66)	<b>CORE PLUS 2013-14 (n=34)</b>	Recruited, not enrolled 2013-14 (n=41)
<b>Reading</b>				
Increase	68%	27%	44%	22%
No Change	30%	58%	47%	49%
Decrease	2%	15%	9%	29%
<b>Math</b>				
Increase	67%	29%	56%	20%
No Change	28%	53%	35%	51%
Decrease	5%	18%	9%	29%

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

### **Professional Journal and Publication Supporting data:**

#### **Research Brief**

**Self-Contained Programs** <http://oemanagement.com/data/files/selfcontained.pdf>

**The Principals' Partnership**

<http://www.principalspartnership.com>

**Sponsored by Union Pacific Foundation**

“The National Dropout Prevention Center/Network has identified 15 effective strategies that have the most positive impact on the dropout rate. These strategies have been implemented successfully at all education levels and environments throughout the nation. Strategies in the category “Basic Core Strategies” include: Mentoring & Tutoring, Service Learning, Alternative Schooling, and After School Opportunities. The NDPC/N suggests that the self-contained classroom is one of 5 effective approaches to alternative schooling.”

According to the NDPC/N, there does appear to be a consistent profile of the most successful alternative schools. The following NDPC/N suggested profile elements exist in the Core Plus Academic Intervention Program:

1. a maximum teacher/student ratio of 1:10;
2. a small student base not exceeding 250 students;
3. a clearly stated mission and discipline code;
4. a caring faculty with continual staff development;
5. a school staff having high expectations for student achievement;
6. a learning program specific to the student's expectations and learning style;
7. a flexible school schedule with community involvement and support; and
8. a total commitment to have each student be a success.

#### **Research Brief**

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

**Self-Contained Classrooms** [http://oemanagement.com/data/\\_files/SelfContainedClassrooms.pdf](http://oemanagement.com/data/_files/SelfContainedClassrooms.pdf)

**The Principals' Partnership**

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

**A Program of Union Pacific Foundation**

Although the research on the effectiveness of self-contained classrooms is minimal, it is significant.

“ One study done by McGrath and Rust (2002) of fifth and sixth graders in departmentalized and self-contained classrooms found that students in self-contained classrooms made significant gains on the Tennessee Comprehensive Assessment Program (TCAP) in the total battery and language and science subtests. However there were no significant differences in the math, reading and social studies subtests (Catledge-Howard, Ward, Dilworth, & Mississippi State University, 2003; McGrath & Rust, 2002).”

### **Targeted Intervention Research (Professional Journal and Publications)**

Class Size re: Core Plus and LSASP

Class size: <http://www.usd320.k12.ks.us/About/StrategicPlan/documents/ClassSizePhiDeltaKappan.pdf> Copyright © 2002 by the Phi Delta Kappa Educational Foundation

In his review of data from Tennessee’s Project Star and other research on class size and student achievement, Tomlinson, for example, maintained that findings provided “no support for the idea that 12 years of small classes would produce significant increase in student achievement” (Tomlinson 1990, p. 18). Nevertheless, he allowed that disadvantaged minority students seemed to benefit significantly from small classes. Berlin and Cienkus (1989) have likewise observed that “the need for smaller class size is inversely proportional to student’s socioeconomic status.”

**ERIC Identifier:** ED259454 <http://www.vtaide.com/png/ERIC/Class-Size.htm>

**Publication Date:** 1984-00-00

**Author:** Ellis, Thomas I.

**Source:** ERIC Clearinghouse on Educational Management Eugene OR.

How large should classes be? Research indicates that the relationship between class size and instructional effectiveness depends on many related variables, such as age level of students, subject matter taught, and instructional methods used. Recent statistical syntheses of this research reveal that the instructional benefits of smaller classes are most significant for classes numbering under 20 students; in those with 25 to 40 students class size has little overall effect on educational quality.

**Does Class Size Matter?** National Education Policy Center, 2014 [http://nepc.colorado.edu/files/pb\\_-\\_class\\_size.pdf](http://nepc.colorado.edu/files/pb_-_class_size.pdf)

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

These critics are mistaken. Class size matters. Research supports the common-sense notion that children learn more and teachers are more effective in smaller classes.

### Internal Data Summary for Core Plus, 2012-13 -2015-16; 2016-17 data is not yet available

#### **I. General Overview of CORE PLUS (CP) Program:**

The CORE PLUS Academic Intervention Program goal is to provide academic intervention to low performing 6<sup>th</sup> graders with a goal of moving 25% of enrolled students up one category in one or more areas of the AIMS test as well as to show a 15% or greater change in pre and post tests in reading and math. The program objective is to increase AzMERIT/State test scores of the students enrolled in the program and provide struggling students with one more year of the elementary self contained model during 6<sup>th</sup> grade. Additionally, CP has been in existence since 2011 and will continue offering intervention to 6<sup>th</sup> graders for the 2016-17 school year. These interventions impact students' success and relationship with school and thus decrease the drop out potential. Using data provided from the district, underperforming 6<sup>th</sup> grade students are identified from across the district. Parents are then invited to attend an informational meeting and enroll their child in CP. Because CP is a program and not a school, the enrolled students maintain their TUSD middle school registration, but attend one of the CP classrooms. Each classroom follows a self-contained model with a low student to teacher ratio as there is one certified teacher and one Instructional Specialist in each room. The entire 6<sup>th</sup> grade curriculum is delivered throughout the year along with an academic intervention focus on math and reading. The classrooms are geographically dispersed across the district: west side at SWEC, and central/east side at Alice Vail Middle School. Research based programs such as Success Maker, Reading Apprenticeship (Balanced Literacy), and School City Benchmarks and formative assessments will be used in the targeted intervention. By maintaining middle school registration, gains shown in the program will be reflected as middle school gains as well.

By establishing an environment where accountability and communication link families to the classroom, where relationship and academic safety are paramount, and where research based intervention strategies like SuccessMaker, and School City are used, low performing middle school students will show academic gains as reflected in classroom attendance and grades, quarterly benchmark scores, reading lexile scores, and AzMERIT reading and math scores. Through this proactive intervention approach risk of retention and drop out will decrease as well.

**Student Goal:** 25% of enrolled, racially and ethnically diverse, low performing 6<sup>th</sup> graders will move up one category in the 6<sup>th</sup> grade level state testing in one or more testing area.

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### II Experience:

#### A. Number of Staff

Core Plus currently operates two classrooms, one at Southwest Education Center, 6855 S. Mark Rd., and one at Alice Vail Middle School, 5350 E. 16<sup>th</sup> St. Total program staff include two certified teachers, two Instructional Specialists (however, the IS at Southwest Ed Center found employment outside the district in January of 2017), and one .5 Program Coordinator. In 2017-18 the “east” side location will move from Alice Vail Middle School to Booth-Fickett Magnet Middle School. This location is still a transportation hub and there should be no disruption to district transportation being offered to CORE Plus enrollees. Our goal is to increase enrollment to 20 students and the room available to CP at Booth-Fickett is larger than the room available at Vail MS.

#### B. Selection of Students

Selection of students is done through analysis of end of the year 5<sup>th</sup> grade data provided in a report by TUSD A & R. This report contains student name, address, 4<sup>th</sup> grade AzMERIT Reading or Math score (Minimally Proficient and Partially Proficient only), Learner Qualities from the 5<sup>th</sup> grade report card, and SchoolCity benchmark scores for quarter 3. Students are grouped by reading and Math scores, categorizing them by an AzM score of MP(1) and a benchmark score of MP (1). These students are further categorized by a Good Citizenship learner quality score of 3 or 4 with all other qualities averaging to a 3. This year the Math category of 1 in AzM and 1 in Q3 benchmark for Math totaled 180 students. The number of students in this group was decreased when analysis showed some Ex-Ed and ELL students as program staff are not certified in Ex-Ed nor when ELL students are in need of two hour ELL block. We focus on academic interventions. We do accept Reclassified students and 504 students. Letters explaining our program along with an informational flyer about the program, and meeting dates are mailed to each of the families. Two Parent Link messages are sent to all families to invite them to the meetings and encourage them to call with questions. African American and Hispanic families are then live called in an attempt to answer questions or provide more information about the program and to encourage the families to attend a parent information meeting. Our initial list is divided by those students who would be bussed to the Vail site and those bussed to the SWEC site. A total of 6 meetings are held, 3 for each prospective site. At each parent meeting we provide families with information about our program, state testing, and the possible need to have one more year of support before entering the traditional middle school setting. Families enroll at the meetings and

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

are informed about what procedures they need to follow to also be registered at a middle school in the district. If 40 families do not enroll during these meetings a recruitment effort will be made in the Fall to add to enrollment.

For the 2017-18 school year, collaboration between Core Plus staff and Elementary Leadership was increased. The usual data sheet was created by Assessment and Evaluation, but in early February it was disseminated to the individual elementary and K-8 schools. Schools were then asked to look over the list and the Core Plus criteria (underperforming, Latino and/or Af. Am students, no behavior or attendance challenges) identify kids that meet the criteria, and call those parents to inform them of the Core Plus opportunity for 6<sup>th</sup> grade. The Program Coordinator fielded additional questions for parents, and set up individual visits to the classrooms for any parent interested. Parent meetings will be held on April 20 and 27 to pre-enroll students for the 2017-18 school year.

### C. Ethnicity of Students Who Completed entire 2015-16 School Year in Core Plus

Hispanic/White: 12                      Black: 1                      Hispanic/Black: 2

American Indian: 3                      White: 4

### 2015-16 Enrollment (5<sup>th</sup> year):

Number of students enrolled by classroom site:

<b>@ Southwest Ed Center: 10 Students on <u>8/6/15</u></b>	<b>@ Vail MS classroom: 12 Students on <u>8/6/15</u></b>
Hispanic/White = 6	Hispanic/White = 5
Nat. Am = 3	Nat. Am = 0
Hispanic/Black = 1	Hispanic/Black = 2
White = 0	White = 4
Black = 0	Black = 1

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<b>@ Southwest Ed Center: 12 Students on <u>5/25/16</u></b>	<b>@ Vail MS classroom: 10 Students on <u>5/25/16</u></b>
Hispanic/White =7*	Hispanic/White = 5
Nat. Am = 3	Nat. Am = 0
Hispanic/Black = 1	Hispanic/Black = 1*
White = 1*	White = 3*
Black = 0	Black = 1
* Two students were added to the Southwest roster after the start of the year and finished the year with CP at Southwest. Two students left the Vail roster after the start of second semester. One in January(HB) and one in February(W).	

**Program DATA: Compilation of 2012-2016 data was made where possible.**

**State Testing results:**

State Test & Year	AIMS 2012-13	AIMS 2013-14	AzMERIT 2014-15	AzMERIT 2015-16	AzMERIT 2016-17
# of students taking the test	44	34	27	20	DATA not yet Available
% of program moving up one level in either Math or ELA	90%	72%	Cannot compare b/c 1 <sup>st</sup> year of AzMERIT	35%	
% moving up 2 levels in Ma or ELA	7%	30%		.5%	
% at Meets/Proficient	63%	52%	0%	.5%	



## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

or above in Ma or ELA					
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**SuccessMaker results. SuccessMaker was used beginning 2014-15**

	2014-15		2015-16		2016-17	
	Rd	Ma	Rd	Ma	Rd	Ma
Average Initial Placement (IP)	3.94 nearly 4th gr.	4.35 Mid 4 <sup>th</sup> gr.	4.23 4th gr.	3.95 Nearlt 4 <sup>th</sup> gr.	DATA not yet available	
Average Point Gain	.85 nearly 1 yr	1.12 1yr+	.44 1/2 yr	1.01 1yr		
Average End Of Year Placement (EOY)	4.68 gr.	5.5 gr.	4.68 gr.	4.96 gr.		
Average Percent Change from IP to EOY	25%	27%	13%	27%		
Average Percent Skills Mastered			83%	97%		

**Math and Reading Inventory results. Tests given as pre/post tests:**

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	2012-13	2013-14	2014-15	2015-16	2016-17
Average initial <b>Math inventory</b> score	25%	25%	28%	23%	DATA not yet available
Average score at last administration (4 <sup>th</sup> Quarter)	67%	67%	68%	80%	DATA not yet available
Average point gain on the inventory by end of year	12.3	13.4	13.4	17	DATA not yet available
Average percent change from beginning to end of year	153%	237%	198%	382%	DATA not yet available
	McDougal Littel Reading inventory	Administration Begins in 2014-15	2014-15	2015-16	2016-17
Average initial <b>Reading inventory</b> score:			50%	49%	
Average score at last administration (4 <sup>th</sup> Quarter)			65%	70%	
Average point gain on the inventory by end of year			8.35	12	
Average percent change from			34%	130%	

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

beginning to end of year					
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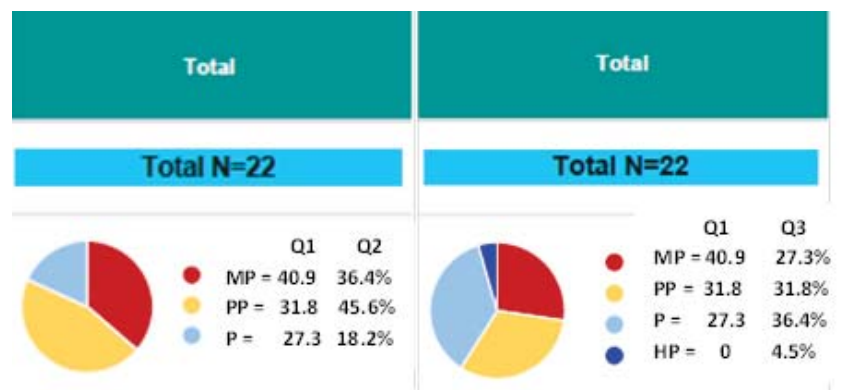
**SchoolCity Quarterly Benchmarks Results:** The quarterly benchmark tests were separate, discrete tests that cannot be compared as though they were a pre/post test. Our hope every year is that we can see movement in our students away from the Minimally Proficient category toward the Proficient to Highly Proficient category by the last administered benchmark. Using the Pivot Table analysis tool within the SchoolCity system we do show such movement. Below is a description as well as a graphic of the results.

**In ELA** the percentage of student scoring the Minimally Proficient (MP) category in Q1 compared to Q 3 **decreased** from 40.9% to 27.3%.

The number scoring in the Partially Proficient (PP) category in Q1 compared to Q3 held steady at 31.8%

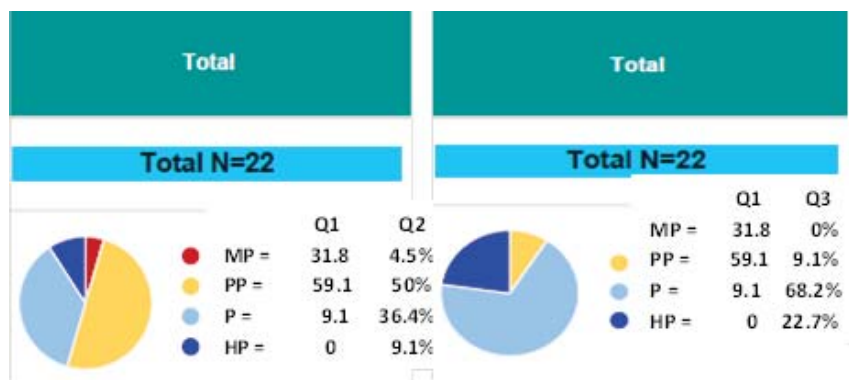
The number scoring in the Proficient (P) category in Q1 compared to Q3 **increased** from 27.3% to 36.4%

The number scoring in the Highly Proficient (HP) category in Q1 compared to Q3 **increased** from 0% to 4.5%



## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)

**In Math** the percentage of students scoring in the MP category in Q1 compared to Q3 **decreased** from 31.8% to 0%.  
 The number scoring in the PP category in Q1 compared to Q3 **decreased** from 59.1% to 9.1%.  
 The number scoring in the P category in Q1 compared to Q3 **increased** from 9.1% to 68.2%.  
 The number scoring in the HP category Q1 compared to Q3 **increased** from 0% to 22.7%.



### Additional Program Results:

Our self contained intervention program is able to identify students in need of Exceptional Education evaluation who may previously have gone unnoticed and not referred.

What makes our program unique is not only our attention to the use of research based intervention curriculum, but also the intense accountability and parent communication system we have in place along with the intentional creation of a relationship based, safe learning environment. We provide the curricular intervention to fill in academic gaps, teach strategies that enable students to be life long learners, and focus on relationship and response to relationship so that our students become increasingly self aware.

## STUDENT SUPPORT CRITERIA FORM (REVISED 2017)