

APPENDIX V-89

V.G.1.q AASSD - MASSD Academic Interventions

A description of the process for providing academic intervention for struggling African American and Latino students;

The Unitary Status Plan (USP) requires the District to develop and implement a system for identifying African American and Latino students in need of targeted interventions to provide targeted support to those who are struggling or disengaged in school. In SY 2019-20, the District implemented the use of a computer software program to identify students in need of targeted interventions. The District used the “Clarity” program by BrightBytes. In SY 2019-20, all schools were required to use the Clarity program. Clarity is a computer software program that monitors the attendance, academic performance (AzMerit), and behavior of students in need of additional support. Clarity is an early warning system designed to decrease risk factors associated with attendance, academics and behavior. The goal of the District is to decrease the risk factors associated with dropping out of school by identifying students in need of support sooner than later. The idea is that the early warning system will help the District to increase positive student outcomes through predictive analytics, thereby changing the trajectory of students and reducing the African American and Latino dropout rates. However, the Clarity platform does not interface with other student information systems (SIS). As a result, the District transitioned to the use of Synergy to monitor students in need of additional academic intervention support. The Synergy program has been in use to document attendance, student grades, and discipline. However, in spring of the 19-20 SY, all schools and staff working across different departments began using Synergy to address the academic intervention needs of students. Staff create student support plans as part of the MTSS process.

In SY 2019-20, all schools were required to implement a multi-tiered system of support (MTSS) to address academic and behavior intervention needs. Approximately 33 schools have a full-time MTSS coordinator while the remaining schools were required to designate a site coordinator. The MTSS coordinators/site coordinators are responsible for hosting weekly and bi-weekly meetings to discuss students identified for additional support, and to facilitate the implementation of supports.

In SY 2017-18, the District created the Restorative Practices Coordinator position to provide support to 10 high-risk schools. The District continued this same level of support in SY 2019-20 to reduced dropout indicators.

In SY 2019-20, the African American Student Services Department (AASSD) and Mexican American Student Services Department (MASSD) supported the District process to identify students in need of targeted interventions and support. The AASSD continued with a site-based approach while also moving to a holistic approach implemented by MASS to support students through program support (i.e., college planning days). Both departments implemented several strategies that supported schools to provide targeted support to students: 1) mentoring, 2) site-based MTSS team participation, 3) use of the online request for services form, 4) share tutoring resources, 5) parent engagement events, 6) assist with or host culturally responsive practices (CRP) training for school staff, and 7) culturally responsive de-escalation training. The CRP trainings were in partnership with the District curriculum department in an effort to provide proactive and preventative strategies to engage with African American and Latino students.

The AASSD, as part of the reorganization of the department, assigned Student Success Coaches to high need school-sites to support students identified as at-risk of graduating.