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Attorneys for Tucson Unified School District No. One, et al.

IN THE UNITED STATES DISTRICT COURT

FOR THE DISTRICT OF ARIZONA

Roy and Josie Fisher, et al.,

Plaintiffs

CV 74-90 TUC DCB
(Lead Case)

v.

**DECLARATION OF SAMUEL E.
BROWN**

United States of America,

Plaintiff-Intervenor,

v.

CV 74-204 TUC DCB
(Consolidated Case)

Anita Lohr, et al.,

Defendants,

and

Sidney L. Sutton, et al.,

Defendants-Intervenors,

Maria Mendoza, et al.

Plaintiffs,

United States of America,

Plaintiff-Intervenor,

v.

Tucson Unified School District No. One, et al.

Defendants.

Rusing Lopez & Lizardi, P.L.L.C.
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Tucson, Arizona 85718
Telephone: (520) 792-4800

1 I, Samuel E. Brown, declare under penalty of perjury that the following statements
2 are true:

3 1. I am the former Desegregation Director for Defendant Tucson Unified School
4 District No. One (“TUSD”) and held this position between February 2012 and January
5 2015. I have personal knowledge of the facts stated herein.

6 2. On October 22, 2014, the Court referred the Student Support Criteria and
7 forms for evaluating program effectiveness for USP Student Engagement/Student Support
8 Services to the Special Master to prepare a Report and Recommendation (R&R) within
9 thirty days of the filing date of the Order. *See* ECF #1705 at 13.

10 3. The Court further ordered TUSD to work collaboratively with the Special
11 Master for 45 days to revise the Student Support Criteria and forms for evaluating program
12 effectiveness for USP Student Engagement/Student Support Services and Programs. *See*
13 ECF #1705 at 14.

14 4. On November 21, 2014, the Special Master submitted the Report and
15 Recommendation (R&R) “Related to Evaluating Program Effectiveness for USP
16 Student Engagement/Students Support Services and Programs” (“Student Support R&R”).
17 ***See Exhibit 1, Hawley Email and Student Support R&R 11/21/14.***

18 5. The Student Support R&R included the following three recommendations for
19 TUSD to undertake:

- 20 a. The development of a comprehensive approach to program evaluation.
21 b. An assessment of student support programs using specified criteria.
22 c. An evaluation of the contributions that Learning Support Coordinators make
23 to improving student outcomes. ***See Ex. 1, p.4 “Moving Forward: District***
24 ***Tasks.”***

25 6. Because the forty-five day collaboration period included a two-week period in
26 which TUSD staff was unavailable due to the holiday break, and because the Special
27 Master and Parties had scheduled a teleconference for January 20, 2015 to discuss various
28

1 issues, the Special Master and Parties agreed to a 30-day extension for TUSD to file the
2 Special Master's Student Support R&R from January 5, 2015 to February 4, 2015.

3 7. TUSD came to an agreement with the Special Master that it would submit a
4 draft response to the Special Master's Student Support R&R by January 15, 2015.

5 8. TUSD filed the extension request with the Court (*See* ECF #1743), and the
6 Court granted the extension (*See* ECF #1758).

7 9. In the November 21, 2014 email transmitting the Student Support R&R, the
8 Special Master requested feedback within ten days. ***See Ex. 1, 11/21/14 email.***

9 10. On December 5, 2014 (ten days later, excluding the Thanksgiving holiday),
10 TUSD submitted its "Draft Program Evaluation Plan Overview," welcomed further
11 feedback, and offered to schedule meetings for the Special Master to discuss the plan with
12 relevant staff. ***See Exhibit 2, Brown Email and Draft Program Evaluation Plan***
13 ***Overview 12/5/14.***

14 11. Between November 5, 2014 and January 15, 2015, TUSD staff worked with
15 the Special Master to develop the plan, including receiving and analyzing the Special
16 Master's feedback on December 10, 2014 (*see Exhibit 3, Hawley Email and Feedback*
17 ***12/10/14***), and discussing various components of the plan with the Special Master.

18 12. Per TUSD's agreement with the Special Master, Acting Desegregation
19 Director Martha Taylor submitted a draft response to the Student Support R&R on January
20 15, 2015. ***See Exhibit 4, Taylor Email and Revised Draft Plan 1/15/15.***

21 13. Based on further collaboration, TUSD staff made several revisions and
22 clarifications to the January 15, 2015 plan, including adding a rubric to be used to evaluate
23 student support programs. TUSD staff was under the impression that the Special Master
24 had forwarded the January 15, 2015 version of the plan to the Plaintiffs, but he had not. On
25 February 2, 2015, Mrs. Taylor forwarded the final plan to the Plaintiffs and the Special
26 Master. ***See Exhibit 5, Taylor Email and Final Draft Plan 2/2/15.***

27 14. On February 2, 2014, the Special Master provided comments and a
28 recommendation that TUSD "make the appropriate changes" related to his suggestion that

1 TUSD look “at the role and contributions of the equity support staff when undertaking the
2 learning support coordinator study.” The Special Master added that this change “could be
3 relatively simple; making such a commitment and indicating that the appropriate
4 methodology would be developed and be similar to that of the learning support
5 coordinators.” **See Exhibit 6, Hawley Email and Comments 2/2/15.**

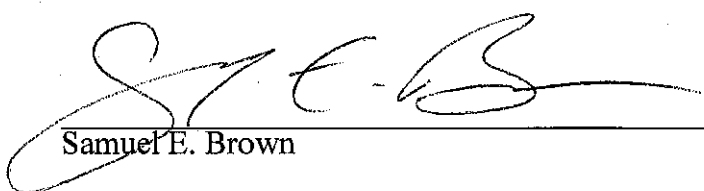
6 15. On February 3, 2014, TUSD staff made further revisions to the final plan.
7 **See Exhibit 7, Final Plan 2/3/15.**

8 16. Regarding the Special Master recommendation described in paragraph 14
9 above, TUSD will not adopt that recommendation at this time (all additional
10 recommendations made by the Special Master during the collaborative period were adopted
11 by TUSD). While both the February 2nd and February 3rd versions included language
12 indicating that the Equity support staff will be evaluated using the rubric in Appendix A,
13 TUSD had only agreed to conduct an in-depth, comprehensive evaluation of the LSCs
14 during school year 2014-15. **See Exhibit 7, Final Plan 2/3/15, p.5, section “D” second**
15 **bullet; see also Ex. 7, pp.8-9.** Therefore, TUSD is not adopting the Special Master’s
16 recommendation to evaluate Equity support staff in a manner “similar to that of the learning
17 support coordinators.” However, as discussed with the Special Master, TUSD will conduct
18 one comprehensive program evaluation each year. During school year 2014-15, TUSD will
19 conduct a comprehensive evaluation of LSCs, and TUSD has indicated that in school year
20 2015-16 it is open to the recommendation to conduct a comprehensive evaluation of the
21 Equity support staff in a manner similar to the comprehensive evaluation conducted in
22 school year 2014-15 for the LSCs.

23 //

1 I declare under penalty of perjury under the laws of the United States of America
2 that the foregoing is true and correct.

3 DATED this 4th day of February, 2015.

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Samuel E. Brown

Rusing Lopez & Lizardi, P.L.L.C.
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EXHIBIT 1

Brown, Samuel

From: Willis D. Hawley <wdh@umd.edu>
Sent: Friday, November 21, 2014 3:17 PM
To: TUSD; Brown, Samuel; Tolleson, Julie
Cc: Rubin Salter Jr. (Rsjr3@aol.com); Juan Rodriguez; Thompson, Lois D.; Anurima Bhargava (Anurima.Bhargava@usdoj.gov); Savitsky, Zoe (CRT) (Zoe.Savitsky@usdoj.gov)
Subject: R&R On Evaluation
Attachments: USP Budget Response to Court Order 11-21.docx
Categories: BUDGET

While the October 22 order itself orders the district and I to work together, the text provides that the plaintiffs be involved as well. We have 45 days to do this but because the budget process is already underway and the evaluations that I propose in this R&R need to be implemented as quickly as possible, would it be possible for you to provide feedback within the next 10 days so we can see what we need to be working on and hopefully expedite this process. Thank you.

Willis D. Hawley
Professor of Education and Public Policy
University of Maryland
Senior Advisor
Southern Poverty Law Center

November 21, 201C

To: TUSD

From: Willis Hawley

Re: R&R Related to Evaluating Program Effectiveness for USP Student Engagement/Students Support Services and Programs

Overview

In its October 22, 2014 order, the Court required the special master to develop an R&R specify the criteria and forms (i.e., methods) for evaluating program effectiveness for USP student engagement/students support services and programs (Doc.1705, p.13).

In a previous order dealing with the 2013-14 TUSD budget, the Court required the development of criteria for evaluating student support will programs. In late 2013, the parties agreed on criteria for evaluating student support programs. The District's common approach to evaluation was to ask the directors of the programs involved to attest to how well their programs met the criteria. There is no evidence that program directors misrepresented reality but there appears not to have been any independent validation of the reports submitted by program directors. While it is desirable for people responsible for program implementation to be involved in continuous evaluation of the effectiveness of their efforts, this approach to evaluation is typically not used for purposes of accountability. If evaluations are to be used to influence District policy and the allocation of human and financial resources, validation would be expected.

The Centrality of Program Evaluation in the USP

Research on school improvement identifies systematic analysis of policy and practice--from the classroom to Districtwide levels--as essential to enhancing and sustaining school effectiveness. The implications of that research can be found throughout the USP especially in Section X. in its previous decisions, the Court has emphasized the importance of basing practice on research whenever possible.

While Districts throughout the country have increased their investments and program evaluation and data-based decision-making, determining the effectiveness of particular programs is inherently difficult because so many different variables inside and outside of the schools students attend influence what students learn. In Districts with high mobility of students, such as TUSD, evaluation is particularly difficult.

TUSD is not a research organization and we would not expect it to have all of the capabilities and resources that it needs to optimize program evaluation and the continuing assessment of practice. However, the District does need to have a comprehensive strategy for determining how to allocate limited resources in the most powerful ways. Such a strategy would involve a set of methodologies—a “toolkit” approaches to evaluation--to be employed strategically in efforts to discover what is working and what needs to be improved. And, the District must prepare all of its leaders to use at least some of these methodologies and its organizational unit(s) responsible for internal research and evaluation must be adequately staffed and have access to data needed to determine the relative effectiveness of the District’s many policies, programs, and practices.

Alternative Methodologies

My intention is not provide a short course on program evaluation but to suggest the elements of a framework that could be used by the District to develop a strategic plan for assessing the effectiveness of initiatives that it is undertaking. I have avoided jargon here and used terms that I think are descriptive.

Random Assignment

The so-called gold standard for program evaluation dealing with student outcomes is random assignment-- that is, two more sets of students are assigned to two or more sets on a random basis at each set of students receives various forms of an intervention or no intervention at all. Random assignment is not commonly used by school Districts themselves unless there is extensive external funding in part because it may result in the withdrawal or denial of a promising practice to a group of students. It

would be most appropriate in TUSD when a new program was being considered.

Pre-test/Post-test Designs

This method is essentially a before and after measurement of the outcomes following the implementation of an intervention. It often takes more than one year's data in part because the initial implementation of an intervention can sometimes lower student performance as staff learn the new approach. The major challenge here is to control for other influences on student learning over which schools have little control. The most obvious control is the economic condition students' families but this measure is very blunt because there is a great range of family income within the only two categories of income measurement available.

"Natural" Program Variation

When programs are implemented, they invariably differ in the extent to which they are effectively employed. Those providing services understandably focus on those things they know best. While it can be difficult to measure such variation, attempting to do so as the added consequence of providing information about the difficulties in implementation and the needs for additional professional development. This method can be used to examine an intervention like the Learning Support Coordinator "program", a point I elaborate on below.

Criteria Based

In this approach, the characteristics of effective interventions of the sort being implemented are identified from existing research. One that looks at whether what is being done reflects these characteristics. An obvious problem here is that experts may not agree on what the most important characteristics of effective programs are. In any event, the evaluation needs to take into account variation in the likely level of impact of any given characteristic when it is well implemented weight the analysis of the information developed accordingly.

What Are We Measuring?

Whenever we can, we want to assess student outcome measures. But in some cases, there are too many potential influences on student outcomes to say with any degree of confidence that the program itself is the cause of the outcome measured. In all cases, we need to pay attention to potential variation in what the students actually experience. The failure of the program may be attributed not to the characteristics of the program itself but to the capabilities and dispositions of those implementing the program or to environmental factors.

Relative Certainty

Program evaluation at the District and school level is an uncertain process and can sometimes lead to erroneous conclusions. Highly capable staff who undertake evaluation can significantly reduce error. And, there is abundant evidence that districts that systematically engage in self-examination outperform those that do not.

Moving Forward

District Tasks

This R&R proposes that the District undertake the following activities:

- The development of a comprehensive approach to program evaluation.

- An assessment of student support programs using specified criteria.

- An evaluation of the contributions that Learning Support Coordinators make to improving student outcomes.

A Comprehensive Strategic Plan for Program Evaluation

While the October 22 court order is not require that I submit proposals for comprehensive approach to program evaluation, its mandate does cover a significant number of programs. Does not make sense to have a strategic evaluation plan that covers many but not all evaluation. As noted, the District does not have such a strategic plan to use systematic analyses to

learn whether what it is doing makes a difference for students and that can be used in allocating resources and facilitating continuous school improvement.

This plan should encompass a description of its philosophy and the range of strategies the District would employ including the application of different methods or combinations of different methods for assessing the efficacy of policies, programs and practices.

Each year when the District submits its annual budget, the budget would include:

1. Particular USP-related programs and activities that would be the focus of evaluation.
2. The general product approaches to the evaluation that would it would employ in each case.
3. The organizational unit or units within the District that is/are responsible for each evaluation, and
4. The estimated cost of each evaluation or set of evaluations.

Evaluation of Student Support Programs

The programs to be evaluated should include those covered last year as well as those identified in Section V.E.1.b. Presumably, the District will use what I referred to above criteria based approach. A slightly revised version of the criteria for assessing student support programs agreed to by the parties last year is provided below. However, these criteria should be thought of as generic and more specific program characteristics should be identified for specific programs when possible. For example, there is research on the characteristics of effective dropout prevention program that should be used in identifying whether the programs being implemented in TUSD embody the characteristics of effective programs.

GENERAL CRITERIA: Student Support Programs		
1	<p>Is there documentation or research that supports the efficacy of the program or strategy? Please provide. IF SO, WHAT DOES THE EVIDENCE SAY?</p> <p>Research should come from one or more of the following sources:</p> <ul style="list-style-type: none"> • Professional Journals and Publications (e.g. Educational Evaluation and Policy Analysis) • If the program/intervention is currently being used in TUSD, please provide internal along with external data. IF SO, WHAT DO THE DATA SAY? • External research (e.g. Universities, Educational Entities and Non-Profits, Governmental Agencies (such as ADE), other school Districts, etc.) 	
2	Does the program or strategy support the current programs or strategies being implemented in the school(s)? Explain. (E.G., WHAT EVIDENCE OF THAT SUPPORT EXISTS?)	
3	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.e., are sites selected using a cost/benefit analysis?)	
4	Are paraprofessional utilized? If so, are they closely supervised by appropriately certificated personnel? Explain. What is the ratio of paraprofessional to certified personnel?	
5	Does the program or strategy focus on students' specific needs? If so, what needs? Describe the diagnostic method used for determining students' specific needs. Describe the ways the program or strategy directly focuses on those needs.	
6	Describe how the time spent with each student is tailored to his or her needs, including whether the actual time(s). And, assess whether there is a point of diminishing returns, especially in pull-out and after-school programs.	
7	Is the program or strategy targeted to students at-risk in the areas of behavior, attendance and/or academics? Explain how, including the ways by which it is delivered at critical stages of student progress.	

8	Does the program or strategy utilize culturally relevant materials and/or practices? Describe those materials and practices.	
9	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 after what amount of intervention).	
10	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.	
11	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.	
12	Are the types of students (defined by learning need, not demographics) served by this program also served by other support programs? If so, which is/are most cost effective? Could the effects of this program be strengthened if it was combined with another?	

Obviously, the most important information that we would be derived from applying these criteria is information about effects on student performance. That information, in turn, should be derived from systematic analysis using a more rigorous approach than the application of these criteria and more program-specific criteria.

Evaluating the Contributions of Learning Resource Coordinators

This evaluation poses particular difficulties. First, there does not appear to be any research on the efficacy of such personnel in other Districts much less TUSD. One reason for this is that Learning Resource Facilitators (their more common name) perform different tasks in different districts. A second problem is that the use of LSCs is not common practice. Third, LSCs in TUSD provide a variety of activities presumably in response to the needs in the schools in which they serve and the priorities of the principal in those schools (who also evaluate their performance).

To assess their impact one first has to know what they actually do. LSC's provide an accounting of what they do at the end of each week. While they no doubt feel that this recording is excessive as it is, recall of time spent even within a week will typically include a great deal of error. For at least an extended period of time, LSCs should record the time they spend on each activity in which they engage and how many students are served with respect to each activity. The District should develop a protocol for recording these activities that could be accessed online and data entered each day by each LSC. This evaluation should be conducted a multi-week period early in the spring term. The data collected would allow a number of questions to be addressed:

How do the activities of LSC's vary from school to school?

Are LSC's deployed in schools serving students with the greatest need?

Are the level of experience or variation in professional credentials related to how they spend their time?

What do learning support coordinators do to enhance teacher effectiveness?

How do the roles of support personnel from the newly restructured ethnic student support departments intersect with those of the LSCs?

If such data were collected over time it might be possible to know whether variations in the activities undertaken by the LSC's make a difference in

related student outcomes. Random assignment could also be used if the program is continued in 2015-16.

The larger question, one that will can be answered only by professional judgment, is whether there is a more productive use 3.5 million dollars? (For example, would some of these funds be better spent on instructional coaches?) This will be a difficult question to answer because principals will feel that having an extra hand to be employed as needed is invaluable. But the question remains, how do most other school Districts get along without LSCs?

EXHIBIT 2

Brown, Samuel

From: Brown, Samuel
Sent: Friday, December 05, 2014 3:05 PM
To: 'Willis D. Hawley'
Cc: Butler Jr, Eugene; Holmes, Steven; Tolleson, Julie; Vega, Adrian; 'TUSD'; Desegregation
Subject: RE: R&R On Evaluation
Attachments: 20141205 District Evaluaton Plan Overview.docx

Dr Hawley: Please find attached our Draft Program Evaluation Response based on your November 21, 2014 communication (pursuant to the Budget Order of October 22, 2014). As requested, this response is being provided within ten (working) days of your request. We welcome your feedback and, if you would find it helpful, we can schedule a meeting for you to discuss details with relevant staff. Please let me know, thanks – Sam

Samuel Emiliano Brown
Tucson Unified School District
Desegregation Director
520.225.6067
520.226.6058 (fax)
samuel.brown@tusd1.org

From: Willis D. Hawley [<mailto:wdh@umd.edu>]
Sent: Friday, November 21, 2014 3:17 PM
To: TUSD; Brown, Samuel; Tolleson, Julie
Cc: Rubin Salter Jr. (Rsjr3@aol.com); Juan Rodriguez; Thompson, Lois D.; Anurima Bhargava (Anurima.Bhargava@usdoj.gov); Savitsky, Zoe (CRT) (Zoe.Savitsky@usdoj.gov)
Subject: R&R On Evaluation

While the October 22 order itself orders the district and I to work together, the text provides that the plaintiffs be involved as well. We have 45 days to do this but because the budget process is already underway and the evaluations that I propose in this R&R need to be implemented as quickly as possible, would it be possible for you to provide feedback within the next 10 days so we can see what we need to be working on and hopefully expedite this process. Thank you.

Willis D. Hawley
Professor of Education and Public Policy
University of Maryland
Senior Advisor
Southern Poverty Law Center

Overview of TUSD's Student Support Services Evaluation Plan 2014-15

The Special Master recommended on 11/21/14 that TUSD develop a comprehensive approach to program evaluation which includes an assessment of student support programs using specified criteria as well as an evaluation of the contributions that the Learning Support Coordinators make to improve student outcomes.

A. Overview:

For the purposes of the Special Master's request, this document will focus specifically on an evaluation plan for student support programs including the Learning Support Coordinators as a subset of the TUSD comprehensive plan. It must be noted that assessing the impact of student support services is inherently challenging because school-based interventions do not occur in isolation. For example, the design of academic interventions is typically intended to be interdependent with ongoing instruction in the classroom. Moreover, a student may receive one or more interventions simultaneously. For behavioral interventions, assessing actual impact is even more complex, especially without the use of time-intensive qualitative inquiry. The dynamic and diverse social and cultural influences both in school and out can confound the explanatory power of the data. Finally, the results of an evaluation can only be as good as the data that was collected. Fidelity to consistent data collection practices is a cornerstone to meaningful evaluation.

B. Comprehensive Evaluation Plan

Tucson Unified School District is in the process of developing a comprehensive district evaluation plan for student assessment and program evaluation that will be aligned to both our 5-Year Strategic Plan and the Unitary Status Plan. Also included in this plan will be the recommendations from the Special Mastery, Dr. Hawley and the recommendations from the 2014 Curriculum Audit Report. The overarching purpose of this plan is to collect, disseminate, and interpret relevant data at the individual, classroom, school, and district level to improve student growth and achievement.

As a foundation, the District has created a comprehensive plan in 2014 for student achievement and growth data. The 5-Year Strategic Plan (2014-2019) describes the following priorities associated with data and assessment:

- Strategic Priority #4: Data – TUSD will use a range of student and classroom data routinely to check for understanding of concepts taught, monitor progress of student learning, and drive instructional decisions to facilitate improved student learning.
 - Current Year 1 (2014-15) Goals: All schools will collect and analyze English Language Arts and Mathematics Data and provide staff development on how to appropriately use the data to drive instructional decisions.
 - The data sources are the school based assessments, benchmark testing, state standardized testing, on-line intervention reports, etc.

- Strategic Priority #5: Assessment – TUSD will develop and administer common ongoing assessment that are aligned to and embedded in the aligned and articulated curriculum. These assessments will provide for a deep analysis of student mastery of concept and skills and will assist in identifying gaps in student learning. TUSD will also support teachers with the development of more frequent assessments that help to inform daily instruction
 - Current Year 1 (2014-15) Goal: TUSD will implement a standardized measurement system with common quarterly assessments based on curriculum guides and train staff to analyze and use data to determine student growth, areas of weakness and mastery learning.
 - The data source is the quarterly student mastery assessments.

Additionally, the Student Support Services as identified in the USP, Section V.E.1.b includes the following actions:

- Student support services that focus on academic intervention and dropout prevention
- Socially and culturally relevant curriculum, including courses of instruction centered on the experience and perspectives of African American and Latino communities
- Professional development and training for administrators and certificated staff to teach socially and culturally relevant curriculum and engage African American and Latino students
- Establishment of support services for African American and Latino students including college mentoring programs
- Support for parent and community participation to improve the educational outcomes of African American and Latino students

C. Evaluation Plan of Student Support Services

Listed below are slightly revised recommended criteria to evaluate student support services by the Special Master. These criteria (before revision) were agreed upon by the parties last year. These criteria represent a plan to justify, define, and document the provision of multiple student support services provided in schools. These processes require significant documentation and monitoring of activities not only at the school site, but also at the district level. The result of this effort would be to produce a meaningful evaluation of specific program impact to guide decision making. To apply these criteria successfully, TUSD would need to provide the following support:

- Consistent professional development to school staff on data collection
- A data repository that is flexible for multiple users
- Designated coordinating staff at each site who would monitor support staff and review data
- Central staff to monitor site activities and to ensure compliance to plan

<i>GENERAL CRITERIA: Student Support Programs</i>		
	Evaluation Question	Evaluation Type
1	<p>Is there documentation or research that supports the efficacy of the program or strategy? Please provide. IF SO, WHAT DOES THE EVIDENCE SAY?</p> <p>Research should come from one or more of the following sources:</p> <ul style="list-style-type: none"> • Professional Journals and Publications (e.g. Educational Evaluation and Policy Analysis) • If the program/intervention is currently being used in TUSD, please provide internal along with external data. IF SO, WHAT DO THE DATA SAY? • External research (e.g. Universities, Educational Entities and Non-Profits, Governmental Agencies (such as ADE), other school Districts, etc.) 	Review of literature: Justification of program or strategy
2	Does the program or strategy support the current programs or strategies being implemented in the school(s)? Explain. (E.G., WHAT EVIDENCE OF THAT SUPPORT EXISTS?	Needs Assessment: What are the gaps in services to students?
3	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.e., are sites selected using a cost/benefit analysis?	Needs Assessment: What data is used to determine school program participation?
4	Are paraprofessional utilized? If so, are they closely supervised by appropriately certificated personnel? Explain. What is the ratio of paraprofessional to certified personnel?	Process Evaluation: documentation of personnel
5	Does the program or strategy focus on students' specific needs? If so, what needs? Describe the diagnostic method used for determining students' specific needs. Describe the ways the program or strategy directly focuses on those needs.	Needs Assessment: What are the greatest needs of the students?
6	Describe how the time spent with each student is tailored to his or her needs, including whether the actual time(s). 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?
7	Is the program or strategy targeted to students at-risk in the areas of behavior, attendance and/or academics? Explain how, including the ways by which it is delivered at critical stages of student progress.	Process Evaluation: How are students identified for services and monitored?
8	Does the program or strategy utilize culturally relevant materials and/or practices? Describe those materials and practices.	Process Evaluation: Are services relevant to student needs?
9	Does the program or strategy use a "pull-out" method? If so, describe the criteria used to return students to classrooms.	Process Evaluation: Type and

	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).	dosage of intervention
10	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.	Process Evaluation: Documentation that qualifications of personnel are appropriate to task
11	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.	Process Evaluation: Type and dosage of intervention
12	Are the types of students (defined by learning need, not demographics) served by this program also served by other support programs? If so, which is/are most cost effective? Could the effects of this program be strengthened if it was combined with another?	Process Evaluation: Type and dosage of intervention

TUSD has multiple student support services provided in our 86 schools. Different schools have different services based on school type, student needs, and school-level academic achievement scores. This process would currently impact the following services:

- Equity support staff
- Advance learning experiences
- Exceptional Education (IEP driven*)
- Learning Support Coordinators
- Counselors
- College and Career Counselors
- Drop Out Prevention Specialists
- Tier 2 and 3 On-line Academic interventions
- Title I
- Title III – ELD and Dual Language Support
- Federal School Improvement Grants
- 21st Century Community Learning Centers Grants
- Parent activities

**IEP support includes: social workers, psychologists, occupation therapy/physical therapy, adapted PE, hearing and visually impaired, Behavioral Intervention Team (BIT) and speech and language therapy*

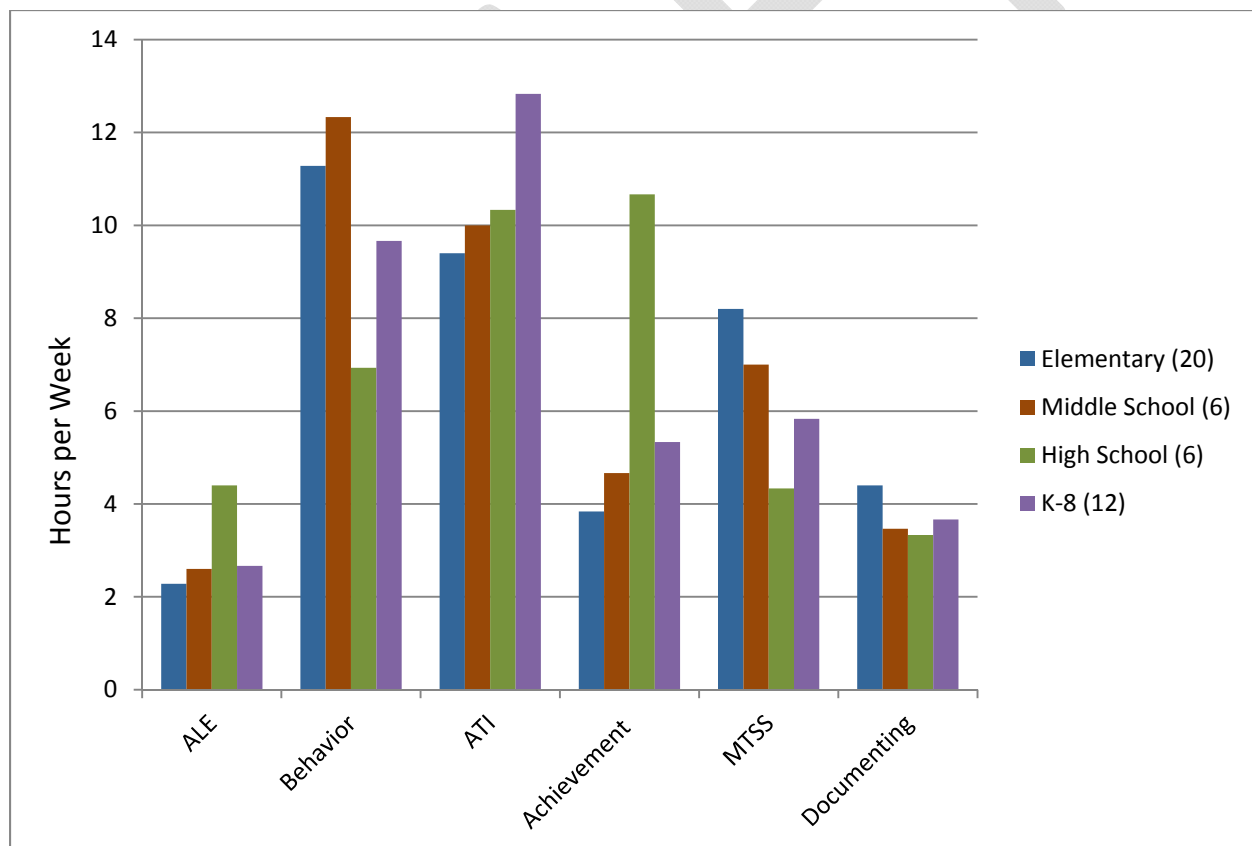
In summary, the criteria outlined in the Special Master’s recommendation are methodologically sound and critical to support a sound evaluation of student support services. To implement this evaluation

plan successfully, additional fiscal resources are needed to support staff internally within the District to conduct the evaluation or to contract externally with vendors for these services.

D. Evaluation of the Learning Support Coordinator's impact

Learning Supports Coordinators (LSC's) perform multiple duties at schools including: testing coordinator, MTSS team member, ALE recruiter, Positive Behavioral Interventions and Supports (PBIS) and restorative practices facilitator. They are tasked to plan with the school's leadership team about student's longer term academic needs while simultaneously being responsive to student's immediate behavioral needs. Additionally, they are to support the assessment process at the school which is especially time-intensive during the testing windows. Recently a survey was administered to LSC's asking them to document their proportion of time of specific activities. The summary of the results are provided below.


LSC Average Hours/Week by Grade Level & Activity




The results of this data generally indicate that LSC's during the Fall 2014 semester spent the greatest amount of their time conducting behavioral interventions and coordinating the testing. In addition,

LSC's are now required to document their daily activities in an electronic format and then submit all activities on a weekly basis. Please see below for the front page of this data repository that LSC's must fill out.

Name *

Date Work Performed * 

Function 

Other Function Detail

Hours Spent on Work *
Round to 15 Minutes (.25)

School Site: *

At the end of the Fall semester, this data will be collated to answer the following: How do the activities of LSC's vary from school to school? Other questions specified by the Special Master will need additional data collection beyond the weekly activities log. These questions are:

- Are LSC's deployed in schools servicing students with the greatest need
- Are the level of experience or variation in professional credentials related to how they spend their time?
- What do LSC's do to enhance teacher effectiveness?
- How do the roles of support personnel from the newly restructured ethnic student support departments intersect with those of the LSC's?

To address these questions, the methodology outlined in the student support services plan above also apply directly to LSC's because they are a part of the larger student support services. Finally, the question about if LSC's enhance teacher effectiveness could be modified because as it now reads, it is vague and open potentially to subjective interpretation.

In summary, these recommendations on student support services will be embedded into TUSD's larger District Evaluation Plan. These recommendations help to ensure that our plan have adequate process evaluation measures in place to document accurately the need for the program, the type and dosage of the program delivery, and to be better equipped to interpret the results of the outcome data in a meaningful way.

EXHIBIT 3

Brown, Samuel

From: Willis D. Hawley <wdh@umd.edu>
Sent: Wednesday, December 10, 2014 7:12 PM
To: Brown, Samuel
Subject: Evaluation Plan
Attachments: USP Budget Program Eval R&R Comments.docx

Please see attached. I will have time Friday should you want to discuss. Bill

Willis D. Hawley
Professor of Education and Public Policy
University of Maryland
Senior Advisor
Southern Poverty Law Center

December 10, 2014

To: Sam Brown

From: Bill Hawley

Subject: Evaluation Plan Proposal

Over the weekend I reviewed the proposal and indicated that I would be happy to talk to whomever was appropriate to discuss the proposals. I did not hear back. I think the December 5 memo from the district is a good start and will facilitate clarification and elaboration. Here are some thoughts.

This is not wholly about student support services evaluation as implied in the title of your memo.

The points in the overview section are well taken and similar to those I made in my comments to which you have responded.

I found it somewhat difficult to follow the discussion about the comprehensive evaluation plan. It seems that a comprehensive evaluation plan should have two parts. First it should identify issues that will, as a matter of course, be dealt with annually--such as the evaluation of student performance across schools. I take this to be what you are talking about with respect to strategic priorities four and five. Second the plan should identify particular issues that would be dealt with each in of the next two or three years focusing on particular problems or programs. Such evaluations would deal with topics like those identified in Section B of the memo. Is the district suggesting that it would undertake significant evaluations of each of those five areas?

In the discussion of data to be collected, all of the variables identified are outcomes. But we cannot know why variations in outcomes occur without collecting data on potential causes and intervening variables that need to be taken into account in any analysis (such as a measure of eligibility for free and reduced meals). Obviously these types of independent variables will be different for different types of programs but there are some variables that need to be taken into account with respect almost every analysis.

The four bullets at the bottom of page 2 do not apply only to evaluation of student support services but to all programs.

Pages three and four list criteria for evaluating student support programs. I know that I have used the term "criteria" to describe these but we should be clear that they are not criteria for evaluation; they are instead sources of data or questions that should be addressed in an evaluation. If we are going to use an approach to evaluation which compares what we do to evidence about good practice, we would have to know what good practice is. This of course would vary from program to program. One that would apply to most programs, for example, is: greater resources are allocated to meeting the needs of the students who are struggling most. That is a criterion.

The list of student support programs on page 4 does not appear to be complete (e.g., TAPP and the program to support students who been suspended, etc.). Some of these require further specification or should be taken off the list if they are not in fact going to be evaluated (e.g., equity support staff or parent activities. In any event I doubt that the district intends to systematically evaluating evaluate all of these programs. The purpose of having a comprehensive evaluation plan is to establish priorities.

On the top of page 5, the district observes that there is a need for additional fiscal resources and support staff to conduct systematic analysis of school and program effectiveness. I could not agree more and believe this is an entirely appropriate investment of 910 G funds.

Evaluation of the contributions of learning support coordinators is a high priority and I look forward to working with the district as it undertakes this evaluation. We are all aware that the evaluation of this "program" will be difficult. There are not many districts that use this approach and it would be appropriate to ask how the functions of the learning support coordinators are provided for in other districts like TUSD. The value of any program like this sometimes comes down to the question, "In comparison to what?" The answer to such a question often involves speculation but one might ask, for example, how many instructional coaches could we have in schools where students-- and teachers-- are struggling? It might be productive to bring in an outside consultant to take a critical look at this "program."

The underlying purpose of the R&R that I drafted on program evaluation is to move the district toward a goal I believe has significant support from the board of the superintendent-- namely, to significantly enhance the capability of the district to engage in continuous evidence-based school improvement. In the long run, that will be a major outcome of the USP that, in turn will sustain the district's focus on high achievement for all students.

EXHIBIT 4

Brown, Samuel

From: Taylor, Martha
Sent: Thursday, January 15, 2015 1:54 PM
To: 'Willis D. Hawley'
Cc: Desegregation; TUSD; Tolleson, Julie
Subject: Student Support Program Evaluation
Attachments: DraftDistrict Evaluaton Plan-Hawley revised Jan 2015.docx

Dr. Hawley: Per the email below, I am attaching a report that is the District's draft response to #4 – “2015-16 Response to SM’s Proposed Program Evaluation (aka Student Support Program Criteria).” Can you please forward this document to the plaintiffs today. We look forward to answering any questions you may have and discussing this issue further.

Martha G. Taylor MA, JD

Interim Sr. Director of Desegregation
Tucson Unified School District
520-225-3200
martha.taylor@tusd1.org

From: Willis D. Hawley [<mailto:wdh@umd.edu>]
Sent: Friday, December 19, 2014 3:48 PM
To: Brown, Samuel
Subject: Re: Discussion with SM re Budget items

I would like to see proposal for the 5 Million too be approved at the for the Board meting for the reasons we discussed. B

Sent from my iPad

On Dec 19, 2014, at 4:30 PM, Brown, Samuel <Samuel.Brown@tusd1.org> wrote:

Bill: per our discussion, please review the proposal. We will try to reach out to the Plaintiffs/DOJ to see if we can get agreement on this from everyone, then Mr Brammer will file something with the Court indicating the new agreed-upon timeline – essentially doing what you indicated in your email last night and seeking a 30 day extension from Jan 5, 2015 to February 4, 2015, but rather than limiting that extension to #2 and #4 (as indicated in your email), the extension would be for all four items. We will explain to the parties your stated desire that this time will allow the parties to collaborate during January rather than as adversaries to try to finalize these four items in a manner that all sides are comfortable with (or, at least, in a manner whereby the remaining issues are very narrow). **Please confirm the proposal below matches your understanding. Thanks, Sam**

1. 2014-15 Revised Budget

Draft Revised Budget will be sent to SM and Vicky B today, you will forward to Plaintiffs so they can weigh in over the break and into January – including a discussion on 1.20.15. The final Revised Budget will be due on 2.4.1

2. 2015-16 Response to Vicki B’s Proposed Budget Process and Budget Criteria

Draft Response will be sent to SM and Vicky B today, you will forward to Plaintiffs so they can weigh in over the break and into January – including a discussion on 1.20.15. The final Budget Process and Criteria will be due on 2.4.15.

3. 2014-15 PD Assessment, Cost Estimate, Reallocation

Draft will be submitted by 1.15.15; Plaintiffs can weigh in – including a discussion on 1.20.15, if necessary. The final PD Assessment and Reallocation will be due on 2.4.15.

4. 2015-16 Response to SM's Proposed Program Evaluation (aka Student Support Program Criteria)

Draft Response will be sent to SM by 1.15.15; Plaintiffs can weigh in – including a discussion on 1.20.15, if necessary. The final PD Assessment and Reallocation will be due on 2.4.15.

Framework for TUSD's Comprehensive Evaluation Plan 2014-15-DRAFT 1-15-15

A. Overview:

Tucson Unified School District has developed a comprehensive district evaluation plan for student assessment and program evaluation using our 5-Year Strategic Plan as a foundation and aligned to the Unitary Status Plan. Also included in this plan will be recommendations from the Special Mastery, Dr. Willis Hawley. This plan will address the coordination of services and programs that support student learning.

The framework for this plan is TUSD's 5-Year Strategic Plan (2014-2019). This plan contains annual goals that build upon each other from Years 1 through 5. Each annual goal is laid out in a 'SMART' format (Specific, Measurable, Attainable, Realistic, Time Bound/Tracked in addition to Describe Possible Evidence). To view the complete Strategic Plan document, please go to:

<http://tusd1.org/contents/distinfo/fiveyear/index.asp>.

The overarching purpose of this evaluation plan is to collect, interpret, and disseminate relevant data at the individual, classroom, school, and district levels to improve student growth and achievement.

B. 5-Year Strategic Plan:

The 5-Year Strategic Plan was approved unanimously by Governing Board members on July 22, 2014. The Governing Board members praised the process of creating the plan, especially the involvement of the community. About 400 community members contributed ideas and feedback, starting with about 200 members at the kickoff meeting in February 2014 and continuing through subcommittee meetings held on four subsequent Saturdays. The strategic plan contains annual goals in five key areas: Curriculum, Diversity, Facilities, Finance and Communication. List below are the strategic priorities and the overarching goal for each year:

Strategic Priority 1: Curriculum – TUSD will design an aligned, articulated and well administered curriculum that supports academically high standards of learning for all children, integrates college and career ready skills, incorporates fine and performing arts, and is culturally relevant for our diverse student population. It will be reviewed and revisited regularly to meet the changing demands of our students and community.

- Year 1 Goal: Design an easily accessible and usable scope and sequence with an evaluation rubric for yearly analysis and improvement
- Year 2 Goal: Design a curriculum that includes common interim and end-year assessments and aligns resources that are culturally responsive to the diverse interests and needs of the students

- Year 3 Goal: Design a curriculum that includes authentic assessments for content areas that are embedded within the curriculum with exemplar lessons that are aligned to 75% of the standards
- Year 4 Goal: Design a curriculum with materials aligned by quarter to include culturally relevant materials and fully implemented data analysis tools for analysis of lessons and performance
- Year 5 Goal: Provide an aligned, articulated, clearly communicated, well administered curriculum that is horizontally and vertically aligned by foundational standards, knowledge, and skills in all content areas

Strategic Priority 2: Instruction – TUSD will ensure that teachers deliver challenging and engaging instruction that is driven by a high quality curriculum and based on meeting the individual needs of every child.

- Year 1 Goal: Ensure all third year teachers and beyond meet the needs of every learner by delivering culturally responsive curriculum that engages students and are proficient in providing ongoing communication and feedback on performance
- Year 2 Goal: Ensure all third year teachers and beyond meet the needs of every learner by delivering culturally responsive curriculum that engages students and are proficient in using effective questioning and discussion techniques in their lessons
- Year 3 Goal: Ensure all third year teachers and beyond meet the needs of every learner by delivering culturally responsive curriculum that engages students and are proficient in effectively measuring student progress through the use of aligned and common formative assessments of learning
- Year 4 Goal: Ensure all third year teachers and beyond meet the needs of every learner by delivering culturally responsive curriculum that engages students and are proficient in demonstrating flexibility and responsiveness to individual needs of each student
- Year 5 Goal: Ensure all third-year teachers and beyond meet the needs of every learner by delivering culturally responsive curriculum that engages students by are proficient in providing ongoing communication and feedback on performance, using effective questioning and discussion techniques, effectively measuring progress through the use of aligned and common formative assessments for learning, and demonstrating flexibility and responsiveness to individual needs of students

Strategic Priority 3: Professional Development – TUSD will provide purposeful professional development that is collaborative and focused on providing teachers and administrators with the knowledge and skills necessary to implement: best practices for college and career preparedness, differentiation for diverse student needs, culturally responsive teaching strategies, and cohesive communities of practice.

- Year 1 Goal: Ensure all designated support personnel attend bi-weekly professional development to develop the capacity to provide purposeful professional development at the site level that is focused on implementing an aligned curriculum

- Year 2 Goal: Ensure all designated support personnel attend bi-weekly professional development to develop the capacity to provide purposeful professional development at the site level that is focused on implementing an aligned curriculum and decentralized based on individual site capacity
- Year 3 Goal: Ensure all designated support personnel attend bi-weekly professional development to develop the capacity to provide purposeful professional development at the site level that is decentralized based on differentiated site needs
- Year 4 Goal: Ensure all designated support personnel attend bi-weekly professional development to work collaboratively with site based staff to provide differentiated purposeful professional development at the site level
- Year 5 Goal: Ensure all designated support personnel attend bi-weekly professional development to work collaboratively with site based staff to provide purposeful professional development that differentiates learning for all staff

Strategic Priority 4: Data – TUSD will use a range of student and classroom data routinely to check for understanding of concepts taught, monitor progress of student learning, and drive instructional decisions to facilitate improved student learning.

- Year 1 Goal: Collect and analyze English Language Arts and Mathematics Data and provide staff development on how to appropriately use the data to drive instructional decisions
- Year 2 Goal: Collect and analyze English Language Arts, Mathematics, and Writing Data using data notebooks and other tools and provide staff development on how to appropriately use the data to drive instructional decisions
- Year 3 Goal: Collect and analyze English Language Arts, Mathematics, Writing, and Science data and provide staff development on how to appropriately use the data to drive instructional decisions
- Year 4 Goal: Collect and analyze all subject area data and provide staff development on how to appropriately use the data to drive instructional decisions
- Year 5 Goal: Consistently and routinely collect and analyze data using data notebooks and other tools, provide staff development on how to appropriately use the data to drive instructional decisions, and collaborate with departments through data dashboards to promote and improve teaching and learning across the District

Strategic Priority 5: Assessment – TUSD will develop and administer common ongoing assessments that are aligned to and embedded in the aligned and articulated curriculum. These assessments will provide for a deep analysis of student mastery of concepts and skills and will assist in identifying gaps in student learning. TUSD will also support teachers with the development of more frequent assessments that help to inform daily instruction.

- Year 1 Goal: Implement a standardized measurement system with common quarterly assessments based on curriculum guides and train staff to analyze and use data to determine student growth, areas of weakness and mastery learning

- Year 2 Goal: Implement a standardized measurement system with common bi-weekly assessments aligned to the curriculum and provide professional development on conducting teacher-student data discussions
- Year 3 Goal: TUSD will implement a standardized measurement system with common weekly assessments aligned to the curriculum and provide professional development the effective use of formative data
- Year 4 Goal: TUSD will implement a standardized measurement system with common weekly assessments aligned to the curriculum, provide professional development the effective use of formative data, and introduce multi-faceted systems of assessment that include project-based learning, student developed assessments, and student portfolios.
- Year 5 Goal: TUSD will implement a standardized measurement system with common weekly assessments aligned to the curriculum, provide professional development the effective use of formative data, and provide support for the use of multi-faceted systems of assessment that include project-based learning, student developed assessments, and student portfolios.

C. Comprehensive Evaluation Plan

This evaluation plan contains both ongoing or longer term goals such as annual student performance on standardized testing as outlined in the 5-Year Strategic Plan and shorter term goals such as specific program evaluation as outlined in the USP:

- *Longer Term Goals - Strategic Plan Priorities 4 (Data) and 5 (Assessment):* formative, benchmark, and summative assessments of student growth and achievement will be used to measure student performance. Demographic variables such as Free/Reduced Lunch status, ethnicity, support service involvement, special needs, etc. will be also used to identify variability in performance of specific sub-groups.
- *Shorter Term Goals - Specific program evaluation measures as outlined in the USP:* process data collection including dosage, activity type, population served, and demographic profile; qualitative data collection including surveys, focus groups and/or case studies; and quantitative data collection including student achievement and growth data, pre-post surveys, etc. Some examples of support programs from the USP, Section V.E.1.b are:
 - Student support services that focus on academic intervention and dropout prevention
 - Socially and culturally relevant curriculum, including courses of instruction centered on the experience and perspectives of African American and Latino communities
 - Professional development and training for administrators and certificated staff to teach socially and culturally relevant curriculum and engage African American and Latino students
 - Establishment of support services for African American and Latino students including college mentoring programs
 - Support for parent and community participation to improve the educational outcomes of African American and Latino students

The specific program evaluation of select critical activities outlined in the USP must be a multi-year process so that one program per year would be evaluated to assess impact on student achievement and growth. Conducting multiple evaluations simultaneously may be too disruptive at the school level for teachers, support staff, or administrators because of the time commitment involved in collecting student or school climate data with fidelity. Per the Special Master's request, TUSD is prepared to start this process of Student Support Services program evaluation in 2015 with an assessment of Learning Support Coordinators. Years 2 and 3 may focus on Tier 2 and 3 On-line Academic interventions, Title 1 support, and/or equity support staff.

These processes require considerable documentation and monitoring of activities not only at the school site, but also at the district level. The result of this effort would be to produce a relevant evaluation on an annual basis of a specific program impact to guide decision making. To apply these criteria successfully, TUSD would need to provide the following support:

- Consistent professional development to school staff on data collection
- A data repository that is flexible for multiple users
- Designated coordinating staff at each site who would monitor support staff and review data
- Central staff to monitor site activities and to ensure compliance to plan
- Analysis and interpretation of the results of data for decision making on an ongoing basis

D. Evaluation Plan of Student Support Services

Different schools have different services based on school type, student needs, and school-level academic achievement scores. It must be noted that assessing the impact of student support services is inherently challenging because school-based interventions do not occur in isolation. For example, the design of academic interventions is typically intended to be interdependent with ongoing instruction in the classroom. Moreover, a student may receive one or more interventions simultaneously. For behavioral interventions, assessing actual impact is even more complex, especially without the use of time-intensive qualitative inquiry. The dynamic and diverse social and cultural influences both in school and out can confound the explanatory power of the data. Finally, the results of an evaluation can only be as good as the data that was collected. Fidelity to consistent data collection practices is a cornerstone to meaningful evaluation. The primary student support services across schools include:

- Learning Support Coordinators
- Equity support staff
- Advance learning experiences
- Exceptional Education (IEP driven*)
- Counselors
- College and Career Counselors
- Drop Out Prevention Specialists
- Tier 2 and 3 On-line Academic interventions
- Title I Support

- Title III – ELD and Dual Language Support
- Federal School Improvement Grants
- 21st Century Community Learning Centers Grants
- Parent activities

**IEP support includes: social workers, psychologists, occupation therapy/physical therapy, adapted PE, hearing and visually impaired, Behavioral Intervention Team (BIT) and speech and language therapy*

Listed below are slightly revised recommended criteria to evaluate student support services provided by the Special Master. He stated in a memo dated 12/10/2014, 'I know that I have used the term "criteria" to describe these but we should be clear that they are not criteria for evaluation; they are instead sources of data or questions that should be addressed in an evaluation.' These questions were agreed upon by the parties last year. They represent a plan to justify, define, and document the provision of student support services provided in schools.

<i>GENERAL CRITERIA: Student Support Programs</i>		
	Evaluation Question	Evaluation Approach
1	<p>Is there documentation or research that supports the efficacy of the program or strategy? Please provide. IF SO, WHAT DOES THE EVIDENCE SAY?</p> <p>Research should come from one or more of the following sources:</p> <ul style="list-style-type: none"> • Professional Journals and Publications (e.g. Educational Evaluation and Policy Analysis • If the program/intervention is currently being used in TUSD, please provide internal along with external data. IF SO, WHAT DO THE DATA SAY? • External research (e.g. Universities, Educational Entities and Non-Profits, Governmental Agencies (such as ADE), other school Districts, etc.) 	<p>Review of literature:</p> <p>Justification of program or strategy</p>
2	<p>Does the program or strategy support the current programs or strategies being implemented in the school(s)? Explain. (E.G., WHAT EVIDENCE OF THAT SUPPORT EXISTS?</p>	<p>Needs Assessment:</p> <p>What are the gaps in services to students?</p>
3	<p>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.e., are sites selected using a cost/benefit analysis?</p>	<p>Needs Assessment:</p> <p>What data is used to determine school program participation?</p>
4	<p>Are paraprofessional utilized? If so, are they closely supervised by appropriately certificated personnel? Explain. What is the ratio of paraprofessional to certified personnel?</p>	<p>Process Evaluation:</p> <p>documentation of personnel</p>

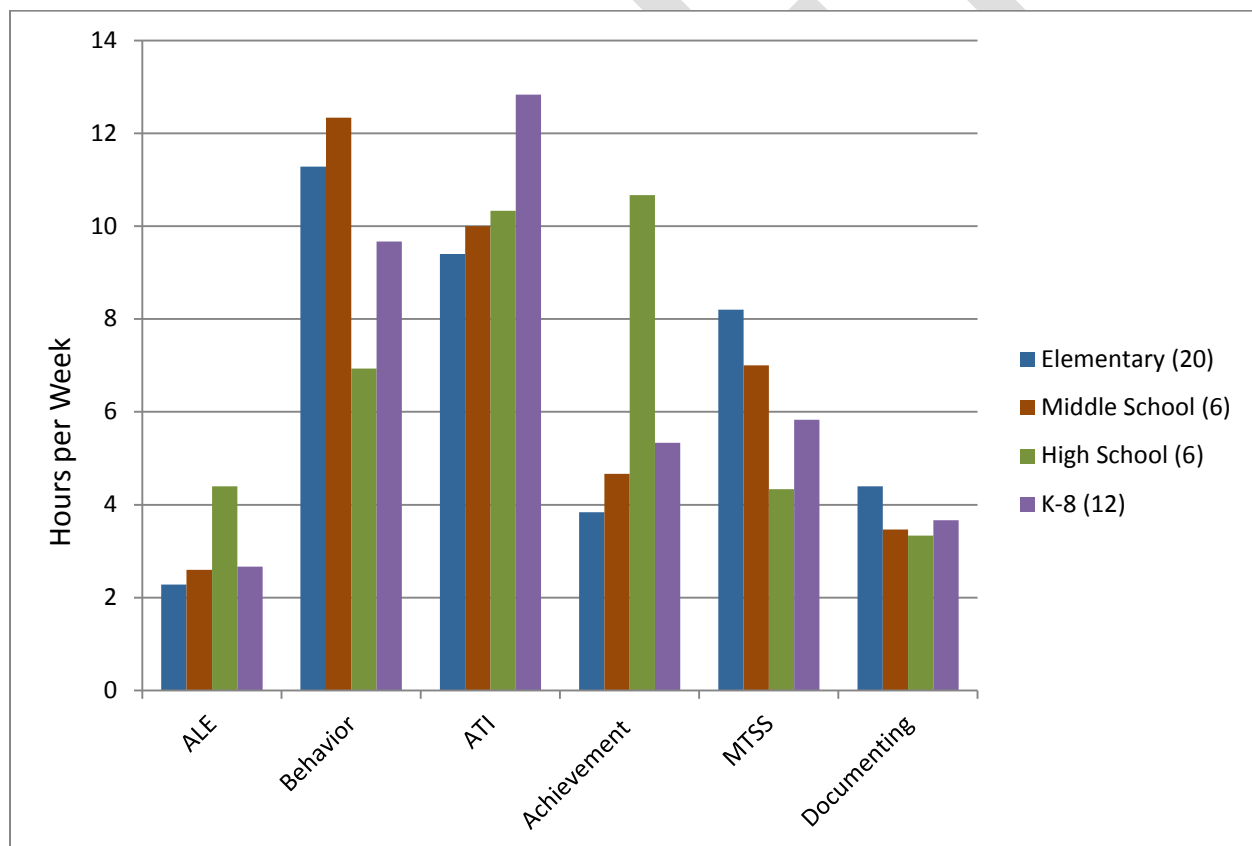
5	Does the program or strategy focus on students' specific needs? If so, what needs? Describe the diagnostic method used for determining students' specific needs. Describe the ways the program or strategy directly focuses on those needs.	Needs Assessment: What are the greatest needs of the students?
6	Describe how the time spent with each student is tailored to his or her needs, including whether the actual time(s). 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?
7	Is the program or strategy targeted to students at-risk in the areas of behavior, attendance and/or academics? Explain how, including the ways by which it is delivered at critical stages of student progress.	Process Evaluation: How are students identified for services and monitored?
8	Does the program or strategy utilize culturally relevant materials and/or practices? Describe those materials and practices.	Process Evaluation: Are services relevant to student needs?
9	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 after what amount of intervention).	Process Evaluation: Type and dosage of intervention
10	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.	Process Evaluation: Documentation that qualifications of personnel are appropriate to task
11	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.	Process Evaluation: Type and dosage of intervention
12	Are the types of students (defined by learning need, not demographics) served by this program also served by other support programs? If so, which is/are most cost effective? Could the effects of this program be strengthened if it was combined with another?	Process Evaluation: Type and dosage of intervention

In summary, the questions outlined in the Special Master's recommendation are methodologically sound and addressing them would support a rigorous evaluation of specific student support services. To implement this evaluation plan successfully, additional fiscal resources are needed to support staff internally within the District to conduct the evaluation and/or to contract externally with vendors for these services.

E. Evaluation of the Learning Support Coordinator's impact

Learning Supports Coordinators (LSC's) perform multiple duties at schools including: testing coordinator, MTSS team member, ALE recruiter, Positive Behavioral Interventions and Supports (PBIS) and restorative practices facilitator. They are tasked to plan with the school's leadership team about student's longer term academic needs while simultaneously being responsive to student's immediate behavioral needs. Additionally, they are to support the assessment process at the school which is especially time-intensive during the testing windows. Recently a survey was administered to LSC's asking them to document their proportion of time of specific activities during the Fall Semester 2014. The summary of the results are provided below.



LSC Average Hours/Week by Grade Level & Activity



The results of this data generally indicate that LSC's during the Fall 2014 semester spent the greatest amount of their time conducting behavioral interventions and coordinating the testing. In addition, LSC's are now required to document their daily activities in an electronic format and then submit all

activities on a weekly basis. Please see below for the front page of this data repository that LSC's must fill out.

LSC Daily Data Entry Log - Semester 2, 2015

Name *	<input type="text"/>
Date Work Performed *	<input type="text"/> 
Function	<input type="text" value="ALE - Direct Contact"/> 
Other Function Detail	<input type="text"/>
Hours Spent on Work *	<input type="text" value="0"/> <small>Round to 15 Minutes (.25)</small>
School Site: *	<input type="text"/>

At the end of the Spring semester, this data will be collated to answer the following: How do the activities of LSC's vary from school to school? Other questions specified by the Special Master will need additional data collection beyond the weekly activities log. These questions are:

- Are LSC's deployed in schools servicing students with the greatest need
- Are the levels of experience or variation in professional credentials related to how they spend their time?
- What do LSC's do to enhance teacher effectiveness?
- How do the roles of support personnel from the newly restructured ethnic student support departments intersect with those of the LSC's?

To address these questions, the methodology outlined in the student support services plan above also apply directly to LSC's because they are a part of the larger student support services. Finally, the question about if LSC's enhance teacher effectiveness could be modified because as it now reads, it is vague and open potentially to subjective interpretation. The questions provided by the Special Master on student support services will help to guide our shorter term specific evaluation programs. These guiding questions help to ensure that our plan have adequate process evaluation measures in place to document accurately the need for the program, the type and dosage of the program delivery, and to be better equipped to interpret the results of the outcome data in a meaningful way.

EXHIBIT 5

Brown, Samuel

From: Taylor, Martha
Sent: Monday, February 02, 2015 2:19 PM
To: Anurima Bhargava; James Eichner; Juan Rodriguez; Lois Thompson; Rubin Salter; Willis D. Hawley; Zoe Savitsky
Cc: Desegregation; TUSD; Tolleson, Julie
Subject: Comprehensive Evaluation Plan
Attachments: FINALDistrict Evaluaton Plan-Hawley revised Feb 2015_final(3).docx

Fisher/Mendoza Plaintiffs: Attached please find the District's Comprehensive Evaluation Plan, which is due to the court on Wednesday, Feb. 4. We had understood that these documents were to be routed through the SM for circulation to all, but we understand that you all did not get them. Because of the upcoming court deadline and rather than making everyone scramble to respond, we are going to submit to the court on Wednesday and will then work to make any revisions by midmonth.

Thank you.

Martha G. Taylor MA, JD

Interim Sr. Director of Desegregation
Tucson Unified School District
520-225-3200
martha.taylor@tusd1.org

Framework for TUSD's Comprehensive Evaluation Plan 2014-15

A. Overview:

Tucson Unified School District has developed a comprehensive district evaluation plan for student assessment and program evaluation using our 5-Year Strategic Plan as a foundation and aligned to the Unitary Status Plan. Also included in this plan are recommendations from the Special Master, Dr. Hawley. This plan addresses the coordination of services and programs that support student learning.

The framework for this plan is TUSD's 5-Year Strategic Plan (2014-2019). This plan contains annual goals that build upon each other from Years 1 through 5. Each annual goal is laid out in a 'SMART' format (Specific, Measurable, Attainable, Realistic, Time Bound/Tracked in addition to Describe Possible Evidence). To view the complete Strategic Plan document, please go to:

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The overarching purpose of this evaluation plan is to collect, interpret, and disseminate relevant data at the individual, classroom, school, and district levels to improve student growth and achievement.

B. 5-Year Strategic Plan:

The 5-Year Strategic Plan was approved unanimously by Governing Board members on July 22, 2014. The Governing Board members praised the process of creating the plan, especially the involvement of the community. About 400 community members contributed ideas and feedback, starting with about 200 members at the kickoff meeting in February 2014 and continuing through subcommittee meetings held on four subsequent Saturdays. The strategic plan contains annual goals in five key areas: Curriculum, Diversity, Facilities, Finance and Communication. List below are the strategic priorities and the overarching goal for each year:

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- Year 1 Goal: Design an easily accessible and usable scope and sequence with an evaluation rubric for yearly analysis and improvement
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- Year 5 Goal: Provide an aligned, articulated, clearly communicated, well administered curriculum that is horizontally and vertically aligned by foundational standards, knowledge, and skills in all content areas

Strategic Priority 2: Instruction – TUSD will ensure that teachers deliver challenging and engaging instruction that is driven by a high quality curriculum and based on meeting the individual needs of every child.

- Year 1 Goal: Ensure all third year teachers and beyond meet the needs of every learner by delivering culturally responsive curriculum that engages students and are proficient in providing ongoing communication and feedback on performance
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Strategic Priority 3: Professional Development – TUSD will provide purposeful professional development that is collaborative and focused on providing teachers and administrators with the knowledge and skills necessary to implement: best practices for college and career preparedness, differentiation for diverse student needs, culturally responsive teaching strategies, and cohesive communities of practice.

- Year 1 Goal: Ensure all designated support personnel attend bi-weekly professional development to develop the capacity to provide purposeful professional development at the site level that is focused on implementing an aligned curriculum
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site level that is focused on implementing an aligned curriculum and decentralized based on individual site capacity

- Year 3 Goal: Ensure all designated support personnel attend bi-weekly professional development to develop the capacity to provide purposeful professional development at the site level that is decentralized based on differentiated site needs
- Year 4 Goal: Ensure all designated support personnel attend bi-weekly professional development to work collaboratively with site based staff to provide differentiated purposeful professional development at the site level
- Year 5 Goal: Ensure all designated support personnel attend bi-weekly professional development to work collaboratively with site based staff to provide purposeful professional development that differentiates learning for all staff

Strategic Priority 4: Data – TUSD will use a range of student and classroom data routinely to check for understanding of concepts taught, monitor progress of student learning, and drive instructional decisions to facilitate improved student learning.

- Year 1 Goal: Collect and analyze English Language Arts and Mathematics Data and provide staff development on how to appropriately use the data to drive instructional decisions
- Year 2 Goal: Collect and analyze English Language Arts, Mathematics, and Writing Data using data notebooks and other tools and provide staff development on how to appropriately use the data to drive instructional decisions
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C. Comprehensive Evaluation Plan

This evaluation plan contains both ongoing or longer term goals such as annual student performance on standardized testing as outlined in the 5-Year Strategic Plan and shorter term goals such as specific program evaluation as outlined in the USP:

- *Longer Term Goals - Strategic Plan Priorities 4 (Data) and 5 (Assessment):* formative, benchmark, and summative assessments of student growth and achievement will be used to measure student performance. Statewide standardized testing results and other data will be disaggregated by school, grade, classroom, and/or by individual student to show proficiency trends. Additionally, demographic variables such as Free/Reduced Lunch status, ethnicity, support service involvement, special needs, etc. will be also used to identify variability in performance of specific sub-groups.
- *Shorter Term Goals - Specific program evaluation measures as outlined in the USP:* process data collection including dosage, activity type, population served, and demographic profile; qualitative data collection including surveys, focus groups and/or case studies; and quantitative data collection including student achievement and growth data, pre-post surveys, etc. Some examples of support programs from the USP, Section V.E. are:
 - Student support services that focus on academic intervention and dropout prevention
 - Socially and culturally relevant curriculum, including courses of instruction centered on the experience and perspectives of African American and Latino communities
 - Establishment of support services for African American and Latino students including college mentoring programs
 - Support for parent and community participation to improve the educational outcomes of African American and Latino students

The specific program evaluation of select critical activities outlined in the USP must be a multi-year process so that one program per year would be evaluated to assess impact on student achievement and growth. Conducting multiple evaluations simultaneously may be too disruptive at the school level for teachers, support staff, or administrators because of the time commitment involved in collecting student or school climate data with fidelity. Per the Special Master's request, TUSD is prepared to start this process of Student Support Services program evaluation in 2015 with an assessment of Learning Support Coordinators. Years 2 and 3 may focus on Tier 2 and 3 On-line Academic interventions, Title 1 support, and/or equity support staff.

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- Consistent professional development to school staff on data collection
- A data repository that is flexible for multiple users
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- Central staff to monitor site activities and to ensure compliance to plan
- Analysis and interpretation of the results of data for decision making on an ongoing basis

D. Evaluation Plan of Student Support Services

Different schools have different services based on school type, student needs, and school-level academic achievement scores. It must be noted that assessing the impact of student support services is inherently challenging because school-based interventions do not occur in isolation. For example, the design of academic interventions is typically intended to be interdependent with ongoing instruction in the classroom. Moreover, a student may receive one or more interventions simultaneously. For behavioral interventions, assessing actual impact is even more complex, especially without the use of time-intensive qualitative inquiry. The dynamic and diverse social and cultural influences both in school and out can confound the explanatory power of the data. Finally, the results of an evaluation can only be as good as the data that was collected. Fidelity to consistent data collection practices is a cornerstone to meaningful evaluation. The primary student support services across schools include:

- Learning Support Coordinators
- Equity support staff
- Advance learning experiences
- Exceptional Education (IEP driven*)
- Counselors
- College and Career Counselors
- Drop Out Prevention Specialists
- Tier 2 and 3 On-line Academic interventions
- Title I Support

- Title III – ELD and Dual Language Support
- Federal School Improvement Grants
- 21st Century Community Learning Centers Grants
- Parent activities

**IEP support includes: social workers, psychologists, occupation therapy/physical therapy, adapted PE, hearing and visually impaired, Behavioral Intervention Team (BIT) and speech and language therapy*

Listed below are slightly revised recommended criteria to evaluate student support services provided by the Special Master. He stated in a memo dated 12/10/2014, ‘I know that I have used the term “criteria” to describe these but we should be clear that they are not criteria for evaluation; they are instead sources of data or questions that should be addressed in an evaluation.’ These questions were agreed upon by the parties last year. They represent a plan to justify, define, and document the provision of student support services provided in schools. Please see *Appendix A* to review the survey that will be used to address these questions across support programs. Questions 1 through 3, however, will be addressed from the district level.

<i>GENERAL CRITERIA: Student Support Programs</i>		
	Evaluation Question	Evaluation Approach
1	<p>Is there documentation or research that supports the efficacy of the program or strategy? Please provide. IF SO, WHAT DOES THE EVIDENCE SAY?</p> <p>Research should come from one or more of the following sources:</p> <ul style="list-style-type: none"> • Professional Journals and Publications (e.g. Educational Evaluation and Policy Analysis • If the program/intervention is currently being used in TUSD, please provide internal along with external data. IF SO, WHAT DO THE DATA SAY? • External research (e.g. Universities, Educational Entities and Non-Profits, Governmental Agencies (such as ADE), other school Districts, etc.) 	<p>Review of literature: Justification of program or strategy</p>
2	<p>Does the program or strategy support the current programs or strategies being implemented in the school(s)? Explain. (E.G., WHAT EVIDENCE OF THAT SUPPORT EXISTS?</p>	<p>Needs Assessment: What are the gaps in services to students?</p>
3	<p>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.e., are sites selected using a cost/benefit analysis?</p>	<p>Needs Assessment: What data is used to determine school program participation?</p>
4	<p>Does the program or strategy focus on students’ specific needs? If so, what needs? Describe the diagnostic method used for determining students’ specific needs. Describe the ways the program or strategy directly focuses on those needs.</p>	<p>Needs Assessment: What are the greatest needs of the students?</p>

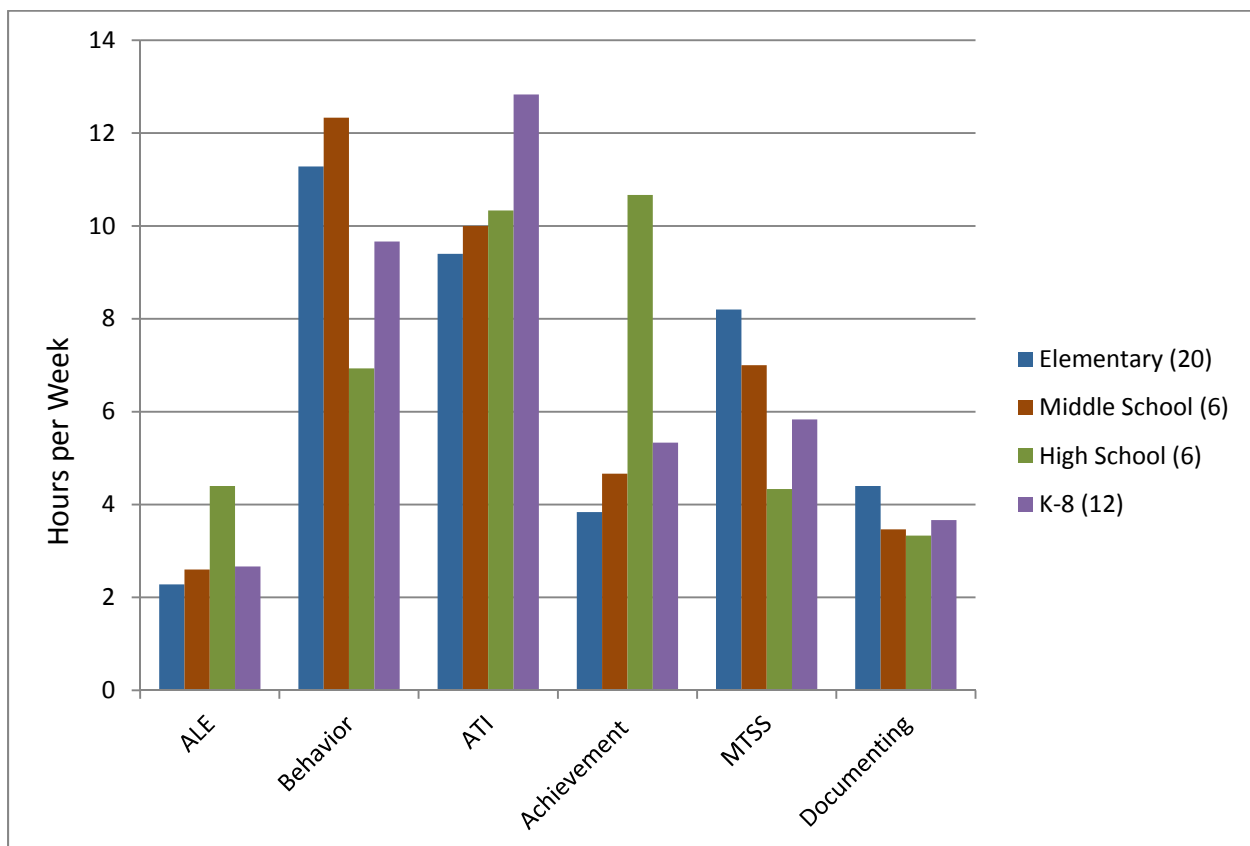
5	Describe how the time spent with each student is tailored to his or her needs, including whether the actual time(s). And, assess whether there is a point of diminishing returns, especially in pull-out and after-school programs.	Process Evaluation: How are students identified for services and monitored?
6	Is the program or strategy targeted to students at-risk in the areas of behavior, attendance and/or academics? Explain how, including the ways by which it is delivered at critical stages of student progress.	Process Evaluation: How are students identified for services and monitored?
7	Does the program or strategy utilize culturally relevant materials and/or practices? Describe those materials and practices.	Process Evaluation: Are services relevant to student needs?
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 after what amount of intervention).	Process Evaluation: Type and dosage of intervention
9	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.	Process Evaluation: Type and dosage of intervention
10	Are the types of students (defined by learning need, not demographics) served by this program also served by other support programs? If so, which is/are most cost effective? Could the effects of this program be strengthened if it was combined with another?	Process Evaluation: Type and dosage of intervention
11	Are paraprofessional utilized? If so, are they closely supervised by appropriately certificated personnel? Explain. What is the ratio of paraprofessional to certified personnel?	Process Evaluation: documentation of personnel
12	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.	Process Evaluation: Documentation that qualifications of personnel are appropriate to task

In summary, the questions outlined in the Special Master’s recommendation are methodologically sound and addressing them would support a rigorous evaluation of specific student support services. To implement this evaluation plan successfully, additional fiscal resources are needed to support staff internally within the District to conduct the evaluation and/or to contract externally with vendors for these services.

E. Evaluation of the Learning Support Coordinator's impact

Learning Supports Coordinators (LSC's) perform multiple duties at schools including: testing coordinator, MTSS team member, ALE recruiter, Positive Behavioral Interventions and Supports (PBIS) and restorative practices facilitator. They are tasked to plan with the school's leadership team about student's longer term academic needs while simultaneously being responsive to student's immediate behavioral needs. Additionally, they are to support the assessment process at the school which is especially time-intensive during the testing windows. Recently a survey was administered to LSC's asking them to document their proportion of time of specific activities during the Fall Semester 2014. The summary of the results are provided below.



LSC Average Hours/Week by Grade Level & Activity



The results of this data generally indicate that LSC's during the Fall 2014 semester spent the greatest amount of their time conducting behavioral interventions and coordinating the testing. In addition, LSC's are now required to document their daily activities in an electronic format and then submit all

activities on a weekly basis. Please see below for the front page of this data repository that LSC's must fill out.

LSC Daily Data Entry Log - Semester 2, 2015

Name *	<input type="text"/>
Date Work Performed *	<input type="text"/> 
Function	<input type="text" value="ALE - Direct Contact"/> 
Other Function Detail	<input type="text"/>
Hours Spent on Work *	<input type="text" value="0"/> <small>Round to 15 Minutes (.25)</small>
School Site: *	<input type="text"/>

At the end of the Spring semester, this data will be collated to answer the following: How do the activities of LSC's vary from school to school? Other questions specified by the Special Master will need additional data collection beyond the weekly activities log. These questions are:

- Are LSC's deployed in schools servicing students with the greatest need
- Are the levels of experience or variation in professional credentials related to how they spend their time?
- What do LSC's do to enhance teacher effectiveness?
- How do the roles of support personnel from the newly restructured ethnic student support departments intersect with those of the LSC's?

To address these questions, the methodology outlined in the student support services plan above also apply directly to LSC's because they are a part of the larger student support services. Finally, the question about if LSC's enhance teacher effectiveness could be modified because as it now reads, it is vague and open potentially to subjective interpretation. The questions provided by the Special Master on student support services will help to guide our shorter term specific evaluation programs. These guiding questions help to ensure that our plan have adequate process evaluation measures in place to document accurately the need for the program, the type and dosage of the program delivery, and to be better equipped to interpret the results of the outcome data in a meaningful way.

APPENDIX A:
STUDENT SUPPORT SERVICES FORM (DRAFT 2/02/15)

Name of Program:		Date:			
This program:		Strongly Agree	Mostly Agree	Some-what Agree	Do Not Agree At All
1	supports and strengthens other existing programs				
2	duplicates services with other existing programs				
3	uses a diagnostic tool(s) to determine student participation Name of diagnostic tool(s):				
4	prioritizes the individual student's specific needs in all activities provided				
5	focuses primarily on improved student behavior				
6	focuses primarily on improved student attendance				
7	focuses primarily on increased academic performance				
8	utilizes culturally relevant instructional materials on a regular basis				
9	emphasizes culturally relevant practices significant to all students				
10	has an established a communication feedback protocol with the school day teacher				
11	provides regular updates to the school day teacher on student progress				
12	provides tutoring on a regular basis				
13	is very effective in supporting students needs				
Students in this program:					
14	are monitored on a regular basis to assess changing needs and/or mastery of material				
15	remain in the program all year long				
16	are also served by other support programs				
17	with limited English proficiency are represented in this program				
18	with limited English proficiency have adequate resources available to them to understand the content of the program				
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				
22	who are paraprofessionals are closely supervised by appropriately certified personnel				
23	meet regularly as a team to coordinate student support services				
24	represent the ethnic/cultural backgrounds of the students they serve				
Students:		More than 20 hrs	11-20 hrs	0-10 hrs	NA
25	are typically in classes with about ____ other students				
27	receive, on average, about a total of ____ hours per weeks of services				
26	receive, on average, about ____ hours per week of tutoring services specifically				
27	receive, on average, about ____ hours of services during the school day per wk				
28	receive, on average, about ____ hours of services before/after school per week				

EXHIBIT 6

Brown, Samuel

From: Willis D. Hawley <wdh@umd.edu>
Sent: Monday, February 02, 2015 2:49 PM
To: Taylor, Martha; Anurima Bhargava; James Eichner; Juan Rodriguez; Lois Thompson; Rubin Salter; Zoe Savitsky
Cc: Desegregation; TUSD; Tolleson, Julie
Subject: RE: Comprehensive Evaluation Plan

Categories: ACTION

In discussing this with the district and in our discussions on January 20, I emphasized the importance of looking at the role and contributions of the equity support staff when undertaking the learning support coordinator study. I don't remember hearing any objection to this idea although selective perception on my part is certainly a possibility. In any event, because the roles of these two sets of people significantly overlap it seems important and efficient to examine both in the context of the same inquiry. Please look at the wording of the court order with respect to the evaluation of student support programs. I encourage the district to make the appropriate changes before submitting to the court. This could be relatively simple; making such a commitment and indicating that the appropriate methodology would be developed and be similar to that of the learning support coordinators.

From: Taylor, Martha [<mailto:Martha.Taylor@tusd1.org>]
Sent: Monday, February 02, 2015 4:19 PM
To: Anurima Bhargava; James Eichner; Juan Rodriguez; Lois Thompson; Rubin Salter; Willis D. Hawley; Zoe Savitsky
Cc: Desegregation; TUSD; Tolleson, Julie
Subject: Comprehensive Evaluation Plan

Fisher/Mendoza Plaintiffs: Attached please find the District's Comprehensive Evaluation Plan, which is due to the court on Wednesday, Feb. 4. We had understood that these documents were to be routed through the SM for circulation to all, but we understand that you all did not get them. Because of the upcoming court deadline and rather than making everyone scramble to respond, we are going to submit to the court on Wednesday and will then work to make any revisions by midmonth.

Thank you.

Martha G. Taylor MA, JD
Interim Sr. Director of Desegregation
Tucson Unified School District
520-225-3200
martha.taylor@tusd1.org

EXHIBIT 7

Framework for TUSD's Comprehensive Evaluation Plan 2014-15

A. Overview:

Tucson Unified School District has developed a comprehensive district evaluation plan for student assessment and program evaluation using our 5-Year Strategic Plan as a foundation and aligned to the Unitary Status Plan. Also included in this plan are recommendations from the Special Master, Dr. Hawley. This plan addresses the coordination of services and programs that support student learning.

The framework for this plan is TUSD's 5-Year Strategic Plan (2014-2019). This plan contains annual goals that build upon each other from Years 1 through 5. Each annual goal is laid out in a 'SMART' format (Specific, Measurable, Attainable, Realistic, Time Bound/Tracked in addition to Describe Possible Evidence). To view the complete Strategic Plan document, please go to:

<http://tusd1.org/contents/distinfo/fiveyear/index.asp>.

The overarching purpose of this evaluation plan is to collect, interpret, and disseminate relevant data at the individual, classroom, school, and district levels to improve student growth and achievement.

B. 5-Year Strategic Plan:

The 5-Year Strategic Plan was approved unanimously by Governing Board members on July 22, 2014. The Governing Board members praised the process of creating the plan, especially the involvement of the community. About 400 community members contributed ideas and feedback, starting with about 200 members at the kickoff meeting in February 2014 and continuing through subcommittee meetings held on four subsequent Saturdays. The strategic plan contains annual goals in five key areas: Curriculum, Diversity, Facilities, Finance and Communication. List below are the strategic priorities and the overarching goal for each year:

Strategic Priority 1: Curriculum – TUSD will design an aligned, articulated and well administered curriculum that supports academically high standards of learning for all children, integrates college and career ready skills, incorporates fine and performing arts, and is culturally relevant for our diverse student population. It will be reviewed and revisited regularly to meet the changing demands of our students and community.

- Year 1 Goal: Design an easily accessible and usable scope and sequence with an evaluation rubric for yearly analysis and improvement
- Year 2 Goal: Design a curriculum that includes common interim and end-year assessments and aligns resources that are culturally responsive to the diverse interests and needs of the students
- Year 3 Goal: Design a curriculum that includes authentic assessments for content areas that are embedded within the curriculum with exemplar lessons that are aligned to 75% of the standards

- Year 4 Goal: Design a curriculum with materials aligned by quarter to include culturally relevant materials and fully implemented data analysis tools for analysis of lessons and performance
- Year 5 Goal: Provide an aligned, articulated, clearly communicated, well administered curriculum that is horizontally and vertically aligned by foundational standards, knowledge, and skills in all content areas

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<i>GENERAL CRITERIA: Student Support Programs from the Special Master</i>		
	Evaluation Question	Evaluation Approach
1	Is there documentation or research that supports the efficacy of the program or strategy? Please provide. IF SO, WHAT DOES THE EVIDENCE SAY? Research should come from one or more of the following sources: <ul style="list-style-type: none"> • Professional Journals and Publications (e.g. Educational Evaluation and Policy Analysis • If the program/intervention is currently being used in TUSD, please provide internal along with external data. IF SO, WHAT DO THE DATA SAY? • External research (e.g. Universities, Educational Entities and Non-Profits, Governmental Agencies (such as ADE), other school Districts, etc.) 	Review of literature: Justification of program or strategy
2	Does the program or strategy support the current programs or strategies being implemented in the school(s)? Explain. (E.G., WHAT EVIDENCE OF THAT SUPPORT EXISTS?	Needs Assessment: What are the gaps in services to students?
3	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.e., are sites selected using a cost/benefit analysis?	Needs Assessment: What data is used to determine school program participation?
4	Does the program or strategy focus on students' specific needs? If so, what needs? Describe the diagnostic method used for determining students' specific needs. Describe the ways the program or strategy directly focuses on those	Needs Assessment: What are the greatest needs of

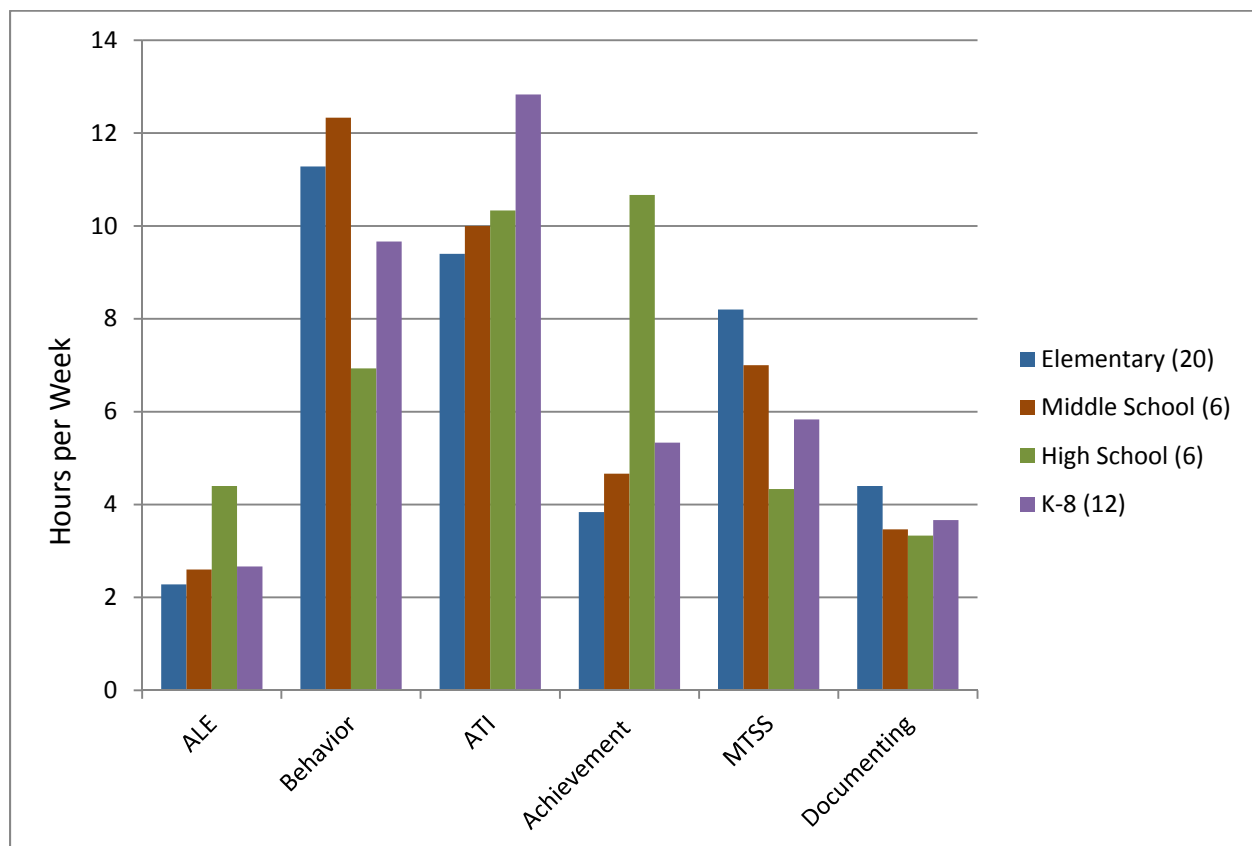
	needs.	the students?
5	Describe how the time spent with each student is tailored to his or her needs, including whether the actual time(s). And, assess whether there is a point of diminishing returns, especially in pull-out and after-school programs.	Process Evaluation: How are students identified for services and monitored?
6	Is the program or strategy targeted to students at-risk in the areas of behavior, attendance and/or academics? Explain how, including the ways by which it is delivered at critical stages of student progress.	Process Evaluation: How are students identified for services and monitored?
7	Does the program or strategy utilize culturally relevant materials and/or practices? Describe those materials and practices.	Process Evaluation: Are services relevant to student needs?
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 after what amount of intervention).	Process Evaluation: Type and dosage of intervention
9	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.	Process Evaluation: Type and dosage of intervention
10	Are the types of students (defined by learning need, not demographics) served by this program also served by other support programs? If so, which is/are most cost effective? Could the effects of this program be strengthened if it was combined with another?	Process Evaluation: Type and dosage of intervention
11	Are paraprofessional utilized? If so, are they closely supervised by appropriately certificated personnel? Explain. What is the ratio of paraprofessional to certified personnel?	Process Evaluation: documentation of personnel
12	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.	Process Evaluation: Documentation that qualifications of personnel are appropriate to task

In summary, the questions outlined in the Special Master’s recommendation are methodologically sound and addressing them would support a rigorous evaluation of specific student support services. To implement this evaluation plan successfully, additional fiscal resources are needed to support staff internally within the District to conduct the evaluation and/or to contract externally with vendors for these services.

E. Evaluation of the Learning Support Coordinator's impact

Learning Supports Coordinators (LSC's) perform multiple duties at schools including: testing coordinator, MTSS team member, ALE recruiter, Positive Behavioral Interventions and Supports (PBIS) and restorative practices facilitator. They are tasked to plan with the school's leadership team about student's longer term academic needs while simultaneously being responsive to student's immediate behavioral needs. Additionally, they are to support the assessment process at the school which is especially time-intensive during the testing windows. Recently a survey was administered to LSC's asking them to document their proportion of time of specific activities during the Fall Semester 2014. The summary of the results are provided below.



LSC Average Hours/Week by Grade Level & Activity



The results of this data generally indicate that LSC's during the Fall 2014 semester spent the greatest amount of their time conducting behavioral interventions and coordinating the testing. In addition, LSC's are now required to document their daily activities in an electronic format and then submit all

activities on a weekly basis. Please see below for the front page of this data repository that LSC's must fill out.

LSC Daily Data Entry Log - Semester 2, 2015

Name *	<input type="text"/>
Date Work Performed *	<input type="text"/> 
Function	ALE - Direct Contact 
Other Function Detail	<input type="text"/>
Hours Spent on Work *	<input type="text" value="0"/> Round to 15 Minutes (.25)
School Site: *	<input type="text"/>
	<input type="button" value="Save"/> <input type="button" value="Cancel"/>

At the end of the Spring semester, this data will be collated to answer the following: How do the activities of LSC's vary from school to school? Other questions specified by the Special Master will need additional data collection beyond the weekly activities log. These questions are:

- Are LSC's deployed in schools servicing students with the greatest need
- Are the levels of experience or variation in professional credentials related to how they spend their time?
- What do LSC's do to enhance teacher effectiveness?
- How do the roles of support personnel from the newly restructured ethnic student support departments intersect with those of the LSC's?

To address these questions, the methodology outlined in the student support services plan above also apply directly to LSC's because they are a part of the larger student support services. Finally, the question about if LSC's enhance teacher effectiveness could be modified because as it now reads, it is vague and open potentially to subjective interpretation. The questions provided by the Special Master on student support services will help to guide our shorter term specific evaluation programs. These guiding questions help to ensure that our plan have adequate process evaluation measures in place to document accurately the need for the program, the type and dosage of the program delivery, and to be better equipped to interpret the results of the outcome data in a meaningful way.

APPENDIX A:
STUDENT SUPPORT SERVICES FORM

Name of Program:		Date:			
This program:		Strongly Agree	Mostly Agree	Some-what Agree	Do Not Agree At All
1	supports and strengthens other existing programs				
2	duplicates services with other existing programs				
3	uses a diagnostic tool(s) to determine student participation Name of diagnostic tool(s):				
4	prioritizes the individual student's specific needs in all activities provided				
5	disaggregates student data by ethnicity, disability, and/or language facility				
6	focuses primarily on improved student behavior				
7	focuses primarily on improved student attendance				
8	focuses primarily on increased academic performance				
9	utilizes culturally relevant instructional materials on a regular basis				
10	emphasizes culturally relevant practices significant to all students				
11	has an established a communication feedback protocol with the school day teacher				
12	provides regular updates to the school day teacher on student progress				
13	provides tutoring on a regular basis				
14	is very effective in supporting students needs				
Students in this program:					
15	are monitored on a regular basis with academic performance data to assess changing needs and/or mastery of material				
16	remain in the program all year long				
17	are also served by other support programs				
18	with limited English proficiency are represented in this program				
19	with limited English proficiency have adequate resources available to them to understand the content of the program				
20	are taught by experienced and qualified teachers				
21	show the greatest success when they are pulled out of class for services				
Teachers in this program:					
22	are primarily made up of paraprofessionals				
23	are primarily made up of certified teachers				
24	who are paraprofessionals are closely supervised by appropriately certified personnel				
25	meet regularly as a team to coordinate student support services				
26	represent the ethnic/cultural backgrounds of the students they serve				
Students:		More than 20 hrs	11-20 hrs	0-10 hrs	NA
27	are typically in classes with about ____ other students				
28	receive, on average, about a total of ____ hours per weeks of services				
29	receive, on average, about ____ hours per week of tutoring services specifically				
30	receive, on average, about ____ hours of services during the school day per wk				
31	receive, on average, about ____ hours of services before/after school per week				