

**Juan Rodriguez**

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**From:** Thompson, Lois D. <lthompson@proskauer.com>  
**Sent:** Wednesday, April 01, 2015 3:46 PM  
**To:** wdh@umd.edu  
**Cc:** Juan Rodriguez; martha.taylor@tusd1.org; Brown, Samuel; wbrammer@rllaz.com; julie.tolleson@tusd1.org; rsjr3@aol.com; Anurima.Bhargava@usdoj.gov; Zoe.Savitsky@usdoj.gov; Eichner, James (CRT) (James.Eichner@usdoj.gov); TUSD (TUSD@rllaz.com); Desegregation (deseg@tusd1.org)  
**Subject:** Discipline Issues at Safford Requiring Immediate Attention  
**Attachments:** Magnet School Plan - Safford.Draft 2.pdf

Dear Dr. Hawley and Others,

We have been reviewing the school level magnet school plans and were struck by the fact that the attached plan for Safford has a stand-alone strategy section on behavior (at pages 11-12). Of the magnet school plans, so far as we have been able to determine, this is the only school to separately break out and address "behavior" and to seek magnet school funding to address behavior strategies. This underscores to us the severity of the discipline/behavior issues at Safford about which we have been hearing and which we raised at our meetings in Tucson last week.

We therefore write now to reiterate our request that Dr. Peyton promptly visit Safford. Further, given the demographics of that school, we ask that he specifically expand his inquiry to include an assessment of the behavior and discipline issues as they affect the school's Latino population as well as its African-American population. Additionally, we ask that you and Dr. Peyton work with the District so that it can promptly start to remediate the discipline and behavioral issues that plainly exist at that school and that the District not make action relating to that issue subject to next year's magnet school funding given the many areas of the 910(g) budget that expressly address discipline and student behaviors in this budget year.

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<b>SCHOOL NAME: SAFFORD</b>	<b>MAGNET THEME: INTERNATIONAL BACCALAUREATE</b>
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## **ETHNIC DIVERSITY**

### **USP Description:**

- The Magnet School Plan shall, at a minimum, set forth a process and schedule to... identify goals to further the integration of each magnet school which shall be used to assess the effectiveness of efforts to enhance integration at the school. [III.E.3.xi]
- The District shall continue to implement magnet school/program as a strategy for assigning students to schools and to provide students w/opportunity to attend an integrated school. [II.E.1]
- The District...shall recruit a racially and ethnically diverse student body ...to ensure that the schools are integrated to the greatest extent practicable. [II.E.2]
- An integrated school is any school in which no racial or ethnic group varies from the district average for that grade level (Elementary School, Middle School, K-8, High School) by more than +/-15 percentage points, and in which no single racial or ethnic group exceeds 70% of the school's enrollment.[II.B.2]

### **[Order, Case 4:74-cv-00090-DCB Document 1753 Filed 01/16/15]**

“Integration exists, pursuant to the definition in the USP § II.E.2, based on the number of accepted magnet applications for entry grades K, 6, 9 and which is maintained at the cohort grade levels.”

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**DATA:**

**Enrollment (%)**

School	Ethnic Categories	2012/13 100 <sup>th</sup> Day Enrollment (Kindergarten)	2013/14 100 <sup>th</sup> Day Enrollment (Kindergarten)	2014/15 100 <sup>th</sup> Day Enrollment (Kindergarten)	Goal: 2015/16 100 <sup>th</sup> Day Enrollment (Kindergarten & Grade 1)	Goal: 2016/17 100 <sup>th</sup> Day Enrollment (Kindergarten, Grades 1 & 2)
Safford	W	4.8	5.8	13.8	M	M
	AA	2.4	5.8	2.6	M	M
	H	88.1	74.3	74.4	≤72.2	≤70

School/ Entry Grade	Ethnic Categories	2012/13 100 <sup>th</sup> Day Enrollment (Grade 6)	2013/14 100 <sup>th</sup> Day Enrollment (Grade 6)	2014/15 100 <sup>th</sup> Day Enrollment (Grade 6)	Goal: 2015/16 100 <sup>th</sup> Day Enrollment (Grades 6 & 7)	Goal: 2016/17 100 <sup>th</sup> Day Enrollment (Grades 6, 7, & 8)
Safford	W	10.7	7.6	4.6	≥5.4	≥6.2
	AA	3.2	4.3	4.1	M	M
	H	74.4	73.5	83.3	≤76.7	≤70

**GOAL:**

[Note: Benchmarks apply to each grade level cohort that moves up from Kindergarten and 6<sup>th</sup> grade starting in the 2014/15 SY.]

By the 40<sup>th</sup> day of the 2016/17 SY, the Hispanic enrollment in Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade will be no more 70%, the enrollment of White students will be no less than 6.2%, and the enrollment of African American students will be no less than 0.0% as reported on the Mojave/Synergy student tracking system.

**BENCHMARK:**

By the 40<sup>th</sup> day of the 2015/16 SY, the Hispanic enrollment in Kindergarten and 1<sup>st</sup> grade will be no more than 72.2%. In 6<sup>th</sup> and 7<sup>th</sup> grade, Hispanic enrollment will be no more than 76.7%. The enrollment of White students in Kindergarten and 1<sup>st</sup> grade will be no less than 6.2% and in 6<sup>th</sup> and 7<sup>th</sup> grade will be no less than



5.4%. The enrollment of African American students will be no less than 0.0% as reported on the Mojave/Synergy student tracking system.

**STRATEGIES:**

Objectives	Strategies	Resources Required for Implementation of Strategies	Budget Category (Examples: FTE, Added Duty, Registration, Instructional Supplies)	Estimated MAGNET Funding Required
<b>Recruitment</b>	Target Pre-K programs and Charters that offer no middle grades.	Principal (M&O) Asst. Principal (M&O) Counselor (M&O)	FTE's	Funding requirement for positions outlined in academic strategies
<b>Recruitment</b>	Partner with realtors who specialize in the Safford neighborhood.	Principal (M&O) Asst. Principal (M&O) School Community Liaison (Title1)		
<b>Recruitment</b>	Give welcome packets to Davis Monthan Air Force Base	Dean	1 FTE	\$42,620.
<b>Recruitment</b>	Safford neighborhood association and ask them to give The Safford packet to their families.	Marketing materials: <ul style="list-style-type: none"> <li>• Brochure</li> <li>• School Card</li> <li>• Program Book</li> <li>• Pens</li> </ul>		
<b>Recruitment Retention</b>	Update Safford's school ratings on GreatSchools, Zillow.			
<b>Recruitment</b>	Promote some of our partnerships on our marketing materials. Example: The Children's museum			



<b>Retention</b>	Survey kinder-4 <sup>th</sup> elementary grade school parents about what they want in middle school.	Materials: <ul style="list-style-type: none"> <li>• Paper</li> <li>• Pens</li> <li>• Brochures</li> <li>• Program books</li> </ul>	Supplies	\$ 1,000
<b>Retention</b>	Meeting with 5 <sup>th</sup> grade parents from Safford PYP to discuss preparation and student transition into MYP (what to expect as parents of middle school students)			
<b>Retention</b>	Parent education classes Example: Strengthening Families (CODAC)	School Community Liaison (Title1)	FTE	Funded Title 1
<b>Retention</b>	New parent link system Newsletter Family events (PYP Exhibition, IB Showcase) PYP family communication folder IB workshops for families	Admin Team School Community Liaison (Title1) PYP Teachers  Reading Interventionist Math Interventionist Magnet Coordinator	FTE	Funding requirement for positions outlined in academic strategies



## ACADEMIC ACHIEVEMENT

### USP Description:

The evidence-based accountability system is a system to review program effectiveness and ensure that, to the extent practicable, program changes address racial segregation and improving the academic performance and quality of education for African American and Latino students, including ELLs. [X.A.1]

### [Order, Case 4:74-cv-00090-DCB Document 1753 Filed 01/16/15]:

1. Student Achievement for magnet status is reached based on the magnet school receiving a letter grade of "A" or "B" as designated by the Arizona Department of Education
2. Students score higher than the state median in reading and math on the state assessment
3. The academic growth of all students at the school is higher than the state median growth in reading and math
4. Growth at the bottom 25% of students at the school is higher than the state median growth
5. The achievement gaps between the racial groups participating in magnet programs are (sic) less than the achievement gaps between racial groups not participating in magnet programs.

## DATA

### School Letter Grade

School/ Organization	2011/12 Letter Grade (Based on AIMS)		2012/13 Letter Grades (Based on AIMS)		2013/14 Letter Grades (Based on AIMS)		Goal: 2014/15 Letter Grades Minimum Score (Based on AZMerit)		Goal: 2015/16 Letter Grades Minimum Score (Based on AZMerit)		Goal: 2016/17 Letter Grades Minimum Score (Based on AZMerit)	
	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade
Safford	98	D	118	C	109	C	112	C	116	C	120	B



**AZ Learns Composite Score**

<b>Percent Passing AIMS</b>	<b>56</b>
<b>ELL Reclassification (3)</b>	<b>3</b>
<b>FFB Rate Additional Points (6)</b>	<b>0</b>
<b>Composite Points</b>	<b>50</b>
<b>Growth Points +1</b>	<b>45</b>
<b>*Median Growth Percentile= 46.5</b>	
<b>*Median Growth Percentile Bottom 25%=51</b>	
<b>Total Points</b>	<b>109</b>

**Performance Differences by Ethnicity (AIMS District Comparison)**

		White	African Amer.	Hispanic/Latino	% Diff bet AA and White	% Diff bet H and White		White	African Amer.	Hispanic/Latino	% Diff bet AA and White	% Diff bet H and White
Safford Magnet	Reading	86	68	70	-18	-16	Math	62	35	42	-27	-20
	N	50	40	550			N	50	40	551		

**GOALS:**

1. By June, 2017, Safford will earn at least a state letter grade of B (a minimum of 120 points), as defined by the state grading system.
2. By June, 2017, students at Safford will score higher than the state median in reading and math.
3. By June, 2017, students at Safford will show academic growth that is higher than the state median growth in reading and math.
4. By June, 2017, the growth of the bottom 25% of students at Safford will be higher than the state median growth.
5. By June, 2017, the achievement gap between racial groups at Safford will be less than the achievement gap between racial groups of other K-8 schools in the District.

**BENCHMARKS:**

1. Safford will earn at least 113 points on the state letter system, as determined by the results of the 2015-16 end of year state standardized assessment.
2. Safford will increase the percentage of students passing math in the state standardized assessment by 7%, moving from 43% to 50%.
3. Safford lower 25% of students will show a 10% growth in math and 12% growth in reading as determined by the results of the 2015-16 end of year state standardized assessment.
4. Safford will close the achievement gap in reading between African American and White students by 5 points as determined by the results of the 2015-16 end of year state standardized assessment.





5. Safford will close the achievement gap in math between African American and White students by 10 points as determined by the results of the 2015-16 end of year state standardized assessment.
6. Safford will close the achievement gap in reading between Hispanic and White students by 5 points as determined by the results of the 2015-16 end of year state standardized assessment.
7. Safford will close the achievement gap in math between Hispanic and White students by 10 points as determined by the results of the 2015-16 end of year state standardized assessment.

DRAFT



**STRATEGIES:**

Objective	STRATEGIES	Resources Required for Implementation of Strategies	Budget Category (Examples: FTE, Added Duty, Registration, Instructional Supplies)	Estimated MAGNET Funding Required
Increase achievement of the lower 25%	<b>Extended Day:</b> 21 <sup>st</sup> Century Grant Tutoring and Enrichment	Coordinator Teachers	Added Duty	Funded 21 <sup>st</sup> CCLC Grant
Overall student achievement and growth	<p>Create a master schedule with foreign languages, technology/design, and fine arts to allow teachers in PLCs to revise curriculum that supports AZCCRS as well as AZ foreign language, technology and art standards, analyze data, examine student work, development of common formative assessments and professional development</p> <p>Continue to level Spanish courses by Native, Non-native speaker and HS credit in order to ensure culturally responsiveness and rigor in the Language B program at Safford.</p> <p>Effectively Coach and evaluate teachers in</p>	<p>11.2 Teachers</p> <p>Funds to pay CORE and Elective teachers for outside of contract time</p> <p>Reading Interventionist Math Interventionist</p>	<p>FTE</p> <p>Added duty\$: 25 for 65 staff for 20 hours</p> <p>2 FTE</p>	<p>\$616,000</p> <p>\$32,500</p> <p>\$110,000</p>
Overall				



student achievement and growth	order to ensure all teachers are proficient or distinguished instructors (Danielson)			
Overall student achievement and growth	Create an Instructional Council to effectively develop strong culture of shared leadership, manage team data	Seven Department Chairs	Stipend Teacher PYP 3 @\$2000 MYP 4@\$3000	\$ 18,000
Overall student achievement and growth	Professionally develop (PD)teachers in using inquiry, interdisciplinary teaching, planning by design, and curriculum development	Materials: Binders Paper Spiral notebooks Pocket folders Other teaching materials		
Overall student achievement and growth	Literary Investigation: Teachers choose a student centered teaching model and a literary strategy that becomes their focus for their PD Create a system to monitor implementation of PLC work and PD	Counselor		
Increase growth of the lower 25%	Use data dialogues and notebooks with students targeting students in lower 25%	Teachers Counselors LSC		
Overall student achievement	Update Library materials with age appropriate, multicultural non-		Library Books	\$10,000



and growth	fiction/informational text which support Common Core		Other Instructional Materials	\$10,000
Increase growth of the lower 25%				
Overall student achievement and growth	Recruit from all ethnicities, support and retain students in Honors Courses in all core subject areas in MYP		Supplies	\$1,000
Overall student achievement and growth	Recruit 7 <sup>th</sup> & 8 <sup>th</sup> grade students for HS- ALE opportunities at UHS and Cholla-IB program through early identification, supporting families through process and parent information meetings			
Overall student achievement and growth	Develop reliable assessment data through effective implementation of ATI assessment, assessment scoring, AIMS science, AZMerit		Teacher Hourly- 30 teachers @ \$25hr for 4 hrs per quarter	\$12,000
	Use of University of Arizona Mentors (Project SOAR) with 8 <sup>th</sup> grade students developing a system of student support for post-HS education.			



<p><b>Behavior:</b></p> <ul style="list-style-type: none"> <li>• Manage school wide Positive Behavior Incentive System (PBIS)</li> <li>• Staff Development in classroom Management</li> <li>• Mediate student conflict through use of Restorative practices.</li> <li>• Train and support teachers in using Restorative practices in the classrooms with students.</li> <li>• Ensure high expectation and high support for student behavior</li> <li>• Coordinate district and community advocacy and resources for students with barriers to learning.</li> <li>• Implement strategies from: "SAFE Schools"</li> <li>• Teach classroom Social-Emotional lesson grades K-5</li> <li>• Run student support groups Ex: Stress, anxiety group, Impulse control group, divorce groups.</li> <li>• Review discipline data to ensure student equity and</li> </ul>	<p>Dean of students</p> <p>Guidance Counselor (M&amp;O)</p> <p>LSC (Central Deseg)</p> <p>Guidance Counselor (M&amp;O) Guidance Counselor (Central Deseg)</p> <p>Guidance Counselor (M&amp;O) LSC (Central Deseg)</p> <p>Dean of students (Magnet Deseg) LSC (Central Deseg)</p>	<p>FTE</p>	<p>\$55,000 See above</p>
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<p>systematic evaluation of school culture and climate</p> <ul style="list-style-type: none"> <li>Academic/Behavior Support meetings held weekly with adult mentor and students with reoccurring behavior challenges and/or students on behavior contracts-ex: abeyance.</li> </ul> <p>All strategies will be used to reduce the number of office referrals, reduce the number suspensions, and increase student engagement in the classroom,</p>	<p>LSC (Central Deseg) Academic Success Specialist (Af. Am , Mex. Am, Native Am. Studies departments) Drop Out coordinator- All central deseg.</p>		
<p><b>Interventions:</b></p> <ul style="list-style-type: none"> <li>Target Lowest 25 %, ELL's and ELLAR's and lowest overall students with Leveled Literacy Intervention</li> <li>Target Lowest 25 %, ELL's and ELLAR's and lowest overall students with math Intervention</li> <li>Offer Succesmaker Before and after school for ELLAR</li> <li>Build in</li> </ul>	<p>Fountas and Pinell Teal box (available fall 2015)            Literacy Specialist            Math/Data Coach            Engage NY-online math intervention program            Do the Math by Marilyn Burns            Teaching Assistants (x3)</p>	<p>Reading Intervention curriculum            Math intervention curriculum            Professional Development FTE (2.4)            Professional Development            FTE</p>	<p>\$15,000            \$10,000            \$5,000            (Title 1 funded)</p>



<p>interventions classes in MYP master schedule for above targeted groups.</p> <ul style="list-style-type: none"> <li>• Utilize a <b>30 min</b> Re-teach/Enrich model in PYP for daily math intervention and enrichment.</li> <li>• 3 Teaching Assistant in PYP to support classroom instruction intervention programs, and progress monitoring</li> <li>• Saturday School and small group tutoring</li> </ul>	<p>1.2 FTE (M&amp;O)</p> <p>(All PYP teachers) Math Interventionist</p> <p>Teaching Assistants (x3)</p> <p>PYP &amp; MYP Teachers</p>	<p>FTE Both M&amp;O and Deseg</p> <p>FTE(Title 1 funded)</p> <p>Added Duty</p>	
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TOTAL BUDGET= \$944,460.04