

TUCSON UNIFIED SCHOOL DISTRICT NO. 1

**Amended Annual Report
for the
2014-2015 Academic Year
under the
Unitary Status Plan**

Fisher, Mendoza, et al. v. Tucson Unified School District, et al.

United States District Court, District of Arizona

74-CV-00090 TUC DCB and 74-CV-00204 TUC DCB

submitted to:

Honorable David C. Bury, United States District Court

prepared by:

Tucson Unified School District No. 1

H. T. Sánchez, Superintendent

TUSD Governing Board:

Adelita S. Grijalva, President; Kristel Ann Foster, Clerk;

Michael Hicks; Cam Juárez; Dr. Mark Stegeman



Heliodoro T. Sánchez, Ed. D.
Superintendent

September 28, 2015

HONORABLE DAVID C. BURY
United States District Court
Evo A. DeConcini U.S. Courthouse
405 West Congress Street, Suite 6170
Tucson, AZ 85701-5065

Dear Judge Bury:

It is my pleasure to introduce the Tucson Unified School District's report of Unitary Status Plan compliance for 2014-15. The following is a record of our good faith compliance efforts in all areas of the USP: student assignment, transportation, staff recruitment/retention, educational programming, student discipline, family engagement, facilities/technology, and evidence-based accountability. There have been disputes – some of which remain pending in your court for resolution. That should not detract from the recognition of our team's focus on integrating schools, creating safe and equitable learning environments, improving systems and transparency, and engaging students and their families.

Academic year 2014-15 also marked the first complete year of implementation for our USP-aligned five-year strategic plan. My team worked hard to meet 25 specific and measurable objectives in the areas of Communication, Diversity, Facilities, Finance, and Curriculum.

Our work for 2015-16 is already underway. The report describes some new and exciting initiatives for student learning, improved school climate, and more efficient and transparent budgeting. Changes in the state assessment (from AIMS to AzMerit) create challenges in assessing student academic growth, but a new district benchmark system should enable us to have timely, usable student achievement data this year that we can use to continually improve instruction. Year two of our strategic plan implementation also tasks us with meeting 25 new objectives.

We look forward to continuing the work of moving Tucson Unified toward unitary status and creating an environment where students love to learn, teachers love to teach, and people love to work.

Sincerely,

A handwritten signature in black ink that reads "Heliodoro T. Sánchez". The signature is written in a cursive style with a large, stylized 'H' and 'S'.

Heliodoro T. Sánchez, Ed. D.

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Executive Summary

The Court-ordered Unitary Status Plan (USP) is designed to address all outstanding *Green*¹ factors and other ancillary factors² that will assist the Court in determining whether Tucson Unified School District has achieved unitary status.

The 2014-15 Annual Report demonstrates, section by section, the Tucson Unified School District's compliance with the USP. Each section of this report includes one or more subsection in which the District details its experiences relating to the USP requirements (Experience), the strengths as identified by the outcomes of the experiences (Strength), and the District's commitments to continue or to improve upon its efforts to demonstrate success to the extent practicable in obtaining unitary status (Commitment).

This summary highlights the District's 2014-15 experience, strength, and commitment across nine topic areas including: student assignment, transportation, administrative and certified staff, quality of education, discipline, family and community engagement, extracurricular activities, facilities and technology, and accountability and transparency. Common unifying themes run throughout each of these topic areas in the Annual Report and have driven how District programs were structured. These unifying themes are: (1) data collection and analysis and (2) communication and family engagement. Data collection and analysis provides the evidence to measure the effectiveness of the District's efforts to eliminate the vestiges of segregation to the extent practicable. Ongoing communication and family engagement are foundational in developing stronger community ties with schools to benefit all students.

In a concerted effort to monitor the impact of the different programs and processes during 2014-15, the District monitored accountability measures more closely. This monitoring resulted in higher quality data sets. The collection, monitoring, and results-sharing of data was a cornerstone of the District's heightened effort to increase transparency and communication among community members. Improved data collection was evident this year in every department from

¹ *Green v. School Bd. of New Kent County*, 391 U. S. 430 (1968).

² *Freeman v. Pitts*, 503 U.S. 467, 493.

Exceptional Education to Curriculum & Instruction. To better manage data collection in the implementation of the USP, Human Resources converted to AppliTrack, a new software system to monitor applicants and the hiring process. Technology Services and Finance implemented the new ERP system, iVisions. Both of these systems will support the District's efforts to capture the data necessary to assess efforts and to provide to the Court and the public the evidence necessary to support the District's move to unitary status.

The District depends on data to guide decision-making in moving toward unitary status. Data is a common language for all stakeholders that can succinctly indicate successes and areas needing improvements.

Ongoing communication was evidenced in how the District emphasized one-to-one as well as two-way communication and engagement with families. Tucson Unified informed stakeholders, including students, parents, employees, business leaders, faith leaders and the larger community, about important developments within the District. Additionally, leaders throughout the District committed themselves to inviting and listening to those stakeholder's ideas, concerns and feedback. The District's top leaders viewed this communication as essential to progress and improvement and implemented these communication efforts across the board, in many cases specifically targeting African American and Latino audiences.

The District monitored each of the nine critical topic areas to evaluate the extent to which its efforts of improved teaching and equitable student learning were met. Through the continuous assessment of progress and/or efficiency, the findings generated actionable information. For example, the assessment of the Learning Supports Coordinator position provided needed information to improve the effectiveness of this position. The results of these evaluations were shared with District personnel and stakeholders, which then coalesced into improving collective efforts. This process used relevant documentation to inform its work at the district, school, and classroom levels. This accountability system enriched school and District learning communities and built capacity to evaluate and reflect upon the impact of the work.

In every section of the Annual Report, the court will find evidence of the monitoring of District efforts, analysis of the outcomes of those efforts and, if necessary, adjustments to the District's efforts. In addition, the court will find

evidence of intentional and thoughtful communication with the public and families, in particular African American and Latino families. Please see below for a summary of each section.

II. Student Assignment

Section II of the Annual Report details the extensive efforts the District has taken to integrate schools through examination of attendance boundaries, magnet schools and programs, school assignment policies, and effectiveness of marketing and outreach. All of these strategies are complicated by Arizona's school choice law³, which allows families to apply to attend any school regardless of where they live.

The finalization of the Comprehensive Boundary and Comprehensive Magnet Plans was an exercise in negotiation, communication, and diligence. Both documents went through several iterations. The resulting documents reflect the outcome of these collaborative efforts and are enhanced by the exchange of information made possible through these discussions.

In 2014-15, the application process for student enrollment to a school other than the home school changed in two ways. First, to eliminate reported parent confusion, the District created one application for both the school choice and magnet programs. Second, in an effort to support the integration of District schools, the selection process was adjusted for schools that are oversubscribed—that is, schools that have more applications than available seats. Students whose ethnicities helped tip the balance at previously racially concentrated schools were placed by lottery into open spots. Rather than filling any remaining spots from the first lottery, as was done in the past, the District instead continued to hold lotteries and placed children in a way that enhanced integration. The District's students were given a variety of opportunities to attend a racially and ethnically diverse school.

The District also published a new Catalog of Schools, and the Student Assignment team made school visits, attended events to promote the schools, and organized a very successful Magnet School Fair.

³ A.R.S. §§ 15-816 through 15-816.07

In summary, these efforts increased the applicant pool by attracting families to the District and its wide variety of educational opportunities that resulted in enhanced integration.

III. Transportation

The District provided safe transportation to and from school for more than 20,000 students each day. The District managed a network of approximately 1,250 bus routes that covered about 24,000 daily miles. The District provided the opportunity for bus transportation to all eligible students based on geography and economics, not race or ethnicity. The requirements for transportation eligibility were clearly established and implemented with fidelity.

While no one has questioned the equity of the District's transportation system, the USP does specifically address obligations regarding student assignment and ensuring access to extracurricular activities. The Annual Report provides detailed relevant information, including the creation of the transportation webpage, which includes a calculator parents can use to determine whether their children are eligible for incentive transportation to their schools of choice in an easy manner.

One area of focus in the 2014-15 school year was ensuring reliable communication with families regarding transportation options. In August 2014, the District informed families about its comprehensive incentive transportation plan. Two weeks before school started, the families of all routed students received letters detailing the students' routes, and the District's website parent portal hosted information on the routes. This information was updated every night for the two weeks before school started.

As the school year continued, the Transportation Department monitored buses, the number of riders, and bus routes to ensure resources were maximized and that students were safely and efficiently delivered to and from school and to and from extracurricular activities. The Department also kept lines of communication open through a Transportation hotline and the use of the ParentLink telephone and email service, which staff used to notify families on specific routes if delays or changes occur.

The District's transportation system was designed and worked to support the District's desegregation efforts.

IV. Administrators and Certificated Staff

The Unitary Status Plan calls on the District to use unbiased practices to recruit and hire people from diverse backgrounds, to evaluate why prospective employees decline offers of employment, to ensure new hires get adequate support, to implement programs that help retain employees, and to see that educators from all types of backgrounds who aspire to become leaders have that opportunity.

While the Annual Report contains detailed information about the progress or relevance of the various areas covered in the USP, several plans and practices stand out as areas where significant changes occurred.

One overarching development included the implementation of new technology that made it easier to manage the hiring process from initial job postings, to applications, to offers of employment. This new technology, AppliTrack, provided easier access to data on applicants and more effect ways of gathering information for hiring and retention. IVisions, the new Enterprise Resource Plan (ERP), gave staff members the ability to more efficiently manage the hiring process, thereby reducing the average hiring time by 22 days.

The District implemented an Outreach, Recruitment, and Retention Plan to increase recruitment of African American and Hispanic applicants. The plan looked at all aspects of recruiting, including participating in local events, recruiting trips, partnering with colleges and universities, and developing recruiting materials. The study of past practices, such as recruiting trips, advertising, and surveys helped the District identify ways to broaden its reach and better define the potential for successful recruiting. This review helped the District improve the outcomes for its recruitment efforts.

Throughout the process of developing strategies for identifying and attracting a diverse work force, the District collaborated with the Recruitment and Retention Advisory Committee (RRAC). This committee met quarterly and made suggestions regarding targeted recruiting materials, data review, exit survey feedback, and college recruiting program improvements and recommendations.

In all, the District increased the number of African American and Hispanic teachers employed during the 2014-15 school year. The District added eight African American teachers and 57 Hispanic teachers. These increases were made despite a

statewide and nationwide teacher shortage that has nearly every district in the state struggling to find qualified applicants.

Other key USP provisions address diversity in teacher assignment, first-year teacher training and support, and opportunities for diversity in leadership. In 2014-15, the District worked to balance the number of first-year teachers throughout the District, offering incentives at lower-performing schools and recruiting teachers to positions that could help move schools to a more racially balanced work force. The District used the same approach for first-year principals and made efforts to avoid giving a first-year principal a disproportionate number of first-year teachers. The District provided mentors to new principals throughout the year in an effort to ensure they had the support they needed to be successful.

One important aspect of employee development is feedback to the employee in the form of an evaluation. In 2014-15, teacher evaluation and principal evaluation committees were formed to review existing evaluation methods and USP criteria and worked to make revisions as necessary. The teacher evaluation committee included Tucson Education Association (TEA) members, District staff, and principals. The Principal Evaluation Committee included site administrators from all grade levels. The committees incorporated input from the Special Master and the District and discussed the impact of the evaluation process on teachers and principals. In the end, this close collaboration resulted in a more culturally responsive process that aligned with District and USP goals.

In the area of providing opportunity for those who wish to become leaders, the District continued its Leadership Prep Academy, an eight-month course that aimed to identify potential future administrators and to prepare them for positions as principals and assistant principals. The academy was successful; during the first half of 2015, the District filled thirteen of the 22 site administrator positions with graduates of the program.

The District achieved or made progress toward achieving its goals using research, analysis, and collaboration with experts. These good faith efforts resulted in positive outcomes: larger and more diverse teacher applicant pools, improved tracking of applicants, outcomes of the offers of employment, training for staff, placement of teachers and principals, and support for new and aspiring teachers and principals.

V. Quality of Education

Tucson Unified School District is committed to providing a high quality and equitable education to all of its students. To that end, the District worked to increase minority enrollment in advanced learning experience opportunities including but not limited to GATE, Pre-Advanced Placement and Advanced Placement courses, Honors courses, and University High School (UHS). In most cases the District saw an increase in African American and/or Latino enrollment, including English Language Learner (ELL) students.

The District effectively recruited, retained, and supported African American and Latino students, including ELL students, in ALE programs. These efforts were evidenced by increased participation among African American and Hispanic students. In GATE programs, Latino and ELL student participation increased, and African American student participation remained steady. Even though the various Advanced Academic Courses programs often competed with each other for the enrollment of students, growth was still evident among African American and Latino students in most areas.

In 2014-15, the District reviewed its policies and practices regarding placement of ELL students in its Advanced Learning Experiences. There are specific state-mandated limitations on ELL scheduling and the District must work within these guidelines. However, recruitment and enrollment of ELL students into these programs remains a priority.

To support a racially and ethnically diverse student population at UHS, components of the admission process were revised in the 2013-14 school year. These revisions supported an increased enrollment of incoming 9th graders to UHS in the 2014-15 school year. African-American students increased from 3.2 percent to 4.2 percent and Latino students increased from 31.5 percent to 35.3 percent. The District also increased student support programs at UHS to ensure successful completion of advanced and rigorous courses.

The District revised its dual language program in an effort to increase enrollment. Two-Way Dual Language (TWDL) programs will provide an increased number of students with opportunities to speak multiple languages, which will contribute to their academic achievement. The 50/50 dual language model was implemented in the 2012-13 and 2013-14 school years in grades K-2nd, 6th, and 9th. Plans are on track to expand the program to include 3rd, 7th, and 10th grades for the

2015-16 school year. The District distributed the TWDL handbook, brochures, and website throughout the district. Additionally, it implemented Imagine Learning Español, an interactive Spanish language computer program, at the eight dual language sites. However, as a result of a general decline in enrollment, the dual language program enrollment also declined.

During the 2014-15 school year, the District finalized and began to implement its Dropout Prevention and Graduation Plan (DPG). The District's graduation rates (80.8 percent) are significantly higher than the State of Arizona's graduation rates (76 percent) and its dropout rates (1.78 percent) are significantly lower than the dropout rates for the State of Arizona (3.5 percent). While this is certainly positive, the District still recognizes that disparities between ethnic/racial groups remain to be addressed.

The District used three strategies with the greatest potential for mitigating dropout rates and increasing graduation rates: graduation support systems (direct support to students), family engagement (outreach to families to provide indirect support to students), and professional development (support for teachers designed to result in higher student achievement).

The District established academic support programs at all grade levels with a specific emphasis on assisting students in making successful transitions to middle or high school. Efforts in the 2014-15 school year emphasized the expansion of summer school access for African American and Latino students through active student recruitment and outreach, accompanied by strategies to improve the quality of education across all Summer Experience offerings. The District also made significant progress in implementing specific support efforts for African American and Latino ELL students.

The District spent more than \$1 million on multicultural literature for students. The Multicultural Curriculum Department selected picture books and chapter books that focused on the perspectives and experiences of African Americans, Hispanics/Latino, Native Americans, Asian/Pacific Islanders, people with disabilities, and members of the Lesbian/Gay/Bisexual/Transgender (LGBT) community. The Department carefully selected the literature to be authentic, to avoid stereotypes, and to promote intercultural understanding.

The District also expanded the U.S. History Multicultural Perspectives classes piloted at Sahuaro and Rincon high schools in the 2013-14 school year.

Additionally, the Multicultural Curriculum Department created and monitored four multicultural curriculum integration elementary lab classrooms. District staff members and lab model teachers presented at the National Council of Teachers of English (NCTE) conference. The District provided professional development on cultural competence, and participants learned new strategies for promoting intercultural understanding in schools.

The District offered culturally relevant courses (CRCs) at all nine comprehensive high schools but, at six of those schools, enrollment did not meet the minimum requirements. Accordingly, only three high schools maintained CRCs for the 2014-15 school year. However, the total number of enrolled CRC sections increased substantially in the 2014-15 school year.

Within the Department of Student Services, staff used a data review/student information tracking system to identify students in need of targeted support, a Four-Pronged Approach. They monitored students in the following areas: 1) attendance, 2) behavior/discipline, 3) credit acquisition/credit recovery, and 4) grades. Specialists documented the support provided in all four areas in a monthly report to Student Services Directors.

The 2014-15 school year also marked the first full year of the Multi-Tiered System of Support (MTSS) and the above mentioned Four-Pronged Approach, both of which were instrumental in improving Districtwide data monitoring, identifying at-risk students, and providing them with interventions based on reviews and analyses of data on key indicators like attendance, behavior, grades, and credit deficiencies. The District implemented multiple strategies to promote positive alternatives to suspension. The purpose of each strategy was to reduce exclusionary discipline overall and aid in reducing the overrepresentation of African American and Latino student discipline when compared to Anglo students.

The District also expanded the Life Skills Alternative to Suspension Programs to provide additional capacity to ensure that more students would remain in school completing academic coursework rather than being suspended out of school. Finally, the District continued to explore additional alternatives to suspension that will be implemented in the In-School Intervention (ISI) program and District Alternative Education Program (DAEP) in the 2015-16 school year.

The disproportionate representation of minority students in special education is also a national concern. Each year the State of Arizona monitors the

representation of minorities in its Exceptional Education programs for all school districts. For the past five years, the State has not identified the District as being disproportionate when compared to other school districts. However, the District's internal analysis showed that Exceptional Education (ExEd) placement numbers and percentages by race/ethnicity when compared to the District as a whole revealed some slight over-representation among African American students by 1.2 percent and white students by 4.9 percent.

Family / Community Engagement: During the 2014–15 school year, the District organized many events to strengthen and increase parent and community engagement for African American and Latino families. The District offered more than the USP-required quarterly meetings to inform and engage parents to support student retention and matriculation. In addition to organizing and implementing events, District staff members worked with community organizations and various District departments to provide relevant information to parents.

Additionally, the District collaborated with local colleges to provide information to provide college enrollment and scholarship opportunities information to parents and students. The District also recruited college students to mentor students, provided college-themed events for students and families, and introduced students to local college students attending the University of Arizona and Pima Community College. Additionally, the District supported black college tours, which exposed students to historical black colleges and grew the Project SOAR partnership from one to two schools (Doolen and Magee middle schools).

The District also worked with African American community members to provide input and feedback regarding the District's efforts to support African American students. The District listened to and responded to community concerns and ensured that the District implemented the recommendations of the African American Academic Achievement Task Force (AAAATF) with fidelity.

Professional Development: The third prong of academic and behavioral supports for students rests with the professional development provided to teachers and administrators to hone the skills necessary to develop supportive, inclusive and culturally responsive environments. The District provided a wealth of these opportunities in the various areas as required by the USP.

The District focused on the use of student surveys to evaluate its programs in this area, together with teacher pre and post surveys to gauge the impact of its

culturally responsive professional development. Best practices of excelling teachers were also emphasized this year. The District implemented a new observation tool used to highlight best practices in a Culturally Relevant Course (CRC) classroom. Additionally, another new practice encouraged teachers to participate in peer observations and discussions with a mentor and other teachers.

VI. Discipline

The District prioritized discipline and school culture issues in the 2014-15 school year. Through the Instructional Leadership Academy (ILA) and the District's Learning Support Coordinator (LSC) trainings, the District provided structured trainings including "Guidelines for Student Rights and Responsibilities" (GSRR) handbook, Positive Behavior Intervention and Supports (PBIS) matrices and strategies, behavioral expectations, discipline data monitoring, equity issues, student referral and suspension processes, school climate and culturally responsive practices, student engagement, and Restorative Practices.

The District used Civil Rights Data Collection (CRDC) information to compare its data to similarly-sized districts nationwide. The comparison revealed that, while most other similarly-situated school districts suspended African-American students from three to six times the rate of white students, the District's African American students were suspended at a substantially lower rate than other urban school districts (two times the rate of white students). Similarly, the District's suspension disparity for African American students was much lower than other school districts in Arizona. But TUSD wants to do better.

The District designated Learning Supports Coordinators (LSCs) to reduce discipline disparities by race/ethnicity. The systematic roll-out of the Multi-Tiered System of Supports (MTSS) became a focus of LSC professional development sessions, which embedded PBIS and Restorative practices as a key "Tier 1" site-wide program to support an inclusive school climate.

The District convened a committee to review the GSRR handbook, and, after consultation with the Plaintiffs and the Special Master, the Governing Board adopted the revised GSRR in June 2014. The District posted it to its website in July 2014 in multiple languages and distributed it to sites, family centers, and the District's central offices.

The District conducted comprehensive data monitoring at both the District and site level, which led to the replication of successful practices or to corrective actions. Where the data showed disparate impact on students of a particular race or ethnicity, central and site-based staff worked together to identify root causes, to develop corrective action plans, and to work with site-based staff and teachers to implement the plans.

The number of students receiving discipline decreased in three of the four categories compared to the 2013-14 school year.⁴ In the 2014-15 school year, Hispanic students were underrepresented in all discipline categories and the District reduced the actual numbers of Hispanic students receiving long-term suspensions significantly, from 227 Hispanic students in the 2013-14 school year to 183 students in the 2014-15 school year. African American students were overrepresented in all discipline categories, but the District reduced the actual numbers of African American students receiving discipline in the 2014-15 school year in every category except short term suspensions.

VII. Family and Community Engagement

Studies show that across all ethnic groups and ages, family engagement has a profound effect on academic achievement and educational ambition. The District engages families through its Student Services departments, participation in community events, marketing and outreach programs, community partnerships, and Family Centers. In 2014-15, the District opened two family centers to join with the current Duffy Family Center to provide support and resources to parents, guardians, and students across the District.

The District plans to add two more centers, one in the Southwest part of town and one at Catalina High School, which is in Central Tucson. The design for all current and future centers includes a reception area, computer lab, space for a clothing bank, a Title I child care room, a classroom for workshops and designated office space for the student services personnel.

⁴ In-school discipline decreased by 15 percent overall; in-school suspensions decreased by 20 percent overall; long-term suspensions decreased by 13 percent overall. Overall, the number of short-term suspensions actually increased by 15 percent.

To ensure that all families have access to information and programs, the District provided interpretation and translation services in each of the major languages spoken by families in the District. About one-third of the District's families speak a language other than English at home. The District offered interpretation and translation at events and to individuals. The Annual Report provides details on how these services were delivered, including enhancements to equipment and goals for the 2015-16 school year.

VIII. Extracurricular Activities

The USP requires the District to provide equal access to extracurricular activities for African American and Latino students, including ELL students. Research shows that such activities can bring students of all races together and can be motivators for academic success.

The District worked throughout the year to ensure that all students had open access to clubs, sports teams, fine arts, and other activities. To inform this work, the District conducted surveys of students and parents to determine areas of interest and obstacles to participation.

At each school level, the District saw an increase in African American, Latino and ELL participation in activities which include athletics, fine arts, and clubs. The increases can be attributed to improved reporting from schools, and an increased effort to encourage students to become involved. This Report contains specific participation data.

Based on research and in response to the student and parent surveys, the District provided support to schools by facilitating current and new programs, implementing new activities, and ensuring that all students had access to activities. The District also worked to remove transportation barriers to participation, to evaluate tutoring program data, and to provide "opportunities for interracial contact in positive settings." USP § VII(A)(2).

IX. Facilities and Technology

The District used the following measures to assess the conditions of school facilities and technology: the Facilities Conditions Index (FCI); the Educational Suitability Score (ESS); and the Technology Conditions Index (TCI). This data guided the development of both the Multi-Year Facilities Plan (MYFP) and the Multi-Year Technology Plan (MYTP).

The (MYFP) produced an equitable framework to prioritize short-term and long-term repairs and improvements, giving appropriate priority to Racially Concentrated Schools, based on need. The MYTP facilitated the deployment of the District's technological resources and increased classroom use of these technologies.

Results from the three different measures (FCI, ESS, and TCI) provided the foundation for both the MYFP and the MYTP to ensure equitable access to facilities and technology.

X. Accountability and Transparency

Accountability and transparency were critical practices to facilitate open communication among the public, Plaintiffs, Special Master, the Court, and the District. These practices were particularly important in the design of a data system to collect evidence of program effectiveness and the allocation of funding. The data collected will also provide the evidence necessary for the Court to consider if the District has complied in good faith with the USP and has eliminated the vestiges of segregation to the extent practical.

The Evidence Based Accountability System (EBAS) will provide comprehensive student data such as grades, demographics, attendance, and behavior as well as data regarding employment practices, budgeting and transportation to address racial segregation, academic performance, and quality of education for African American and Latino students, including ELLs. The District has made significant progress in implementing key software programs in 2014-15 that will support the EBAS. By the end of the 2014-15 school year, the District trained key personnel to use new programs and tools for increased data-driven decision-making. These programs include: EduPoint's Synergy Student Information System (SSIS); Enterprise Resource Planning (ERP); AppliTrack; TransStar; Discipline Dashboard; and SchoolCity assessments.

Finally, to integrate all these systems, the District issued a Request for Proposal (RFP) to develop a plan for a data “warehouse,” which would provide a unified data system for EBAS.

Budgetary decision-making is another cornerstone that requires accountability and transparency among stakeholders. The District collaborated in an open 910(G) budget development process with the Plaintiffs, the Special Master, the Court, and the public. The District also provided all parties with an audit report of the 2013-14 USP Budget, which informed the development of the 2014-15 USP budget.

A key function of the budget review resulted in a reorganization of the budget codes from fourteen broad USP projects to 65 specific USP implementation activities so that budget allocations and expenditures would more closely align with specific USP activities.

Although the District’s Governing Board approved the District’s budget in July, 2014, the District continued to work to finalize specific 910(G) allocations that remained in dispute. In October, the court ordered a revision. The District made adjustments to the budget, as directed by the Court. The Governing Board approved the final version in December and in February 2015, the Court approved the revised 2014-15 USP Budget.

The District has implemented multiple new data collection systems to monitor and assess more efficiently the effectiveness of District activities and programs in compliance with the USP. Additionally, ongoing engagement with the Special Master and Plaintiffs with both the 2013-14 audit report and 2014-15 budget ensured transparency and accountability and helped to inform the development of the 2015-16 USP Budget as intended.

The following report provides many details and data that expand upon this summary. These next ten sections address the District’s compliance with the USP by demonstrating the District’s efforts throughout the 2014-15 school year in implementing the USP with fidelity. Through its implementation of the USP documented herein, the District addressed all of the **Green** factors as well as the ancillary factors, demonstrating its good faith efforts to provide equitable education opportunities for African American, Latino students including ELL students.

I. Introduction

The Unitary Status Plan provides a roadmap to unitary status under 21st century desegregation standards. That is, not only does it encompass traditional notions of desegregation (i.e., removing any remaining vestiges of *de jure* segregation by enhancing racial and ethnic diversity at schools), it also embraces principles of equity: expanding access to advanced learning, infusing curriculum and teacher training with cultural responsiveness, and eliminating racial/ethnic disparities in discipline.

Such wide-ranging efforts do not occur in a vacuum. Rather, they require a structured rollout spearheaded by the right people, with access to the best systems, using well-considered plans. Evaluating the District's 2014-15 USP work requires more than a narrative of implementation activities; it requires an understanding of both the unique obstacles faced at the outset and the groundwork done to improve the foundation from which all implementation work must launch. In addition to describing the basic structure of this report, this Introduction is intended to provide this larger context for the Court's consideration.

A. Foundational Efforts to Support the Implementation of the USP

Advocacy: School Funding

The 2014-15 school year saw a continued assault by the state legislature on school funding. Finally, the legislature passed SB 1076, which caps at \$1 million per county the amount of District Additional Assistance that the State provides to school districts.⁵ Pima County is challenging the legislation on several grounds including that the statute makes its taxpayers – many of whom do not reside within TUSD

⁵ The Arizona Constitution caps primary property taxes for residential property at one percent of full cash value (the "One Percent Cap"). The cap applies to the total of all primary taxes assessed by overlapping jurisdictions (city, county, community college districts, etc.). Since 1980, the State has provided addition assistance (additional state aid) to school districts that have had to lower their primary property tax rate to stay under the 1% cap. Under the new legislation, additional state aid is capped at \$1 million per county and the local taxing jurisdictions (such as Pima County) are to make up the difference.

boundaries – responsible for the general support of the *District*, despite county property taxation being for the general support of the *county*. Although the transfer (from state to county) of the obligation to provide aid under applicable equalization guidelines is itself revenue-neutral to TUSD, if the courts were to invalidate the county's obligation to pay additional aid to the district, TUSD might not be made whole. The district will closely monitor the ongoing battle regarding the "1% cap."

More specific to USP compliance were two different proposals that specifically targeted funds collected under ARS § 15-910(G). In late January, Senate Bill 1371 proposed eliminating 910(G) funding over a five year period beginning in school year 2016-17. The bill's sponsor, Sen. Debbie Lesko, admitted she was unaware that any Arizona districts remained under desegregation court orders but did not withdraw the proposal. On Wednesday February 10, 2015, TUSD Superintendent H.T. Sánchez traveled to Phoenix to testify before the Senate Finance Committee. Dr. Sánchez told the Senate Finance Committee that phasing out desegregation funds as proposed in the bill would cripple the district's efforts to achieve unitary status. District communications staff crafted an infographic designed to illustrate what the loss of 910(G) funding would mean for TUSD (***Appendix I-1, Deseg Funds Infograph***).

In his remarks, Dr. Sánchez outlined the extensive scrutiny the District's Unitary Status Plan receives from multiple sources, including the court-appointed Special Master, the plaintiffs in the desegregation lawsuits, the Department of Justice and a federal judge. He also drew on personal history as he discussed why desegregation funds have been necessary and to show that it takes time to remove the vestiges of segregation and discrimination. Dr. Sánchez said, "I am just two generations removed from my grandmother attending a segregated school. My mother and father were force-fit into a system that wasn't welcoming of students from Latino backgrounds."

"I'm here as a testament that it takes time," Dr. Sánchez said. "Two generations ago, my grandmother never graduated from high school. One generation ago, my mother graduated, but my father didn't. In this generation, I've been blessed and fortunate ... that I've been able to achieve a terminal degree in education. I do that work because I understand the power of education on a very personal level. These court cases and these funds recognize that."

The bill was moved forward out of committee on a 3-2 vote. However, opposition to the proposal continued to grow. On February 25, 2015, approximately a half-dozen southern Arizona legislators came to the TUSD Governing Board meeting to express their views regarding desegregation funding. Ultimately, SB 1371 did not make it to the floor of the Senate before the end of the legislative session.

In late March, 910(G) funding faced another attack when a proposed late amendment to SB 1120, if passed, would have required that 2016-17 desegregation funding for the two districts who receive more than \$15 million in annual 910(G) funding would be held in limbo pending a “forensic audit.” The review would be undertaken by the State Auditor General and the expense borne by the districts targeted by the proposal. The so-called “striker amendment” came in the final days of the legislative session and was heard late into the night. Again Dr. Sanchez was at the legislature. Noting that the District did not approve an audit in principle, he argued that the freeze of funding would work a critical hardship on the students and programs served under the USP and various agreements with the Office of Civil Rights. Dr. Sánchez also explained to the legislators the auditing and oversight that current exists under the Unitary Status Plan. The committee chair ultimately allowed the session to come to an end without calling for a vote on SB 1120.

At the close of the legislative session, the *Capitol Times* recognized Dr. Sánchez with an award as the session’s “Best Testifier in Committee” for his effective participation at the legislature. However, the District anticipates that school funding cuts in general – and attacks on 910(G) funding in particular – will continue.

Advocacy: Fighting to Defend Our Culturally-Relevant Courses

Throughout the fall of 2014, the Arizona Department of Education (ADE) issued a series of aggressive demands for records and materials from the District regarding the culturally relevant courses (CRCs) it had developed as a component of its student engagement obligations under the USP.

On January 2, 2015 – his last day in office – lame duck State Superintendent for Public Instruction John Huppenthal sent a notice of “non-compliance” charging that the course content violated ARS § 15-112, the State’s so-called “ethnic studies

ban.” He wrote, “Further, I am deeply concerned by the fact that the non-compliance appears to extend beyond classes taught from the Mexican American perspective and now also includes classes taught from the African American perspective” (**Appendix I-2, Notice of Non-Compliance**). ADE then embarked on a course of “compliance monitoring” that included mandatory submissions of all teacher units and lesson plans, assessments, professional development materials, and classroom observation notes. ADE personnel also undertook unannounced “walk throughs” in which they observed CRC classrooms.⁶

Biweekly submissions to ADE were a substantial undertaking coordinated by the District’s secondary leadership team, curriculum department, and legal department, including a specially-retained outside counsel. The burdens of ADE compliance monitoring received substantial media attention, including in a report by Arizona Public Media of a teacher who reported that she devoted up to two hours per day preparing ADE submissions: <https://radio.azpm.org/p/kuaz-featured/2015/4/1/60353-states-required-monitoring-of-ethnic-studies-puts-stress-on-tusd-teacher>. “I’m doing way more work than any of the other teachers especially within the history department,” Mejia said. “We’re covering the same topics and I’m the one that has to turn in all the work.” *Id.* Whether the ADE scrutiny and reporting requirements in this time of teacher shortages in general affect the hiring of additional CRC teachers is not a question that can be answered with data-driven certainty, but there can be little question that political pressures from Phoenix present ongoing challenges for this important work.

⁶ Specific to teachers, ADE demanded:

From **each teacher**, a separate electronic submission for each subject taught:

- a. Second Semester course syllabus/policies
- b. Unit and/or lesson plans aligned to curriculum maps to include
 - i. List of resources used for unit (alphabetical by title)
 - ii. List of academic standards (aligned to state academic standards) addressed within unit
 - iii. Activities and notes associated with the unit with enough detail for the reviewers to understand context
 - iv. Unit exams and final exam if different from district final
 - v. Projects and/or essays assigned to students along with the grading rubric

Desegregation Staffing Changes

The District long ago crafted the job description for the Director of Desegregation in anticipation that our compliance and implementation efforts would be guided by an educator and administrator (***Appendix I-3, Senior Desegregation Director job description***). In 2012-13, a thorough search failed to identify a successful candidate. Samuel E. Brown – an attorney working in the District’s legal department – agreed to fill the role. Under his leadership, the District not only worked with the Special Master and Plaintiffs to finalize the USP, but it also began the crafting of all of the USP-mandated Action Plans.

In the fall of 2014, it became clear that the District had moved into full-throttle implementation in which an educator/administrator could play a valuable role. In addition, by keeping Mr. Brown committed to desegregation work on a full-time basis as a lawyer (rather than an administrator), the District believed it might be able to staff its legal work in the case more cost-effectively. Thus, in December 2014, Martha Taylor was appointed on an interim basis to serve as the District’s Senior Director of Desegregation. In May 2015 at the end of a competitive process, she was appointed to the position on a permanent basis.

Ms. Taylor worked in education for almost thirty years as a teacher, site administrator, and central office Director. She taught in both regular and gifted education classrooms and worked as a principal at inner city schools with high-needs student populations. During her two-year tenure as a TUSD principal, she raised the letter grade of her highly diverse middle school from a low C to a strong B. Ms. Taylor began the TUSD Advanced Learning Experiences Department as its first Director and successfully increased minority student participation in these courses and programs during her term in that position.

Ms. Taylor earned a juris doctorate from the University of Arizona, and as a law student, worked for the Department of Education’s Office for Civil Rights. She also served for many years on the City of Tucson Human Relations Commission, which is dedicated to studying discrimination and encouraging mutual understanding, respect and cooperation among diverse groups within the Tucson community.

A Continuing Critical Self-Analysis: 2014-15's Focus on School Climate and Student Discipline

In last year's Annual Report, the District described various 2013-14 initiatives designed to take an unvarnished look at programs, personnel, and strategies. In its 2013 Curriculum and Efficiency Audits, the District identified key areas where it needed to make aggressive change. The results of those audits, combined with a process for public input, resulted in the District's five-year Strategic Plan (2013-14 Annual Report Appendix I-4).

For 2014-15, the District turned its eyes to school culture and student discipline. Those efforts included two major components: an expanded effort for review of student discipline data and an evaluation of the key site based personnel (the Learning Supports Coordinators) who are responsible for school climate, PBIS, and behavioral interventions for students.

In the past, the District's discipline data systems presented challenges that hindered discipline data analysis. Historically, central administrators and site-based personnel could only review broad-based discipline data by requesting reports that had to be pulled and assembled by programmers familiar with the District's Student Intervention System (Mojave). Even reports created by knowledgeable experts revealed challenges with the data system. For example, in the fall of 2014, the Special Master requested a report on suspensions by violation level. The initial spreadsheet revealed hundreds of suspensions more than anticipated, and appeared to reflect suspensions for minor (levels 1 and 2) misconduct for which suspension is categorically improper.

Further analysis revealed the problem: suspending administrators were coding single suspensions to multiple violations. For example, if a student who left campus to engage in a sale of marijuana and received a five-day suspension, that suspension would show up for both a Level 1 "leaving school grounds without permission" and Level 4 "distribution of an illegal drug." As a first step, then, Mojave programmers needed to ensure that suspensions for multiple violations occurring in a single incident would only 1) show up one time; and 2) only be coded to the highest level violation charged.

After the programming change, the discipline data analyst/Mojave expert assigned to the quarterly discipline data reviews produced more detailed quarterly reports designed to highlight schools with excessive or racially/ethnically disparate

discipline (see *generally, Section VI, infra*). However, specific data-based analysis required more. Administrators needed the ability to manipulate data by grade level, site, violation, disciplinary consequence, and race/ethnicity. Quarterly team reviews of district-wide information is not enough, and both site administrators and central office staff needed to be able to analyze and digest information from all angles without having to order reports from Technology Services.

Accordingly, staff went to work developing the Discipline Data Cube (Cube) which was unveiled in the spring of 2015. Using the Cube, staff can view, aggregate, and disaggregate data that is updated each evening. The race/ethnicity of students in this system conforms to USP coding, and problem trends can be broken down in such a way as to determine whether the trigger is a certain type of student, a certain type of violation, or other problem.

While the Cube development was concluding, the District initiated contact with the Department of Justice seeking technical assistance in launching a program of major change in student discipline. Such an effort would involve multiple fronts simultaneously: better professional development, more ambitious site-based PBIS, tighter control over exclusionary discipline, a better student Code of Conduct, and a high quality alternative to suspension program that both keeps students in school and provides social-emotional learning and needed interventions. Deputy Superintendent Adrian Vega invited Implementation Committee member Dr. Joseph Payton to consult on these strategies and also met with members of Tucson's African American community to hear their ideas regarding application of discipline to African American students.⁷

As the school year drew to a close, District leadership was working aggressively to unroll programs that would make an immediate difference by the start of the next school year. Those efforts included unveiling two alternatives-to-suspension programs (one to replace both in-school suspension and short-term out of school suspension and one to replace long-term suspensions and expulsions), providing a week of mandatory professional development for site administrators that was specific to issues of culture, climate, and discipline, reworking approaches to both central office and site-based data review, and consulting regarding a complete overhaul of the student code of conduct. In early June 2015, the District

⁷ These conversations not only played a role in the District's development of an alternative-to-suspension program but also culminated in the planning of an African American Parent Conference for the beginning of the 2015-16 school year.

was one of forty school districts invited to send a team to a convening at the White House on student discipline, school climate, and ending the school-to-prison pipeline.

The other component of the District's hard self-examination in the area of school climate included commissioning a qualitative analysis of its Learning Supports Coordinators as recommended by the Special Master. With regard to USP compliance, LSCs are intended to be the site-level front line staff devoted to PBIS, school climate, restorative work, and professional assistance to teachers. In the face of continuing concerns that LSCs were not sufficiently effective in this area, the District hired District Management Council to evaluate the effectiveness of Learning Supports Coordinators. In response to that information, the District will strive to evaluate whether those positions should be eliminated, modified, or something in between, so that this critical site-based, student-centered, USP directive may be met.

Finalization of All Remaining Action Plans

The Unitary Status Plan's conceptual framework takes a similar approach to all **Green** factors: it provides for a period of data gathering and examination followed by the crafting of what the parties and court have come to call an "Action Plan." Pursuant to USP § I(D)(1), such plan development is subject to a process of collaboration and input in which drafts are circulated among the parties and information exchanged. Ideally, the final product reflects an agreed consensus regarding implementation priorities and timelines. In the majority of action plans, however, disputes remained. The process of a request for a Report and Recommendation, response, and court proceedings thereafter can delay the finalization of an Action Plan by months. However, the District is pleased to report that over the course of the 2014-15 school year, virtually all remaining Action Plans were finalized, including two that were not the subject of any objection/dispute resolution: the Multi-Year Technology Plan and the Multi-Year Facilities Plan. The Action Plans create the foundation and roadmap for ongoing USP compliance.

In the 2014-2015 school year, the District continued to develop, evaluate, and revise various Action Plans, and to submit them in a timely manner pursuant to court-directed timelines. However, the USP provides a process for Special Master and Plaintiff comment, review, objection, and (where necessary) court approval

before an Action Plan is deemed to be final – delaying plan finalization for weeks, months, and even years.

Comprehensive Boundary Plan. The District’s Governing Board approved most of the options in the Comprehensive Boundary Plan (“CBP”) in August 2014. In response to Special Master objections the Governing Board rescinded the CBP in November 2014.

Comprehensive Magnet Plan. After the Governing Board approved the Comprehensive Magnet Plan (“CMP”) in July 2014, the Plaintiffs requested a Report and Recommendation (R&R) from the Special Master. Based on the R&R, the Court ordered the District to develop a revised CMP. After submitting draft versions in May and in June, the District submitted the final version in July 2015 (a court order to resolve remaining objections is forthcoming).

Outreach, Recruitment, and Retention Plan. The District submitted the Outreach, Recruitment, and Retention Plan (“ORR Plan”) in May 2014. The District made several revisions to resolve various objections and submitted a revised ORR Plan in September 2014 to which no party objected.

Advanced Learning Experience Plan. After submitting the Advanced Learning Experiences Access and Recruitment Plan (“ALE Plan”) in the spring of 2014, the Plaintiffs requested an R&R. The District submitted a revised version in the summer of 2014, the Plaintiffs renewed their R&R request, and the Special Master submitted an R&R in August 2014. In February 2015, the Court ordered the District to make further revisions. In April 2015, the District submitted revisions and the Mendoza Plaintiffs objected (an order from the Court is forthcoming).

Dropout Prevention and Graduation Plan. In May 2014, in response to Plaintiff objections, the District submitted a revised Dropout Prevention and Graduation Plan (“DPG Plan”). Between May 2014 and February 2015, the District submitted several revisions but each was met with objections and requests for further revision. In March 2015, the District submitted the final DPG Plan to which no party objected.

Guidelines for Student Rights and Responsibilities. After submitting the 2014-15 student handbook (the Guidelines for Student Rights and Responsibilities “GSRR”) in June of 2014, the District made several commitments and revisions to

address Plaintiff objections. By November, the parties had agreed to move forward with the GSRR revisions (and commitments) rather than to pursue an R&R.

Family and Community Engagement Plan. The District submitted the Family and Community Engagement Plan (“FACE Plan”) in May of 2014, and made several revisions to address Plaintiff objections before submitting a revised plan in September.

Multi-year Facilities Plan and Multi-Year Technology Plan. The District filed the Multi Year Facilities Plan (“MYFP”) and the Multi Year Technology Plan (“MYTP”) in February of 2015. Neither Plan was met with objections from the Plaintiffs and Special Master, and implementation began almost immediately.

The District’s New Enterprise Resource Plan (ERP) System

As noted in last year’s Annual Report, the District’s antiquated finance technology presented a substantial challenge. Not only was the system dated, more importantly it consisted of two separate components that did not fully interface: Lawson and PeopleSoft. PeopleSoft maintained all the financial information related to personnel expenditures including salary and benefits. Lawson tracked accounts payable for purchases, direct payments to vendors, and contractors; and the budget against which all such data was to be tracked was essentially created and maintained in Microsoft Excel. Accordingly, there was no easy means to compare allocations to expenditures on a routine basis. For an institution to lack an ability to produce timely financial reports (or allow a program or department to check its “balance” of sorts) both reduces transparency and limits the ability to identify unspent or underspent budget allocations in time to make adjustments. Even as this report was being drafted, the Finance Department was still reconciling expenditures and allocations from 2014-15 for a final budget report to the State of Arizona.

Fortunately, 2014-15 was the last year the District had to labor under such poor systems. On July 1, 2015, the District completed its conversion to its new Enterprise Resource Planning software, Infinite Visions (iVisions). The District completed all of the preparatory work for this complex conversion in the 2014-15 school year. Finance staff created the 2015-16 budget – both for 910(G) funds and for the District budget as to all funds – in iVisions. All expenses are tracked and

charged against that budget, whether the expense relates to personnel or reflects the purchase of products or services.

Most critical for USP purposes will be the role the new ERP plays in budgeting, tracking expenditures, and creating reports on a real-time basis through which the Special Master, Implementation Committee, Plaintiffs, and the public will be able to see and understand both how 910(g) funds are budgeted and how they are actually being spent. In addition, because the finance components in iVisions communicate seamlessly with Human Resources data, the new ERP will provide for better analysis and reporting on hiring, separations, and other data elements specifically relevant to USP implementation.

Implementation of the Strategic Plan: Year One

The Strategic Plan provides a roadmap to the future in five specific focus areas: Curriculum, Communications, Diversity, Facilities, and Finance. *2013-14 Annual Report Appendix I-4, Strategic Plan*⁸. In each of those areas, the Plan articulates five specific “strategic priorities.” The Strategic Plan committee then broke each of those five big strategic priorities for each focus area into specific, time-measured goals and activities to be undertaken over the course of the next five years. These SMART (Specific, Measurable, Attainable, Realistic, Time-bound) goals were designed to address both the ongoing work under the Unitary Status Plan and the systemic deficiencies identified in the curriculum and efficiency audits. In last year’s annual report, the District highlighted how many of the strategic priorities in the Plan reflect the values of the USP.

On June 2, 2015, senior staff presented a year-end report that highlighted milestones from year one:

- Designed curriculum maps and scope and sequence for K-12 ELA, K-12 Math, K-8 Science, K-12 Fine Arts, and K-12 Social Studies. Both ELA and Social Studies curricula were specifically targeted with revisions to infuse multicultural learning;
- Reviewed and analyzed diversity hiring data ;Identified feeder patterns for expanded world language options;

⁸ Case: 4:74-cv-00090-DCB Document 1686-2 p. 62 of 372.

- Opened the Wakefield Family Resource Center and established additional community partnerships;
 - Expanded ALE recruiting;
 - Conducted a full facilities audit using the Facilities Conditions Index and Education Suitability Score;
 - Created a technology plan, including required professional development.
- (Appendix I-04, Strategic Plan EOY Report).***

This work continues into the 2015-16 school year. The Strategic Plan moves forward into the next school year in a number of areas relevant to the goals of the Unitary Status Plan as follows:

Curriculum

- Goal: Design a curriculum that includes common interim and end-year assessments and aligns resources that are responsive to the diverse interests and needs of the students.
- 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.
- 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.

Diversity

- Goal: Identify higher level institutions with high ethnic diversity and target and begin recruitment
- Goal: Establish an after-school foreign language program at pilot elementary schools Goal: Establish entry pathway expectations into Advanced Learning Experiences

- Goal: Establish and maintain four Family Engagement Centers

Facilities

- Goal: Plan for the strategic use of facilities
- Goal: Create a Curriculum Management System

Finance

- Goal: Enable end users to produce accurate and timely reports with the new ERP system
- Goal: Develop an outreach committee to address funding in public education that will speak to various organizations regarding education funding and expenditures.

Communications

- Goal: Implement beginning stage of the [culturally responsive] communication plan.

B. The Basic Purpose and Structure of the Report

The primary purpose of this Annual Report is to describe the implementation, compliance, and monitoring activities the District undertook last fiscal year. This report also presents data and information reflecting the outcomes of such activities from that school year. Information and data contained in this report will be used to set goals and expectations for the current and future school years, to align and calibrate funding, to identify areas where compliance efforts need retooling, and to provide for full transparency and accountability to the Court and the public.

The USP is organized into thirteen sections, ten of which are subject to the ongoing monitoring and reporting requirements. Section I of this report provides an overview of the foundational efforts and issues in the District, both USP-driven and otherwise that impact the implementation of the USP. Sections II through X of

this report describe a body of broad-ranging activities that the District has undertaken pursuant to the Order in the areas of student assignment, transportation, hiring and retention of teachers and administrators, educational programming, student discipline, family and community engagement, extracurricular activities, facilities/technology, and accountability/transparency. The end of each USP section sets forth specific data and document reporting requirements. The sections within this report each end with a corresponding reporting section noting the data and information provided in connection with those requirements, with references to appropriate appendices.

The following Executive Summary provides a brief summary of the USP implementation efforts of the District by section. This summary is followed by detailed reports by USP section with citations to supporting documents. In spite of the external challenges such as those addressed by the District through its advocacy at the State level, the comprehensive compliance efforts of the District are evidenced through this report.

II. Student Assignment

As a **Green** factor, student assignment efforts under a court-ordered plan of desegregation are scrutinized to ensure that the district has eradicated to the extent practicable the former dual system of student assignment that once separated students on the basis of race. *See Belk v. Charlotte-Mecklenburg Bd. of Educ.*, 269 F.3d 305, 326 (quoting *Dowell v. Bd. of Educ.*, 498 U.S. 237, 250 (1992)). “Student assignment is the quintessential **Green** factor.”⁹ The racial and ethnic composition of a district’s schools is at the heart of this **Green factor**, but this factor does not require Tucson Unified to bring every school into racial/ethnic balance, or to ensure that every school in every community must reflect the racial/ethnic composition of the entire District. *Id.* at 319 fn. 2. As mobility “is a distinct characteristic of our society,” courts must take into account factors such as demographics and geography that might contribute to racial imbalance. *Id.* at 319 (quoting *Freeman v. Pitts*, 503 U.S. 467, 494 (1992)).

Under the court-ordered plan of desegregation, the USP, Tucson Unified must seek to ensure that “[s]tudents of all racial and ethnic backgrounds shall have the opportunity to attend an integrated school,” by utilizing “four strategies for assigning students to schools...: attendance boundaries; pairing and clustering of schools; magnet schools and programs; and open enrollment.” ECF 1713 at 8. The Supreme Court has permitted a “limited use . . . of mathematical ratios” as a starting point in developing a remedy to eliminate vestiges of the former system under student assignment. *Swann v. Charlotte-Mecklenburg Bd. of Educ.* 402 U.S. 1, 25 (1972). The USP uses mathematical ratios to define an “Integrated School” as “any school in which no racial or ethnic group varies from the district average for that grade level...by more than +/- 15 percentage points, and in which no single racial or ethnic group exceeds 70% of the school’s enrollment.” USP § II(B)(2). Based on this mathematical standard, Tucson Unified must utilize the four student assignment strategies to enhance integration of its magnet schools and programs, and to “increase,” “promote,” and “enhance integration” districtwide so that all students have opportunities to attend an integrated school. USP § II(E).

⁹ See *Hampton v. Jefferson County Bd. of Educ.*, 102 F. Supp. 2d 358, 371 fn. 31 (W.D. Ky. 2000))

The following reports on the activities of Tucson Unified School District for the 2014-15 school year including, but not limited to, boundary review and analysis, development of a comprehensive Magnet Plan, an open enrollment and magnet application and selection process (placement lottery), and targeted marketing, outreach and student recruitment efforts.

A. The Use of Attendance Boundaries

The Unitary Status Plan directs the District to review attendance boundaries and feeder patterns and revise them as appropriate to promote school integration USP § II(D). As noted in the 2013-14 Annual Report, Arizona's expansive "school choice" legal framework limited the extent to which boundary changes can produce meaningful shifts in student enrollment. (ARS § 15-816.01). In addition to the general District-wide boundary review, the USP also directed the District to review the boundaries of any school that is overenrolled ("oversubscribed," in USP parlance). USP § II(D)(4). The USP-directed boundary review process commenced during the 2013-14 school year and continued into 2014-15.

EXPERIENCE

The District completed the Comprehensive Boundary Plan (CBP) during the 2014-15 school year. On August 12, 2014, the Tucson Unified School District Governing Board approved the CBP along with five of its six options (***Appendix II-1, Comprehensive Boundary Plan 8.18.14***):

Option A: voluntary busing from seven racially concentrated elementary schools to two integrated schools.

Option B: add a dual language program to Manzo Elementary School (not approved).

Option C: shared attendance areas for two middle schools.

Option D: move the integrated Dodge Magnet Middle School to a larger campus to allow it to increase enrollment.

Option E: provide an early middle college program at Cholla and Santa Rita High Schools.

Option F: voluntary express busing between two eastside and two west side high schools.

The Parties discussed the Comprehensive Boundary Plan on October 1 and 2, 2014, when representatives of the Plaintiffs, the District, and the Special Master met for a two-day convening at the federal courthouse in Tucson. At this meeting, the Special Master indicated that he did not support four of the five transportation options. The Special Master recommended the District move forward with the option to expand Dodge Magnet Middle School by moving the school to the former Townsend K-8 School campus.

In an October 19, 2014 report (***Appendix II-2, Governing Board Presentation 11.18.14***), the Special Master stated: "I recommend that the Court reject the Comprehensive Boundary Plan with the exception of that provision which calls for moving Dodge Middle School to a site already owned by the District that will permit an estimated 230 additional students to attend an integrated school of high quality."

The District hired an architectural firm to work with a committee of Dodge Magnet Middle School parents and staff to assess the scope and cost needed to complete the campus transition. The process included a tour of the former Townsend K-8 School campus by the committee. In addition, the District met with neighbors of both campuses to review the plans, field their questions, and address any concerns. The architect developed a concept plan for campus improvements based on these meetings. The District estimated the cost of the project to be \$4.7 million. With this move, Dodge could have grown its capacity from 420 students to 650 students and therefore allowed more students to attend an integrated school that also had a high-quality academic program

The District presented the concept plan and estimated costs for the campus transition to the Special Master on October 29, 2014. Because the move was part of the USP-ordered boundary review, the District recommended using 910(G) funds for the capital and material components of the transition.

On October 30, 2014, the Special Master indicated his tentative support for the project (***Appendix II-2, Governing Board Presentation 11.18.14***). However, on November 1, after consulting with the Plaintiffs, the Special Master indicated that he would only support \$1 million of 910(G) funds for the project (***Appendix II-2, Governing Board Presentation 11.18.14***). Based on the Special Master's

opposition to the other options and the objections to the use of 910(G) for the Dodge Magnet Middle School plan, the Board rescinded the previously approved Comprehensive Boundary Plan (***Appendix II-3, Board Actions Rescind CBP 11.18.14***).

Although the Comprehensive Boundary Plan process ultimately concluded with no revision of attendance boundaries, the USP envisions one other boundary analysis: the boundaries of oversubscribed schools. The USP defined an oversubscribed school as “a school where more students are seeking to enroll than available seats in that grade and/or a school that has more students enrolled than the capacity of its facility.” By this definition, any school with one more application than seats available, in any grade, was defined as “oversubscribed” and the District was required to review its boundaries. The District found oversubscription more often in the upper grades where the total number of available seats was limited. In those circumstances the limited applicant pools significantly lessened the potential to improve integration.

The District formed a team of staff members representing the following departments: Mojave (the student information system), Technology Services, School Community Services, Magnet Programs, Transportation, and Planning and Student Assignment. The team reviewed the student assignment sections of the USP, especially Policy JFB - Enrollment and School Choice, and the student placement lottery. In October 2014 the team concentrated on USP § II (D)(4) and § II (G)(2)(a); specifically, they reviewed boundary changes to oversubscribed schools to ensure that such changes were considered in accordance with the USP.

The team determined, after a review of the USP stipulations related to student assignment and boundaries, that parts of the USP involving oversubscribed schools were unclear or did not support efforts to integrate schools. The team identified and discussed four questions linked to the USP (see below) and suggested some approaches relative to these questions.

USP § II(D)(4) directed the District to review the boundaries of any non-magnet school which was oversubscribed for two or more consecutive years. In such circumstances, the USP directed the District to consider boundary changes for the following two scenarios: 1) to create an “appropriate balance” between neighborhood and open enrollment students; and 2) to reduce neighborhood

enrollment at the oversubscribed school through pairing or clustering with surrounding schools.

All but one of the District's magnet schools is also a neighborhood school that serves students in the surrounding area. One possibility for magnet schools is to reduce or eliminate the existing attendance boundaries and to create an area from which students are given preference in a lottery (the "Designated Preference Area" mentioned in USP § II(G)(2)(a) but not defined). Such a boundary change could decrease attendance from the surrounding neighborhoods and increase attendance by magnet applicants. This strategy suggests that by reducing attendance areas of oversubscribed schools the District could give open seats to students from outside the neighborhood, thereby improving the school's racial-ethnic composition.

However, increasing magnet enrollment over neighborhood enrollment will only assist in integration if the magnet program is more integrated than the neighborhood. Also, when a school or program is not "oversubscribed," the District does not have the ability to use race/ethnicity as a factor in admissions. For example, the magnet applicant pool at Tucson High included approximately 1,000 students but fewer than 300 of those were other than Hispanic. If the TMHS attendance area was reduced or eliminated, there would be no oversubscribed condition and therefore no lottery. As a result, all of the magnet applicants could attend TMHS and the school would still be racially concentrated.

The current approach applied the lottery selection to oversubscribed schools resulting in a better racial-ethnic composition because the selected applicants have a lower proportion of Hispanic students (65 percent this year) than the neighborhood or the applicant pool. In light of this, the committee recognized that the District will need to consider applicant pools when determining which oversubscribed schools may need boundary changes.

The USP referenced the creation of a "Designated Preference Area" when a magnet school is oversubscribed. USP §II(G)(2)(a). Once that area is defined, no more than 50 percent of the neighborhood students in that area may attend the magnet school. The concept thus decreases attendance from the surrounding neighborhoods to increase attendance in the magnet program.

The USP does not define a designated preference area. An approach suggested by the team was to designate a portion of the current attendance area, which--due to its ethnic composition--works against the integration of the school.

That area could then be removed from the magnet school and added to the attendance area of a nearby school. However, the impact to the school receiving those students would need to be considered. Boundary changes that improve a sending school often create a negative outcome on the receiving school. Such an approach could also be viewed as improperly “punishing” heavy Latino neighborhoods by forcing the children out of their neighborhood schools.

In the USP there is no set process or schedule for boundary reviews relative to oversubscribed schools. Per the USP, in the 2014-15 school year, the District used 40th day data to define a school as oversubscribed. The team recommended that by using 40th day data as a starting point, the District could review the boundaries and apply the process described in Policy JC and JC-R (*Appendix II-4, Policy JC and Regulation JC-R*). The District could also evaluate boundary changes, present to the public, submit the changes for review by the Special Master and Plaintiffs, and seek approval by the end of that same school year. These activities would occur after parents made school choices for the next year, after budgets were set, and after teachers were assigned to school sites. Ultimately, the team decided the plan would be too disruptive to implement in the year following the 40th day data used for determination of oversubscribed schools. As families choose open enrollment schools November through January, it would be necessary to implement these activities two years after the 40th day data review.

STRENGTH

During the development of the Comprehensive Boundary Plan, the staff, the Boundary Committee, and the Plaintiffs’ representatives worked together to develop an understanding of the issues and expectations of the community. A key benefit of this collaborative process was the exchange of information and ideas leading to a greater understanding of all elements of the boundary situation.

These lessons informed and guided all of the District’s work over the past year. The level of demographic data collected allowed the District to create comprehensive Desegregation Impact Analyses (DIA) and to respond with greater accuracy to requests for information (RFIs). The District revised and expanded the DIA format to address items that in the past were handled by RFIs and responses. The District recognized the importance of providing a thorough analysis of impacts and costs as soon as possible so all parties were able to review and respond before making decisions.

COMMITMENT

The District's commitment is to work through issues with the Special Master and Plaintiffs early in each potential boundary change process to clarify the USP and the methods for achieving integration. In this process, it will be important to understand the dynamics of school choice and to collaboratively develop solutions to improve integration.

B. Magnet Schools

The USP calls upon the District to create a Comprehensive Magnet Plan (CMP) to support student assignment strategies and student recruitment efforts. During the 2014-15 school year, the magnet plan went through several revisions in a collaborative but lengthy process as described below. The Implementation Addendum also delineates specific milestones for the SY 2014-15. The District was able to meet many of these milestones while developing and finalizing both the Comprehensive Magnet Plan and detailed plans for each magnet school or program.

EXPERIENCE

1. Collaborative Revising the Comprehensive Magnet Plan

During the 2014–15 school year, the District circulated multiple versions of the Comprehensive Magnet Plan (CMP). Early versions of the CMP proposed evaluating magnet program effectiveness using a five-year improvement cycle and using five pillars: diversity, innovative curriculum, academic excellence, high quality instructional systems, and family and community partnerships. These pillars were aligned with Magnet Schools of America national standards. That early draft went through several rounds of revisions based on the input of the Plaintiffs and the Special Master.

The Governing Board adopted the CMP on July 15, 2014 (***Appendix II-5, Comprehensive Magnet Plan 7.15.14***). This version was organized to include two sections. The first section, *Magnet Operations*, outlined a comprehensive decision matrix. This section established processes and supported consistency and sustainability beyond the District's unitary status. The second section, *Plan of*

Action, described a plan for the implementation of decisions and illustrated the procedure for defining needs and action plans for specific schools on an annual basis.

On July 25, 2014 the Mendoza and Fisher Plaintiffs both requested a Report and Recommendation (R&R) from the Special Master. Specifically, they objected to the change of Drachman Elementary School's grade configuration from a K-6 to K-5, the magnet theme change at Carrillo Elementary, the addition of new magnets at Mansfield Middle School and Cragin Elementary School, the weighted criteria for evaluating the two pillars – integration and student achievement and the lack of specified recruitment activities directed at English Language Learners.

In September of 2014, Dr. Hawley provided a draft of an R&R. The District met with Dr. Hawley in October to resolve differences. Dr. Hawley and the District differed on two points: 1) whether the criteria for evaluating the magnet plan's effectiveness and success placed sufficient emphasis on integration and academic achievement; and 2) whether the multi-tier system for removing magnet status was sufficiently efficient and timely.

In an effort to resolve differences without litigation, the District again revised the Plan. It reduced the criteria against which magnet programs would be measured from five elements ("pillars") to two: 1) integration and 2) student achievement. Magnet schools were rated "Excelling" if they met both pillars, "Strategic" if they met one pillar, and "Intensive" if they did not meet either pillar. Schools not meeting one or both pillars would create an improvement plan. Schools that were integrated and rated a "B" or higher from the Arizona Department of Education (ADE) would complete a sustainability plan. Schools had until 2017 to meet both pillars. This version did not satisfy Dr. Hawley and he filed an R&R with the court on November 26, 2014. His primary objections concerned 1) the criteria for evaluation of the magnet plan, 2) the process for determining their future would be difficult to implement, 3) the lack of emphasis on integration and academic achievement, and 4) the lack of investment in programs that would improve teaching and learning.

In January 2015 the Court issued an order (ECF 1753) which detailed the process for *again* revising the Plan. The order required the Special Master to meet with the District in order to develop improvement plans for each school with a timeline of three months. Dr. Hawley provided a framework and timeline to the District for both improving magnets and eliminating magnet programs.

Dr. Hawley's framework directed that schools could retain magnet status if they had integrated incoming classes of students and received a school letter grade of "A" or "B" from the ADE. However, if a school does not show substantial progress toward integration on the 40th day of each year, Dr. Hawley may recommend to the court that the magnet be eliminated. Also, if a magnet school does not show substantial progress in meeting student achievement goals, the program could be eliminated.

In February 2015, the District and Special Master met to begin the process of developing magnet school improvement plans. The District formed a committee of practitioners, and it reviewed data from each of the schools. The committee identified schools as "Excelling," "Maintaining," or "Problematic" based on the likelihood of becoming integrated and being awarded an "A" or "B" by the Arizona Department of Education (ADE).

The plans required each magnet school or program to create an improvement plan that focused on the two pillars of integration and student achievement. Schools completed a comprehensive needs assessment which included school culture, theme development, data from walk-through observations conducted by cross-departmental teams, and closely analyzed student data. Based on this data, each school set two-year goals and annual benchmarks for each pillar. The schools also developed strategies to meet the goals and benchmarks and created budgets in line with their strategies.

In March, Dr. Hawley gave the District a more concise framework for creating magnet improvement plans. Using continuous school improvement strategies, each school was directed to design a plan that had three distinctive components:

1. Implementation of Professional Learning Communities;
2. Access to expertise to facilitate continuous school improvement strategies; and
3. Job-embedded professional development.

After extensive research on continuous school improvement, the District created a template for the site improvement plans and a menu of strategies. The District also trained school leadership on the components of continuous improvement and gave them tools and resources to create a more defined plan.

On May 15th, 2015, the District submitted the new site plans and CMP to Dr. Hawley and Plaintiffs. By early June, the District incorporated comments and suggestions from the Plaintiffs. The District removed the labels “Problematic,” “Improving,” and “Maintaining” from the Plan, which also better defined the role of teacher assistants, magnet coordinators, and data coaches. The June revision clarified strategies for professional development and included specific language to describe how the sites would implement professional learning communities. The Plan now included language explaining such additional matters as pipeline programs, interventions, and transportation. The Governing Board approved this revised CMP s version of the revised CMP Board on June 9th (see ***ECF 1808-3 filed 6.11.15***).

2. Implementation Actions

During the time the Comprehensive Magnet Plan was evolving, schools continued to build and implement magnet programs through the lens of the five pillars: diversity, innovative curriculum, academic excellence, high quality instructional systems, and family and community partnerships. As part of this implementation, magnet coordinators 1) were trained to integrate theme-based curriculum and learned about the components of theme immersion; 2) participated in the District curriculum roll out by bringing that information to classroom teachers; and 3) were trained to use District resources such as Mojave, TUSDStats, ATI, and SuccessMaker to support instructional decision making at the site level. Schools also continued to market and recruit in order to attract a diverse application pool for 2015-16 school year (***Appendix II-6, Principal and Magnet Coordinator Training 14-15***).

The District launched a marketing campaign for its magnet schools. It gave presentations at eleven public and community venues. Magnet schools participated in at least fourteen community events including Zoo Lights, High School Expo, and Beyond 2015 (***Appendix II-7, 2014-15 Marketing, Outreach and Recruitment Events***).

The District advertised magnet schools on television and radio. It sent a mailing to families that lived in central and east Tucson and one to central and west side residents. To advertise the Magnet Literacy Event, the department mailed 4918 flyers. To advertise the Magnet Fair, the department targeted 5216 families with

preschool children, children entering the 6th and 8th grades, and African American families. For the STEM magnet program at Palo Verde Magnet High School, the District launched a campaign which included community presentations at local engineering firms, talking with staff at the University of Arizona, and airing two different commercials. The results were highly positive. The District learned that more people inquire about programs from mobile phones than any other communication form. During the one month campaign, 109,747 users accessed the commercial over YouTube and over 1,029,900 digital marketing impressions were accessed through mobile communications. There were 886 visitors to the school web-site, and 65 inquiries by phone. In 2015-16, Palo Verde STEM magnet program will be hosting one of the largest incoming freshman classes in the last four years.

The marketing campaigns for magnet programs netted an increase in school tours (41%) and the number of applicants (33.5%). K-8 magnet schools increased the number of applications (399 applications) the most: by 40.6%. Elementary magnet schools increased magnet applications increased by 32.3% (***Appendix II-8, Magnet Applications Compare 13-14 to 14-15***).

Lastly, on April 21, 2015, the District hosted a Magnet Recognition Ceremony. (***Appendix II-9, Magnet Recognition Invitation 2014-15***). Each magnet school nominated two students who exemplified the magnet theme and invited parents received personalized invitations and follow up phone calls. In total, 76 students and their families participated in the event and the cafeteria at Safford K-8 was filled beyond expected attendance. The event was live-streamed and archived on the District web site.

The goal of all implementation efforts is to attract specific demographic populations so that magnet schools can move towards integration. The question remains, "Did schools make progress toward integration?" Using 40th day enrollment, spanning three years, there is evidence of positive advancement toward integration. The following racially concentrated schools made progress toward integration by either increasing the number of white students, decreasing the number of Hispanic students, or both: Carrillo, Davis, Robison, Tully, and Drachman elementary schools, and the middle school component at Roskrige K-8 (6th). All magnet schools identified as integrated in 2013-14, remained integrated: Borton Elementary, Booth-Fickett K-8, Dodge Middle School, and Palo Verde High School (***Appendix II-10, 40th-Day 3-Year Progress Toward Integration***).

Of course the “magnetic” impact of a school or program impacts entry grades most particularly (for example, kindergarten at an elementary school and sixth grade at a middle school). Because many students remain at their school of choice for several years, the CMP recognized that success of a magnet is best evaluated by looking at changes in a school’s entry grade rather than by evaluating the school as a whole. Between 2012-13 and 2014-15, the entry grades at TUSD magnet schools/programs reflected progress towards integration at Bonillas, Carrillo, Davis, and Drachman elementaries, and Roskruge K-8, in addition to modest improvement at Pueblo High School (*Appendix II-11, Entry Grade Enrollment by School - Past Three Years*).

STRENGTH

In addition to the collaboration described above, under which the District adopted a new and improved CMP, magnet schools within Tucson Unified School District have experienced many successes.

- “A” and “B” schools: The District had twelve schools that were awarded an “A” by the Arizona Department of Education. Of those, 33 percent (4) were magnet schools: Carrillo, Dodge MS, Drachman, Palo Verde HS. In addition, there were five magnet schools awarded a letter grade of “B”: Cholla and Tucson Magnet high schools, Davis and Ochoa elementary schools, and Roskruge, K-8.
- Magnet School of Excellence: Drachman Montessori School was chosen as a Magnet School of Excellence. This is an award given by Magnet Schools of America to magnet schools that show a commitment to high academic standards, curriculum innovation, successful desegregation and diversity efforts, and the consistent delivery of high quality educational practices. Drachman was recognized as one of the highest rated magnet schools in the nation.
- A+ Award: Two magnet schools--Carrillo Elementary and Dodge Middle School--earned the A+ award from the Arizona Educational Foundation, the only A+ awards in the District.
- 21st Century Grants: The US Department of Education offers 21st Century Learning Grants to support the creation of school-based community learning centers. These grants fund intervention and enrichment programs for students and families during non-school hours. These are highly competitive

grants, and the Magnet Department provides support for all magnet schools that apply. In SY 2014-15, three magnet schools were awarded 21st Century Grants: Robison Elementary, Safford K-8, and Cragin Elementary. For SY 2015-16, Utterback Middle School was added. This brings the total number of TUSD magnet schools with 21st Century funding to 12, or 60 percent of all TUSD magnet campuses. As an invaluable resource for students and parents, 21st Century grants provide an added recruitment and retention incentive for families. The Magnet Department will continue to offer assistance for future 21st Century grant applications.

- Mansfeld STEM Magnet: This year, Mansfeld provided STEM training for all teachers and held monthly parent informational meetings. Parents were able to meet professionals in STEM positions in the community and experience a hands-on project.
- Of all the activities this year, recruitment was the most successful. The Magnet Department sponsored its inaugural Magnet Fair where over 500 families received free admission to the Tucson Children's Museum. Attendees had the opportunity to visit every magnet school's booth and talk with staff members.

COMMITMENT

The creation of the CMP was an exercise in negotiation, communication, and diligence. In addition, each magnet program devoted dozens of hours of research, work, drafting, and collaboration to develop an improvement plan and corresponding budget that would drive their efforts for 2015-16. As a result of those efforts, each of these schools strives to reach the benchmarks necessary to provide students a high-quality, integrated learning environment.

The main challenge of the Magnet Department is to support schools to improve student achievement while developing robust magnet themes. To attract a diverse population, the Magnet Department will continue to support marketing and recruitment efforts.

- The District is committed to supporting magnet schools in their quest to keep or earn a letter grade of "A" or "B" in the 2015-16 school year. By providing a quality curriculum with which to create theme-based units, providing assessment tools to determine mastery of standards, and providing job-embedded training through collaborative communities, the Magnet

Department will support schools in meeting the challenging goals of the Comprehensive Magnet Plan. In addition, District initiatives like the University of Virginia program at Utterback, and the implementation of Professional Learning Communities at all schools will support the schools as they set out to improve academic achievement for all students.

- The Magnet Department will be an active presence in the community by participating in events, seminars, conferences, festivals, and community celebrations and will use these opportunities to educate families on school choice.

As the District moves forward in implementing the Comprehensive Magnet Plan, the Department looks forward to working with the community to determine a new course for magnet schools. New themes, new locations, and innovative programs are just around the corner.

C. Application and Selection Process for Magnet and Open Enrollment Schools

Arizona is an “open enrollment” state, which means that students may attend any public school, not just their neighborhood school, upon application. Because of open enrollment, a school district cannot easily change the composition of any school site merely by changing boundaries.

The District uses an application and selection process for several purposes. First, all open enrollment students (i.e., students seeking to attend a school other than their home school) must submit an application. Likewise, all students seeking entry into a magnet school or program must submit an application. For those schools where there are more applications than seats (schools which the USP calls “oversubscribed”), the application places the student into a lottery. The lottery process gives admission priority to those students whose presence increases integration (**Appendix II-12, Policy JFB**). It is thus the admissions process, more than any boundary review, which has the best prospects for shifting the integration status of certain schools.

EXPERIENCE

The USP imposed several requirements in regards to the admissions process, including the use of a single application for magnet/open enrollment, increased access to locations where families may submit applications, and development and use of a lottery process that provide preference for siblings of current students and those whose admission would enhance integration. USP § II(G).

The District completed two parts to the application and selection process as implemented in the 2014-15 school year:

1. Revised the School Choice application and placed it online and at a variety of locations throughout the District.
2. Adjusted the selection process to enhance integration in oversubscribed schools.

Based upon community feedback to School Community Services (SCS) staff members in 2013-14, the District modified its School Choice Application to be more informative and comprehensible. School administrators provided specific information about their respective schools that was included on the application to inform prospective applicants about their unique programs and/or services.

In October of 2014, in preparation for the opening of the School Choice (magnet and open enrollment) process, the District placed the application on the web in multiple languages (***Appendix II-13, 2015-16 School Choice Online Application Links 06082015***). It also provided hard copies of the applications, in Spanish and English, at venues discussed in the next section, and School and Community Services printed applications in major languages as needed.

The District placed the School Choice application online and at a variety of District locations to allow parents and students to apply for schools through a wide range of venues including all District schools, at the central District office, at Family Centers, and online (***Appendix II-14, School Choice Online Application***). This design, coupled with the Marketing, Outreach and Recruitment Plan, provided the opportunity to increase School Choice participation, especially during the first application window (the priority window that spanned from November 3, 2014 to December 10, 2014), and to make the selection process more successful by increasing the applicant pool. The District held the initial lottery in December at the close of the priority window. At the completion of the first lottery, ten schools had

ten or more applications compared to seats available in their entry grades (see Table 2.1). Below are the schools where student assignment through the lottery could have some impact on integration.

Table 2.1: Schools with More Applications than Available Seats

School	Grade	Placement Program	Applications	Seats
Davis	K	Magnet	45	35
Hughes	K	Open Enrollment	54	19
Kellond	K	Open Enrollment	14	13
Lineweaver	K	Open Enrollment	21	20
Miles - E. L. C.	K	Open Enrollment	47	25
Dodge Magnet	6	Magnet	299	153
Gridley	6	Open Enrollment	80	78
Safford Magnet	6	Magnet	37	27
Rincon	9	Open Enrollment	105	98
Tucson Magnet	9	Total	576	472
	9	Fine Arts	314	273
	9	Natural Sciences	262	199

The District ran additional lotteries in February, March, and April; and the District continued to accept applications and offer placements as long as space was available.

The District received 4,367 applications by May 31, 2015 (*Appendix II-15, Venues for Submission of School Choice Applications 06162016*). Families submitted the majority of these during the first lottery window, both in hard copy and online forms through the mail, Family Centers, schools, and District offices.

Of the ten schools that were oversubscribed in the first lottery, the lottery selection process changed the demographics of nine schools to bring them closer to the target racial-ethnic compositions. As shown in Table 2.2 below, the selection process affected the racial-ethnic composition of Davis, Hughes, Gridley, and Rincon significantly. Dodge was also a notable result, because the reduction of white

placements, the selection process ensured that the school had appropriate representation of non-white, non-Hispanic students. Tucson High was less affected because of the relatively low number of white applicants.

The size and composition of the application pool at Lineweaver Elementary (K-5) and Safford Magnet meant that the selection processes were still effective though less successful (*Appendix II-16, Summary of Lottery Results in Schools Which Could be Affected*). At Lineweaver, there were only 21 applications in the first round; Safford offered placement to all seven white students, but there were simply not enough applicants to balance the large number of Hispanic applicants. Kellond Elementary (K-5) moved slightly in the wrong direction due to the small initial applicant pool and later placements.

The selection process (the Admissions Process for Oversubscribed Schools finalized in SY 2013-14) built on the existing “lottery” program. It responded to the USP to make selective placements in such a way that race/ethnicity could be used as a key selection criterion to enhance integration in oversubscribed schools.¹⁰ Each year, the District analyzed the impact of the school lottery placements to determine if the selection process can be enhanced. This year, the fundamental change addressed racially concentrated schools.

In the previous lottery in 2013-14, each school had a specific number of target seats for each grade level to match the composition of the school to the District average. The lottery filled all of the available seats by grade and racial-ethnic category. If the District placed all of the applications in a racial-ethnic category and there were still seats available, the lottery randomly selected students from the applicant pool in the following priority: 1) unplaced students from racially concentrated schools and 2) all remaining students. This approach produced an unintended outcome of filling most of the remaining seats with Hispanic students. If the school was racially concentrated, those increased placements of Hispanic students had an adverse impact on integration. Since the students placed at a school reflects the composition of the school’s applicant pool, a racially concentrated pool cannot be integrative. Ninth grade enrollment at Tucson Magnet High School is an example of this outcome where Hispanic racial concentration was reinforced after students were placed from racially concentrated applicant pool.

¹⁰ This selection process only applies to oversubscribed schools, because, as long as the number of applications does not exceed the number of available seats, all students are placed.

Because of this, the District revised this year's lottery process to improve the prospects for enhancing integration at racially-concentrated schools. In the 2014-15 school year, if non-Hispanic seats remained available after the first set of lottery placements, the process randomly placed non-Hispanic applicants into these seats. The process allowed any non-Hispanic seats that remained unfilled, to remain open until the second lottery. This improved the ability of the placement process to positively affect racially concentrated schools (***Appendix II-17, Proposed Revisions to the Mojave Program for Student Assignment***).

To implement the above changes, a staff team worked with Mojave programmers to develop business rules that were used to reprogram the lottery to incorporate the above changes (***Appendix II-18, School Choice Lottery Business Rules Version 6***). The District conducted lottery selections in December, February, and then monthly as needed to fill vacant seats. Earlier lotteries had a longer window to increase the applicant pool, thereby improving the chances of the lottery to positively affect the racial-ethnic balance of schools.

After the conclusion of each lottery, the District notified parents regarding results and offers (***Appendix II-19, Parent Placement Offer Notice Letters 06082015***). This year, parents received additional time to respond to placement offers. Increasing the response window from two to three weeks provided extra time for parents to visit the school to which they applied, interact with the school community, and select the best choice for their student. Each lottery included placement opportunities for unaccepted offers (within the specified timeframe), from the preceding lottery round.

STRENGTH

During the 2014-15 school year, the Director of School Community Services streamlined organizational practices for the placement process, enhanced school outreach, and ensured consistent community communications. Organizational changes included cross-training of SCS staff to provide a broader level of parental support for school choice. Staff trained for current District software platforms in October 2014. New customer service practices included uniform telephone greetings, shared parent email responses, outcome letters mailed to non-selected and selected parent participants after each lottery process, and two assistants available to parents at all times for in-office support. Initiated in the fall of 2014,

organizational changes became the foundation for practices that supported a consistent and equitable student placement process.

SCS staff members visited all district schools prior to the 2014-15 school year student assignment process to gain an understanding of specific learning environments, school locations, magnet programs, advanced learning opportunities, communication issues, and the schools' respective programs. This information improved upon marketing for schools and their programs as well as advising parents of the available options.

In addition to phone and email, the department posted information through the district's social media accounts, website, and superintendent newsletters. Promotional communications regarding the lottery process included opportunities through various media formats, and featured bits through local television and radio. The superintendent's newsletters and public communications referred to the lottery and upcoming due dates twelve times beginning in October 2014 through June of 2015. Parentlink communications were delivered three times between mid-November through the end of January and twice in December the District promoted the lottery process on Facebook. The TUSD website featured a banner announcement from Oct. 16 through Dec. 12, with a link to the Enrollment page (<http://tusd1.org/contents/distinfo/enroll.html>). After December 12, the enrollment page continued to have the open enrollment form and information available. A new policy required SCS staff to adhere to a 24-hour time frame to respond to community inquiries.

COMMITMENT

The annual analysis of the projected impacts of the student selection and placement program allows the District to gauge success and to identify ways it may be able to improve the process. The analysis for the last two years made it clear that very few schools are impacted by the lottery selection process because they have room to accept all applicants. To be successful, the District must continue to investigate ways to increase applications in the first lottery. Targeted marketing and a longer, later first application window are two approaches being discussed.

The current lottery system is a program module of Mojave, the District's student information system (SIS). That system is scheduled to be replaced in SY 2016-17 and a new system (Synergy) will be implemented to run as a parallel

system in SY 2015-16. Thus, in SY 2016-17, the lottery will need to be supported by the new SIS. This creates two challenges:

- District staff will need to bring Synergy online and will be less available for reprogramming the out-going system. Because of this, the District will need to maintain services with the existing functionality of the Mojave lottery module.
- Synergy does not have lottery functionality and must develop enhancements during SY 2015-16.

To ensure seamless transition to the new platform, an SCS staff member serves on the district-level committee supporting the transition to Synergy. Representation of SCS provides more opportunity to proactively identify and respond to challenges as the system is developed. Years of experience with the current lottery and the affected community provides SCS staff an excellent working knowledge of the technical and social aspects of the student selection and placement process. Participation in the new SIS will better inform the District regarding the lottery process and the parameters necessary to support equitable student access to school choice.

D. Marketing, Outreach, and Recruitment Plan

The USP directs Tucson Unified School District to inform African American and Latino families within the District and community about the school options available to them. That is, the District was required to “review and revise its strategies for the marketing to and recruitment of students to District schools to provide information to African American and Latino families and community members throughout the District about the educational options available in the District.” USP § II(I)(1). Accordingly, during the 2013-14 school year, the District developed the Marketing, Outreach, and Recruitment Plan (“MORE Plan”). The District revised the MORE Plan in 2014. As a result, the District hired a new Director of Communications and Media Relations. The new Director guided staff to revise the marketing section of the MORE Plan that focused on developing one-to-one communication opportunities. This Communications and Media Relations Department organized events, school visits, and increased usage of social media. The Department developed a set of milestones in 2014 to gauge success. The Department met the milestones for the 2014-15 school year.

EXPERIENCE

The Department focused on three strategies to market the District to African American and Latino families: dynamic messaging, marketing materials that could easily be shared, and diversity. The Department produced diverse materials including videos, graphics, and stories for stakeholders and community members to watch, read, and share with their communities. The Department created materials for school events, promotions, open enrollment campaigns, and the summer lunch program (*Appendix II-20, Shareable Content*). Department staff members dedicated special attention to creating materials for events and information of specific interest to African American and Mexican American families. Examples of events staff members organized included quarterly African American Student Services and Mexican American Student Services events, Parent University, Juneteenth, the Festival of Books, and SciTech. The Department also partnered with the Magnet Department to advertise on television and radio in English and Spanish. Advertisements publicized District activities that support integration such as magnet schools.

The Department consulted with the African American and Mexican American Student Services Departments to review communication plans that best serve their audience. Based on experience, the Departments decided one-to-one communication strategies were a powerful way to reach families. The Student Services Departments reached out regularly to their communities to ensure that information from their programs was shared throughout the District.

The Department developed a Student Services Communication Form to gather feedback from the community (*Appendix II-21, Student Services Communication Form 14-15*). The form was updated regularly with District initiatives, which the Departments shared with student families. Staff members maintained open and regular communication through email. The Department delivered information to African American and Latino families through ParentLink, a web-based communication tool for student parents. Staff members delivered twenty phone calls and emails about events important to African American and Latino families (*Appendix II-22, ParentLink Messages*).

The Communications and Media Relations Department also created a system for improving the flow of information to and from school sites and ensure positive stories were shared with African American and Mexican American families and the

community as a whole. This was part of an effort to highlight strengths of individual schools and enhance student recruiting. Each staff member in Communications was assigned specific schools to visit throughout the year (**Appendix II-23, Communication Staff School Assignments**). This provided an opportunity for the school personnel to have a point of contact and one-on-one relationship with the members of the department. Every school in the District was contacted at least one time during 2014-15 (**Appendix II-24, School Visits SY 14-15**).

The District distributed diverse, dynamic, shareable content on Facebook, Twitter, Instagram, and Pinterest throughout the year, posting updates to Facebook and Twitter three to five times per weekday and over the weekend. Social media has become an important tool for reaching families who might not have a desktop computer but are able to access social media sites via cell phones. A 2012-13 study by the Pew Research Center found that 76 percent of Latinos use cell phones to go online, and 68 percent use social media via cell phones. The study found that 73 percent of African Americans access the Internet via mobile devices, and 69 percent of African Americans use social networking sites (**Appendix II-25, Pew Research Center Report**). The department employed Facebook advertising to direct users to the page, which increased the District's social media presence (**Appendix II-26, Facebook Reach 06.12.15**).

During the summer of 2014, the District finalized its Catalog of Schools. The guide's writer interviewed the principal or a designee for each of the District's 89 schools. The Catalog of Schools included information about each school as well as information about programs and services such as transportation, the arts, interscholastic activities, food services, and family centers (**Appendix II-27, Catalog of Schools**).

In October 2014, the District mailed the updated Catalog of Schools to 11,719 households in both English and Spanish (**Appendix II-28, Printing and Mailing Catalog Invoices**). The distribution list included kindergarten, fifth, and eighth grade families who were getting ready to make their school choice. Catalogs were also delivered in English and Spanish to all 89 school sites, District offices, and the Duffy Family Center. Staff members distributed the Catalog at marketing events that targeted diverse audiences and candidates for Magnet schools. In addition, the Wakefield Family Center received a supply of Catalogs for distribution upon opening (**Appendix II-29, Catalogs to Sites PO 06102015**). The Communications and Media

Relations Department continuously advised school sites that catalogs could be delivered free of charge at any time.

The Catalog of Schools was disseminated in all major languages on the District's website and was made available for download and printing (<http://tusd1.org/contents/distinfo/catalog14/index.asp>) at any school site or Family Center for families without internet access. The Department used social media outlets including Facebook, Instagram, Pinterest, and LinkedIn to share the positive activities happening in the District and worked with local media to increase coverage of open enrollment, magnet schools, and school choice lottery (**Appendix II-30, Open Enrollment and Programs Media 051215**).

The Communications and Media Relations Department continued to work on creating a distinctive brand on which to base a District-wide brochure. While the Department created program-level brochures, the District-centered brochures are a work-in-progress.

The Communications and Media Relations Department supported the Family Centers by providing promotional materials, coverage before and after open-houses, and press releases about programs and events (**Appendix II-31, Wakefield Support Materials**). Staff also engaged African and American and Latino community groups through social media, including Facebook, where as many as 23,000 users liked, shared, or viewed posts about the District, school information, and news (**Appendix II-26, Facebook Reach 06.12.15**).

The enrollment webpage included a downloadable application form that could be submitted via email. The webpage also contained an Interactive Online Form (**Appendix II-32, Interactive Online Form**) families could use to email questions to the District. The email questions were sorted and distributed to the appropriate departments. The Information Guide, enrollment documents, program brochures, and other documents were created and made available online (<http://tusd1.org/contents/distinfo/enroll.html>) and available in Family Engagement Centers in the District's major languages (**Appendix II-33, Documents Available**). The District's transportation options were prominently displayed on the District's website, www.tusd1.org, and included comprehensive information regarding incentive transportation and the School Choice Calculator. The District website also hosted the School Choice Application translated in the major languages (**Appendix II-14, School Choice Online Application**).

In addition to the general marketing efforts described above, the District also targeted audiences by conducting outreach in connection with special events. During the 2014-15 school year, the District partnered with community groups across the city. The District hosted events at the Tucson Children's Museum, Reid Park Zoo, the Tucson Festival of Books, Juneteenth, and more to meet families and help guide them through their school choices and answer questions. The District also held quarterly informational and reward events for African American and Mexican American families (**Appendix II-7, 2014-15, Marketing, Outreach and Recruitment Events**).

One of the most important target audiences for marketing and recruitment efforts are those families whose children are potentially transitioning into a new school (e.g., moving from elementary to middle school, or middle school to high school). Accordingly, the District makes particular efforts targeted for families of fifth and eighth graders. The Communications and Media Relations Department supported the Family Engagement Coordinator's program efforts by creating graphics and posters, using social media to promote events, and issuing press releases for open-houses, clothing-drives, and other events (**Appendix II-31, Wakefield Support Materials**).

STRENGTH

The Department's marketing efforts in the areas of social media and branding were successful. The District's Facebook page grew from 1,500 "likes" in August 2014 to nearly 5,000 by the end of May 2015 (**Appendix II-34, Facebook Growth**). In March of 2015, the District achieved a total "reach" of more than 23,000 Facebook users (**Appendix II-26, Facebook Reach**). Facebook reach means the District's network of friends "liked and shared" the District's stories to their network of friends. The District also began to develop an audience on Pinterest (**Appendix II-35, Pinterest Following**), Twitter (**Appendix II-36, Twitter Following**), and Instagram (**Appendix II-37, Instagram Following**).

From November 2014, the local media reported 105 positive stories on the District (**Appendix II-30, Open Enrollment and Programs Media**). The Department developed positive relationships with the local media and responded quickly to their inquiries.

To encourage direct communication with families and the community, the Department invited staff members from the School Community Services Department to attend events to answer questions and walk families through the application process. The Department also engaged families at the Pima County Health Fair, where attendees submitted twenty applications for District schools.

The Student Services Communication Form facilitated the sharing of important messaging to and from the Student Services team and the Communications Department. Similarly, ParentLink enabled the District to direct messages to specific groups, making communications more effective. For example, the School Community Services Department received hundreds of acceptance letters after a ParentLink message to families warned of the upcoming enrollment deadline.

The Open Enrollment Form allowed parents to easily fill out their school application and submit it electronically with email. The interactive-online-form was helpful to parents who have questions specific to their children's needs. The emails were routed to staff members who ensured that the questions were answered by an appropriate staff member. The Department received questions about specific school programs, Exceptional Education needs, Magnet programs, and sports eligibility.

Web developers for the Communications and Media Relations Department created the transportation webpage (<http://tusd1.org/contents/depart/transportation/index.html>). The page helped families to confirm if their child would qualify for incentive transportation to their school of choice in an easy manner.

COMMITMENT

The Communications and Media Relations Department is committed to building upon the foundations of the MORE plan in SY 2016-17 and growing the communications tool box to ensure African American and Latino American parents and families in Tucson learn about the educational opportunities the District has for their children. The Department will coordinate the update of the Catalog of Schools and plans to convert it to digital format so it can be downloaded from the web. The Department will also continue to work with local media to inform the community about the remarkable teachers, students, and programs in the District. Furthermore, the Department plans to continue working with the Technology

Services Department and the School Community Services Department to make web-based enrollment more seamless.

The Department employed the event coordination skills of one of its Graphic Editors to help coordinate and run events for Magnet schools, open enrollment, the Family Engagement Centers, and District-wide events. As the Department continues to aim toward one-to-one connections with families, the Graphic Editor will concentrate on events, recruitment, and family outreach, especially to Latino and African American families.

The District is working to create District-wide brochures, flyers, and informational cards to help families make choices based on the interest of their children and the programs that might work for their children's learning styles. The Department will begin printing these in the first quarter of the 2015-16 school year to coincide with open enrollment windows. The materials will feature African American and Latino subjects and will be distributed at events as well as Family Centers and school sites. These materials will also be distributed to families through the African American and Mexican American Student Services Departments.

E. Student Assignment Professional Development

EXPERIENCE

As a final aspect of its guidance regarding student assignment, the USP directs the District to provide specific professional development to ensure staff members are aware of the USP requirements related to student assignment. The professional development created for student assignment helped staff inform parents and students of their choices and ensured that School Choice applications were handled rapidly and with good accountability. The District provided training to all staff involved in student assignment so that they understand the open enrollment process and the urgency of submitting applications on time to the office of School and Community Services. Existing staff received training in previous years so the focus was on the newly hired staff. The District provided training through True North Logic (TNL), the District's online professional development system. The District revised the student assignment training in October of 2014 to:

- Incorporate specifics of the selection (lottery) process, which were approved in February 2014 after the previous year's training was developed and implemented.
- More unequivocally define procedures for handling open enrollment/magnet applications and the responsibility school officials have related to those applications.

The District presented this revised training on Monday, October 27, 2014 through TNL (*Appendix II-38, TNL Course Catalog-Student Assignment*). The training remained open throughout the school year.

Although the focus was on newly hired personnel, the District encouraged all personnel whose duties might affect School Choice to take the training, even if they had completed it the previous year. On December 5, 2014, a report from PD staff indicated that 923 enrolled in the training. Subsequently, the District sent a second email to all appropriate staff. One month later, a total of 1,148 staff members enrolled in the training. Ninety-four percent of those enrolled completed the course successfully (*Appendix II-39, Student Assignment PD Completions*).

While TNL can report lists of all those who have enrolled in the program and their success at completing the program, it cannot determine compliance specific to the position of all employees in the District. To determine compliance by appropriate newly hired staff, Human Resources provided a list of employees hired between July 1, 2014 and December 31, 2015. That list was cross-referenced to a list of those identified as site-level providers of student enrollment services. The final list of employees was then cross referenced with TNL. Twenty-two of 33 employees successfully completed the PD (*Appendix II-40, New-hire Student Assignment PD Compliance*).

STRENGTH

Prior to rolling out this year's Student Assignment PD program on TNL, Student Assignment, School and Community Services, and PD staff met to assess the effectiveness of the program. The experience of School and Community services staff, who handle the School Choice applications and student placement, was invaluable in the revisions made to the PD. As a result, the PD was improved to remove ambiguities, provide emphasis where needed and to incorporate changes to

the student selection process. USP § II(J)(1) states that “[a]ll newly-hired District personnel involved in the student assignment and/or enrollment process shall complete the training by the beginning of the fall semester of the academic year subsequent to the academic year during which they were hired.” The District exceeded this requirement by providing early training for new personnel on the enrollment and placement process.

COMMITMENT

For the 2014-15 school year, the District decided to re-offer training to all appropriate staff. The enhanced training served as a refresher for existing staff who received the initial training last year. This year the District will be providing the training as a clear requirement of the “onboarding” process of new staff.

In addition to the training delivery issues, early in SY 2014-15, the two District staff supporting all the TNL PD programs took other positions. The District hired new staff members in time to publish the Student Assignment TNL training. Any identified program errors were corrected by December. This year TNL could not track compliance by specific employees or employee groups. It could generate a list of enrollments and completions, so the only way to monitor compliance was to cross reference the TNL list with HR lists. To address this next year:

- The training will be provided as a requirement of the new-hire “onboarding.”
- A TNL report will be established to provide more consistent monitoring of course enrollment and completion. The report will be updated regularly. A more informed and timely monitoring system will deliver opportunities to elicit support from the academic offices to ensure increased completion rates for the online training. Increased rates of completion will provide the community a broader base from which accurate information and clarification can be sought.

Compliance will continue to be addressed beyond initial training. When School and Community Services notice errors in information provided to parents and students, or in the handling of applications, written corrections will be provided.

F. USP Reporting

- II(K)(1)(a) A disaggregated list or table with the number and percentage students at each school and District-wide, comparable to the data at Appendix C;

The data required by section (II)(K)(1)(a) is contained in **(Appendix II-41, Integration Criteria)** filed here within. These materials contain a list of TUSD schools labeled according to Integration Status,¹¹ and reporting the number and percentage of students by ethnicity as enrolled on the 40th day of the 2014-15 school year. **(Appendix II-41, Integration Criteria)** is comparable to Appendix C of the USP, which identified the baseline against which subsequent years' data might be measured to determine if the number of integrated or racially concentrated schools in increasing or decreasing.

- II(K)(1)(b) Disaggregated lists or tables of all students attending schools other than their attendance boundary schools, by grade, sending school and receiving school, and whether such enrollment is pursuant to open enrollment or to magnet programs or schools;

Section II (K)(1)(b) seeks disaggregated data reflecting which students – and how many – seek out TUSD schools and programs other than their neighborhood schools.

(Appendix II-42, Neighborhood School vs. Enrolled School (40th Day 2014-15)) which is separated into

¹¹ The USP uses the following criteria to define schools as “Racially concentrated” or “Integrated:”

Racially concentrated School: A school where a single racial/ethnic student group makes up 70 percent or more of the school’s total student population.

Integrated School: A school where each racial /ethnic student group makes up 69.9 percent or less of the school’s total student population, and where each racial/ethnic student group’s percentage of the total student population, is within +/- 15 percent of the average enrollment for each racial/ethnic group (for appropriate level: ES, K-8, MS, HS).

three sections: section (A) covers grades K-5, section (B) covers grades 6-8, section (C) covers grades 9-12, and section (D) summarizes the school choice applications and placements to the schools, disaggregated by school, program (Open Enrollment or Magnet), and ethnicity.

(Appendix II-43, Preliminary 2016 Lottery Statistics) which is separated into two sections: section (A) covers K-8, and section (B) covers grades 9-12.

(Appendix II-44, Transfers by Ethnicity) which provides a multi-year number of students transferring in and out of TUSD schools by year and entity/transaction type.

II(K)(1)(c) Copies of all job descriptions and explanations of responsibilities for all persons hired or assigned to fulfill the requirements of this Section, identified by name, job title, previous job title (if appropriate), others considered for the position, and credentials;

(Appendices II-45, Explanation of Responsibilities – SA and II-46, Magnet Coordinators SY1415)

II(K)(1)(d) A copy of the 2011 and any subsequent Magnet School Studies;

(Appendices II-47, Comprehensive Magnet Review Final 12-21-2011 and II-48 2011, Magnet Study, Summary 10.8) No new Magnet Studies by outside consultants were complete for 2014-15 school year.

II(K)(1)(e) A copy of the Magnet School Plan, including specific details regarding any new, amended, closed or relocated magnet schools or programs and all schools or programs from which magnet status has been withdrawn, copies of the admissions process developed for oversubscribed magnet schools and programs, and a description of the status of the Plan's implementation;

(Appendix II-49, Revised Comprehensive Magnet Plan 6.26.15) to view Governing Board approved plan.

- II(K)(1)(f) Copies of any plans for improvement for magnet schools or programs developed by the District pursuant to this Order;

The Magnet School Plans include standards and rubric by which to measure key indicators of success for magnet schools and program (see magnet school plans for Bonillas, Borton, Cholla, Cragin, Holladay, Palo Verde, Robison, Safford, Tully, Utterback, Booth Fickett, Carrillo, Dodge, Roskruge, Drachman, Mansfeld, Pueblo, Tucson High, and the Ochoa Lighthouse Plan 6.15.15 **ECF 1816 pp. 6-203; ECF 1803 pp. 137-331**)

- II(K)(1)(g) Copies of any applications submitted to the Magnet Schools Assistance Program;

The grant is only submitted every three years. The Magnet department will submit the next Magnet School Assistant Program Grant in 2016-2017 school year.

- II(K)(1)(h) A copy of the admissions process developed for oversubscribed schools;

(Appendix II-50, Admissions Process for Oversubscribed Schools 1.15.14)

- II(K)(1)(i) Copies of all informational guides developed pursuant to the requirements of this Section, in the District's Major Languages;

The District has developed an informational guide that describes programs offered by the District at each of its schools. **(Appendix II-27, Catalog of Schools, supra)**

Additionally, other informational brochures or guides were made available through Family Centers, Central Office, the web and at school sites to assist families in making informed decisions about which schools to enroll their children. **Appendices II-51, Translations**

**- Comprehensive Magnet Plan and II-52,
Translations - Transportation Brochures Tri-Fold)**

II(K)(1)(j) A copy of the enrollment application pursuant to the requirements of this Section, in the District's Major Languages;

(Appendix II-53, Translations - Open Enrollment Application 14_15) to review open enrollment application in the six major languages.

II(K)(1)(k) A copy of any description(s) of software purchased and/or used to manage the student assignment process;

(Appendix II-17, Proposed Revisions to the Mojave Program for Student Assignment, supra)

No software was purchased in SY 2014-15 to manage the students assignment process. Rather, the process was managed as a part of the District's Student Information System (SIS), Mojave.

II(K)(1)(l) A copy of the data tracked pursuant to the requirements of this Section regarding intra-District student transfers and transfers to and from charters, private schools, home schooling and public school districts outside of the District;

(Appendix II-54, Student Transfer Data) which includes student transfer data for the past ten years.

II(K)(1)(m) A copy of the outreach and recruitment plan developed pursuant to the requirements of this Section;

(Appendix II-55, MORE Plan 11.03.14) which contains the Marketing, Outreach and Recruitment Plan.

II(K)(1)(n) Any written policies or practices amended pursuant to the requirements of this Section;

There were no amendments to any written policies or

practices for the 2014-15 school year.

- II(K)(1)(o) A link to all web-based materials and interfaces developed pursuant to the requirements of this Section;

During SY 2014-15, no areas on the TUSD website were created or significantly modified to meet the requirements of the USP.

- II(K)(1)(p) A list or table of all formal professional development opportunities offered in the District over the preceding year pursuant to the requirements of this Section, by opportunity description, location held, and number of personnel who attended by position

(Appendices II-56, 14-15 Master PD Listing and II-57, 14-15 USP PPD) includes a table of all formal professional development opportunities offered in SY 2014-15.

III. Transportation

As a *Green* factor, the transportation of students in a District under a court-ordered plan of desegregation is subject to scrutiny to ensure, in the first instance, that transportation offerings are provided on a non-discriminatory basis. No rigid guidelines exist by which to gauge unitary status with regard to transportation. *Swann v. Charlotte-Mecklenburg*, 402 U.S. 1, 22-31 (1971). Certainly, a school board cannot create or maintain routes based on race, and courts must weigh the soundness of any transportation plan in light of general desegregation concerns. However, those concerns, including the desire to eliminate one-race or majority one-race routes, must be balanced against the need to avoid routes that result in travel times or distances that are "so great as to either risk the health of the children or significantly impinge on the educational process." *Id.* at 30-31.

Here, no party disputes that the District has a non-discriminatory transportation plan which provides the opportunity for bus transportation to and from school to all eligible students by routes that are devised based on geographical and economical concerns, not race or ethnicity. Though there are some majority one-race routes, those routes exist as a result of residential housing patterns in the neighborhoods, subdivisions, or housing developments served by the schools.

The District has never been the subject of an adverse finding on this *Green* factor. However, the USP contains some transportation obligations specifically designed to maximize efforts regarding other *Green* factors, including student assignment (i.e., facilitated the movement of students to enhance racial balance in schools) and ensure broad access to extracurricular activities. The USP thus includes transportation obligations that require investments and planning far beyond those common to most districts (i.e., transporting children to their neighborhood schools). The District personnel must plan routes and be prepared to provide cross-district options so that students may have access to transportation to attend magnet programs or move to a school where their enrollment contributes to integration. In addition, the District must provide enhanced transportation necessary to ensure broad access to extracurricular activities. The following report describes these activities for the 2014-15 school year.

A. Magnet and Incentive Transportation

A well-running school transportation system is integral to student success in school. Providing timely service so students are able to begin school on-time and stay for after-school tutoring or extracurricular activities is crucial to a student's academic performance. As noted below, the District provides safe transportation to thousands of students to and from school as part of its transportation services. The USP directed the District to provide free transportation to students enrolled in magnet programs and schools (except for students in the Walking Zone)¹². The USP also directed the District's transportation services to serve students enrolled in non-magnet programs and schools that are racially concentrated when such transfers increase the integration of the receiving school. USP § III(A)(3). The District does this and more in order to provide its students with safe and timely transportation options to meet their diverse needs.

EXPERIENCE

During the 2014-15 school year, the District provided safe transportation to and from school for over 20,000 students each day. With 87 schools (including alternative schools), the District managed a network of approximately 1,250 bus routes that covered approximately 24,000 daily miles (*Appendix III-1, TUSD Transportation Maps*).

Historically, the District provided transportation to students who attended neighborhood schools - the school within students' residing boundaries if they lived outside of the Walk Zone but within the school's boundaries as designated by the Governing Board. However, the USP mandates that the District also provide free transportation for certain programs. Magnet transportation provided transportation to any student participating in a magnet program. Incentive transportation provided transportation to students who reside within the boundaries of a racially concentrated school and who attend a school where they improve the integration of the receiving school.

¹² A Walk Zone is defined by Governing Board policy as 1.5 miles from school for elementary and K-8 students and 2.5 miles for middle and high school students.

The incentive transportation strategy, required by the USP, replaced ABC Zones from the Post-Unitary Status Plan (PUSP). With incentive transportation, the District provided students from racially concentrated neighborhoods transportation to any school in the District. This strategy was the District's most expensive transportation program per rider because buses did not fill to capacity.

When the number of routes increased, the increase resulted in a route dedicated to a few students. To account for this inefficiency, if only one student needed transportation, the District contracted a private car service or the city bus. Contracting or subsidizing public transportation was the least expensive option for students. If a student was in a remote area not served by public transportation or the student was too young to use public transportation, it was more cost effective to contract with a third party vendor than to send a District bus for that one student. The District rarely used this type of transportation for neighborhood students but often used it for magnet or incentive students who did not reside near the school of attendance.

As noted in the 2013-14 Report, the District requires all contracted services to comply with desegregation requirements. *2013-14 Annual Report, Appendix III-4*¹³. Contracted services for transportation included TransPar, Sun Tran and A&K Transportation.

Students at racially concentrated schools in the District were primarily Latino, and received the majority of incentive transportation. Students who identified as other ethnic categories represented a smaller percentage of the District's student population, but still had the option to attend another school to achieve integration (***Appendix III-2, List of Incentive Transportation Schools***). The District also transported students admitted to specific ALEs – GATE and UHS – to the school offering the program. The routing developed to provide transportation for magnet, incentive, and ALE students increased the District's daily transportation routing miles.

The District compiled data on transportation availability (by site) on the 40th day, the 100th day, and the last day of school to determine if there were differences in service. The District disaggregated the information by program and by race and ethnicity for analysis. The data remained consistent with a few differences. As in prior years, the District based the annual report on data from the last day of school.

¹³ Case: 4-74-cv-00090, Document 1686-9, Filed 10/01/14, p. 11 of 67.

The District does not track actual riders, either manually or electronically, because such tracking is neither possible nor realistic. The manual method would require the bus drivers to check the identity of each student boarding the bus, which would increase the amount of time required for boarding the bus; additional buses would then need to be added to the fleet to keep transit times reasonable. The electronic method would require a barcode reader to be installed on each bus, and students would be required to carry an ID card with a barcode. The District did not have the needed equipment on the fleet, but would consider proposals for implementing this method in the future. Moreover, because of the USP mandate to provide magnet and incentive transportation, the resulting routes must be planned and driven whether usage is high or low, and the cost is largely a function of mileage rather than the number of riders.

In the absence of ridership data, the District uses eligibility to report ridership. "Eligible students" includes all students offered free transportation to and from school, excluding any students who specifically declined it. During the 2014-15 school year, the District identified 5,796 magnet students eligible for transportation, which accounted for 25 percent of all riders. Specific Advanced Learning Experiences (ALE) - Gifted and Talented Education (GATE) and University High School (UHS) - accounted for 6 percent of all riders or 1,471 students. Incentive Transportation students remained at 3 percent or 793 students, while grandfathered ABC zone students, which were implemented based on the Post Unitary Status Plan (PUSP), dropped to 4 percent or 1,006 students. Similar to the 2013-14 school year, 40 percent of all transportation eligibility, and resulting routing in the District related to fulfilling desegregation obligations (***Appendix III-3, Ridership Report by Race and Ethnicity***).

The District also tracked data regarding transportation availability by site, disaggregated by grade level as required by USP § III(C) (***Appendix III-4, Eligible Rider Report by School and Grade Level***). Although not required by the USP, the District also tracked District-wide data on transportation availability disaggregated by program and by race and ethnicity (***Appendix III-3, Ridership Report by Race and Ethnicity***).

Route planning in a district the size of Tucson Unified is a complex task under the best of circumstances. Providing magnet and incentive transportation means coordinating cross-district routing with neighborhood routing, creating transfer/collection points that are reasonable, and supplementing such routing with

bus passes and contracted services where necessary. The District recently purchased Versatrans routing software from Tyler Technologies, Inc. to replace its existing MapNet routing software. Special attention was given to the complexity that the USP required for magnet and incentive transportation route planning. To reduce risk, the District decided to postpone transportation software implementation until after the student information system (SIS) is executed on July 1, 2016, and after the start of the school year when bus drivers, routes, and schools are all new and adjusting. The District decided to use the software for summer routing as a stand alone, scaled-down system independent of the SIS system. Although there is flexibility in this implementation, the District estimated the full implementation to be fall of 2016. This will allow for thorough testing of the system before the school start date.

Despite all of the positive developments described above, the District remains challenged by its aging bus fleet. The national standard for retiring buses recommends retiring buses after fifteen years (*Appendix III-5, Industry Operating Standards*); for the District, this means retiring approximately 22 buses annually out of a fleet of 320. In order to meet the national standard, the District replaced 23 of its oldest buses during SY 2014-15 with nine wheelchair buses, six 72-passenger buses, and eight 30-passenger mini buses with a five-year lease. Even with these replacements, the bus fleet was still below the national standards. The State of Arizona's formula, also low in calculating transportation expenses for repair, supplies, and employee labor, eliminated all capital for purchasing buses or other forms of transportation. While maintaining a balanced fleet was a priority, the District also had to balance the need for newer, air-conditioned, reliable buses with budget constraints dictated by legislative reductions in educational funding.

Table 3.1: District Bus Age Compared to National Standards*

	National Standard	TUSD 2013-14	TUSD 2014-15
Average Age	7-8 years	10 years	10 years
Oldest Daily buses	12 years	19 years	20 years
Oldest Spare buses	15 years	24 years	20 years

*Industry Operating Standards from TransPar Group 2015

The District also struggles constantly to be fully staffed with qualified, trained drivers. Each year, the District loses drivers to private employers like Sun Tran and other transportation companies that offer full-time, year-round opportunities, and higher hourly rates. In an effort to retain more drivers this year, the District offered summer maintenance jobs, and approximately fifty drivers applied for these temporary positions.

The District also committed to supporting extracurricular activities by providing activity buses to all integrated and magnet schools. The District audited its activity buses in September 2014 and contacted all integrated and magnet schools without activity buses to inquire if there was a need. Activity buses were subsequently added for the schools that demonstrated a need. Late activities for most schools started in October. Twenty-two of the 37 magnet and integrated schools requested and received late activity buses; the remaining fifteen schools indicated that activity buses were not required (*Appendix III-6, Activity Bus List*). The District planned to contact schools again in September 2015 to ensure that future needs for activity buses were addressed.

STRENGTH

By the start of the 2014-15 school year, well-established systems ensured the availability of magnet and incentive transportation to all eligible students. However, there is no reason to plan routes for the benefit of incentive and magnet students if the District does not take special steps to maximize their use. Accordingly, the District reached a major milestone in August 2014 by communicating to families its comprehensive incentive transportation plan. The District sent letters to all routed students with routing information two weeks before school started (*Appendix III-7, Example of Routing Information Letter*). The District's website parent portal hosted information on the routes. The Transportation Department updated the school choice calculator in October 2014 to add Robison to the list of racially concentrated schools (*Appendix III-8, Screenshots of School Choice Calculator on TUSD website*).

As reported in the 2013-14 Annual Report, the District included transportation eligibility and routing information on each student's dashboard through the parent portal on the TUSDStats website (Annual Report 2013-14 Appendix III-4). The Transportation Department updated transportation data every night two weeks prior to the start of the new school year. The updates continued

through the end of the school year. The District disabled the data through the summer to avoid confusing parents with changes in route times.

The School Choice Calculator, which was online throughout SY 2014-15, provided parents with a self-service indicator of their eligibility for Incentive Transportation (*Appendix III-8, Screenshots of School Choice Calculator on TUSD website*). The District updated the calculator and the corresponding rules in its transportation system based on the 40th day data, and as a result Robison K-8 was added to the list of racially concentrated schools.

The Transportation Department regularly reviewed the existing buses, routes, and number of students on each bus. The District carefully considered the number of buses and the size and configuration of the buses needed to balance the fleet. The Transportation Department presented a recommendation to the Leadership Team and the Governing Board on the number of buses to be purchased, along with the size and configuration needed for the distribution of students.

The District continued to make transportation information available to students by including information in open enrollment and registration forms, adding information to acceptance letters for magnet placement, distributing flyers at Family Centers, and listing information on the transportation webpage.

COMMITMENT

In order to make transportation as efficient and cost effective as possible, the District will move towards using the new Versatrans routing software that was purchased at the end of the 2014-15 school year. Implementation will kick off on September 22, 2015, with a two-day planning session with the software vendor, Tyler Industries, Inc. Training and configuration will follow and will continue through the first quarter of 2016 when routing starts for the 2016-17 school year. The District will test the software by routing summer school students in Versatrans. Once the student information system is stable and the transportation routes are running smoothly, the District will turn off MapNet and fully move to Versatrans in the fall of 2016.

B. USP Reporting

- III(C)(1) The District shall include data in its Annual Report regarding student use of transportation, disaggregated by school attended and grade level for all schools which includes District-wide data on transportation availability disaggregated by race, ethnicity, site, and grade level.

(Appendices III-4, Eligible Rider Report by School and Grade Level and Appendix III-3, Ridership Report by Race and Ethnicity)

IV. Administrative and Certificated Staff

In *Green v. School Bd. of New Kent County*, 391 U. S. 430 (1968), the Supreme Court identified two separate factors for courts to consider – faculty and staff assignment. However, most courts (and the USP) treat these *Green* factors as a single factor, and use a multitude of measures to gauge a school district’s progress. Generally, a school district must demonstrate that its current employment practices are non-discriminatory and that the adverse effects of any prior unlawful employment practices have been adequately remedied. See *Ft. Bend Indep. Sch. Dist. v. Stafford*, 651 F.2d 1133, 1140 (5th Cir. 1981). Although this case has not involved an allegation or finding of prior unlawful employment practices, the USP nevertheless includes a number of provisions exhorting the District to recruit, retain, and train an ethnically and racially diverse staff. Certainly, students benefit from a diverse faculty.

Districts often engage in recruiting, hiring, and assignment efforts targeted specifically towards developing or maintaining a racially diverse workforce. To assess progress, school districts have used varying measures: employing a variance – like +/- 10 percent – to compare the number of minority faculty and staff at an individual school with the districtwide percentage of minority faculty and staff (see *Everett v. Pitt Cty. Bd. of Educ.*, 788 F.3d 132, 148 (4th Cir. 2015)); setting target goals consistent with the racial or ethnic makeup of the district’s student population (see *Taylor v. Ouachita Parish Sch. Bd.*, 965 F. Supp. 2d 758, 763 (W.D. La. Aug. 13, 2013)); or examining the relevant labor market to determine whether the district’s efforts are effective in employing the number of minority teachers predictable for the available labor market (see *United States v. Board of Pub. Instruction*, 977 F. Supp. 1202, 1215 (S.D. Fla. 1997).

The District has addressed faculty and staff assignment issues throughout the life of this case. The USP focuses on two employee groups (administrators and certificated staff), and in two areas: 1) recruitment, hiring, retention, and assignment; and 2) professional support and development. This comprehensive approach includes strategies to attract and retain a diverse workforce, to provide the benefits of diversity to many sites, and to provide support and training to principals and teachers to be successful in their efforts to help students.

To evaluate progress in recruitment and hiring, the USP required Tucson Unified School District to hire an outside expert to undertake a Labor Market Analysis (LMA) to “determine the expected number of African American and Latino administrators and certificated staff in the District, based on the number of African American and Latino administrators and certificated staff in the State of Arizona, in a four-state region, a six-state region and the United States.” ECF 1713 at 18. The District is then charged with developing a recruitment plan that addresses any and all disparities identified in the LMA. *Id.* The LMA highlighted that TUSD has higher-than-expected levels of African American and Latino administrators and certificated staff for almost every level, but is lacking in particular in the numbers and percentages of African American certificated staff (including, primarily, teachers) compared to the U.S. and surrounding regions. See *2013-14 Annual Report pp. 69-70*. This is not surprising. As school districts nationwide strive for diversifying their teacher pool, the availability of African-American teachers shrinks. Compounding this problem is the fact that African-American teachers, in particular, are leaving the teaching profession.¹⁴

In evaluating principal and teacher assignments, TUSD must also consider the racial/ethnic makeup of its schools compared to districtwide percentages, and the racial/ethnic makeup of African American and Latino students on each school campus. *Id.* at 20.

In its 2013-14 Annual Report, the District reported on the results of the LMA and on the development and implementation of the Outreach, Recruitment, and Retention (ORR) Plan. See ECF 1686, pp. 78-85. TUSD must undertake efforts to recruit, hire, retain, or assign administrators and certificated staff in a manner that promotes a racially diverse workforce. Though these efforts occurred primarily through the implementation of the ORR Plan in the 2014-15 school year, the District also engaged in additional efforts related to retention, assignment, ongoing

¹⁴ See Jean Grossman, *Study Looks at Teacher Diversity in 9 Cities*, Education Daily Vol. 48, No. 161, page 3 (September 22, 2015) (noting that “[d]espite the increased interest in diversifying the teacher pool, the study found minority teachers are leaving the profession. Black educators left teaching in each of the communities studied at rates varying from “very small” in Boston to “quite large” in New Orleans and Washington. Loss rates in the cities’ black teacher population “were even greater,” according to *The State of Teacher Diversity in American Education*. “The available evidence suggests that seniority-based layoffs played little or no role in these declines.”)

monitoring of personnel data, and professional support and training. The following reports on these activities for the 2014-15 school year.

EXPERIENCE

A. Recruitment, Assignment, and Retention of Teachers and Administrators

1. Hire or Designate USP Positions

In Section IV, the USP requires the District to hire or designate specific individuals to fulfill the requirements of this section. The USP also requires the District to provide copies of the job descriptions for these positions, the previous job titles, others considered for the position and the credentials of the individual selected. The USP-mandated copies of job descriptions and explanations of responsibilities for all such positions were provided in the 2013-2014 Annual Report and remain unchanged. *2013-14 Annual Report, Appendix IV-7, USP Job Description and Credentials*¹⁵. Section IV of the USP required the designation or hiring of three administrative positions, as well as multiple academic trainers and teacher mentors. There were no changes in these administrator assignments in 2014-15 school year. Additionally, there were no new teacher mentors hired in SY 2014-15. The District assigned three additional Professional Development Academic Trainers (PDATs) in 2014-15, (*Appendix IV-1, Others Considered Professional Development Academic Trainer SY 2014-15*).

2. Outreach and Recruitment

During 2014-15 school year, the District implemented the Outreach, Recruitment, and Retention (ORR) Plan elements to increase recruitment efforts and attract African American and Hispanic applicants to the District. The recruitment team attended job fair events at historically Black and Hispanic universities across the country. The District recruited potential applicants by advertising job vacancies in publications operated by a variety of organizations and entities. In selecting

¹⁵ Case 4:74-cv-00090 DCB Document 1687 Filed 10/01/14 p.143

websites or publications in which to advertise vacancies, the District identified venues with more access to reach African American and Latino candidates, as well as those with Spanish language bilingual certification. The District advertised in the following publications and websites:

- American Association of School Administrators;
- Association of Latino Administrators and Superintendents;
- AZ Association of Business Officials, Arizona Department of Education;
- AZ Education Jobs;
- Black Collegian;
- Equal Opportunity Publications;
- Hispanic Association of Colleges and Universities (HACU);
- Historically Black Colleges and Universities career.com;
- Hispanic Chamber of Commerce;
- Hispanic.Jobs.com;
- National Association of Black School Educators;
- National Association of African American Studies and Affiliates;
- National Society for Hispanic professionals; and
- Phoenix Career Services

The ORR plan outlined recruitment incentives for special subject areas and specific certifications, such as relocation reimbursement. *2013-14 Annual Report, Appendix IV-3 Outreach, Recruitment and Retention Plan*¹⁶. In the 2014-15 school year, the District advertised and implemented a \$2,500 incentive for Math, Science, and Special Education. Forty new teachers received the incentive (***Appendix IV-2, USP Stipend Ethnicity 14-15***). The District also maintained a record of retired certificated and administrative staff and reached out to them to fill vacancies through Education Services, Inc. (ESI) (***Appendix IV-3, ESI Retirees***).

The District also distributed a survey to staff to determine whether current employees were interested in pursuing certification. The Human Resources staff contacted those who indicated an interest and two Hispanic paraprofessionals enrolled in the Pima Community College Intern Certification Program (***Appendix IV-4, Classified Survey***). Additionally, the District redeveloped and implemented the Make the Move program that encouraged currently certified teachers to become

¹⁶ Case 4:74-cv-DCB Document 1687 Filed 10/01/14 p.120 of 264.

special education teachers. The class was scheduled with a cohort of seven for the 2015-16 school year (*Appendix IV-5, Make the Move Materials*).

As a part of the District’s commitment to connect at a local level through direct recruitment of teachers, the District hosted three information sessions and hiring events for student teachers from various colleges in Arizona (University of Arizona, University of Arizona – South, Pima Community College, University of Phoenix, Northern Arizona University and Grand Canyon University). At these events, the District provided potential recruits information about the District and how to apply for vacant positions. Guest speakers from the District included leadership team members, a certification specialist, mentoring and professional development personnel, special education personnel, and Human Resource recruitment staff members who spoke about how to apply to the District through AppliTrack, the District’s new applicant tracking system (*Appendix IV-6, Recruitment Team Members*).

Table 4.1: Attendees at Recruitment Events

Date of Student Teacher Event	Number of Attendees
December 16, 2014	14
February 12, 2015	10
March 4, 2015	45

The District hosted three local job fairs and attended two others in Southern Arizona to attract certificated and administrative candidates. Additionally, this year was the first year that the school districts of Southern Arizona collaborated on a job fair specifically to recruit teachers from the Phoenix area to Southern Arizona school districts. The collaboration resulted in one hire to the District and verbal feedback from attendees indicated that, “it was a great beginning to get information about moving to Tucson and that Tucson school districts were hiring in the Phoenix area.” (*Appendix IV-7, Recruiter Statement*). The District participated and recruited at on-campus education fairs and documented the success as measured letters of intent issued to teacher recruits (*Appendix IV-8, TUSD Recruitment Schedule 2014-15*).

After analyzing the 2013-14 recruiting trip outcomes, the District adjusted its recruitment strategy. In particular, HR staff reviewed previous recruiting trips to universities with high ethnic diversity and committed to improving results. A three-year historical review of the recruitment efforts revealed very few hires made as the result of recruitments trips. In fact, of the four letters of intent issued in those three years, only one teacher identified as African American, the others all identified as white.¹⁷ Only one of the white teachers actually accepted employment with the District. Of the thirty colleges and universities visited over the three year period, a total of six were Historically Black Colleges or Universities, ten were Hispanic Serving Institutions and fourteen were undesignated (***Appendix IV-9, Past Recruitment Trip Locations and Designations***).

As a result of the above analysis to enhance its targeted efforts, the District partnered with the National Council on Teacher Quality (NCTQ) and gathered valuable information on student teacher preparation programs across the country. NCTQ developed nineteen standards that scrutinize the most fundamental aspects of teacher preparation programs by state (***Appendix IV-10, NCTQ Standards***). The District also considered the College and University Diversity Index as published in the U.S. News and World Report (***Appendix IV-11, US News and World Report Methodology***).

The reports provided comparison data on college or university systems. Using this data, the District strategically reevaluated its recruitment trips and determined which programs provided the best source of diverse student teacher applicants and targeted specific universities with a diverse student population and quality programs. This analysis resulted in six Historically Black Colleges and four Hispanic Serving Institutions being included in the recruitment trips in 2014-15, an increase in the number of planned recruitment trips.

¹⁷ When Human Resources analyzed the results of the recruitment trips for the past several years in which the District limited its travel to only the Historically Black Colleges, the three year history review of these recruitment efforts revealed that although travel expenses alone reached upward of \$20,000 per recruitment year, only one teacher (White) was hired as a result of an out-of-state recruitment event. For the 2012-2013 School Year, \$26,147.00 was spent on recruitment in 2013-14 the District spent \$20,766.

Table 4.2: District Recruitment Trip Locations and Designations

School Year	Historically Black Colleges and Universities Visited	Hispanic Serving Institutions Visited
SY 13-14	2	1
SY 14-15	6	4

(Appendices IV-8, TUSD Recruitment Schedule 2014-15 and IV-9, Past Recruitment Trip Locations and Designations).

The District increased the number of out-of-state venues to send representatives (see below) from ten in the last school year to thirteen this year. As a result of this analysis, the District made significant improvement from the 2013-14 school year. In the 2014-15 school year, the Human Resources Department issued forty-four letters of intent compared to only seven in the 2013-14 school year. All 44 letters of intent resulted in hires. The District recruiting team visited fourteen colleges and universities from fall of 2014 through spring of 2015. Human Resources focused on travel destinations to market the District to racially and ethnically diverse teaching and administrator candidates as well as the critical need areas of math, science, and special education.

Table 4.3: District Recruitment Trip Locations and Dates

Teacher/Educational Fair	Location	Date
University of Maryland-College Park	College Park, MD	9/17-9/18/14
Northern Arizona University	Flagstaff, AZ	9/24/14
University of Central Florida	Orlando, FL	9/24/2014
HACU Conference	Denver, CO	10/4-10/6/14
Univ. of Louisiana at Lafayette Teacher Recruitment	Lafayette, LA	10/28/14
Louisiana State University Teacher Day	Baton Rouge, LA	10/29/14
Texas A&M University Education Career Fair	College Station, TX	11/10/14
NABSE Conference	Kansas City ,MO	11/18-22/14
La Cosecha Conference	Santa Fe, NM	11/18-22/14
State of the State	Tucson, AZ	1/13/15
Diversity Fair	Tucson, AZ	1/15/15
TUSD Job Fair	Tucson, AZ	2/7/15
Tucson and So AZ Teacher Career Fair	Tempe, AZ	2/19/15
U of A Reception	Tucson, AZ	3/4/15
TUSD Job Fair	Tucson, AZ	3/7/15
West VA State Univ.	Institute, VA	3/11/15
Southern Arizona School District Job Fair	Tempe, AZ	3/19/15
Nashville Area Teacher Recruitment Fair	Franklin, TN	3/31/15
Tuskegee University	Tuskegee, AL	4/16/14
Northern Arizona University NAU Spring 2015	Phoenix, AZ	4/16/15
The University of Arizona	Tucson , AZ	4/17/15
New Mexico State University Educators Job Fair	Las Cruces, NM	4/20-21/15
Great AZ Teach In	Glendale, AZ	4/25/15
Western New Mexico University	Silver City, NM	5/4-5/15

Administrators accompanying Human Resources staff had positive reactions regarding their experiences in the recruitment process. Two examples are listed below.

At the fair I spoke to recent NAU graduates, future graduates, and graduate- teacher assistants of TUSD's employment opportunities and highlighted why TUSD is a great school district and company to work for. During the fair I met many students from the following NAU colleges: Education, Science/Biology, Business, and Forestry. I also interviewed three candidates and offered two letters of intent; one music teacher and a substitute science teacher.

The highlights of the recruitment trip were meeting the many diverse students and graduates, and sharing my perspective on why TUSD is a great district. I felt proud as a spokesperson for TUSD. My interactions with possible employment candidates, other school districts, and companies provided me an opportunity to sharpen my communication and recruitment strategies. I utilized my first-hand experience as a principal in recruiting for Highly Qualified Teachers and support personnel for the district. Most rewarding and important, was the time listening and understanding the Director of Talent Acquisition, Recruitment and Retention's passion to attract qualified and quality individuals to our district (*Appendix IV-7, Recruiter Statements*).

The District enhanced the experience of recruiting diverse staff by employing a diverse recruiting team. Various African American and Latino principals supported the recruitment efforts and participated in teacher recruitment trips (*Appendix IV-6, Recruitment Team Members*). The District determined that the most promising events were a result of collaboration between Human Resources staff and hiring administrators. At events direct communication was possible and letters of intent issued personally. Candidates asked specific questions and answers were delivered from an educator's personal experience.

The District provided training to the traveling recruitment teams regarding how to interact with attendees and encouraged the team members to describe the positive work of the District and experiences available in Tucson. In addition, the training included a review of the Recruitment Guide, which detailed District

information specific to applicants with instructions on how to prepare the District's presentation table (***Appendix IV-12, Recruiter 101 Training Agenda and Presentation***).

Also, in partnership with the Recruitment and Retention Advisory Committee, Human Resources and Communications staff developed a new brochure in 2014. The brochure reflected all ethnicities, the cultural perspectives of each, and how diverse cultures are celebrated throughout the District. Specifically, the materials demonstrated the rich culture of African Americans, Hispanics, Native Americans and Asian Americans. Staff distributed over 500 brochures during recruiting trips.

In addition to local events and recruiting trips, HR staff met with other recruiters to gain insight about recruitment strategies for Hispanic and African-American candidates. In SY 14-15, the District connected with various organizations experienced in recruitment to explore best hiring practices and to develop relationships through local and national associations. The District's recruitment staff worked with the Society of Human Resource Management (SHRM), SHRM-Greater Tucson, Tucson Professional Recruiters Association, National Association of Colleges and Employers and the National Association for the Advancement of Colored People (NAACP) (***Appendix IV-13, Membership Receipts***).

Various other school district recruiters and the District's Human Resources recruitment staff communicated every other month to share information about vacancies at their districts. Recruitment staff members also organized the referral of any district applicant overflow. During hiring season (fall and spring), recruiters shared information about out of state job fairs. In addition, the Director of Talent Acquisition, Recruitment and Retention met with the University of Arizona Future Teachers Group and with the following companies to discuss recruitment of families to Tucson:

Table 4.4: Meetings with Companies to Share Information on Recruitment Best Practices

Company	Date of Meeting
University of Arizona	August 18, 2014
Tucson Federal Credit Union	August 27, 2014
Raytheon	September 15, 2014
Davis-Monthan Air Force Base	September 26, 2014
Pima County Superior Court	November 6, 2014
Hispanic Chamber of Commerce	November 13, 2014

Recruitment and Retention Advisory Committee

The Recruitment and Retention Advisory Committee (RRAC) met quarterly and made suggestions regarding recruiting materials, data review, exit survey feedback, and college recruiting program improvements and recommendations. Feedback from a senior committee member was collected. One committee member stated, “The committee feels like there is a purpose and that we are really making contributions to create change.” Another committee member indicated that, “seeing the data and the outcomes of implementing the plan are steps in the right direction, I see true movement in the process and practice” (*Appendices IV-14, Recruitment and Retention Advisory Committee Members* and *IV-15, Recruitment and Retention Advisory Committee Agendas*).

Table 4.5: Recruitment and Retention Advisory Committee Meetings Dates

1 st meeting	November 6, 2014
2 nd meeting	January 28, 2015
3 rd meeting	March 15, 2015
4 th meeting	May 29, 2015

At its May 29, 2015 meeting, the Recruitment and Retention Advisory Committee suggested the District change the recruitment materials to “create target audience flyers depending on where our recruitment efforts were best needed.” The committee also recommended creating multiple brochures and additional pictures and community features as well as providing information and support targeting specific community groups.

During 2014-15 school year, the District consulted with the Superintendent's African American Advisory Group to collect suggestions for recruitment of African American teachers and administrators. After meeting on September 22, 2014 and April 7, 2015, the District partnered with the Advisory Group to provide community support in the form of welcome letters to newly hired African American teachers and administrators relocating to Tucson from out of state. After reviewing the Labor Market Analysis, the District decided to increase local and in-state recruiting efforts, including New Mexico. The District increased awarding letters of intent to 44 because of the focus on local and in-state recruitment.

3. Interview Committees, Instrument, and Applicant Pool

The USP requires the District to ensure an equitable hiring process that included African American and/or Latino members on interview panels and for the Human Resources Department to monitor compliance. The District is further required to maintain a pool of applicants to be considered for all positions for which they qualify and to maintain a database of applicants for at least three years encouraging eligible applicants to apply for individual positions.

The Director of Recruitment and Talent Acquisition coordinated the team responsible for the applicant screening process in AppliTrack, the District's human resources software. The recruiting team referred all qualified applicants regardless of race/ethnicity to the hiring administrator for consideration. Materials sent for each applicant did not include the applicant's race or ethnicity. The District referred and considered all qualified African American and Hispanic applicants, for positions with the District.

The Human Resources Department required all interview committees to consist of African American and/or Latino members when conducting interviews for administrators and certificated staff members (***Appendix IV-16, Sample of Instructions to Hiring Administrator***). In SY 14-15, there were 36 administrator interviews and 705 certificated interview panels (***Appendix IV-17, Administrative Interview committees***).

For administrative positions, the Chief Human Resources Officer or the Director of Recruitment and Talent Acquisition approved all the interview panel

forms prior to the scheduled interviews. The administrative interview process included up to three stages. The Human Resources Department ensured that an African American or Latino individual participated in at least one of the selection committees. Accordingly, all administrative interview processes included African American and/or Latino participants.

For certificated staff interview panels where African American and/or Latino members were not included, Human Resources staff followed up with the administrator and requested justification for their non-compliance. The administrators cited some of the following reasons for lack of representation of African American or Hispanic members on the interview panels: African American and/or Latino staff were unavailable to participate when the interview was scheduled, and the administrator conducted some of the interviews during job fairs where only those who attended the job fair with the principal were available to assist with the abbreviated interviews. The standardized interview content did not change from the previous year as reported in the 2013-2014 Annual Report. *2013-2014 Annual Report, Appendix IV-9*¹⁸.

This year the District implemented a new applicant tracking system database to replace SIGMA. The new AppliTrack system improved efficiency and allowed Human Resources to better manage the applicant pool. The design of the AppliTrack system enabled it to accept applications, schedule interviews and conduct reference checks electronically. In addition, AppliTrack allowed the Human Resources department to target invitations to diverse applicants and encouraged them to apply for certificated and administrative positions to enhance the diversity of a particular site.

The USP required the District to maintain a centralized electronic database for at least three years. For the first semester of the 2014-15 school year, the District continued to use SIGMA and then transitioned to AppliTrack. Applicants previously registered in the SIGMA system were notified by the Director of Recruitment and Talent Acquisition and informed and encouraged to apply for vacancies utilizing the new system.

AppliTrack enhanced the capacity to maintain the requirements of the USP through data collection. The database included information of all qualified applicants for both certificated and administrator applicants. However, some

¹⁸ Case 4:74-cv-00090-DCB Document 1686 Filed 10/1/14 Page 88 of 221.

mandates of the USP still required manual data collection and reporting. Human Resources requested technical support to more effectively and efficiency extract data from AppliTrack. This included the applicant's names, race/ethnicity, highest degree, certificate and experience. The District planned to maintain the information in the system for three years as required by the USP.

With the AppliTrack system, Human Resources imported basic data pages with a single click, viewed custom screen views for visually comparing applicant data, completed simple point-click filtering, reduced typing time and errors with clickable auto-filters for quick screening, and reviewed the entire applicant's file in one window. These efforts reduced time to hire, and since August, the District reduced hiring time for applicants (from submission of application all the way through Board approval for hire) by twenty-two days.

The District retained experienced administrators by contracting staff members through ESI. All administrative interview committees included African Americans and/or Latino members. Human resources staff followed up with administrators when there was non-compliance which resulted in 3.9 percent non compliance of certificated interview committees. The primary reason for non-inclusion was that many interviews took place during job fairs where African Americans and/or Latino staff were not present with the administrator.

4. Evaluating Applicant Offer Rejections

The USP requires the district to identify why administrators and certificated applicant who are offered positions reject them, to the extent such applicants respond to such post offer inquires USP § IV(D)(4). The goal is for the District's Human Resources department to use such information to determine whether it can propose changes that may enhance teacher and principal recruiting.

In early 2014, the District purchased "AppliTrack", a new Web based hiring and recruiting tool that allows the District to be more effective and efficient to meet our strategic priorities and USP requirements. The goal of this purchase was to replace SIGMA, the legacy system utilized for Human Resources (HR) tracking. During August of 2014, the District launched a phased rollout of the AppliTrack system, and the gradual sun-setting of SIGMA. Both systems were used concurrently

to track applicant data until SIGMA was retired in December, 2014. Accordingly, the information reported below draws on two different information services.

Under the legacy SIGMA candidate tracking system, declined offers of employment by potential candidates would be undertaken manually as follows: 1) The candidate would contact Human Resources via phone or email with their decision to decline the offer of employment with TUSD; 2) If the candidate had not responded to an official offer of employment, HR would call the candidate to inquire about their decision and track accordingly.

Based on responses from candidates, Human Resources staff would then classify and track the decline dispositions. The SIGMA system used six dispositions codes and these codes were as follows:

- Declined Accepted Other Position (DPO)
- Declined No Reason Given (DPN)
- Declined Personnel Reasons (DPP)
- Declined Salary (DPS)
- Declined Location of Site (DPL)
- Declined Interview (DPI)¹⁹

As a result of the migration from SIGMA to AppliTrack, the District changed the way it tracked declined dispositions. In AppliTrack, candidates are notified by hiring administrators regarding recommendation of hire. Candidates are able to notify the site or Human Resources at which point the candidate Application Pipeline Status is changed. AppliTrack utilizes the following dispositions for candidate tracking:

- Declined position
- Accepted another offer
- Availability date
- No reason given
- Non-response (Unable to contact)

¹⁹ Since the beginning of this effort, the “Declined Interview” option has been removed. Those who decline interviews are – by definition –not offered jobs. Adding those who decline interviews to the pool of those who decline jobs, risk creating an inaccurate database.

- Personal reasons
- Salary
- Site
- Location

The District transitioned from SIGMA to AppliTrack completely in December of 2014. While the district has been inputting the data the data extraction is currently a manual process. The information that was for the SY 2014-15 is as follows:

Table 4.10: Applicant Job Offer Rejections

Declined Job Offer Reasons	SY 2014-15
Accepted Other Offer	29
No Reason Given	14
Location	1
Personal Reasons	15
Salary	7
Availability date	2
Non-Response	5
Total	73

Of the 29 candidates who accepted other offers, thirteen accepted offers for different positions within TUSD.

A total of 73 candidates for certificated positions declined offers of employment during SY 2014-15, with the ethnicity breakdown as follows: two African Americans, twelve Hispanics, 33 whites, four Asian/Pacific Islanders, two Native Americans, and ten unspecified. One African American and five Hispanics gave no reason for declining the job offers. One African American and one Hispanic gave Personal Reasons for declining. Five Hispanics accepted other job offers and 1 Hispanic declined the job offer for site location. (*Appendix IV-18, Declined Job Offer*).

5. Leadership Prep Academy

Recruiting and retaining quality teachers and administrators is not just a function of marketing the District to those who work elsewhere. Rather, the USP anticipates an environment where the District will “grow its own” by assisting diverse internal candidates in acquiring the skills and knowledge to obtain a new position within TUSD. The USP encourages such a process for prospective administrators.

The Prospective Administrators Plan encompassed an internal pipeline and an external pipeline supported by the District. The Leadership Prep Academy was the internal pipeline. The Master Cohort in Educational Leadership, a partnership between the District and the University of Arizona’s College of Education, was the external pipeline. Both pipelines identified, recruited, and supported prospective leaders with particular focus on African-American and Latino candidates.

The District’s Leadership Prep Academy (LPA) cultivated the leadership skills of staff members who pursued administrative positions in the District. The LPA included candidates qualified to be selected to serve as assistant principals and candidates selected through the recommendation/selection process.

The LPA was an eight month leadership preparation program. Participants worked as part of a cohort of 25 candidates. Each LPA session was guided by the Interstate School Leaders Licensure Consortium (ISLLC) standards for leadership and the Superintendent’s Leadership Team served as instructors. In addition, participants engaged in book studies, attended board meetings, and developed a culminating project.

The ISLLC standards by which the LPA was organized are:

1. Shared Vision and Mission
2. Culture of Learning/Instruction
3. Management
4. Equity/Collaboration
5. Professionalism
6. Advocacy

Dr. H.T. Sanchez, TUSD Superintendent, presented to the group on establishing and keeping the vision and mission in mind in your daily work for standard number one - Shared Vision and Mission. The Human Resources

Department in conjunction with the Assistant Superintendents of Elementary and Secondary Leadership presented strategies and shared experiences on standard three – Management.

Selection Process: The District selected candidates for the Leadership Prep Academy from staff members recommended by their principal, director, assistant superintendent, chief, or deputy superintendent. In the fall of 2014, District leaders sorted through the names and qualifications of 67 nominees all recommended by their supervisors. The candidate pool consisted of ethnically diverse applicants from many different staff positions.

- Thirteen Anglo males; five Hispanic males; two African American males
- Thirty Anglo females; sixteen Hispanic females; and one Asian female

Current positions of the candidates included: eighteen Teachers; five Teacher/Coaches; thirteen Learning Supports Coordinators; six Teacher Mentors; eleven Assistant Principals; four Magnet coordinators; six Program Coordinators; two Counselors; and, one Professional Development Academic Trainer.

Candidates recommended to participate in the LPA were required to demonstrate clear leadership qualities in their current position or assignment. These qualities consisted of being a strong team member, going above and beyond with their duties, responsibilities, and assignments, being dependable and reliable, maintaining a positive attitude, and having a proven track record of making a difference on their campus or department.

From those candidates recommended in the fall of 2014, central leadership selected 22 members to participate in the 2014-15 Leadership Prep Academy. The composition of the selected candidates was: seven Anglo females; five Hispanic females; one Asian female; five Anglo males; two African American males; and two Hispanic males. The current positions included two Teacher/Coaches; four Teachers; two Learning Supports Coordinators; one Teacher Mentor; six Assistant Principals; one Magnet coordinator; three Program coordinators; one Counselor; and two Interim Principals (when selected was an Assistant Principal and a Teacher/Coach).

To ensure that the program fulfilled the USP goal of diversifying the leadership staff, the District made targeted recruitment efforts to prospective and aspiring African American and Latino candidates. In 2014-15, recruitment efforts

included the Leadership Prep Academy and disseminating TUSD/UA Cohort information via District's website (<http://www.tusd1.org/contents/depart/pd/index.asp>). Recruitment efforts also included announcements at the Superintendent's Focus Group meetings, ILAs and central and site administrators reaching out directly to prospective candidates.

The Leadership Prep Academy met for ten sessions throughout the 2014-15 school year. The District administered sessions in the evenings for two hours, including presentation and discussion. In between sessions, the District required LPA participants to attend Governing Board meetings and report back to the LPA staff and attendees. LPA participants discussed the content of three books at the beginning of each session: *Mindset: The New Psychology of Success*, by Carol Dweck; *A Whole New Mind: Why Right-Brainers Will Rule the Future*, by Daniel H. Pink; and *A Message to Garcia*, by Elbert Hubbard (**Appendix IV-19, Leadership Prep Academy Syllabus**).

The District designed the Leadership Prep Academy to produce a cadre of qualified candidates to fill positions for site principals, assistant principals, or central office directors. Thirteen of twenty-two site level administrative positions filled during the spring and summer of 2015 were filled by recent LPA graduates.²⁰

Four of the twenty-nine 2013-14 school year minority participants, and one 2014-15 school year minority participant secured site administrator appointments as of June 30, 2015. Overall, eight 2014-15 school year LPA candidates secured principal or assistant principal positions for SY 15-16. Four participants (one Hispanic male) became principals and three became assistant principals. One Hispanic male candidate obtained a site level administrative appointment outside the District. The other LPA participants remained in his/her position for SY 15-16. (**Appendix IV-20, Leadership Prep Academy Participant List**).

In addition to the LPA, which was developed specifically for USP implementation, our continued partnership with the University of Arizona developed an advanced education program entitled a Masters Cohort in Educational Leadership. Participants in the two-year cohort earned a Masters in Education Leadership.

²⁰ In addition, six LPA participants were already working as assistant principals when they began the training program.

Potential candidates attended meetings to learn about the Masters Cohort. Applicants accepted by the University of Arizona were forwarded to the District for review against a set of criteria. Candidates were required to be:

- current TUSD employees in good standing;
- certified teachers;
- teachers with three years' tenure in the District by the end of the program (Summer 2017); and
- teachers who signed a Commitment Agreement

Applicants received a commitment letter and the University helped the District provide financial assistance (**Appendices IV-21, TUSD-UA Ed Leadership Cohort Agreement** and **IV-22, IGA Masters in Educational Leadership**). The 2014-15 TUSD/UA Cohort I completed year one of the two-year program and included a diverse pool of prospective administrators. Cohort I had seven teachers; two ROTC officers; one Teacher Mentor; and one Professional Development Academic Trainer for a total of eleven candidates. Four females and seven males represented three African American, six Hispanics, one Anglo and one Not-identified (**Appendix IV-23, TUSD-UA Ed Leadership Cohort App List**).

6. Diversity and Experience Review for Teacher and Site Administrator Assignments

An important component of recruiting and hiring both teachers and administrators is ensuring that they work at the “right” school. Diversity recruiting is not just about bringing racially and ethnically diverse teachers and administrators *into* the District; it also requires that we ensure they are represented *throughout* the District. The District recognized the value of ensuring that students at racially concentrated and/or underperforming schools have experienced teachers and administrators to guide their education. Additionally, the District recognized the value of maintaining a diverse staff at schools so students were able to see themselves reflected in the school staff. The USP required the District to enhance the experience level and diversity at District schools.

The steps directed by the USP included (1) monitoring the diversity of each site and identifying significant disparities (fifteen percent or greater) between the diversity of the school's certificated staff or administrator staff and the district-wide percentages for the relevant grade level, (2) monitoring the education level of the

certificated staff at each school site, and (3) encouraging voluntary transfers to address particular needs at a site. The District committed to not appoint first year principals to racially concentrated or underperforming school sites without the Superintendent's approval. USP §IV (E) (5). The information below reports first on racial and ethnic diversity followed by an overview of the experience of site personnel, particularly those assigned to racially-concentrated or underperforming schools.

Diversity

While the total number of African American teachers increased, the percentage of the total number of teachers identified as African American remained the same. The number and percentage of Hispanic teachers increased by one percent during the 2014-15 school year.

Table 4.11: Certificated Staff by Race/Ethnicity

Certificated Staff	White	Af. Am.	Hisp.	Nat. Am.	Asian or P.I.	Unspec.	Total
SY 13-14	1846	79	700	33	61	13	2732
SY 14-15	1775	82	715	31	59	41	2703

(Appendix IV-24, Summary of Total Certificated Staff) and (2013-14 Annual Report, Appendix IV-13 p. 318).

Although the number of principals decreased, the District appointed two additional African American administrators in the 2014-15 school year. Additionally, the District appointed five Hispanic administrators (three assistant principals and two principals). The total administrative staff, including non-site administrators, increased in diversity with two additional African American administrators and seven new Latino administrators. The decrease from the 2013-14 school year to 2014-15 school year was because the district is now only reporting certificated administrators and administrators cited in the USP.

Table 4.12: Assistant Principals by Race/Ethnicity²¹

Assistant Principals	White	Af. Am.	Hisp.	Nat. Am.	Asian or P.I.	Unspec.	Total
SY 13-14	22	2	19	1	0	0	44
SY 14-15	18	4	21	2	0	0	45

Table 4.13: Principals by Race/Ethnicity

Principals	White	Af. Am.	Hisp.	Nat. Am.	Asian or P.I.	Unspec.	Total
SY 13-14	47	6	31	1	0	0	85
SY 14-15	44	4	33	1	0	0	82

Table 4.14: Non-Site Administrators by Race/Ethnicity

Administrator Staff	White	Af. Am.	Hisp.	Nat. Am.	Asian or P.I.	Unspec.	Total
SY 13-14	28	9	12	2	0	0	51
SY 14-15	11	8	11	1	0	0	31

Table 4.15: Total Certificated Administrators and USP Administrators by Race/Ethnicity

Administrator Staff	White	Af. Am.	Hisp.	Nat. Am.	Asian or P.I.	Unspec.	Total
SY 13-14	97	17	62	4	0	0	180
SY 14-15	73	16	65	4	0	0	158

(Appendix IV-25, Summary of Certificated Administrators and USP Administrator and 2013-14 Annual Report, Appendix IV-6, Administrator Racial/Ethnic Demographics Districtwide).

Administrative teams were assigned to 29 District schools in SY 14-15. Out of the 29 administrative teams throughout the District, twelve were homogeneous and

²¹ Due to the low numbers, percentages were not used in the analyses for Tables 4.12, 4.13, and 4.14.

of those homogeneous teams eight teams were Hispanic and four teams were white. Of the eight Hispanic administrative teams, seven were assigned to schools with large Hispanic student populations. The white administrative teams were assigned to Sabino High School, University High School, Pistor Middle School and Vesey Elementary School.

The District continued to monitor administrative teams throughout the school year and made assignment recommendations to diversify the administrative teams through attrition and the spring hiring process. At Vesey Elementary School and Pistor Middle School the District hired Hispanic principals at both sites for 2015-16 school year. For the list of 2014-15 school year administrative teams (***Appendix IV-26, Administrative Teams – SY 2014-15***).

As mandated by the USP, the District also monitored and identified disparities of more than a fifteen percentage point variance between the percentage of African American and Hispanic certificated staff and administrators at individual schools. The District calculated the disparity by comparing district wide percentages and grade level comparisons for the applicable racial/ethnic group. For administrators, the analysis was not statistically significant because very few schools have more than one administrator assigned to the school with the exception of high schools.

In elementary schools, African American teachers represented two percent of the total teachers. In the 49 elementary schools there were 21 African American teachers assigned. Three African American teachers are assigned to Howell and Banks while Bloom, Borman, Holladay Magnet, Soleng Tom and Wheeler elementary schools had two African American teachers on staff. Cavett, Erickson, Lynn-Urquides, Myer-Ganoung, Tolson and Vesey had one African American teacher on staff. Of the 49 elementary schools, 36 schools have no African American teachers assigned. As a result of the small sample size, none of the sites reflected a fifteen percentage point variance for African American teachers in either direction. (***Appendix IV-27, Teaching Certificated Staff Summary***).

The District assigned 257 Hispanic teachers to elementary schools, which represented 28 percent of the elementary teaching staff. Hispanic teachers were under-represented (a variance of fifteen percentage points or greater with fewer Hispanic teachers than expected) at thirteen elementary schools: Bloom, Collier, Dunham, Fruchthendler, Gale, Henry, Holladay, Howell, Hudlow, Hughes, Soleng Tom, Steele and Whitmore. Hispanic teachers were over-represented (a variance of

fifteen percentage points or greater with more Hispanic teachers than expected) at ten elementary schools: Banks, Carrillo Magnet, Davis Bilingual Magnet, Grijalva, Manzo, Miller, Mission View, Oyama, Tolson, and Van Buskirk.

In the 2013-14 Annual Report, the District highlighted the lack of diversity at Collier, Henry and Whitmore elementary schools. During the 2014-15 school year, there was no vacancy at Collier and as a result, there was no opportunity to diversify the staff. Whitmore and Henry each had a single teacher vacancy. Through the competitive processes, Hispanic teachers were hired at Henry and Whitmore elementary schools, which improved the diversity at those schools. However, a disparity greater than a fifteen percentage point variance remains at each of these schools (*Appendix IV-27, Teaching Certificated Staff Summary*).

The District assigned twenty African American teachers to K-8 schools, which represented five percent of the District's K-8 teacher total. None of the schools had a fifteen percentage point variance in African American teachers. The District assigned 144 Hispanic teachers to K-8 schools, which represented thirty-eight percent of the K-8 teacher total. Hispanic teachers were underrepresented in four K-8 schools: Booth/Fickett, Dietz, Roberts/Naylor and Safford. Hispanic teachers were over-represented at four K-8 schools: Hollinger, Mary Belle McCorkle, C.E. Rose, and Roskruge Bilingual Magnet.

Twelve African American teachers were assigned to the middle schools, which represented three percent of the total middle school teachers. None of the middle schools had more than a fifteen percentage point variance in African American representation within the teaching staff. Fifty-seven Hispanic teachers were assigned to middle schools, which represented eighteen percent of the total middle school teachers. None of the middle schools have a greater than or less than fifteen percentage point variance compared to the total teachers assigned to that grade level.

The District assigned twenty-five African American teachers to high schools, which represented four percent of the total high school teachers. None of the high schools reflected disparities of fifteen percentage points or more in African American teacher representation. There were 132 Hispanic teachers assigned to the high schools, representing twenty percent of the total high school teachers. Pueblo High Magnet School is the only high school with a greater than fifteen percentage point variance in Hispanic representation.

The USP also directs that the District monitor and report on District-Initiated Transfers. The District did not impose any administrative involuntary transfers (District Initiated Transfers “DITs”) in 2014-15 school year. However, attrition allowed for a conscious effort to balance the diversity of the administrative teams through the hiring processes. The District processed 60 voluntary transfers of teachers in fall 2014 to balance classrooms. Nine of those transferred were assigned to dual language programs (***Appendix IV-28, Certificated District Initiated Transfers (DIT) SY 2014-15***).

Experience

The District monitored the experience levels of administrators and teachers assigned to racially concentrated or underperforming schools to identify sites with an overrepresentation of inexperience in those positions. In 2014-15 school year, the District used this data to strategically recruit for these school sites.

For administrator recruitment, the District recruited both locally and nationally by advertising in different professional venues. The list of advertising agencies is available in the 2013-14 Annual report. *2013-2014 Annual Report, Appendix IV-3, p. 722*. Twenty first-year principals were assigned in SY 14-15, and of those twenty, seven were assigned to racially concentrated and/or D (underperforming) schools. The Superintendent approved the assignments, as required by the USP. Table B provides a summary of the first-year principals in racially concentrated and/or D schools. One principal previously served as a Central Director, three participated in the Leadership Prep Academy, and three had prior Assistant Principal experience.

²² Case 4:74-cv-00090-DCB Document 1687 filed 10/01/14 Page 126 of 264.

Table 4.16: Summary of 1st Year Principals in Racially Concentrated and/or D Schools

School	Grade Level	School Integration Status	School Grade	Race/Ethnicity	Hire Date
Lynn	ES	Racially Concentrated	D	Hispanic	07/01/2014
Pueblo Magnet	HS	Racially Concentrated	C	Hispanic	07/01/2014
Safford Magnet	K-8	Racially Concentrated	C	Hispanic	07/01/2014
Bonillas	ES	Racially Concentrated	C	White	07/01/2014
Grijalva	ES	Racially Concentrated	C	White	07/01/2014
Hollinger	K-8	Racially Concentrated	C	White	07/01/2014
Lawrence	ES	Neutral	D	White	07/01/2014

(Appendix IV-29, First Year Principals in Racially Concentrated or D schools).

The District provided additional support for all first-year principals through assigned mentors and their directors. The five District mentors have over 40 years of combined experience and they include two retired principals and three elementary school directors. The mentors monitored the progress of the first-year principals. As a result of this monitoring, the District identified one struggling first year-principal who was assigned to an elementary school that is racially concentrated and a D school. In addition, the District noted that ten percent of the teachers assigned to that school were also beginning teachers. Additional support was provided but the principal continued to struggle. The District determined that the principal was not prepared for the challenges of managing that school. The staff member was transferred to an assistant principal position to obtain further experience.

The District's 2014-15 teacher recruitment efforts focused on highlighting salary scales to recruit more experienced teachers. The District worked toward the goal to increase the number of experienced teachers and reduce the number of beginning teachers employed at racially concentrated schools and low performing schools.

The District also made a concerted effort to decrease the number of inexperienced teachers by hiring experienced retirees through ESI. The retired

teachers were highly qualified and already secured required certification. Retired teachers and administrators hired through ESI worked at the District without risking their retirement benefits. Many retired teacher placements result in the staff member returning to their previous job classification and school site.

In SY 2014-15, 197 first-year teachers (those with less than one year of teaching experience) were hired to 45 schools identified as racially concentrated or in which students were achieving at or below the District average in scores on state tests or other relevant measures of academic performance (*Corrected Appendix IV-30, "Teachers with/<1 Year Experience in Racially Concentrated and/or Schools where Students Achieving at or Below the District Average"*).

Table 4.17: Schools that are Racially Concentrated and/or Schools in Which Students were Achieving At or Below the District Average with 10% or Greater Beginning Teachers.

School	Status:	Assigned Teachers	Beginning Teachers	New Teachers %
Catalina High School	At or Below District Average	43	11	26%
Cholla High School	Racially Concentrated	87	21	24%
Davidson Elementary School	At or Below District Average	15	5	33%
Dietz K-8	At or Below District Average	18	3	16%
Erickson Elementary School	At or Below District Average	27	6	22%
Hollinger K-8	Racially Concentrated	28	4	14%
Lawrence K-8	At or Below District Average	20	9	45%
Lynn/Urquides Elementary School	Racially Concentrated	29	3	10%
Maldonado Elementary School	Racially Concentrated	20	3	15%
Myers Elementary School	At or Below District Average	19	3	18%
Naylor K-8	At or Below District Average	27	8	30%
Oyama Elementary School	Racially Concentrated	18	3	17%
Palo Verde High School	At or Below District Average	41	5	12%
Pueblo Gardens K-8	Racially Concentrated	24	3	12%
Pueblo Magnet High School	Racially Concentrated	87	10	11%
Robins K-8	Racially Concentrated	29	3	10%
Rose K-8	Racially Concentrated	35	4	11%
Rincon High School	At or Below District Average	55	10	18%
Sahuaro High School	At or Below District Average	73	8	11%
Santa Rita High School	At or Below District Average	41	5	12%
Utterback Middle School	Racially Concentrated	25	4	16%
Valencia Middle School	Racially Concentrated	53	7	13%
Warren Elementary School	Racially Concentrated	14	3	21%

B. Retention of Teachers and Administrators

1. Evaluation and Assessment of Attrition Information

Diversity recruitment is not a success if those recruited do not remain with the District. Accordingly, the USP requires the District to evaluate whether there are disparities in the attrition rates of African American and Latino administrators and certificated staff compared to other racial and ethnic groups. If such disparities are noted, the District is required to assess the reasons and develop a plan to take corrective action. The District thus monitors attrition rates to determine if disparities exist in the separations of African American and Hispanic teachers and administrators, when compared to other racial/ethnic groups. The end of year analysis in the 2014-15 school year shows no disparities in the separation of African American or Latino certificated staff when compared to their representation in the District as a whole. In the 2014-15 school year, 401 teachers separated from the district, compared to 410 in the 2013-14 school year.

Table 4.18: SY 2014-15 Certificated Rates of Attrition by Race/Ethnicity Compared to the Total District Certificated Staff by Race/Ethnicity

Race/Ethnicity	% of Certificated Staff Who Left by Race/Ethnicity	% of 2014-2015 Certificated Staff by Race/Ethnicity*	Difference
African American	1.2%	3.1%	-1.9%
Hispanics	23.4%	26.6	-3.2%
White	70.9%	65.3%	5.6%
Asian / Pacific Islanders	1.7%	2.2%	-.5%
Native Americans	1.2%	1.2%	0%
Unspecified	1.5%	1.5%	.0%

(Appendix IV-24 Summary of Total Certificated Staff).

The difference column in Table 4.18 is representative of which racial/ethnic group of certificated staff has separated from the district. The difference is noted at either a higher (positive) rate or lesser (negative) rate than expected based upon

that's group's representation in the District as a whole. A total of five certificated African Americans separated; three completed their employment term, one relocated and one did not accept their contract. For certificated Hispanics, 94 separated; 28 ended their employment term, 28 had personal/family reasons, 23 retired, nine resigned for another position, six relocated, and one did not accept the contract.

The analysis in Table 4.19 shows the percentage of each ethnic group that separated from the District. Because of the small numbers in certain groups these percentages should be considered with a critical eye. For example, when one additional African American, Asian or Native American teacher, leaves that impacts that group's percentage more significantly than the separations of one white or Hispanic teacher. The best way to consider this data is to compare the percentage of one ethnic group to the average for the District as set forth in the "Total" column. The question answered here is whether certificated staff in a particular racial or ethnic group is leaving the district at a higher rate than the average attrition rate.

Table 4.19: SY 2014-15 Percentage of Each Racial /Ethnic Group That Separated from the District (Certificated)

Race/Ethnicity	Total number who left by race/ethnicity	Total number certificated staff in District by race/ethnicity	Percent of teachers who left out of District totals, by race/ethnicity
African American	5	82	6.1%
Hispanics	95	715	13.3%
White	288	1775	16.2%
Asian / Pacific Islanders	7	59	11.9%
Native Americans	5	31	0.2%
Unspecified	6	41	0.1
Totals	<u>406</u>	<u>2703</u>	<u>15.0%</u>

The administrator separations the 2014-15 school year, total thirteen compared to 34 the previous year. For African Americans the attrition rate increase is attributed to three separations compared to none the previous school year. Two African American administrators accepted positions out of state and one was a

retiree that ended his contract term. In the 2014-15 school year, two Hispanic administrators separated compared to ten the previous year. The attrition percentages by race/ethnicity are noted in Table 4.20

Table 4.20: SY 2014-15 Administrator Rates of Attrition by Race/Ethnicity

Race/Ethnicity	% of Administrator Staff, who left, by Race/ethnicity.	% of 2014-2015 Administrative Staff by Race/Ethnicity*	Difference
African American	23.1%	6%	17.1%
Hispanics	15.4%	42%	-26.6%
White	53.8%	50%	3.8%
Asian / Pacific Islanders	0%	0%	0%
Native Americans	7.7%	2%	5.7%
Unspecified	0%	0%	0%

(Appendix IV-25, Summary of Certificated Administrators and USP Administrators).

The administrator retention assessment for the 2014-15 school year finds that when compared to the total percentage of administrators that left, African Americans separated from the District at a slightly increased proportion when compared to the total percentage. It is important to consider the reasons for those separations. The Hispanic administrators; did not separated from the district with disparities, when compared to other groups. Table 4.21 provides a visual summary of the attrition findings of the administrator separations.

Table 4.21: SY 2014-15 Percentage of Each Racial/Ethnic Group That Separated from the District (Certificated Administrators and USP Administrators)

Race/Ethnicity	Administrator Disparity Evaluation		
	Total number administrators who left the District	Total number administrators in District	Percent of Administrators who left, out of District total.
African American	3	16	18.8%
Hispanics	2	65	3.1%
White	7	73	9.6%
Asian / Pacific Islanders	0	0	0%
Native Americans	1	4	25.0%
Unspecified	0	0	0%
Totals	<u>13</u>	<u>158</u>	<u>8.2%</u>

In summary, three African American administrators separated from the district; two accepted employment out of state and one resigned at the end of their contract term. Two Hispanic administrators left, one because their contract term ended and one separated for mutual consent.

Retention is a function of job satisfaction in many instances and thus the District is required to administer a yearly teacher job satisfaction survey USP §IV(F)(1)(b). The survey is to obtain information about overall job satisfaction and the desire of the teacher to continue employment with the district. The survey is administered annually with the School Quality Survey (SQS). The findings in the 2014-15 school year provide insights into the overall job satisfaction of district employees. The teacher job satisfaction survey made three inquires; "Overall, I am very satisfied with my school", "I am very satisfied with my current position at TUSD" and "I want to continue employment with the District." The findings of the 2014-15 school year teacher job satisfaction survey were compared to the 2013-14 school year by grade levels; high schools, middle schools, and elementary/K-8

schools. (*USP § IV(F)(1)(b)*); and **Appendix IV-31, Annual Teacher Job Satisfaction Survey**.

In the 2014-15 school year at both the high schools and middle schools, African American and Hispanic teachers were more satisfied at their schools, current positions and want to continue employment with the district when compared to the previous school year. At the elementary/K-8 schools however, African American teachers were less satisfied with their school and current positions when compared to the previous school year; however, they wanted to continue employment with the district at an increase rate of 1.2 percent this school year. The Hispanic teachers in the elementary/K-8 schools were more satisfied with their schools and less satisfied with their current assignments (0.6%) and their desire to continue employment decreased slightly (-0.1%) in the 2014-15 school year.

The USP also requires the District to conduct focus groups to obtain feedback from representative samples of certificated staff. Focus groups were conducted on three individual days, the 26th, 27th and 28th of January 2015. Human Resources conducted focus groups for critical need positions in Math, Science, Special Education, and English Language Learners. A mass email was sent to 781 teachers in those areas inviting them to participate in any one of our three day sessions. Twenty-six teachers attended the focus group and identified areas of support that would be helpful including: increasing class room support (i.e., textbooks), increasing teacher salaries, increasing new teacher mentoring as well as starting the hiring process earlier, addressing compression issues, and including site visits in recruitment plan. In addition a second recruitment and retention focus group was held with the superintendent on March 26, 2014.

2. New Teacher Induction Program

To retain teachers new to the District, the USP anticipates a strong foundation in the District's policies, practices, and ethos. To that end, the USP directs the District to amend its New Teacher Induction Program (NTIP) to provide new teachers with additional tools to "become effective educators." (*USP §IV(I)(1)*). Specifically the program should (a) build beginning teachers' capacity to become reflective and collaborative members of their professional learning communities and (b) help them engage thoughtfully with students from diverse backgrounds. In

addition, the District is tasked with hiring or designating an appropriate number of new teacher mentors. USP §IV(I)(1).

The NTIP has three components: 1) a Four-Day New Teacher/Administrator Induction, 2) Mentor Support, and 3) Professional Development (PD). Each component builds beginning teachers' capacity to be reflective practitioners and collaborative members of their professional learning communities. Each element of the program also encourages teachers to engage thoughtfully with students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy.

A 2013 curriculum audit revealed that the District lacked a cohesive, aligned, formal curriculum. Because of this finding, the District set curriculum development and implementation as a high priority for the 2014-15 school year. As a result, the NTIP was reduced in part by revising the new teacher mentor program in order to support the curriculum roll-out. The focus of mentor support changed from one-on-one mentoring for first and second year teachers to supporting the District's curriculum roll-out for all teachers, including first and second-year teachers, at the mentors' assigned school sites through professional development PLCs, classroom observations and personal feedback.

At the beginning of 2014-15 school year, the NTIP provided a four-day New Teacher/Administrator Induction for all new and new-to-TUSD certificated individuals. At the Induction, 123 new teachers received an overview of the District, the Danielson Evaluation Day 1 of the four-day Essential Elements of Instruction, Classroom Procedures, Tort Liability and Boundaries/Ethics Training.

During the school year, one-to-one mentoring for the 123 first-year and 83 second-year teachers was limited. The targeted professional development for first and second year teachers was also revised as the teacher mentors provided site-wide professional development to support the curriculum roll-out to all faculty members. The District assigned twenty teacher mentors from centralized positions to low performing sites as curriculum service providers and trainers, commonly referred to as curriculum facilitators (*Appendix IV-32, Curriculum Service Provider*). Thirty-eight first and second year teachers received mentoring support from those facilitators assigned to the school to which the teacher was assigned.

The District provided all curriculum facilitators with professional development relating to the district curriculum that included the integration of

mentoring practices at site-based trainings. The District also completed integration of culturally responsive pedagogy and instruction in the curriculum-based professional development, which mirrored that provided to site administrators via ILAs.

In addition, the District provided teacher mentors/curriculum facilitators with the foundation of creating PLCs. As a follow up to the curriculum professional development, new teachers worked in small groups (PLCs) and set up times for individual support. The PLCs focused on the curriculum roll out, with CRPI integration, and answered the four foundational questions of the PLC process: What do we want our students to learn? How will we know when they have learned it? What do we do if they didn't learn it? What do we do if they already know it? Utilizing these foundational questions assisted new teachers in understanding the TUSD curriculum, instructional strategies, culturally responsive pedagogy and instruction, and classroom management (*Appendix IV-33, Example of CF Agendas*).

Although the curriculum facilitators were focused on the curriculum rollout and the related site-based professional development, they also provided support to new teachers to the extent possible and turned in weekly logs as evidence of their work with new teachers (*Appendix IV-34, Example of Curriculum Facilitator Professional Development Weekly Logs*).

3. First-Year Teacher Pilot Plan

Retaining successful teachers means training and supporting those who are not just new to the District but are new to the teaching profession. Brand new teachers can benefit from targeted mentoring and support. Accordingly, The USP directs the District to develop a pilot plan to support first-year teachers performing in underachieving schools. As discussed in the 2014 Annual Report, the first-year teacher plan was piloted in the 2013-14 school year. As discussed below, the primary objectives for 2014-15 were to 1) evaluate outcomes from the pilot, 2) make appropriate adjustments, 3) determine next steps to implement revised pilot plan.

The District evaluated the benchmark testing results from the First-Year Teacher Pilot Plan beginning in the summer of 2014. The goal was to determine if student achievement gains indicated that those teachers in the First-Year Teacher

Pilot Program were more effective than their peers who were not provided special supports. The evaluation found mixed results. Gain score comparisons in benchmark tests (ATI and AIMS tests for middle and high schools, DIBELS for elementary) showed the subject group's students made slightly greater gains from pre-test to post-test compared to the control group's students (1 percent). Composite gain score comparisons showed the subject group's students outgaining the control group's students in reading for middle and high school students. However, in elementary schools, the DIBELS comparison showed that the control group's students significantly outgained the subject group's students (***Appendix IV-35, First-Year Teacher Pilot Plan***).

These results did not indicate a clear pattern of positive program effect across grades or subjects when the subject group's students were compared to the control group's students. These data suggested that adjustments were needed to strengthen the First-Year Teacher Plan. These teachers also did not receive the full amount of mentoring support anticipated by the Pilot Plan because of a shortage of teacher mentors, and this mentoring was one of the Plan's key components for differentiated teacher support. Based on these results, the District decided to revise the First-Year Teacher Plan.

During the 2014-15 school year, the District worked to revise the First Year Teacher Plan. Under the leadership of Mr. Foster, District staff chose to use the research-based model from the New Teacher Center as it developed its revised plan.

Under the revised First-Year Teacher Plan to be implemented in 2015-16 school year (***Appendix IV-36, Revised First Year Teacher Plan***), the District decided that all first-year teachers would be assigned a full-time release mentor that mentors them throughout their first year. First-year teachers will develop and follow a plan of action, which includes creating a schedule with specific times for observation cycles, feedback, weekly collaboration, creating individualized learning plans, analyzing student work and lesson analysis via video recording. Based on the research of the New Teacher Center²³, mentors will work with their new teachers a minimum of 90 minutes a week.

District staff, led by Dr. Halley Freitas (Sr. Director for Assessment and Evaluation), set the criteria that would be used to determine if the plan was

²³ "New Teacher Center (NTC) is a national non-profit dedicated to improving student learning by accelerating the effectiveness of new teachers and school leaders."

successful. To that end, the Curriculum, Instruction and Professional Development Department, in conjunction with the Office of Accountability and Research (A&R), will evaluate the success of the program through three criteria:

- All participants will show a 10 percent growth from Quarter 1 Benchmarks to Quarter 3 Benchmarks.
- Evaluations of the end-of-the-year surveys from three stakeholders (the Administrator, the Mentor, and the Teacher).
- Attendance rates and achievement data will be used in relationship to their schools risk factor to determine the impact on of the program on first year teachers.

This evaluation will be done at the end of the 2015-16 school year.

4. Teacher Support Plan

Some teachers are in need of additional profession support outside of what is provided routinely to all teachers new to the District and the profession. Accordingly, the District has also developed a Teacher Support Plan designed to assist underperforming and struggling teachers. The Teacher Support Plan outlined a program for all teachers within the District regardless of their length of service. The District referred teachers to the program who were identified as performing inadequately in the classroom (underperforming), or needing support (struggling).

- Underperforming teachers referred for inadequate classroom performance participated in a 45-instructional-day plan for improvement in accordance with Governing Board policy GCO. (*Appendix IV-37, TUSD GB Policy GCO*).
- Struggling teachers needing support (but not identified as having inadequate classroom performance) received targeted professional development, and other research-based supports identified by the supervising administrator as appropriate.
- Support plans used the 2013 Danielson Framework for Teaching as the foundation for development.

The District developed the Teacher Support Plan collaboratively with Tucson Education Association (TEA) during the 2012-13 school year, and the Board

approved the plan on December 10, 2013. For the 2014-15 school year, the Senior Director of Curriculum Deployment provided principals and assistant principals with training on the plan during the fall 2014 Instructional Leadership Academy (ILA) (**Appendix IV-38, Agenda ILA 10162014**). Principals reviewed the Teacher Support Plan information at their respective sites during staff meetings and Early Release Wednesdays.

TEA, the teacher association, also communicated the Teacher Support Plan to its members. The Teacher Support Plan was part of performance management for certified staff and was an appendix in the District's Measurement of Teacher Effectiveness. This document was reviewed at the beginning of the school year with all certified staff members. The District developed two processes/plans for teacher support - The Target Support Plan and the Plan for Improvement. The District initiated the Target Support Plan for:

- Teachers needing support (but not identified as performing inadequately in the classroom)
- Teachers identified by a site or central administrator as needing support in one or more areas based on evidence (e.g., from student surveys, administrator observations, discipline referrals).
- Teachers who self-identified and, as resources allowed, received support in one or more areas.
- The District provided support based on teacher performance or classroom management review results.

Conversely, a Plan for Improvement was only initiated for underperforming teachers, in accordance with state statute for teachers classified in the lowest category (Ineffective) or for teachers classified in the lowest two classification (Ineffective or Developing) for two years. A Notice of Inadequacy of Classroom Performance is required prior to the administering of a Plan for Improvement (**Appendix IV-37, TUSD GB Policy GCO**).

Elementary and Secondary Directors worked with site administration to develop and monitor plans for implementation. Elementary and Secondary Directors worked closely with their Assistant Superintendent, and the Human Resources Department throughout the implementation of plans. The District developed workflows for both plans to guide all in the process (**Appendices IV-39, Targeted Support Flow Chart**; and **IV-40, Plan For Improvement Flow Chart**). In the 2014-15 school year, 24 plans were developed for teachers - fourteen teachers

were placed on Target Support Plans and ten teachers on Plans for Improvement as indicated in the table below.

Table 4.22: Teacher Support Plans

The Number for Teacher Support SY 14-15			
	Target Support Plan (struggling)	Plan for Improvement (underperforming)	Total
White	8	3	11
African American	1	0	1
Hispanic	3	6	9
Native Am	0	1	1
Asian/Pacific Islander	1	0	1
Other	1	0	1
Totals	14	10	24

The District administered Targeted Support Plans and Plans for Improvement to support underperforming and struggling teachers as required in USP IV(K)(1)(O).

After the District collected the results from the teacher evaluations, thirteen teachers were classified as “Ineffective” nine of the thirteen teachers resigned from the District at the end of the school year. Of the remaining four teachers who were identified as “Ineffective” from the teacher evaluations, only two met the criteria for a Plan of Improvement and were placed accordingly. The other two met exemption criteria included in the Governing Board Policy and were ineligible for placement on a Plan for Improvement. Instead, the District placed those teachers on Targeted Support Plans.

On average, Targeted Support Plans continued for less than 30 days before successful completion of the plan’s objectives. However, plans for two teachers required extensions/continuation due to not meeting the established goals and when additional concerns were conveyed to the teacher by their evaluator. The expectation of teachers on Targeted Support Plans was to improve and maintain the level of performance within the identified area(s) of concern(s).

State statute regulated a 45-day Plan for Improvement. At the end of the 45 days, the teacher was evaluated again for effectiveness. A full evaluation was completed, which included scoring the teacher on the 2013 Danielson Framework for Teaching and calculating in student growth scores and teacher self-review to develop a final classification. Teachers on Plans for Improvement were required to be classified as Effective to avoid the possibility of statement of charges (dismissal).

Principal Professional Development to support and evaluate teachers:

Two sessions were provided at the ILA in the 2014-15 school year, a bi-monthly meeting with all principals/assistant principals in the District. Central staff and instructional administrators also regularly attended ILAs. The District's professional development sessions provided principals with consistent criteria to support and evaluate their instructional staff. For the 2014-15 school year, the Senior Director of Curriculum Deployment provided principals and assistant principals with training on the plan during the October 16, 2014 ILA (*Appendix IV-38, Agenda ILA 10162014*).

The Support Plan training provided the process and guidance for the positive development of the building administrators underperforming, and struggling teachers. Additionally, during the November 13 and November 20, 2014 ILA sessions, professional development on Appendix J of the Curriculum Audit (Engagement Strategies), and Appendix K of the Curriculum Audit (Characteristics of Culturally Responsive Teaching and Learning) was provided to all site and district administrators. The information was aligned with the Danielson Framework and the TUSD Strategic Plan, which was used by principals to evaluate teachers.

5. PLC Training

The USP requires the District to use a variety of education, mentorship, and support strategies to assist and train classroom teachers. USP §IV(I). The USP vision for Professional Learning Communities (PLCs) included structured time for co-planning and collaboration, mentorship and peer teaching in culturally responsive pedagogy, and support for student-teacher, teacher-teacher, and family-teacher interactions. USP § IV(I)(4). To support this vision, the District organized

administrator training at all sites through Professional Learning Communities (PLCs).

During the 2014-15 school year, PLCs provided an organized format for teamwork and a support strategy that promotes three core values – learning, collaboration, and data-driven results. The District administered PLCs with teams, which set specific and measurable performance goals, used relevant data and information, and scheduled time to focus on data and critical questions that impact student learning.

In the 2014-15 school year, guided by the work of Richard Dufour from Solution Tree, the District began its PLC support strategy with the implementation of the Instructional Leadership Academy ILA. Principals, assistant principals, and all District level administrators worked together, and under the leadership of the Superintendent the District began the groundwork for PLCs in a train the trainer model.

At ILA meetings, all administrators worked collaboratively on curriculum, instruction, and data using instructional questions to lead the discussion. The District encouraged site administrators to follow the same PLC process with their staff during early release professional development sessions held each Wednesday (*Appendix IV-41, PLC Continuum Dufour SY 2014-15*).

As discussed in last year's Annual Report, the District partnered with the University of Virginia (UVA) and Arizona Department of Education to implement a turnaround program at six District campuses²⁴. The District organized a pilot program with a formalized PLC structure at these turnaround campuses during the 2014-15 school year. Each site began the PLC process by establishing grade level teams. The teams developed common commitments or agreements to guide their team work and analyzed student performance data regularly to make instructional decisions.

With this more formalized structure, each school established a culture that focused on collaboration and use of data. (*Appendices IV-42, Lawrence_3-6 PLC; IV-43, Mission View_PLC; and IV-44, Cavett 1st Qtr PLC*). In February 2015, the PLC Summit reinforced the PLC structure at the six UVA schools. School staff members

²⁴ Catalina High School, Cavett, and Mission View Elementary Schools, Johnson K-2, Lawrence 3-8, and Utterback Middle School.

collaborated and planned during the PLC Summit sessions. The attendees worked together to review objectives for instruction, assessment, and a supportive environment for student learning. Dialogue focused on planning and preparation, classroom environment, instruction, and professional responsibilities (***Appendices IV-45, Pre-Authorization Form-Example SY 2014.15; IV-41 Continuum DuFour SY 2014-15; IV-46, Pre-Authorization and PLC Log-Example SY 2014-15; and IV-47, PLC Walkthrough Checklist SY 2014-15***).

The District organized a foundational committee to create a structure for implementation of PLCs at the site level throughout the District. In February 2015 the committee attended the Solution Tree PLC Summit, led by Richard Dufour, in Phoenix, Arizona. The committee included a teacher representative from each school, three site level administrators, and two district level administrators. (***Appendices IV-48, Professional Learning Communities Training SY 2014-15; and IV-49, Roster of PLC Training Participants SY 2014-2015***).

The District created a committee to develop the PLC structure for the 2015-16 year that was effective and proactive. The committee included 86 teachers and three administrators who met monthly in March, April, and May to review and develop PLC resources for a full systematic PLC implementation. Members attended the Solution Tree PLC Summit as described above. The committee shared resources and information with the Superintendent's Focus Group and requested feedback (***Appendix IV-50, Materials for PLC***). As a result, the District planned to combine the Superintendent's Focus Group and the foundational PLC Committee during the 2015-16 school year under the title of Superintendent's Focus Group.

6. USP-Aligned Professional Development

The USP requires the District to develop and implement professional development and to support efforts to strengthen the instructional practices of district educators so that all students may achieve academic success. In the 2014-15 school year Richard Foster, Senior Director of Curriculum Deployment, coordinated all District-level professional development as required by USP § IV(B)(3). He worked closely with the office of Culturally Responsive Pedagogy and Instruction (CRPI). The District implemented comprehensive professional development relating to the USP, culturally responsive pedagogy, induction and Essential Elements of Instruction training for new teachers, support for all teachers on the

new TUSD ELA/Literacy and Math curricula, behavioral and discipline systems (including Restorative Practices), Positive Behavior Interventions and Supports, and amendments to the Guidelines for Student Rights and Responsibilities (GSRR).

To establish a consistent system of delivery that would lead to sustainability, the District utilized its own talent to provide professional development through a trainer-of-trainer model (TOT) (***Appendices IV-51, Master PD Listing and IV-52, USP PD***).

The District provided the majority of USP-required training via face-to-face, facilitator-led instruction. While various trainings occurred during the 2014-15 school year, a significant part of the professional development focused on student engagement, culturally responsive pedagogy and instruction, implementation of ELA/Literacy and Math curricula, the District's discipline model, and differentiation for all learners especially English Language Learner (ELL) students. The CRPI Department worked in concert with content area specialists, magnet coordinators, and professional development academic trainers to develop and/or facilitate the ELA/Literacy and math training.

The District also offered online training modules delivered on the professional development management system TrueNorthLogic (TNL). Topics for these modules included Student Assignment, Hiring Protocols and Workforce Diversity, and Understanding the Unitary Status Plan. For the online modules, identified content experts worked with the Professional Development Department to develop training, ensuring that information was accurate, palatable, and presented in ways that would reach the target audiences.

The District worked with outside consultants from the Danielson Group, who facilitated three-day Teacher Evaluation training for administrators. Internal staff facilitated the Danielson training for teachers new to the District. The District provided ongoing professional development for identified staff as set forth in USP (***Appendix IV-51, Master PD Listing***).

Challenges faced during the 2014-15 school year included ensuring required and necessary professional developments were delivered with reliability and consistency. To that end, Curriculum Facilitators, Content Area Specialists, Magnet Coordinators, and Professional Development Academic Trainers assisted schools where the facilitators requested collaboration. In addition, the Office of Professional

Development drafted a rubric to evaluate professional development presenters (***Appendix IV-53, Professional Development Presenter Rubric SY 2014-15***).

Another challenge the District faced related to rolling out the math and ELA/Literacy curricula and ensuring appropriate training. All schools conducted professional learning with either a math focus or ELA/Literacy focus based on the school's assessment data. Site administrators attended the appropriate trainings in ILA meetings in order to present the information to their staffs. Similarly, Curriculum Facilitators attended trainings with the school's focus to assist with the facilitation of the professional learning at the site.

The District designated appropriate trainers for district-level professional development and selected them for their expertise in key areas of content and professional learning. Content area specialists, professional academic trainers, magnet coordinators, and directors of curriculum and instruction worked together to ensure that the professional learning focused on comprehensive USP-related professional development. The trainers provided professional learning opportunities through the train-the-trainer model. This ensured that the District was utilizing its own talent in an efficient and effective manner and building the capacity of internal staff.

To ensure that all required PD was available at multiple times and in diverse geographic locations, the District offered professional development at many sites and on a regular basis, both integrated into instructional days and in dedicated professional development time during the summer or school year, as appropriate. Trainings occurred throughout the District during the 2014-15 school year (***Appendix IV-51, Master PD Listing***).

The District provided four types of professional development (PD) opportunities for administrators, certificated staff and paraprofessionals: 1) after-school and weekend instructor-led trainings at various sites throughout the District (***Appendix IV-54, USP Related PD***); 2) Presentations at bi-weekly Instructional Leadership Team (ILT) meetings and Instructional Leadership Academy (ILA) throughout the school year (***Appendix IV-55, ILA-ILT USP Related PD***). ILT meetings were for central office staff including Director-level staff and above; ILA meetings were for all district administrators. 3) On-line/self-paced modules on various topics through TrueNorthLogic (TNL) (***Appendix IV-56, On-line USP Related Courses***); 4) 36 weekly staff development sessions as part of training

certificated staff on early-release Wednesdays at every school site. These sessions were led by the school's administrators, and the weekly agendas were set at the beginning of the school year by district leadership (***Appendix IV-57, Early Release Wednesdays***).

The District provided trainings that covered various topics required by the USP. These included anti-discrimination training (***Appendix IV-58, TUSD Hiring Protocols and Workforce Diversity Power Point and Roster***) and "practical and research-based" trainings in the areas of: (1) classroom and non-classroom expectations; (2) changes to professional evaluations; (3) engaging students utilizing culturally responsive pedagogy; (4) student access to ALEs; (5) behavioral and discipline systems, including Restorative Practices, Positive Behavior Interventions and Supports, and the Guidelines for Student Rights and Responsibilities; (6) recording, collecting, analyzing, and utilizing data to monitor student academic and behavioral progress; (7) working with students with diverse needs, including ELL students; and (8) providing strategies for applying tools gained in professional development to classroom and school management, including methods for reaching out to network(s) of identified colleagues, mentors, and professional supporters. USP § IV (J)(3)(b).

Listed below are specific examples of these eight types of trainings, organized by the four types of PD offered.

1. Classroom and Non-Classroom Expectations

The District offered several opportunities for professional development in academic classroom and non-classroom expectations.

Instructor-Led

- *Multicultural Literature in the Elementary Classroom (24 hours)* and *Multicultural Literature in the Secondary Classroom (24 hours)*: Thirty teachers participated in these sessions that addressed student engagement strategies and best practices relating to the use of multicultural literature.
- 131 teachers participated in a *Multicultural Symposium (2 hours)* that addressed relevant and current issues related to this topic.

- Approximately fifty teachers participated in sessions related to English Language Arts (ELA) including *Using Online Sources to Supplement Vocabulary and Grammar*(5 hours), *ELA Integrated Writing for Grades 6-12*(5 hours), and *Thinking of You, Thinking of Me' Book Study* (6 hours).
- *AVID Path – Critical Reading and Writing* (2-4 days): Approximately 453 teachers participated in one or both of these sessions devoted to rigorous and engaging strategies in these content areas presented by Advancement Via Individual Determination (AVID) national trainers.
- *LSC – Staff Development (Orientation)*: This training outlined the LSC Mission Statement which was, “As a Learning Supports Coordinator funded under the desegregation budget, you will be assigned to several functional areas that fall under the Unitary Status Plan” and then enumerated the duties to recruit and retain students (with emphasis on African American and Hispanic students, including ELL students) in advanced academic courses; improve access and recruitment of students to Advanced Learning Experiences; strengthen restorative and positive behavioral practices; implement equitable and restorative culture and climate; coordinate and lead site MTSS; and coordinate and lead site data analysis (***Appendix IV-59, LSC Mission Statement***).
- *Assessing for Student Learning: The Assessment Instruction Cycle* (6 hours): 97 teachers analyzed the learning students are expected to know and do to achieve mastery of the Arizona College and Career Ready Standards.

ILA/ILT:

- The District held two sessions in November on using *Danielson Techniques for Student Engagement Activities*.

Wednesday PD:

- All schools devoted seven sessions to academic expectations in the areas of *English Language Arts (ELA) and math*. Schools provided this information regularly throughout first and second semesters.

2. Changes to Professional Evaluations

Instructor-Led:

- *Teacher Evaluation Training (3 hours)*: 194 evaluators and teachers participated in this Danielson-model session that covered effective teaching components and how to identify them accurately and consistently.

ILA/ILT:

- The District provided a total of eight professional development sessions to site administrators and central office staff on teacher and principal evaluations during ILA and ILT meetings throughout the 2014-15 school year. Topics included the Danielson framework, correct use of the walk-through observation instrument, teacher evaluation protocol, and evaluation scoring.

3. Culturally Responsive Pedagogy

To introduce teachers and central staff to Culturally Responsive Pedagogy and Instruction (CRPI), the District provided several opportunities for professional development.

Instructor-Led:

- On June 2-4, 34 administrators and certificated staff attended *Culturally Relevant and Responsive Teaching (Appendix IV-60, Culturally Relevant and Responsive Teaching Roster)*.
- CRPI Saturday Trainings (***Appendix IV-61, CRPI PD Schedule for 2014-15 SY***):
 - 1) Continuing Education for CRPI Teachers: The CRPI staff offered these sessions on four Saturdays each semester for current CRPI teachers; administrators also had an open invitation.

Fall Semester:

- September 5, 2014: *Orientation* - 16 Participants
- September 27, 2014: *Tlamaltini Gathering* - 19 Participants
- October 25, 2014: *Literature Review; Levels of Consciousness; Student Engagement Strategies* - 18 Participants
- November 22, 2014: *Common Assessments* - 21 Participants

Spring Semester:

- January 24, 2015: *Culturally Sustaining Pedagogy; Lesson Plan; Development* - 21 Participants
- February 21, 2015: *Designing an Effective CR Lesson* - 17 Participants
- March 28, 2015: *Arizona Department of Education (ADE) Work Session* - Independent
- April 25, 2015: *ADE Document Preparation* - 11 Participants

2) Intensive Preparation for Newly Recruited CRPI Teachers (Spring 2015):

The District invited new CRPI teachers to the Intensive Preparation for New CRC Teachers monthly Saturday PDs. Experts in critical pedagogy, funds of knowledge, along with CRPI staff, presented in these sessions. Teacher feedback was positive and considered in the development in each of the subsequent trainings. Teachers were compensated extra duty for participation as these were required trainings. The District held sessions on the following dates:

- *January 10, 2015: CRC Background and Curriculum Maps* - 10 Participants
- February 7, 2015: *Framework for CR Curriculum through the Funds of Knowledge* - 11 Participants
- March 7, 2015: *Critical Pedagogy & ADE work session* - Independent
- April 11, 2015: *Culturally Responsiveness in the Classroom* - 12 Participants
- May 2, 2015: *Common Assessments* - 8 Participants

Wednesday PD

- All District schools presented two trainings on *Culturally Relevant Pedagogy and Instruction* - one in August and the other in February.

4. Advanced Learning Experiences (ALE)

Instructor-Led:

- *College Board PSAT (3.5 hours)*: College Board presented two sessions to District counselors, administrators, ELA/math Advanced Placement (AP) teachers, and LSCs regarding preparing students to take the PSAT and then analyzing the results, including AP Potential data. A total of 65

participants attended both sessions (***Appendix IV-62, PSAT Training Sign-In Sheets***).

- ***LSC – Staff Development (Orientation)***: Learning Supports Coordinators (LSCs) played a critical role in the success of the District’s ALE programs in the 2014-15 school year. This orientation training, held in July of 2014, presented information that covered their duties and responsibilities regarding recruitment of African American and Latino students (including ELL students) into these programs and providing academic support (***Appendix IV-63, LSC Overview***). A key part of this presentation ensured that a proactive approach to student access to ALEs was in place.
- ***Desert Summer Institute***: The District provided free professional development at a four-day institute for teachers of Advanced Placement curriculum, gifted education, and honors or advanced classes. 139 District teachers took advantage of this training that offered 31 courses in June of 2015.

On-Line:

- ***AP Potential Tool***: College Board presented a webinar for TUSD school staff that provided an overview of the AP Potential tool, which helps identify and recruit students to succeed in Advanced Placement courses. Participants reviewed their school's AP Potential data within the context of TUSD's Strategic Plan (***Appendix IV-64, College Board Webinar Training***).

Wednesday PD:

- ***Gifted and Talented Education (GATE)***: The TUSD GATE Department held weekly professional development for its sixteen teachers in the GATE Itinerant program. Over thirty PD sessions covered topics of relevance to gifted education including *Multicultural Awareness*, presented by the Multicultural Department, and *Cultural Proficiency*, presented by the Departments of African American and Mexican American Student Services (***Appendix IV-65, GATE Professional Development 2014-2015***).

5. Discipline

Instructor-Led: The District offered three sessions in this category in the 2014-15 school year, and approximately 250 participants took these courses.

- *Restorative Practices (3.5 hours)*: This course covered the basic elements of school implementation of Restorative Practices.
- *Using Circles Effectively (8 hours)*: This course discussed how to implement and successfully use restorative circles in a school setting.
- *Youth Mental Health First Aid (8 hours)*: This course reviewed important components of mental health for children and adolescents and how it affects behavior and academic achievement. Participants learned how to provide initial help to students facing various mental health challenges.

On-Line:

- *Student Equity - Formal Discipline*: 100 educators took this training that provided an overview of the TUSD Student Equity Formal Discipline for Administrators' guidelines as stated in the GSRR and ensured that the correct steps and procedures were followed in the discipline process for students within the District (***Appendix IV-66, Student Equity Formal Discipline Training for Administrators Roster***).

ILA/ILT:

- The District provided six sessions during ILA and ILT meetings including presentations on the *Guidelines to Student Rights and Responsibilities (GSRR)*, *Discipline and the USP*, *Quarterly Discipline Data*, and *Discipline, Data and Corrective Actions*.

6. Data System Training to monitor Student Academic and Behavioral Progress

Instructor-Led:

- *Data-Driven Instruction: Assessment, Analysis, Action, and Culture (48 hours)*: 104 participants complete this training on effective use of data analysis in a school setting.
- *Using Data Effectively for Learning Supports Coordinators (2 hours)*: In this training, 26 Learning Supports Coordinators learned how to assist instructional faculty and staff to effectively communicate school rules,

reinforce appropriate student behavior, and use constructive classroom management and positive behavior strategies. The training also covered the District's flag system in Mojave that identifies students when they fall below a particular academic threshold, go above a certain threshold of absences, or receive a certain threshold number of disciplinary consequences or referrals (***Appendix IV-67, Classroom and School Management Roster***).

On-Line:

- *Student Behavior Support Plan*: 104 administrators took this required online training, which provided an overview of the TUSD Student Equity Formal Discipline for Administrators guidelines as stated in the Guidelines for Student Rights and Responsibilities (GSRR) and gave administrators the tools needed to properly record data on student behavior.

ILA/ILT:

- The District provided eight sessions over the course of the school year on data analysis regarding academic growth and discipline. Topics included: *Quarterly Discipline Data, Data Dashboard, Dispelling Data Myths, Discipline, Data, and Corrective Actions, and Data Analysis to Support Curriculum and Instruction.*

Wednesday PD:

All schools provided four sessions throughout the year on data analysis.

- *Scoring Benchmark Writing-Data Analysis (3)*: These sessions allowed teachers the time to analyze quarterly benchmark writing scores to verify consistent use of the evaluation rubric.
- *Benchmark Data*: Benchmark data from ATI testing was disaggregated and analyzed by each school.

7. Working with Students with Diverse Needs (including ELL students)

Instructor-Led:

- The District provided nine courses that addressed this topic, including seven that focused on the needs of English Language Learner (ELL) students and two that reached other types of diverse learners.

- *Language Acquisition: Dual Language-The Puzzle Pieces Come Together (30 hours)*: 355 educators took this course that addressed correct implementation of dual language (DL) curriculum.
- *ELD/DL Curriculum Development and Deployment (1.5 hours)*: 75 participants learned about correct implementation of ELD/DL curriculum.
- *Language Acquisition ADE Compliance Monitoring Preparation Workshop (3 hours)*: This course prepared 110 teachers who would be monitored by the ADE for ELD and Bilingual/Dual Language classroom compliance.
- *Language Acquisition English Language Development K-5 (6 hours)*: 153 teachers broadened their understanding of ELD program models, curriculum, and assessments.
- *Language Acquisition: Secondary Individual Language Learner Plan (ILLP) Trainings (1 hour)*: Thirteen secondary teachers learned how to document instruction for students on an ALLP, and became familiar with the ELP Standards.
- *Language Acquisition: Student File PHLOTE Documentation Compliance Training (1 hour)*: 26 participants gained an understanding of the PHLOTE documentation needed for ADE compliance.
- *The EDGE Series and ELD Instruction (2 hours)* 25 participants learned how to implement the National Geographic Learning Edge ELD series.
- *Inclusive Practices – Dyslexia (1.5 hours)*: 55 teachers took this course that addressed differentiated instructions for these students.
- *Reaching All Learners with Differentiated Instruction (3.5 hours)*: 34 teachers learned differentiated instruction strategies based on the theory of multiple intelligences.
- *Inclusive Practices; Accommodations and Modification for all Students (2.5 hours)*: 34 teachers learned accommodations and modifications that can be used with all students included gifted, struggling, ELL and those who receive Exceptional Education services.

On-Line:

- The District also provided three other self-paced trainings that supported students with diverse needs, including one that addressed the needs of ELL students. *Interpreter Training* was taken by 48 educators; 4055 participants participated in *McKinney Vento Training*; and sixteen educators completed *Language Acquisition – ELP Coding*.

8. Classroom and School Management

Instructor-Led:

- The District provided three courses that addressed school management: 116 educators took these courses including *Assessment for Learning* (24 hours), *The Nuts and Bolts of Becoming a Professional Learning Community* (12 hours), and *Systems Thinking* (32 hours).

Classroom management was addressed in two instructor-led courses.

- *Classroom Management-Especially for New Teachers*(2 hours): 58 participants took this course that addressed classroom management strategies to support positive behavior interventions;
- *Nuts and Bolts of Managing Classroom Procedures* (4 hours): 171 participants learned techniques for creating and maintaining a positive learning environment based on Social Emotional Learning, Kagan Win-Win Discipline, and Skillful Teacher.

ILA/ILT:

- District administrators discussed the correct implementation of the *Multi-Tiered System of Support* (MTSS) during two meetings in July and October.

Wednesday PD:

- All schools devoted four sessions to discussing correct implementation of the Multi-Tiered System of Support throughout the school year.

In addition to all of the examples listed above, the District also provided these additional trainings:

- The Arizona Department of Education (ADE) College & Career Readiness Standards training: 103 Curriculum Facilitators and Magnet Coordinators participated on August 6, 2014. During this training, staff learned of vertical and horizontal articulation and English Language Arts (ELA) and Math Arizona College Career Readiness Standards (Common Core). Participants developed strategies for supporting teachers implementing the TUSD curriculum based on the AZ College Career Readiness Standards (***Appendix IV-68, Provide ADE to Curriculum Facilitators Roster***).

- Throughout the year the Magnet Department provided professional development opportunities for magnet administration and magnet coordinators. Topics included theme integration, theme visibility, and recruitment strategies. As the Comprehensive Magnet Plan was developed and revised, the District instructed administrators and coordinators on the components of continuous school improvement and the need for a data-driven site magnet plan. It also trained Magnet staffs to analyze student achievement and demographic data and introduced Magnet Leadership Teams, established at each site, to Professional Learning Communities (PLCs). These leadership teams learned about Learner Centered Professional Development (LCPD). Training for both PLCs and LCPD will continue in 2015-16 (*Appendix IV-69, Magnet Site PD*).

Over the course of the 2014-15 school year, the District offered many different forms of professional development related to USP requirements. Trainings were offered at locations throughout the district in four different modalities as noted above. The District offered 63 instructor-led courses in which over 6,300 district employees participated. The Instructional Leadership Academy (ILA) meetings for the 2014-15 SY invited 169 campus and district administrators to sixteen meetings dealing with USP topics. The Instructional Leadership Team (ILT) met on twenty different occasions with 26 members invited. The District offered thirty on-line or self paced courses and over 13,500 district employees participated. The Wednesday Professional Development trainings were held at all of our 91 school locations throughout the district meeting on 35 different occasions (*Appendix IV-54, USP Related PD*). These many professional development opportunities for staff allowed for their continued learning and expanded knowledge in areas that support equity and academic achievement for our African American and Latino students (*Appendix IV-70, PD Strengths Data*).

7. Ongoing PD on Hiring Process

The USP requires the District to provide all personnel involved in any part of the hiring process with annual training on diversity, the competitive hiring process, the district's non-discrimination policies, and information about state and federal discrimination laws. In addition, the training must provide information about the recruitment plan and the district's interview protocols.

In the 2013-2014 school year, the District designed a training entitled “USP: TUSD Hiring Protocols and Workforce Diversity” and made it available through True North Logic (TNL), the District’s web-based training portal (*2013-14 Annual Report Appendix IV-32 , Training Provided Pursuant to Section IV²⁵; and Appendix IV-58, TUSD Hiring Protocols and Workforce Diversity Training Materials*). In May 2014, the District removed this training from the TNL portal with the intention to reinstate the training module in January 2015 in time for the spring hiring process. However, inadvertently, the training module was not reinstated at that time. The omission was discovered in May 2015, at which time it was immediately restored (May 5, 2015) and an announcement regarding the required training was posted on the Intranet. Furthermore, administrators were informed during the Leadership Team meetings that the course was required for anyone involved in any part of the hiring process.

In the 2014-15 school year, a total of 327 staff members completed the course. The diversity of the participants was: 3.4 percent African American, 22 percent Hispanic, 70.6 percent White, 2.4 percent Asian, 0.6 percent Native American and 0.9 percent Unspecified (*Appendix IV-58, Hiring Protocols and Workforce Diversity participant report*).

STRENGTH

Administrative Stability: Leadership in the Human Resources department remained stable as there were no staff changes in Human Resources administration. Ms. Anna Maiden, the Chief Human Resources Officer, fulfilled the requirements of USP §IV(B)(1). Janet Rico Uhrig, the Director of Talent Acquisition Recruiting and Retention, also maintained stability in her assignment for USP §IV(B)(2). The Director of Professional Development, Richard Foster satisfied his responsibilities throughout the school year for USP §IV(B)(3). Furthermore, in the 2014-15 school year, fewer administrators separated than in the previous year. In the 2013-14 school year the District appointed 42 new assistant principals or principals for the 2014–15 school year; the 2014-15 school year hiring for the 2015-16 involved half that many vacancies.

Enhanced Data Systems: The implementation of AppliTrack, the District’s new applicant tracking system, and iVisions, a new ERP system, provided District

²⁵ Case 4: 74-cv-00090 DCB Document 1687-3 Filed 10/1/14 Page 107 of 140.

staff more effective ways of gathering and using data with regards to recruitment and retention data. The Human Resources department continued to refine the reporting aspects of iVisions, to enhance Human Resources' reporting capability and to explore creative ways in which to support and retain certificated staff. For example, Human Resources can easily create a report of all individuals who has an advanced degree from a particular college. This kind of data allowed Human Resources to look at possible mentors for recent alumni from a particular college to help assimilate new hires, and increase retention rates.

Furthermore, this new applicant tracking system provided the capability to monitor and review the diversity of applicants by job classification. This enhancement provided the Human Resources Department with the ability to track the outcomes of recruitment efforts. In addition to the enhanced reporting capabilities, utilizing the AppliTrack system, the District can connect with over 5,600 applicants to encourage administrative and certificated applications. Using this new system, the District is able to target invitations to African American and Hispanic candidates to diversify the staff at a particular location. Additionally, it enabled Human Resources and Site Administrators the ability to more effectively communicate with candidates regarding offers of employment and reduce offer turnaround times.

By utilizing the new applicant tracking system, the District was able to better collect data from hiring administrators and candidates through follow up by Human Resources staff. The streamlining of the disposition codes provides greater accuracy as to why candidates reject job offers. The District will move forward with best practices in utilizing this new tool. The District increased collaborative work with the Recruitment and Retention Advisory Committee during the 2014-15 school year. After the implementation of the Outreach Recruitment and Retention Plan, the Human Resources department recruitment team reviewed outcomes with the Recruitment and Retention Advisory Committee, and local recruiters. Based on that feedback the following changes were proposed.

- Advertise position vacancies with greater dissemination throughout the nation to attract diverse qualified applicants to TUSD.
- Meet with the African American community to learn about strategies that could assist TUSD in increasing its diversity.

The revision to the teacher and principal evaluation processes were created collaboratively between District administration, and Tucson Education Association with input from the Special Master. Both the Teacher Evaluation and Principal Evaluation committees were open-minded to all resources provided by both the Special Master and the District to guide this process. The committee included many members of the target population to be evaluated. The TEA president and members also served on the Teacher Evaluation committee and advocated for fairness and objectivity on behalf of teachers. These professionals engaged in honest discussions about the anticipated impact that these changes might have on teachers and site administrators. All members in the committees collaborated to develop evaluation tools and scoring models that District staff can support. Additionally, the Committee worked closely with Dr. Hawley during each step in the development of the overall design and refinement of the models. The results of this revision process support the goals of the District and the USP. The Teacher and Principal Evaluation models are more culturally responsive, and will use diversified types of feedback provided by different data sources.

Targeted Recruitment and Assignment: Recruitment travel focused on the District's critical needs subject areas, recruitment of African American and Hispanic candidates, and pursuit of candidates with Spanish language and bilingual certifications from across the country.

The District made improvements on the number of diverse teachers employed during the 2014-15 school year. The District increased the number of African American teachers by eight and Hispanic teachers increased by fifty seven. When vacancies occurred, despite the recruitment challenges imposed by the teacher shortage in Arizona, the District enhanced the diversity of the staff at racially concentrated or underperforming schools and pursued experienced educators to support the students. As a result of the 2013-14 school year analysis, the hiring committees throughout the District made a focused effort for improvements in diversity overall. In the 2014-15 school year, the diversity of the administrative team at Booth Fickett K-8 School improved when a Hispanic principal was appointed. Also, the appointment of an African American Assistant Principal improved the diversity at Gridley Middle School. In addition, female assistant principals were assigned to Booth Fickett K-8 and Sabino high school that diversify the gender representation of the administrative teams.

The collaboration with the University of Arizona supports the District's future administrators and enhances recruitment and retention efforts. Identifying and providing support for prospective leaders with the Leadership Prep Academy and the TUSD/UA Masters Cohort in Education Leadership program builds strong candidates for site administration positions within the District. Prospective leaders who participate within these programs build a stronger understanding of the expectations of a leader in TUSD. In turn, the District's schools, students, and communities benefit from strong school leaders.

Professional Support and Development: Quality training is instrumental in the District's efforts to recruit and retain certificated and administrative staff. In 2014-15, the District provided a vast array of professional development for both certificated and administrative staff, much of which focused on topics related to the USP as recounted above. Additionally the District's targeted efforts will enhance the diversity of the District's staff.

All administrators received required and necessary professional learning through Instructional Leadership Academy (ILA) meetings. Site administrators and curriculum facilitators provided the required and necessary professional development training to certificated staff (*Appendices IV-71, Summary Report on ILA and CF Training* and *IV-72, Admin MTSS System Training Summary Report*). Magnet Coordinators received additional training as outlined in the Comprehensive Magnet Plan and USP. The training included theme integration, understanding the magnet evaluation system, theme visibility, and successful recruitment (*Appendix IV-73, Principal and Magnet Coordinator Training*). Several schools with more than one administrator, such as middle schools and high schools, provided training on both the math and ELA/Literacy foci to their certificated staff.

The Danielson Evaluation for the 2015-16 school year now has culturally responsive teaching²⁶ built into the assessment of teachers' efforts to include, engage, and support students from diverse racial, ethnic, cultural, and linguistic backgrounds. Starting with the 2015-16 school year, EEI is also being updated to embed culturally responsive pedagogy. Presenters for all trainings, including the

²⁶ For example, in the new expanded domain components 1b, 2a, 3a, 3c, and 3d all specifically reference cultural awareness and responsive as elements of effective teaching. (*Appendix IV-74, 15-16 Danielson Revised Handout for NTIP Participant*).

curriculum roll-out, will integrate information regarding culturally responsive teaching into their presentations.

In addition to the above, the New Teacher Induction Program, Teacher Support Program, First-Year Principal Mentors, and Leadership Prep Academy all support the professional growth of District staff and the academic achievement of students.

COMMITMENT

Data Collection and Analysis: The District is committed to using data collection and analysis to inform decisions and to guide the actions of the District. The District will continue to monitor teacher turnover and when vacancies occur in schools that lack African American and Hispanic teacher representation, efforts will be made to assign culturally and racially diverse teachers to those schools. Particular attention will be given to increasing the representation of African-American teachers at schools with high African American student enrollment and increasing the percentage of Hispanic teachers in general. The District is committed to monitoring attrition trends and taking corrective action, when necessary, to ensure that African American and Hispanic teachers and administrators are not separated from the district disproportionately when compared to other racial/ethnic groups.

Human Resources leadership is committed to training HR staff to ensure accurate, detailed and updated information is entered correctly. The systems should provide greater efficiency in tracking and monitoring the USP hires and assignments. The District is committed in ensuring all USP named positions are assigned and/or designated. These measures will assist the District in progressing towards unitary status. When USP positions are vacated, District staff will ensure positions are advertised without delays ensuring hires and/or designations are completed and demonstrating the District's commitment to comply with the plan.

After two years of AppliTrack data has been compiled, the District will identify trends and will do additional analysis on the "Accepted Other Offer" category as the District is interested if the other job was in our district. Because the process of gathering declined offer reasons is partially manual the district is committed to working with AppliTrack for upgraded reporting capability. The District is also committed to using this feedback from applicants to improve any

systemic reason for individuals to reject job offers from TUSD. Human Resources is currently exploring additional ways to utilize the reporting functions of the AppliTrack system to improve the hiring processes. The system is designed to improve both the user's and candidate's experiences as well as continued oversight of the recruitment and hiring processes to ensure diverse applicant pools.

Human Resources staff will continue to monitor the interview panel committee forms and request justification from administrators who fail to comply with the diversity requirement to lower the rate of non compliance. These efforts will ensure diverse interview committees for all certificated staff and the District will continue to ensure that all administrative interview committees are in compliance with the USP.

The District will annually evaluate and modify recruiting strategies. Based on a review of the last year's recruiting data, District leadership will evaluate the effectiveness of past recruiting practices in attracting diverse candidates, including African-American and Latino candidates and candidates with Spanish language bilingual certifications.

As for the teacher surveys and focus group responses, the District is committed to examining the less favorable findings at the elementary/K-8 schools and to encourage the career development and progression of African American and Hispanic teachers throughout the district. The District is also committed to reviewing teachers' feedback through the focus group and survey processes and to make adjustments in practices as necessary.

Evaluations and Professional Support: The District will review the success of the implemented evaluation tools beginning in spring 2016 to prepare for any adjustments that might need to be made for the 2016-17 school year. Finally, the District will review the results of the surveys included in the Teacher and Principal Evaluations and the scoring models and will modify the tools as needed.

District leadership will develop a plan of support for each new principal. The plan will include weekly scheduled visits from an academic leadership mentor. The mentor director will discuss climate, culture, and student achievement. First-year principals will be invited to participate in the Leadership Prep Academy if they have not already completed that program. The Leadership Prep Academy meets monthly and covers topics in depth on academic vision, curriculum management, and student

advocacy. It also provides participants with opportunities for dynamic discussion and feedback on areas relevant to their professional growth and development.

The District is committed to promoting TUSD as a viable employer for African American and Hispanic teachers and administrators. Based upon the recommendations of the Labor Market Analysis, the District is committed to expanding its recruitment efforts into California and Nevada in 2015-2016. Due to the success of the recruitment incentive of \$2,500 for hard to fill areas of math, science, special education, the District plans to implement the same hiring incentives for teachers with experience in culturally relevant curriculum and teachers with dual language/bilingual certificates or endorsements. The District will continue to develop the ability of recruiters to extend offers of employment during in-person recruiting activities to ensure the best chance of recruiting candidates. The recruitment teams will continue to include diverse staff members who can speak directly about their experiences in the District and in Tucson.

The District is committed to continue to work with the Recruitment and Retention Advisory Committee to review and update the District's recruitment materials in order to implement the Committee's recommendations. The District will continue to partner with the Tucson Hispanic Chamber of Commerce (THCC) to provide prospective Hispanic candidates with informational materials provided by THCC regarding Tucson and its Hispanic community.

The District plans to coordinate "Welcome Groups" to welcome new administrators or certificated staff members. These groups will consist of community members/District employees who will assist in the adjustment period into the community and Tucson Unified. The Department plans to develop packets for various ethnic groups that include community activities in Tucson and the surrounding areas.

The District is committed to fully reinstating the comprehensive New Teacher Induction Program (NTIP). In the 2015-16 school year, there will be eighteen full-time teacher mentors to provide new teachers with the foundation to become effective educators. The previous teacher mentors have been reassigned to these positions and the District has advertised to fill the open positions. The staffing model that the District uses is research-based from the research of the New Teacher Center located in Santa Cruz, California and includes a recommended caseload of fifteen new teachers to every full time teacher mentor.

In addition to the four-day Induction and three-day EEI training, each teacher in the Induction/Mentoring Program will be assigned a mentor who will provide ongoing support through regular classroom collaboration visits. Additionally, first and second year teachers will receive targeted professional development as directed by the teacher mentors. Teacher Mentors will use the Formative Assessment System (FAS) tools to gather data and guide reflective conversations. Teachers and their mentors will use such tools as professional development plans, class profiles, analyses of student work, and video reflections to move their practices forward. Mentors will offer teachers effective instructional strategies and the resources required to meet the needs of their students and accelerate their own professional growth.

The NTIP shall build beginning teachers' capacity to be reflective and collaborative members of their professional learning communities and engage thoughtfully with students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy. The NTIP will offer professional development throughout the 2015-16 school year for these new teachers. Furthermore, new teachers will have the opportunity to participate in study groups and seminars focusing on planning, classroom management, instruction, and professional growth, which are the four domains of the Danielson Framework for Teaching. Seminars and study groups are designed to move participants' teaching practices forward on the Danielson Framework rubric. In addition, new teachers will develop a network in which they can meet and collaborate with other teachers to problem solve, share information, and exchange ideas. The purpose of professional development through the Induction/Mentoring program is to encourage teachers to become autonomous, reflective practitioners who are building capacity toward teacher leadership.

In order to encourage teachers to consider transferring to racially concentrated and/or D schools, the District will provide an evaluation transfer incentive for teachers who rate as Effective or Highly Effective using the State of Arizona evaluation measure of teachers' performance, the District's measure of student achievement and the District's survey of students and school quality. The incentive, approved by the Governing Board, allows the teacher evaluation data to carry over the student achievement data from the teacher's previous assignment rather than use the student achievement data from the school to which the teacher transferred. TUSD is committed to ensuring that all identified stakeholders receive

and participate in appropriate and designated professional development opportunities as outlined within the USP.

The District will continue to provide expansive USP-aligned professional development and training. In the 2015-16 school year, the Office of Professional Development rubric will be used to evaluate professional development facilitators to ensure that adult learning needs are met and that content is effectively presented. Content Area Specialists and Professional Development Academic Trainers will continue to be available to assist schools with providing quality training.

C. USP Reporting

IV(K)(1)(a) Copies of all job descriptions and explanations of responsibilities for all persons hired or assigned to fulfill the requirements of this Section, identified by name, job title, previous job title (if appropriate), others considered for the position, and credentials;

(Appendices IV-75, Hire or Designated USP Positions 8.24.15, IV-76, Ref-14 JOB0634 - Chief Human Resources Officer, IV-77, Ref-15 JOB25639 - Director Talent Acquisition Recruitment and Retention, and IV-78, Ref-16 JOB16301 - Director Professional Devlp.)

IV(K)(1)(b) A copy of the Labor Market Analysis, and any subsequent similar studies;

(Appendix IV-79, Labor Market Analysis revised)

IV(K)(1)(c) A copy of the recruitment plan and any related materials;

(Appendix IV-80, 23F7901-Revised ORR Plan 9.10.14 to review the District's final version of its outreach,. Recruitment and Retention (ORR) Plan)

IV(K)(1)(d)(i) The following data and information, disaggregated by race and ethnicity;

For all administrator and certificated staff vacancies advertised and/or filled immediately prior to and during the preceding school year, a report identifying the school at which the vacancy

occurred; date of vacancy; position to be filled (e.g., high school math teacher, second grade teacher, filled (e.g., high school math teacher, second grade teacher, principal, etc.); number of applicants; number of applicants interviewed, by race (where given by applicant); date position was filled; person selected; and for any vacancy that was not filled, the reason(s) the position was not filled;

(Appendices IV-81, Administrator Vacancies 8.28.15 and IV-82, Certified Job Postings MERGED 8.26.15) The two spreadsheets delineating school/department, date of vacancy, job title advertised, total number of applicants, number of applicants interviewed, race/ethnicity of applicants interviewed, governing board approval date, effective hire date, name, race/ethnicity of person hired and comments column.

(Appendix IV-83, Job Postings Applitrack) for a summary of all vacancies advertised in the SY 2014.15 school year.

- IV(K)(1)(d)(ii) Lists or tables of interview committee participants for each open position, by position title and school site;

(Appendix IV-84, Interview Panel Committees Admin and Cert Interviews (IV.K.1.d.ii)) which contains responsive information reflecting the racial/ethnic composition of interview panels for administrative and certificated hiring.

- IV(K)(1)(d)(iii) Lists or tables of all administrators and certificated staff delineated by position, school, grade level, date hired, and total years of experience (including experience in other districts), and all active certifications, with summary tables for each school and comparisons to District-wide figures

(Appendices IV-85, Administrator Staff Table 8.24.15 final, IV-86, Certificated Staff final 8.26.15 1635, IV-87, Certificated Staff Summary Ed and Exp 8.26.15 final 1630, and IV-88, Administrator Staff SY 2014-15 final doc 8.25.15)

- IV(K)(1)(d)(iv) Lists or tables of administrators or certificated staff who chose voluntary reassignment, by old and new position;

There were no administrative DIT's initiated for the 2014 -2015

school year.

(Appendix IV-89, Certificated District Initiated Transfers)

- IV(K)(1)(d)(v) Lists or tables of administrators and certificated staff subject to a reduction in force, by prior position and outcome (i.e., new position or dismissal);

In school year 2014 2015 the Reduction In Force (RIF) Plan was not enforced and no employees were laid off. Should there be a need to implement a RIF in the future, the District is committed to ensuring the plan is administered as approved.

- IV(K)(1)(e) Copies of the District's interview instruments for each position type and scoring rubrics;

To view a copy of the District's interview instruments, **(Appendices IV-90, Admin and Cert Hiring Process 7-15-14, IV-91, Certified Contract Cover LTR 2014-2015, IV-92, Confidentiality Agreement – Committee, IV-93, Confidentiality Agreement – Candidate, IV-94, Hiring Process Overview IV-95 Interview Panel Recommendations Form 2014, IV-96, Interview Questions Blank Template, IV-97, Panel Member Assessment, IV-98, Reference Check Form, IV-99, Summary of Applicants, IV-100, TUSD Referral List-Screening Documentation and IV-101, Site Interview Summary (Site Council) – Blank)**

- IV(K)(1)(f) Any aggregated information regarding why individuals offered positions in the District chose not to accept them, reported in a manner that conforms to relevant privacy protections;

(Appendices IV-102, Declined Job Offers 8.19.15 summary and IV-103, Declined Job Offers for USP)

- IV(K)(1)(g) The results of the evaluation of disparities in hiring and assignment, as set forth above, and any plans or corrective action taken by the District;

(Appendices IV-104, Hire and Assignment Evaluation and IV-105, Tchng Crtfctd Stff Smmry prcntge diff per site to school levels original prcntge 91115)

IV(K)(1)(h) A copy of the pilot plan to support first year teachers developed pursuant to the requirements of this Section;

(Appendix IV-35, Pilot Plan for First Year Teachers at Struggling Schools)

IV(K)(1)(i) As contemplated in (IV)(F)(1)(a), a copy of the District's retention evaluation(s), a copy of any assessments required in response to the evaluation(s), and a copy of any remedial plan(s) developed to address the identified issues;

No remedial plans were required as a result of the District's evaluation and assessment of certificated staff and administrative separations.

IV(K)(1)(j) As contemplated in (IV)(F)(1)(b), copies of the teacher survey instrument and a summary of the results of such survey(s);

(Appendices IV-105, Survey Instrument and IV-106, IV.K.1.j. TEACHER SURVEY COMPARTIVE DATA BY GRADE LEVEL 2 yr comparison)

IV(K)(1)(k) Descriptions of the findings of the biannual focus groups contemplated in (IV)(F)(1)(c);

(Appendices IV-107, Teacher Focus Group at Catalina 1.28.15, IV-108, Teacher Focus Group at Doolen 1.27.15, and IV-109, Teacher Focus Group at Robins 1.26.15)

IV(K)(1)(l) A copy of the RIF plan contemplated in (IV)(G)(1);

In school year 2014 2015, the Reduction In Force Plan was not enforced and no employees were laid off. Should there be a need to implement a RIF in the future, the District is committed to ensuring the plan is administered as approved.

IV(K)(1)(m) Copies of the teacher and principal evaluation instruments and summary data from the student surveys contemplated in (IV)(H)(1);

(Appendices IV-110, Administrator Evaluation, IV-111,

Teacher Evaluation, and SQS Student Survey 2014-2015

IV(K)(1)(n) K.1.n. A description of the New Teacher Induction Program, including a list or table of the participating teachers and Mentors by race, ethnicity, and school site;

(Appendices IV-112, New Teacher Induction Program and IV-113, Prtcptng Teacher Mentor ReportEthnicity)

IV(K)(1)(o) A description of the teacher support program contemplated in (IV)(I)(2), including aggregate data regarding the numbers and race or ethnicity of teachers participating in the program;

(Appendix IV-113, Prtcptng Teacher Mentor ReportEthnicity)

IV(K)(1)(p) A copy of the leadership plan to develop African American and Latino administrators;

(Appendix IV-114, Leadership Prep Academy)

IV(K)(1)(q) For all training and professional development provided by the District pursuant to this section, information on the type of opportunity, location held, number of personnel who attended by position; presenter(s), training outline or presentation, and any documents distributed

(Appendices IV-115, Training PD for IV K 1 q and IV-116, Workforce Diversity Training IV K 1 q)

V. Quality of Education

Beyond providing a road map for a school district to meet all *Green* factors, a consent decree like the USP often addresses other “ancillary factors,” such as quality of education. See *Freeman v. Pitts*, 503 U.S. 467, 493 (“...the *Green* factors need not be a rigid framework”); and see *Belk v. Charlotte-Mecklenburg*, 269 F.3d 305, 319 (“...a court conducting a unitary status hearing may consider other relevant factors not mentioned in *Green*”). At its discretion, a court may consider several quality of education concerns in evaluating a school district’s activities under a desegregation order, including teacher quality, participation in advanced courses, or student achievement. *Freeman*, 503 U.S. at 492. However, “[b]ecause numerous external factors beyond the control of a school district affect educational outcomes, racial disparities in student test scores are generally not a bar to unitary status, and the authority of courts to require improvements in student achievement is very limited.” *Capacchione v. Charlotte-Mecklenburg Sch.*, 57 F. Supp. 2d 228, 272 (W.D.N.C. 1999) (citing *Mo. v. Jenkins*, 515 U.S. 70, 101-02 (1995)).

School districts across the nation are struggling to close the achievement gap between Anglo students and students of color. Gaps in achievement by ethnicity (Caucasians vs. African Americans or Hispanic/Latinos) and socioeconomic (SES) status (higher income vs. lower income families) are large, persistent, and troubling to our nation (*Education Week*, 2007). These disparities are apparent in multiple sources of performance data including grades, standardized test scores, placement in advanced course, dropout rates, and college-completion rates. These inequalities have been steady over decades and transcend geography. African Americans and Latinos are severely underrepresented among the nation’s highest achieving students, by virtually all traditional academic achievement measures, including GPA, class rank, and standardized test scores. [Olszewski-Kubilius, P. & Thomson, D., *Gifted Child Today*, Vol. 33, No. 4, pp. 58-64 (Fall 2010)]. TUSD is no exception to this national trend.

Absent a finding that a specific deficit in educational quality was the result of prior discrimination by the school district, courts are limited in ordering remedies to address disparities in student achievements or participation in advanced

programs (i.e., Gifted and Talented Education (GATE) programs).²⁷ Often, it is difficult to draw a direct line from the effects of prior discrimination to achievement gaps that exist in the 21st Century more than fifty years later. However, it is also difficult to state definitively that the vestiges of prior discrimination bear absolutely no responsibility for racially-identifiable achievement gaps that have persisted for decades. As a result, some consent decrees (including the USP) identify strategies for increasing minority participation in advanced programs and address issues related to minority dropout and graduation rates and general educational enrichments that might include targeted interventions, curriculum and course revisions, or the development of a positive and inclusive school culture and climate.

This ancillary factor, quality of education, is no doubt broad in scope; Section V “Quality of Education” is the USP’s largest and most far-reaching section. It addresses participation in Advanced Learning Experiences (ALEs), the literacy needs of English Language Learners (ELLs), dual language programs, exceptional education, maintaining inclusive school environments, and student engagement (which itself includes dropout prevention, culturally relevant courses, multicultural curriculum, Culturally Responsive Pedagogy, specific efforts to engage academically African-American and Latino students). The following reports on the activities of Tucson Unified with respect to the above-listed areas for the 2014-15 school year.

A. Advanced Learning Experiences

The USP calls upon the District to improve the academic achievement and to ensure equal access for African American and Latino students to Advanced learning Experiences (ALEs). As described in the 2013-14 Annual Report, the first step in that process was undertaking a review of programs and then developing a formal ALE Plan that would guide the District’s efforts. The ALE Access and Recruitment

²⁷ *Id.* (“There is nothing in the law which does or could require equality in the results of educational services. . . . No school policy and no court order can assure any particular level of success in public schools any more than in any other aspect of life.” (quoting *Keyes v. School Dist. No. 1*, 609 F. Supp. 1491, 1515, 1498 (D. Colo. 1985))); *Flax*, 725 F. Supp. at 330 (“Poor achievement scores are often an incidence of poverty and family environment, matters not remediable by a school desegregation plan.”), *aff’d*, 915 F.2d 155 (5th Cir. 1990); but see *Jenkins v. Missouri*, 122 F.3d 588, 597-99 (8th Cir. 1997) (affirming an order to partially remedy an achievement gap because the district court found that a portion of the gap was attributable to segregation).

Plan was finalized in the 2014-15 school year (***Appendix V-1, ALE Access and Recruitment Plan***). In addition, the 2014-15 school year Implementation Addendum (IA) specifies particular milestones associated with ALE access and recruitment (***Appendix V-2, Revised Final IA***).

Two ALEs identified by the USP and the ALE Plan are the Gifted and Talented Education (GATE) program and Advanced Academic Courses (AAC). The GATE program contains three separate programs (self-contained, pull-out, resource) and provides a range of services. AACs cover Advanced Placement (AP) courses, Pre-AP courses (Honors, Accelerated, and Advanced), dual credit courses, and the International Baccalaureate (IB) Programme. In addition, University High School is a full-time ALE for highly motivated students. The District's commitment is to increase participation by African American and Latino students in all of these programs and to support those students as they work towards higher academic achievement.

EXPERIENCE

1. Gifted and Talented Education and Advanced Academic Courses

a. Student Recruitment

Recruitment and identification of African American and Latino students, including English Language Learners, was an Advanced Learning Experiences (ALE) Department priority for the 2014-15 school year. The District used different strategies and methods to attract and identify students for all ALE options. For example, at the beginning of the school year, the Gifted and Talented Education (GATE) Department initiated recruitment efforts with its continued revitalization of the "invitation to test" mailer that was sent to all K-7 TUSD families. The mailer contained detailed information of all GATE programs, informed parents of GATE testing dates, and included an invitation to test students for possible placement in GATE programs (***Appendix V-3, GATE Mailer***). The GATE Department made changes in the formatting and content of the mailer so that it was more "user friendly." The mailer was also more concise than the previous version sent out in SY 2013-2014 and included a detailed description in both Spanish and English of all GATE programs, which was not included in the 2013-2014 mailer.

The District then enhanced GATE recruitment by collaborating with support staff (counselors and Learning Supports Coordinators [LSC]) at schools and departments (Language Acquisition, African American Student Services, and Mexican American Student Services), to personalize outreach to families for enrollment in the various GATE programs and in the Hollinger GATE Dual Language Self-Contained program (**Appendices V-4, List of Designated Personnel** and **Appendix V-5, GATE Personnel List**). Specialists from several departments made personal phone calls to African American and Latino families who had not signed up for testing after the mailer was sent. With improved identification of prospective African American and Latino students as a 2014-15 goal, the District revised the assessment selection and process. Based on expert input gained in the 2013 ALE review process, the District eliminated the use of the Otis-Lennon School Ability test (OLSAT) for SY 2014-15 and replaced it with version seven of the Cognitive Abilities Test (CogAT) (**Appendix V-6, Memo-Eliminate OLSAT**). The change from version six to version seven of the CogAT improved testing because the new version contained no text and included only pictorial questions, thereby eliminating potential language barriers for ELL students (**Appendix V-7, Memo-Analyze CogAT7**). In addition, the transition to version seven of the CogAT provided an opportunity to offer all K-2 Spanish ELL students to test in Spanish.

The District made other changes to the assessments for ELL students (**Appendix V-8, ELL Testing Protocols 14-15**). The District adopted the Spanish Language Aprenda assessment for ELL students who scored below the Intermediate level on the Arizona English Language Learner Assessment (AZELLA) – an assessment that measures students’ English language proficiency. The District offered these students in grades 3-7 the opportunity to take the verbal portion of the Aprenda instead of the verbal subtest on the CogAT. Twenty-two students took the Aprenda verbal section along with the CogAT quantitative and spatial sub-tests. In addition, as a new service, test coordinators gave instructions in Spanish for all K-2 Spanish ELL students. Previously, the District provided Spanish directions only for the Raven Matrices Test (Raven). For ELL students whose first language was other than Spanish and who scored below the basic level, the District provided instructions for the Raven Matrices Test in their language.

In addition to modifications made to existing assessments, the District piloted a non-verbal assessment. It used The Discovering Intellectual Strengths and Capabilities while Observing Varied Ethnic Responses (DISCOVER), a unique

performance-based assessment, to identify diverse students for gifted programs. The pilot targeted students in kindergarten and first grade at thirteen schools with high numbers of Latino and African American students (**Appendix V-9, Discover Testing Schedule**). Based on assessment results for Discover (**Appendix V-10, Discover Pilot Evaluation**), the District is considering piloting this assessment again in the 2015-16 school year in order to compile additional data for more comprehensive results.

The District also focused on Advanced Academic Classes (AAC) recruitment. On August 25th, 2014, the District sent an information letter to all District families with an 8th grade student encouraging enrollment in various high school Advanced Academic Courses (AACs) and programs (**Appendix V-11, ALE 8thgrade letter 14-15**). In addition, the District distributed student-friendly flyers to middle and high school students to encourage them to consider registering for AACs (**Appendix V-12, Flyers**). One strategy at the high school level was to provide an AP mentor at each high school site with the dual purpose to recruit and retain students in AP courses. These teacher mentors supported AP students but also worked to increase enrollment by targeting African American and Hispanic students for enrollment in AP courses.

Previously, in the 2013-14 school year, the District communicated its commitment to open access for all AACs to all principals (**Appendix V-13, Open Access Email to principals**). Open access means that *any* student who is interested in taking an AAC is able to register without any prerequisites except for reasonable content expectations, especially in math and science courses (e.g., Algebra 1 before Algebra 2). For 2014-15, the District revised its course catalog to eliminate all prerequisites to AAC offerings, including Honors and AP courses, unless it was a math or science content requirement (**Appendix V-14, High School Course Catalog**).

As with GATE, the District's African American Student Services (AASS), Mexican American Student Services (MASS), and the Guidance and Counseling Departments also provided outreach to African American and Latino students regarding AACs. Overall, the District held more than twenty parent/community meetings to explain the value of enrolling in GATE, pre-AP, and AP programs (**Appendix V-15, MASS-AASS Events**). The District's LSCs and counselors also visited classrooms and held school assemblies to encourage AP enrollment.

The International Baccalaureate Programme (IB) at Cholla Magnet High School is an open access AAC. The program conducted recruitment for incoming freshmen through District middle school sites in various forms including high school nights, parent meetings and in-class presentations. It recruited current Cholla students through all 9th and 10th grade English classes prior to registration and informed students of the various IB Preparatory (Prep) and IB Diploma Programme (DP) courses available to them. Presenters gave students course request sheets, and helped them through the registration process (***Appendix V-16, IB Coordinator Community Events***).

To support recruitment of African American and Latino students at the high school level, IB personnel presented IB information at two African American events and two Hispanic events as evidenced in the attached calendar. In addition, IB personnel conducted other community events as part of the recruitment calendar (***Appendices V-17, IB Hispanic Comm Events*** and ***V-18, IB African American Comm Events***).

Robison Elementary and Safford K-8 also have open access IB programs. Robison participated in district recruitment events including the Grow Show, the Zoo Lights, the Children's Museum, the Celtic Festival, the Schumaker Preschool Fall Festival, FAME, The International Festival, The Festival of Books, and the Magnet Fair. At the K-8 level, Safford participated in recruitment events such as the magnet fair, Just between Friends, and the Celtic fair. In addition, Safford participated in events such as Cyclovia, El Tour, The Children's Museum, and Love of Literacy. Both sites also created and distributed print materials related to their programs (***Appendix V-19, Magnet Marketing Report***).

The recruiting efforts showed growth in many ALE programs. For example, three-year enrollment data in GATE programs show participation growth in many GATE programs for both African American and Latino students; including ELL students (***Appendix V-20, GATE Enrollment by 40th Day SY 2014***).

African American students' participation percentages stayed neutral in all GATE programs. However, the absolute number of African American students in GATE programs fell between SY 2013-2014 and SY 2014-15. The GATE Department will continue to work with the African American Student Services Department to increase the number of outreach opportunities by contacting African American families to inform and encourage student participation in GATE.

Latino participation rates increased from last year in all GATE programs. In the 2014-15 school year, Latino overall student participation increased from 1,946 students in SY 2013-14 to 1,973 students in SY 2014-15. In GATE Resource their numbers increased from 654 to 665; in Pull-out GATE their numbers grew from 787 to 791; and in self-contained programs Hispanic students increased from 505 students to 517 students. *Id.*

Table 5.1: GATE District Enrollment 40th DAY

GATE Enrollment			White	African American	Hispanic/Latino	Native American	Asian/Pacific Islander	Multi Racial	Total
GATE Enrollment	14-15	N	1,338	200	1,973	75	110	157	3,853
		%	34.7%	5.2%	51.2%	1.9%	2.9%	4.1%	100%
GATE Enrollment	13-14	N	1,470	215	1,946	52	124	168	3,975
		%	37.0%	5.4%	49.0%	1.3%	3.1%	4.2%	100%
GATE Enrollment	12-13	N	1,565	197	1,926	58	139	165	4,050
		%	38.6%	4.9%	47.6%	1.4%	3.4%	4.1%	100%
District % Ethnic Participation	14-15		13.1%	4.9%	6.7%	4.3%	11.3%	9.9%	8.0%
District % Ethnic Participation	13-14		13.5%	5.5%	6.5%	2.9%	12.1%	11.3%	8.1%
District % Ethnic Participation	12-13		13.5%	5.0%	6.3%	3.2%	11.9%	11.1%	8.0%

Table 5.2: GATE Self-Contained Enrollment 40th Day

GATE Self-Contained			White	African American	Hispanic/Latino	Native American	Asian/Pacific Islander	Multi Racial	Total
SC GATE	14-15	N	391	50	517	15	32	52	1,057
		%	37.0%	4.7%	48.9%	1.4%	3.0%	4.9%	100%
SC GATE	13-14	N	400	54	505	17	40	58	1,074
		%	37.2%	5.0%	47.0%	1.6%	3.7%	5.4%	100%
SC GATE	12-13	N	378	44	485	16	42	64	1,029
		%	36.7%	4.3%	47.1%	1.6%	4.1%	6.2%	100%
District % Ethnic Participation	14-15		3.8%	1.2%	1.8%	0.9%	3.3%	3.3%	2.2%
District % Ethnic Participation	13-14		3.7%	1.4%	1.7%	1.0%	3.9%	3.9%	2.2%
District % Ethnic Participation	12-13		3.3%	1.1%	1.6%		3.6%	4.3%	2.0%

Table 5.3: GATE Pull-out Enrollment 40th Day

GATE Pull-out			White	African American	Hispanic/Latino	Native American	Asian/Pacific Islander	Multi Racial	Total
Pullout GATE	SY 14-15	N	585	66	791	29	38	68	1,577
		%	37.1%	4.2%	50.2%	1.8%	2.4%	4.3%	100%
Pullout GATE	SY 13-14	N	612	72	787	22	36	61	1,590
		%	38.5%	4.5%	49.5%	1.4%	2.3%	3.8%	100%
Pullout GATE	SY 12-13	N	649	73	745	25	36	54	1,582
		%	41.0%	4.6%	47.1%	1.6%	2.3%	3.4%	100%
District % Ethnic Participation	SY 14-15		5.7%	1.6%	2.7%	1.7%	3.9%	4.3%	3.3%
District % Ethnic Participation	SY 13-14		5.6%	1.8%	2.6%	1.2%	3.5%	4.1%	3.3%
District % Ethnic Participation	SY 12-13		5.6%	1.9%	2.4%	1.4%	3.1%	3.6%	3.1%

Table 5.4: GATE Resource Enrollment 40th Day

GATE Resource			White	African American	Hispanic/Latino	Native American	Asian/Pacific Islander	Multi Racial	Total
Resource GATE	SY 12-13	N	362	84	665	31	40	37	1219
		%	29.7%	6.9%	54.6%	2.5%	3.3%	3.0%	100%
Resource GATE	SY 12-13	N	458	89	654	13	48	49	1311
		%	34.9%	6.8%	49.9%	1.0%	3.7%	3.7%	100%
Resource GATE	SY 12-13	N	538	80	696	17	61	47	1439
		%	37.4%	5.6%	48.4%	1.2%	4.2%	3.3%	100%
District % Ethnic Participation	SY 12-13		3.6%	2.0%	2.3%	1.8%	4.1%	2.3%	2.5%
District % Ethnic Participation	SY 12-13		4.2%	2.3%	2.2%	0.7%	4.7%	3.3%	2.7%
District % Ethnic Participation	SY 12-13		4.6%	2.0%	2.3%	1.0%	5.2%	3.2%	2.9%

In addition to GATE, other AACs also showed increased participation rates for African American and Latino students. The following charts are excerpts from a data table provided by Technology Services (*Appendix V-21, 3 yr ALE participation by ethnicity*). These charts list the seven different AACs and their total student enrollment each school year from 2012-2013 to 2014-2015. They provide the total student enrollment for each year as well as the percentage enrollment for African American and Hispanic students. As the charts below are excerpts, the full range of data and enrollment of all ethnic groups tracked by TUSD can be seen in the appendix. *Id.*

The data show that in six out of seven AACs both African American and Hispanic students had an increase in participation. This shows a multi-year trend of

greater participation in AACs by these groups. The tables below reflect the percentage of students enrolled in a particular AAC who are of that Ethnicity.

Table 5.5: Middle School for High School Credit Enrollment by Year and Ethnicity.

Type of AAC	Class Year	AA%	H%	AAC total
MS for HS ²⁸	2012-13	5.8%	58.9%	1203
MS for HS	2013-14	5.9%	60.0%	1172
MS for HS	2014-15	4.4%	63.1%	1237

Over the last three years there has been an increase of 34 students in these programs with the percentage of African American students decreasing by 1.4 percent and Hispanic students raising 2.5 percent.

Table 5.6: Pre-AP Advanced Enrollment by Year and Ethnicity. (An asterisk indicates each three-year grouping that showed an upward trend.)

Type of AAC	Class Year	AA%	H%	AAC total
Pre-AP Advanced	2012-13	5.8%	56.8%	912
Pre-AP Advanced	2013-14	5.7%	55.8%	933
Pre-AP Advanced	2014-15	8.1%	57.5%	1309

In these courses students in grades 6-8 take advanced course work to prepare for high school credit classes in later middle school grades or Honors or Advanced Placement classes once they reach high school. Over the last three years enrollment has increased by 397 more students with the percentage of African American students raising 2.3 percent and the percentage of Hispanic students raising 7 percent.

²⁸ "MS for HS" refers to those courses in which students in grades 6-8 take a course that provides high school credit. This includes high school credit Algebra I, Spanish, and Integrated Science.

Table 5.7: Pre-AP Honors Enrollment by Year and Ethnicity

Type of AAC	Class Year	AA%	H%	AAC total
Pre-AP Honors ²⁹	2012-13	5.9%	48.7%	4,783
Pre-AP Honors	2013-14	6.5%	51.9%	4,818
Pre-AP Honors	2014-15	6.9%	53.2%	4,953

Over the last three years enrollment has increased by 170 more students with the percentage of African American students raising 1.0 percent and the percentage of Hispanic students raising 4.5 percent.

Table 5.8: Dual Language Enrollment by Year and Ethnicity

Type of AAC	Class Year	AA%	H%	AAC total
Dual Language	2012-13	1.9%	86.9%	2,604
Dual Language	2013-14	2.0%	87.1%	2,286
Dual Language	2014-15	2.4%	87.1%	2,163

In these courses elementary and middle school students receive core content instruction in two languages (Spanish and English) thereby improving their skill in their native language while learning a second language. Although overall Dual Language enrollment has declined over the last three years by 441 students, African American participation increased by 0.5 percent and Hispanic by 0.2 percent.

Table 5.9: Dual Credit Enrollment by Year and Ethnicity

Type of AAC	Class Year	AA%	H%	AAC total
Dual Credit	2012-13	7.4%	38.9%	190
Dual Credit	2013-14	8.1%	51.7%	236
Dual Credit	2014-15	10.1%	52.2%	228

In these courses high school students take courses that count towards both high school graduation and provide college credit. Over the last three years, enrollment has increased by 37 more students with the African American enrollment rising 2.7 percent and Hispanic participation by 13.5 percent.

²⁹ In Pre-AP Honors courses students in grades 6-8 take honors coursework to prepare them for high school credit classes in later middle school grades or Advanced Placement classes once they reach high school. Enrollment also includes high school students who are taking honors coursework to prepare them for AP classes.

Table 5.10: International Baccalaureate Enrollment by Year and Ethnicity

Type of AAC	Class Year	AA%	H%	AAC total
IB	2012-13	5.8%	79.0%	1544
IB	2013-14	7.4%	76.4%	1655
IB	2014-15	7.3%	77.0%	1719

The International Baccalaureate Programme (IB) is an open access AAC that provides a rigorous curriculum that prepares students for college study. Similar to AP, students may take exams at the end of each high school IB course in order to possibly earn college credit. There is also a pathway to earning an IB diploma given the right sequence of coursework. IB preparation programs exist at both the middle and elementary level at Robison Elementary and Safford K-8. Both of these preparation programs feed into the IB program at Cholla High School. The overall enrollment in IB increased by 175 students with the percentage of African American students enrolled increasing by 1.5 percent. The percentage of Hispanic students enrolled decreased by 2.0 percent and is the only AAC in which there was a decrease in participation by Hispanic students.

Table 5.11: IB Magnet Applications by School Year and Grade Level

Grade	SY 2013-14	SY 2014-15
6th-8th Safford	621	731
9th Cholla	140	194
10th Cholla	12	21
11th Cholla	18	13

Cholla High School had a significant increase in its IB Prep and Diploma Programme (DP) courses. Applications for IB magnet status have increased dramatically over the last four years, and a major jump occurred for SY 2013-14 as seen below. As a result of the recruitment efforts at Safford, a significant increase in magnet enrollment occurred resulting in a growth of over 100 students.

Table 5.12: Advanced Placement Enrollment by Year and Ethnicity.

Type of AAC	Class Year	AA%	H%	AAC total
AP	2012-13	5.3%	41.6%	2521
AP	2013-14	5.8%	43.9%	2581
AP	2014-15	6.1%	44.1%	2985

All the comprehensive high schools in TUSD offer Advanced Placement courses in order to provide a rigorous college preparatory curriculum. Overall enrollment in AP coursework increased by 464 students over the last three years; with the percentage of Hispanic students increasing by 2.5 percent, African American students' participation in AP courses increased by 8 percent.

The increase in African American and Latino student participation in the programs described above was supported through recruitment, student support strategies (see this section below), and expansion of opportunities.

To prepare students for ALEs in high school, the District provided expanded opportunities in middle schools where possible. These opportunities included adding advanced classes in English Language Arts (ELA) and Math. This increase created a pipeline to send a greater number of these students to high school AAC courses. At the high school level, the District also created a greater number of AAC classes; most notably offering 31 more AP classes (*Appendix V-22, Report on Expanded HSAP Courses*).

b. English Language Learner Student Enrollment

The District strives to increase enrollment of English Language Learner (ELL) students in ALE programs. Overall, it succeeded in this effort as shown in the data below. However, increasing ELL enrollment in ALEs presented unique challenges. One of the challenges presented was the limitation on scheduling. For example, the State of Arizona required a four-hour block for all students who were not proficient in English.³⁰ During this block students remained with one teacher

³⁰ A modification to the four-hour block requirement is critical to allow ELL students maximum access to quality mainstream programming like ALEs. An update on the District's current efforts is contained in Appendix 53 (OELAS extension and Alt. SEI).

for four hours of instruction, so they were unable to participate in many ALE programs including self-contained GATE (all day program), GATE Resource (during Elective Block), and several AP or Honors ELA classes. Also, students who classified as ELL lose that designation once they achieved English proficiency. Accordingly, an ELL student who became English proficient could have advanced to ALE participation, but the statistical tracking designed to inform these goals would not have reflected that progression.

Table 5.13: ELL Gate Student Participation

	ELL GATE Student Participation					
	2012-13		2013-14		2014-15	
	Number	Percent	Number	Percent	Number	Percent
Total	24	0.6%	43	1.1 %	52	1.3 %
Pull-out	20	1.3%	37	2.3 %	30	1.9 %
Resource	3	0.3%	4	0.4 %	14	1.3 %
Self-Contained	1	0.1%	2	0.2 %	8	0.7 %

The Hollinger GATE Self-Contained Dual Language program grew by 27 students (65 percent increase) from 41 students in the 2013-2014 school year to 68 students in the 2014-15 school year (*Appendix V-20*). This was a result in part of a focused outreach effort to ELL students and parents (*Appendix V-23, Parent Open House Flyer-Hollinger-Spanish*). Overall, ELL participation in GATE increased by 21 percent (from 43 students in the 2013-2014 school year to 52 students in the 2014-15 school year). Much of this gain was a result of increased enrollment in the GATE self-contained Dual Language programs at Hollinger K-8 and Pistor Middle School (*Appendix V-20*).

The following is excerpted from a data table provided by Technology Services (*Appendix V-21*) that shows growth in most AACs offered by the District. The data show that in seven out of eight AACs, ELL student enrollment has increased over the last three years. This shows a multi-year trend of greater participation in AACs by this student group as twenty of the twenty-four categories listed below showed growth.

Table 5.14: ELL Enrollment by Year and Ethnicity

Type of ALE	Class Year	ELL #	ELL %
MS for HS	2012-13	2	0.2%
MS for HS	2013-14	13	1.1%
MS for HS	2014-15	23	1.8%
Pre-AP Advanced	2012-13	4	0.4%
Pre-AP Advanced	2013-14	5	0.5%
Pre-AP Advanced	2014-15	13	1.0%
Pre-AP Honors	2012-13	10	0.2%
Pre-AP Honors	2013-14	20	0.4%
Pre-AP Honors	2014-15	40	0.8%
Dual Language	2012-13	296	11.4%
Dual Language	2013-14	356	15.6%
Dual Language	2014-15	279	12.9%
Dual Credit	2012-13	0	0
Dual Credit	2013-14	1	0.4%
Dual Credit	2014-15	1	0.4%
IB	2012-13	110	7.1%
IB	2013-14	135	8.2%
IB	2014-15	169	9.8%
UHS	2012-13	0	0
UHS	2013-14	0	0
UHS	2014-15	0	0
AP	2012-13	6	0.2%
AP	2013-14	4	0.2%
AP	2014-15	10	0.3%

In the 2014-15 school year, ELL students made up roughly nine percent of the overall student population. This means that in the Dual Language and IB AACs the TUSD students who qualified as English Language Learners represented a higher percentage of students participating than their enrollment percentage.

c. Student Support Strategies

It is not enough to recruit students into ALEs; the District must also provide the support necessary for these students to succeed. More students than ever are stretching themselves and participating in these demanding programs for the first time, particularly with the “open access” approach discussed above. Accordingly, the District added several new student support strategies in order to promote success in ALEs for its African American and Latino students.

The District funded a teacher mentor at GATE self-contained middle school sites to provide academic and social support to African American and Latino students during the school year (***Appendix V-24, Mentor List by School***). These teacher mentors supported GATE instruction through tutoring, monitoring attendance, and providing College and Career guidance for students. In addition, they held regular small group meetings to provide on-going peer group support and provided family support through personalized outreach to parents of GATE students. The GATE Department also created GATE thematic-based Literacy Kits containing Spanish language supplemental enrichment texts (both fiction and non-fiction) and materials for use at Dual Language schools - Hollinger K-8 and Pistor Middle School (***Appendix V-25, Supplemental Materials for Language Acquisition***). Previously, these kits were available only with English materials. These Spanish-language kits will be available in SY 2015-16 for teachers to utilize in their classrooms.

Additionally, the Department created a “best practices” document with input from self-contained GATE personnel (principals, counselors, and Learning Supports Coordinators) for use by all self-contained GATE middle schools. It focused on the implementation of current best practices to be used to help meet the social and academic needs of middle school GATE students including student recruitment and

retention, curriculum and instruction, and student, teacher, and parent support (**Appendix V-26, Current Best Practices Policy Draft**).

The District also provided new support programs for AAC students. It established AP tutoring at nine comprehensive high schools including Catalina, Cholla, Palo Verde, Pueblo, Rincon, Sabino, Sahuaro, Santa Rita, and Tucson High. The only comprehensive high school that did not have additional tutoring provided was University High School, which already provided AP tutoring. In addition, two AP teachers per site provided tutoring and focused on math, English, and/or social studies. AP tutors provided students with a one-hour support class twice a week. Further, at every comprehensive high school, the District offered all AP students a four-hour AP Test-Prep Class shortly before AP testing occurred (**Appendices V-27, Memo to principals about ALE supports and Appendix V-28, Email sent to principals AP Prep**).

TUSD also partnered with the University of Arizona (UA) Think Tank program to provide an SAT and ACT College Entrance Exam Preparation Class to students. Normally there would be a \$300 charge, but forty low-income students were given a \$200 scholarship by the UA to reduce the price to \$100. The District provided additional scholarships to each student in the amount of \$100 so that students could participate at no cost (**Appendix V-29, Think Tank email flyer scholarship form SY1415**).

The District also funded a teacher mentor for African American and Latino students in AACs through a new AP teacher mentor program at all ten high schools. These teacher mentors supported AP instruction through additional tutoring, monitoring attendance, and providing college and career guidance. In addition, they held regular small group meetings to provide on-going peer group support and reached out to parents (**Appendix V-30, AP-GATE Teacher Mentor Plan**).

In June of 2014, the District provided the first district-wide AP Summer Boot Camp to prepare students for fall classes. For summer 2015, the program expanded to a fourth site (Pueblo) with students invited from all district high schools. The sites providing this service were Pueblo, Rincon, Sahuaro, and Tucson High (**Appendix V-3,1 Flyer AP Smmr Boot Camp**). The boot camps enrolled 156 students and both African American and Hispanic students participated at a rate higher than their district enrollment percentages on the 40th day of this school year:

Table 5.15: AP Boot Camp Registration by Ethnicity

Ethnicity	Number	Percentage	40th Day Dist. %
African American	12	8.0%	6.2%
Hispanic	98	63.0%	59.8%
Native American	5	3.2%	2.7%
Asian	10	6.4%	2.7%
Multi Racial	3	2.0%	3.8%
White	28	18.0%	24.8%
Total Students	156	100%	100%

All IB Preparatory and Diploma Programme teachers offered tutoring hours before school, at lunch or after school. In addition, the Cholla High School after-school program provided free opportunities for help in math and reading. Both Robison Elementary School and Safford K-8 offered tutoring and enrichment classes to students before and after school from October to May through their 21st Century Grant. Students were offered tutoring in math and reading as well as enrichment opportunities such as computer game design, MESA, gardening, field science experiences, yearbook, and service learning opportunities. The chart below shows the number of students who attended at least thirty days of tutoring during the year.

Table 5.16: Robison/Safford 21st Century Tutoring / Enrichment Class Participation

SY 2014-15	21st Century Tutoring / Enrichment Class Participation	
	(Data from A&E)	
	African American	Hispanic
Robison ES	% of students at school: 5.5% % of students in classes: 7.0%	% of students at school: 82.6% % of students in classes: 79.0%
Safford K-7	% of students at school: 4.7% % of students in classes: 8.0%	% of students at school: 77.7% % of students in classes: 67.0%

Students also received support via the AVID (Advancement via Individual Determination) program. AVID is an acclaimed, research-based college support program. Each current AVID site (Cholla, Pueblo, Palo Verde, Secrist, Valencia, and Booth-Fickett) had an AVID elective course that targeted students in the middle of

the academic achievement range, those who would be the first of their family to go to college, racial/ethnic minorities, socio-economic status students, and those who have faced a particular challenge in their lives. Students in the AVID elective learned note taking strategies, organizational skills, critical reading and writing skills, analytical skills, and collaborative techniques. They also enrolled in ALE courses and their AVID elective course provided support through specialized tutoring opportunities. The AVID program also provides a school-wide implementation of select AVID strategies as determined by each site's AVID Implementation Plan.

The District expanded the number of AVID sites and selected Catalina, Pistor, Doolen, and Utterback to join the existing AVID sites for the 2015-2016 school year. The District selected these schools based on various factors, including a highly diverse student population. Staff from all ten AVID sites attended the AVID Summer Institute and successfully completed their AVID Implementation Plan. The District also hosted AVID Path summer training for Critical Reading and Writing using AVID strategies, and all TUSD schools were invited to attend. Over the course of the training, 210 teachers were introduced to critical reading strategies while 180 were trained on writing strategies. This professional development provided the opportunity for AVID strategies to be incorporated across the district, whether or not a site was a designated AVID school (***Appendix V-32, AVID Path PD Schedule***).

d. Professional Development

The District provided many opportunities for ALE-specific professional development in 2014-15. A concentrated focus was the regular inclusion of cultural responsive pedagogy and instruction information in both GATE and AAC PD.

The District continued its efforts to increase gifted endorsements among its GATE teachers. 37 additional teachers earned a provisional or permanent gifted endorsement in the 2014-15 school year. In August 2013, 98 teachers held a provisional gifted endorsement and this increased to 105 teachers by August of 2014. In August of 2013, 191 TUSD teachers held a permanent endorsement. In August, 2014 that number increased to 221 teachers becoming permanently GATE endorsed (***Appendix V-33, GATE Endorsement 2-13-14 and 2014-15***). During the 2014-2015 school year, the District continued to monitor the endorsement status of all teachers teaching in GATE classrooms to ensure that each of them is gifted

endorsed (*Appendices V-34, GATE Endorsement Status Monitoring* and *V-35, GATE Endorsement Status Teacher Letter*).

GATE itinerant teachers participated in weekly professional development that focused on issues related to gifted education including cultural proficiency and culturally responsive practices (*Appendix V-36, GATE Professional Development Agenda-Cultural Proficiency*) and the Multi-Cultural Department also provided an in-service on multicultural materials and curriculum (*Appendix V-37, Cultural Proficiency Sign-In Sheet*). In addition, GATE itinerant teachers were provided with professional development focused on academic rigor and using instructional strategies to promote critical and creative thinking, creative problem solving, and reasoning at high levels (*Appendix V-38, PD Outcomes Table*).

Key personnel (principal, counselor, Learning Supports Coordinator) met on August 21, 2014 to share best practices implemented at schools for the purpose of supporting students in self-contained schools during transitions (5th and 8th) years so that students could receive support when moving from elementary GATE programs to middle school programs and from middle school programs to high school (*Appendix V-39, Relevant Agenda-LSC*).

Over the course of the 2014-15 school year, the District also provided PD for administrators and teachers involved in AACs in many different venues.

- Principals: on the value of AACs through ILA meetings and through the TUSD principal handbook (*Appendix V-40, Excerpt from TUSD Principal Handbook re ALE*).
- AP teachers: on the AP Potential tool and how to use it to support students (*Appendix V-41, Potential Tool Training*).
- All teachers (including AAC teachers): on Culturally Relevant Pedagogy (*Appendix V-42, Early Release Wednesdays*).

At Cholla, an all-school session included the district curriculum rollout and IB-infused pedagogy and strategies. The school created teacher Professional Learning Communities (PLCs), and they participated in IB-based PD along with a book study using *Mindset* by Carol Dweck, which was used as a base for shifting thinking towards a possible full school IB Programme.

At Safford MS, IB teachers participated in collaborative subject and grade-level teams. Professional development focused on the roll out of the TUSD scope and sequence, the AZCCRS, writing to learn math, and strategies to teach

argumentative and expository writing. Nine new teachers completed an on-line IB course and six were sent to IB workshops over the summer. The PYP teachers learned about transdisciplinary teaching and the MYP teachers about the approaches to learning and project requirements of the MYP.

At Robison Elementary the IB/magnet coordinator held weekly PLC sessions with grade-level teachers to focus on IB curriculum. She helped them gather literature and materials and supported them in unit planning. In June 2015, teachers participated in two different study groups for a total of eight weeks. They read and discussed *Visible Learning for Teachers* by John Hattie, and Mind Frames - Mind Set Theory. They also studied Close Reading strategies. Teachers chose to read either *Falling in Love with Close Reading: Lessons for Analyzing Text and Life* by Donalyn Miller or *Notice and Note Strategies for Close Reading* by Kyleene Beers and Robert Probst. The focus of discussion was questions to ponder, signposts in literature, a study of structure, and modifying lessons to analyze text.

Finally, the District hosted the Desert Summer Institute for Tucson and paid the registration fee for 195 teachers to attend both that institute and the Phoenix institute throughout June of 2015. Courses included classes for teacher certification to teach AP classes; courses to fulfill the three-year requirement for AP recertification; gifted education courses that could be used towards a gifted education endorsement; and courses addressing differentiating curriculum to use in advanced/honors courses. Seventy-six more teachers attended in 2015 compared to 2014 (*Appendices V-43 Flyer Summer Institute* and *V-44, Desert Summer Institute Report*).

2. University High School: Admissions, Outreach, and Recruitment

The USP calls upon the District to expand access to its Advanced Learning Experiences (ALE) programs, particularly for Latino and African American students. As described in last year's Annual Report (2013-14), the first step in that process was undertaking a review of programs and then developing a formal ALE Plan that would guide the District's efforts. In addition, the Implementation Addendum (IA) specifies some particular milestones associated with ALE access and recruitment. A critical ALE that is addressed by both the USP and the IA is University High School (UHS), a nationally-ranked exam high school. UHS is

committed to increasing its recruitment of African American and Latino students, in order to increase the number of these qualified students who accept placement at the school.

a. UHS Admissions Process

University High School (UHS) continues to work to improve the diversity of its student enrollment through its admissions process. As reported in the *2012-2013 Annual Report*, the District revised the admissions process for the 2013-2014 school year and that impacted UHS freshman enrollment in the 2014-2015 school year. Revisions included the introduction of a short-answer essay (SAE) component and the piloting of a non-cognitive assessment - the Children's Academic Intrinsic Motivation Inventory (CAIMI). In addition, the USP mandates whole-grade testing of all TUSD 7th graders, which began in the 2013-14 SY and affected enrollment for the 2014-15 SY. USP § V(A)(5)(b).

Ninth grade enrollment for African American and Latino students increased for SY 2014-2015. African-American students increased from 3.2 percent to 4.2 percent and Latino students increased from 31.5 percent to 35.3 percent (***Appendix V-45, UHS Day 40 Enrollment***). In November 2014 an evaluation of these revisions on enrollment documented the results of these revisions (***Appendix V-46 UHS Admissions recommendations 14-15***). As detailed in the memo, the essay increased freshman enrollment of African American and Latino students. The memo recommended investigation of another resiliency/motivation assessment as a multiple measure but recommended against the continued use of the CAIMI. The 7th-grade testing did not contribute to an increase in these students qualifying for UHS.

District leadership approved the following recommendations from the November 2014 memo: 1) changing the weight of admission criteria increasing the admission points earned for each qualifying test score, 2) continuing use of the short-answer essay, 3) continuing whole-district 7th grade testing in the spring of 2015, and 4) piloting the ACT Engage as a multiple measure assessment.

Short Answer Essay: The USP requires multiple measures for selection processes in order to increase enrollment of Latino and African American students in ALEs. In the winter of 2014, the District developed the essay component as an

additional measure for UHS admissions. The questions were designed to identify qualities that would help students succeed at UHS including perseverance, community service, and overcoming adversity. An independent group of trained readers read and scored the essays, and the District offered placement to students who received a rubric total score of a six or higher. The new process provided students who almost reached the necessary entrance score of 50 points (based on the CogAT and GPA) another opportunity to earn additional points by writing the short answer essay. Students who received sufficient additional essay points were then offered admission.

In 2013-14 (the first year of this process), students who scored between 43 and 49 total admission points (i.e., scored within seven points of the cut score) were given the opportunity to participate in the short answer essay. Results showed that students who scored above a 43 always qualified for admissions with the additional essay points. Thus, as the memo explained, “the District decided to “increase the number of points associated with a qualifying score on the CogAT” so as to increase the number of students who would initially be invited to attend UHS.

In 2014-15, the students invited to participate in the essay needed to achieve a score between 45 and 49 points. The Cognitive Abilities Test (CogAT) and a student’s GPA determined the 50-point scores. The school invited twenty-three additional students to attend UHS based on this process, of which 48 percent were Hispanic. The breakdown by ethnicity for essay participants is provided below. There was an increase in Hispanic and African American students who were admitted to UHS in 2014-2015 based on the change in weight to the point distribution for the GPA and CogAT. Thus, even though no African American students were identified through the SAE, more African American students were identified for admission and did not need the SAE to meet admission criteria.

Table 5.17: Short Answer Essay (SAE) Participation

SAE 2014-15: Ethnic Breakdown of Participating Students (A&E, JK)				
Ethnicity	Total Invited	Total Essayists	Total Offered	Total Enrolled
White	21	17	10	10 (43%)
African American	2	1	0	0
Hispanic	31	24	15	11 (48%)
Native American	0	0	0	0 (0%)
Asian/Pacific Islander	2	1	1	0 (0%)
Multi Racial	3	3	2	2 (9%)
Total	59	46	27	23

7th grade testing: A total of 2683 TUSD 7th graders were tested on the CogAT in spring 2015. Two-hundred-seventy-four (or 11 percent more) students were tested compared to the previous year of 2,409 students. Twelve additional students were identified. When compared to the 2013-14 school year, there was an increase in the number of the African American students identified from four percent to seven percent, and a two percent increase in identified Hispanic students (from 44 percent to 46 percent). Students will continue to be tested in the 7th grade to allow for UHS to recruit and mentor Hispanic and African American students who meet the initial qualification. The following table provides a breakdown by ethnicity of the 338 students who met the CogAT component of the criteria for admission.

Table 5.18: 7th/8th Students Meeting CogAT Criteria

7th & 8th Grade Students Meeting CogAT Component of UHS Admission Criteria 2012-2015 (A&R, JK)								
Test Date	8th grade		8th grade		7th Grade		7th grade	
	Fall 2012		Fall 2013		Spring 2014		Spring 2015	
Ethnicity	n	%	n	%	n	%	n	%
White	146	42%	129	40%	134	41%	129	39%
African American	15	4%	18	6%	12	4%	24	7%
Hispanic	153	43%	143	45%	144	44%	157	46%
Native American	3	1%	5	1%	0	0%	0	0%
Asian/Pacific Islander	16	5%	15	5%	24	7%	14	4%
Multi-racial	18	5%	11	3%	12	4%	14	4%
Total	351		321		326		338	

ACT ENGAGE Pilot: A total of 531 students with useable scores took the ACT Engage in May 2015. This included 245 8th grade students from four District Middle schools (Doolen, Mansfeld, Pistor, Secrist), and 286 9th grade students from University High School. The ethnic breakdown of the students is provided in the table below.

Table 5.19: ACT Engage by Ethnicity

ACT Engage breakdown by Ethnicity (A&E, JK)				
Ethnicity	8th grade		9th grade	
	N	%	N	%
White	63	26%	137	48%
African Am	63	26%	13	5%
Hispanic	56	23%	104	36%
Native Am	29	11%	1	0%
Asian Am	34	1%	19	7%
Multi-race	0	0%	12	4%
Total	245		286	

Data shared in the ACT Engage Report showed that there were differences among African American, Hispanic and white 8th graders in terms of the domains of most interest: Motivation, Academic Discipline, Commitment to School and Optimism. The mean percentile scores for African American students and Hispanics on these scales are the same or higher than for whites. The mean percentile scores for Commitment to School, for instance, are far higher for African Americans and Hispanics (60 and 49 respectively) than for whites (39). This suggests that the ACT Engage could be used to identify students with high motivation.

The final analysis, as explained in the submitted report of the findings, suggests that the use of the ACT Engage “could potentially identify a different sort of student than those found through the existing essay process” (**Appendix V-47, ACT Engage Report**). The District thus plans to include the ACT Engage as part of its 2015-16 admissions process.

b. Outreach

In the fall of 2014, UHS held the inaugural African American Scholar dinner and invited all African American UHS students and their families. In addition, the school expanded information sharing at community centers and held information nights at the school site as well as at all middle schools (**Appendix V-48, UHS admissions testing memo**).

To improve communications and outreach efforts for the 7th grade testing in the spring of 2015, the school developed a marketing and outreach plan (*Id.*) and implemented all areas of the plan with the exception of Parent Link, due to technological issues. In addition, UHS expanded the middle school outreach by having the LSC go to every middle school site (***Appendix V-49, 7th Grade Admission Presentation***). The UHS Admissions Office shared information with 6th and 7th grade students to familiarize them with the admissions criteria earlier so they could better plan middle school course selections. *Id.* The Multicultural Breakfast was once again a success with potential incoming students having the opportunity to learn about support at the school as well as district level support services (***Appendix V-50, UHS Multicultural Breakfast Invite***). The school gave tours to any student or family that requested one, and its Freshman Celebration created an environment to excite students about coming to UHS, as well as to inform them about the school and available activities. This event welcomed all accepted incoming students, and provided information about course selection, clubs, athletics and activities.

c. Support and Retention Efforts

University High School expanded support programs for student retention, and worked to modify and improve current initiatives. The revised Bounce program supported incoming sophomores struggling in their transition to AP science. All students demonstrated substantial gains in pre and post assessment during the program. Of the 48 students who completed the Bounce program in the summer of 2014, all completed AP Chemistry during the school year, and no student received a grade lower than a “C” in the class. Students who participated in Bounce scored within the same average on the Advanced Placement exam as their peers who were in more advanced math classes during the school year.

Table 5.20: 2014 BOUNCE Participation

2014 Bounce Participant by Ethnicity (UHS, AC)	
Ethnicity	Number
White	17 (35%)
African American	2 (4%)
Hispanic	22 (45%)
Native American	0 (0%)
Asian/Pacific Islander	4 (8%)
Mixed Race	3 (6%)
Total	48 (100%)

Tutoring support expanded with additional math and science teacher tutors and outside funding provided writing support for seniors applying to college. A Student Support Specialist worked three days a week with students specifically on college application essays and scholarship applications to help students apply for more strategic scholarship offerings. The school offered tutoring in science, math, and writing. Teachers analyzed PSAT and AP data to identify students with specific skill gaps and supported those students through tutoring. Teachers of Math Center, Writing Center and Science Center courses continued to provide targeted support for students in math, science and English. These courses provided assistance for students with specific skill gaps in reading, writing, science, and math that prevented them from succeeding in core academic classes. UHS capped these classes at fifteen students so that teachers could spend additional time developing skills students needed to continue through their courses successfully.

Table 5.21: Support Center Courses

Participation in Support Center Courses by Ethnicity (UHS, AC)	
Ethnicity	Number
White	14 (31%)
African American	2 (4%)
Hispanic	20 (45%)
Native American	0 (0%)
Asian/Pacific Islander	1 (2%)
Multi Racial	7 (15%)
Total	44 (100%)

The Penguin to Penguin student mentor program continued to grow. Junior and senior volunteers each assisted one or two freshmen in learning how to acclimate to high school, how-to access tutoring and other support services, as well as how to advocate for themselves with teachers and other adults on campus.

Boost, a freshman orientation and induction program, went through a reorganization to address and implement more targeted interventions for incoming freshman. With the introduction of a freshman-level AP course (AP Human Geography) and gaps evident in certain content areas, a need to develop improved reading and annotating skills, basic geography, and experience in lab sciences increased. All UHS freshman teachers collaborated in the spring of 2015 to identify common skills that all UHS teachers would teach using similar strategies, common vocabulary, and organizational skills. Incoming freshmen attended Boost from 8 a.m. to 12 p.m. for two weeks in June. Ninety-two percent of incoming 9th grade students attended in the summer of 2015, including 1.6 percent African American and 33 percent Hispanic (see chart below). Freshman teachers implemented cross-level strategies to support students during the year, and the Boost teachers taught 295 incoming freshmen (out of the 321 total incoming freshmen) these skills.

Once the program ended, Boost teachers compiled the skills and handouts that they used with the freshman class and shared their experiences with all UHS teachers. This fall, all UHS freshmen teachers will emphasize these same skills that were emphasized during Boost. In June of 2015, African American student participation increased and Hispanic participation decreased slightly. Overall participation in the 2015 had substantially fewer students complete the entire Boost program, due to summer activities (summer school and traveling). The school collected this data when students accepted or declined the invitation to participate. The numbers in the chart below represent students who had at least 90 percent attendance at Boost.

Table 5.22: BOOST Participation

3-Year BOOST 90% Participation by Ethnicity (UHS, AC)			
Ethnicity	2013-14	2014-15	2015-16
White	147 (50%)	155 (49%)	109 (45%)
African American	3(1%)	3 (1%)	4 (1.6%)
Hispanic	97 (33%)	113 (36%)	79 (33%)
Native American	2 (0.6%)	1 (0.3%)	0 (0.0%)
Asian/Pacific Islander	16 (5%)	19 (6%)	27 (11%)
Multi-racial	23 (8%)	22 (6%)	15 (6%)
Total	290 (100%)	316 (100%)	237 (100%)

In the 2014-15 school year, staff analyzed student retention rates at USP. First generation college-bound students had a substantially higher mobility rate relative to their peers. Specifically, 78 percent of those who withdrew from UHS were first-generation college-bound students. Of this 78 percent, 29 (45 percent) were Hispanic and seven (10 percent) were mixed race. No first-generation college-bound African American students withdrew from UHS in 2014-5. To address this issue, UHS is identifying mentors for all first generation freshman students based for the 2015-16 school year.

STRENGTH

The District notes several areas of strength regarding ALE programming, recruitment, and support services for our African American and Latino students, including ELL students.

As the data in the “Student Enrollment” section above shows, overall participation in ALEs increased and simultaneously the number of African American and Hispanic students participating also increased. In GATE programs, Latino student participation increased overall and in each of the GATE programs. In seven out of eight AACs, the district saw an increase in overall enrollment, the only

exception being Dual Language. In all other AACs, the enrollment and support strategies have shown growth across the board. Even though the various AAC programs often compete with the others for the enrollment of students, the overall growth in all areas shows that TUSD is effectively recruiting, retaining, and supporting students in these programs.

The District also saw increased enrollment in the Hollinger GATE Self-Contained Dual Language program and overall enrollment of ELL students in GATE programs. Thus, the District met its enrollment objectives to increase enrollment for the GATE self-contained Hollinger Dual Language program and ELL participation.

This year one of the biggest strengths of the ALE programs was the increased supports provided to students. The goal of this increase was to expand the opportunity for ALEs and the ability for students to succeed in them. These student supports, in both GATE and AACs, will foster a continuous pipeline of African American and Latino students, including ELL students, who are retained in ALE programs. As the data above shows, an increase in participation in AACs by these students has already been seen (*Appendix V-21, supra*). Student support strategies were increased by providing GATE/AP teacher mentors at MS self-contained GATE sites and at all comprehensive high schools.

The District also increased student support for ELL students by creating GATE Spanish language literacy kits for the first time. These kits will utilize written materials in Spanish relating to a particular social studies or ELA theme. These kits have long been available in English for use in GATE classrooms; now they will also be available in Spanish. Other support strategies implemented include AP tutoring, AP Test-Prep, SAT/ACT Test Prep, and AP Summer Boot-Camp.

University High School (UHS) continued to reflect the standards that have been expected from one of the top ranked schools in the country. UHS is currently ranked 17th in the nation by *US News and World Report*. UHS has also expanded opportunities for students to have access to Advanced Placement courses, as the school council approved creation of two new AP classes - AP Seminar and AP Research. During the 2014-15 school year, UHS students took 2,160 AP exams, compared to 1,843 taken during the 2013-14 school year, resulting in a 17 percent increase. This increase predominantly came from a new course offering, AP Human Geography, for all freshman students. UHS had 284 freshmen take the AP Human

Geography exam and 78 percent of these students passed this AP Exam. The average score for a UHS student on this exam was a 3.4 which exceeded the State (2.8) and National (1.83 Mean) scores. Latino, African American and Mixed Race 9th grade students at UHS far exceeded the national average of their peers on the AP Human Geography exam as shown in the chart below:

Table 5.23: AP Human Geography

2015 UHS AP Human Geography Student Scores (College Board Data)					
Targeted Minority Students at UHS Average Score Vs. National Average Score of All Ethnic Groups					
	Latino	African American	Mixed	TOTALS	NATIONAL AVERAGE OF ALL ETHNIC GROUPS
5's	6	1	2	9	12%
4's	28	1	2	31	21%
3's	30	5	0	35	21%
2's	15	1	0	16	17%
1's	12	1	0	13	29%
TOTALS	91	9	4	104	100%
3 or higher	64	7	4	75	54%
% of 3 or higher	70.3%	77.8%	100.0%	72.1%	54.0%

UHS instituted the Bounce program, a two-week summer program, in the 2014-15 school year as a support for students who faced challenges in their freshman-year math and science courses. As noted above, all Hispanic and African American students who completed this course received a grade of "C" or above in their AP Chemistry course and outscored the national average on the AP Chemistry Exam that students took at the completion of this course. Most importantly, UHS has

had a 100 percent post-high school placement of students in two year colleges, four year colleges and universities, military academies or enlistment, or trade schools upon graduation for the last five years. Finally, the class of 2015 earned substantial scholarship dollars, including African American and Hispanic students.

Table 5.24: 2015 Scholarships

UHS Class of 2015 Scholarship Dollars Earned (UHS, AC)					
	White	African American	Hispanic	Asian	Multi-Racial
Total Students	116	3	63	22	10
Total Scholarship Dollars earned	\$16,811,401	\$1,332,780	\$8,205,950	\$2,838,563	\$1,574,092

COMMITMENT

To further improve its services and support to African American and Latino students in its Gifted and Talented Education program and Advanced Academic courses, the District's goals for SY 2015-16 are:

1. District-Wide Testing: The District will implement District-wide GATE testing for all first and fifth grade students. Parents may opt-out, but otherwise all students will be assessed. This will increase opportunities for students to test, be identified, and then be offered placement in the appropriate GATE program.
2. K-8 Dual-Language Self-Contained Programs: Although the number of Latino students increased for both GATE dual-language programs at Hollinger K-8 and Pistor Middle schools, the District is committed to further strengthening its recruitment and outreach efforts for these programs.

3. Recruitment: The District will begin to conduct a “GATE Night” as a proactive measure for student recruitment. Currently, each self-contained program holds an open house after families have received placement offers. Families of all newly-qualified GATE will receive invitations to a centrally-located event prior to the individual school Open Houses. At GATE Night, families will receive information regarding self-contained and pull-out GATE, as well as Dual Language GATE
4. African American Student Recruitment: The District will continue to collaborate with AASS, tutors, site counselor, and LSCs to increase enrollment of African American students in GATE programs. For the 2015-16 school year, additional recruitment and outreach activities will be planned to increase the number of African American GATE students.
5. Placement Acceptance: GATE placement data shows that there were a substantial number of African American and Latino students who either declined or did not respond to a placement offer in a GATE self-contained program for the 2015-16 school year. As of August 10, 2015, there were eighteen African American students and 143 Latino students who did not respond to an offer; eleven African Americans declined placement as did 138 Latino students (***Appendix V-51, GATE Placement Data***). For the 2015-2016 school year, additional recruitment and outreach activities will be planned to reduce the number of African American and Latino students, including ELL students, who decline or do not respond to placement offers in GATE self-contained programs.
6. Professional Development: In addition to providing weekly professional development to GATE itinerant teachers, professional development will be provided for all GATE teachers in TUSD. To further this goal during the 2015-16 school year, the GATE Coordinator will provide two days of gifted education PD on curriculum, vertical articulation, gifted teaching strategies, and other relevant topics for all GATE self-contained teachers at both the elementary and middle school levels.

7. Advanced Placement: The District will collaborate with AASS, AP mentors and tutors, and site counselors and LSCs to increase enrollment of African American students in AP courses. It will also review the process for paying testing fees for students taking AP exams, and work with site counselors to create a consistent means for providing a scholarship for students in need (***Appendix V-52, Report Payment AP Test Fees***).
8. International Baccalaureate: The District will research implementation of the Middle Years Programme (MYP) at the 9th and 10th grades at Cholla HS in order to provide an AAC for all 9th and 10th grade students at Cholla HS; research the Career-Related Programme, which is a combination of DP courses and career pathways; work with Pima Community College to provide dual credit options for students at Cholla and the acknowledgement of college credit by Pima for IB courses taken.
9. Middle School Courses for High School Credit: The District will explore the possibility of implementing an Algebra readiness assessment to all students at the end of 6th and/or 7th grade in order to open access in an equitable manner to Algebra for HS credit in 8th grade.
10. Technology needs: The District will review the Multi-Year Technology Plan (MYTP) to ensure ALE programs are supported.

To further its goal of increased representation of African American and Latino students at University High School, the District plans the following:

The UHS Recruitment and Retention Coordinator (RRC), together with African American Student Services and Mexican American Student Services, will meet with each African American and Latino 8th grade student (and parents) who meet initial qualifications for admission to UHS in order to answer questions about the school, the admissions process, and the benefits attending UHS.

In addition, the RRC will host four information nights for students and parents. Two will be held at the UHS campus, while the other two sessions will be held at two middle schools – one each on the east and west side of the District. The RRC will also host an information breakfast for all counselors and LSCs in the

District. The information session will provide information about the UHS admissions process and how to best work with students who are interested in the school or who would have the academic potential to succeed at UHS.

UHS will use the ACT Engage as a multiple measure for the admissions process. As shown through the pilot, this assessment identified Hispanic and African American students who may be successful at UHS based on motivation and attitude about school (*Appendix V-47, supra*).

Staff and students will work to create opportunities to connect with the broader community in order to develop and implement a strategic process to improve diversity in the school. UHS will continue to enhance and refine the admissions process to identify students through multiple measures, expand recruitment opportunities to younger students, and implement targeted supports to retain students.

UHS will work with current teachers, Mexican American Student Services, and African American Student Services to provide each first generation college bound freshman student an adult mentor to provide guidance and support, in addition to the school supports available on campus. These mentors will work with the UHS counseling department to build additional interventions if necessary.

UHS will develop professional learning communities for staff in both grade level teams and vertical articulated teams and will look at ways to address the withdrawal rate. To begin this process, a cohort of teachers attended the AVID Path reading and writing professional development this summer and will bring the knowledge and skills learned back to the greater learning community.

B. Build/Expand Dual Language Programs

The USP directs the District to “build and expand its dual language programs” to provide more students across the District with the opportunity to participate in dual language. USP § V(C)(1). Dual language programming is important for several distinct USP purposes. First, it is often a program of choice for Spanish-speaking ELLs who have achieved oral proficiency on AZELLA, the state’s English proficiency assessment, but who still feel most comfortable with a portion of their instruction in Spanish. To that end, it is an important language acquisition program for our ELL population.

EXPERIENCE

In the 2014-15 school year, TUSD decided to revise its dual language model to develop a consistency of program implementation across the District. Two-Way Dual Language (TWDL) programs are intended to provide an increased number of TUSD students with opportunities to speak multiple languages which will contribute to their academic achievement. The District charged the Language Acquisition Department with the development, expansion, and maintenance of Dual Language programs in TUSD.

The first step in implementing the new Two-Way Dual Language (TWDL) Model was to provide high quality, research-based, professional development to teachers in bilingual methodologies. The Language Acquisition Department, in collaboration with a team of national experts, provided training throughout the year including the TWDL Summer Institute, quarterly professional development sessions, and individual in-class coaching sessions (*Appendices V-54, Summer Institute 1, V-55, TWDL PD Agenda SY 2014-15, V-56, TWDL PD True North Logic, V-57 and V-58, Classroom Coaching Observation Schedules 1 and 2, and V-59, Teacher Sign In sheets*).

In addition, the department conducted an inventory of Spanish materials at TWDL sites. Based on the inventory results, the department ordered and delivered supplemental Spanish materials to all TWDL sites (*Appendices V-60, Log of Spanish materials sent to teachers and V-61 Log of materials sent to staff*). To ensure model fidelity, the Language Acquisition Department conducted a walk through at each participating TWDL site and provided feedback to teachers and principals (*Appendices V-62, V-63, V-64, and V-65, Walk through Feedback Summary 1, 2, 3, and 4*). All these activities culminated in the successful implementation of the TWDL Model in grades K-3, 6th, and 9th.

The USP challenges the district “to provide more students throughout the district with opportunities to enroll in these programs....” (USP §V(C)). The Language Acquisition Department developed a brochure and a website providing information describing the District’s TWDL program for the community (*Appendices V-66, TWDL Brochure English Version, V-67, TWDL Brochure Spanish Version, and V-68, Website Link*). The website contains information for parents and resources for teachers. Throughout the SY 2014-15, the Department conducted meetings with counselors, Learning Support Coordinators, and

Student/Community Services staff, promoting TWDL opportunities (**Appendices V-69, meeting sign in sheet LSC** and **V-70, sign in sheets family center**). A power point was developed and thousands of brochures were distributed (**Appendix V-71, PowerPoint**).

To recruit qualified teachers into the dual language classrooms, the Language Acquisition Department collaborated closely with the Human Resources Department to identify bilingually endorsed District teachers who were not currently teaching in a dual language classroom. The department composed a letter inviting these teachers to become part of the TWDL program (**Appendix V-72, DL Recruitment Letter**). The letter highlighted the incentives and instructional resources available to teachers in the program. This letter was sent out twice in spring 2015 (**Appendices V-73, Internal Teachers Recruited for Dual Language** and **V-74, Internal Teacher recruited for DL**). In addition, department staff attended the College of Education/School Districts Recruitment Reception at the University of Arizona to recruit and inform teacher candidates about the District's TWDL program. Department staff also communicated with Pima Community College's Post-Degree Teacher Certification Program in search of interested qualified candidates. The department staff visited with current bilingual paraprofessionals to encourage participation and provide information about this program in order to recruit teachers internally (**Appendix V-75, Pima Teacher Certification Pathway**). One more recruitment effort was to offer a series of Spanish Language classes to prepare teachers to take the Spanish Proficiency Exam for Bilingual Endorsement in June 2015 (**Appendix V-76, Spanish endorsement classes for certified teachers**). Finally, the Department placed and supported two teachers recruited from Spain for dual language positions.

STRENGTH

The Language Acquisition Department accomplished all of its objectives for the 2014-15 school year to build and expand the dual language program in the District as stated in the USP. Implementation of the TWDL model was accomplished in grades K-2nd, 6th, and 9th and plans are on track to expand to include 3rd, 7th, and 10th grades for SY 2015-16. The TWDL handbook, brochures, and website were generously distributed throughout the district (**Appendix V-77, Final Draft of DL Handbook**). In response to teacher feedback, a team of national experts in concert with the Language Acquisition Department decided to differentiate professional

development sessions for primary and secondary teachers. The team enhanced the in-class coaching experience by providing opportunity for colleagues of similar grade levels to observe one another. This activity fostered a collaborative learning environment among colleagues.

One key result of the in-class coaching experiences and professional development sessions for teachers in our dual language programs was that students in dual language programs continued to outperform mainstream students. As shown in the table below (5.25), this trend was evident on both the standardized state testing in reading and math for the 2012-13 and 2013-14 school years, as well as the 2014-15 quarterly ATI benchmarks which served as blueprints for the end of the year assessments. Please see the table below for more information:

Table 5.25: Three Year Comparison of AIMS (SY 2012-13 and SY 2013-14) and ATI (SY 2014-15 3rd Quarter) Percent Mastery Results for Dual Language and Mainstream Students

Year		Reading		Math	
		Dual Lang	Mainstream	Dual Lang	Mainstream
2012-13	% AIMS Mastery	73.9%	70.9%	52.2%	49.7%
	N	1,733	25,058	1,767	26,023
2013-14	% AIMS Mastery	76.8%	70.5%	57.0%	49.1%
	N	1,328	24,467	1,337	25,463
2014-15	% ATI Mastery	24.1%	20.3%	19.5%	15.9%
	N	1,538	28,226	1,585	29,422

Access to and training for Spanish language supplemental materials was much improved since last year, with the addition of many electronic resources as well as text. The District's Language Acquisition Department (LAD) provided professional development to Dual Language teachers and principals to understand the format, and use of Imagine Learning Espanol, an interactive computer program

that teaches early academic vocabulary to help young Spanish-speaking students acclimate better to the classroom. These trainings were held at the following dual language sites: Davis Elementary School, Grijalva Elementary School, Hollinger K-8 School, McCorkle K-8 School, Mission View Elementary School, Roskruge K-8 School, Van Buskirk Elementary School, and White Elementary School.

The District conducted regular walkthroughs at sites and saw an increased use of Spanish compared to the previous year, in accordance with the TWDL model. In SY 2014-15, the Director of Language Acquisition collaborated with the GATE Coordinator in testing and recruiting of ELLs for GATE dual language strands at both Hollinger K-8 and Pistor Middle School (***Appendix V-78, GATE Recruitment and testing 1***). Department staff also worked with the GATE department to create Spanish Literacy Kits.

All dual language schools implemented a 50/50 dual language model in SY 2012-13 and 2013-14. In SY 2014-2015, the District launched TWDL program model in Cycle I. This model included grades K-2, 6, and 9 at designated sites. All other grades successfully implemented the 50/50 dual language model. Enrollment data over the last three years by school is variable with some schools showing significant increases and decreases over time such as Manzo, Ochoa, McCorkle, and Pueblo. Over the last three years, a net decrease of 638 students occurred. Four schools, however, did show enrollment increases: Davis, Grijalva, Hollinger and Roskruge Bilingual Magnet.

Table 5.26: Dual Language Enrollment Data for the last three years

School	2012-13	2013-14	2014-15
Davis	341	365	349
Grijalva	154	171	156
Hollinger	280	336	331
Manzo	28	64	0
Mission View	114	127	98
Ochoa	0	44	0
Van Buskirk	161	136	134
White	178	163	148
McCorkle PreK-8	221	107	71
Pistor	181	151	176
Roskruge Bilingual Magnet	629	704	682
Pueblo Magnet	195	201	112
Wakefield	413	<i>Closed</i>	
Tucson Magnet	0	0	0
Total	2,895	2,569	2,257

There are several factors external to our Dual Language programming that has had a significant impact on enrollment. The first is overall declining enrollment for the District. Accordingly, although Dual Language enrollment numbers have shown a numerical decline, they must be analyzed against overall enrollment trends. Against that backdrop, the data reflects that dual language participation rates have held steady at approximately five percent of our student population as follows:

Table 5.27: Seven Years of TUSD Dual Language

Year	# of Students	# of Classes	Total # of TUSD student enrollment	Percentage of TUSD students in Dual Language Programs
2008-09	2,158	281	57,281	.037 or 4%
2009-10	2,455	204	55,694	.044 or 4%
2010-11	2,919	304	53,602	.054 or 5%
2011-12	2,782	299	52,131	.053 or 5%
2012-13	2587	383	51,542	.050 or 5%
2013-14	2,286	216	49,847	.045 or 5%
2014-15	2,163	202	48,945	.044 or 4%

Although the numbers of students in dual language decreased, participation rates in the dual language programs remained constant in comparison to the overall decrease in the annual enrollment districtwide.

Next, historically both current and former (reclassified) English Language Learners (ELLs) have represented more than 10 percent of our dual language participants. However, the ELL population has had a significant drop over the last five years:

Table 5.28: District ELL Total Enrollment- 40th Day by Year

School Year	Total Enrollment	English Language Learners	
	N	N	%
2009-10	55,694	5,613	10%
2010-11	53,602	4,932	9%
2011-12	52,131	4,724	9%
2012-13	51,542	3,637	7%
2013-14	49,847	4,464	9%
2014-15	48,945	4,251	9%
2015-16	49,017	3,318	7%

Although the precise cause for the decline is unknown, based on the information and circumstances known to us, the passage of SB1070 probably played a role in the departure of a significant number of Spanish-speaking immigrant families, ELL (and reclassified ELL). Trends in dual language participation have been as follows:

Table 5.29: Dual Language Composition

Composition of the TUSD Dual Language Program over the Last Three Years (40th day enrollment)							
	(Never ELL)		ELL		Reclass ELL		Total
Year	N	%	N	%	N	%	N
2009-10	1,304	53.1%	486	19.8%	667	27.1%	2,457
2010-11	1,679	57.5%	461	15.8%	780	26.7%	2,920
2011-12	1,604	57.6%	383	13.7%	800	28.7%	2,787
2012-13	1,553	59.9%	296	11.4%	742	28.6%	2,591
2013-14	1,441	63.0%	356	15.6%	489	21.4%	2,286
2014-15	1,388	64.2%	280	12.9%	495	22.9%	2,163

COMMITMENT

The District is committed to expanding the TWDL program and increasing enrollment, ongoing parent and student outreach as needed. Some venues for outreach are Kinder Round-Up, principal “Cafecitos” meetings, and Open House. Increased online presence can be promoted with the addition of a parent resource section in the TWDL website explaining the benefits of dual language. Also, all dual language sites must ensure that their dual language program is mentioned in the District’s Directory of Schools.

To improve quality teacher recruitment, the District will inform the District’s Human Resource Department about the ability to post vacancies through the Arizona Language Association listserv (kbackalukas@cox.net). The teachers who were recruited from Spain declined contracts for SY 2015-16. The Language Acquisition Department and the District’s Human Resource Department should examine the unforeseen logistical complications of this recruitment source before resuming recruitment efforts. As available, Department staff will reach out to the

students in the bilingual block at the University of Arizona to inform them of the District's TWDL program and vacancies.

The District also commits to continuing professional development of the same caliber and frequency as in the 2015 school year, through the TWDL Summer Institute for dual language teachers K-12 and quarterly sessions for dual language teachers in grades K-3rd, 6th-7th, and 9th-10th.

Finally, with the use of LAS Links, a computerized program that measures oral fluency in Spanish, the District will have more concrete academic data on the progress of the acquisition of Spanish for its students in the dual language program.

C. Exceptional Education Placement, Policies, and Practices

The disproportionate representation of minority students in special education has been a national concern for decades. The Individuals with Disabilities Education Act (IDEA) mandates states to have policies and procedures in place to prevent inappropriate over identification or disproportionate representation by race and ethnicity of students with disabilities (U.S. Department of Education 2010).

The National Research Council published a report in 2002 that showed more than 14 percent of African-American students were in special education compared with 13 percent Native American, 12 percent whites, and 11 percent Hispanics, and 5 percent Asian Americans. The disparities were greatest in categories with the greatest stigma: 2.6 percent of black students are identified as mentally retarded compared with 1.2 percent white students.

In fall 2010, the U.S Department of Education analyzed placement data from all 50 states. The states reported that 321,958 racial and ethnic minority children preschool students (ages three through five) were receiving special education services under IDEA, compared to 413,287 white children (U.S. Department of Education 2010). Among the K-12 students (ages six to twenty-one) receiving services under IDEA, 2,730,345 students were minorities, compared to 3,092,463 White students (U.S. Department of Education 2010). The report concluded that these findings show some encouraging changes. However, the overall picture of minority representation nationally has not changed significantly and continues to present a challenge for school districts. (*U.S. Department of Education, Office of Special Education Programs, Data Analysis System. (2010). Children with disabilities*

receiving special education under part B of the Individuals with Disabilities Education Act. Retrieved from <http://www.ideadata.org>).

The USP requires the District to set criteria under which it will gather and evaluate Exceptional Education referrals and placements to ensure that African American and Latino students, along with English Language Learners, are not being inappropriately referred to, evaluated for, or placed in Exceptional Education programs. The Exceptional Education Department of Tucson Unified School District remains dedicated to examining and refining our practice of identification of African American and Latino students, as well as English language learners and their placement in special education.

EXPERIENCE

In SY 2014-15, the District applied the *Standards of Practice* developed in the 2013-2014 school year (*2013-2014 Annual Report, p. 119*)³¹ with uniformity in all areas of Exceptional Education (ExEd). A committee within each discipline of ExEd reviewed processes and refined as needed the process and the evaluation of students referred for ExEd services (***Appendix V-79, List of Committee Members***). District psychologists are charged with ensuring strict adherence to the standards of practice and reviewing, in committee the resulting outcomes. The committee process ensured that psychologists applied standards of practice with the utmost care to avoid over identification of all students and the overrepresentation within the African American and Latino student populations in Exceptional Education.

Each year the State of Arizona monitors the representation of minorities in its Exceptional Education programs for all school districts as required by federal law. For the past five years, the State has not identified the District as being disproportionate in the labeling of students with disabilities. The state uses a weighted risk ratio to make this determination (***Appendix V-80, Placement Disproportionality Formula***). The state data for the 2014-15 school year is not yet available. However, the District reviewed its own data compared to the State data on a quarterly basis (***Appendix V-81, Quarterly Reviews***).

On May 19, 2015, the Governing Board appointed Maura Clark-Ingle as the new Director of Exceptional Education. As the new Director, Ms. Clark-Ingle

³¹ Case 4:74-CV-00090 DCB document 1686 filed 10/01/14 p.129 of 221.

reviewed the USP, the former annual reports, and the data within the ExEd Department. The state's placement analysis compared TUSD to all other districts within Arizona. That analysis concluded that the District does not disproportionately identify minorities for ExEd placement. However, it is not enough just to compare itself to the rest of Arizona; the District aspires to fulfill the USP's vision of proportionate and equitable special education referrals. Accordingly, the ExEd department now considers, monitors, and reports the District's data *without* the comparison to the rest of the state.

The chart below shows the ExEd placement numbers and percentages by race/ethnicity compared to the racial/ethnic groups' representation in the District as a whole, as well as placements for English language learners. These data revealed that a higher than expected percentage of African American, white and ELL students are placed in ExEd for specialized instruction. Additional attention is required in this area.

Table 5.30: Students Referred and Placed in Exceptional Education by Race/Ethnicity: 2012-13 through 2014-15

Students Referred and Placed EXED Multi-Year (From TUSD TIENet)	SY 2012- 13	SY 2013- 14	SY 2014- 15	SY 2014-15 Total Student Population by Ethnicity
White	23.3%	22.2%	21.2%	21.3%
African American	5.6%	5.4%	5.5%	8.6%
Hispanic	62.3%	62.9%	63.7%	61.2%
Native American	3.7%	3.8%	3.6%	3.6%
Asian/Pacific Islander	2.4%	2.2%	2.0%	2.0%
Multi-Racial	2.8%	3.5%	4.0%	3.3%

STRENGTH

In SY 2014-2015, the District's school psychologists implemented new standards of practice of identifying students with specific learning disabilities with greater accuracy and consistency. These standards consisted of using multiple lenses when evaluating students. A deficit in processing speed now must be identified before a student can be considered as needing special education services

for a Specific Learning Disability. These *Standards of Practice* help to tease out a true disability thus preventing the overrepresentation of African American students, and Latino students.

The Exceptional Education Department hired program coordinators for the 2014-15 school year in several key areas: compliance, data collection/technology, and assessment/assistive technology. These coordinators will be closely working with school sites to assist in the appropriate referral and evaluation of students, focusing on African American, Latino, and ELL student populations.

Although the USP requires monitoring and review of referrals and placements for Exceptional Education on an annual basis, the District evaluates its student data on a quarterly basis to address any patterns of disproportionality. As noted above, the District reviews its information for disparities notwithstanding the State of Arizona's conclusion that TUSD special education referrals are not excessively disproportionate on the basis of race or ethnicity.

COMMITMENT

The Exceptional Education Department is committed to continuing the quarterly monitoring of student referrals for evaluation and placements in its programs. Furthermore, in the 2015-16 school year, the District is committed to an individual review of the placement of each qualified student in the over-represented categories to ensure that the standards of practice are being implemented with fidelity and that students are not being referred and placed improperly. This review will take the form of Individual Education Program (IEP) file reviews, discipline reviews, referral and placement data, and students' achievement analysis. This review will ensure that each student's needs are being appropriately met.

The ExEd Department is committed to creating a Mission and Vision using the Collective Commitments model to unify its goals and create a more cohesive department that will embed its dedication to the nondiscrimination of African American, Latino and ELL students in belief, practices, and procedures.

The District will provide training to all psychologists, speech and language pathologists and social workers on the correct identification and evaluation of students with Autism and Emotional Disability. This will take place over the course

of the 2015-2016 school year. All related service providers will be trained by the end of the year.

D. Student Engagement and Support

The USP calls upon the District to provide academic and behavioral supports, to increase graduation rates, and reduce dropout rates for African American and Latino students, including English Language Learner (ELL) students. As described in the *2013-14 Annual Report*, the first step in that process was undertaking a review of related programs of academic and behavioral supports and then developing a Dropout Prevention and Retention Plan that would guide the District's efforts. In addition, the 2014-15 school year Implementation Addendum (IA) specifies particular milestones associated with the plan development process. The USP specifies certain items that must be included in the plan. Although the plan was still in development, the District implemented many of these strategies during the 2014-15 school year.

1. Dropout Prevention and Graduation (DPG) Plan

EXPERIENCE

The District finalized the Dropout Prevention and Graduation Plan (aka Dropout Prevention and Retention Plan) in March 2015 (*Appendix V-82, DPG Plan 3.13.15; Rumberger Report 12.9.14*). The 2013-14 assessment revealed three overall strategies with the greatest potential for mitigating dropout rates: 1) annual goals, 2) support systems (direct support to students), and 3) positive alternatives to suspension.

Based on assessment, the District developed the Plan to be comprehensive and deeply intertwined with most, if not all, of the District's major academic achievement initiatives. In December of 2014, the District worked with Dropout Expert Dr. Russell Rumberger (Founder and Director of the California Dropout Research Project and Professor of Education, UC Santa Barbara) to get feedback on the Plan and to strengthen it. Dr. Rumberger found that the "Plan is very comprehensive, but that raises the question of whether it is feasible to carry out every feature of the plan. Does the district have the funds and knowledge to carry

out all the features of the plan? ... Implementing the entire plan with such a broad array of activities and interventions seems unfeasible. If that may be the case, it would be useful to prioritize which ones are the most important and feasible, and therefore will be carried out first.” *Id.* As a result, the District prioritized certain strategies to be carried out during the 2014-15 school year and others to be explored or developed during the 2015-16 school year and beyond.

a. Annual Goals

The DPG Plan included multiple annual goals and dozens of strategies from direct interventions at varying grade levels to specific strategies for providing positive alternatives to suspension. Due to the scope and size of the DPG Plan, this report covers three major areas: Annual Goals; Graduation Support Systems; Positive Alternatives to Suspension; Family Engagement Strategies; and Professional Development.

The District established specific goals for African American and Latino, and ELL students for increasing graduation rates, decreasing dropout rates, reducing in-grade retention rates (grades K through 8), and improving attendance rates. Over the 2014-15 school year, the District made improvements in all four areas, and met some of the established goals, although it did not meet others. The District will evaluate and adjust the goals annually based on the data.

Goals for Increasing Graduation Rates

Table 5.31: Four Year Graduation Rates by Ethnicity

Year	Anglo	African American	Hispanic	Native American	Asian/Pacific Islander	Multi Racial	Total
2012-13	86.5%	80.7%	77.5%	60.2%	89.1%	85%	80.8%
2013-14	85.3%	77.4%	79.3%	65.6%	88.3%	71.4%	80.8%
2014-15 ¹	85.3%	82.0%	80.0%	66.7%	89.6%	82.1%	81.7%

The goals for four-year graduation rates were reasonably calculated to reduce disparities by race and ethnicity by the 2017-18 school year (*Appendix V-82, DPG*

Plan pp. 8-9). The goal for the 2014-15 school year was to increase the African American and Latino graduation rate by three percent. *Id at 8.* The Plan provides an example for calculating and evaluating the four year graduation rate goal: “...if at the end of the 2013-14 school year, the African American Four-Year Graduation Rate is 75 percent, the goal for the end of SY 2014-15 would be 77.25 percent, an increase of 3 percent (75 x 1.03).” *Id at 9.* The African American student graduation rate in the 2013-14 school year was 77.4 percent, so the goal for the 2014-15 school year was 79.72 (77.4 x 1.03). The District met and exceeded its goal: the four-year graduation rate for African American students in the 2014-15 school year was 82 percent. The gap between African American and Anglo student graduation rates thus dropped from 7.9 percentage points in the 2013-14 school year, to 3.3 percentage points in the 2014-15 school year. The Latino student graduation rate in the 2013-14 school year was 79.3 percent, so the goal for the 2014-15 school year was 81.68 (79.3 x 1.03). The District saw an increase but did not meet its goal: the four-year graduation rate for Latino students in the 2014-15 school year was 80 percent. **Id.** For Latino students the gap from four year rates for Anglos dropped from 6 percentage points in the 2013-14 school year to 5.3 percentage points in the 2014-15 school year.

Table 5.32: Four Year ELL Graduation Rates by Ethnicity

Year	African American ELLs		Latino ELLs	
2012-13	1 of 12	8.3%	10 of 32	31.3%
2013-14	2 of 16	12.5%	11 of 29	37.9%
2014-15 ¹	6 of 12	50%	14 of 31	45.2%

The goal for African American ELLs was to increase the number of African American ELLs students graduating by 100 percent. In the 2013-14 school year, two African American ELL students graduated; an increase from two to four would represent an increase of 100 percent. In the 2014-15 school year, the District met its goal: six African American ELL students graduated. The goal for Latino ELL students was to increase the number of Latino ELL students graduating by 50 percent, or to increase the graduation rate by 10 percentage points – whichever is higher. An increase from 11 in SY 2013-14, to 17 in the 2014-15 school year would represent an increase of 50 percent. The District did not meet its goal of increasing the number of Latino ELL graduates by 50 percent (but did increase it by 30

percent), or of increasing the rate by ten percentage points (but did increase it by 7.3 percentage points).

Goals for Reducing Dropout Rates

Table 5.33: Student Dropouts by Ethnicity

Number and Percentage of Students Who Dropped Out of School by School Year and USP Ethnicity							
Year	Anglo	African American (ELL)	Hispanic American (ELL)	Native American	Asian/Pacific Islander	Multi Racial	Total
2012-13	1.8%	2.5%	2.4%	5.1%	0.4%	2.4%	2.43%
2013-14	1.9%	2.0%	2.0%	3.1%	0.4%	1.1%	1.75%
2014-15	1.6%	2.5% (3.2%)	2.0% (2.4%)	3.1%	0.6%	0.9%	1.78%

The goal for the 2014-15 school year was to decrease the dropout rate for all 7th - 12th grade African American and Latino students by .2 percent. *Id at 9.* In the 2013-14 school year, the adjusted African American and Latino student dropout rate was 2.0 percent. In the 2014-15 school year, the dropout rates were 2.5 percent (an increase of .5 percent) and 2.0 percent (no change), respectively. The District did not meet its goals for either group; however, the dropout rates for African American and Latino students in TUSD are much lower than the state average. The state average dropout rate for African American students is 4.0 percent and for Latino students the dropout rate is 4.1 percent.

The goal for African American and Latino 7th through 12th grade ELL students is to maintain a dropout rate that is lower than each group's non-ELL dropout rate for each given year. *Id.* In the 2014-15 school year, the African American ELL student dropout rate is 3.2 percent, which is not lower than the 2.55 percent non-ELL dropout rate for African American students. The Latino ELL student dropout rate is 2.4 percent, which is not lower than the 2.0 percent non-ELL dropout rate for Latino students.

Goals for Reducing In-Grade Retention Rates (Grades K-8)**Table 5.34: African American Student Retention**

African American students retained in grade from SY 2013-14 to 2014-15 and from SY 2014-15 to 2015-16						
Grade Level	African American 2013-14 to 2014-15			African American 2014-15 to 2015-16		
	N	Ret.	% Ret.	N	Ret.	% Ret.
K	356	10	2.8%	343	10	2.9%
1	368	16	4.3%	369	7	1.9%
2	310	4	1.3%	361	9	2.5%
3	291	3	1.0%	316	0	0.0%
4	283	1	0.4%	294	2	0.7%
5	304	2	0.7%	303	1	0.3%
6	331	3	0.9%	279	4	1.4%
7	266	2	0.8%	330	1	0.3%
8	311	1	0.3%	277	2	0.7%
Grades K-8	2,820	42	1.5%	2872	36	1.3%

For the 2014-15 school year, the District's goal was to decrease the in-grade retention rate for African-American students by 10 percent compared to the 2013-14 school year. *Id.* The Plan provides an example for calculating and evaluating goal: "...if at the end of SY 2013-14, the African American in-grade retention rate is 1%, the goal for the end of SY 2014-15 would be 0.9%, a decrease of 10% (1.0 - (1.0 x 10%))." *Id.* In SY 2013-14, the African American retention rate for grades K-8 was 1.5 percent, so the goal for the 2014-15 school year was 1.35 percent, a reduction of 10 percent (1.5 - (1.5 x .10)). In the 2014-15 school year, the rate was 1.3 percent - representing a reduction of 13 percent. In addition to meeting and exceeding the

goal, TUSD successfully reduced the gap in retention rates between African American and Anglo students from a .08 percent gap in the 2013-14 school year, to a .06 percent gap in the 2014-15 school year.

Table 5.35: Hispanic Student Retention

Hispanic students retained in grade from SY 2013-14 to 2014-15 and from SY 2014-15 to 2015-16						
Grade Level	Hispanic 2013-14 to 2014-15			Hispanic 2014-15 to 2015-16		
	N	Ret.	% Ret.	N	Ret.	% Ret.
K	2,523	45	1.8%	2,335	42	1.8%
1	2,570	31	1.2%	2,436	43	1.8%
2	2,431	18	0.7%	2,505	20	0.8%
3	2,414	23	1.0%	2,401	15	0.6%
4	2,389	8	0.3%	2,374	5	0.2%
5	2,448	4	0.2%	2,367	8	0.3%
6	2,215	14	0.6%	2,239	12	0.5%
7	2,206	4	0.2%	2,172	16	0.7%
8	2,273	9	0.4%	2,199	11	0.5%
Grades K-8	21,469	156	0.7%	21,028	172	0.8%

For Latino students, the District's goal for the 2014-15 school year was to decrease the in-grade retention rate in grades three and eight by 50 percent. *Id.* In the 2013-14 school year, the retention rate for Latino third graders was 1.0 percent (a rate of .5 percent represents a reduction of 50 percent), and for eighth graders it was 0.4 percent (a rate of 0.2 percent represents a reduction of 50 percent). In the 2014-15 school year, the retention rate for Latino third graders was .6 percent,

representing a 40 percent reduction (eight fewer students); for eighth graders it was 0.5 percent representing a 25 percent increase (two additional students).

Goals for Increasing Attendance Rates (Grades K-8)

Table 5.36: Attendance Rates by Ethnicity

Year	Anglo	African American	Hispanic American	Native American	Asian/Pacific Islander	Multi Racial	Total
2012-13	92.1%	91.7%	90.8%	88.4%	94.5%	91.7%	91.2%
2013-14	91.9%	91.4%	90.7%	89.1%	93.9%	91.8%	91.1%
2014-15	92.0%	91.5%	90.6%	89.6%	94.0%	91.6%	91.0%

For the 2014-15 school year, the District's goal was to increase attendance rates by .05 percent for African American students, and by .6 percent for Hispanic students (*Id* at 10). The Plan provides an example for calculating and evaluating the in-grade retention rate goal: "...if at the end of SY 2013-14, the Hispanic attendance rate is 90.75%, the goal for the end of SY 2014-15 would be 91.35% an increase of .6%." *Id.* In the 2013-14 school year, the African American student attendance rate was 91.4 percent, so the goal for the 2014-15 school year was 91.45 percent, an increase of .05 percent. In the 2014-15 school year, the African American student attendance rate was 91.5 percent – representing an increase of .1 percent. In the 2013-14 school year, the Latino student attendance rate was 90.7 percent, so the goal for the 2014-15 school year was 91.3 percent, an increase of .6 percent. In the 2014-15 school year, the Latino student attendance rate was 90.6 percent - representing a decrease of .1 percent.

The Steps to Success initiative was a partnership between Tucson Unified School District and the City of Tucson Office of the Mayor to seek out and retrieve students who have dropped out of Tucson Unified School District. Through home visits, this partnership allowed educational staff (including support staff from Student Support Services and Dropout Prevention), city officials, and community members to visit with students and their families and encourage them to come back and finish their high school education. In the 2014-15 school year, 282 students returned to school and 31 graduated and over 73 percent of these students were African American or Latino.

Table 5.37: Steps to Success

	Anglo	African American	Hispanic	Native American	Asian American	Multi Racial	Total
Enrolled	57	28	179	12	3	4	283
	20.1%	9.9%	63.3%	4.2%	1.1%	1.4%	
Graduates	4	2	21	3	0	1	31
	12.9%	6.5%	67.7%	9.7%	0.0%	3.2%	

b. Support Systems for Students At-Risk of Dropping Out

To reach the above-stated goals, the District provided graduation support systems with direct support to students. These direct supports addressed indicators that are highly correlated to dropout rates: poor grades in core subjects; low attendance; in-grade retention; and disengagement from school (including behavioral problems). The District concentrated its efforts (and its academic and behavioral support personnel) on school sites, and in areas, where student and school data indicated the greatest need. The District targeted the direct supports and strategies to support students in six primary approaches: districtwide strategies; high school strategies; middle school strategies; elementary and K-8 school strategies; ELL strategies; and positive alternatives to suspension.

Districtwide Student Support Strategies

Districtwide strategies included implementation of the Multi Tiered System of Supports (MTSS), intervention support plans, standardized curriculum, utilization of social workers, home visits, and the Steps to Success program. In addition the District implemented the “Count Me In” attendance initiative with the Mayor and city leaders and the “Summer Experience” program to support students in third, fifth, and eighth grade who were at risk of retention and/or dropping out.

In the 2013-14 school year, the District rolled out the MTSS program – a system to support students academically and behaviorally; the 2014-15 school year was the first year of full implementation of the MTSS. MTSS teams are required to meet at least monthly to identify at-risk students, develop and assign interventions,

and monitor student progress (*Appendices V-83, MTSS Sample Meeting Agenda* and *V-84, MTSS Sample Student Log*). Learning Supports Coordinators (LSCs) facilitated the MTSS process at each school.

MTSS is a multi-tiered framework designed to maximize achievement for all students and focuses on outcomes through the systematic gathering of data to identify at-risk students, and to facilitate the development and implementation of individualized assistance and mentoring to students with academic or behavioral challenges, and students at risk of dropping out. In certain schools, a representative from the equity departments served on the MTSS team. For African American and Latino students identified as at-risk, the team is supposed to develop an intervention support. The District used a 4-pronged approach (attendance, behavior/discipline, credits and grades) to identify at-risk students.

A more detailed discussion of the 4-pronged approach is available below. During the first semester of SY 2014-2015, Exceptional Education (Ex Ed) Social Workers provided support to students with counseling as a related service on their Individualized Education Programs (IEPs). In addition, Ex Ed Social Workers provided services to African American or Latino students. All students received social/emotional support, crisis intervention and/or counseling, as needed. A total of 1163 K-12 students received services from 48 social workers throughout the 2014-15 school year.

Table 5.38: Student Served by EXEd Social Workers

Caseloads	# of Students Served	% of Students Served	% AfAm/Latino Students Served
USP	375	32.2%	100%
IEP	778	67.8%	55.0%
Total	1163	100%	70.0%

In SY 2014-15, the District provided three non-ExEd social workers at Tucson, Cholla, and Pueblo high schools to supplement services provided by ExEd social workers. Non-ExEd social workers provided individual and group counseling with students and families, community resource and referral for students and families, coordination of community services and school services, crisis intervention for students and families, conferencing with school staff regarding student needs, follow up social work services for issues raised at restorative circles or other

student and/or parent administrative interactions, and support of school wide PBIS programs. Social Workers also worked with students in Youth on Their Own (homeless teen program), facilitated parent-student mediation, served on PBIS and school crisis teams (in conjunction with counselors and site administrators), and completed various other tasks to help students overcome obstacles related to divorce, LGBT issues, and discipline.. For example, at Cholla High School, the social worker participated in an afterschool program called “Poets and Pots” where students made pottery, created poems, and had group discussions about common problems (*Appendix V-85, Social Worker End-of-Year Report*).

The District also rolled out the “Count Me In” attendance campaign along with Mayor Jonathan Rothschild and other business and community leaders in conjunction with national Attendant Awareness Month in September. The District aimed the initiative at children in kindergarten through third grade, provided attendance tool kits for principals, and supported school-based attendance competitions.

In the summer of the 2014-15 school year, the District offered summer literacy and mathematics programs for selected third, fifth, and eighth grade students at risk of being retained or of dropping out. The District carefully selected highly qualified and enthusiastic teachers to teach the summer program, and engaged in targeted recruitment for African American and Hispanic students at risk of dropping out or repeating a grade (*Appendix V-86, Summer Experience*). Of 133 students who participated at the 8th grade level, only eleven were retained and, of those students, seven were Hispanic and zero were African American.

Table 5.39: Summer Experience

Summer Experience Enrollment							
	Anglo	African American	Hispanic	Native American	Asian American	Multi Racial	Total
3 rd and 5 th Grade	88	60	479	24	22	30	703
	13%	9%	68%	3%	3%	4%	100%
8 th Grade	20	6	95	7	1	4	133
	15%	4.5%	71.4%	5.3%	.8%	3%	100%
Retained in 8 th Grade	1	0	7	2	0	1	11

High School Student Support Strategies

Transition from middle to high school can be difficult for many students due to many variables and require the support of both middle and high school staff members. Research revealed that unsuccessful ninth grade students generally do not graduate from high school (Balfanz & Letgers, 2004). Thus, the District's primary strategy for ninth grader support was the use of Freshmen Bridge Programs designed to prepare incoming ninth grade students with an opportunity to become familiar with the campus and to build skills in English and math (*Appendix V-87, 9th Grade Summer Bridge Program*).

The District implemented three ninth grade-specific strategies: a summer bridge pilot program; small communities/teams for freshman; and a pilot program for math support. The District also implemented strategies for all high school students: the use of dropout intervention specialists; credit tracking training; education and career action plans (ECAPs); credit recovery options; structured concept recovery; alternative schools; and exploring quarterly credit options. During the 2015-16 school year, the District will explore and/or develop two additional strategies: the use of freshman communities or teams and a pilot program for math support.

For students in grades nine through twelve, school counselors, college and career coordinators, and dropout specialists played pivotal roles in preventing students from dropping out by developing graduation plans, and providing direct services and support to students. School counselors worked directly with students and teachers to develop Education and Career Action Plans (ECAPs) for all students. The Arizona Career and Information System (AzCIS) is an internet-based program provided at no cost to public school districts in Arizona. AzCIS is designed to provide comprehensive educational, career, and occupational information to help students make better-informed career and school choices. The AzCIS portfolio portal provided students with methods to develop and update their ECAPs. In SY 2014-15, the District required all eighth through twelfth grade students to use AzCIS to create personalized plans/portfolios (aka ECAPs). At the high school level, TUSD students created a total of 24,376 entries in AZCIS during the 2014-15 school year. Entries included creating portfolios (aka ECAPs), updating information, and adding new goals. The portfolio allowed students to enter, track and update the following information: course enrollment and postsecondary plans aligned to career goals; and documentation of the range of college and career readiness skills a student developed. School counselors, and college and career coordinators, reviewed plans and results with students in classrooms and with parents. College and Career Coordinators were the point persons at each high school for assisting students in developing the student ECAPs (via AZCIS) at each school, as required by the Plan.

The chart below highlights the total number of high school entries into the Arizona Career Information System (AZCIS). Entries included creating portfolios, updating information, and adding new goals.

Table 5.40: Arizona Career Information System

Usage For 08/01/2014 - 06/15/2015		
Site Name	Total Student ECAP Portfolios	Active ECAP Portfolio Log-Ins
Catalina High Magnet School	1,172	502
Cholla High Magnet School	2,371	1,629
Palo Verde High Magnet	1,211	692
Pueblo High Magnet School	3,041	2,027
Rincon High School	2,588	1,405
Sabino High School	2,334	1,261
Sahuaro High School	3,597	1,623
Santa Rita High School	1,185	784
Teenage Parent High School (TAP)	142	69
Tucson High Magnet School	5,557	3,372
University High School	537	381
Totals	23,735	13,745

Dropout specialists assigned to each high school monitored and addressed student attendance and other issues. They routinely identified students who were at-risk of dropping out by using a combination of attendance monitoring, attention to academic performance indicators, and referrals. Dropout specialists use various strategies, including but not limited to: home visits, child studies, mediation, and a tiered system of intervention at three and six absences to help students and families understand the importance of good attendance. During the school year, Dropout

Prevention staff also presented “Step By Step,” a program to prepare eight grade students for the transition to high school.

Dropout Prevention Specialists worked with site MTSS teams to identify students at two attendance thresholds for phone and/or home based interventions. At the three-day unexcused absence threshold, specialists consult the intervention block of Mojave to ensure that the site has made (or at least initiated) contact with the family. If not, specialists contact the student and/or family directly. At the six-day threshold, specialists conduct either a phone or home visit. Specialists generate weekly Mojave attendance reports to identify students that have reached each threshold of unexcused absences.

Table 5.41: Dropout Prevention Contacts

Dropout Prevention Specialist Contacts 2014-15				
Grades 7-12				
Service Description	African Am.		Hispanic	
	N	%	N	%
Student Conference	258	16%	990	63%
Parent Meeting	25	6%	291	76%
Site Collaboration	247	17%	821	57%
Alternative Strategies	10	8%	82	62%
Phone/Correspondence	236	11%	1,254	59%
Home Visit	64	9%	444	63%
Community Resources	86	18%	314	66%
Collaboration Multicultural Ed.	5	13%	5	13%
Alternative Site Visit	1	7%	10	71%
Attendance Monitoring	101	9%	824	72%
Dropout List	111	8%	947	72%
Year Total	1144	12%	5982	64%

District staff trained staff and families on credit tracking, policies and practices, and the grade/retention appeal process. The Dropout Prevention department conducted two trainings on credit tracking: “Step by Step” and “I Speak Sarcasm Tour” (**Appendix V-88, Credit Tracking Training**). Students may choose among multiple credit recovery options, including Plato, AGAVE, Grad LINK, the Eagle Academy at Santa Rita, Weekend Academy, and summer school (**Appendix V-89, Credit Recovery Options**). The District provided credit recovery opportunities to all high school students who failed one or more semesters of required courses. The District offered credit recovery opportunities before, after, and during school, over the weekend at Project MORE, during the summer at most high schools, and online.

AGAVE Middle and High School is a 100 percent virtual school under the guidelines of the Arizona Online Initiative (AOI). AGAVE served any student residing in Arizona in a virtual environment; however, the majority of the student body resided in Pima County. AGAVE provided quality curriculum taught by highly qualified and appropriately certified staff that allowed students to progress through middle school and attain a high school diploma, while allowing flexibility of time, place, path and pace. Unlike most virtual schools in Arizona, AGAVE provided computer labs staffed by teachers to provide additional one-on-one support. In the 2014-15 school year, the District moved the AGAVE offices to a central location, Catalina High School, and implemented a lab during the day.

GradLink is an AGAVE program focused on seniors who are within eight credits of graduating. GradLink students have access to a counselor and three evening labs staffed by highly qualified teachers to assist them through the completion of their graduation requirements. In SY 2014-15, the District extended access to GradLink labs through fall break and into the summer.

Table 5.42: Credit Recovery Options Summary

Program / Description	# of participating Af. Am. and Latino students	Credits recovered	Location(s)
Plato: online classes (numbers for both full and part time students taking Plato through Agave)	African American: 104 Latino: 722	African American: 111 Latino: 584	All High Schools
AGAVE Middle and High School: online High School with optional labs (for graduation numbers see GradLink)	African-American: 49 Latino: 338	African-American: 86 Latino: 581	Virtual Schools: Offices at Catalina high school; Labs at Catalina, Pueblo, and Palo Verde high schools
AGAVE Credit Recovery: virtual credit recovery with optional labs.	African-American: 119 (43 Graduates) Latino: 771 (260 Graduates)	African-American: 130 (57 Graduates) Latino: 786 (376 Graduates)	
GradLink2³² Program of Agave: online courses and in-person support for students who had recently left high school and are close to finishing	African-American: 14 (10 Graduates) Latino: 137 (45 Graduates)	African-American: 34 (26 Graduates) Latino: 251 (143 Graduates)	
Eagle Academy: school-within-a-school, piloted for the spring semester for the purpose of providing support for seniors in danger of failing to graduate	African-American: 1 Graduate Latino: 11 Graduates	African-American: 7.5 Latino: 56	Santa Rita High School
Weekend Academy: classes held on the weekends to give students the opportunity to recover credits	African-American: 8 Latino: 69	African-American: 4 Latino: 32	Project MORE
High School Summer Experience: Agave numbers only	African-American: 22 Latino: 255	African-American: 24 Latino: 225	High schools; online

In addition to AGAVE, the District also operated two additional alternative schools: Project MORE and the Teenage Parent High School (TAP). Project MORE Alternative High School served juniors and seniors seeking flexible web-based learning options supported by personalized instruction with an emphasis on credit recovery (*Appendix V-90, Alternative Schools*). The Teenage Parent Program

³² Grad LINK is described fully in the 2013-2014 Annual Report. See 2013-2014 Annual Report at page 135.

(TAP) is a small alternative school designed to support pregnant and parenting teens to finish high school while parenting. TAP is an accredited school that provides both direct instruction and credit recovery courses as well as targeted instructional supports in math and reading for students who are at a high risk for dropping out of high school. *Id.*

Middle School Student Support Strategies

The District implemented five specific strategies to support middle school students: a team model at select schools; utilization of dropout prevention specialists at select schools; a sixth grade bridge program; implementation of the Core Plus academic intervention program; and summer school. In addition, the District offered tutoring before school, after school, and/or during the summer to students at risk of dropping out or being retained.

Many middle schools created master schedules to support a team model that organized classes into smaller communities or teams. Under this model, a designated team of teachers guided students and consulted on how best to reach each student. In the 2014-15 school year, TUSD used this model at five middle schools (Gridley, Mansfeld, Doolen, Pistor, and Valencia middle schools), impacting over 3,000 African American and Hispanic students (***Appendix V-91, MS Team Model***). This model can help all students but is particularly important for students who are likely to fall through the cracks in a large middle school environment.³³ Students build stronger peer-to-peer relationships as they remain with a specific cohort of students throughout the day. Moreover, teachers build better relationships with their students and have frequent and regular opportunities to collaborate and strategize with their colleagues to improve relationships and instruction.

Dropout specialists assisted schools with monitoring attendance, addressing student attendance issues, and working with families on the importance of attendance in school (***Appendix V-92, MS Dropout Specialists***). The District also operated sixth grade summer bridge programs at two sites. In the summer of 2015,

³³ “The hallmark of an effective middle level school rests in its capacity to create dynamic learning teams within the school. Schools are organized into learning communities where close relationships between students and adults can be established and where more individualized attention can be given to all learners.” (Kazak, D., “Flexible Organizational Structures,” *Middle School Journal*, 29 (5), 56–59 (1998)).

Doolen and Dodge middle schools offered a 6th grade Bridge Program to help support the transition of students from the 5th grade coming into their middle school programs (***Appendix V-93, 6th Grade Summer Bridge Program***)

The CORE Plus academic intervention program assists low performing 6th graders with an emphasis in targeting Hispanic and African American students. The goal of moving 25 percent of enrolled students up one category in one or more areas of the AIMS test as well as to show a 15 percent or greater change in pre- and post-tests in reading and math (***Appendix V-94, CORE Plus***). The District housed this program at geographically dispersed sites, Alice Vail Middle School serving the central and eastside areas of the District and the Southwest Alternative Ed Center serving the west side of the District. The program utilized research-based intervention strategies like SuccessMaker, Reading Apprenticeship, and Math Solutions to support low-performing middle school students in making academic gains as reflected in classroom attendance and grades, quarterly ATI scores, reading lexile scores, and AIMS/state test reading and math scores. Through this proactive intervention approach, the District anticipated that the risk of retention and drop out would decrease.

The District also provided the “Summer Experience” program for students at risk of being retained in the 8th grade (***Appendices V-95, 8th Grade Retention Monitoring for Referral to Summer Experience*** and ***V-86, Summer Experience***). Students attended a summer program at a high school campus for twelve days of intensive math and English/language arts curriculum. Students who successfully complete Summer Experience were promoted into the 9th grade.

In addition, the District offered tutoring at multiple middle schools throughout the year, providing support to hundreds of middle school students at risk-of falling behind in credits or dropping out of school. The District provides a second round of “late” buses for after school activities, including tutoring. These buses help to support students so that if they do not have another means of travel they may take a school bus home after their tutoring session has ended. The District offered after school tutoring at the following middle schools:

Table 5.43: Middle School Tutoring

Middle School Site(s)	Description
Dodge Magnet	Provided students with study skills sessions, homework help, and mandatory tutoring. Dodge required all students who were failing core classes to attend mandatory tutoring.
Mansfeld Magnet and Doolen	Hosted a 21st Century Grant Program that provided students with reading and math tutoring after school.
Magee	Provided math and language arts tutoring twice per week after school and during Saturday school.
Pistor	Provided tutoring two weeks before AZMERIT and AIMS testing, and afterwards for students who were in danger of failing.
Secrist	Provided math and language arts tutoring twice per week during the first semester. During second semester, the site targeted students based on benchmark scores for inclusion in the tutoring program.
Utterback Magnet	Provided tutoring from Mexican American Studies support staff as well as ADE funded tutoring in the areas of Math and Reading both before and afterschool.
Vail	Provided tutoring for students during an intervention period built into the middle of the school day for all core content classes.
Valencia	Provided math and language arts tutoring before school, after school, and during Saturday school.

Elementary and K-8 Student Support Strategies

The District implemented three specific strategies to support elementary and K-8 students: master schedule academic focus, focus on early literacy, and preschools.

Each year, all Tucson Unified School District Elementary and K-8 schools are required to designate in their Master Schedules sixty minutes for Math and ninety

minutes for Reading instruction (**Appendix V-96, Master Schedules and Early Literacy**). To further support a focus on early literacy, all kindergarten through third grade teachers and/or principals assessed students in the acquisition of early literacy skills by using DIBELS assessment. **Id.** The District's summer school program "Summer Experience" targeted at-risk students in grades three and five, with a particular focus on recruiting African American and Latino students (**Appendix V-86, Summer Experience**). African American and Hispanic Student Support Services Specialists conducted targeted recruitment including phone calls home and engaging parents through one-on-one meetings.

English Language Learner (ELL) Student Support Strategies

The District provided specific supports for ELL students and Reclassified ELL (R-ELL) students. Strategies to support ELL/R-ELL students included: transportation options; credit recovery priority; increased participation in AGAVE; improved Tier I instruction; intervention classes (ELD I & II classes, MTSS math and literature classes, and sheltered content classes.); summer school (middle school level); and Imagine Learning (elementary school level).

If an ELL student moved into a different attendance area, the District provided the family with an option of staying at their home school for the current school year, and to be provided bus passes for transportation (**Appendix V-97, ELL Transportation Notice**). To support participation in the "Summer Experience," the District provided free transportation to ELL and R-ELL students living more than 2.5 miles away.

During High School Summer Experience 2015, Language Acquisition staff encouraged Intermediate Level ELLs and recently reclassified ELLs to take core content classes that fulfilled graduation requirements. These students received priority enrollment, at no charge, along with transportation (for students living beyond the 2.5 mile walk zone). Summer classes took place from May 27 through June 25, 2015 from 8:00 a.m. - 2:00 p.m., and included breakfast and lunch. Classes were offered to the students free of charge, and transportation was provided to students living more than 2.5 miles from the school. ELD Coordinators and Level I & II ELD Teachers encouraged their students to attend the summer program and provided students with the registration forms (**Appendix V-86, Summer Experience**). In addition, the District enrolled Intermediate Level ELL students and

recently reclassified ELL students in general credit recovery and AGAVE courses throughout the 2014-15 school year (*Appendix V-98, ELL Credit Recovery*).

The District continued to provide intervention classes based on student proficiency (ELD I, ELD II, Intermediate ELLs, or R-ELLs) at the high school level throughout the school year (*Appendix V-99, ELL HS Courses*). During Summer Experience (Summer School) 2015, the District offered ELD programs for level I and II (Pre-emergent/Emergent & Basic) ELL students at Catalina and Rincon high schools. *Id.* Catalina's program consisted of .5 credit of ELD and a .5 credit of Response to Intervention (RTI) Math. Catalina also recruited incoming 9th grade ELL students from Doolen middle school (*Appendix V-100, ELL Summer School*). Rincon's program offered a 1-credit ELD class for Pre-emergent/Emergent students and a 1-credit ELD class for Basic students.

Imagine Learning English is a K-3 computer-based instructional program that teaches children English and develops their literacy skills through individualized instruction (*Appendix V-101, ELL Imagine Learning*). The program delivers specific data reports for each student, highlighting their needs at any time as they progress through the program. The curriculum is founded on scientifically based research and No Child Left Behind guidelines. Imagine Learning English teaches direct vocabulary development (including academic language), listening and speaking, phonemic awareness, emergent literacy, and school readiness with individualized lessons and powerful graphic support. Students receive one-to-one instruction through hundreds of engaging activities. Each child receives differentiated instruction; the program is specifically designed to adapt to their dynamic individual needs. As a result, students progress quickly. Imagine Learning in English was purchased in SY 2014-2015 for Lynn-Urquides, CE Rose, and Van Buskirk elementary schools and McCorkle K-8. For 2015-16, the District purchased additional licenses for Myers Ganoung, Miller, and Cavett elementary schools and Roberts/Naylor K-8.

c. Positive Alternatives to Suspension

The District also developed and implemented positive alternatives to suspension as a means of keeping students in school and preventing dropout and retention. The District used a tiered approach to implement positive alternatives to suspension meaning full implementation would occur over more than one year,

although several of the alternatives were already in full implementation. The District gave five options for administrators to consider as alternatives for students in grades 6-12: restorative conferences; GSRR-required interventions and/or restorative practices; abeyance contracts; In-School Suspensions (ISS); and Life Skills Alternative to Suspension Program (LSASP).

Restorative Conferences / Circles and Required Interventions

The Guidelines for Students Rights and Responsibilities (GSRR) requires that students involved in serious, mid-range violations (level 3 violations) be provided with interventions and/or restorative practices. The District also used restorative conferences as a preventative tool where suspension could not be avoided to reduce recidivism by having students reflect on their behavior and think of positive strategies to avoid making the same mistakes.

Abeyance Contracts

An abeyance contract is an agreement by the parent and student to comply with the Guidelines for Students Rights and Responsibilities (GSRR) which allows the student to remain in school and/or significantly reduces the length of the potential out-of-school suspension (***Appendix V-102, Abeyance Contract and Data***). Students placed on an abeyance contract continue to receive direct instruction from their teachers and are allowed to remain with their cohort. In the 2014-15 school year, administrators provided 731 abeyance contracts to students, resulting in 13,361 retained instructional days for students. ***Id.***

In-School Suspension

In the 2014-15 school year, a few District sites retained In-School Suspension (ISS) programs as an alternative to short term, out-of-school suspensions. The school placed students in a classroom, but not always with a certified teacher. The District determined to do better. By the spring of 2015, the District developed a general plan for the implementation of In-School Intervention (ISI) for the 2015-16 school year. ISI program will include certified teachers and student may continue their core curriculum. . Students will also be prepared to return to class while completing their school work and engage in a Social and Emotional Learning (SEL) curriculum to address underlying root causes of the behavior that resulted in ISI placement. The District has proposed to double the program's impact from the

previous number of ISS sites (nine), to nineteen sites (Middle Schools: Doolen, Gridley, Magee, Mansfeld, Pistor, Secrist, Utterback, Vail, and Valencia; K-8s: Safford, and Booth-Fickett; High Schools: Catalina, Cholla, Palo Verde, Pueblo, Rincon, Santa Rita, Sahuaro, and Tucson High). Students will be assigned on a temporary basis to ISI as an alternative to suspension.

As staff developed the revised and enhanced program, the District continued to operate ISS programs as a positive alternative to suspension at nine sites: Doolen Middle School, Magee Middle School, Utterback Middle School, Vail Middle School, Valencia Middle School, Catalina High School, Palo Verde High School, Pueblo High School, and Rincon High School. Although ISI will be an improvement over ISS, ISS was successful at keeping students in an educational setting during the 2014-15 school year, where they might have otherwise been suspended out of school.

Life Skills Alternative to Suspension / District Alternative Education Plan

The Life Skills Alternative to Suspension Program (LSASP) provided some students who committed a Level 4 or Level 5 offense the opportunity to continue to have direct instruction from a certified teacher rather than simply being excluded from school in an out-of-school suspension (*Appendix V-103, LSASP*). Students attending the LSASP continued their academic coursework in a small learning community. LSASP teaching staffs worked one-to-one with students in a structured environment that promoted social norms and rules. The teacher implemented a standards-based, cognitive-behavioral curriculum, and provided services that enhanced positive social-emotional development and physical-emotional needs. The LSASPs, located at Southwest Education Center, Magee Middle School, Doolen Middle School and the Whitmore Annex building, served over 150 6th – 12th grade students (93 middle school and 72 high school). *Id.*

In the spring of 2015, work began on the District Alternative Education Program (DAEP) in response to the District's concerns about the number of students suspended out of school and the length of those suspensions. Students returned from their out of school suspensions further behind academically and often without having resolved the root causes of the behavior which resulted in the suspension. Secondary Leadership began to develop a program to duplicate a successful national model and that aligned with the District's existing LSASP. The District's intention was to reduce suspensions, to ensure that a suspended student's academic course of study was not interrupted, and to address the underlying causes that led to the

suspension. The District team worked on this project throughout the summer and reviewed it with the Department of Justice, Special Master Hawley, and Implementation Committee Member Dr. Joseph Payton.

DAEP will provide an alternative to out-of-school suspension that keeps students in a classroom setting rather than being sent home. After being suspended, and following the long term hearing process, the District may provide a student with the option of continuing their core courses through the DAEP. However, a student may elect not to take advantage of the opportunity; participation in DAEP is not mandatory. Once a student elects the option, the District will offer a support team to ensure each student feels valued, to help the student understand that their success matters, and to address any social, emotional, or external constraints to their school success.

STRENGTH

During the 2014-15 school year, the District finalized the Dropout Prevention and Graduation Plan (DPG). Although the Plan was not formally finalized mid-year, the District implemented the strategies outlined in the plan while acknowledging Dr. Rumberger's advice to prioritize certain activities for future years. In this context, the District looks forward to the first full year of Plan implementation in SY 2015-16.

As a result of various efforts, the District met several of its annual goals and will review the goals and adjust if needed, as provided for in the Plan. As shown in the chart below, the District's graduation rates are significantly higher than the State of Arizona's graduation rates, and its dropout rates are significantly lower than the dropout rates for the State of Arizona.

Table 5.44: Abbreviated Comparison of Graduation Rates between TUSD and the State

Type	TUSD Graduation Rate	State of Arizona Graduation Rate
All	80.8	76
Hispanic	80	72
African American	82	72
Anglo	85.3	82
ELL	52	32

Table 5.45: Abbreviated Comparison of Dropout Rates between TUSD and the State

Type	TUSD Dropout Rate	State of Arizona Dropout Rate
All	1.78	3.5
Hispanic	2.0	4.1
African American	2.5	4.0
Anglo	1.6	2.5

While it is clear there are still disparities between racial/ethnic groups and more work to be done, the numerous academic support programs in place this year operated to combat student dropout and encourage progress toward graduation. Efforts in the 2014-15 school year emphasized the expansion of summer school access for African American and Latino students through active student recruitment and outreach, accompanied by strategies to improve the quality of education across all Summer Experience offerings. The District, after incorporating goals and strategies for ELL students, made significant progress in implementing specific support efforts for African American and Latino ELL students.

The District also successfully implemented professional development strategies to support dropout prevention, to streamline data gathering practices, and to enhance academic achievement. At the beginning of the 2014-15 school year, the District provided training to office managers, attendance clerks, and other staff

members to eradicate in-house errors that created dropouts inadvertently, to accelerate the record keeping process, and to familiarize staff with Arizona Department of Education (ADE) policies to ensure the smooth transfer of attendance and dropout information between the District and ADE (*Appendix V-104, Attendance Training Info*). The Attendance Accounting staff audited records between October 2014 and March 2015 to make sure schools were following policies for collecting and recording attendance data. These interactions facilitated one-on-one professional development between central and site staff to ensure consistency among sites, to promote best practices and alignment with district policy, and to ensure the proper collection of attendance data at each site. On May 6th and 7th of 2015, Attendance Accounting and School Community Services again trained to office managers and attendance staff. The training included sessions on collecting and recording attendance data, District policies, enrollment processes, and the use of internal systems. *Id.* The District planned for supplemental training at the start of the 2015-16 school year for newly-hired staff responsible for attendance accounting (those that did not receive the May 2015 training).

COMMITMENT

The District remains committed to continuing its use of evidence-based approaches to allow for strategic and data-driven decision-making. Thus, the district-level team will continue to monitor and analyze data in the areas of promotion and retention, attendance rates, graduation support systems for positive alternatives to suspensions, and parental engagement. Thus, the district-level team will monitor and analyze data in the areas of promotion and retention, attendance rates, graduation support systems for positive alternatives to suspensions and parental engagement.

The District is also committed to successfully implementing and improving the District Alternative Education Placement (DAEP) program as well as the In-School Intervention (ISI) program as a means to provide students with an alternative to being placed on outdoor or external suspension beginning with the 2015-2016 year. The commitment will also be that Tier II and III support will be provided to the students and their parents if deemed warranted.

During the summer of 2014, the district partnered with the City of Tucson and the Superintendent of Schools and the Mayor of Tucson committed to targeting students who had dropped out of school and to bring them back into a traditional,

comprehensive school or to engage them in a credit recovery program – the *Steps to Success* program. The District is committed to spearheading this collaborative initiative twice a year, in July and in January, in order to increase its graduation rates, but more importantly, to give a segment of its student body a second chance of making a life-changing decision which will impact them, their families, and the local community.

The Student Success Specialists will continue to attend and participate in the school site MTSS meetings. They will provide Tier II support and will visit homes to engage parents and/or guardians and provide information on possible Tier III support agencies and facilities, and will continue to implement the four-pronged initiative implemented during the 2014-2015 school year.

In addition, the Dropout Prevention Specialists are committed to and accept the challenge of future tasks, including but not limited to: 1) ensuring that families understand the school credit policy (including the appeal process), 2) implementing a tiered system of intervention at three and six absences to help students and families understand the importance of good attendance and the correlation to academic success, 3) working with middle school students at risk of dropping out of school and 4) working with students, parents and community stakeholders to improve student attendance and proactively engage in dropout prevention initiatives which will impact the schools and the community at large.

The district is supportive of all intervention programs as it continues its work with its students. Targeting at-risk students during the school year (CORE Plus) as well as for summer support through the Freshman Academy and Summer Experience programs will continue to reduce the number of students who may drop out at the secondary level of their education. The District will also explore the potential expansion of the sixth grade bridge programs.

2. Student Engagement through Curriculum

The USP directs the District to employ multicultural curricula which “integrates racially and ethnically diverse perspectives and experiences” (USP § V(E)(6)(a)(i)). It also asks that the District develop and implement culturally relevant courses (CRCs) “designed to reflect the history, experiences, and culture of African American and Mexican American communities.” USP § V(E)(6)(a)(ii). The

District's multicultural curriculum provided a range of opportunities for students to conduct research, improve critical thinking and learning skills, and participate in a positive and inclusive climate in classes. The USP additionally calls on the District to ensure that the cultural relevant courses meet both state and District standards for curriculum quality and rigor and that they be offered at all "feasible grade levels in all high schools across the District subject to the District's minimum enrollment guidelines" *Id.* The District developed these curricula and courses in order to engage students in relevant and thought-provoking content that would be meaningful and interesting to all students.

EXPERIENCE

a. Multicultural Curriculum (MC)

The District added substantial materials and books about underrepresented groups to the District's curriculum in the 2014-15 school year. It reviewed current, award-winning multicultural literature and data gathered by the District's evaluation team to create a core book list for all grade levels. Based on the review and newly-created core book list, the District spent over \$1 million on multicultural literature for students. The new literature was barcoded by book distributor Follett, shipped to the District's warehouse, and delivered to schools. The District will circulate all books to schools and students throughout the 2015-16 school year (*Appendix V-105, Purchase Orders*).

In addition to the acquisition of new books and materials, the District worked with staff from other District departments to integrate new literature and teaching strategies into the traditional curriculum maps to emphasize critical levels of understanding from diverse perspectives. The Department recommended revisions of all English Language Arts (ELA) curriculum maps for grades K-12 to include literature about important social issues such as racism, sexism and economic injustice. The Department also developed multicultural lesson plans for grades 3-8 English Language Arts, as well as for grade 10 World History and grade 11 US History (*Appendix V-106, Units 1-12 MC US History and MC World History1*).

In the 2014-15 school year, the Department expanded the US History Multicultural Perspectives classes that it had piloted at Sahuaro and Rincon High Schools in the 2013-14 school year. The Department offered extensive support for the classes, including facilitating lesson plan development, providing in-class

support, and conducting walk-through observations using an evaluation rubric for content and delivery. Department staff also collected documentation required by the Arizona Department of Education (***Appendices V-107, MC US History ADE Submissions, V-108, MC Classroom Observation Protocol Form, and V-109, MC Instr Expectations and Curriculum Rubric***).

b. Culturally Relevant Courses (CRC)

The District offered CRCs at all nine high schools but, because of minimum enrollment requirements, only three high schools maintained CRCs for the 2014-15 school year. However, the total number of enrolled CRC sections increased from nineteen section courses in the 2013-14 school year to thirty-one sections in the 2014-15 school year. Moreover, with four additional high schools offering CRCs during the second semester, the total grew to thirty-five sections during that time (***Appendix V-110, Spring 2015 Expansion Summary***).

The Department of Culturally Relevant Pedagogy and Instruction (CRPI) established a specialized team of high school and middle school teachers for professional development to review and edit CRC instructional materials (***Appendices V-111, Curriculum Review Cadre, V-112, Curriculum Review Process and V-113, CRC Units Summer 2015***). The CRPI Director conducted walkthroughs and used a CR observation tool to observe teachers and to provide instructional feedback (***Appendix V-114, CR Observation Instrument***).

Using culturally relevant curriculum maps and designated extended texts as a foundation, CRPI staff developed a standard template for teachers to use in creating CR units in the spring semester (***Appendix V-115, CRC Sample Unit African Am Lit Unit***). Each unit contained all the CR lessons for a four-week period, and each individual lesson specified the learning objectives, standards, resources, assessments, grading criteria, and instructional procedures. Each teacher submitted one unit in March and another in May, with some units containing as many as ten individual lessons. As teachers submitted the units, CRPI staff reviewed them and recommended revisions. Once finalized, the District submitted copies of the revised units to the Arizona Department of Education for further review.

Having purchased an extensive list of texts and supplemental materials at the end of the fall semester, CRPI staff distributed hundreds of new books to designated

teachers in February (*Appendix V-116, CR Booklist 10-24-2014*). At the same time, the CRC Department secured governing board approval of additional books for literature and history courses taught from an African American or Mexican American perspective. (*Appendix V-117, CRPI Books April*). The District expanded CRC to all comprehensive TUSD high schools during the 2015 spring semester (*Appendix V-118, Spring 2015 Expansion Plan*). To provide more opportunities for students to participate, the District lowered course minimum requirements of fifteen students per class. The District converted traditional ELA and/or American history classes to CRC status. By February 2015, four additional sites had at least one CRC: Sahuaro, Santa Rita, Catalina and Rincon high schools. The District created a registration protocol for students interested in participating in CRCs (*Appendix V-119, Student Registration Protocol*), and developed a series of professional development workshops for administrators on Culturally Responsive Pedagogy and Culturally Relevant Courses (*Appendix V-120, Module 1, 2, 3, 6, 8 & 9*).

STRENGTH

The Tucson Unified School District ended the 14-15 school year with more and better trained teachers for culturally responsive and multicultural instruction. It also undertook a comprehensive review of its available literature titles and purchased a large amount of materials to accompany multicultural and culturally relevant classes.

The Multicultural Curriculum Department adopted a checklist to guide the evaluation of current book titles on curriculum maps and on Destiny Web.³⁴ The checklist included stereotypes, negative images of cultural groups, and literary quality (*Appendix V-121, Evaluation of Multicultural Literature Checklist*). Staff evaluated a sample of the District's books at each grade level using the checklist. The evaluation emphasized picture books and chapter books that focused on the perspectives and experiences of African Americans, Hispanics/Latino, Native Americans, Asian/Pacific Islanders, people with disabilities, and members of the Lesbian/Gay/Bisexual/Transgender (LGBT) community.

Of the books evaluated, the average publication date ranged between 1997 and 2000. Prior to 2000, many books included outdated minority themes and the

³⁴ "Destiny Web" is the District's Book Collection Database.

Department recommended replacing them with more culturally relevant material. Department staff members used data from the evaluations to revise existing curriculum maps which the District used to select and purchase relevant contemporary multicultural literature. The Department provided a list of books to the District's curriculum team to integrate into the curriculum maps. The Department recommended over 400 titles for the elementary level (**Appendix V-122, Kindergarten –Grade 5 Core Book Lists**). Additionally, the Department ordered class sets of books for all secondary schools. The Department carefully selected the literature (**Appendix V-123, Selection and Evaluation Criteria**).

The Multicultural Curriculum Department created and monitored four multicultural curriculum integration lab classrooms. The Department designed lab classrooms to support the development of multicultural curriculum, piloted new resources, and documented the impact of alternative teaching strategies on student engagement. The lab classrooms represented three different geographic areas of the District (Steele, Blenman, and Manzo elementary schools), and site principals recommended veteran teachers to serve as lab model teachers. Teachers from the lab classrooms met weekly with Department staff to discuss student responses and review feedback for improvement. The Department collected data on lesson plans, curricula vetting rubrics, booklists, proposed units, and teacher feedback. The Department then used the data to document a range of culturally responsive teaching strategies as well as students' responses.

Lab model teachers promoted multicultural principles through school-based training and supported the introduction of new methods of instruction for diverse student populations. District staff members and teachers presented data collected from the lab classroom at the National Council of Teachers of English (NCTE) conference. The District provided professional development on cultural competence, and participants learned new strategies for promoting intercultural understanding in schools (**Appendix V-124, Teacher Training Summer Plan**). The District hired teachers and content specialists to help revise curriculum maps to ensure cultural responsiveness and alignment to the Common Core State Standards.

A group of experienced CRC teachers and department staff offered ongoing professional development to current and future CRC teachers on the following topics: instructional expectations, professional evaluations, and exclusion of racial and ethnic discrimination (**Appendices V-125, Mentor CR Teacher** and **V-126, CRC Multi Year Expansion Plan**). Participants received foundational information about

CRC theory, research in the field, CRC pedagogy, and instructional strategies. Staff introduced teachers to new textbooks, provided assistance in preparing CRC unit lessons, and gave guidance on designing common final exams (**Appendix V-127, CRC Curriculum Maps Evidence**). On November 6-9, 2015, nearly 100 members of the District's staff attended the 2014 National Association of Multicultural Education conference in Tucson, Arizona (**Appendix V-128, NAME Conference Attendance List**). The conference provided teachers and staff with an opportunity to share their professional successes and challenges. CRPI Department staff used participant feedback to assess the effectiveness of the year-long professional development (PD) sessions.

COMMITMENT

The District has created a strong foundation for multicultural education supported by the introduction of updated curriculum, new texts, and new materials. In the 2015-16 school year, the Multicultural Curriculum Department plan will further expand Multicultural US History courses with professional development and lesson plan development and will support K-12 ELA through Professional Learning Communities.

The District is committed to expanded recruitment of students for CRC classes. The District also plans to expand support of professional development sessions for CRC teachers, respond to feedback to guide CRC expansion, and recruit highly qualified teachers who demonstrate an understanding of culturally responsive coursework. The District plans to continue to improve and expand its CRC offerings according to the approved plan (**Appendix V-126, Multi-year Expansion Plan**). The District will also offer professional development opportunities to teachers to increase interest and teacher capacity for CRCs in the 2015-16 school year (**Appendix V-129, Roster Summary with Dates**).

3. Targeted Academic Interventions and Supports

The USP directs the District to develop and implement a system for identifying African American and Latino students in need of targeted interventions and to provide targeted support to those who are struggling or disengaged in school. USP § V(E)(7)(b-c) and USP § V(E)(8)(b). The USP also directs the District to

provide support by employing academic specialists to work with the District's Student Services personnel. USP § V(E)(8)(c). For the 2014-15 school year, the Implementation Addendum (IA) refined the District's MTSS model to identify students in need and provide appropriately tiered services.³⁵

EXPERIENCE

a. Student Success Specialists

Two different departments in TUSD Student Services specifically target the plaintiff classes in this case. The African American Student Services Department (AASS) coordinates student support services for African American students. The department's mission statement, "Delivering excellence in education every day through advocacy, empowerment, equity and intervention" illustrated the AASS's commitment to its students.

The District's Mexican American Student Services (MASS) Department coordinates services specifically targeting Latino students. MASS's commitment to its students was defined in its mission statement:

As the Mexican American Student Services Department staff, we advocate for students' academic achievement and social well-being. This is achieved by collaboratively working with TUSD schools and families by offering direct and auxiliary services such as tutoring and mentoring.

During the 2014-15 school year, these two departments worked towards their mission by administering direct student support, coordinating special events, and documenting and evaluating their efforts.

At the start of the 2014 – 15 school year, all Academic and Family Mentor Specialists job descriptions and titles were changed to Student Success Specialists (Specialists), and AASS/MASS revised their duties to include additional responsibilities such as providing mentoring services, and working with community organizations. Specialists work flex-hours for evening and weekend community events to provide student academic support (*Appendix V-130, Student Success Specialist Job Description*).

³⁵ Case: 4:74-cv-00090-DCB Document 1770 Filed 02/13/15 page 52 of 86.

Within the Department of Student Services there were four directors, each of whom was responsible for one of the four multicultural departments, including MASS and AASS. In July of 2014, all of these multicultural directors reviewed student data from their respective ethnic groups and reviewed criteria to determine the schools that would benefit most from the presence of a Student Success Specialist on campus.

Prior to the Specialists' start date, the equity directors reviewed and implemented criteria for assigning support staff to school sites. The criteria used to assign specialists involved a review of the following data sources: a) Arizona Department of Education (ADE) school label, b) student achievement on state exams per school, c) disparities in academic achievement results, d) attendance and e) grades. AASS also considered other school factors including African American or Latino student enrollment per site and the existence and scope of discipline disparities for out-of-school and in-school suspensions.

For the 2014-15 school year, Student Services identified the following sites for on-campus assignment of a MASS Specialist:

- High Schools: Cholla, Catalina, Pueblo, Rincon
- Middle Schools: Doolen, Pistor, Utterback, Valencia
- Elementary Schools: Holladay, Tolson, Lynn Urquides
- K-8 Schools: Booth-Fickett, Hollinger, Morgan Maxwell, Safford

For the 2014-15 school year, Student Services identified the following sites for on-campus assignment of an AASS Specialist:

- High Schools: Cholla, Palo Verde, Sahuaro, Tucson High
- Middle Schools: Doolen, Mansfeld, Secrist, Utterback
- Elementary Schools: Blenman, Cragin, Erickson, Myers/Ganoung

For the 2014-15 school year, Student Services identified the following sites for on-campus assignment of an APASS Specialist:

- High Schools: Catalina, Cholla, Palo Verde, Rincon
- Middle Schools: Doolen, Gridley
- Elementary Schools: Myers/Ganoung, Wright
- K-8: Booth-Fickett, McCorkle, Roberts/Naylor

For the 2014-15 school year, Student Services identified the following sites for on-campus assignment of an NASS Specialist:

- High Schools: Catalina, Cholla, Pueblo, Tucson
- Middle Schools: Mansfeld, Pistor, Utterback, Vail, Valencia
- Elementary Schools: Johnson, Lawrence, Maldonado, Miller, Vesey, White
- K-8: Hollinger, Roberts/Naylor, Safford

Over the course of the school year, thirteen Specialists provided focused support services (in-class and after-school academic interventions) to 520 students. In addition, Specialists supported approximately 300 students through mentoring services, access to community resources, in-class support, and after-school homework help services.

Prior to working with students, all Specialists received training on the MTSS model and then were assigned to a specific school (or schools) to work with the site's MTSS team (***Appendix V-131, AASSD PD participation 2014-15***). Specialists received training at the District-wide MTSS professional development sessions for administrators on July 14, 2014, and at school-site training on September 10, 2014. Each Specialist assisted in researching student profiles and helping the District's Learning Supports Coordinators when Latino students were in need of an academic/behavioral support plan (***Appendix V-132, MTSS teams at each Site***).

In addition to the MTSS training, Specialists also received training in the District's Four-Pronged Approach that included 1) attendance, 2) behavior, 3) credit deficiencies for high school students, and 4) grades or academics. Based on these criteria, Specialists selected and provided support to forty students throughout the school year (***Appendix V-133, MTSS Staff Agenda Meeting July 23, 2014***).

Throughout the 2014-15 school year, Specialists also received professional development in using SuccessMaker software, writing monthly student calendars for services, managing mental health crisis, operating TUSD Stats, working with Mojave, employing suspensions, using due process, and administering Grant Tracker. Equity staff also trained Specialists to review and monitor assessment data such as ATI and AIMS scores to identify, and monitor, students in need of targeted support. Finally, the District trained MASS Specialists to serve as mentors throughout the school year together with the community organization Goodwill Good Guides (***Appendix V-134, Mentor Training for November 19, 2014***).

Throughout the year, Specialists participated in department meetings and professional development focused on using student data, identifying students in need of support, and implementing supports. *Id.* To enhance their impact with students needing academic support, Specialists participated in required, site-based professional development, an enhancement over the approach taken in the 2013-14 school year. In the 2014-15 school year, Student Success Specialists received the same training as teachers on areas such as curriculum. Specialists also used District-approved intervention strategies tailored for each site's requirements and needs to support students (*Appendix V-135, Monthly student support report - October 2014*).

In schools where they were assigned, Student Success Specialists used a data review/student information tracking system to identify African American or Latino students in need of targeted support. They monitored students in four areas: 1) attendance, 2) behavior/discipline, 3) credit acquisition/credit recovery; and 4) grades (*Appendix V-136, Example Monthly student support report - November 2014*). In addition, all Specialists served on the site MTSS intervention team to identify and help coordinate the implementation of Tier 2 and Tier 3 academic and/or behavior supports developed during the site MTSS intervention team meeting. Meetings were held once per week, bi-monthly, or monthly at most schools (*Appendix V-137, Erickson MTSS team meeting agenda 3rd (2)*). Each specialist focused on approximately forty students for personalized supports.

Student Equity and Intervention Requests for Service

The District's Student Services Department developed an online request for services form for the 2014 -15 school year. Because not all campuses had a full-time Student Success Specialist, the form ensured that AASS could support African American students (and MASS support Latino students) on all campuses upon request. When a site without a team member needed AASS or MAASS services, an MTSS team member sent a request. At the beginning of the school year, Student Services notified principals of the request for services form, and how to access services (*Appendix V-138, Student Equity Online Request for Service*). Each request for services was followed-up and resolved (*Appendices V-139, Intervention Request for Services Chart* and *V-140, Principals notice of Intervention request for services on TUSD Intranet*).

Documentation of Student Support Services

Specialists worked diligently to record their efforts with students. Each month, they recorded their work in a calendar and spreadsheet with data and notes. Specialists wrote and submitted the calendars and work spreadsheets to the MASS Director for review. Each Specialist's monthly report included updated information for the forty students they worked with in the four-pronged plan areas of: attendance, behavior, grades for elementary and middle school students, and credit recovery progress for high school students. In return, equity staff reviewed, collected, and summarized the data to produce a report of progress outlining the identification and targeted support provided to students each month (***Appendix V-141, Monthly Report for Intervention Support***).

In addition to the monthly calendars and student spreadsheets, all Specialists' work with students was documented in Grant Tracker. The Director used data from Grant Tracker and ATI scores to determine the effectiveness of targeted support, including in-school academic support, attendance support, and tutoring services. Student Support Specialists then used this data to further identify individual at-risk students in need of additional, ongoing academic support.

Student Success Specialists Mentoring

In addition, Specialists selected students from their targeted at-risk student lists to participate in mentoring activities. For example, 338 Latino students received mentoring services from MASS Specialists and community organizations. MASS partnered with the Goodwill Good Guides mentoring program to identify students based on federal grant guidelines.

MASS partnered with eight different community organizations to offer mentoring support services to Latino students, including: Big Brother Big Sisters, Family & Child Resources, Girl Scouts of Southern Arizona, Goodwill Good Guides, The University of Arizona (Project SOAR and Word Cats/Math Cats, Success for Teens, and Mathematics Engineering Science Achievement [MESA]). These organizations provided mentoring services in District school sites after school, during lunch recess, and during elective classes (***Appendices V-142, Mentoring Organization spreadsheet for 2014-2015*** and ***V-143, Student Mentor List and***

Calendar). In addition, the thirteen MASS Specialists each selected four students to be mentored at their sites. MASS staff, and Goodwill Good Guides members, trained MASS Specialists throughout the school year to use the Success for Teens mentoring curriculum (*Appendices V-144, Success for Teens Facilitator Guide, V-145, Good Will Good Guides Agenda* and *V-146, Mentoring PowerPoint*).

b. Quarterly Information Events

As a key student engagement strategy, the USP requires the District to host quarterly events at each school--or cluster of schools --serving African American and Latino students. USP § V(E)(7-8)(d). The District determined goals for the quarterly events including informing families about their students' academic progress and providing them information about college preparation.

During the 2014–15 school year, the District organized several events to strengthen and increase parent and community engagement for African American and Latino families. The District's African American Student Services (AASS) Department and Mexican American Student Services (MASS) Department hosted separate quarterly parent informational events at various schools and community locations. The focus of these sessions was to provide African American and Latino parents with relevant information to support the academic success of their students. AASS and MASS implemented and/or participated in the following types of parent and community engagement activities:

- Parent and student quarterly information events;
- Parent and community advisory committee meetings;
- African American and Latino community and African American and Latino academic achievement task force meetings;
- Student Equity collaborative events;
- Site-based (school) events - an AASS/MASS team member in partnership with site-based the hosting school events organized that included school specific review of ATI data for reading and math;
- Student recognition events.

The quarterly information events provided information regarding student services available, navigating the District's choice opportunities (e.g., International Baccalaureate and Magnet programs), District policies (e.g., TUSD Stats, promotion,

retention, Arizona Standards for College and Career Readiness), new information on assessment requirements, advanced learning experiences (ALEs) for college preparation, the college application process, and financial aid opportunities for college students.

AASS quarterly events were held on the following dates:

<u>Date</u>	<u>Location</u>
September 19, 2014	Booth-Fickett K-8 School Mansfield Middle School
October 25, 2014	Pima Community College West Campus
December 4, 2014	Rincon High School
February 5, 2015	Rincon High School
March 5, 2015	Rincon High School
April 27, 2015	University of Arizona

MASS quarterly events were held on the following dates:

<u>Date</u>	<u>Location</u>
September 18, 2014	Doolen Middle School Valencia Middle School Lynn-Urquides Elementary School
October 15, 2014	Pueblo High School
December 3, 2014	Hollinger K-8 School Maxwell K-8 School
December 11, 2014	Cholla High Magnet School
December 16, 2014	Safford Middle School
February 4, 2015	Pistor Middle School
February 5, 2015	Wakefield Family Resource Center
February 11, 2015	Holladay Elementary School
April 14, 2015	Wakefield Family Resource Center
April 23, 2015	Doolen Middle School Catalina High School

District enrollment in 2014-15 included approximately 2,700 students identified as African American. AASS organized six informative events for parents and students. MASS provided services to a student population of over 31,000 students, and in 2014-15 it held fourteen events to provide information to parents and students.

Additionally, during the 2014-15 school year, MASS trained fourteen Specialists, as well as 31 representatives from schools identified as racially concentrated, to plan and implement quarterly information sessions at their schools (**Appendix V-147, Training PowerPoint USP Parent Quarterly Informational Sessions** and **V-148, Agenda and Sign In for RC Schools training**). In the third quarter, 29 of the 35 racially concentrated schools hosted quarterly information sessions. During the fourth quarter, 22 of the 35 racially concentrated schools hosted quarterly information sessions (**Appendix V-149, Racially Concentrated Schools Quarterly Parent Events**).

Each AASS and MASS quarterly event included a resource fair at which community organizations, colleges, and universities set up tables to distribute information and talk to attendees about available programs designed to support students and families. Over sixty community resource representatives attended and distributed information to District families invited to the quarterly information events (**Appendices V-150, Partnerships 2014-15 and Quarterly Event List** and **V-151, Family Resource Materials and Vendors**).

The AASS and MASS departments marketed events in a variety of ways. Both departments used ParentLink (the District's mass media information system that distributes information via phone and email), personal phone calls to parents, and distributed flyers and mailings to parents. Before events, AASS also used an email list-serv provided by the District's Technology Services Department to contact parents.

At the conclusion of each event, MASS or AASS staff members asked parents to complete a survey to provide feedback and guidance for future events (**Appendices V-152, Parent Survey 14-15** and **V-153, Parent Survey 3-5**). The departments used the feedback to revise and plan their future presentations. The AASS and MASS staff and/or advisory councils reviewed survey results as well (**Appendix V-154, MASS Advisory April 17**).

Specialists also worked to inform students and families about the Regional College Access Center (sponsored by the Metropolitan Education Commission), to provide information and support regarding the college admission process, and to share information about many other college and career community resources during the Quarterly Informational Events (**Appendix V-151, Family Resource Materials and Vendors**).

c. Collaborate with Local Colleges and Universities

Both the USP and the Implementation Addendum call upon the District to collaborate with local colleges and universities in order to support and guide African American and Latino students toward academic achievement and college attendance. (USP § V(E)(7)(e) and (8)(e). During the 2014-2015 school year, the District continued and expanded its efforts in these areas.

Career and College Ready Partners

In the 2014–2015 school year, the African American Student Services (AASS) and the Mexican American Student Services (MASS) Departments collaborated with numerous local colleges, universities and/or community organizations in order to improve the academic achievement and educational outcomes of African American and Latino students and to provide support and guidance to these same students through mentoring and other methods (***Appendix V-155, AASS Partnerships and Mentoring Programs 20142015*** and ***V-156, MASS Mentoring Programs***).

Under the leadership of AASS Director, Mr. Jimmy Hart, the AASS Career and College Ready mentoring partners included the following: Pima Community College, University of Arizona Project SOAR, University of Arizona Africana Studies, University of Arizona Academic Outreach Office, TMHS Black Culture Club, National Society of Black Engineers graduate and undergraduate chapters, Southern Arizona Black College Community Support Group, and The State of Black Arizona. AASS also partnered with the Tucson Magnet High School Black Culture Club and the Southern Arizona Black College Community Support Group to host two national tours of Historical Black Colleges and Universities, as described below (***Appendices V-157, 2014 Black College Tour Itinerary*** and ***V-158, Florida Flyer 2015***).

MASS Director Dr. Maria Figueroa established a contact list of ten individuals from local colleges (including the University of Arizona (UA), Northern Arizona University (NAU), Pima Community College (PCC), Grand Canyon University (GCU), and Carrington College, as well as college preparation organizations such as the Arizona Regional Collee Access Center (***Appendix V-159, Collaborating Colleges and Universities List***). Additionally, Dr. Figueroa served on the University of Arizona President’s Hispanic Community Council and attended meetings on a bi-

monthly basis for the 2014-2015 school year (***Appendix V-160, Welcome to UofA President's Hispanic Community Council***).

Mentoring and Intern Support

AASS partnered with the University of Arizona Africana Studies Program and Project SOAR to recruit students as mentors and interns. Project SOAR provided mentoring support at Doolen, Mansfeld, and Magee middle schools (***Appendix V-161, Magee - Project Soar Mentor Program***). Project SOAR mentors completed training through the UA College of Education, and the mentors began supporting students in Fall 2014.

AASS also initiated the Africana Studies Internship Program that began in January 2015 and allowed four college students an opportunity to work alongside AASS Specialists in a supporting role as student interns. As part of a required orientation, interns learned about procedures when working with students and when to report concerns. Once the student interns had completed the appropriate paperwork, AASS informed site administrators and Specialists about student intern assignments to sites (***Appendices V-162, AASA Exciting New Africana Studies Courses!*** and ***V-163, AASS Internship Spring 2015 Flier***). Four students began the 2015 Spring Semester as interns; one student completed the eighty hour internship and supported ten students (***Appendix V-164, AASS Intern School Site Assignments***). Two of the interns assisted with parent quarterly events and the annual youth heritage prior to leaving the internship.

Local colleges also supported MASS mentoring and tutoring programs. A total of 178 Latino students were mentored by MASS specialists and college students. The Girl Scouts of Southern Arizona college troops assisted in two after-school programs at Holladay Elementary and Lynn Urquides Elementary. The UA mentoring and tutoring programs included Project Student Outreach for Access and Resiliency, Project SOAR, WordCats/MathCats, and Mathematics Engineering & Science Achievement (MESA). For the 2014-2015 school year, these college programs worked with MASS staff at Valencia and Doolen middle schools and Safford K-8. The UA Hispanic Engineering Women's organization also supported students during Saturday math tutoring (***Appendix V-165, Student Mentor List and Calendar***).

All MASS volunteers participated in an orientation sponsored by their program or university and/or the MASS Department, which included a series of PowerPoint presentations dealing with different issues relevant to mentors and mentoring programs (***Appendices V-166, Mentoring PowerPoint, V-167, Community and College Mentor Training Manual for Orientation, and V-168, Prof Boundaries Training for Mentor Volunteers***).

Collaborative Events

Both the AASS and MASS Departments collaborated with local colleges, universities, and community organizations to provide enriching opportunities for African American and Latino students. These events focused on college attendance, academic achievement, and career planning.

On October 25, 2014, the AASS and MASS Departments partnered with Pima Community College for the annual Parent University. This event was an opportunity for students and parents to attend workshops together that focused on the college planning process. Several of the Parent University workshops included current college students who shared their experience as college athletes and students (***Appendices V-169, Press Release Parent University and V-170, Parent University 2014 Program***). Approximately 250 parents and students attended this conference, many of whom were African American and Latino. Although 140 parents signed-in, many more were in attendance. Since the on-line registration process did not ask for race or ethnicity, this data is not available. The conference included workshops to assist students and their parents in their preparation for college (***Appendix V-171, Parent University Agenda Sign-In 10.25.1***).

Throughout the school year, MASS also invited members of colleges, universities and community programs to participate at sixteen quarterly MASS parent informational events to provide information to students and families. All of these colleges and programs sponsored speakers at these events and displayed a booth with information and applications (***Appendix V-172, Parent Quarterly Sessions 2014-2015 and V-173, Family Resource Materials and Vendors***).

On December 6, 2014, AASS partnered with the State of Black Arizona to host the 1st Annual STEM (Science Technology Engineering Mathematics) Summit for middle school students. This event focused on exposing students to STEM careers

(primarily in engineering), connecting STEM careers to other work areas, and individual goal setting. The STEM Summit also had a parent component that was designed to inform parents about 21st century skills and to demonstrate the value of STEM careers for their children. Approximately seventy TUSD students attended the summit. Students interacted with engineers from Raytheon Missile Systems and members of the University of Arizona National Society of Black Engineers college chapter (**Appendix V-174, AASSD STEM Presentation 3-10-15 Board1**).

On February 13, 2015, AASS partnered with the Southern Arizona Black College Community Support Group (SABCCSG) to host the 7th Annual African American Youth Heritage Day (**Appendix V-175, 7th Annual African American Youth Heritage Day Brochure**). At this event, over 300 students connected with individuals working in various careers, including STEM, law, medicine, education, and business. Students chose their top two career interests and attended those workshops.

AASS also partnered with the National Society of Black Engineers graduate chapter to host workshops on a monthly basis at Doolen and Mansfeld middle schools (**Appendices V-176, NSBE - Letter_PermissionSlip2014** and **V-155, AASS Partnerships and Mentoring Programs**), and with the Links Organization at Cragin Elementary School, where retired educators from Links volunteered to help students with academics. The Link Organization provided three volunteers who provided academic support in three classrooms. While the focus of their support targeted African American students, no student was denied assistance. As a result, approximately 75 students engaged with 48 Links volunteers. The volunteer service began in October and ended in May. *Id.*

AASS also worked with schools and departments on: 1) mentoring services, 2) advanced learning experiences recruitment, 3) parent quarterly meetings, 4) college and university partnerships, 5) tutoring and homework help, 6) working with students to promote to the next grade or graduate and 7) support and/or provide culturally relevant experiences (*Id.* and **Appendix V-177, UHS Letter to parents - recruitment 11-2014**).

AASS provided two opportunities for students to visit colleges and universities across the country. The first tour opportunity for middle school students, the Black College Tour, was a result of the District's collaboration with the Southern Arizona Black College Community Support Group (SABCCSG). AASS

shared information with parents and the community about this tour and as a result, eight TUSD middle school students from four different middle and K-8 schools participated. This tour of Historically Black Colleges and Universities (HBCUs) included visits to Howard University, Morehouse College, Spelman College, and Fisk University among others (**Appendix V-178, HBCU Tour**). AASS Director, Mr. Jimmy Hart, served as a volunteer chaperone on this tour.

AASS also supported the Tucson Magnet High School Black Culture Club to send twelve high school students on another college tour (**Appendix V-157, 2014 Black College Tour Itinerary**). These students visited many HBCUs including Morgan State, Albany State, Spelman College, Morehouse College, and Tuskegee University.

The Student Success Specialists and the MASS Director assisted community and college partners with planning and student recruitment for the Arizona César E. Chávez Holiday Coalition Youth Leadership Conference and the League of United Latin American Citizens (LULAC) Youth Leadership Conference. In partnership with the District, the César E. Chávez Youth Leadership Conference was held from March 23-26, 2015 throughout the District. There were 27 presenters who spoke to 4,801 students at different TUSD and surrounding schools about César Chávez and Dolores Huerta (**Appendix V-179, Cesar Chavez Youth Leadership Conference PowerPoint**).

MASS staff also collaborated with LULAC by planning, recruiting, and supervising students who attended LULAC's 26th Annual Youth Leadership Conference on Friday, March 27, 2015 at Pima Community College West Campus. All District schools with assigned MASS Specialists sent students to the conference. The total number of middle school and high school students in attendance was 854 students - 406 of the students who attended this conference came from seventeen TUSD schools.

The District students accounted for 48 percent of the student participation in the conference, and TUSD Secondary Leadership and Student Equity Departments sponsored transportation for students. District high schools with students in attendance included Catalina, Cholla, Mary Meredith, Palo Verde, Pueblo, Rincon, Santa Rita, and Tucson. Middle schools and K-8 schools with students in attendance included Booth-Fickett, Doolen, Hollinger, Morgan-Maxwell, Pistor, Roberts-Naylor, Safford, Utterback, and Valencia (**Appendix V-180, LULAC YLC Overview**). MASS

Director Dr. Figueroa was an invited speaker and delivered a presentation on the importance of attending college.

Between September 2014 and May 2015, four of the MASS Specialists helped 353 students in Saturday sessions at three different TUSD schools: Pueblo High School, Rincon High School and Valencia Middle School (*Appendices V-181, Before and After School Tutoring Schedule, V-182, Saturday Tutoring Flyer, and V-183, Schools where Specialists are assigned*). MASS Specialists assisted high school seniors with FAFSA forms, college interest letters, and scholarship applications. Specialists assisted in the effort to engage students by calling families and actively recruiting students to participate in advanced learning experiences such as the 2015 Advanced Placement Summer Boot Camp.

STRENGTH

In the 2014-15 school year, Student Services personnel tracked support and interventions provided in Grant Tracker, the District's electronic database. MASS further tracked quarterly benchmark reading scores for students served from second to tenth grades. Staff compared mastery levels between Benchmark 1 (administered in the fall) and Benchmark 3 (administered in the spring).

MASS Specialists served 2,663 Latino students. Of these, 1,583 had first and third quarterly benchmark scores available in reading. To reach mastery on the District benchmark (ATI), students had to score 80 percent of the items correct or higher. A total of 58 students (4 percent) showed reading mastery at the time of the first assessment. That percentage increased to 183 students (12 percent) by the third assessment. When compared to the District scores, students involved in MASS activities showed an overall lower mastery rate on the 1st quarter benchmark (4 percent) than the district average (9 percent) as well as on the 3rd quarterly benchmark (MASS students = 12 percent and district students = 21 percent mastery). As noted above, MASS selected academically-struggling students for program participation, and this affected the District's average scores.

A review of the Grant Tracker data reveals that 520 students received mentoring services from MASS Specialists and an additional 45 students received other associated services (including serving as advocates in suspension hearings, attending court proceedings, and supporting the college application process). Of these students, 313 took both the first and third District benchmarks in reading. To

reach mastery on the District benchmark (ATI), students had to score 80 percent correct or higher. Ten students (3 percent) showed reading mastery on the first benchmark. The percent of reading mastery increased to 49 students (16 percent) by the third quarter.

They also took part in professional development to better support students. Staff members received guidance and training on classroom language, vocabulary, and expectations. For example, team members attending the curriculum and culturally responsive instruction training and learned additional strategies that they brought back to classrooms to support students.

As a result of AASS work around STEM participation, 68 students from sixteen TUSD schools participated in the initial STEM summit, over thirty parents attended the STEM parent night, and forty students participated in the STEM summer enrichment program. These experiences were open to all students, whether high-achieving or low-performing. AASS also increased opportunities for students to participate in culturally relevant experiences (i.e., Heritage Day, STEM summit, Black History Brain Bowl) (*Appendices V-184, STEM Summit Agenda, Facilitators, Goal Activity and Hand-Out 12.06.14* and *V-174, AASSD STEM Presentation 3-10-15 Board1*). Middle school students participated in the first TUSD Black History Brain Bowl. Recognition of elementary students increased in frequency to quarterly acknowledgments to connect early with students and families and to encourage elementary students to continue to excel in school.

Both AASS and MASS offered more than the USP-required quarterly meetings to inform and engage parents to support student retention and matriculation. In addition to organizing and implementing quarterly events, AASS and MASS staff members worked with community organizations and other District departments to provide relevant information to parents. In the spring of 2014, concerned about the lack of attendance at its first few meetings, AASS adopted a new strategy to encourage attendance. AASS began honoring elementary students at the 2013-14 third quarter parent meeting. This recognition included awards to elementary students for achievement and/or attendance. Due to anecdotal feedback provided by parents, and the attendance in Fall 2014, AASS continued this approach. Accordingly, AASS honored elementary students at the second and third quarterly information events in 2014-15 (*Appendix V-185, 2nd Quarter Parent Information Meeting Agenda 12 04 14*). Parent attendance increased, permitting AASS staff (and other District departments' staff) to reach a broader audience of African

American students and parents to promote programs, recruit, and inform parents about the importance of academic achievement at an early age.

The expansion of trained personnel at racially concentrated schools to provide additional quarterly events for Latino parents and families greatly expanded the number of information events held for Latino parents than otherwise could have been provided by the central MASSD staff (*Appendix V-149, Racially Concentrated Schools Quarterly Parent Events, supra*). To ensure program quality, MASS monitored the agendas of the events to ensure that they were aligned with those presented by MASS (*Appendix V-186, Check off List for Quarterly Sessions*).

Both the AASS and MASS Departments implemented several successful collaborative strategies with local colleges and universities. These departments identified college students to provide mentoring and other methods of support to students, provided college-themed events for students and families, and introduced District students to local college students attending the University of Arizona and Pima Community College. Additionally, AASS also supported black college tours, which exposed students to current college students on historical black college campus, and grew the Project SOAR partnership from one to two schools (Doolen and Magee middle schools).

COMMITMENT

For the 2015-16 school year, AASS is committed to consistent MTSS implementation across the District to support African American students. Also, the use of the online request for services form will continue. AASS is also committed to participating in additional professional development addressing effective intervention (when to move a student from Tier 1 to Tier 2 or 3 supports) and the use of the data dashboard for timely data and information about students to enhance the identification of students in need of targeted support and to monitor their progress.

In the 2015-16 school year, the District's quarterly benchmark testing will include a growth model so that comparisons can be made over time and across populations. In future years, it will be possible to evaluate the growth of students who are receiving services so that the District can make data-driven adjustments to either the system for identifying Latino or African American students for targeted

support or for making changes to the nature and extent of support provided. Additionally, the State standardized scores will be available as an additional data point.

For the 2015-16 school year, MASS plans to implement or continue to:

- Monitor student assessments, both formative and quarterly, to provide targeted assistance in filling academic gaps. The goal is for the at-risk students served by MASS to demonstrate academic growth above the District average.
- Assist with the MTSS training and implementation. These activities will ensure that Latino students will receive the benefit of coordinated support through the MTSS process.
- Document all new trainings provided by the District and/or community organizations for MASS staff through True North Logic in order to track participation across schools and departments.
- Continue to train principals and counselors to consistently use the Student Equity Request for Services form.
- Continue to implement and/or expand community organizations' mentoring programs and working with various community groups.
- Offer a summer enrichment program during the summer of 2016 with an emphasis on STEM, taught by certified teachers.

The District is committed to continuing and expanding quarterly events to ensure outreach and information to support African American and Latino families within TUSD. The District will also reevaluate the implementation of regional quarterly events in multiple locations.

To continue increasing parent engagement, the District will work with the Director of the Family Engagement, ask parents what information and workshops would be most beneficial, and develop parent-focused advisory committees for the 2015-16 school year. Furthermore, the District will provide (and participate in) parent engagement workshops and training for department staff. The training will give staff insights on how to better engage and support parents. Additionally, AASS and MASS will continue to use the feedback from parents who attend these events to develop programs that best meet their unique needs.

For the 2015-16 school year, AASS and MAASS are committed to the following:

- Work to increase local college and university partnerships for the purpose of connecting more TUSD students with current college students.
- Work more closely with student organization at local colleges and universities to increase direct college student engagement.
- Work more closely with local civic groups and organizations, with the goal of increasing the number of volunteers working in schools.
- Implement a pre and post assessment of all volunteers working with students to determine the strengths and areas of growth in each program.

4. Implementing Recommendations from the African American Academic Achievement Task Force

The USP requires the District to establish a Task Force to develop a comprehensive plan for significantly improving the academic achievement of African American students and to provide for monitoring, reporting and cost estimates for the implementation of the plan. (USP § V(E)(7)(g-h)).

EXPERIENCE

Beginning in February 2013 and throughout the 2013-14 school year, the District's African American Academic Achievement Task Force (AAAATF) worked to develop a comprehensive plan, and recommendations for research-based best practices, in order to significantly improving the academic performance of African-American students. USP §(V)(E)(7)(g). As required by the USP, the Task Force included a majority of African American District representatives (African-American Support Services Department, African-American teachers and administrators,) as well as experts in the education of African American students. The AAAATF consulted with prominent experts, including Dr. Wade A. Boykin (Howard University) and Dr. Robert Peterkin (Harvard Graduate School of Education) in developing the recommendations that built on other USP provisions for enhancing learning outcomes for African American students.

As reported in the *2013-14 Annual Report*, the AAAATF made the following recommendations:

1. Identify and replicate successful national school-based factors.
2. Identify and replicate successful teacher practices.

3. Enhance teacher evaluation.
4. Monitor and implement the Essential Elements of Instruction (EEI) and Culturally Responsive Pedagogy (CRP) (aka “Culturally Responsive Teaching Practices”).
5. Develop focused professional development.
6. Consider cultural competency in hiring and retention.
7. Enhance the district-wide leadership development program.
8. Set and communicate high expectations.
9. Monitor ALE placement actions.
10. Monitor recommendations for placement to Career and Technical Education(CTE).
11. Monitor recommendations for placement to remedial and/or exceptional education programs.
12. Evaluate support programs.
13. Ensure adequate funding of African American Student Services.
14. Monitor disciplinary actions.
15. Enhance the Parent Engagement Program
16. Develop and implement Extended Learning Opportunities

During the 2014-2015 school year, the District moved forward to support African American students and addressed eight of the sixteen recommendations put forward by the AAAATF as follows, most of which directly related to students.

Recommendation 1: Identify and Replicate Successful National School Based Factors

As part of the District’s effort to help close the achievement gap in reading, the district explored and invested in research-based, successful programs:

- Reading Recovery (***Appendix V-187, Reading Recovery Proposed Project Plan***);
- Leveled Libraries (***Appendix V-188, Leveled Libraries Invoice***).

Recommendation 3: Enhance Teacher Evaluation

As part of the District’s effort to ensure quality teaching, the District continued to reinforce and train teachers using the Danielson framework.

- Appendix J & K – engagement and cultural sensitivity (***Appendix V-189, Appendices J and K***).

Recommendation 7: Enhance the District-Wide Leadership Development Program

As part of the District's effort to identify and invest in the leadership development of African American administrators, the District rolled out its Educational Leadership cohort with the University of Arizona and continued the work of the Leadership Prep Academy. *2013-14 Annual Report Appendix 4-26 Prospective Admin Leaders Plan.*³⁶

Recommendation 9: Monitor ALE Placement Actions

Through the work of the ALE department, the District increased the participation of African American students in ALE opportunities (see in general ***Section V - Quality of Education, Advanced Learning Experiences***).

Recommendation 12: Evaluate Support Programs

One area of support that the District committed to evaluating was the role and work of the Learning Supports Coordinators (LSCs). To this end, in the spring of 2015, the District contracted the District Management Council (DMC) to conduct a full evaluation of the role of the LSCs. Based on the findings from the DMC evaluation, the District is committed to make necessary adjustment to improve this program.

Recommendation 14: Monitor Disciplinary Actions

During the 2014-2015 SY, the offices of School Leadership and Student Support Services met regularly to review campus discipline (see in general ***Section VI - Discipline***).

Recommendation 15: Enhance the Parent Engagement Program

During the 2014-2015 SY, the District enhanced parent engagement (see in general ***Section V - Quality of Education - Quarterly Information Events and Section VII - Family and Community Engagement***).

Recommendation 16: Develop and Implement Extended Learning Opportunities

³⁶ Case 4: 74-cv-00090-DCB Document 1687-3 Filed 10/01/14 Page 16 of 140.

In an effort to provide African American students an opportunity to participate in extended learning opportunities, the District provided the following initiatives:

- Summer bridge programs (***Appendix V-190, 6-8 Summer Bridge Programs***).
- African-American summer program (***Appendix V-191, STEM Save the Date Flyer and STEM Summer Application 2015***).
- ALE boot camps (***Appendix V-192, Flyer AP SmmrBootCamp***).

During the first semester of the SY 2014-15, some members of the African American community raised concerns to Assistant Superintendent Steve Holmes regarding the AAAATF Recommendations. Assistant Superintendent Holmes, in response to these concerns, established a mechanism for these community members to participate in providing input and feedback regarding the District's efforts to support African American students. These members of the African American community, along with various district staff members, met monthly to monitor the academic achievement of African American students and to review District strategies currently being implemented to close the achievement gap and to improve educational outcomes of African American students (***Appendix V-193, AAAATF Meeting Dates***).

The African American Student Services (AASS) Department and other departments within the District presented information and data during these meetings. These presentations included information on the following topics, with data presented by race, ethnicity, and other variables primarily focused on African American students:

- Academics, including information on benchmark assessments by grade and gender.
- Student Enrollment, including data review of attendance rates, AIMS scores, Non-ELL retention numbers, discipline incidents, and graduation and dropout rates.
- Exceptional Education, including discussions of overall trends, and trends within specific ExEd categories.
- Discipline, including data on violation incidents by numbers of students, and discipline statistics by school and by consequence.

- Human Resources updated the group on recruiting materials and sought input on strengthening the District's current recruiting plan.
- The Director of Advanced Learning Experiences (ALE) presented information pertaining to African American student enrollment increases in ALEs and steps being taken to increase African American student achievement within these courses through support and intervention. The group reviewed information on AP enrollment and AP Exam success rates, grades in ALE courses, and other information.
- Secondary Leadership and Student Equity reviewed disciplinary procedures, data and strategies that are being implemented to reduce the numbers of African American students being referred to the criminal justice system and methods to reduce time away from instruction for low level offenses. Strategies discussed included: improved processes for discipline data review, action plans, data, and follow-up; principal evaluations; enhanced training and support for school sites; better use of communication between schools and central departments; and stronger mechanisms for transparency and accountability to promote progress.

During the spring the semester, experts, Dr. Bob Peterkin (Former Harvard Professor), Dr. Janice Jackson (Former Harvard Professor), and Dr. Rob Walker (Executive Director, Coalition of Schools Educating Boys of Color (COSEBOC)) also met with the group.

STRENGTH

During 2014-2015, The District demonstrated its dedication to ongoing and collaborative communication with its community. The District listened to and responded to community concerns and ensured that the District adequately supported the Task Force's recommendations in a way that aligned with the USP. Additionally, the District implemented many of the AAAATF recommendations in its effort to support our African American students and families.

COMMITMENT

Heading into the 2015-16 school year, the District will continue to support and monitor the aforementioned efforts, as well as expand its implementation of the AAAATF recommendations. Furthermore, the District is committed to reviewing

and adjusting as necessary the implementation, monitoring and budgetary impact plan.

The USP requires the District to establish a Task Force to develop a comprehensive plan for significantly improving the academic achievement of African American students and to provide for monitoring, reporting and cost estimates for the implementation of the plan. (USP § V(E)(7)(g and h)).

E. Supportive and Inclusive Environments

The USP calls on the District to maintain inclusive school environments by reviewing its placement policies and practices, along with relevant data, to determine whether action is necessary to remedy classroom placements that result in racial or ethnic segregation of students. USP §(V)(F)(1). The USP calls upon the District to take steps to review or amend policies, to pilot and implement strategies to develop students' intercultural proficiency, and to highlight the historic and ongoing contributions of diverse groups. USP § V(F)(2-3). To support these efforts, the USP requires the District to provide its administrators and certificated staff with training on how to create supportive and inclusive learning environments. USP § V(E)(5)(a).

EXPERIENCE

Using a trainer-of-trainers format, during the course of the 2014-15 school year, the Department of Culturally Relevant Pedagogy & Instruction (CRPI) presented seven professional development sessions to select certificated staff and administrators with an emphasis on curriculum, pedagogy and cultural responsiveness, and a focus on learner-based approaches that emphasize students' cultural assets, backgrounds, and individual strengths (***Appendix V-120, Agenda ILA Modules 1-10***). The presentations included training modules that in part addressed effective ways to develop culturally responsive teaching practices student engagement and observation of best practices. These topics were interwoven into the District curriculum roll out in English Language Arts (ELA) and mathematics. The District exposed participants to strategies for building these topics into the general school curriculum and pedagogy. These sessions directly addressed concerns identified in the curriculum audit and in Appendix J and K

(Appendix V-189, Appendices J and K). The sessions took place on designated Thursdays as part of Instructional Leadership Academy meetings and on subsequent Fridays for Curriculum Facilitators and other certificated staff (approximately fifteen per session). Staff from the Professional Development Department, along with math and science specialists, assisted with the small-group, breakout sessions. Attendees were responsible for presenting the information to teachers at their respective sites.

Presentations were dynamic and varied. For example, participants viewed and discussed a TED Talk video on the importance of building positive teacher-student relationships and establishing home-school connections (**Appendix V-120, Agenda ILA Modules 1-10**). They learned how the new TUSD curriculum maps promoted cultural responsiveness. They also read and discussed selected portions of various relevant articles from diverse authors, such as Sherman Alexie on multicultural literature, Zaretta Hammond on the neuroscience of caring, Leonard Pitts on the need for cross-cultural studies, and Kenneth Leithwood and Carolyn Riehl on the concept of social capital. **Id.** Finally, participants practiced using instructional strategies centered on providing options and choices for students, using multicultural materials, teaching content-related eponyms, exploring English-Spanish cognates and student surnames, developing graphic organizers and templates, and setting up text-to-image/image-to-text analyses. **Id.** End-of-course student surveys developed by CRPI will provide insight into how sites are implementing strategies on culturally responsive teaching and cultural proficiency (**Appendices V-194, Student Pre-Survey Survey and V-195, Student Post-Survey**).

STRENGTH

Over one hundred and twenty administrators received training on a variety of different culturally responsive teaching strategies. Feedback received from the session participants was good and demonstrated thoughtful reflection. Student surveys will provide critical data needed to conduct a program evaluation as well as assess student growth. Teacher pre and post surveys (**Appendix V-196, CR Teacher Survey ending 7-30**) is one way the Department gathered ground level input on the transmission of CR specific PD content and its implementation into the site-based PD.

The District provided site administrators with the observation tool used by CRPI (**Appendix V-197, CR Observation Tool**) to highlight observable best practices

in the CRC classroom. Principals used the tool to guide coaching conversations on the identified topics between the observer/administrator and the teacher. The Department established an opportunity for teachers to observe best practices and effective student engagement techniques by identifying a mentor teacher cohort (**Appendix V-125, Mentor CR Teachers**) and encouraging peer-observations amongst teachers. The District established a process to arrange, document and fund these opportunities (**Appendix V-198, Peer Mentoring Procedures**). The District also directed site administration to establish “walk-through” teams to more closely observe classroom teachers, which in turn presented further opportunities for continued mentoring and guidance to teachers.

COMMITMENT

The Professional Development Department has continued to develop and present material to TUSD administrators on culturally responsive teaching over the summer and plans on expanding on these trainings in the upcoming school year. The professional development plan moving forward will include several intensive workshop sessions on evaluation and implementation of culturally responsive teaching and student engagement. The District held one training prior to the start of the 2015-16 school year and the others will be scheduled throughout the year (**Appendix V-199, Culturally Responsive Instruction PP2**). In the upcoming year, CRPI staff members will be available to support site administrators in presenting the various topics related to CRC, and culturally responsive teaching. In addition, each school will have a PBIS team which will focus on building a healthy, positive, safe, and inclusive school culture and climate.

In addition to training specifically devoted to site administrators and central staff, CRPI will conduct a training series for CRC and non-CRC teachers. CRC teachers will undergo an intensive PD training on various aspects of teaching CRC classes. Non-CRC District teachers will have the opportunity to receive training on incorporating CRC resources, culturally responsive teaching and CRC instructional strategies into the traditional classroom. Given that over 120 administrators and certificated staff were required to receive training, the trainer-of-trainers model was the most applicable vehicle for delivering the specified professional development. Eight Saturday PD sessions have been scheduled throughout the 2015-16 school year in every month except December and May. Materials will be

developed for each specific sessions. Non-CRC teacher PDs are also being developed and scheduled.

Pursuant to the 2014-15 Implementation Addendum, the District will implement pilot programs to develop students' intercultural proficiency at select sites in the fall of 2015.

Conclusion

As a review of this section reveals, making meaningful change in the achievement gap and ensuring equity of educational opportunity involves many facets. As noted in the District's 2014 Annual Report, achievement, recruitment and retention gaps for African American and Latino students, including ELL student, have been persistent for decades in all areas of our country. This is particularly true in programs that address high-achieving students and their unique needs.³⁷ The District is committed to providing equal access and the opportunity for academic achievement to African American and Latino students, including English Language Learner (ELL) students. Great strides have been made towards this goal in the 2014 15 school year as the District implemented proven strategies to support students. Even though school funding from the State of Arizona continues to be a challenge, the District is committed to carefully setting priorities to ensure equal access to these programs.

F. USP Reporting

V(G)(1)(a) A report, disaggregated by race, ethnicity and ELL status, of all students enrolled in ALEs, by type of ALE, teacher, grade, number of students in the class or program, and school site;

³⁷ Donna Ford, "Cultural Consideration in the Underrepresentation of Culturally Diverse Elementary Students," *Roemer Rearview*, Vol. 29, Issue 3 (2007); Alexanian Baldwin, "Culturally Diverse Students Who are Gifted," *Exceptionality*, Vol. 10, Issue 2 (2002); Carol Ann Tomlinson, "Supporting Academic Success for Students With High Potential from Ethnic Minority and Economically Disadvantage Backgrounds," *Journal for the Education of the Gifted*, Vol. 37 No. 3 (September 2014).

(Appendix V-200, ALE 40th day by 3 categories) which includes reports, disaggregated by race, ethnicity, and ELL status of all students enrolled in ALEs.

- V(G)(1)(b) The information set forth in Appendices E, F, and G, for the school year of the Annual Report set forth in a manner to permit the parties and the public to compare the data for the school year of the Annual Report with the baseline data in the Appendices and data for each subsequent year of activity under the Order;

(See *Appendix V-201, AAC_Day 40* to review AAC data comparable to USP Appendix "E." See *Appendix V-20, GATE Enrollment By 40th Day* to review GATE data comparable to USP Appendix "F." See *Appendices V-202, UHS_Day40_Enrollment, V-203, UHS_Application Data, and V-204, UHS_Mobility*) which includes UHS data comparable to USP Appendix "G."

- V(G)(1)(c) Copies of all assessments, analyses, and plans developed pursuant to the requirements of this Section;

As there were no changes to copies of the Deseg Action plans for ALE Access and Recruitment Plan, Criteria for Assessing Student Support Programs, University High School Admissions Process Revision, Dropout Prevention, Academic Intervention Processes for Struggling African American and Latino Students, please refer to the Annual Report SY 2013-2014 to review.

(Appendices V- 205, Revised ALE supplement (ALE MK 4.14.15), V-206, Report from IB Coordinator (ALE MK 5.26.15), and V-207, Student Support Review and Assessment 2014-15 SY)

- V(G)(1)(d) Copies of all policies and procedures amended pursuant to the requirements of this Section;

No policies were changed by the TUSD Governing Board concerning ALE programs during the 2014-2015 school year.

V(G)(1)(e) Copies of all job descriptions and explanations of responsibilities for all persons hired or assigned to fulfill the requirements of this Section, identified by name, job title, previous job title (if appropriate), others considered for the position, and credentials;

(Appendix V-208, Explanation of Responsibilities)

V(G)(1)(f) Copies of all recruitment and marketing materials developed pursuant to the requirements of this Section in the District's Major Languages, with a list or table of all location(s) in the District in which such materials are available;

(Appendices V-209, Advanced Academic Courses, V-210, Af American brochure, V-211, ALE recruitment efforts, V-212, IB Coordinator Recruitment Community Events, V-213, List of materials-brochure locations, V-214, MASS brochure, and V-215, MASS brochuresp)

The materials/brochures for this section are available at the following locations:

- All Tucson Unified School District schools
- Family Engagement Centers
- Morrow Education Building
- Student Support Services
- African American Student Services
- Asian Pacific Student Services
- Mexican American Student Services
- Native American Student Services
- Starr Center

V(G)(1)(g) Copies of the new and/or amended admissions and testing criteria, policies, and application form(s) for University High School together with a report of all students who applied to University High School for the school year covered by the Annual Report showing whether or not they were admitted and if they enrolled, disaggregated by race, ethnicity, and ELL status;

(Appendices V-216, Admissions Form 2014-15, V-217, UHS Admissions Policy Update , V-218, UHS Admissions

recommendations 16-17, V-219, UHS admissions testing memo, and V-220, UHS_Application Data Rev 9.14.15)

- V(G)(1)(h) Descriptions of changes made to ALE programs pursuant to the requirements of this Section, by ALE type and school site, if made at the site level, including, but not limited to, copies of any new testing and/or identification instruments and descriptions of where and how those instruments are used and copies of any new or amended policies and training materials on ALE identification, testing, placement, and retention;

(Appendix V-221, Changes made to ALE Programs)

There were no new or amended policies regarding ALE Programs for the 2014-2015 school year.

- V(G)(1)(i) Copies of any new or amended complaint processes for students and/or parents related to ALE access together with a report disaggregated by race, ethnicity, ELL status, grade level, school and program of all students and/or parents who made a complaint and the outcome of the complaint process;

(Appendix V-222, ALE Complaint Process)

- V(G)(1)(j) Lists or tables of any certificated staff who received additional certification(s) pursuant to the requirements of this Section;

(Appendix V-223, Gifted prov-endor)

- V(G)(1)(k) Copies of relevant communications regarding the OELAS extension and the result(s) of such communications;

Copies of relevant communications regarding the OELAS extension for 2014-15 school year were communicated via correspondence from Ignacio Ruiz on May 15, 2015.

The results of the refinement not available until the 2015-16 school year per letter from the Arizona

Department of Education.

(Appendices V-224, OELAS Extension Memo 5.13.15 and V-225, Letter from State of Arizona Department of Education)

V(G)(1)(l) A report listing each dual language program in the District including the school, grade(s) and language in which the program is offered and setting forth the efforts made to encourage new and certificated staff with dual language certifications to teach in such programs and the results of such efforts

(Appendix V-226, Dual Language)

V(G)(1)(m) Copies of flyers, materials, and other information advertising for and distributed at any outreach meetings or events held pursuant to the requirements of this Section;

(Appendices V-227, AASSD Quarterly Agendas 14-15 SY, V-228, Language Acquisition Website, V-229, MASS 1st qtr mtg, V-230, MASS 2nd qtr mtgs, V-231, MASS 3rd qtr mtgs, V-232, MASS 4th qtr mtgs, V-233, Two way Dual Language – English, V-234, Two way Dual Language – Spanish, V-235, Two Way Dual Language PowerPoint, V-236, GATE Recruitment and testing 1, and V-237, Internal Teachers Recruited for Dual Language).

V(G)(1)(n) A report on all amendments and revisions made to the data dashboard system and copies of all policies and procedures implemented to ensure that action is taken when a student is automatically flagged for attention by the system;

As a result of the District's decision to discontinue Watchpoint after the 2013 – 2014 pilot and its movement toward a new Student Information System, no amendments or revisions were made to the data dashboard system or to any policies or procedures. Instead, students were identified or flagged for needed

interventions through the MTSS process and the use of the four-pronged identification system.

- V(G)(1)(o) A disaggregated report on all students retained in grade at the conclusion of the most recent school year;

(Appendix V-238, RetentionThreeYear)

- V(G)(1)(p) Description of the college mentoring program, including the school sites where college mentors have been engaged and the type of support they are providing;

(Appendices V-239, College Mentoring 8-24-15, V-240, AASS College Partnerships and Mentoring Programs 14-15, V-241, MASS Colleges Mentoring Program 14-15 SY, and V-242, EmailsentsoprincipalsOpenAccess to view the summary of college mentoring opportunities)

- V(G)(1)(q) A description of the process for providing academic intervention for struggling African American and Latino students;

(Appendices V-243, Process for interventions, V-244, AP-GATE Teacher Mentor Plan, V-245, Email sent to principals AP prep, V- Flyer AP Summer Boot Camp, and V-247, Memotoprincipalsre AP Tutoring)

- V(G)(1)(r) A description of the academic intervention teams that have been established, what roles they have in improving student academic success and what schools they are in;

(Appendices V-248, Academic Intervention Team (Cholla), V-249, ALE academic intervention, and V-250, ALE after School Tutoring)

- V(G)(1)(s) Copies or descriptions of materials for the quarterly events for families described in this Section, including where the events were held and the number of people in attendance at each event

(Appendices V-251, Description of Quarterly Events, V-252, Flyers5.26.15, and V-253, Parent University)

Agenda Sign-In 10.25.15)

V(G)(1)(t) For all training and professional development required by this Section, information by type of training, location held, number of personnel who attended by position, presenter(s), training outline or presentation, and any documents distributed;

(Appendices V-254, Training PD Admin Cert Staff, V-255, Module 1, V-256, Module 2, V-257, Module 3, V-258, Module 6, V-259 ,Module 8, and V-260, Module 9)

V(G)(1)(u) A report setting forth the number and percentage of students receiving exceptional (special) education services by area of service/disability, school, grade, type of service (self-contained, resource, inclusion, etc.), ELL status, race and ethnicity.

(Appendix V-261, 2015_Day 40_With Redactions)

VI. Discipline

As mentioned in the section above, a consent decree like the USP often addresses other “ancillary factors,” such as student discipline. The original consent decree (the 1978 Stipulation of Settlement) expressly addressed student discipline, i.e., suspension and expulsion. See ECF 1511 at 2. The USP contains specific and substantive provisions regarding student discipline as an ancillary factor that the District must address. See ECF 1713 at pp. 5-6.

As an ancillary factor to the *Green* factors, student discipline addresses two primary questions: whether the school district “targets [plaintiff-class students] for discipline or otherwise treats them differently in discipline matters” (see *Everett v. Pitt Cty. Bd. of Educ.*, 788 F.3d 132, 149 fn. 11 (4th Cir. 2015) (citing *Belk*, 269 F.3d 305, 332)); and whether the school district has complied with the specific provisions of the consent decree related to student discipline. The USP addresses both components of student discipline: identifying and addressing the disparate treatment of students by race; and specifying other obligations related to student discipline. In 2015, a court granted unitary status to a Louisiana school district (West Carroll Parish) based on its compliance with its consent decree which included, in part, provisions to implement a revised disciplinary policy, to provide training to staff, and to monitor discipline data at the school level and the District level. See *United States v. West Carroll Parish Sch. Dist.*, 2015 U.S. Dist. LEXIS 71281 (W.D. La. June 1, 2015). The USP contains student discipline provisions similar to those contained in the *West Carroll Parish* consent decree.

The following reports on the activities of Tucson Unified for the 2014-15 school year including, but are not limited to: efforts to strengthen implementation of comprehensive, school-wide approaches (restorative practices and PBIS); revisions to disciplinary policy (the student handbook, GSRR); training and professional development; data monitoring (and resultant actions, including the replication of successful strategies or corrective action), and the reduction of racial and ethnic disparities in the administration of school discipline.

In the 2014-15 school year, the overall number of students receiving discipline decreased in three of the four categories compared to the 2013-14 school year: in-school discipline decreased by 15% overall; in-school suspensions decreased by 20% overall; long-term suspensions decreased by 13% overall. The

number of short-term suspensions actually increased by 15% overall. However, the USP calls on the District to reduce racial and ethnic disparities in the administration of school discipline. In the 2014-15 school year, Hispanic students were underrepresented in all discipline categories and the actual numbers of Hispanic students receiving long-term suspensions has been reduced significantly, from 227 Hispanic students in SY 2013-14 to 183 students in SY 2014-15 (**Appendix VI-1, Summary of Discipline Data for SY 2014-15**). African American students were overrepresented in all discipline categories, but the District reduced the actual numbers of African American students receiving discipline in the 2014-15 school year in every category except short term suspensions. *Id.*

Monitoring disciplinary data state- and nation-wide is difficult. The US Department of Education requires school districts to submit a variety of data (e.g., enrollment, discipline, participation in ALE's, etc.) by race and ethnicity to the Civil Rights Data Collection (CRDC). Currently, the 2011-12 dataset is the most comprehensive data currently available on US public schools (available at <http://ocrdata.ed.gov/>). Districts use this information to compare their data to similarly-sized districts nationwide. Such comparison for Tucson Unified reveals that its African-American students get suspended at about double the rate of Anglo students (2.3 KPI³⁸), while most other similarly-situated school districts suspended African-American students at much higher rates (from 2.4 KPI to 6.1 KPI) (**Appendix VI-2, 2011-12 National and State Comparisons**). The U.S. Department of Education places an emphasis on reducing the disparity rates and in 2014-15 invited TUSD to the White House to participate in a national forum on this topic. While it still has progress to achieve, Tucson Unified's suspension disparity for African-American students was much lower than other school districts in Arizona whose KPI ranged between 1.1 and 4.6. *Id.*

Student Discipline and the Unitary Status Plan

The USP calls upon the District to create an inclusive and supportive environment in its schools, keep students in classroom settings as often as practicable, and reduce discipline disparities by race/ethnicity. USP §VI(A). To achieve these goals, the USP requires the District to continue and strengthen

³⁸ Here, KPI represents the percentage of African-American students suspended, divided by the percentage of Anglo students suspended.

implementation of two comprehensive, school-wide approaches to classroom management and student behavior: Restorative Practices, and Positive Behavior Intervention and Supports (“PBIS”). USP § VI(B)(1). The District must designate or hire a central office Restorative and Positive Practices Coordinator (“RPPC”) to coordinate this work districtwide, and must assign a Restorative and Positive Practices Site Coordinator (“RPPSC”) a.k.a. Learning Supports Coordinator “LSC” to implement strategies at the site level. USP § VI(C).

The bulk of the District’s student disciplinary policy and practice is embedded within the student handbook, “Guidelines for Student Rights and Responsibilities” (GSRR). The USP calls upon the District to evaluate and revise the GSRR, to implement the revised GSRR, and to align disciplinary actions to the GSRR standards (and to Restorative Practices and PBIS). USP § VI(B)(2). The USP further calls on the District to provide parents with copies of the revised GSRR and to make it available in all major languages at school sites, the central office, Family Centers, and on the District website. USP § VI(D)(1). Finally, the USP calls upon the District to develop and deliver an informational program to assist students and parents in understanding PBIS, Restorative Practices, and the GSRR (informational sessions include student assemblies; parent sessions are held biannually). USP § VI(D)(2).

To support these efforts, the District must use professional development to equip its principals and teachers with the critical tools needed to reduce exclusionary discipline, eliminate disparities in discipline, and provide a quality culture and climate for student learning. USP § VI(E)(1-2).

The USP also calls on the District to communicate to administrators and teachers their roles and responsibilities related to discipline. USP §§ VI(E)(3 and 5). Central leadership (including the district-level RPPC), principals, teachers, and site-level RPPSCs, are responsible for reviewing discipline data by site: quarterly, monthly, bi-weekly, or weekly when necessary. USP §§ VI(C)(2)(e) and VI(F)(2 & 5).

Data monitoring can lead to the replication of successful practices based on positive data, or to corrective action as a reaction to negative data. If a review of the data indicates that a school has been successful at managing student discipline, the USP calls on the District to examine the site’s efforts, and to make recommendations for the potential replication of successful strategies at other sites. USP § VI(F)(3). Based on evaluations of disciplinary data, the USP also calls upon various central-

and site-based personnel to work together to take corrective action, or to develop corrective action plans, under varying contexts. At an individual level, if a principal or teacher is violating disciplinary policy or administering student discipline in a racially or ethnically disproportionate manner, central leadership and the principal must work together to take appropriate corrective action. USP §§ VI(E)(4) and VI(F)(2). Thus, corrective action is aimed at addressing behaviors of individuals at sites that may contribute to disparities in discipline or discrimination, or that may detract from the creation of a supportive and inclusive learning environment.

Where the data show disparate impact on students of a particular race or ethnicity, central and site-based staff work together to identify root causes, to develop corrective action plans, and to work with site-based staff and teachers to implement the plans. USP §§ VI(C)(2)(e) and VI(F)(2). To monitor corrective action plans, the USP calls on site-based staff to meet on a regular basis (at least monthly) with the school-site discipline team (RPPSC, site administrators, selected teachers, and school resource officers) to review data, to discuss any corrective action plans or action items, and to explore ideas for improvement. USP § VI(F)(4). Through the regular monitoring of discipline data, the District will identify and address trends that lead to the disparate administration of discipline at school sites.

A. Restorative Practices and Positive Behavior Intervention and Supports (PBIS)

EXPERIENCE

In July of 2014, the District designated Mr. Eugene Butler (Assistant Superintendent of Student Services) as the Restorative and Positive Practices Coordinator (RPPC). For the 2014-15 school year, the District designated Learning Supports Coordinators (LSCs) as the Restorative and Positive Practices Site Coordinator (RPPSC) for each site. After evaluating roles and responsibilities, the District made an adjustment and designated Mr. Richard Foster (former Senior Director of Professional Development) as the RPPC because he supervised the Learning Supports Coordinators.

At the outset of the 2014-15 school year, Mr. Foster instituted a systematic monitoring system to capture--and make available for evaluation -- the scope, frequency, type, and level of LSC-coordinated interaction with students (and other

activities) to implement Restorative Practices and PBIS strategies at the site-level (**Appendix VI-3, LSC Time Entry Log**). Each site's LSC worked to assist all administrators and certified staff to implement Restorative Practices and PBIS, and to understand fully the student handbook (Guidelines for Student Rights and Responsibilities or "GSRR").

PBIS serves as the foundation for establishing a positive and supportive school culture and climate by setting expectations for the entire school community. The District's RPPC and the Guidance and Counseling Department will continue to train, and to collaborate with, LSCs to ensure consistent evolution of the District's PBIS implementation. In the 2014-15 school year, the District, having spent several years focused on Restorative Practices, refocused on strengthening PBIS at every site. Based on additional training at each site provided by LSCs, every school developed and implemented a PBIS matrix (**Appendix VI-4, PBIS Matrix Samples**). Many schools developed systems to recognize positive behavior through monthly and/or quarterly assemblies, and through daily recognition via announcements. LSCs assisted the sites with the implementation, facilitation, and monitoring of the PBIS and Restorative process through monthly MTSS meetings (**Appendix VI-5, LSC Activity Chart**).

B. The Guidelines for Student Rights and Responsibilities

To ensure that students and parents understood their rights and responsibilities, The District provided trainings for both students and parents in addition to distributing handbooks (**Appendices VI-6, Student Info Presentation** and **VI-7, Parent Info Presentation**). The District endeavored to present both informational sessions every semester (although the USP only requires that the parent presentation be made both semesters). Sessions were held during the school day for students and at evening events for the parents (**Appendix VI-8, Parent-Student Info GSRR Dates**). Of 84 schools, 90 percent (75 schools) documented at least one student assembly as required by the USP; others may have held assemblies but failed to document the event (and, many schools held more than one student assembly). *Id.* Seventy-eight of 84 schools documented at least one parent session; the majority of schools held parent sessions each semester. *Id.*

As discussed in last year's Annual Report (see 2013-14 Annual Report p. 151-15³⁹), the District consulted with experts and undertook the required evaluation and review in 2013. As a matter of practice, the District convenes a committee each year to review (and potentially revise) the GSRR. Compared to the overhaul revision of the 2013-14 GSRR, the committee's recommended 2014-15 revisions were relatively modest. The Governing Board adopted the revised GSRR in June 2014. After being translated, the District posted the 2014-15 GSRR to the District's website in July 2014 and distributed to sites, family centers, and the District's central offices.

Once the Governing Board adopted the GSRR, the Mendoza Plaintiffs made various objections and requested a Report and Recommendation from the Special Master (**Appendix VI-9, Collaborative Communications July-Oct 2014**). The District worked for several months to resolve differences and to address objections, including through telephone calls, in-person meetings, emails between counsel, and even direct communications with Superintendent Sanchez and the Plaintiffs. *Id.* As a result of this collaboration, which included an in-depth discussion of outstanding issues at the October 1-2, 2014 "USP Summit," the District further revised the 2014-15 GSRR and the Governing Board adopted it on October 14, 2014 (**Appendices VI-10, Board Action Item 21 10.14.14**; and **VI-11, GSRR 10.14.14**).

Thereafter, the District continued to work with the Special Master and Plaintiffs on a few issues that the Mendoza Plaintiffs felt were left unresolved by the Board vote (**Appendix VI-12, Collaborative Communications Oct 14 - Nov 2014**). On November 24, the Mendoza Plaintiffs withdrew their request for a Special Master Report and Recommendation. *Id.*

As in years prior, the evaluation and revision of the 2015-16 GSRR involved many stakeholders: staff/administrators, students, parents and community members. The diversity of the committee allowed for dynamic conversations from varying perspectives. The GSRR committee met from February to April 2015 (**Appendix VI-13, Committee Agendas**). On a parallel track, the District circulated draft revisions to principals, teachers, the Superintendent's Student Advisory Council, and the Governing Board to get additional suggestions, comments, and feedback (**Appendix VI-14, Governing Board Presentation 6.23.15**). In addition, the District solicited comments and feedback from the Special Master and Plaintiffs

³⁹ Case: 4:74-cv-00090 DCB Document 1686 Filed 10/01/14 pp 161-163.

for over three months (*Appendix VI-15, Collaborative Communications 4.15 - 7.30.15*). On July 14, 2015, the Governing Board approved the final version of the 2015-16 GSRR (*Appendix VI-16, Board Action 7.15.14*). The District translated the 2015-16 GSRR into Spanish, Arabic, Somali, and Vietnamese (Swahili and Kirundi translations are still pending as of August 15, 2015). The District posted the GSRR on its website and distributed copies to sites, family centers, and central offices.

C. Professional Development

District leadership used professional development for site administrators to infuse Restorative Practices and PBIS strategies to develop a supportive school culture and climate. This administrator training clearly established the District's expectation for each school. The District targeted principals and assistant principals at administrator meetings and during Instructional Leadership Academies (ILAs) for specific training in student discipline, equity, and school climate. In July 2014, prior to the start of school, all administrators received training on the GSRR, law-enforcement contact, and the MTSS during the "Administrator Three-Day Conference" (*Appendix VI-17, Admin PD July 2014*).

Throughout the school year, all administrators received training on the GSRR at various Instructional Leadership Academy (ILA) meetings on the following dates: October 2, 2014 (GSRR Violation Flow Chart – Dr. Adrian Vega; MTSS – Richard Foster, Mary Quinnan, Michael Konrad); November 6, 2014 (Quarterly Discipline Data Review – Eugene Butler); December 11, 2014 (Discipline Actions and Interventions, Eugene Butler, Charlotte Brown); January 8, 2015 (Discipline Data and Corrective Action, Ana Gallegos and Dr. Abel Morado); and April 23, 2015 (GSRR Implementation, Julie Tolleson and Samuel Brown) (*Appendix VI-18, ILA Agendas and Materials*).

At the end of the year, from June 1-5, 2015, all administrators attended a weeklong professional development conference specifically geared towards the USP, the GSRR, improving school culture and climate, and monitoring discipline data (*Appendix VI-19, June Discipline Training Agenda*). Deputy Superintendent Adrian Vega led the training and designed the sessions to refocus principals and assistant principals on needed work in the area of school climate and student discipline. Training sessions included: overarching goals for discipline and school culture; USP overview (focused on discipline and school culture); District-wide and

school-wide discipline data monitoring; a refresher on roles and responsibilities under the USP and the GSRR; building school culture and climate; student referral and suspension processes; corrective action plans; teacher and principal evaluations; PBIS; and culturally responsive practices (among other related topics) (**Appendix VI-20, Admin PD June 1-5.2015**).

At the beginning of the school year, administrators and LSCs led site-level trainings for teachers covering Restorative Practices, PBIS, the GSRR, and school culture and climate (**Appendix VI-21, Back to School Staff Training Samples**). These trainings covered specific issues ranging from site-level handbooks to the District-level handbook (GSRR), PBIS matrices and strategies, behavioral expectations, student engagement, and MTSS and other interventions (including Restorative Practices). **Id.** Throughout the school year, site administrators provided additional teacher training during “Early Release Wednesdays” focusing on a variety of topics, including strategies to create and maintain positive and inclusive school culture and climate (**Appendix VI-22, Wednesday PD Schedule 2014-15**).

To ensure proper training for LSCs in PBIS and Restorative Practices, the Curriculum and Instruction department worked through Karen Ward (Guidance and Counseling) and Tsuru Bailey-Jones (Director of Asian Pacific American and Refugee Student Services). Karen Ward provided the PBIS training in three phases: “Getting Started,” “Implementation,” and “Using Data Effectively.” All newly-hired LSCs attended phase-1 on September 15, 2014. Newly-hired LSCs and LSCs in need of a refresher attended phase-2 on October 14, 2014, and/or phase-3 on November 12, 2014 (**Appendix VI-23, PBIS Training Materials**). To strengthen the implementation of Restorative Practices, Tsuru Bailey-Jones provided Restorative Practices training to all newly hired LSCs, and those needing a refresher, on January 26, 2015 (**Appendix VI-24, RP Training Materials**). Many LSCs had already received extensive Restorative Practices training and had been implementing Restorative Practices for several years. Ms. Bailey-Jones provided additional training to LSCs and other staff on February 23, 2015, which focused specifically on the appropriate implementation of restorative circles. **Id.**

In addition to specific training on PBIS or Restorative Practices, LSCs received additional, ongoing training throughout the school year to strengthen implementation of site-level strategies through the District’s systematic roll-out of the Multi-Tiered System of Supports (MTSS). PBIS and Restorative practices were

embedded into MTSS as a key “Tier 1” site-wide program to develop a supporting and inclusive school climate. Behavioral supports and improvements to school climate, through the MTSS, remained a focus at all LSC professional development sessions (**Appendix VI-25, MTSS Training Materials**). LSCs also received training on youth mental health issues from Ms. Bailey-Jones (in conjunction with several community-based, nonprofit organizations). LSCs who participated received a manual titled “Youth Mental Health First Aid USA for Adults Assisting Young People” (**Appendix VI-26, Youth Mental Health Training Materials**). LSCs learned strategies for providing initial help to young people experiencing mental health challenges such as depression, anxiety disorders, psychosis, eating disorders, and substance abuse disorders; issues which often manifest in academic or behavior issues at school.

As the RPPSC for his or her site, the LSC has front line responsibility to train teachers on how best to use PBIS and Restorative Practices in classrooms. Through a “train-the-trainer” model, they shared strategies and practices they learned through group presentation or study with teachers and site administrators. They also provided training through one-on-one mentorship directly with teachers. In conducting one-on-one mentorship, LSCs utilized the “gradual release model” to train teachers. LSC’s began by modeling the appropriate implementation of PBIS and Restorative Practices strategies, then transitioned to co-facilitating the implementation of various strategies to guide teachers toward using the skills and strategies independently. The LSC transitioned into a more passive role of observing and providing feedback once the teacher is comfortable and displays sufficient proficiency levels.

Administrators had access to online GSRR Training between November 2014 and March 2015. The District offered the training on TUSD’s True North Portal (aka “True North Logic,” or “TNL”), and designed the training to help administrators navigate and understand the GSRR, discipline-related Governing Board policies, and disciplinary limitations for Exceptional Education and 504 students. The training focused on ensuring that all disciplinary decisions were aligned with the GSRR and relevant policies, and included various interactive components (**Appendix VI-27, Online GSRR Training**). Throughout the presentation, participants heard audio narration that supplemented the visual information. Also, the training contained active links that participants could click on to view language in various documents, including the GSRR and various policies and regulations.

One particular professional development obligation under the USP is the communication of roles and responsibilities to principals and teachers. USP § VI(E)(3). The District did so both at the beginning and end of the school year. During the Administrators' three-day conference in July 2014 (before the start of school), all principals and assistant principals were trained on their roles and responsibilities in providing positive behavior approaches inside and outside the classroom. Administrators trained staff at their school sites on the roles and responsibilities of teachers in creating and supporting inclusive classroom environments and campuses. (**Appendices VI-21, Back to School Staff Training Samples, and VI-28, Back to School Faculty Meeting 08-06-14 - Sahuaro**). The July 2014 trainings focused on the following objectives: reading and understanding the GSRR; due process for students, and procedures related to behavior and discipline for Exceptional Education/504 students; and ensuring that disciplinary decisions are aligned with the GSRR.

The beginning-of-the-year trainings included reviews on the following topics, including opportunities for administrators to practice with different scenarios, to interact, and to ask clarification questions: GSRR (why it is needed and when it applies); student and parent rights and responsibilities; Governing Board policies and general information (including PBIS, Restorative Practices, the use of Abeyance Contracts as positive alternatives to suspension, and other important information); knowing appropriate disciplinary actions (including law enforcement contact, due process, special procedures, GSRR action levels and consequences, and out of school and long-term suspensions); and students with disabilities (**Appendix VI-17, Admin PD July 2014**).

On October 2, 2014, Administrators received additional training during ILA regarding their roles and responsibilities related to: student assemblies and parent information nights on Restorative Practices, PBIS, the GSRR, and school climate; discipline action process and flow chart; key points; and discipline data monitoring (**Appendix VI-18, ILA Agendas and Materials**). A key focus of the training was to reiterate the role of school leaders in keeping students in the classroom as often as practicable and to highlight specific rules that limit "Exclusionary Consequences" for Level 3 violations. These rules clarify that these consequences should only be used when two conditions exist: 1) "Ongoing or escalating" misbehavior, and 2) interventions have been attempted, documented, and have failed. In addition, the training explained the definitions of "Ongoing" misbehavior and "Escalating"

misbehavior. *Id.* At the end of the year, from June 1-5, 2015, all administrators attended a weeklong professional development conference specifically geared towards communicating to administrators their roles and responsibilities (and those of teachers) related to the USP, the GSRR, improving school culture and climate, and monitoring discipline data (*Appendix VI-19, June Discipline Training Agenda*).

D. Discipline Data Monitoring

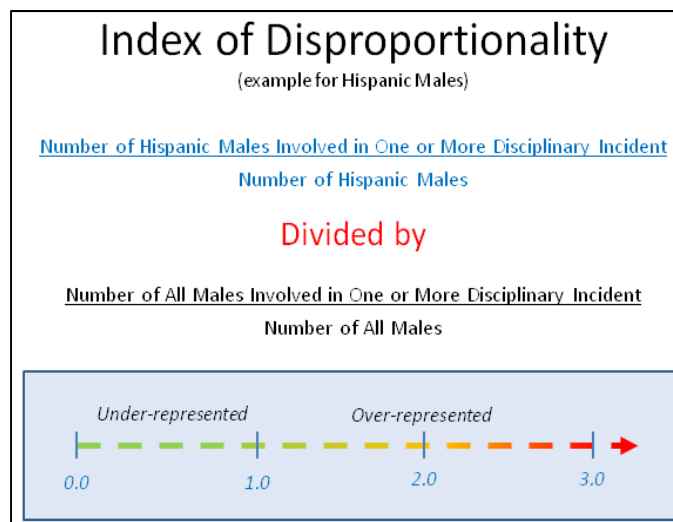
The Student Equity Compliance Liaison provided weekly discipline logs to the academic leadership teams and student services/equity teams (*Appendix VI-29, Discipline Log Sample – redacted*). Those reports were formatted as multiple spreadsheets showing – by site, by student, and by violation – all short term suspensions, all long term suspensions, and all “missed interventions” (i.e., matters in which suspension was imposed where interventions were not sufficiently documented.⁴⁰ At the end of each month, the compliance liaison aggregated the information from the weekly logs into a report reflecting the data for the entire month. A cross-section of relevant departments – including Student Services and Elementary and Secondary Leadership – reviewed and evaluated weekly and monthly logs to ensure compliance with the GSRR.

The USP calls on the District to hire or designate an academic and behavioral supports coordinator (ABSC) who is responsible for, among other things, quarterly review of district-wide discipline data, disaggregated by race/ethnicity, gender, and site. During the 2014–15 school year, the District designated the four equity directors (AASSD, APASSD, MASSD, NASSD) as the ABSCs, and directed them to monitor district discipline of African American and Latino students on a quarterly basis (*Appendix VI-30, 2014-2015 Quarterly Review Schedule*). Throughout the course of the school year, the ABSCs collaborated and met with the student equity Compliance Liaison and the Data Integration Specialist to review student discipline. The purpose of each meeting was to collect, review, and analyze discipline data from each school at least once per quarter. The data analysis included a review of

⁴⁰ The USP and the GSRR prohibit exclusionary discipline where misconduct is not ongoing and escalating and where the site has not first attempted lower-level interventions. Sites at which these potentially improper suspensions occurred all received directive memos designed to align their practices with the GSRR.

exclusionary discipline consequence disaggregated by school, ethnicity and gender. Based on the quarterly analysis, the academic and behavioral supports coordinators made recommendations.

At the end of each quarter, the District's central office discipline data review team met to review district discipline data. To help with the analysis, the Data Integration Specialist developed an Index of Disproportionality to review student discipline (see reference image). Such a review included comparing each school (and ethnic groups within it) to overall district discipline averages at that grade level (Elementary, K-8, MS, HS).



Discipline data was reported on the data dashboard on a site-by-site level in a format called the KPI (for Key Performance Indicator). The KPI examined schools that were underrepresented and overrepresented for exclusionary discipline consequence. The creation of reporting heat maps (utilized for analysis in identifying outliers and trends) identified schools as underrepresented, somewhat overrepresented, or clearly overrepresented based on the colors green, yellow, and red. The team used the Index, the heat maps, and the underlying data to develop recommendations for elementary and secondary leadership for possible replication of successful strategies, corrective actions, or corrective action plans. The heat maps reflected above-average exclusionary discipline at a number of sites including:

Elementary Schools:	Bonillas, Howell, Cragin, Hudlow, Maldonado, Ochoa, Robinson, Wright
K-8 Schools:	Safford, Hollinger
Middle Schools:	Doolen, Secrist
High Schools:	Catalina, Santa Rita

(Appendix VI-31, 2014-15 USP KPI (all quarters)).

Academic leadership took the analysis and recommendations to meet with schools and then implemented the replication of best practices, corrective actions, or corrective action plans as appropriate (***Appendix VI-32, Exemplar Communications from Directors to Sites***).

In the spring of 2015, the District consulted with the Department of Justice (DOJ), including in-person meetings to refine its methods for collecting, reviewing, and analyzing disciplinary data. As a result of DOJ input, the District modified its approach to data collection, and its analytic method, to strengthen the review of disciplinary data review and its impact on identifying and addressing discipline disparities. Specifically, DOJ staff recommended that the District not only compared site data to District-wide averages but also that each school's discipline data be reviewed for internal disparities. That way, schools with low overall discipline rates would not "fly under the radar" if there were disparities internal to the school itself that might not be readily apparent when compared to District-wide averages. To facilitate this kind of review, the District developed another layer to its data dashboard called the "risk ratio." Risk ratio reports compare the discipline rates for African American and Latino students against the rate for white students within the school. A "risk ratio" analysis provides a different picture of where the problems may lie regarding disparities in discipline. This analysis revealed the following higher risk schools:

Elementary Schools:	Steele
K-8 Schools:	None
Middle Schools:	Mansfeld, Utterback
High Schools:	Santa Rita

(Appendix VI-31, 2014-15 USP KPI (all quarters)).

Both views (KPI and Risk Ratio) provide an important snapshot into school climate and disparate discipline practices. The KPI, for example, can identify a site that has an overall excess of exclusionary discipline, even if such discipline is administered with an even hand across all racial and ethnic groups. Because the district aspires to reduce exclusionary discipline across the board, the KPI is important to target schools for more intensive assistance with PBIS and Restorative Practices. The Risk Ratio enables the District to identify schools where discipline is being administered unevenly, even in a low-discipline climate.⁴¹

After conducting their quarterly data reviews, the ABSCs shared this information with the Elementary and Secondary Directors (Academic Directors) **(Appendix VI-33, 4th Quarter Review Power Point)**. If the data collected and reviewed revealed trends or “hot spots,” or suggested that any administrator at the school site was imposing discipline in a racially or ethnically disproportionate manner or otherwise contrary to District policy, then the Academic Directors communicated this information to the individual sites **(Appendix VI-32 Exemplar Communications from Directors to Sites)**. Academic leadership took the analysis and recommendations to meet with schools and then implemented the replication of best practices, corrective actions, or corrective action plans as appropriate. *Id.*

In addition to central office monitoring, each site must conduct regular reviews of its own discipline data. USP § VI(C)(2). Each school site had a team of faculty and staff, including site administrators and Learning Supports Coordinators “LSCs” (a.k.a. Restorative and Positive Practices Site Coordinators “RPPSCs”), who make up the school’s Multi-Tiered System of Supports (MTSS) team. Academic Directors worked with site-based MTSS teams to develop and implement school improvement strategies based on central- or site-based reviews of disciplinary data. To ensure a comprehensive and consistent approach, site personnel developed Corrective Action Plans as part of the each site’s regular MTSS meeting, and embedded the data review and plans for remedial action into the MTSS agenda

⁴¹ One important note of caution in “Risk Ratio” review: Because it relies exclusively on within-school statistical disparities, there are circumstances in which small numbers can make it an unreliable indicator of possible discriminatory practices. For example, if a site has four Native American students and suspends one, Native Americans will show a plainly disparate suspension rate of 25%. Accordingly, the flagging system must be used in connection with a full analysis of a school’s makeup.

template. MTSS teams conducted detailed analysis of discipline data including: individual violations by race/ethnicity, time of day, location on campus, and consequence; aggregated percentages by race/ethnicity, grade, violation-type, and days in detention or suspension (in-school or out-of-school); violation by grade level and action by grade level; violation by location, by time of day, and by teacher; and detailed descriptions of a student's unique situations (e.g., family life, frequent mobility, socioeconomic issues) for students with multiple violations (e.g., used to try to discern the root causes of the behavior or to provide outside assistance through social workers or otherwise where appropriate) (**Appendix VI-34, Unnamed School Discipline Data Review Material**).

MTSS teams reviewed site level discipline data each month to develop strategies to improve school climate (**Appendices VI-35, Elementary and K-8 CAPs 2014-15; VI-36, Middle School CAPs 2014-15; and VI-37, High School CAPs 2014-15**). At the end of the school year, several sites reviewed data over previous quarters or semesters to develop plans for the first quarter of the upcoming school year 2015-16 (**Appendix VI-38, Elementary and K-8 CAPs 2015-16**).

Site plans included various activities such as targeted assistance for individual teachers (e.g., retraining in a specific focus area); adjustments to Restorative Practices or PBIS implementation; or focusing resources on problem areas (e.g., more staff presence at lunch or after-school) (**Appendices VI-34-36, Elementary through High School CAPs 2014-15**). Generally, sites began implementing corrective action plans no later than four and a half weeks after the start of the subsequent quarter. To monitor the implementation of these plans, Academic Directors reviewed MTSS meeting agendas to ensure that sites in corrective action were implementing those plans.

Toward the end of the year, District leadership reflected on the process for site level discipline data review and decided to improve the processes for the 2015-16 school year. First, the sites were directed to separate out the student-focused MTSS meetings from the USP-mandated monthly discipline data analysis. Second, all site administrators attended a mandatory weeklong training in June which included sessions on discipline data review and corrective action plans. The training outlined the expectations for the MTSS meeting, discipline data review meetings, and the development of CAPs in the 2015-16 school year (**Appendix VI-19, June Discipline Training Agenda**). Finally, the Elementary and Secondary Academic Leadership departments collaborated to develop a standard template for

schools to use in SY 2015-16 (*Appendix VI-39, CAP Template*). Use of a standard template will support the newly-designed process which utilizes two separate meetings for MTSS teams and discipline review teams.

E. Corrective Action Plans

Principals are expected to take appropriate corrective measures when individual teachers violated disciplinary policy or practice, discriminated against students in the administration of discipline, or administered discipline in a racially or ethnically disproportionate manner. Key disciplinary policies for teachers and principals include: GBEA (Staff Ethics); GBEB (Staff Conduct with Students); GBEB (Staff Conduct); GBEBB (Staff Conduct with Students); AC (Non-Discrimination); ADF (Intercultural Proficiency); JB (Equal Education Opportunities and Anti-Harassment); and JIH (Student Interviews, Searches and Arrests) (*Appendix VI-40, Key Disciplinary Policies*). After a principal received a complaint, observed questionable practices (i.e., through classroom walkthroughs, data reviews), or was otherwise made aware of a potential issue, the principal generally conducted further investigation to have a full understanding of the situation before taking corrective action.

Depending on the circumstance, corrective action could be informal (a verbal discussion with the teacher, written direction, or additional support (training or mentoring), or formal (placement on a Teacher Support Plan, or written reprimand). For example, in November 2014, a principal identified a teacher as a “Struggling Teacher” in several areas including “Student Engagement, Classroom Management, [and] disproportionate discipline referrals” (*Appendix VI-41, Informal Corrective Action Exemplar*). The teacher was placed on a plan for additional support between November 2014 and March 2015, which included instructions on inputting referrals, monitoring of discipline data, directed reading on classroom management, visits to other classrooms with similar populations, and additional classroom observations. *Id.* At the end of the support plan, the principal determined the teacher needed further professional development and placed the teacher on a plan for improvement.

The District also documented several discipline related formal corrective actions: three letters of direction, ten reprimands, and one suspension for teachers engaged in behavior that violated disciplinary policy or practice, discriminated

against students in the administration of discipline, or constituted the administration of discipline in a racially or ethnically disproportionate manner (*Appendix VI-42, Chart of Formal Corrective Actions and Exemplar*).

As another example, in August 2014, a principal was made aware of a teacher who was speaking to students in an unprofessional and offensive manner through a parent complaint and through personal observations. After discussing the matter with the teacher, the principal determined that the teacher had violated several policies, including Policy GBEB (Staff Conduct with Students). *Id.* The teacher received a written reprimand for this behavior, reiterating the principal's expectation, as stated in previous professional development to all staff, that "all students are to be treated with respect and that we would always remain professional" (see *VI-32 Exemplar Communications from Directors to Sites*).

Ensuring that teachers treat students with respect and communicate with students in a professional manner was a critical aspect of creating and maintaining a supportive learning environment. District leadership continually shared this expectation with principals and teachers throughout the school year through direct communications, newsletters, training, and where appropriate, teacher support efforts to work with teachers to improve.

F. Identifying and Replicating Best Practices

Under the USP, the District is encouraged to recognize those sites who seem to have developed strong PBIS systems and practices and share that knowledge with other schools. USP § VI(F)(3). Starting with the review of first quarter disciplinary data, Assistant Superintendent Butler and Student Services Directors identified schools that were successful at managing student discipline based on the quarterly discipline data. Student Services staff discussed various approaches being implemented at those sites and made recommendations to elementary and secondary school leadership for successful strategies that struggling sites could potentially replicate. In developing corrective actions with sites, the directors from elementary and secondary school leadership worked one on one with principals to incorporate the replication of best practices into corrective action plans.

At the end of the school year, the District initiated steps to strengthen the practice and impact of replicating best practices related primarily to PBIS practices

and identifying strategies for improving school culture and climate. At the District's June 2015 training, principals from various schools shared their successful strategies with other principals. These sessions included presentations from Mansfeld Middle School's principal Richard Sanchez on successful PBIS strategies, and McCorkle K-8 school's Principal Sandra Thiffault on the Growth Mind Set. The initial training in June 2015 served as the foundation for more in-depth training on replicating best practices in the 2015-16 school year (*Appendix VI-20, Admin PD June 1-5.2015*).

STRENGTH

In developing the 2015-16 GSRR, the District successfully engaged internal and external stakeholders (including students, teachers, parents, principals, central staff members, central leadership, and Governing Board members) to ensure proper consideration of a wide variety of voices and perspectives. For the first time in three years, the GSRR revision did not result in a protracted dispute resolution period with the Plaintiffs and Special Master. The District hopes that its efforts to develop a high level of buy-in from multiple sources will translate into stronger implementation and accountability, and better outcomes for students.

While the District historically communicated USP roles and responsibilities to sites primarily through emails and newsletters, in 2014-15 it made a concerted effort to disseminate such critical information in a more active, direct manner to principals and teachers through specific in-person professional development sessions. The District encouraged site administrators to monitor their own compliance regarding their roles and responsibilities and to prepare their staff presentations to more accurately and consistently support the expectations of the GSRR. Site administrators, in turn, continued to communicate to teachers their roles and responsibilities in creating a positive classroom environment.

One of the greatest strengths of the District's enhanced discipline data review process was that it obligated administrators and MTSS teams to become more proficient analyzing school and student data for trends and patterns. To better understand the data, teams had to dig through the site-level data to understand the particular causes of certain trends in order to develop corrective actions. District staff sorted data by student, ethnicity, number of incidents, and types of interventions. At times, when staff identified "hot spots," they conducted a deeper analysis into the data for various sites to determine the root causes of identified

disparities. In other cases, sites needed to develop corrective action plans to address disparities where the root causes were not as evident.

Finally, the District aggressively reached out in an effort to improve its track record on student discipline. The Superintendent invited a team from the Department of Justice to engage in a frank discussion of the District's discipline data, exclusionary discipline practices, and student handbook. These discussions were just the beginning of an aggressive period of critical self-analysis and planning that resulted in 1) revisions to the GSRR, including planned strategies to reduce exclusionary discipline; and 2) a restructured approach to discipline data review (i.e., development of the Risk Ratio). The District also invited Dr. Joseph Payton, a member of the Special Master's Implementation Committee, to consult regarding the development of an expanded alternative to suspension program.

In the 2014-15 school year, 4.66 percent of the District's students were subjected to exclusionary discipline. The majority of those were high school students (***Appendices VI-43, Elementary School Exclusionary Discipline SY 2014-15, VI-44, K-8 Exclusionary Discipline SY 2014-15, VI-45, Middle School Exclusionary Discipline SY 2014-15, and VI-46, High School Exclusionary Discipline SY 2014-15 (exclusionary discipline for Elementary, K-8, Middle School, High Schools)***). This number is too high. The time out of an academic setting hurts academic achievement and dramatically increases the dropout risk for a student. The District is determined to do better, and as described below is unveiling a program designed to dramatically reduce suspensions.

COMMITMENT

The revised GSRR will be distributed to all students and parents. The District improved its monitoring and reporting systems so that in the 2015-16 school year it will ensure that all schools host, and document, student assemblies, and parent informational sessions. To ensure dissemination, the District has incorporated a tear-out acknowledgement page. Teachers will instruct students to take the GSRR home, have their parent or guardian sign that they have read and received it, and return the acknowledgement to school.

Consistent with best practices advice from the United States Department of Education and the Department of Justice, the District is embarking on a top-to-bottom overhaul of its GSRR. That process will including consultation with national

experts, public input, and collaboration with the parties in this matter. The goal of the revision is to make the GSRR more user-friendly to students, parents, and administrators, and to highlight areas and violations that lead to disparate impacts in disciplinary actions. The District leadership is currently reviewing exemplar handbooks from within Arizona (Mesa USD, Phoenix Union, and Nogales), from other states (New York, Mississippi, Florida, Massachusetts, and California), and the Model Code of Conduct (Dignity in Schools Campaign). A Request for Proposal process is underway to identify an appropriate consultant to assist in this process.

In SY 2015-16, central and site leadership will continually monitor discipline data using the data dashboard, including both the views that identify overuse of exclusionary discipline (KPI) and intra-school racial/ethnic disparities (Risk Ratio). Each site will have a formal PBIS team that will direct the proactive use of PBIS and strengthen an inclusive school culture and climate.

The District has dedicated several 2015-16 ILA training dates to issues related to “Culture & Climate”. Principals received PBIS training through the ILA on August 27, 2015. The District is consulting with Dr. Janice Jackson (National Equity Project; former Executive Director of the Stanford Center for Opportunity Policy in Education) who agreed to work with administrators on “culture and climate” in the spring of 2016. LSCs will participate in targeted professional development trainings throughout SY 2015-16 to increase their skills and create a positive impact at their respective sites.

The District is rolling out two major alternatives-to-suspension initiatives designed to eliminate the overwhelming majority of suspensions and expulsions. First, students who formerly would have been subject to a short-term suspension for violations of the GSRR (or simply “warehoused” in an in-school suspension setting) will remain in the classroom in a program called “In School Intervention” (ISI). An ISI classroom will be established at most high schools, middle schools, and large K-8 schools. There, students will continue their core curriculum with a highly qualified teacher and will also participate in restorative circles, receive a social-emotional curriculum, and be targeted for interventions and supports as needed under an MTSS analysis. Students who formerly were subject to long-term suspensions (or even expulsion) will remain in the classroom in a District Alternative Education Program (DAEP). Two different locations will be equipped to continue students in a classroom setting, accompanied by social-emotional learning, and appropriate interventions and supports. A general overview of both programs

was developed during the budget development process and is provided herewith at **Appendices VI-47, 8-25-15-BAI3-ISI InSchool Intervention PowerPoint (ISI) and VI-48, 8-25-15-BAI3-DAEP-PowerPoint (DAEP)**. Careful data monitoring will ensure that these programs 1) are not used for students who would not otherwise be suspended; and 2) are not used in a disparate manner.

In the upcoming school year, each site will have a PBIS team responsible for reviewing discipline data each month, separate from the MTSS team, which will be reviewing academic, behavior, and other intervention data each month. Each PBIS team will use a prescribed form in reviewing disciplinary data to ensure consistency across schools and to ensure that the team looks specifically at racial/ethnic disparities. The team must also document its analysis and list any steps taken to address identified disparities.

All site teams will have access to a newly-designed “discipline data cube” which will allow them to review discipline data from varying perspectives. In addition to the overall KPI and Risk Ratio views, site teams can review the site data by ethnic/racial group, by offense category, or by type of disciplinary consequence. After reviewing the data, the team must upload a review form into a database where it will be subject to review by central leadership (**Appendix VI-49, Discipline Data Review Form MTSS**). The District will utilize the newly-developed corrective action template for consistency and to ensure a standard level of quality for all corrective action plans. The new template requires teams to identify patterns or hotspots; to describe data results that would be indicative of success; and to include specific action steps to be taken (including dates, persons responsible, and expected outcomes) (**Appendix VI-39 CAP Template for 2015-16**).

As the District has improved its processes for disciplinary data review, corrective action, and the implementation of the GSRR, PBIS, and Restorative Practices, it will improve its processes for identifying successful practices at sites and work to replicate those practices at other sites. In June 2015, the District held professional development sessions specifically geared toward identifying successful disciplinary strategies and shared them with principals at all sites. In the 2015-16 school year, the District will continue these conversations with principals and monitor results to ensure that schools are replicating successful approaches.

G. USP Reporting

VI(G)(1)(a) Copies of the analysis contemplated above in (VI)(F)(2), and any subsequent similar analyses. The information provided shall include the number of appeals to the Governing Board or to a hearing officer from long term suspensions or expulsions, by school, and the outcome of those appeals. This information shall be disaggregated by race, ethnicity and gender;

(Appendices VI-50, Quarterly Data Analyses and VI-51, Suspension Appeals)

VI(G)(1)(b) Data substantially in the form of Appendix I for the school year of the Annual Report together with comparable data for every year after the 2011-2012 school year

(Appendix VI-1, Summary of Discipline Data for SY 2014-15)

VI(G)(1)(c) Copies of any discipline-related corrective action plans undertaken in connection with this Order;

(Appendices VI-52, Corrective Action Plan Summary, VI-53 Corrective Action Plan template with directions, and VI-54 MTSS School Team Meeting form)

VI(G)(1)(d) Copies of all behavior and discipline documents, forms, handbooks, the GSRR, and other related materials required by this Section, in the District's Major Languages;

(Appendices VI-55, GSRR Translations 14-15 and VI-40, Key Disciplinary Policies)

VI(G)(1)(e) Copies of any Governing Board policies amended pursuant to the requirements of this Order;

Note: There were no amendments to any Governing Board policies for the 2014-15 SY.

VI(G)(1)(f) Copies of any site-level analyses conducted by the

RPPSCs; (*Appendix VI-5, LSC Activity Chart; VI-49, Discipline Data Review Form MTSS*).

VI(G)(1)(g) Details of each training on behavior or discipline held over the preceding year, including the date(s), length, general description of content, attendees, provider(s)/instructor(s), agenda, and any handouts

(*Appendices VI-56, Training on Behavior or Discipline, VI-57, Training Agendas 14-15 SY, and VI-58, Training Summary Table and Materials*)

VII. Family and Community Engagement

Family engagement is unique in that it is not a *Green* factor, but is not traditionally considered an “ancillary factor” similar to quality of education or student discipline. Family Engagement is a broad area that supports activities undertaken to comply with the original *Green* factors and other ancillary factors. In developing the USP, the parties recognized that socioeconomic factors and family background are widely recognized as key factors that influence a student’s academic performance. Family engagement is a critical component to many of the efforts described in the USP, including but not limited to: student outreach and recruitment to promote integration (student assignment); student engagement through ALE recruitment, dropout prevention and retention strategies, targeted intervention activities, and the development of supportive and inclusive environments (quality of education); efforts to address behavior issues (discipline); and efforts to ensure that the District provides relevant information to all families through the use of translation and interpretation services.

To achieve the family engagement goals of the USP, the District hired a Family Engagement Director, responsible for the development and implementation of the Family and Community Engagement (FACE) Plan. The District’s efforts to enhance, improve, and implement various family engagement strategies, as outlined in the FACE Plan, are described below.

Family and community engagement centers are a foundational part of the District’s outreach and support to its families. This focus on families and connecting them to education is strongly supported in the research literature. According to the recent NEA policy brief (2008, p.1), “[p]arent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs.” This same brief notes that school drop-out rates decrease and higher education aspirations increase with strong collaboration among schools, families and the community. These findings hold true across all grade levels and all ethnic groups and races.
http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf.

The Unitary Status Plan recognizes that “[f]amily and community engagement is a critical component of student success.” USP § VII(A). To that end, Section VII of the USP directs the District to increase its family outreach with a cohesive strategy including a plan to expand its Family Centers.

A. Personnel, Family, and Community Engagement Centers

EXPERIENCE

Family and community engagement activities permeate the work of the District at all levels: individual schools, Title I, the School Community Partnership (SCPC), governing board advisory committees, and quarterly parent events. This section of the Annual Report concentrates on the activities set forth in Section VII of the USP.

The 2013-14 Annual Report reviewed the District’s efforts to gather data and design a comprehensive plan that addressed the USP requirements to create plans for expanding the existing Family Centers, track data on family engagement, increase those family engagement resources and collaborate with colleges and universities. In the 2014-15 school year, the District expanded activities, and finalized the Family and Community Engagement Plan on September 26, 2014 (*Appendix VII-1, Family and Community Engagement Plan*).

Family Engagement Coordinator Noreen Wiedenfeld retired in the summer of 2014 and was replaced in the interim by Dr. Dani Tari. The District hired Alma Iniguez on January 15, 2015, as the Director of Family and Community Outreach for her extensive experience working with families and the community (*Appendix VII-2, Iniguez Resume*). Prior to this position she was a Title I Project Facilitator at a Parent Center in Las Vegas, Nevada. Ms. Iniguez was born in Arizona and expressed passion about supporting families. Located at the Duffy Family Resource Center, her position fills the USP-mandated role of Family Engagement Coordinator.

Shortly before Ms. Iniguez’s hiring, District leadership selected two locations for new Family Resource Centers: the closed site at Wakefield Middle School in the District’s southwest quadrant, and Palo Verde High Magnet School in its southeast quadrant (*Appendix VII-3, SLT Agenda*). After site approval, the District allocated budgets for both Wakefield and Palo Verde Family Resource Centers and work

began to transform these spaces into Family Resource Centers (**Appendices VII-4, FEC Budget Wakefield** and **VII-5, FEC Budget Palo Verde**).

Staff developed and proposed floor plans for each of the centers. Room allocations for each included a reception area, computer lab, space for a clothing bank, a Title I child care room, a classroom for workshops, and designated office space for the student services personnel. Wakefield also became the location for administrative offices for Mexican American Student Services and the staff for African American Student Services moved to Palo Verde High School (**Appendices VII-6, Wakefield Floor Plan** and **VII-7, Palo Verde Floor Plan**).

The Wakefield Family Resource Center was the first of the Family Resource Centers to open. The Wakefield Family Resource Center hosted an Open House on April 29, 2015 to introduce the facility to the community (**Appendix VII-8, Wakefield Program Agenda**). The District sent invitations via email to all District administrators, Governing Board members and community partners, including Northern Arizona University, Expect More Arizona, Pima Community College, Pima County Library, LULAC, and many more (**Appendix VII-9, Launch Invitation**). Additionally, the District promoted the Open House in the Superintendent's newsletter, and on the District website. Staff made phone calls to parents of students in surrounding schools (Ochoa Magnet and Mission View Elementary Schools, Pueblo Gardens and Hollinger K-8 Schools, and Pueblo High Magnet and Cholla High Schools), inviting them to attend and explore the facility. Flyers were also sent home with students. Thirty-three parents, twenty-nine staff members, and ten community members attended this event.

The District allocated buildings B and C of the Wakefield campus for the Wakefield Family Resource Center. Building B includes the reception area where families sign in for tracking purposes as well as the clothing bank, two classrooms, and office space for employees. Building C houses the computer lab with fifteen desktop computers, the Title I child care room with a play pen, play area, and toddler tables and chairs. There are also two additional classrooms in Building C with office space for Mexican American Student Services.

A school community liaison at the reception desk welcomed all visitors, directed them as needed, answered the phone, and provided visitors with resources regarding the District. Families utilized the computer lab or attended weekly

classes reserved in community organizations and District departments. Title I child care was available for parents who attended workshops and events at the center.

At the Wakefield Family Resource Center, District families utilized readily available information. To ensure effective communication with families, the Family Resource Center staff used the District interpretation and translation services. Materials provided at the center, in all major languages, included information about enrollment, Advanced Learning Experiences, discipline policies and procedures (including the revised GSRR), student support services, dropout prevention, African American and Latino Services, and educational options for ELL children (**Appendix VII-10, Annual List of Available Materials**).

In addition to materials available for parents, the District scheduled and administered programs presented by District departments as well as collaborating partner agencies. Information collected by Mexican American Student Services staff in a needs assessment survey (fall of 2014) guided the programmatic agenda to meet the needs of the students and families (**Appendix VII-11, Survey Results** and **Appendix VII-12 Schedule of Events**). Work on the Palo Verde Family Resource Center progressed through the spring of 2015 and the opening at that location took place after the end of the 2014-15 school year.

In her first six months, Ms. Iniguez managed expansion of the Family Resource Centers and began planning for the expansion. She developed an organizational chart for the department, met regularly with a steering committee, and created a mission statement and logo for the Family Resource Centers (**Appendices VII-13 Staffing Plan, VII-14, Organizational Chart, VII-15, Vision and Mission Statement, and Appendix VII-16, Logo**).

The Family and Community Outreach Department tracked family engagement manually with sign in sheets. During the 2014-15 school year, the District served over 2,400 families at the Duffy Resource Center and Clothing Bank. In its first operating month, the Wakefield Resource Center served 285 adults and 115 children. Other departments such as African American Student Services and Mexican American Student Services conducted surveys after each event. These are reported in Section V of this Annual Report relating to “Quarterly Events.”

Professional Development Regarding Supportive and Inclusive Environments

Upon request, the Student Equity department, through the Director of Asian Pacific American Student Services and the Director of Native American Student Services, provided Supportive and Inclusive Learning Environments (SAIL) training to a central department and an elementary school site in SY 2014-15. The SAIL training provided by Student Equity focused on understanding student characteristics and needs, working with bias, and partnering with families. A SAIL training for the Department of School Safety was held on April 7-8, 2015 for all school safety officers and administrative staff. The SAIL training at Lawrence Elementary School was conducted on April 22, 2015 and May 13, 2015 to certified staff (***Appendix VII-17, SAIL Training Power Point***).

In June 2015, Student Equity provided Culture and Climate training for all administrators. This training was a continuation of the initial SAIL training that was provided to administrators the previous year. The objectives of the Culture and Climate training was to gain an awareness of effective strategies for creating culturally inclusive classrooms and schools, and to gain an understanding of the challenges school leaders and teachers experience in creating inclusive environments. In addition, characteristics of culturally responsive teaching were embedded into the presentation (***Appendix VII-18, Culture and Climate Training Presentation***). The presentation was uploaded to SharePoint to allow all principals the opportunity to use this presentation for staff during the 2015-16 school year.

During the 2014-15 school year, taking the SAIL training one step further, the Department of Culturally Relevant Pedagogy & Instruction (CRPI), presented seven professional development sessions on culturally responsive teaching to select certificated staff and administrators (***Appendix V-120, supra.***) The presentations included training modules that in part addressed effective ways to develop culturally responsive teaching practices student engagement, observation of best practices and developing school-home connections. These topics were interwoven into the District curriculum roll out in English Language Arts and Mathematics. Participants were exposed to how these topics could be built in to the general school curriculum and pedagogy. These sessions directly addressed concerns identified in the curriculum audit and in its Appendices J and K. The sessions took place on designated Thursdays as part of Instructional Leadership Academy meetings for all

certificated administrators and on subsequent Fridays for Curriculum Facilitators and other certificated staff (approximately 15 per session).

Staff from the Professional Development Department, along with math and science specialists, assisted with the small-group, breakout sessions. Attendees were responsible for presenting the information to teachers at their respective sites using the modules referenced above. A different module was presented during each designated session.

Presentations were dynamic and varied. For example, participants viewed and discussed a talk video on the importance of building positive teacher-student relationships and establishing home-school connections (*Appendix V-120, supra.*) They learned how the new TUSD curriculum maps promoted cultural responsiveness. They also read and discussed selected portions of various relevant articles from diverse authors, such as Sherman Alexie on multicultural literature, Zaretta Hammond on the neuroscience of caring, Leonard Pitts on the need for cross-cultural studies, and Kenneth Leithwood and Carolyn Riehl on the concept of social capital. *Id.* Finally, participants practiced using instructional strategies centered on providing options and choices for students, using multicultural materials, teaching content-related eponyms, exploring English-Spanish cognates and student surnames, developing graphic organizers and templates, and setting up text-to-image/image-to-text analyses. *Id.* End-of-course student surveys developed by CRPI provided insight into how sites are implementing strategies on culturally responsive teaching and cultural proficiency (*Appendix VII-19, Student Surveys Pre Post Course Assessment*).

Community Partnerships

As reported in the Strategic Plan Year End Report, the Equity Departments along with Community Services and School Community Outreach have established and maintained community Partnerships to ensure student educational and well being needs are being met. A total of 88 different entities partnered with the District in 2014-2015 (*Appendix VII-20, Community Partners*).

A direct result of the District's community engagement is the African American Parent Conference held in the 2015-2016 school year. However, the seeds for this program began in 2014-2015 with a collaboration between

community members and the District. On May 21, 2015, community members Daisy Jenkins and Styne Hill, approached Deputy Superintendent Adrian Vega requesting support to fund an African American Parent conference that would bring national renowned speakers to Tucson to speak to African American parents, grandparents and community members regarding student achievement. The District warmly accepted this proposal and made the necessary arrangements for the event held at the Doubletree Hotel in August. On June 23, 2015, a “save the date” notice was sent to all African American families in the District (**Appendix VII-21, Parent Conference Save the Date Notice**). Additional information regarding this event will be reported in the 2015-16 Annual Report.

STRENGTH

Families visited and attended workshops after the initial Open House for the Wakefield Family Resource Center on April 29, 2015. The offered workshops included: Pima County Health Department-Healthier Living, In touch with Technology (computer class), Make Way for Books-Raising a Reader, and several trainings provided by District departments. During June and July, the Wakefield Family Resource Center served breakfast and lunch through the Summer Meal Program.

As the fiscal year came to a close, the Family and Community Engagement Steering Committee members worked diligently in preparation for the opening of the Palo Verde Family Resource Center (**Appendix VII-22, Steering Committee Members**). Tasks included:

- Working with a project manager to ensure the facility was ready for occupancy;
- Contacting Technology Services as needed;
- Securing furniture from the closed Reynolds Elementary School for classrooms to supplement what was ordered for each FRC (**Appendix VII-23, FEC Resource List**);
- Setting up the Computer lab;
- Establishing the Title I child care room;
- Working with the Facilities Department to confirm bathrooms were functional; and
- Working with the District’s Communications Department to announce events to families.

The District gathered community partners, identified resources, and developed a calendar for community outreach (**Appendix VII-24, Calendar of Community Outreach**). In an effort to communicate services and a vision to staff families and the larger community, the Family Resource Center posted a calendar of workshops and classes on the District's website (**Appendix VII-25 Flyers, Newsletter, and Screen Shot of Website**), which went live on July 15, 2015. The District made plans to expand the Family Centers with two more centers scheduled to open during SY 2015-16 and continued to increase community outreach through its community partners and expanding resources. The Family Resource Centers website also provided monthly calendars, locations, services, and additional information for parents and linked its website to the Family and Community Outreach page: <http://www.tusd1.org/contents/depart/familycenters/index.asp>

Over 120 administrators received training on a variety of different culturally responsive teaching strategies and strategies to establish school-home connections. The session participants provided feedback that was positive and demonstrated thoughtful reflection. Student surveys will provide critical data needed to conduct a program evaluation as well as assess student growth. Teacher pre- and post-surveys (**Appendix VII-26, CR Teacher Survey**) were one way the Department gathered ground-level input on the transmission of culturally-responsive specific professional development content and its implementation into the site-based training.

COMMITMENT

For the 2015-16 school year, the District will expand the number of Family Resource Centers. The next centers to open will be the Southwest Family Resource Center and the Catalina Family Resource Center. Similar to the already established centers, the new centers will have a computer lab for families to use during classes, as well as an open computer lab. Each lab will have fifteen available computers for families to complete and submit open enrollment/magnet applications online. The Director of Family and Community Outreach also plans to create written guidelines for the Family Resource Centers in order to ensure consistency of services.

The District is committed to continually improving the Family Resource Center website by expanding the information available and creating an easily navigated website. The District will also continue to develop ways to increase family engagement (including the use of Parent Link), and measure the effectiveness

of the family engagement activities as well as continue to develop and maintain community partnerships to support our students.

The District commits to improving the process used to gather parent feedback regarding family events to allow for more comprehensive analysis and adjustments to the events planned.

B. Translation and Interpretation Services

The District demonstrated its commitment to family engagement by providing access to interpretation and translation services to those with a Primary Home Language Other Than English (“PHLOTE”). Language accessibility was required by the USP VII(D), and the District’s expansive meaningful access work was guided by an agreement with the United States Department of Education’s Office of Civil Rights (OCR).

EXPERIENCE

The primary goal of the District’s Meaningful Access Program was to provide notice to all Limited English Proficient (LEP) students and families of their right to English language interpretation/translation services. All District schools posted an enlarged version of the *Notice to LEPs Rights to Interpretation/Translation Services*. (**Appendix VII-27, Notice to LEPs**).

The program actively identified LEP persons from the PHLOTE (Primary Home Language Other than English) enrollment list after the 40th day through TUSD Mojave Student Management System. A ‘Major Language’ is defined when 100+ students, who share the same foreign language, are enrolled in the District. In order of frequency, the major languages in TUSD for the 2014-15 school year, by the 40th day, were: Spanish, Arabic, Somali, Vietnamese, Kirundi, Nepali and Swahili. The total PHLOTE enrollment count by the 40th day was 14,697 students. The breakdown was:

- Spanish = 12,471 students
- Arabic = 301 students
- Somali = 248 students
- Vietnamese = 191 students

- Kirundi = 132 students
- Nepali = 129 students
- Swahili = 110 students

Chinese was not considered a 'Major Language' in SY 2014-15 due to a decline in enrollment for these language speakers (*Appendix VII-28, PHLOTE List10-15-2014*).

STRENGTH

In the 2014-15 school year, the District purchased thirty specialized headsets. Using these headsets, the District provided interpretation services in a group setting where native speakers listened to the translation without interruption. The equipment managed up to six channels with six different languages simultaneously. The addition of the ParentLink facilitates communication with parents either by phone or email messages in English and Spanish. Meaningful Access was actively involved in the written and recorded messages in Spanish for ParentLink (*Appendix VII-29, Year End Translation and Interpretation Report*).

The District translated the Guidelines for Students Rights and Responsibilities (GSRR) into the major languages. The GSRR explained the consequences associated with negative student actions and the ensuing legal ramifications in detail. TUSD Community Services distributed the GSRR in hard copy in English and Spanish and in an on-line format in other major languages on the District website.

A key initiative was to provide written translations of critical forms and documents. During the third quarter of the 2014-15 school year, our translators worked on the registration materials for the upcoming school year. The District translated a comprehensive package into several of our major languages for the first time. The District provided these packets (in various languages), along with other forms, at TUSD Community Services, Family Centers, and online. Finally, the District provided translation services for Governing Board meetings including interpreters for the "Call to The Audience" portion of the meeting.

Meaningful Access identified LEPs through a report (named Language Preference List) where LEP families and relatives specified the need for interpretation/translation services in their own language. The District identified 4,993 Limited English Proficient (LEP) District families on May 15, 2015. The

schools with the highest volume of LEP families (200+) were Pueblo High Magnet School, Tucson High Magnet School, Cholla High Magnet School, Rincon High Magnet School and Catalina High Magnet School (**Appendix VII-30, Language Preference List Rpt. 2014-15**).

The District's Meaningful Access Program provided translation and interpretation services during the 180 school days of the 2014-15 school year in individual and group settings for a total of 3,796 service events averaging 21 events per day throughout the school year. The language breakdown for all events was: Spanish 50%, Arabic 11%, Somali 10%, Vietnamese 7%, Kirundi 4%, Nepali 8%, and Swahili 3%. All other events required translation/interpretation in other languages.

Included in the total events were 1,587 individual events such as discipline hearings or Exceptional Education student meetings, averaging, eight events per day. The language breakdown was: Spanish 55%, Arabic 9%, Somali 7%, Vietnamese 2%, Kirundi 6%, Nepali 3% and Swahili 3%. All other events required translation/interpretation in other languages.

Also included in the total events were 171 group events such as Quarterly Information Events or Governing Board meetings. These group events averaged one event per day. The language breakdown was: Spanish 74%, Arabic 5%, Somali 1%, Vietnamese 0.6%, Kirundi 0%, Nepali 1%, and Swahili 1.75%. All other events required translation/interpretation in other languages.

The Meaningful Access services, through the Language Acquisition Department, provided translation services in addition to the interpretation services. In the 2014-2015 school year, the District provided 2,038 translations of written documents approximately eleven per day. The language breakdown was: Spanish 43%, Arabic 12%, Somali 12%, Vietnamese 12%, Kirundi 3%, Nepali 12%, and Swahili 3%. All other documents required translation in other languages. (**Appendix VII-31, TOTAL EVENTS 2014-2015**). In addition, the District provided American Sign Language (ASL) interpretation services for the Hearing Impaired. The total number of ASL Events was 69, and 26 of those were group events.

For students who speak less common languages, the District contracted with an authorized vendor to provide interpretation services by phone. The District used this option for medical emergencies or when the program lacked an interpreter in a particular language. Vendors were contracted for 27 events. Parent outreach and

workshops disseminated information to the community about how to obtain family support (**Appendix VII-32, Parent Assistance and Agencies Flyer**).

Training site staff on the parameters of interpretation protocol was a primary goal during the 2014-15 school year. The District provided two types of trainings:

1. Newly hired TUSD employees: Human Resources staff presented training at each orientation class for employees who were in full contact with ELL students or LEPs throughout our district (**Appendix VII-33, ILA Meaningful Access Presentation**).
2. Bilingual staff (Spanish/English) at schools that can provide only basic interpretation services to our LEPs: These services included basic communication, Parent/Teacher Conferences, and phone calls. These staff members were not authorized to provide interpretation services where legal terminology is involved such as Suspension/Expulsion Hearings, Medical Emergencies, Group Meetings, or Exceptional Education Meetings. This training was essential for our bilingual staff working at the schools to support families. Each school administrator was asked to identify bilingual Spanish staff. Once this group was identified, the District created and developed an Online Training available through True North Logic, a web portal for Professional Development created by the district (**Appendix VII-34, Meaningful Access Process Document**).

The District provided training for administrators that reviewed the services available, specifically interpretation services to our vast community of LEPs, and distributed a supplemental handout to provide full access in case our services became unavailable (**Appendix VII-35, Meaningful Access Services Handout 2014-2015**).

The District produced and distributed a TUSD School Catalog translated in the Major Languages and printed in full-color in both English and Spanish. The catalog was developed in collaboration with key District staff including the District's team of translators to provide information about each school, its history, and the programs offered. All of the Major Languages catalogs are available online, at individual schools, and Family Centers.

The District created a Guideline for Translations to identify and prioritize requests for translations and distributed it to principals and administrators during Winter Professional Development trainings (*Appendix VII-36, Translation Services Memo*).

COMMITMENT

Increase pool of ASL interpreters: A goal for the 2015-16 school year is to create a pool of licensed ASL interpreters (contractors) outside TUSD so the District will not need to rely so heavily on our limited staff resources.

Improve data collection: A goal for the 2015-16 school year is to efficiently record all events for all provided services and to implement a streamlined method of how to request, assign and confirm interpretations and translations services. This procedure will be flexible to capture a range of situations involving interpretations and translation services.

Increase part-time translators: The District had three translation positions for Spanish language during the 2014-15 school year; however, the District eliminated one full contract translation position (FTE) because of declining Spanish language translations requests. The plan for the 2015-16 school year is to create four part-time translator positions for the rest of our major languages (of which one would be Spanish).

Develop plan for services to Refugee students: The Language Acquisition department collaborated with the Student Success Specialists to provide interpretation and translation services for this population. The Meaningful Access staff is developing a plan for SY 2015-16 to guide its efforts to better avoid duplication of services between departments and maximize efficiency.

Train Interpreters at each site: Each site administrator will designate and identify a certified staff member with this responsibility. Site specific coverage would avoid the provision of interpretation and translation services provided by non-certified staff members.

Improved communication via ParentLink: The plan is to provide an improved procedure to communicate effectively to LEPs using ParentLink and to provide messages in English and Spanish. The same messages by phone or by e-mail would be available for the rest of the major languages in our district.

Develop a Translation Plan for each summer and fall: The District plans to create a timeline for each department and advise all stakeholders on the availability of translators to work on important documents.

C. USP Reporting

VII(E)(1)(a) Copies of all job descriptions and explanations of responsibilities for all persons hired or assigned to fulfill the requirements of this Section, identified by name, job title, previous job title (if appropriate), others considered for the position, and credentials.

(Appendix VII-37, Explanation of Duties)

VII(E)(1)(b) Copies of all assessments, analyses, and plans developed pursuant to the requirements of this Section.

(Appendix VII-38, Assessments Analyses and Plans)

VII(E)(1)(c) Copies of all policies and procedures amended pursuant to the requirements of this Section.

(Appendix VII-39, Regulation IHAM_R District Wellness)

VII(E)(1)(d) Analyses of the scope and effectiveness of services provided by the Family Center(s).

(Appendix VII-40, Analyses Scope of Effectiveness)

VIII. Extracurricular Activities

The extracurricular activity **Green** factor focuses on whether a school district provides equal access for all students.⁴² To achieve unitary status, a school district must show that it has made its activities available to all students, and that it has done everything practicable to encourage minority students to participate. **Hoots v. Pennsylvania**, 118 F. Supp. 2d 577, 591 (W.D. Pa. 2000). A school district is not required to show that all students within the district participate equally, “[t]he Constitution does not require racial balance of every extracurricular activity to match the racial balance of the school system.” **Id.** Neither is a school district required “to compel or deny student deny student participation in non-compulsory extracurricular activities merely to effect a racial balance.” **Coalition to Save Our Children v. State Bd. of Educ.**, 90 F.3d 752, 768 (3rd Cir. 1996). However, courts often examine a district’s efforts to encourage minority participation and to eliminate barriers to minority participation (such as lack of access to transportation or prohibitive costs/fees). See **Everett v. Pitt Cnty. Bd. of Educ.**, 788 F.3d 132, 14-49 (4th Cir. 2015); and see **Little Rock Sch. Dist. v. Pulaski County Special Sch. Dist.**, 237 F. Supp. 2d 988, 1058-61 (E.D. Ark. 2002).

The USP requires the District to offer a range of extracurricular activities (which might include after school tutoring), in an equitable manner, supported by transportation. USP VIII(A). The USP also requires the District to monitor and report on student participation in extracurricular activities. **Id.** The following reports on these activities for the 2014-15 school year.

A growing body of evidence shows that participation in extracurricular activities at the elementary and high school levels benefits students, including bringing students of all races and cultures together in positive settings. These inclusive activities offer motivation for academic success and offer training for future leaders as productive members of the community. To that end, the USP directs the District ensure equitable opportunities for all students to participate in extracurricular activities regardless of race, ethnicity, or English Language Learner (ELL) status. USP § VIII (A).

⁴² See **Belk v. Charlotte-Mecklenburg Sch.**, 269 F.3d 305, 397 (4th Cir. 2001)(“...the scope of our inquiry concerning extracurricular activities is limited. We need only determine whether the school system permits its students equal access to extracurricular activities, without regard to race.”)

The USP requires the District to ensure that extracurricular activities for its African American, Latino and English ELL students include sports, activities which develop leadership skills, and programs corresponding to a variety of curricular interests. *Id.* Accordingly, the District was first called upon to evaluate its schools and confirm that students at each location have sufficient opportunities to participate in athletic activities, to develop leadership skills, and to pursue extracurricular interests. Much of that analysis reflected in the District's Extracurricular Activities Access Plan. *2013-14 Annual Report, Appendix VIII-1*⁴³. During the 2014-15 school year, the District focused on continuing to providing opportunities for interracial contact in positive settings of shared interest, conducting parent and student surveys, tutoring students, and training coaches, sponsors, and students in creating a culture and climate on athletic teams aligned to the mandates of the USP.

A. Participation

EXPERIENCE

Participation in extracurricular activities for students in K-8, middle and high schools increased for both African American and Latino students, including ELL students, in the 2014-15 school year. These activities included athletics, fine arts, and clubs. African American student participation increased from 9.1 percent to 9.4 percent and Hispanic student participation grew from 52.4 percent to 53.3 percent. Data also shows participation growth for African American and Latino ELL students. From 2013-14 to 2014-15 the total ELL participation numbers for these students grew from 159 to 209 students (Table 8.1 and 8.2: Extracurricular Participation by Race and Ethnicity 2014-15 and 2013-14).

⁴³ Case: 4:74-cv-00090 DCB Document 1690-8 Filed 10/01/14 p. 1 of 65.

Table 8.1: Extracurricular Participation by Race and Ethnicity 2014-2015⁴⁴

TUSD Academic Year 2014-15: Student Participation in Athletics (excluding try-outs), Fine Arts, or Clubs, by Race/Ethnicity, ELL Status, and Activity Category									
	African American				Hispanic				Total
	ELL		Not ELL		ELL		Not ELL		
Category	N	%	N	%	N	%	N	%	N
HS Clubs	0	0.0%	8	5.2%	0	0.0%	77	49.7%	85
HS Fine Arts	0	0.0%	61	5.2%	3	0.3%	508	43.1%	572
HS Athletics	15	0.3%	455	10.6%	50	1.2%	2373	55.3%	2893
K-8 Clubs	4	0.3%	103	7.8%	52	3.9%	616	46.6%	775
K-8 Athletics	15	0.7%	225	10.5%	70	3.3%	1263	59.1%	1573
Total	34	0.4%	852	9.4%	175	1.9%	4837	53.3%	5898

⁴⁴ In viewing the data in Tables 1 and 2, it is important to note that a student may be counted more than once in the total for participating in more than one category of activity. A comparison of Tables 1 and 2 below shows: growth in overall participation, and an increased percentage of students K-8 (middle and K-8 schools) and high schools for the two targeted populations.

Table 8.2: Extracurricular Participation by Race and Ethnicity 2013-2014

TUSD Academic Year 2013-14: Student Participation in Athletics (excluding try-outs), Fine Arts, or Clubs, by Race/Ethnicity, ELL Status, and Activity Category*									
	African American				Hispanic				Total
	ELL		Not ELL		ELL		Not ELL		
Category	N	%	N	%	N	%	N	%	N
HS Clubs	0	0.0%	13	7.0%	0	0.0%	80	43.0%	93
HS Fine Arts	0	0.0%	59	4.6%	2	0.2%	539	41.7%	600
HS Athletics	26	0.6%	457	10.4%	52	1.2%	2322	53.0%	2857
K-8 Clubs	2	0.4%	31	5.9%	19	3.6%	265	50.2%	317
K-8 Athletics	7	0.4%	200	10.3%	51	2.6%	1154	59.7%	1412
Total**	35	0.4%	760	9.1%	124	1.5%	4360	52.4%	5279

Student athletic and club participation in K-8 schools increased significantly in the 2014-15 school year when compared to 2013-14, as shown in Tables 8.1 and 8.2. This increase resulted from improved reporting from the schools at this level and an increased effort as schools encouraged students to become more involved in extracurricular activities.

Athletic teams fielded at the K-8 level include softball, cross country, track, and basketball. There was overall growth in the participation of K-8 students in athletics by 161 students. African American participation increased by 25 students and Hispanic students increased by 477. ELL participation for these two groups increased by 50 students.

All K-8 and middle schools have a similar offering of athletics including basketball, volleyball, track and field, and soccer. Each of the 23 schools, with sixth to eighth graders, participated in athletics (***Appendix VIII-1, Individual High School and Middle School Athletic Participation***). Each sport culminated their seasons with a city championship, which added to the excitement of being a part of these programs. For African American and Hispanic student participation, the data showed significant participation for the two target populations. Basketball and

Track and Field showed the greatest participation numbers for African American students at Robins, Utterback and Secrist. Hispanic students joined volleyball in strong numbers, especially at Hollinger, Rose, McCorkle and Mansfield. ELL students participated mainly in soccer with the majority playing at Dietz, Dodge, Mansfield, Fickett and McCorkle. These examples indicate the strong participation of middle school participation throughout the district (***Appendix VIII-1, Individual High School and Middle School Athletic Participation***).

For Clubs, the K-8 participation numbers also increased significantly in the 2014-15 school year with a growth of 458 students. African American students made up 7.8 percent of the participants and Hispanic students 46.6 percent. Of the 775 students participating in Clubs at the K-8 levels, 4.2 percent were ELL students (Table 8.1 and 8.2: Extracurricular Participation by Race and Ethnicity 2014-15 and 2013-14).

In high school athletics African American and Latino student participation increased. African American student participation grew by .2 percent and Latino participation increased 2.3 percent (Tables 8.1 and 8.2). ELL athletic participation showed a slight overall decrease in numbers and percentages. For African American students, fine arts showed an overall increase from 4.6 percentage points in 2013-14 to 5.2 percentage points in 2014-2015 and increased from 41.7 percent to 43.1 percent for Hispanic students. However, in high school clubs, African American student participation dropped from 7.0 percentage points in 2013-2014 to 5.2 percentages in 2014-15. This was a significant drop, and the District will address this in 2015-16.

Individual high school athletics showed a fairly consistent or increased percentage of students participating from 2013-14 to 2014-15 in regards to race and ethnicity and evidenced a percentage consistent with the general student population at each school (Tables 8.3 and 8.4) and (***Appendix VIII-2, Enrollment by Ethnicity***). For example, Catalina High School showed a participation percentage of 14.8 percent for African American students, and Catalina's general population of African American is 12.9 percent. Hispanic students at Catalina participated at a rate of 45.5 percent and the general population of Hispanic students on the Catalina campus is 47.3 percent. Palo Verde's African American students participated in athletics at a rate of 19.9 percent whereas the general population of African American students is 13.4 percent. Palo Verde's Hispanic participation numbers of 53.3 percent exceeds its general population enrollment of 50.2 percent.

Table 8.3: Athletic Participation by Race and Ethnicity 2014-2015

TUSD Academic Year 2014-15 High School Athletic Participation, Excluding Try-outs, by School, Race/Ethnicity and ELL Status ‡									
	African American				Hispanic				Total
	ELL		Not ELL		ELL		Not ELL		
School	N	%	N	%	N	%	N	%	
Catalina Magnet	11	2.5%	65	14.8%	10	2.3%	200	45.5%	286
Cholla Magnet	4	0.6%	67	10.3%	7	1.1%	498	76.9%	576
Palo Verde Magnet	1	0.2%	88	19.9%	3	0.7%	236	53.3%	328
Pueblo Magnet	0	0.0%	13	2.4%	23	4.3%	456	85.2%	492
Rincon	3	1.1%	59	21.9%	4	1.5%	141	52.4%	207
Sabino	0	0.0%	44	7.2%	0	0.0%	23	29.8%	67
Sahuaro	1	0.1%	114	13.6%	3	0.4%	321	38.3%	439
Santa Rita	3	0.8%	67	18.8%	6	1.7%	134	37.5%	210
Tucson Magnet	0	0.0%	84	8.5%	4	0.4%	722	73.2%	810
University	0	0.0%	18	4.1%	0	0.0%	151	34.7%	169
									3584
‡Students are counted for each instance in participation in one activity, so a student can be counted more than once in a school.									

Table 8.4: Athletic Participation by Race and Ethnicity 2013-14

TUSD Academic Year 2013-14 High School Athletic Participation, Excluding Try-outs, by School, Race/Ethnicity and ELL Status ‡									
	African American				Hispanic				Total
	ELL		Not ELL		ELL		Not ELL		
School	N	%	N	%	N	%	N	%	
Catalina Magnet	11	3%	65	15%	10	2%	200	45%	290
Cholla Magnet	*	1%	67	10%	*	1%	498	77%	560-570
Palo Verde Magnet	*	0%	88	20%	*	1%	236	53%	320-330
Pueblo Magnet	0	0%	13	2%	23	4%	456	85%	490-500
Rincon	*	1%	59	22%	*	1%	141	52%	200-210
Sabino	0	0%	44	7%	0	0%	183	30%	220-230
Sahuaro	*	0%	114	14%	*	0%	321	38%	430-440
Santa Rita	*	1%	67	19%	*	2%	134	38%	200-210
Tucson Magnet	0	0%	84	9%	*	0%	722	73%	800-810
University	0	0%	18	4%	0	0%	151	35%	160-170
									3705
‡ Students are counted for each instance in participation in one activity, so a student can be counted more than once in a school.									

B. Student / Parent Survey

In 2014-15 the Interscholastic Department reached out to students and parents through multiple surveys to gain a perspective on participation in sports, clubs and tutoring (*Appendix VIII-3, ECA Student Response*). The District accomplished this through sending emails, posting on the interscholastic website,

and contacting a select group of schools to participate. On December 5, 2014, Interscholastics sent an email to more than 200 parents of Hispanic and African American descent, providing them with a link to the two surveys - one for students and one for parents to determine their interest level in extracurricular activities (*Appendix VIII-4, ES MS Survey Participants*).

The survey contained five questions for students and five questions for parents (*Appendix VIII-5, Survey Monkey Students*).

1. What extracurricular activities would you like to see at your school?
2. What current activity would you like to see improved at your school and how would you improve this activity?
3. What keeps you from participating in extracurricular activities at your school?
4. What kind of tutoring services would you like to see at your school?
5. How important are extracurricular activities to you?

In the small sampling of the responses from the students, the survey showed exactly what the data in Tables 1-4 demonstrated; extracurricular activities are an integral part of the students' academic life. The chart below (Table 8.5) shows student responses to one of the survey questions.

Table 8.5: How important are extracurricular activities to you?

Answers/Choices	Number of Responses	Percentages
Not At All	1	6.6%
Somewhat Important	1	6.7%
Important	8	53.3%
Extremely Important	5	33.3%
Total	15	

A small sampling of parents participated in the survey. Recurring themes in parents' responses were the obstacles of participation, such as event times and transportation. Also mentioned were the lack of activities on Wednesdays when schools conduct staff professional development. These surveys identified several areas where the District can improve in its offerings of extracurricular activities.

For example, club participation numbers paled in comparison to the numbers in athletics. High school participation in 2014-15 showed 4,400 participants in athletics, but fine arts and clubs participation was only 1,480. In K-8 the numbers were similar in disproportionality; athletics attracted 1,930 students but in fine arts and clubs only 100 students participated.

C. Tutoring

Tutoring programs existed at many TUSD schools, including before and after school tutoring programs. Many of these programs operated within a 21st Century Grant program (*Appendix VIII,-6 TUSD Schools With After School Tutoring Programs*). Other sites worked with the Interscholastics Department to establish study tables for athletes and students involved in extracurricular after school activities.

Below is a table showing the number of students participating in 21st Century After-School Programs which included Tutoring. In the After School Tutoring Program, a total of 3,571 students enrolled. Latino students had the greatest participation numbers with a total of eleven percent. The District did not record ELL student participation in after-school tutoring programs. African American high school students showed a greater percentage of tutoring participation than K-8 students, but still fell below Hispanic and white students. Many of the schools relied on volunteers to conduct tutoring, which resulted in a low number of tutors with teaching certifications.

Table 8.6: 21st Century After-School Program including Tutoring

	High School		Elem, K-8 School		TOTAL	
	N	%	N	%	N	%
White	115	17%	335	11%	451	11%
African American	89	13%	227	07%	316	08%
Hispanic	446	67%	2260	77%	2706	69%
Multi-racial	14	02%	84	02%	98	02%

The District also provided activity buses for after-school activities including tutoring. This helped to support students so that if they did not have another means of travel they could take a school bus home after their tutoring session ended.

Training of Coaches, Sponsors, Students, and Office Staff

The District believes it is important to give attention and effort to programs that directly target key developmental objectives. To this end, the District implemented three programs that supported the belief that educational athletics is an effective way to assist participants in the development of sportsmanship and a healthy, free-play lifestyle and to bring students of all ethnicities and races together in a positive setting. 3Dimensional Coaches Training, Captains Academy, and Pursuing Victory with Honor all provided participants with training that fostered “interracial contact in positive settings of shared interest.” USP § VII(A)(2).

During the summer of 2015, each TUSD fall season coach and sponsor participated in a four-hour 3Dimensional Coaches Training that focused on building relationships with students. Extensive research regarding different coaching philosophies and the cultural influence of coaches in the lives of the people they impact supported the 3Dimensional Coaching curriculum. In this curriculum the 1st Dimension is Fundamentals (Physical); the 2nd Dimension is Psychology (Mind); the 3rd Dimension is Heart (Relationship). Research shows only fifteen percent of coaches intentionally coach beyond the 1st Dimension, and so the District provided this training to educate its coaches about the importance of the other two dimensions

The purpose of the training was to bring coaches and sponsors together to discuss relationship building as it pertains to the students under their charge and to focus attention on creating a culture and climate of inclusion. This was a critical part of providing opportunities for interracial contacts in a positive setting. When choosing this training for the coaches, the District used the following core beliefs, which are integral to the District’s mission:

- Coaches can have a greater impact on the lives of the students they work with than any other adult;
- Athletics is a natural environment for learning to work together in a positive setting;

- Working toward a common goal is inherent in sports and it takes a coach who understands that premise; and
- Winning comes from developing a culture of respect and integrity.

This training will be required of all paid TUSD coaches throughout the 2015-16 school year.

The Captains Academy program provided a strong additional component to extracurricular athletic activities. This highly successful program targeted individual team captains to learn, grow, and share leadership traits with their teammates and fellow students. These academies offered leadership development and provided opportunities for interracial contact in a positive setting as required by the USP. In the 2014-15 school year the District held two Captains Academies, one in the fall of 2014 and the other in the spring of 2015 (***Appendix VIII-7, Captains Academy Report***). Catalina High School hosted the Captains Academy in the fall of 2014, as did Duffy Elementary School in the spring of 2015. Athletic administrators selected student athletes based on their leadership abilities as shown through team participation. Both academies were well represented by African American and Hispanic students. Out of 42 students attending in the fall/winter of 2014, nine were African American (21.8 percent), and eighteen students were Hispanic (42.8 percent). The spring academies had very similar numbers.

Pursuing Victory with Honor is a character education program that focuses on six important pillars: Trustworthiness, Respect, Responsibility, Caring and Citizenship. Coaches, sponsors, and students agree to abide by these principles during athletic competition as well as throughout their daily lives. The District trained coaches and coaches disseminated the information to each student during practice and play. Coaches nurtured these principles during practice and play and embedded them in the rules of competition. Also, students in the Captain's Academy received a deeper level of training and then shared this information with their teammates. These character traits helped to develop an atmosphere of positive learning for students and a culture of kindness making schools a safe environment for learning. This program, through the Arizona Interscholastic Association, embraced a healthy sport experience as the defining feature of interscholastic athletics.

In the 2014-15 school year, the District also developed training for the administration and office staffs at the elementary and K-8 schools to learn how to correctively input data into the Mojave Interscholastic module to track participation numbers from K-12 grades (*Appendix VIII-8, Mojave Interscholastic Training*). One-hundred-fourteen staff members completed the training and acquired the ability to include their students' participation information into the Mojave module (*Appendix VIII-9, Mojave Training Attendees*).

STRENGTH

The District's extracurricular programs showed an increase in student participation for the 2014-15 school year. The District worked to improved access to these activities by eliminating barriers to participation and continuing to use its resources to ensure that every elementary and middle school is adequately equipped to provide extracurricular activities for their students.

The District provided necessary support by monitoring and facilitating current programs, implementing new activities, and ensuring that all students had equal access to extracurricular activities. The District also offered assistance in game management and official coverage for athletic contests, supported recruiting efforts, and provided equipment and supplies to those schools lacking the materials needed to offer a productive extracurricular program. Finally, the District worked closely with the transportation department to ensure that transportation needs were not a deterrent to student participation.

The District instituted a parent/student survey for the first time in the 2014-15 school year. This survey information allowed the Department to gather pertinent site data, such as student interests and parent needs, and then to provide support in a positive and meaningful manner.

The District worked diligently to promote "interracial contact in positive settings of shared interest" per the USP. It provided leadership opportunities for its athletes and coaches exemplified by its implementation of the 3Dimensional Coaches Training, the Captains Academy, and its Pursuing Victory with Honor program.

COMMITMENT

The District continues to be committed to providing all students equal access to extracurricular activities and to create additional programs based on each site's needs. The District will focus on increasing participation in extracurricular activities for ELL students. Goals include improving data collection and marketing efforts with students and their parents. The District will also review possible deterrents to extracurricular participation by these students in order to ensure equal access.

The District will provide all program communication in various languages to meet the needs of our students and parents; it plans to develop a peer tutoring program focused on high school and middle school students in order to improve tutoring opportunities.

In regards to tutoring, the District will:

- increase the number of certified tutors to work with student athletes and will keep records of student progress;
- update and reassess offerings at ES, MS, K-8 & HS to explore additional offerings for schools that have limited tutoring sessions on site;
- work to increase the number of African American and ELL students in after-school tutoring programs; and
- partner with 21st Century staff to track the progress of students participating in these tutoring program.

The District will continue to work collaboratively with the Transportation Department to facilitate the efficient and effective use of activity buses for all students in need of this support. The District hopes to expand the Captains Academy to middle and elementary schools to provide the essential skills of leadership and personal growth.

The District will improve marketing of clubs towards African American students, particularly in the areas of student government, Future Business Leaders of America (FBLA), and Distributive Education Clubs of America (DECA), in order to increase their participation in these and other clubs.

D. USP Reporting

VIII(C)(1) As part of its Annual Report, the District shall provide a report of student participation in a sampling of extracurricular activities at each school. The activities that are reported each year shall include at least two activities from each of the four categories described in section (B) above: sports at schools at which they are offered, social clubs, student publications (where offered) and co-curricular activities. The data in the report shall include District-wide data and data by school, disaggregated by race, ethnicity and ELL status. The Parties shall have the right to request additional data or information if the Annual Report indicates disparities or concerns.

(Appendix VIII-10, Extracurricular Activities 9.11.15)
which includes responsive data in the form of charts reflecting student participation data. The different reports are disaggregated to reflect breakdowns by site, extracurricular activity, and by race/ethnicity/ELL status.

IX. Facilities and Technology

The facilities *Green* factor focuses on whether a school district maintains equitable facilities by allocating funds and resources in a race-neutral manner, reducing or eliminating race-based disparities in the quality of its physical plant, and ensuring students have access to adequate facilities or technology. Courts look to whether the district places new schools in a race-neutral manner (see *Everett v. Pitt Cnty. Bd. of Educ.*, 788 F.3d 132, 148 (4th Cir. 2015)), undertakes to address known deficiencies at all schools and provides adequate and proper educational facilities for all students (see *Anderson v. Sch. Bd.*, 517 F.3d 292, 302-03 (5th Cir. 2008)), or allocates equitably funds for supplies and equipment between historically minority schools and historically white schools (see *Hoots v. Pennsylvania*, 118 F. Supp. 2d 577, 588 (W.D. Pa. 2000)). In some cases, a school district's newer schools and facilities are found in areas of high minority concentration due to demographics, population growth, and efforts by the school district to remedy the vestiges of the prior *de jure* system. This is often the case in Tucson Unified where prior efforts under this case (and pursuant to facility-specific agreements with the Office of Civil Rights (OCR)) have led to significant facilities upgrades at many racially concentrated sites over the past few decades.

The USP requires the District to develop various indices to evaluate conditions at school sites (including facilities, educational suitability, and technology), to use the indices to assess conditions at sites in a manner that addresses conditions at racially concentrated sites (or that is otherwise race-neutral), and to develop and implement multi-year plans for facility and technology repairs and maintenance, including professional development for classroom personnel to support the use of technology in the classroom. The following section identifies Tucson Unified's efforts related to facilities and technology in 2014-15.

Arizona's Crisis in School Capital Funding

In 1991, a consortium of school districts filed suit challenging the constitutionality of Arizona's property tax-driven mechanism of school finance. At the heart of the case were enormous disparities between districts in the condition and quality of buildings and classroom equipment. The Arizona Supreme Court concluded that the state had violated a provision in the Arizona Constitution requiring the state to establish and maintain a "general and uniform" public school

system. *Roosevelt Elementary Sch. Dist. No. 66 v. Bishop*, 179 Ariz. 233 (Ariz. 1994). Legal wrangling in the case ultimately lasted over a decade. As part of its settlement in the case, which led to the creation of the Arizona School Facilities Board (SFB), the state agreed to provide funding for building renewal, which covers all aspects of building upkeep and maintenance, and soft capital expenditures such as textbooks and computers. For a time, Arizona was in the vanguard of capital funding for K-12 education.

State funding dried up in the wake of budget crises that were triggered by the Great Recession. The SFB now provides \$15 million to \$20 million for building renewal, as opposed to the \$250 million it would provide if the state's Building Renewal Fund hadn't been eliminated in 2013. Furthermore, soft capital funding from the state used to top \$200 million per year, but that amount was reduced by half when it was combined with capital outlay funding under the District Additional Assistance program created in 2013. Governor Doug Ducey has proposed cutting an additional \$113 million in District Additional Assistance funding for fiscal year 2016. The Arizona Center for Law in the Public Interest has vowed to return to court with a filing later in 2015.

Capital funding is an important component of maintaining the educational quality of our schools. This funding must be used for land, building, improvements, furniture, athletic equipment, computer software, transportation vehicles, textbooks and related materials, library books, as well as payment on bonds.

Capital funding for Tucson Unified School District from all sources has suffered a significant downturn as follows: In the 2008-09 school year, the District received 26.9 million dollars in capital funding. By the 2014-15 school year the legislature had reduced the District's capital funding to 8.7 million, a 68 percent decrease. Even further cuts are anticipated, down to a total of 2.5 million of capital funding allocated in the 2015-16 school year (***Appendix IX-1, TUSD Capital Reductions***). Accordingly, in the absence of a bond election or an override, the District is assured of not only being unable to construct new schools but also struggling to fully fund repair and improvements in facilities. Likewise, for several years, the District has been unable to fully fund textbooks, libraries, and technology sufficient to meet all of its goals for providing 21st century learning resources to its students.

Equity in Facilities Under *Green* and the Unitary Status Plan

The trial court in *Missouri v. Jenkins* aptly described the importance of facilities to effective desegregation of schools by writing that “conditions which impede the creation of a good learning climate, such as heating deficiencies and leaking roofs, reduce the effectiveness of the quality education components contained in this [desegregation] plan.” *Jenkins v. Missouri*, 639 F. Supp. 19, 40 (W.D. Mo. 1985). Implicit in the Supreme Court’s decision in *Green*, in which it identified the factors to be considered in evaluating a unitary status petition, is the acknowledgement that a “freedom of choice” enrollment scheme only works to integrate schools where equitable quality facilities and programming are available. *Green v. County School Board*, 391 U.S. 430 (1968).

To assist the District in fulfilling its obligations to ensure equitable facilities, including technology, the USP requires the creation of specific mechanisms to assess 1) the condition of school facilities; 2) the educational suitability of school sites; and 3) the availability and use of classroom technology. See generally, USP § X. What follows below describes the District’s activities in SY 2014-15 in developing and using those mechanisms.

A. Facilities

To ensure the goal of desegregation by providing equity in facilities, the Unitary Status Plan directs the Tucson Unified School District to assess the condition and suitability of its facilities and to utilize this data to develop a Multi-Year Facilities Plan (MYFP). The MYFP used the data to prioritize repairs and improvements of District facilities. (see USP § IX).

EXPERIENCE

Facilities Conditions Index

For several years, the District used a Facilities Conditions Index (FCI) rating-system to document the condition of major components of the District’s school facilities (e.g., roofing, mechanical systems). The FCI provided an overview of the relative condition of those components and an overall composite condition rating of the facility. The FCI was modified in SY 2014-15 to include budgetary

recommendations for projects in long term planning (***Appendix IX-2, FCI Structure***).

The FCI scored the condition of facility components including grounds using a rating scale from one (low) to five (high). Each facility was assigned a composite score based on a percentage regarding the condition of facility components: grounds (5%), parking (5%), roofing (20%), building structures (30%), building systems (20%), special systems, (5%) and technology/communications systems (15%). From the category scores, each site was given a composite score by multiplying the component score by the percentage listed, adding the scores together, and then dividing by 100. The FCI also tracked and prioritized racially-concentrated sites as directed by the USP. USP § IX(A)(3).

As discussed in last year's Annual Report *2013-14 Annual Report pp. 189-191*⁴⁵, the FCI was revised during the 2013-14 school year. The revised version was appended to that report as *Appendix IX-1*⁴⁶. The FCI was updated constantly in a continuous process of data collection. As changes occurred to facilities, whether improvements or damage/breakdown, FCI scores were updated. To develop the Multi-Year Facility Plan, a snapshot of the FCI scores for all sites was captured in February 2015, and included in the MYFP in order to preserve the data used to create the plan.

The Architecture and Engineering Department managed the FCI rubric which was used to prioritize preventative maintenance and repair projects in compliance with the USP. Any school with a FCI score under 2.0 (health and safety concerns) took first priority; thereafter, any racially-concentrated school with an FCI score under 2.5 received priority, followed by the remaining schools rated below 2.5. Initial data suggests that the FCI, as written, was an effective tool for guiding future expenditures in keeping with USP mandates (***Appendix IX-3, FCI Data***).

The Architecture and Engineering Department sought input from Operation specialists assigned to each of the component systems measured with the FCI (electrical, roofing, surfaces). Each specialist provided a list of the schools with the ten worst conditions in their area of expertise based on FCI scores. All lists were then gathered and ranked by priority; racially concentrated schools with low

⁴⁵ Case: 4:74-cv-00090- DCB Document 1686 Filed 10/01/14 pp. 199-201 of 221.

⁴⁶ Case: 4:74-cv-00090 DCB Document 1691 Filed 10/01/14 p. 2 of 157.

ranking FCI scores and schools with critical safety needs were selected for priority attention.

The District also used the FCI to guide the selection of schools for the Adopt-A-School initiative, and to make budget recommendations for the 2014-15 school year. Six school campuses were selected for the Adopt-A-School initiative. Three of these schools are racially concentrated, and two are integrated schools. On designated weekends, community, and TUSD volunteers pitched in to do basic repairs on the following school campuses: Pueblo Gardens Elementary (Oct 2014), Lineweaver Elementary (March 2015), Gale Elementary (Nov 2014), Cavett Elementary (Feb 2015), Bonillas Elementary (Sept 2014) and Myers/Ganoung Elementary (Apr 2015). Typical work completed was general grounds cleanup, restriping of cement courts, indoor paint repair, exterior paint repair, and planting of trees and shrubs.

Educational Suitability Score (ESS)

The FCI provided insight into the comparative condition of schools, but not insight into the quality or appropriateness of the design. To that end, the USP required the District to develop an Educational Suitability Score (ESS) for each school that evaluates: (i) the quality of the grounds, including playgrounds, playfields, and other outdoor areas, and their usability for school-related activities; (ii) library condition; (iii) capacity and utilization of classrooms and other rooms used for school-related activities; (iv) textbooks and other learning resources; (v) existence and quality of special facilities and laboratories (i.e., art, music, band, shop rooms, gymnasium, auditoriums, theaters, science, and language labs); (vi) capacity and use of cafeteria or other eating space(s); and (vii) current fire and safety conditions, and asbestos abatement plans.

The ESS allowed the District to assess the educational effectiveness of school facilities under an educationally relevant set of guidelines rather than the engineering standards upon which the FCI is based. The District developed the structure for an ESS in SY 2013-14 (see 2013-14 Annual Report Appendix IX-3, Educational Suitability Score Rubric ESS⁴⁷). District Leadership reviewed the evaluation plan in fall 2014 and recommended that the rating system be changed

⁴⁷ Case: 4:74-cv-00090-DCB Document 1691 Filed 10/01/14 p.51 of 157.

from internal rating staff to an external or contracted staff (made up of prior administrators and experts to obtain a more consistent rating of educational suitability across the District).

The ESS was finalized via a collaborative process involving all of the parties in this action. In the fall 2014, the Plaintiffs asked the District to amend the proposed ESS structure to weight the scores, placing more emphasis on the classroom and less on the non-instructional space. The District agreed, and amended the structure in October, resulting in more emphasis on the classroom and less on non-instructional space (**Appendix IX-4, ESS Structure**). The weights used are general classrooms (17%), textbooks (9%), Exceptional Education self contained (8.5%), security supervision (8%), technology (8%), library media center (8%), science classroom (8%), instruction resource room (7%), early childhood classroom (4.5%), kinder classroom (4%), performing arts (4%), music (4%), visual arts (4%), physical education (4%), and non-instructional space (2%). As in the FCI, each score is multiplied by the weight factor, all are added together, and then divided by 100 to get the composite score. The collectively approved ESS was finalized in the fall of 2014, and the District immediately screened and scored all 89 school sites.

The District assembled a team of former administrators (who received training in January 2015) to ensure ESS determinations were made with consistency and by personnel well versed in educational facilities. The Architecture and Engineering Department worked with the Professional Development Department to create a two-day training course for the team (**Appendix IX-5, ESS Training**). Training manuals included the following materials: Welcome Letter, team assignments, schedules and school assignments, school contact information, ESS Rubric, and School Site Plans. Each evaluator received a copy of the manual. In addition to the training materials, the team created a set of questions to query school administrators prior to site visits by the team.

The evaluation team used the training to understand the criteria to assess the components identified by the ESS, then collaborated to be sure there was uniformity in the scoring process (**Appendix IX-6, ESS Data**). In January 2015, the Evaluation Team performed the first evaluations of the ESS at ten randomly selected schools. They reconvened to make adjustments and recalibrate on how to record the data. During this meeting, the team created a new record keeping worksheet.

The team completed District-wide school evaluations by February 25, 2015. The District attached the scores to the MYFP which were submitted to the Special Master and the parties on February 28, 2015. The ESS is a new instrument, thus, TUSD has continued to make refinements to the template to reflect the questions and concerns of the Plaintiffs. Unlike the FCI, the ESS was not a continuous evaluation hence, revisions may occur every two years. However, because its primary focus was on the suitability of design, scores should not change significantly from one year to the next.

Multi-Year Facilities Plan

The ESS and FCI scores guided the in development of the Multi-Year Facilities Plan. The objective of the Multi-Year Facilities Plan (MYFP) was to develop an equitable framework for prioritizing short-term and long-term needs for facilities. The Multi-Year Facilities Plan was designed to assess the condition of the District's facilities and their suitability for education. Furthermore, the MYFP incorporated the information into a facilities database to prioritize the projects based on need.

The District submitted the MYFP to the parties on February 27, 2015. The District gathered and analyzed relevant data using the FCI and ESS and created a flow chart to show the process for evaluating the lowest FCI scores. These scores determine the priority listing of projects as directed by the USP, The District recommended, and the Plaintiffs agreed, that the ESS and FCI tools should have separate flows rather than trying to combine them into one flow. The District evaluated the FCI scores to select the schools with the lowest scores and rank them according to the flowchart defined by the USP. In the same manner, the District evaluated the ESS scores to select the lowest scores for education. The District then defined the projects needed to raise the FCI or ESS scores and quantified the dollars needed for each project. Actual completed projects were dependent upon the capital dollars available for improvements. Given a defined level of capital dollars, the projects would be completed in the order defined by the MYFP (*ECF 1777 and 1777-1 Multi-Year Facilities Plan; Lowest FCI scores p.13; and Lowest ESS Scores with Recommended Corrective Actions p.5*).

STRENGTH

The District used the FCI for several years to determine the condition of building structures. While some data elements have changed or been added over time, the concept was not new to the District. The organizational structure was in place to keep the FCI relevant. Architecture and Engineering department staff were assigned to various categories of the FCI. As new projects and major repairs were completed, staff evaluated the FCI score to determine if it needed to be updated. As sites were inspected and maintained, maintenance staff communicated with respective departments regarding the condition of components.

With the addition of the ESS, the District effectively evaluated the educational environment of each school. The ESS provided the District with an assessment of the educational effectiveness of school facilities under a relevant set of guidelines, rather than the engineering standards upon which the FCI is based.

By agreement of the parties, the District was able to accelerate the renovation of two roofs, Bonillas and Pueblo Gardens, identified as priorities by the Multi-Year facility. These were the first projects completed under the Multi-Year Facility Plan.

Although some adjustments were made to roving support staff in order to address concerns in the Efficiency Audit, the formula for assigning facilities support staff to the school sites remained unchanged from the last school year (*Appendix IX-7, Facility Support Staff*).

COMMITMENT

The District looks forward to developing a Facilities Master Plan in 2015-16 in conjunction with the assessments completed in the MYFP. The FCI will be continuously updated as facilities are maintained. The future process of updating the FCI will be updated and automated using technology software. Because timely and efficient facility repair is critical (and was being managed by an outdated process that was largely manual) the District purchased a new Computerized Maintenance Management System (CMMS) to aid in managing work orders. As part of this implementation, the District will explore incorporating the FCI into the CMMS system. As funds become available, the District will continue to prioritize needs based on the MYFP.

B. Technology

As designated in the USP, the Multi-Year Technology Plan (MYTP) forms the basis for directing enhancements and improvements to the District's technology, and for establishing priorities for maintenance and replacements at designated Racially Concentrated Schools. In addition, the plan set priorities for teacher training on the effective use of technology (hardware and software) in the classroom. The plan was derived from an analysis of the Technology Conditions Index (TCI).

EXPERIENCE

Technology Conditions Index (TCI)

In fall 2013, the District developed the Technology Conditions Index (TCI) in order to assess the current state of capital equipment (hardware and software), as well as the effectiveness of school staff in integrating technology in the classroom. The TCI concept, as articulated in the USP, "was novel and cutting edge," with no well-established model to follow. The TCI is updated constantly in a continuous process of data collection and analysis. Over the course of the 2013-2014 school year, the Index was finalized and fully implemented in the 2014-2015 school year.

Using the existing Facility Conditions Index (FCI) as a starting point, the TCI used a similar metric to create a composite score, made up of multiple technological dimensions. These dimensions included a complete inventory of the District's technology hardware and their condition (e.g., computers, printers, scanners, smart-boards, response-devices, projectors, document cameras, multi-media devices). These dimensions also included software resources available to teachers such as instructional support, credit recovery, assessment, and Microsoft Office software.

Teacher proficiency and comfort with technology in the classroom were both assessed to gauge aptitude and ease of integration into daily routines. Technology Services created a proficiency survey, which was administered to District teachers. The survey requested teachers to rate their comfort level utilizing instructional technology on a scale from zero (not comfortable at all) to five (the highest comfort level). Additionally, teachers were provided the opportunity to explain their current comfort level regarding instructional technology, which was captured in narrative format. As a result of this survey, the District identified a need to deliver system-

wide sustainable instructional technology Professional Development across all schools. Moreover, this assessment enabled the District to set the specific instructional technology Professional Development objectives for the 2014-15 school year.

Based on this information, the District calculated a weighted composite score for the as a whole and for each school. The weighting for each component of the TCI is listed below:

- Classroom technology inventory (equipment and software) 26%
- Lab technology inventory (equipment and software) 26%
- Software use 5%
- Teacher proficiency (comfort and use of classroom technology) 42%

The complete TCI scores for each school during the 2014-15 school year are located in *Appendix IX-8, TCI Composite Score*. A total of 39 schools scored below the District average rating of 3.67. Nineteen of these schools (49%) were racially concentrated and twenty (51%) were not. The average 2014 TCI score by school level and racial concentration status for computers is provided in the following table:

Table 9.1: Average TCI scores SY 2014-15 (computers only)

	Racially Concentrated	Not Racially Concentrated
Elementary	3.58	3.72
Middle, K-8 & K-12	3.68	3.65
High	3.72	3.64
District	3.67	

The table above shows that the lowest TCI rating was among the racially concentrated Elementary schools, with an average score of 3.58. These results fell significantly below the average score of 3.72 for Elementary schools that were not racially concentrated.

Multi-Year Technology Plan (MYTP)

The District analyzed the results of the 2014-15 TCI and to develop the Multi-Year Technology Plan (MYTP). The District submitted this plan to the Court in February 2015 with two primary recommendations.

1. **Technological Upgrades.** Based on an analysis of the TCI classroom and lab resource inventory scores, the MYTP recommended that fourteen racially concentrated sites, whose ratings fell below the District average, receive computer hardware upgrades over a three year period. The list included ten Elementary and K-8 sites (Bonillas, Davis, Drachman, Lynn-Urquides, Manzo, Miller, Robins, Roskruge, Tully, and Vesey), three middle schools (Mansfeld, Pistor, and Valencia) and one high school (Cholla).

2. **Teacher Technology Liaisons (TTLs).** To address issues with respect to teacher proficiency, the MYTP provided for at least one classroom teacher at each school to serve as a teacher technology liaison (TTL) (*Appendix IX-9, TTL Distribution list*) with up to two additional liaisons available for Elementary and K-8 schools with student populations of 400 or more. High schools with student populations of 1,100 or more received three or four TTLs. Based on a train-the-trainer model, TTLs received training either in-person or online⁴⁸ regarding how to integrate various hardware and software applications to improve teacher use and proficiency with technology in the classroom.

STRENGTH

As of July 1, 2015, the TCI instrument contained data on TUSD computers and all other learning devices, including interactive whiteboards, handheld student response systems, and digital projectors. The TCI instrument scored the number of computers and other learning devices per classroom and per lab, and rated the specifications of computers (such as processor speed and quality) for both individual data set scores, and overall school scores (*Appendix IX-8, TCI Composite Score*). Using information generated from the TCI, the District developed and launched the implementation of a Multi-Year Technology Plan (MYTP) that allows

⁴⁸ The role of the TTL and professional development training will be further discussed in Section IX.3 of the Annual report.

for better deployment of the District's technological resources and increases classroom use of these technologies. See *Multi-Year Technology Plan, ECF 1778 and 1778-1, filed 2/27/15*.

The impact of the TCI was positive. Using data generated from TCI instrument scores, the District made informed decisions regarding much needed hardware upgrades at District schools. As a result, the District provided \$1.8 million in technological improvements to all fourteen racially concentrated schools identified in the MYTP as below the District average.

COMMITMENT

The District continues to make improvements to the TCI instrument. Currently relying on site self-reporting and data entry, the District will be working in SY 2015-2016 to develop an automated technology asset tracking process through the use of barcodes. Once complete, the scanned barcodes will feed data directly into the database automatically updating the TCI instrument.

By November 2015, Technology Services will complete the data entry for the TCI, which includes the hardware and software inventories and teacher survey data. TCI scores will be generated for each school and the results will be analyzed to identify any deficiencies. Accordingly, this analysis will guide any needed adjustments to the MYTP.

C. Technology PD for Classroom Staff

The USP directs the District to use the information gleaned from the teacher proficiency component of the TCI, to include "in its professional development for all classroom personnel... training to support the use of computers, smart boards, and educational software in the classroom setting." USP § IX(B)(4).

EXPERIENCE

Assessing Professional Development Needs

Using a number of information sources, the District conducted evaluations to identify and prioritize needs for teachers using and integrating technology into the classroom. Two components of the TCI provided a basis for establishing priorities

for professional development in the area of technology education: 1) a survey on teachers' comfort level with using technology in the classroom, and 2) a survey on teachers' use of instructional and presentational software. In addition, the District reviewed existing professional development trainings and courses, and conducted site visits at various school sites (*Appendix IX-10, 14-15 Instructional Technology Site Visits*). From the analysis, the District created a professional development plan to identify the type of training and classes to be offered in the 2015-16 school year.

Technology Professional Development Training Offered 2014-2015

Major organizational restructuring occurred with Technology Senior Leadership during the 2014-15 school year. The existing Director of Technology resigned abruptly before the end of the first semester. The District efficiently filled this vacancy appointing an Interim Director internally, and hired a Director of Instructional Technology externally. The new Instructional Technology Team analyzed the Unitary Status plan mandates, and began reviewing the current training available regarding data systems. These reviews consisted of existing technologies including SuccessMaker and Achieve 3000 (intervention software to improve students' reading and math ability), and Imagine Learning (software designed to improve the ability for struggling English Language Learners). In addition, the Instructional Technology Team also reviewed Promethean Board (Interactive Whiteboard and accompanying software) training. The Instructional Technology Team conducted gap analyses at several schools, to best determine site needs. Based on the findings from the gap analysis along with TCI data, the Instructional Technology Team became involved in the development of a Technology Professional Development Plan to deliver sustainable ongoing district wide instructional technology professional development.

The Instructional Technology Team developed the Technology Professional Development Plan in three phases:

- Phase One - collected actionable data from a variety of sources (e.g., via gap analysis, review of trainings) as mentioned along with data from the Technology Conditions Index.

- Phase Two - Designed training based on needs as indicated by data sources which included the TCI Teacher Proficiency results. Additionally, Phase Two was marked by designing training in a way that is sustainable and system-wide.
- Phase Three - Worked with the Curriculum Development Department aligning all training objectives in the Technology Professional Development Plan to teacher professional development standards.

The professional development training provided by the Instructional Technology department in the 2014-15 school year focused on two primary areas: 1) supporting the use of Instructional Support software, such as SuccessMaker and Imagine Learning, and 2) Promethean Board training. One hundred and thirty-four teachers registered for these classes (*Appendix IX-11, 14-15 Instructional Technology PD Trainings*).

Technology Training Courses and Professional Development

A key finding from the gap analysis determined that teachers needed training on the use of the technological equipment and resources available in their classrooms.

The District was able to purchase Computers on Wheels (COWs) to enhance technology at our elementary schools. These computers will be deployed to each elementary school in the fall of 2015, allowing students greater access to computers. The Instructional Technology Team worked in conjunction with the Technology Services Department to develop a strategic deployment plan for the COWs to ensure the proper delivery, setup, and initial security and use of these valuable instructional assets.

Two online classes were developed: 1) Promethean Board Tutorials, produced in partnership with the University of Arizona's College of Education, focused on how to most effectively use interactive whiteboards in the classroom; and 2) Care and Feeding of Your COW (Computers on Wheels), an online class dedicated to the proper care, administration, and use of COWs accessible by all faculty and staff of the District. The online class objectives for this class included the

following: identifying roles and responsibilities of administrators, teachers, and students becoming familiar with COW; properly executing COW tasks; performing proper Classroom Management; COW Troubleshooting Inventory; and COW security and laptop frequency of use. Additional online classes and how-to resources will be developed in over the next year.

Additionally, to facilitate District communication with parents, the department conducted enhanced ParentLink training for office and attendance staff. The sessions focused on proficiency for operating the automated attendance notification feature through ParentLink. This training allowed District staff to automatically communicate with parents and guardians, notifying when their children are absent without explanation. Schools and district offices also utilized the system to send information regarding important meetings and school events. This notification system was also used for emergency messaging, as well as transportation information (***Appendix IX-11, 14-15 Instructional Technology PD Trainings***).

Creating a Training Delivery Mechanism

Another key finding from the assessment was the need to put in place a system-wide delivery mechanism for the technology professional development. As described in the Technology Professional Development Plan, a train-the-trainer model was implemented by identifying at least one Teacher Technology Liaison (TTLs) at each site. These teachers, earning a stipend for their time, were trained monthly on identified training topics by Instructional Technology staff. Leveraging TTLs as site specific subject matter experts allows teachers additional training and development

Several foundational elements were put into place in the 2014-15 school year with respect to Professional Development and training on the use of technology in the classroom. The assessments completed allowed the District to create targeted professional development based on identified needs, to improve teacher proficiency in using classroom technological equipment. Additionally a new professional development delivery mechanism was established. In addition, a system for tracking the implementation of the professional development plan was established (***Appendix IX-12, PDTTL Training***).

STRENGTH

The District established a professional development training program to support the use of technology in the classroom and remains committed to its implementation in SY 2015-16. To date, Teacher Technology Liaisons (TTLs) are identified and trainings are scheduled. With the ability to monitor its progress, modifications to the training program can be made throughout the year and will form the basis of revisions to the Technology Professional Development Plan (TDPP).

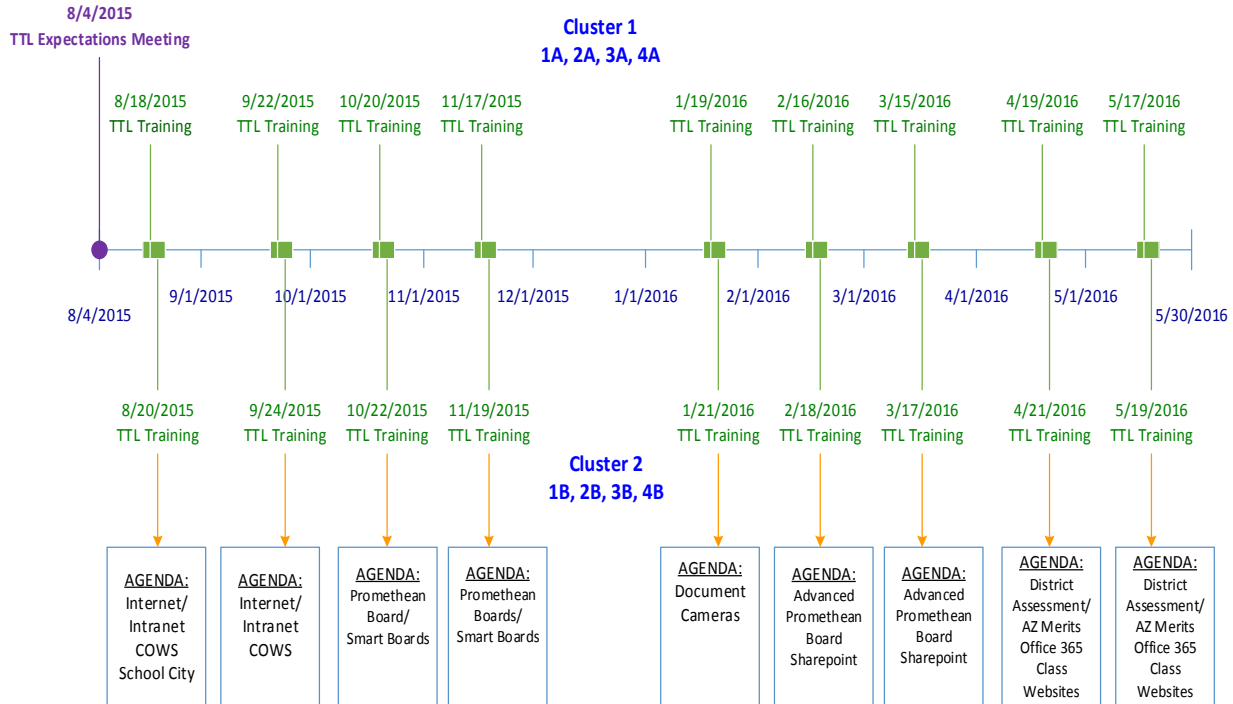
COMMITMENT

For SY 2015-16, the District plans to dramatically expand the course offerings for instructional technology. Instructional Technology staff plan to conduct monthly trainings for Administrators, teachers, and TTLs. The monthly training topics are summarized in the table below:

Table 9.2: Monthly Technology Training for SY 2015-16

Month	Training
August	Internet/Intranet, COWs, School City
September	Internet/Intranet, COWs
October	Promethean Board/Smart Boards
November	Promethean Board/Smart Boards
January	Document Cameras
February	Promethean Board/SharePoint
March	Promethean Board/SharePoint
April	District Assessment/AzMerit, Office 365, Class Websites

Organizing schools into clusters for training purposes was the training deployment strategy for the 2015-16 school year. To date, approximately 100 Teacher Technology Liaisons and other District staff attended the August trainings.

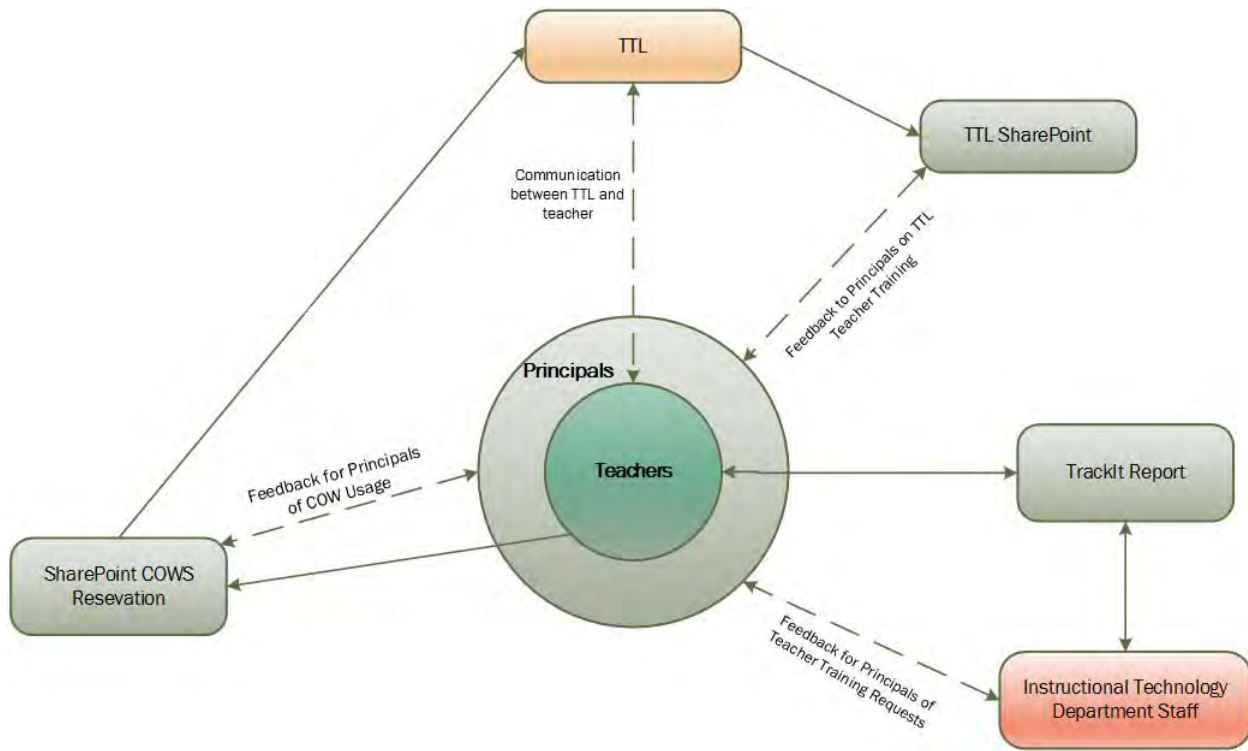


Tracking Professional Development

An important component of the professional development system is to be able to monitor the professional development activities at the site level, and to provide feedback to District staff on training needs. To accomplish these objectives, the Technology Services (TS) department developed an “incident” tracking system through SharePoint. This system allowed the TTL to enter their trainings and interactions with teachers and administrators. The TTLs were also able to make direct requests for training and professional development to the Instructional Technology department, thus ensuring a more timely and focused response.

The illustration below shows the feedback loops embedded into the system as designated by the dashed arrows. Data regarding TTL activities and site training will be collected and reported to site and District administrators as needed. Instructional Technology staff will use this information to refine District level training and align with online resources. Data will be collected on the usage of the

Computers on Wheels (COWs). Sites are also able to reserve COWs for specific tasks.



D. USP Reporting

IX(C)(1)(a) Copies of the amended: FCI, ESS, TCI;

(Appendices IX-2, FCI Structure, IX-4, ESS Structure, and ECF 1778 and 1778-1 Multi-Year Technology Plan)

IX(C)(1)(b) A summary of the results and analyses conducted over the previous year for the following: FCI, ESS, TCI;

(Appendices IX-3, FCI Data, IX-6, ESS Data, and IX-8, TCI Composite Score)

IX(C)(1)(c) A report on the number and employment status (e.g., full-time, part-time) of facility support staff at each school (e.g., custodians, maintenance and landscape staff), and the formula for assigning such support;

(Appendix IX-7, Facility Support Staff)

IX(C)(1)(d) A copy of the multi-year facilities plan and multi-year technology plan, as modified and updated each year and a summary of the actions taken during that year pursuant to such plans;

(Multi-Year Facilities Plan, ECF 1777 and 1777-1, FCI Prioritization Attachment F, p.52; ESS Prioritization Attachment G, p.53; see also Multi-Year Technology Plan, ECF 1778 and 1778-1)

IX(C)(1)(e) For all training and professional development provided by the District, as required by this Section, information on the type of training, location held, number of personnel who attended by position, presenter(s), training outline or presentation, and any documents distributed;

(Appendices IX-5, ESS Training, IX-11, 14-15 Instructional Technology PD Trainings, and IX-13, 14-15 Facilities and Technology PD Training)

X. Accountability and Transparency

Section X of the USP, labeled “Accountability and Transparency” does not directly correspond to any one *Green* factor. It may equally be said that this section involves them all. That is, the benchmarks of “accountability” and “transparency” – and the tools the USP describes in achieving them – provide a mandate for District administrators to avoid the errors of their predecessors and engage in a program of desegregation that is data driven, collaborative, and plainly ties funding decisions to the objectives of the Unitary Status Plan.

This court found that in the years before its Order-to-Show-Cause in early 2004, the District had failed to adequately monitor program effectiveness in a variety of areas ranging from access to quality programs, student assignment, hiring and assignment of teachers, and student discipline. In short, the Court found that the evidence submitted to it reflected the District’s “failure to monitor the effectiveness of its ongoing operations.” ECF 1270 at 56. This court also noted the need for a “money trail” that identified how funds collected pursuant to ARS § 15-910(G) were tied to desegregation programming. Doc. 1299 at 18. Section X provides the infrastructure for compliance with those goals: Evidence-based accountability, an open and iterative 910(G) budget development process, and audits/monitoring of allocations v. expenditures. The following identifies the strides made in these areas in the 2014-15 school year.

A. Evidence Based Accountability System (EBAS): Implementation, Training, and Evaluation

EXPERIENCE

Consistent with its commitment to data-driven policymaking, the USP proposed that the District deliver an “Evidence Based Accountability System” (EBAS). The EBAS system reviewed program effectiveness and ensured that program changes addressed racial segregation and improved the academic performance and quality of education for African American and Latino students, including ELLs. USP § X(A)(1). Professional literature defines “Evidence-Based Accountability System” as a system of professional practices designed to align district practices and increase individual accountability. The USP tied EBAS

expectations to technology and created a student information system with comprehensive student data: grades, demographics, attendance, and behavior. The EBAS included a flagging system that facilitated clear identification of students in need of differentiated supports.

For a school district, a system designed to assist in “evidence based accountability” must start with a quality student information system. At the inception of the USP, the District boasted one of the best SIS programs in the state (Mojave), but changes at the Arizona Department of Education mandate a change. Mojave will not interface with the new state system. During the 2014-15 school year, the District purchased EduPoint’s Synergy Student Information System (SSIS) that will provide much of the USP-required functionality to track individual student demographic, academic, and behavioral data. The District planned to launch Synergy for the 2016-17 school year. Synergy, used with an “intervention block” overlay, produced alerts and flags to indicate when students did not meet pre-determined goals and expectations for academic performance or behavioral concerns.

In addition, the District acquired new Enterprise Resource Planning (ERP) software, Infinite Visions. The ERP, coupled with Appli-Track, the District’s new recruiting software, provided the data needed to better track personnel according to USP requirements. The District also purchased TransStar from Tyler Systems to replace the current bus routing system MapNet. The District plans to introduce the new routing software during the 2016-17 school year. The District issued a Request for Proposal (RFP) to develop an architectural plan for a data warehouse, which would integrate the data from the new systems to provide a unified data approach for the EBAS Dashboard.

The District created an EBAS “dashboard” to supplement the TUSDStats web pages and Mojave system for USP compliance. The dashboard included separate live-data dashboards on enrollment, class size, and student discipline. The District designed the system with reports for data on 100th day, discipline action, and enrollment. Staff members aggregated all of the EBAS dashboard components to review District-wide, grade level, or individual school data, including dynamic aggregations by selected values.

The Enrollment Dashboard reported current year enrollment compared to school capacity and student demographics. The Enrollment Dashboard published

dynamic charts and graph web pages in SharePoint comparing school and District enrollment by student ethnicity/race, gender, placement, Exceptional Education status, English Language Learners status, grade, school type, birth country, and state. The charts parsed data horizontally and vertically with aggregation and disaggregation possibilities built into each chart. The charts dynamically showed student counts by each value.

The Enrollment Dashboard produced visual information to quickly assess results based on the chosen value. The visual information included charting, graphing, and Key Performance Indicators (KPIs). KPIs flagged data in color for quick identification of levels. Levels denoted whether a value is high, medium, or low based on user defined measurements. The charts and graphs illustrated individual data values in columns for printing, export, and/or email output. Many charts, graphs, and reports included specific, individual student information.

The Class Dashboard reported details on current year class size by District, school, teacher, and student schedules. Some KPIs allowed administrators to evaluate class sizes in real time and make adjustments (“leveling”) where needed to ensure equitable class size across school sites. The Class Dashboard incorporated many of the same capabilities as the Enrollment Dashboard. The Class Size Dashboard charts quickly assessed capacity, class size, and students completed schedules. The Data Dashboard included reports to determine teacher load and student scheduling.

The Class Dashboard filtered by school type, school and credit area with breakdowns for each teacher and created charts that detailed:

- how full schools were and what percentage of capacity is used;
- how many of the classes were filled to the established norm;
- what percentage of students have filled schedules, including details at the schedule level; and
- which teachers were “overbooked” by the class type.

The Discipline Dashboard stored multiple year information on student discipline, incidents, violations and actions broken down by year, school, school type, action type, violation, ethnicity/race, and gender. The Discipline Dashboard managed data from 2009 to present. Additionally, the School Risk Ratio Scorecard (comparison to white ratios) demonstrated the unique student incident rates by ethnicity.

The Discipline Dashboard produced Key Performance Indicators that quickly identified problem areas by gender, violation, and time periods with color-coded charts. The charts further broke down action by category and individual actions. The dashboard selected and/or grouped discipline data by year, quarter, month, week or individual dates. The dashboard grouped or selected information by GSSR (board approved Guidelines for Student Rights and Responsibilities) infraction and by magnet school status. The charts also listed data by violation category or individual violations.

On June 1, 2015, the District trained all TUSD principals during the ILA meeting on how to use the USP Discipline Dashboard (***Appendix X-1, Discipline Data Monitoring Principal Training***). The District also provided additional in-depth (2.5 hours) training to directors from Student Services, Elementary School Leadership, and Secondary School Leadership on June 23, 2015.

The EBAS dashboard produced specialized reports like Power View Reports, Excel Pivot Tables, and SQL Server Reporting Services reports (***Appendix X-2, EBAS Dashboard Images***). Many of the reports, as manipulated by end users, produced new types of reports for others to use. Staff members produced and published these new reports to show specific data sets to their colleagues. The reports included dynamic graphical representations of data that were easily manipulated by staff members. The reports produced data with additional functionality for users to subscribe to a report (email delivery) or be alerted via email when a threshold has surpassed. Staff members printed reports that could be exported into Excel, PDF or other formats, emailed a report, or converted to Powerpoint presentations.

The District provided current reporting data from legacy systems and continued to provide limited functionality to assist with further reporting and analysis. The District developed a MTSS (Multi-Tier Student Support) web page and planned to use this temporary measure along with the paper MTSS form in use during the 2014-15 school year (as well as other existing systems). The District began the selection process of a student intervention application's planned implementation across the District and prepared the Student Intervention application to have the functionality to work with the new Synergy Student Information System in the beginning of the 2016-17 school year.

Quality monitoring and data systems mean nothing if people do not use them. Accordingly, the District administered training for the EBAS Dashboard in group and individual settings.

- ILA - July 24, 2014 (initial training), Jan 15, 2015 (dashboard refresher) and June 01, 2015 (student discipline)
- Superintendent's staff members – August 24, 2014
- Learning Supports Coordinators – October 3, 2014
- African American Student Services – October 3, 2014 (11 employees, see sign-up sheet in evidence)
- Exceptional Education Department – July 24, 2014
- School Community Services Department – October 2, 2014 (**Appendix X-3, EBAS BI Training Agenda with SignIn Sheets**).

By the end of the 2014-15 school year, key personnel were trained to use these tools for data-driven decision-making.

B. Budget Process and Development

Resolving the 2014-15 USP Budget

The USP called upon the District to “propose a methodology and process for allocating funds that are available to it and its schools pursuant to A. R. S. § 15-910(G) and that accounts for the requirements of this Order....” The USP also called upon the District to use the agreed-upon methodology and process to “prepare a budget for the school district...” Starting in the spring of 2014 and extending into the summer and fall of 2014, the District followed the agreed-upon methodology and process to develop the 2014-15 USP Budget.

In accordance with state statute, the District's Governing Board approved the District's budget in July of 2014. Still, the District continued to work with the Special Master and Plaintiffs to finalize specific allocations of 910(G) funds that remained in dispute. In early August 2014, the District held a teleconference to identify final recommendations from the Special Master or Plaintiffs (**Appendix X-4, Emails re Third Response 8.4 – 8.18.14**). On August 12, 2014, the Governing Board reviewed the final budget, reviewed the final recommendations, and approved the 2014-15 USP Budget (**Appendix X-5, Board Materials 8.12.14**). The District then submitted

to the Special Master and Plaintiffs the approved USP Budget, the Governing Board's responses to the final recommendations, and additional information to facilitate further understanding of the budget (***Appendix X-6, Brown Email re Approved USP Budget 8.14.14***).

The District's August 14, 2014 submission included a detailed outline of the significant modifications in response to concerns raised by the Special Master and Plaintiffs including: eliminating overhead funding; reallocating funds to Family Engagement and to recommendations of the African-American Academic Achievement Task Force; eliminating some salary allocations; creating separate budgets for the African-American and Mexican-American Student Services departments; allocating additional funding to Aspiring Leaders Plan, supplementing funding for low-threshold CRC courses, and reducing Fine Arts funding to more closely align to activities that are directly related to the USP. ***Id.***

On August 18, 2014, Mendoza Plaintiffs objected that the District had not addressed all of their issues. The District agreed to provide the parties with additional information, and did so on August 29, 2014 (***Appendix X-7, Emails re Fourth Response 8.29 - 9.7.14***).

In September 2014, the Mendoza Plaintiffs (ECF 1667) and the Special Master (ECF 1670-1) filed budget objections. Specifically, the Mendoza objections asked that the court order a change in budget allocations as follows: the elimination of 910(G) funding for Exceptional Education (Ex. Ed) psychologists and social workers; the elimination or reduction of 910(G) funding for dual-language teachers, Culturally Relevant (CR) course teachers, and Advanced Placement (AP) teachers; the elimination or reduction of 910(G) funding for Fine Arts programs; additional funding to expand CR courses; revisions to the Mexican-American Student Services Department budget; additional funding for certain student support programs; and an evaluation of the efficacy of Learning Support Coordinators (LSCs) (ECF 1667). The Special Master requested additional funding for professional development, the elimination of 910(G) funding for psychologists and social workers, a reduction in 910(G) funding for CR course teachers and dual-language teachers, and a reduction of 910(G) funding for portables for additional space at University High School (ECF 1670-1). The District responded to both filings (ECF 1676 and 1679).

On October 22, 2014, the Court ordered the District to revise its USP budget prior to the start of spring semester as follows: reduce 910(G) funding for CR course

and dual-language teachers; reduce funding for fine arts magnet teachers; the development of a systematic approach for determining the costs of professional development; revisions to the budget related to training; and the development of processes for the creation of revised budget criteria, revised student support criteria, and program evaluation (ECF 1705). Noting the hardship wrought by thirteenth-hour budget revisions, the Court ordered that the parties develop a workable budget process for 2015-16 that would allow for a timely adoption of the USP Budget. *Id.*

The District made adjustments to the 2014-15 USP Budget pursuant to the Court's direction, including: eliminating partial funding for Exceptional Education psychologists and social workers; eliminating funding to support UHS expansion through additional portable classrooms; and reducing 910(G) funding for CRC teachers, dual-language teachers, and magnet school fine arts teachers. The Governing Board approved the final version on December 9, 2014 (***Appendix X-8, Board Agenda Item No10 Documents - 12.9.14***). The District also reallocated a portion of the funds that had been "freed up" (through the elimination of various items) to fund activities to comply with an agreement with the Office of Civil Rights (OCR) that was unrelated to the USP. Such allocation of desegregation funding is permitted by Arizona statute. *Id.*

On December 29, 2014, the District filed a Notice of Adoption of the revised budget (ECF 1742). On January 9, 2015, the Mendoza Plaintiffs again objected to the budget, primarily the reallocation of funds to support OCR-related activities (ECF 1746 and 1748). The District responded on January 26, 2015 (ECF 1756). On February 19, 2015, the Court approved the revised 2014-15 USP Budget (ECF 1774).

USP Budget Expenditure Reporting

On February 25, 2015, pursuant to an agreement with the parties (discussed below as part of the revised budget process), the District submitted the first of several quarterly expenditure reports (***Appendix X-9, Q2 Expenditure Report - 2.25.15***). The report covered expenditures from July 1, 2014 to December 31, 2014). The District organized the revised 2014-15 USP Budget according to fourteen projects, but the District agreed to develop the first quarterly report using the future format (organized by 65 distinct activities, discussed in further detail below). On May 26, 2015, the District submitted its third quarter expenditure

report outlining expenditures from January 1, 2015 through March 31, 2015 (*Appendix X-10, Q3 Expenditure Report – 5.26.15*).

Building a Better Mousetrap: the Revamped Budget Process

On October 22, 2014, in addition to ordering certain budget revisions, the court ordered the Budget Operations Expert (Dr. Vicki Balentine)⁴⁹ to report on the budget review criteria and process, the Special Master to report on the effectiveness of the student support criteria forms (program evaluation), and the District and Special Master to work together to revise the budget criteria, budget process, and program evaluation (including the student support criteria forms) for use in developing the 2015-16 USP Budget (ECF 1705). Over the next month, the District worked closely with the Special Master, the budget expert, and the parties to fulfill the obligations outlined in the Court’s October 22 Order (*Appendix X-11, Emails re Revised Budget Processes Nov/Dec 2014*). On November 21, 2014, the budget expert submitted her report on the budget criteria and process, and the Special Master submitted his report on the evaluation of student support programs. *Id.*

Over the following thirty days, District staff worked to finalize the budget criteria, the budget process, and the program evaluation (including the forms) to be used for 2015-16. *Id.* These efforts included a wholesale reorganization of the manner by which the District tracks and reports budget information (discussed in detail under “Strengths” below), and preparing a revised format for the 2015-16 USP Budget. *Id.* On February 4, 2015, the District filed the budget expert’s report on the budget review criteria and process (including the final budget process, criteria, timeline, and format), and filed the Special Master’s report on program evaluation (including the “Final Program Evaluation Plan” (ECF1762 and 1763). Both filings identified any recommendations from the budget expert and Special Master that were not adopted in the final documents. *Id.* No further objections followed.

⁴⁹ USP § X(B)(4) states: “[i]n preparing the USP Budget, the Superintendent and the Chief Financial Officer shall work with the Plaintiffs, the Special Master, and a school budget operations expert to be agreed upon by the Parties and the Special Master to assess the funding needs for this Order.” In December 2013, the Parties and Special Master agreed on the appointment of Dr. Balentine to serve as the budget operations expert (ECF 1528).

The New Process in Action: 2015-16 USP Budget

The new budget process and timeline required the District to submit three drafts of the budget between February and May 2015. Draft 1 was submitted on February 28, 2015. The District also explained certain challenges, including the difficulty in “cross walking” items between years to fit the revised 65-activity format and the challenge in developing a meaningful draft so early in the year while certain programmatic decisions still lay ahead (**Appendix X-12, 2015-16 USP Budget Draft 1 – 2.28.15**). Over the next few weeks, District staff worked diligently to analyze Special Master and Plaintiff comments and develop Draft 2. In early March, the District held an in-person conference with the Special Master and the Plaintiffs to address various issues, primary of which were issues related to the developing USP Budget for 2015-16.

The District submitted Draft 2 on March 23, 2015 (**Appendix X-13, 2015-16 USP Budget Draft 2 – 3.23.15**). The submission included a revised budget in the agreed-upon format, a cover letter explaining the difficulties in making year-to-year comparisons, and the budget form and process for using the student support criteria form (program evaluation). The District also provided explanations for adjustments contained within the budget. *Id.* Two days later, on March 25, 2015, the District submitted additional information to explain “in greater detail some of the year-to-year variances by activity” (**Appendix X-14, Draft 2 Supplement – 3.25.15**). The Special Master and Plaintiffs provided additional comment and feedback to Draft 2; District staff reviewed the feedback and, where appropriate, incorporated it into Draft 3.

The District submitted Draft 3 on April 27, 2015 (**Appendix X-15, 2015-16 USP Budget Draft 3 – 4.27.15**). Pursuant to the agreed-upon process and timeline, the next step was for District staff to present the final proposed budget to the Governing Board in June for adoption (or, in July for adoption, if necessary).

The Special Master and the Plaintiffs requested a “Draft 4” to be presented prior to (or concurrently with) the Governing Board presentation scheduled for June 23, 2015. District staff agreed to go beyond the obligations of the adopted budget process and provided a final version of the budget on June 19, 2015 (**Appendix X-16, 2015-16 USP Budget Final Draft – 6.19.15**). The submission included a cover memo outlining District-initiated changes between Draft 3 and the

final version, and a listing of the Special Master's and Plaintiffs' final recommendations (including responses to each). *Id.*

After engaging the Special Master and Plaintiffs in additional communications related to the final version of the budget, staff presented the proposed 2015-16 USP Budget to the Governing Board for study on June 23, 2015, as part of staff's general budget presentation (***Appendix X-17, Board Agenda Item Documents – 6.23.15***). The District continued to work thereafter to clarify questions and address remaining concerns – particularly with respect to apparent misunderstandings related to the agreed-upon process (***Appendix X-18, Tolleson Memo – 7.6.15***). On July 14, 2015, the Governing Board approved the proposed 2015-16 USP Budget which the District filed with the Court on July 15, 2015 (ECF 1827).

Throughout the budget process, the Special Master and Plaintiffs proposed revisions and asked questions. Following the review and comment period on those three drafts, the process then provided for the Special Master to make any suggestions for modification to the third draft. Thereafter, the District's Governing Board would take action on the proposed budget. However, after submission of the third draft, the Special Master and Plaintiffs continued to submit information requests and insisted on the development and submission of a fourth draft, which the District ultimately developed and submitted on June 19, 2015 (***Appendix X-16, 2015-16 USP Budget Final Draft – 6.19.15***). On June 23, 2015, Finance Director Renee Weatherless presented the proposed budget to the board, along with a memorandum explaining the positions and objections of the parties. The agreed-upon budget process then provided for Governing Board action in July 2015, consistent with the District's obligation under state law to adopt the District budget by July 15th. Between February and July, the District engaged in the process, submitted items in a timely manner, and sought to respond to dozens of individual, detailed information requests (***Appendix X-18, Tolleson Memo – 7.6.15***).

C. Budget Audit

The USP calls upon the District to provide the Plaintiffs and the Special Master with an audit report of each year's USP Budget. The audit report has two primary objectives: indicate whether funds were spent according to their allocations; and provide such other information as may be necessary to the Plaintiffs, the Special Master, and the public to provide full transparency concerning expenditures. The

audit is to be conducted by an outside accounting firm, posted on the USP Web Page, and delivered by January 31 of year following the year that is the subject of the audit. The District – in collaboration with Special Master Hawley and the Plaintiffs – will then use the audit report to inform the development of the budget for the subsequent school year which, generally, begins around January-February. It was for this specific purpose that the Parties agreed the District would submit the audit report by January 31 each year.

In the early summer of 2014, the District collaborated with the outside accounting firm of Heinfeld, Meech & Co., (H&M) to revise the scope of work to ensure that the audit report for the 2013-14 USP Budget expenditures would meet the objectives outlined in the USP (**Appendix X-19, Draft Agreed-Upon Procedures (AUP) Engagement Letter 6.17.14**; and **Appendix X-20, Arvizu Email and Revised AUP Letter 7.8.14**). In July 2014, the District reached out to Dr. Hawley and the Plaintiffs to begin a collaborative dialogue about the scope of work to address any issues before H&M began developing the audit report (**Appendix X-21, Brammer Email 7.25.14**). All parties generally shared the same primary concern about the scope and function of the audit report, namely, that the report would satisfy the objectives of the USP. However, the Mendoza and Fisher Plaintiffs wanted to ensure that H&M would conduct an audit, and the Fisher Plaintiffs were concerned with the use of H&M in general (**Appendix X-22, Thompson, Salter, Hawley Communications re Scope 8.4 – 8.8.14**). Dr. Hawley responded that the key consideration was whether the District spent the funds in accordance with the allocations (including explanations for significant modifications made throughout the year), and that he had no objection to H&M conducting the examination.

The District collaborated with H&M staff, the Special Master, the Plaintiffs, and the Plaintiffs' Budget Operations Expert throughout the fall of 2014 to address concerns about the scope, title, and function of the audit (discussed below under "Strengths"). A key part of this collaboration involved working with the Special Master and Dr. Balentine to reorganize the budget codes from fourteen broad USP projects to 65 specific USP implementation activities. After the revised codes were finalized in November, the District worked diligently with the Special Master, Dr. Balentine, and H&M to revise the scope of work to align with the new codes. In December, the District submitted the scope of work to the Special Master and Plaintiffs (**Appendix X-23, Brown Email re Draft Scope 12.19.14**). As directed by District staff, H&M included in the scope of work the entirety of USP section X(B)(7),

explanations of the differences between various terms of art (“Audit,” “Audit Report,” etc.), and the following language to ensure that purpose of the audit report was aligned with the objectives of the USP:

This engagement is solely to engage in “Agreed-Upon Procedures” in order to produce an “Audit Report” which achieves the following objectives, as stated by USP section X.B.7:

1. To indicate whether the funds allocated in the USP Budget were spent in accordance with that budget for the fiscal year ending on June 30, 2014, and
2. To provide such other information as may be necessary to provide the Plaintiffs, the Special Master, and the public with full disclosure concerning how funds allocated to the USP Budget were spent.

The December communication also included an example of the audit report so the Special Master and Plaintiffs would see the information that would be provided, in the revised 65-activity format as requested by Dr. Balentine. *Id.*

After receiving no response from the Special Master or Plaintiffs, the District reached out on January 8 and 9, 2015 to discuss a possible extension and to solicit their feedback as the deadline for the audit report was fast approaching (**Appendix X-24, Brown Emails re Extension and Scope 1.8 – 1.9.15**). The District also planned to discuss the scope of work issue with the Special Master and Plaintiffs at a teleconference scheduled for January 20, 2015, and to extend the deadline upon agreement of all parties to allow time to adjust to any revisions to the scope of work. *Id.* The Fisher Plaintiffs maintained their objection to H&M conducting the audit, objected to the extension, but did not comment specifically on the scope of work (**Appendix X-25, Salter and Thompson Emails re Extension and Scope 1.12.15**). The Mendoza Plaintiffs supported the scope of work (subject to certain concerns), did not object to H&M conducting an examination as outlined in the scope of work (rather than an “Audit”), agreed to the extension, and outlined three major concerns/questions. *Id.* On January 14, 2015 the District sought an extension from the Court to submit the audit report to the Special Master and Plaintiffs by February 20, 2015 (**ECF 1751, 1751-1, and 1759 TUSD Motion and Order for Extension of Time to Deliver Budget**). The Court granted the request on January 28, 2015. *Id.*

District staff provided the Mendoza Plaintiffs' concerns and questions to H&M staff and, on January 20, 2015, provided H&M's response to the Mendoza Plaintiffs (**Appendix X-26, Taylor Email re H&M Response 1.20.15**). The same day, District staff engaged the Special Master and Plaintiffs in a detailed discussion about the scope of work during a teleconference. Over the following week, the District's Chief Financial Officer Karla Soto, H&M staff, and counsel for the Mendoza Plaintiffs exchanged emails related to scope of work concerns (**Appendix X-27, Emails re Mendoza Concerns 1.20 - 1.28.15**). On February 20, 2015, the District submitted the audit report for the 2013-14 USP Budget to the Special Master and Plaintiffs (**Appendix X-28, Brown Email and 2013-14 Audit Report 2.20.15**). As more fully described below, the District worked with the Special Master and Plaintiffs for several months to respond to questions about the audit, and to provide supplemental information where needed for full transparency.

During the 2012-13 and 2013-14 school years, there was considerable disagreement among the H&M accountants, the Special Master, and the Plaintiffs over the process and content of the USP audit report/audit. In the early summer of 2014, the District collaborated with H&M to revise the scope of work to ensure that the audit report for the 2013-14 USP Budget expenditures met the objectives outlined in the USP. Citing professional standards for accounting, H&M suggested that the scope of work take the form of an "agreed-upon procedures" engagement letter, because "an examination/audit provides for materiality considerations which [are] often not appropriate in a compliance situation" (**Appendix X-20, Arvizu Email and Revised AUP Letter 7.8.14**). It was H&M's professional opinion that the "agreed upon procedures" allowed for clearer understanding by the users, and (if properly designed) would achieve the same or greater results as an "audit." *Id.* Regardless of whether H&M called the report an "audit," "audit report," "agreed-upon procedures," or some other name, the District's first and foremost concern was that the report satisfied the objectives and requirements of the USP. District staff worked with H&M to create a scope of work, and directed H&M to include the provisions of USP section X(B)(7), to include definitions of the terms "Audit," "Agreed-Upon Procedures," and "Audit Report," and to include that the objectives of the USP were paramount (regardless of the title of the report) (**Appendix X-21 Brammer email 7.25.14**).

Aside from the title of the audit report, the primary point of contention was whether H&M's report would provide an opinion as to whether the District

appropriately spent desegregation funds in a manner consistent with the USP – a legal document. The Special Master and Plaintiffs felt that such an opinion was a critical component of what the USP describes as “other information as may be necessary” for full transparency. However, such an opinion would require H&M’s accountants to make subjective decisions based on a comprehensive understanding of the USP and the District’s related implementation activities (which they did not have, nor did they have the requisite skill, training, or expertise to obtain such understanding).⁵⁰ Requiring an accountant to provide a subjective opinion about legal compliance is akin to asking an attorney to provide a subjective opinion about compliance with generally accepted accounting procedures. In both cases, the opinion would not be based on the skill, knowledge, and expertise of the professional providing the opinion, it might constitute a violation of professional conduct, and it would be subject to justifiable scrutiny. As such, H&M argued, it was unqualified and unwilling to provide such an opinion.

To address all of the concerns related to the title of the audit report, its function, and the lack of an opinion, the District engaged H&M in the summer of 2014 to develop “agreed-upon procedures” to clearly outline the activities to be performed to produce the information necessary to comply with the objectives of USP section X(B)(7). On August 20, 2014, the District’s Deputy Superintendent for Operations, Yousef Awwad, contacted Dr. Hawley by phone to discuss the scope of work issue (***Appendix X-29, Emails re Concerns 8.20 – 8.26.14***). They agreed that Dr. Hawley would send the District his thoughts of the scope of work, and that the District would arrange a phone call between Dr. Hawley and H&M. ***Id.*** Prior to sending his memo on the scope of work to the District, Dr. Hawley submitted it to the Plaintiffs and asked for their feedback. ***Id.*** Dr. Hawley made clear his position that these discussions should focus on “goals, not process. I leave the technical details to the auditors and [Plaintiffs’ budget expert] Vicki Balentine.” ***Id.*** This position aligned with the District’s position that the parties should focus on the function of the audit report, not its title.

⁵⁰ Pursuant to the USP, the role of the outside accounting firm is to gather and report information to provide full transparency. Based on the information provided in the report, the Plaintiffs, the Special Master, and members of the public can – and should – form an opinion about whether the District appropriately spent desegregation funds in a manner consistent with the USP. The Parties created the audit language in the USP to inform the development of subsequent budgets, and to provide transparency, not for the purpose of having accountants create conclusory, legal opinions.

D. Notice and Request for Approval

The USP called upon the District to provide the Special Master with a Notice and Request for Approval (NARA) “of certain actions regarding changes to the District’s assignment of students and its physical plant,” “regarding the closing or opening of magnet schools or programs,” and regarding “attendance boundary changes.” USP § X(C)(2). Each NARA must include a Desegregation Impact Analysis (DIA) to “assess the impact of the requested action on the District’s obligation to desegregate” and to “specifically address how the proposed change will impact the District’s obligations under this Order.” Throughout the 2014-15 school year, the District sought court approval through the DIA and/or NARA process for each of the above-listed items. Some actions were resolved through submission of a DIA, with subsequent agreement (or lack of objection) from the Special Master and Plaintiffs. Other actions required a formal NARA filing, litigation, and court resolution. In both cases, the District sought an order from the court approving the request pursuant to the procedures outlined in the USP and related court orders.

Over the course of the 2014-15 school year, the District submitted a NARA for the following actions (broken out by category): 1) a change to student assignment patterns (category ii) through grade expansions at Fruchthendler Elementary School and Sabino High School; 2) a construction project resulting in a change in student capacity or significant impact to the nature of a facility (category iii) involving the addition of portable classrooms at Dietz K-8 School; and 3) three sales of District real estate (category vi) at the former Fort Lowell Elementary School location, the Fremont Avenue location, and the former Van Horne Elementary School location. Citations below include each request, the Special Master’s recommendation (where applicable), and the corresponding order either approving or denying the request.

Sale of the Ft. Lowell Property

In August 2014, District staff began preparing a Desegregation Impact Analysis (DIA) for the sale of the former site of Ft. Lowell Elementary School. On September 9, the Governing Board approved the contract with the potential buyer (contingent on successful rezoning, City of Tucson approval, and Special

Master/Court approval). On September 18, counsel for the District submitted the DIA, requested a stipulation to the action from all parties, and offered to answer any question or work to address any objections. After providing additional information requested by the Special Master, and receiving no objection from any party, the District filed its NARA with the Court on October 17, 2014 (see ECF 1701 through 1702-2). On November 13, 2014, after receiving no objection from the Special Master or the Plaintiffs, the Court approved the sale (see ECF 1714).

Sale of the Fremont Avenue Property

In November 2014, District staff prepared a DIA for the sale of a .18-acre vacant, unimproved lot on South Fremont Avenue. On November 18, the Governing Board approved the contract with the potential buyer (contingent on Special Master/Court approval). On November 19, 2014, counsel for the District submitted the DIA and requested a stipulation to the action from all Parties. All parties stipulated to the action, and the Special Master indicated that he had no objection to the sale. On November 24, 2014, the District filed its request with the Court (see ECF1719 through 1719-2). On December 15, 2014, the Court approved the sale (see ECF 1732).

Grade Expansion at Fruchthendler Elementary School and Sabino High School

A number of middle-grade students living in the District's North-East quadrant do not attend TUSD schools for grades 6 through 8, taking with them state per-pupil funding and leaving a smaller pool of Anglo students from which to integrate District schools. In response, during the fall of 2014, the principals of Fruchthendler ES and Sabino HS collaborated to engage the community, parents, and staff members to brainstorm potential solutions. After developing a proposal to add a sixth grade to Fruchthendler and 7th-8th grades to Sabino, the principals presented it to the Governing Board on January 27, 2015 for information only.

Based on initial Governing Board support, the District developed a preliminary DIA and submitted it to the Special Master and Plaintiffs less than two weeks later on February 9, 2015. The DIA was also presented to the Governing Board and, after examining the proposal and preliminary desegregation analysis, the Board voted to approve the proposal. Several days later, the Fisher Plaintiffs

submitted objections to the District's February 9th email, and the Special Master accepted them as formal objections triggering a deadline for a District response. The Mendoza Plaintiff objections were submitted several days later. Rather than create multiple responses, staff developed a single response that addressed the Plaintiff's and Special Master's objections, concerns, and requests for information, including a more formal, comprehensive DIA.

The District submitted its response to the Special Master and Plaintiffs on March 4, 2015. The sixteen-page response and accompanying DIA included: a background of the development of the proposal; an analysis of the objectives of the proposal (both desegregation and non-desegregation related); a detailed and comprehensive analysis of the minimal impacts on integration to Fruchthendler, Sabino, and surrounding schools (particularly Magee Middle School, and other middle schools); renovation and transportation costs; and detailed maps, graphs, and tables to clearly convey complex information (see ECF 1789 and 1789-1). As the Special Master had accepted the Plaintiffs' initial objections as formal objections, the next step was for the Special Master to consider the District's response and make a recommendation to the Court. However, the Special Master requested that the District formally file a NARA with the Court before he filed a recommendation.

On April 14, 2015, the District filed a formal NARA (see ECF 1789 and 1789-1). On April 15, 2015, the Special Master filed his recommendation for the Court to approve the grade expansion at Fruchthendler but not at Sabino. All Parties filed objections to the Special Master's recommendation for various reasons and, on May 12, 2015, the Court denied the request for grade expansions at both schools and ordered the Special Master and the Parties to work together to improve the process for analyzing and developing actions that impact student assignment (see ECF 1799).

Addition of Portable Classrooms at Dietz K-8 School

In April 2015, District staff prepared a preliminary DIA for the addition of portable classrooms at Dietz K-8 School. On April 14, 2015, in keeping with its practice, the District presented the contract for the portable move to the Governing Board for approval, and the contract was approved (the action itself being contingent on Special Master/Court approval). District staff spent the remaining weeks in April finalizing the DIA and, on May 1, 2015, submitted a request for a

stipulation to the action (including a DIA) to the Special Master and Plaintiffs. The Special Master, the Fisher Plaintiffs, and the Mendoza Plaintiffs responded with questions, comments, and concerns over the following week – to which staff responded. One particular concern shared by multiple parties was that the District (here, and with Sabino-Fruchthendler) sought Board approval prior to engaging the Plaintiffs. The District pointed out that such had been its practice for several years and neither the Special Master nor any Plaintiff had ever objected or indicated that this approach was of concern. In light of the objections, it was clear that the parties were not going to stipulate to the action and, accordingly, the District filed its formal NARA on May 8, 2015 pursuant to an agreed-upon briefing schedule (see ECF 1798 and 1798-1). The Fisher and Mendoza Plaintiffs filed objections, the Department of Justice filed a “non-objection,” the Special Master filed a supporting recommendation, and the Court ultimately approved the addition of the portables on June 12, 2015 (see ECF 1809).

Sale of the Van Horne Property

In June 2015, District staff began preparing a DIA for the sale of the former site of Van Horne Elementary School. On June 9, the Governing Board approved the contract with the potential buyer (contingent on successful rezoning, and Special Master/Court approval). On June 18, Senior Desegregation Director Taylor submitted the DIA, requested a stipulation to the action from all parties, and offered to answer any question or work to address any objections (***Appendix X-30, Taylor Email and DIA re Sale of Van Horne Property 6.8.15***). On June 30, the Special Master filed with the Court a recommendation to approve the sale (ECF 1821 and 1821-1). On July 14, the Court approved the sale (ECF 1826).

In every instance, the District developed a DIA and shared it with the Special Master and Plaintiffs to collaborate and obtain consensus without the need for Court intervention. The District was successful in obtaining consensus around the NARAs related to the sale of property (Ft. Lowell, Fremont Avenue, and Van Horne), and will continue to work to achieve consensus in the future where possible. In simple cases, usually involving the sale of property, staff will continue to seek consensus and collaboration to alleviate the need for protracted litigation.

STRENGTH

EBAS Has Become a Reality

As described above, the District made substantial strides in building its technological capacity for evidence-based accountability. The District plans to work with an outside expert (consultant) to build a data warehouse that will be the cornerstone to the EBAS Dashboard system. It will include the District's legacy data from TUSDStats, ATI, Mojave, PeopleSoft, Lawson, Tienet and MapNet. The data warehouse will be designed to align with data from Infinite Visions, Synergy, Versatrans and School City.

The District is in the process of purchasing a commercial Dashboard system that will satisfy USP requirements. The system will allow the evaluation of program effectiveness towards addressing racial segregation and improving academic performance and quality of education for African American and Latino students, including ELLs. This dashboard will leverage the newly created data warehouse providing past and present data snapshots with trending to allow accurate data-driven decisions. The District has already received proposals from a number of companies that offer intervention-focused overlays that work in tandem with a student information system to identify students who are at risk or in need of intervention.

The Discipline Dashboard continues to be improved for the 2015-16 school year. Staff recently added an additional score card (called the "Risk Ratio"), which involves KPI set by the Department of Justice. The District is also adding a chart showing discipline by gender over time (trending) and charts of "violations by school" and "schools by violation." The District will continue to train staff on the current Data Dashboard. Onboarding training will be established using True North Logic for new staff and refresher training sessions will be administered at ILA meetings.

For the 2015-16 school year, the District chose a new vendor, School City, for benchmark and formative assessments. Assessments from School City will be fully aligned to the Common Core and will use enhanced technology and formats (for non-multiple choice questions) that measure depth of knowledge. Benchmark results will be especially important in SY 2015-16 since the Arizona state test (AZ

Merit) is new and 2014-15 results will not be available until one-third of the school year is complete. Access to timely and accurate benchmark data (beyond grades) is a critical component of addressing achievement challenges early and often.

Reformatting the 910(G) Budget and Improving Systems Going Forward

The District revised its budget format from fourteen project codes to 65 implementation activities so that budget allocations would more closely align with specific USP activities. This reformatting will allow easier comparisons between years, and greater accountability and transparency with respect to budget allocations and expenditures. However, the formatting change presented some challenges because it did not readily allow for an “apples to apples” comparison with the fourteen-project format used in prior years’ budgets.

A main source of difficulty and delay throughout the budget development process was the District’s antiquated, manually-driven processes, tools, and systems. Antiquated systems 1) forced District staff to work additional hours to produce cogent information to the Special Master and Plaintiffs, 2) negatively impacted the District’s ability to be nimble and flexible when reacting to ongoing budget concerns and suggested adjustments, and 3) adversely impacted response times to requests for information from the Special Master and Plaintiffs.

Throughout the 2014-15 school year, the District took steps to put into place a new Enterprise Resource Planning (ERP)⁵¹ system which will significantly improve the budget development process in future years. Finance department staff, and staff from other departments such as human resources, have received extensive training on the new ERP system and began utilizing enhanced system capabilities in the summer of 2015.

Through painstaking and diligent collaboration to balance the interests of the USP, the District, H&M, the Special Master, Dr. Balentine, the Plaintiffs, and the public, District staff members were able to successfully address the title, format, and

⁵¹ Enterprise Resource Planning (ERP) refers to software that helps large organizations manage business processes by utilizing a system of integrated applications to manage operations and to automate functions (oftentimes, functions that had been manually-based) related to finance, technology, human resources, and other functions.

functional issues. Ultimately, District staff found a middle ground whereby H&M would provide an opinion as to the materiality of the information presented in the report, and the District would provide detailed explanations of variances identified by H&M. The final report included both H&M's opinion, and the District's variance explanations. The auditors' reporter thereafter met with no further objections.

Modifying the Format for Desegregation Impact Analyses (DIAs)

Though four of the five DIA requests were granted, the request to expand grades at Fruchthendler and Sabino was denied. On reflection, while the sales of property request were relatively straightforward, other actions (such as the addition of portables and grade expansions) proved more difficult as multiple parties shared varying views and identified a myriad issues. In an attempt to develop more productive methods for consensus-building for complex requests, the District reached out to the Plaintiffs to gain a better understanding of the types of information that could be provided in preliminary DIAs, including the types of questions staff might analyze prior to engaging the Plaintiffs and Special Master. One suggestion from the Plaintiffs was for staff to consider all relevant USP-related impacts (not only student assignment impacts) in its initial assessment of a proposed action. While the District had engaged in such analysis in the past, it had not been standardized or included in most preliminary DIAs. In response to party input, the District revised the format for DIAs to include a preliminary student assignment analysis as well as a preliminary assessment of impacts to other USP implementation activities.

COMMITMENT

Evidence-based accountability capacity will continue to grow. The dashboards described above will continue to play a key role in student support and in monitoring of the District's own practices with regard to student discipline. With the addition of a data warehouse, new student information system, and early warning-oriented intervention add-on for the SIS, the District will have a more comprehensive and timely view of each student than ever before. The District also plans to convert to all online benchmark testing after SY 2014-15 efforts to upgrade computer labs. With the purchase of additional COWs (Computer on Wheels), the District plans to enhance the available technology at schools. The online testing will

ensure that data from School City is quickly available for display on the EBAS dashboard. The District plans to integrate this data with other data sources to give timely feedback to teachers and other instructors and to guide instructors on the dashboard. The Multi-Tier System of Supports will use School City data as one of the primary data sources to evaluate the need for academic interventions during the year.

It is not an overstatement to say that in terms of transparency, the ability to timely compare allocations to expenditures, and the ease of developing an “apples to apples” USP budget for 2016-17, the implementation of the ERP changes everything. With the 65 activity codes firmly in place and used for careful programmatic budgeting for 2015-16, the District will now be able to track and report expenditures by activity code and develop a 2016-17 USP budget that can be compared on a meaningful basis to its predecessor. As District staff become more familiar with the new system, the budget development process will improve, facilitating transparency, reaction times, and the District’s ability to respond to information requests accurately and timely.

Likewise, the historical confusion over the best manner in which to report on audit findings appears to be resolved going forward. After submission of the 2013-14 audit report, the Special Master and the Mendoza Plaintiffs submitted concerns, questions, and requests for additional information. Over the next month, District staff engaged the parties and provided several communications with responses to concerns and questions, and additional documents that included supplementary information (***Appendix X-31, Emails re Additional Information 3.3 - 3.18.15***). The District’s engagement with the Special Master and Plaintiffs after submission of the audit report ensured transparency, accountability, and helped inform the development of the 2015-16 USP Budget as intended. The “agreed upon procedures” should allow for all future reports from District auditors to be presented by the USP deadline.

The revised format includes two primary sections: an analysis of the desegregation impacts, and an analysis of potential impacts to other USP obligations. While staff had always engaged in the latter analysis, such was not always included and articulated in the DIAs. On June 18, 2015, the District utilized this revised format for the DIA in support of the sale of the Van Horne property; the Special Master and Plaintiffs did not object, and the sale was approved. The District will continue to utilize the more-comprehensive DIA format in the future to obtain

consensus around NARA actions (or, at the very least, to narrow the issues for litigation).

E. USP Reporting

X(F)(1)(a)(i) Attendance boundary changes;

There were none for the 2014-15 school year (***Appendix X-32, Attendance Boundary Changes***).

X(F)(1)(a)(ii) Changes to student assignment patterns;

There were two for the 14-15 SY. Grade configuration changes to Fruchthendler Elementary School (K-5 to K-6) and Sabino High School (9-12 to 7-12) (***Appendix X-33, Student Assignment***).

X(F)(1)(a)(iii) Construction projects that will result in a change in student capacity or a school or significantly impact the nature of the facility such as creating or closing a magnet school or program;

There was one for the 14-15 SY. The addition of portables at Dietz K-8 School (***Appendix X-34, Construction Projects***).

X(F)(1)(a)(iv) Building or acquiring new schools;

There were none for the 2014-15 school year (***Appendix X-35, Building or Acquiring New Schools***).

X(F)(1)(a)(v) Proposals to close schools;

There were none for the 2014-15 school year (***Appendix X-36, Proposals to Close Schools***).

X(F)(1)(a)(vi) The purchase, lease and sale of District real estate;

There were a total of three. The sale of the former Van Horne and Fort Lowell elementary schools and property at 422 S. Fremont Ave (***Appendix X-37, Purchase, Lease, and Sale of District Real Estate***).