

# **Attachment 1**

**TUCSON UNIFIED SCHOOL DISTRICT NO. 1**

**Annual Report  
for the  
2015-2016 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  
Heliodorio T. Sánchez, Ed.D., Superintendent

TUSD Governing Board:  
Adelita S. Grijalva, President; Kristel Ann Foster, Clerk;  
Michael Hicks; Cam Juárez; Dr. Mark Stegeman

# TUCSON UNIFIED SCHOOL DISTRICT

**Heliodoro T. Sánchez, Ed. D.**  
*Superintendent*

September 28, 2016

Hon. 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 Tucson Unified School District's 2015-2016 annual report to the Court regarding the District's integration efforts and outcomes under the Unitary Status Plan (USP). I have confidence the Court will find that this report demonstrates the District's commitment to and belief in integrated schools, safe and equitable learning environments, effective structures and systems, high quality programs and education for all students, meaningful engagement of our students and families, and transparency to our community at large. Furthermore, this report demonstrates that the District intends more than mere compliance with the USP, sincerely intending a district culture which embodies integration throughout its practices and procedures.

As we continue to move forward to implement the USP as well as the District's USP-aligned strategic plan with fidelity, we will be acting with deliberate and ongoing attention to potential areas of disparity within our school district community. In so doing, we will be informed by the work reported herein, which helps us better understand and complete the good work left to be done.

As the 2016-2017 school year continues, we look forward to the challenges and opportunities before us, with an abiding belief that Tucson Unified is a community where students love to learn, teachers love to teach, and people love to work.

Sincerely,

*Heliodoro T. Sánchez, Ed. D.*

Heliodoro T. Sánchez, Ed. D.  
Superintendent

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**Governing Board**

*Adelita S. Grijalva; President, Kristel Ann Foster; Clerk, Mark Stegeman, Michael Hicks, Cam Juárez*

## **Introduction**

The Tucson Unified School District is fundamentally committed to integration, diversity, and racial equity in fulfilling its mission to educate the children of Tucson, preparing those children for productive, fulfilling adult lives in the world community.

That commitment leads to focused efforts in a range of different areas of District operations: student assignment, transportation, faculty and staff assignment, quality of education, discipline, family and community engagement, extracurricular activities, facilities and technology, and a sufficient degree of transparency and accountability to permit reasoned assessment and evaluation.

This annual report presents both qualitative and quantitative assessments of the District's initiatives, programs, and services during the 2015-16 school year. This report at once offers a comprehensive narrative description of the District's efforts toward achieving its goals relating to integration, diversity, and racial equity, and a comprehensive set of data regarding the District and its operations for use in measuring progress toward those goals.

The District currently operates under a consent decree, referred to as the Unitary Status Plan (USP), arising out of a long-running school desegregation case that began in 1974 and continues to this day. Though the format and contents of this annual report meet certain requirements of the USP, the District looks forward to the ultimate termination of that decree based on its demonstrated commitment to integration, diversity, and racial equity. As this annual report highlights, the District has institutionalized that commitment because it is right, because it is the law, and because it is immeasurably important for the students the District serves.

The District spans 231 square miles, including most of the city of Tucson. It is the second largest school district in Arizona by enrollment and the 80th largest school district in the United States. In the 2015-16 school year, the District enrolled slightly more than 48,000 students, of whom 61 percent were Hispanic, 21 percent were white, 9 percent were black, 4 percent were Native American, 2 percent were Asia/Pacific Islanders, and 3 percent were multi-racial. Those students attended 88 schools: 48 elementary schools, ten middle schools, fourteen K-8 schools, ten high schools, and several alternative programs. Also during the 2015-16 school year, the District employed more than 7,500 people, including more than 2,500 certificated teachers. The District spent more than \$400 million in the performance of its duties,

including approximately \$63 million in funds from taxes levied pursuant to A.R.S. 15-910(G) for activities that were required or permitted by a court order of desegregation or administrative agreement with the United States Department of Education Office for Civil Rights directed toward remediating alleged or proven racial discrimination.

The balance of this annual report consists of ten separate sections, each devoted to a different area of the District's efforts toward integration, diversity, and racial equity. Each section begins with a series of narratives describing the activities of the District during the past school year and concludes with a list of specific data and reports relating to that area. The sections of the annual report are organized to follow the sections of the USP, for convenient reference. Because the actual data and reports are voluminous (collectively, thousands of pages), most are set forth separately in a series of appendices, corresponding to each section of the annual report, although the narratives frequently include summaries and extracts. This 2015-16 Annual Report, along with its appendices, will be filed with the court in the desegregation case and posted on the District's webpage relating to the desegregation case.

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## **Executive Summary**

Each year, the Tucson Unified School District undertakes a wide range of activities in pursuit of its commitment to integration, diversity, and racial equity in the course of educating its students. This annual report details those activities during the 2015-16 school year, both in narrative form and in a series of quantitative reports and analyses. The report describes the manner in which the District has institutionalized the operating structures supporting integration, diversity, and racial equity, ensuring that commitment will last for decades to come.

The District currently operates under a consent decree, referred to as the Unitary Status Plan (USP), arising out of a school desegregation case concerning discriminatory actions that the District Court found had ended by the early 1950s with respect to African American students, and by the early 1960s with respect to Hispanic students. The USP provides that the District may apply to terminate the consent decree beginning after the 2016-17 school year. The 2015-16 Annual Report details the District's compliance with the USP during the 2015-16 school year and demonstrates the District's active planning to continue its commitment to integration, diversity, and racial equity on an ongoing basis after the decree is terminated.

As discussed in the annual report, many of the District's efforts not only exceed USP directives, but also exceed court-ordered requirements for school districts under similar desegregation orders nationwide and surpass efforts by other school districts of similar size or demographics. The report describes the District's activities in ten sections: Compliance and Good Faith, Student Assignment, Transportation, Administrative and Certificated Staff, Quality of Education, Discipline, Family and Community Engagement, Extracurricular Activities, Facilities and Technology, and Transparency and Accountability.

Several themes, including communication; professional development; data collection and analysis; school choice; student learning; and parent, student, and community engagement, course through the sections. They play critical roles in moving the District toward unitary status and in building a structure for desegregation into the District's very fabric to ensure equity, nondiscrimination, and integration in perpetuity.

## **I. Compliance and Good Faith**

The District has developed the organizational infrastructure and systems necessary to implement the USP. To measure the efficacy of the strategies and programs it has implemented to align with the USP and achieve its own related goals, the District carefully and continuously monitored its organizational efforts through systematic reporting and periodic audits. The District used the results to identify strengths and weaknesses and to institute immediate corrective actions to ensure compliance in three major categories: USP Compliance, Court Ordered Compliance, and Action Plans.

To accomplish the District's USP internal compliance monitoring in SY 2015-16, the District hired a desegregation program manager who monitored compliance within 64 individual USP activities. In addition, most USP activities also involve additional objectives or directives outlined in related action plans or court orders. Under the direction of the senior desegregation director, the program manager established new compliance evaluation procedures and practices; developed internal processes and controls to ensure departments were in compliance with all applicable requirements; engaged in multiple ongoing strategic meetings with key stakeholders; and held vital follow-up meetings on an ongoing basis to ensure accountability.

## **II. Student Assignment**

In 2015-16, the District continued to implement a coordinated process of student assignment utilizing multiple strategies, including boundaries/feeder patterns; a magnet/open enrollment application and lottery placement process; magnet schools and programs; marketing, outreach, and recruitment; and new initiatives designed to improve integration, primarily through the Coordinated Student Assignment committee. Implementing these strategies is complicated by Arizona's school choice law, which allows families to apply to attend any school regardless of where they live, and the growth of charter schools and surrounding suburban school districts.

After examining attendance boundaries to determine if any changes could be made to improve integration, the District proposed grade configuration changes at five schools during the 2015-16 school year with input and participation from the

Plaintiffs, Special Master, and Student Assignment Committee. The Court approved the change for Drachman Montessori Magnet School from K-6 to K-8 and for Borman Elementary School from K-5 to K-8.

As open enrollment limits the ability of any school district to easily change the composition of a school site merely by changing boundaries, the magnet/open enrollment application and lottery placement process play a central role in improving the integration status of certain schools. Based on feedback from schools, parents, and staff about the process, the District revised its school choice application to include specific information about updates and programs at each school to help families make the most informed decisions about where to apply and enroll. The District posted translations of the information into major languages on the TUSD website and continued to communicate other relevant information to families through multiple outlets.

The District also adjusted the due dates for parent responses to placement offers to better align with the school calendar. This change ensured parents had more access to District offices and services and more opportunities to visit schools, interact with the school community, and select the best choice for their child. The first-round lottery held in December improved the demographics of four of eight oversubscribed schools, bringing them closer to the target racial/ethnic compositions. The District received 3,803 applications during the priority enrollment window in 2015 for the 2016-17 school year, compared to 3,587 received during the same time period in 2014 for SY 2015-16.

The District utilizes magnet schools and programs (magnets) to provide students of all racial and ethnic backgrounds the opportunity to attend an integrated school. To ensure the success of its magnets, the District's Governing Board approved the Comprehensive Magnet Plan in June 2015, and the District implemented it during SY 2015-16. This implementation included a strong marketing and recruitment component and efforts to strengthen academic achievement at magnets. The District also updated its Marketing, Outreach, and Recruitment Plan, focusing on increasing the use of videos and other platforms to showcase schools and programs, improving social media, and other strategies to support choice and integration at magnets and non-magnets.

To support its coordinated student assignment process, the District provided professional development that focused on the USP student assignment objectives,

open enrollment, magnets, and the application and selection process for student placement to ensure staff can efficiently and accurately assist families in enrolling students in the school of their choice.

### **III. Transportation**

The District operates three major transportation programs in support of integration, in addition to normal school bus operations for a District of this enrollment and geographic size. First, the District provides free transportation to students attending magnet programs in schools beyond their home attendance boundaries. This allows magnet schools to draw from a far wider pool of students, reaching across residential demographics that can lead to racial isolation or clumping. Second, and similarly, the District provides free transportation to students who wish to attend a school beyond home attendance boundaries (whether or not it is a magnet school), if the student's attendance would improve integration at the target school. Finally, the District provides after-school activity buses to all magnet and integrated schools, enhancing the ability of students from wider areas to participate in more integrated after-school extracurricular activities and certain GATE services.

With approximately 300 buses and more than 22,000 riders, the District carefully planned routes to ensure that every student who required transportation had a seat on the bus with the shortest possible ride time and never had to transfer more than once to another bus. As in the past, the District adhered strictly to its nondiscriminatory transportation plan, which is based on geographical and economical concerns, not race or ethnicity.

The District provided transportation to neighborhood schools on an equitable basis to students living within a school's boundary but outside of its walking zone. The District did not identify instances of discrimination nor did it receive complaints of discrimination based on race or ethnicity related to the provision of transportation services.

Throughout SY 2015-16, the District enhanced its routing software and practices and analyzed the impact of specific routes and strategies to improve the efficiency of routing and busing the large number of students who use transportation. The District configured buses and driver information, imported



student data into the test system, completed implementation trainings, and successfully used the new routing system for summer school transportation. The new system is expected to be implemented in December 2016.

In its commitment to giving students the opportunity to participate in extracurricular activities, the District provided 59 after-school activity buses to all magnet and integrated schools during SY 2015-16, compared to 53 during SY 2014-15. Recognizing that some of these buses covered large overlapping areas and long ride times, the District reorganized buses or combined routes, thereby reducing ride times for outlying students and improving efficiency. The District also proposed several express shuttle routes designed to support greater integration of certain schools by shortening ride times for students who live far away, thus incentivizing parents to send their children to those sites.

#### **IV. Administrative and Certificated Staff**

The District is committed to enhancing the racial and ethnic diversity of its administrators and certificated staff through recruitment, hiring, assignment, and retention strategies. The District augments the positive impact of its administrators and certificated staff through professional development and support. This comprehensive approach includes strategies to attract and retain a diverse workforce, evaluate why prospective employees decline offers of employment, and provide support and leadership training to principals and teachers to enhance their efforts to help students.

During the 2015-16 school year, the District implemented the Outreach, Recruitment, and Retention Plan to increase recruitment efforts and attract and retain African American and Hispanic applicants. The plan covered recruiting, including participation in local events, recruiting trips, partnering with colleges and universities, and developing recruiting materials. In continuing implementation of the plan, the District used an array of outreach strategies, held hiring focus groups, expanded its partnerships and networks to learn about new best practices and recruitment opportunities, increased the number of recruitment trips, participated in recruitment events, and convened its Recruitment and Retention Advisory Committee on a quarterly basis.

District recruiting teams visited sixteen colleges and universities from fall of 2015 through spring of 2016. Human Resources targeted six historically black colleges and universities and four Hispanic-serving institutions in its recruitment trips to market the District to racially and ethnically diverse teaching and administrator candidates and fill the critical need areas of math, science, and special education. The District participated in a number of other educational job fairs, expos, conferences, and special events, some targeted specifically at diverse populations. Overall, in 2015-2016, District staff attended or held 55 recruitment events and issued 170 letters of intent that resulted in hires, including twelve African American, 114 white, five Asian/Pacific Islander, 39 Hispanic, and five Native American teachers.

The number of diverse certificated staff employed by the District grew during the 2015-2016 school year. The District increased the number of Hispanic certificated staff by a net total of 56. The number of African American certificated staff decreased by a net total of one; the District hired thirteen new African American teachers, but fourteen African American staff separated from the District, stating personal reasons for their departure. In comparing District data to both regional and statewide data, TUSD exceeds the expected percentages of minority teachers and administrators. The number of Hispanic and African American site administrators employed by the District in 2015-16 increased by three and one, respectively, compared to the previous year.

The District also offered two approaches for cultivating administrative leaders, with an emphasis on the development of a diverse group of leaders who include African American and Hispanic administrators. The two approaches are the Leadership Prep Academy, which includes candidates who are qualified to serve as assistant principals and who are selected through a recommendation process, and the Master Cohort in Educational Leadership through the University of Arizona's College of Education, in which participants may earn a master's degree in educational leadership.

Overall, the District provided employees with many different forms of USP-related professional development and support, offering information and strategies for increasing student success. In the 2015-16 school year, the District's Curriculum and Instruction, Professional Development, and Assessment and Program Evaluation departments coordinated district-level professional development to strengthen the instructional practices of TUSD educators.

The District also provided professional development to administrators to familiarize them with 2014-15 revisions to the evaluation instruments. In July 2015, the District presented its teacher evaluation instrument, the Modified 2013 Danielson Framework for Teaching, and the revised principal evaluation instrument to 199 site and central administrators and continued training into the school year. The District also revised the Principal Evaluation Plan as directed by the Court and further reviewed and evaluated the adequacy of the weights assigned within the evaluation to effectively measure teacher and principal performance in the context of the USP.

The District offered the New Teacher Induction Program to provide new teachers with additional skills, including building beginning teachers' capacity to become reflective and collaborative members of their professional learning communities and helping them engage thoughtfully with students from diverse backgrounds.

## **V. Quality of Education**

The District is committed to providing equitable access to high-quality educational opportunities for all of its students and supporting academic achievement, particularly among African American and Hispanic students. District efforts to meet those goals in SY 2015-16 included increasing and improving these students' participation in Advanced Learning Experiences (ALEs) and dual language programs; addressing the literacy needs of English language learners (ELLs); maintaining inclusive school environments; and enhancing student engagement and achievement through dropout prevention, culturally relevant courses, multicultural curriculum, Culturally Responsive Pedagogy, and other efforts.

Using the 20% Rule as defined by Dr. Donna Ford, the District monitored ALE participation to identify any significant disparities by race or ethnicity. Participation that is less than 20% of the District's enrollment rate for a specific racial or ethnic group signifies a racial or ethnic disparity that must be assessed and addressed. In SY 2015-16, the District met and exceeded the 20% Rule goal in 25 of 42 goals. In addition, positive progress was made in meeting eight additional goals. For example, the percentage of Hispanic (50 percent) and African American (8.1 percent) students in dual credit classes grew from 38.9 percent and 7.4 percent,

respectively, since SY 2012-13, and the percentage of minority students in high school Advanced Placement (AP) classes grew over the last three years.

The District also succeeded in increasing enrollment of ELL students in three ALEs—Pre-AP Advanced, Pre-AP Honors, and AP programs—in SY 2015-16, despite limitations on student scheduling based on state course requirements for ELL students.

In SY 2015-16, the GATE Department implemented several strategies to expand GATE services, including Itinerant Push-In Services in kindergarten and GATE whole-grade testing. In addition to these services, the department provided support to implement new GATE programs at Tully Elementary Magnet School, Wheeler Elementary School, and Roberts-Naylor K-8 School for the 2016-17 school year.

The District continued to grow its Advancement Via Individual Determination (AVID) programs that aim to close the achievement gap by preparing students for college and other post-secondary opportunities. The number of students served by the District's ten AVID sites over the past three years increased from 503 students in SY 2013-14 to 1,096 in SY 2015-16. Hispanic and African American students have made up a majority of the students enrolled in AVID.

Based on AP data, the College Board recognized the District as one of a limited number of school districts in the U.S. and Canada that increased access to AP course work while simultaneously maintaining or increasing the percentage of African American and Hispanic students taking AP exams. In addition, the College Board recognized the District as achieving these results with an enrollment of underrepresented students of 30 percent or greater.

To help support a racially and ethnically diverse student population at the nationally acclaimed college preparatory school, University High School (UHS), the District decided to replace the existing Short-Answer Essay on the admissions test with the ACT Engage assessment as part of its admission process beginning in the 2016-17 school year, a change that has the potential to increase the number of minority students offered admission.

To help support a racially and ethnically diverse student population at UHS, the District expanded upon its recruitment efforts to attract African American and Hispanic students for the freshman class for 2016-17. From August through

October 2015, a recruitment and retention coordinator visited each of the District's middle schools and met with every African American and Hispanic student who initially qualified for admission to discuss the benefits of UHS. The District also identified all first-generation college-bound Hispanic and African American students in August and September of 2015 and matched them with a teacher mentor on campus. All 130 mentees finished the year with class grades of a C or higher.

The District's Language Acquisition Department continued to build and expand its dual language program in a variety of ways, including monitoring student enrollment, monitoring the fidelity of site implementation, developing and recruiting bilingually endorsed teachers, communicating with parents, and improving support for parents with children in dual language programs. As a continuing step in implementing the Two-Way Dual Language Program model, the District provided high quality, research-based, professional development in dual language methodologies during SY 2015-16. Additionally, a dual language consultant provided recommendations for increasing student access and participation at current dual language schools and expanding to new schools. In 2016-17, the District will implement a newly developed Dual Language Access Plan and will implement a new dual language program at Bloom Elementary School.

At the same time, the Exceptional Education Department developed and implemented a four-part plan to ensure nondiscrimination in the referral and evaluation process. Following the plan, the department provided ongoing professional development and training; communicated the department's commitment to educating all students in a strategic and cohesive manner; reviewed the referral and placement data for all students on a quarterly basis; and analyzed the data for trends and inequities to help the department create a plan for the 2016-2017 school year.

SY 2015-16 marked the first full year of implementation of the District's Dropout Prevention and Graduation (DPG) Plan, which was finalized in March 2015. The goals of the plan for SY 2014-15 and 2015-16 fall under four general categories: increasing graduation rates, reducing dropout rates, reducing in-grade retention rates for grades K-8, and improving attendance rates for African American and Hispanic students, including African American and Hispanic ELL students. The graduation rates for African American and Hispanic students in TUSD are higher than the state average, and the dropout rate for African American students in the District is almost half the rate (4.6 percent) of that for the state of Arizona.

Nevertheless, the District recognizes that ethnic/racial disparities remain to be addressed as it strives to meet the annual goals outlined in the plan.

After meeting most of its thirteen annual DPG goals in 2014-15, the District met five of thirteen in 2015-16. Part of the reason is that the District initially developed the goals for the 2014-15 school year (based on 2013-14 data) but did not adjust the goals for the 2015-16 school year (based on 2014-15 data). In early fall 2016, the DPG review team will examine the results and adjust the goals accordingly for the 2016-17 school year to be aggressive where needed but not so aggressive as to be unattainable.

As it did in SY 2014-15, the District used three strategies with the greatest potential for mitigating dropout rates and increasing graduation rates: graduation support systems, family engagement, and professional development for teachers. The District offered academic support programs for all grades at both the school and district levels. Efforts in SY 2015-16 included the application of the Multi-Tiered System of Supports (MTSS), which is designed to maximize achievement for all students by identifying and providing appropriate support; home visits; and programs designed to help students make successful transitions to middle or high school or complete their graduation requirements.

Throughout the 2015-16 school year, the District provided professional development for administrators and designated culturally relevant teachers to reinforce Culturally Responsive Pedagogy as it relates to student engagement. In addition, the Multicultural Curriculum Department integrated multicultural literary resources into K-12 English language arts and 6-12 social studies curriculum maps. These resources consisted of a \$1 million multicultural textbook initiative, which highlighted themes such as racism, sexism, and economic injustices. Because of this expansion of resources, the TUSD English language arts and social studies curriculum now has strong multicultural components.

The Multicultural Curriculum Department also selected 26 teachers in grades K-12 to participate in intensive multicultural literature training and extended multicultural curriculum professional development to fine arts teachers and staff, classroom teachers, and site administrators through book study, multicultural teams, and multicultural book integration training.

The Mexican American Student Services Department (MASS) and the African American Student Services Department (AASS), which coordinate student support

services for their respective target populations, implemented several strategies in SY 2015-16 to improve the academic outcomes for students and support post-secondary opportunities. These strategies included assigning student success specialists to high-need school sites; supporting continued implementation of the MTSS model; and providing mentoring college and community support and collaborative experiences with colleges and universities. In addition, the MASS and AASS departments each implemented other strategies, including tutoring and summer school support, enrichment experiences, and events to encourage parent engagement.

Student success specialists, who coordinate and develop student and family mentor programs to increase student academic and social achievement, were assigned to designated schools based on enrollment of Hispanic and African American student populations, discipline data, and District benchmark assessment data. In the 2015-16 school year, quarterly discipline reports also guided the specialists' site assignments. Student success specialists participated in the implementation of MTSS and Positive Behavioral Interventions and Supports (PBIS). They also provided some support to students attending the In-School Intervention (ISI) program and the District Alternative Education Program (DAEP) to reduce out-of-school suspensions and provide necessary support to help students continue their education while working through the disciplinary process.

The MASS and AASS departments partnered with other organizations to provide dozens of academic- and mentoring-related programs. Together, the departments formed a committee to develop the *Student Services Mentor and Volunteer Handbook*, which provides clear guidelines and support for new mentors and volunteers.

As part of the District's overall effort to improve educational outcomes for African American and Hispanic students, the MASS and AASS departments planned and participated in separate quarterly parent information and student recognition events, parent advisory committee meetings, resource fairs, and other activities in SY 2015-16 to enhance parent and community engagement for Hispanic and African American families.

Held at various schools and community locations, quarterly parent information events provided parents with strategies for supporting their child in school and offered workshops about college and career readiness. The events also

connected families to District programs and departments, college outreach programs, and community organizations.

During the 2015-16 school year, MASS offered 42 events at school sites throughout the District; 1,435 parents attended these sessions. AASS offered eleven quarterly information events in SY 2015-16, nearly doubling the number of events held in 2014-15. The District also continued to move forward to support African American students and address with fidelity sixteen recommendations made by the African American Academic Achievement Task Force. In spring 2016, the District contracted with two expert consultants to review implementation progress and provide recommendations for further implementation for enhancing learning outcomes for African American students.

## **VI. Discipline**

To address disciplinary issues, the District focused on implementing a variety of interventions and support for behavioral issues that hinder academic achievement: PBIS, Restorative Practices, and improved school culture and climate; the *Guidelines for Student Rights and Responsibilities* (GSRR); positive alternatives to suspension such as ISI and DAEP; discipline data monitoring; corrective action plans; and methods for identifying and replicating best practices. Through the Instructional Leadership Academy, learning support coordinator trainings, regular meetings, and other professional development opportunities, the District trained staff at multiple levels on implementation, strategies, and best practices designed to create an inclusive and supportive environment, keep more students in classroom settings, and reduce discipline disparities by race/ethnicity.

The District assembled a Central Discipline Committee Review team that helped improve TUSD's discipline data monitoring process considerably. The data monitoring provided a system of checks and balances originating from the school, to the directors, to the central discipline committee, to the Superintendent's Leadership Team, and then back to the school. The ongoing focus on culture and climate and the continual monitoring of discipline rates resulted in a decrease in overall discipline incidents and reduced disparity in discipline across ethnicities.

The District also initiated an effort to develop a more modern, user-friendly code of conduct to replace the GSRR. The District will continue working with an



outside consultant, the Plaintiffs, and the Special Master to finalize the revised code of conduct during the 2016-17 school year. In creating a new code of conduct, the District continues to successfully engage internal and external stakeholders as it strives to create inclusive learning environments and reduce exclusionary discipline practices.

Discipline rates across the District for 2015-16 revealed that the average suspension rate for African American students was higher than for other groups, though less than the statewide average and substantially less than the national average. Other groups also had higher rates toward the end of the year. The discipline incident rate for African American students was almost double the rate of white students in SY 2013-14, but that changed between SY 2013-14 and SY 2015-16, falling from 20.47 percent to 13.09 percent over three years. In 2015-16, even though African American students still displayed the highest total discipline rates of all ethnic groups, the gap between African American students and the other ethnicities narrowed considerably. In addition, the disparity in suspensions among racial/ethnic groups has narrowed over the last three years. Although African Americans continued to have the highest suspension rate each year, they also displayed the greatest decrease in suspensions, from 7.91 percent to 5.15 percent.

Even when students were suspended, the District utilized a variety of positive alternatives to suspension to ensure students remained in educational settings as much as possible. The District doubled the number of sites that offered an in-school alternative from nine in-school suspension sites in 2014-15 to nineteen ISI sites in 2015-16. The seventeen middle and high schools with ISI programs saw a net reduction from 1,575 suspensions in 2014-15 to 1,116 suspensions in SY 2015-16—almost a 30 percent decrease. The District also utilized student behavior contracts (abeyance contracts) to save more than 16,000 instructional days for students.

## **VII. Family and Community Engagement**

The District continuously expanded its infrastructure, avenues of communication, and community partnerships throughout 2015-16 to better address the needs of students and families, with particular attention to African American and Hispanic families and at-risk students.

Communication was critical to the District's efforts to increase family involvement and improve academic outcomes. School sites provided information to parents about curriculum, focusing on academic content and providing specific strategies, materials, and tools for families to use at home to support improved academic achievement. Additionally, District staff developed and implemented several strategies to engage TUSD families, students, and staff, connecting them to information about District resources through social media, a series of short videos, community events, and more traditional avenues of communication such as telephone calls, emails, ParentLink, and newsletters. The use of these various platforms increased the number of families who received information, the frequency of contacts, and the amount of specific information District families received.

In a significant step toward increasing student achievement through family and community engagement in the education process, the District opened three Family Resource Centers, bringing the total number of such centers to four. The centers provide a one-stop service to families seeking information about community resources, magnet school and open enrollment options, college enrollment and financial aid, and skills and strategies to enhance students' academic and social achievement. Collectively, the four centers held more than 500 class sessions and tallied nearly 6,800 family visits during SY 2015-16.

The District also provided interpretation and translation services in nearly all of the major languages spoken by families in the District. Translations of Kirundi, Swahili, and Marshallese, which the District identified as a major language in 2015-16, were delayed due to the lack of qualified translators in these languages.

Recognizing the importance of both District and community resources in providing services for families, the Family Engagement and Community Outreach Department increased its database from 45 to 131 community partners with whom it worked to schedule classes, workshops, and other support for families and for homeless, neglected, and delinquent youth.

## **VIII. Extracurricular Activities**

The District worked throughout the year to provide all students with equitable opportunities to participate in clubs, sports teams, and fine arts regardless of race, ethnicity, or ELL status. TUSD also promoted diversity in these

extracurricular activities, bringing students of all races and cultures together in positive settings of shared interest. More specifically, SY 2015-16 efforts focused on expanding opportunities for participation in extracurricular activities; tutoring students; providing leadership training to both students and coaches, and exploring more effective ways of surveying parents and students to improve opportunities offered.

At all school levels, the District saw an overall increase in the number of African American, Hispanic, and ELL involvement in extracurricular activities. In the K-8 level, African American and Hispanic participation grew in athletics but decreased in clubs. The decrease could be attributed to the re-categorizing of some activities as fine or performing arts instead of clubs. At the high school level, African American and Hispanic participation in clubs increased but athletics decreased. The District recognizes the need to improve recruitment in athletics for the 2016-17 school year.

Additionally, the District offered many types of extracurricular tutoring at 75 of its schools and piloted the Interscholastics Tutoring program to help students maintain, gain, or regain eligibility so they could participate in sports or other activities. The District also offered its students and coaches innovative training and leadership seminars to ensure that extracurricular activities provide opportunities for interracial contact in positive settings.

## **IX. Facilities and Technology**

The District allocates funds and resources to maintain facilities and technology in a race-neutral manner, ensuring that all students have access to a fairly distributed and adequate physical learning environment. In its continuing efforts to use reliable evidence to guide decision making, the District has developed three indices to measure the condition of facilities and their suitability for education and to evaluate schools' technological infrastructure and hardware as well as teacher technology proficiency. The data developed from the indices guide the District in the administration of two major planning documents: the Multi-Year Facilities Plan (MYFP) and the Multi-Year Technology Plan (MYTP).

Accomplishments during SY 2015-16 included completing a number of maintenance and repair projects that were part of the MYFP and increasing the District's overall TCI, or Technology Conditions Index, score, which rates each school based on the site's hardware devices and teacher technology proficiency. The TCI score for racially concentrated schools grew by 77 percent compared to those for the non-racially concentrated schools, which increased by 17 percent between SY 2014-15 and SY 2015-16.

The District also supported the use of technology in classrooms in various ways and used the TCI to draft two educational technology device proposals to bring new computers and other equipment to racially concentrated and integrated schools and to schools that met certain criteria as agreed upon by the Special Master and Plaintiffs. The Governing Board approved the two proposals, for \$4.3 million and \$1.18 million.

#### **X. Transparency and Accountability**

The District's continuing commitment to integration, diversity, and racial/ethnic equity requires evidence-based decision making that draws upon rich data on students, teachers, and programs. To that end, the District continued to develop the Evidenced Based Accountability System (EBAS) throughout the 2015-16 school year. The EBAS will allow the District to review program effectiveness and employment practices to ensure they improve the quality of education for African American and Hispanic students, including ELLs.

In December 2015, the Court adopted the 2015-16 USP Budget as recommended by the Special Master and directed the Special Master, the District, and the budget expert to improve the budget process collaboratively. These improvements included the development of a process for reporting expenditures on a quarterly basis, opportunities for the Special Master and Plaintiffs to comment or object to proposed mid-year reallocations, and specific timelines and templates to improve the budget development process. The District submitted four drafts of the proposed budget over several months to the Special Master and Plaintiffs. The District's Governing Board adopted the final budget on June 28, 2016. The Mendoza Plaintiffs filed objections and, as of September 2016, the objections are yet to be resolved.

The District also provided all parties with an audit report of the 2014-15 USP Budget to confirm that District funds were spent according to their allocation and to ensure full transparency concerning expenditures.

In addition, the District submitted a Notice and Request for Approval on seven actions to the Special Master and Plaintiffs during the 2015-16 school year: two requests for the sale of property and five to initiate grade reconfigurations at District schools. The Court approved the two sales and two of the grade reconfigurations: Drachman K-6 to K-8 and Borman K-5 to K-8.

Through discussion, analysis, and data, the following annual report expands substantially upon this summary, detailing the District's comprehensive institutionalization of the goals of the USP to provide equitable education opportunities for African American and Hispanic students.

## **I. Compliance and Good Faith**

### **A. Internal Compliance Monitoring**

The District is committed to incorporating internal compliance monitoring into its organizational efforts on a continuing basis. This ongoing process includes systematic reporting focused on three major elements: Unitary Status Plan (USP) Compliance, Court Ordered Compliance, and Action Plans.

During the 2015-16 school year, the District's review process was an integral part of its operative compliance program. By carefully monitoring progress by different departments on a proactive and ongoing basis, the District identified strengths and weaknesses and instituted immediate and continuing corrective actions to ensure compliance within all three major areas. This process was a valuable mechanism for evaluating internal processes, improving correctional management and practices, enhancing accountability and ownership within all District departments, and expanding the culture of compliance throughout the organization.

To accomplish the District's USP Internal Compliance Monitoring, the District implemented and followed these practices in SY 2015-16:

- a) Hired a desegregation program manager, with foremost responsibility of monitoring USP compliance.
- b) Developed and implemented a strategic process for systematic internal reporting.
- c) Established compliance status and monitoring procedures for the internal compliance progress and implemented corrective actions, if necessary.
- d) Developed, through recommendations and monitoring, internal processes and controls to ensure that the day-to-day operations within departments were in compliance with all applicable requirements.
- e) Engaged in multiple ongoing strategic meetings with key stakeholders in this process and conducted these throughout the fiscal year in every area of compliance monitoring. These meetings frequently encompassed collaborative efforts among multiple departments.
- f) Held follow-up meetings on an ongoing basis.

During the course of this continuing process of monitoring, the District complied in good faith with all three major areas and, in doing so, established a positive culture regarding USP compliance within the District.

## **B. Complying with USP-Related Court Orders**

In addition to implementing the USP, the District demonstrated a good faith commitment to the Court's USP-related orders throughout SY 2015-16.<sup>1</sup> Between July 1, 2015 and June 30, 2016, the Honorable Judge David C. Bury, U.S. District Court, District of Arizona, issued eight orders related to USP implementation. Below is a summary of the District's efforts to fulfill all commitments contained in these orders.

### **1. Order on Comprehensive Magnet Plan [ECF 1870, 11.19.15]**

As described in the 2014-15 Annual Report, the District's Governing Board approved the Comprehensive Magnet Plan (CMP) on June 9, 2015 [See ECF 1808-3 filed 6.11.15]. The parties filed comments and objections to the CMP. In mid-July, the Special Master filed a Report and Recommendation (R&R) related to the CMP to which all parties objected. In October, the District entered into a stipulation with the Plaintiffs to address some of the remaining concerns; the District refiled the revised stipulation on November 6, 2015 [See Magnet Stipulation, ECF 1865 filed 11.06.15]. Around the same time, the Special Master filed the Court-required report on the status of magnet schools based on the first set of benchmarks related to integration. The Special Master concluded that some of the schools in the CMP had failed to meet their integration benchmark<sup>2</sup> [see ECF 1864 filed 11.05.15]. Two weeks later, the Court filed its order on the CMP, the status report, and the Special Master's R&R, noting that "Plaintiffs assert [the R&R] does not go far enough; TUSD and the [DOJ] object to [it] as overreaching" [see ECF 1870 filed 11.19.15, at 2]. Ultimately, the Court adopted the CMP, with the conditions that the District:

- a. refile the final CMP with revised individual site plans ("Improvement Plans");
- b. within six months, develop "Transition Plans" for all magnet schools or programs that did not reach their benchmarks for integration in the fall of 2015 and that were not A or B schools; and

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<sup>1</sup> See USP § I(C)(1).

<sup>2</sup> At that time, data relating to the academic benchmarks were not yet available.

c. implement the commitments listed in the Magnet Stipulation.

For details of the District's efforts to implement activities related to the three conditions listed above, see Section II.B.3.a-c.

## **2. Order on NARA Briefing Schedule [ECF 1874, 12.04.15]**

On November 16, 2015, the parties and Special Master filed a joint motion to clarify the briefing schedule to be followed when the District submits a Notice and Request for Approval (NARA) of changes impacting student assignment [ECF 1868]. On December 4, 2015, the Court approved the proposed schedule [ECF 1874]:

- The parties will have twenty days from the filing by the District of the NARA to file any objection made to the Special Master with the Court;
- Within twenty days of the filing date of an objection, the District may file a response with the Court, simultaneously with its presentation to the Special Master;
- The Special Master will have ten days from the filing of the response to file an R&R with the Court with a request for an expedited ruling within 30 days;
- Within five business days of the filing of the R&R, any party may file an objection not previously raised to any aspect of the R&R new to the discussion and, adverse to its previously expressed position, supported by the reasons for the objection; and
- Thereafter, the Court shall consider the matter fully briefed and ready for disposition.

See Section X.D for details of the District's efforts to comply with the above-stated process for NARAs submitted after December 4, 2015.

## **3. Order on 2015-16 USP Budget [ECF 1879, 12.22.15]**

On July 15, 2015, the District filed a notice that its Governing Board had adopted the 2015-16 USP Budget. The Plaintiffs filed objections in July, and the Special Master filed an R&R in August [ECFs 1829-30, 1833]. In September, the District filed a reply to the objections and the R&R [ECF 1840]. In December, the Court adopted the 2015-16 USP Budget as recommended by the Special Master with several conditions. The details of the District's efforts with regard to each condition are included below.



**a. Revised Budget Development Process**

The Court directed budget expert Dr. Vicki Balentine to review the budget development process and make recommendations to improve future processes. Details of the District's efforts to work with Dr. Balentine to develop, finalize, and implement a revised budget development process are included in Section X.B.

**b. Budget Reallocations**

The Court directed the District to inform the Plaintiffs and Special Master in a timely manner to allow for objections when it seeks to reallocate funds after the USP Budget has been approved by the Court. If the parties do not agree to the reallocation, the District must seek Court approval to make the requested budgetary reallocation. Details of the District's efforts to work with Dr. Balentine, the Special Master, and the Plaintiffs to develop, finalize, and implement a process for addressing budget reallocations also are included in Section X.B.

**c. In-School Intervention and District Alternative Education Program**

The Court approved funding for the In-School Intervention (ISI) program and the District Alternative Education Program (DAEP) and ordered the District to ensure that the social and emotional learning (SEL) components of the programs are based on solid research reflecting program effectiveness. The District received feedback from the Special Master on the Cooperative for Academic, Social, and Emotional Learning (CASEL) and various CASEL resources. The District reviewed the CASEL resources in the context of the existing strategies used by ISI/DAEP and, in February 2016, developed an internal progress report outlining the details of the SEL components of the ISI/DAEP (*Appendix I - 1, ISI-DAEP SEL Progress Report 02.11.16*).

**d. Magnet Schools and Programs**

The Court directed the District to fully fund the activities in the CMP, identify the budget allocations for each magnet school, and post them online in sufficient detail to allow the public to understand how the activities in the plan will be supported. Within 30 days, by January 21, 2016, the District developed an easy-to-follow chart that included all of the adjusted magnet school budgets and created a glossary to help the public understand the terms connected to the various expenditures (*Appendix I - 2, Magnet Budgets and Glossary 012116*). The District

posted the information online as directed by the Court (*Appendix I - 3, Magnet Budget Screen Shot*).

As directed by the Court, the District revisited magnet school plans and made the necessary adjustments to ensure that activities needed to implement the academic improvement plans in magnet schools now identified as C and D schools included family engagement. See Section II.B.1.b. of this report for details. Also as directed by the Court, the District maintained its commitment to implement the magnet program at Cragin Elementary School regarding plans to hire personnel.

**e. Formula Plus Rule**

The Court directed all parties to apply the Formula Plus Rule to resolve concerns that 910(G) funding is supplanting rather than supplementing other funding sources. During the budget development process for the 2016-17 USP Budget, the only major objection related to alleged supplanting was in connection to certain aspects of magnet school funding. In August 2016, the Special Master indicated that he and the budget expert would undertake an examination of this issue and would report to the parties during the 2016 fall semester.

**f. Asian-Pacific Islander and Refugee Student Services**

The Court directed the District to examine the issue of 910(G) funding for the Asian-Pacific Islander and Refugee Student Services Department (APIRSSD) and to provide a detailed rationale for 910(G) funding for the APIRSSD in its proposals for the 2016-17 Budget. On April 4, 2016, the District submitted the APIRSSD Rationale as a supplement to the Draft 1 2016-17 USP Budget (*Appendix I - 4, APIRSSD 2016-17 Budget Rationale*). No further objections to the use of 910(G) funding for the APIRSSD were received.

**g. Dual Language Access Plan and Expansion**

The Court directed the District to engage one or more nationally recognized consultants to assist in studying and developing a plan to expand access to dual language programs. The Court also ordered TUSD to “consider what types of dual language programs can be effective for integration purposes and examine whether locating dual language programs in other sections of the District and in schools that do not have a Latino student population in excess of 75 percent would attract students of all racial and ethnic backgrounds” (in the context of the then-developing integration initiatives). Additionally, the Court directed the District to prepare and

present the plan to the parties and Special Master for review and comment in a timely fashion for implementation in SY 2016-17.

In early January, District staff returned from winter break and immediately began work to secure a nationally recognized consultant to develop options for expansion to “other sections of the District” to improve integration and attract diverse groups of students, assess the existing dual language strategy, and develop the plan to increase student access to dual language programs. After engaging with several potential consultants, the District issued a Request for Quotations in the first week of February and by mid-February had selected Ms. Rosa Molina, executive director of the Association of Two-Way & Dual Language Education (ATDLE).

For approximately three months, Ms. Molina worked with District staff on the immediate task of developing options for expansion during the 2016-17 school year and the longer term. She also worked on the much broader tasks of developing the Dual Language Access Plan and strengthening the District’s dual language program. In May 2016, Ms. Molina submitted her final report with recommendations, and the District approved the expansion of a new dual language program at Bloom Elementary School on the District’s eastside. See Section V.B.2.i. for details on the Bloom dual language expansion.

In May and June 2016, Ms. Molina continued to work with District staff to develop the Dual Language Access Plan based on her May 2016 recommendations. The plan was submitted to the parties and Special Master for review on August 5, 2016, at the start of the 2016-17 school year. The draft and final versions of the plan will be included in the 2016-17 Annual Report. Additional details related to the District’s development of the plan also are in Section V.B.2.i.

#### **4. Refiling the CMP [ECF 1887 and 1892, January 2016]**

On January 14, 2016, the Court directed the District to file the final CMP within seven days. After collaborating, the District, the Special Master, and the Mendoza Plaintiffs jointly moved for an extension to file the final CMP to make sure each of its provisions accurately reflected the input of all parties and the Court. The Court granted the extension to January 28, 2016, and the District submitted the final CMP on that date [ECF 1898].

### **5. Appointment of the Director of Culturally Responsive Pedagogy and Instruction [ECF 1893, 01.27.16]**

The Court directed the District to take the following steps related to the hiring of the Culturally Responsive Pedagogy and Instruction (CRPI) director and related functions:

- Engage a panel of African American experts to review the culturally relevant courses and the elements of professional development particularly relevant to CRPI.
- Engage an African American expert on CRPI to advise the director on the aspects of CRPI that are especially important to the success of African American students.

See Section V.D.2. for details on the steps taken by the District to comply with these directives.

### **6. Principal Evaluation Plan Weighting System [ECF 1894, 01.27.16]**

The Court directed the District to revise the Principal Evaluation Plan (PEP) so that teacher surveys count for 10 percent of the evaluation and student surveys represent at least 5 percent of the principal evaluation. The Court also directed the District to undertake further review and evaluation of the adequacy of these weights to effectively measure teacher and principal performance in the context of the USP.

The District revised the PEP accordingly and further reviewed and evaluated the adequacy of the weights as directed. See Section IV.B.3. for additional details of the District's related efforts.

### **7. Order on Grade Reconfiguration NARA [ECF 1909, 03.08.16]**

In November 2015, the District filed a NARA proposing to add grades to five schools. The Court approved the grade expansion of Drachman Montessori K-6 but not the expansion requests for Borman, Collier, and Fruchthendler elementary schools or Sabino High School.

As part of the order, the Court directed the District to prepare a detailed report regarding the academic and demographic conditions at Roberts-Naylor K-8 School and describe the measures, if any, that the District has taken or could take to transform the school into a viable K-8 program capable of competing with the

middle schools now attracting Borman students. On April 15, 2016, the District submitted the Roberts-Naylor Report to the Plaintiffs and Special Master (*Appendix I - 5, RN Report 04.15.16*).<sup>3</sup>

The Court also “approve[d] the NARA in respect to TUSD’s plan to add express busing and the AVID and AP programs at Magee Middle School and Advanced Learning Experiences (ALEs) such as GATE and pre-AP classes.” While the District had proposed those steps as mitigating actions in relation to the Collier, Fruchthendler, and Sabino requests (which were denied), the District nonetheless instituted these actions.

### **8. Order on Faculty Racial Disparities [ECF 1914, 03.28.16]**

The Court ordered the District to develop and implement a plan to halve the number of schools with existing racial disparities, as defined by the USP, among their teaching staffs. Such reductions were to occur by the beginning of the 2016-17 school year.

The Court directed that the plan should include, but not be limited to, certain delineated practices. The Court also directed the District to develop and implement a plan to eliminate all significant disparities in SY 2017-18 using the practices outlined and such other practices as the District may deem appropriate.

The District acted immediately to develop a Teacher Diversity Plan in collaboration with the Plaintiffs and Special Master. The District implemented the plan immediately and made every effort between April and July to reach the goal for the start of the 2016-17 school year. Details of the District’s efforts are included in Section IV.A.4.

### **C. Annual Report Process**

The 2015-2016 Annual Report was truly a year in the making. In October 2015, shortly after the filing of the 2014-2015 Annual Report to the Court, the District’s Desegregation Department began to work with relevant leadership to

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<sup>3</sup> On May 11, 2016, the Special Master recommended approval of the Borman request based on the Roberts-Naylor Report and other factors. On June 7, 2016, after reviewing the Special Master’s recommendation, the Court approved the expansion of Borman [ECF 1940, 06.07.16]

create the 2015-2016 plan for the report. This plan guided the District's work in this area throughout the year and established the foundation for the 2015-2016 Annual Report.

In December 2015, the Desegregation Department finalized the process to develop the annual report for submission to the Court by the October 1, 2016, deadline. This process acknowledged the restrictions on data availability, with some data being available after the 100th day of enrollment in January 2016 and other data not available until the close of the school year. Accordingly, in addition to the required reports as set forth at the end of each USP section, the Desegregation team working on the report organized the various required narratives into three separate groups with different deadlines for narrative submission (***Appendix I - 6, AR Narrative Process***). The team assigned different TUSD authors—experts in their respective departments—to write portions of the report and trained them on narrative requirements and format as well as draft outline and narrative submission dates. *Id.* In this way, the Desegregation team spread the work on the annual report throughout the year as the appropriate data became available.

The Desegregation team assigned one of three “editors” to each narrative. These editors, knowledgeable about the desegregation efforts of the District, reviewed submitted narratives to monitor sufficiency of detail, data, and analysis and worked with the authors to refine as necessary. Furthermore, each editor who was not assigned to a particular narrative also completed second and third reviews to ensure the narratives were comprehensive and accurate. Additionally, the Assessment and Program Evaluation Department monitored the data in each narrative and in each required report to make sure the data and analysis were accurate and consistent. This multiple review process involved hundreds of hours of professional time as well as a great deal of coordination. Finally, the Desegregation Department engaged the services of a professional editor to edit the narratives as they were completed and review the final report to ensure structural consistency throughout the entire document.

The narrative process set forth three separate narrative submission deadlines in 2016: March 14, May 2, and June 15. The review and editing process began in February 2016 and was completed by September 15, 2016.

Recognizing the detail and complexity inherent to the annual report, the District sought to be as concise as possible while addressing the full scope of the

USP and the District's efforts toward integration. Additionally, the District attempted to provide full transparency in the supporting documentation set forth in the appendices while, at the same time, trying not to overwhelm the Court with duplicate or extraneous documents.

The results of these efforts are set forth in the sections below.

## II. Student Assignment

The heart of the District's commitment to integration, diversity, and racial equity is found in its student assignment policies and programs, which are directly designed to promote integration and diversity in student populations at schools within the District and maximize the number of students who have the opportunity for education in an integrated, diverse environment.

The District's ability to achieve desired integration and diversity goals is limited by four major factors. First and foremost, the District Court has found that the vestiges of any intentional discrimination in student assignment already have been eliminated, and thus there is no current compelling state need that provides constitutional justification for remedial student assignment policies based primarily on race. Accordingly, any student assignment policies designed to increase integration and diversity must independently pass constitutional muster without reference to or reliance on any past discrimination, or the current pendency of Court supervision.

Second, state law mandates open enrollment (a) across District lines to other school districts, and (b) across attendance boundaries within a District, subject only to certain limitations. A.R.S. § 15-861.01. Because there has never been any finding of inter-district discrimination, neither the District nor the Court has the constitutional or jurisdictional authority to impose additional limits or conditions on inter-district open enrollment, under the Supreme Court's decision in *Missouri v. Jenkins*, 515 U. S. 70 (1995). The close proximity of other school districts with substantially different demographics serves as a very real limiting factor on the effectiveness of student assignment policies that are not popular with particular racial/ethnic groups. The impact of this inter-district open enrollment has been significant.

Third, for more than twenty years, state law has authorized tuition-free charter schools (i.e., funded by state tax dollars) within the geographic area of the District. A.R.S. § 15-181 et seq. Growth in charter schools within the District has been explosive. Again, the presence of geographically close, free alternatives to District schools sharply limits the ability of the District to impose student assignment policies that are unpopular with parents or children.



Finally, residential patterns across the District are highly racially concentrated within particular geographic areas, such that the absence of active policies promoting integration and diversity—leaving families to choose primarily their local neighborhood schools—would lead to significant racial concentration in many schools.

Thus, as a practical matter, the District is limited to student assignment policies and programs that attract and persuade students and their families to select schools and enroll in a manner that promotes integration and diversity, but do not drive students out of the District or to schools within the District where the net impact is not positive. Over the past several years, the District has focused on four major programs: (a) continuing use and review of individual school attendance boundaries; (b) the development of magnet programs designed to attract enrollment in a manner that improves integration and diversity; (c) selection processes for oversubscribed schools and magnet programs, and (d) marketing, outreach, and recruitment. The District also offers free transportation of students to and from school, beyond the normal attendance boundaries, as an incentive to attend magnet programs and other schools in a manner that increases integration.

The balance of this section of the annual report describes the efforts in these areas during the 2015-16 school year.

### **A. Attendance Boundaries, Feeder Patterns, and Pairing and Clustering**

During the 2015-16 school year, the District considered the use of boundary changes, pairing, clustering,<sup>4</sup> and impacts to future feeder patterns<sup>5</sup> as strategies for improving integration and diversity as appropriate. The District solicited feedback from the Plaintiffs and Special Master as it developed strategies to improve integration and, where applicable, provided notice to and request for approval by the Court. Finally, the District worked to provide additional seats in oversubscribed

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<sup>4</sup> “Pairing” refers to combining the attendance areas of two schools that have the same grade-level structure (i.e., two elementary schools) and sending the students in certain grades (i.e., K-2) to one of the schools and the students in the other grades (i.e., 3-5) to the other school. “Clustering” refers to the technique of pairing when it is applied to three or more schools.

<sup>5</sup> The term “feeder patterns” refers to the flow from one school level to a higher school level (e.g., elementary to middle school) that students take as they progress through their education. Such patterns are subject to change as new schools are built and zones or patterns are redrawn.

schools, thus increasing options for students to attend those schools to improve the racial/ethnic composition.

### **1. Boundary Changes and Impacts to Feeder Patterns**

During the 2015-16 school year, the District proposed grade configuration changes at five schools.<sup>6</sup> The District first created a draft review process and presented it to the Special Master. The draft review process included the creation of an internal committee and multiple opportunities for the Plaintiffs and Special Master to review proposed options and to submit feedback during the development phase. Based on input by the Special Master, the District finalized the review process and began work with the internal committee (the Student Assignment Committee<sup>7</sup>) to develop the grade change options in July. To facilitate the process, the District hired an outside consultant (DLR Group). In August, the District submitted the committee's agendas, documents, goals, and data to the Plaintiffs and Special Master for review and provided access to the committee's website. The District revised the options and developed preliminary desegregation impact analyses (DIAs) that were subsequently shared with the Plaintiffs and Special Master (*Appendix II - 1, September 25, 2015 Brown Email*). Based on their review and feedback, the District modified the options, added measures to enhance integration at affected schools, provided additional analyses, and adjusted the process to meet stated concerns. Throughout the process, feedback and analysis from internal staff, the committee, and the Plaintiffs and Special Master informed the development from initial options into the committee's final proposals.

The District submitted the committee's final proposals to the TUSD Governing Board and to the Plaintiffs and Special Master in November 2015 (*Appendix II - 2, SY2015-16 Grade Configuration Change Report*). The proposals included complete DIAs with estimates of the impacts of additional measures developed from the Plaintiff and Special Master feedback. The DIAs indicated there were no negative impacts on desegregation as a result of these proposals and, in fact, the proposals provided opportunities for improved integration. Following the Notice

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<sup>6</sup> The proposed grade reconfigurations included the following schools: Borman (K-5 to K-8), Collier (K-5 to K-6), Drachman (K-6 to K-8), Fruchthendler (K-5 to K-6), and Sabino (9-12 to 7-12).

<sup>7</sup> The District convened the Student Assignment Committee to provide an avenue for parents, staff, and administrators to give feedback and facilitate the development of the grade reconfiguration proposals.

and Request for Approval (NARA) review process<sup>8</sup> (see Section X.D.), the Court ultimately approved the change for Drachman Montessori Magnet School from K-6 to K-8 [see ECF 1929] and for Borman Elementary School from K-5 to K-8 [see ECF 1940].

## 2. Oversubscribed Schools' Boundaries

In 2014, the District developed systems to track lottery applications and placements.<sup>9</sup> These systems were instrumental in identifying oversubscribed schools and allowing the District to evaluate the numbers of seats available relative to applications and placements by racial/ethnic categories for each lottery. These evaluations helped inform decisions about whether or not to change boundaries.

In January 2016, using 40th-day data combined with the lottery tracking systems, the District identified seventeen oversubscribed schools (*Appendix II - 3, Analysis of Oversubscribed Schools and Lottery Placements*). Of these, three did not have attendance boundaries. The District evaluated the remaining fourteen schools to determine if boundary changes would improve their racial/ethnic composition. The District found that by selecting targeted students from the applicant pool, the application process already had created integrated entry grades or had moved the entry grade as close to the District average racial/ethnic compositions as possible given the existing applicant pools. Through the above analyses, the District determined that boundary changes would not improve the racial/ethnic balance of the schools any more than the lottery already had.

Concurrently, the tracking system allowed the District to analyze the impacts of the lottery and make positive changes. As the lottery and supportive outreach and recruitment continue to improve, the entry grades at oversubscribed schools will continue to become more integrated. Accordingly, boundary changes will become less likely to be needed as an approach to improve integration at oversubscribed schools. Nevertheless, as required, the District will continue to assess placements at oversubscribed schools to determine if boundary changes could improve integration even further.

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<sup>8</sup> The USP requires the District to file a "Notice and Request for Approval" for certain changes that impact student assignment such as changes to a school that impact its capacity.

<sup>9</sup> The lottery process provides a fair and equitable way for the District to place students into oversubscribed schools in a manner that promotes integration.

## **B. Comprehensive Magnet Plan**

The District utilizes magnet schools and programs (magnets) to provide students of all racial and ethnic backgrounds the opportunity to attend an integrated school. All students can apply to magnets and receive free transportation if they live beyond the “walk zone” of the school. The District’s goal for all magnets is to become an integrated school and to improve academic achievement to ensure viability and attractiveness.

To ensure the success of its magnets, the District’s Governing Board approved the Comprehensive Magnet Plan (CMP) on June 9, 2015 [ECF 1808-3 filed 6.11.15].<sup>10</sup> During the 2015-16 school year, the District implemented the CMP in three stages: initial implementation of the CMP and related plans (late-summer, fall); development and finalization of a revised CMP (fall, early-winter); and implementation of the revised CMP and related commitments (winter, spring). The following narrative describes the District’s efforts through each phase.

### **1. Initial Implementation of the CMP and Related Plans**

Even as the parties negotiated the final provisions of what would become the revised CMP, the District began implementing the Governing Board-approved CMP to improve integration, primarily through marketing and student recruitment and selection, and academic achievement through magnet school plans (MSPs).

#### **a. Marketing, Outreach, and Student Recruitment and Selection**

In the 2014-15 school year, there were twenty magnets: four met the Unitary Status Plan (USP) definition of an integrated school; two were neutral; and fourteen were racially concentrated. By the 40th day of the 2015-16 school year, there were still four integrated magnets and one less racially concentrated magnet (Tully Elementary Accelerated Magnet School). More than half of the remaining thirteen racially concentrated magnets had reduced the racial concentration of Hispanic students to move closer to the USP definition of integration, as shown in Table 2.1 below (*Appendix II - 4, II.K.1.a TUSD Enrollment-40th day and 2014-15 AR Appendix II - 41 [ECF 1848-5, pp. 95-97]*).

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<sup>10</sup> In 2013, the District developed an original magnet plan that covered the 2013-14 and 2014-15 school years [ECF 1686-8 at 99]. The original plan was met with objection from various stakeholders, including the Plaintiffs and Special Master. Accordingly, the District developed the CMP to replace the original plan.

**Table 2.1: Reducing Racial Concentration and Improving Integration at Magnet Schools (40th Day)**

<b>School</b>	<b>2014-15 Hispanic Population</b>	<b>2015-16 Hispanic Population</b>
Carillo ES	84%	80%
Davis ES	83%	77%
Ochoa ES	86%	82%
Robison ES	78%	75%
Roskruge K-8	80%	78%
Mansfeld MS	78%	73%
Tucson HS	75%	74%

The magnet schools and the Magnet Department worked closely with the Communications and Media Relations Department to implement strategically targeted marketing and recruitment campaigns. These campaigns supported schools in meeting integration benchmarks defined in each MSP. The District had two main objectives: provide magnets that were most vulnerable to losing their magnet status with better techniques for targeted outreach and recruitment, and provide successful magnets with resources to help them maintain their attractiveness. The Magnet Department also ensured close collaboration with the Family Engagement Department, African American and Mexican American student services departments, Transportation Department, and School Community Services Department to actively recruit students at family centers and local events, provide marketing and outreach, and strategically market each magnet school's unique brand.

The Magnet Department and magnets maintained an active presence in the community by participating in events, seminars, conferences, festivals, and community celebrations to educate families on school choice. The District was selective in targeting most recruitment and marketing efforts to attract non-Hispanic students to magnets that were racially concentrated with Hispanic students, and non-white students to magnets with disproportionately high white student populations. This type of targeted recruitment is needed to achieve an integrated student body.

The District planned, designed, and executed three marketing and recruitment campaigns at different points in the 2015-16 school year: the Positive Reinforcement Campaign, the Priority Enrollment Campaign, and the Continuing Enrollment Campaign. To carry out the campaigns, the District created signage, activity materials, photo materials, announcements, and posters; organized

workers, layout, and setup; monitored clean up; and provided a point of contact for locations and attendees.

The Positive Reinforcement Campaign took place late in the summer and in early fall of 2015. As this was not the priority enrollment period, the main purpose of these events was to maintain high visibility and presence.

**Table 2.2: Positive Reinforcement Campaign**

<b>Event List</b>	<b>Participants</b>
JBF Grow Show – TCC	Davis ES, Ochoa ES, Communications Dept.
Bilingual Conference - Rec Center	Magnet Dept. Staff
South Tucson Street Fair	Ochoa ES
AA Parent Conference – Doubletree	Magnet Dept. Staff, Communications Dept. Rep.
Let's Get Fit - Children's Museum	Carrillo ES, Bonillas ES, Borton ES, Davis ES, Drachman K-8, Holladay ES, Safford K-8

The Priority Enrollment Campaign was designed to ensure maximum exposure and information dissemination during popular community events. These events occurred during initial and subsequent weighted lottery draws. Coordinators or school representatives from each site facilitated activities, shared information about their program and other magnet programs, and arranged campus tours.

**Table 2.3: Priority Enrollment Campaign**

<b>Event List</b>	<b>Participants</b>
Tucson Meet Yourself – Downtown	Bonillas ES, Carrillo ES, Ochoa ES, Robison ES, Tully ES, Booth-Fickett K-8, Drachman K-8, Roskruge K-8, Safford K-8, Dodge MS, Mansfeld MS, Utterback MS, Palo Verde HS, Pueblo HS
FAME – Children's Museum	Bonillas ES, Carrillo ES, Davis ES, Holladay ES, Ochoa ES, Drachman K-8, Utterback MS, Palo Verde HS, Pueblo HS
Howloween at the Zoo - Reid Park Zoo	Bonillas ES, Borton ES, Davis ES, Robison ES, Booth-Fickett K-8, Drachman K-8, Mansfeld MS
Celtic Festival – Rialto Park	Communications Dept., Bonillas ES, Carrillo ES, Davis ES, Ochoa ES, Robison ES, Tully ES, Drachman K-8, Safford K-8, Mansfeld MS
Parent University - Pima CC	Communications Dept., Magnet Dept., Cholla HS, Palo Verde HS, Pueblo HS, Tucson HS
Your Voice	Communications Dept.
Magnet Fair	All magnets and Magnet, Communications, Transportation, Exceptional Ed, Food Services, School Safety, Student Services departments
Zoo Lights – Reid Park Zoo	Magnet Dept., Bonillas ES, Borton ES, Davis ES, Robison ES, Tully ES, Booth-Fickett K-8, Drachman K-8, Roskruge K-8, Safford K-8, Dodge MS, Cholla HS

During the Continuing Enrollment Campaign, the District's primary focus was continuing recruitment for schools that were not yet oversubscribed. School Community Services continued to accept applications and conduct ongoing weighted lottery draws.

**Table 2.4: Continuing Enrollment Campaign**

<b>Event List</b>	<b>Participants</b>
Beyond 2014 - Armory Park	Communications Dept., Magnet Dept., Bonillas ES, Borton ES, Carrillo ES, Davis ES, Holladay ES, Ochoa ES, Robison ES, Tully ES, Drachman K-8, Safford K-8
State of the District	Communication Dept., Magnet Dept.
County Sponsored Health Fairs	Communications Dept., Bonillas ES, Tully ES, Drachman K-8, Cholla HS
Sci-Tech Festival - Children's Museum	Bonillas ES, Borton ES, Robison ES, Booth-Fickett K-8, Drachman K-8, Mansfeld MS, Cholla HS, Palo Verde HS, Pueblo HS, Tucson HS
Festival of Books - UA	Communications Dept., Magnet Dept., School Community Services, Carrillo ES, Holladay ES, Robison ES, Tully ES, Drachman K-8, Dodge MS, Mansfeld MS
AASS and MASS Parent Conferences	Communications Dept., Magnet Dept., Drachman K-8, Dodge MS, Mansfeld MS, Cholla HS, Palo Verde HS, Pueblo HS, Tucson HS
Multicultural Symposium	Communications Dept.
Zoom Zoom - Children's Museum	Communications, Magnet, School Community Services, Family Services, Transportation departments; Borton ES, Davis ES, Holladay ES, Ochoa ES, Tully ES, Drachman K-8, Safford K-8

In addition to District marketing and recruitment events, magnet site coordinators (MSCs) offered site-level recruitment, which included school tours, phone inquiries, and visits to targeted schools such as pre-schools, private schools, charter schools, and public schools that would help aid in the integration of each site. MSCs kept recruitment logs to track their activities (**Appendix II - 5, MSC Recruitment Logs**). Logs from the nineteen magnet schools recorded 784 tours and 261 site recruitment events during the 2015-16 school year. While it was possible for magnet campuses to assemble recruitment data at the end of the year, the District will consider reinstating monthly reports during the 2016-17 school year to track data with more ease and continuity.

One of the most popular city-wide recruitment events has been the District's Magnet Fair, which is usually held at the Children's Museum. Given that the emphasis for this event is to increase applications for elementary magnet enrollment, the District is considering adding a similar event in SY 2016-17

targeting middle school audiences. As the Children’s Museum does not attract many parents of older students, the District is considering alternative locations for the middle school fair, such as a miniature golf or an arcade venue.

While popular, continued exposure at the Tucson Children’s Museum results in reaching the same community multiple times. Thus, the District is also considering expanding elementary magnet recruitment venues for the 2016-17 school year. Additionally, the Communications and Media Relations Department is planning to place more emphasis on marketing by clusters and continuity during SY 2016-17, such as the STEM pipeline schools or campuses that emphasize systems-thinking pedagogy.

The District continued to supply magnets with promotional and advertising materials to use for marketing. Collaboration between each site administrator and the District’s marketing specialist ensured that campuses received needed materials, based on recruiting priority established by the District. The District advertised magnets through branding, media, presentations, web presence, mailings, and increased theme visibility. During the 2016-17 school year, the District will upgrade the digital footprint of the Magnet Department and magnets in TUSD. The District also plans to provide additional professional development for administrators, coordinators, and teachers to increase their understanding of marketing and recruitment and how to use web-based advertising effectively.

Family Resource Centers also assisted with recruitment. All of the centers had access to information regarding magnet school choice to share with parents. To further support the centers in assisting parents in school choice, the District will provide a display board to each family center and pre-school and informational rack cards for each magnet school for the 2016-17 school year.

To further promote magnets, the District increased the visibility and awareness of various recognitions or awards earned by magnet campuses. The U.S. Department of Education recognized Drachman K-8 as a Blue Ribbon Magnet School. The Arizona Educational Foundation recognized Carrillo K-5 Magnet Elementary School and Dodge Traditional Magnet Middle School as A+ Schools of Excellence. During the annual Magnet Schools of America (MSA) conference in Miami, MSA awarded four Merit Awards to TUSD’s Davis and Ochoa elementary schools, Mansfeld Middle School, and Tucson High Magnet School—the only awards given in Arizona. Magnets continued to receive 21<sup>st</sup> Century grant applications:



eleven out of nineteen magnets obtained grant funding to strengthen student, family, and community engagement. The District highlighted these successes on its main website, on magnet websites, and in its promotional materials. For the 2016-17 school year, two additional magnets will receive grant funding, bringing the total number of magnets with 21<sup>st</sup> Century programs to thirteen. The District also submitted applications for the Magnet Schools Assistance Program grant and a Innovation in Education (i3) grant; if awarded, these grants will be used to build up the District's STEM pipeline at five magnets (*Appendix II - 6, II.K.1.g MSAP Grant Narrative 2016* and *Appendix II - 7, i3 Innovation Grant*).

As a result of these efforts, the District saw a significant increase in the numbers of magnet applications received during the 2015-16 priority enrollment window over previous years. (See Section II.C., below). Through the lottery for oversubscribed magnets, the District improved integration at Davis Elementary School, Dodge Middle School, and Tucson High Magnet School.

#### **b. Magnet School Plans (Improvement Plans)**

##### **i. Development**

Prior to the 2015-16 school year, each site developed an MSP that addressed two specific components: integration and student achievement. The District designed the MSPs as two-year plans that included long-term goals, annual benchmarks, and intentional strategies to promote progress toward integration and student achievement. Accordingly, schools designed their MSPs around research-based strategies to improve academic achievement for all students, reduce achievement gaps for identified sub-groups, and address academic achievement for the lower 25 percent of students at each site. Magnet schools that did not reclassify enough English language learner (ELL) students to receive additional points from the Arizona Department of Education's letter grade system also included strategies to improve the success of ELL students.

##### **ii. Alignment**

As MSPs did not exist in a vacuum, the District had to align them with other efforts impacting academic achievement at each site. As described in the CMP, magnets adopted a continuous school improvement model. This model is aligned

with the District's Title I initiative for continuous school improvement.<sup>11</sup> The Magnet Department worked side by side with Title I to develop site Continuous Improvement Plans (CIPs). Careful attention was given to ensure cohesion and alignment of achievement goals and continuity of program objectives between each school's CIP and its MSP. Each site incorporated its MSP recruitment goals for integration into their CIP addendum, and site administrators and staff frequently referenced their MSP while developing the CIP needs assessment. As referenced in the CMP, schools also aligned their professional learning communities (PLCs) and Multi-Tiered System of Supports efforts with their CIPs and MSPs.<sup>12</sup> Thus, magnet principals and staff members began implementing their MSPs as part of a much broader, multi-faceted approach to improving academic achievement and integration at the start of the school year.

### iii. Implementation, Monitoring, Evaluation, and Continuous Improvement

The District worked with campuses to assure implementation and compliance of plan components by developing a comprehensive process to monitor, evaluate, and improve the impacts of CMP and MSP implementation. To that end, the District successfully piloted an initiative aimed at standardizing protocols for all campuses.<sup>13</sup> During the spring and summer of 2016, the District incorporated final revisions to the protocol to prepare for district-wide use during the 2016-17 school year. The new protocol will allow all campuses, including magnet sites, to be able to leverage increased and consistent communication and assistance from District-appointed Support and Innovation teams.<sup>14</sup>

School directors, who supervise magnet principals and report to the assistant superintendents, assumed the responsibility of conducting regular classroom and site walk-throughs during the 2015-16 school year. As needed, these walk-throughs

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<sup>11</sup> The District's Title I Continuous Improvement initiative requires every Title I school to create a Continuous Improvement Plan (CIP) to improve student achievement as measured by reading, mathematics, English language proficiency, attendance, and graduation rates.

<sup>12</sup> See CMP pages 5-9. The Multi-Tiered System of Supports (MTSS) model uses student data to determine grouping for specific purposes that relate to student needs and strengths. See CMP pages 8-9.

<sup>13</sup> The Magnet Department embarked upon this collaborative planning process with a cross-departmental team that included staff from Title I, School Improvement, Curriculum and Instruction, Human Resources, and Student Equity. The team completed the protocol and submitted it for review by District leadership on October 15, 2015. The team then presented details of the protocol to District leadership during a weekly Instructional Leadership Team meeting in the fall. The District piloted the protocol/plan at two non-magnet schools and revisions were made as needed. The implementation team found the plan to be efficacious: use of a standard district walk-through instrument and rubric allowed for consistency of reporting and action planning for TUSD campuses.

<sup>14</sup> The District designed the Support and Intervention teams to implement the walk-through protocol.

were supplemented by site walk-throughs conducted by Title 1, the School Improvement Office, and Student Equity. Directors evaluated the quality of instruction at each magnet using the Danielson Framework, with an emphasis on instruction and environment. Directors paid specific attention to Danielson's instruction domain, especially those components identified as areas of concentration for the first and second years of the District's Five-Year Strategic Plan: communicating with students (3a); using questioning/prompts and discussion (3b); and engaging students in learning (3c) (**Appendix II - 8, SI Official Classroom Observation Form 2015-16**). Magnet Department staff participated in a variety of District and Arizona Department of Education walk-throughs during the course of the 2015-16 school year (**Appendix II - 9, School Improvement Walkthrough Schedule for Magnet Schools**). During these walk-throughs, data from each observed classroom was entered into a spreadsheet to illustrate trends. The principal and academic director used this cumulative data to identify one or two areas of improvement. The principal then disseminated that information to teachers to focus improvement efforts. Program coordinators who worked with each site's Support and Innovation Team provided support as requested by each building's administrator. The identified areas of improvement for each site were revisited during subsequent walk-throughs to chart school progress.

While quality of instruction and environment were primary considerations, the Magnet Department urged MSCs to consider theme visibility as an important component of recruitment and retention. The Department created an end-of-year assessment of theme visibility based on a list of standard indicators and required each MSC to complete the assessment (**Appendix II - 10, Theme Visibility Walkthrough Assessment**). Based on the Magnet Department's analysis of the assessment, seventeen out of nineteen MSCs rated magnet theme visibility at their site as "evident," meaning the site earned at least 75 percent of the possible points for theme visibility. Two MSCs reported that the theme visibility on their campuses, Tully Elementary Magnet and Booth-Fickett Math/Science K-8 Magnet schools, was not "evident" using the scoring guide. Tully was in a planning year for changing its magnet theme to a modified GATE self-contained model; significant funding from both the Advanced Learning Experiences and Magnet departments allowed Tully to increase its theme visibility during the summer of 2016. The District has worked to improve Booth-Fickett's theme visibility within the school by purchasing technology and promoting the fact that the campus has a one-to-one ratio of students to computers and dozens of access points for strong wireless connections. The District

also included Booth-Fickett as one of two schools in the Innovation in Education (i3) grant written in May 2016; if funded, this grant includes \$6,000 for STEM-related purchases.<sup>15</sup>

iv. Professional Development and Professional Learning Communities

As described above, the District is committed to providing support for the implementation of a Continuous School Improvement process for magnets, including the consistent use of PLCs at all magnet schools. During the 2015-16 school year, the District created a PLC Guide and Rubric to be used by all schools. (See Section VI.B.7., below, for further details). The District provided MSCs with the opportunity to participate in several professional development training sessions on PLCs. During the first semester, the District provided all MSCs with an in-depth professional development session using Chapter 1 of the book, *Leveraging Leadership*. This chapter focuses on the keys to Data Driven Instruction: assessment, analysis, action, and system creation. As a product of this training, MSCs used assessment calendars and PLC schedules to strategically plan for facilitating sessions that would provide opportunities for effective, in-depth use of data (**Appendix II - 11, Magnet Assessment Calendars** and **Appendix II - 12, Magnet PLC Schedules and PD Schedules**).

The Assessment and Program Evaluation Department provided professional development support for MSCs along with the Magnet Department to deliver specific training on how to access, organize, and disaggregate benchmark assessment data. The District tasked MSCs with leading or helping PLC teams in using these benchmark results in instructional planning and providing targeted student interventions. During the summer of 2016, the District offered two two-day professional development sessions entitled “Professional Learning Communities: Doing the Right Work RIGHT.” All MSCs were encouraged to participate in this course. MSCs who did not attend will receive PLC training during the 2016-17 school year.

Magnets were expected to go beyond the District requirement for PLC implementation. Thus, MSCs submitted a fixed PLC schedule to the District office with the best-faith effort put forward for maximum time allotted to each team.

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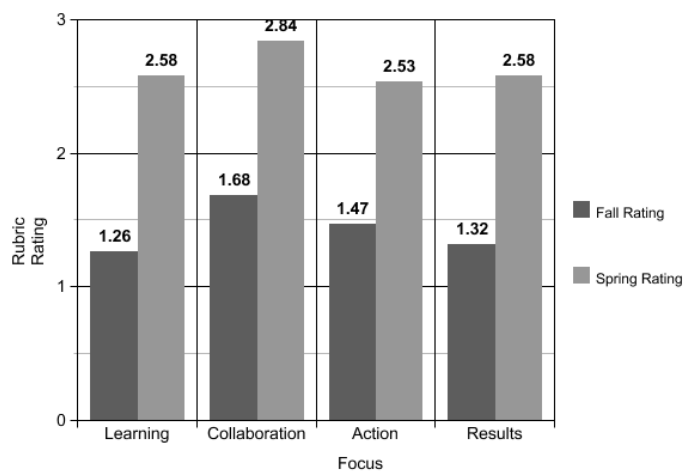
<sup>15</sup> In 2015-16, Booth-Fickett K-8 had no magnet coordinator or interim principal for a good portion of the school year. Booth-Fickett K-8 filled both positions for SY 2016-17; the Magnet Department is working with the school over the summer of 2016 to strengthen theme visibility during the coming school year.

Thirteen PLCs were also inserted into the district-wide professional development calendar for early-release Wednesdays. Teachers in magnet schools participated in these PLCs and were compensated for up to an additional hour weekly to ensure they had a minimum of 90 minutes available for PLC time each week.

The District monitored implementation of PLCs at the site level, and each site was tasked with keeping logs of their PLC team meetings. These PLC logs are kept by the facilitator on each campus (*Appendix II - 13, Magnet PLC Logs*). They include agendas with the areas of emphasis for each PLC, the date and time, and the participants. Most sites include specific details regarding data analysis and action steps, and most campuses sent regular invitations to the Magnet Department to attend, although unofficial visits occurred on an as-needed basis.

During the fall of 2015, the District evaluated magnets' progress in effectively implementing and utilizing PLCs. The District compared the fall 2015 results with the PLC ratings from the spring of 2016. After the fall observation, site administrators and directors were notified of any areas needing specific support. Those campuses that had offered PLCs only sporadically at the beginning of the school year began meeting and using PLC logs on a regular basis.<sup>16</sup> The average rubric ratings indicate marked improvement from fall to spring, as shown in Graph 2.5 below.

**Graph 2.5: Magnet Site PLC Growth, 2015-16**



Based on UVA Innovation Zone PLC Rubric

<sup>16</sup> The District used the UVA Innovation Zone Rubric for both evaluations (though District leadership approved a different rubric for use by all magnet sites during the 2016-17 school year). The rubric breaks down PLC implementation into four focus areas: Learning (understanding where students are academically and considering the effectiveness of teaching practices); Collaboration (how well the team works together); Action (improving instructional practices); and Results (improvement of student achievement).

Employees began using the District's new time clock and financial accounting system (iVisions) for the first time in the fall of 2015. Many campuses had difficulty authorizing staff for added duty time to work on PLCs, and the Finance and Magnet departments provided support as needed. By the second semester, campuses requiring added duty compensation for PLC work had processed all work orders and employees were able collect any added-duty compensation from the beginning of the year. This adjustment made PLC implementation easier and more consistent during the second half of the school year.

The CMP calls for the District to train MSCs in facilitating data dialogs using *The Data Coaches Guide* and to train MSCs and principals in creating data-driven school cultures using *Leveraging Leadership*. The Magnet Department facilitated an introductory training session for magnet principals using *Leveraging Leadership* in November 2015. During this session, principal feedback indicated a strong desire for differentiated learning opportunities, given that some had extensive previous experience with this text. District leadership approved a request to implement self-guided principal study groups, but this effort was not undertaken, as the Court ordered the District to develop "Transition Plans" in a matter of six months. The development of transition plans thus took priority over implementation of the study groups.

v. Family and Community Engagement

The Magnet Department supported sites in adding a Family and Community Engagement component to their magnet school plans. This objective complemented each site's Title 1 Continuous Improvement Plan and was focused on academic family engagement. To ensure that family engagement opportunities were varied to maximize interest and participation potential, MSCs were encouraged to implement the six types of involvement indicated as keys to successful partnerships by the National Network of Partnership Schools at John's Hopkins University. These include parenting, communicating, volunteering, learning at home, decision making, and collaboration with the community. Family engagement events at each campus were advertised through flyers, newsletters, and social media. Every magnet campus was able to document at least one event from each of the six types of Family Engagement opportunities for SY 2015-16. Some sites have modified their family engagement goals from 2015-16 to 2016-17, depending on site need.

## **2. Development and Finalization of the Revised CMP**

The District designed the revised CMP around two pillars: integration (making progress toward the USP definition of an integrated school) and academic achievement (making progress toward five identified student achievement goals). The District thus developed specific benchmarks under each pillar for each magnet school or program. In late November 2015, after several months of litigation, the Court adopted the revised CMP, which included several conditions to be met by the District and assigned the Special Master to specific monitoring and reporting responsibilities.

By the end of the first semester, the District was fully implementing the Court-adopted, revised CMP and complying with various directives from the Court, including developing and implementing revised magnet school plans; developing transition plans for identified magnets; and implementing other commitments related to integration, staffing, and funding. All of these actions were designed with one purpose: to improve integration and academic achievement at the District's magnet schools and programs. After combining its various components and incorporating changes as directed by the Court, the District completed the final, comprehensive, revised CMP; shared the changes with the Plaintiffs and Special Master for final review and comment; and filed it with the Court on January 28, 2016 (*Appendix II - 14, II.K.1.e Revised CMP*).

## **3. Implementing Related Commitments**

Although the District's Governing Board adopted the CMP in the summer of 2015, the District, Plaintiffs, and Special Master continued to litigate certain issues of concern. Thus, even as the District implemented the CMP and magnet school plans, those documents underwent changes in the fall and the District made several additional commitments either voluntarily, through stipulation, or as ordered by the Court. See Court Order re Revised CMP, November 19, 2015 [ECF 1870].

### **a. Magnet School Plans (Improvement Plans)**

In the fall and winter of 2015, based on feedback from the Plaintiffs, Special Master, and, ultimately, the Court, the District made several changes to the magnet school plans to add or enhance family engagement strategies, include specific ELL

achievement strategies, and ensure consistency between the language in the documents and the agreements made after the CMP was adopted.<sup>17</sup>

### **b. Transition Plans**

The November 19, 2015, Court order also directed the District to develop “Transition Plans” for identified schools within six months (by May 2016), as noted above. The District developed the plans for schools that could potentially lose their magnet status during the 2016-17 school year. Immediately, District leadership met to discuss the best way to develop the plans in light of the fact that the District and magnets were making their best effort to ensure magnet success while being asked to plan for failure. District staff communicated with the Special Master to develop a template so the plans would include necessary components. Once the template was established, elementary and secondary directors met with the identified magnet school principals and staff members on several occasions to present the template, identify the best strategies to move forward, and support the schools in writing the plans. The District’s Assessment and Program Evaluation Department provided data to support the development of the plans for each site. Staff from other departments provided additional support to finalize the plans, including estimated costs and allocations necessary to fund the plans.

The District developed a timeline for central leadership to provide feedback on the transition plans and for sites to revise them. The District successfully executed the timeline and completed the plans by May 19, 2016.

### **c. Stipulation**

The November 19, 2015, Court order also adopted an early-November stipulation that addressed several issues, including teacher vacancies at magnets, magnet budgets, and integration initiatives. See Magnet Stipulation [ECF 1865].

#### **i. Magnet Vacancies**

The stipulation named eight schools, seven of which had specifically identified teaching vacancies as of early October 2015.<sup>18</sup> The District agreed to fill

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<sup>17</sup> The Court ordered the District to revise the CMP “to be consistent with all the agreements made by TUSD subsequent to its filing of the Revised CMP, **and shall include as attachments the Improvement Plans, revised likewise if necessary.**” [See ECF 1870 at 10; emphasis added].

<sup>18</sup> Ochoa, Holladay, and Robison elementary schools, Safford K-8, Utterback Middle School, and Cholla and Pueblo high schools. Bonillas Elementary School was named but did not have specifically identified teaching vacancies as of early October 2015.



all vacancies at six of the listed magnets by November 1, 2015, and at two others by November 30, 2015. To fill these vacancies, the District tried a number of strategies, including but not limited to offering stipends; recruiting and hiring December graduates; and reaching out to four populations of potential candidates (recent teacher applicants, substitute teachers, retired teachers, and learning support coordinators) (See Section IV). On November 30, 2015, the District's chief human resource officer reported that the District had filled the identified teaching vacancies at the identified schools (**Appendix II - 15, Magnet Hiring Update 11.30.15**).

Regarding its continuing obligation to address vacancies as they occur, the stipulation required the District to take steps to ensure that the identified magnets "remain fully staffed" prior to the start of the 2016-17 school year.<sup>19</sup> Between early November and late December, other vacancies occurred at the identified schools in both teaching and non-teaching positions, as reported by the District and reiterated by the Special Master in late December (**Appendix II - 16, SM Memo re Magnet Hiring 12.17.15**). The memo identified four subject-matter teaching vacancies, four exceptional education teaching vacancies, eight non-teaching vacancies, and seven part-time non-teaching vacancies. The District continued throughout the year to take steps to ensure that magnets remained fully staffed prior to the start of the 2016-17 school year. The District gave magnets priority in teacher placement during the spring hiring process, including holding magnet-only job fairs where magnet principals got exclusive opportunities to meet and recruit teachers before non-magnet principals.

As a result of these efforts during the 2015-16 school year and into the summer of 2016, and despite a statewide teacher shortage, the District reported to the Plaintiffs and Special Master in the first week of August that it had filled approximately 64 of 69 positions at the identified magnets (**Appendix II - 17, 2016-17 Magnet Hiring Report 08.10.16**).<sup>20</sup>

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<sup>19</sup> Per the stipulation, "fully staffed" refers to "certificated staff, administrators, and all teaching aids and other personnel identified in the Improvement Plan as contributing to the school's effort to improve achievement and close the achievement gap between racial groups at the school." See Magnet Stipulation, ¶B. [ECF 1865 at 7].

<sup>20</sup> The report shows the District filled 63.95 out of 68.75 identified full-time equivalents (FTEs). Of the 4.8 unfilled by the start of school, 2.8 were due to extenuating circumstances: the .8 FTE refers to four additional sections of .2 FTE each to be taught by existing teachers (one of the four had been secured at the time of the report); 1 FTE was filled with a long-term substitute in the process of obtaining a teaching certificate; and 1 FTE was for a position that was vacated two weeks before school began. The other two vacancies were a magnet coordinator at Ochoa Elementary School and a Spanish teacher at Safford K-8.

ii. Magnet Budget Increases

The District agreed to revise magnet budgets so that each magnet would get the highest allocated amount between three different prepared budgets (the May MSPs, the revised June MSPs, or the USP Budget). These revisions resulted in a net gain of more than \$318,000 allocated to magnets. See Magnet Stip [ECF 1865 at 6].

iii. Integration

The District also agreed to aggressively seek to increase integration at all of its magnets (particularly the integration of the entering classes: kindergarten, 6th grade, and 9th grade) through recruitment and outreach efforts described above. The District also agreed to develop and proposed initiatives to increase the number of students attending integrated schools (both magnets and non-magnets). See Section II.F., below, for details on the development and implementation of integration initiatives.

### C. Application and Selection Process

In TUSD, all students seeking to attend a school other than their home school must submit an application to a magnet or non-magnet school through open enrollment. For those schools whose applications exceed the number of available seats (oversubscribed schools), the District places the student's application into a lottery. The lottery process gives admission priority to those students whose presence increases integration (***Appendix II - 18, II.K.1.h. Admissions Process, Regulation JFB-R4***). Arizona is an open enrollment state; students may attend any public school upon applying and depending on availability. Because of open enrollment, a school district cannot easily change the composition of any school site merely by changing boundaries. It is thus the admissions process, more than the boundary review process, that has the greatest chance of improving the integration status of certain schools.<sup>21</sup>

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<sup>21</sup> USP § II(G) requires the District to develop and utilize a single application for magnet/open enrollment, increase access to locations where families may submit applications, and develop and utilize a lottery process that provides a preference for siblings of current students and those whose admission would enhance integration.

This section describes improvements to the school choice application and selection processes, process implementation and related outcomes, and plans for future improvement.

### **1. Evaluating and Improving the School Choice Process**

Before the priority enrollment period in the fall of 2015, School Community Services staff visited schools to gain perspective about specific learning environments, neighborhood locations, magnet programs, advanced learning opportunities, communication issues, and unique programs. Information about proposed changes to school programs for SY 2016-17 provided staff with insight to more effectively market individual schools and facilitate the lottery process. School visits reinforced departmental relationships with schools, resulting in a more informed and responsive staff to community inquiries about schools and their programs and/or services.

Based on feedback from schools, parents, and staff, the District updated the school choice application with information about unique school programs and resources. The revisions included specific information about updates and programs at each school to help parents and students make informed decisions about where to apply and enroll. The District posted translations into major languages on the TUSD website, increasing community accessibility to the school choice options (*Appendix II - 19, II.K.1.j. School Choice Applications*). Major languages for 2015-16 were Spanish, Arabic, Somali, Swahili, Kirundi, Vietnamese, and Marshallese. Major languages also are discussed in Section VII of this report.

The District continued its efforts in providing families with multiple ways to apply by providing and accepting applications at the District's central offices, school sites, and Family Resource Centers, and via email. School Community Services accomplished consistent and equitable student placements at oversubscribed and racially concentrated schools through its adherence to streamlined organizational practices implemented the previous year, including school community outreach, consistent communication practices, and participation in strategic marketing events throughout the wider community.

District staff from multiple departments collaborated to communicate information to students, families, and the community regarding the lottery process, application due dates, and the lottery dates. Efforts included direct phone calls,

email inquiries, the *Superintendent Newsletter*, academic leadership newsletters, website postings, committee meetings, leadership meetings, and postings on the TUSD social media accounts. District staff worked diligently to respond to all inquiries within 24 hours.

In the past, application due dates during holiday breaks confused some community members and created processing challenges depending upon the time and method of submission. In response, the District adjusted the due dates for parent responses to placement offers to better align with the school calendar. The modified calendar ensured parents had accessibility to School Community Services, District offices, and schools for assistance if needed. Parents had more opportunities to visit schools, interact with the school community, and select the best choice for their student. When parents did not accept placement offers, the District released the applications back into the next round of the lottery process. In this way, parents had multiple opportunities to accept offers at schools of their choice even when they did not get their first or second choice. These steps were critical in improving the experience and outcomes for parents to continue to consider schools outside their immediate neighborhood and to encourage voluntary movement.

## **2. Outcomes**

Ongoing evaluation led to improvements in family and community engagement related to the application and selection process. The District held the initial lottery in December at the close of the priority enrollment window.<sup>22</sup> At the completion of the first lottery, eight schools had ten or more applications than seats available in their entry grades (see Table 2.6). Below are the schools in which student assignment through the lottery could have some impact on integration. (This will be clear after an analysis of the 40th-day data in October).

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<sup>22</sup> The District's priority enrollment window generally runs through November and December and provides parents with their first opportunity to apply to schools for the subsequent school year.

**Table 2.6: Schools with More Applications than Available Seats**

<b>School</b>	<b>Grade</b>	<b>Placement Program</b>	<b>Applications</b>	<b>Seats</b>
Davis Magnet	K	Magnet	57	40
Hughes	K	Open Enrollment	59	38
Miles - E. L. C.	K	Open Enrollment	45	28
Dodge Magnet	6	Magnet	259	155
Safford Magnet	6	Magnet	114	99
Roskruge Magnet	6	Magnet	159	130
Cholla	9	Magnet	198	160
Tucson Magnet	9	Magnet	789	474

Of the eight schools that were oversubscribed in the first lottery, the lottery selection process changed the demographics of four schools to bring them closer to the target racial/ethnic compositions. As shown in Table 2.7 below, the selection process positively affected the racial/ethnic composition of Davis and Hughes elementary schools, Dodge Middle School, and Tucson High Magnet School. The four remaining schools did not have enough applicants in the necessary racial/ethnic categories for the selection process to have a positive impact.

**Table 2.7 Potential Lottery Impact on Enrollments in Oversubscribed Schools<sup>23</sup>**

School (Grade)	Group	White/ Anglo	African Am.	Hispanic	Native Am.	Asian Am.	Multi- racial
Davis Magnet (K)	Neighborhood	9%	5%	77%	5%	0%	5%
	Placements	38%	0%	55%	5%	0%	3%
	Projected Enrollment	27%	2%	63%	5%	0%	3%
Hughes (K)	Neighborhood	43%	9%	39%	0%	4%	4%
	Placements	16%	3%	68%	0%	8%	5%
	Projected Enrollment	27%	5%	57%	0%	7%	5%
Miles - E. L. C. (K)	Applications	46%	6%	37%	4%	2%	6%
	Placements	32%	11%	46%	4%	4%	4%
	ExEd Placements	17%	6%	78%	0%	0%	0%
	Projected Enrollment	26%	9%	59%	2%	2%	2%
Dodge Magnet (6)	Applications	27%	8%	58%	2%	2%	4%
	Placements	23%	8%	61%	3%	2%	3%
Safford Magnet (6)	Neighborhood	6%	11%	77%	6%	0%	0%
	Placements	1%	6%	81%	9%	0%	2%
	Projected Results	3%	8%	79%	8%	0%	2%
Roskruge Magnet (6)	Applications	6%	3%	84%	6%	0%	1%
	Placements	5%	3%	82%	8%	0%	1%
Cholla Magnet (9)	Neighborhood	8%	5%	77%	8%	1%	2%
	Placements	5%	8%	85%	2%	0%	0%
	Projected Enrollment	8%	5%	79%	7%	0%	1%
Tucson Magnet (9)	Neighborhood	11%	6%	76%	3%	2%	3%
	Placements	22%	11%	58%	5%	1%	3%
	Projected Enrollment	17%	8%	65%	4%	2%	3%

The District ran additional lotteries in February, March, and April 2016; the District continued to accept applications and offer placements as long as space was available. Comparing applications received during the priority enrollment window in the fall reveals that the District received 3,803 applications during this time in

<sup>23</sup> Neighborhood: This is the projected ethnic/racial composition of the neighborhood students who are projected to enter the grade shown in SY 2016-17. For Miles E.L.C, Dodge Magnet Middle School, and Roskruge Bilingual Magnet School (for grades 6-8), the applications received are shown instead of the neighborhood projections because they do not have an attendance boundary. Placements: This data represents the potential lottery impact on enrollments in oversubscribed schools as of June 30. Projected Enrollments: The expected enrollments based on the neighborhood projections and the placements. For Miles E.L.C, Dodge Magnet Middle School, and Roskruge Bilingual Magnet School, these are not shown because the placements are the projected enrollments.

2015 for the 2016-17 school year, compared to the 3,587 applications received during the same time period in 2014 for the 2015-16 school year.

In the summer of 2016, District staff engaged in a comprehensive review of data pertaining to student placements to determine the overall effectiveness of the process and the specific impacts for oversubscribed schools, integration, and demographic shifts. The director of Student Assignment and representatives from multiple departments are continuing to assess placement data, successful outcomes from practices and applications, and opportunities to enhance the 2017-18 process. The team is also assessing updated information regarding the implementation of the new school information system, Synergy, and Smart Choice student placement software (see below).

### **3. Plans for the Future to Improve Program Delivery**

School Community Services staff members continue to serve on district-level committees for the transition to Synergy, the Getting Kids to School committee with the Transportation Department's upcoming software upgrade, and the Coordinated Student Assignment committee. Staff members also participate in the implementation of Smart Choice software to facilitate the management of the student placement process for oversubscribed schools. Both Synergy and Smart Choice software will go live for the District in July 2016, but the District is still working to make necessary adjustments during the transition.

Although a full lottery process with Smart Choice may not be fully implemented in the 2016-17 school year, District staff is actively engaging in the transition to facilitate streamlined processes and two-way feedback regarding student assignment and placement. The District will format Smart Choice software for the criteria that defines student placement in TUSD. District staff will work to continue to enhance information dissemination to the community regarding the lottery process, timelines, and the defined parameters that support equitable student access to school choice. Online access and submission will be available to enhance the student placement process. The District also will benefit from a more comprehensive data platform from the use of Smart Choice software, including a broader range of information, analytics, and algorithms about the student placement process. This will allow the District to better assess and improve the impact of the process on increasing school choice, encouraging voluntary movement, and improving opportunities for students to attend integrated schools.

## **D. Marketing, Outreach, and Recruitment Plan**

To expand opportunities for students of all racial and ethnic backgrounds to attend an integrated school, the District developed the Marketing, Outreach, and Recruitment Plan in 2013-14.<sup>24</sup> In 2015, the District updated the plan with an eye toward continuing what had worked and finding new ways to reach its target audience, including African American and Hispanic students. The revised plan focused on increasing the use of videos and other platforms as tools for showcasing schools, boosting the frequency of face-to-face, engaging families through one-to-one outreach, and improving the use of social media as a communication and marketing tool. TUSD staff worked diligently throughout the 2015-16 school year to realize these goals.

The District updated its Catalog of Schools and converted it to a digital format so it could be downloaded from the Web or read as an eBook through iTunes. The District also reviewed multiple printed documents to ensure racial and ethnic inclusion. For example, a previous Kindergarten Round-Up mailer featured just one child. Revised kindergarten materials feature boys and girls from a variety of races and ethnicities. Additionally, the District hosted and supported quarterly parent events for African American and Hispanic families and promoted events at the District's Family Resource Centers.

### **1. School Tour Videos**

The District produced dynamic, shareable video tours of school sites at the start of the 2015-16 school year. The Communications and Media Relations Department worked with principals to determine specific programs to highlight as part of each school's "secret sauce," schedule video shoots, and identify students and staff willing to participate. With each of the videos, District staff paid particular attention to highlighting diversity as a key factor both in pre-production and in developing the finished product.

As the priority enrollment windows opened in the fall, the District prioritized school video production based on each school's enrollment at that point in the school year and its integration needs to maximize marketing and outreach (*Appendix II - 20, Priority List of Schools*). Once completed, the District shared the

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<sup>24</sup> The USP addresses marketing, outreach, and recruitment strategies to increase and enhance students' access and opportunity to consider and, possibly, attend an integrated school. See USP § II(I).



videos with the school sites and webmasters, who were asked to post them (**Appendix II - 21, Links to Select Videos**). Although the District initially focused on priority schools, TUSD plans to create similar videos for every school. By mid-July, the following site tour videos had been posted:

- four videos for Lawrence 3-8 School,
- four videos for Grijalva Elementary School,
- four videos for Magee Middle School,
- three videos for Roberts/Naylor K-8 School, and
- three videos for Roskruge Bilingual Magnet Middle School.

## **2. Additional Videos for School Websites**

In addition to producing and posting school tour videos, the District assessed the body of existing videos and found that many were up-to-date, relevant, and appropriate for use in recruiting students. The District webmaster then posted twenty videos, sorted by school, on the school websites maintained centrally and sent more videos to school webmasters for placement on additional school websites. The District webmaster will work with school webmasters to ensure videos are posted in a timely manner and, if necessary, will work with central elementary and secondary leadership to post the videos promptly (**Appendix II - 22, List of Videos and Postings**).

## **3. #TeamTUSD Feature**

In SY 2015-16 the District launched #TeamTUSD, a campaign to spread positive messages about the schools and the District to internal and external audiences. Each #TeamTUSD feature consisted of a shareable photo of members of a designated team, such as school staff, a District department, or a student club. The people in the photos held signs from the District motto with phrases such as “Teachers Love to Teach,” “Students Love to Learn,” and “People Love to Work.” The feature appeared bimonthly in the *Superintendent Newsletter* with a brief description of what the team does at the District. The TUSD website also included quotes from the people photographed that explained what they love about their team, their school, or the District. The features ended with a request for teams interested in being highlighted to send an email to [media@tusd1.org](mailto:media@tusd1.org).

The District also used its School Zone program to share information about and increase the impact of #TeamTUSD. Through the program, each communications staff member served as a liaison to assigned schools to ensure staff members had a contact in the department. After the launch of #TeamTUSD, groups of students, parents, teachers, and staff immediately began to send in nominations for teams who should be photographed and featured. The requests outpaced the time the District could devote to the project; as of June 30, 2016, the District had featured nine teams (*Appendix II - 23, Sample Screenshots from Tucson Unified Website*).

#### **4. Community Events and Family Engagement**

District representatives attended 22 community events between September 2015 and June 2016 to promote TUSD and increase enrollment (*Appendix II - 24, List of Community Events*). Staff knowledgeable about schools and programs manned the TUSD booths and/or tents and engaged with families, providing them with information on educational and enrichment opportunities in the District. The District chose geographically diverse events that appealed to school-age audiences and/or parents. In planning which events to attend, the District also considered the level of advertising that event partners would contribute to offset advertising costs for TUSD. For example, Reid Park Zoo widely advertised its events, such as “Howloween at the Zoo” and Zoo Lights, which were cost-effective and well attended. Children’s Museum Tucson supported five events and turnout also was generally strong. The District will continue to evaluate events based on potential participant demographics, level of partner advertising, and timing for premiere recruiting windows. Events that were not well attended in 2015-2016 or were not well supported by partners will be eliminated for 2016-2017.

#### **5. School Information Center**

Through its School and Community Services Department, the District operates the School Information Center at its central headquarters. The center primarily focuses on providing families with information about school choice, enrollment, and transportation. It also provides information to families about other options available in the District such as magnets, dual language, and advanced learning opportunities. The center is equipped with Internet access and multiple

computers so parents can complete school enrollment applications online or on paper and submit them on-site.

**Table 2.8: 2015-16 Open Enrollment/Magnet (OE/M) Contacts, School Info Center**

	OE/M Phone calls	OE/M Walk-ins	Total Visits
Central – School Information Center	19,116	6,744	*8,151
*Total Visits includes: ALE, Child Find, Foreign Exchange, Guardianship, District Info, McKinney-Vento, Preschool, Student Records, and Transportation			

For details of outreach and recruitment efforts at the four Family Resource Centers, see Sections VII.D-E.

## 6. Open Enrollment and School Choice Lottery Marketing

The District began marketing open enrollment/school choice before the priority enrollment window opened in fall 2015 for SY 2016-17 and continued messaging throughout winter and spring, publicizing the lottery by grade level with a particular emphasis on kindergarten and middle school but also more broadly. (See Section II.C., above, for details on the priority enrollment window and the lottery). The District used geo-advertising (geo-marketing and geo-fencing) to target messaging to African American and Hispanic families on all platforms. Geo-advertising uses public demographic information to identify target audiences and “follows” users as they browse the Internet on computers and mobile devices, serving them advertising that pertains to them (*Appendix II - 25, Geo Targeting Returns Exemplar*). The District contracted with KVOA television station, which produced and delivered commercials to inform families that magnet and open enrollment would begin soon. The District shared the same commercials with Telemundo for translation and airing on Spanish language channels (*Appendix II - 26, Commercial Information*).

After the commercials for Palo Verde Magnet High School aired, the District saw a spike in submitted applications, suggesting that television advertising was an effective avenue for reaching target audiences. Enrollment increased by 144 students in SY 2015-16, and the District hopes to add an additional 138 students for the 2016-17 school year. The District noted similar increases in application submission with the Kinder Round-Up advertising campaign. The District will continue to explore whether television advertising might also be a successful method for marketing the benefits of diversity.

In addition to airing television commercials, the District sent press releases to local media and used social media, particularly Facebook and Twitter, to disseminate information to parents and families about open enrollment and the school lottery (**Appendix II - 27, Press Release Exemplars and Social Media Post Screenshots**). Posts specific to open enrollment and the school choice lottery did not receive high levels of traffic on social media unless the District paid to boost the posts or advertise them to local timelines (**Appendix II - 28, Samples of Boosted Posts**).

The District's overall presence on social media increased significantly. For example, on one particular day the District had 165,000 Facebook impressions, and its reach continued to grow. As of June 30, 2016, the District Facebook page had more than 9,900 "likes" (**Appendix II - 29, Facebook Data**). The District launched a Spanish language Facebook page (TUSD en Español) in December 2015 and has worked to populate it with additional content. Information about the page was included in the Spanish language version of the *Superintendent Newsletter* (**Appendix II - 30, TUSD en Español Screenshots**). The District will continue to build the content on the Facebook page and publicize the page to families.

## **7. Focus on Middle School Students**

The District recognized a need to support children and families as they transition from elementary school to middle school, a particularly difficult transition for all students as they move from having a single teacher to having multiple teachers. To that end, the Level Up program took 5th graders to visit middle and K-8 schools and provided information about each school to help families make informed choices for children completing elementary schools. Level Up branding gave the program a public presence, and the Level Up marketing targeted families based on their child's age for greater impact. The District sent mailers to all 5th-grade families in the Tucson area to inform them about the varied choices TUSD offers. The District also created a website and branded PowerPoint slides with information about each school (**Appendix II - 31, PowerPoint Slide Exemplar**) and produced dynamic, shareable videos that highlighted middle and K-8 schools (**Appendix II - 32, Links to YouTube Videos**).

## **8. Catalog of Schools**

The District reached out to all schools to review information from the 2014-2015 Catalog of Schools, an information guide to TUSD, and made corrections to ensure school and program descriptions were accurate for SY 2015-16. The District also improved distribution and dissemination of the updated catalog, sharing it through different avenues to ensure a wide variety of parents could access the information regardless of their preferred method of communication. The District posted the catalog to TUSD's website and also to iTunes to allow parents to access it easily from their mobile phones. The catalog also was available at each school site, and versions were available in English, Spanish, Vietnamese, Somali, and Arabic. The District included information about the updated guide in the *Superintendent Newsletter* and through ParentLink, TUSD's information system that distributes information by phone and email (*Appendix II - 33, Catalog*).

## **9. Kinder Round-Up Marketing**

The District created, published, and distributed a mailer that informed families about the free all-day kindergarten programs at its elementary and K-8 schools. The mailer targeted families with rising kindergarteners using a mailing list that captured addresses of that demographic. Shortly after the mailers were delivered, School Community Services saw a spike in inquiries about all-day kindergarten (*Appendix II - 34, Application Data*). In addition to the mailer, the District used geo-advertising to increase outreach to African American and Hispanic families.

The District moved the Kinder Round-Up date from March to February for 2015-2016 and 2016-2017 to provide more time for families to consider options. Because the first open enrollment/magnet/school choice lottery typically opens in November, the District is considering adding a fall round-up to help families make decisions about applications for the first lottery.

## **E. Student Assignment Professional Development**

To support the District's coordinated student assignment process, the District provides professional development (PD) to relevant staff members outlining the

various student assignment strategies and processes.<sup>25</sup> This professional development ensures that District staff is knowledgeable and prepared to fully assist parents and students in making informed decisions about where, how, and when to apply and enroll in the school of their choice. This training also supports the success of key activities related to student assignment that promote desegregation: the application and selection process; marketing, outreach, and recruitment; and magnet schools and programs. The training focuses on the USP student assignment objectives, open enrollment, magnets, and the application and selection process for student placement. Staff members, particularly new hires, receive focused training on the expediency and methodologies for submitting school choice applications and on the process itself.

### **1. Enhancements**

Based on changes made to the application and selection process in the summer of 2015, the District revised and enhanced staff training in October 2015, before the priority enrollment window in the late fall. Revisions included a provision giving children of District employees special consideration in the lottery process and another provision giving current students and their siblings consideration as continuing resident students. The revisions also clarified the procedures for properly handling school choice applications and worked to streamline the SY 2015-16 application and selection process for the 2016-17 school year.

Representatives from Student Assignment, School and Community Services and the Professional Development staff met to assess the effectiveness of the previous program prior to releasing this year's PD. As a result, the District enhanced training opportunities to remove ambiguities, provide emphasis where needed, and incorporate changes to the student selection process.

### **2. Participation**

The USP states that “[all] 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

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<sup>25</sup> The District has developed and is implementing a coordinated process of student assignment that incorporates various strategies and processes outlined in the USP. See USP § II(A)(1).

during which they were hired.” USP § II(J)(1). The District exceeded that requirement, however, providing training throughout the school year to extend the time for newly hired employees to effectively participate and assist in the student assignment and placement process. In addition, TUSD offered the training to existing employees to refresh their knowledge of the program.

The District identifies all staff who might be responsible for interacting with or responding to the community about school choice issues and requires them to participate in the training. In the 2015-16 school year, the District provided training through True North Logic (TNL) (*Appendix II - 35, SAPD TNL Screenshot*) and opened this training to staff from October 2015 to April 2016 (*Appendix II - 36, II.K.1.p Student Assignment PD Training*). The training module included an assessment requiring trainees to demonstrate an understanding of the open enrollment/magnet lottery application process and the responsibility of school staff in handling enrollment applications. Upon completion of the training, participants completed an online assessment with a score of 80 percent or greater—those who failed retook the training.

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 in previous years. TNL only identifies employees who have enrolled in the program and those who successfully completed it. The Student Assignment professional development continued to be available in TNL after December 31, 2015. Continued communications with site administrators encouraged participation by staff members. As of May 2, 2016, TNL reported that 1,785 employees had enrolled in the training; 1,619 of them had successfully completed it (*Appendix II - 37, SAPD Completions*).

To determine compliance of newly hired staff, the District developed a list of employees hired after July 1, 2015, who are responsible for supporting or responding to school choice inquiries. New site administrators hired after July 1, 2015, were added to the list. The District cross-referenced listed employees to verify completion of the Student Assignment PD in TNL. Of the 39 employees on the list, 34 successfully completed the PD, resulting in a 21 percent increase from the previous module for 2014-15 (*Appendix II - 38, New-Hire Compliance for SAPD*).

### **3. Plans for the Future to Improve Program Delivery**

A requirement for the “onboarding” training process of newly hired staff will be implemented in TNL for the 2017-18 training module. Although the District will require newly hired administrators and targeted site employees to complete the PD, it will also continue to encourage participation from extended departments and staff members who may be in communication with families regarding school choice and/or those who impact student assignment.

In 2016-17, the District will establish a more consistent and timely process for monitoring course enrollment and completion for the 2017-18 student assignment process. An enhanced monitoring system will deliver opportunities to elicit support from the academic offices, generating increased completion rates for the training. Increased rates of completion, in turn, will provide the greater community with a broader base for obtaining a higher level of responsiveness with accurate information, thereby enhancing opportunities for students to access oversubscribed schools and programs.

### **F. Coordinated Student Assignment**

In 2015-16, the District continued to implement a coordinated process of student assignment utilizing multiple strategies, including those described above (boundaries/feeder patterns; magnet schools and programs; magnet/open enrollment applications; a placement lottery; and marketing, outreach, and recruitment),<sup>26</sup> as well as new initiatives designed to improve integration and transportation. The District’s designated director of Student Assignment (whose official title is School Community Services Director), worked throughout the year with staff members from multiple departments to coordinate existing student assignment activities and develop new initiatives, primarily through the Coordinated Student Assignment committee.

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<sup>26</sup> The USP requires the District, through the director of Student Assignment, to “develop and implement a coordinated process of student assignment” incorporating multiple strategies for assigning students to schools, as appropriate. USP § II(A)(1).



## 1. Integration Initiatives

In early November, the District entered into a stipulation with the Mendoza Plaintiffs to develop and propose initiatives to increase the number of students attending integrated schools by March 1, 2016. See Magnet Stipulation [ECF 1865, ¶E]. The Court later adopted the stipulation and clarified that the “Paragraph E Initiatives” should “not reproduce a generalized discussion of initiatives, which is already contained in the CMP, such as marketing and recruitment, location, teacher development, and improving academic excellence at these schools.” See Order on Revised CMP [ECF 1870 at 8]. The Court also directed that the District should use its own staff or outside experts “to develop and propose alternative, more integrative, magnet themes or programs and assist these schools in assessing the strength of their existing magnet themes or programs.” *Id.*

Thus, in December, the CSA began meeting on two major activities impacting student assignment: integration initiatives, including magnet theme and program assessment, and grade reconfigurations. The District first established metrics to measure the potential impact of each proposed initiative toward improving integration, including increasing the number and percentage of students attending integrated schools; the number of integrated schools; integration at schools close to being integrated, and the number of students attending schools with high levels of diversity (even if they did not meet the USP definition of integration). In January, the Special Master recognized that some schools, such as Magee Middle School, had high levels of diversity and interracial interaction even though they did not meet the USP definition of integration. The Court later echoed this sentiment in an unrelated order in March.<sup>27</sup>

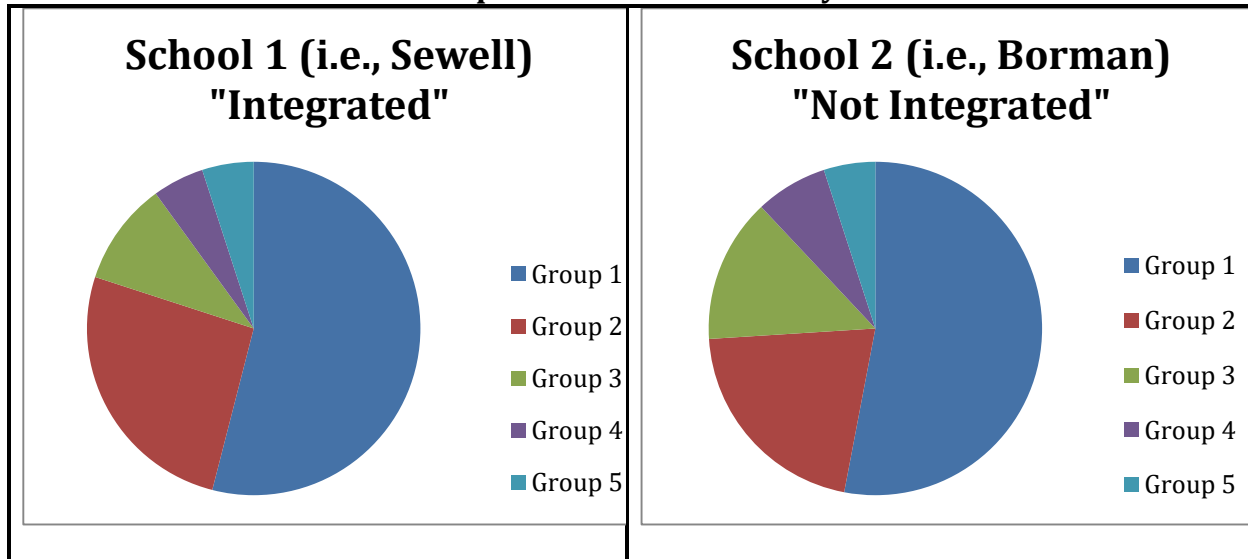
Consider two schools, both with a mix of students that is roughly 50 percent of Group 1, 20-25 percent of Group 2, 10-15 percent of Group 3, and 5 percent or less of all other groups (see Graph 2.9 below). Both have the same level of diversity, although depending on the race of the groups, each school’s status under the USP is deemed to be different. In School 1, Group 1 is Hispanic and Group 2 is white. In School 2, Group 1 is white and Group 2 is Hispanic. The level of diversity at both

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<sup>27</sup> See SM R&R re Grade Reconfiguration (“A basic goal of integration is to maximize the opportunity of positive intergroup contact and many experts would say that the racial distribution of students at Magee at the present time is a good environment in which to achieve that goal.”)[ECF 1884 at 6]; and see Order on Grade reconfiguration (“Magee is not considered integrated within the context of the 15% margins, but that does not preclude this Court from recognizing that it has a healthy racial mix.”)[ECF 1909 at 14].

schools is roughly the same, only the groups are different. The students in Schools 1 and 2 experience the same level of diversity, meaning they have the same opportunities to interact with students from a different race.

**Graph 2.9: Level of Diversity**



This concept affected the CSA work: rather than focusing narrowly on encouraging more students to attend schools that were already integrated, the District developed its metrics to include consideration of schools that were close to becoming integrated and those with high levels of diversity like Borman and Magee, but limited by those that had the capacity to accept additional students. In light of the developing metrics, the CSA began considering the integrative strength of existing and potentially new magnets and began developing dozens of options to improve integration at target sites. The District also developed a revised list that organized schools by their current or potential levels of integration and/or diversity.

In January 2016, the CSA determined it wise to seek outside expertise for two main purposes: 1) to provide an experienced, objective lens through which to analyze proposed initiatives designed to further integration at certain identified schools while reducing racial concentrations in others, and 2) to make suggestions for potential initiatives. As it developed options, the CSA finalized the scope of work and submitted it to five outside experts who had indicated both interest and availability: Mike Hefner, Milan Mueller, Gary Orfield, Ellen Goldring, and William Trent. Only Mr. Hefner responded by the deadline; Dr. Orfield responded later but

with a much briefer submission. The CSA selected Mr. Hefner (***Appendix II - 39, Hefner CV and Scope of Work***).

Simultaneously, the District secured an expert to help develop options for expanding its dual language programs to a school(s) located in its central or eastern region in a manner that would improve integration and develop a dual language access plan. Accordingly, the CSA began developing an option to expand dual language east with the assistance of its identified expert, Ms. Rosa Molina, and personnel from TUSD's Language Acquisition Department.

In less than three months, including intervening Thanksgiving and winter holidays, the District developed three options and a timeline that it shared with the Plaintiffs and Special Master by the due date of March 1, 2016 (***Appendix II - 40, Sanchez Memo to SMP re Integration Initiatives 03.01.16***). The memo from TUSD's Superintendent H.T. Sánchez also included the District's revised list of schools. Very soon thereafter, the Court approved the grade expansions of Borman Elementary School (to increase the numbers of students attending schools with high levels of diversity) and Drachman K-6 (to accelerate the process of converting a racially concentrated school to an integrated school).

In March, after the District had submitted the options to the parties, the CSA analyzed the feedback received from the Plaintiffs, the Special Master, Mr. Hefner, and Ms. Molina. Mr. Hefner supported all seven initiatives and offered ideas for consideration in future years (***Appendix II - 41, Hefner Report on Integration Initiatives 05.18.16***). His recommendations included:

1. Revisit the USP definition of integration to consider district-wide demographics rather than at the site-level (ES, MS, K-8, HS).
2. Consider adjustments to the lottery process.
3. Consider a "diverse" classification to use to set metrics and gauge progress for schools which the Special Master and the Court have identified as having a healthy racial mix.
4. Conduct a comprehensive review of the magnet programs once the expert is hired over the summer of 2016.

The District designed the proposals to be implemented starting in the 2016-17 school year, recognizing it likely would take time to identify obstacles, make adjustments, and strengthen implementation throughout the school year before fully realizing the expected outcomes. After analyzing all feedback, conducting additional feasibility analyses, and vetting details through school and District

leadership, the CSA brought seven final proposals, below, to the Governing Board on May 24, 2016 (**Appendix II - 42, Board Presentation on Integration Initiatives 05.24.16**):

1. Drachman Express Shuttle,
2. Magee Express Shuttle,
3. Sabino Express Shuttle,
4. Enrollment Bus,
5. Expand Self-Contained GATE to Wheeler Elementary School,
6. Expand Self-Contained GATE to Roberts-Naylor K-8 School, and
7. Expand Dual-Language to Bloom Elementary School.

The presentation highlighted the ways by which the CSA incorporated Plaintiff and Special Master feedback into the final seven initiatives and described each initiative and its expected outcome on integration.

The CSA will monitor and coordinate implementation of the initiatives over the summer and throughout the year. In SY 2016-17, the CSA will focus on four primary objectives to improve integration in District schools:

1. Monitoring and strengthening implementation of the 2016-17 initiatives,<sup>28</sup>
2. Working with the magnet consultant to finalize the assessment of current and potential magnet themes and programs,
3. Aligning the work of the Enrollment Loss Project<sup>29</sup> and the CSA, and
4. Developing new initiatives for the District to market during the 2016-17 school year to improve integration for SY 2017-18 (considering options that were not fully developed during 2015-16 and recommendations from Mr. Hefner for further study and review).

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<sup>28</sup> The initiatives were not adopted until well into the second semester, after many families had already made school choices for SY 2016-17. Accordingly, there will be some progress in SY 2016-17, but the District will strive to see more significant gains for SY 2017-18 after spending SY 2016-17 promoting and further developing the initiatives.

<sup>29</sup> The Enrollment Loss Project focuses on improving the attractiveness and enrollment of schools that have experienced long-term enrollment loss over multiple years. Many of these schools are either integrated, close to being integrated, or have high levels of diversity. The CSA will work closely with this project to ensure that its efforts maximize opportunities to improve integration districtwide.

## 2. Transportation to Support Student Assignment

The District utilizes transportation as a critical component of the integration of its schools and makes decisions concerning the availability of transportation services in a manner that promotes desegregation. The District provides students with two specific types of free transportation to be used to promote integration: magnet transportation (for students enrolled in magnet programs) and incentive transportation (for students residing within the boundary of a racially concentrated school whose attendance at a non-neighborhood school would improve integration).<sup>30</sup>

### a. Magnet Transportation

At the end of the 2015-16 SY, 5,580 students were eligible for magnet transportation.<sup>31</sup> Students indicated a need for transportation when they accepted magnet placement and, if the student was eligible, the District routed them accordingly. The District provided transportation for 69 percent (3,876) of these eligible magnet students, either through District buses or SunTran passes. As Table 2.10, below, shows, ridership rates were high for both African American students (78 percent) and Hispanic students (69 percent).

**Table 2.10: Eligibility and Use of Magnet Transportation**

	Number of students eligible for MT	% of students eligible for MT	Students who use MT	% of those eligible who use MT
White	735	13%	461	63%
African American	435	8%	340	78%
Hispanic/ Latino	3,959	71%	2,716	69%
Native American	224	4%	198	88%
Asian/ PI	61	1%	34	56%
Multi Racial	166	3%	127	77%
Total	5,580	100%	3,876	69%

Two primary outcomes occur as a result of free magnet transportation: it provides an opportunity for many students to attend a more integrated school, and

<sup>30</sup> See USP §§ II(A)(1-3)

<sup>31</sup> Data provided by TUSD's Transportation Department showed there were 5,580 students at the end of the 2015-16 school year. The data vary very slightly from those reported in Section III of this annual report due to differences in the time that the data were run.

it helps some schools become more integrated. The high ridership levels for African American and Hispanic students indicate that free magnet transportation is operating to ensure that these students have opportunities to attend a more integrated school. Some of these students come from racially concentrated schools to magnet schools with a more diverse population. For example, of the 340 magnet students who attended Safford K-8 School and used magnet transportation in SY 2015-16, 225 (66 percent, or two of every three) of them lived within the boundary of a school that was more racially concentrated than Safford. These 225 students attended a more integrated school than they likely would have attended if magnet transportation was not available. In other cases, such as at Palo Verde High Magnet School or Borton Magnet Elementary School, free magnet transportation contributed directly to integration: Palo Verde and Borton would have been less integrated without the students who used free magnet transportation.

### **b. Incentive Transportation**

By definition, incentive transportation improves integration in District schools. In 2015-16, 856 students were eligible for transportation under the incentive criteria. Based on end-of-year data regarding transportation routes, 53 percent of students eligible for incentive transportation were routed for pick-up. (This includes both riding District school buses and using District bus passes through SunTran). Table 2.11, below, shows the ridership rates of those eligible by ethnicity.

**Table 2.11: Eligibility and Use of Incentive Transportation**

	<b>Number of students eligible for IT</b>	<b>% of students eligible for IT</b>	<b>Students who use IT</b>	<b>% of those eligible who use IT</b>
White	111	13%	58	52%
African American	93	11%	57	61%
Hispanic/Latino	554	65%	292	53%
Native American	32	4%	15	47%
Asian/ PI	6	1%	1	17%
Multi Racial	60	7%	33	55%
<b>Total</b>	<b>856</b>		<b>456</b>	<b>53%</b>

As the table shows, incentive transportation is significant for eligible African Americans, who had the highest ridership rate (61 percent). Just more than one-half of eligible white and Hispanic students also used incentive transportation, but the impact for Hispanic students was much greater based on the initial size of the group.

In other words, 292 Hispanic students used incentive transportation to leave racially concentrated schools for non-racially concentrated schools, thereby improving integration at the receiving school and reducing racial concentration at the sending school.

For example, 107 students (one in five) at Robins K-8 used incentive transportation. Of these, 81 percent (four of every five) lived within the boundary of a school that was more racially concentrated than Robins, a virtually integrated school with a Hispanic population of 71 percent.<sup>32</sup>

## G. 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 - 4, II.K.1.a TUSD Enrollment-40<sup>th</sup> day***. This report contains a list of TUSD schools and their Integration Status,<sup>33</sup> and reporting the number and percentage of students by ethnicity as enrolled on the 40th day of the 2015-2016 school year;

***Appendix II - 4, II.K.1.a TUSD Enrollment-40<sup>th</sup> day*** is comparable to Appendix C of the USP, which identifies the baseline against which subsequent years' data might be measured to determine if the number of integrated or racially concentrated schools is increasing or decreasing.

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<sup>32</sup> Robins' Hispanic student population has switched between 69 percent and 71 percent for several years, but in all other respects it meets the USP definition of an integrated school.

<sup>33</sup> 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).

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;

The data required in section (II)(K)(1)(b) is contained in ***Appendix II - 43, II.K.1.b TUSD Enrollment-Attendance Status SY1516***. This report contains a disaggregated data by school enrollment, ethnicity, and enrollment status on the 40<sup>th</sup> day of the 2015-2016 school year.

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 for the 2015 – 2016 school year;

See ***Appendix II - 44, II.K.1.c Explanation of Responsibilities*** which contains job descriptions and a report of all persons hired and assigned to fulfill the requirements of this section by name, job title, previous job title, others considered, and credentials for the 2015 – 2016 school year.

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

***No new Magnet Studies by outside consultants were conducted for 2015 – 2016 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;



See **Appendix II - 14, II.K.1.e Revised CMP** to view the amended Comprehensive Magnet Plan for the 2015 - 2016 school year.

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 programs. To view individual magnet school plans, see **Appendices II - 45, II.K.1.f (1) School Magnet Plans 15-16 SY** and **II - 46, II.K.1.f (2) School Magnet Plans 16-17 SY** for Bonillas, Booth-Fickett, Borton, Carrillo, Cholla, (Cragin for 15/16 SY only), Davis, Dodge, Drachman, Holladay, Mansfeld, Ochoa, Palo Verde, Pueblo, Robison, Roskruge, Safford, Tucson, Tully, and Utterback.

II(K)(1)(g)

Copies of any applications submitted to the Magnet Schools Assistance Program;

***The Magnet Schools Assistance Program Grant submitted for the 2016 - 2017 school year is reflected in the narrative portion only. The grant application is 525 pages and is available request.***

II(K)(1)(h)

A copy of the admissions process developed for oversubscribed schools;

***The admissions process for oversubscribed schools, GB Policy JFB-R4 remained unchanged for the 2015 - 2016 school year.***

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. To view the TUSD Catalog of Schools see **Appendices II - 47, II.K.1.i (1) TUSD Catalog of Schools (English), II - 48, II.K.1.i (2) TUSD Catalog of Schools (Somali), II - 49, II.K.1.i (3) TUSD Catalog of Schools (Arabic), II - 50, II.K.1.i (4) TUSD Catalog of Schools (Spanish), and II - 51, II.K.1.i (5) TUSD Catalog of Schools (Vietnamese).**

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

See **Appendix II - 19, II.K.1.j School Choice Applications** to view 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;

See **Appendix II - 52, II.K.1.k Student Assignment Process** which contains a description of the online software application purchased for the student assignment process for the 2015 – 2016 school year.

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;

The data required in section (II)(K)(1)(l) is contained in **Appendix II - 53, II.K.1.l Transfers.** This report contains the number of students transferring in-and-out of TUSD schools by year and entity/transaction type.

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

See **Appendix II - 54, II.K.1.m -MORe PlanSY15-16** which contains the Marketing, Outreach and Recruitment Plan for 2015 – 2016 school year.

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 concerning Advanced Learning Experiences for 2015 -2016 school year.***

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

See **Appendix II - 55, II.K.1.o – Web-based Interface for Families** to view the Districts web-based interfaces for families to learn about TUSD schools and submit applications online for the 2015-2016 school year.

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;

The data required by section (II)(K)(1)(p) is contained in **Appendix II - 36, II.K.1.p Student Assignment PD Training**. This report contains a table of all formal professional development opportunities offered for the 2015 - 2016 school year.

### III. Transportation

The District's school transportation program is designed and managed as part of its ongoing, overall commitment to integration and diversity. The school transportation program has two broad elements that support that commitment: the provision of transportation services without any discrimination based on race or ethnicity, and the use of transportation as a primary tool for promoting integration and diversity.

The first element is relatively straightforward: 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 geographic and efficiency criteria, not race or ethnicity. The District does not create or maintain routes based on race or ethnicity, and the quality and availability of transportation services does not vary based on the race or ethnicity of the students served. The District prohibits employees and private parties contracted to provide transportation services from discriminating on the basis of race or ethnicity. Generally, the District avoids creating one-race, or majority one-race routes. 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 second element—use of transportation as a tool to promote integration—is realized through two major programs: magnet transportation (for students enrolled in magnet programs) and incentive transportation (for students residing within the boundary of a racially concentrated school whose attendance at a non-neighborhood school would improve integration).

The two elements may often be at odds, thus requiring a balancing of interests: the desire to eliminate one-race or majority one-race routes may conflict with transportation strategies designed to improve integration, such as incentive transportation routes to and from magnet schools. The District's incentive transportation is designed to provide free transportation to mostly Hispanic students from racially concentrated areas to schools where their attendance will improve integration.

Complicating the balance, the District avoids routes that result in travel times or distances that significantly impinge on the educational process. The District

spans 231 square miles, including an east-west span greater than 30 miles wide without the benefit of a cross-town freeway. Thus, routes from racially concentrated areas in the western part of the District to more integrated schools in the eastern-central part of the District often involve travel times of between 60 and 90 minutes, which are not attractive to parents and may be harmful to students. The District must find ways to provide transportation that will improve integration without significantly impinging on the educational process.

The District has institutionalized the provision of transportation services to improve integration throughout multiple departments and also has institutionalized the dissemination of information on the availability of free transportation through multiple venues and modes. See USP §§ III(A)(2 and 5). District staff members from multiple departments work collaboratively to ensure that prospective and enrolled families receive information regarding the availability of free transportation through multiple outlets, locations, and the Internet. The District facilitates this and other transportation-related collaboration, primarily through the Coordinated Student Assignment committee, of which the District's Transportation director and staff are core members. Through the CSA, transportation administrators work closely with administrators from the Magnet, Desegregation, School Community Services, and Communications and Media Relations departments, as well as administrators from other departments on specific projects involving transportation. Over the past few years, the CSA has operated as a key component in the development, implementation, and monitoring of transportation activities designed to further integrate magnet and non-magnet schools and support student participation in extracurricular activities. Thus, the CSA has institutionalized the use of transportation as a primary tool in promoting desegregation throughout the organization.

The District also enhanced its student information system (SIS), routing software and practices, and internal procedures to maximize the provision and quality of transportation services. Throughout the 2015-16 school year, the CSA, transportation administrators, and Technology Services staff members analyzed the integrative impact of specific routes and transportation strategies. The CSA committee was pivotal in designing, developing, marketing, and implementing express shuttles for the 2016-17 school year and in other monitoring and planning activities related to student assignment and integration.

With approximately 300 buses in SY 2015-16, the District carefully planned routes to ensure that every student who required transportation had a seat on the bus with the shortest possible ride time and never had to transfer more than once to another bus. The District adjusted routes to accommodate changes in student data, as it does each year. The Transportation Department routed 17,724 students over the summer months and sent letters on July 17, 2015, with routing information to the parents of all of these students. The standard letter includes pick-up and drop-off information (**Appendix III - 1, Trans Routing Letter**). The letters are customized for incoming kindergarten students, homeless students, incentive transportation students, and others, resulting in 22 versions of the letter (**Appendix III - 2, Guide to Trans Letters**). The number of eligible students sharply increased over the first two weeks of school as students registered and started classes, bringing the number of eligible riders up to more than 22,000 students (**Appendix III - 3, III.C.1. Ridership by School and Grade Level**). Additional staff was hired, as is done each year, to answer phones and call parents with routing information as it changed to accommodate incoming students.

The District believes that its transportation program meets the requirements of the law generally, and the specific requirements of the Unitary Status Plan (USP). A school board may not create or maintain routes based on race or ethnicity, and the quality and availability of transportation services cannot vary based on the race or ethnicity of the students served. **Swann v. Charlotte-Mecklenburg**, 402 U.S. 1, 22-31 (1971). However, in **Swann**, the Supreme Court recognized that “[conditions] in different localities will vary so widely that no rigid rules can be laid down to govern all situations. ... The scope of permissible transportation of students as an implement of a remedial decree has never been defined by this Court and by the very nature of the problem it cannot be defined with precision. No rigid guidelines as to student transportation can be given for application to the infinite variety of problems presented in thousands of situations.” **Taylor v. Ouachita Parish Sch. Bd.**, 965 F.Supp. 2d 758, 767-68. The USP prohibits District employees and private parties contracted to provide transportation services from discriminating on the basis of race or ethnicity (USP § III(A)(6)) and allows the District to apply objective, nondiscriminatory exceptions in the provision of free transportation within a school’s “walking zone” (USP § III(A)(4)). USP §§ III(A)(1-2) require the District to utilize transportation services as a critical component of the integration of its schools and to make decisions concerning the availability of transportation services

in a manner that promotes integration. USP § III(A)(3) describes two methods of free transportation to be used to promote integration: magnet transportation (for students enrolled in magnet programs) and incentive transportation (for students residing within the boundary of a racially concentrated school whose attendance at a non-neighborhood school would improve integration).

### **A. Nondiscrimination Policy**

The District's nondiscrimination policy (*Appendix III - 4, Policy AC Non-Discrimination*) applies expressly to all employees and to individuals on District property or conducting District business, including outside contractors providing transportation services. The District's purchase order and solicitation documents include language prohibiting contractors from discriminating against any employee, applicant for employment, and individual receiving services under the contract (*Appendix III - 5, NonDisc App-IFB Template, NonDisc App-PO Terms and Conditions, NonDiscApp-RFP Template*). As aligned with USP § III(A)(4), the District provides transportation to neighborhood schools on an equitable basis to students living within a school's boundary but outside of its walking zone subject to nondiscriminatory exceptions set forth in District policy. In 2015-16, the District did not identify instances of discrimination nor did it receive complaints of discrimination based on race or ethnicity related to the provision of transportation services.

### **B. Magnet and Incentive Transportation**

Only 43 percent of the District riders are transported to their neighborhood schools. Unlike other districts that only transport students to neighborhood schools, the District provides transportation every year to students who attend magnet programs outside of their neighborhoods. The District also offers busing to students from racially concentrated schools in an effort to improve the integration of the receiving school.

The District continued to offer transportation to all students enrolled in a magnet school (subject to walk zone restrictions). As in previous years, placement in the SIS determined a student's magnet status. All students identified as magnet students in the SIS were transferred nightly to the routing software. No system or

process changes were necessary to accommodate magnet school changes for the start of the 2015-16 school year. The number of magnet students routed has remained consistent over the past three years, with 5,580 in SY 2013-14, 5,796 in SY 2014-15, and 5,587 in 2015-16 (***Appendix III - 6, Ridership by Program, Three Year Comparison***). Of the 5,587 magnet students routed in SY 2015-16, 71 percent were Hispanic, 8 percent were African American, and 13 percent were white. District averages of all students in each grade level were 61.3 percent Hispanic, 8.8 percent African American, and 20.8 percent white (***Appendix III - 7, Ridership by Reason and Race-Ethnicity***).

The District designed incentive transportation to help students in racially concentrated areas attend a school where they will improve the integration of that school. This program uses strategically placed, predetermined stops to pick up students. Each year the Transportation Department adjusts routing to accommodate changing demographics. Only students living within the boundaries of racially concentrated schools are eligible for incentive transportation. In the 2015-16 school year, the District considered 35 schools racially concentrated.<sup>34</sup> The only change from the prior year was the inclusion of Robins Elementary as a racially concentrated school (based on SY 2014-15 40th-day data), increasing the number of students who were potentially eligible for incentive transportation.

The District compared student populations of each school to District averages and adjusted the schools that would be improved by each ethnic group (***Appendix III - 8, Incentive Transportation Chart 2015\_16***). The District expected that students grandfathered under the previous ABC rules, which were created under the post Unitary Status Plan and defined zones by demographics, would continue to attend the same school but would change to incentive transportation students as they reached the highest level of their school. As expected, the number of ABC students decreased from 2,380 in SY 2013-14 to 1,006 in SY 2014-15 and 708 in SY 2015-16. However, the number of incentive transportation students increased only slightly, from 793 to 856 students. The most likely reason is that all students could take advantage of ABC rules, while only students within a racially concentrated school boundary are eligible for incentive transportation. Of those eligible for incentive transportation, 64.8 percent were Hispanic, 10.6 percent were African

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<sup>34</sup> Bonillas, Carillo, Cavett, Davis, Grijalva, Lynn-Urquides, Maldonado, Manzo, Miller, Mission View, Ochoa, Oyama, Robison, Tolson, Tully, Van Buskirk, Vesey, Warren, and White elementary schools; Drachman, Hollinger, Maxwell, McCorkle, Pueblo Gardens, Robins, Rose, Roskruge, and Safford K-8 schools; Mansfeld, Pistor, Utterback, and Valencia middle schools; and Cholla, Pueblo, and Tucson high schools.



American, and 13.2 percent were white (*Appendix III - 7, III.C.1. Ridership Report by Reason and Race-Ethnicity*).

### **C. Express Shuttles**

In 2015-16, the District proposed several express shuttle routes designed specifically to reduce travel times and to increase the impact of transportation on promoting integration and reducing racial concentration through the voluntary movement of students. The Court expressly approved the District's plan to pilot express shuttles in the 2016-17 school year. See Order on Grade Reconfigurations [ECF 1929 at 16, April 2016]. If successful, the District will likely expand express shuttles in the 2017-18 school year as a means of providing transportation that improves integration but does not significantly impede the educational process.

For the 2016-17 school year, the District will implement express shuttles to Magee Middle School from Mansfeld Middle School and Howell Elementary School and to Drachman K-8 School from Magee Middle School and Whitmore Elementary School. The District expects this will support greater integration of these sites, as the shuttles will shorten ride times for students who live far from the schools, incentivizing parents to send their children there.

### **D. Activity Buses**

In addition to transporting students to classes during the day, the District provided after-school activity buses to all magnet and integrated schools to give students the opportunity to participate in extracurricular activities. The only exceptions were schools that consistently had no riders on the activity bus or schools in which the administrators said they were not needed because of the geographic demographics of their students. The District provided 59 activity buses during SY 2015-16, compared to 53 during SY 2014-15 (*Appendix III - 9, Activity Bus List by School*). Three integrated elementary schools, Howell, Whitmore, and Wright, received activity buses for the first time. Grijalva and Miller elementary schools, both 21<sup>st</sup> Century schools, also requested and received activity buses for the first time.

The number of activity buses for Safford K-8 significantly increased, from two to seven, reflecting a reorganization of buses for Safford K-8, Roskruge K-8, and Utterback Middle School. Combined, these schools had six buses, all of which covered large overlapping areas and had ride times approaching two hours for outlying students. By adding one bus and combining the routes for the three schools, the District reduced ride times for outlying students to less than one hour.

Due to the geographic demographics of students riding the activity buses at Cragin and Dietz elementary schools, the Transportation Department was able to reduce the number of buses serving these sites without significantly affecting ride times. In addition, the District removed the activity bus for Rincon High/University High due to lack of riders. The bus can be reinstated at any time the District deems it is needed.

### **E. Versatran Routing Software**

The District purchased Tyler's Versatrans routing software at the end of SY 2014-15 to replace the Mapnet routing software that had been in place, as recommended by the Efficiency Audit. Implementation started with a joint planning meeting with Tyler Technologies and the District in September 2015. The implementation team completed four training sessions in October and November 2015. Following each session, the implementation team configured the data covered in training, including bus sizes and accommodations, driver information, school boundaries, bus zones at each school, road restrictions, and group bus stops.

The District interrupted the implementation schedule in December 2015 to allow the implementation team for its new SIS, Synergy, to make some decisions on placement and programs. Some functionality in Mapnet as custom code moved to Synergy, which has significantly more functionality than its predecessor, Mojave. The Technology Department spent considerable time analyzing the data sent from Mojave to Mapnet to ensure the same data would be available from Synergy so that the interface does not need to change.

Training resumed in April and May 2016 and included a two-day on-site session for routing. The District invited routers who were not part of the project to sit in on the training to familiarize themselves with the new functionality. Routers also will receive four days of on-site training in October 2016.

In the meantime, the District used the new Versatrans software to route students for summer school. Historically, there has been no link between the SIS and routing software for summer school, providing the District with an opportunity to work with the new software as a stand-alone system that does not rely on the SIS. Data was provided on spreadsheets and imported to the Versatrans system.

At the same time, the Routing Department built routes in Mapnet and compared the two systems. The comparison highlighted the need to configure additional speed limits and turn restrictions, but overall the summer routing was a success; the department was able to duplicate the routes in both systems, indicating that the new system was operational. The map issues will be configured through the summer, but the Versatrans implementation was interrupted while the Routing Department prepared for the start of the 2016-17 school year. The team will start building routes for the regular school year in the Versatrans system in September 2016, with an expected implementation in December 2016. The new Versatrans system must be in place by March 2017, when routing begins for the start of SY 2017-18.

## **F. 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

*See Appendix III - 3, III.C.1. Ridership Report by School and Grade Level.*

#### **IV. Administrative and Certificated Staff**

The District is committed to enhancing the racial and ethnic diversity of its administrators and certificated staff through its recruitment, hiring, assignment, promotion, pay, demotion, and dismissal practices and procedures. The District has continued to focus on two broad areas: 1) recruitment, hiring, assignment and retention; and 2) professional support and development. This comprehensive approach includes strategies to attract and retain a diverse workforce, provide the benefits of diversity to many sites, and provide support and training to principals and teachers to improve their success in helping students.

The District's ability to recruit, hire, and retain administrators and certificated staff is limited by several major factors. First, there is a well-documented and acute teacher shortage locally in the Tucson area, statewide, and nationally.<sup>35</sup> Second, overall funding for Arizona classroom spending (and thus for salaries for teachers and administrators) has been flat or falling,<sup>36</sup> and teacher compensation in Arizona generally is substantially below the national average.<sup>37</sup> Finally, on a national basis, the pipeline of available diverse teachers either is not expanding or is actually shrinking.<sup>38</sup> In this environment, many districts are satisfied with merely holding the line on diversity, or reducing the rate at which these factors affect their administrative and teaching staffs.

Despite these strong headwinds, the District has had some very significant success and made material progress in the integration and diversity of its administrative and teaching staff. As a result of significant efforts during SY 2014-15, 57 of the 86 schools in the District had eliminated "significant disparity," as that term is defined in the Unitary Status Plan (USP) under which the District currently operates, in the racial and ethnic makeup of their teaching staff as of the start of SY 2015-16. Another substantial group of schools was only one or two teachers away from meeting the criteria. Teacher vacancies overall at the District are below

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<sup>35</sup> See, e.g., Educator Retention and Recruitment Report, Arizona Department of Education, Educator Retention and Recruitment Task Force, January 2015.

<sup>36</sup> See Office of the Auditor General, State of Arizona, "Arizona School District Spending (Classroom Dollars), Fiscal Year 2015," Report No. 16-202, March 2016, Opening Letter to Legislature.

<sup>37</sup> According to the most recent statistics available through the National Center for Educational Statistics, only Oklahoma, Mississippi, and South Dakota have lower average teacher salaries than Arizona. See Table 211.60, Digest of Education Statistics, National Center for Education Statistics, retrieved on September 2, 2016 from [http://nces.ed.gov/programs/digest/d15/tables/dt15\\_211.60.asp?current=yes](http://nces.ed.gov/programs/digest/d15/tables/dt15_211.60.asp?current=yes).

<sup>38</sup> The State of Teacher Diversity In American Education, Albert Shanker Institute, 2015.

statewide averages, and in particular the vacancy rate for the District's magnet program is below the District's overall average. The overall trend of diversity in the District's administrative and certificated staff remains positive. In short, by any measure and certainly by comparison to other districts, both within the state and across the nation, the District's commitment to diversity in its administrative and teaching staff is a success.

The balance of this section presents in detail the very substantial efforts made to maintain and nurture that diversity in SY 2015-16. These efforts are consistent with, and supportive of, the District's obligations under the USP, federal law, state law, and collective bargaining agreements.

## A. Recruitment

### 1. Hire or Designate USP Positions

USP § IV requires the District to hire or designate individuals to fulfill specific job requirements of this section. Accordingly, the District previously hired or designated three administrative positions and multiple academic trainers and teacher mentors. In the 2015-2016 school year, one administrative assignment changed. The director of Professional Development and Support was assigned as the interim assistant superintendent for Curriculum and Instruction; as a result, the District designated an interim director of Professional Development and Support.

**Table 4.1: Three Administrative Positions Required by Section IV**

USP Section	USP Page	Position Description	Employee Name	Race/Ethnicity	Hire/Designate
IV.B.1.	16	Individual in HR to coordinate and review the District's outreach, recruitment, hiring, assignment, and retention efforts and RIFs.	Anna Maiden	White	Designate
IV.B.2.	16	Director, Talent Acquisition Recruitment and Retention	Janet Rico Uhrig	Hispanic	Hired
IV.B.3.	16	Director, Professional Development and Support	Mary Carmen Cruz	Hispanic	Designate

Additionally, the District also assigned four additional professional development academic trainers and ten teacher mentors in SY 2015-2016<sup>39</sup> (*Appendix IV - 1, Dr. Sanchez Letter*).

## **2. Outreach, Recruitment, and Retention**

During the 2015-16 school year, the District implemented the Outreach, Recruitment, and Retention (ORR) Plan to increase recruitment efforts and attract and retain African American and Hispanic applicants. The plan covered the spectrum of recruiting, including participation in local events, recruiting trips, partnering with colleges and universities, and developing recruiting materials. In continuing implementation of the plan, the District used an array of outreach strategies, held hiring focus groups, expanded its partnerships and networks to learn about new best practices and recruitment opportunities, increased the number of recruitment trips, participated in recruitment events, and convened its Recruitment and Retention Advisory Committee on a quarterly basis.

### **a. Outreach**

The District used a variety of methods to broaden its reach and recruit diverse applicants into vacant teaching and magnet school positions. Efforts to attain a racially and ethnically diverse workforce included:

- advertising job vacancies in targeted publications or websites,
- offering recruitment incentives,
- contacting four potential applicant populations directly, and
- encouraging current employees to pursue certification.

Advertisements: In selecting websites or publications in which it advertised vacancies, the District targeted venues particularly suited to recruiting African American and Hispanic candidates, as well as those with bilingual endorsements in Spanish. The District advertised on its website and through a number of other websites and outlets:

- K12jobspot.com
- Jobing.com
- Indeed.com
- Careerbuilder.com

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<sup>39</sup> These numbers include those hired or assigned after the March 1, 2015, cut-off for Human Resources data reported in the 2015 Annual Report.

- Teacher-teacher.com
- Topschooljobs.com
- Saludos.com
- American Association of School Administrators
- Association of Latino Administrators and Superintendents
- Arizona Association of Business Officials
- Arizona Department of Education
- Arizona Education Jobs
- Black Collegian
- Equal Opportunity Publications
- HACUs (Hispanic Colleges/Universities)
- HBCUcareers.com
- Hispanic Chamber of Commerce
- HispanicJobs.com
- National Alliance of Black School Educators
- National Association African American Studies and Affiliates
- National Society for Hispanic Professionals (LatPro)
- Phoenix Career Services
- University of Arizona

Recruitment Incentives: The ORR Plan identified a number of recruitment incentives to encourage teachers in certain subject areas or with particular certifications to accept positions in the District. *2013-14 Annual Report, Appendix IV-3 Outreach, Recruitment and Retention Plan*. These incentives included a hiring stipend and a relocation reimbursement. In the 2015-2016 school year, the District offered a hiring stipend of \$2,500 for new math, science, and exceptional education teachers. The District also offered an additional stipend of up to \$1,500 for experienced teachers hired at Utterback Magnet Middle School (**Appendix IV - 2, Utterback Incentive Proposal**).

**Table 4.2: Number of Hard-to-Fill Hiring Stipends Utilized**

SY 2014-15	39
SY 2015-16	119

Direct Contact: To fill vacant positions at magnet schools, Human Resources staff approached four populations of potential candidates—recent teacher applicants, substitute teachers, retired teachers, and learning support coordinators (LSCs)—to offer a hiring stipend of \$5,000. Staff contacted all candidates by email and/or phone to discuss the possibility of accepting the positions. Through these recruitment efforts, the District made more than 1,000 contacts—often multiple

contacts to one prospective candidate. Out of 470 possible candidates contacted by the District, 356 were appropriately certified. Ultimately, the District hired seventeen teachers to fill vacant positions at magnet schools and hired three University of Arizona December graduates with education degrees into magnet school teaching positions (***Appendix IV - 3, Magnet Hiring Report***).

Certification: The District continued the Make the Move program, which is designed to build a strong teacher base for TUSD students by encouraging currently certified teachers to become special education teachers. The 2015-16 Make the Move cohort included five participants: one African American teacher and four white teachers. Because of the low response from certificated teachers to the Make the Move program, the District reevaluated the program and expanded it to encourage current TUSD teacher assistants (TAs) to become special education classroom teachers through the alternate pathway to teacher certification, the intern certificate program. After examining feedback from the 2014-15 classified survey, the District encouraged TAs to apply to the District program to become teachers. *2014-15 Annual Report, Appendix IV-4 Classified Survey*. During SY 2015-16, the District also encouraged currently certified teachers and current TUSD employees with bachelor degrees to become exceptional education teachers.

The District sent out information regarding the Make the Move application process in February 2016 and received 27 applications. In April 2016, applicants participated in optional study sessions for the NES-601 Special Education Exam held at Gale Elementary, and the Exceptional Education Department conducted classroom observations and evaluations on the applicants. The cohort increased from five for the 2015-16 school year to thirteen for the 2016-17 school year (***Appendix IV - 4, Make The Move Materials***). Of the thirteen Make the Move teachers, two are African American, one is Hispanic, and ten are white (***Appendix IV - 5, Make the Move Participants 2016-2017***).

#### **b. Hiring Focus Groups**

The District invited 796 certificated teachers hired within the last five years to participate in focus group sessions offered on three separate days in January and three separate days in May 2016 (***Appendix IV - 6, Hiring Focus Group Email Invite Jan 2016*** and ***Appendix IV - 7, Hiring Focus Group Email Invite May 2016***). The goal of conducting the sessions was to obtain feedback on the recruitment and hiring process. The District held the first round of focus groups for these new hires



over three days at Davis Bilingual Magnet Elementary School (January 25), Catalina High School (January 26), and Tucson High Magnet School (January 27) (**Appendix IV - 6, Hiring Focus Group Email Invite Jan 2016**). The District held a second round at Booth-Fickett Math/Science K-8 Magnet School (May 10), Pueblo High Magnet School (May 11), and Catalina High School (May 12) (**Appendix IV - 7, Hiring Focus Group Email Invite May 2016**).

Twelve teachers—ten white, two Hispanic—attended sessions during the two rounds of focus groups. They shared their thoughts on the hiring and recruitment process, including improving the format for teacher induction (differentiate between teachers of different backgrounds, shorten days of teacher induction), the importance of an administrators' role in the process, increasing salary and stipends/incentives, and creating pipelines to recruit more teachers to the District. Feedback indicated that employees appreciated the helpfulness of the Human Resources staff in the hiring process and the level of customer service as it related to the recruitment process (**Appendix IV - 8, IV.K.1.k. HR Focus Group Findings**). The District determined there was a lack of communication between sites and potential candidates after candidates were referred to the sites for interviews. In response, the District implemented template letters for sites to use to communicate to applicants.

### **c. Partnerships**

The District continued to partner with local businesses and human resources organizations to learn and incorporate best practices in outreach, retention and recruitment. The director of Talent Acquisition, Recruitment, and Retention attended Southern Arizona School Personnel Association meetings on a bimonthly basis to share and learn school district best practices. In January 2016, the director served as the president of the local chapter of the Society for Human Resource Management. In addition to meeting with the University of Arizona Career Services, the District connected with the Tucson Hispanic Chamber of Commerce (THCC) regarding educational issues in the THCC Educational Forum and participated in an African American Community Council event to provide information and job opportunities to African American students at the University of Arizona. The District worked to build relationships with the Pima Community College Human Resources Advisory Committee to share best practices as well.

The District also was actively involved in recruiting through the Hispanic Associations of Colleges and Universities. As a result, the District's chief human resources officer was invited to attend the National Summit on Teacher Diversity in May 2016. During the Summit, the District collaborated with professional colleagues to examine the need for a more diverse teaching force, learn from each other's best practices, and develop commitments to recruiting, supporting, and retaining teachers of color (*Appendix IV - 9, USDOE NSTD Agenda*).

#### **d. Recruitment**

As a part of the District's commitment to recruit locally through in-person teacher recruiting, TUSD hosted four information sessions and hiring events for student teachers from various colleges in Arizona, including the University of Arizona, University of Arizona – South, Pima Community College, University of Phoenix, Northern Arizona University, and Grand Canyon University. During these events, District staff provided information to potential recruits about TUSD, including clear instructions on the process for applying for vacant positions. Guest speakers involved in the District's recruitment efforts participated in the sessions; leadership team members, a certification specialist, mentoring and professional development personnel, special education personnel, and human resource recruitment associates spoke about how to apply for District employment through AppliTrack (*Appendix IV - 10, Recruitment Team Members*).

The District placed 109 student teachers from various colleges and universities at multiple schools. Student teachers completed a Practicum/Student Teaching Clearance Form to request a placement with the District (*Appendix IV - 11, Practicum-Student Teaching Clearance Form*). Human Resources staff matched student teachers with cooperating teachers in the District based on information in the form. For the 2015-16 school year, the District placed student teachers from Grand Canyon University, Northern Arizona University, Pima Community College, the University of Arizona, and University of Phoenix.

In addition, Human Resources hosted a Student Teacher Networking Reception during the 2015-16 school year to discuss how to apply for positions in the District, experiences working in the District, and information on the Exceptional Education Department (*Appendix IV - 12, Student Teacher Networking Reception*). Two Hispanic and five white student teachers attended. At the end of each semester during the 2015-16 school year, Human Resources also hosted a

Student Teacher Hiring Reception. Collectively, one African American, six Hispanic, and two white student teachers attended to meet site administrators and interview for open positions with those respective sites (***Appendix IV - 13, Student Teacher Hiring Reception***). While the District had hoped for a larger student teacher presence at the reception, the District hired all of the student teachers who attended. In the coming year, the District will explore ways to boost attendance at these events.

#### **e. Recruitment Trips**

The District continued to use the National Council on Teacher Quality and the College and University diversity index as set forth in *U.S. News and World Report* in selecting which academic institutions to visit for recruiting purposes. The District recruiting team visited sixteen colleges and universities from fall 2015 through spring of 2016. Human Resources targeted six historically black colleges and universities (HBCUs) and four Hispanic-serving institutions in its recruitment trips to market the District to racially and ethnically diverse teaching and administrator candidates and fill the critical need areas of math, science, and special education (***Appendix IV - 14, Recruitment Schedule 2015-16***).

**Table 4.3: Recruitment Trips**

<b>School Year</b>	<b>Historically Black Colleges and Universities Visited</b>	<b>Hispanic-Serving Institutions Visited</b>
SY 2013-2014	2	1
SY 2014-2015	6	4
SY 2015-2016	6	6

In reviewing three of the visits to HBCUs, the recruitment team found the environment at Prairie View A&M University and Huston-Tillotson University welcoming and engaged the students who had attended those career fairs in discussions about what the District had to offer. Students at the two universities told the recruiters they were not ready to commit to the District, however, and no letters of intent were offered. The career services at both colleges invited the District back to career fairs in the 2016-17 school year, and as a result of the Prairie View A&M University recruitment trip, the dean of the College of Education expressed interest in placing student teachers at sites in the District for the 2016-17 school year.

The recruitment team found the environment at Tuskegee University challenging because students were instructed not to sign a letter of intent. The District will evaluate the outcomes of these trips to determine which schools to visit in the 2016-17 school year.

The District also participated in a number of other educational job fairs, expos, conferences, and special events, some targeted specifically at diverse populations, in Arizona and in other states. In addition, the District hosted four local job fairs, providing a convenient location for students to meet employers and participate in first interviews. *Id.*

Based on prior experience, the District enhanced its efforts to recruit diverse staff by ensuring that the recruitment teams themselves were diverse. Accordingly, various African American and Hispanic principals supported recruitment efforts and participated in teacher recruitment trips (***Appendix IV - 10, Recruitment Team Members***). The District finds that the most promising events are a result of collaboration between Human Resources staff and hiring administrators at in-person events where letters of intent may be issued. Candidates may ask specific questions and the answers are genuine, coming from an educator's first-person knowledge.

To further ensure the success of the recruitment teams, the District provided training on how to interact with the attendees and describe TUSD campuses, the positive trajectory of the District, and social and cultural experiences available in Tucson in a compelling manner. In addition, the training included a review of the Recruitment Guide, which details District information that would be of interest to applicants and instructions on how to prepare the District's presentation table [ECF: Case 4:74 cv 00090-DCB Document 1849-1 filed 09/30/15 Page 130 of 215].

Overall, in 2015-2016, District staff attended or held 55 recruitment events (***Appendix IV - 14, Recruitment Schedule 2015-16***) and issued 170 letters of intent that resulted in hires, including twelve African American, 114 white, five Asian/Pacific Islander, 39 Hispanic, and five Native American teachers (***Appendix IV - 15, Letters of Intent Ethnic Breakdown***).

**Table 4.4: Letters of Intent**

<b>School Year</b>	<b>Letters of intent</b>
SY 2013-2014	7
SY 2014-2015	44
SY 2015-2016	170

**f. Networking**

In 2015-16, the District made connections with various entities experienced in recruitment to explore best hiring practices and make connections through local and national associations. These entities included the Hispanic Association of Colleges and Universities, National Association of Black School Educators, 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 (*Appendix IV - 16, Membership Receipts*).

Various other school district recruiters and TUSD's Human Resources recruitment staff communicated every other month to share information about vacancies at their districts and discuss if other districts had an overflow of applicants who could be referred. During the fall and spring hiring seasons, TUSD and other school district recruiters were in contact about information on job fairs that were being held out of state.

**g. Recruitment and Retention Advisory Committee**

The Recruitment and Retention Advisory Committee met quarterly and made suggestions regarding recruiting materials, data review, exit survey feedback, and college recruiting program improvements and recommendations (*Appendix IV - 10, Recruitment Team Members* and *Appendix IV - 17, Recruitment and Retention Advisory Committee Agendas*).

**h. Comparison of the District as a Diverse Employer to State and National Data**

The number of diverse certificated staff employed by the District grew during the 2015-2016 school year. As reflected in the following table, the District increased Hispanic certificated staff by a net total of 56. The number of African American certificated staff decreased by a net total of one. The District had hired thirteen new African American teachers, but fourteen African American staff separated from the District, stating personal reasons for their departure:

- Four individuals indicated they were moving out of state or out of the Tucson area.
- Four individuals wanted to pursue other professional endeavors outside of education.

- Three individuals stated personal health reasons or a health issue with a family member.
- One individual suffered a personal loss and needed leave to recover.
- One individual stated that the position was not a good match for his or her skillset or expertise.
- One individual stated the reason for leaving was personal but gave no other information.

In comparing District data to both Arizona and national data, TUSD exceeds the state percentages regarding teacher ethnicity. However, as is highlighted in this annual report, the District is committed to continuing to hire for diversity in the classroom and in its administrative ranks.

**Table 4.5: Percent of Teachers by Race and Ethnicity Comparison - Total number of public school teachers and percentage distribution of school teachers, by race/ethnicity and state: 2011-12<sup>40</sup>**

State	Total number of teachers	Hispanic, regardless of race	White, non-Hispanic	Black, non-Hispanic	Asian, non-Hispanic	Native Hawaiian/Pacific Islander, non-Hispanic	American Indian/Alaska Native, non-Hispanic	Two or more races, non-Hispanic
United States	3,385,200	7.8%	81.9%	6.8%	1.8%	0.1%	0.5%	1.0%
Arizona	61,700	13.1%	80.1%	2.8%	1.7%	‡	1.3%	0.9%
TUSD 2015-16	2656	29.0%	64.6%	3.05%	2.15%	‡	1.2%	‡

*(Appendix IV - 18, National Center for Education Studies 2011-12).*

The number of Hispanic and African American site administrators employed by the District in 2015-16 increased by three and one, respectively, compared to the previous year.

**Table 4.6: Site Administrators by Race/Ethnicity**

School Year	White	Af. Am.	Hisp.	Asian or P.I.	Nat. Am.	Total
SY 2013-14	69	8	50	0	2	129
SY 2014-15	62	8	54	0	3	127
SY 2015-16	63	9	57	0	3	132

Non-site administrators increased overall, with two more African American and three Hispanic administrative staff.

<sup>40</sup> This is the most recently published study by the National Center for Education.

**Table 4.7: Non-Site Administrators by Race/Ethnicity**

School Year	White	Af. Am.	Hisp.	Asian or P.I.	Nat. Am.	Total
SY 2013-14	28	9	12	0	2	51
SY 2014-15	23	8	13	0	1	45
SY 2015-16	32	10	14	0	0	56

The District will continue to implement its Outreach, Recruitment, and Retention Plan and monitor its efforts to increase the diversity of its certificated and administrative staff.

### **3. Interview Committees, Instrument, and Applicant Pool**

The USP only requires the District to ensure that administrative and certificated staff interview committees include at least one African American or Hispanic panel member. However, the District, in its commitment to equitable hiring practices, routinely requires all hiring administrators to include at least one African American or Hispanic panel member in each interview committee for every hiring process, including classified positions. USP § IV(D)(1). (*Appendix IV - 19, Hiring Packet Cover Letter*). The Human Resources Department tracks this data for each hiring process and conducts a detailed analysis for each administrative or certificated interview panel for the purpose of this report.

During the 2015-16 school year, the District convened 838 administrative or certificated interview panels (*Appendix IV - 20, Inter Panel Rpt*). Almost 100 percent of the panels (99.3 percent) included an African American or Hispanic panel member.

Of the 594 administrative or certificated interview panels that formed during the first semester of the school year, only five (0.8 percent) did not include the required African American or Hispanic panel member. As a result, the Human Resources Department communicated with each of the hiring administrators to determine the reason for this omission (*Appendix IV - 21, Sample Email*). In each case, the administration had attempted to meet the requirement but was unable to comply because a representative was unavailable or an unexpected illness prevented the representative from attending. All five sites complied with this requirement in all subsequent interview panels.

An additional 244 administrative or certificated interview panels convened during the second semester, and only one of them did not include the required

African American or Hispanic panel member as a result of staff being unavailable. As in the first semester, the Human Resources Department contacted that site and all subsequent interview panels met the requirements.

#### **4. Evaluating Applicant Offer Rejections**

The USP requires the District to identify why administrators and certificated applicants reject positions that are offered to them, to the extent applicants respond to such post-offer inquiries. USP § IV(D)(4).

To better identify the reasons for offer rejections during the 2015-16 school year, the Human Resources Department defined disposition codes for declined job offers and monitored the information through the District's AppliTrack online application system. The disposition codes included nine reasons applicants declined job offers:

- Accepted another offer – Out of district,
- Accepted another offer – In district,
- Availability date,
- Non-response – Unable to contact,
- No reason given,
- Personal reasons,
- Site/location,
- Salary, and
- Declined letter of intent.

No administrator candidates declined job offers in the 2015-16 school year. Seventy-five certificated applicants, however, declined job offers for the reasons included in Table 4.8:



**Table 4.8: Applicant Offer Rejections**

<b>Declined Job Offer Reasons</b>	<b>SY 2015-16</b>
Accepted other offer – Out of district	6
Accepted other offer – In district	11
Availability date	3
Non-response – Unable to contact	7
No reason given	12
Personal reasons	17
Site/location	0
Salary	2
Declined letter of intent	17
<b>Total</b>	<b>75</b>

Of the candidates who declined job offers for positions advertised for SY 2015-16, three were African American, nineteen were Hispanic, 45 were white, three were Asian/Pacific Islander, one was Native American, and four did not provide their race/ethnicity (*Appendix IV - 22, IV.K.1.f. Decline Job Offers*).

**a. Diversity Review for Certificated Staff and Site Administrators**

On a regular basis, the District reviews the racial and ethnic makeup of the faculty and administrative staff at all schools. The District considers this information as it fills vacancies and works to diversify its staff.

**b. Site Certificated Staff**

Table 4.9, below, shows the number of certificated staff (including administrators) at school sites for the past three years (*Appendix IV - 23, IV.K.1.diii. Certificated Staff and Administrators*).<sup>41</sup> Overall, there was a 4 percent decrease in the total number of certificated staff at school sites from SY 2013-14 to SY 2015-16. This decrease is less than the overall decline in District enrollment of 6 percent during the same time period.

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<sup>41</sup> Certificated staff includes not only classroom teachers but site administrators and other positions such as counselors, learning support coordinators, library media staff, etc., who support student learning at the school sites.

**Table 4.9: Certificated Staff at School Sites by Race/Ethnicity<sup>42</sup>**

School Year	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Unsp.		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
2013-14	1,846	68%	79	3%	700	26%	33	1%	61	2%	13	0%	2,732
2014-15	1,775	66%	82	3%	715	26%	31	1%	59	2%	41	2%	2,703
2015-16	1,762	67%	83	3%	686	26%	33	1%	57	2%	0	0%	2,621

Although the number of certificated staff declined, the racial/ethnic distribution of certificated staff remained consistent across the three years, with African American certificated staff making up 3 percent of all certificated staff. Hispanic certificated staff consistently made up 26 percent of all site certificated staff.

Table 4.10, below, shows that the largest number of African American certificated staff was located in high schools in 2015-16 (35 percent). This reflected a greater concentration than the student population (nine percent). The majority of African American students are at the elementary level (*Appendix II - 4, II.K.1.a TUSD Enrollment-40th day*).

**Table 4.10: Certificated Staff by Ethnicity and School Level**

School Level	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
<b>ES</b>	649	37%	22	27%	296	43%	13	39%	25	44%	1,005	38%
<b>K-8</b>	258	15%	19	23%	163	24%	9	27%	10	18%	459	18%
<b>MS</b>	295	17%	13	16%	73	11%	3	9%	8	14%	392	15%
<b>HS</b>	547	31%	29	35%	149	22%	8	24%	14	25%	747	29%
<b>Alt (3)</b>	13	1%	0	0%	5	1%	0	0%	0	0%	18	1%
<b>TOTAL</b>	<b>1,762</b>		<b>83</b>		<b>686</b>		<b>33</b>		<b>57</b>		<b>2,621</b>	

In contrast, the greatest number of Hispanic certificated staff (43 percent) was found at the elementary level, which is where the majority of Hispanic students were enrolled as well. *Id.* Increasing the number of African American certificated staff at elementary schools and increasing the number of Hispanic certificated staff at the high school level would support efforts to more closely reflect student populations.

<sup>42</sup> The Human Resources Department improved the data collection in 2015-16 to ensure all employees' ethnicities were captured.

### c. Site Administrator Assignments

With the creation of several new assistant principal positions, the total number of site administrators increased from 129 in SY 2013-14 to 132 in SY 2015-16. Table 4.11, below, details the race/ethnic breakdown for site administrators over the past three years. As shown, the number of African American administrators increased to nine in 2015-16, while the number of Hispanic administrators remained the same across the two years (*Appendix IV - 24, Certificated School and District Administrators*).

**Table 4.11: Number and Percentage of Site Administrators by Race/Ethnicity**

School Year	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Total
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	
13-14	69	53%	8	6%	50	39%	2	2%	0	0%	129
14-15	62	49%	8	6%	54	43%	3	2%	0	0%	127
15-16	66	50%	9	7%	54	41%	3	2%	0	0%	132

In monitoring the assignment of site administrators, the District looks at the composition of administrative teams (*Appendix IV - 25, IV.K.1.g (3) Site Administrative Teams SY 2015-16*). Out of 84 schools, there were 32 administrative teams in SY 2015-16 compared to 29 in SY 2014-15. Seventeen schools had a diverse administrative team, and fifteen were homogenous, compared to twelve teams in SY 2014-15.

**Table 4.12: Homogenous Administrative Teams - 2015-16**

School Level	School	Admin Team
ES	Grijalva Elementary School	W
ES	Lynn-Urquides Elementary	H
ES	Vesey Elementary School	H
ES	White Elementary School	H
K-8	C. E. Rose K-8 School	H
K-8	Mary Belle McCorkle K-8	H
K-8	Roskruge Bilingual Magnet K-8	H
MS	Mansfeld Middle School	H
MS	Pistor Middle School	H
MS	Secrist Middle School	W
HS	Palo Verde Magnet High School	W
HS	Pueblo Magnet High School	H
HS	Sabino High School	W
HS	Santa Rita High School	H
HS	University High School	W

Four schools changed status from SY 2014-15 due to administrators moving to other sites. Palo Verde, Pueblo Magnet, and Santa Rita high schools were diverse teams during that year, as was Grijalva Elementary School. Pistor Middle School remained homogenous but switched from a Hispanic to a white team, while Secrist Middle School moved from a white to Hispanic team.

#### d. Teacher Assignments

Table 4.13, below, summarizes the number of African American and Hispanic teachers at each school level for the past three years (*Appendix IV - 26, IV.K.1.g (1) Assignment of Teacher certificated staff*). Although the number of teachers declined, the percentage of African American teachers as a percentage of all teachers at that school level remained stable across the years. In contrast, the number of Hispanic teachers increased at all school levels except elementary.

**Table 4.13: African American and Hispanic Teachers by School Year**

School Year	African American	Number of Schools outside of 15% variance	Hispanic/Latino	Number of Schools outside of 15% variance
ES	N	%		N
2013-14	24	2%	0	303
2014-15	21	2%	1	257
2015-16	19	2%	0	256
K-8				
2013-14	19	4%	0	153
2014-15	20	5%	0	144
2015-16	16	4%	0	155
MS				
2013-14	11	3%	0	70
2014-15	12	4%	0	57
2015-16	12	4%	0	66
HS				
2013-14	20	3%	0	127
2014-15	25	4%	0	132
2015-16	24	4%	0	142

Each year, the District analyzes the distribution of teachers and other certificated staff to determine whether there are disparities in assignment by race/ethnicity at the school level. The District calculates the disparity by comparing district-wide percentages and grade level comparisons for both African American and Hispanic staff placements to determine whether there is more than a 15 percent

gap between the number of African American or Hispanic teachers at a school site compared to the applicable school level. *Id.*

The District identified 34 schools where there was the 15 percent variance. The seven dual language schools or schools with dual language programs were excluded from consideration because in practice they have a predominantly multi-lingual Hispanic staff, bringing the number down to 27.<sup>43</sup> *Id.*

To address identified disparities, the chief human resources officer and District staff, working collaboratively with the Special Master, developed the Teacher Diversity Plan (TDP).<sup>44</sup> This plan identified a distinct list of 26 schools as having disparities and set a goal of eliminating these disparities by SY 2017-18. The TDP also listed strategies for accomplishing this task, including teacher incentives, professional advancement opportunities, and transfers. The plan was unanimously approved by the District's Governing Board on June 14, 2016, and implementation for SY 2016-17 began immediately thereafter (*Appendix IV - 27, IV.K.1.g (2) Teacher Diversity Plan*).

#### **e. First-Year Principals and First-Year Teacher Assignments**

The District monitors the experience levels of administrators and teachers assigned to racially concentrated or underperforming schools to identify sites with an overrepresentation of inexperienced administrator and teacher positions. In the 2015-16 school year, the District continued to use this data to strategically recruit and promote for these positions.

There were six first-year principals in District schools in SY 2015-16. Three were assigned to racially concentrated elementary schools, one of which was underperforming (*Appendix IV - 28, IV.K.1.g (4) Assignment of First Year Principals*).

The District continually strives to recruit more experienced teachers who already are highly qualified and have the required certifications needed to teach.

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<sup>43</sup> The 27 schools were Bloom, Borton, Cavett, Collier, Dunham, Fruchthendler, Gale, Henry, Holladay, Howell, Hudlow, Kellond, Lineweaver, Manzo, Miller, Mission View, Ochoa, Soleng Tom, Steele, Tolson, Van Buskirk, and Whitmore elementary schools; Booth-Fickett, Dietz, Morgan Maxwell, and Safford K-8 schools; and Vail Middle School.

<sup>44</sup> Court Order 1914.

Besides direct hiring of teachers, the District also hires experienced retired teachers for classrooms through Educational Services Incorporated (ESI).<sup>45</sup>

The District identifies first-year teachers and works to place them at schools that are integrated or performing at or above the District average. For SY 2015-16, the District hired 127 first-year teachers and assigned them to 61 schools.

**Table 4.14: New Teacher Assignments**

School Year	All teachers	1st-year teachers	Percent of all teachers	Schools with new teachers	Schools with 10% or Higher of New Teachers
2013-14	2,308	40	2%	not recorded	not recorded
2014-15	2,303	197	9%	45	23
2015-16	2,321	127	5%	61	15

The decrease from 23 to 15 schools with 10 percent or more new teachers also reflected the District's efforts to reduce the number of beginning teachers at any one school.

As with principal assignments, the District monitors the assignments of first-year teachers with respect to placement at racially concentrated schools and/or schools performing at or below the District average on the Spring AzMERIT assessments (*Appendix IV - 29, IV.K.1.g (5) Assignment of First Year Teachers*). Of the fifteen schools shown in Table 4.15, below, three were racially concentrated, seven performed at or below the District average on the spring 2015 AzMERIT assessment, and five were a combination of both.

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<sup>45</sup> ESI is a corporation that hires educators who are retired through the Arizona State Retirement System and not permitted to work more than twenty hours per week for an Arizona school in the first year following retirement. ESI then leases the retiree back to the school district thereby allowing retirees to return to work fulltime in the first year of retirement.

**Table 4.15: Racially Concentrated and/or Schools Performing At or Below the District Average with 10% or Greater 1st-Year Teachers**

	<b>Integration Status</b>	<b>At or below District Average on AzMERIT</b>
C.E. Rose K-8	Racially Concentrated	N
Morgan Maxwell K-8	Racially Concentrated	N
Warren Elementary	Racially Concentrated	N
Blenman Elementary		Y
Davidson Elementary		Y
Dietz K-8		Y
Erickson Elementary		Y
Holladay Magnet		Y
Steele Elementary		Y
Teenage Parent High (TAP)		Y
Cholla High Magnet	Racially Concentrated	Y
Ochoa Community Magnet	Racially Concentrated	Y
Pueblo Gardens K-8	Racially Concentrated	Y
Pueblo Magnet	Racially Concentrated	Y
Utterback Middle Magnet	Racially Concentrated	Y

#### **f. District Initiated Transfers**

The District actively monitors District Initiated Transfers (DITs). There were no DITs for administrators in SY 2015-16. Due to the use of District staffing formulas, there were twenty DITs for certificated staff at the beginning of the SY 2015-16 (*Appendix IV - 30, IV.K.1. d. iv Certificated District Initiated Transfers (DIT)*).

## **B. Retention of Teachers and Administrators**

### **1. Evaluation and Assessment of Attrition Information**

While recruiting for a diverse staff is a critical part of ensuring diversity throughout the District, it is also important that those recruited remain with the District. Therefore, the District monitors attrition rates to determine if any disparity exists in the number of African American or Hispanic administrators or certificated staff separations compared to the rates of other racial/ethnic groups. In the 2015-16 school year, 360 site certificated staff (including fourteen administrators)

separated from the District (*Appendix IV - 31, Certificated Attrition SY 2015-16*). This represents an overall separation rate of 14 percent for SY 2015-16.

**a. Retention of Certificated Staff**

Table 4.16, below, provides a breakdown of the site certificated staff and administrators who left the District in SY 2015-16. As shown, 75 percent of the staff leaving the District was white, 17 percent was Hispanic, and 4 percent was African American.

**Table 4.16: Site Certificated Staff Separations by Ethnicity 2015-16**

<b>Ethnicity</b>	<b>Total Separations</b>	<b>Percent of Total separations</b>	<b>Percent of Total Certificated Staff</b>	<b>Difference</b>
White	271	75.3%	67.2%	8.1%
African American	14	3.9%	3.2%	0.7%
Hispanic	61	16.9%	26.2%	-9.2%
Native American	5	1.4%	1.3%	0.1%
Asian/PI	9	2.5%	2.2%	0.3%
Total	360			

The difference between the percentage of total separations and the percentage of total certificated staff, as shown above, provides a means for determining if a disparity exists between racial/ethnic groups in terms of separations, particularly when population numbers are small. While the separation rate was higher for African Americans than would be expected, the greatest disparity was for white certificated staff. By contrast, the negative difference for Hispanic certificated staff indicates the separation rate was much lower than what would be expected. Twenty-nine out of the 61 separations (48 percent) were retirements.

Table 4.17, below, shows the separation rates for Hispanic and African American site certificated staff for the past three years. As noted in prior reports, although instructive, the percentages can overstate the rate for small population groups because one additional employee can dramatically change the results and rates can fluctuate. Additionally, the separation rates for staff can vary widely from year to year. In 2015-16, there were large rate increases for both African American and Asian/Pacific Islanders.



**Table 4.17: Separation Rates for Site Certificated Staff by Ethnicity**

SY		White	African American	Hispanic/Latino	Native American	Asian/Pacific Islander	Unspec.	Total
2013-14	Separations	309	11	69	7	11	3	410
	Total Staff	1,846	79	700	33	61	13	2,732
	Attrition	17%	14%	10%	21%	18%	23%	15%
2014-15	Separations	288	5	95	7	5	6	406
	Total Staff	1,775	82	715	31	59	41	2,703
	Attrition	16%	6%	13%	23%	8%	15%	15%
2015-16	Separations	271	14	61	5	9		360
	Total Staff	1,762	83	686	33	57		2,621
	Attrition	15%	17%	9%	15%	16%		14%

As a result of the higher number of African American separations in SY 2015-16 compared to SY 2014-15, the Human Resources Department undertook additional analyses to understand why this occurred. A breakdown of the African American data showed that of fourteen staff members who left, two were non-teaching staff and 12 were teachers. The reasons for their separations are detailed in Section IV.A.2.h., above.

To improve retention of African American certificated staff, the District is proposing to implement several activities:

- Develop a teacher mentoring program in partnership with TUSD's African American Student Services Department.
- Sponsor a local chapter of the National Alliance of Black School Educators.
- Build a stronger connection with the African American community in Tucson.

#### **b. Retention of Administrative Staff**

Fourteen site administrators left the District in the 2015-16 school year. Nine of these were retirements. No African American administrators left the District. Seven Hispanic administrators left, three of whom were return-to-work retired administrators. Of the remaining four, two were retiring with more than 20 years of experience each.

#### **c. Assessing Staff Job Satisfaction**

Job satisfaction is an important element in staff retention, and site staff are surveyed annually through the School Quality Survey (*Appendix IV - 32, IV.K.1.j*).

**Teacher Survey Comparative Data by School Level 3 yr comparison**). The survey specifically asks site staff whether they agree/disagree with three statements:

- Overall, I am very satisfied with my school (Q35),
- I am very satisfied with my current position at TUSD (Q36), and
- I want to continue employment with the District (Q37).

Table 4.18, below, shows the results of the survey items for African American and Hispanic site staff for the past three years. Percentage totals are based on responses of “strongly agree” and “agree”. There was high agreement among all levels for continued employment in the District. Additionally, the satisfaction level of Hispanic and African American staff at middle and high schools across the three years increased at each school level with the exception of elementary K-8. Here, there was a notable decline in overall and position satisfaction over the past three years. Although sensitive to who is responding to the survey from one year to another when the population size is small, the District’s elementary academic directors will complete further reasearch in SY 2016-17 to determine what might account for the increased dissatisfaction among African American staff at this level.

**Table 4.18: Job Satisfaction Survey Responses for African American and Hispanic Site Staff**

		Q 35 - Overall, I am very satisfied with my school			Q 36 - I am very satisfied with my current position at TUSD			Q 37 - I want to continue employment with the District		
Ethnicity	School Year	ELEM/ K8 SCHOOLS	MIDDLE SCHOOLS	HIGH SCHOOLS	ELEM/ K8 SCHOOLS	MIDDLE SCHOOLS	HIGH SCHOOLS	ELEM/ K8 SCHOOLS	MIDDLE SCHOOLS	HIGH SCHOOLS
AA	2013-14	93%	73%	78%	98%	77%	82%	95%	91%	90%
AA	2014-15	92%	77%	79%	92%	77%	84%	97%	94%	94%
AA	2015-16	86%	80%	82%	87%	85%	89%	96%	97%	100%
H	2013-14	90%	82%	75%	91%	83%	81%	98%	94%	93%
H	2014-15	91%	85%	78%	91%	87%	83%	98%	96%	96%
H	2015-16	93%	87%	86%	94%	90%	87%	98%	96%	98%

## 2. First-Year Teacher Plan

To attract new teachers to the District and retain them, TUSD offers targeted mentoring and support. As part of this effort, the District developed and

implemented a pilot plan for first-year teachers in the 2013-14 school year and revised the plan for SY 2015-16. Under the revised First-Year Teacher Plan, the District assigned all first-year teachers to a full-time teacher mentor, a position designed to provide support to teachers new to the profession. First-year teachers will develop and follow a plan of action, which includes creating a schedule with specific times for observation cycles, feedback, weekly collaborations, creating individualized learning plans, and analyzing student work and lesson analysis via video recording. Teacher mentors will work with their new teachers for at least 90 minutes per week, as recommended by research by the New Teacher Center (NTC), a non-profit organization that aims to improve student learning by accelerating the effectiveness of teachers and school leaders.

**a. Revised First-Year Teacher Plan**

The District presented the revised plan to the teacher mentors during their initial professional development meeting on August 3, 2015. By September 1, 2015, the mentors had the names of the 104 teachers participating in the First-Year Teacher Plan and their assigned caseloads. Of these 104 teachers, nine did not complete the school year for various reasons, including resignations and leaves of absence. Ninety-five first-year teachers participated in the program over the school year for an average of 29 hours of collaboration. Fifty-four teachers (57 percent) completed 29 hours or more (*Appendix IV - 33, Teachers First Year Plan*).

**b. Focus Areas for First-Year Teachers**

With the implementation of new software in 2015-16, the District was able to better identify the areas of instructional practice with which first-year teachers most often struggle and analyze this with respect to the teaching standards as measured by the modified/revised Danielson Framework. (See Section IV.B.3. for more information on the modified Danielson Framework). To collect data on the work between teacher mentors and teachers in the New Teacher Induction Program (NTIP, which will be described in greater detail later in this section), the District purchased New Teacher Center Learning Zone (Zone) in September. The Zone is a software program designed to assist the mentors in tracking their efforts with teachers. On October 7, 2015, teacher mentors attended a webinar with the New Teacher Center for training on the Zone and began to use it that month. From October through December 2015, the District implemented the Zone and mentors learned how to use it with fidelity.

Teacher mentors used the Zone as a way to track time and monitor the areas of focus for each new teacher. One report, based on the Danielson Teaching Standards, provided the total amount of time teacher mentors were spending on the standards when working with their teachers.

The report showed the number of hours spent collaborating and reflecting on the teachers' practice based on the four Domains of the Danielson Framework: (1) Planning and Preparation, (2) Classroom Environment, (3) Instruction, and (4) Professional Responsibilities (*Appendix IV - 34, Danielson Smart Card*). The hours are broken down into time spent on each domain. A total of 5,489 hours of new teacher/mentor collaboration were spent around the Danielson Framework as follows, from highest to lowest:

Domain 4:	1,658 hours
Domain 1:	1,439 hours
Domain 2:	1,264 hours
Domain 3:	1,126 hours
Total:	5,489 hours

The data are consistent with new teachers' development. Time spent on Domain 4 is a result of building a relationship with the assigned teacher mentor and specifically on component 4a, Reflecting on Teaching. Teacher mentors spend the first quarter building trust with the new teachers through reflective conversations and collaborations. As these relationships are being established, new teachers and teacher mentors spend many hours planning and preparing for instruction. Mentors collaborate, facilitate, and model how to construct and create assessments, and teachers use those results to design coherent instruction. During the time spent on Domains 1 and 4, new teachers are developing their skills to establish a productive classroom environment and deliver effective instruction. Throughout these reflective conversations and collaborations, the mentors and new teachers are creating action plans to implement their next steps. *Id.* The expectation is that more time is spent in Domain 3 as teachers gain experience.

### **c. First-Year Teacher Plan Evaluation**

The District planned to evaluate the First-Year Teacher Plan using three measures. The District conducted an analysis that compared first quarter academic benchmark data with third quarter benchmarks for first-year teachers participating in the program. Forty-five percent of those who completed the school year (47

teachers) taught math and/or English language arts. There was not a strong relationship between the number of hours spent with new teachers and the gains students made on the benchmarks (**Appendix IV - 35, Benchmark Gains**). The second measure, teacher attendance data for first-year teacher participants, was not available for analysis. The third measure, survey evaluations, is discussed in much greater detail in the NTIP narrative, below. As reported in the teacher surveys, which were completed by 75 percent of the first-year teachers participating in the program, teachers improved their classroom procedures and developed a broad repertoire of teaching practices. Ninety percent reported that observations, discussions, and collaborations with their teacher mentor influenced their teaching practice in some way and agreed that their mentor met their needs as a growing professional (**Appendix IV - 53, Teacher Survey Results, Appendix IV - 36, Mentor Survey Results, and Appendix IV - 54, Admin Survey Results**).

The District will revise its evaluation plan to focus on identifying improved teacher practice through analysis of disaggregated data rather than relying on student achievement data that is affected by a multitude of factors, both internal and external.

### **3. Teacher and Principal Evaluations**

In the 2014-2015 school year, the District, through the work of two committees—the Teacher Evaluation Committee and the Principal Evaluation Committee—discussed and revised the evaluation instruments to incorporate input from the Special Master and District staff. *2014-2015 Annual Report, Executive Summary, p. ix*. As a result, to familiarize administrators with the new instruments, the District provided professional development at the beginning of the 2015-16 school year (**Appendix IV - 37, IV.K.1.m (1) Teacher Evaluation Scaling-New Growth Model and Appendix IV - 38, IV.K.1.m (2) Principal Evaluation Explanation**). In July 2015, the District presented its teacher evaluation instrument, the Modified 2013 Danielson Framework for Teaching, and the revised Principal evaluation instrument to 199 site and central administrators (**Appendix IV - 39, 7-23-15 Admin Participant List**).

#### **a. Professional Development**

Throughout the fall semester, the assistant superintendent for Curriculum and Instruction met with the elementary and secondary directors to make sure they

were familiar with the responsibilities and technological knowledge required of principals (*Appendix IV - 40, 09.30.15 agenda* and *Appendix IV - 41, 09.30.15 minutes*). In this way, the directors were then able to ensure that each of their principals were conducting and documenting teacher evaluations as required. The assistant superintendent for Curriculum and Instruction included several topics in his first semester monthly director meetings:

- A review of the beginning of the year requirements,
- Teachscape teacher evaluation program, and
- Teachscape administrative functions.

These meetings also allowed for discussions concerning the issues and challenges that school sites might be having and for planning professional development at the Instructional Leadership Academy (ILA). The District provided professional development and support to all central and site administrators on the teacher evaluation process (*Appendix IV - 42, 4-day admin conference and Agenda*).

To ensure that all administrators who evaluate teachers are qualified to do so and that there is consistency throughout the District in the evaluation of teachers, all administrators must pass the “Qualified Evaluator” component of the Danielson Framework. Accordingly, the District provided the one-day Qualified Evaluator Training for newly appointed principals, assistant principals, and central-level administrators who evaluate certified staff. *Id.* This training included a review of the performance management section of the Qualified Evaluator Training and provided an opportunity for the participants to practice the utilization of these skills and receive feedback. *Id.*

Additionally, the District requires all administrators who evaluate certified staff to participate in a “calibration” activity. This activity is designed to ensure that administrators are consistent in their evaluation of teachers. Furthermore, the District requires all administrators to be recertified as “Qualified Evaluators” every three years to demonstrate they are maintaining the skills required to appropriately evaluate teachers. The leadership directors facilitated the calibration activity at the ILA on December 13, 2015.

#### **b. Teacher Evaluation Instruments and Processes**

During June 2016, the Teacher Evaluation Joint Committee reconvened to review the evaluation instrument and process. As a result of these meetings, the

committee made the following three recommendations for changes to the 2016-2017 teacher evaluation: 1) DIBELS and DRA (Developmental Reading Assessment) data will provide the growth score for teachers in grades K-2; 2) teachers in grades 3-12 will receive their growth score based on AzMERIT scores; and 3) the District will raise the cut scores. The District provided the increased cut scores to the Special Master for review and comment, and then, on July 9, 2016, provided the Governing Board with this proposed change to Governing Board Policy GCO - *Evaluation of Certificated Staff Members*. The District posted the draft revised policy on the TUSD website for community feedback. The Governing Board approved the policy revision on August 9, 2016. The approved cut scores are as follows:

- Ineffective: 46 or fewer points,
- Developing: 47-60 points,
- Effective: 61-78 points, and
- Highly Effective: 79-100 points.

#### **c. Principal Evaluation Instruments and Processes**

On January 27, 2016, the U.S. District Court ordered changes to the weight given to teacher and student surveys in the principal evaluation, requiring that teacher surveys be 10 percent of the principal evaluation, and student surveys weigh at least an additional 5 percent of the principal evaluation. See Order, Case 4:74-cv-00090-DCB Document 1894 Filed 01/27/16. As a result, the Principal Evaluation Committee revised the principal evaluation instrument based on the Court's direction. There are three surveys in total. Two of the surveys are completed by teachers and equal 10 percent of the overall calculation weighted as follows: Standards Assessment Inventory (SAI), 3 percent, and Teacher-School Quality Survey, 7 percent. The third survey is the student portion of the School Quality Survey and is weighted at 5 percent of the overall calculation.

#### **4. New Teacher Induction Program**

The USP directs the District to provide new teachers with additional skills to “become effective educators,” including building beginning teachers’ capacity to become reflective and collaborative members of their professional learning communities (PLCs) and helping them engage thoughtfully with students from diverse backgrounds. USP § IV(I)(1). In addition, the District is tasked with hiring or designating an appropriate number of new teacher mentors. *Id.* To support new teachers—those teachers in the first two years of teaching and those who are new to

the District—TUSD provides a New Teacher Induction Program designed on the foundational model developed by the NTC (<https://newteachercenter.org/>), which was mentioned earlier in this section.

The NTIP has three components: 1) a four-day new teacher induction training program designed to introduce new and new-to-the-District certified teachers to TUSD's policies, practices, and ethos; 2) mentor support for new teachers; and 3) professional development for all certified District employees, with priority given to first- and second-year teachers. Each component builds teachers' skills to enable them to become stronger reflective practitioners and collaborative members of their PLCs. 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.

In the 2015-2016 school year, the District kicked off the NTIP at a four-day training from July 28 to 31, 2015, at the Mary Belle McCorkle Academy of Excellence K-8. Working together with the Human Resources staff, the NTIP coordinator identified and invited the 2015-16 newly hired certificated teachers and any teachers hired in the previous year who had been unable to complete the induction program. The District developed three definitions for clarification purposes:

- First-Year Teachers: Teachers who have never taught before,
- New Teachers: Teachers in their first two years of teaching, and
- New-to-TUSD: First-year teachers in the District who have more than two years of previous teaching experience.

A total of 310 new teachers and new-to-TUSD teachers attended the NTIP induction program and received training in District protocols and initiatives to prepare them for joining the TUSD community (***Appendix IV - 43, Induction Roster***). This number represents a significant increase from the 193 participants who attended the 2014-2015 school year induction program. Of those 193 attendees, 123 were new teachers (64 percent). Of the 310 attendees in the 2015-16 school year, 136 were new teachers (44 percent).

The 2015-2016 school year induction consisted of whole group sessions and breakout sessions that were facilitated by various District departments. Whole group presentations and topics included a history of the District, student demographics, an overview of the USP, the District's available multicultural



resources, TUSD's Strategic Plan, the Essential Elements of Instruction (EEI),<sup>46</sup> and the District's expectations for certified staff participation in PLCs. Topics of small group breakout sessions included Routines and Procedures, Differentiated Instruction, Planning for Instruction, and Task Analysis (**Appendix IV - 44, NTIP Agenda**).

The District requested feedback from the NTIP participants through an exit survey and received a strong response rate of 95 percent. Comments from the participants indicated that they appreciated the small breakout sessions and that at times the whole group sessions were too long or not clearly presented. Adjustments are planned for the SY 2016-2017 NTIP to incorporate this feedback (**Appendix IV - 45, NTIP Survey Results**).

Following the four-day induction training, the District scheduled all new teachers for the additional three days of training on the EEI. Teachers who missed all or part of the EEI portion of the NTIP had the opportunity to participate in make-up sessions conducted in the fall and winter (**Appendix IV - 46, NTL Make-up Schedule Participants**).

The District continued to strive to improve this program and find new ways to demonstrate to teachers the connection between the Danielson Framework for Teaching (the teacher's evaluation instrument), Culturally Responsive Pedagogy, and equitable access to instruction for all students. The EEI training incorporated the Appendices J and K from the Curriculum Audit, "Characteristics of Cognitively Engaging Instruction" and "Characteristics of Culturally Responsive Teaching," as well as the District's Strategic Plan (**Appendix IV - 47, App. j and k**).

Through script revision, the District ensured that the EEI program clearly identified strategies for teaching diverse students from a culturally relevant perspective. For example, on Day 1, participants received an overview of classroom responsibilities through the lens of Danielson's Domain 2, Classroom Environment, and Domain 3, Instruction. Throughout the four days, instructors taught participants to be purposeful in their teaching style and objectives, stressing that teachers must carefully select the level of difficulty for the objective in order to have high expectations for all students. Trainers also emphasized the importance of

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<sup>46</sup> EEI is a District-mandated training for all teachers providing direct instruction to students. EEI instructs teachers on how to select objectives at the correct level of difficulty, teach to the objective, use the principles of learning, and monitor student learning and then adjust their teaching.

teachers' ability to know their students and to be responsive to all cultures in the classroom.

The second component of the NTIP required teacher mentor support to teachers in their first two years of teaching. The District recruited new teacher mentors during summer 2015, after several mentors accepted other positions, such as assistant principals, learning support coordinators, or professional development academic trainers. Following the New Teacher Center's staffing model, which calls for a ratio of fifteen new teachers to every full-time teacher mentor, and considering the number of new teachers, the District hired ten new teacher mentors—eight from within the District and two external candidates (***Appendix IV - 48, Teacher Mentor Hiring***).

The teacher mentors provided one-to-one mentoring for 143 first-year teachers, 91 second-year teachers, and eight new Make-the-Move Exceptional Education teachers. The mentors also communicated with each teacher's site administrator at least once a semester and generally more often (***Appendix IV - 49, Mentor Assignments***). The District designed the mentor support to inspire, support, and challenge participants to accelerate their professional growth, increase student learning and achievement, advocate for equity of all students, develop into reflective practitioners, and develop into teacher leaders who value collaboration and life-long learning.

Teacher mentors also supported first- and second-year teachers in their PLC work. Teacher mentors helped their new teachers analyze data and student work as they prepared to attend their PLC, addressed questions and concerns raised during their PLC time, and occasionally attended a PLC meeting with their teachers.

The District developed the Teacher Mentors SharePoint website to facilitate collaboration and monitoring between teacher mentors. Throughout the year, mentors used the site to document the time spent with each teacher (***Appendix IV - 50, Mentor Logs***). In October 2015, the mentors transitioned to using the New Teacher Center Learning Zone, where they could access the Formative Assessment System (FAS) tools to gather data and guide reflective conversations (***Appendix IV - 51, NTC Learning Zone***). These tools helped guide their work with the teachers' professional development plans, class profiles, analyses of student work, and video reflections. Mentors offered teachers effective instructional strategies and the

resources required to meet the needs of their students and accelerate their own professional growth.

Mentors also provided regular professional development to first- and second-year teachers, the third component of the NTIP. The District convened a Teacher Mentor Professional Development Planning Committee to discuss and identify seminars and study groups to be offered through True North Logic, TUSD's professional learning portal. The District compensated first- and second-year teachers for any training sessions they attended. While these seminars were available to all teachers, the District required two sections, Routines and Procedures and Classroom Management, for first-year teachers.

The District partnered with NTC to provide Professional Learning Series (PLS) training to the teacher mentors. PLS is a targeted professional development series designed to advance the skills, abilities, and knowledge of mentors and coaches. PLS ensures that the participants become more effective in their skills in advancing the practice of new teachers, ultimately helping improve student learning. This partnership also allows the District to have three in-house trainers trained by NTC to present the PLS. In this way, the District was able to offer the learning series to a larger number of teachers than would have been possible otherwise.

Through this partnership, the District sent a select group of mentors to the NTC Symposium (***Appendix IV - 52, NTC Attendees Agenda***). This annual event provided an opportunity for participants from around the world to come together to learn about effective practices and discuss issues related to teacher induction, create a new vision for the teaching profession, and consider how induction systems and mentoring practices can move classrooms and schools toward excellence and equity.

NTC has recognized TUSD as having a high-quality program for at least two years; as a result, NTC invited the District to participate in the National Teacher Induction Network (NTIN). This allows the District to send a three-person team to attend the NTIN, in which committed program leaders support each other by analyzing and sharing effective practices and learning new strategies to increase program effectiveness. The NTIN also provides access for the teacher mentors to use the New Teacher Center Learning Zone to access tools, collect data, and participate in webinars.

Finally, it is important to assess the positive benefits of the NTIP. To do so, the District surveyed the new teachers, their principals, and the teacher mentors in spring 2016 (*Appendix IV - 53, Teacher Survey Results, Appendix IV - 36, Mentor Survey Results*, and *Appendix IV - 54, Admin Survey Results*). Responses to the New Teacher survey, completed by 115 teachers of the 242 that were in the induction program by January 31, 2016, indicated (*Appendix IV - 53, Teacher Survey Results*):

- 70 percent of the teachers met weekly with their mentor.
- 90 percent reported developing a broad repertoire of teaching strategies; 85 percent reported these included strategies for both managing student behavior and engaging students in learning.
- 85 percent reported classroom procedures improved.
- More than 90 percent responded that observations, discussion, and collaborations with their teacher mentor influenced their teaching practice in some way.
- 90 percent of respondents agreed their mentor met their needs as a growing professional.
- 65 percent reported they would stay in the district.
- 71 percent responded they would stay in the profession and 94 percent indicated that the District NTIP was an effective method of support.

The Administrator survey showed that more than 80 percent of the administrators met with mentors at least two times during the school year and half indicated they met more than two times and even weekly. Eighty-three percent felt they had adequate information about the mentoring program, and 95 percent reported that the mentor had an impact at their assigned site. Overall, the administrator results were positive and indicated they value the mentor support. Some suggested continuing mentoring for third-year teachers and even for those in their first five years of teaching (*Appendix IV - 54, Admin Survey Results*).

The Teacher Mentor survey indicated that the mentors valued the mentor-to-mentor observations in helping them improve their mentoring. Seventeen mentors facilitated professional development seminars, and twelve facilitated study groups for new teachers and other certified teachers. All teacher mentors rated the program as effective or very effective overall and rated the PLCs offered in-house as very valuable in supporting (*Appendix IV - 53, Teacher Survey Results, Appendix IV - 36, Mentor Survey Results*, and *Appendix IV - 54, Admin Survey Results*).

## 5. Teacher Support Plan

In the 2015-16 school year, the District continued implementing strategies to support underperforming or struggling teachers regardless of their length of service. During the 2012-13 school year, the District developed the Teacher Support Plan collaboratively with the Tucson Education Association to help certain teachers improve their classroom performance. The Governing Board approved the plan on December 10, 2013, as part of performance management for certified staff. Appendix F of the District's *Teacher Evaluation Process: A Tucson Unified School District Model for Measuring Educator Effectiveness* includes the Teacher Support Plan. School- or district-level administrators refer teachers to one of the programs set forth in the Teacher Support Plan based on administrator observations, student surveys, discipline referrals, annual teacher performance evaluations, classroom management reviews, or other evidence.

The Teacher Support Plan offers two programs for teacher support: the Plan for Improvement and the Targeted Support Plan.

1. In accordance with state statute, the Plan for Improvement supports underperforming teachers who are rated in the lower two evaluation classifications ("Developing" or "Ineffective") for two consecutive years. Administering a plan for improvement requires issuing a Notice of Inadequacy of Classroom Performance (**Appendix IV - 55, TUSD GB Policy GCO**).
2. The Targeted Support Plan is for struggling teachers who need support in one or more areas but who are not identified as performing inadequately in the classroom, and those teachers who personally request additional assistance in one or more area.

Key to the success of the Teacher Support Plan is the ability of administrators, both at the sites and central administration, to identify teachers who need additional support and provide assistance for those teachers. Accordingly, the District provided training on the Teacher Support Plan to central administrators, principals, and assistant principals during a fall 2015 ILA (**Appendix IV - 56, ILA Agenda 09.03.15 Teacher Support Plan**). The training covered both the Plan for Improvement and the Targeted Support Plan processes. Because the support plans were based on the Modified 2013 Danielson Framework for Teaching (revised in

June 2015), the District also provided training to administrators to help them identify teachers who need additional assistance. Throughout the school year, the ILA covered the District Model for Measuring Educator Effectiveness and the District's modified Danielson Framework for Teaching 3B Using Questioning and Discussion Techniques (**Appendix IV - 57, ILA Agenda 09.10.15**).

To help better support teachers in improving instructional practices, new principals also received training on a number of topics:

- Engagement Strategies (Appendix J of the Curriculum Audit),
- Characteristics of Culturally Responsive Teaching and Learning (Appendix K of the Curriculum Audit),
- Communicating with Students, and
- Engaging Students in Learning, Leadership Mentoring meeting (**Appendix IV - 58, Principal Mentoring Program Agenda 03.02.16**).

Principals also reviewed the Teacher Support Plan information with all certified employees during staff meetings and/or early-release Wednesdays at their respective sites. In addition, the Tucson Education Association communicated the plan to its members.

Elementary and secondary directors worked with site administration to develop and monitor targeted support plans as needed and also worked with their assistant superintendent and the Human Resources Department throughout the implementation of plans. Additionally, as set forth in the Teacher Support Plan, principals contacted the interim senior director for Curriculum Deployment to request a district coach to support teachers on a Targeted Support Plan. The District work flows for the Targeted Support Plan (**Appendix IV - 59, Targeted Support Plan Work Flow**) and the Plan for Improvement (**Appendix IV - 60, Plan for Improvement Work Flow**) guided the processes for both plans of support as needed.

For the 2015-16 school year, teachers were on a targeted support plan for an average of nine weeks (approximately one quarter) before completing the plan's objectives. However, the District extended the plans for seven teachers who had not met the established goals. The District expects that teachers on a targeted support plan will improve and maintain an acceptable level of performance within the identified area of concern.

As shown in Table 4.19 below, the total number of teachers on any plan remained the same in both SY 2014-15 and SY 2015-16, but more teachers were on a Targeted Support Plan than on a Plan of Improvement.

**Table 4.19: Number of Teachers on Targeted Support Plans or Plans of Improvement, 2014-15 and 2015-16**

Ethnicity	Targeted Support Plans (Struggling)		Plans of Improvement (underperforming)		Total	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
White	8	15	3	0	11	15
African American	1	1	0	0	1	1
Hispanic	3	8	6	0	9	8
Native Am	0	0	1	0	1	0
Asian/Pacific Islander	1	0	0	0	1	0
Other	1	0	0	0	1	0
Total	14	24	10	0	24	24

The District recognizes the need to assess the effectiveness of these teacher support plans and originally planned to rely upon the teacher classification based upon the final evaluation for that teacher. However, as a result of some changes to the classification measurements in the 2015-2016 school year, the District determined that that analysis would not accurately reflect the effectiveness of the plans. In the future, the District intends to consider changes to the Danielson Framework assessments to determine whether the plans were effective in improving teacher performance.

## **6. Leadership Development**

Recruiting and retaining quality teachers and administrators is not simply a function of marketing the District to those who work elsewhere. Rather, the USP anticipates an environment in which the District will assist diverse internal candidates in acquiring the skills and knowledge to obtain a leadership position within TUSD. To that end, the District's Prospective Administrative Leaders Plan sets forth two approaches for the development of administrative leaders, with an emphasis on the development of a diverse group of leaders who include African American and Hispanic administrators. The two approaches include the Leadership

Prep Academy and the Master Cohort in Educational Leadership through the University of Arizona's College of Education.

**a. Leadership Prep Academy**

The District's Leadership Prep Academy (LPA) cultivates the leadership skills of certificated staff members who pursue administrative positions in the District. The LPA includes candidates who are qualified to serve as assistant principals and who are selected through the recommendation process.

For the 2015-16 school year, LPA-Cohort III was an eight-month leadership preparation program with 26 participants. The Interstate School Leaders Licensure Consortium (ISLLC) standards for leadership<sup>47</sup> guided each LPA session, and the Superintendent's Leadership Team served as instructors. In addition, participants engaged in book studies, attended board meetings, and developed a culminating project in preparation for administrative interviews.

The 2015 ISLLC reviewed the standards for leadership at the start of SY 2015-16. TUSD Superintendent H.T. Sánchez and assistant superintendents presented on the six standards during the LPA. The 2016-17 LPA-Cohort IV sessions will be revised to correlate with the newly approved ISLLC standards:

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction, and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

**b. LPA Recruitment**

To ensure that the program fulfilled the USP goal of diversifying the leadership staff, the District made targeted recruitment efforts to encourage administrators to identify prospective and aspiring African American and Hispanic

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<sup>47</sup> 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, and 6. Advocacy.



candidates. In 2015-16, recruitment efforts included the LPA and disseminating TUSD/University of Arizona Cohort information via the District's website (<http://www.tusd1.org/contents/depart/pd/index.asp>). Recruitment efforts also included announcements at the Superintendent's Teacher's Focus Group meetings, encouraging teachers to ask their supervisors about the program, ILAs, and direct outreach to prospective candidates by central and site administrators.

### c. LPA Selection Process

The District selected candidates for the academy from staff members recommended by their principal, director, assistant superintendent, chief, or deputy superintendent. In the fall of 2015, District leaders reviewed the names and qualifications of 44 nominees recommended by their supervisors. The candidate pool consisted of ethnically diverse applicants from many different staff positions.

**Table 4.20: 2015-16 LPA Prospective Candidate Pool**

<b>White/Anglo</b>	7	14	21
<b>African American</b>	3	1	4
<b>Hispanic</b>	4	14	18
<b>Asian / Pacific Islander</b>	1	0	1
<b>Native American</b>	0	0	0
<b>Total</b>	15	29	44

The prospective candidate pool consisted of fourteen teachers; three professional development academic trainers; six learning support coordinators; eight assistant principals; two magnet coordinators; ten certified support staff; and one counselor.

The District required the candidates to participate in the LPA to demonstrate clear leadership qualities in their current position or assignment. These qualities consisted of being a strong team member; going above and beyond regular 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.

The Leadership Prep Academy Cohort III had 26 participants. Of those 26, sixteen participants were newly appointed principals and assistant principals who were new to the District and/or site administration. From those candidates recommended in the fall of 2015, central leadership selected ten additional

individuals to participate in the 2015-16 LPA-Cohort III. Of the 44 recommended candidates, the District selected 24 percent of the white candidates, 22 percent of the Hispanic candidates, and 25 percent of the African American candidates.

**Table 4.21: Leadership Prep Academy Participants 2015-2016**

	Male		Female		Total
	Principal	Asst. Principal	Principal	Asst. Principal	
<b>White/Anglo</b>	2	0	2	1	5
<b>African American</b>	1	0	0	0	1
<b>Hispanic</b>	0	0	4	0	4
<b>Asian/Pacific Islander</b>	0	0	0	0	0
<b>Native American</b>	0	0	0	0	0
<b>Total</b>	3	0	6	1	10

**(Appendix IV - 61, LPA Participants)**

Upon reflection, the District decided to present two separate leadership development programs in the 2016-17 school year—one for administrators who are new to the district or administration and the other for non-administrative staff interested in becoming administrators. This will provide more opportunities for current certificated staff to participate in this leadership development program.

#### **d. LPA Implementation**

The LPA met for ten sessions throughout the 2015-16 school year. The District administered evening sessions that included presentations and discussions. Between sessions, the District required LPA participants to attend Governing Board meetings and participate in discussions regarding the meetings with the LPA staff and other attendees. LPA participants discussed the content of four 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; *A Message to Garcia*, by Elbert Hubbard; and *Cage Busting Leadership*, by Frederick M. Hess (**Appendix IV - 62, 2015-2016 LPA Schedule and Syllabus**).

The District designed the LPA to produce a cadre of qualified candidates to fill positions for site principals, assistant principals, or central office directors. Eight of 30 site-level administrative positions filled during the spring and summer of 2016 were filled by LPA Cohort I, II, or III graduates. Seven of the eight approved site administrative positions resulted in assistant principals becoming principals, and one certified support staff member moved to principal.

**Table 4.22: Board-Approved 2015-16 LPA Site Administrators for SY 2016-17 (as of June 20, 2016)**

	Principal	Asst. Principal	Principal	Asst. Principal	Total
<b>White/Anglo</b>	1	0	0	0	1
<b>African American</b>	0	0	0	0	0
<b>Hispanic</b>	1	0	2	0	3
<b>Asian/Pacific Islander</b>	0	0	0	0	0
<b>Native American</b>	0	0	0	0	0
<b>Total</b>	2	0	2	0	4

*(Appendix IV - 61, LPA Participants)*

**Table 4.23: Board-Approved 2014-15 LPA Site Administrators for SY 2015-16**

	Principal	Asst. Principal	Principal	Asst. Principal	Total
<b>White/Anglo</b>	1	1	2	1	5
<b>African American</b>	0	0	0	0	0
<b>Hispanic</b>	1	0	0	0	1
<b>Asian / Pacific Islander</b>	0	0	0	0	0
<b>Native American</b>	0	0	0	0	0
<b>Total</b>	2	1	2	1	6

*(Appendix IV - 63, 2014-2015 LPA Participants 15-16 Assignments)*

**Table 4.24: Board-Approved 2013-14 LPA Site Administrators for SY 2014-15**

	Principal	Asst. Principal	Principal	Asst. Principal	Total
<b>White/Anglo</b>	5	0	5	1	11
<b>African American</b>	0	0	0	1	1
<b>Hispanic</b>	2	0	1	1	4
<b>Asian / Pacific Islander</b>	0	0	0	0	0
<b>Native American</b>	0	0	0	0	0
<b>Total</b>	7	0	6	3	16

*(Appendix IV - 64, LPA Participant Data 13-14)*

**Table 4.25: Board Approved Cohort I, II, and III LPA Site Administrators Cumulative**

	Principal	Asst. Principal	Principal	Asst. Principal	Total
<b>White/Anglo</b>	7	1	9	3	20
<b>African American</b>	0	0	0	1	1
<b>Hispanic</b>	7	1	4	2	14
<b>Asian /Pacific Islander</b>	0	0	0	0	0
<b>Native American</b>	0	0	0	0	0
<b>Total</b>	14	2	13	6	35

The table above is an accumulation of Cohort I, II, and III, represented in the three prior charts, as some LPA graduates secured site administration positions two years after completing the LPA. Overall, 35 out of 76 LPA graduates have secured a site administrative position.

#### **e. TUSD/UA Masters Cohort in Educational Leadership**

In 2014-2015, the District partnered with the University of Arizona to develop the advanced education program, the Masters Cohort in Educational Leadership. Participants who complete the two-year program earn a Master's in Educational Leadership.

For the 2015-16 school year cohort, potential candidates attended meetings to learn about the Masters Cohort II. Applications accepted by the University of Arizona were forwarded to the District for review against a set of criteria. The District required candidates 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.

Approved applicants received a commitment letter and scholarships from both the University of Arizona and the District to cover a portion of the university tuition (*Appendix IV - 65, TUSD-UA Ed Leadership Cohort Agreement* and *Appendix IV - 66, IGA Masters in Educational Leadership*). The 2014-15 TUSD/UA Cohort I graduated from the program. The 2015-16 TUSD/UA Cohort II, which completed year one of the two-year program, included a diverse pool of fourteen prospective administrators, with twelve teachers, one certified support staff member; and one librarian.

**Table 4.26 TUSD/UA Masters Cohort II Participants**

	1	7	8
	0	0	0
	3	2	5
	0	0	0
	0	0	0
	1	0	0
	5	9	14

**(Appendix IV - 67, TUSD-UA Ed Leadership Cohort II App List 15-16)**

## 7. PLC Training

USP § IV(I)(4) requires the District to “provide appropriate training for all school site principals to build and foster professional learning communities (PLCs) among teachers at their schools so that effective teaching methods may be developed and shared.” In July 2015, the District partnered with Solution Tree, an educational professional development consultant to conduct a Professional Learning Communities at Work Institute for site teams. Each site sent a team of three, which included the principal and two teacher representatives. The institute focused on developing knowledge and tools to implement the PLC process in schools district-wide. Sessions ranged from Building the Solid Foundation of a Professional Learning Community and Creating a Collaborative Culture to Using Common Formative Assessments and Simplifying Response to Interventions. The program also included time for teams to collaborate, reflect, and seek advice on action steps from facilitators as team members strategized ways to present and open communication about PLCs at their respective schools (**Appendix IV - 68, Solution Tree Agenda 07.20-21.15** and **Appendix IV - 69, Solution Tree PLC Training Roster 07.20-21.15**).

During SY 2015-16, the District created the *Professional Learning Communities Guide*, which was published on the District Intranet in March 2016 (**Appendix IV - 70, PLC Guide Screen Shot**). This guide provides foundational information, essential tools, templates, and resources for establishing and maintaining strong PLCs at every school. Various stakeholders, including leadership directors, principals, curriculum service providers, teacher mentors, and teachers from the Superintendent’s Teachers’ Focus Group, provided feedback on the guide during its development and at the unveiling of its publication. The guide helped

schools determine their levels of proficiency with PLCs as a process for improving student performance through enhanced teacher practices.

The District also provided two trainings for principals on key aspects of PLCs during both the fall and spring semesters through the ILA. Topics covered included material from the guide designed to inform principals about PLC purpose, driving questions, team process of inquiry, roles of PLC members, and tools to use to follow up with their teachers (**Appendix IV - 71, ILA Agenda Topics 2015-16**). Additionally, site teams presented once in the fall and again in the spring to principals at the ILA on benefits, structure, and protocols that their PLCs were effectively implementing (**Appendix IV - 72, ILA 11.19.15 Agenda** and **Appendix IV - 73, ILA 02.18.16 Agenda**). Also, at a first-quarter ILA, principals formed PLCs based on principal-determined topics of interest (**Appendix IV - 74, Roster of Principal PLCs**). During the year, principals met with their PLC groups to discuss and solve issues related to student achievement and interactions with students, teachers, and families (**Appendix IV - 71, ILA Agenda Topics 2015-16**). Principals noted in the ILAs that they valued the time to collaborate and build networks of support in the small team settings.

During the school year, the director for Culturally Responsive Pedagogy and Instruction (CRPI) and the senior director for Curriculum Deployment met to discuss the development of a district network to “encourage teachers with experience and success in using Culturally Responsive Pedagogy to engage students to mentor and coach their peer teachers.” USP § IV(I)(4). As a result of the meetings, curriculum service providers, including those at schools partnered with the University of Virginia, received training on Culturally Responsive Pedagogy and instruction (**Appendix IV - 75, Curriculum Service Providers Meeting Agenda 02.09.16**).

Curriculum service providers, teacher mentors, and itinerant teachers from the CRPI Department also received training on mentoring teachers, with an emphasis on differentiating instruction and teaching with equity. Additionally, the CRPI director and his team gave presentations on creating a supportive and inclusive environment through curriculum, pedagogy, and a learner-based approach during a spring ILA conference (**Appendix IV - 76, ILA Agenda 04.28.16**). The meetings between the CRPI director and the interim director for Curriculum and Instruction resulted in a communication partnership to promote mentoring Culturally Responsive Pedagogy and instruction. The directors plan to continue

meeting to establish a wider network of partners aimed at helping teachers, through PLCs, improve their practices and implement culturally responsive teaching to engage all students.

As part of the District follow through on PLCs, principals, curriculum service providers, and teachers from the Superintendent's Teachers' Focus Group used the District PLC rubric to complete self-assessments on the PLC progress at their respective sites (*Appendix IV - 77, PLC Rubric*), the pre-assessment at the end of the first semester, and the post-assessment at the end of the school year. Each individual rated the developmental level of his or her PLC as learning, literal, refinement, or internalized. The first two categories represent beginning developmental levels while the latter two represent more fully functioning developmental levels of a PLC. In November, the curriculum service providers group generally rated their PLCs at the lower end of the scale. In the spring self-assessment, however, the curriculum service providers showed an increase in rating their PLCs at the higher developmental levels.

Participant responses from the principals and Superintendent's Focus Group at the end of the first and second semesters reflected a similar trend, demonstrating a higher level of confidence in the effectiveness of the PLCs (*Appendix IV - 78, SY 2015-16 PLC Rubric Year End Data*).

In June 2016, the District provided training to administrators to create highly functioning PLCs that follow a cycle of inquiry for improving student learning (*Appendix IV - 79, Administrator Conference June 9-10 Agenda*). Additionally, the District offered other summer professional development opportunities for principals and teachers that focused on essential characteristics of PLCs, Four Critical Questions, and the Team Cycle of Inquiry that drive the work of effective PLCs. The training offered participants opportunities to become confident in the use of the PLC tools and protocols required by the District.

The District will partner again with Solution Tree in the 2016-17 school year to provide professional learning opportunities on PLCs, particularly for site principals. Principals will receive additional support for building regular structured time into teachers' schedules to co-plan and collaborate, observe each other's classrooms and teaching methods, provide and share constructive feedback on best practices for student success, and respond effectively when students do not learn. Finally, the District is planning to provide more opportunities during the school year

to continue developing the knowledge and skills of administrators and teachers on the PLC process.

## **8. USP-Aligned Professional Development**

In the 2015-16 school year, TUSD's Curriculum and Instruction, Professional Development, and Assessment and Program Evaluation departments coordinated district-level professional development (PD) to strengthen the instructional practices of District educators so that all students may achieve academic success. Staff worked to identify measures of the effectiveness of activities (***Appendix IV - 80, USP-Related PD Measures or Tools***) and used these measures to determine if revisions were needed in the current trainings (***Appendix IV - 81, Summary of PD Review***). Overall, the District provided employees with many different forms of professional development related to the USP, offering information and strategies for increasing student success.

The professional development staff met with District creators of USP-related online training to review and revise the "Understanding the Unitary Status Plan" trainings as needed (***Appendix IV - 82, Understanding USP PowerPoint*** and ***Appendix IV - 83, USP Training Screenshot***). The District held this training throughout the school year for 813 staff members. The District also embedded this online training into its onboarding process—one of fifteen online training sessions required for all newly hired staff. Upon monitoring compliance with this requirement, the District found that not all new hires completed the entire onboarding process. As a result, the District is establishing a stronger process to regularly monitor this requirement.

One challenge during SY 2015-16 was finding opportunities to provide ongoing USP-related professional development to paraprofessional staff members. The District plans to increase the opportunities for paraprofessionals and promote participation, especially regarding USP-related professional learning for the 2016-17 school year.

During the 2015-16 school year, the District implemented comprehensive professional development for staff, including USP-aligned professional development (***Appendix IV - 84, IV.K.1.q. Master PD Chart USP***). In July 2015, the District provided USP training to central office administrators, site administrators, and designated teachers. The District partnered with Solution Tree to offer a two-day



training on PLCs to administrators, principals, and teacher representatives and also held a two-day conference for administrators on USP-related topics—Culturally Responsive Pedagogy, induction, and EEI training for new teachers; support for all teachers on the new TUSD English Language Arts/Literacy and Math curricula; behavioral and discipline systems, including Restorative Practices; Positive Behavioral Interventions and Supports (PBIS); and amendments to the *Guidelines for Student Rights and Responsibilities* (GSRR) (**Appendix IV - 85, 2015 Solution Tree PLC Agenda** and **Appendix IV - 86, Administrator Conference Agenda July 20-23, 2015**).

In addition, the District reviewed and updated, as needed, professional development regarding the revised discipline process and offered five presentations during ILA meetings on the topic. The District also provided ongoing culture and climate professional development to the ILA to support behavioral and discipline systems, including PBIS and Restorative Practices. Facilitators posted their presentations on the SharePoint for accessibility for administrators (**Appendix IV - 71, ILA Agenda Topics 2015-16**).

In the 2015-2016 school year, the CRPI Department also worked to identify teachers who demonstrated best practices in culturally responsive teaching. The CRPI staff utilized their observation instrument to observe non-culturally relevant course (CRC) teachers. The department used this information to create a list of teachers who demonstrate exemplary characteristics of culturally responsive practices (**Appendix IV - 87, Initial List of Exemplar Culturally Responsive Teachers**). Other teachers will have opportunities to observe and incorporate these exemplary teachers in the 2016-17 school year.

The District provided the majority of USP-related training via face-to-face, facilitator-led instruction. The District also offered online training modules delivered on the professional development management system True North Logic. 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 and present it in ways that would reach the target audiences, ensuring that information was accurate and applicable.

During 2015-2016, the District worked to ensure that required and necessary professional development opportunities were delivered with reliability and

consistency. To that end, curriculum service providers, content area specialists, and professional development academic trainers assisted schools where the facilitators requested collaboration. In addition, the Professional Development Department calibrated and implemented the Framework and Rubric for Facilitating Professional Development (***Appendix IV - 88, Framework and Rubric for Facilitating Professional Development SY 2015-16***) and shared it with designated presenters (***Appendix IV - 89, Rubric Presentation Agendas CIPDA,CSP,ILA***). Presenters self-evaluated their skills at facilitating professional development using the rubric. The department offered assistance to presenters as they prepared presentations and created training on providing effective participant feedback to assist facilitators in strengthening their facilitation skills (***Appendix IV - 90, PD Assistance Training Sample Email***).

Over the course of the 2015-16 school year, the District offered professional development related to the USP to administrators, certificated staff, and paraprofessionals in four different modalities at various locations throughout the District. These many professional development opportunities for staff allowed for their continued learning and expanded knowledge in areas that support equity and academic achievement for the District's African American and Hispanic students.

- The District offered 315 after-school and weekend instructor-led courses that had more than 23,000 attendees.
- The SY 2015-16 ILA invited 159 campus and District administrators to 26 meetings covering USP topics. The Instructional Leadership Team (ILT) met sixteen times, with 63 members (***Appendix IV - 84, IV.K.1.q. Master PD Chart USP, Appendix IV - 71, ILA Agenda Topics 2015-16, and Appendix IV - 91, ILT-BLT Agenda Topics 2015-2016***).<sup>48</sup>
- The District delivered 40 online or self-paced courses to 19,971 TUSD employees on various topics through True North Logic (***Appendix IV - 92, Self-Paced TNL USP-Related Courses***).
- Thirty-three Wednesday professional development trainings were held at all 89 school locations throughout the District (***Appendix IV - 84, IV.K.1.q. Master PD Chart USP***). 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 - 93, Early Release Wednesdays***).

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<sup>48</sup> ILT meetings were for central office staff, including director-level staff and above. ILA meetings were for all District administrators.

The District provided trainings that covered various topics related to the USP. These included anti-discrimination training (***Appendix IV - 94, TUSD Hiring Protocols and Workforce Diversity - USP***) and practical and research-based trainings in the following areas: (1) classroom and non-classroom expectations; (2) changes to professional evaluations; (3) engaging students utilizing Culturally Responsive Pedagogy; (4) student access to Advanced Learning Experiences (ALEs); (5) behavioral and discipline systems, including Restorative Practices, PBIS, and the GSRR; (6) recording, collecting, analyzing, and utilizing data to monitor student academic and behavioral progress; (7) working with students with diverse needs, including English language learner (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 professional development offered (instructor-led, ILA/ILT, online, and early-release Wednesdays).

#### 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 (28 hours) and Multicultural Literature in the Secondary Classroom (28 hours): 59 teachers participated in these sessions that addressed student engagement strategies and best practices relating to the use of multicultural literature.
- 122 teachers participated in a Multicultural Symposium (three hours) that addressed relevant and current issues related to this topic.
- AVID Path Training (three days): Seven administrators and 64 teachers and counselors from AVID (Advancement Via Individual Determination) sites participated in sessions devoted to techniques to spread AVID strategies school-wide while working on their SY 2016-17 Site Implementation Plan.

- LSC – Staff Development (Orientation): This training outlined the LSC mission statement, which was, “As a Learning Support 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 an emphasis on African American and Hispanic students, including ELL students) in advanced academic courses; improve access and recruitment of students to ALEs; strengthen restorative and positive behavioral practices; implement an equitable and restorative culture and climate; coordinate and lead site Multi-Tiered System of Supports; and coordinate and lead site data analysis (***Appendix IV - 95, LSC Job Duties and Functions***).
- Task Analysis: Breaking Down the Standards (twelve hours): 103 teachers used the EEI Task Analysis process to analyze the District’s curriculum maps and District Curriculum 3.0, based on the Arizona College and Career Ready Standards (ACCRS), to understand and create lessons that address what students are expected to know and do to achieve mastery of the ACCRS.
- In September and December 2015, Title I school community liaisons received training in family engagement. All Title I liaison training is derived from Title I requirements, which mandate the use of research-based best practice, relying in part on the work of Dr. Joyce Epstein, an expert in school, family, and community partnerships at Johns Hopkins University.

#### ILA/ILT

- The District conducted an ILA session in September on using the Danielson Framework for Teaching 3B Using Questioning and Discussion Techniques.
- The District held sessions in July, September, November, December, January, February, March, and May on implementing PLCs within the District.

#### Wednesday PD

- All schools devoted eighteen sessions to PLCs.

## 2. Changes to Professional Evaluations

### Instructor-Led

- Teacher Evaluation Training (three hours): 311 evaluators and teachers participated in this Danielson-model session utilizing the TUSD modified Danielson Framework for Teaching, which addressed effective teaching components and how to identify them accurately and consistently.

### ILA/ILT

- The District provided four professional development sessions to site administrators and central office staff on teacher and principal evaluations during ILA meetings throughout the 2015-16 school year. Topics included the modified Danielson Framework for Teaching, 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 CRPI, the District provided several opportunities for professional development.

### Instructor-Led

- CRC intensive three-day teacher training (fifteen hours): 26 certified, one administrator, and two classified staff attended the July 9–11 training, which was designed specifically to help culturally relevant course teachers who were new to their position or currently assigned to courses to focus on curriculum, pedagogy, teacher/student/parent interactions, cultural competency, and critical literacy.
- On April 28, 2016, administrators at an ILA conference attended Creating Supportive and Inclusive Environment through Curriculum, Pedagogy, and Learner Based Approach: Culturally Responsive Discussion (**Appendix IV - 96, ILA Conference Agenda April 28**).
- On June 10, 2016, 137 administrators and certificated staff attended Observation and Feedback to Improve Teacher Practice, which used Appendix K “Characteristics of Culturally Responsive Teaching” as a basis for feedback (**Appendix IV - 97, June 10 Obs and Fdback PD Roster**).

- On June 16–18, 2016, 121 certificated staff attended the Institute for Culturally Responsive Education, sponsored by the CRPI Department in conjunction with the University of Arizona’s College of Education. The conference provided educators with research from nationally renowned scholars and strategies to promote innovation in addressing issues of educational equity and remedy inequities at their sites.
- Culturally Relevant Pedagogy and Instruction CRC Professional Development 2015-2016 (32 hours): This course provided professional development and resource training to 48 current CRC teachers, CRPI staff, and pilot CRC teachers. CRPI offered the sessions on four Saturdays each semester for current CRPI teachers; administrators also had an open invitation.

#### Wednesday PD

- Building a Culturally Responsive Classroom: An Introduction to Culturally Responsive Instruction (one hour): Approximately 35 Gridley Middle School teachers, classified staff, and principal attended this workshop on Cultural Capital/Funds of Knowledge concepts as an educational resource for curriculum development and culturally responsive instruction.

#### 4. Advanced Learning Experiences (ALEs)

##### Instructor-Led

- GATE PD: Lesson Planning (132 hours): 22 Gifted and Talented Education (GATE) teachers collaborated on creating lesson plans based on the District’s revised curriculum and the GATE Standards from June 1 to 30, 2016.
- GATE PD: GATE best practices and curriculum building (42 hours): Eighteen participants investigated best practices and strategies to use when teaching advanced learners. Topics during the June 14–30, 2016, training included compacting, differentiation instruction, higher-level questioning, and vocabulary building. Objectives, student needs, and development of lesson plans were addressed during curriculum building.
- Desert Summer Institute: The District provided free professional development at a five-day institute for teachers of advanced placement curriculum, gifted education, and honors or advanced classes. Eighty

District teachers took advantage of this training, which offered approximately twenty courses in June 2016.

#### Wednesday PD

- Gifted and Talented Education (GATE): The District's GATE Department held weekly professional development for its nineteen teachers in the GATE Itinerant program. More than 30 sessions covered topics of relevance to gifted education.

#### 5. Discipline

##### Instructor-Led

- USP: PBIS #2 - Implementation for Learning Support Coordinators (two hours): 45 participants learned how to design a consequence system for reducing inappropriate behavior with a focus on interventions.
- MASS Training of Positive Behavioral Interventions and Supports SY 2015-2016 (one hour): Twelve participants studied the PBIS framework, the adoption of evidence and research-based practices, and the use of data to guide decision making for effective responses to intervention.
- Student Equity - GSRR and AZ SAFE training: Four administrators, one certified, and two classified staff attended this training in September 2015, October 2015, November 2015, and March 2016. The sessions provided a review of the GSRR and ensured that the correct steps and procedures were followed in the discipline process for students within the District.

##### ILA/ILT

- The District provided nine sessions during ILA and ILT meetings, including a three-day PBIS Leadership Institute focusing on creating school environments that are culturally responsive.

##### Wednesday PD

- All District schools presented three trainings on culture and climate in November, January, and April (District early-release calendar).
- Holladay Restorative Practices PD (2.5 hours): Holladay faculty participated in an introduction to Restorative Practices and Circles

training to create a restorative and inclusive school climate; decrease suspensions, expulsions, and disciplinary referrals; hold youth accountable for their actions through repairing harm and making amends; and re-engage youth at risk of academic failure.

- Myers-Ganoung June 2016 PD: Myers-Ganoung staff participated in training on Restorative Practices to be used for restorative interventions for students.

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

Instructor-Led

- Data-Driven Instruction: Assessment, Analysis, Action, and Culture (twelve hours): 57 participants complete this training in November 2015 on the effective use of data analysis in a school setting.
- Using Data Effectively for Learning Support Coordinators (two hours): In this training in October 2015, 44 LSCs 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.

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 Benchmark Data, Data Dashboard, Discipline, Data, and Corrective Actions, and Data Analysis System.

Wednesday PD

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

- Scoring Benchmark Writing-Data Analysis: 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 SchoolCity was disaggregated and analyzed by each school.

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

Instructor-Led

The District provided several courses that addressed this topic, including sessions that focused on the needs of ELL students and other types of diverse learners.

- Language Acquisition: Dual Language Literacy Squared (30 hours): 176 educators took this course that addressed theory, current research, and instructional strategies as it relates and supports the instruction of the first and second language acquisition of students who participate in a dual language program.
- Language Acquisition Department Language Learning Symposium (6-24 hours): 156 administrators and teachers (K-12/English Language Department/Dual Language) attended keynote and break-out sessions on best practices for language learners: SIOP, 101 on language acquisition, compliance, bi-literacy, and language development.
- Two-Way Dual Language K-12 Summer Institute (30 hours): 57 participants attended sessions with the goal of incorporating appropriate instructional strategies specific to dual language program implementation with regard to meeting Common Core requirements.
- AZELLA Placement Training (nine hours): 154 participants took part in a hands-on training through a web-based AZELLA Testing Practicum to learn proper procedures to ensure test material security before, during, and after administration and adherence to test administration procedures and directions.
- USP: Secondary Grammar-to-Text (45.5 hours): 143 participants attended the training and coaching series focusing on grammar constructs, language skills, objectives, and scope and sequence for effective instruction and learning.
- In October 2015, District staff attended the three-day Title I Mega Conference, where they learned about disengaged and at-risk student populations and effective ways to promote family engagement strategies.

### Online

- The District provided self-paced trainings that supported students with diverse needs; more than 1,250 participants completed the McKinney Vento Training.

## 8. Classroom and School Management

### Instructor-Led

The District addressed classroom management in two instructor-led courses.

- Classroom Management-Especially for New Teachers (4 hours): 171 participants took this course addressing 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.
- In July 2015, 220 District office staff attended mandatory Office Stars Training on providing customer service, ensuring families receive necessary information, using discretion in sensitive situations, and creating a welcoming environment.

### ILA/ILT

- District administrators discussed the correct implementation of the Multi-Tiered System of Supports, climate and culture, and management strategies in more than ten sessions, including the PBIS Leadership Institute.
- In February and May 2016, District administrators received training and information about services available at the Family Resource Centers.

### Wednesday PD

- All schools devoted eighteen sessions to work in PLCs.

In addition to all the examples above, the District provided professional development opportunities for magnet administration and magnet coordinators throughout the year. 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 staff to analyze student achievement and demographic data and introduced magnet leadership teams, established at each site, to PLCs.

### 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;

See ***Appendix IV - 98, IV.K.1.a Hire or Designate USP Position*** which contains job descriptions and a report of all persons hired and assigned to fulfill the requirements of this section by name, job title, previous job title, others considered, and credentials for the 2015 – 2016 school year.

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

***No new Labor Market Analysis/Study were conducted for the 2015 - 2016 school year.***

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

***No new changes were conducted to the recruitment plan for the 2015 -2016 school year.***

See ***Appendix IV - 99, IV.K.1.c Recruitment Activities 2015-2016*** which contains a report of the recruitment activities for the 2015-2016 school year.

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, principal, etc.) 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;

To view data for all staff vacancies advertised, filled/not filled for the 2015 – 2016 school year see **Appendices IV - 100, IV.K.1.d.i (1) Teacher and USP Cert Positions Advertised SY 15-16** and **IV - 101, IV.K.1.d.i (2) Admin Job Postings 2015-2016 SY**.

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

See **Appendix IV - 102, IV.K.1.d.ii Interview Panel Committee-Final 6.15.16** to view interview committee participants for the 2015 – 2016 school year.

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;

The data required for (IV)(K)(1)(d)(iii) is contained in **Appendix IV - 23, IV.K.1.d.iii Certificated Staff and Administrators** for the 2015 – 2016 school year.

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

See **Appendix IV - 30, IV.K.1.d.iv - Certificated District Initiated Transfers (DIT)** which contains a report of all DITs by name, race/ethnicity, old site, previous job title, new assignment location, and new position for the 2015 – 2016 school year.

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 2015 - 2016 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;
- See ***Appendix IV - 103, IV.K.1.e - List of Interview Instruments and Rubrics*** to view the list of interview instruments used for administrators and certificated staff for the 2015-16 school year.
- 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;
- See ***Appendix IV - 22, IV.K.1.f - Declined Job Offers*** to view the list of view the reasons for declined job offers over a three-year comparison which includes the 2015 - 2016 school year.
- 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;
- The data required in section (IV)(K)(1)(g) is contained in ***Appendices IV - 26, IV.K.1.g (1) Assignment of Teacher certificated staff; IV - 27, IV.K.1.g(2) Teacher Diversity Plan; IV - 25, IV.K.1.g (3) Site Administrative Teams SY 2015-16; IV - 28, IV.K.1.g (4) Assignment of First Year Principals; and IV - 29, IV.K.1.g (5) Assignment of First Year Teachers*** for 2015-2016 school year.
- IV(K)(1)(h) A copy of the pilot plan to support first year teachers developed pursuant to the requirements of this Section;
- See ***Appendix IV - 104, IV.K.1.h First-Year Teachers Plan*** for the 2015 - 2016 school year.
- 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;

The data relevant to the evaluation of separations is included in the above narrative. 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);

The data required in section (IV)(K)(1)(j) is contained in **Appendix IV - 32, IV.K.1.j Teacher Survey Comparative Data by Grade Level 3 year comparison**. The report contains Annual teacher job satisfaction survey by grade level and ethnicity for the 2015 2016 school year.

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

See **Appendix IV - 8, IV.K.1.k - HR Focus Group Findings** for the 2015 - 2016 school year.

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

***In school year 2015 - 2016 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)(m) Copies of the teacher and principal evaluation instruments and summary data from the student surveys contemplated in (IV)(H)(1);

The data required in section (IV)(K)(1)(m) is contained in **Appendices IV - 37, IV.K.1.m(1) Teacher Evaluation Scaling-New Growth Model; IV - 38, IV.K.1.m(2) Principal Evaluation Explanation; and IV - 105, IV.K.1.m (3) Teacher Survey by Students (Mean Score by Questions and 7 Cs)** for the 2015 - 2016 school year.

IV(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;

See **Appendix IV - 106, IV.K.1.n (1) Description of Induction Mentor Program** and **Appendix IV - 107, IV.K.1.n (2) - Mentor Assignments SY15-16 Ethnicity** to view the description of New Teacher Induction Program and participating teachers/mentors for the 2015 -2016 school year.

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;

The data required by section (IV)(K)(1)(o) is contained in **Appendix IV - 108, IV.K.1.o Teacher Support Plan** for the 2015 - 2016 school year.

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

See **Appendix IV - 109, IV.K.1.p Leadership Prep Academy** to view the description of the Leadership Prep Academy for the 2015 -2016 school year.

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;

The data required by section (IV)(K)(1)(q) is contained in **Appendix IV - 84, IV.K.1.q. Master PD Chart USP**. This report contains a table of all formal USP professional development opportunities offered for the 2015 - 2016 school year.

## V. Quality of Education

Part of the District's overall commitment to integration, diversity, and racial equity is an emphasis on improving educational outcomes for traditionally disadvantaged racial and ethnic student groups and reducing any gaps in achievement among those groups. As described in more detail below, the District has devoted substantial efforts in a broad range of ongoing programs designed to address these issues, and has thus institutionalized this effort to a significant degree.

The District's efforts are clearly effective with respect to its African American and Hispanic students as compared to students in other districts in the state. Based on the most recent data available, the four-year graduation rate for African American students in the District is 79 percent, above the 75 percent overall graduation rate for the entire state of Arizona and a full 9 percent above the statewide graduation rate for African American students. Statewide, there is a 13 percent gap between the graduation rate for white students and for African American students; at TUSD, the gap is only 7 percent. The TUSD graduation rate for Hispanic students is 77 percent, which is likewise higher than the state average for all students and a full 8 percent above the statewide graduation rate for Hispanic students. And again, the statewide gap in graduation rates for white students and Hispanic students is 14 percent; at TUSD, the gap is only 9 percent. Similarly, the dropout rate for African American students in the District is 2 percent, below the 3 percent statewide dropout rate for African American students. The dropout rate for Hispanic students in the District is 1 percent, which is lower than the statewide 3 percent dropout rate for Hispanic students.<sup>49</sup>

The District's efforts to improve the quality of education for its African American and Hispanic students include increasing and improving these students' participation in Advanced Learning Experiences (ALEs) and dual language programs, addressing the literacy needs of English language learners (ELLs), working to reduce overrepresentation in the exceptional education program, maintaining inclusive school environments, and enhancing student engagement, which includes dropout prevention, culturally relevant courses, multicultural

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<sup>49</sup> Data compiled by the Arizona Department of Education, and reported at [www.azreportcards.com/AcademicIndicators/GraduationRate](http://www.azreportcards.com/AcademicIndicators/GraduationRate) and [Dropout Rate](http://www.azreportcards.com/AcademicIndicators/DropoutRate).



curriculum, Culturally Responsive Pedagogy, and other specific efforts to academically engage African American and Hispanic students and their families.

The District's significant attention to improving the educational experiences of Hispanic and African American students also has resulted in improved participation and results for these groups in several specific ALE programs. For example, to increase participation in Gifted and Talented Education (GATE) among African American and Hispanic students, the District held two GATE Night events prior to GATE testing to inform African American and Hispanic parents about opportunities to participate in GATE programs as an ALE choice. As detailed below, the District exerted extensive efforts to make sure these students' families were aware of GATE Nights and aware of GATE opportunities. The District also tested all students in 1st and 5th grades, which increased opportunities for African American and Hispanic students who may not have otherwise accepted invitations to be tested. As a result, the percentage of African American students testing for GATE programs increased from 4.8 percent to 5.5 percent of the total students tested from 2014-15 to 2015-16, and the percentage of Hispanic students testing increased from 62.2 percent to 65.5 percent in that same time period. At the same time, the District was recognized as one of a limited number of school districts in the U.S. and Canada that increased access to Advanced Placement (AP) course work while simultaneously maintaining or increasing the percentage of students earning passing scores on AP exams.

Additionally, University High School (UHS), the District's nationally acclaimed high school, continued extensive middle school outreach by having the recruitment and retention coordinator go to every middle school site to meet with all Hispanic and African American students. All the District's first-generation Hispanic and African American college-bound students already attending UHS were identified in August and September of 2015 and were matched with a teacher on campus who was excited to work with that student. Of these 130 students who received a mentor, all 130 finished the year without any D or F grades and committed to returning to UHS in the fall of 2016-17. Additionally, 100 percent of the District's African American and Hispanic students met or exceeded standards on all three of the AzMERIT math exams administered in the spring of 2016 (Algebra I, Algebra II, and Geometry).

The District targeted closing the achievement gap in part by implementing the Advancement Via Individual Determination (AVID) program at ten sites within

the District during the 2015-16 school year. As noted above and below, the achievement gap in the District is closing more rapidly than in other districts in Arizona. Additionally, based in part on the AVID program, the number of African American students enrolled in AP classes increased from 183 in the 2014-15 school year to 212 the following school year.

The District also focused on targeted academic intervention and supports aimed at improving the quality of education for all students on several fronts. Specifically, for example, during the 2015-16 school year, the African American Student Services Department (AASS) and Mexican American Student Services Department (MASS) implemented several strategies to provide targeted support to students, including student success specialists assigned to high need school-sites, mentoring supports, Multi-Tiered System of Supports (MTSS), use of the online request for services form, enrichment experiences, and parent engagement events.

To help address disparities in discipline occurring among minority students, two behavior specialists joined the AASS team and worked closely with the Exceptional Education Department to provide behavior intervention support. Additionally, student success specialists participated in the implementation of MTSS, which is designed to maximize achievement for all students by identifying appropriate support and intervening to provide support to students as needed. The District also implemented the Positive Behavioral Interventions and Supports (PBIS), In-School Intervention (ISI), and District Alternative Education Program (DAEP) to reduce out-of-school suspensions and provide necessary support to help the student continue his or her education while working through the disciplinary process. These programs resulted in a drastic reduction in disciplinary issues in the District.

Student Support Services also partnered with other organizations to provide more than 40 academic- and mentoring-related programs, including partnerships with the University of Arizona, the Graduate Chapter of Delta Sigma Theta Sorority, Goodwill GoodGuides, Girls Scouts of Southern Arizona, and the Desert Men's Council. MASS and the AASS departments also teamed up to form a committee to develop the *Student Services Mentor and Volunteer Handbook*, which provides clear guidelines and support for new mentors and volunteers. Student success specialists continued to be assigned to designated schools based on enrollment of Hispanic and African American students, and in the 2015-16 school year, specialist assignments

also took into consideration disciplinary needs reflected in quarterly discipline reports.

The District worked diligently to involve parents in ways that improve students' education now and in the future. For example, the quarterly (and often more frequent) parent information and student recognition events informed parents about strategies to support their child in school; offered workshops about college and career readiness; and connected families to TUSD departments, college outreach programs, and community organizations.

Additionally, the District's Language Acquisition Department (LAD) continued to expand dual language programs by providing significant training to all dual language teachers (K-12) in preparation for expanding the new Two-Way Dual Language Model (TWDL), which has provided and will continue to provide an increased number of students with opportunities to speak two languages and improve their academic achievement and future education and employment opportunities.

Some of the immeasurable successes achieved in part by improvements in the quality of education within the District include expansion of intercultural awareness and implementation and promotion of a comprehensive plan for cultural awareness and responsiveness. This included and continues to include extensive professional development for teachers, administrators, and staff, which has improved cultural literacy in the District, and has also enhanced the level of supportive and inclusive environments in the District.

Through these and other programs, and as evidenced by improvements in test scores, ALE participation and graduation rates, and decreases in the educational gaps between whites and minorities, the District has interlaced improvements to the quality of its students' education into its commitment to evidence-based decision making. The following provides more details for each of these programs and the measures of their success.

### **A. Advanced Learning Experiences**

The District provides a wide variety of ALEs for students to improve the academic achievement of African American and Hispanic students and ensure they have equal access to these courses and programs. The District reviews programs

every year and makes adjustments as needed to guide its efforts towards these goals.<sup>50</sup>

As mentioned in the introduction to this section, ALEs include GATE, Advanced Academic Courses (AAC), and UHS. GATE contains three separate programs—self-contained, pull-out, and resource—for students. AACs include AP courses, Pre-AP courses (Honors and Advanced), middle school classes for high school credit, dual credit courses, a dual language program, and the International Baccalaureate (IB) Programme. The third ALE, University High School, is a college preparatory high school for highly motivated students. Each ALE program is summarized below.

## **1. Gifted and Talented Education**

The District is committed to increasing participation by African American and Hispanic students in all of its GATE programs and services and to provide support to these students so they can be successful in these classes.

### **a. GATE Programs**

GATE in the District encompasses three separate programs: self-contained, pull-out, and resource.

Self-contained: Based on test scores, the District invites elementary and middle school students to enroll full time in classes with similarly qualifying peers. These classes, taught by a gifted-endorsed teacher, include an accelerated pace and extensions of the grade-level curriculum. Dual language self-contained GATE is also available in grades 1-8.

Pull-out: Elementary students qualify for pull-out services based on test scores. They attend their regular classes but are pulled out two to three times a week for curriculum extensions provided by a gifted-endorsed teacher.

Resource: Middle school students in 6th-8th grades, at both traditional and K-8 schools, participate in this open-access elective class. This elective provides curriculum extensions every day and is taught by a gifted-endorsed teacher.

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<sup>50</sup> § V(A)(4) in the Unitary Status Plan (USP) calls upon the District to improve the academic achievement of African American and Hispanic students and ensure they have equal access to Advanced Learning Experiences (ALEs).

**b. Additional GATE Services in SY2015-16****i. GATE Resource Program Services at K-8 Schools**

The District provided more students with GATE services due to additional support from itinerant GATE teachers and the institution of co-teaching models (***Appendix V - 1, K8 IT Services***). To facilitate this change, the GATE Department assisted Roskrige Bilingual K-8 Magnet School with a co-teaching resource class, assisted Safford Middle School to establish a GATE resource class with current staff, and provided itinerant pull-out services to Maxwell K-8 and Pueblo Gardens Elementary schools.

After collaboration with K-8 principals to improve access to services, the GATE Department provided pull-out services once a week with instruction by an itinerant GATE teacher. The GATE Department also worked with McCorkle K-8 to establish a co-teaching model for resource services. Informal feedback from the site principal and teachers regarding the GATE Department's collaboration with the K-8 schools was very positive and principals at the assisted sites requested that these services continue in SY 2016-17.

**ii. Itinerant Push-In Services for Kindergarten**

In the 2015-16 school year, the GATE Department provided for the first time whole-class itinerant GATE services for kindergarten and primary grades at targeted schools (Holladay, Carrillo, White, Hollinger, Pueblo Gardens, and Grijalva), with high populations of underrepresented students testing and qualifying for GATE services. When itinerant GATE teachers were not providing pull-out GATE services, they taught 45-minute critical thinking and reasoning lessons using gifted strategies in regular education classrooms. The purpose of these services was to determine if early exposure to gifted instruction opportunities would result in increased numbers of these students testing, qualifying, and enrolling in GATE programs as families became familiar with GATE services.

Itinerant GATE teachers also provided opportunities for whole-class instruction at most elementary sites during Wednesday mornings (***Appendix V - 2, Kinder WC Outreach***). They modeled gifted teaching strategies for regular education teachers, exposed them to gifted instruction opportunities, and promoted the benefit of gifted teaching strategies for all students. This model of exposure and increased familiarity to GATE services was a means of encouraging

underrepresented families to have their students tested for GATE services and enrolled in GATE programs if offered placement.

Site teachers who participated in whole-class instruction completed a follow-up survey. Teachers rated the whole-class instruction positively, especially regarding the lessons and strategies that were shared, but it was not possible to determine how effective the whole-class instruction was in increasing student GATE participation. The District plans to monitor participation in GATE testing and qualifying in SY 2016-17 for the students receiving this instruction and has established an outreach work log that will collect and provide data to assist in monitoring and evaluating the effectiveness of the outreach classes in SY 2016-17.

### c. GATE Participation

Overall, the number of students who have received GATE services over the past three years has decreased slightly (7 percent). This rate is marginally higher than the overall decrease in District enrollment (6 percent) over the same time period and occurred in both pull-out and self-contained GATE programs (*Appendix V - 3, GATE Participation Three-Year Comparison*).

**Table 5.1: African American and Hispanic Participation in GATE**

Type of ALE	Year	African American	AA%	Hispanic/Latino	H%
All GATE	13-14	215	5%	1,946	49%
All GATE	14-15	200	5%	1,973	51%
All GATE	15-16	207	6%	1,843	50%
Pull-Out GATE	13-14	72	5%	787	49%
Pull-Out GATE	14-15	66	4%	791	50%
Pull-Out GATE	15-16	79	5%	727	49%
Self-Contained	13-14	54	5%	505	47%
Self-Contained	14-15	50	5%	517	49%
Self-Contained	15-16	44	4%	473	47%
GATE Resource	13-14	89	7%	654	50%
GATE Resource	14-15	84	7%	665	55%
GATE Resource	15-16	84	7%	643	53%

Table 5.1 above, also shows that African American participation in all GATE programs increased by 1 percent in 2015-16, as a decrease in self-contained GATE participation was off-set by more students receiving pull-out services. Hispanic student participation remained stable or declined slightly in all three GATE programs from 2014-15.

Further analysis shows that the decrease in African American and Hispanic participation is not necessarily due to fewer students qualifying for GATE services (*Appendix V - 4, Self-Contained Qualifying Students and Placement*). Table 5.2 below shows the number of African American and Hispanic students who qualified for and enrolled in the self-contained GATE program. As the table shows, although fewer African American students qualified for self-contained GATE in 2015-16 than in 2014-15, a greater number chose to participate in a GATE program. The percentage of qualified African Americans receiving any GATE service rose from 51 percent to 78 percent in 2015-16. This is comparable to rates for both white and Hispanic students. A higher percentage of Hispanic students also chose to participate in a GATE program in 2015-16.

As the data also shows, the majority of students chose to stay at their neighborhood schools and receive GATE pull-out services rather than enroll in a full-time self-contained GATE program. Fifty-five percent of African American students who qualified for self-contained GATE chose this option, as did 49 percent of Hispanic students. Thus, students received equal access to self-contained GATE programs, but for various reasons the pull-out model appears to be more attractive to some families.

The data suggest that current outreach and marketing activities may be encouraging families of African American and Hispanic students to accept GATE services—regardless of the preferred model—at the same rate as families of white students, and that there is also room for growth.

**Table 5.2: Self-Contained Qualifying African American and Hispanic Students and Placement<sup>51</sup>**

GATE Status	African American		Hispanic	
	N	%	N	%
<b>Qualified for 15-16 SC</b>	<b>40</b>		<b>380</b>	
enrolled in SC	7	18%	74	19%
enrolled in PO	22	55%	188	49%
enrolled in R	2	5%	22	6%
<b>Total GATE</b>	<b>31</b>	<b>78%</b>	<b>284</b>	<b>75%</b>
not in GATE	2	5%	46	12%
not in TUSD	7	18%	50	13%
<b>Qualified for 14-15 SC</b>	<b>51</b>		<b>419</b>	
enrolled in SC	8	16%	62	15%
enrolled in PO	17	33%	196	47%
enrolled in R	1	2%	44	11%
<b>Total GATE</b>	<b>26</b>	<b>51%</b>	<b>302</b>	<b>72%</b>
not in GATE	12	24%	76	18%
not in TUSD	13	25%	41	10%

**d. GATE Goals**

Using the 20% Rule as defined by Dr. Donna Ford, the District monitors ALE participation to ensure there are no significant disparities by race or ethnicity. Participation that is less than 20 percent of the District's enrollment rate signifies a racial or ethnic disparity that must be assessed and/or addressed. Annual goals are set in accordance with Court Order 1771.<sup>52</sup>

Table 5.3 below, details the GATE ALE supplement goals for SY 2015-16. The District met its goals in the following areas: Self-contained participation for Hispanic students in the middle school grades, resource participation for both African American and Hispanic middle school students, and resource participation for high school Hispanic students. In all of these areas, GATE enrollment exceeded District

<sup>51</sup> SC = Self-Contained GATE; PO = Pull-Out GATE; R = Resource

<sup>52</sup> The Court approved the District's use of this 20% Rule in Court Order 1771 filed on February 13, 2015, stating "IT IS FURTHER ORDERED approving the 20% Rule as a rule-of-thumb annual goal to be met as soon as practicable but no later than the USP target date: SY 2016-2017." ECF 1771, p. 9.



enrollment. Although it did not meet its goals in other areas, the District made positive improvements in enrollment in pull-out services for both Hispanic and African American elementary students.

**Table 5.3: 40th-Day Enrollment in GATE Programs – ALE Supplement**

ALE	Ethnicity	Grade Level	Student enrollment (%) SY 2012-13	Student enrollment (%) SY 2013-14	Student enrollment (%) SY 2014-15	Student enrollment (%) SY 2015-16	Goal for grade level SY 2015-16 (Based on 20% Rule)	District enrollment (%) SY 2015-16
SC GATE	Af. Am.	Elementary (1-5)	4.0%	5.7%	5.9%	4.8%	7.2%	9%
SC GATE	Af. Am.	Middle (6-8)	4.5%	4.4%	3.8%	4.1%	6.4%	8%
SC GATE	Hispanic	Elementary (1-5)	45.0%	45.0%	46.3%	43.2%	49.6%	62%
SC GATE	Hispanic	Middle (6-8)	48.9%	48.7%	51.0%	<b>50%*</b>	48.0%	60%
PO GATE	Af. Am.	Elementary (K-5)	4.2%	4.2%	4.0%	5.4%**	7.2%	9%
PO GATE	Hispanic	Elementary (K-5)	45.3%	46.6%	47.8%	49.2%**	49.6%	62%
R GATE	Af. Am.	Middle (6-8)	7.7%	6.1%	7.7%	<b>7.3%*</b>	6.4%	8%
R GATE	Af. Am.	HS (9-12)	6.5%	6.8%	8.1%	6.3%	7.2%	9%
R GATE	Hispanic	Middle (6-8)	41.0%	42.1%	39.4%	<b>51.7%*</b>	48.0%	60%
R GATE	Hispanic	HS (9-12)	45.2%	44.3%	57.5%	<b>55.9%*</b>	47.2%	59%

The District recognizes that continuing efforts must be made to increase African American student participation. As one way to address this concern, TUSD implemented whole-grade testing in SY 2015-16 for 1st and 5th grades with a goal of increasing representation in self-contained GATE of African American and Hispanic students.

**e. GATE Dual Language Programs (Hollinger K-8 and Pistor MS)**

The District has two GATE dual language programs. The elementary GATE dual language program is located at Hollinger K-8 School and the middle school GATE dual language program is located at Pistor Middle School. All students who qualify for GATE self-contained services receive an invitation to attend either their feeder GATE self-contained school or the dual language program at their grade level. This practice of inviting all qualified students district-wide ensures open access to the GATE dual language programs.

Enrollment in GATE dual language had not increased in the last two years as shown below in Table 5.4. To address this lack of growth, the GATE coordinator met in September 2015 with each principal and staff at the schools to develop strategies to increase enrollment. The strategies included increasing marketing of the programs, increasing instructional resources available for each program, and holding specific events at the schools to showcase the campus and GATE dual language program.

**Table 5.4: 40th-Day Enrollment in GATE Dual Language Programs**

School	2013-14	2014-15	2015-16
Hollinger	41	68	51
Pistor	71	91	88

As a result of the meetings with the principal and staff at each GATE dual language school, the GATE Department increased its advertising of the Hollinger and Pistor dual language programs by creating individual rack cards for each school that included information specific to each program. The District distributed them at all outreach events and included them in the placement statements sent to all newly qualified families (*Appendix V - 5, DL Rack Cards*).

In March 2016, the District chose Hollinger as the site for one of the GATE qualifying makeup testing locations, which gave the school an opportunity to display its program and campus. Hollinger also held a GATE Night in April 2016 to share its program with families, and Pistor held a similar event, a GATE Open House, in March. The District advertised these events on the GATE website and posted announcements at all schools.

Table 5.5 below, shows the number and percentage of ELL students in each GATE program over the past three years. Enrollment for the pull-out and self-contained programs declined in SY 2015-16, compared to SY 2014-15. However, ELL enrollment in resource GATE resource increased by 50 percent.

**Table 5.5: 40th-day ELL Enrollment in GATE Programs**

Gate Program	Class Year	White	W%	African Am.	AA%	Hisp.	H%	Native Am.	NA%	Asian	A%	Multi-Racial	MR%	Total
PO GATE	1314	0	0%	1	3%	33	89%	0	0%	2	5%	1	3%	37
PO GATE	1415	0	0%	0	0%	29	97%	0	0%	1	3%	0	0%	30
PO GATE	1516	0	0%	1	5%	16	84%	0	0%	2	11%	0	0%	19
SC GATE	1314	0	0%	0	0%	4	100%	0	0%	0	0%	0	0%	4
SC GATE	1415	0	0%	0	0%	14	100%	0	0%	0	0%	0	0%	14
SC GATE	1516	0	0%	0	0%	10	100%	0	0%	0	0%	0	0%	10
R GATE	1314	0	0%	0	0%	1	50%	0	0%	1	50%	0	0%	2
R GATE	1415	0	0%	1	13%	6	75%	1	13%	0	0%	0	0%	8
R GATE	1516	0	0%	2	13%	14	88%	0	0%	0	0%	0	0%	16

## f. GATE Recruitment and Outreach Activities

### i. Self-contained Programs

The District held numerous recruitment and outreach activities to increase the number of African American and Hispanic students, including ELL students, who responded and accepted placement offers in GATE self-contained and GATE dual language self-contained programs. From September through November 2015, the GATE coordinator met with self-contained GATE teachers at each self-contained GATE school and with all itinerant GATE teachers to discuss and implement consistent student recruitment and retention support services. Each meeting agenda provided awareness of issues and concerns regarding student retention in GATE services and provided staff with consistent expectations and practices for reaching out to families to minimize declines and non-responses to GATE placement offers. Information also included monitoring and support procedures in place for students currently in the GATE program (*Appendix V - 6, RR Meeting Agenda*).

In March, the GATE Department sent each site a list of students whose families had not responded to placement offers by the due date, and a team of teachers at each site made direct phone calls to those families. In addition, the GATE Department sent reminder notices and a survey to nonresponsive families. Further, the department completed a GATE staff handbook that included procedures and options for increasing responses to placement offers through family outreach. The department shared these procedures with principals when it provided the information of non-responding families with GATE teachers during a June 2016

GATE training. The GATE Department will review the acceptance and placement data for SY 2016-17 to determine if the outcome of these efforts was successful.

ii. Pull-out Program

Prior to GATE pull-out classes starting in August 2015, the itinerant staff received the same training as the self-contained GATE staff regarding recruitment and retention procedures. Itinerant teachers also attended the open houses of their assigned schools, providing information to parents about the program and upcoming District testing, and attended parent teacher conferences.

iii. GATE Nights

The GATE Department held two GATE Night events prior to GATE testing to inform parents, with special outreach to African American and Hispanic families, about opportunities to participate in GATE programs as an ALE choice. The District sent invitations to GATE Nights to each student's home address, posted GATE Invitation to Test mailers and invitations at every site and on the TUSD and GATE websites, and included them in the District Team Update (***Appendix V - 7, GATE Night Notice*** and ***Appendix V - 8, GATE INV to Test***). In addition, the District sent GATE Night notice post cards to every school office to distribute to parents, and the sites also handed them out at parent-teacher conferences.

The District held GATE Night for elementary schools at Lineweaver Elementary on September 24, 2015, and for middle schools at Doolen Middle School on September 21, 2015. The GATE Department and each self-contained site provided parents with information about their programs. This presentation covered GATE testing, open enrollment, and transportation and gave parents an opportunity to ask questions about the GATE programs within TUSD. GATE Nights were well attended; approximately 100 families attended the elementary open house and approximately 75 families attended the middle school event. Staff conducted head counts of parents in attendance and took informal follow-up notes at the events (***Appendix V - 9, GATE RR OR Events***).

**g. GATE Testing**

i. Whole-Grade GATE Testing

For SY 2015-16, the District implemented whole-grade GATE testing for all students in 1st and 5th grades to increase opportunities for African American and Hispanic students who may not have otherwise accepted invitations to test and thus

qualify for GATE services. The District gave parents notice to opt out of this testing, but otherwise it assessed all students (*Appendix V - 10, OPT OUT Notice*). The District placed notices regarding whole-grade testing with an opt-out option on the District GATE website and at each school site and provided them at parent-teacher conferences. Ninety-three 1st grade families and 154 5th grade families opted out of participating in GATE testing. Seven African American families in 1st grade and eleven in 5th grade opted out, as did 44 Hispanic families in 1st grade and 90 in 5th grade.

Table 5.6 below, shows the number of students tested for the past three years. With whole-grade testing in 1st and 5th grades, the number of students tested in 2015-16 doubled from 2014-15. Even in non-whole-test grades, kindergarten and 2nd-4th, the total number of students tested increased. This was also true for both African American and Hispanic students at all grade levels except for 6th.

**Table 5.6: Students Tested for GATE Services 13-14 to 15-16**

Grade	Year	White	African Am.	Hisp.	Native Am.	Asian/ PI	Multi-Racial	Total Students Tested
0	13-14	168	28	257	9	10	34	506
	14-15	258	79	499	18	18	44	916
	15-16	277	88	567	22	18	35	1,007
1	13-14	140	38	302	14	15	22	531
	14-15	201	83	491	25	10	46	856
	15-16	629	324	2,066	140	65	133	3,357
2	13-14	149	23	285	14	13	23	507
	14-15	178	77	506	24	14	27	826
	15-16	195	85	599	22	14	43	958
3	13-14	129	34	283	10	15	14	485
	14-15	138	52	454	21	17	27	709
	15-16	174	77	470	19	14	28	782
4	13-14	113	26	262	10	8	10	429
	14-15	147	52	385	11	17	15	627
	15-16	124	62	402	19	19	27	653
5	13-14	90	33	262	11	6	16	418
	14-15	148	51	424	19	12	29	683
	15-16	588	252	2,003	153	49	90	3,135
6	13-14	46	23	166	6	9	10	260
	14-15	101	41	286	11	13	24	476
	15-16	73	29	236	14	4	11	367
<b>Total</b>	<b>1,314</b>	<b>835</b>	<b>205</b>	<b>1,817</b>	<b>74</b>	<b>76</b>	<b>129</b>	<b>3,136</b>
	<b>14-15</b>	<b>1,171</b>	<b>435</b>	<b>3,045</b>	<b>129</b>	<b>101</b>	<b>212</b>	<b>5,093</b>
	<b>15-16</b>	<b>2,060</b>	<b>917</b>	<b>6,343</b>	<b>389</b>	<b>183</b>	<b>367</b>	<b>10,259</b>

After testing in the fall of 2015, the District included invitations to attend open houses in the placement offers sent to all qualified student families. In January through March 2016, the elementary and middle schools held GATE open houses for families to attend and learn about the school's GATE program. In addition, Hollinger and White elementary schools held a second GATE night to give parents an additional opportunity to respond to the placement offer.

The GATE Department also worked with sites to call families that declined offers and sent a survey to them. The department created a database to collect the survey responses. Based on the information collected, the GATE Department called families to follow up on concerns or encourage placement. The GATE Department has since set up a database to keep a record of future follow-up telephone calls to

monitor whether families decline or accept after being contacted. The department also plans to address the concerns that were collected from parent surveys, including issues involving transportation, sibling placement, and open enrollment.

ii. English Language Learner Students

The District is committed to increasing the number of ELL students who receive GATE services. To make the invitation more appealing, the District edited it to make it easier to read and modified the text and formatting over the summer. The Invitation to Test mailer was sent home to families of students in kindergarten and grades 2-6 to test for GATE services. The District also added dates of the pre-testing GATE Open House in both English and Spanish so families could better plan to attend (**Appendix V - 8, GATE INV to Test**).

The GATE Department met with the Assessment and Program Evaluation Department in July 2015 to update the GATE testing timeline to ensure that all information needed to test ELL students was received in a timely basis prior to testing (**Appendix V - 11, GATE Test TL**). In October 2015, the GATE Department reviewed and updated the *GATE Testing* handbook to include procedures for testing ELL students. GATE test administrators received training prior to testing that included reviewing both the testing timeline and the ELL testing procedures (**Appendix V - 12, GATE ELL Test HB Add**).

The GATE Department met with the director of Language Acquisition in September, October, and November 2015 to review the GATE assessment and testing procedures used for identifying ELL students for GATE services. Meanwhile, the GATE coordinator and the project manager from Assessment and Program Evaluation attended the National Conference on Gifted Education in November 2015 to identify an alternative test to administer to ELL students. On November 17, 2015, the Language Acquisitions director, the GATE coordinator, and the project manager from Assessment and Program Evaluation decided that the Spanish version of the CogAT (Cognitive Abilities Test) would be administered to K-2 students and the Nagileri Nonverbal Ability Test (NNAT3) would be piloted in spring 2016 for students in 3rd-6th grades. However, the NNAT3 version was not available, although the vendor had originally indicated it would be. A pilot was conducted in spring of SY 2015-16 utilizing the NNAT2. For SY16-2017, the GATE Department will continue to research testing materials to assist in increasing the identification of ELL students for GATE services.

For GATE testing in SY 2015-16, the GATE Department called all families of K-6 Pre-Emergent/Emergent ELL students to inform them of testing dates and procedures and to answer any questions or receive input. The department administered a Spanish CogAT test to K-2 Pre-Emergent/Emergent Spanish-speaking ELL students or a nonverbal Raven assessment for other language speakers. The department utilized a nonverbal Raven screener for testing all 3rd-6th grade Pre-Emergent/Emergent ELL students. The GATE coordinator assigned Spanish speakers to administer the tests in small groups.

The District tested 146 Pre-Emergent/Emergent ELL students. This included 105 Hispanic ELL students and 25 African American ELL students. One Hispanic student out of three Pre-Emergent/Emergent ELL students qualified for pull-out GATE, and the sole qualifying student for self-contained was Hispanic.

iii. Additional Assessments

In spring 2015, the GATE Department piloted the Discovering Intellectual Strengths and Capabilities While Observing Varied Ethnic Responses (DISCOVER) assessment. The purpose of the pilot was to determine if the DISCOVER assessment would be an appropriate multiple measure to identify younger-age students and ELL and other students who may not be identified using the traditional tests utilized by the GATE Department, especially African American and Hispanic students. The department gave the assessment to approximately 400 students in grades K-1st, with a high percentage of Hispanic and African American students assessed.

In November 2015, the District evaluated the outcome of the DISCOVER pilot and the feasibility of conducting a second pilot. After analyzing the effectiveness of the DISCOVER assessment to identify underrepresented students, the District determined that the DISCOVER pilot did not identify a significant number of these students and that utilizing the DISCOVER test district-wide would not be feasible.

In November 2015, the GATE coordinator and staff from Assessment and Program Evaluation attended the National Association for Gifted Children convention and collected data on other options for an alternate test. In December 2015, the District decided to pilot the NNAT in April/May of 2016. Ten elementary school sites that had a large number of 1st grade African American and Hispanic students were selected to pilot the NNAT: Blenman, Cavett, Erickson, Grijalva, Holladay, Maldonado, Myers-Ganoung, Tully, Vesey, and Wright. First grade students were selected so that the NNAT scores could be compared to their 2015-16



Raven and CogAT scores. The District will analyze data results from the NNAT pilot to help determine if TUSD will use the NNAT for testing in SY 2016-17 or continue to research alternative testing protocols for identifying underrepresented students for GATE programs (*Appendix V - 13, NNAT IMP Plan*).

#### **h. Professional Development for GATE Teachers**

The GATE Department provided two days of professional development on GATE vertical and lateral articulation for each of the self-contained schools in SY 2015-16. Elementary staff (grades 1st-5th) from Hollinger, Kellond, Lineweaver, and White attended, as did middle school staff (6th-8th grades) from Doolen, Pistor, and Vail. The first of the two training sessions was held on February 3, 2016; the second training was held on April 27, 2016. A gifted education consultant, Erica Bailin, MA, MED, facilitated GATE training that focused on gifted strategies and classroom environment (*Appendix V - 14, CVEB*).<sup>53</sup> Attendees worked in break-out sessions for grade-level articulation. The training received positive feedback from attendees. Most of the professional development evaluation responses highly rated the training content and the facilitators who presented the training (*Appendix V - 15, PD EVAL Summary*).

Attendees also requested additional opportunities for more training on a variety of topics and more time for articulation among the teachers from the different GATE self-contained sites. The GATE Department thus provided five additional days of GATE training in June 2016 for 45 teachers. This training focused on project-based learning, differentiation, anchor charts, visuals, flexible groupings, and classroom environments. Professional development also included curriculum and lesson planning (*Appendix V - 16, GATE SC PD Agenda* and *Appendix V - 17, GATE PD SY2015-16*).

The English Language Development (ELD) teachers in Tully Elementary Magnet School's Gifted and Talented Program received professional development provided by the Language Acquisition Department in SY 2015-16. All teachers at Tully also received an additional 30 hours of professional development from the GATE Department on gifted strategies; differentiation, and anchor charts. The training provided visuals, modeling flexible groupings, and classroom environments

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<sup>53</sup> Ms. Bailin, an instructional designer and curricular developer, has taught gifted education and curricular planning at the university level and at the Phoenix Desert Institute and has presented gifted trainings at several educational institutions. She is a published writer on gifted content and provides gifted consultation to educational groups. She is considered an expert in gifted pedagogy and instruction.

to support utilizing GATE strategies in the implementation of the ELD curriculum (***Appendix V - 18, Tully GPD Cal***).

In July through August 2015, the GATE Department purchased Spanish literature books for the elementary dual language program. The Department created GATE Spanish kits for teachers to check out and utilize for classroom instruction. During the GATE self-contained professional development on February 23, 2016, teachers received training on utilizing the materials. After further collaboration, middle school teachers were included in the training and gained access to these materials.

#### **i. Gifted Endorsed Teachers in GATE Programs**

The District maintains a database of endorsement hours for each teacher working in a GATE program. In 2015-16, 158 certified teachers and site administrators had gifted-education endorsements and 28 teachers had provisional gifted-education endorsements (***Appendix V - 19, V.G.1.j. Certificated staff with certifications in Advanced Learning areas***).

In August 2015, the District sent notices and support plans to teachers in GATE positions who held a provisional gifted endorsement or who were working towards obtaining a gifted endorsement. The support plan advised teachers of opportunities the District offered for teachers to earn professional development hours toward their endorsement and a timeline commitment from the teacher to take action towards completing it (***Appendix V - 20, End Support Plan***). The GATE Department communicated with teachers and provided a support plan, which helped the District monitor the gifted endorsement status of teachers in GATE positions. Follow-up letters sent in January 2016 verified progress on support plans.

The District gave priority to teachers working toward a gifted endorsement to attend the National Association for Gifted Children convention in November 2015 and GATE professional development sessions held during SY 2015-16 at Tully Elementary. The District provided two days (fifteen hours) of professional development on February 3 and April 27, 2016, for teachers in self-contained classrooms. In June 2016, the GATE Department held five additional days of gifted education professional development. Teachers working on their gifted endorsement also had priority to attend the Phoenix Desert Summer Institute held in June 2016 to earn 30 hours toward the endorsement (***Appendix V - 21, GATE PD***).

*Rosters*). During SY 2016-17, the GATE Department will determine how many of the teachers who attended the trainings obtained a gifted endorsement.

**j. Department Collaboration**

A GATE representative regularly attended African American and Mexican American student services quarterly parent meetings. By sharing information, the student services staff informed African American and Hispanic families about GATE testing and other services provided to increase testing for GATE and acceptance of GATE placement offers. A Spanish-speaking GATE representative attended all Mexican American Student Services quarterly meetings. A GATE representative also attended Parent University and the School Community Partnership Committee (SCPC).

During these events, a GATE representative distributed flyers, presented information about the program to parents, and answered any parent inquiries. GATE representatives also attended the African Students Awards Banquet to further demonstrate the partnership between African American Student Services and the GATE Department (*Appendix V - 9, GATE RR OR Events*).

In addition, the GATE Department collaborated with the District's Communication and Media Relations Department to improve distribution materials that were provided to parents at these events. Individual rack cards with program and contact information were created for the GATE Department and three district-wide programs—Tully Elementary Magnet School, Hollinger Elementary School, and Pistor Middle School—as noted earlier. The Communications and Media Relations staff also assisted in designing mailers sent to school sites and families and created flyers for the District website to advertise upcoming GATE events.

**k. Expansion of GATE Services**

In SY 2015-16 the GATE Department implemented several strategies to expand GATE services, including Itinerant Push-In Services in kindergarten and GATE whole-grade testing, as noted above. In addition to these services, the department provided support to implement new GATE programs at Tully Elementary Magnet School, Wheeler Elementary School, and Roberts-Naylor K-8 School.

i. Tully Elementary Magnet School

For the 2016-17 school year, the District will initiate a new GATE magnet program at Tully Elementary. As stated in the Tully Magnet Implementation Plan SY 2015-16, the GATE Department provided Tully staff with professional development in gifted instructional strategies and classroom environment during the 2015-16 school year in preparation for the 2016-17 implementation (***Appendix V - 22, Tully IMP Plan***).

The Tully GATE Magnet program will be a modified GATE self-contained model. Gifted-endorsed teachers will provide gifted education instruction and use gifted education strategies to all students in regular classrooms. Attendance at Tully does not require qualifying on a GATE assessment to attend. All students within the Tully boundary will be able to participate, along with open enrollment magnet students. On-site curriculum service providers will offer ongoing gifted training during Wednesday staff development and professional learning communities (PLCs) time and co-teaching for every classroom teacher.

The Tully implementation plan provided a road map for Tully staff to learn gifted instructional strategies with a focus on creating a gifted and talented classroom and school-wide environment. Weekly collaboration between the Tully principal and the GATE coordinator created a positive atmosphere with consistent expectations and follow-through on the plan components. The Tully Implementation Plan required that all teachers at Tully have a provisional gifted endorsement by SY 2016-17, which requires 90 professional hours of gifted training. The GATE Department provided Tully staff with 30 hours of gifted professional development towards a gifted endorsement from the state of Arizona (***Appendix V - 18, Tully GPD Cal***). Tully staff also received priority registration to attend the Phoenix Desert Summer Institute for up to 60 hours of gifted training in June 2016.

Additionally, the District hired three curriculum service providers to provide on-site training and mentoring for Tully teaching staff for SY 2016-17. Ms. Bailin, the gifted education consultant, and the GATE Department provided 24 hours of gifted education training to the Tully curriculum services providers in June 2016. Using a train-the-trainer model, this will enable the District to continue gifted professional development and PLC work throughout SY 2016-17 (***Appendix V - 23, GATE Con SOW***).

The GATE Department collaborated with the Tully principal to update the Tully Elementary Magnet School Gifted and Talented Program implementation plan for SY 2016-17 to continue to support the GATE program at the school. The department will continue to meet biweekly with the Tully principal during the 2016-17 school year and will provide monthly training to the curriculum service providers using a train-the-trainer model. A gifted education consultant will provide quarterly professional development training throughout SY 2016-17.

ii. Wheeler Elementary School and Roberts-Naylor K-8 School

The District will implement one 2nd grade GATE class at Wheeler Elementary and both a kindergarten and a 2nd grade GATE class at Roberts Naylor K-8.

## **2. Advanced Academic Courses**

The District is committed to increasing participation by African American and Hispanic students in all of its Advanced Academic Courses and to provide support to these students so they can be successful in these classes. As noted earlier in this section, the District offered six types of advanced academic courses: AP, Pre-AP, dual-credit, International Baccalaureate, dual language, and middle school courses for high school credit.

Advanced Placement: AP courses enable high school students to take introductory college-level classes. The College Board approves the course curriculum and materials. Students may take a national exam at the end of the year to qualify for college credit.

Pre-AP Honors and Pre-AP Advanced: Middle and high school students can enroll in Honors (language arts, social studies, and science) or advanced mathematics classes for a more rigorous experience designed to prepare them for the possibility of taking AP, International Baccalaureate, or dual credit classes.

Dual Credit: High school juniors or seniors can enroll in courses in which a local college or university oversees the curriculum and materials. Students passing the course receive both high school and college credit for the state university system.

International Baccalaureate: IB is a K-12 international program that guides students who aspire to be rigorous learners as part of a global community.

The District participates in the IB middle years and high school curriculum programs, with the high school program providing either individual IB courses or an entire IB Diploma Programme. High school students enrolled in IB courses or the IB Diploma Programme may earn college credits.

Dual Language: Dual language K-12 programs teach coursework in both Spanish and English to increase the number of academically bilingual students, thereby preparing them to compete in a global economy.<sup>54</sup>

Middle School for High School Credit: Middle school students taking these courses gain a high school credit for the content of the class while they are in middle school. Examples include Algebra 1, Geometry, Spanish 1, and Integrated Science.

#### **a. Enrollment Goals: ALE Supplement**

Using the 20% Rule as defined by Dr. Donna Ford, the District monitors ALE participation to ensure there are no significant disparities by race or ethnicity. Participation that is less than 20% of the District's enrollment rate signifies a racial or ethnic disparity that must be assessed and/or addressed. Annual goals are set in accordance with Order 1771.

The District succeeded in meeting and exceeding the 20% Rule goal in 25 of 42 goals (***Appendix V - 24, V.G.1.c. ALE 40<sup>th</sup> Day Enrollment ALE Supp Goals Summary All ALE***).<sup>55</sup> In addition, positive progress was made in meeting eight additional goals. For example:

- 8.4 percent of K-8 Honors students were African American, compared to the 7 percent of African American K-8 Honors students in SY 2012-13.
- 56.7 percent of high school Honors students were Hispanic, compared to 47.2 percent in SY 2012-13.
- The percentage of Hispanic (50 percent) and African American (8.1 percent) students in dual credit classes grew from 38.9 percent and 7.4 percent, respectively, since SY 2012-13.

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<sup>54</sup> While dual language is not identified in the USP as an ALE, it was so identified by the TUSD Governing Board and by the Court in its order filed 1/27/16, Doc. 1895.

<sup>55</sup> ***Appendix V - 24, V.G.1.c ALE 40<sup>th</sup> Day Enroll ALE Supplement Goals Chart Summary All ALE*** shows the progress that has been made for each ALE. It provides the ethnic enrollment for each ALE since the 2012-13 school year and also shows the general ethnic enrollment for this school year, the 20% Rule goal for each ALE, and which ALEs made that goal. An asterisk (\*) indicates percentages where this goal has been met in the 2015-16 school year; a double asterisk (\*\*) indicates areas in which the goal has not been met but positive progress has been made, as evidenced by increased enrollment during SY 2015-16.

- In K-8 schools, the percentage of Hispanic students in high school credit classes was 76.5 percent—more than their overall enrollment of 63 percent in those schools.
- The percentage of minority students in high school AP classes grew for the past three years.

### b. Advanced Placement (AP)

High school credit AP classes provide students with a rigorous high school experience and the potential for college credit. To help students, especially African American and Hispanic students, take advantage of such an opportunity, the District has made increasing AP enrollment a priority, and efforts overall have been successful: AP enrollment grew from 2,521 students in the 2012-13 school year to 3,287 students in SY 2015-16.

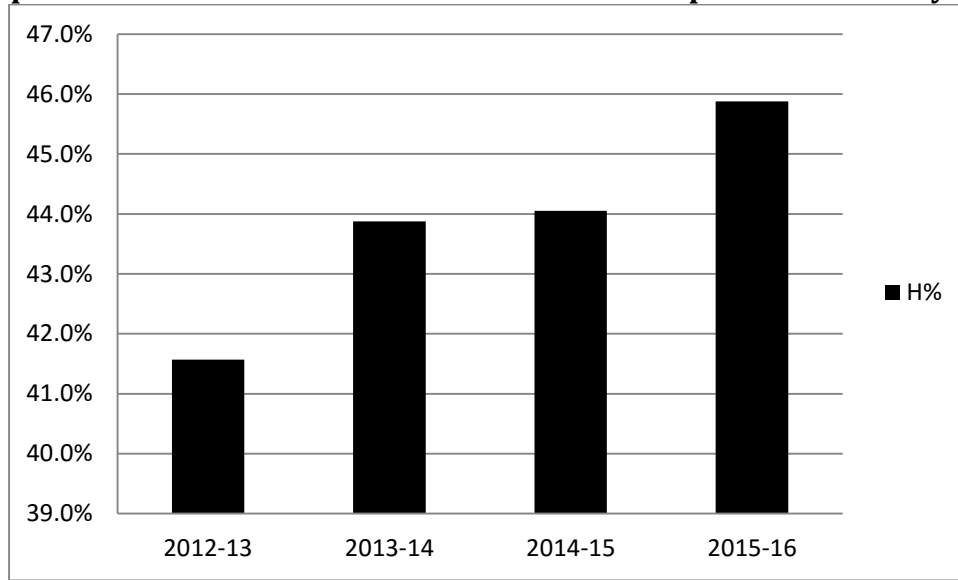
#### i. AP Goals

The District did not achieve the goal based on the 20% Rule (7.2 percent African American and 47.2 percent Hispanic) during the 2015-16 school year, but Table 5.7 and Graphs 5.8 and 5.9 show positive progress for both African American and Hispanic students (“AA” and “H,” respectively, in the table) over the course of the last four years. Enrollment of African American students in AP classes increased each year, from 5.3 percent in SY 2012-13 to 6.5 percent in SY 2015-16. Enrollment of Hispanic students in AP classes increased from 41.6 percent in SY 2012-13 to 45.9 percent in SY 2015-16.

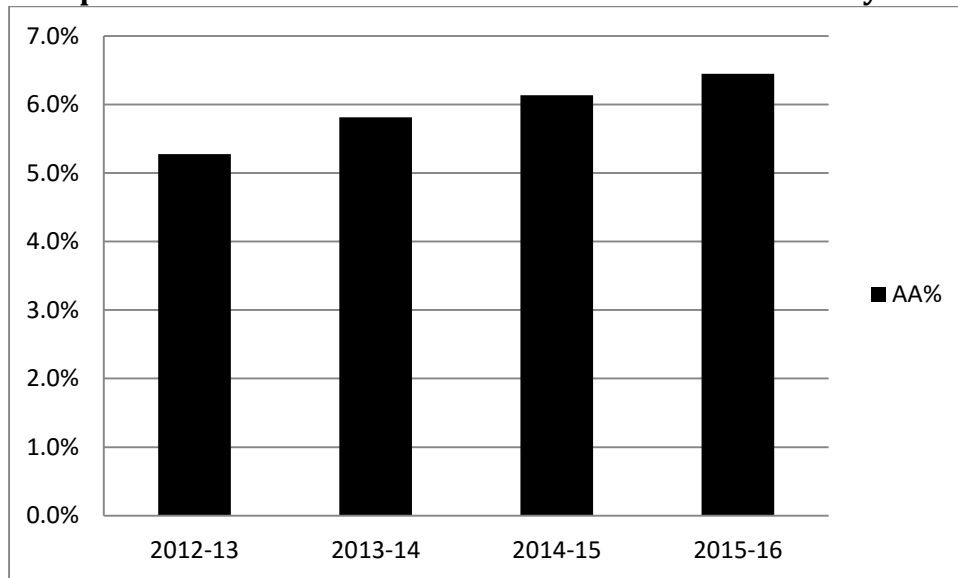
**Table 5.7: AP Enrollment by Year and Ethnicity**

Type of AAC	Class Year	African American Enrollment(%)	Goal for Grade Level SY 2015-16 (Based on 20% Rule)	Hispanic Enrollment (%)	Goal for Grade Level SY 2015-16 (Based on 20% Rule)	AAC Total
AP	2012-13	5.3%		41.6%		2,521
AP	2013-14	5.8%		43.9%		2,580
AP	2014-15	6.1%		44.0%		2,983
AP	2015-16	6.5%	7.2%	45.9%	47.2%	3,287

**Graph 5.8: Advanced Placement Enrollment of Hispanic Students by Year**



**Graph 5.9: AP Enrollment of African American Students by Year**



The District is one of 425 school districts in the United States and Canada and three school districts in Arizona to be honored by the College Board with placement on the 6th Annual AP District Honor Roll (*Appendix V - 25, ap-district-honor-roll-6<sup>th</sup>-annual*). This award looked across all exams taken for the 34 AP courses offered in the District for three years, from SY 2013 to SY 2015, and required that certain criteria be met:



- Increase participation/access to AP by at least 4 percent in large districts, at least 6 percent in medium districts, and at least 11 percent in small districts;
- Increase or maintain the percentage of exams taken by black/African American, Hispanic/Latino, and American Indian/Alaska Native students; and
- Improve or maintain performance levels when comparing the 2015 percentage of students scoring a 3 or higher to the 2013 percentage.

As part of this award, the College Board also recognized the District for achieving these results with a 30 percent or greater enrollment of underrepresented minority students (black/African American, Hispanic/Latino, American Indian/Alaska Native). Reaching these goals indicates that a district is successfully identifying students who are ready for the AP opportunity (***Appendix V - 26, V.G.1.a 40th Day ALE Status 1213-1516***).

ii. AP Student Mentors/Tutors and Test Prep

To increase enrollment of minority students in AP courses, the District created opportunities for collaboration between the African American and Mexican American student services departments, trained site counselors and learning support coordinators (LSCs), and provided two AP mentors and tutors at each high school to tutor students in courses based on need at each site. The District also provides for one AP mentor at each site for non-academic support as needed by each student.

During the 2015-16 school year, the ALE director met with the site AP mentors and tutors to provide direction while providing an opportunity for strategies to be shared among them. At these meetings, they discussed relevant topics, including support for students; student recruitment for AP Boot Camp, which is discussed below; AP test preparation; and tutoring services (***Appendix V - 27, AGENDA – AP Mentor Meeting 021616 w notes***). In addition to the work of the mentors, the high school AP tutors assisted students with homework and difficult course concepts before and after school throughout the year.

The District also paid for each AP teacher to provide four hours of AP exam preparation for students. During the second semester, each AP teacher provided a test prep session for their students to ensure they were ready for the year-end AP test for their course. All of these supports were communicated out to principals on August 18, 2015 (***Appendix V - 28, Memo to Principals re AP Supports 8-18-15***).

iii. AP Boot Camp

During the summer, students new to Advanced Placement classes were invited to attend an AP Bootcamp to acclimate them to the rigors of AP courses while providing them with skill support so they would be prepared when their courses started in fall 2016. Attending students worked with AP teachers to practice critical reading, writing, and study skills that will help them succeed at AP classes. In all, 156 students attended across five sites, including Pueblo, Rincon, Sabino, Sahuaro, and Tucson high schools. The enrollment demographics of attending students roughly matched that of the District, with African American students making up 7 percent of those enrolled and Hispanic students making up 64 percent.

**Table 5.10: AP Boot Camp Registration by Ethnicity**

<b>Ethnicity</b>	<b>Number</b>	<b>Percentage</b>
African American	9	7%
Hispanic	101	64%
Native American	6	4%
Asian	7	4%
Multi-Racial	1	1%
White	32	20%
Total Students	156	100%

All of these supportive efforts resulted in an increase in the number of AP exams taken by African American and Hispanic students and in the number of exams receiving a passing score of a 3 or higher.

**Table 5.11: Number of AP Exams that Scored a 3 or Higher (Passing) by Year by African American and Hispanic Students**

<b>Year</b>	<b>African American: Exams taken</b>	<b>African American: Exams passed</b>	<b>Hispanic/Latino: Exams taken</b>	<b>Hispanic/Latino: Exams passed</b>
2015	134	68	1,218	623
2014	97	53	1,076	564
2013	92	42	1,113	576
2012	77	45	888	492
2011	77	44	717	428

iv. AP Exam Scholarships

In January 2016 a TUSD committee met to review the process for providing AP exam scholarships to students (***Appendix V - 29, AgenAPScholars Cmmitee***). The committee reviewed a number of topics, including previous scholarship structures, the current price structure of AP exams, resources available to support students with the costs of AP exams, and barriers that might exist in moving forward with providing scholarships for the exams. The committee determined that a means for low-income students to receive support in paying for exams already existed, but that more could be done to support multiple exam fees. The normal fee for an AP exam is \$92, but if a student qualifies for free/reduced lunch, they pay \$20 per exam.

The committee provided District leadership with two recommendations, which were accepted on March 1, 2016 (***Appendix V - 30, AP Scholarship Proposal***). The first recommendation focused on African American and Hispanic students who took multiple exams with a cost associated with each exam. The committee proposed a scholarship that would cover the cost of any additional exams beyond the first exam for African American or Hispanic students. Those students who qualified for free/reduced lunch would pay the first \$20 exam fee, and the District would pay for the additional exams. Similarly, students who did not qualify for free/reduced lunch would pay the first \$92 exam fee only. The second recommendation allowed sites to use other funds (PTA, tax credit) to supplement the scholarships by providing them to other students who would not qualify with the above criteria or for students who do qualify as above but who didn't have enough money to cover the initial exam fee. The District allocated funds in the ALE budget for this purpose and notified high school counselors and principals of the scholarship process.

The ALE office asked each site to submit a spreadsheet detailing the students who needed a scholarship. The District then compiled information on the scholarships provided to students, including race and ethnicity of all students. A final list showed the students who received scholarships through this process. Through this AP scholarship process, 10 African American students received 11 scholarships, and 74 Hispanic students received 93 scholarships.

**Table 5.12: African American and Hispanic Students Awarded AP Exam Scholarship**

<b>Ethnic Group</b>	<b>Number of Students</b>	<b>Number of AP Exam Scholarships</b>
African American	10	11
Hispanic	74	93

**c. Pre-AP Honors**

Pre-AP Honors classes exist in grades 6-12 in science, social studies, and language arts. These courses lead students into a pipeline for eventually taking AP classes in high school. As shown in Table 5.13, below, the District met its goal for both the African American and Hispanic populations at K-8 sites (8.4 percent African American and 60.2 percent Hispanic) and middle school sites (7.8 percent African American and 50.6 percent Hispanic). The District also met its goal for Hispanic students in grades 9-12 with an enrollment of 56.7 percent, which is 10 percent higher than the goal.

The District did not meet the enrollment goal of 7.2 percent for African American students, who made up 5.9 percent of the enrollment. However, as African American students made up nearly 8 percent of the enrollment in the Pre-AP Honors classes in grades 6-8, it is expected that TUSD will show an increase in those grades in coming years as these students matriculate up the pipeline to high school.

**Table 5.13: Pre-AP Honors Enrollment by Year and Ethnicity**

<b>Type of AAC</b>	<b>Class Year</b>	<b>African American Enrollment (%)</b>	<b>Goal for Grade Level SY 2015-16 (Based on 20% Rule)</b>	<b>Hispanic Enrollment (%)</b>	<b>Goal for Grade Level SY 2015-16 (Based on 20% Rule)</b>	<b>AAC Total</b>
Pre-AP Honors	2012-13	5.9%		48.7%		4,783
Pre-AP Honors	2013-14	6.5%		51.9%		4,817
Pre-AP Honors	2014-15	6.9%		53.2%		4,950
Pre-AP Hon. K8	2015-16	8.4%	7.2%	60.2%	50.4%	5,473
Pre-AP Hon. MS	2015-16	7.8%	6.4%	50.6%	48.0%	
Pre-AP Hon. HS	2015-16	5.9%	7.2%	56.7%	47.2%	

**d. Pre-AP Advanced**

Pre-AP Advanced includes advanced math courses in middle school that lead to students taking algebra for high school credit in 7th or 8th grade. Middle school and K-8 programs both met the 20% Rule goal for the last four years for Hispanic

students but not for African American students. The District will continue its efforts of targeted outreach and encouragement to these students to enroll in these courses.

**Table 5.14: Pre-AP Advanced Enrollment by Year and Ethnicity**

Type of AAC	Class Year	African American Enrollment (%)	Goal for Grade Level SY 2015-16 (Based on 20% Rule)	Hispanic Enrollment (%)	Goal for Grade Level SY 2015-16 (Based on 20% Rule)	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%		1,309
Pre-AP Adv. K8	2015-16	5.9%	7.2%	58.3%	50.4%	1,207
Pre-AP Adv. MS	2015-16	5.9%	6.4%	54.4%	48.0%	

With the exception of SY 2014-15, the percentage of African American students enrolled in Pre-AP Advanced courses has not increased, remaining near 6 percent. To address this, the District provided a list of 5th grade African American and Hispanic students to school counselors for use in targeting students for 6th grade advanced math classes. This enables these students to participate in an advanced math track with the potential of enrolling in Algebra 1 in 8th grade. This process is a part of the District's plan to explore the use of an algebra readiness assessment.

#### **e. Dual Credit**

The District works in collaboration with Pima Community College and the University of Arizona to provide dual credit classes at TUSD high schools. Both institutions ensure that the high school instructors are college certified and utilize the same curriculum as similar college-level courses, while TUSD assists the students in course enrollment and provides the venue and teacher.

As these courses qualify for college credit in all state universities in Arizona, they can save students and their families from having to pay for the courses later and help provide a university pipeline for students. The District met the 20% Rule goal for both African American (8.1 percent) and Hispanic (50 percent) students. While TUSD has met the 20% Rule goal for the last three years, the overall percentage of enrollment has not shown a consistent trend of growth. African American student enrollment was at 8.1 percent in SY 2013-14 and SY 2015-16,

while Hispanic enrollment has been around 50 percent for the same years. The District has begun meeting with representatives from Pima Community College to explore new dual credit opportunities to increase the number of course offerings available to students.

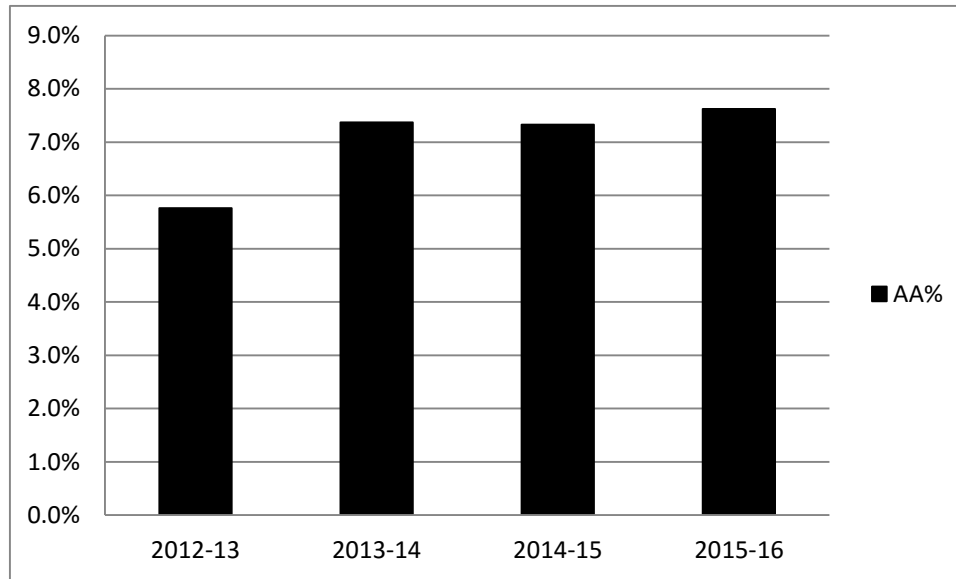
**Table 5.15: Dual Credit Enrollment by Year and Ethnicity**

Type of AAC	Class Year	African American Enrollment (%)	Goal for Grade Level SY 2015-16 (Based on 20% Rule)	Hispanic Enrollment (%)	Goal for Grade Level SY 2015-16 (Based on 20% Rule)	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
Dual Credit	2015-16	8.1%	7.2%	50.0%	47.2%	186

#### **f. International Baccalaureate**

Recognized as part of the world-wide International Baccalaureate Programme, the IB is a continuum of education for students who wish to take rigorous coursework that culminates in the opportunity to receive an IB high school diploma and/or accompanying college credits. Schools must be authorized to teach IB programs, and every authorized school is known as an IB World School. Programs within IB include the Diploma Programme (DP), the Middle Years Programme (MYP), and the Career-related Programme.

In the 2015-16 school year, the IB Programme was offered at three schools: Cholla Magnet High School, Safford Magnet K-8, and Robison Magnet Elementary. Robison and Safford are IB schools where all students take the IB curriculum. Cholla provides either individual IB courses or an entire IB Diploma Programme. The District met the 20% Rule goal for African American and Hispanic students at both the elementary and K-8 sites, and for Hispanic students at Cholla (**Appendix V - 24, V.G.1.c. ALE 40<sup>th</sup> Day Enrollment ALE Supp Goals Summary All ALE**). Attracting more African American students at Cholla is an obtainable goal, as enrollment in IB there has increased in the past four years.

**Graph 5.16: IB Enrollment at Cholla of African American Students by Year**

The total number of students in the IB Programme at Cholla increased by 58 percent in one year, as shown below in Table 5.17. This significant increase can be attributed to the extensive recruitment of incoming 8th and 9th graders to the IB Prep Programme. Cholla has worked directly with the Magnet and ALE departments to attend and host as many recruitment events as possible to attract students to the program (*Appendix V - 31, IB Recruitment Efforts Cholla High School*). The Cholla IB Department established a working relationship with School Community Services for placement within IB Prep and Diploma. Many IB Prep students continue into the IB Diploma Programme. In addition, as an open access ALE, school-wide recruitment into the DP is conducted for all 10th graders.

**Table 5.17: Cholla IB Program Enrollment**

	# of Diploma Candidates	# of Certificate Students	Total in IB Programme
Class of 2016	21	55	76
Class of 2017	32	88	120

**Table 5.18: IB Diploma and Certificate Students by Ethnicity - Cholla Administrative data**

Ethnicity	Class of 2016		Class of 2017	
	Diploma (21)	Certificate (55)	Diploma (32)	Certificate (88)
Native American	1 (4.8%)	2 (3.6%)	3 (9.4%)	4 (4.5%)
Asian	-	-	2 (6.25%)	-
African American	-	2 (3.6%)	2 (6.25%)	7 (7.95%)
Hispanic	20 (95.2%)	45 (81.8%)	23 (71.9%)	72 (81.8%)
Multi-racial	-	2 (3.6%)	-	1 (1.1%)
White	-	4 (7.3%)	2 (6.25%)	4 (4.5%)

Currently, Cholla offers open-access IB Prep courses in 9th and 10th grade. These courses support the IB Diploma Programme, which is available to students in 11th and 12th grade (*Appendix V - 32, IB MYP*). In the 2014-15 school year, Cholla conducted extensive research on the possibility of further expanding its IB Programme by implementing the IB Middle Years Programme for 9th and 10th grade students. As stated by IB International:

“The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.”

During the initial study, a team from Cholla visited two IB MYP high schools in Houston in SY 2014-15. The principal of Cholla Magnet High School presented a summary of the finding of the Houston trip to the Superintendent’s Leadership Team in January 2015 (*Appendix V - 33, IB Presentation to SLT 1-25-15*).

In addition, Cholla conducted a faculty-wide survey in February 2016 regarding the possible expansion of IB offerings, using the following instructions: “Tucson Unified School District offers the following Advanced Learning Experience options; please rank them in order of importance to you.” Of the responses, 41 percent felt that IB courses were most important to offer as an ALE at Cholla. Cholla already has started exploring how to provide multiple avenues for a college experience. In May 2016, 25 IB juniors were provided an opportunity to take AP exams. In addition, dual credit with Pima Community College is currently being reviewed.



**Table 5.19: Cholla Faculty Survey Result**

<b>Choice</b>	<b>1</b>	<b>2</b>	<b>3</b>
Advanced Placement Course	12 (28%)	12 (28%)	19 (44%)
Dual Credit with Pima and UA	14 (35%)	18 (45%)	8 (20%)
International Baccalaureate	17 (41%)	10 (24%)	14 (34%)

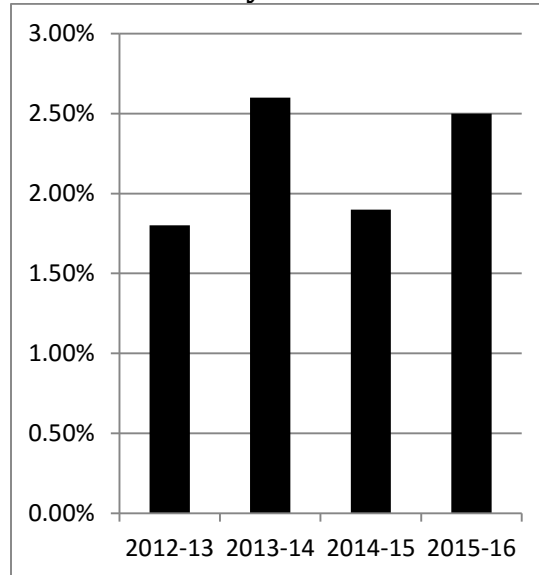
The school also conducted extensive research on the benefits for minority students and the impact MYP has on the Diploma Programme. In addition, teachers were given the opportunity in June 2016 to infuse MYP and DP pedagogy into their curriculum. The IB coordinator and teachers reviewed the curriculum maps and lesson plans in August 2016 through structured PLCs. In addition, the IB coordinator wrote two units for the Pre-AVID course for all incoming freshman (AVID is described later in this section of the annual report). These two units include MYP pedagogy and introduction to the IB Learner Profile, International-mindedness, and IB DP Theory of Knowledge fundamentals.

The application fee deadline for MYP candidacy is April 1, 2018, and the authorization process to become an MYP school takes three years. Therefore, the District shifted Cholla's proposed implementation of MYP to SY 2018-19. In keeping with its goal of becoming a full IB World School, Cholla will apply for the IB Career-related Programme (CP) for SY 2017-18. Because Cholla already is an authorized Diploma Programme school, the implementation of the IB CP involves a shorter application process. There is, however, an \$8,500 application fee, which would need to be paid through the site magnet budget should Cholla have leadership approval to continue pursuing this work. This will be determined during the 2016-17 school year.

#### **g. Dual Language**

The District offers programs that teach coursework in both Spanish and English to help students become bilingual and bi-literate in those languages. When evaluated against the 20% Rule for Hispanic/Latino enrollment, dual language has met the goal for the past four years. African American student enrollment in dual language programs has remained steady, perhaps because African American students are choosing alternative ALE programs.

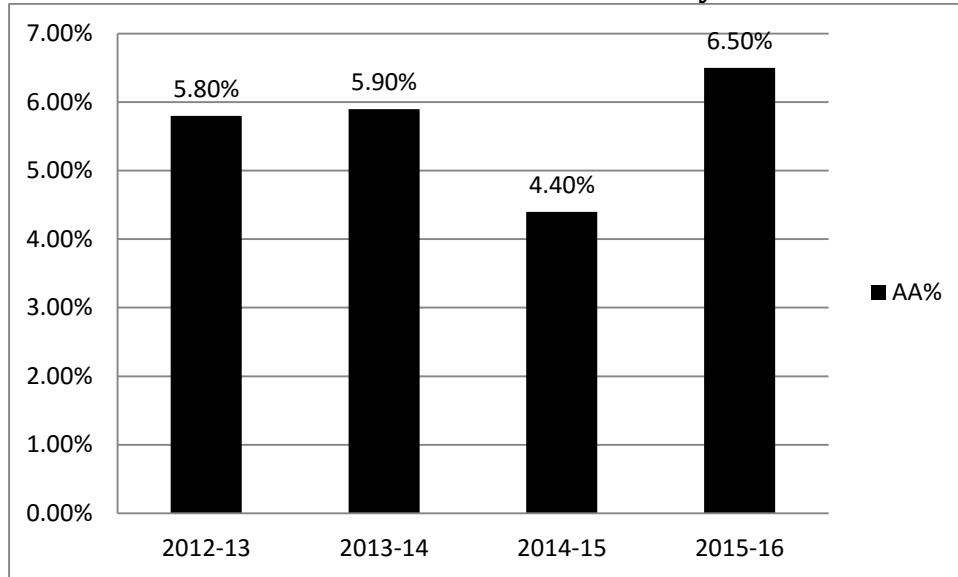
**Graph 5.20: Elementary (K-5) Dual Language African American Student Enrollment by Year**



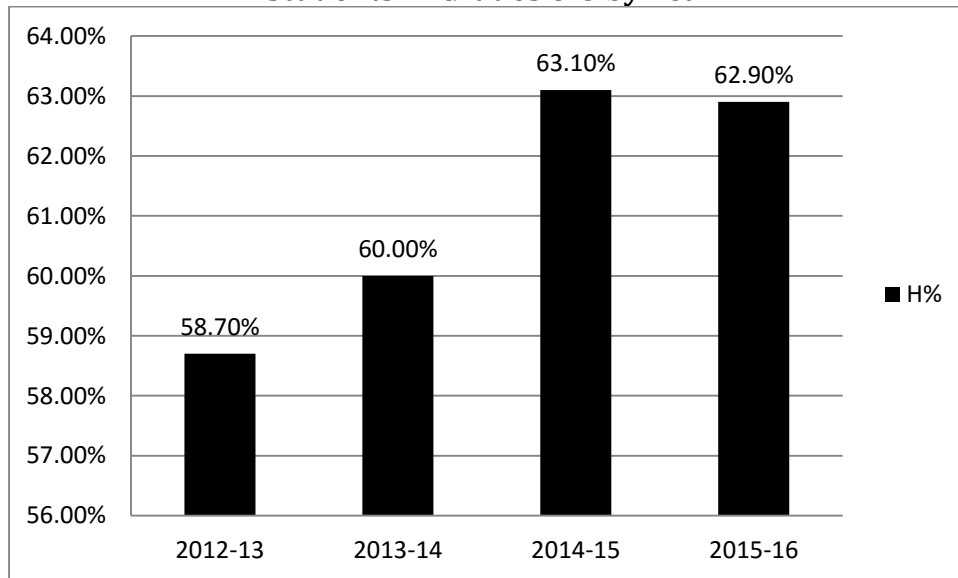
#### **h. Middle School Courses for High School Credit**

Middle school courses for high school credit offer students the ability to gain credits toward their high school diploma while they are still enrolled in middle school. The primary course used is Algebra 1, but some sites offer other courses such as Spanish, Integrated Science, and Geometry. The District has met the 20% Rule goal in all areas except for African American students enrolled in K-8 programs. It is important to note that if student enrollment were combined for grades 6-8 at both K-8 and middle school programs, as they are in the graph below, African American students in TUSD would be considered to meet the 20% Rule goal for middle school courses for high school credit. The District met the 20% Rule goal for Hispanic students.

**Graph 5.21: Middle School Classes for High School Credit Enrollment of African American Students in Grades 6-8 by Year**



**Graph 5.22: Middle School Classes for High School Credit Enrollment of Hispanic Students in Grades 6-8 by Year**



i. Algebra 1 Readiness Assessment

Success in Algebra I at the 8th grade level is a documented “gateway” for taking advanced mathematics classes in high school, which leads students on to a college or university track. To further the enrollment of African American and Hispanic students in this course, the District convened a committee of educators who met during the spring of 2016 to explore the possibility of providing an

assessment that could be used to help recruit students for entrance into algebra for high school credit.

The committee agreed that the screener assessment should be a recruitment tool and not a barrier to restrict enrollment in this course. Further, the committee decided that any exams the District used in the past would no longer be viable due to the academic standards shifts that occurred within Arizona and TUSD (***Appendix V - 34, AgendAlgeScreenTestCommitMeeting***). To screen students at the 5th grade while limiting the number of assessments used by the District, the committee decided to use existing assessments such as quarterly benchmarks as a means to screen for recruitment. Moving forward, the Math Curriculum Department will continue to develop test questions that can be used while reviewing the benchmark results.

For SY 2016-17, the regular recruitment process for advanced 6th grade math will continue as an open access program and will include a teacher recommendation, student/parent request, and site review of student data, as well as information about whether a student has qualified for GATE services. In addition, the Math Innovation Team identified a group of 5th grade non-GATE Hispanic and African Americans who, based on their benchmark scores, could be candidates for Algebra 1. As noted in the Pre-AP Advanced discussion, this list of students was provided to school counselors for placing students in 6th grade advanced math classes in the 2016-17 school year to ensure a strong pipeline for algebra when those students reach the 8th grade.

The committee provided a report to the Superintendent's Leadership Team on the committee's work and the recommendation to continue evaluating benchmark data for use in recruitment, as detailed above (***Appendix V - 35, AlgebraReadinessReport***).

### **3. University High School**

The District is committed to expanding access to its ALE programs, which include University High School. To accomplish this, UHS is intentional in its recruitment of African American and Hispanic students to increase the number of these qualified students who accept placement at the school.

UHS bases admission on a set of criteria, including exam scores, GPA, and a behavioral-attitudinal measure. Freshman UHS students take both AP and Pre-AP

courses, transitioning into a schedule of almost all AP coursework as they advance through their high school careers.

**a. UHS Admissions 2015-2016**

Unlike in SY 2014-2015, there were no changes to the implementation of the UHS admissions process for SY 2015-16. The District tested more than 3,000 students for admission for the 2016-17 freshman class, representing a 9 percent increase from the number of students tested for SY 2014-15 freshman class. Of these, 403 qualified for admissions by meeting the standard admission requirements or by taking the Short-Answer Essay, or SAE (**Appendix V - 36, V.G.1.g(1)UHS Admissions**). Table 5.23 below shows the total number of students by ethnicity<sup>56</sup> who qualified for the 2016-2017 freshman class.

**Table 5.23: Number and Percentage of Students Who Qualified for the 2016-2017 Freshman Class by Ethnicity**

<b>Ethnic Group</b>	<b>Total</b>
White	185
	46%
African American	7
	2%
Hispanic	150
	37%
Native American	0
	0
Asian/Pacific Islander	33
	8%
Multi-race	28
	7%
Total	403

When comparing SY 2014-15 to SY 2015-16, 9th grade Hispanic student enrollment increased from 31.9 percent to 33.2 percent, while 9th grade African American student enrollment remained stable at 3.3 percent (**Appendix V - 26, V.G.1.a. 40<sup>th</sup> day ale status 1213-1516**).

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<sup>56</sup> This includes those students enrolled in TUSD schools and those enrolled in non-TUSD schools.

### b. Short-Answer Essay

The District uses multiple measures as part of the UHS admissions process and thus developed the SAE to supplement admission requirements to the school. The District provided students who almost reached the necessary entrance score of 50 points (based on the CogAT and GPA) an additional opportunity to test with the SAE. Students who received sufficient points from the SAE were then offered admission to UHS.

In 2015-2016, the District invited students to take the SAE who had an initial score between 45 and 49. The District had redistributed the admission point weight in SY 2014-15, and as a result more students qualified for admission by meeting the 50-point requirement. Because of this, the number of students who qualified to take the SAE decreased over the past two years. Students needing to take the SAE in SY 2015-2016 missed the 50 admission points by seven points or less; in SY 2014-15, students within five points were still taking the SAE.

The breakdown by ethnicity for essay participants from the District over the three years the SAE has been used is provided below in Table 5.24. The number of students who took the essay decreased in SY 2015-16; six additional Hispanic students qualified through the essay option, and no African American students completed the SAE because all qualified students met the 50-point admission criteria.

**Table 5.24: UHS Freshmen Applications for Testing by Ethnicity – Short-Answer Essay - TUSD Students Only<sup>57</sup>**

Ethnicity	2013-14		2014-2015		2015-2016
	Qualified with essay	Enrolled*	Qualified with essay	Enrolled*	Qualified with essay
White	6	6	6	5	1
African American	4	3	0	0	0
Hispanic	23	17	8	7	6
Native American	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0
Multi-Racial	1	1	1	0	0
<b>Total</b>	34	27	15	12	7

<sup>57</sup> This is for students enrolled in TUSD only. Longitudinal data is unavailable for students not enrolled in TUSD.

### c. Changes to 2016-2017 UHS Admissions Process: ACT Engage

The ACT Engage is a standardized online assessment that measures a student's academic motivation. The goal of the ACT Engage is to identify students who are academically motivated and determined to succeed in a college preparatory environment. It is a nationally normed assessment designed to measure several of the characteristics that UHS included through its SAE questions. As a formal assessment with validity and reliability studies, the ACT Engage adds additional dimensions to the existing UHS admissions process (the CogAT and GPA) that the essay questions lack. It is also simple to administer and score.

As part of the effort to find multiple measures to assess students and to evaluate the ACT Engage as an option, students who took the SAE questions in January also completed the ACT Engage assessment to determine whether it could be adopted for the 2016-17 admissions process. Thirty-five valid assessments were completed from the 36 essayists (*Appendix V - 37, V.1.G.g(2) ACT Engage Memo*).

Using the criteria that a student must exhibit three out of the five scales on the ACT Engage as "strengths" provided a way of assessing how students fare compared to the results of the essay (whether a student was offered admission or not). Table 5.25 below, shows the ethnic breakdown of the 35 students who were offered admission based on their essay responses, and those who would be offered admission under the proposed ACT criteria. Of the 35 students, 17 were offered admissions as a result of the SAE. Using the proposed ACT criteria, 18 of the 35 would be offered admissions, with two additional Hispanics.

**Table 5.25: Number of Qualified Students Using Essay or ACT by Ethnicity**

<b>Ethnic Group</b>	<b>Number of students who took essay</b>	<b>Number of students who qualified with essay</b>	<b>Number of students who would qualify with ACT</b>
White	9	4	4
African American	1	0	0
Hispanic	21	11	13
Native American	0	0	0
Asian/NHOPI	3	1	1
Multi-Racial	1	1	0
<b>Total</b>	<b>35</b>	<b>17</b>	<b>18</b>

After analyzing these results, a UHS sub-committee recommended to District leadership that the ACT Engage assessment replace the SAE option. District

leadership agreed, basing its decision on the findings of the 2014-15 and 2015-2016 pilots that suggested that the ACT Engage would provide a reliable assessment of student personal and behavioral characteristics, complementing the existing admissions criteria. UHS will thus replace the existing SAE with the ACT Engage assessment as part of its admission process beginning in the 2016-17 school year.

**d. Recruitment and Outreach: 2016-17 Freshman Class**

In the 2015-2016 school year, UHS expanded upon its recruitment efforts to attract African American and Hispanic students for the UHS freshman class for 2016-17. From August through October 2015, the recruitment and retention coordinator (RRC) visited each of the District's middle schools and met with every African American and Hispanic student who initially qualified for admission. During these meetings, the RRC discussed the benefits of attending this type of high school and provided information about the programs and offerings. The RRC will continue these meetings as part of recruiting efforts for the 2017-18 freshman class.

In addition to these meetings, the RRC also hosted two evening information meetings on campus during September 2015 for more than 200 parents and students interested in learning about the admissions process. The school invited UHS African American and/or Hispanic parents and students who attended TUSD middle schools to participate in the meetings to share their experiences at UHS.

The UHS RRC, together with African American and Mexican American student services departments, met with each African American and Hispanic 8th grade student (and their parents) who met initial qualifications for admission to UHS to answer questions about the school, the admissions process, and the benefits of attending UHS. This practice will continue during the 2016-2017 school year. For families that were not responsive, UHS will add home visits in SY 2016-2017.

The school gave tours to any student or family requesting one, and the Freshman Celebration (***Appendix V - 38, FRESHMEN CELEBRATION ENGLISH SPANISH 2016***) was designed to welcome and excite incoming UHS students and provide information about course selection, clubs, athletics, and activities (***Appendix V - 39, 2016 Welcome Freshmen Event***). More than 1,000 parents and students attended the event.

In addition, the UHS Admissions Office shared information with 6th and 7th grade students to introduce them to the opportunities available at the school and



familiarize them with the admissions criteria earlier so they could better plan middle school course selections (*Appendix V - 40, UHS 7th grade RECRUITING POWER POINT 2016* and *Appendix V - 41, UHS Admission Info Flyer feb 2016*). This will continue to be part of the District's recruiting efforts for the 2017-18 freshman class.

**e. Recruitment, Admissions, and Testing: 2017-2018 Freshman Class**

UHS continues to improve the diversity of its student enrollment through its recruitment, admissions, and testing processes.

In addition to recruitment methods discussed earlier, the District notified all District 7th graders about the UHS admissions process through a letter mailed home that included information about upcoming parent meetings and the option to opt out of testing (*Appendix V - 42, 7th Grade Parent Letter SY 2017 2018*). All 7th graders met with the UHS recruitment and retention coordinator in March through May before taking the CogAT at their middle schools, and they were tested at their schools in spring 2016 (*Appendix V - 43, UHS Spring 7th Grade Testing Schedule* and *Appendix V - 44, 2017-2018 Important Dates*). These recruitment efforts were targeted at 7th graders so that the RRC could motivate and encourage them to focus on their grades with a goal of attending UHS in the fall of 2017. To improve communications and outreach efforts for the 7th grade testing in the spring of 2016, the school, in partnership with the District's Communications and Media Relations Department, created a commercial that aired on local television (*Appendix V - 45, UHS Admissions Commercial*). The District also sent students and their parents a ParentLink voice call from the UHS principal one to two days before the test was administered to remind them of the importance of the test and to wish them good luck.

The District tested 2,814 7th graders; 353 met the test criteria of a composite stanine of seven or higher. Of these students, 336 are enrolled in the District as 8th graders in SY 2016-17, including 15 African American and 154 Hispanic/Latino students. It is vital that these students are given the support and opportunity to attend UHS. The planned recruitment and retention efforts will include home visits, one-on-one meetings at school, and communication with the African American and Mexican American student services to provide tutoring and academic assistance if necessary.

**Table 5.26: 8th grade Students Meeting UHS Admission Test Criteria: December 2014, December 2015, August 2016**

<b>Race/Ethnicity</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
White	145	137	139
African American	14	23	12
Hispanic	183	166	154
Native American	2	1	2
Asian/Pacific Islander	22	16	13
Multi-Racial	17	16	16
Total	383	359	336

**f. Support and Retention Efforts**

UHS again offered Bounce, a math and science summer support program, to students entering their sophomore year and invited them based on their performance in their freshman math and biology classes. Teachers provided students with essential information to prepare them for taking Honors or AP Chemistry in the fall of their sophomore year. All of the students—100 percent—who attended Bounce in the past two years reported that they felt prepared to take chemistry due to this program, and they all received a grade of C or higher in AP or Honors Chemistry after taking this course.

Fifty Hispanic students who struggled in algebra and biology during their freshman year were invited to participate in Bounce before it was open to general enrollment. Few African American students were invited because all of the African American 9th graders excelled during their freshmen year and did not show any signs of needing extra support. After these students met with counselors, enrollment was opened to any student interested in participating. The majority of identified students participated in Bounce. Students who did not participate declined due to other summer commitments such as summer school and family vacations.

**Table 5.27: 2016 Bounce Participants**

<b>Ethnicity</b>	<b>Student Attendance</b>	<b>Percentage</b>
White	30	37.5%
African American	1	1%
Hispanic	30	37.5%
Native American	1	1%
Asian/Pacific Islander	8	10%
Multi-Racial	10	12% (UHS, AC)

Tutoring support expanded in the 2015-16 school year with additional math and science teacher tutors and writing support for senior students applying to college. A student support specialist worked three days a week with students specifically on college application essays and scholarship applications to help them apply for more strategic scholarship offerings.

Teachers worked in PLCs to analyze AP and PSAT data and discover opportunities to support students in daily classwork. Teachers of Math Center, Writing Center, and Science Center courses continued to provide targeted support for struggling 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. Seventy students took these classes during the 2015-2016 school year and all but five improved their grade in the course, including 38 Hispanic students. No African American students were identified as needing a support class in the 2015-2016 school year, which is why none are represented in the data. The five students who did not improve their grades attended the UHS summer school, repeated the math class, and improved their grades (*Appendix V - 46, support center information*).

**Table 5.28: Students Enrolled in Student Support Classes**

<b>Ethnicity</b>	<b>Number of Students</b>	<b>%</b>
White	26	37%
African American	<i>No AA students were recommended for a support class</i>	0%
Hispanic	38	54%
Native American	<i>No NA students were recommended for a support class</i>	0%
Asian/ Pacific Islander	5	7%
Multi-racial	1	1%

The Penguin-to-Penguin student mentor program continued to grow to address the incoming freshman class. Junior and senior student volunteers each assisted one or two freshmen. These 300 upperclassmen mentors met with their freshman Penguin regularly through the first quarter, assisting them with classes, where to find things on campus, and how to join clubs and activities.

Boost, a freshman orientation and induction program, continued its mission to address and implement more targeted interventions for incoming freshman. Over ten days—June 13 to June 24, from 8 a.m. to noon—231 students received an introduction to two freshman-level AP courses (AP Human Geography and AP Environmental Science) and highly qualified teachers in certain content areas

identified learning gaps and provided remediation before school started. African American student participation remained stable from SY 2014-15; Hispanic participation increased from 79 to 103 students.

In preparation for the orientation program, all Boost teachers worked together in developing the curriculum. In June 2015, Boost moved from a social focus to a more academic focus to support students who come to UHS with academic skill gaps. This focus continued in June 2016 so that Hispanic and African American students would be able to start UHS without gaps in academic skills. By offering Boost, all students, including Hispanic and African American students, were able to learn the specific skills needed to have a successful freshman year.

**Table 5.29: 3-Year Boost Participation Data**

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-2017</b>
White	155 (50%)	109 (45%)	91 (38%)
African American	3 (1%)	4 (1.6%)	3 (1%)
Hispanic	113 (36%)	79 (35%)	103 (44%)
Native American	1 (0.3%)	0 (0%)	0 (0%)
Asian/Pacific Islander	22 (6%)	15 (6%)	15 (6%)
Multi-racial	22 (6%)	15 (6%)	19 (8%) (UHS, AC)

### **g. Counselor Support**

The RRC attended one counselor meeting in SY 2015-2016. The session provided information about the UHS admissions process and how to best work with students who are interested in the school or would have the academic potential to succeed at UHS. At these meetings, UHS Hispanic and African American students who attended District middle schools spoke and answered questions to help middle school counselors better understand and articulate the positive experiences available at UHS.

By changing the delivery and going to District counselor meetings instead of inviting District counselors to visit UHS, the RRC and UHS site administrators met with every middle school counselor during spring 2016. The RRC will hold two meetings in the 2016-2017 school year to serve the needs of students: one in September to address questions about current 8th grade students who are going through the admission process, and the second in the spring to address the admission process for the current 7th graders. Due to the success of the 2015 spring counselor meeting, UHS will continue to have these meetings at required counselor meetings.

In September 2016, UHS will host an 8th grade campus event in which all 8th graders who meet the CogAT criteria will be invited to spend a day on campus participating in leadership activities, learning about UHS academic classes, clubs, extracurricular activities and athletics, and making new friends. Students will share lunch together and will be matched with current UHS students to act as mentors.

#### **h. Teacher Mentor Support**

During the 2015-16 school year, UHS enacted a new teacher mentor program to support Hispanic and African American students, specifically those who were first-generation college-bound students, as part of its student retention plan and its efforts to reduce attrition.

UHS identified all first-generation Hispanic and African American students in August and September of 2016 and matched them with a teacher on campus. Mentors met three times a week with these students either before or after class, during conference period, or before or after school. Of the 130 students who received a mentor, all 130 finished the year with class grades of a C or higher and committed to returning to UHS for the fall of 2016-2017. Additionally, during SY 2015-2016, UHS students took 2,174 AP exams, compared to 2,160 taken during the 2014-2015 school year. This increase was due in large part to mentoring received by UHS first-generation college-bound students. Research shows that when students are supported by a trusted and valued adult, they are more likely to stay involved in school and persevere when school becomes challenging.

**Table 5.30: 2015-2016 Hispanic and African American 1st Generation College-Bound Students with Mentors**

<b>Ethnicity</b>	<b>Number</b>
African American	12
Hispanic	118 (UHS, AC)

#### **i. Student Attrition**

Although the overall student attrition rate fell in 2015-16 to 4 percent, the number of Hispanic students who left the school since 2013-14 increased slightly.

**Table 5.31: UHS Attrition - Three Year Comparison.**

<b>Ethnic Group</b>	<b>2013-2014</b>		<b>2014-2015</b>		<b>2015-2016</b>	
White	16	48%	27	52%	16	37%
African American	2	6%	1	2%	1	2%
Hispanic	12	36%	18	35%	20	47%
Native American	1	3%	0	0%	0	0%
Asian/Pacific Islander	1	3%	2	4%	4	9%
Multi-racial	1	3%	4	8%	2	5%
Total	33		52		43	
First day of school enrollment	1012		1027		1064	
Attrition rate		3%		5%		4%

Students who did not return to UHS often did so because they lived too far from campus or because of academic requirements. Follow-up with these students indicated they usually do not register for as many Honors or Advanced Placement classes at their new school.

#### **j. Student Surveys**

To support student needs, the Recruitment and Retention Committee analyzed the results of UHS student surveys that were part of the District teacher evaluation process and examined how a student felt about the climate and culture of a teacher's classroom. The committee looked at the general ratings from students and shared some ideas and revelations from their experiences. The committee created a UHS-specific PBIS (Positive Behavioral Interventions and Supports) Matrix to serve as a guide for students and teachers in positive behavior modeling. The faculty then discussed and praised behavior and cultural components that are important to a positive and welcoming school. In order for students to understand the expected behavior, teachers received professional development in modeling these behaviors, including training in how to celebrate different cultures in the classroom and have high expectations of all students.

Additional leadership groups including the Student Council, Penguin-to-Penguin Club, the UHS Ambassadors Club, and the UHS Boost Leaders vetted the PBIS Matrix, as did the UHS department chairs and teacher leadership group on campus. UHS will share a matrix of these expectations in assemblies for each cohort at the school and in all of the classrooms on a regular basis (***Appendix V - 47, UHS PBIS Matrix***).

### **k. Post-Secondary Education**

A goal of UHS is to ensure that students graduate with the ability to attend the college or university of their choice, with many students being accepted into elite colleges and universities. For the last six years, 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.

UHS also assisted students in applying for scholarships in its College and Career Center. The Class of 2016 earned more than \$34 million in scholarships; Hispanic and African American students earned substantial scholarships, including the Gates Millennium Scholarship, the Questbridge Match Scholarship, and the Dorrance Scholarship, that totaled nearly \$8 million. The UHS College and Career Center specifically searched for scholarships that would benefit high-achieving African American and Hispanic students and met with these students individually to make sure they applied. These students also received extra preparation for scholarship interviews. In addition, an academic specialist met with each of these students to make sure their college and scholarship essays were the best they could be before submission.

**Table 5.32: UHS Class of 2016 Scholarship Dollars Earned**

<b>Scholarship</b>	<b>White</b>	<b>African American</b>	<b>Hispanic</b>	<b>Asian</b>	<b>Mixed Race</b>
N	98	4	67	26	15
Total Scholarship Dollars Earned	\$10,310,322	\$1,274,392	\$6,543,556	\$14,853,634	\$1,320,631
Average Scholarship Per Student	\$105,207	318,598	\$97,665	\$571,293	\$88,042

### **4. Additional ALE Support**

The District has developed and executed support structures to enhance ALE participation and student success, including AVID (Advancement Via Individual Determination) program implementation, efforts to increase ELL participation, targeted professional development, and technology support.

#### **a. English Language Learners Enrollment and Services**

The District strives to increase enrollment of ELL students in ALEs and has succeeded in several ALE programs. However, doing so presents unique challenges. One of the challenges is the limitation on student scheduling based on Arizona

Department of Education (ADE) course requirements for ELL students. At times, this requirement has meant students are unable to participate in many ALE programs, including self-contained GATE (all-day program), GATE resource (during elective classes), and several AP or Honors ELA classes.

Another factor is that students who were classified as ELL lose that designation once they achieve English proficiency. Accordingly, an ELL student who became proficient in English could have advanced to ALE participation, but the statistical tracking designed to inform these goals would not reflect that progression, as the former ELL student taking part in the ALE no longer carries the ELL designation.

Despite these challenges, 40th-day enrollment data show that ELL participation has increased in three AACs, as shown in Table 5.33 below (*Appendix V - 26, V.G.1.a. 40<sup>th</sup> day ALE status 1213-1516*).

**Table 5.33: ACCs with Growth in ELL Enrollment**

Type of ALE	Class Year	ELL #	Total in ALE	ELL %
Pre-AP Advanced	1213	4	912	0.44%
Pre-AP Advanced	1516	19	1,207	1.57%
Pre-AP Honors	1213	10	4,783	0.21%
Pre-AP Honors	1516	94	5,473	1.72%
AP	1213	6	2,521	0.24%
AP	1516	13	3,287	0.40%

#### **b. AVID**

While AVID is not an ALE program, it is an essential part of the support for students in ALE programs and a structure by which students can be recruited to participate in ALEs. AVID is a global nonprofit organization dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities. It does this by bringing best practices and proven methodologies to students “in the academic middle” through a targeted elective class and to all students through school-wide implementation strategies.

The AVID Elective class targets students who have the desire to go to college and the will to work hard to complete a rigorous curriculum. Typically, AVID Elective students will be the first in their families to attend college and many are from low-income or minority families. In the AVID Elective, students are routinely



required to enroll in their school’s most challenging courses, such as Honors or Advanced Placement.

The District had ten AVID sites in the 2015-16 school year.<sup>58</sup> Each of the schools had AVID Elective classes for their students as well as plans for school-wide implementation of AVID strategies. In preparing to implement the AVID Elective class, each of the ten schools sent teams of teachers to receive new or continuing AVID professional development training. This required training is key to implementing the program’s mission to “close the achievement gap by preparing all students for college readiness and success in a global society.”

The District successfully grew its AVID programs over the last four years. The number of students served by AVID over the past three years increased substantially, from 503 students in SY 2013-14 to 1,096 in SY 2015-16 (*Appendix V - 48, AVID Three Year by Ethnicity 100<sup>th</sup> day*). In that time, Hispanic and African American students made up a majority of the students enrolled in AVID, with the enrollment of African American students consistently higher than the general enrollment of African American students within TUSD. In the 2013-14 school year, enrollment for African American students was 9.5 percent and grew to 10.9 percent in SY 2015-16. The percentage of Hispanic students remained relatively constant.

**Table 5.34: 100th-Day Three-Year Comparison of AVID Enrollment**

Year	White		African American		Hispanic		Native American		Asian Pacific		Multi-Racial		100 day Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
13-14	70	13.9%	48	9.5%	342	67.9%	20	4.0%	8	1.6%	15	3.0%	503
14-15	98	13.7%	69	9.7%	492	68.9%	28	3.9%	8	1.1%	19		714
15-16	145	13.2%	120	10.9%	728	66.4%	47	4.3%	18	1.6%	38	3.5%	1,096

The District will add Magee Middle School as an additional AVID site for the 2016-17 school year. Coordinator and site team support will continue, with site teams attending an AVID Path to School-wide training in addition to the regular AVID Summer Institute. The additional staff trained in site implementation of AVID strategies will allow more students to benefit from AVID.

<sup>58</sup> Catalina, Cholla, Pueblo, and Palo Verde high schools; Valencia, Sechrist, Doolen, Pistor, and Utterback middle schools; and Booth-Fickett K-8 school. Catalina, Doolen, Pistor, and Utterback were added as AVID sites during SY 2015-16.

i. AVID Support

To help support the work underway at the new AVID sites, the ALE director held regular meetings for AVID site coordinators to support collaboration among AVID sites. Seven meetings were held through the year for AVID coordinators (***Appendix V - 49, AVIDCoordMtgAgendas***).

AVID Elective classroom tutors, ideally current college students, are critical for effective implementation of the AVID Elective. To support new AVID sites, the District provided AVID “Tutorology” training for 21 new teachers and tutors in January 2016 to help them understand their role and how best to structure tutorials during class time to maximize the benefit for students. Participants then put these strategies into weekly practice at the ten AVID sites. The training was well received with positive feedback from attendees (***Appendix V - 50, AVID Tutorology Sign In Sheet011616***).

For the 2015-16 school year, the District provided AVID training for 460 different individuals, not including the Tutorology training, that covered critical reading and writing strategies, content curriculum, AVID strategies, study skills, student recruitment and support, and school-wide AVID implementation (***Appendix V - 51, AVID Registrants up to 7-12-16***). This training encompassed professional development for groups of teachers, counselors, and administrators who attended an AVID Summer Institute on July 22–24, 2015, and AVID Path to School-wide training in June 2016.

**c. Professional Development**

In addition to some of the trainings mentioned previously, the District provided various opportunities for ALE-specific professional development in the 2015-16 school year. The trainings included information on both instructional strategies and tools for recruitment into ALE programs.

The District partnered with the College Board to provide a PSAT/AP Potential workshop on March 11, 2016. This training was provided for high school teams made up of an administrator, the lead counselor, and additional teacher members, including department chairs, AP teachers, and AP mentors. The workshop reviewed site-specific PSAT test results and the implications for instruction. This included an analysis of “AP Potential,” which is a College Board report that uses PSAT results to target students for recruitment into AP classes. In addition to the training that was

provided, each site was given a copy of their AP Potential report with guidance on how to use it to recruit students for enrollment in AP classes (**Appendix V - 52, Leadership Connection Newsletter 3-4-16**).

The District also hosted a four-day Desert Summer Institute at Tucson High Magnet School and paid the registration fee for 115 teachers to attend both the Tucson institute and the Phoenix institute in June 2016. These institutes included 30 hours of coursework for teacher preparation to teach AP classes, fulfilling the three-year requirement for AP content review. There was also coursework that could be used toward a gifted education endorsement and courses addressing differentiating curriculum to use in Advanced/Honors courses (**Appendix V - 53, Email Notice AP Summer Institute and Appendix V - 54, Desert Summer Institute Report**).

#### **d. Multi-Year Technology Plan and ALE Support**

In March 2016, a committee met to determine if the Multi-Year Technology Plan (MYTP) provided adequate support to ALE programs. As discussed in Section IX of this annual report, the District gave school sites an index rating to evaluate the level of technology available as well as the teacher proficiency to use that available technology at the site level. The MYTP then sorted schools by this rating and assigned them to a scale of support based on their needs (**Appendix V - 55, Report on MYTP support for ALE**). When the committee met, it reviewed a number of topics, including supports available for school sites in the MYTP, curriculum practices unique to particular ALE programs, and technology resources possibly needed in ALE programs that are not needed for other programs (**Appendix V - 56, Agenda MYTP Support ALE Committee**).

The MYTP listed various sites with particular ALE programs among the priority sites, including Tully Elementary, which is becoming a GATE magnet site. In general, planned support of individual sites also extended to supporting the ALE programs at those sites. While some curriculum practices are unique to particular ALEs, the committee felt that additional technology resources were not needed to support ALE programs beyond what was already outlined in the MYTP. One possible exception would be to provide additional computer stations at middle schools for courses offered for high school credit. This would be done so that sites that have difficulties in getting a highly qualified teacher or enough students to fill a

full section could still provide high school credit coursework to their students through the District's AGAVE online learning system.

## **B. Language Acquisition**

The District manages two distinct language acquisition programs: the English Language Development (ELD) program and a Two-Way Dual Language (TWDL) Program. ELD is mandated by the state to develop English language proficiency in students who are classified as English language learners (ELLs). The District designed the dual language program to help students become bilingual and bi-literate in English and Spanish and better compete in a global economy (*Appendix V - 57, Parent\_Program\_Brochure*).

The USP addresses both of these programs. First, the USP requires the District to pursue an extension on the implementation of the Arizona Department of Education Office of English Language Acquisition Services (OELAS) four-hour reading block to increase integration, access to content, and support for English language learners. USP § V(B). Next, the District is required to build and expand its dual language program. USP § V(C).

### **1. OELAS Extension**

Prior to the adoption of the USP, Arizona set forth a requirement that all ELL students must participate in a four-hour block of English language instruction. The District uses Structured English Immersion (SEI), including four hours of daily English language development, to meet this requirement. Beginning in SY 2012-13, as required by the USP, the District's Language Acquisition Department (LAD) requested approval from OELAS to give elementary and self-contained middle schools flexibility within the ELD instructional requirement. However, as a result of refinements by the State Board of Education to the four-hour block requirement for the 2015-2016 school year, which allowed for flexibility within the four-hour block, there was no longer a need to further pursue the OELAS exemption (*Appendix V - 58, V.G.1.k. Approved Refinements-to-the-sei models*).

ELD is instruction that teaches English language skills to students who are in the process of learning English. It is distinguished from other types of instruction, such as math, science, or social science, in that the content of ELD emphasizes the

English language itself. ELD instruction focuses on phonology (the sound system of a language), morphology (the internal structure and forms of words), syntax (English word order rules), lexicon (vocabulary), and semantics (how to use English in different situations and contexts). Reading and writing, aligned to the Arizona K-12 English Language Proficiency standards, also are considered content in SEI classrooms.

SEI classroom entry and exit is determined solely by the student's Arizona English Language Learner Assessment (AZELLA) score. Students whose AZELLA composite proficiency level scores are Pre-Emergent, Emergent, Basic, or Intermediate are grouped in SEI classrooms for the four-hour ELD block of instruction. English language learners who have gained a proficient score in the oral subtest of the AZELLA or an overall proficiency score on all four subtests—Listening, Speaking, Reading, and Total Writing—have the opportunity to participate in the District's dual language program, which is discussed below.

#### **a. Training for Teachers and Administrators**

In response to the new OELAS Structured English Immersion refinements, the Language Acquisition Department recognized that training district personnel on the ELD/SEI refined models was essential to building District capacity and support regarding site implementation of the new time allocations and structure of their four-hour ELD block. Accordingly, LAD staff presented Arizona Department of Education's newest time allocations and alignment with the ELD curriculum documents and instruction to 62 ELD teachers at the Summer Literacy Institute, which was held on June 8-11, 2015 (*Appendix V - 59, Lit Inst Sum 15Roster ABC, Appendix V - 60, Lit\_Inst\_PPT\_Summ\_2015-lit\_temp, Appendix V - 61, Lit Inst Sum 2015 Herr Tay, and Appendix V - 62, Lit Inst Sum 2015 Oliv Cath 1516 Drft1*).

In September 2015, the LAD presented the same information to all District administrators at an Instructional Leadership Academy (ILA). The principals learned how to observe and monitor the implementation of the new time allocations in ELD classrooms (*Appendix V - 63, SEI\_Ref\_PPT\_Adm\_Mtg\_090315 and Appendix V - 64, ILA\_Agenda\_09.03.15*).

On February 18, 2016, the LAD provided additional training to administrators and resource specialists on the components of an ELD/SEI classroom, including the Alternative Language Program (ALP) monitoring rubric (*Appendix V - 65, ILA\_Agenda\_02.18.16 and Appendix V - 66, ILA\_ELD\_Look\_Fors\_PPT*). On March

18, 2016, a language acquisition coach held structured English immersion training for ELD teachers that included the SEI refinements as well as the ELD program components.

On June 27-30, 2016, the LAD held a Language Learning Symposium, inviting teachers and administrators of dual language and ELD school sites to learn and share best teaching practices as they relate to language learners. The symposium provided SEI refinement training for ELD teachers to inform them of the model refinements, ELD curriculum documents, and cooperative learning strategies to facilitate content learning. One hundred thirty-eight dual language and ELD teachers of grades ranging from kindergarten to 12 attended the symposium (*Appendix V - 67, LLS\_Rosters1516* and *Appendix V - 68, LLS Flyer Courses*).

#### **b. Learning Walks and Walk-Throughs**

To further support this transition to incorporate the refined SEI/ELD requirements, every school in the District had an assigned LAD coach for support in the areas of identification, assessment, instruction, and compliance. This ensured that students gained English proficiency as measured by the AZELLA. As part of this scope of work, the coaches conducted “learning walks” to observe how ELD teacher lesson plans and instruction reflected the SEI refinements (*Appendix V - 69, LAD\_CoachActivityLogs*).

Additionally, the District implemented a protocol for walk-throughs for administrators and LAD staff to monitor the implementation of the ELD program in classrooms and provide support to teachers. The LAD presented and taught the ELD walk-through rubric to administrators and resource specialists to familiarize them with the ELD program models at their site and with the specific components that make up an effective ELD program, including the SEI refinements focusing on “look fors” in the SEI classroom, which are indicators of fidelity to the model and instructional practices (*Appendix V - 70, ALP\_Monitoring\_RPT\_Form\_15\_16* and *Appendix V -66, ILA\_ELD\_Look Fors\_PPT*).

In January, February, and March 2016, LAD specialists conducted learning walks with resource teachers and principals to ensure ELD components were in place in ELD/SEI classrooms (*Appendix V - 69, LAD\_CoachActivityLogs*). LAD specialists held debriefing meetings with the resource teachers and administrators to discuss the outcome of these learning walks and sent email correspondence to all stakeholders, including classroom teachers.

Moving forward, the Language Acquisition Department will provide a workshop on the ELD/SEI classroom “look fors” for administration early in the 2016-2017 school year. This workshop will serve as a review of the ELD block time allocations for administrators who previously attended the ELD workshop and as timely information for new administrators. As a follow-up, LAD coaches will lead walk-throughs of ELD classrooms.

## **2. Build and Expand Dual Language Programs**

Over the past few years, the District has worked to build and expand its dual language programs to provide more students across the District with the opportunity to participate.<sup>59</sup> Dual language programming is important for several reasons. Dual language is a program of choice for all students, particularly non-native Spanish speakers, as a means of becoming bilingual and bi-literate and improving academic achievement. Dual language also is often a program of choice for native Spanish-speaking English language learners who have achieved oral proficiency on AZELLA (reclassified ELLs or R-ELLs) as a means of becoming more proficient in English and improving academic achievement. The dual-language model adopted by the District also requires participation from both native English speakers (non-ELLs) and native Spanish speakers, who are often ELLs.

The District is building and expanding the dual language program in a variety of ways, including monitoring student enrollment, providing professional development, monitoring the fidelity of site implementation, developing and recruiting bilingually endorsed (certified) teachers, communicating with parents, and improving support for parents with children in dual language programs. Additionally, the District engaged a dual language consultant in March 2016 to provide recommendations on increasing student access and participation at current dual language schools and expanding to new schools. Details regarding these efforts are set forth below.

### **a. Monitoring Student Enrollment**

Table 5.35 below, shows that the total number of students enrolled in a dual language program has fallen by 4 percent since 2013-14. Two factors, both external and internal to the District’s dual language programming, have had an impact on enrollment. The first is the state policy that restricts the ability for identified

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<sup>59</sup> See USP §V(C)(1).

kindergarten PHLOTEs (Primary Home Language Other Than English) and all ELLs under ten years old to participate automatically in the dual language programs. The state mandates that all identified PHLOTEs and ELLs gain a proficiency score on the oral portion of the AZELLA to be able to participate in a dual language program. Also, the four schools that had significant decreases in enrollment numbers had challenges staffing their schools with bilingually endorsed teachers. The District addressed that challenge with teacher stipends and its ever-growing collaboration with the College of Education’s Bilingual Student Cohort at the University of Arizona, discussed below. This decrease also may be a reflection of the decline in overall District enrollment (6 percent over the same period).

**Table 5.35: 40th-Day DL Enrollment by Ethnicity and School Year – Three-year Comparison**

Year	White	W%	Af. Am.	AA%	Hisp./ Lat.	H%	Nat. Am.	NA%	Asian	A%	Multi-Racial	MR%	Total
13-14	97	4.2%	46	2.0%	1,991	87.1%	109	4.8%	5	0.2%	38	1.7%	2,286
14-15	94	4.3%	52	2.4%	1,883	87.1%	95	4.4%	3	0.1%	36	1.7%	2,163
15-16	116	5.5%	57	2.7%	1,786	84.8%	100	4.7%	6	0.3%	41	1.9%	2,106

As the table above shows, there has been a consistent increase in the number of African American students participating across the three years and a large increase in the number of white students—evidence of the growing understanding that the District’s dual language program model exists to build literacy in both English and Spanish.

Table 5.36 below, shows the breakdown of dual language enrollment by school site or program and compares the school enrollment across the last three years.



**Table 5.36: Dual Language Enrollment by School**

Dual Language Schools	2013-2014 <sup>60</sup>	2014-2015	2015-2016
Davis	347	345	334
Roskruge	667	675	717
Hollinger <sup>^</sup>	274	314	260
DL Classrooms			
Grijalva	161	145	106
McCorkle	94 <sup>**</sup>	67 <sup>***</sup>	97 <sup>**</sup>
Mission View	116	90	79
Van Buskirk	112	125	116
White	148	147	122
Pistor <sup>^</sup>	134	167	165
Pueblo	135	88	110
Total	2,188	2,163	2,106
<sup>^</sup> includes DL Gate <sup>**</sup> K-3 program <sup>***</sup> K-2 program			

As the table above shows, enrollment at two schools increased in 2015-16: Roskruge Bilingual K-8 and Pueblo High.

### **b. Supplemental Goals for Dual Language**

When evaluated against the 20% Rule, which relates percentage of students enrolled in ALE to the percentage of District enrollment, Hispanic enrollment far surpasses 20 percent. The percentage of African American students enrolled in dual language has increased from 2 percent to 6 percent since 2012-13 but still lags when measured against the 20% Rule (*Appendix V - 31, V.G.1.c. ALE 40<sup>th</sup> Day Enrollment ALE Supp Goals Summary All ALE*).

### **c. ELL Reclassification in Dual Language Programs**

The District recognizes the importance of ensuring that ELL students who are eligible for and enrolled in the dual language program continue to improve their English proficiency. As a result, the District monitors the reclassification rate for ELL students enrolled in the dual language programs. Additionally, the District ensures that proficiency in Spanish is assessed as well. Table 5.37 below, shows the

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<sup>60</sup> Please note that the 2013-14 total enrollment in this table reflects the fact that only schools with active programs in 2015-16 are included.

number of dual language students who were reclassified during the appropriate school year.<sup>61</sup>

**Table 5.37: Dual Language ELL Reclassification Rates**

School Year	ELL tested	Reclassified	Percentage reclassified
2013-14	246	87	35.4%
2014-15	235	84	35.7%
2015-16	206	52	25.2%

A primary factor in the decrease in the student reclassification rate in SY 2015-16, shown above in Table 5.37 is the change in the cut scores used by ADE, which requires a higher level of English proficiency to no longer be classified as ELL. This higher standard meant that fewer students qualified for reclassification compared to previous years.

#### **d. Dual Language Spanish Assessment-LAS Links/Oral Fluency**

With the abundance of assessments in English, the District's dual language programs needed a measure for Spanish proficiency in listening, speaking, reading and writing. LAS Links, a computerized program that measures these domains, provides concrete academic data on the progress of Spanish acquisition for students in the dual language program.

During SY 2015-16, the District had ten dual language schools. All students at the schools took the LAS Links Assessment in January 2015 and January 2016. This assessment measured speaking, listening, reading, and writing in Spanish. Table 5.38 below, summarizes the progress for three grade-level cohorts as measured by LAS Links. As shown, 29 percent of the students improved their overall Spanish fluency from 2015 to 2016.

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<sup>61</sup> Please note that this is not the number of reclassified students in dual language programs; it is only the number of students who were reclassified during the school year.

**Table 5.38: Percentage of Dual Language Students with Improved Spanish Fluency as measured by LAS Links**

2015 cohort	No. of students	Percentage of cohort who reached proficiency in the overall score - Jan 2016	Percentage of cohort who increased at least one fluency level as measured by overall score between 2015 and 2016
1st Grade Cohort	101	7%	21%
2nd Grade Cohort	90	14%	28%
6th Grade Cohort	40	25%	53%
Total	231	13%	29%

The District hired an instructional technology integrationist in April 2016 to support LAS Links for grades 5-12 and all computerized programs and assessments specific to the Language Acquisition Department. The instructional technology integrationist also will support Achieve 3000 and Imagine Learning to increase student achievement. Both programs are comprehensive literacy programs that the LAD aligned to the District curriculum maps and that support all students at their individual level of Spanish and English language proficiency. All students (native English speakers and English language learners based on an approved waiver) in grades 2-12 who were participating in the TWDL program at Davis, Grijalva, Hollinger, McCorkle, Mission View, White, Van Buskirk, Pistor, Roskruge, and Pueblo used Achieve 3000 and Imagine Learning. Students attending Davis, Grijalva, Hollinger, McCorkle, Mission View, White, Van Buskirk, and Roskruge in grades K-3 used Imagine Learning. The Language Acquisition Department will be evaluating the results of these assessments to monitor student progress in both English and Spanish proficiency.

#### **e. Professional Development**

##### **i. Summer Professional Development**

In the 2014-15 school year, TUSD revised its dual language model to develop program implementation consistency across the District. TUSD implemented the Two-Way Dual Language Program at ten schools that provided an increased number of students with opportunities to speak more than one language and thus contribute to their academic achievement.

Implementation began in SY 2014-15. As a continuing step in implementing the TWDL model in SY 2015-16, the District provided high quality, research-based,

professional development in dual language methodologies. In July 2016, the LAD held a five-day TWDL Summer Institute for all K-12 dual language teachers (**Appendix V - 71, TWDL Summer Institute 2015 Agendas**). Kathy and Manuel Escamilla and Olivia Ruiz-Figueroa, co-authors of the book, *Biliteracy from the Start: Literacy Squared in Action*, trained 57 teachers and administrators in the Literacy Squared instructional strategies of Lara Lotta and Dictado (**Appendix V - 72, TWDL Summer Institute 2015 Rosters**). Literacy Squared is an approach to instruction and assessments for emerging bilingual students that focuses on two specific methods: the Lara Lotta method develops oracy and reading in English and Spanish, and the Dictado method develops writing and reading in English and Spanish.

This professional development focused on the District's Cycle I (K-2nd/6th/9th grades) and Cycle II (3rd/7th/10th grades). The LAD conducted professional development on *Biliteracy from the Start: Literacy Squared in Action* for Cycles 1 and 2. In response to teacher feedback, the LAD presented differentiated professional development as appropriate for each grade level in breakout sessions. The book's co-authors listed above presented information on how to plan, implement, monitor, and strengthen bi-literacy instruction at District school sites.

It was essential that the District's dual language administrators attended the TWDL Summer Institute so they could learn the methodology of Literacy Squared and the components of the Two-Way Dual Language programs at their sites. To that end, the LAD ensured that the June 2016 institute was scheduled so as to not conflict with any other administrative professional development.

#### ii. Quarterly Professional Development

In addition to the TWDL Summer Institute, the LAD instructional coaches collaborated with dual language consultants Kathy and Manuel Escamilla to provide training for both elementary and secondary dual language teachers in grades K-3, 6-7, and 9-10 (**Appendix V - 73, LitSquaAgendasPD\_SY1516**). More than 60 teachers attended these trainings, which were presented eight times at two sites. These quarterly sessions focused on the strategic use of primary language supports within dual language classrooms and included individual in-class coaching sessions. Two-Way Dual Language sites that were part of Cycle 1 (K-2nd/6th/9th grades) attended two-hour sessions after school; the Cycle II (3rd/7th/10th grades) sites attended all-day sessions, which were designed for the different grade levels that were added

for Cycle II. For the 2016-17 school year, the District will focus a portion of dual language professional development to refine the Two-Way Dual Language framework, its components, and how they fit together in the program.

#### **f. Site Implementation**

To ensure model fidelity, the Language Acquisition Department conducted four dual language site walk-throughs in November, December, February, and March 2016 to observe Literacy Squared strategies and techniques (***Appendix V - 74, Lit\_Squ\_Site\_Vis\_SY\_15\_16***). The LAD director, language acquisition coaches, representatives from Literacy Squared, and teachers from various dual language sites participated in walk-throughs to observe strategies and methods implemented in the classrooms. Both the classroom teachers who were observed and the observers filled out reflection forms for Dictado and Lotta Lara observations (***Appendix V - 75, Lit\_Squ\_Ref\_Dict\_Form*** and ***Appendix V - 76, Lot\_Lara\_Obs\_Temp***). After each observation, the classroom teachers debriefed their implementation of dual language strategies and techniques with one of the LAD coaches or one of the consultants from Literacy Squared. The walk-through and feedback to teachers provided continued support to Cycle 1 teachers and successful implementation of the TWDL model in Cycle 2.

The District assigned every language acquisition coach to a dual language school, which helped LAD build capacity and expand the level of district support and feedback during site walk-throughs. The LAD team enhanced the in-class coaching experience by providing opportunities for colleagues of similar grade levels to observe one another and receive timely feedback, thus fostering a collaborative learning environment among colleagues. During the 2016-17 school year, the LAD will coordinate and align visits with site administrators so they can participate in the dual language walk-throughs.

#### **g. Development/Recruitment of Bilingually Endorsed Teachers**

Because of the need for bilingually endorsed teachers, the District focused its efforts on the development and recruitment of these teachers. In SY 2015-16, 289 certificated staff and five certificated administrators had a bilingual/Spanish endorsement (***Appendix V -19, V.G.1.j. Certificated Staff with Certifications in Advanced Learning areas***).

i. Outreach: University of Arizona Bilingual Cohort

In fall 2015, the LAD formed an outreach partnership with the University of Arizona (UA) bilingual cohort to encourage UA bilingual education students to pursue dual language teacher vacancies in the District. During a presentation to the students, the LAD director and the language acquisition coaches provided an introduction and overview of the District's TWDL program; Arizona's four-hour ELD mandate; language rights of English language learners; language education policy; student identification, assessment, and placement; and the Structured English Immersion program. On October 20, 2015, the UA bilingual cohort attended an all-day Literacy Squared Cycle 2 professional development event alongside 3rd grade dual language teachers. Twelve UA education students participated in breakout sessions on the implementation of the Literacy Squared Lotta Lara strategies and lesson planning. The students analyzed videos of lessons in which Lotta Lara dual language strategies were implemented and provided feedback for follow-up discussions (*Appendix V - 77, Lit\_Squa\_Bil\_Coh\_Age\_Part102015*).

UA students participated to gain an understanding of the dual language instructional strategies implemented at District dual language sites. Their involvement established a pipeline of bilingual teachers from the UA's College of Education. The District recruited teachers and offered early letters of intent and contracts to fill dual language vacancies at various dual language sites for SY 2016-17. Six out of the twelve UA bilingual cohort students with bilingual endorsements applied for vacant District dual language positions; four out of the six were hired. In the 2016-17 school year, the LAD will include the UA bilingual cohort in additional dual language trainings and conduct follow-up presentations throughout the year to strengthen the District's relationship with the UA bilingual education program and promote recruitment.

ii. Teacher Recruitment

The LAD participated in the Bilingual Latino Career Fair in Phoenix on November 4, 2015, and a Student Teacher Hiring Reception on December 10, 2015, at the District Office. Attendance at the recruitment events highlighted the District's need for bilingual certified teachers while informing the public about its dual language programs (*Appendix V - 78, TUSDHiringReceptionMailer*). For SY 2016-17, the LAD will participate in additional higher education recruitment fairs and collaborate with the UA to prepare students for the hiring and interview process.

To recruit qualified teachers into the dual language classrooms, the Language Acquisition Department collaborated with Human Resources to offer an incentive of \$2,500 to bilingually endorsed teachers. This includes teachers currently in dual language classrooms and bilingually endorsed teachers who are interested in teaching in a dual language classroom for SY 2016-17. In spring 2016, the LAD composed and sent recruitment letters inviting teachers to become part of the TWDL program, highlighting the incentive and instructional resources available (***Appendix V - 79, DL\_RecruitmentLetter\_1516***).

iii. Grow Our Own

The District's Grow Our Own program offers tuition reimbursement to certified teachers who wish to upgrade their credentials, qualifications, and skills to work with English language instruction programs. This reimbursement covers the cost of coursework toward an ESL and/or bilingual endorsement. In addition, tuition reimbursement can be provided for paraprofessionals who wish to pursue coursework to receive a degree and certification in teaching to work specifically with English language learners.

In SY 2015-16, Grow Our Own funds were available for the first ten teachers who could apply and qualify for reimbursement for the cost of the Spanish Proficiency exam. Those who receive a passing score earn a provisional Bilingual Endorsement on their certificate. Three teachers submitted an application for Grow Our Own funds (***Appendix V - 80, Grow Our Own Email***).

**h. Dual Language Parent Outreach and Supports**

The Language Acquisition Department provided program information and enrollment opportunities to students and parents throughout the District in several ways. In fall 2015, the LAD updated the District's Dual Language Parent Resource website to include various online resources, such as TUSD's adopted language literacy programs, Achieve 3000, and Imagine Learning (***Appendix V - 81, Parent Resource Website***). The website provided access to information about TWDL programs and resources for parents to support students in dual language. Moving forward, the LAD, in collaboration with the Communications and Media Relations Department, will create a more appealing and user-friendly website for current and potential dual language participants.

In addition, LAD coaches presented information to parents at four kindergarten orientations at three of the dual language sites and spoke to perspective parents during their Kinder Round-Up principal meetings. The coaches defined TUSD's Two-Way Dual Language immersion program and discussed research on the benefits of participating in the program, student growth data, and strategies for parents to support their children enrolled in the program (***Appendix V - 82, Kind\_Rd-Up Schedule-PPTs 15\_16) Parent***).

**i. Dual Language Consultant**

In March 2016 the District engaged Rosa Molina, executive director of the Association of Two-Way & Dual Language Education (ATDLE), to review the District's Two-Way Dual Language model and its program variations and make recommendations to increase student participation at current dual language school sites. She also identified and analyzed locations in central and east regions of the District and in schools with Hispanic populations of 75 percent or less to make recommendations for programmatic expansion that would promote integration.

On April 13, 2016, the LAD met with Ms. Molina and key District program staff. The meeting consisted of a three-hour overview of the current state of the District's TWDL programs and an open discussion outlining the factors affecting the quality of implementation. The LAD shared the TWDL program handbook, policies, assessments, and curricula that TWDL programs currently use.

Over the next two days, ATDLE and members of the LAD visited seven schools to review the efficacy of the program and the level of implementation by the teachers and administrators at each site. Informal discussions were held with the site administrators and key personnel in an effort to determine the strengths and challenges at each site. Staff from the Language Acquisition Department also interviewed administrators at three potential TWDL program sites.

Ms. Molina submitted an initial draft of her findings and recommendations on April 15, 2016 (***Appendix V - 83, DL\_Consultant\_InitialDraft***). These draft recommendations are summarized below:

- a) TWDL classrooms in the District are not linguistically balanced, since the Arizona Department of Education does not allow native Spanish speakers into dual language classrooms at kindergarten or 1st grades unless they are fluent in English as specified in A.R.S. § 15-753. Parents or legal



guardians of an English learner must complete this application annually per A.R.S. § 15-752.

Recommendation: TUSD should seek an exception to the ADE waiver process to allow for an earlier entry point for native Spanish speakers into the District's dual language programs.

- b) TUSD's dual language programs do not assess the students in both English and Spanish as part of the District's accountability system.

Recommendation: The District should find and utilize aligned assessments in English and Spanish that fairly measure the progress of the dual language students in both languages.

- c) Teacher effectiveness in the District is determined by their students' performance on their English-only state assessments.

Recommendation: Any measure of teacher efficacy in TUSD's dual language early Spanish immersion programs should be in the target language of instruction at the District's dual language schools.

- d) The District's TWDL programs have single-strand classes that have been impacted by student mobility and attrition.

Recommendation: The District should create two dual language strands beginning with kindergarten at the newly added dual language at Bloom Elementary School, with eventual realignment at the District's other ten sites.

- e) Lack of strict guidelines for admission in the District's TWDL program after 1st grade allows non-fluent students entry into the program, impacting the efficacy of the program.

Recommendation: The District should establish an enrollment policy that outlines a point of entry into TWDL classrooms after kindergarten and defines the screening process for students interested in entering K-1<sup>st</sup> grades.

In response to recommendation "d", the dual language program at Bloom Elementary is moving forward as planned. In May 2016 the LAD held a parent informational meeting to recruit incoming neighborhood kindergarten students (*Appendix V - 84, DuallangBloom PPT16\_17*) and the District sent mailers of

interest in July 2016 to recruit students outside the Bloom Elementary neighborhood boundaries (*Appendix V - 85, DualLang\_PC\_Mailer Bloom*). A dual language kindergarten teacher was hired in May for the 2016-17 school year.

The LAD and ATDLE also created a Dual Language Access Plan that addresses dual language actions that will be implemented in the 2016-17 school year at the District's eleven dual language sites. This plan includes forming a Dual Language Advisory Committee comprised of various stakeholders to develop a Dual Language Master Plan that will address all areas of refinements identified by the consultant (*Appendix V - 86, DL\_Consultant\_TechnicalReport* and *Appendix V - 87, DLAccessPlan16\_17*).

### C. Exceptional Education

The District conducts meaningful review of its policies and practices on an annual basis to ensure that African American and Hispanic students, including ELL students, are not being inappropriately referred, evaluated, or placed in exceptional education (ExEd) classes or programs. TUSD's Exceptional Education Department believes that all students should be educated with their typical peers to the greatest extent possible and that a referral and subsequent evaluation for special education services should occur only when all other interventions have been unsuccessful. The department is committed to this philosophy.

The disproportionate representation of culturally and linguistically diverse students in special education has been reported nationwide for the last 40 years (NEA, 2007<sup>62</sup>). Chin and Hughes, in their 1987 research, defined disproportionate representation as a rate that is plus or minus 10 percent as compared to the general population (Morrier<sup>63</sup>). Through their research, Morrier et al., concluded:

- African American students who display challenging behaviors are more often referred as students needing special education programs for emotional disabilities.
- Students identified with autism are 4.3 times more likely to be a white male.

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<sup>62</sup> *Truth in labeling: Disproportionality in special education*. National Education Association. Washington, DC, 2007. [www.nea.org/specialed/disproportionality.html](http://www.nea.org/specialed/disproportionality.html).

<sup>63</sup> *Ethnic Disproportionality in Students with Autism Spectrum Disorder*. Michael Morrier, Kristen L. Hess, & L. Juane Heflin. Files.eric.ed.gov/full text/EJ822396.pdf.

- English language learners are more likely to receive special education services in school districts with small ELL populations than in large urban, inner-city districts (NEA, 2007).

With these statistics in mind, the ExEd Department developed and implemented a four-part plan in SY 2015-16 to ensure all students were treated with equality when they demonstrated a need for a special education referral and evaluation.

Step One: Provide exemplary professional development to ensure all students are appropriately referred and placed in special education.

During the 2015-2016 school year, the ExEd Department provided ongoing professional development and training based on the department's Standards of Practice. These standards were developed in SY 2013-2014 and initially implemented in SY 2014-2015 to help guide all psychologists, speech pathologists, and social workers in the identification and placement procedures of students with autism spectrum disorder (ASD) and emotional disabilities (ED). The ExEd Department provided four trainings between August and November 2015 to ensure that related service providers and psychologists used research-based, systematic strategies to accurately assess all students, specifically those referred for an evaluation in ASD and ED.

The first session in August 2015 trained all District psychologists and speech pathologists regarding the Autism Diagnostic Observation Schedule (ADOS) protocol (*Appendix V - 88, ADOS Training August 26, 2015 Psychologist and Speech Pathologist*). This assessment ensures that all evaluators are able to identify the characteristics of ASD, compare them to typical development, administer the assessment, and accurately score the assessment. The training also identified other possibilities if ASD was not indicated.

The next session was a two-day training that introduced Modules 3 and 4 of the ADOS, which took District service providers to a mastery level of administration by using live subjects to observe and conduct the evaluation (*Appendix V - 89, ADOS Training October 8-9 for Psychologist and Speech Pathologist*). A certified instructor provided immediate feedback, followed by specific discussions designed to improve the psychologist and related service provider's expertise.

The third session was presented by Kathleen Woodward, E.D.S., NCSP, on the subjects of reliable assessment of emotional disturbance and social maladjustment

using the Emotional Disturbance Decision Tree (EDDT) and the Emotional Disturbance Decision Tree Parent Form (EDDT-PF). This presentation, targeting the identification and placement of students with behavioral and emotional challenges, reviewed the concept of emotional disability; literature-based test construction; and administration, scoring, and interpretation of the EDDT and the EDDT-PF.

The fourth session provided training on the ADOS-IR, a developmental questionnaire that District social workers administer to families to understand the whole child and their family dynamics. This intensive workshop familiarized the social workers with the components of the questionnaire to support the appropriate identification of students with autism.

Step Two: Communicate to the District and the larger community ExEd's commitment to educating all students in a strategic and cohesive manner.

To accomplish this, all central ExEd Department staff used the Collective Commitments process—a transformation exercise—to create a mission and vision that expressed the department's goals, values, and purpose (**Appendix V - 90, Collective Commitments**).

This vision is:

*All Means All: Every Student Every Day! This embodies the spirit of special education and the District mission and vision. It demonstrates a commitment to support the District and the community by participating in and celebrating the achievement and the individualism of all students within the district.*

The mission is:

*The Exceptional Education Department of Tucson Unified School District is committed to the fair and equitable education of all students. We provide exemplary opportunities for individual students to work together in collaborative environments to accomplish shared goals. We provide educational opportunities where all students, teachers, and staff know they are valued members of the larger Tucson community.*

This mission and vision were the driving force behind the ExEd Department's work during the 2015-16 school year. The department is determined to ensure that all students receive the best instruction in their general education classroom and that, if needed, ExEd staff will appropriately identify and place students in their least restrictive environment.

Step Three: Review the referral and placement data for all students on a quarterly basis, paying close attention to the identification and placement of African American, Hispanic, and ELL students (*Appendix V - 91, EXED Referrals Quarters 1, 2 and 3* and *Appendix V - 92, EXED Referrals Quarter 1 and 2 with DNQ*).

This review culminated in a complete picture of the percentage of students placed in special education programs during the 2015-2016 school year. Table 5.39 below shows the data compiled over the year. Qualification for ExEd services varied by ethnicity; 56 percent of referred Hispanic students and 30 percent of referred African American students qualified. Overall, 58 percent of the students referred qualified for ExEd placement.

**Table 5.39: Number of ExEd Referrals by Disability and Ethnicity**

Disability	White	African American	Hispanic	Native American	Asian/Pacific Islander	Multi-Racial	Total
Autism Spectrum Disorder	*	0	*	0	*	*	9
Developmental Delay	*	*	15	*	0	*	31
Emotional Disability	26	8	41	*	0	*	84
Mild Intellectual Disability	1	*	10	*	*	0	14
Multiple Disabilities	0	*	*	0	0	0	*
Severe Sensory Impairment	0	*	*	0	0	0	*
Orthopedic Impairment	0	0	*	0	0	0	*
Other Health Impairments	23	*	20	*	0	0	59
Specific Learning Disability	63	6	212	27	*	10	320
Speech/Language Impairment	41	8	94	27	*	*	157
Severe Intellectual Disability	0	*	0	0	0	0	*
Total Number of Referrals	161	33	408	47	9	25	680
Total Number of Qualifications	96	10	227	37	9	12	391
% of Referrals who qualified	60%	30%	56%	79%	100%	48%	58%

Step Four: Analyze the data for trends and inequities. This will help the department create a plan for the 2016-2017 school year.

Based on current numbers, the data show that white, Native American, multi-racial, and ELL students were referred for ExEd services at a higher percentage than

their District enrollment would suggest, and that these groups are disproportionately represented in the ExEd population.

**Table 5.40: Number and Percent of Qualified Students by Ethnicity and ELL Status**

	White	African American	Hispanic	Native American	Asian/Pacific Islander	Multi Racial	ELL	Total
N of Students Referred	161	33	405	47	9	25	117	680
% of Total Referrals	24%	5%	60%	7%	1%	4%	17%	
N of Students Qualified	96	10	227	37	9	12	85	391
% of Total Qualified	25%	3%	58%	9%	2%	3%	22%	
District Enrollment %	21%	9%	61%	4%	2%	3%	6%	

Out of the total number of students who qualified for ExEd services during SY 2015-16 (see Table 5.40 above), 3 percent were African American and 58 percent were Hispanic. The data reveal that African American and Hispanic students, in contrast to national statistics, are not overrepresented in exceptional education, but that ELL students are.

The ExEd Department reviewed this data and identified two overarching themes that will be the focus of its work over the 2016-2017 school year: (1) the discrepancy between the number of students referred for evaluation and those who actually qualified, and (2) the underrepresentation of Hispanic and African American students who qualified for exceptional education services.

ExEd leadership noticed the discrepancy between the number of students referred for special education and those identified as needing services. In most cases, with the exception of ELL students, the number of students referred for evaluation was almost twice the number of students who qualified. This trend implies that school sites may need additional training on implementing with fidelity strong teaching strategies in the general education classroom (Tier 1) and, for those students making less than adequate progress, additional interventions throughout their day (Tier 2 and 3). To accomplish this, school sites must implement with fidelity the Multi-Tiered System of Supports. MTSS is designed to establish excellent classroom instruction and implement additional interventions that might be needed to support student learning. This process is currently under development at all

school sites in the District. If successful, the ExEd Department anticipates the number of student referrals will closely mirror the number of students identified.

ELL students are referred at a rate that comports with the qualification rate. The ExEd Department anticipates that ELL students received more support and interventions prior to referral for an exceptional education evaluation. However, because ELLs are overrepresented in exceptional education referral and qualification, ExEd will closely monitor these referrals and the qualification rate throughout the 2016-17 school year to ensure fidelity with the qualification protocols.

In addition to the support and implementation of the MTSS process, the ExEd Department will conduct professional development training for psychologists and administrators to establish the role of the psychologist in PBIS. PBIS is an alternative to negative consequences for student behavior. The U.S. Department of Education issued a letter<sup>64</sup> to all districts on August 1, 2016, charging them to implement PBIS, especially for students with disabilities. The letter states:

*Since Congress amended the Individuals with Disabilities Education Act (IDEA) in 1997, Positive Behavioral Interventions and Supports have held a unique place in special education law. PBIS, referred to as Positive Behavioral Interventions and Supports in IDEA, is the only approach to addressing behavior that is specifically mentioned in the law. This emphasis on using functional assessment and positive approach to encourage good behavior remains in the current version of the law (IDEA) as amended in 2004.*

The letter continues:

*Research shows that school-wide, small group, and individual behavioral supports that use proactive and preventative approaches, address the underlying academic engagement, academic achievement, and fewer suspensions and dropouts. In short, children are more likely to achieve when they are directly taught predictable and contextually relevant school and classroom routines and social behavior, consistently prompted and corrected when behavior does not meet expectations, and treated by others with respect.*

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<sup>64</sup> 72 Fed. Reg. 3432 (Jan. 25, 2007).  
[www.whitehouse.gov/sites/default/files/omb/memoranda/fy2007/m07-07.pdf](http://www.whitehouse.gov/sites/default/files/omb/memoranda/fy2007/m07-07.pdf).

The ExEd Department is committed to the use of PBIS in conjunction with MTSS. The department is confident that with continued professional development and staff training in these areas, the rate of referrals and identification of students with disabilities will appropriately represent the District population, with heightened awareness given to African American and Hispanic students.

The underrepresentation of African American and Hispanic students who qualified for exceptional education services was the second trend identified by ExEd. This trend had not been observed in previous District exceptional education data. One possibility for this trend is increased knowledge of research-based strategies for identification of students with disabilities, including the need for cultural sensitivity in the evaluation process. Due to these findings, the ExEd Department continues to ensure that students referred for exceptional education are evaluated using practices that accurately identify their needs and respect their ethnic and cultural uniqueness.

## **D. Student Engagement and Support**

### **1. Dropout Prevention and Graduation Plan**

Although the District is developing and implementing the Dropout Prevention and Graduation (DPG) Plan on an ongoing basis, the 2015-16 school year was the first full year of implementation after the District and parties finalized the plan in March of 2015. The scope of the final DPG plan is broad. Accordingly, following the recommendations of expert Dr. Russell Rumberger,<sup>65</sup> the District prioritized the implementation of certain strategies during the 2014-15 and 2015-16 school years. At the end of SY 2015-16, District staff met to analyze the plan and revise its strategies for the 2016-17 school year as part of its ongoing commitment to the continuous and recurring cycle of developing, implementing, monitoring, assessing, and adjusting. The existing DPG plan is provided herein; the revised DPG plan will be provided in the 2016-17 Annual Report (*Appendix V - 93, DPG Plan*).

The DPG plan includes multiple annual goals and dozens of strategies from direct interventions at varying grade levels to specific strategies for providing

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<sup>65</sup> Founder and director of the California Dropout Research Project and professor of education, University of California, Santa Barbara.



positive alternatives to suspension. Previous reports have outlined two of the seven main sections of the plan: the findings of the student support review and assessment that preceded the plan, and consultation with national experts. This narrative discusses the following five remaining sections: annual goals and progress monitoring, student identification and monitoring, graduation support services, family engagement, and professional development.

#### a. Annual Goals and Progress Monitoring

The plan's goals must be evaluated and adjusted annually based upon data. The District, in consultation with experts, established the initial set of annual goals in the winter of the 2014-15 school year and thus applied those goals to both the 2014-15 and 2015-16 school years.<sup>66</sup> The initial goals include increasing graduation rates, reducing dropout rates, reducing in-grade retention rates (grades K-8), and improving attendance rates for African American and Hispanic students, including African American and Hispanic ELL students. Over the 2015-16 school year, the District made improvements in some areas and met some, but not all, of the established goals.<sup>67</sup>

##### i. Increasing Graduation Rates

**Table 5.41: Four-Year Graduation Rates by Ethnicity**

Year	White	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	85.3%	82.0%	80.0%	66.7%	89.6%	82.1%	81.7%
2015-16	85.0%	76.5%	80.6%	68.8%	88.6%	84.2%	80.6%

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 - 94, DPG Plan pp. 8-10**). The goal for the 2015-16 school year was to increase the African American and Hispanic graduation rate by 3 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 SY, the African American Four-Year Graduation

<sup>66</sup> The present analysis is based on the initial goals. Pursuant to the plan, the District has evaluated these goals and likely will propose adjusted goals for SY 2016-17.

<sup>67</sup> The District initially developed the goals for the 2014-15 school year (based on 2013-14 data) but did not adjust the goals for the 2015-16 school year (based on 2014-15 data). After making gains in 2014-15, the District could have adjusted the goals downward to reflect the 2014-15 gains.

Rate is 75 percent, the goal for the end of SY 2014-15 would be 77.25%, an increase of 3% ( $75 \times 1.03$ ).” ***Id at 9.*** As Shown in Table 5.39 above, the African American student graduation rate in the 2014-15 school year was 82 percent; therefore, the goal for the 2015-16 school year was 84.46 percent ( $82.0 \times 1.03$ ). The District did not meet its goal: the four-year graduation rate for African American students in the 2015-16 school year was 76.5 percent. However, the graduation rates for African American students in TUSD were much higher than the state average. The state of Arizona’s unadjusted graduation rate for African American students was 74 percent in SY 2015-16.

The Hispanic student graduation rate in the 2014-15 school year was 80 percent, so the goal for the 2015-16 school year was 82.4 percent ( $80 \times 1.03$ ). ***Id.*** The District did not meet its goal: the four-year graduation rate for Hispanic students in the 2015-16 school year was 80.6 percent. The state of Arizona’s unadjusted graduation rate for Hispanic students was 75 percent for SY 2015-16.

**Table 5.42: Four-Year ELL Graduation Rates by Ethnicity**

Year	African American ELLs		Hispanic ELLs	
	Number of Students	Rate	Number of Students	Rate
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	6 of 12	50%	14 of 31	45.2%
2015-16	4 of 19	21%	9 of 26	35%

The goal for African American ELLs was to increase the number of students graduating by 100 percent. In the 2014-15 school year, six African American ELL students graduated; an increase from six to twelve would represent an increase of 100 percent. In the 2015-16 school year, the District did not meet its goal, as four of nineteen students graduated (see Table 5.42 above).

The goal for Hispanic ELL students was to increase the number of students graduating by 50 percent, or to increase the graduation rate by 10 percentage points, whichever was higher. An increase from fourteen in SY 2014-15 to 21 in the 2015-16 school year would represent an increase of 50 percent. The District did not meet its goal of increasing the number of Hispanic ELL graduates by 50 percent nor of increasing the rate by 10 percentage points.

ii. Reducing Dropout Rates**Table 5.43: Four-Year Dropout Rates by Race/Ethnicity**

Year	White	African American (AfAm ELL)	Hispanic/Latino (Hisp ELL)	Native American	Asian/Pacific Islander	Multi-Racial	District Dropout Rate
2012-13	1.8%	2.5%	2.4%	5.1%	0.4%	2.4%	2.4%
2013-14	1.9%	2.0%	2.0%	3.1%	0.4%	1.1%	1.8%
2014-15	1.6%	2.5%	2.0%	3.1%	0.6%	0.9%	1.8%
2015 -16	1.4%	2.5% (1.7%)	1.8% (.1%)	2.7%	0.6%	2.3%	1.8%

The goal for the 2015-16 school year was to decrease the dropout rate for all 7th-12th grade African American and Hispanic students by 0.2 percent. ***Id at 9.*** In the 2014-15 school year, the adjusted African American dropout rate was 2.5 percent and the Hispanic dropout rate was 2.0 percent. The District did not meet its goal for African American students in the 2015-16 school year, as the dropout rate remained the same, at 2.5 percent, as shown above in Table 5.43. However, the dropout rate for African American students in TUSD is almost half the dropout rate of 4.6 percent for the state of Arizona. The District did meet its goal for Hispanic students, with the dropout rate falling by 0.2 percent to 1.8 percent.

The goal for African American and Hispanic 7th-12th grade ELL students was to maintain a dropout rate that was lower than each group's non-ELL dropout rate for each given year. ***Id.*** In the 2015-16 school year, the African American ELL student dropout rate was 1.7 percent, which was lower than the 2.6 percent dropout rate for non-ELL African American students. The Hispanic ELL student dropout rate was 0.1 percent, which was lower than the 1.8 percent dropout rate for non-ELL Hispanic students. The District met its goal in both these areas.

iii. Reducing In-Grade Retention Rates (Grades K-8)**Table 5.44: African American Students Retained In-grade**

Grade	2014-15 to 2015-16			2015-16 to 2016-17		
	N	Ret.	% Ret.	N	Ret.	% Ret.
K	343	10	2.9%	349	6	1.7%
1	369	7	1.9%	376	9	2.4%
2	361	9	2.5%	386	5	1.3%
3	316	0	0.0%	346	3	0.9%
4	294	2	0.7%	335	1	0.3%
5	303	1	0.3%	309	0	0.0%
6	279	4	1.4%	306	2	0.7%
7	330	1	0.3%	287	3	1.0%
8	277	2	0.7%	332	1	0.3%
K-8	2,872	36	1.3%	3,026	30	1.0%

For the 2015-16 school year, the District's goal was to decrease the in-grade retention rate for African American students by 10 percent compared to the 2014-15 school year. *Id.* The plan provides an example for calculating and evaluating the 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. at 10.* In SY 2014-15, the African American retention rate for grades K-8 was 1.3 percent, as shown in Table 5.44 above, so the goal for the 2015-16 school year was 1.2 percent, a reduction of 10 percent (1.3 - (1.3 x .10)). In the 2015-16 school year, the rate was 1 percent, representing a reduction of 0.3 percent. In addition to meeting and exceeding the goal, the gap between retention rates between African American and white students disappeared, as both groups had retention rates of approximately 1 percent (*Appendix V - 95, V.G.1.o. Retention Three Year*).

**Table 5.45: Hispanic Students Retained In-grade**

Grade	2014-15 to 2015-16			2015-16 to 2016-17		
	N	Ret.	% Ret.	N	Ret.	% Ret.
K	2,335	42	1.8%	2,156	45	2.1%
1	2,436	43	1.8%	2,374	42	1.8%
2	2,505	20	0.8%	2,420	21	0.9%
3	2,401	15	0.6%	2,483	17	0.7%
4	2,374	5	0.2%	2,380	6	0.3%
5	2,367	8	0.3%	2,347	7	0.3%
6	2,239	12	0.5%	2,134	10	0.5%
7	2,172	16	0.7%	2,168	7	0.3%
8	2,199	11	0.5%	2,171	5	0.2%
K-8	21,028	172	0.8%	20,633	160	0.8%

For Hispanic students, the District's goal for the 2015-16 school year was to decrease the in-grade retention rate in grades 3-8 by 50 percent. *Id.* In the 2014-15 school year, the retention rate for Hispanic 3rd graders was 0.6 percent (a rate of 0.3 percent represents a reduction of 50 percent), and for 8th graders it was 0.5 percent (a rate of 0.25 percent represents a reduction of 50 percent). In the 2015-16 school year, the retention rate was 0.7 percent for Hispanic 3rd graders, representing a 0.1 percent increase, and 0.2 percent for 8th graders, for a 60 percent reduction. The District did not meet its goals for reducing in-grade retention rates for Hispanic students in 3rd grade but did meet its goals for 8th grade.

iv. Increasing Attendance Rates (Grades K-8)

**Table 5.46: Attendance Rates by Race and 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%
2015-16	91.6%	91.1%	90.1%	88.6%	94.3%	90.8%	90.5%

For the 2015-16 school year, the District's goal was to increase attendance rates by 0.05 percent for African American students and by 0.06 percent for Hispanic students. *Id.* In the 2014-15 school year, the African American student attendance rate was 91.5 percent, so the goal for the 2015-16 school year was 91.55 percent, an increase of 0.05 percent. In the 2015-16 school year, the African American student attendance rate was 91.1 percent, representing a slight decrease

from last year. In the 2014-15 school year, the Hispanic student attendance rate was 90.6 percent, so the goal for the 2015-16 school year was 91.4 percent, an increase of 0.6 percent. In the 2015-16 school year, the Hispanic student attendance rate was 90.1 percent, representing a small decrease from previous years.

v. Summary of 2015-16 Annual Goals

**Table 5.47: DPG Annual Goals, Summary**

Goal	Met	Did Not Meet
Increase African American graduation rate by 3%		X
Increase Hispanic graduation rate by 3%		X
Increase African American ELL graduation rate by 100%		X
Increase the numbers of Hispanic ELLs graduating by 50% (or the graduation rate by 10 percentage points)		X
Decrease African American dropout rate by .2%		X
Decrease Hispanic dropout rate by .2%	X	
Maintain an African American ELL dropout rate that is lower than the African American dropout rate	X	
Maintain a Hispanic ELL dropout rate that is lower than the Hispanic dropout rate	X	
Decrease in-grade retention rate for African American students by 10%	X	
Decrease in-grade retention rates of Hispanic students in 3 <sup>rd</sup> grade by 50%	X	
Decrease in-grade retention rates of Hispanic students in 8 <sup>th</sup> grade by 50%		X
Increase attendance rates by .05 percent for African American students		X
Increase attendance rates by .6 percent for Hispanic students		X

After meeting most of the thirteen goals in 2014-15, the District met five of thirteen in 2015-16. In the early fall of 2016, the DPG review team will examine the results and adjust the goals accordingly for the 2016-17 school year to be aggressive where needed but not so aggressive as to be unattainable in other areas.

vi. Progress Monitoring

In SY 2015-16, the District implemented a DPG review team to review the DPG budget allocation and monitor the successful implementation of the DPG plan. The team met three times during the spring semester of SY 2015-16 and reviewed the progress and implementation of the plan. Members of the DPG team included staff from Technology Services, Dropout Prevention, Student Support services, Curriculum, and Academic Leadership.

The Student Services and Dropout Prevention departments implemented a review of student demographics focusing on high-needs K-12 schools to identify at-

risk students and to provide additional support (described below) to reduce dropout rates. The Student Services directors targeted these schools based on SY 2014-15 math and math/English language arts (ELA) benchmark assessments and enrollment. The Dropout Prevention Department targeted all high schools and several middle schools to assign additional support to positively impact dropout rates. To enhance its ability to address the goals of the DPG plan in SY 2016-17, the review team will meet on a quarterly basis during the school year.

### **b. Student Identification and Monitoring**

In SY 2014-15, the District piloted a student identification and monitoring system called WatchPoint to identify students in jeopardy of dropping out of school and/or experiencing academic, attendance, and behavior challenges. The WatchPoint system was piloted at seven schools.<sup>68</sup> At all other schools, the District identified and monitored student progress toward graduation through existing methods: the use of Grant Tracker and excel spreadsheets by Student Services staff; MTSS meetings; and reviews of technology services demographic data. In SY 2015-16, after reviewing the results of the pilot, the District discontinued the use of the WatchPoint system and took steps to implement a better monitoring system. In the interim, the District utilized its student information system to monitor academic and behavioral progress of individual students. Ultimately, the District decided to consolidate strategies through the use of the Synergy student information system and the BrightBytes student intervention system. Both Synergy and BrightBytes, once integrated, will enhance the District's ability to identify and monitor student progress and to automatically flag at-risk students.

In 2015, the District drew upon recommendations from senior leadership and lessons learned from previous TUSD student monitoring and intervention strategies to draft a scope of services for consolidated intervention software that would integrate with Synergy and BrightBytes. By the fall of 2015, the District had completed the process for identifying and selecting the consolidation software, Clarity, and worked to integrate it into its overall system. Clarity will go online in October 2016. In the meantime, the District will continue to use existing systems.

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<sup>68</sup> Erickson and Tully elementary schools, Roberts-Naylor K-8 School, Doolen and Valencia middle schools, and Pueblo and Rincon high schools.

### c. Graduation Support Systems

To reach the above-stated goals, the District designed and institutionalized support systems and strategies to provide 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; disengagement from school; and out-of-school suspensions. The District concentrated its efforts and its academic and behavioral support personnel on school sites and in areas in which student and school data indicated the greatest need. Then, the District utilized six primary approaches as outlined in the DPG plan: district-wide strategies, high school strategies, middle school strategies, elementary and K-8 school strategies, ELL strategies, and positive alternatives to suspension. The following outlines the District's efforts in SY 2015-16 for the first five approaches; Section VI describes TUSD efforts related to the sixth approach—positive alternatives to suspension.

#### i. Matching Resources with Identified Need

To increase graduation rates and reduce dropout rates, the District implemented additional support to schools through the Dropout Prevention Department and Student Services directors. Staff from both departments were assigned to high-need schools based on District benchmark assessments and/or schools with high percentages of high school dropouts or students in jeopardy of dropping out.

#### ii. Districtwide Student Support Strategies

TUSD also provided district-level support through the application of MTSS and individual support plans, standardized curriculum, utilization of social workers, home visits, and PBIS. The District also implemented the Summer Experience program and two additional initiatives with the Tucson Mayor's Office—the Count Me In attendance initiative and the Steps to Success dropout prevention initiative.

#### *Multi-Tiered System of Supports and School-Wide Support Plans*

In SY 2014-15, the District required all schools to apply the use of MTSS and support plans for students in jeopardy of not achieving academically at their grade level, in jeopardy of not graduating, and needing additional behavior support beyond the classroom (**Appendix V - 96, MTSS\_StaffResourceList** and **Appendix V - 97, SampleMTSSMinutes**). Although the implementation of the MTSS was designed for all students needing additional support, the application of the MTSS model is



relevant to addressing the needs of African American and Hispanic students. In SY 2015-16, every school's MTSS team was required to meet a minimum of once per month, while some schools chose to meet every week (**Appendix V - 98, HS\_MTSS1516**). To support all school-site administrators in implementing MTSS, training was provided during District administrator meetings (**Appendix V - 99, Campus Student Support Foundation** and **Appendix V - 100, Referral Process Presentation ILA 08-27-15**).

In addition to all schools applying an MTSS model to support students, the AASS and MASS directors required all student success specialists to serve on at least one MTSS site team to provide additional Tier 2 and/or Tier 3 support for African American and Hispanic students. The AASS and MASS specialists served on site teams showing the greatest need based on student demographic data and District request. For more information on AASS and MASS activities, see Section V.D.3.

#### *Standardized Curriculum*

TUSD curriculum was disseminated to all staff and employees via the District's curriculum website (**Appendix V - 101, CurriculumPage** and **Appendix V - 102, HowToAccessCurriculum**). Central staff, site administrators, and teachers had access to TUSD's comprehensive curriculum in core content and elective areas. District staff accessed curriculum maps and scope and sequences along with additional curricular resources. All certified staff were required to complete curriculum training through the True North Logic online professional development portal.

#### *Language Accessible Social Workers*

The District provided social workers who supported students through the Exceptional Education Department and also provided three language-accessible social workers in high-needs schools.

#### *Home Visits*

School staff (i.e., community representative, counselor, or specialist) made home visits on an as-needed basis to support students in jeopardy of dropping out of school. In addition, the Dropout Prevention Department specialists visited homes of students who experienced habitual absenteeism. In SY 2015-2016, eleven dropout specialists made 685 daytime and evening home visits, both scheduled and spontaneous. If a student was of legal age, the specialists directed the conversation

toward the student. If the student was under legal age, the specialists encouraged the parents to include the student in the conversation and the resolution.

**Table 5.48: Home Visits**

Type of School	Number of Sites	Number of Home Visits
Elementary	9	71
K-8	6	64
Middle School	7	80
High School	8	470
Total	30	685

### *Steps to Success*

The District and the Tucson Mayor's Office implemented the Steps to Success initiative to seek out and retrieve students who have dropped out of TUSD schools. Through home visits, this partnership allowed educational staff (including support staff from the Student Support Services and Dropout Prevention departments), city officials, and community members to visit with students and their families and encourage them to finish their high school education. In the 2015-16 school year, 145 students returned to school and 26 graduated; 73 percent of these graduates were African American or Hispanic (see Table 5.49 below).

The District is committed to spearheading Steps to Success twice a year, in January and July, to increase its graduation rates and give students a second chance of making a life-changing decision that will impact them, their families, and the local community.

**Table 5.49: Steps to Success**

	White	African American	Hispanic	Native American	Asian/Pacific Islander	Multi-Racial	Total
Enrolled	26	16	92	7	1	3	145
	17.9%	11.0%	63.4%	4.8%	0.7%	2.1%	
Graduates	7	2	17	0	0	0	26
	26.9%	7.7%	65.4%	0.0%	0.0%	0.0%	

iii. High School Support Strategies

*Summer Bridge Program for Incoming 9th Graders*

In the summer of 2015, the District expanded the Summer Bridge Program to all ten comprehensive high schools. While any student could attend, the District targeted its recruitment to students who had faced particular academic challenges, such as 8th grade students in jeopardy of not promoting to the 9th grade. Students participated in a four-hour school day in which they received 1.5 hours of instruction in math, 1.5 hours of instruction in ELA, and an hour each day of either study skills or campus orientation. The curriculum used for the math and ELA instruction was the same as that used for 8th grade retention programs but was delivered in an abbreviated amount of time. Teachers used the curriculum to ensure that students participating in the program would have a solid foundation in math and ELA as they transitioned into the 9th grade. The campus orientation and study skills component of the program allowed students to become accustomed to their high school site so that as incoming freshman they would have less difficulty transitioning to high school. The District recruited teachers working on the respective campuses to be a part of the Summer Bridge Program so they could start building relationships with the students prior to the first day of SY 2016-17 (***Appendix V - 103, HSSummerBridgeEnrollment***).

*Organize High School Classes for Freshmen into Smaller Communities or Teams*

In SY 2015-16, Santa Rita High School created a Freshmen Academy to provide a new pathway for college and career readiness within a unique academy model. The Freshmen Academy provides students with the opportunity to explore and plan for college and career pathways by completing Career and Technical Education and Pima County Joint Technical Education District courses, with the option to take Pima Community College dual credit courses on Santa Rita's campus. Students participating in this smaller school community were on a differentiated bell schedule that included a Success Academy class. The District designed the class to connect college advisors and industry partners with students on the Santa Rita campus.

*Pilot Program for 8th Grade Math*

The DPG review committee agreed to remove this strategy from the plan but discussed revisiting it at the end of the 2016-17 school year as a possible future option.

### *Dropout Prevention Specialists*

During school year 2015-2016, the District assigned Dropout Prevention specialists to high schools. However, some specialists split their time between their assigned high school and a high-need middle school. The specialists supported students through one-to-one ratio conferences, attendance monitoring, Child Find,<sup>69</sup> MTSS meetings, and home visits. They also provided alternative options for students to complete school and engaged students with community resources as necessary. The specialists served as student advocates and liaisons between the school and families, and they were responsible for implementing two Steps to Success events and implementing the District Attendance Awareness Campaign.

### *Credit Tracking Training*

As part of the MTSS process, MTSS teams monitored the credit acquisition of students in jeopardy of not graduating. During MTSS meetings at the high school level, the teams also discussed individual students with low or failing grades to develop interventions and/or a plan for support (***Appendix V - 104, MTSS Tier 1 Intervention Form***).

Furthermore, District staff shared with families the promotion/retention policies and grade appeal process. The Dropout Prevention Department conducted trainings on credit tracking with 8th grade students in preparation for high school. AASS and MASS specialists working at the high school level also reviewed graduation credits with students and helped students monitor their own academic progress.

### *Education and Career Action Plans*

School counselors, college and career coordinators, and dropout specialists played pivotal roles in preventing students in grades 9-12 from dropping out by developing graduation plans and providing direct services and support to them. 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 more informed career and school choices. The AzCIS portfolio portal provided students with methods to develop and update their Education and Career Action Plans (ECAPs), which are personalized plans/portfolios. In SY 2015-16, the

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<sup>69</sup> Child Find involves the location, identification, and evaluation of students with disabilities.

District required all 8th-12th grade students to use AzCIS to create ECAPs, and school counselors worked directly with students and teachers to develop them for all students. At the high school level, TUSD students created 22,965 entries in AzCIS during the 2015-16 school year.

Entries included creating ECAPs, updating information, and adding new goals. The portfolio allowed students to enter, track, and update the following information: course enrollment and post-secondary 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 of contact at each high school for assisting students in developing the student ECAPs (via AzCIS), as required by the plan. The table below highlights the total number of high school entries into AzCIS.

**Table 5.50: Arizona Career Information System**

Usage For 08/01/2015 - 06/30/2016		
Site Name	Total Student ECAP Portfolios	Active ECAP Portfolio Log-Ins
Catalina High Magnet School	92	53
Cholla High Magnet School	2,792	788
Palo Verde High Magnet	1,011	572
Pueblo High Magnet School	1,846	1,204
Rincon High School	1,914	1,161
Sabino High School	2,479	1,947
Sahuaro High School	2,699	1,376
Santa Rita High School	976	596
Teenage Parent High School (TAPP)	116	55
Tucson High Magnet School	7,603	3,846
University High School	1,437	740
<b>Totals</b>	<b>22,965</b>	<b>12,338</b>

### *Structured Concept Recovery*

This strategy is described in the plan and is used throughout the District but not in a formal, structured manner. The District has plans to pilot a more formal process at one or more schools in the 2016-17 school year.

### *Alternative Schools*

The District operated two alternative schools in SY 2015-16—Project MORE and the Teenage Parent High School (TAP)—as well as online alternatives. Project MORE Alternative High School serves juniors and seniors seeking flexible web-based learning options supported by personalized instruction with an emphasis on credit recovery. The Teenage Parent Program (TAP) is a small alternative school designed to help pregnant and parenting teens finish high school while parenting. TAP is an accredited school that provides direct instruction, credit recovery courses, and targeted instructional supports in math and reading for students who are at a high risk for dropping out of high school.

In addition to Project MORE and TAP, students may choose among multiple credit recovery options, including AGAVE Middle and High School, AGAVE Credit Recovery, Edgenuity, GradLINK, and Weekend Academy at Project MORE. Alternative summer school options include AGAVE Credit Recovery and the Summer Bridge Program, which was discussed earlier in this report (***Appendix V - 105, GradlinkFlier*** and ***Appendix V - 107, HSSummerBridgeEnrollment***). During SY 2015-16, 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, during, and after 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 serves any student residing in Arizona in a virtual environment; however, the majority of the student body resides in Pima County. AGAVE provides quality curriculum taught by highly qualified and appropriately certified staff that allows 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 provides computer labs staffed by teachers to provide additional one-on-one support. The AGAVE offices are centrally located at Catalina High School.

GradLink is an AGAVE program focused on seniors who are within eight credits of graduating. *2013-2014 Annual Report, p. 135*. 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 5.51: Credit Recovery Options Summary – SY 2015-16**

<b>Program/Description</b>	<b># of participating Af. Am. and Hispanic students</b>	<b>Credits recovered</b>	<b>Location(s)</b>
<b>Edgenuity:</b> online classes (numbers for both full- and part-time students taking Plato through AGAVE)	African American: 251 Hispanic: 1,400	African American: 278 Hispanic: 1,182	All high schools
<b>AGAVE Middle and High School:</b> online High School with optional labs (for graduation numbers see GradLink)	African American: 74 Hispanic: 458	African American: 108 Hispanic: 433	Virtual Schools:
<b>AGAVE Credit Recovery:</b> virtual credit recovery with optional labs	African American: 183 Hispanic: 985	African American: 179 Hispanic: 813	Offices at Catalina High School;
<b>GradLink Program of AGAVE:</b> online courses and in-person support for students who recently left high school and are close to finishing	African American: 15 (3 Graduates) Hispanic: 135 (28 Graduates)	African American: 25 (22 Graduates) Hispanic: 167 (85 Graduates)	Labs at Catalina, Pueblo, and Palo Verde high schools
<b>High School Summer Experience:</b> AGAVE numbers only	African American: 49 Hispanic: 353	African American: 58 Hispanic: 362	High schools; online

### *Explore Quarterly Credit Options*

The DPG review committee agreed to remove this strategy from the plan but discussed revisiting it at the end of the 2016-17 school year as a possible future option.

#### i. Middle School Strategies

### *Organize Middle School Classes for Freshmen into Smaller Communities or Teams*

The DPG review committee agreed to remove this strategy from the plan but discussed revisiting it at the end of the 2016-17 school year as a possible future option.

## *CORE PLUS*

The CORE PLUS (CP) Academic Intervention Program was designed to provide academic intervention to low-performing 6th graders. The goals of CP included moving 25 percent of enrolled students up one category in one or more areas of the AzMERIT; showing a 15 percent or greater change in pre- and post-tests in reading; and showing a 15 percent or greater change in pre- and post-tests in math.

In 2015-16, CP met all three goals:

- 35 percent of enrolled students moved up one or more categories.
- The average percent change between pre-test and post-test in reading was 130 percent, with an average point gain of 12 points.
- The average percent change between pre-test and post-test in math was 769 percent, with an average point gain of 17 points.

After analyzing data, the District identifies underperforming 6th grade students from across the District, prioritizing African American and Hispanic students. Parents are then invited to attend an informational meeting and enroll their child in CP. Because CP is a program and not a school, the enrolled students maintain their TUSD middle school registration but attend one of the CP classrooms. CP has been in existence since 2011 and will continue offering intervention to 6th graders for SY 2016-17. CORE PLUS is highly successful, but it is also expensive; each class has a certified teacher and an instructional specialist and only serves 15 to 20 students throughout the school year.

## *Summer School*

The District designed the Summer Experience program, a three-week literacy and mathematics program, for students in 2nd, 3rd, 5th, and 8th grades who needed additional support to move to the next grade level and/or to be successful in the subsequent school year (***Appendix V - 106, SummerExperienceInvite, Appendix V - 107, SummerExperience2016, and Appendix V - 108, SummerExpInviteSpanish***). Two high school hubs served students in 8th grade from across the District; nine elementary and K-8 hubs served 2nd, 3rd, and 5th graders from across the District (***Appendix V - 109, BoothFickettSummerExperience***).

The District recruited all students in jeopardy of not promoting to the next grade level and engaged in additional efforts to recruit African American and

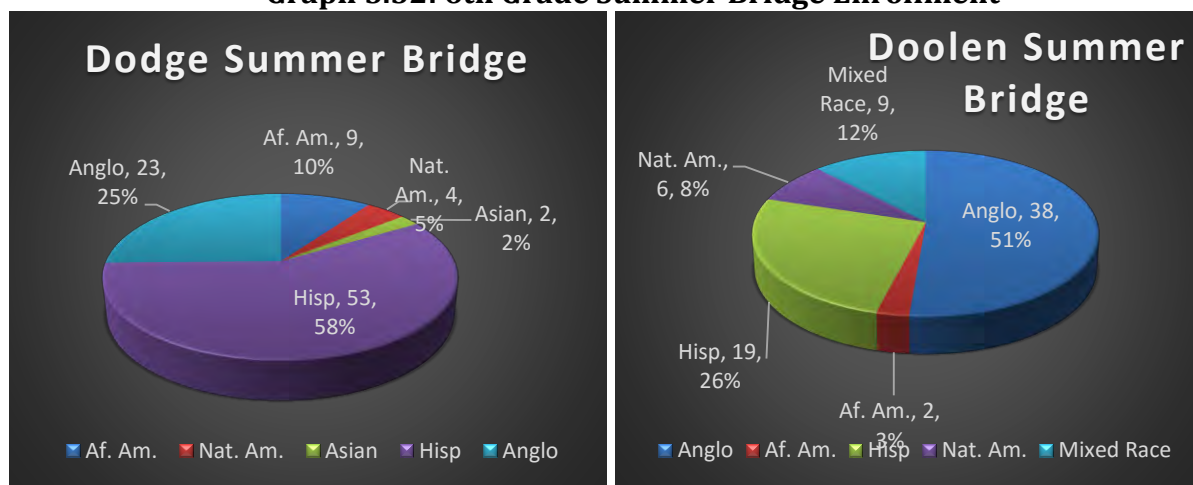


Hispanic students (**Appendix V - 111, SummerExperience2016**). Students who successfully completed the Summer Experience enrichment program were promoted into the 4th, 6th, or 9th grades. The summer enrichment program coordinator collaborated with the AASS and MASS directors to recruit African American and Hispanic students (**Appendix V - 110, HelpRecruit**). The District enrolled 887 elementary students and 142 8th graders into the summer school program.

*Sixth Grade Bridge Program*

Dodge Traditional Magnet Middle School and the Doolen Middle School GATE program provided bridge programs for their incoming 6th grade students. Both programs offered an academic component but focused more on orientation, students’ skills, and the transition to the middle school level.

**Graph 5.52: 6th Grade Summer Bridge Enrollment**



iv. Elementary and K-8 Strategies

*Master Schedule*

In SY 2015-16, principals created a master schedule that allowed for a 90-minute reading block, a 30-minute intervention block, and a 60- to 90-minute math block. The literacy schedule was part of the District’s K-3 Move On When Reading state literacy plan. Site administrators followed the TUSD Governing Board policy for implementing organized recess minutes.

### *Focus on Early Literacy*

In SY 2015-16, the District focus on early literacy was connected to the Arizona State K-3 Move On When Reading laws. All elementary and K-8 school sites created literacy plans to ensure that all K-3 students met academic literacy standards by 3rd grade. During a 90-minute literacy instructional block, instructional strategies included direct modeling, guided reading, and the creation of reading “centers.” School sites used the criteria for reading instruction from the National Reading Panel 2000 findings. These include a focus on phonemic awareness, phonics, sentence fluency, vocabulary, and comprehension.

The main reading adoption utilized in SY 2015-16 was the Harcourt Brace series because it is research-based and is included on the list of approved adoptions. The District utilized other reading materials as support for interventions and Tier 1 teaching, including Scholastic Reading Libraries and multicultural libraries. For interventions, the District employed a variety of resources such as Sounds Abound, Great Leaps, Rewards, and Wilson Readers. Intervention resources and types of interventions varied by site. The District required all sites to use the online SuccessMaker program for 80 minutes per week.<sup>70</sup>

All sites monitored progress using various instructional and assessment systems, including DIBELS (Dynamic Indicators of Basic Literacy Skills), Scholastic Inventory, Developmental Reading Assessment (DRA), SuccessMaker, Achieve 3000, and Imagine Learning. All sites were required to use DIBELS, SuccessMaker, and SchoolCity benchmark data.

### *Preschools*

In 2015-16, TUSD preschools expanded programming by creating 24 new inclusion classrooms and providing two sessions a day in each program. This has created high-quality preschool opportunities for more than twice as many students as the previous year. Research has shown that high-quality preschool programming is instrumental in dropout prevention. In addition, inclusive preschool gives a greater number of students with Individualized Education Programs access to learn

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<sup>70</sup> SuccessMaker is an online K-8 reading and math intervention program that builds students' academic skills.

in a less restrictive, more realistic environment, better preparing them for elementary school and beyond.

In addition to preschool expansion, the District expanded the quality and scope of its kindergarten transition plan, adding transition strategies to existing strategies such as Kinder Round-Up. A unified round-up protocol was created, which all kindergarten teachers used during spring 2016. The District also plans to add more collaborative opportunities for pre-K and kindergarten teachers, parent/family transition strategies, and private preschool and HEAD START outreach strategies.

Additionally, the Neighborhood School Readiness Project, in collaboration with Make Way for Books, provided a parent-child literacy program called Raising A Reader (RAR) at twelve District elementary and K-8 schools and at two family centers.<sup>71</sup> RAR is a nationally recognized literacy program for parents and children from birth to five years old. Families attend six weekly sessions, check out books, and learn about literacy strategies and brain development of the young learner. RAR is targeted for families who do not have children in preschool.

v. ELL Student Support Strategies

*ELL Transportation*

The District allowed ELLs whose families move into another attendance area to have the option of staying at their home school for the current school year and receive bus passes for transportation.

*Credit Recovery Priority*

The District gave ELL and recently reclassified ELL students priority for credit recovery before or after school and during the summer at no cost, allowing students to take courses in their primary language, if available.

*AGAVE*

The District provided ELL students with the opportunity to take online courses through AGAVE. There was no increase in ELL participation in AGAVE; it is

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<sup>71</sup> The fourteen RAR locations were Dunham, Howell, Lynn-Urquides, Maldonado, Manzo, Myers-Ganoung, Oyama, Cavett, and Grijalva, and Van Buskirk elementary schools; Hollinger and McCorkle K-8; the Palo Verde Resource Center; and the Wakefield Resource Center.

not sheltered for ELLs, so language barriers exist that frustrate ELL success. Practice has revealed that this is not a viable strategy for ELL students.

#### *Improved Tier I Instruction for ELL Students; Sheltered Content Classes*

Language Acquisition Department coaches utilized the ELD curriculum and assessments that are aligned to the English Language Proficiency standards for all K-12 ELL students. The curriculum materials were arranged by quarter and contained a curriculum map and a scope and sequence. An emphasis on Tier 1 instruction during the ELD block made the curriculum more engaging and increased the level of rigor. There was a renewed focus on academic literacy, with an emphasis on reading and writing strategies to help students be successful in core subjects. The LAD also provided sections of sheltered content instruction in math at Rincon, Catalina, Palo Verde, and Tucson high schools and at Roberts-Naylor K-8 and Doolen Middle schools. Additional sections of sheltered social studies were provided at Doolen and Tucson Magnet High.

#### *Summer School for ELLs*

During the 2016 Summer Experience program, the District offered ELD programs for Level I and II (Pre-Emergent/Emergent and Basic) at Pueblo, Rincon, Palo Verde, and Catalina high schools. Rincon also recruited incoming 9th grade ELLs from Roberts-Naylor K-8. Rincon, Catalina, and Pueblo offered a one-credit ELD class for Pre-Emergent/Emergent students and a one-credit ELD class for Basic students (students at a basic level of English proficiency). Palo Verde's program consisted of a half-credit of Response to Intervention Math and a half-credit of ELD.

These classes took place from June 1 through June 30, 2016, and were offered to the students free of charge. The District provided transportation to students living more than 2.5 miles from the school. ELD coordinators, student success specialists from the Refugee Office, and Level I and II ELD teachers encouraged their students to attend the summer program, provided students with the registration forms, and helped the students complete the forms. Catalina and Palo Verde also publicized these classes during daily announcements.

#### *MTSS Math and Literature Intervention Classes for Intermediate Level ELLs and R-ELLs*

The MTSS process included all students and addressed the specific needs of ELLs and recently reclassified ELLs (R-ELLs) to provide support for language and

literacy development. Site and central staff provided interventions during the four-hour ELD block for ELLs specifically. As documented in the Arizona Department of Education's Structured English Immersion model refinements, up to 30 minutes of literacy intervention services with non-ELLs may count toward the four-hour requirement if those services meet the instructional needs of the ELL student. This refinement only pertains to the elementary K-5 level (**Appendix V - 111, SEI Refinements** and **Appendix V - 112, MTSS Forms**).

### *Imagine Learning*

The District used Imagine Learning (IL) English for ELL students during the 2015-16 school year. IL is an innovative digital learning software program that creates a personalized learning path for ELL students, struggling readers, and students with special needs in the elementary K-5 level. The software is research-based and presented in a highly interactive, motivating, yet rigorous format (Baumann, 1984).

IL provides instruction, practice, and assessment designed to teach Arizona College and Career Readiness standards, which will prepare students to quickly become English-language proficient. IL includes an initial placement test to assess each student at the beginning of the school year, enabling teachers to tailor their instruction to meet individual student needs. IL provides an academic language emphasis within a personalized learning framework to ensure that ELL students become proficient in subject matter and increase critical thinking to improve test scores. Finally, the software program centralizes and systematizes student performance data at the district level. Site- and district-level data will be made available to teachers, principals, and central administrators to inform decision making. These reports will ensure that the LAD will be able to see in detail how the implementation is proceeding.

To further support ELL students, the District offered math tutoring after school. Also, in an effort to improve Tier 1 instruction for ELL students, the District provided training for secondary ELD teachers to learn the five constructs of language, accelerate learning, and receive training on other topics, including common grammatical structures found in academic texts.

*ELD I and II Classes for Pre-Emergent/Emergent and Basic Level ELLs*

The ELD I class included Pre-Emergent and Emergent level students. Classes followed the ELD curriculum used during the school year in the areas of listening and speaking, reading, writing and grammar. Pre-Emergent students may be new to English and to school, may have very low literacy but strong oral skills, and may be preliterate in their first language. The ELD II class is for students who are moving from ELD Level I to ELD Level II and possibly from ELD Level I to ELD Level III. The curriculum focused on each of the four domains: listening and speaking, reading, writing, and grammar. Teachers placed special emphasis on writing, with the goal of moving students from writing sentences to longer pieces such as essays. Students received one language arts credit for successfully completing these classes at “hub” schools: Catalina, Rincon, Pueblo, Sahuarro, and Palo Verde high schools.

The District policy for language acquisition is that all ELLs, regardless of language proficiency, take a math class every year. ELLs participate in math because it is a four-year graduation requirement and the content is more accessible, as it is not as language intensive as other core content classes. The District provided Sheltered Content Classes in math for ELLs and former ELLs at Rincon, Tucson, Catalina, and Palo Verde high schools; Doolen Middle School; and Roberts-Naylor K-8.

**d. Family Engagement for At-Risk, Disengaged, or Struggling Students**

Pursuant to the DPG plan and the Family and Community Engagement (FACE) Plan, the District has developed infrastructure to support a multi-tiered approach to family and community engagement as follows: (type 1) general outreach to families and (type 2) targeted outreach to African American and Hispanic families as well as at-risk students. Section VII details the District’s general outreach to families (type 1 engagement).

As part of the District’s overall effort to improve educational outcomes for African American and Hispanic students, the District’s AASS and MASS departments planned, organized, and implemented quarterly parent information events to increase family engagement opportunities. Section V.D.3 describes these events in detail. In addition to the quarterly events, school-based family engagement and services were available at the District’s four Family Resource Centers. The District used the ParentLink messaging system to inform parents about events; department

specialists followed up with targeted efforts, including making phone calls and personal contacts to invite parents to the events.

#### **e. Professional Development**

In SY 2015-16, the District implemented comprehensive professional development for staff, including USP aligned professional development (***Appendix IV - 94, Master PD Chart - USP***). To support the dropout prevention and graduation plan, the District provided training to all District and site administrators in the areas of alternative to suspension programs, alternative education placement, MTSS, and PBIS (***Appendix V - 113: 4DayAdminTraining; 08.27.15AGENDA***). Furthermore, the District continued training in the area of climate and culture to include Culturally Responsive Pedagogy for all school administrators. The Culturally Responsive Pedagogy training is one example of a preventative model that supports reducing the District dropout rates and increasing the graduation rates.

## **2. Student Engagement through Curriculum**

### **a. CRC and Student Engagement Professional Development**

Recognizing that culture is central to how many people view the world and express themselves, the District has taken steps to increase student engagement and thus student academic achievement by implementing culturally responsive instructional strategies. While Culturally Responsive Pedagogy is the adopted method in TUSD's culturally relevant courses (CRC), which offer a unique, cultural approach to traditional material, the District purposefully expanded this practice to all sites. Through the trainer-of-trainers model of professional development, the District provided administrators with training on student engagement through culturally responsive practices. In addition, the District's director of Culturally Responsive Pedagogy and Instruction (CRPI) provided site faculty with Culturally Responsive Pedagogy training as requested.<sup>72</sup> Further development and implementation of a plan for administrators, certificated staff, and paraprofessionals will continue in the 2016-17 school year.

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<sup>72</sup> According to the USP, the "Director of Culturally Responsive Pedagogy and Instruction ("CRPI Director")... shall supervise, develop and implement a professional development plan for administrators, certificated staff, and paraprofessionals, as appropriate, on how best to...engage African American and Latino students." (USP § V (E)(4)(c) p.36)).

i. Administrator Professional Development

Throughout the 2015-16 school year, the District incorporated culturally responsive pedagogical trainings in professional development for administrators. These sessions on teaching strategies and professional knowledge informed additional, site-based professional development that was delivered to teachers at schools on professional development Wednesdays.

In July 2015, the Multicultural Curriculum and CRPI departments led administrators through a cultural awareness simulation activity, a training designed to illustrate bias that exists in common assumptions about learning (**Appendix V - 114, CultRespMODII.AdminPDJuly22-23, Appendix V - 115, BARNGAJuly22-23AdminPD, and Appendix IV - 42, 4-day admin conference and Agenda**). The presenters paired this two-hour experiential training with a PowerPoint presentation articulating the intricacies of the issue as well as strategies to address it. As part of the assessment of the training, administrators reflected on the training and their understanding of the new concepts through dialog. While some remarks provided context to the issue, most responses communicated the value of this type of experiential activity to better understand issues of culture as it relates to student interaction and engagement.

In the winter of 2016, the District's Professional Development Department provided professional development on Appendix K (Characteristics of Culturally Responsive Teaching and Learning) from the Curriculum Audit and on the Danielson's Framework Domain 3 regarding 3a, 3b, and 3c. The District provided this training to newly appointed administrators who had not received this training when it was previously provided in SY 2014-15 (**Appendix IV - 47, appendix j and k**).

The Domain 3 elements are central to instruction and student engagement. Element 3a (Communicating with Students) deals with effective communication of expectations and directions; 3b (Using Questioning/Prompts and Discussion) focuses on eliciting critical thought and student engagement through discussion; and 3c (Engaging Students in Learning) deals with the types of activities, assignments, and resources students are provided in the learning process (**Appendix V - 268, ModifiedDanielsonEvaluationInst2015**).

In collaboration with the CRPI director, the director of Professional Development led the training for administrators (**Appendix V - 116**,



*CalendarmeetingPD.CR*) on Appendix K. New administrators and those who may have missed the previous year's presentation on Appendix J and K received this training at a spring Instructional Leadership Academy on Culturally Responsive Pedagogy (***Appendix V - 117, Principal Program Agenda 03.02.16 Appendix K***).

ii. Certificated Staff Professional Development

The CRPI director provided small-group professional development to designated culturally relevant teachers to reinforce Culturally Responsive Pedagogy as it relates to student engagement. The training was held on eight selected Saturdays throughout the year and covered a wide variety of topics, such as building academic writing skills, K-12 academic texts and academic writing resources, and student growth and identity development (***Appendix V - 118, CRPI Dpt PD SY 2015-16, Appendix V - 119, CR PD Agenda Sample 2015-16, and Appendix V - 290, CR PD PPT Sample 2015-16***). To assess the effectiveness of the training, CRPI requested teacher feedback (***Appendix V - 120, CR Teacher Feedback 15-16 Saturday PD***). The vast majority of respondents indicated that the materials and training provided was useful.

Additionally, the District provided a second series of trainings to interested CRC teachers. This training took the form of a symposium in which teachers analyzed scholarly literature to gain insight into the theory behind critical education and Culturally Responsive Pedagogy. These trainings took place monthly on a predetermined Wednesday (***Appendix V - 121, Tier II Maestras PPT Sample 2015 16 and Appendix V - 122, Tiered 2 CR PD Reading List 2015-16***). The District selected training literature based on its relevance to the area of focus.

The District provided training to all certificated staff, administrators, and paraprofessionals on Culturally Responsive Pedagogy through the trainer-of-trainer model (***Appendix V - 116, CalendarmeetingPD.CR, Appendix V -117, Principal Program Agenda 03.02.16 Appendix K, Appendix V - 282, Appendix V - 123, CRPI ILA Presentation Part A 4-28, Appendix V - 118, CultRespMODII.AdminPDJuly22-23, and Appendix V - 124, CRPI 4-28 ILA Presentation Handouts***). Under the model, the District provided training to administrators who then modified the presentation for the specific needs of the site and the community served.

In April, CRPI again presented to administrators on student engagement through critical dialog. This was done by introducing the six tenets of Culturally Responsive Pedagogy (see Section V.F., below). In this training, participants were

exposed to the concept of critical dialog. Sentence stems were provided to assist administrators in identifying and implementing effective questioning strategies. The presenters modeled what a critical dialog looked like, and participants engaged in this process by contributing to the discussion.

iii. Supplemental Professional Development

When requested, CRPI provided or supported specialized professional development to staff at some sites who required further training in culturally responsive strategies (*Appendix V - 125, CRPI Request for PD Sample, Appendix V - 126, CRPI- PD Chart-CRPI, Appendix V - 295, CR Introduction-T1S1, and Appendix V - 127, CRPI Outreach Schedule Sample*). CRPI delivered these trainings and assigned specific staff members the task of presenting to the site staff. A CRPI staff member collaborated and coordinated with the site administrator to tailor the presentation to the needs of the school community.

For example, CRPI presented on asset theory and funds of knowledge to the faculty at Secrist Middle School on March 9, 2016. CRPI also presented to the faculty at Cavett Elementary School on understanding culture and its role in the classroom on April 6 and discussed understanding the culturally relevant curriculum maps and culturally responsive classroom at Tully Elementary School on April 23.

In April 2016, the CRPI director and staff presented to Instructional Leadership Academy participants. This presentation focused on key elements of culturally responsive education, articulated the importance of cultural responsiveness to student engagement, and provided specific strategies to engage students in responsive critical dialog (*Appendix V - 130, CRPI ILA Presentation Part A 4-28 and Appendix V - 131, CRPI 4-26 ILA Presentation Handouts*).

In summer 2016, CRPI organized the Summer Institute for Culturally Responsive Education (SICRE) around the theme of achieving educational equity in an urban setting (*Appendix V - 128, SICRE Program*). Six nationally prominent scholars in their respective fields<sup>73</sup> delivered keynote lectures and workshops that

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<sup>73</sup> Dr. Angela Valenzuela coined the term “authentic caring” in describing the importance of the student-teacher relationship. Dr. Valenzuela’s workshop explored the difficulties in changing educational policy at the local, school district, and university level. Dr. Ernest Morrell discussed the concept of critical literacy and civic engagement. Dr. Christine Sleeter presented on Culturally Responsive Pedagogy and the decolonization of education. Dr. Antwi Akom presented on the concept of eco-apartheid in addressing the issues of environmentalism. Dr. Nolan Cabrera presented on critical white studies as the next evolution of ethnic studies, and Dr. Bettina Love presented on the use of hip hop as a pedagogical tool for student engagement and understanding social resistance.

provided a real-world approach to applying these complex theories. Most of the estimated 150 participants were District teachers who may implement the tools and information they acquired at the conference directly in their classrooms.

The Multicultural Curriculum Department also presented a session on the topic of “Bridges Not Borders: Building Cultural Connections through Literature, Inquiry, and Dialogue.” The presentation outlined a collaborative action research study that documents a process of curricular development aimed at infusing diverse perspectives and supporting the academic needs of historically marginalized students in the District. *Id.*

The conference also provided workshops from local practitioners on the application of the theories and concepts articulated by the national scholars. These workshops spanned all grade levels. The District collected a feedback form to assess the effectiveness of the conference and will analyze the results in fall 2016 to improve the training in the future (*Appendix V - 129, SICRE Exit Survey 2016 SAMPLE*). The feedback generally was positive, indicating a successful learning experience for teachers and staff.

#### **b. Multicultural Classroom Curriculum**

The District’s multicultural curriculum provides 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 District developed these curricula and courses to engage students in relevant, thought-provoking content that would be meaningful and interesting to all students.<sup>74</sup>

During the fall of the 2015 school year, the Multicultural Curriculum Department integrated multicultural literary resources into K-12 ELA and 6-12 social studies curriculum maps (Version 2.1) (*Appendix V - 130, ELA gr.8 curriculum map* and *Appendix V - 131, SS gr.6 curriculum map*). These resources consisted of a \$1 million multicultural textbook initiative that highlighted themes such as racism, sexism, and economic injustices. The literature options offered perspectives and experiences of African Americans, Hispanics/Latino, Native Americans, Asian/Pacific Islanders, and people with disabilities. Because of this

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<sup>74</sup> The USP directs the District to employ multicultural curricula that integrate “racially and ethnically diverse perspectives and experiences” (USP § V(E)(6)(a)(i)).

expansion of resources, the TUSD English language arts and social studies curriculum now has strong multicultural components. *Id.*

The Multicultural Curriculum Department selected 26 teachers in grades K-12 (two per grade level) to participate in intensive multicultural literature training to develop reading and multicultural curricula. The trainings took place weekly for 2.5 hours from September 2015 to April 2016. These teacher teams selected and added new literature to the existing curriculum maps. *Id.*

The work outlined for this project included integrating the newly purchased multicultural literature into K-12 ELA and 6-12 social studies curriculum maps, which contain required standards, resource material, and assessment guidelines for each quarter. The District created the ELA modules in the 2015-16 school year; the social studies modules will be completed during SY 2016-17.

The District redesigned all United States history curriculum maps and aligned them to thematic topics. Staff members designed curriculum maps from various social, cultural, and economic viewpoints to connect students to content via four thematic lenses: identity, diversity, justice, and action (*Appendix V - 132, Grade 11 SS Map*). Social Studies teachers developed lesson plans and units of study based on curriculum map quarterly standards. *Id.*

i. Multicultural Professional Development

The District extended multicultural curriculum professional development to fine arts teachers and staff, classroom teachers, and site administrators through book study, multicultural teams, and multicultural book integration training. Dr. Kathy Short from the University of Arizona's College of Education trained teachers and administrators on Personal Identity, Mathematics Anonymous, and Creative Script Writing. Groups learned about various multicultural authors, perspectives, and instructional and support strategies.

In winter 2016, the District trained fine arts teachers at TUSD's multicultural lab to utilize literary resources that address African American musical and visual arts influences. Teachers examined these resources and then inserted them as resources into the 2016-17 newly revised TUSD Curriculum version 3.0. Additionally, the District houses multicultural fine arts resources on its Opening Minds through Arts (OMA) website. The Multicultural Curriculum Department provided the OMA/Arts Department with two extensive trainings on the newly

purchased literature at the start of SY 2015-16 (***Appendix V - 133, Professional Development Chart-Fine Arts***).

Additionally, members of the OMA/Arts Department participated in monthly book study groups. Members who participated in these study groups also supported district-wide teacher training by pairing multicultural books with culturally authentic artifacts, music, and relevant art projects (***Appendix V - 134, OMA Teachers 2016 Sign in Sheets***). Moreover, the OMA/Arts Department worked with Dr. Short to consider several frameworks for integrating multicultural content into the current arts curriculum (***Appendix V - 135, IDeA 2016 Brochure*** and ***Appendix V - 136, Instructional Design for the Arts 2016***).

The OMA/Arts Department also hosted a History of Blues presentation, which highlighted African American contributions to the genre. Classroom observations and informal interviews revealed that OMA/Arts classes were engaging and inclusive, with African American students ranking them among the favorite classes on their schedules (***Appendix V - 137, Student Comments about OMA 2015-16***). Teachers offered suggestions for improvement for the Educational Materials Center, including updating artifacts, particularly panels in the center that teachers regularly check out. Some of the older images do not meet the standards outlined in the District's "Evaluating Texts for Cultural Authenticity" guidelines, which were adopted in SY 2014-15.

The District also trained librarians and library assistants on how to effectively support teachers and students in using newly acquired multicultural books. The training consisted of topics such as inventory, diversity, identity, social justice, and action projects. Library staff trainings included hands-on activities that supported learning about different perspectives, instructional strategies, and student engagement lessons (***Appendix V - 138, 12.16.15 Agenda-Curriculum, Appendix V - 139, Circ. Stats MC K-12, and Appendix V - 140, Circ. Stats MC class sets 2016***).

### **c. Culturally Relevant Courses**

In spring 2015 the District implemented a multi-year plan to expand culturally relevant courses in District schools (***Appendix V - 141, 2015 CR Plan***). The courses offered in high school and middle school are in ELA and social studies and expose students to African American and Mexican American history and

literature. Through the curriculum and pedagogy, the District validates the experiences of these groups.<sup>75</sup>

i. Middle School Expansion

One of the provisions of the culturally relevant plan was to expand to all “traditional” 6th-8th grade middle schools in the 2015-16 school year. The District’s efforts in piloting CRCs at the middle school level the previous year facilitated the expansion. In the spring of 2015, CRPI collaborated with middle school site administrators to identify teacher candidates for teaching culturally relevant courses in the upcoming school year (**Appendix V - 142, CRC Courses 2015-16 All Classes 09162015**). In preparation for this expansion, the CRPI director worked closely with central leadership to identify, recruit, and retain CRC teachers at the middle school level.

ii. Student Recruitment

During the spring and summer of 2015, CRPI developed a marketing campaign and promotional materials to inform students and their parents about the CRC offerings (**Appendix V - 143, CR\_LOGO\_FINAL v2, Appendix V - 144, CRPI\_BRO-v2\_PRINT, and Appendix V - 145, wordle\_CRC-v2 3**). At the high school level, sites hosted course promotion fairs, in which departments and specialized class teachers were available to answer students’ questions (**Appendix V - 146, Student course request calendars - HS Dec Jan 9-2015**).

The CRPI director met weekly with the assistant superintendent and secondary leadership to inform and strategize on how to best promote the courses to students and the community (**Appendix V - 147, Weekly Directors Mtg Asst Sup Sample CRPI 2015**). After the initial phase of course promotion, CRPI monitored site master schedules to determine if additional student recruitment was necessary

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<sup>75</sup> The USP states the following: “By the beginning of the 2013-2014 school year, the District shall develop and implement culturally relevant courses of instruction designed to reflect the history, experiences, and culture of African American and Mexican American communities. Such courses of instruction for core English and Social Studies credit shall be developed and offered at all feasible grade levels in all high schools across the District, subject to the District’s minimum enrollment guidelines. All courses shall be developed using the District’s curricular review process and shall meet District and state standards for academic rigor. The core curriculum described in this section shall be offered commencing in the fall term of the 2013-2014 school year. The District shall pilot the expansion of courses designed to reflect the history, experiences, and culture of African American and Mexican American communities to sixth through eighth graders in the 2014-2015 school year, and shall explore similar expansions throughout the K-12 curriculum in the 2015-2016 school year.”

*(Appendix V - 148, Hammy Report Sample CRPI 2015)*. When continued recruitment was needed, CRPI staff conducted additional recruitment efforts to fill the required expansion classes, usually at the high school level. Because CRC is a District priority, the high school course enrollment minimum was reduced from a 25-student minimum to ten students. When ten students were interested in taking a culturally relevant course, the site was able to create a section and CRPI conducted student recruitment efforts to increase enrollment to between 20 and 30 students.

At the middle school level, each middle school site administrator designated a site-based teacher to teach culturally relevant courses. These teachers then identified a specific section to implement CRC curriculum. At the start of the school year, students were introduced to the course description and focus of the class. Next, parent letters were sent to inform families of the content and curriculum of the course, and families then had the option to opt out of the course.

iii. Registration Process

District leadership instructed administrators on how to support culturally relevant courses through the course selection process for SY 2016-17 (*Appendix V - 149, 11.05.15 AGENDA*). At the Instructional Leadership Academy, administrators were trained on the technical aspects of and changes to the student online registration process for all classes, including CRCs. Principals were encouraged to promote cultural proficiency through their school website, class instruction, and the various advertisements throughout the registration process and beyond.

During SY 2015-16, the registration process for the 2016-17 school year went smoothly. The District corrected obstacles that had appeared earlier and administrators were familiar with the process from the previous year. One of the challenges in SY 2014-15 was the difference in course titles. While the traditional American History course was titled as such, the CRC version was titled U.S. History. This created a problem because the graduation requirement called for American History and the options appeared alphabetically, effectively eliminating the CRC option. The District addressed this by converting the CRC title to American History-Mexican American/African American Viewpoint. This had an immediate positive impact on SY 2015-16 student enrollment (*Appendix V -142, CRC Courses 2015-16 All Classes 09162015*). Total CRC enrollment increased from 635 students to nearly 2,000, in part because of the modifications in course coding (*Appendix V - 150, CRPI Course coding*). For course enrollment in both high school and middle

school CRCs, growth was not limited to the prescribed expansion indicated in the stipulated agreement the Court approved in the winter of 2014. This pattern of growth is expected to continue in the 2016-17 school year, and the District projects that the current number of students served in SY 2015-16 will nearly double in the subsequent year. In SY 2016-17, the District plans to provide additional training for site registrars.

During July 2016, CRPI conducted an analysis of the Student Exit Survey (*Appendix V - 151, Student Post Survey 2015-16*). From this survey, CRPI can assess growth on various qualitative markers. The survey data, totaling approximately 800 students, will serve as a measuring stick for future progress based on student responses. This feedback was considered as CRPI modified the curriculum to better serve the CRC students and classes (*Appendix V - 152, Grade 11 US Hist AA Map SAMPLE June 2016*). At that time, the CRPI Department contacted CRC teachers to review and revise the curriculum documents for CRC (*Appendix V - 153, Curriculum Review Sample Summer 2016*). The Department made improvements to previous curriculum maps in the area of assessment. In previous iterations of the curriculum in culturally relevant curriculum maps, assessments were overgeneralized and limited in number. The later iteration provided more options for assessment. Based on teacher feedback, modifications were made to the scope and sequence of the class. This modification was better aligned with the written and taught curriculum.

iv. Teacher Recruitment

Throughout the year, CRPI staff met with prospective teachers to identify those who were interested in teaching CRC in the upcoming year. While some teachers were identified and recruited by site administration, most were interviewed and recruited by CRPI staff. The presence of itinerant CRPI staff at sites where there were no culturally relevant courses offered was important. These staff members were able to build relationships with site staff who then directed them to faculty members who might be interested in teaching CRC.

The expansion of the culturally relevant course offerings will nearly double the number of CRC teachers. Thirty-nine CRC teachers taught in the District in SY 2015-16. CRPI projects that number to increase to approximately 70 in the 2016-17 school year. To prepare, many informal meetings took place in 2015-16 to ensure the District has a qualified and enthusiastic teaching force for culturally relevant



courses. Because of attrition in the CRC teacher pool, approximately 50 new CRC teachers have been added to the returning twenty for the 2016-17 school year.

### **3. Targeted Academic Interventions and Supports**

The Mexican American and African American Student Services departments, which coordinate student support services for their respective target populations, implemented several strategies in SY 2015-16 to improve the academic outcomes for students and support post-secondary opportunities. These strategies included assigning student success specialists to high-need school sites; supporting continued implementation of the MTSS model; and providing mentoring college and community support and an online request for services form. The MTSS model provides both academic and behavioral supports and interventions. Academic supports and interventions are addressed in this section; Section VI focuses on behavioral interventions and supports. In addition, the MASS and AASS departments each implemented other strategies to address their own respective needs, including tutoring and summer school support, enrichment experiences, and events to foster parent engagement.<sup>76</sup>

#### **a. Student Success Specialists**

In SY 15-16 African American students made up 9 percent of total District enrollment while Hispanic enrollment was 61 percent. The MASS and AASS departments assigned student success specialists to designated schools based on school enrollment of Hispanic and African American student populations, discipline data, and District benchmark assessment data. Their role was to coordinate and develop student and family mentor programs to increase student academic and social achievement. In past years, the District did not consider school discipline and suspensions as factors for specialists' placement. However, for the 2015-16 school year, quarterly discipline reports gathered by academic directors and reviewed by a

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<sup>76</sup> The USP requires the District to devise and implement a process for providing targeted academic interventions to Latino and African American students who are underperforming or are otherwise disengaged in school. USP § V(E)(7)(b) and (8)(b). The USP also requires the District to establish academic intervention teams to work with TUSD's student support services staff to provide targeted support to Latino and African American students who need it. USP § V(E)(7)(c) and USP § V(E)(8)(c). Finally, the USP calls for the District to host quarterly events for students and families, and to collaborate with local colleges and universities. USP §§ V(E)(7)(d-e) and V(E)(8)(d-e).

central discipline committee guided the specialists' site assignments on a quarterly basis.

Together with the student success specialists, the MASS and AASS teams developed criteria for identifying students who required additional support. The four primary indicators used were attendance, behavior, grades, and credit acquisition/recovery.

Early in the 2015-16 school year, the MASS director identified seventeen sites for on-campus assignments of thirteen MASS specialists and met with each school principal and specialists (***Appendix V - 154, Site Assignments for Specialists***). In January 2016, the District reassigned specialists based on data analysis. Although site assignments changed in mid-year, the 13 MASS specialists supported more than 4,300 students. The MASS specialists targeted 40 students who had school attendance problems, behavior and/or suspension issues, or academic concerns, but also assisted all students as availability permitted (***Appendix V - 155, MASS Department Summary Report 2015-16 SY***). In high schools, specialists selected students who were not on track to secure the high school credits required to graduate.

During the 2015-16 school year, thirteen AASS specialists made more than 38,000 contacts with students for a total of 37,000 hours. In addition, they provided Tier 2 and Tier 3 academic, behavior, and social support to 520 students—40 students per specialist—at 21 sites during the fall semester (***Appendix V - 156, V.G.1.r. Academic Intervention Teams***). AASS specialists also provided support to students not listed on their caseload. In spring 2016, AASS made some adjustments to assignments based on quarterly discipline data and/or District request for support.

Two behavior specialists joined the AASS team and worked closely with the Exceptional Education Department to provide Tier 2 and Tier 3 behavior intervention support. The behavior specialists also provided support during MTSS meetings, Individual Education Plan/504 meetings, discipline hearings, meetings to provide behavior observations, and meetings to create student-centered behavior plans. Behavior plans created with the assistance of AASS behavior specialists were instrumental in reducing classroom disruptions, improving behavior outcomes for individual students, and creating supportive and inclusive environments for all students.

To document the support to students for both the AASS and MASS departments, the District utilized its existing management software program, Grant Tracker. This allowed the District to track the students receiving services and the number of contact hours. The documentation allowed the District to better match student needs with services.

Students placed on watch lists were students who no longer required as much Tier 2 assistance in academics, attendance, or behavior, and therefore the specialists saw them less frequently. Beginning in August 2015, TUSD's Assessment and Program Evaluation Department (A&E) provided monthly Grant Tracker reports, which enabled the director to audit the specialists' monthly reported numbers for consistency with Grant Tracker monthly reports to ensure accuracy (**Appendix V - 157, S.Gaarder Oct GrantTrackerSSS and V - 158, Student Services AASSD Fall 2015 data report**). In a mid-year evaluation in January 2016, A&E reviewed data from various months, including August to December 2015, and reviewed student equity data for MASS and AASS (**Appendix V - 159, Final\_AY2015.16Equity Evaluation Report**).

i. Student Success Specialist Mentoring

In SY 2014-15, the District changed the job description and title of department personnel from academic specialist to student success specialist. As a result, specialists were required to place a greater emphasis on mentoring and mentoring supports. This new job description expanded the duties of MASS and AASS specialists to include meeting with colleges and organizations to recruit mentor college volunteers and recruiting community organizations to work with students (**Appendix V - 160, Student Success Specialist Job Description**).

The impact of the job description change is evident in the number of growing partners that provide mentoring support to African American students in the District (**Appendix V - 161, AASS Partnerships Mentoring Programs 2015-2016**). In SY 2014-15, AASS partnered to provide 21 academic- and mentoring-related programs in schools. In SY 2015-16, the department partnered to provide more than 40 such programs. To support students through mentoring, the AASS team served as mentors for students at assigned sites and focused on the four-pronged approach of attendance, behavior, grades, and credit acquisition/recovery noted earlier. Specialists served on the MTSS teams at assigned sites and provided

support through direct interaction with students and/or secured support from local higher education institutions and organizations. *Id.*

In the MASS Department, each of the thirteen specialists selected four students to mentor at their school sites. The specialists chose these students either from the specialists' watch list or from referrals from their MTSS school team. The specialists provided this mentoring at all of their assigned school sites beyond those services provided by community and college mentoring programs. All MASS specialists used the SUCCESS for Teens mentoring curriculum as a guide for their lessons with their selected students throughout the 2015-16 school year (***Appendix V - 162, Success for Teens Facilitator Guide 2014***).

AASS offered free math tutoring to students in grades 6-12 on Saturdays at Palo Verde High Magnet School from October to December. However, this format proved ineffective, as Palo Verde offered tutoring in multiple subjects at the same time. As a result, AASS changed tutoring times to Monday nights in the Family Resource Center at Palo Verde and Tuesday nights in the Vocational Building at Tucson High Magnet School (***Appendix V - 163, AASS Math Tutoring Flyers***). The AASS website also included a link to additional tutoring opportunities offered through the MASS Department during the school year. At Tucson High, community volunteers and University of Arizona math students collaborated to provide math and writing tutoring and mentoring to students. Students also received general information on creating "safe" homework times and location within the home, communicating with parents about school and TUSD Stats, life skills, and college and career planning.

For the 2015-16 school year, MASS conducted 23 free Saturday Math Homework Help sessions to give students an opportunity to get additional help from student success specialists any time during a four-hour block. The sessions were held from 10 a.m. to 2 p.m. Saturdays in the library at Pueblo Gardens K-8 School, Pistor and Valencia middle schools, and Pueblo and Rincon high schools. The District advertised Saturday Math Homework Help on the TUSD and MASS websites, in the *Superintendent Newsletter*, and at all TUSD schools with assigned MASS specialists (***Appendix V - 164, MASS Saturday Math Dates Flier 2015-16***). During the 2015-16 school year, 970 students attended Saturday Math Homework Help (***Appendix V - 165, MASS Saturday Math Attendance Chart***). Of those, 844 students were Hispanic/Latino students, 65 were African American, ten were Native American, seven were Asian, 43 were White, and one was Pacific Islander.

In addition, MASS offered after-school tutoring and homework help at sixteen TUSD school sites<sup>77</sup> with 3,771 student tutoring contacts (***Appendix V - 166, MASS After School Tutoring Schedule*** and ***Appendix V - 167, MASS Before and After School Tutoring Data 2015-16***). MASS also provided several interventions to students who needed to improve their reading skills. Initially, 371 students who were on the student success specialists' watch list received library cards. This secured students' access to Pima County Public Library's online and other resources, which 518 students utilized on a monthly basis for support in reading through online resources during after-school tutoring and Saturday Math Homework Help (***Appendix V - 168, Pima County Library Data 2015-16***). In addition, 236 students enrolled in the library's language arts program, NEWSELA, and 56 students enrolled in its Achieve 3000 Program. ***Id.***

Achieve 3000 is a computer-based program that uses differentiated online instruction to improve students' reading and writing skills and prepare them for college and career success. Achieve 3000 aligns well with SuccessMaker, TUSD's intervention software, and adds additional components such as cultural relevance, college and career readiness, and the exclusive use of non-fiction texts. NEWSELA builds reading comprehension through real-time assessments and articles with five active reading levels and provides world-class news publications to engage students. Both of these programs use culturally relevant material.

In SY 2015-16, the AASS and MASS directors collaborated to support the District's summer school program. MASS funded two certified summer school teachers to include rising 9th graders at Rincon High School in summer tutoring. The department also hired one math and one ELA teacher to reinforce the 8th grade curriculum. Nine Hispanic students, five African American students, and five white students enrolled (***Appendix V - 169, Budget Mod for Two Summer School Certified Teachers***). The AASS and MASS directors assigned staff to make follow-up calls to 8th grade students and families who needed to attend summer school for English language arts and/or math. Also, the AASS director worked with the secondary leadership office to provide 26 scholarships to students needing to make up coursework (***Appendix V - 170, AASS Summer Scholarships Awarded***).

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<sup>77</sup> Holladay, Lynn-Urquides, and Tolson elementary schools; Hollinger, Booth-Fickett, Maxwell, and Pueblo Gardens K-8 schools; Pistor, Utterback, and Valencia middle schools; and Catalina, Cholla, Tucson, Palo Verde, Pueblo, and Rincon high schools.

### **b. Multi-Tiered System of Supports**

During the 2015-16 school year, all student success specialists continued to participate in the implementation of the MTSS model at assigned sites. MTSS is a framework designed to maximize achievement for all students. In SY 2015-16, the District required all school principals to implement the MTSS model and coordinate an MTSS team to address interventions and support. Learning support coordinators served as the lead for all MTSS intervention team meetings. The MTSS teams focused on outcomes through systemic data gathering to guide educational decisions to support students and met to develop support plans based on academic and/or behavior needs. The MTSS was a key strategy for preventing students from dropping out and improving graduation rates (see Section V.D.1, above).

In SY 2015-16, the student success specialists attended MTSS team meetings, assisted with data gathering, and monitored the students they supported at assigned sites (*Appendix V - 171, MTSS MtgAgendas20152016*). Specialists assigned to two school sites attended both sites' MTSS meetings, enabling them to monitor the process of student referrals to their respective student services department, ascertain if the MTSS site team had been notified, and confirm that the Student Equity and Intervention Request for Services form, discussed below, was used correctly. The specialists also helped identify and coordinate the Tier 2 and Tier 3 academic and/or behavior support, agreed upon during MTSS intervention team meetings. Schools held MTSS meetings weekly or bimonthly, as decided by the school.

### **c. Student Equity Request for Services Form**

Another service provided by MASS and AASS was the opportunity for school staff to request assistance from one of the two student services departments by filling out a Student Equity and Intervention Request for Services form on the Intranet (*Appendix V - 172, Student EquityRequestforServices Form*). The form addresses requests for targeted support at sites that have no assigned student support specialist. When principals, learning support coordinators, or MTSS teams need assistance with observations for students or with a behavioral or academic plan, they may complete this form.

For SY 2015-16, MASS documented 34 requests for services referrals from elementary, middle, and high school grade levels. Three student cases were continued from the 2014-15 school year into the 2015-16 SY (*Appendix V - 173,*

**2015-2016 Intervention Requests for Services For MASS**). AASS received 23 requests for services referrals, and the department's director responded to each of them by email. The director either asked for a meeting to review prior strategies or assigned the request to a student success specialist. When appropriate, the director forwarded the request to the Exceptional Education Department so that a behavior specialist could respond.

#### **d. Professional Development**

##### **i. MTSS and PBIS Training**

In SY 2015-16, the District offered numerous training opportunities designed to better support struggling or underperforming students. District administrators and directors attended training on both MTSS and PBIS so that they in turn could train their department specialists on how to implement MTSS school teams and how MTSS school teams should implement PBIS (**Appendix V - 174, MTSSAdminTraining** and **Appendix V - 175, MTSSAdminPPT072215**). In addition, the Guidance and Counseling Department clarified expected behaviors of students and verified that MTSS teams were monitoring PBIS implementation (**Appendix V - 176, PPT Admin. PD on PBIS for MTSS teams 060115**).

During two-day PLCs and two-day breakout sessions, administrators and directors reviewed the updated the MTSS handbook (**Appendix V - 177, MTSS Admin handbook 072215**) and discussed school MTSS team meetings, structure and logistics, and MTSS forms (**Appendix V - 178, MTSS Tier 1 Intervention and Data Collection Form 072215** and **Appendix V - 179, MTSS School Team Meeting admin training form 072315**). In addition, the District provided a three-day training for administrators in June 2016, facilitated by the educational leadership organization KOI (Knowledge. Outcome. Impact). The professional development training included information on implementing PBIS in schools with fidelity to the original model. The MASS director attended this conference to support the school sites in this initiative, and both the MASS and AASS director will share the training with all department staff in SY 2016-17.

In addition to the District leadership and student services trainings, AASS staff participated in site-based training at their assigned sites throughout the school year (**Appendix V - 180, PDsStaffParticipation20152016**). The District trained department specialists in the use of SchoolCity, the District's benchmark assessment program, to better understand the academic needs of the students they support and

in the use and analysis of discipline data (*Appendix V - 181, SpecialistTrainingSC* and *Appendix V - 182, SchoolCityPDTrainingSignIn0125160*).

Eight of the MASS specialists attended their school site MTSS and PBIS trainings as well as other intervention training sessions for SY 2015-16. Five specialists provided student tutoring at those times (Wednesday early-release afternoons) and therefore were not able to attend, but they engaged in other MTSS trainings throughout the school year. These trainings covered information on the MTSS handbook and structures for MTSS school teams (*Appendix V - 183, MTSS MASS Agenda Powerpoint Training 072415* and *Appendix V - 184, MTSS Training for MASS Student Success Specialists 080415*). The Office of Student Equity also provided training for all student success specialists on the role specialists were to play in the MTSS school teams (*Appendix V - 185, MTSS What is your Role Training 083115*).

After recognizing that school MTSS teams needed additional practice with creating and writing behavior plans and learning new ways of documenting interventions for students, the department held five more trainings. During the sessions, specialists applied their schools' MTSS experiences to solve problems for other MTSS school teams, including sharing and replicating best practices to address behavior issues.

During five different trainings, MASS specialists also used PBIS World, a website designed to guide users through the PBIS implementation process (*Appendix V - 186, MASS PBIS Training SY15-16*). The specialists navigated through the website using case scenarios in Tier 1 so they could then help solve student situations that their MTSS school teams faced.

ii. ISI, DAEP, and Climate and Culture Training

Student success specialists from both AASS and MASS departments received training on the District's In-School Intervention program and Disciplinary Alternative Education Program (*Appendix V - 187, PDTrainingAASSDates*). ISI addresses students who commit level three violations with an in-school consequence, rather than an out-of-school suspension. The intent of the program is to significantly reduce suspensions, provide socio-emotional support for students, and maintain students' academic course of studies. DAEP provides students who have committed a level 4 or level 5 violation with an alternative to out-of-school suspension so they can continue their education. Students who are suspended and



going through the long-term hearing process have the option of continuing their core courses through DAEP. The program is optional to students and provides an alternative to being at home during the long-term suspension.

Student success specialists and learning support coordinators also attended a climate and culture training session in which the District informed them of the different components of PBIS and the relationship to a school's climate. ISI, DAEP, behavior plans, and other discipline alternatives also were discussed (**Appendix V - 188, Climate and Culture Training 100215**). Other departments provided additional training opportunities to reinforce best practice solutions to keep Hispanic and African American students in schools so they continue their learning in all circumstances (**Appendix V - 189, DAEP and ISI Trainings 2015-16, Appendix V - 190, In-School Intervention (ISI) Final Draft 082415 powerpoint, and Appendix V - 191, DAEP Presentation for Governing Board 082015**).

iii. Data Training

During the 2015-16 school year, MASS and AASS specialists continued their professional development and training related to analyzing student data in Mojave, TUSD Stats, Grant Tracker, and SchoolCity. Additionally, staff received training in Synergy, the new student information system. Training in this area will continue in the 2016-2017 school year. When newly hired specialists came on board, MASS scheduled them for data trainings with other student success specialists (**Appendix V - 192, Data Training for MASS Student Success Specialists 2015-16 SY**).

iv. Mental Health Training

On May 4, 2016, 30 department specialists participated in Youth Mental Health First Aid training to assist young people through crisis or suicide. The all-day training included a manual for each participant designed to teach lay people methods of assisting a young person who may be in the early stages of developing a mental health problem or in a mental health crisis (**Appendix V - 193, YouthMentalHealthFirst AidTrainingSignIn2015-16 and Appendix V - 194, Mental Health Resource Training for MASS Specialists 050416**). The training helped specialists identify when a student may need additional mental health support and when to follow up with appropriate mental health professionals.

MASS specialists also received training on providing health resources to families through the Pima County Enrollment Coalition for Enroll America Program

and participated in a webinar focused on helping families enroll for the national health care Marketplace. Overall, this training was successful; MASS specialists helped secure enrollment information for 261 families on the public health national marketplace and private health care (**Appendix V - 195, MASS Enrollment Coalition Forms Collected 2015-16** and **Appendix V - 196, Enroll America Training and Webinar 102015 110315 111715**).

The AASS team participated in two webinars that provided ideas and strategies focused on home visits and engaging fathers in school and on using student data (**Appendix V - 197, DataWebinar**). All AASS specialists participated in both trainings.

#### **e. Quarterly Information Events**

As part of the District's overall effort to improve educational outcomes for African American and Hispanic students, the District supports families of students through educational outreach.<sup>78</sup> The MASS and AASS departments planned, organized, implemented, and participated in separate quarterly parent information and student recognition events, parent advisory committee meetings, resource fairs, and other activities in SY 2015-16 to enhance parent and community engagement for Hispanic and African American families.

Held at various schools and community locations, quarterly parent information events provided parents with strategies for supporting their child in school (e.g., navigating TUSD Stats, MASS and AASS support, ALEs) and offered workshops about college and career readiness (e.g., Parent University, AzMERIT). The events also connected families to District programs and departments (e.g., GATE, Magnet Office, Family and Community Outreach), college outreach programs (e.g., Pima Community College, University of Arizona), and community organizations (e.g., Boys & Girls Club, Pima County Community Prevention Coalition, Pima County Public Library) for additional services (**Appendix V - 198, V.G.1.s. Quarterly events**). Several such events are discussed in more detail later in this section.

MASS offered 42 sessions at school sites through the 2015-16 school year. This school year proved to be successful regarding parent attendance for MASS

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<sup>78</sup> The USP requires the District to host quarterly events at schools or clusters of schools that serve African American and Latino students. USP § V (E)(7-8)(d).

parent quarterly events as well: 1,435 parents attended these sessions at school sites throughout the District. *Id.*

AASS offered six quarterly information events in SY 2014-15. The department nearly doubled that number in the 2015-16 school year, offering 11 events. *Id.* The following TUSD departments, colleges, and community organizations provided information during AASS quarterly parent information events: AASS, Advanced Learning Experiences, University of Arizona and Pima Community College outreach programs, The State of Black Arizona STEM Initiative, Grand Canyon University, and Tucson Parks and Recreation Department. AASS presented a number of topics during these events, including AzMERIT and the Arizona College and Career Readiness standards; career awareness and resource fairs; college preparation (e.g., financial aid, admission); navigating TUSD (e.g., TUSD Stats, promotion, and retention guidelines); International Baccalaureate; magnet programs, and more. *Id.* In addition, with the support of District leadership and AASS, members of the African American community organized the first African American Parent Conference on August 8, 2015. The conference focused on helping parents get the best tools for advocating for their child.

During the quarterly events, MASS and AASS specialists also honored and recognized selected students, providing an additional motivational approach to help them improve their academic work and behavior. All MASS specialists selected five students for special recognition during each event and presented school musical groups, giving struggling students the opportunity to be recognized. These students rarely received honors in their schools' recognition events, and many parents indicated they were grateful for the acknowledgement their child received in this way.

In SY 2014-15, the AASS Department honored approximately 950 students at six quarterly information events. In SY 2015-16, the department honored more than 1,500 students during the first three quarters and more than 1,000 K-12 students in the fourth quarter at seven different events. More than 800 individual parents attended the eleven AASS events; the estimated number of students in attendance increased that number to about 1,400. *Id.*

i. Resource Fairs

The District held a resource fair at each quarterly parent session in which community agencies and TUSD departments shared the resources and programs

they offer families and students. Parents were given time to interact with all vendors to request information or materials. MASS contacted several key individuals from community organizations, many of which sent representatives to each of the 42 MASS parent sessions and resource fairs (***Appendix V - 199, MASS Vendor Brochures and Information*** and ***Appendix V - 200, MASS 2015-2016 Quarterly Sessions Community Vendors***). AASS vendors included the University of Arizona Outreach Offices and the Community Foundation of Southern Arizona African American Young Professionals (AAYP) group. Students and families were able to talk with college outreach counselors, TUSD Advanced Learning Experiences staff, and members of AAYP about college and career choices.

In addition to the quarterly information events, parent advisory meetings provided an opportunity for parents to advise and give feedback to the AASS team on behalf of the greater community regarding issues impacting the needs of African American students. The AASS director held three parent advisory meetings with a small group of parents and community members (***Appendix V - 201, AASSD Parent Advisory***).

MASS also partnered with other community organizations to help support families and students. Together with TUSD Family Resource Centers and the Expect More Arizona movement, the department secured a \$1,500 grant to provide additional support for parents (***Appendix V - 202, United Way Grant for MASS 2015-16***). MASS specialists also assisted the non-profit organization I Am You 360 and homeless and foster students by collecting personal health and hygiene products that they distributed in Empowerment Bags (***Appendix V - 203, MASS Hygiene Drive 2015-16*** and ***Appendix V - 204, MASS Fall 2015 1<sup>st</sup> Quarter events***).

In another collaborative opportunity, MASS high school specialists and the District worked with the Pima County Public Library to distribute and collect library card forms for all TUSD students and introduce students to electronic learning resources. More than 4,500 students received new library cards as a result of this effort. The District held four Library Card Days at four high schools (Cholla, Pueblo, Palo Verde, and Catalina); 383 high school students received a library card for the first time, 112 received replacement library cards, 470 signed up for Learning Express Library, and 318 signed up for Brainfuse, an online homework help program sponsored by Pima County that can help students in the upcoming school year (***Appendix V - 205, Pima County Public Library Workforce Development***).

ii. Planning and Marketing Quarterly Events

MASS and AASS planned and marketed the events in a variety of ways, beginning at the start of the 2015-16 school year. The departments implemented several systemic steps in preparation for each information event. The teams separately agreed upon dates for the events, contacted site administrators to host the quarterly sessions, developed letters and fliers containing relevant information and mailed them to parents, and created event preparation checklists (***Appendix V - 206, QrtrlyParentChecklistDraft***).

Both departments sent event invitations to parents through ParentLink, the District's information system that distributes information by phone and email, and by mail. AASS also marketed their quarterly events through a parent email listserv provided by Technology Services, letters mailed home to elementary students scheduled to be honored at an event, emails to community members, and distributed press releases (***Appendix V - 207, PressBooksbreakfast0220016, Appendix V - 208, PressParentUniv10302015, Appendix V - 209, 1stQuarterParentLetterb, Appendix V - 210, 4thQrtrParentLetter, and Appendix V - 211, ParentContactForm***). Also, at various times prior to quarterly information meetings, the AASS director posted internal announcements for site administrators and sent invitations to community organizations.

iii. Quarterly Events Trainings for Student Success Specialists

MASS trained their student success specialists on providing a more cohesive format and establishing clear expectations at all sites where the department's quarterly information events were held. This included training on how to standardize the forms and invitations used, how to plan and organize the sessions, and how to set an agenda (***Appendix V - 212, MASS Agenda Staff Meeting***). In SY 2014-15, parent attendance had decreased as the school year progressed, so specialists also focused on implementing strategies that encouraged parents to attend (e.g., making phone calls, sending out invitations, using ParentLink).

MASS student success specialists assigned to racially concentrated schools (Hispanic student population of 70 percent or more) also attended training on how to conduct parent quarterly sessions for racially concentrated schools.<sup>79</sup> Because

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<sup>79</sup> Racially concentrated schools: Bonillas, Carillo, Cavett, CE Rose, Davis, Grijalva, Lynn Urquides, Maldonado, Manzo, Miller, Mission View, Ochoa, Oyama, Robison, Tolson, Tully, Van Buskirk, Vesey, Warren,

informational events were conducted in schools with assigned MASS specialists, the District held additional trainings for schools with a racially high Hispanic student population. This training informed participants of the USP requirements for these sessions; appropriate content related to parents' interests; sample forms, including parent surveys; and contact numbers of community resources and of individuals and organizations (*Appendix V - 213, MASS Training Powerpoint Parent Quarterly*).

Thirty-three school representatives from these 35 identified racially concentrated schools attended the training (*Appendix V - 214, MASS Completed Parent Quarterly Sessions for Racially Concentrated Schools 2015-16*). Of the 35 identified school sites, 29 reported conducting parent quarterly sessions in the second quarter. Twenty-one had parent quarterly sessions during the third quarter, and eighteen had them in the fourth quarter. The training proved successful, as 30 of the schools invited reported conducting 67 parent quarterly sessions for 1,140 parents. *Id.*

iv. Parent Surveys on Parent Quarterly Sessions

To assess the effectiveness of the quarterly information events, the departments asked parents to provide survey feedback regarding their interests for future information sessions and support. AASS and MASS student success specialists collected the surveys at the end of each event. On a scale of 1 to 5, parents highly ranked items covered in parent sessions such as tutoring in reading and math, before- and after-school tutoring, and parent workshops. Respondents also were able to suggest additional items. Parents responding to the AASS survey were most interested in support related to academic achievement, cultural awareness, and strategies to improve parenting support. Ninety percent of respondents requested additional support to assist their child with education issues and information to better understand district systems to advocate for their child (*Appendix V - 215, StaffParent Engagement Survey Results*).

At the end of the 2015-16 school year, AASS surveyed its staff. The survey data showed that 42 percent of department staff believed parents of students they support were not involved in school committees, indicating the department must

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and White elementary schools; Drachman K-6 school; Hollinger, Maxwell, and McCorkle, Pueblo Gardens, Roskrige Bilingual, and Robins K-8 schools; Mansfeld, Pistor, Safford, Utterback, and Valencia middle schools; and Cholla, Pueblo, and Tucson high schools.

strengthen its efforts to engage these parents. *Id.* (***Appendix V - 216, AASSDNeedsAssessmentSurvey***).

The AASS and MASS departments used the feedback to make changes to future parent quarterly sessions (***Appendix V -212, MASS Agenda Staff Meeting and Appendix V - 217, MASSMinutesParentSurvey***). The departments will use the survey feedback to guide implementation of quarterly information sessions in SY 2016-17 and improve the quality of each event. For example, three areas for improvement for the AASS include focusing more on gathering feedback at each event, increasing high school parent and student participation, and hosting at least one webinar during SY 2016-17 for parents unable to attend a quarterly information event.

#### **f. Collaborate with Local Colleges and Universities**

In SY 2015-16, the MASS and AASS departments implemented several strategies to provide Hispanic and African American students in the District with the following types of opportunities: college student mentoring programs, community-based mentoring, mentoring by student success specialists, and collaborative experiences with colleges and universities.<sup>80</sup>

##### **i. College and Community Partners**

The AASS and MASS departments continued to collaborate with Pima Community College, the University of Arizona (UA), and a number of community partners to connect students and families with college and career readiness information, resources, and people. AASS collaborated with sixteen college/university departments and local organizations to connect K-12 students with college students and resources<sup>81</sup> (***Appendix V - 168, AASS Partnerships Mentoring Programs 2015-2016***). Four of those—the UA Project SOAR (Student Outreach for Access and Resiliency), UA Math Cats/Word Cats, Tucson Graduate

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<sup>80</sup> The USP requires the District to collaborate with local colleges and universities and identify college students to provide learning support and guidance to Latino and African American students through mentoring, teaching assistance, and other methods. USP § V(E)(7)(e) and (8)(e).

<sup>81</sup> UA Project SOAR, UA African American Student Affairs Office, UA Africana Studies Program, UA Math Cats/Word Cats, Pima Community College West Campus, Pima Community College Grants Office, Education Enrichment Foundation, Community Foundation of Southern Arizona African American Young Professionals, Tucson Graduate Chapter of Alpha Phi Alpha Fraternity, Tucson Graduate Chapter of Delta Sigma Theta, Tucson Chapter of the Links Organization, UA Academic Outreach Office, The State of Black Arizona, Tucson Southern Arizona Black College Community Support Group, Thrive Generations, and I Am You 360. Their collaborations with TUSD are described in this section.

Chapter of Delta Sigma Theta, and I Am You 360—provided approximately 80 college students and community volunteers for learning support, mentoring, and guidance to nearly 400 students on a weekly or bimonthly basis. *Id.* Additionally, the AASS director served on the UA African American Advisory to the President and as treasurer of the Community Foundation of Southern Arizona African American Initiative advisory group to address the needs of students (***Appendix V - 218, AAI Invite***). AASS also pursued opportunities with historically black colleges and universities (HBCUs) to provide exposure and enrichment experiences that promote a college-going culture.

MASS specialists and 58 volunteers from seven different community organizations and college programs provided mentoring services to 360 students, including 75 elementary school students, 261 middle school students, and 24 high school students<sup>82</sup> (***Appendix V - 219, V.G.1.p. (1) Mentor Volunteer Chart 2015-16***). Their collaborations with TUSD are described below.

MASS specialists served as mentors in their respective school sites. To recruit students, it was also important that the parents and principals from each school site were aware of the different organizations assisting MASS with these mentoring programs. The MASS Department promoted these mentoring programs by meeting with principals at sites where mentoring programs would be provided and by posting information on department newsletters about college mentoring programs (***Appendix V - 220, MASS May Newsletter 2015-16***).

Additionally, the MASS director served on the UA Hispanic Community Council sponsored by UA President Ann Weaver Hart. Committee members helped interview and select the chief of diversity officer. Members also attended a Phoenix legislative meeting to advocate for UA funding proposals; supported efforts of the UA's Lalo Guerrero Student Services Center, where Hispanic students hold meetings and study and tutoring sessions; and discussed issues brought from the university's

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<sup>82</sup> The following seven organizations provided mentoring services to Hispanic students: Goodwill GoodGuides (a mentoring program to provide youth at-risk of educational failure with positive activities with strong adult role models); UA Project SOAR; Boys to Men (an organization that provides mentors who give teenage boys a community of mentors who listen, encourage and believe in them); UA Mathematics, Engineering, Science Achievement (MESA)(an outreach program to increase access to Science Technology Engineering and Mathematics (STEM) pathways and encourage college readiness for low-income, minority, or first-generation college-bound students); UA WordCats/MathCats (a program that works with students who need improvement in reading or math skills; volunteers are recruited from the College of Education); Girls Scouts of Southern Arizona; and The Grrrls Project (a program of Child & Family Resources, Inc., provides after-school mentoring workshops at the middle school level.)



diverse student populations (***Appendix V - 221, Hispanic community Council Meetings for May***).

ii. Mentoring and Intern Support for Volunteers

In the 2015-2016 school year, AASS partnered with the UA Project SOAR and Africana Studies Program to recruit students as mentors and interns. Project SOAR provided a one-to-one ratio between a college student and a K-12 student and small group mentoring to address academics, conflict resolution, career exploration, and the college search process. The Project SOAR partnership with AASS grew from three schools in SY 2014-15 to five schools in SY 2015-16: Booth-Fickett and Safford K-8 schools, and Doolen, Magee, Mansfeld middle schools. Project SOAR mentors completed training through the UA College of Education. Once appropriate paperwork was completed, the AASS Department informed site administrators and student success specialists that UA students would be working on their campus.

Although the AASS Department recruited students and collaborated with the UA Africana Studies Program beginning in January 2015, no interns served in AASS in SY 2015-16. Approximately five college students showed interest in serving but were unable to participate due to their course load and work schedules. While the internship was unsuccessful in SY 2015-16, AASS already has started planning for SY 2016-17. The AASS director spoke at two UA African American Student Union meetings held in the UA African American Student Affairs Office to recruit students. Approximately twenty students submitted their names to serve as mentors in the coming school year. Follow-up meetings will be held during SY 2016-17.

AASS, together with the Links Organization, provided folders with college planning and scholarship information to more than 90 students and their families at the TUSD Annual College Night. Additionally, AASS, the UA African American Student Affairs Office, and District college and career readiness coordinators at Palo Verde, Sahuaro, and Tucson high schools offered "A Road to College" program (***Appendix V - 222, RoadToCollegeParentLetter***). The 101 high school students who participated in this program met with UA freshmen enrolled in the Building Leaders and Creating Knowledge (B.L.A.C.K.) retention program to discuss the transition to college, how to overcome barriers to higher education, financial aid, and how to prepare and apply for scholarships. Furthermore, AASS worked with District college and career readiness coordinators and other school-site staff to

provide scholarship information and opportunities for students to interact with college students and local graduates (*Appendix V - 223, 50Shades\_AASA2015*).

In November 2015, AASS, MASS, TUSD Title I, and Pima Community College sponsored the annual Parent University. Several of the Parent University workshops included current college students who shared their stories as college athletes and discussed their college experiences. Other workshops focused on financial aid, the admissions process, and workshops for students in elementary school. Approximately 350 students, families, and community members attended the Parent University (*Appendix V - 224, ParentUFlyerProgram2015, Appendix V - 225, ParentUPlanning9-22-15, and Appendix V - 226, MASS Fall 2015 Parent University*).

The AASS team also implemented multiple other enrichment opportunities for K-12 students throughout the District that were designed to help students understand their culture. The enrichment opportunities were implemented above and beyond the scope of the student success specialist position. Books, Black History and Breakfast and Advancing the Dream: African American College Day on February 20, 2016, were collaborative projects with the UA African American Student Affairs Office to connect K-12 students with college students (*Appendix V - 227, BooksBreakfast20152016 and Appendix V - 228, BlackParentCollegeDay2016*). AASS used ParentLink messaging and email to inform families about the event and the AASS director assisted in developing the College Day program agenda and recruiting families and students. Students and parents from Catalina, Pueblo, Sahuaro, and Tucson high schools learned about the UA admissions process, its African American Student Affairs Office, financial aid opportunities, and experiences of current college students. In April 2016, the UA African American Student Affairs Office and Academic Outreach Office hosted approximately 30 Palo Verde High Magnet School students on the UA campus. Students visited different campus facilities, met with current college students, UA African American professors, and athletic coaches (*Appendix V - 229, ARoadToCollegeUATour*).

iii. Community Partners for College and Career Readiness

To further support the District's efforts to collaborate with colleges and universities, AASS partnered with several community-based organizations to connect high school students with college students.

- Organizations such as the Tucson Graduate Chapter of the Alpha Phi Alpha Fraternity (**Appendix V - 230, AlphaPhiAlphaWorkshop**) and the Tucson Southern Arizona Black College Community Support Group organized one-day workshops to provide leadership development and connect high school students to current undergraduate and graduate students and alumnae.
- AASS partnered with Thrive Generations to host three eight-week leadership development seminars for middle and high school students. Palo Verde High School held two sessions and Tucson High Magnet School held one session. Sixty students attended an eight-week session. During the workshops, students connected with current undergraduate and graduate students to focus on self-awareness, health choices, and positive outcomes for student's futures (**Appendix V - 231, ThriveGenerationsChoices201516**).
- AASS continued partnerships with The State of Black Arizona and the Southern Arizona Black College Community Support Group. In December 2015, The State of Black Arizona hosted the STEM Initiative Student Summit for approximately 55 middle school students and partnered to implement a STEM Club for middle school students. The STEM Club met once per month during the 2015-2016 school year (**Appendix V - 232, 2015StemSummit** and **Appendix V - 233, STEMStudentSUMMIT2015**). The Southern Arizona Black College Community Support Group held the 8th Annual African American Youth Heritage Day, attracting approximately 350 TUSD high school students (**Appendix V - 234, HeritageDayProgramCert02052016**). The event focused on career awareness and exposing high school students to successful leaders in the African American community. Students also heard from representatives from several HBCUs and participated in college planning workshops.

Other community partnerships included working with the Graduate Chapter of Delta Sigma Theta Sorority for a girls' mentoring program at Tucson High Magnet School and partnering with I Am You 360 at Palo Verde High Magnet School for a year-long leadership and empowerment workshop series. Forty-three students attended the bimonthly workshops. At Utterback Middle School, students received mentor support through the Goodwill GoodGuides and Desert Men's Council (**Appendix V - 168, AASS Partnerships Mentoring Programs 2015-2016**). The AASS team also collaborated with the Arizona Mentor Society, Tucson Parks and Recreation, and The Grrrls Project.

In SY 2015-16, the AASS Department coordinated a Black College and Cultural Tour to provide high school students with the opportunity to visit certain colleges around the country. One chaperone and ten TUSD students toured thirteen HBCUs in Louisiana, Mississippi, Georgia, Tennessee, and Alabama (***Appendix V - 235, HBCUColleges Visited 2016***) and met with the president of Xavier University of Louisiana. Students presented their experiences and the outcome of the tour at the TUSD Governing Board meeting on May 24, 2016 (***Appendix V - 236, CollegePresentatBoard***). Of the ten students who attended the tour, one graduating senior will be moving out of Arizona to attend an HBCU.

The MASS Department assisted community and college partners with planning conferences and recruiting students to attend the Arizona César E. Chávez Holiday Coalition Youth Leadership Conference and the League of United Latin American Citizens (LULAC) Youth Leadership Week. In partnership with the District, the César E. Chávez Youth Leadership Week was held March 7-10, 2016, throughout TUSD. Forty presenters spoke to 6,637 students at different TUSD and surrounding Tucson schools about César Chávez and Dolores Huerta. All District schools with MASS specialists hosted speakers from this conference (***Appendix V - 237, Cesar Chavez Youth Leadership Week Powerpoint 2015-16***).

MASS also helped LULAC plan, recruit, and supervise students who attended the 27th Annual Youth Leadership Conference on March 11, 2016, at Pima Community College West Campus. All District schools with assigned MASS specialists sent students to this conference. Of the 1,357 middle school and high school students who attended, 944 were TUSD students. The District provided transportation for students from nineteen of its schools<sup>83</sup> (***Appendix V - 238, LULAC 2016 Registration Data***). The MASS director also delivered a presentation at the conference on material related to the César E. Chávez Holiday Coalition and gave information on the importance of attending college.

In addition, community volunteers and MASS specialists used *The 7 Habits of a Highly Effective Teens* at Booth Fickett K-8 School, offering a step-by-step guide to help teens improve self-image, build friendships, resist peer pressure, achieve their goals, and get along with their parents. These organizations mentored students for

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<sup>83</sup> Booth-Fickett, Hollinger, Mary Belle McCorkle, Morgan Maxwell, Pueblo Gardens and Roberts-Naylor K-8 schools; Alice Vail, Pistor, Utterback, and Valencia middle schools; and Catalina, Cholla, Palo Verde, Project MORE, Pueblo, Rincon, Sabino, Santa Rita and Tucson high schools.

the MASS Department at seventeen District elementary, K-8, middle, and high schools.<sup>84</sup> These mentoring programs used the mentoring program standards endorsed by the International Mentoring Association.

iv. Mentoring Committee and Handbook for Volunteers

To strengthen mentoring partnerships, the AASS and MASS departments developed a *Student Services Mentor and Volunteer Handbook* for all District volunteers to provide clear guidelines and support for new mentors. The handbook includes the volunteer approval process, guidelines for volunteers, characteristics of a volunteer, the volunteer application form, recommendations on how to work with students and staff, appropriate practices and interactions as volunteers, and mandatory reporting information. The handbook and orientation sessions include techniques for mentoring, rules, protocols for the State of Arizona, and District rules for interacting with students as a mentor and volunteer (***Appendix V - 239, V.G.1.p. (2) SSMentoringHandbook201516***).

v. MASS Volunteers Survey

MASS student success specialists surveyed volunteers at their sites to improve the delivery of volunteer training, volunteer recruitment, and overall customer satisfaction of MASS volunteers (***Appendix V - 240, MASS Volunteer Survey Meeting Minutes, Sign ins and Surveys***). The survey asked six questions relating to their volunteer experience (***Appendix V - 241, MASS Volunteer Survey Sample***). On a scale of poor, fair, or excellent, sixteen of the seventeen respondents ranked the process of becoming a MASS volunteer as excellent and indicated they received an orientation; the remaining respondent scored the process as fair and indicated he or she had not received an orientation. Thirteen volunteers indicated they were likely and very likely to continue volunteering for MASS. The four who responded that they were unlikely to return stated they were graduating and working in the future or were relocating and therefore would not be able to volunteer.

Heading into the 2016-17 school year, the AASS and MASS directors and their teams are committed to continuing improvement focused on targeted academic interventions and support, increasing collaboration and partnerships with the

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<sup>84</sup> Holladay and Lynn-Urquides elementary schools; Booth-Fickett, Hollinger, Morgan Maxwell and Pueblo Gardens K-8 schools; Doolen, Pistor, Utterback and Pistor middle schools; and Catalina, Cholla, Palo Verde, Pueblo, Rincon, and Tucson high schools.

college community, and growing parent/community partnerships in schools. In SY 2015-16, both AASS and MASS increased and strengthened collaborative partnerships to provide more opportunities for academic and mentoring support in the future.

### **E. African American Academic Achievement Task Force**

In June 2013, the African American Academic Achievement Task Force (AAAATF) made sixteen recommendations for supporting the academic growth of African American students.<sup>85</sup> In its two following annual reports, the District reported progress made toward implementing the recommendations. Throughout the 2015-16 school year, the District consulted with a community advisory committee on strengthening the recommendations and/or their impact on improving African American student academic achievement. In the spring of 2016, the District contracted with two expert consultants, Dr. Dale Fredericks and Dr. Joseph Hines, to review implementation progress and provide recommendations for further implementation for enhancing learning outcomes for African American students.<sup>86</sup> The consultants submitted their reports in June 2016 (*Appendix V - 242, Reports and Summary\_Fredericks and Hines*).

Dr. Fredericks reported on recommendations one through eight. In a review of his report with the interim assistant superintendent for Curriculum and Instruction, he stated, “The District has things conceptually in place and needs to make this happen to have impact.” His recommendations focused on four areas:

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<sup>85</sup> As reported in the *2013-14 Annual Report*, the recommendations were as follows: 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; and 16) Develop and implement Extended Learning Opportunities.

<sup>86</sup> Dr. Hines has prior experience as a deputy superintendent and has done work in multicultural and multiracial education. Dr. Fredericks worked as a superintendent for schools in large urban school districts and focused on strategies to enhance the learning of all students.

Professional Development, Teaching and Learning, Administrative and Teacher Leadership, and Hiring and Retention.

Dr. Hines completed recommendations for the original task force Recommendations 9, 10, 11, 14 and part of 15. *Id.* He reported on placements in Advanced Learning Experiences, Special Education (SPED), Career and Technical Education (CTE), Discipline, Family Engagement, and Drop out Prevention. *Id.* During the 2015-2016 school year, the District continued to move forward to support African American students and address the sixteen recommendations.

### **1. Recommendation 1: Identify and Replicate Successful National School-Based Factors**

National school-based factors include, “leadership advocacy and support for the academic success of all students, curriculum quality and accessibility, partnership with parents and community, demographics and history of achievement, a culture of high expectations for teachers and students, and quality of teaching personnel as defined by certification, teaching in fields, knowledge, beliefs, and experience.”

In the 2015-16 school year, the District identified and implemented two successful nationally recognized strategies: Reading Recovery (*Appendix V - 243, Reading Recovery Proposed Project Plan*) and the use of Leveled Libraries. The District hired twelve Reading Recovery teachers and assigned them to twelve elementary schools that had high African American and Hispanic student populations and where students did not meet the grade level benchmark on the DIBELS reading assessment.<sup>87</sup> The Reading Recovery teachers participated in professional development each Wednesday and attended Reading Recovery national conferences (*Appendix V - 244, Reading Recovery Training Class Timeline*).

The District implemented Scholastic Leveled Bookrooms (Leveled Libraries) in every elementary and K-8 school during SY 2015-16. These Leveled Libraries offer more than 900 unique titles within a wide variety of text types, genres, themes, and content areas, helping all students move through increasingly complex texts. There are six copies of each title, each pre-stickered with their Guided Reading level

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<sup>87</sup> Borton Magnet, Hollinger K-8, Johnson Primary, Robison Magnet Elementary, Safford K-8 Magnet, Tully Elementary Magnet, and Cavett, Erickson, Mission View, Myers-Ganoung, Van Buskirk, and Vesey elementary schools.

and pre-packed in their own plastic bag. Each title comes with its own Teaching Card, featuring tips and lessons to maximize every teaching moment. The District provided support to sites for set-up logistics and check-out procedures along with instructional support provided throughout the year via the ELA and Language Acquisition teams. The District also developed a plan to create Literacy Lab Schools to become models for reading instruction and for use of the leveled libraries within reading instruction (*Appendix V - 245, Literacy Proposal*).

In December 2015, the District held an informational meeting with the identified schools to review the plan and develop support. Nine of the ten Literacy Lab schools participated in professional development during spring 2016.<sup>88</sup> Each teacher and administrator from the nine sites completed two online courses (Scholastic Leveled Libraries: Nuts & Bolts and Scholastic Next Steps Guided Reading Assessment) and attended fourteen hours of professional development over seven sessions during spring 2016. The fourteen-hour training focused on the book, *Next Steps Guided Reading*, and the District tracked participation through True North Logic, a professional learning portal.

The District sent a ten-person team to the 2015 national Summit for Courageous Conversations in Baltimore, Maryland, from October 11 to 14, 2015. The annual summit is designed to provide a forum for discussing and addressing racial disparity, its impacts on achievement in schools and other communities, and ways to eliminate it. Upon returning, the team gave a presentation to the Superintendent's Leadership Team and the community advisory committee, recommending that the District have a clear message and purpose before it implements a Courageous Conversations program. Also, the team said, it is crucial that the Governing Board is well informed of the Courageous Conversation program and that it gives its total support and backing prior to implementation. The District plans to study the possibility of further implementing Courageous Conversations during SY 2016-17.

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<sup>88</sup> Robins K-8 and the following elementary schools: Bloom, Fruchthendler, Gale, Hughes, Howell, Oyama, Soleng Tom, Warren, and Vesey. Soleng Tom did not participate due to staff limitations.



## 2. Recommendation 2: Identify and Replicate Successful Teacher Practices

The District has identified and replicated several successful teacher practices, including the Essential Elements of Instruction (EEI); Culturally Responsive Pedagogy; and MTSS.

The District adopted EEI as its fundamental instructional approach to Tier 1 instruction. EEI provides strategies for general instruction (academic and behavior) and support for all students. EEI, also referred to as The Madeline Hunter Model of Mastery Learning, was developed in 1982 by Madeline Hunter, a professor at the University of California Los Angeles.

*“Hunter found that no matter what the teacher’s style, grade level, subject matter, or economic background of the students, a properly taught lesson contained eight elements that enhanced and maximized learning. She labeled eight elements and began two decades of teacher training. The elements referred to as Lesson Design, Target Teaching, or Critical Teaching, have stood the test of time – still used today in many teacher colleges and as reference for judging teacher effectiveness in many school districts.”<sup>89</sup>*

As stated in the New Teacher Induction Program (NTIP) discussion in Section IV, all certified new hires to the District receive the four-day EEI professional development. For SY 2015-16, 336 teachers attended one of six sessions throughout the school year. Numerous EEI sessions ran from July 28 to November 17, 2015, giving an opportunity for all who attended NTIP to complete the four days of professional development (**Appendix V - 246, EEI Training Schedule 2015-16**). In addition to these four sessions, the District offered a winter and spring session to ensure all certified staff (teachers) who were hired after the start of school received the four days of EEI professional development.

In SY 2013-14, the District underwent a curriculum audit conducted by Curriculum Management Systems, Inc., that produced a full evaluation and recommendation in April 2014. Based on its recommendations, the District integrated two key teacher practices into all aspects of professional development within the District: Characteristics of Cognitively Engaging Instruction; and Characteristics of Culturally Responsive Teaching. Culturally Responsive Pedagogy

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<sup>89</sup> <http://www.onetohio.org/library/Documents/Dr%20Madeline%20Hunter%20Article1.pdf>

promotes strategies on interacting with students by utilizing the assets the students bring with them to learning to create supportive and inclusive learning environments. Embedding these aspects into District professional development will ensure that teachers effectively engage all students—a key to increasing student achievement.

As discussed previously in this annual report, MTSS is a researched-based approach to addressing student intervention, from strong first-level instruction in the classroom for all students to additional interventions for those students who may need additional small group or individualized support. The District committed to make necessary adjustments to improve the learning support coordinators and the MTSS process. *2014-15 Annual Report*. After evaluating and redefining the role of the LSCs and its use of the MTSS process, the District narrowed its focus to increase the effectiveness of processes and roles.

In addition, the District revised the MTSS handbook (***Appendix V - 247, MTSS Handbook 8-25-15***). A committee composed of LSCs, special education teachers, psychologists, and directors revised the MTSS handbook to better align all processes to support students. MTSS addresses both academic and behavioral support for students to improve teacher practices at the Tier 1 level and provide additional interventions for students in need of additional support at Tiers 2 and 3.

Table 5.53 below, shows the number of hours and MTSS areas documented by LSCs for SY 2015-16, including those specifically focused on supporting teacher practices in the classroom. Throughout the school year, LSCs provided more than 3,800 hours of support and consultation for teachers and related service providers (***Appendix V - 248, VI.G.1.f. LSC Time Entry 2015-16, Summary***).

**Table 5.53: Number of Hours Documented by Learning Support Coordinators SY 2015-16**

Description of MTSS functions	Number of hours spent on each function
MTSS Biweekly Meetings/Data Analysis	7,077.87 hours
Documenting Support	1,779.5 hours
Consulting and Supporting Teachers/Consulting with Related Service Providers	3,890.75 hours
Direct Academic/Behavioral Support with Students	4,100.5 hours
Student Observation and Data Gathering	1,887.2 hours
Professional Development for Staff	1,148.45 hours
MTSS and Social Service Coordination	2,010 hours
<b>TOTAL</b>	<b>21,688.17 hours</b>

**a. Recommendation 3: Enhance Teacher Evaluation**

The District revised the teacher evaluation tool, the Danielson Framework for Teaching, during SY 2014-15, to include explicit language of culturally responsive strategies and learning. This modified teacher evaluation tool was a collaborative effort between the Special Master and an expert of culturally responsive learning, Dr. Jacqueline Jordan Irvine. The District provided professional development to principals via a July 2015 administrator conference, clarifying that administrators and teachers would be evaluated on their ability to implement culturally responsive strategies in their schools and classrooms.

The teachers were provided information using a Captivate online training (*Appendix V - 249, Teacher Evaluation PPT 08.03.15*). Each site administrator showed the presentation to their staff between August 3 and 5, 2015, as the new school year was beginning. The District provided each teacher with an electronic copy of the evaluation and the appropriate workflow as each site administrator

reviewed the changes that were referred to in the training presentation (*Appendix V - 250, Eval Instrument* and *Appendix V - 251, 15-16 Teacher Eval Workflow*).

This initial training launched the ongoing dialogue between administrators and teachers pertaining to the evaluation process and the TUSD Modified Danielson Framework for Teaching. As part of its effort to ensure quality teaching, the District also continued to reinforce and train principals and teachers using the Danielson Framework. In addition, the District incorporated Appendix J and K—Engagement and Cultural Sensitivity—into the training and they became a point of reference for the modified rubric.

**b. Recommendation 4: Monitor and Implement Essential Elements of Instruction (EEI) and Culturally Responsive Pedagogy (CRP) (aka “Culturally Responsive Teaching Practices”).**

In his report, Dr. Fredericks recommended that the District develop a comprehensive professional development plan for Culturally Responsive Pedagogy (see Section V.D.2.a.). The District already has begun this effort and will continue it in the 2016-17 school year.

In SY 2015-16, every certified new hire to the District completed a four-day EEI professional development series. In addition, the District implemented the CARE Team Walk-through Process and Protocols, which contained culturally responsive terminology as part of its Danielson Framework (*Appendix V - 252, CARE Team Process and Protocols*).

Dr. Janice Jackson, an expert in culturally responsive learning, provided training to central and site administrators in January 2016 on Culturally Responsive Pedagogy. This was the first of two scheduled trainings. Unfortunately, due to a health issue, Dr. Jackson was unable to make the second scheduled training in May 2016. Dr. Jackson’s professional development on January 7, 2016, included Historical and Political Context, Culturally Responsive Teaching, and Equity Centered Leadership (*Appendix V - 253, Jackson Power Point 1.7.16*).

**c. Recommendation 5: Develop Focused Professional Development**

Dr. Fredericks recommended nine focus areas for professional development, including but not limited to an initial analysis, a focus on instruction, an emphasis on communication skills, knowledge of Critical Race Theory, individualized student instruction, and collaborative time for teachers.

To develop and provide focused professional development, the District implemented and provided the following professional training in addition to dozens of other courses and opportunities referred to elsewhere throughout this report (**Appendix IV - 84, IV.K.1.q. Master PD Chart USP**).

1. Targeted Support Plans: Ongoing professional development for new teachers, struggling teachers, and all classroom teachers remains a District priority to provide well-trained and effective teachers in its classrooms. These efforts are documented in other sections of this report, notably Section IV.B., which also documents training provided to District administrators.
2. Classroom Management Training: All sites were required to complete a monthly analysis of discipline, which included teachers who over-referred, names of students who had multiple referrals and/or incidences, and locations of incidences (appendix, monthly discipline template). The District required teachers whose names continued to appear on monthly discipline analysis (46 teachers) to attend the one-day classroom management course, The Most Powerful Solutions to Eliminating Chronic Disruptive Behavior in Your K-12 Classroom. Dr. Kevin Dill of Show and Tell Consulting presented this information on March 1, 2016.<sup>90</sup> Elementary and secondary leadership worked closely with site administrators to follow up and monitor classroom management of all attendees.
3. Classroom management focus for new hires through NTIP: The District requires all first-year teachers to attend two seminars on classroom management: Routines and Procedures and Classroom Management. Culturally responsive learning and strategies are incorporated into the seminars via Appendix J and K (**Appendix IV - 47, appendix j and k**). For more information, see Section IV.B. in this report.

**d. Recommendation 6: Consider Cultural Competency in Hiring and Retention**

In his recommendations, Dr. Fredericks advised the District to strengthen its minority teacher recruitment practices and support teachers in a myriad of ways, including professional development and the induction program for new teachers.

The District's efforts to recruit minority certificated staff, the teacher evaluation instrument, and District-provided professional development all consider

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<sup>90</sup> Show and Tell Consulting provides regional, state, and national trainings, as well as on-site trainings specifically tailored to individual schools and districts.

and impact the cultural competency of staff. Included in the certificated application process are two questions that are used in the screening for minimum and preferred qualifications:

- Do you have demonstrated success engaging African American and Hispanic/Latino students?
- Do you have demonstrated success engaging a diverse student population?

Additionally, the District's Administrative Principal application poses the following question:

- We are under a federal desegregation order. How would you engage your staff and community to implement your school improvement plan and work towards student integration and staff diversity?

For more information, please refer to Section IV in this report.

**e. Recommendation 7: Enhance the District-Wide Leadership Development Program**

Dr. Fredericks recommended supporting collaborative networks throughout the District and building a culture of mutual support and respect to enhance leadership opportunities.

In SY 2013-14, the District implemented the Leadership Prep Academy with the purpose of preparing individuals for administrative positions, specifically targeting Hispanic and African American candidates. In SY 2014-15, the District entered into a partnership with the University of Arizona to provide assistance for qualified applicants to earn a master's degree in education leadership. This partnership with the UA enhanced this leadership program throughout the 2015-16 school year. For more information, please refer to Section IV.B.6. in this report.

**f. Recommendation 8: Set and Communicate High Expectations**

The District communicated and provided clear expectations in the following areas to address and support increased student achievement and decreased student discipline incidences:

1. Culture and Climate: Culture and climate was a major focal point for Instructional Leadership Academy sessions throughout the first semester of SY 2015-16. The topics covered included:

- Role of Administrator within Culture and Climate of the School (*Appendix V - 254, Culture and Climate Process*).
  - In-depth review of the Guidelines for Students Rights and Responsibilities (GSRR)
  - Multi-Tiered System of Supports
  - Restorative Practices
  - Positive Behavioral Interventions and Supports
  - Functions and Duties of Learning Support Coordinator
  - PBIS/Monthly Discipline Data Review
  - In-School Intervention
  - District Alternative Educational Placement
2. MTSS – LSC functions: In SY 2014-15 the LSCs underwent a program evaluation by an outside company, District Management Council (DMC), which provided specific recommendations to enhance and strengthen the impact of the LSCs on student achievement and behavior. The District took the recommendations to heart and narrowed the scope of work of the LSCs for SY 2015-16. LSCs had four focus areas:
- PBIS (team member/data collector)
  - Restorative Practices (site trainer)
  - MTSS (facilitator/lead)
  - Data Collection (academic, behavior/discipline, facilitate monthly meetings)

Another DMC recommendation enacted concerned the supervision/evaluation of the LSCs. Instead of being evaluated by a site administrator, the LSCs reported centrally to the assistant superintendent for Curriculum and Instruction, who evaluated LSCs with input from site administration. This recommendation, along with the narrowing of the LSC functions, allowed a more systematic oversight of the LSC position. This process had very favorable results in terms of the impact LSCs had on student achievement and behavior (refer to MTSS narrative in recommendation #2 above). This will be reviewed under AAAATF recommendation #12 (*Appendix V - 255, LSC PPT Back to School*).

3. PBIS: As reviewed above in Culture and Climate, the District emphasized PBIS throughout the first semester of SY 2015-16. Site principals played a key role in the PBIS process and the District communicated this expectation throughout the school year.

LSCs attended a three-part training on PBIS, which is reported in Section VI. In addition to the in-house professional development and support provided, the District sought outside experts in PBIS through KOI, which was recommended by the Arizona Department of Education. KOI provided a three-day PBIS overview to all central and site administrators during June 2016.

4. Professional Learning Communities: The District required that each site implement PLCs and provided support for this expectation. In July 2015, a team of three from each site attended a three-day Solution Tree training on PLCs. In addition, the Superintendent/PLC Focus groups met monthly to define the PLC process and develop the District's PLC handbook, which was published in March 2016. For complete information on PLCs in TUSD, see Section IV.B.7. of this report.

**g. 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 Section V.A.). Dr. Hines reported that, overall, ALE is on the right track. The District met many of the goals using the 20% Rule (*Appendix V - 24, V.G.1.c. ALE 40<sup>th</sup> day Enrollment ALE Supp Goals Summary All ALE*).<sup>91</sup> Full data and information is available in V.A.1-3 of his report.

Dr. Hines also stated that many African American students would like to be University High School recruiters and mentors for elementary-age African American students to begin to prepare them to apply and attend the school. The UHS administration plans to ask these students to work as mentors for incoming African American students.

**h. Recommendation 10: Monitor Recommendations for Placement to Career and Technical Education (CTE)**

According to the report from Dr. Hines, CTE is an opportunity for growth for the District regarding academic support for African American students. The District will actively look into this area to reach out to African American students for SY 2016-17.

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<sup>91</sup> GATE resource Middle, Pre-AP Honors, Dual Credit, International Baccalaureate Elementary and K-8, and Middle School course for High School credit.



**i. Recommendation 11: Monitor Recommendation for Placement to Remedial and/or Exceptional Education Programs**

Dr. Hines cited the ExEd Department as being extremely successful in working with African American students. The department provided positive support for African American students as gained from parental feedback on the work of the ombudsperson who interacted positively with parents. Another highlight from the report was the retraining of psychologists regarding autism support in the classroom, which resulted in no autism placements of African American students in the entire District.

The ExEd leadership reviews all referrals and placements for exceptional education on a quarterly basis to ensure compliance with the protocols established for placement. In doing so, the department leadership pays close attention to the placement of African American, Hispanic, and ELL students. Full data and information can be found in Section V.C. in this report.

**j. Recommendation 12: Evaluate Support Programs**

*LSC Evaluation*

In 2014-15, District Management Council conducted an evaluation that helped clarify LSC responsibilities, as noted above. The evaluation system used in the 2015-16 school year built on DMC's work. LSCs had four areas of responsibility: PBIS, restorative circles, MTSS, and data collection. Measures to evaluate these areas included LSC feedback through focus groups; comments on monthly reports; informal interviews; on-site observations; and surveys of LSCs, principals, and teachers. Outcome behavioral measures included discipline referral, violation, and suspension rates; academic measures were DIBELS, state assessment AzMERIT, quarterly benchmark scores, and grades.

The LSC position was eliminated in May 2016. A new position, MTSS facilitator, will assume responsibility for this process in 2016-17 in the neediest schools; in others, the PLCs will incorporate the process in their weekly meetings. Intensive professional development in PLCs, PBIS, and MTSS is planned for the summer. New software for assigning and managing interventions will aid documentation.

### *Student Success Specialist Evaluation*

In early 2014, the District created the student success specialist position to advocate for and deliver services and supports to underserved and/or at-risk students, with the goal of improving both the academic and behavioral outcomes of these students in kindergarten through 12th grade in schools throughout TUSD.

In August 2015, the District assigned its Assessment and Program Evaluation Department to evaluate TUSD's student equity departments. These four departments<sup>92</sup> operate under the division of Student Support Services and are directly responsible for delivering equity services to TUSD students. This was the first comprehensive program evaluation of the District's four multicultural equity departments. It analyzed the relationship between service delivery and student outcomes and provided evidence-based recommendations to improve the effectiveness of program implementation. The evaluation's design combined quantitative and qualitative data analysis. Its findings will be released upon completion in the fall of 2016. In addition, the District conducted an evaluation of its DAEP during the 2015-16 school year; these findings also will be released in the fall of 2016.

#### **k. Recommendation 13: Ensure Adequate Funding of African American Student Services**

The District adequately funded the African American Student Services Department, funding eighteen employees including a director, two behavioral specialists, an administrative secretary, and thirteen student success positions. The District also supported the Summer Experience program and field trips and allotted nearly \$900,000 to AASS (*Appendix V - 256, AASS Budget 2015-16*).

#### **l. Recommendation 14: Monitor Disciplinary Actions**

During the 2015-2016 school year, the Departments of School Leadership and Student Support Services met regularly to review campus discipline (see Section VI).<sup>93</sup> The report from Dr. Hines looked at suspensions of African American students in the first through third quarters as well as the referrals to the District's DAEP. Dr. Hines also reviewed the data on abeyances and determined how many

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<sup>92</sup> African American Student Services, Mexican American Student Services, Native American Student Services, and Asian Pacific American Student Services.

<sup>93</sup> The overall District data and information pertaining to the monthly and quarterly discipline reports and action steps can be found in Section VI.

suspension days were saved by the use of abeyance contracts. His report states that the use of abeyance contracts is a tool that works to deter repeat offenders and that PBIS and MTSS are powerful in reducing discipline when implemented with fidelity.

**m. Recommendation 15: Enhance the Parent Engagement Program**

The District is committed to working with parents and families of TUSD students to promote student academic achievement and has implemented various strategies to support this goal. (See Section V.D.3 and Section VII).

*African American Parent Conference*

To further support family engagement within the African American community, the District hosted an African American Parent Conference on August 8, 2015 (**Appendix V - 257, AAPC072015**). The conference was a collaborative partnership with the District's African American Student Services and local community members and organizations. Workshops for parents, educators, and the community included topics on parent engagement and advocacy, safe and secure learning environments, and opportunities for parents and the community to engage in TUSD schools. In addition to the workshops, the District hosted several resource vendors to provide additional support to parents, including curriculum and student support resources.

*African American Quarterly Events*

During the 2015-16 school year, the AASS Department held eleven quarterly parent information and student recognition events. These events provided information on a multitude of topics including AASS support services, Advanced Learning Experiences, and college and career readiness. In addition, the department held other student recognition events and resource fairs and convened a parent advisory committee, all with the goal of engaging African American parents and students and providing support services.

*Family Resource Centers*

The District opened three Family Resource Centers in SY 2015-16, bringing the total number of centers to four. These centers provide families with numerous services that support increased academic achievement for students. For full information, see Section VII of this report.

**n. Recommendation 16: Develop and Implement Extended Learning Opportunities**

(See Section V.D.3 of this report).

In an effort to provide African American students with an opportunity to participate in extended learning opportunities, the District supported several initiatives. To recruit students to attend these programs, the ALE and secondary leadership directors collaborated with the AASS Department to follow up with students and families. The department also met with students and contacted parents to offer summer school scholarships and bus passes. Additionally, the Summer Experience coordinator partnered with AASS to make follow-up phone calls to families. Prior to the start of summer school, staff made calls to all students in jeopardy of not promoting to the next grade level.

*Summer Bridge Program (Appendix V - 258, 6-8 Summer Bridge Programs).*

During the summer of 2016, the District expanded the Summer Bridge Program to all ten comprehensive high schools. While any student could attend, the District targeted recruitment to students who experienced academic challenges, including those in jeopardy of not promoting to the 9th grade. Students participated in a four-hour school day in which they received 1.5 hours of instruction in math, 1.5 hours of instruction in ELA, and an hour each day of either study skills or campus orientation. Teachers used the curriculum to ensure that students participating in the program would have a solid foundation in math and ELA as they transitioned into the 9th grade. The campus orientation and study skills component allowed students to get used to their high school site so they would have less difficulty transitioning to high school as incoming freshmen. The District recruited site campus teachers to be a part of the Summer Bridge Program so they could start building relationships with the students prior to the first day of SY 2016-17 (*Appendix V -107, HSSummerBridgeEnrollment*).

*Advanced Placement (AP) Boot Camps (Appendix V - 259, Flyer AP SmmrBootCamp).*

During the summer of 2016, the District invited students new to Advanced Placement classes to attend an AP Bootcamp to familiarize themselves with the rigors of AP courses and receive skill support in preparation for their fall 2016 classes. Students who attended worked with AP teachers to practice critical

reading, writing, and study skills that will help them succeed at AP classes. In all, 156 students attended across five sites: Pueblo, Rincon, Sabino, Sahuaro, and Tucson high schools. The enrollment demographics of participating students roughly matched that of the District, with African American students making up 7 percent of those enrolled and Hispanic students making up 64 percent.<sup>94</sup>

### *Black College Tour*

In SY 2015-16, the AASS coordinated a Black College and Cultural Tour for high school students. Students toured HBCUs in Louisiana, Georgia, Tennessee, Mississippi, and Alabama (**Appendix V - 260, Black College Tour Spring 2016**). The tour occurred during the District's spring break and was open to all TUSD high school students. For further information, see Section V.D.3 in this report.

**Table 5.54: Black College Tour Participants: Spring 2016**

Grade Level	Male	Female	Total
Grade 8			
Grade 9		1	1
Grade 10	1	2	3
Grade 11			
Grade 12		6	6
Total	1	9	10

## **F. Referrals, Evaluations, and Placements**

The District's Language Acquisition Department annually reviews TUSD's referral, evaluation, and placement policies and relevant disaggregated enrollment data to take appropriate action to remedy any classroom assignment or placement of students that results in the racial or ethnic segregation of students.<sup>95</sup>

From August to September 2015, the LAD reviewed and modified the Alternative Language Programs (ALP) portions of the *ALP Guidebook*, a reference manual for District administrators, to make required deletions or additions (**Appendix V - 261, ALP Guidebook**). The LAD updated the guidebook on a timely basis to ensure the District met all designated tasks and deadlines concerning

<sup>94</sup> See V.A.4. of this report for additional information.

<sup>95</sup> USP § V(F)(1).

English Language Development and dual language. For SY 2016-17, the LAD will send out the link to the *ALP Guidebook* in the *Leadership Connection* newsletter.

The LAD reviewed and clarified language concerning the required actions on the Compliance Timeline for Principals and informed administrators of the changes and required actions concerning these language programs (***Appendix V - 262, LAD\_Compliance\_Timeline\_Princ***). In addition, the LAD posted the timeline with the *ALP Guidebook* on its website and on the District Intranet. To ensure that all required actions concerning identification, placement, and assessment of ELL students are completed in a timely manner for SY 2016-2017, the LAD will review and modify the Principal Compliance Timeline earlier in the year to be completed and distributed by August 2016.

### **1. Evaluation and Placement Data Quarterly Review**

The LAD conducted a quarterly review of AZELLA data for continuing and new PHLOTE students, the District's adopted ELL curriculum Avenues e-Assessment data, and ELL placement data (***Appendix V - 263, LAD Emails e-Assessment April2016, Appendix V - 264, Azella\_eAssessment\_Calendar, and Appendix V - 265, LAD\_PHLOTEComplianceReviewTusd***). LAD coaches reviewed this data at their assigned schools to ensure proper implementation of ELL placement and instruction. Consistent data ensured that teachers made instructional decisions based on the ELD curriculum and the District-adopted materials and met Arizona compliance components.

### **2. District-wide Training: AZELLA Administration and ADE Approved ELL Accommodations for State Tests**

The LAD provided twelve sessions each of state-mandated AZELLA placement test training and spring 2016 reassessment test training for all school sites in the District (***Appendix V - 266, AZELLA\_KPT\_District 15\_16 and Appendix V - 267, AZELLA\_SpringTrainings\_16\_17***). Only those participants who completed the two-hour training were allowed to administer the AZELLA to PHLOTE students. All school sites sent key staff to the district-wide AZELLA training. For SY 2016-17, the LAD recommends that principals attend the two test trainings to ensure PHLOTE and AZELLA testing compliance at their school sites and that school sites send an adequate number of key staff to attend the PHLOTE and AZELLA spring reassessment training.

## **G. Supportive and Inclusive Environments**

The District has worked diligently to better respond to students' social, emotional, and intellectual needs and strengthen student achievement by incorporating student social and cultural assets into the learning experience through Culturally Responsive Pedagogy. This approach is based, in part, on the creation of supportive and inclusive learning environments.

While this would seem obviously connected to student achievement, it is not always the case. By embracing culturally responsive practices in training and evaluation and by using these strategies to create supportive and inclusive learning environments, the District is setting the bar high for many other districts across the country.<sup>96</sup>

### **1. Administrator Trainings**

Throughout the 2015-16 school year, the District offered a number of trainings to help administrators recognize and assess culturally responsive teaching, illustrate the need for culturally responsive education, and emphasize the legal commitments TUSD has in satisfying this requirement.

In July 2015, the District provided training that focused on increasing cultural proficiency during a four-day administrator conference (***Appendix IV - 42, 4-day admin conference and Agenda***). (See Section V.D.2., above). Part of the training was experiential and participative, allowing the estimated 100 site and central administrators who attended to encounter marginalization, first hand. The simulation required participants to create cultural understanding; experience apathy, dominance, or marginalization; and accept power roles in that system. The subsequent debrief allowed participants to understand the complex dynamics taking place and how cultural norms play into those power roles.

The training included five strategies to increasing cultural proficiency at schools (***Appendix V -118, CultRespMODII.AdminPDJuly22-23***):

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<sup>96</sup> The USP requires the District to "build and sustain supportive and inclusive school environments" for the students it serves, 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).

1. Reflect on your own beliefs and challenge yourself to move beyond fixed ideas.
2. Welcome students by name as they enter the classroom and learn how to correctly pronounce their names.
3. Ensure that literature and instructional material reflect racial, ethnic, and cultural diversity.
4. Seek multiple perspectives.
5. Use students' real-life experiences to connect school learning to students' lives.

This training reemphasized the importance of demonstrating cultural proficiency throughout the District and the need to incorporate these strategies into each site's overall approach. Due to the size of the District and the varied communities that exist within it, the District encouraged principals to be cognizant of and responsive to the students they serve by including this knowledge into their evaluation of teachers (***Appendix V - 268, Modified Danielson Evaluation Inst 2015***). This evaluation requires that a diversity of cultural, ethnic, and linguistic groups should be evident throughout a school, "including public displays, classroom environments and libraries." During the 2015-16 school year, CRPI staff informally worked to highlight cultural diversity in the classrooms in which they worked. The department made recommendations for improvements in this area to the classroom teachers. In the upcoming 2016-17 school year, CRPI will work with site administrators on displays in public areas manifesting cultural inclusion.

In October 2015, the District provided additional training on increasing cultural proficiency at their sites with the expectation that they would use this training to create a culture of inclusiveness at their schools (***Appendix V - 269, 10.01.15 AGENDA.ILA and Appendix V - 270, Oyama Culture and Climate ILA.PD 10.22.15***). The deputy superintendent and academic leadership directed principals to focus on areas of intercultural proficiency in the implementation of curriculum in core content areas and stressed the importance of student engagement. Another training during fall 2015 included a TED Talk video, "The Power of Vulnerability," by Brené Brown (***Appendix V - 271, Brené Brown The Power of Vulnerability TED Talk ILA PD***). This video provided an example of an educator who was culturally responsive and who created a safe and inclusive learning environment (***Appendix V - 272, 09.10.15 AGENDA TedX SAIL***).

The District also provided professional development to administrators through other Instructional Leadership Academy training focused on curriculum,



pedagogy, cultural responsiveness, and learner-based approaches that emphasized students' cultural assets, backgrounds, and individual strengths (**Appendix V - 273, 04.28.16 ILA AGENDA** and **Appendix V - 130, CRPI ILA Presentation Part A 4-28**). This training utilized the conference model in which District personnel submitted proposals of presentations on the topics listed.

As noted earlier in this section, the District contracted with culturally responsive learning expert Dr. Janice Jackson, who worked with instructional leadership to develop a presentation that addressed District needs (**Appendix V - 274, ILA Agenda 01.07.16 Dr Jackson**). This presentation provided administrators with two hours of training on social cultural factors that influence racial and cultural identity. In this training, administrators explored educational equity and the role cultural identity plays in education.

As a method of monitoring cultural proficiency, the District conducted strategic observations by the District's CARE Team, made up of central administrators and staff. This group used an observation rubric to evaluate various elements of the school and learning environment (**Appendix V - 275, CARE Team Observation BLANK Form**). This team then provided feedback to site administrators on their findings. In addition, the District identified existing tools to quantify and assess cultural proficiency. Those tools included the CARE Team observation tool and the School Quality Survey (**Appendix V - 276, SQS ASSESSMENT of Cult Prof email - Calendar SQS Assessment of Cultural Proficiency**).

In fall 2016, the CRPI, School Quality, and Assessment and Program Evaluation departments will review the data collected from the CARE Team observations, School Quality Survey, and CRPI school visits (**Appendix V - 275, CARE Team Observation BLANK Form** and **Appendix V - 277, 2015-16 CR Observation Tool DRAFT Feb 2nd 2016**). The results of this analysis will inform decisions on further training on cultural proficiency in the District. A team comprised of staff from the Magnet, School Quality, Assessment and Program Evaluation, CRPI, and Student Services departments will review and assess current policies and practices and develop suggested modifications across the District. This team also will analyze responses to specific questions relating to cultural proficiency on the School Quality Survey. Upon concluding the analysis, the team will create a report with preliminary recommendations for immediate implementation in the 2016-2017 school year.

## 2. Teacher Trainings

Throughout the year, the CRPI Department provided professional development to teachers designated as culturally relevant course teachers. These teachers received significant training in culturally responsive strategies that focused primarily on student engagement using the District model on Culturally Responsive Pedagogy (*Appendix V - 278, CRPI Model, Appendix V - 279, - CRPI 6 Tenets, Appendix V - 280, CR PD PPT Sample 2015-16, and Appendix V - 142, CRC Courses 2015-16 All Classes 09162015*). Because of their training and expertise, these teachers served as a resource for site administrators on cultural responsive instruction. They also served as a contact point for the CRPI Department and site administrators to utilize as exemplar culturally responsive teachers (*Appendix V - 133, CRPI- PD Chart-CRPI*).

The CRPI Model is based on six basic tenets of Culturally Responsive Pedagogy. Each of these tenets is based on student needs.

1. **Social Needs:** This tenet is based on the idea that students are the co-creators of knowledge. Creation of knowledge is a social activity. Students need to develop ideas based on prior knowledge, test them through challenging dialog, and modify these ideas creating new knowledge. Critical dialog is a critical element of Culturally Responsive Pedagogy.
2. **Emotional (Affective) Needs:** Relating to Maslow's hierarchy of needs, students need to feel safe to expose their ideas, free from ridicule and judgment. The learning environment is culturally inclusive and welcoming. A warm and humanizing quality is prevalent in the learning space.
3. **Intellectual/Cognitive Needs:** This concept is based on the idea that all students are innately curious and are interested in learning. Topics of study should be inherently interesting. The pedagogy is focused on making connections to prior knowledge, making the learning relevant to the student. The goal is to move students toward a critical consciousness where analysis of complex issues is focused on systemic causes rather than anecdotal anomalies.
4. **Orientation Needs:** Development of student identity, both cultural and intellectual, is essential to gaining a sense of place and belonging. With knowledge of their familial, socio-historical, and cultural background, students develop a sense of appreciation for themselves. As this appreciation of self is gained through scholarly work, a strong academic identity develops.

5. Contextual Needs: While Tenet 4 orients the student geographically, culturally, and academically, Tenet 5 provides context for this identity. It focuses on the importance of the community the student comes from. These communities contain vast resources of knowledge. Tenet 5 focuses on embedding the community's assets into the learning.

6. Effective Needs: The sense of purpose is essential to student motivation. Skills gained in the learning process should be gained with the purpose of application in a meaningful task. The pursuit of skills and/or information that is viewed as irrelevant is far more difficult to attain.

### **3. Additional Support**

CRPI itinerant staff provided training for administrators and faculty at various geographically diverse elementary, middle, and high schools when requested (*Appendix V - 281, PD Plan Schedule and Outreach SAMPLE, Appendix V - 282, CR Introduction-T1S1, and Appendix V - 133, CRPI- PD Chart-CRPI*). CRPI supported demographically concentrated sites as well as sites with a diverse student body.

For example, Secrist Middle School requested support in responding to issues regarding culture and racial background. CRPI staff provided weekly support to the students there and provided professional development on culturally responsive strategies to the site staff, as requested by the principal.

The CRPI department went further, piloting a student-led PBIS model at Secrist. The department attended the site weekly to work with a student leadership group. This model is built around positive relationships, student empowerment, and culturally relevant materials. Students developed a plan to improve the culture of the site.

CRPI staff also developed a partnership with the GATE program, providing Culturally Responsive Pedagogy training to the GATE staff. *Id.* In return, GATE provided training and support on working with K-5 students and teachers. This partnership allowed for increased access to K-8 classrooms throughout the District.

### **4. Comprehensive Plan for Cultural Responsiveness Professional Development**

In spring 2016, the District began to develop a comprehensive plan to increase and improve culturally responsive professional development with the goal

of positively affecting culturally responsive practices throughout the District. Part of this plan consists of a strategic, multi-year approach to train administrators, teachers, and other certificated and classified staff on these practices, evaluation and monitoring of the plan's effectiveness, and a review process by which policies and procedures can be created and revised. In preparation for the work this year, the District provided three presentations that focused on culturally responsive practices (*Appendix V - 282, 04.28.16 ILA AGENDA* and *Appendix V - 130, CRPI ILA Presentation Part A 4-28*).

In an effort to implement a well-developed, strategic, and multi-year approach to building culturally responsive practices and cultural proficiency, the District decided to initiate components of this plan in the fall of 2016 even as it works to finalize other components. Because of the ambitious nature and the scope of work, this timeline will allow the District to better support the plan's implementation by fully articulating and vetting it prior to spring 2017, when the District is slated to complete the plan.

## H. 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;

The data required by section (V)(G)(1)(a) is contained in *Appendix V - 26, V.G.1.a. 40<sup>th</sup> Day ALE Status 1213-1516* for the 2015 – 2016 school year.

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;

The information previously contained in Appendices E, F, and G are now contained in the more detailed in reports V(G)(1)(a), V(G)(1)(c), V(G)(1)(G) and *Appendices V - 3, Gate Participation Three-Year comparison* and *V - 283, IB Certificate and Diploma data*.

- V (G)(1)(c) Copies of all assessments, analyses, and plans developed pursuant to the requirements of this Section;
- See Appendix V - 24, V.G.1.c. ALE 40th Day Enrollment ALE Supp Goals Summary - ALL ALE* which contains the required analyses for the ALE Supplement.
- V (G)(1)(d) Copies of all policies and procedures amended pursuant to the requirements of this Section;
- There were no amendments to any written policies concerning Advanced Learning Experiences for 2015 - 2016 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;
- See Appendix V - 284, V.G.1.e Explanation of Responsibilities* which contains job descriptions and a report of all persons hired and assigned to fulfill the requirements of this section by name, job title, previous job title, others considered, and credentials for the 2015 - 2016 school year.
- 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;
- See Appendix V - 285, V.G.1.f Recruitment and Marketing* to view recruitment and marketing documents and a list of locations where available.
- 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;

See *Appendices V - 36, V.G.1.g (1)UHS Admissions* and *V - 37, V.G.1.g (2)ACT Engage Memo* or the 2015 – 2016 school year.

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;

***There were no new or amended policies regarding ALE Programs for the 2015 – 2016 school year.***

To view the description of changes made to ALE programs, see ***Appendix V - 286, V.G.1.h Descriptions changes GATE Testing and or ID Instruments*** for the 2015 – 2016 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;

***There were no unresolved complaints or concerns with ALE Access for the 2015- 2016 school year.***

V (G)(1)(j) Lists or tables of any certificated staff who received additional certification(s) pursuant to the requirements of this Section;

See ***Appendix V - 19, V.G.1.j. Certificated staff with certifications in Advanced Learning areas*** to view certificated administrators and staff with certifications in Advanced Learning areas.

V (G)(1)(k) Copies of relevant communications regarding the OELAS extension and the result(s) of such communications;

See ***Appendix V - 58, V.G.1.k. Approved refinements-to-the-sei Model*** approved by the Arizona State Board 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;
- See **Appendix V - 287, V.G.1.l. Dual Language Services by School and Grade** which contains a listing of each dual language program for the 2015 -2016 school year.
- 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;
- See **Appendix V - 288, V.G.1.m Flyers Materials etc.** to view materials distributed and outreach meetings for the 2015 – 2016 school year.
- 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;
- See **Appendix V - 289, V.G.1.n. Amendments and Revisions** to the data dashboard system for the 2015 – 2016 school year.
- V (G)(1)(o) A disaggregated report on all students retained in grade at the conclusion of the most recent school year;
- The data required by section (V)(G)(1)(o) is contained in **Appendix V - 95, V.G.1.o. Retention Three Year**. The report contains data regarding students retained by grade with the percentage of students retained within each ethnic group over three school years which includes the 2015 -2016 school year.
- 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;

See **Appendix V - 219, V.G.1.p Mentor Volunteer Chart 2015 - 16** to view college mentoring programs in the 2015 – 2016 school year.

V (G)(1)(q) A description of the process for providing academic intervention for struggling African American and Latino students;

See **Appendix V - 290, V.G.1.q Academic Intervention** to view information for the academic interventions in the 2015 -2016 school year.

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;

See **Appendix V -156, V.G.1.r. Academic Intervention Teams** for improving student academic success including school locations for the 2015 -2016 school year.

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;

To view descriptions of quarterly events and materials see **Appendix V -198, V.G.1.s. Quarterly Events** for the 2015 -2016 school year.

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;

The data required by section (V) (G)(1)(t) is contained in **Appendix V - 291, V.G.1.t Quality of Education PD Training**. This report contains a table of all formal professional development opportunities offered for the 2015 -2016 school year.

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;



The data required by section (V) (G)(1)(u) is contained in ***Appendix V - 292, V.G.1.u Students receiving Ex Ed Services.*** This report contains a table of all 2015 - 2016 non-duplicated (primary category only) Exceptional Education representation by site, race/ethnicity, ELL status, and Ex Ed category, and 40th Day.

## **VI. Discipline**

The District's overall commitment to integration, diversity, and racial equity leads directly to a focus on discipline issues, including (1) a constant effort to reduce or eliminate the need for discipline through better student support and intervention, better classroom management, and better school environment; and (2) a constant effort to reduce or eliminate any disproportionate impact of discipline actually imposed.

The District has worked hard to institutionalize its efforts to reduce both the need for discipline and any disproportionate impact. Richard Foster served as the District's central restorative and positive practices coordinator to coordinate this work district-wide during SY 2015-16. Mr. Foster also worked with a designated District employee at each school to implement strategies at the site level.

The District's student disciplinary policy and practice is embedded within the student handbook, *Guidelines for Student Rights and Responsibilities* (GSRR). The District evaluates and revises the GSRR each year, providing parents with copies of the revised GSRR and making them available in all major languages at school sites, the central office, and Family Resource Centers and on the District website. Finally, the District has developed an informational program to assist students and parents in understanding Positive Behavioral Interventions and Supports (PBIS), Restorative Practices, and the GSRR. This program is delivered in student assemblies and parent sessions during the school year at each school.

To support these efforts, the District uses 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. Central leadership, principals, teachers, and site-level staff are responsible for reviewing discipline data by site on a regular basis: quarterly, monthly, biweekly, or weekly when necessary.

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

District examines the site's efforts and makes recommendations for the potential replication of successful strategies at other schools.

Based on evaluations of disciplinary data, various central and site-based personnel work together to take corrective action or 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 work together to take appropriate corrective action. 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, develop corrective action plans, and work with teachers to implement the plans. To monitor corrective action plans, site-based staff meet on a regular basis (at least monthly) with the school-site discipline team to review data, discuss any corrective action plans or action items, and explore ideas for improvement.

There can be no doubt that the District's focus on disciplinary equity is producing results. First, the need for discipline, and levels of discipline imposed, in the District is trending down. The disparity in the rates of discipline for different racial and ethnic groups is declining. The data reported by TUSD showed a district-wide ratio of 2.60<sup>97</sup> in SY 2013-14, 2.32<sup>98</sup> in SY 2014-15, and 2.00 in SY 2015-16.<sup>99</sup> Moreover, both the absolute number of suspensions of African American students and the percentage of students receiving suspensions were down substantially in SY 2015-16 from the prior year.<sup>100</sup>

Based on the most recent data available, with respect to African American students, the District's average rate of out-of-school suspensions is less than the statewide average and substantially less the national average. The "gap" between the suspension rate for African American students and white students is again less

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<sup>97</sup> TUSD Annual Report, SY2014-15, Appendix VI-1.

<sup>98</sup> *Id.*

<sup>99</sup> *Appendix VI - 54, VI.G.1.b Discipline by Ethnicity-3 year comparison.*

<sup>100</sup> *Id.*

than the statewide average and less than half of the national average.<sup>101</sup> Indeed, most other similarly situated school districts suspended African American students at much higher rates, from 2.5 to 6 times the rate of white students.<sup>102</sup> A recent joint letter from the U.S. Departments of Justice and Education noted that the national average for African American student suspensions was more than three times the rate of white suspensions.<sup>103</sup> Absolute and relative levels of suspensions for Hispanic students also are substantially lower and fall below the state and national averages and below other similarly situated districts.<sup>104</sup>

Obviously, there remains much work to be done. However, the District's efforts have reduced racial and ethnic disparities in discipline to levels substantially less than state and national averages. The balance of this section describes the District's efforts during SY 2015-16 to focus on reducing the overall need for discipline and improving racial and ethnic proportionality in its imposition.

### **A. Restorative Practices, Positive Behavioral Interventions, and Multi-Tier System of Supports**

To address disciplinary issues, the District provides behavioral interventions, implements positive alternatives to suspension, and maintains inclusive and supportive environments in its schools to keep students in classroom settings as often as practicable and reduce discipline disparities by race/ethnicity.<sup>105</sup> Earlier in this report, the District described targeted interventions and support for academic achievement as part of the Multi-Tiered System of Supports (MTSS) for students .

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<sup>101</sup> See data tables taken from Civil Rights Data Collection project, available at [ocrdata.ed.gov](http://ocrdata.ed.gov), and reported with specialized spreadsheets from that data, in *Are We Closing the School Discipline Gap?*, Daniel Losen, Cheri Hodson, Michael A. Keith II, Katrina Morrison, and Shakti Belway, The Center for Civil Rights Remedies at the Civil Rights Project, University of California at Los Angeles, 2015, report and data tables available at <https://civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/are-we-closing-the-school-discipline-gap>.

<sup>102</sup> *2014-15 Annual Report, Appendix VI-2, 2011-12 National and State Comparisons*.

<sup>103</sup> Letter dated January 8, 2014, from Catherine E. Lhamon, Assistant Secretary, Office for Civil Rights, U.S. Department of Education, and Jocelyn Samuels, Acting Assistant Attorney General, Civil Rights Division, U.S. Department of Justice, retrieved August 30, 2016, from <http://www2.ed.gov/print/about/offices/list/ocr/letters/colleague201401titlevi.html>.

<sup>104</sup> See sources cited at notes 1-6, *supra*.

<sup>105</sup> The District provides academic and behavioral interventions and requires the development of positive alternatives to suspension as part of the Dropout Prevention and Graduation Plan (aka Dropout Prevention and Retention Plan). Section VI of 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).

(See Section V). This section, Section VI, describes the interventions and supports for behavioral issues that hinder academic achievement and includes information, data, and descriptions of District efforts in the following key areas: PBIS, Restorative Practices, and school culture and climate (including professional development); the GSRR, including parental and community engagement; positive alternatives to suspension; discipline data monitoring; corrective action plans; and methods for identifying and replicating best practices.

During the 2015-16 school year, the District utilized three sets of teams—MTSS teams; site discipline teams, and PBIS teams—to conduct monthly data discipline reviews and monthly meetings to improve school culture and climate and to create supportive learning environments.

**Table 6.1: Site Teams**

		
<p><b>MTSS TEAM</b> Focus: students and student data</p>	<p><b>SITE DISCIPLINE TEAM</b> Focus: staff and school-wide data</p>	<p><b>PBIS TEAM</b> Focus: school culture and climate</p>

MTSS teams met monthly or bimonthly to identify struggling students through reviews of academic and behavioral data and implement appropriate interventions, including Restorative Practices when appropriate, to address the student’s identified needs. Site discipline teams met monthly, focusing on staff and school-wide data, and implemented corrective actions to address staff actions that impacted student discipline or school climate (i.e., teachers identified as having initiated significant numbers of student referrals). PBIS teams met monthly and focused on building school culture and climate through the use of PBIS and other strategies. Due to the interrelated nature of the teams and the fact that sites used them differently, this section refers to “site teams” throughout.

Not every school implemented the teams in the same manner, and not every team met every month. Some large schools had the personnel to implement all three teams; smaller schools combined team functions into one or two teams. Learning support coordinators (LSCs) were a key piece in coordinating team

meetings and implementing the various components (*Appendix VI - 1, PBIS-LSC Board Presentation 082515*). To assess the efficacy of LSCs, the District conducted a final evaluation of LSCs' work and impact in PBIS, Restorative Practices, and MTSS, including data monitoring and data management (*Appendix VI - 2, LSC Evaluation 2015-16*). After calls to eliminate the LSC position in 2015-16, the District eliminated it for the 2016-17 school year. The final evaluation included specific recommendations to address the loss of LSCs as related to the implementation of PBIS, Restorative Practices, and MTSS.

In 2016-17, the District is working to standardize to a greater extent the use and focus of the separate teams, even in instances in which sites cannot institute all three teams. For some aspects of discipline implementation, the combination of site staff and MTSS facilitators will fulfill the functions for which LSCs had previously been responsible. In addition, a key component to filling the gap left by the elimination of LSCs is the District's hiring of a dedicated coordinator for restorative and positive practices, and for academic and behavioral supports. This individual will be responsible for coordinating various aspects of MTSS, Restorative Practices, PBIS, and academic and behavioral interventions, including monitoring the implementation of the Dropout Prevention and Graduation (DPG) Plan.

## **B. PBIS, Restorative Practices, Culture and Climate**

The District continues to implement Restorative Practices and PBIS to address behavior and disciplinary issues and to improve the culture and climate.<sup>106</sup> At the District level, the restorative and positive practices coordinator (RPPC) worked with sites to implement PBIS and Restorative Practices; at the site level, all schools hired or designated an employee to serve as the restorative and positive practices site coordinator (RPPSC).<sup>107</sup> During the 2015-16 school year, the District designated the functions of the RPPC to the interim assistant superintendent for Curriculum and Instruction, and designated the LSCs as the RPPSCs for sites. The

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<sup>106</sup> USP § VI(B)(1) identifies two comprehensive, school-wide approaches to student behavior and discipline: Restorative Practices and PBIS. USP § VI(E) describes the professional development necessary to support these approaches and to ensure that administrators, teachers, and other relevant staff members understand their roles and responsibilities related to student behavior and discipline.

<sup>107</sup> USP § VI(C)(1-2).

District also designated PBIS and Restorative Practices trainers from the Counseling and Student Services departments.

### **1. PBIS Training and Implementation**

The District hired and designated trainers and RPPSCs to provide the necessary training to assist administrators and certificated staff to implement PBIS.<sup>108</sup> While training requirements focused on newly-hired RPPSCs and other relevant personnel, the District encouraged existing staff to participate in trainings to strengthen the impact of PBIS implementation. PBIS training and implementation occurred at multiple levels and involved varied internal stakeholders: central administrators, site administrators, LSCs, teachers, and other relevant personnel. Likewise, PBIS implementation was driven by the strategies, best practices, and methods that were discussed, defined, and refined through professional development.

The District took several steps to ensure consistent PBIS training and implementation across sites. The District's designated PBIS trainer provided a three-phase PBIS training for LSCs (RPPSCs) in the fall of 2015 (***Appendix VI - 3, PBIS Training Info and Materials***). The District also provided PBIS training in the fall of 2015 for site administrators during the weekly Instructional Leadership Academy (ILA). In turn, site administrators and LSCs provided PBIS training to site staff and communicated PBIS-related roles and responsibilities to teachers and other relevant staff. At the end of the year, the District provided an intensive, three-day PBIS training to seven site administrators with an established record of implementing PBIS with fidelity (***Appendix VI - 4, KOI PBIS Training Summer 2016***). This training helped them gain a deeper understanding of strategies and best practices to support fellow administrators in consistently establishing and implementing PBIS with fidelity at their individual sites. The District provided a second round of three-day PBIS training for administrators and other relevant staff to support consistency and fidelity in PBIS implementation across the District for the 2016-17 school year. *Id.*

Throughout the year, site administrators and LSCs worked with relevant site staff to implement PBIS, starting with the development of PBIS site teams. The

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<sup>108</sup> USP § VI(E)(1-2)

District continued the MTSS implementation with the MTSS site teams consisting of site administrators, LSCs, and relevant staff. Site discipline teams also contributed to PBIS implementation in various ways. The creation of site teams operated to ensure accountability and consistency in the implementation of both academic and behavioral support.

At the district-level, LSC participation in site teams provided a common thread between the District's approach and activity occurring at the site level. Within the first month of school, on September 1, 2015, the District offered Phase 1 of the three-phase PBIS training. Phase 1, Getting Started with PBIS, attracted 29 participants (*Appendix VI - 5, PBIS Training info and Materials PBIS1*). The District offered Phase 2, Implementation of PBIS, to 45 participants on September 22, 2015. (*Appendix VI - 6, PBIS Training info and Materials PBIS2*). The series concluded on October 6, 2015, with Phase 3, Using Data Effectively, which was presented to 44 participants (*Appendix VI - 7, PBIS Training info and Materials PBIS3*). Although the District targeted newly hired LSCs to become grounded in PBIS practices, staff invited all LSCs to participate to provide an opportunity for a refresher and to revisit major PBIS concepts as needed.

During monthly professional development sessions, LSCs formed grade-range PLCs to address and provide clarification around PBIS, Restorative Practices, and the academic and behavioral interventions and components embedded in MTSS. PLCs included high schools, middle schools, K-8 schools, and three elementary groups. The PLCs focused on increasing the time spent on PBIS across the District, tracking and analyzing discipline referrals, implementing positive and negative team approaches at every site, and creating more collaborative approaches, particularly at the middle school level.

In collaboration with site administrators, LSCs trained all staff on PBIS and the PBIS matrix developed by individual sites to address specific site needs. As necessary, site teams reviewed and updated the site's PBIS matrix, developed in previous years, and worked to ensure PBIS activities were implemented with fidelity to the district-wide PBIS approach. LSCs also provided site-level PBIS training on an ongoing basis throughout early-release Wednesday professional development time and delivered it on an as-needed basis. LSCs documented delivery of site training on PBIS and the PBIS matrix throughout the school year for each site in the site LSCs' time entry log. LSCs documented 95 entries for providing



Restorative Practices and PBIS training to site personnel for 122 hours (**Appendix V - 248, VI.G.1.f. LSC Time Entry 2015-16, Summary**).

The District also incorporated PBIS concepts into site- and department-specific PBIS trainings. Some schools incorporated PBIS concepts and strategies into their teacher training, including, but not limited to, PBIS matrix development and PBIS school improvement. Likewise, District departments incorporated PBIS concepts into various trainings. The Counseling Department's training to counselors included counselors' roles in implementing PBIS in schools. Many of these and other trainings focused more broadly on culture and climate, discipline, or classroom management but also incorporated PBIS concepts, strategies, and best practices. Review of monthly discipline reports further provided a means for sites to continuously revise the PBIS matrix to best address areas of concern identified in analysis of discipline data.

The District scheduled ongoing discussions on culture and climate guided by data gathered by site LSCs and administrators. As members of site teams, LSCs helped facilitate the implementation of the site's PBIS matrix to support an inclusive culture and climate at each site (**Appendix VI - 8, Site PBIS Matrices**). LSCs collected data to analyze the impact and effectiveness of PBIS implementation and submitted monthly discipline reports to District leadership for data tracking by the tenth of each month. A District team reviewed the reports by the fifteenth of each month. The District team developed action steps for each site, then school directors communicated the follow-up action plans to schools. The first-semester focus was compliance and strengthening the process. The second semester focused on quality, explicit action plans, and follow-up actions with site administrators. The process was ongoing as schools addressed challenges to strengthen their PBIS systems.

District and site teams collaboratively analyzing PBIS data from monthly discipline reports supported sites in revising their matrices as necessary. Each site staff utilized the site matrix as a guide in taking more proactive steps in using PBIS to strengthen an inclusive school culture and climate. Specifically, the incident tracking sheet helped PBIS site teams identify "hot spots," or areas of the school and time of the day when most incidents occurred (**Appendix VI - 9, Incident Tracking Sheets**). Identifying these areas of concern helped teams tailor action plans with observable, measurable, and timely steps to address needs. Each site documented changes addressing action plan refinements in site PBIS matrices.

## **2. Restorative Practices Training**

The District hired or designated trainers and RPPSCs to provide the necessary training to assist administrators and certificated staff to implement Restorative Practices.<sup>109</sup> At the district level, various internal stakeholders received both focused training on Restorative Practices and more general training on culture and climate that incorporated Restorative Practices concepts, strategies, and best practices. During the first semester, an LSC trained in Restorative Practices provided related training to all LSCs (*Appendix VI - 10, Referral Process Presentation ILA 082715*). The training included foundational understandings of the underlying theory and a variety of practical applications and examples on how Restorative Practices are utilized in the many contexts within the school and classrooms. Training on culture and climate and on MTSS incorporated and focused on Restorative Practices to varying degrees.

At the site level, different schools continued to provide their staff members with Restorative Practices training through central District resources, experienced administrators, LSCs, or other more experienced teaching and certified staff. Site-based training revolved around direct strategies such as how best to conduct restorative conferences and circles.

Although the initial Restorative Practices trainings in SY 2015-16 and in previous years provided a foundation, the District did not have the capacity to provide intensive, in-depth professional development. To address the need to extend training in Restorative Practices, the District sought requests for quotations for central and administrator training in this area. The District planned and will provide additional Restorative Practices professional development opportunities in fall 2016. Restorative Practices implementation is discussed in greater detail below.

## **3. PBIS and Restorative Practices Implementation: MTSS, Culture and Climate, and Infrastructure**

The District addresses discipline directly through activities related to Unitary Status Plan (USP) Section VI, Discipline, but also indirectly through various strategies and requirements related to academic and behavioral supports through

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<sup>109</sup> See USP § VI(E)(1-2).

Section V, Quality of Education, in recognition of the connection between academics, behavior, and student engagement. A major component of the District's approach to providing academic and behavioral interventions is MTSS within supportive and inclusive learning environments. While PBIS and Restorative Practices are the District's primary school-wide approaches to classroom management and student behavior, MTSS is the overarching umbrella under which all academic and behavioral interventions and strategies operate. Thus, professional development and implementation around PBIS and Restorative Practices often occurred within the broader context of MTSS implementation, and professional development focused on improving classroom- and school-level culture and climate (**Appendix VI - 11, Exemplars LSC Trainings on Culture and Climate Fall 2015**). LSCs logged more than 23,000 hours developing and implementing activities related to behavior and discipline and close to 22,000 hours developing, implementing, or coordinating MTSS-related activities (**Appendix V - 248, VI.G.1.f. LSC Time Entry Log 2015-16, Summary**).

To begin the year and set expectations, the District planned and implemented a two-day administrator conference on culture and climate in the fall of 2015. During the conference, assistant superintendents of elementary and secondary leadership shared and discussed the roles and responsibilities of administrators with administrators. Facilitators discussed the optimal supportive classroom environment and ways to achieve these types of classrooms at sites. The conference also provided an opportunity for administrators to review and discuss the Beginning of the Year checklist, which included roles and responsibilities for administrators and teachers, and to review the student code of conduct (GSRR) before the beginning of the school year. The instructional materials addressed specific learning outcomes centered on administrator roles and responsibilities.

Throughout the school year, each director met with principals for an Evaluation Pre-Observation conference to review their role in student behavior and discipline, generally, and in the implementation of PBIS, Restorative Practices, MTSS, and the development of a supportive and positive school culture and climate more specifically. For alignment and consistency, directors placed special emphasis on administrators' roles as covered in the Evaluation Instrument under the Expectation of Culture and Equity Leadership (CEL1) (*see Appendix V - 268, Modified Danielson Evaluation Inst 2015 and Appendix IV - 38, IV.K.1.m (2)*

**Principal Evaluation Explanation**). The instrument stated that an administrator “leads to promote the development of an inclusive school climate characterized by culturally responsive strategies.” During Pre-Observation conferences, directors discussed expectations with principals and aligned these expectations to the Danielson evaluation framework. The individual meetings with principals provided valuable opportunities for directors to ensure that principals understood the District’s expectations and that they received the support needed.

Directors created an evaluation flow chart at the beginning of the year to facilitate reviews with principals that occurred at the beginning, middle, and end of the year to ensure roles and responsibilities were clear and to ensure transparency and accountability (**Appendix VI - 12, Evaluation Flowchart**). Directors then created and utilized an evidence gathering tool (aligned with the flow chart) for mid-year campus reviews (**Appendix VI - 13, Directors’ Evidence Gathering Tool**). Administrators also submitted copies of the Beginning of the Year checklists to directors as evidence of communicated administrator expectations. Directors documented these meetings to ensure mutual understanding and accountability (**Appendix VI - 14, Exemplar Communications re Dir Mtgs**).

In addition to one-time, one-on-one, and group discussions, the District continued ongoing discussions during weekly ILAs to keep culture and climate (including PBIS, MTSS, the GSRR, and discipline reporting) as a top priority (**Appendix VI - 15, TUSD Culture and Climate Process**). The District’s focused commitment to improving school culture and climate was a primary driver in the development of planning outcomes for the ILAs during the fall semester.

Throughout the fall of 2015, the District provided guidance on the role of principals and certified staff members regarding the discipline process, the GSRR, and District policy. The training included guiding sites through the referral process to ensure proactive approaches to implementing interventions. During ILA trainings, administrators were given different scenarios to discuss in groups to develop and to share best practices. Administrators followed up by holding school staff meetings to communicate the PBIS, MTSS, and discipline referral processes to their faculties and staffs to ensure that teachers in particular were aware of their roles and responsibilities related to student behavior and discipline. The District also utilized the early-release Wednesday schedule to support continued training for school teams and site staff in PBIS and MTSS strategies, monitoring, and best

practices. Site committees also met on a monthly basis. During these meetings, directors and District leadership continued to discuss the role of administrators and teachers, the referral process, and implementation of Restorative Practices and PBIS.

The District developed and utilized a referral form to ensure that school staff were following the same process and using appropriate interventions and consequences when needed to ensure consistency for students (**Appendix VI - 16, Sample Student Referral Form**). Central office staff and principals provided feedback for the development of the referral form and referral process during the August 27, 2015, ILA sessions. The District developed a presentation to explain the process to administrators during ILA, and principals subsequently used it as a training tool to share the form and process with their staff (**Appendix VI - 17, Process Presentation**). Schools included a diverse group of staff members in their teams to provide various perspectives. To further improve the effectiveness of the referral form, the District plans to create a consistent system for gathering and analyzing data captured by the form. Use of this new form was sporadic during the 2015-16 school year (**Appendix VI - 18, ES Referral Form Usage**). The District will evaluate its potential future use for SY 2016-17. Additionally, the District continued the discussion of administrators' roles and responsibilities for establishing culture and climate during the summer administrator's conferences and at ILA meetings over the summer.

Throughout the spring of 2016, LSCs continued training site staff. The LSCs provided PBIS and Restorative Practices training to teachers, paraprofessionals, school monitors, and security personnel. LSC time entry and training agendas documented the attendance for monitors and security personnel. KOI<sup>110</sup> provided an overview of PBIS to transportation personnel on March 19, 2016. Despite efforts to reach as many school monitors and security staff as possible, only a small percentage of these personnel received the training.

In accordance with District expectations, MTSS site meetings occurred at a minimum of every two weeks and on an ongoing basis throughout the school year to provide support and strategies for teachers. LSCs created agendas, documented

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<sup>110</sup> KOI is an organization that partners with educators and other organizations to deliver high quality evidence-based practices and services that result in positive academic, behavioral, and social achievements.

meetings, and posted meeting notes within days of each MTSS meeting. Some sites met weekly to address the needs of students in addition to the MTSS meetings. MTSS played a prominent role in the District Alternative Education Program (DAEP) and In-School Intervention (ISI) implementation.

In spring 2016, the District discipline team continued reviewing the site's monthly reports to provide feedback and support and to direct the improvement of all aspects of culture and climate. LSCs uploaded reports to the LSC SharePoint from August 2015 through May 2016. Schools provided monthly reports via uploads to the LSC SharePoint and school directors worked with sites that did not post by the tenth of the month. Elementary and secondary school directors and secondary assistant superintendents collaborated with site administrators at schools with identified "hot spots." They also followed up with site administrators with identified teachers (teachers who, perhaps, had high levels of student referrals). The LSCs followed up with at-risk students to ensure they were a part of the MTSS process with interventions in place. The District sent 49 identified teachers to The Most Powerful Solutions to Eliminating Chronic Disruptive Behavior in Your K-12 Classroom, a one-day classroom management training by Show and Tell Consultants held on March 1, 2016.

See Section V.D. for details on MTSS and PBIS training and implementation and on ISI, DAEP, and climate and culture training.

### **C. The Student Code of Conduct: Guidelines for Student Rights and Responsibilities**

In school districts, acceptable student behavior, consequences, and processes are often described in a student code of conduct. In the context of a desegregation case, it is critical that the student code of conduct is fair, equitable, and applied in a fair and equitable manner. The District's code of conduct includes limits on exclusionary discipline, fair and age-appropriate consequences that are paired with meaningful instruction, and the types of interventions used in PBIS and/or Restorative Practices.<sup>111</sup> All schools implement the GSRR to ensure it is fairly and

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<sup>111</sup> See USP § VI(2)(a).

equitably applied, and all disciplinary actions are aligned to the GSRR standards and comport with Restorative Practices and PBIS.<sup>112</sup>

In the fall of SY 2015-16, through informational programs for students and parents and professional development for District staff members, the District ensured that all stakeholders had access to information about the GSRR, including its guidelines, processes, limitations, and role within the District's overall approach to student behavior and discipline. The District also translated the GSRR into multiple languages and made it available to parents, students, and staff in multiple locations and formats.

The existing GSRR design and format originally was introduced in the 2008-09 school year and has been revised every year since. In the spring of 2016, the District began the process of critically assessing the GSRR and taking steps to develop a revised code of conduct that would be more user-friendly for all stakeholders and reflect the values stated in the USP. The following report outlines the GSRR translation and dissemination, District efforts to ensure understanding across multiple stakeholder groups, and the initial steps taken to create a revised code of conduct.

## **1. GSRR Dissemination**

The District evaluated and revised the GSRR significantly in 2013 in collaboration with external consultants, the Plaintiffs, and the Special Master.<sup>113</sup> In addition to the first revision in 2013, the District has proactively evaluated and revised the GSRR on an annual basis, including the solicitation of feedback from the Plaintiffs and Special Master. After a months-long evaluation and revision process in the spring of 2015, the District's Governing Board approved the final version of the 2015-16 GSRR on July 14, 2015 (***Appendix VI - 19, 2015-16 GSRR adopted 07.14.15***). In July 2015, the District submitted the Board-approved version to the Plaintiffs and Special Master, thanking them for their feedback in shaping GSRR conversations and in informing District efforts to improve its practices.

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<sup>112</sup> See USP § VI(B)(c).

<sup>113</sup> See USP § VI(2)(a).

Every year, after revising the GSRR, the District provides the guidelines and related documents to all parents of enrolled students.<sup>114</sup> The District also makes the GSRR available in all major languages at school sites, the central office, and Family Resource Centers and on the District's website.<sup>115</sup> The District developed and made available copies in all major languages, including Spanish, Arabic, Somali, and Vietnamese (***Appendix VII - 23, 15-16 SY List of Translated Documents***). In September of 2015, the District printed and distributed more than 50,000 hard copies of the English/Spanish version of the GSRR and related documents to all school sites, the central office, and family centers. The number of copies delivered to sites was based on student enrollment at each site. In turn, school sites distributed the GSRR to all parents of students enrolled in the District. If a site needed additional copies, the site administrator or designee submitted a request to the student equity liaison for additional copies.

## **2. Student, Parent, and Community Involvement**

The District has developed and refined an informational program to assist school community members in understanding their roles and responsibilities under PBIS, Restorative Practices, and the GSRR.<sup>116</sup> The informational program is then delivered via assemblies for students and informational sessions for parents (***Appendix VI - 20, GSRR Info Program Communication***). The District provided information about the GSRR and related topics for students and parents. All school sites provided parent informational sessions during open house sessions, Title 1 parent meetings, and/or other types of parent information events to inform parents about the GSRR. Information sessions were held during the school day and/or evenings (***Appendix VI - 21, Parent Info Session Material and Information***). LSCs logged more than 650 hours developing and presenting GSRR information to parents and students (***Appendix V - 248, VI.G.1.f. LSC Time Entry Log 2015-16, Summary***).

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<sup>114</sup> USP § VI(D)(1).

<sup>115</sup> The USP defines major languages as follows: "Major Languages" refers to the most commonly spoken languages other than English for [English Language Learners] in the District, including Spanish, and any other language that the District shall add whenever the number of students with that language background reaches 100 pursuant to Governing Board Policy KBF – R. USP Appendix A [ECF1450-1, p. 4.].

<sup>116</sup> USP §VI(D)(2).



LSCs also logged close to 350 hours of GSRR-related activity throughout the year on a number of activities, including, but not limited to, distributing the GSRR and collecting signed parent acknowledgment forms; conducting student surveys; developing short GSRR-related lesson plans; and reviewing the GSRR with students and/or families. *Id.* LSCs incorporated GSRR training into their regular trainings on school culture and climate and developed an applied summary to help each other (and their respective site teams) analyze and apply the GSRR to various situations in a consistent manner (***Appendix VI - 22, GSRR Violation and Summary***).

To ensure that students understood their rights and responsibilities, all site administrators, or a designee, reviewed the GSRR with students. However, the process used to inform students varied by site. For example, some sites informed students about the GSRR in an assembly format, others by visiting classrooms at a specific time during a particular day.

### **3. Professional Development**

The District provides training for staff to implement the standards established in the revised GSRR and to communicate to administrators their roles and responsibilities. These include ensuring that the GSRR is communicated and advocated to the school community and that it is consistently and fairly applied.<sup>117</sup>

In preparation for the 2016-17 school year, the District held a week-long professional development conference for administrators specifically geared toward improving understanding of the USP, the GSRR, and related issues. *See 2015-16 Annual Report, Appendix VI - 20.* Prior to the start of the school year, the District provided additional professional development to all newly appointed site administrators and teachers on the same topics, and all District and site administrators also participated in GSRR and PBIS training. Administrators learned about the specific GSRR-related policy changes, including the use of non-exclusionary practices to reduce out-of-school suspensions and the changes to limitations on suspensions for level 3 (or higher) infractions (***Appendix IV - 42, AdminTraining2015***). In conjunction with the GSRR, the District required principals to complete a form to request permission to elevate the level of an offense

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<sup>117</sup> USP § VI(E)(5)

and/or the number of suspended days out-of-school (*Appendix VI - 23, Request To Elevate Form*). Principals utilized the form 93 times in SY 2015-16.

#### **4. Initial Steps to Revise the Student Code of Conduct**

Language in the GSRR is based on a set of state-determined violations, provides examples and definitions based on Arizona statute, and is written for multiple stakeholder groups with varying levels of knowledge and understanding. At times, the existing GSRR can be confusing for some stakeholders to understand, and the framework for the current GSRR is almost ten years old. In the fall of 2015, the District initiated an effort to develop a more modern code of conduct to replace the GSRR.

On November 10, 2015, the Governing Board awarded a consulting services contract to Mr. Jim Freeman, a consultant recommended by the U.S. Department of Justice, to assist the District in developing a new Student Code of Conduct. Mr. Freeman began by working with the District to establish student, parent, and community focus groups. District staff provided him with background on USP-related components of the GSRR and encouraged him to reach out to the Plaintiffs and Special Master to solicit their feedback, which he did. On April 5, 2015, Mr. Freeman presented his findings and recommendations for the new Student Code of Conduct to the Governing Board (*Appendix VI - 24, Code of Conduct Board Agenda Item 040515*). The District will continue working with Mr. Freeman, the Plaintiffs, and the Special Master to finalize the revised Code of Conduct during the 2016-17 school year. In creating a user-friendly code of conduct, the District continues to successfully engage internal and external stakeholders as it strives to create inclusive learning environments and reduce exclusionary discipline practices.

#### **D. Positive Alternatives to Suspension**

The District has developed and implemented several positive alternatives to suspension as a means of keeping students in school when they might otherwise be

suspended.<sup>118</sup> During the 2014-15 school year, the District finalized its Dropout Prevention and Graduation (DPG) Plan, including its plans for providing positive alternatives to suspension. In the 2015-16 school year, the District implemented these strategies to provide students with greater opportunities to stay involved in their education, thereby reducing the likelihood of students becoming disengaged in school or dropping out entirely.

The District implemented positive alternatives to suspension to reduce racial disparities in suspension, ensure that students remain in school as often as possible, and provide a dropout prevention strategy. Administrators utilized different alternatives depending on the nature of the violation and the GSRR protocol. The positive alternatives to suspension section in the DPG plan included five alternative options for administrators to consider: restorative conference; required interventions (as described in the GSRR); abeyance contracts; In-School Intervention; and the Life Skills Alternative to Suspension Program (LSASP), which was later reconstituted as the District Alternative Education Program (***Appendix VI - 25, DPG Plan, Pos Alt to Susp Section 031315***). The following reports on the District's implementation of each of the five options.

### **1. Interventions**

The GSRR requires the District to first attempt the types of interventions used in PBIS and/or restorative practices when students engage in mid-level misbehaviors that otherwise may have led to suspension. USP § VI(B)(2)(a). Interventions include but are not limited to restorative conferences, restorative circles, or any number of other strategies listed in the GSRR. Administrators use these interventions as a preventative tool to reduce recidivism by having students reflect on their behavior and think of positive strategies to avoid making the same mistakes.

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<sup>118</sup> The USP addresses student behavior and discipline directly in Section VI, Discipline, and indirectly in Section V, Quality of Education, within the contexts of academic and behavioral interventions, supportive and inclusive learning environments, and dropout prevention. A key objective of Section VI is the reduction of discipline disparities in out-of-school suspensions (OSS) by race or ethnicity, but the USP addresses positive alternatives to suspension in Section V through the Dropout Prevention and Retention Plan (retitled the Dropout Prevention and Graduation (DPG) Plan). Thus, the District is reporting on positive alternatives to suspension in this section of the Annual Report.

Among the most frequently used interventions in 2015-16 were restorative conferences and/or restorative circles. LSCs documented more than 2,000 hours for these two interventions, not including circles and conferences conducted by other staff (*Appendix V - 248, VI.G.1.f. LSC Time Entry Log 2015-16, Summary*). Administrators used these strategies for all action levels of violations. Some principals, counselors, and other site discipline team members who were new to the District did not have the same level of prior training as some existing staff members. In response, the District is planning additional professional development for the 2016-17 school year on the use of Restorative Practices and, specifically, on the proper implementation of conferences and circles.

The District documented the use of interventions and Restorative Practices through its Mojave data system and through frequent MTSS reports. Some schools were not able to offer certain interventions such as Saturday School, Peer Mediation, or Teen Court. Still, all schools provided additional interventions for all action levels of violations, and specifically as alternatives to suspension for mid- to higher-level violations.

To ensure consistency in the application of interventions, the District provided training on the discipline review process during ILA meetings throughout the fall of 2015 (*Appendix IV - 71, ILA Agenda Topics 2015-16*).

## **2. Abeyance Contracts**

An abeyance contract is an agreement by the parent and student to comply with the GSRR, allowing the student to remain in school and/or significantly reduce the length of the potential out-of-school suspension. Students placed on an abeyance contract continue to receive direct instruction from their teachers and are allowed to remain with their cohort.

Abeyance contracts do not prevent suspensions, but they drastically reduce the number of days that students spend out of school. Thus, the number of suspensions in the District does not in any way equate with the numbers of days missed. In the 2015-16 school year, administrators used abeyance contracts in 929 instances, and only 16 “reinstatements” occurred; days are reinstated when a student violates the contract and serves the suspension days (*Appendix VI - 26, 2015-16 Abeyance Data*). In total, the District successfully utilized 913 abeyance

contracts as a positive alternative to suspending students out of school, saving 16,098 days for students. The District thus utilized 200 more abeyance contracts in SY 2015-16 than in SY 2014-15, and saved an additional 2,737 days for students over the days saved in SY 2014-15.<sup>119</sup>

### 3. In-School Intervention Program

Although the District had previously operated traditional in-school suspension (ISS) programs and the Life Skills program, it revised its approach to ISI and DAEP to better align with the goals of the USP, best practices, and U.S. Department of Education guidance<sup>120</sup>. Prior to the 2015-16 school year, the District shared its revised approach with the Special Master in the summer of 2015 (*Appendix VI - 27, Morado Memo to Dr. Hawley re ISI-DAEP*). The memo included separate reports on the planned implementation of ISI and DAEP, each of which provided a detailed description of the District's plans to create positive alternatives for students who commit suspendable violations. In 2015-16, the District doubled the number of sites that offered an in-school alternative from nine ISS sites in 2014-15 to nineteen ISI sites in 2015-16: Doolen, Gridley, Magee, Mansfeld, Pistor, Secrist, Utterback, Vail, and Valencia middle schools; Safford and Booth-Fickett K-8 schools; and Catalina, Cholla, Palo Verde, Pueblo, Rincon, Santa Rita, Sahuaro, and Tucson high schools.

TUSD provided training to site administrators, teachers, and support staff for the ISI program. The District held two different ISI trainings, one each semester, to ensure that school staff, including ISI teachers, were knowledgeable about the structure, purpose, and execution of the program. The District held the first training on August 25, 2015, and included the administrators, counselors, LSCs, and ISI teachers for the nineteen ISI sites (*Appendix VI - 28, ISI Training Sign-In Sheet*). At this training, participants received the ISI manual and training on key aspects of ISI implementation (*Appendix VI - 29, ISI Manual*). The training included information on the main objectives of ISI as a strategy to reduce suspensions and

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<sup>119</sup> In the 2014-15 school year, administrators provided 731 abeyance contracts to students, resulting in 13,361 retained instructional days for students. See *2015-16 Annual Report, Appendix V-102*.

<sup>120</sup> In January 2014, the U.S. Department of Education released *Guiding Principles: A Resource Guide for Improving School Climate and Discipline*. The guide states, in part, that "students who need to be removed from the regular classroom setting for even a short period of time should have access to an alternative program that provides comparable academic instruction to that provided to students in the regular school program."

provide a positive alternative to suspension (*Appendix VI - 30, ISI Training A 08.25.15*). On February 1, 2016, a follow-up training was held for any ISI teachers who were not hired before the initial training. Afterwards, the District held an event with ISI teachers from all sites to provide updated information and job-related professional development (*Appendix VI - 31, ISI Training B 02.1.16*). In addition to these trainings, administrators also discussed the utilization of the ISI program as part of their ILA professional development sessions on culture and climate and discipline.

In part, as a result of the ISI program, the number of out-of-school suspensions decreased, especially for Hispanic and African American students. See Graph 6.7 in Section VI.D, below. Students placed in ISI were able to continue their classwork and assignments working with a certified teacher. One site struggled to find a qualified teacher for its ISI program but filled the position by January 2016.

In the late summer of 2016, the District completed an evaluation of the ISI program (*Appendix VI - 32, ISI Evaluation 2015-16*). The evaluation found, in part that “the results of this data suggest that TUSD should continue with and develop more fully the implementation of the ISI program to ensure consistent and equitable discipline practices and reporting across schools.” The evaluation identified, among other things:

- In 2015-16, the participation rates across the high schools revealed only about a mean per school of 62 students for the entire year. In middle school and K-8s, this participation number increased somewhat (a mean per school of 93 and 95 students, respectively).
- Middle schools and high schools steadily decreased out-of-school suspensions over the last three years. Of those schools, middle schools saw the greatest decreases, with Doolen, Utterback, and Magee exhibiting the largest reductions.
- The total percent of students participating in ISI who were suspended only once in a given school year over the last three years decreased, implying that the District efforts to keep students in school has been working. From SY 2014-15 to SY 2015-16, 12 percent fewer students were initially suspended for a discipline infraction, suggesting that the ISI program, in addition to other school and District efforts to reduce discipline, was successful with the decrease in the percent of first-time offenders. *Id.*

#### **4. District Alternative Education Program**

During the fall of 2015, the District implemented DAEP, which provides an academic setting for students in grades 6-12 who have been long-term suspended (twenty to 45 days) and who cannot return to their home schools while suspended. The program has three components: the transition to DAEP, attendance at DAEP, and the transition back to the home site. Since the DAEP student is always in transition—either going into or coming out of placement—the District assigned specific responsibilities to the home-site staff and to the DAEP staff to facilitate the transition. Constant communication both ways, which moves from home school to the program and vice versa, is essential for the student's success.

The high school site is in session for five hours per day, and each of the two middle school sites are in session for a little more than six hours per day. Each teacher in DAEP conducts academic articulation with the suspending school to prevent the student from getting academically farther behind. In addition, a behavior intervention monitor provides support to the teacher and the student to prevent behavior from getting in the way of successful completion of work and to ensure that students are learning from their mistakes.

On a student's second day of attending DAEP, a staff member meets on site with the referring administrator and case manager, if needed, to develop the WRAP Plan of Intervention. This WRAP plan includes any necessary academic, social, or behavioral support to ensure that the student has a successful reentry to the school.

The District provided training to middle and high school site administrators, counselors, teachers, and support staff for DAEP. The District held three different DAEP trainings to make sure all involved were knowledgeable about the structure, purpose, and execution of DAEP. The first training was held in September 2015 and included the high school and middle school principals and assistant principals. In December 2015, a follow-up training was held to refresh and address any issues that might be occurring. A second follow up was held in March 2016 to make some changes to the process of entering those students attending DAEP in the District student information system. Additional trainings through the juvenile court regarding childhood trauma took place for the DAEP staff during September, October, and January.

The District noted several successes in its first year of DAEP implementation. Student transitions into DAEP flowed smoothly by day five of the suspension, in part due to the immediate contact between the DAEP staff and the student's family. Reentry meetings facilitated the transition back to the home site, which helped strengthen the WRAP plans that had been put into place. Articulation of school work from the home site to the DAEP staff worked very well. The District also implemented the former Life Skills curriculum for social-emotional learning, Smart Moves for Life.

The District experienced challenges in its first year of implementation as well. Initially, the home school site made first contact with the students' families, which proved to be both cumbersome and time consuming. The District found that not all sites followed the planned timeline for reporting student information to the DAEP staff and the student equity liaison. Also, while the District successfully implemented the social-emotional learning component, it must strengthen it for students who need referrals to outside social services.

The District addressed these challenges in several ways. After the first few referrals, DAEP staff began making the initial contact to the student's family, rather than site staff. During the December refresh meeting, the District revised the process for entering student data into the student information system so that DAEP staff, rather than site staff, were responsible for data entry. The District also emphasized and reviewed the timeline of initial information communicated to the DAEP staff and the student equity liaison. Additionally, over the summer of 2016, the District explored options for using an outside agency to provide a more comprehensive social-emotional learning component for those students who need more specialized services (*Appendix VI - 33, DAEP Referral flow process, Appendix VI - 34, DAEP Transition Plan Power Point, Appendix VI - 35, DAEP Referral Data, and Appendix VI - 36, DAEP Evaluation 2015-16*).

In the summer of 2016, the District completed an evaluation of DAEP. The evaluation found, in part:

- Of the 157 enrolled students, 89 percent successfully completed the program and the rest either terminated early (10 percent) or became continuing students (1 percent).



- African American students (14 percent) were overrepresented compared to the District's average (9 percent); other groups reflected the District averages.
- About half of the students were arrested, subsequently placed on probation and, without DAEP, likely would have served time in a detention facility.
- Students enrolled in DAEP fell into three broad categories:
  - Approx. 47 percent got in trouble just once or twice at their home school, attended DAEP, and completed the year without any further discipline incidents.
  - Approx. 29 percent had a longer history of trouble, amounting to three or four incidents during the year at their home school, which resulted in both in-school and out-of-school suspensions.
  - Approx. 24 percent repeatedly got into trouble five or more times and attended DAEP one or sometimes two times.

The evaluation concluded:

*In summary, despite the challenges of unfilled certified teacher vacancies and the turnover of the Behavior Intervention Monitors, DAEP provided essential services to high-risk students who otherwise would languish at home or might even drop out of school altogether. Students were largely satisfied with their experience and felt that they received needed support in a respectful environment. Most students (84%) concurred that their experience in DAEP will also help them avoid further suspensions. Academically, the students who completed the program showed growth, especially in math. The smaller learning environments with more individualized attention appear to have improved their learning capabilities. Almost half of students (46%) requested an extension to DAEP ostensibly because they felt successful in the smaller environment. The results of this evaluation revealed that DAEP was successful in supporting long-term suspended students both academically and behaviorally until they were able to return to their home school. **Id.***

## 5. Outcomes

Table 6.2 below provides detailed breakdowns of the number of out-of-school suspensions by school, grade level, and ethnicity at the nineteen schools involved in the ISI program. The table demonstrates the number of suspensions resulting in at least one day of out-of-school suspension and may include multiple suspensions by

the same student (repeat offender). The table shows that a spike in out-of-school suspensions was evidenced in 2014-15 across grade levels when compared to the year prior. In 2015-16, the number of out-of-school suspensions dropped to its lowest number for middle and high schools over the three-year period but increased slightly in the K-8 schools.

**Table 6.2: Summary of Out-Of-School Suspensions by Year and School Type  
(at the 19 schools that implemented the ISI program)**

School Type	Number of Suspensions by Year			
	2013-2014	2014-2015	2015-2016	3-Year Difference
K - 8 N=2	92	170	98	+6
Middle School N=8	820	824	583	-237
High School N=9	705	751	533	-172
<b>Total</b>	<b>1,617</b>	<b>1,745</b>	<b>1,214</b>	<b>-403</b>
NOTE: Through the use of abeyance contracts, not all suspensions result in lost instructional days (see "Abeyance Contracts," above).				

Table 6.3, below, reveals that almost all of the high schools (N=8) and most of the middle schools reduced their number of out-of-school suspensions over the three-year period. Doolen and Utterback middle schools had consistently high numbers of out-of-school suspensions in 2013-14 and 2014-15, but those numbers fell in 2015-16 in both schools, accounting for about a third (37 percent) of the total decrease. Over the three-year period, the nineteen schools showed a net reduction of -403 out-of-school suspensions.

Of the four schools that showed small increases in out-of-school suspensions (an increase of 29 total suspensions), Booth-Fickett K-8 accounted for just more than a third (38 percent) of the difference. In other words, the data indicate that Tucson High Magnet School, Vail and Gridley middle schools, and especially Booth-Fickett K-8 had an overall increase in suspensions throughout the school population.

**Table 6.3: Percent of Out-Of-School Suspensions by Year and USP Ethnic Group  
(at the 19 schools that implemented the ISI program)**

School		Number of Suspensions by Year			
		2013-2014	2014-2015	2015-2016	3-Year Difference
HS	Catalina	72	82	44	-28
HS	Cholla Magnet	83	114	83	0
HS	Palo Verde	114	101	81	-33
HS	Pueblo Magnet	82	98	59	-23
HS	Rincon	75	76	40	-35
HS	Sahuaro	61	78	52	-9
HS	Santa Rita	106	96	55	-51
HS	Tucson Magnet	112	106	119	+7
K8	Booth-Fickett	40	99	51	+11
K8	Safford	52	71	47	-5
MS	Doolen	134	149	60	-74
MS	Gridley	34	36	36	+2
MS	Magee	80	68	28	-52
MS	Mansfeld	61	55	47	-14
MS	Pistor	80	108	60	-20
MS	Secrist	113	150	112	-1
MS	Utterback	143	123	88	-55
MS	Vail	52	59	61	+9
MS	Valencia	123	76	91	-32
	<b>All Schools</b>	<b>1,617</b>	<b>1,745</b>	<b>1,214</b>	<b>-403</b>

Table 6.4, below, shows that in 2015-16, Asian-Pacific Islander and multi-racial suspension rates align approximately to their racial/ethnic representation in the District. Hispanic and white students are the most underrepresented racial/ethnic groups in the suspension rates. African American and Native American students are the most overrepresented group in the suspension rates. Additionally, the total number of suspensions has decreased from 1,617 in 2013-14 to 1,214 in 2015-16—a 25 percent reduction. The rates are relatively consistent over time, even though the total number of suspensions increased in 2014-15 and then decreased in 2015-16. Hispanic students saw the greatest decrease in suspension rates (-2 percent), followed by African American (-1 percent) and white (-1 percent) students over the past three years. Asian-Pacific Islander students remained constant, and Native American (+2 percent) and multi-racial (+2 percent) students showed a slight increase in their suspension rates.

**Table 6.4: Percent of Out-Of-School Suspensions by Year and USP Ethnic Group  
(at the 19 schools that implemented the ISI program)**

<b>Ethnic Group</b>	<b>2013- 2014</b>	<b>2014- 2015</b>	<b>2015- 2016</b>	<b><i>District % USP Ethnicity</i></b>
White	18%	19%	17%	22%
African American	16%	17%	15%	9%
Hispanic	59%	55%	57%	59%
Native American	4%	4%	6%	4%
Asian/Pacific Islander	1%	1%	1%	2%
Multi-Racial	2%	4%	4%	4%
<b>All Groups (N Size)</b>	<b>1,617</b>	<b>1,745</b>	<b>1,214</b>	

In summary, although African American students make up 9 percent of the total District population, they have been overrepresented on average in suspensions across the District over the last three years.

## **E. Discipline Data Monitoring**

In addition to PBIS, Restorative Practices, and MTSS discussed earlier in this report, the District actively monitors discipline data and adjusts its strategies and focus based on frequent data analysis. Various site teams met monthly or bimonthly throughout SY 2015-16 to review discipline data, discuss school-wide corrective action plans or action items, and explore ideas for improvement.<sup>121</sup> This data were readily available on the District's Discipline Data Dashboard, an application (or cube) that displays discipline data by school and is updated weekly. Discipline data were posted on the District website as part of TUSD Stats, subject to student privacy requirements. The District established a discipline data monitoring system that included checks and balances between the schools and central leadership with a primary goal of reducing disparities in discipline by race/ethnicity.

### **1. Daily Data Monitoring and Weekly Reporting**

On a daily basis, the District's compliance liaison monitored exclusionary discipline data to ensure compliance with the District policy. If a consequence

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<sup>121</sup> USP § VI(F)(1-4).

appeared not to align with the facts or classification of an incident, the liaison contacted the principal and the supervising director to investigate the inconsistency and develop a resolution, if necessary. The liaison also submitted weekly reports to elementary and secondary leadership for further review of the incidents that had occurred each week. Leadership teams made up of the assistant superintendents and directors reviewed the reports each week, investigated questionable incidents and/or consequences, and took any necessary corrective actions. Daily monitoring and weekly reporting were critical in ensuring that central leadership was aware of specific incidents and trends at specific schools so they could develop hands-on and direct corrective actions designed to keep schools safe while also keeping students in classrooms as much as possible.

## **2. Monthly Data Monitoring and Reporting**

### **a. Site Monitoring and Reporting**

To ensure consistent and systematic discipline data monitoring and reporting, the District provided training to principals, assistant principals, and LSCs on the campus discipline data review process, including use of the discipline data cube. The District also developed a template (form) for principals to use monthly to monitor and report their discipline data (*Appendix VI - 37, Principal Mthly Rpt Template*). The District embedded into the form a step-by-step instruction guide for site staff to use when completing the monthly discipline report so that data would be reported consistently across schools.

On September 3, 2015, central administrators and directors provided training to principals and assistant principals during the ILA on the appropriate procedures for completing the template using the Discipline Data Dashboard to gather evidence (*Appendix VI - 38, ILA Agenda 090315*). Central staff also trained LSCs at their September monthly meeting (*Appendix VI - 39, Disc Data Training*). A key objective of the new process—and training on the process—was to compel site teams to monitor and review their discipline data on a monthly basis and to report to their director using a standard report form. Reporting on discipline each month cultivated more awareness of trends, which helped school teams better understand if or where any disparities exist in their discipline procedures or on their campuses.

The monthly uploading process was a new addition this year and required a commitment at the school level to meet regularly and document the discipline data into the form (*Appendix VI - 37, Principal Mthly Rpt Template*). This process rolled out smoothly. Principals provided the completed form each month. If they did not submit their form, the director would follow up with them. Because the District is large, the primary focus was on the schools with high and/or reoccurring discipline issues; schools with minimal disciplinary issues received a much smaller share of the attention.

After conducting their monthly review, directors followed up with principals and informed the assistant superintendents of elementary and secondary education of issues and/or schools in need of support (if not already discussed during their weekly meetings). The vast majority of principals provided their reports in a timely manner. This system of checks and balances worked well, although there were instances of a time lag between the review and appropriate action. To improve accountability and fidelity to the process, directors will continue to work in 2016-17 to develop corrective actions for sites that submit late reports on a recurring basis.

#### **b. Central Monitoring and Reporting**

At the beginning of the school year, the District assembled a Central Discipline Committee Review (CDCR) team that met monthly throughout the year.<sup>122</sup> Initially, the committee scheduled quarterly meetings to review quarterly reports. However, it became evident after the first few meetings that more frequent meetings were needed to monitor discipline data in a meaningful manner, and the committee scheduled monthly meetings. Each monthly meeting was documented by both agendas and minutes (*Appendix VI - 40, CDCR Team Monthly Mtgs*).

The committee met on the twelfth of each month to review discipline data from all the schools and to monitor the schools with disparate discipline data. During the meetings, the team reviewed the principals' monthly discipline reports that had been submitted to the directors and identified target schools with documented discipline issues. The forms alone did not provide enough information for in-depth decision making; accordingly, the committee also monitored data

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<sup>122</sup> Team members included the assistant superintendent of Student Services, the assistant superintendent of Curriculum and Instruction, the senior director of Assessment and Program Evaluation, the assistant superintendent of Elementary Leadership, the assistant superintendent of Secondary Leadership, the interim deputy superintendent, the senior director of Desegregation, and TUSD's General Counsel.

trends using the Discipline Data Dashboard. Discipline data often reflect details of individual incidents and, at first, those became distractions to staying on task. With practice, the committee developed methods to use the time in the most productive manner to maintain a larger view of trends and types of violations occurring across the District.

Some data proved redundant or unnecessary in decision making, and yet other information needed a more detailed explanation. As the year progressed, feedback from the committee helped directors and principals narrow the focus of data and information provided. For SY 2016-17, the committee suggested the creation of a webpage or another repository where the information can be housed so that the District can access it more easily for trend analysis and summary reports. The current form is in a Word document.

### **3. Quarterly Data Monitoring and Reporting**

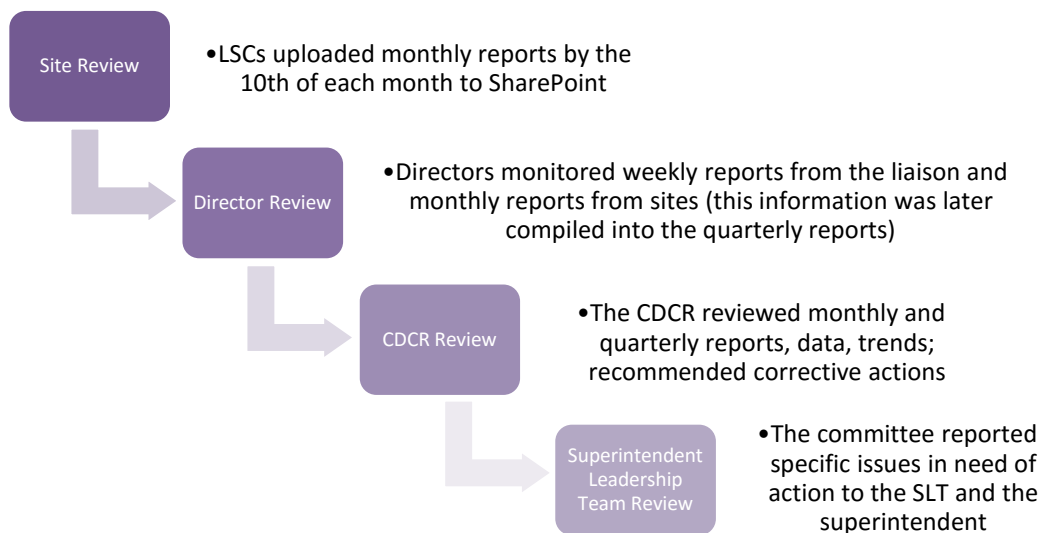
The committee reviewed campus discipline data for the first and second quarters at the site and district level as well as in the Superintendent's Leadership Team (SLT) meetings throughout the first semester. Academic directors met regularly with their assistant superintendent to discuss follow-up actions and support to targeted schools. The committee met at the end of the first semester to review the information and data to make recommendations for support to bring to the SLT. Each director completed a quarterly report based on the monthly reports from their schools under their supervision (*Appendix VI - 41, VI.G.1.a Q1 Quarterly Rpts* and *Appendix VI - 42, VI.G.1.a Q2 Quarterly Rpts*).

The committee also reviewed campus discipline data for the third quarter in March (*Appendix VI - 43, VI.G.1.a Q3 Quarterly Rpts* and *Appendix VI - 44, VI.G.1.a Q4 Quarterly Rpts*). The committee provided specific feedback to the superintendent and the SLT after the third and fourth quarter discipline reviews (*Appendix VI - 45, VI.G.1.a Q4 Disc Presentation* and *Appendix VI - 46, Q3 Disc Presentation*). In 2016-17, the District will continue to work with directors and principals to focus on the big picture of reduction in discipline disparity by race/ethnicity. One recommendation is to require the directors to attend the committee meetings and present their reports so they can provide more detail and discuss the implications of the data.

#### 4. Year-End Review

The District continually refined and improved the data monitoring process, shown in Table 6.5, below, to improve discipline outcomes through the liaison's daily monitoring and weekly reports, the directors' and assistant superintendents' weekly monitoring and monthly reports, and the committee's monthly and quarterly monitoring and reporting to the superintendent and the SLT.

**Table 6.5: Discipline Data Monitoring and Reporting Process**



The implementation of the committee in SY 2015-16 was a big step toward the District's goals relating to discipline. The data monitoring provided a system of checks and balances originating from the school, to the directors, to the central discipline committee to SLT, and then back to the school. The ongoing focus on culture and climate and the continual monitoring of discipline rates resulted in a decrease in overall discipline incidents and reduced disparity in discipline across ethnicities.

A review of 2015-16 discipline rates across the District are found in **Appendix VI - 45, VI.G.1.a Q4 Disc Presentation**. In SY 2016-17, the average suspension rate for African American students was higher than for other groups, though less than the statewide average and substantially less than the national average. Other



groups also had higher rates toward the end of the year. The number of suspensions increased each quarter for Native American and Hispanic students.

The committee focused primarily on the target schools throughout the year. At the school level, the target schools with the highest suspension rates and/or ongoing issues from one quarter into the next from 2015-16 were as follows:

- Elementary: Holladay, Howell, Robison, Davidson, Tully, Johnson, and Grijalva
- K-8: Safford, Lawrence, Hollinger, and Booth-Fickett
- Middle: Secrist and Utterback
- High: Santa Rita, Palo Verde, and Catalina

The committee recommended to the SLT that added support at Palo Verde, Secrist, Utterback, and Holladay would help improve the overall school culture and climate. As a corrective measure, the SLT then provided increased oversight and personnel at the site. The District deployed support specialists to specific schools to work with at-risk students.

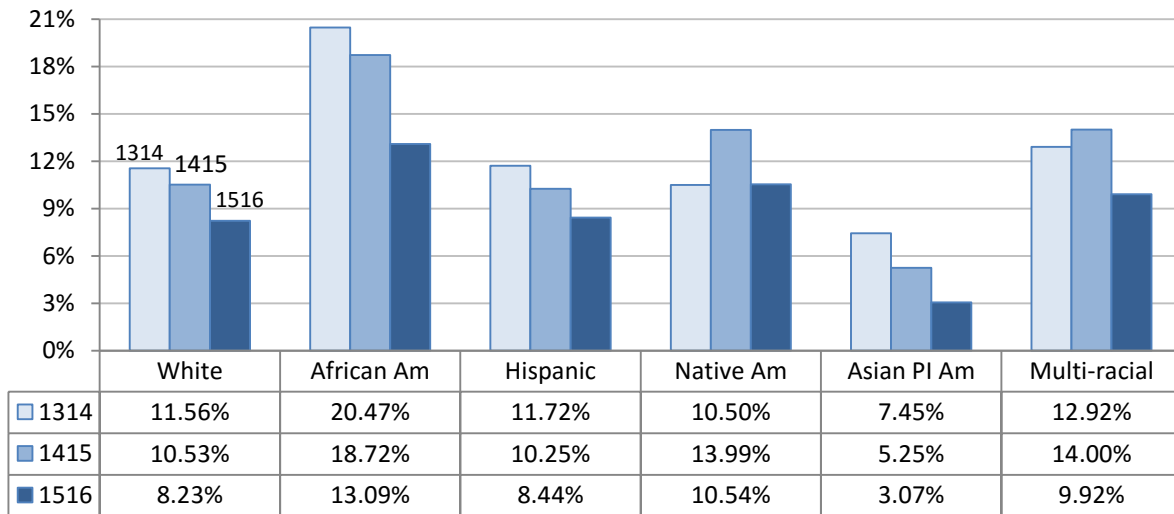
Increases and decreases in discipline data are the results of many factors; some are within the control of the District and some are not. However, the data in the next two tables are evidence that positive change is possible when the District focuses on discipline disparity issues.

Graph 6.6 below, shows total discipline incidents over three years.<sup>123</sup> The total discipline incident rate for African American students was almost double the rate of white students in SY 2013-14. Between SY 2013-14 and SY 2015-16, African American students showed the greatest decrease in discipline rates, from 20.47 percent to 13.09 percent over three years. In 2015-16, even though African American students still displayed the highest total discipline rates of all ethnic groups, the gap between African American students and the other ethnicities narrowed considerably.

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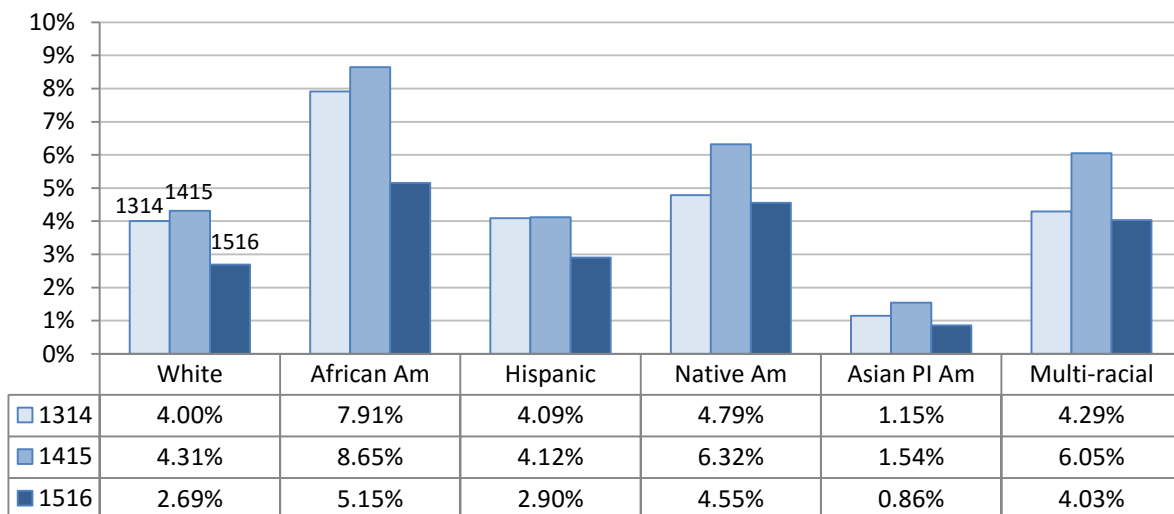
<sup>123</sup> This data indicates that not only are total discipline rates decreasing over time across the District, but that almost every group has seen a reduction.

**Graph 6.6: Total Discipline Rates by Ethnicity from 2013-14 to 2015-16**



The next graph (6.7) shows the total number of suspensions over three years. The reduction can be seen across most racial/ethnic groups, although Native American and multi-racial students showed only a slight decrease. The disparity in suspensions among racial/ethnic groups has narrowed over the last three years. Although African Americans continue to have the highest suspension rate each year, they also displayed the great decrease in suspensions, from 7.91 percent to 5.15 percent.

**Graph 6.7: Total Suspension Rates by Ethnicity from 2013-14 to 2015-16**



In August 2016, the Special Master developed and submitted a report on discipline trends in 2015-16 (*Appendix VI - 47, SM Report on Discipline Trends*)

**08.08.16**). While recognizing that the data needs more work and further analysis is required, the Special Master also acknowledged that “the District deserves kudos” if the big changes in TUSD’s discipline data are the result of effective practices in schools and classrooms. Based on lessons learned during the first year of implementation, the District will focus in SY 2016-17 on more comprehensive monitoring of schools, improved monitoring documentation, and targeted assignment and efficient use of personnel to coordinate the effort to result in a faster deployment of support to the schools in need.

## **F. Corrective Measures**

Throughout the 2015-16 school year, the District took corrective measures to address identified deficiencies in its implementation of discipline policy, including activities related to PBIS, Restorative Practices, the GSRR, and the development of supportive and inclusive learning environments.<sup>124</sup> The District identified the need for corrective measures primarily through discipline data review and direct observation. However, corrective measures also were applied in other situations involving issues related to classroom management or student-to-teacher interaction and engagement. Depending on the circumstance, informal measures might include verbal discussions with a teacher, written direction, or additional training, support, or mentoring. Formal measures could involve a written plan to address a specific issue, placement on a Teacher Support Plan, or a written reprimand. The District developed both formal and informal corrective measures for individuals, sites, and groups of sites depending on the context.

School leadership directors met on a weekly basis with their respective assistant superintendent and discussed various schools’ needs and issues. Often, discipline was a standing item discussed at the meetings. Some reviews revealed no underlying issue that needed to be addressed. However, when sites demonstrated deficiencies in their discipline practices or in policy or GSRR implementation, the supervising director developed site-wide corrective action plans (CAPs) to address

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<sup>124</sup> Per the USP, corrective measures can take the form of more informal actions or more formal plans. The USP refers both to “corrective actions.” (see USP §§ VI(E)(4) and (F)(2)) and “corrective action plans” (see USP §§ (VI)(C)(2)(e), (E)(3)(h), and (F)(2)).

the deficiencies (*Appendix VI - 48, Site-Level CAPs – Doolen, Holladay, Secrist, Utterback*).

The beginning of the year was slightly challenging as schools developed an understanding of the monthly review process and the intent behind action steps to be addressed during the month. All schools conducted monthly discipline data reviews through their various discipline teams or committees. Site teams reviewed the process for interventions and for entering these interventions and consequences in Mojave. Site teams reviewed data on a monthly basis and identified students who needed additional interventions. Teams also reviewed the process of making decisions on appropriate interventions and entered this in Mojave. Because some schools were not providing information correctly regarding teacher referrals, the District modified the discipline report template to clarify the expectations for principals. Principals uploaded monthly review process documentation to the SharePoint internal site.

School leadership directors monitored the discipline review process at their schools. Directors provided feedback to schools and also clarified the process used by teams so that schools could implement corrective measures. Site teams uploaded all documents into the LSC SharePoint site, where directors reviewed them on a monthly and quarterly basis. This process ensured that directors reviewed the data and also helped them identify target issues that might require corrective action.

Initially, there was no consistent use or submission of the CAP template, as it was new and some submissions were incomplete. Also, because site teams included information about staff and students at the school level, principals were often reluctant to discuss or document sensitive information about teachers and their instructional practices. Principals did capture and collect this information, but they emailed more sensitive information about individual teachers directly to their supervising director. Although not documented in a formal fashion, this data provided the opportunity for directors to support principals in addressing issues with teachers who had a high number of referrals and/or discipline rates.

School leadership directors met on a quarterly basis to review discipline data at the district- and site-levels. Where data review teams flagged sites' racial disparities, supervising directors conducted a second layer of direct, in-depth data review with the site principal. School leadership directors and assistant

superintendents also identified schools' needs and strengths. Directors communicated with site principals as needed to develop corrective actions, either embedded in CAPs or in other documents, such as MTSS meeting templates. Some corrective measures were based on best practices as shared by other site leaders and/or site teams. Directors conducted regular visits to schools and documented their meetings with principals on logs or through their outlook calendars. Some schools made adjustments to their data and plans as needed.

The goal for the first quarter was for identified schools to develop a CAP based on the first quarterly review of discipline data. The appropriate director would then review and sign off on the CAPs. Schools were expected to begin working on areas of concern immediately. There were no ongoing "hot spots" and thus no CAPs were created after the first quarter discipline review. The District discipline committee waited until the second quarter data were available to identify schools trending downward for two consecutive semesters. At the beginning of the second semester, site administrators and directors documented actions taken at identified "hot spot" schools. Directors had continuous conversations with principals to ensure implementation of the corrective actions outlined in the CAPs.

One major corrective measure was ensuring that principals input discipline data correctly to facilitate accurate data reviews and conducted data reviews in a consistent manner. Rather than identify specific schools as needing a specific CAP, the District developed training for all sites on the discipline review process, from entering discipline data to conducting discipline data reviews. During the fall of 2015, the District provided training on the discipline review process during ILA meetings. The District also provided training on the Discipline Data Dashboard system, including the identification of referral trends by ethnicity and by teacher (***Appendix VI - 39, Disc Data Training***). During these sessions, the District clarified the process for school teams to review discipline data to ensure principals had a solid working understanding of the process. Principals engaged in hands-on training on the data dashboard and learned how to find discipline data and disaggregate down to the offense and individual student. Administrators reviewed the process for entering interventions and consequences into the data systems and conducted a monthly discipline review using a template provided by the District. Principals reviewed the process for entering interventions into the Mojave student information system and they were able to calibrate this process with other

principals to identify best practices and ensure accuracy. This same process was used to train principals to accurately enter consequences into Az SAFE<sup>125</sup> through Mojave.

Another major corrective measure that involved multiple schools was training for 49 target teachers who had been flagged for corrective action to improve their classroom management practice. The District sent these teachers to the one-day classroom management training, *The Most Powerful Solutions to Eliminating Chronic Disruptive Behavior in Your K-12 Classroom*.

### **G. Identifying and Replicating Best Practices**

Throughout the fall of 2015, the District provided guidance on the role of principals and certified staff members regarding the discipline process, the GSRR, and District policy. Training included guiding sites through the referral process to ensure proactive approaches to implementing Restorative Practices interventions. During ILA trainings, administrators were given different scenarios to discuss in groups to develop and share best practices.

The District required that principals meet on a regular basis, at least monthly, with the school-site discipline team. This team comprised the LSC (RPPSC), school administrators, selected teachers, and school resource officers. The team reviewed the school site's discipline data, discussed any school-wide corrective action plans or action items, and explored ideas for improvement.

During the fall of SY 2015-16, leadership directors reviewed their respective schools' discipline data and identified schools that were using successful strategies. Directors met on a regular basis, at least monthly, and reviewed the discipline data with the elementary and secondary assistant superintendents, including incident reports, suspension data, and MTSS logs. During these meetings, directors reviewed the various steps taken and/or the strategies used that might have contributed to the data.

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<sup>125</sup> The state of Arizona developed Az SAFE, a new way of collecting, tracking, and reporting school safety and discipline incident data. The purpose of Az SAFE is to provide the information educators need to improve the quality and effectiveness of drug and violence prevention programs.

In the fall of SY 2015-16, administrators identified as having implemented successful practices presented various strategies and practices to their peers at an ILA session on August 27, 2015 (**Appendix VI - 49, ILA Agenda 082715**). During this ILA session, a panel of principals shared best practices and strategies. Other principals had the opportunity to ask questions and also share what they were doing effectively at their sites. This practice continued throughout the year.

Directors also visited identified schools and conducted walk-throughs, attended discipline and MTSS meetings, and met with MTSS and discipline teams. Directors collected information from walk-throughs and shared this information during leadership meetings and via email (**Appendix VI - 50, Exemplar Communication of Best Practices**). The table below includes a few examples of best practices identified by elementary and K-8 directors and shared with other directors and school principals.

**Table 6.8: Identified and Shared Best Practices**

Identified Site	Identified Practice Shared Between Directors and Sites
Holladay	Weekly teacher bulletins included PBIS links with resources for teachers to assist with classroom management.
Holladay	Weekly teacher bulletins included MTSS/Discipline/PBIS team meeting dates and times.
Fruchthendler	Discipline team used restorative notations in interventions as opposed to incident reporting to better document and monitor interventions.
Borton	MTSS team listened to a specific teacher's student goals, reviewed the data, and made suggestions. A time was set for a follow up to check progress.
Cragin, Davidson, Grijalva, Howell	Principals from these schools led professional development at ILA in November 2015 and shared successful strategies with other principals.
Hughes	MTSS team asked very specific questions to get at the root of the issues leading to key target behaviors, including questions pertaining to family history, interventions that had been tried in the past, and possible new interventions such as persons responsible and specific timelines.
Borton, Steele	MTSS teams used a very specific meeting protocol to keep team members/teachers focused and productive. The protocol assigned participants very specific goals with timed components, and completed forms were submitted electronically for tracking and monitoring.

As the year progressed, the Mexican American Student Services (MASS) director realized from MTSS team feedback that school MTSS teams needed additional practice with creating and writing behavior plans and learning new ways of documenting interventions for students. MASS specialists received five additional

trainings, during which they applied their schools' MTSS experiences to solve problems for other MTSS school teams, including sharing and replicating best practices to address behavior issues.

LSCs also met monthly and shared best practices from their unique perspective of participating on most site teams (MTSS, PBIS, and site discipline teams). LSCs then brought back shared practices to their identified sites for replication, as appropriate (***Appendix VI - 51, Exemplar Davidson LSC PBIS Practices Presentation***).

To enhance the District's work around culture and climate, the District also created a principal pilot cohort to work with a local non-profit, Lead Local, on campus culture, climate, and disparities involving discipline contacts on campuses. The District identified and invited twelve principals to participate in the Lead Local training from September to December. The Lead Local cohort emphasized addressing discipline disparities in creative and proactive ways to create more inclusive school environments. Lead Local focused on strengthening Tier 1, in-class support as a means of decreasing discipline disparities. A designated school director attended each training session with the invited principals.

On March 10 and April 7, 2016, the participating principals designed and facilitated training for central and site administrators during ILAs (***Appendix VI - 52, ILA Agenda Lead Local 03.10.16***). The principals took part in focus groups and/or interviews to share the knowledge gained from Lead Local and developed the shared knowledge into professional development for central and site administrators. Administrators presented strategies and best practices with other administrators. The presentations provided additional strategies to continue developing consistent and rigorous methods for creating an inclusive and responsive culture and climate across the District. This type of peer-to-peer training had a profound impact on how information and best practices were perceived and processed. The principals learned how to apply the strategies at their sites. The District reviewed lessons learned from the principal pilot cohort with Lead Local and determined best practices to use throughout the District.



## H. 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;

See *Appendices VI - 41, VI.G.1.a Q1 Quarterly Rpts, VI - 42, VI.G.1.a Q2 Quarterly Rpts, VI - 43, VI.G.1.a Q3 Quarterly Rpts, VI - 44, VI.G.1.a Q4 Quarterly Rpts, and VI - 45, VI.G.1.a Q4 Disc Presentation* to view analyses of discipline data and *VI - 53, VI.G.1.a Appeals* to view long-term suspensions/expulsion appeals for the 2015 – 2016 school year.

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;

The data required for (VI)(G)(1)(b) can be contained in *Appendix VI - 54, VI.G.1b Discipline by Ethnicity - 3-year comparison* for the 2015 – 2016 school year.

VI(G)(1)(c) Copies of any discipline-related corrective action plans undertaken in connection with this Order;

VI See *Appendices VI - 55, VI.G.1.c (1) CAP Doolen Full year and - 56, VI.G.1.c (2) CAP Secrist Full Year* to view corrective action plans for the 2015 -2016 school.

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;

To view copies of any behavior and discipline documents, forms, handbooks, GSRR or other related materials, see *Appendices VI - 57, VI.G.1.d (1) GSRR\_English, VI - 58, VI.G.1.d (2) GSRR\_Vietnamese, VI - 59, VI.G.1.d (3) GSRR\_Somali, VI - 60, VI.G.1.d (4) GSRR\_Arabic,*

**VI - 61, VI.G.1.d (5) Discipline Monthly Report Template (Master), VI - 62, VI.G.1.d.(6)- MTSS Tier 1 Intervention Form, and VI - 63, VI.G.1.d (7) MTSS Admin Handbook** for the 2015 – 2016 school year.

VI(G)(1)(e) Copies of any Governing Board policies amended pursuant to the requirements of this Order;

To view all Governing Board policy changes for the 2015 – 2016 school year see **Appendices VI - 64, VI.G.1.e (1) JI-R** Policy for Student Transfer to Safe School, **VI - 65, VI.G.1.e.(3) JK-R1** policy for Student Discipline Short-Term Suspension, **VI - 66, VI.G.1.e.(2).JK-R1 Spanish** policy for Student Discipline Short-Term Suspension, **VI - 67, VI.G.1.e (4) JK-R2** policy for Long-term Suspensions **VI - 68, VI.G.1.e (5) JK-R2-E3** policy for Long-Term Hearing Folder Checklist, and **VI - 69, VI.G.1.e (6) JK-R2span** policy for Suspensión a Largo Plazo.

VI(G)(1)(f) Copies of any site-level analyses conducted by the RPPSCs;

See **Appendix V -248, VI.G.1.f. LSC Time Entry 2015-16, Summary** for site-level analyses conducted by Learning Support Coordinators for the 2015 – 2016 school year.

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;

The data required by section (VI)(G)(1)(g) is contained in **Appendix VI - 70, VI.G.1.g Discipline PD Trainings**. This report contains a table of all formal professional development opportunities offered for the 2015 - 2016 school year.

## VII. Family and Community Engagement

Family and community engagement are not formal **Green** factors, nor do courts typically consider them to be ancillary factors similar to student achievement or discipline. In fact, many courts have granted unitary status without any consideration or analysis of family engagement at all. See *e.g.*, ***United States v. Jefferson County School District***, 63 F. Supp. 3d 1346 (N.D. Fla. 2014); ***United States v. Franklin Parish School Board***, 2013 WL 4017093 (W.D. La. 2013); ***United States v. Alamance-Burlington Board of Education***, 640 F. Supp. 2d 670 (M.D. N.C. 2009); ***Smiley v. Blevins***, 626 F. Supp. 2d 659 (S.D. Tex. 2009). Nevertheless, the District recognizes that effective family engagement can promote recognized **Green** factors such as student assignment and ancillary factors such as student achievement.

To support the District's efforts to engage families and the greater community, the District developed a plan in 2013 to expand its Family Resource Centers (FRC) and reorganize and amplify family engagement resources.<sup>126</sup> Based on review and comments from the Special Master and Plaintiffs, the District adopted a revised Family and Community Engagement Plan in September 2014. That plan, available on the District's desegregation webpage, provides both the rationale and blueprint for the District's comprehensive efforts to engage families and the community in the educational process. The District is aggressively continuing to implement the plan and institutionalize engagement with families and the community as an effective tool of District policy.

As detailed in the report below, the District strives to support families through the removal of barriers that impede education. In the 2015-16 school year, the District continuously expanded its infrastructure to better address the needs of students and families. The District has gone beyond its obligation to hire or designate a person to coordinate this infrastructure by hiring a Family Engagement director, supported by a FRC program coordinator and other support staff. This infrastructure supports a multi-tiered approach to family and community

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<sup>126</sup> Section VII of the USP addresses family and community engagement.

engagement that includes general outreach to families and targeted outreach to African American and Hispanic families and at-risk students.

This section of the annual report focuses on the District's general outreach efforts for family and community engagement referred to in the Family and Community Engagement Plan as Type 1 family engagement. The District's targeted outreach efforts for families of at-risk and disengaged students (Type 2 engagement) are reported in Section V (Quality of Education).

### **A. Family Engagement Outreach Communication**

The Family Engagement and Community Outreach Department coordinates the collaborative efforts that are made throughout the District to support the involvement of families in the educational process, with particular attention to African American and Hispanic families. All school sites, administrators, and the Student Services and School Community Services departments have a role in family and community engagement, and communication is at the heart of these efforts. Families receive information and services regarding curriculum, district resources, and community resources through their children's schools, Student Support Services and FRC programs, and community events.

During the 2015-16 school year, school sites often concentrated on providing information to parents about curriculum, focusing on academic content and providing specific strategies, materials, and tools for families to employ at home to support improved academic achievement. In addition to regularly scheduled parent conferencing times, school sites reported offering more than 150 additional curricular-focused events (*Appendix VII - 1, School Site Curricular Focus Trainings For Parents*).

Expanding upon the curricular focus, District staff developed and implemented several strategies to engage the District families, students, and staff.

1. The District used social media, including Twitter, Facebook, and media-based strategies such as the District website and Family and Community Outreach webpages to ensure contemporary technological connections with its intended audiences. In October 2015, the FRC program coordinator created a Family Resource Centers Facebook page with a link to the Family Resource

Centers webpage (***Appendix VII - 2, FRC Facebook Page***). Postings included information in English and Spanish about center happenings and services, District and community events and support, educational support, information about college admission and financial aid support, and other relevant information. ***Id.*** Since its creation, the Facebook page has recorded more than 16,000 impressions and has received more than 1,300 “likes” to individual posts. In addition to the social media outreach by Family Resource Centers, school sites used social media and other media-based structures to connect with students and families in a contemporary fashion (***Appendix VII - 3, School Site Methods Used To Conduct Outreach Or Facilitate Parental Engagement***).

2. The District created a series of twelve short videos—six in English and six in Spanish—to communicate the resources available through the FRC, including classes and workshops, clothing banks, food pantries, community partners, volunteer opportunities, and donations (***Appendix VII - 4, Video Scripts***). The videos are available on the Family Resource Centers website, the Family Resource Centers Facebook page, and YouTube.

3. The District also used face-to-face communication, telephone contact, email, newsletters, and ParentLink to provide families with more traditional and perhaps more familiar avenues of communication. Other outreach methods included text messaging, smartphone apps, webinars, “cafecitos” or parent meetings, and live streaming of events. In general, personal contact and conversation was a highly effective way to reach families, provide information, and develop relationships.

4. The Family Engagement staff established information booths at District and community events such as family nights, parent meetings, Student Services departments’ quarterly parent meetings, school resource fairs, the State of the District Address, magnet fairs, and community health fairs. These types of venues provided staff with opportunities to communicate directly with families. Photos of workshops, classes, services, and events at the FRC were displayed with other informational materials, including school choice options, advanced learning opportunities, college enrollment, and financial aid opportunities.

5. The District shared monthly calendars of offerings at the FRC and supporting informational materials with District families, staff, and community partners (***Appendix VII - 5, Resource Center Calendars 2016***). The calendars and

materials were posted on the District's website, the Family Resource Center webpage, and District Facebook pages in both English and Spanish.

Using these various platforms increased the number of families who received information, the frequency of contacts, and the amount of specific information received by District families. In the 2015-2016 school year alone, FRC ParentLink contacts to parents and the Family Resource Centers Facebook page hits accounted for approximately 349,000 contacts with families and interested parties, respectively. Staff members sent ParentLink emails in English or Spanish, depending on the recipients' indicated preferred language. Through the District's efforts, approximately 36,000 parents received FRC calendars and related informational materials via ParentLink emails each month. In addition, the District delivered 80,997 telephone messages and 251,603 email messages directly to families via ParentLink between February and May 2016.

## **B. Building School Capacity to Engage Families**

The Family Engagement and Community Outreach Department also designed training to administrators and school staff to ensure that parents feel welcomed at schools and included as partners in enhancing their children's learning. Sites then put the training into practice to create a welcoming environment for families and provide information about ways in which parents can participate in and support their children's learning (*Appendix VII - 6, School Site "Parents As Partners" Training And Opportunities*).

- In July 2015, 220 District office staff attended mandatory Office Stars Training. Staff learned best practices for providing customer service, ensuring families receive necessary information, using discretion in sensitive situations, and creating a welcoming environment.
- In February and May 2016, District administrators received training and information about services available at the FRC.
- In October 2015, District staff attended the three-day Title I Mega Conference, where they learned about disengaged and at-risk student populations and effective ways to promote family engagement strategies.
- In September and December 2015, Title I school community liaisons received training in family engagement. All Title I liaison training is

derived from Title I requirements, which mandate the use of research-based best practice, relying in part on the work of Dr. Joyce Epstein of John Hopkins University.

### **C. Needs Assessment**

Every year, the Family Engagement and Community Outreach Department strives to provide resources to families based on their needs as identified through survey responses; direct requests by District students, families, and employees; and input from community partners. Much of this work is accomplished through the department's efforts to secure volunteers and donations from the community. District programs and community partnerships secure resources from the food and clothing banks and provide classes and workshops on a multitude of topics.

During the 2015-16 school year, Family Engagement and Community Outreach staff provided needs-assessment surveys to parents at the FRC, District events, and community events to determine families' needs and availability. Feedback from families in summer and fall 2015 indicated the need for support in parenting and family communication, academics, English acquisition, health and nutrition, health care, clothing, and food. Additionally, community partners indicated a need for hygiene support for homeless and neglected youth.

The District revised the survey in January 2016 to include information about the location of its four FRC sites (***Appendix VII - 7, VII.E.1.b. Family Engagement Surveys***). Additionally, the District trained staff to tactfully and sensitively elicit needs information from families through conversation. The District also took workshop participation and feedback into consideration when seeking out and providing resources.

Feedback from families in the 2016 survey echoed many of the same needs previously described. Families also indicated the need for financial planning, housing support, mental health support, college funding and scholarship information, and summer youth employment opportunities (***Appendix VII - 8, Parent Survey Responses***). Additionally, families in proximity to the Palo Verde FRC specified the need for evening programs and services.

As part of the District's ongoing effort to strengthen its family and community engagement infrastructure and to enhance the impact of its efforts, staff members

have made adjustments that incorporate feedback from various sources into programing for the 2016-2017 school year.

#### **D. Family Resource Centers**

The Family Resource Centers are critical components in realizing the goal of increased student achievement by engaging families and the community in the educational process. The resource centers provide one-stop service to families seeking information about community resources, school choice options, assistance in navigating the school system, and skills and strategies to enhance students' academic and social achievement. The centers also provide frequent opportunities for staff to receive feedback from families about their needs so that the District can adjust its efforts to maximize value to the community.

Family Engagement staff is dedicated to providing quality service to strengthen and support students and their families, often in times of great stress. Due to the critical and often delicate nature of services offered through the FRC, the department created written guidelines for serving center guests in a respectful manner, gathering information, meeting guest needs, and encouraging staff to exercise sound judgement and expertise in all interactions (*Appendix VII - 9, Guidelines For Serving FRC Guests*).

The District has four<sup>127</sup> strategically-located resource centers in high-need areas across the District.

1. The Wakefield Family Resource Center, at the former Wakefield Middle School site, sits in a predominantly Mexican-American neighborhood. The center opened on April 29, 2015.

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<sup>127</sup> The original Family Resource Centers, one at the former Duffy Elementary School and the other at the central District Offices through the School Community Services Department, both served very specific roles in family engagement. The Duffy Center housed the main clothing bank, Child Find, and housed the Family and Community Outreach Department during the 2015-16 school year. The School Community Services Department primarily worked to recruit and assign students through the open enrollment and magnet application processes. As the District expanded its infrastructure to provide a more varied level of service through its new FRC locations, the Duffy location and the School Community Services Department, have continued to support family and community engagement but are no longer considered Family Resource Centers as currently defined.



2. The Palo Verde Family Resource Center, located in an area with a high concentration of African American families, opened on January 21, 2016.
3. The Catalina Family Resource Center, located amid a high concentration of refugee families, including a high number of African refugee students, opened on May 13, 2016.
4. The Southwest Family Resource Center, located near the Tohono O’odham and Pasqua Yaqui reservations, serves many Native and Hispanic families. It opened on May 23, 2016.

To provide targeted access to student services and foster collaboration among District departments that support these student populations, the District housed Mexican American, African American, Asian Pacific American, and Native American Student Services departments at FRC locations that correspond to relatively high concentrations of families within their targeted populations.

The District designed the centers to provide information to families and more importantly, facilitate classes, workshops, and meetings that provide academic, parenting, health and wellness, and other support to District families. Each resource center offers a computer lab, a child care room where care is provided during parent classes, classrooms, and a clothing bank. The District requires families to sign in for tracking purposes at the reception desk in a lobby area at the entrance of each location. A school community liaison welcomes guests at the reception desk, directs them as needed, handles phone inquiries, and provides information about District departments and services. This individual also makes referrals to community resources as necessary. Additionally, informational literature is available to families regarding District departments and services, including magnet programs, student equity departments, the Teenage Parent Program, the *Guidelines for Students Rights and Responsibilities* handbook, gifted and talented educational programs, and other advanced learning experiences (***Appendix VII - 10, TUSD Services And Resources***).

**Table 7.1: Number of FRC Family Visits 2015-16**

<b>Center Location</b>	<b>Open House</b>	<b>Open House Guests</b>	<b>Class Sessions Offered</b>	<b>Family Visits</b>
Wakefield FRC	April 29, 2015	72	415	6266
Palo Verde FRC	Jan. 21, 2016	70	101	527
Catalina FRC	May 13, 2016	38	10	6
Southwest FRC	May 23, 2016	71	8	0

The District ensures families using the centers have access to services in the appropriate language, and several staff members are bilingual in Spanish and English. During SY 2015-16, the District offered classes and workshops at the Wakefield center in both languages. In addition, the District offered translation and interpreter services in the language of registered guests for regularly scheduled classes or events at the centers through the Language Acquisition Department. The FRC also coordinated with the Language Acquisition Department to provide a training update in May 2016 to ensure all center staff were adequately trained in language accessibility (*Appendix VII - 11, Language Accessibility Training May 2016*). To maintain appropriate language-accessibility practices, the District continued to seek out bilingual and multilingual employees to staff the centers and offered language-accessibility training to all new center staff. This is discussed in greater detail below.

## **E. Family Engagement Center Services**

As a result of the needs assessments, Family Engagement staff worked to address the identified needs.

### **1. Magnet and Open Enrollment Support**

To support magnet and open enrollment opportunities, the District staff helped families obtain information about school choice, transportation opportunities, and completing magnet and open enrollment applications. The centers offered workshops and provided computer access and individual support to parents completing these applications. Additionally, center staff provided literature about magnet programs and collected applications. The centers also published magnet and open enrollment information on the Family Resource Centers' Facebook page, and staff promoted and attended magnet fairs (*Appendix VII - 12, Open Enrollment and Magnet Support*). The open computer lab and center staff support were available to families who wished to complete and submit their application(s) online. Staff attended events featuring magnet programs, including resource fairs at Tucson High Magnet School, African American Student Services' Parent University at Pima Community College, and District magnet fairs at the Children's Museum of Tucson.

## **2. Encouraging College Enrollment**

The FRC staff encouraged college enrollment by providing information and resources to families throughout SY 2015-16. The District offered college and career readiness workshops, ensured college enrollment representatives attended center events, offered college enrollment literature at the centers, and participated in District events supporting college enrollment. The District was involved in eight college and career readiness events during the 2015-16 school year (***Appendix VII - 13, College Enrollment Support***). More than 850 people attended these events. Staff promoted and participated in other District events supporting enrollment, including Tucson College Night, Tucson High School Resource Fair, and the annual Parent University, by advertising on the monthly calendars and its Facebook page, providing promotional materials at the centers, and attending the events (***Appendix VII - 14, Participation in Events Supporting College Enrollment***).

In addition to college enrollment support, the District provided financial aid information and support, regularly announcing college scholarship and FAFSA information on its Facebook page. Staff searched for scholarship opportunities for African American, Hispanic, and Native American students, in particular, and shared this information via Facebook. Staff also conducted three FAFSA support events at the Wakefield and Palo Verde centers in April 2016 (***Appendix VII - 15, FAFSA Workshops***). AmeriCorps volunteers worked with individual families in the centers' computer lab to complete and submit the FAFSA online, and college enrollment representatives provided additional information. Twenty students completed and submitted the FAFSA during these events. One student workshop attendee had specific questions about eligibility due to his Deferred Action for Childhood Arrivals (DACA) status. With extra support from facilitators, this student completed and submitted his FAFSA and qualified for financial aid. This student then referred others with DACA status to the Wakefield site. Three of these students visited the Wakefield center in May and completed and submitted their FAFSAs with the assistance of center staff. These students also qualified for financial aid.

## **3. Other Classes, Referral Services and Events**

Family Engagement and Community Outreach staff worked with other District departments to provide academic, nutrition, and college and career

readiness classes. Both the Wakefield and Palo Verde centers also offered classes in maintaining and improving health, managing chronic health issues and disease, and mental health basics. In response to feedback through the needs assessment process, the Palo Verde center offered evening classes and workshops in May and June 2016 (*Appendix VII - 16, Classes and Workshops Offered At FRCs*). Staff also provided families with referral information to community resources for housing, mental health, health care, and other needs.

#### **4. Community Partners**

Recognizing the importance of both District and community resources in providing services for families, the Family Engagement and Community Outreach Department continued to seek out and foster community partnerships during SY 2015-16. The department increased its database from 45 community partners in June 2015 to 131 in April 2016 (*Appendix VII - 17, Community Partnerships 2015-2016*). The department worked with these partners to schedule classes, workshops, and other offerings at the FRC; link resources to families; and connect homeless, neglected, and delinquent youth to support they needed.

The Wakefield and Palo Verde centers provided hygiene dispensaries for homeless and neglected youth through the community partner, I am you 360. The Wakefield center also hosted a community health fair in January 2016 to provide families with information and access to health care services, and a food pantry opened at that location in September 2015. In addition, the District helped families complete food assistance and health care assistance applications and navigate the health care Marketplace.

Another partner was the Pima County Juvenile Court, which shared a need for an after-school reporting facility on the east side of Tucson to provide support to youth and families involved in the juvenile justice system. Family Engagement and Community Outreach staff and the African American Student Services Department partnered with the court and other community entities to establish this reporting facility at the Palo Verde center, where these students and families may attend structured programs to develop skills and strategies necessary to avoid further court involvement and ensure future success (*Appendix VII - 18, Evening Reporting Center Notes April 2016*).

In addition, in April 2016, the District submitted an application for AmeriCorps volunteers to work with the FRC during the 2016-17 school year (*Appendix VII - 19, VISTA Application April 2016*). AmeriCorps approved the application in May 2016, granting four volunteers to work 300 hours each through the centers to provide direct financial planning education and support to targeted African American and Hispanic high school seniors who qualify for free and reduced lunch. The planning focuses on securing funding for college. AmeriCorps volunteers will assist these students and their families in determining education costs and available funding, creating a timeline for securing funds, seeking out credible funding sources, completing the FAFSA, and producing quality scholarship applications. AmeriCorps volunteers will provide support through one-to-one and small group meetings and through workshops available to targeted students and all District students and families. Classes and workshops available to all District families, in addition to targeted students, will be scheduled during evening hours at each of the centers during SY 2016-17.

FRC staff also began collaborating with School Health Services and Banner Health in June 2016 to host a Mobile Health Unit for families in need of health care. The unit is available twice monthly at Pueblo High Magnet School and provides free health care to those without insurance or without a medical home. The unit provides immunizations, sports physicals, and general medical care for all members of the community from birth until death. While still in the preliminary stage of planning, the intent is to offer the service at the Catalina center once per month, as the unit has availability at this time. The District will coordinate with Banner Health to schedule the service at the remaining centers.

## **F. Tracking Family Resources**

The District purchased a new student information system for use beginning in SY 2016-17. As a result, Technology Services was unable to make any changes to the older system in SY 2015-16, and tracking the families using the family engagement services continued through manual sign-in sheets. Family Engagement and Community Outreach staff met with Technology Services on January 26 and February 1, 2016, to discuss creating an online system for tracking FRC use across

all locations. Technology Services projected that the tracking system will be completed during the 2017 spring semester.

## **G. Translation and Interpretation Services**

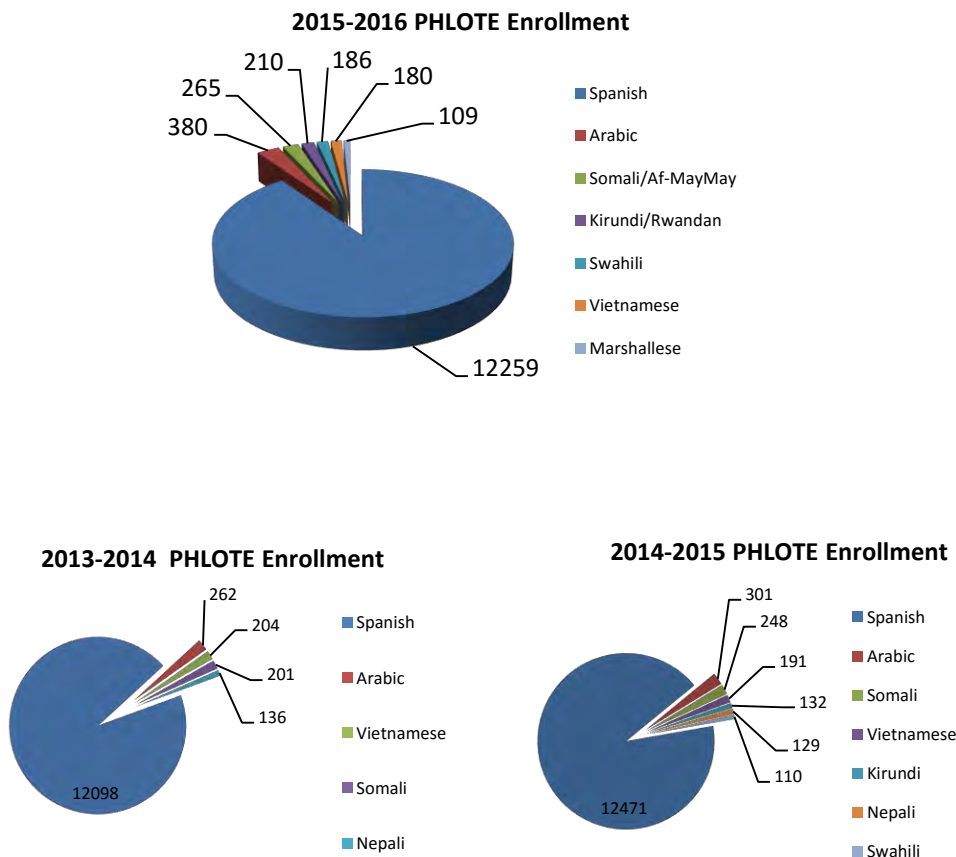
During the 2015-16 school year, the District continued to support families and students with primary languages other than English. The District ensured that these stakeholders had meaningful access to information about the support and services available throughout the District. To offer this support, the District provided interpretation and translation services in all major languages and communicated the availability of these services directly to families and the community. The District also ensured that site administrators were aware of the services and how to access them for families. The following information details the efforts made by the District in these areas.

### **1. Identification of Major Languages**

A “major language” is identified when 100 or more students share the same foreign language as their primary home language. Each year at the 40th and 100th days of enrollment, the District completes an analysis to identify those families with a primary home language other than English (PHLOTE). The District monitors enrollment to provide interpreter and translation services in the identified major languages. The 2015-16 analysis identified 102 languages spoken by District students (***Appendix VII - 20, 15-16 PHLOTE Languages by Enrollment***). Of those, seven qualified as a major language. The District provided interpreters and translators for those major languages, as necessary, to support those families and their access to educational information.

The following pie charts reflect the enrollment of students whose primary home language is not English and their respective major languages for the last three years:

**Figure 7.2: Multi-Year PHLOTE Enrollment**



A three-year comparison found that the Nepali language was no longer considered a major language in 2015-16. The number of students with primary home languages of Swahili, Kirundi, and Marshallese increased in enrollment, and those languages were considered major languages in 2015-16 (*Appendix VII - 21, Major Languages Spoken 2013-2016*).

## 2. Identification of External Support Services for Non-English Speaking Families

The numerous different languages presented a challenge for ensuring that all families had meaningful access to educational information regarding their children and that English language learners were well supported in academic settings. The District recognized that many of these families were in need of external support services and took additional steps to identify outside resources that could provide social support. A list obtained from the State of Arizona Social Services included

thirteen agencies or organizations that provide services for those non-English speaking families in particular (*Appendix VII - 22, List of Social Service Agencies 15-16 SY*). The list allowed the District to inform parents about available services and quickly refer them to other organizations that might provide support.

### **3. Translation of Essential Documents**

Updated every year, the *Guidelines for Students Rights and Responsibilities* (GSRR) outlines disciplinary policies and other important school policy information for students and parents. Once the English version is approved by the District's Governing Board, the document is submitted for translation. On July 23, 2015, the District submitted the approved English version for the 2015-16 school year for translation. Annual changes to the GSRR require careful and precise comparison to the previous year's document. Spanish, the most frequently needed translation, is the highest priority, and the District had it translated and returned for publication by August 6, 2015.

By December 15, 2015, the District completed translations of the guidelines for most of its major languages, including Spanish, Arabic, Somali, and Vietnamese. The District delayed translations of Kirundi, Swahili, and Marshallese due to the lack of qualified translators in these languages. While the District had a Marshallese translator at the beginning of the 2015-2016 school year, that individual resigned, and the District is still searching for a replacement. At the end of the third quarter, the District obtained the services of Swahili and Kirundi translators, who have been working on translations of the GSRR in these languages. The District also provided timely translation, upon request, of the guidelines and related documents for families who speak lower-incidence languages.

As a result of revisions to various district forms, the District translated the following forms into all major languages, with the exception of Marshallese:

- Open enrollment
- Transportation brochure
- Informational Guide (School Catalog)
- McKinney Vento information

In addition, the District translated health, Gifted and Talented Education, and other forms; PowerPoint presentations; and transcripts, district policies, and many



other documents. The District's Meaningful Access Department translated 6,111 pages into the various languages the District serves, averaging 34 pages per day (*Appendix VII - 23, 15-16 SY List of Translated Documents*).

#### **4. Interpretation and Translation Services**

The District provided 3,088 interpretation and translation services during the 180 school days of the 2015-16 school year in individual and group settings, averaging seventeen events per day throughout the school year (*Appendix VII - 24, 15-16 I-T Services - Events*). Included in that number were 1,903 individual interpretation events such as discipline hearings, parent conferences or Exceptional Education student meetings, averaging eleven events per day. *Id.* Also included were 259 group interpretation events such as quarterly information events or Governing Board meetings. These group events averaged 1.4 events per day. *Id.*

In addition to the interpretation services, the District provided 1,185 translations of written documents, averaging approximately seven per day. *Id.* All other documents required translation in other languages. 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 80 interpretations events. *Id.*

#### **5. Staff Professional Development**

On September 3, 2015, during the first Instructional Leadership Academy of the 2015-2016 school year, the District presented information regarding the process used to request interpretation or translation services to all principals and all assistant principals. The District also informed all administrators of the process and procedures related to the enrollment of new students and families who speak a language other than English (*Appendix VII - 25, Meaningful Access PowerPoint*).

#### **6. District Online Professional Development System**

The District made an additional effort to identify and train bilingual staff working in the District to ensure they have basic knowledge related to minimum requirements from the Office for Civil Rights and to provide interpretation and

translation services for routine matters in District schools. Through this online training, bilingual personnel were instructed about local, state, and federal laws as they relate to English language learners and Limited English Proficiency persons (*Appendix VII - 26, Bilingual Staff Training List*).

## 7. Information through ParentLink

The District provided telephone communication through its ParentLink system to contact parents with limited English about important dates, reminders, and other information related to the District, its schools, and its students, including attendance, grades, behavior, or after-school tutoring. This system currently provides communication in English and Spanish, but the District hopes to offer this service to the rest of its major languages.

## H. 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.

See *Appendix VII - 27, VII.E.1.a - Explanation of Responsibilities* which contains job descriptions and a report of all persons hired and assigned to fulfill the requirements of this section by name, job title, previous job title, others considered, and credentials.

VII(E)(1)(b) Copies of all assessments, analyses, and plans developed pursuant to the requirements of this section.

There were no revisions to the Family and Community Engagement Plan for the 2015 - 2016 school year

See *Appendix VII - 7, VII.E.1.b Family Engagement Surveys* to view assessments used for the 2015 – 2016 school year.

VII(E)(1)(c) Copies of all policies and procedures amended pursuant to the requirements of this Section.

There were no amendments to policies or procedures for the 2015-2016 school year.

VII(E)(1)(d) Analyses of the scope and effectiveness of services provided by the Family Center(s).

See ***Appendix VII - 28, VII.E.1.d. Analyses Scope of Effectiveness*** to view Family Center services provided for the 2015 - 2016 school year.

## VIII. Extracurricular Activities

The District recognizes that extracurricular activities at the elementary and high school levels benefit students in a broad range of ways and constitute an important element of the overall educational experience. Participation in extracurricular activities, which include athletics, fine arts, and clubs, enhances academic success and provides training for future leaders as productive members of the community.

Accordingly, it is an important goal for the District (a) to provide all students with equitable opportunities to participate in extracurricular activities regardless of race, ethnicity, or English language learner (ELL) status; and (b) to promote diversity in extracurricular activities, bringing students of all races and cultures together in positive settings of shared interest. Thus, the District provides a wide range of extracurricular activities at each school so that students may participate in sports, develop leadership skills, and pursue extracurricular interests and programs. After-school tutoring, where offered, is available on an equitable basis. Finally, the District provides transportation to support student participation in extracurricular activities.

As part of its commitment to evidence-based decision making, the District monitors and reports on student participation in extracurricular activities, allowing the District to ensure that its approach to extracurricular availability and diversity is effective. This section reports on these activities for the 2015-16 school year, which focused on expanding opportunities for participation in extracurricular activities; conducting surveys; tutoring students; and training coaches, sponsors, and students in creating a positive culture and climate on athletic teams. These activities all align with the elements of Section VIII of the Unitary Status Plan (USP).<sup>128</sup>

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<sup>128</sup> The USP requires the District to ensure that extracurricular activities for its African American, Latino, and English language learners (ELL) students include sports and activities that develop leadership skills and programs corresponding to a variety of curricular interests. The District also must ensure that extracurricular activities provide opportunities for interracial contact in positive settings of shared interest for all students (USP§ VIII (A)(1-5)). Additionally, the USP requires the District to offer a range of extracurricular activities, which might include after-school tutoring, in an equitable manner that is supported by transportation (USP VIII (A)). The USP also directs TUSD to monitor and report on student participation in extracurricular activities.

The mission of the District's Interscholastics Department is to provide equal access to extracurricular activities to enrich the mental, physical, and emotional well-being of all students. By providing equal access to activities and competitive opportunities, students' lives are enriched by the lifelong values of sportsmanship, leadership, teamwork integrity, and commitment.

## **A. Diversity and Equal Access**

The District recognizes diversity as an asset for all stakeholders. It is committed to institutionalizing processes that promote diversity to create positive impacts for the TUSD community as a whole. The District embraces diversity, in part through extracurricular activities, providing opportunities for students with shared interests to participate in positive settings where each student's culture and ethnicity are embraced.

Data collected by the District show an increase in participation from K-8 through high school for student athletic participation and clubs. Based on the data, extracurricular activities appear to appeal to a wide range of students in TUSD. The District's efforts ensure that all students have equal access to these activities and enjoy the benefits associated with being involved in clubs, fine arts, and athletics.

### **1. District-Wide Participation**

District-wide, 11,256 students participated in extracurricular activities in SY 2015-16, a significant increase compared to the previous two years, as shown in Table 8.1.<sup>129</sup>

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<sup>129</sup> Table 8.1 provides unduplicated student counts for students participating in extracurricular activities. This means that students are only counted once. These numbers differ, therefore, from the tables presented in Report VIII.C.1, where students may be counted multiple times.

**Table 8.1: Students Participating in at Least One Extracurricular Activity (Athletics, Fine Arts, Clubs) - Unduplicated Student Counts**

Year	Grade	White		African American		Hispanic		Native American		Asian/Pacific Islander		Multi-racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	
2015-16	K-8	1,400	26%	500	9%	3,147	57%	153	3%	71	1%	205	4%	5,476
	HS	1,590	28%	527	9%	3,160	55%	139	2%	171	3%	193	3%	5,780
	<b>Total</b>	<b>2,990</b>	<b>27%</b>	<b>1,027</b>	<b>9%</b>	<b>6,307</b>	<b>56%</b>	<b>292</b>	<b>3%</b>	<b>242</b>	<b>2%</b>	<b>398</b>	<b>4%</b>	<b>11,256</b>
2014-15	K-8	448	20%	249	11%	1,389	61%	78	3%	32	1%	70	3%	2,266
	HS	1,505	28%	533	10%	2,895	54%	96	2%	136	3%	177	3%	5,342
	<b>Total</b>	<b>1,953</b>	<b>26%</b>	<b>782</b>	<b>10%</b>	<b>4,284</b>	<b>56%</b>	<b>174</b>	<b>2%</b>	<b>168</b>	<b>2%</b>	<b>247</b>	<b>3%</b>	<b>7,608</b>
2013-14	K-8	520	21%	239	10%	1,471	60%	90	4%	38	2%	75	3%	2,433
	HS	1,697	31%	536	10%	2,849	52%	104	2%	140	3%	175	3%	5,501
	<b>Total</b>	<b>2,217</b>	<b>28%</b>	<b>775</b>	<b>10%</b>	<b>4,320</b>	<b>54%</b>	<b>194</b>	<b>2%</b>	<b>178</b>	<b>2%</b>	<b>250</b>	<b>3%</b>	<b>7,934</b>

The number of African American and Hispanic students involved in these activities also increased. In SY 2013-14, 775 African American students participated, compared to 1,027 students in SY 2015-16. Hispanic students showed an even larger increase in involvement, with 6,307 students participating in extracurricular activities in SY 2015-16 compared to 4,320 students in SY 2013-14—an increase of almost 2,000 Hispanic students over a two-year span. The largest increase in student participation has been at the K-8 level. Comparing the District’s enrollment by ethnicity to the enrollment in an extracurricular activity, African American students participated at a 9 percent rate. Hispanic students participated at a rate of 56 percent, including the ELL students. African American students made up 9 percent of District enrollment, while Hispanic students made up 61 percent (*Appendix II - 4, II.K.1.a. TUSD Enrollment-40<sup>th</sup> day*).

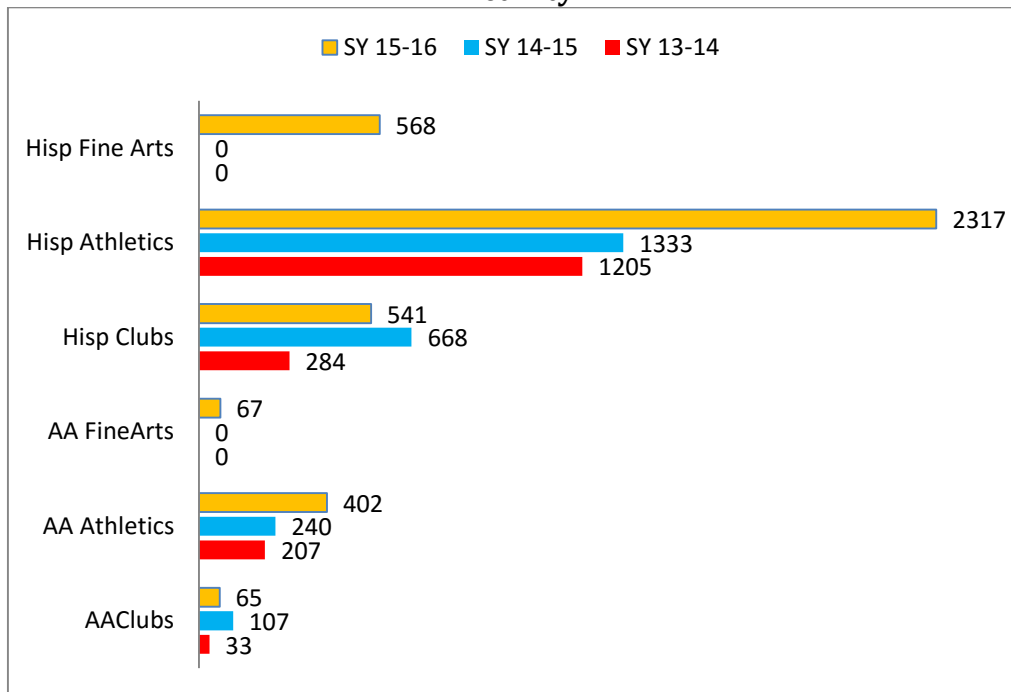
## 2. K-8 Participation

As shown in Table 8.1, above, overall participation in K-8 activities grew compared to previous years. Participation in SY 2015-16 increased 125 percent over SY 2013-14 totals. Included in these numbers for the first time are students who participated in extracurricular fine arts. Almost 1,000 K-8 students participated in K-8 fine arts activities (*Appendix VIII - 1, VIII.C.1. Extracurricular Activities*).<sup>130</sup> The dramatic increase in these numbers as shown in this new

<sup>130</sup> In previous years, it was not possible to distinguish student participation in fine arts from other reported categories.

category reflected not only the increased effort to promote these activities at school sites, but also improvements in the collection and reporting of the data through better office staff training. Graph 8.2, below, shows the change in the number of African American and Hispanic students participating in each of the three K-8 activities over a three-year period.

**Graph 8.2: K-8 African American and Hispanic Extracurricular Participation by Activity**



Both African American and Hispanic student participation increased in athletics. Nearly 1,000 more Hispanic students participated in K-8 athletics than they did in SY 2014-15—a 74 percent rise. Similarly, participation in K-8 athletics increased by 68 percent for African American students. *Id.* This increase primarily stems from better data collection efforts at the elementary and K-8 schools. The District will closely monitor data collection to ensure that any future growth will stem from increases in student participation.

African American and Hispanic student participation in K-8 clubs decreased compared to 2014-15, possibly due in part to the fact that some activities were re-categorized as fine or performing arts. Clubs included a wide variety of activities such as chess, science, National Junior Honor Society, and gardening. Boosting

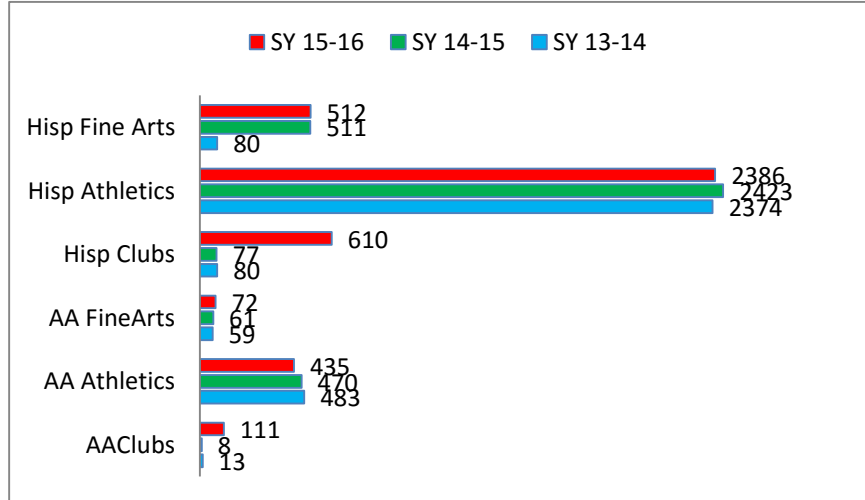
African American and Hispanic student participation in these and other club activities will be a focus for SY 2016-17.

### 3. High School Participation

Overall, student participation in high school extracurricular activities remained stable, with more than 5,300 students participating in each of the past three years. Hispanic student participation increased by 11 percent, from 2,849 students in 2013-14 to 3,160 students in 2015-16. African American participation remained stable (see Table 8.1).

When broken down by activity, as shown in Graph 8.3, below, it is clear that participation increased in high school clubs for both African American and Hispanic students and to a lesser extent in high school fine arts for African American students. High school clubs include a wide variety of organizations, from astronomy to student council. Participation in high school athletics for both groups declined (*Appendix VIII - 2, VIII.C.1. Extracurricular Activities*).

**Graph 8.3: HS African American and Hispanic Extracurricular Participation by Activity**

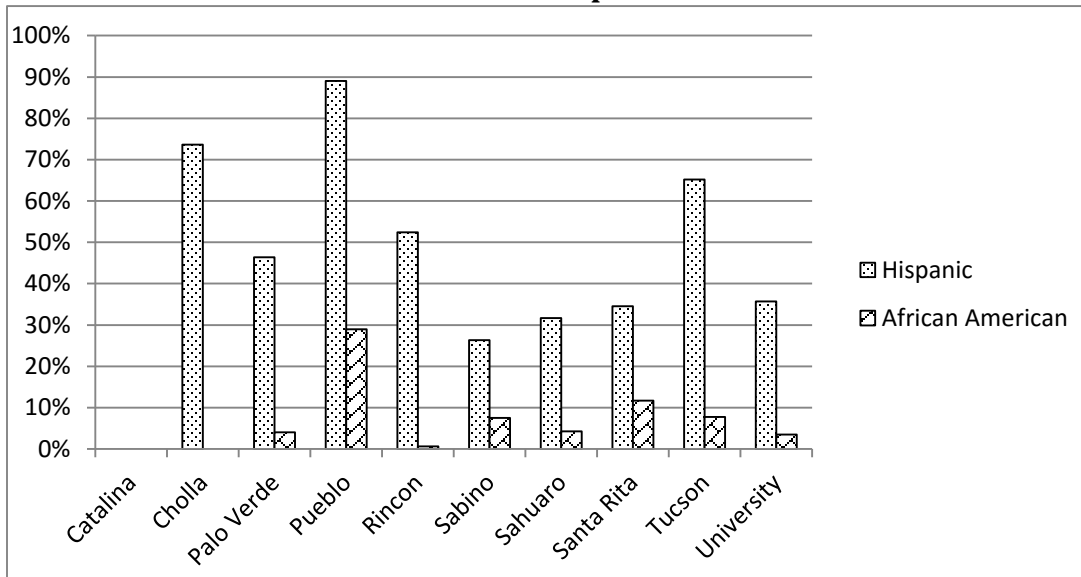


The District recognizes the need to promote high school clubs and fine arts and to improve recruitment in athletic activities. Graph 8.4, below, shows the participation of African American and Hispanic high school students in clubs and fine arts. The data highlight the need to improve data collection at some high



schools, and the District is committed to making those improvements for the 2016-17 school year.

**Graph 8.4: African American and Hispanic HS Participation in Clubs & Fine Arts ELL Participation**



In a concerted effort to increase ELL student participation in extracurricular activities, the District created advertisements that encouraged ELL involvement and translated the advertised flyers from English to Spanish and Swahili (**Appendix VIII - 2, ELLFlyer15-16** and **Appendix VIII - 3, ELLflyer15-16swa**).

Table 8.5, below, shows the total unduplicated number of ELL students participating in extracurricular activities by grade level.<sup>131</sup> The number of ELLs participating in extracurricular activities increased by 17 percent from 2014-15 (174 students) to 2015-16 (204 students). Hispanic ELL participation rose by 30 percent from 2014-15; African American ELL students did not have a comparable level of growth. The District will continue to research effective strategies to attract these and other ELL students to extracurricular activities.

<sup>131</sup> Table 8.5 provides unduplicated student counts for ELL students participating in extracurricular activities. This means that students are only counted once. These numbers differ, therefore, from the tables presented in Report VIII.C.1, where students may be counted multiple times.

**Table 8.5: ELL Students Participating in at Least One Extracurricular Activity (Athletics, Fine Arts, Clubs) - Unduplicated Student Counts**

Year	Grade	White		African American		Hispanic		Native American		Asian/Pacific Islander		Multi-racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	N
2015-16	K-8	10	5%	15	8%	155	84%	0	0%	4	2%	1	1%	185
	HS	0	0%	4	21%	12	63%	0	0%	3	16%	0	0%	19
	<b>Total</b>	<b>10</b>	<b>5%</b>	<b>19</b>	<b>9%</b>	<b>167</b>	<b>82%</b>	<b>0</b>	<b>0%</b>	<b>7</b>	<b>3%</b>	<b>1</b>	<b>0%</b>	<b>204</b>
2014-15	K-8	2	2%	15	16%	75	80%	0	0%	2	2%	0	0%	94
	HS	5	6%	15	19%	53	66%	1	1%	0	0%	6	8%	80
	<b>Total</b>	<b>7</b>	<b>4%</b>	<b>30</b>	<b>17%</b>	<b>128</b>	<b>74%</b>	<b>1</b>	<b>1%</b>	<b>2</b>	<b>1%</b>	<b>6</b>	<b>3%</b>	<b>174</b>
2013-14	K-8	2	2%	9	10%	72	81%	1	1%	0	0%	5	6%	89
	HS	6	7%	26	29%	54	60%	0	0	4	4%	0	0%	90
	<b>Total</b>	<b>8</b>	<b>4%</b>	<b>35</b>	<b>20%</b>	<b>126</b>	<b>70%</b>	<b>1</b>	<b>1%</b>	<b>4</b>	<b>2%</b>	<b>5</b>	<b>3%</b>	<b>179</b>

## B. Extracurricular Tutoring

### 1. Equitable Access

The District is committed to providing equitable access to tutorial services for all students and will continue to provide certified tutors to work alongside volunteers to meet the needs of the District's students. In SY 2015-16, TUSD provided and offered many types of tutoring at 75 of its schools. These included 21<sup>st</sup> Century, State Tutoring, Magnet Funded, Title I Funded, and Site After-School Tutoring programs, and the pilot program, Interscholastics Tutoring. The District plans to expand the Interscholastics Tutoring program to all high schools and several middle schools. The middle school tutoring will be determined by the greatest need for African American and Hispanic students (*Appendix VIII - 4, Tutoring Programs by School*).

Nine of the District's schools reported no tutoring offerings for students before or after school. The District is dedicated to working with each principal to assess their needs and help establish before- or after-school tutoring using one of the aforementioned funding sources. Many high schools establish study tables for students involved in extracurricular after-school activities to assist students with homework and make-up work. Pueblo Magnet, Catalina, Tucson, and Palo Verde

high schools all reported that they offered these programs on their campuses during the 2015-16 school year. Coaching staff for the sports teams generally conducted and supervised these study tables.

## **2. Tutoring Pilot Program**

The District worked to increase the certified tutors by developing Interscholastics Tutoring in the 2015-16 school year and designed the program to highlight the goals and expectations of both the student and tutor. The District chose five schools to participate in the program: Doolen and Vail middle schools and Catalina, Pueblo, and Sahuaro high schools.

In the spring of 2016, the District hired certified teachers to serve as tutors to help students maintain, gain, or regain eligibility so they could participate in sports or other activities. Due to spring implementation and some communication challenges on campuses, only a few students participated.

Learning from the challenges of the pilot, the District established the Interscholastics Tutoring program for SY 2016-17. The District goal is to expand this program at the high school and middle school levels, particularly at those middle schools that do not currently have tutoring on their campuses, including Pistor Middle School and Roberts-Naylor and Hollinger K-8 schools. The District also updated its job description for the tutors to include collaboration with the athletic administration to recruit students with a focus on targeted groups. The District will begin the advertising process for the tutors in August of SY 2016-17.

## **C. Leadership Training**

Research shows that students help create a positive culture and climate on their campuses through their extracurricular participation. The District offered its students and coaches innovative training and leadership seminars to ensure that extracurricular activities provide opportunities for interracial contact in positive settings.

In SY 2015-2016, the programs offered included the Captain's Academy (students), the 3-Dimension Coaching Training (coaches), and the Arizona

Interscholastics Association Pursuing Victory with Honor, or PVWH (students and coaches). The District focused on increasing the number of African American and Hispanic students in leadership clubs on its campuses, particularly in the high schools, and recruited participants through student announcements and school websites. In Table 8.6, below, the Future Business Leadership Association (FBLA) and Student Council were the two programs that attracted the most African American and Hispanic students. In the 2016-17 school year, the District will expand its outreach to students by sending information home, advertising during assemblies and athletic events, and posting daily announcements and activities on school websites.

**Table 8.6: Student Participation in Leadership Programs<sup>132</sup>**

	White	African American	Hispanic	Native American	Asian/PI	Multi-race	Total
<b>DECA Club</b>	1	0	3	1	0	0	5
<b>FBLA</b>	37	41	70	5	4	2	159
<b>HSNHS</b>	11	1	2	0	1	0	15
<b>Skills USA</b>	18	1	27	1	0	1	48
<b>Student Council</b>	77	28	166	2	9	7	289

The District expanded the Captain's Academy to the middle schools in SY 2015-16. In January 2016, the District held the high school Captain's Academy at TUSD's Duffy Center; 45 students from the District's ten high schools participated. Of the 45 students in attendance, 22 (46 percent) were Hispanic, nine (20 percent) were classified as ELL, and five (11 percent) were African American (*Appendix VIII - 5, Captacaddata2016*).

The high school Captain's Academy training encouraged the high school captains to work with the middle and elementary school students in their Captain's Academy. However, the challenge of securing a facility large enough for this collaboration soon became apparent. Thus, the District decided to postpone the

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<sup>132</sup> DECA: prepares students for careers in marketing, finance, hospitality and management; FBLA: prepares students for business and business-related careers; HSNHS (High School National Honor Society): honors high academic achievement by students; Skills USA: works with schools to ensure a skilled work force; and Student Council: supports student government and leadership positions.

elementary Captain's Academy session and planned a combined middle and high school academy.

This combined Captain's Academy event, the Harbor Experience, was held on April 20, 2016, at Catalina High School. The Harbor is a group of young professionals and entrepreneurs who tour the country and give seminars to school-aged students. This group facilitated sessions on character development, culture and climate on the campuses, and leadership opportunities through real-world life lessons.

During the District event, the speakers provided the student leaders with critical thinking questions to discuss at their campuses. The Harbor Experience and the expertise of the speakers inspired the TUSD student leaders to be extraordinary. It motivated students to change the culture of their school, taught others how to start and maintain successful school clubs or outside organizations, and showed how to give back to the homeless and less fortunate across the country.

A total of 346 high school and middle school student leaders attended the Harbor Experience. Of those, 66 percent were members of the District's target group of African American and Hispanic students. Eleven African American and 76 Hispanic students from the following high schools attended: Cholla, Sabino, Sahuaro, and Tucson high schools. Middle schools listed twenty African American students and 145 Hispanic students participating from Dietz, Booth-Fickett, C.E Rose, and Hollinger K-8 and Mansfeld Magnet, Doolen, and Valencia middle schools. Several other schools participated but did not submit data (Pueblo and Catalina high schools and Magee Middle School).

### **1. Coaches**

Trained coaches who understand the importance of establishing a fun-filled and stress-free atmosphere that keeps students engaged increases a sport's ability to have a positive impact. The District is committed to providing a positive extracurricular experience for all students by providing appropriate training and support for its coaches and by hiring a diverse and qualified athletic staff. Of the 261 coaches employed by the District in SY 2015-16, 87 (33 percent) were Hispanic and 50 (19 percent) were African American (*Appendix VIII - 6, Extracurricular Coaches Race-Ethnicity*).

The District continued requiring all paid coaches to take part in 3-Dimensional Coaching, which focuses on student welfare rather than wins and losses. The impact of this training on the District's coaches was encouraging. Only two coaches—and none in the first two sport seasons—were ejected from their contests for inappropriate behavior, compared to seven in SY 2014-15 and eleven in SY 2013-14. These numbers showed a significant difference in how the District's coaches are becoming the role models that the parents and community expect them to be.

Finally, the Arizona Interscholastic Association (AIA) Pursuing Victory with Honor program evolved from a character education program to one that embraces a healthy sport experience as the defining feature of interscholastic athletics. The AIA believes that the PVWH program will continue to increase awareness, educate, and galvanize efforts to develop a healthy sport community. The program evolves around the Six Pillars of Character<sup>133</sup>: trustworthiness, fairness, caring, respect, responsibility, and citizenship. In the 2015-16 school year, the District had nine member high schools that subscribed to the PVWH.<sup>134</sup> Coaches and activity sponsors were required to adhere to the core values in the program. Additionally, the AIA executive director embarks on a statewide training session for districts and individual schools every two years, and TUSD is in line to receive this training in SY 2016-17 for its administrators, coaches, and sponsors.

#### **D. Collaboration with Transportation**

To provide efficient transportation for student participants, the Interscholastics and Transportation departments met on December 14, 2015, to ensure continued equitable access for all students interested in extracurricular activities. As reported in the 2014-2015 Annual Report, the Transportation Department committed to supporting extracurricular activities by providing activity buses to all integrated and magnet schools. The department audited its activity buses in September 2014 and contacted all integrated and magnet schools without activity buses to inquire if they needed them. Late activities for most schools

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<sup>133</sup> Character Counts, Josephson Institute of Ethics.

<sup>134</sup> Catalina, Cholla, Palo Verde, Pueblo, Rincon/University, Sabino, Sahuaro, Santa Rita, and Tucson high 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 - 9, Activity Bus List by School**).

The District will continue to work interdepartmentally to improve the availability of extracurricular buses during the times and location that fit the needs of the students.

### **1. Parent and Student Surveys**

The District is committed to increasing the participation in its parent surveys (**Appendix VIII - 7, Parent Survey 2016**). The District posted its TUSD Interscholastic/Academic Parent Survey on the TUSD website and used SurveyMonkey, but those efforts yielded few respondents. For the 2016-17 school year, the District plans to expand communication about the surveys to the District's ParentLink. The District began to implement this suggestion by drafting a notice to parents, encouraging them to visit the online site to take part in the survey. The message reads in part:

*Parents, We at TUSD offer a wide range of extracurricular activities at your child's school. We encourage our students to stay active, participate, learn leadership skills and make life-long friends through these activities. However, we want to know how we are doing and we need your help. Please visit our TUSD Interscholastics Department Website and take part in a five question survey. We want to know how we can provide the best extracurricular activities for your child. You can also call us at 520-232-8650 to answer any questions about your child's school offering. Thank you.*

The District is also committed to continuing the effort to include student participants in the survey. The Interscholastics Department will attend school open houses and parent-teacher conferences and will work with schools for on-site survey completion in hopes of increasing these numbers.

## **E. 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.

The data required in Section VIII (C)(1) is contained in **Appendix VIII - 2, VIII.C.1 Extracurricular Activities** and reflects student participation data disaggregated by activity, race/ethnicity, and ELL status.



## **IX. Facilities and Technology**

A principal continuing goal for the District is to maintain facilities and technology by allocating funds and resources for those services in a race-neutral manner, eliminating the possibility of race-based disparities in the quality of its physical and technological infrastructure and ensuring that all students have access to a fairly distributed and adequate physical learning environment. As a part of its commitment to evidence-based decision making, the District has developed a series of indices to measure the condition of facilities, their suitability for education, and level of technological currency. The District reviews and updates these indices regularly to ensure that current conditions are appropriately captured. The data developed from the indices in turn guide the District in the administration of two major planning documents: the Multi-Year Facilities Plan and the Multi-Year Technology Plan. The District revises both documents on a biannual basis to prioritize and allocate funds for maintenance, repair, and upgrades.

This section describes the District's activities in SY 2015-16 in the areas of facilities and technology and discusses TUSD's continuing use of reliable evidence to guide decision making to ensure adherence to the District's equitable goals and Unitary Status Plan (USP) requirements.

### **A. Multi-Year Facilities Plan**

For several years, the District has used a Facilities Conditions Index (FCI) rating system to document the condition of the District's school facilities. The FCI provides an overall composite condition rating of the facility. The FCI scores the condition of facility components, including grounds, using a rating scale from one (low) to five (high). The composite score is based on a percentage regarding the condition of facility components: grounds (5 percent), parking (5 percent), roofing (20 percent), building structures (30 percent), building systems (20 percent), special systems, (5 percent) and technology/communications systems (15 percent).

The FCI provides insight into the comparative condition of schools but does not address the quality or appropriateness of the design. To that end, the District developed 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 allows 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 ESS and FCI scores are the basic data used in administering the Multi-Year Facilities Plan (MYFP). The current MYFP, available on the District's website and attached hereto, provides an equitable framework for prioritizing short-term and long-term needs for facilities (**Appendix IX - 1, IX.C.1.d - MYFP**). The MYFP generally assigns priorities in the following order: (1) resolution of health and safety issues at any school, (2) schools that score below 2.0 on the FCI or below the District average on the ESS, and (3) racially concentrated schools that score below 2.5 on the FCI. These priorities align with the guidance provided by the USP.

The District completed the Multi-Year Facilities Plan<sup>135</sup> and the ESS evaluation in February 2015 and will update both during SY 2016-17. Because the last FCI update was in 2014, the District updated it in 2016, as scheduled, and adjusted the index to reflect approximately fifteen changes to facilities, including the repurposing of some sites, the sale of portables, and configuration changes. The process was extensive because small structure changes can invalidate the FCI spreadsheet formulas, and the Facilities team needed to check and adjust each formula as necessary (**Appendix IX - 2, IX.C.1.a. FCI Formatting Changes**). The District then updated the FCI to reflect the current conditions of each site (**Appendix IX - 3, IX.C.1.b FCI Analyses 2015-16**).

The Facilities Department created a project list as part of the Multi-Year Facilities Plan. Projects completed from that list in the 2015-2016 school year included roof renovations at Pueblo Gardens, Bonillas, Van Buskirk, and Miller

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<sup>135</sup> The USP requires the District to create a Multi-Year Facilities Plan based upon information gathered and analyzed through the FCI and the ESS.

schools. Additional projects included parking lot renovations at Bonillas, Pueblo Gardens, and Miller. Following the flowchart in the Multi-Year Facilities Plan for safety concerns, the District also completed a number of small projects funded by the School Facilities Board to address these issues. Additionally, the Energy Reduction Projects resulted in new lighting systems, mechanical systems, and energy control management.

Also as part of the MYFP, the Architecture and Engineering team evaluated indices that trended down due to accelerated worsening conditions of the buildings, playgrounds, parking lots, and other infrastructure resulting from use or weather. The team used the assessments performed while developing a District Master Facilities Plan to validate the scores for HVAC, Roofing, and Special Systems (fire, access, intercoms, and safety) categories. In some cases, specifically roofing, the District's reevaluation often moved indices up due to TUSD's preventive maintenance programs.

When the District initially created the FCI, it did not have a Technology Condition Index (TCI).<sup>136</sup> Technology communications systems are now evaluated by the TCI, a duplication in the FCI. Accordingly, the Architecture and Engineering team reduced the weight given to the communication category from 15 percent to 5 percent, with the 5 percent reflecting the facility-related responsibilities rather than the technology infrastructure. The team then increased the Grounds category, which includes playgrounds and athletic fields, from 5 percent to 10 percent. Although revisions to these weights are not significant, they are more accurate.

The District will continue to use the FCI and the Multi-Year Facilities Plan to identify the schools with the most urgent repairs and complete these repairs with available capital funds as allocated by the State of Arizona. Funding these expenditures is challenging, as the state has reduced the District's capital funding by \$100 million over the last eight years (***Appendix IX - 4, TUSD Capital Funding Last Eight Years***).

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<sup>136</sup> The USP requires the District to create a Multi-Year Technology Plan based upon information gathered and analyzed through the TCI.

## **B. Multi-Year Technology Plan**

The Multi-Year Technology Plan (MYTP) guides the District's enhancements and improvements to technology and assists in establishing priorities for maintenance and replacements to ensure equitable access to technology, particularly in racially concentrated schools. In addition, the plan sets priorities for teacher training on the effective use of technology (hardware and software) in the classroom. The District develops the plan using an analysis of the TCI.

### **1. Technology Conditions Index**

The TCI composite score rates each school based on the school's hardware devices and teacher technology proficiency. The overall TCI composite rating for the District increased from 3.7 in the 2014-15 school year to 3.9 for the 2015-16 school year, growing overall by 6 percent (*Appendix IX - 5, IX.C.1.b TCI Analyses 2015-16*). The District attributed the growth primarily to two factors: new device upgrades and improvements in teacher proficiency with technology. The District increased the number of available laptops for use in the classrooms at schools identified as racially concentrated and elementary schools. Based on the results of the SY 2014-15 TCI, the District funded these additional student laptops and computer lab desktops from desegregation funds as approved in the budget reallocation process. As the District deployed new devices to the approved campuses, it identified and excluded "legacy" hardware, which TUSD procured during the 2005-08 school years, from the TCI inventory. The legacy hardware did not meet the minimum Arizona Department of Education specifications for conducting AzMERIT online testing and were no longer deemed to be within acceptable limits of current software platforms. The second contributing factor was an overall increase in teacher technology proficiency from 3.9 in the 2014-15 school year to 4.1 in the 2015-16 school year for an overall growth of 7 percent.

Although the District saw overall improvement in the TCI, some campuses experienced slight declines in their TCI scores from SY 2014-15 due to a decrease in their teacher technology proficiency. The schools that were impacted included Maldonado and Ochoa elementary schools, Mary Belle McCorkle Academy of Excellence K-8, Roberts-Naylor K-8, C.E. Rose K-8, Mary Meredith K-12, and Sabino and Santa Rita high schools. The removal of the legacy hardware and a slight

decrease in teacher technology proficiency lowered the TCI classroom scores for Pueblo, Rincon, Tucson, and University high schools.

In the 2014-2015 school year, only seventeen of the 36 racially concentrated schools rated above the TCI district average; by the end of 2015-16, the District had increased this number to 30 schools. In SY 2015-16, 34 of 50 non-racially concentrated schools exceeded the TCI district average, up from 29 schools in 2014-15. The TCI score for racially concentrated schools grew by 77 percent compared to those for the non-racially concentrated schools, which increased by 17 percent between SY 2014-15 and SY 2015-16 (see Table 9.1 below). The District attributed this increase to the approved procurement in the 2014-15 school year of student laptops and desktops for those racially concentrated schools that fell below the TCI 2014-15 district average, together with the procurement of one Computers on Wheels (COW) housing 30 laptops for all elementary schools.

**Table 9.1: Number of Schools Above the TCI District Average**

<b>Campus Integration</b>	<b>2014-15 SY – Schools Above TCI District Avg.</b>	<b>2015-16 SY – Schools Above TCI District Avg.</b>	<b>% of Growth 2014-15 SY vs 2015-16 SY</b>
Racially Concentrated	17	30	77
Non-Racially Concentrated	29	34	17

## **2. District Technology Initiatives**

As the District prepared for state-mandated online assessments, SY 2015-16 was the first year in which most District campuses qualified to test online for the AzMERIT, and sixteen campuses chose to do so. The District also implemented for the first time quarterly benchmark assessments using SchoolCity, the District's new assessment software, and successfully conducted the required online quarterly benchmark testing for all students in grades 2-10 in English/language arts and math for the first three quarters. The District made an optional fourth quarter benchmark assessment available as well.

The District's software vendors for intervention monitoring also changed platforms for delivering content, moving from an on-site central server to all browser based. This fundamental change in content delivery allowed the District to

use less expensive “small form” laptop or tablet-like devices designed for browser-based processing and less local storage. The small-form devices will support the District’s digital transformation for teaching, learning, and assessment.

In spring 2016, the District identified desegregation funds to be reallocated in April for the 2015-16 school year. Identifying technology for the classroom as a priority, the District drafted a proposal to obtain a student-to-computer ratio of two to one. In collaboration with the Special Master and Plaintiffs, the District agreed upon the criteria for campuses to be eligible to receive additional educational technology devices. Selected campuses met one of the following three criteria: they were racially concentrated, had an achievement gap of 10 percent or greater for Hispanic and/or African American students compared to white students, or were a magnet school. The District utilized the TCI for the 2015-16 school year to calculate the number of educational technology devices for the campuses for COWs/laptops, document cameras for every classroom, replacement projectors, projector bulbs, and printer maintenance kits (**Appendix IX - 6, Technology Proposal 15-16SY (Part 1)**). The District’s Governing Board approved this proposal to purchase \$4.3 million of technology devices on May 9, 2016, and the District moved forward with the approved procurement process to ensure delivery of these devices by June 30, 2016.

The District identified a second opportunity for reallocating desegregation funds and again utilized the TCI to draft an educational technology device proposal, in collaboration with the Special Master and Plaintiffs, for a one-to-one student-to-laptop initiative at Booth-Fickett and Mansfeld Magnet campuses and 300 laptops for the Palo Verde Science, Technology, Engineering, Arts and Math (STEAM) program. The final proposal also included additional devices for ten campuses with a higher concentration of African American students, which had not been eligible in the first educational technology proposal (**Appendix IX - 7, Technology Proposal 15-16 (Part 2)**). The Governing Board approved this second proposal for \$1.18 million on June 9, 2016, and the District moved swiftly with the procurement process to ensure delivery of educational technology equipment by June 30, 2016. As a result of this action, the District’s STEM magnet campuses are better equipped to implement their programs, are more attractive to students and families, and can expand the scope of their magnet curriculum and pedagogy to better engage students.

### 3. Technology Training for Classroom Staff

During the 2015-2016 school year, the Instructional Technology Department focused on supporting the use of technology in classrooms in three primary ways: cultivating teacher experts who would support their colleagues' development of expertise and confidence in the use of technology in the classroom, developing online interactive whiteboard training, and supporting the implementation of online assessments.

The District continued the implementation of the Instructional Technology Department's Professional Development Plan as set forth in the 2014-15 Annual Report. The plan focused on developing teacher experts, known as teacher technology liaisons (TTLs), to help increase their colleagues' proficiency level in the use of instructional technology. To that end, each school site identified a teacher to work with and train colleagues in the use of technology in the classroom. These TTLs met with teachers in small groups, one on one, and in professional learning communities to provide ongoing and sustainable training in the most efficient manner.

In July 2015, the Instructional Technology Department organized schools into clusters for TTL training (*Appendix IX - 8, Table of Clusters*). The department divided the District into four geographic areas referred to as clusters. The four clusters are divided as follows:

**Table 9.2: Cluster Groups**

Cluster	Elementary	Secondary
1	13	8
2	14	8
3	13	8
4	11	9

*Id.*

The Instructional Technology Department further subdivided each cluster into secondary and elementary cohorts. *Id.* The District provided monthly training sessions for the TTLs by cohort to address the special needs of the different grade levels. The training locations were strategically identified for participant convenience as well as suitability of the facility (*Appendix IX - 9, Training Schedule and Agendas*).

As part of the training, teachers had the opportunity to observe TTLs modeling lessons and had access to online resources available through the Instructional Technology Department website. The TTLs maintained a record of their training through SharePoint, logging approximately 12,000 hours of instructional technology professional development in the 2015-16 school year (**Appendix IX - 10, TTL time entry**).

At the beginning of the school year, the Instructional Technology Department conducted a survey to measure the teachers' comfort level with technology and to identify training needs. The District added complexity and robustness to this survey and thereby raised the baseline teacher technology proficiency standard. This teacher proficiency survey informed the implementation and training objectives of instructional technology professional development provided to teachers by TTLs. Even campuses that did not reach the district average for teacher proficiency showed an overall increase of 8.59 percent in teacher proficiency from 2014-2015 to 2015-2016 (**Appendix IX - 11, Needs Survey**). In comparing the results of the teacher technology survey of 2014-2015 with 2015-2016, the District determined that teacher technology proficiency increased 5.9 percent from SY 2014-15 to SY 2015-16 (**Appendix IX - 12, Teacher Proficiency 14-15 and 15-16**).

An analysis of the needs assessment survey results guided the Instructional Technology Department in the development of training objectives to address teacher professional development needs (**Appendix IX - 9, Training Schedule and Agendas**). One of the highest priorities identified through the needs assessment survey was the need for interactive whiteboard technology training. Accordingly, the Instructional Technology Department initiated a partnership with the University of Arizona to create an online interactive whiteboard training class that was available to teachers through the District's online professional development portal, True North Logic (**Appendix IX - 13, Whiteboard Training**). The TTLs informed the teachers at their sites of the availability of this training.

The District implemented online benchmark testing during the 2015-2016 school year and began online testing at sixteen campuses for the state-mandated AzMERIT test. In support of this effort, the Instructional Technology Department helped develop assessments, trained teachers, and implemented these tests.



During June 2016, the Instructional Technology Department provided professional development on SuccessMaker, the district-wide math and reading intervention program. More than 200 teachers participated in this training, which was designed to provide an overview of the SuccessMaker software and instruction on how to use it to support math and English/language arts instruction in the classroom (**Appendix IX - 14, SuccessMaker Handout**).

### C. USP Reporting

IX(C)(1)(a) Copies of the amended: FCI, ESS, TCI;

The data required by section (IX)(C)(1)(a) is contained in **Appendices IX - 2, IX.C.1.a FCI Formatting Changes and IX - 15, TCI 2015-16 Composite Score**. This report contains a list of all FCI & TCI amendments made for the 2015 -2016 school year.

***There were no modifications made to the Educational Suitability Score (ESS) structure for the 2015 – 2016 school year.***

IX(C)(1)(b) A summary of the results and analyses conducted over the previous year for the following: FCI, ESS, TCI;

The summary results required in section (IX)(C)(1)(b) are contained in **Appendices IX - 16, IX.C.1.b – FCI analysis 2015-16, IX - 17, IX.C.1.b – ESS analysis 2015-16, and IX - 18, IX.C.1.b –TCI analysis 2015-16** for the 2015 – 2016 school year.

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;

See **Appendix IX - 19, IX.C.1.c Facility Support Staff 2015-16** for the 2015 – 2016 school year.

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;

See **Appendix IX -1, IX.C.1.d – MYFP 6.14.16 Final Plan** for a copy of the multi-year facilities plan.

***There were no changes made to the Multi-Year Technology Plan (MYTP) for the 2015 – 2016 school year.***

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;

The data required by section (IX)(C)(1)(e) is contained in **Appendix IX - 20, IX.C.1.e - Instructional Technology PD Training**. This report contains a table of all formal professional development opportunities offered for the 2015 - 2016 school year.

## **X. Accountability and Transparency**

The District's continuing commitment to integration, diversity, and racial equity requires decision making based on comprehensive, current data regarding students, teachers, and programs. This in turn requires the development and use of tools to collect, analyze, and report that data in a manner and with a speed that is useful to decision makers.

Over the past several years, incompatibilities among legacy systems, investments in new platforms, and changing requirements for state reporting and record-keeping requirements have challenged the District's effort to develop a robust, unified information system, combining student records and information with the District's financial and human resource records, to support the District's efforts at integration and diversity. Section X.A, below, details the progress made this past school year towards that goal and the current state of the information systems supporting the District's decision making. The numerous and varied reports, charts, and tables which accompany this annual report are a testament to the underlying success of that effort.

The District is also fully committed to a transparent process to plan the use of funds available pursuant to A.R.S. § 910(G), and from other sources, to support the integration and diversity efforts of the District. Each year, the District undertakes a detailed and open process for the development of the budget for the next year's spending, soliciting input and comment from interested stakeholders. The process also encompasses reallocations during the current year as circumstances change from that forecast during the prior year. Section X.B describes this process as it unfolded during SY 2015-16. The District recognizes the importance of reporting after the conclusion of the school year to confirm that funds were in fact spent according to the budget as reallocated during the year. Section X.C. describes the process used by the District and its certified public accountants to generate a report in January 2016 covering expenditures made in SY 2014-15.

The District has continued to follow the process of notifying and seeking approval from the Special Master regarding certain actions related to changes to the District's assignment of students and its physical plant. Section X.D. provides

descriptions of a Notice and Request for Approval (NARA) on seven actions made in SY 2015-16.

### **A. Evidence Based Accountability System**

The District continued to develop the Evidenced Based Accountability System (EBAS) throughout the 2015-16 school year. The EBAS allows the District to review program effectiveness and ensure that program changes support efforts to improve the academic performance and quality of education for African American and Hispanic students, including English language learners.<sup>137</sup> The EBAS requires the integration of a student information system (SIS) with the District's financial and human resource records maintained in the Enterprise Resource Planning system (ERP). In the 2014-15 school year, the District provided separate data dashboards using data from the current Mojave system. While that student-related data was extremely useful, the District was unable to integrate the human resource or finance data to provide a fully robust EBAS. This was to be expected: In 2013-14, the District identified and reported that the development of a multi-faceted EBAS would take multiple years.

**SIS:** Because Mojave, the proprietary SIS used by the District at the time of the development of the Unitary Status Plan (USP), did not meet the new requirements of the Arizona Department of Education (ADE), the District purchased the new SIS, Synergy, during the 2014-2015 school year for implementation in SY 2016-2017. Developed and maintained by Edupoint, Synergy was procured through a cooperative contract with ADE. During the 2014-2015 school year, the District conducted a gap analysis to identify any functionality in Mojave that would not be supported by Synergy. As a result, the District identified that the intervention module in Synergy was not as robust as the District required to meet the needs of the USP. Accordingly, the District completed a procurement process and selected the vendor BrightBytes and its application Clarity to support automatic flagging of at-risk students and workflow tracking of interventions.

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<sup>137</sup> See USP § X(A)(1).

**ERP:** In July 2015, the District completed converting its ERP system from PeopleSoft and Lawson to iVisions.

**Integration of the SIS and ERP:** In the 2014-15 school year, the District issued a Request for Proposal (RFP) searching for a vendor to integrate the student data with the financial and employee data. The District found that not only were there few responses to the RFP, but that the costs related to TUSD's requirements were not sustainable and thus prohibitive.

In May 2015, in its research of EBAS technologies, the District found the vendor Ed-Fi Alliance (EdFi). EdFi is a non-profit organization funded by the Michael and Susan Dell Foundation that provides school districts and state educational departments with a complete Operational Data Stores (ODS) for a data warehouse architecture for SIS and ERP and pre-defined data dashboards for teachers, principals, and central administration. EdFi also provides an Application Program Interface (API) to interact with other application and data sources at no cost.

School districts across the nation and state education departments use the EdFi Alliance ODS platform, which is the new ODS infrastructure for the ADE AzEDS platform. It should be noted that non-profit organizations do not respond to RFPs as a normal course of operations, and this is why they did not respond to the District's current or past EBAS RFP. EdFi is a fully documented application and has a dedicated staff to continue enhancing the application and provide full support at zero cost. The EdFi ODS platform is fully compatible and optimized to run on the Microsoft Azure cloud infrastructure. This will allow the District to start implementation at the beginning of the 2016-17 school year in the most cost-effective manner by eliminating the need to purchase dedicated hardware and, in return, buy a full-service sizeable data warehouse infrastructure within the Microsoft cloud data center.

For the 2015-2016 school year, Technology Services staff worked to ensure that the current data dashboard functionality supported by SharePoint remained functional while the District prepared to move to the fully integrated EdFi ODS platform. To that end, in fall 2015, the District contracted with Hye Tech Network and Security Solutions LLC (Hye Tech) to obtain the technological services required

to assess the current SharePoint infrastructure that supported the data warehouse. Although finding a qualified candidate was challenging, the District accepted the SharePoint specialist presented by Hye Tech in winter 2016. The specialist conducted an initial assessment and made recommendations for the redesign of SharePoint infrastructure to allow for the latest Microsoft offerings with stronger and easier-to-use analytical tools and for faster ad-hoc reporting to supplement the dashboard data. The specialist also confirmed the use of Microsoft Power (BI) Business Intelligence functionality with Office 365 and storage functionality with Azure platforms. This functionality provides a stop-gap measure while the District prepares to fully integrate EBAS in the 2016-2017 school year.

## **B. Budget Process, Reallocation, and Development**

The District developed and proposed a methodology and process (budget process) for allocating available funds to TUSD and its schools pursuant to A.R.S. § 15-910(G).<sup>138</sup> The District follows the budget process to provide transparency and accountability in reporting on the current year's budget, including budget reallocations, and in developing the 910(G) budget for the subsequent school year.

In the spring and summer of 2015, the District followed the agreed-upon methodology and process to develop the 2015-16 910(G) Budget. On July 15, 2015, the District filed a notice that its Governing Board had adopted it [ECF 1827].

In December, the Court adopted the 2015-16 910(G) Budget as recommended by the Special Master and officially directed the Special Master, the District, and budget expert Dr. Vicki Balentine to work together to make improvements to the budget process. These improvements included the development of a process for reporting expenditures on a quarterly basis, opportunities for the Special Master and Plaintiffs to comment or object to proposed mid-year reallocations, and specific timelines and templates to improve the budget development process.

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<sup>138</sup> USP § X(B)(1).

## 1. 2015-16 Budget Reporting and Reallocation Process

The former process required the District to submit quarterly reports to the Special Master and Plaintiffs for full transparency regarding expenditures for each quarter. At each quarterly interval, the District would also make requests to reallocate funds. For the 2015-16 school year, the District proposed an amended reallocation process that would allow the District to propose reallocations of funds any time throughout the year based on the District's needs as they arose. The process was formulated and documented by the Special Master, as described in Table 10.1, below.

**Table 10.1: 2015-16 Budget Reallocation Process**

#	Description
1.	All reallocations of less than \$50,000 are at the discretion of the District. Such reallocations will be reported in the quarterly reports.
2.	When the District seeks to reallocate unexpended funds in excess of \$50,000 and less than \$200,000, it will submit its proposals to the Special Master and the budget expert. They will tentatively approve or modify the proposal focusing on the intent of the proposal and shall advise the Plaintiffs. The Plaintiffs may object if one or more of the following characteristics of the proposed reallocation apply: (a) the reallocation involves the elimination of staff positions, (b) the addition of staff on more than a temporary basis, and (c) capital expenditures are involved that alter the intent of program/activities or change student enrollment in particular schools. If the Plaintiffs object they will have five working days to express their objection, the District will have five days to respond. If an agreement cannot be reached and the District wants to proceed, the Special Master shall submit a recommendation to the Court and there shall be no further briefing.
3.	For a proposed reallocation of more than \$200,000, the District shall submit these proposals to the Plaintiffs and the Special Master. The Special Master and the budget expert will make their recommendations to the Plaintiffs within five days focusing attention on the intent of the proposed reallocation. The Plaintiffs will have an additional five days to express their objections, if any (practically, this gives the Plaintiffs eight to ten days to consider the proposals and express any objections). If there is an objection, the District shall have five days to respond. If agreement cannot be reached, the Special Master will submit his recommendations to the Court and there shall be no further briefing.
4.	Should any proposal for reallocation of more than \$50,000 be subject to the I(D)(1) provisions of the USP or the NARA provisions of the USP, the processes spelled out in those provisions shall apply before reallocation.
5.	All reallocations will be reported in quarterly reports that explain the reasons for the reallocations.
Note: Reallocation does not include recoding per the USFR for essentially the same function (i.e., teachers who are retired are paid out of contracted services rather than FTE; instructional aids, like computer software, are sometimes M&O and sometimes capital; etc.).	

The District agreed to the proposal and adopted this process to request approval for reallocation through the Special Master during the 2015-16 school year. As a result, the District reported expenditures and reallocations to the Special Master and Plaintiffs quarterly. Reports were emailed on November 2, 2015, February 1 and 17, 2016, and May 2, 2016 (***Appendix X - 1, Q1 Exp Rpt 11.02.15, Appendix X - 2, Q2 Exp Rpt 02.01.16, and Appendix X - 3, Q3 Exp Rpt 05.02.16***). The fourth and final quarterly report is not due until October 2016.

The District also communicated several times throughout the year on specific reallocation requests according to the process described above (see, for example, ***Appendix X - 4, Q2 Reallocation Rpt 02.17.16***). After the February 17, 2016, communication, the District, Special Master, and Plaintiffs began to modify the process every time it was used to improve communication, response times, and collaborative input and comment.

## **2. 2016-17 Budget Development Process**

The District's chief financial officer and the finance director met over the winter of 2015-16 with the budget expert to amend the budget process per the Court's order of December 22, 2016. On March 29, 2016, per the Court's order, the Special Master filed a report that outlined issues identified with the development process for the 2015-16 910(G) Budget and proposed timelines and processes for the development of the 2016-17 910(G) Budget. The proposed process reflected communications between the budget expert, the District, and the Special Master over the winter of 2015-16. The District did not agree to every part of the proposed process, but the Special Master and budget expert did not finalize it until *after* Draft 1 had already been submitted. At that point, continuing to object to certain provisions would have been counterproductive.<sup>139</sup> With the implementation of new budgeting software (Visions ERP system), the District proposed changing the templates to improve efficiency in reporting and give the reader the ability to review the data at both summary and detail levels.

Due to the timing of the forms being revised and the deadline of the first draft, the District had a conference call with the budget expert on February 18, 2016, to

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<sup>139</sup> Some of the objections included the proposal to submit four drafts (the District preferred three) and templates designed by the budget expert that required extensive manual tracking by the District.



discuss changing the date of the budget draft. Based on that conversation and recommendation of the budget expert, the budget draft deadlines were revised as follows:

- Draft 1 (originally due on February 26) would be due on March 9;
- Draft 2 (originally due on March 30) would be due on April 8 (to provide adequate pre-study time prior to the April 20-21 meetings in Tucson);
- Draft 3 (originally due on May 4) would be due on May 11; and
- Final Draft would be due in June.

The District created budget forms and forwarded them to the Special Master and Plaintiffs for comments and feedback on March 2, 2016 (***Appendix X - 5, Budget Forms, Formulas, Projections 03.02.16***). The District submitted the first draft of the budget to the Special Master and Plaintiffs on March 9, 2016 (***Appendix X - 6, Draft 1 03.09.16***). Based on comments and feedback, the District submitted supplemental information to the first draft of the budget on April 4, 2016. (***Appendix X - 7, Draft 1 Supp 04.04.16***).

The District then submitted the second draft of the budget to the Special Master and Plaintiffs on April 8, 2016 (***Appendix X - 8, Draft 2 04.08.16***). The District met with the Special Master and Plaintiffs on April 20-21, 2016, to review the second draft. During this meeting, the Special Master requested additional information, including a detailed chart outlining all professional development (PD) efforts, a narrative describing the District's approach to discipline, detailed narratives describing various budget changes, and copies of magnet plans.

On May 6, 2016, the District submitted Draft 3 (***Appendix X - 9, Draft 3 05.06.16***). On May 10, 2016, the District submitted supplements to the third draft, including the requested discipline narrative, budget description, and magnet plans (***Appendix X - 10, Draft 3 Supp 05.10.16***). On May 13, 2016, the District submitted the requested PD chart and a detailed chart outlining 2015-16 PD expenditures and projected spending (***Appendix X - 11, Draft 3 PD Chart 05.13.16***).

Throughout the spring, the District solicited, analyzed, and incorporated Special Master and Plaintiff feedback into the subsequent draft. As required by the process, the District submitted the final draft in June (***Appendix X - 12, Final Draft 06.29.16***). The District also submitted responses to continuing objections and

responses to the Special Master's final suggestions for modification (***Appendix X - 13, Final Budget Responses 06.27.16***). Finally, the District submitted a memo outlining its compliance with the budget process, detailing step by step how it met most of the deadlines, provided the information requested within the process, and went above and beyond the information requested within the process to produce additional information requested by the Special Master and Plaintiffs to better understand the budget drafts (***Appendix X - 14, Memo re Budget Process***).

After the District submitted the first draft, there were concerns about the forms, content, and format. The District responded by providing a supplement on April 4, 2016, with additional information and documents, and by revising and adding forms to provide the information in the manner requested. The second, third, and final drafts included checklists to point all parties directly to the document or form that included the requisite information as delineated by the budget process (***Appendix X - 15, Budget Checklists***). The second, third, and final drafts also included detailed, narrative descriptions of changes made between drafts (***Appendix X - 16, Budget Rationales***).

The District's Governing Board adopted the final 910(G) Budget on June 28, 2016. The Mendoza Plaintiffs filed objections and, as of September 2016, the objections are yet to be resolved.

### **C. Budget Audit Report**

The District provides the Plaintiffs and Special Master with an audit report of each year's 910(G) Budget to confirm that District funds were spent according to their allocation and to provide other information, as necessary, to ensure full transparency concerning expenditures.<sup>140</sup> The audit (examination of expenditures or examination) is to be conducted by an outside accounting firm, posted on the District's website, and delivered by January 31 of the year following the year that is the subject of the audit.

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<sup>140</sup> See USP § X(B)(7).

## 1. 2014-15 Audit Report

One of the issues that caused confusion in the prior year's examination was that the Special Master and the District worked together to change the budget activity codes, which made it difficult to compare expenditures between years. The District made changes to the scope of work for the 2014-15 fiscal year examination of expenditures to ensure consistency with the prior year's examination and to begin the process earlier. Ultimately, the changes improved the quality of the examination, which was completed on time.

To provide consistency between years, the District coded the 2014-15 fiscal year expenditures to a chart of accounts that was based on fifteen project codes (the previous budget organization) prior to the finalization of the new USP activity codes. Due to the coding change, the District's finance staff cross-walked expenditures manually between the two years, using a spreadsheet that was provided to the auditors (***Appendix X - 17, FY15 Deseg Examination allocation test work email with scope***).

Heinfeld, Meech & Co., P.C. performed the examination of expenditures and submitted its report to the Special Master and Plaintiffs on January 29, 2016 (***Appendix X - 18, FY2014-15 Examination of Expenditures email***). The audit firm found that the District's desegregation expenditures – Budget and Actual in all material respects, complied with the desegregation expenditures as follows (***Appendix X - 19, Examination of Desegregation Expenditures***):

*Based on court orders and A.R.S. 15-910(G), the District uses desegregation funding in the following ways:*

- 1. For expenses of complying with or continuing to implement activities which were required or permitted by the Unitary Status Plan (USP), a consent decree submitted through the U.S. District Court for the District of Arizona through a desegregation court order, and related desegregation court orders.*
- 2. For expenses of complying with or continuing to implement activities which were required or permitted by an administrative agreement with the United*

*States Department of Education Office for Civil Rights directed toward remediating alleged or proving racial discrimination.*

- 3. For expenses related to implementation and operation of the English Language Learner program.*

## **2. Planning for the 2015-16 Audit Report**

The District used the scope for the fiscal year 2014 examination of expenditures as the basis for the agreed-upon scope of work for the fiscal year 2015 audit (***Appendix X - 20, FY15 Engagement Letter Scope***). As with prior years, the District made the following representations to the audit firm:

1. The District is responsible for the Schedule of Desegregation Expenditures – Budget and Actual and for TUSD’s assertion that is presented in conformity with Section X.B.7 of the consent order and the agreed-upon format of activities.
2. The District is responsible for selecting the criteria and for determining that the criteria are appropriate for TUSD’s purposes.
3. For the period ended June 30, 2015, the Schedule of Desegregation Expenditures – Budget and Actual is presented in conformity with Section X.B.7 of the consent order and the agreed-upon format of activities. The District has disclosed to the audit firm all information of which TUSD is aware that may contradict the information reported in the Schedule, and the District has disclosed to the firm all communications from regulatory agencies or other parties affecting the Schedule.
4. The District has disclosed to the audit firm all events subsequent to June 30, 2015, that would have a material effect on the Schedule.
5. The District has made available to the firm all records relevant to the Schedule of Desegregation Expenditures – Budget and Actual.
6. The District has reviewed and concurs with the findings included with the Schedule of Desegregation Expenditures – Budget and Actual.

On September 3, 2015, the District signed the engagement letter with Heinfeld, Meech & Co., P.C. to perform the examination of expenditures for fiscal year 2015-2016 (***Appendix X - 21, FY15 Engagement Letter***).

The scope of work for this audit for the 2014-15 fiscal year examination of expenditures was consistent with the prior year and ultimately allowed the process to begin earlier and be completed on time.

## **D. Notice and Request for Approval**

Throughout SY 2015-16, the District provided the Special Master and Plaintiffs with notice and sought approval of certain actions regarding changes to student assignment and/or its physical plant.<sup>141</sup> Each request must include a desegregation impact analysis (DIA), but in prior years there was disagreement about what information must be included in each DIA. Accordingly, in consultation with the Special Master, the District developed a standardized format for DIAs, including specific information on how the proposed change will impact relevant District obligations under the USP (***Appendix X - 22, DIA Template***).

The District submitted seven NARAs to the Special Master and Plaintiffs during the 2015-16 school year: two requests for the sale of property and five to initiate grade reconfigurations at District schools (***Appendix X - 23, X.F.1.a NARAs Submitted in SY 2015-16***).

### **1. Sale of the Townsend Property**

In August 2015, the District noticed the Special Master and Plaintiffs of its intention to sell the former site of Townsend Middle School. The District submitted a DIA on August 7, 2015, and a revised DIA on August 10, 2015, using the newly designed template. See Townsend Revised DIA [ECF 1834-1]. After some discussion, the Special Master filed a recommendation to the Court to approve the sale, as no plaintiff had lodged an objection. See Special Master R&R [ECF 1834]. On September 1, 2015, the Court approved the sale [ECF 1838].

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<sup>141</sup> USP § X(C).

## 2. Sale of the Reynolds Property

In December 2015, the District noticed the Special Master and Plaintiffs of its intention to sell the former site of Reynolds Elementary School. The District submitted a DIA with the notice. See Reynolds DIA [ECF 1901-2]. After some discussion, the District filed the NARA, including the DIA, with the Court on February 17, 2016 [ECF 1901]. On February 25, 2016, the Court approved the sale [ECF 1905].

## 3. Grade Reconfiguration Requests

In its May 12, 2015, order [ECF 1799, “May Order”] denying the District’s request to reconfigure grades at Fruchthendler Elementary School and Sabino High School, the Court outlined its expectations for similar future requests, including earlier collaboration with the Plaintiffs and Special Master. The District convened a Student Assignment Committee (SAC)<sup>142</sup> and developed three additional grade reconfiguration proposals, detailed in the table below.

**Table 10.2: Grade Reconfiguration Proposals**

School and Configuration	Proposed Reconfiguration
Borman K-5	Borman K-8
Collier K-5	Collier K-6
Drachman K-6	Drachman K-8
Fruchthendler K-5	Fruchthendler K-6
Sabino 9-12	Sabino 7-12

Accordingly, in July 2015, before fully engaging in the proposal development process, the District submitted a draft development timeline and process to the Special Master and Plaintiffs for their review [See ECF 1869-7, p.8]. In August, the District submitted preliminary DIAs to the Special Master and Plaintiffs. The District designed the preliminary DIAs to facilitate early consultation between the District, the Special Master, and the Plaintiffs. The preliminary DIAs included complete data sets and preliminary analyses. Based on the review of preliminary data, the District modified the options and provided additional measures to enhance integration at affected schools.

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<sup>142</sup> The SAC was made up of stakeholders and representatives including District staff, parents, and community members potentially impacted by the proposals.

Between August and October 2015, the District submitted to the Special Master and Plaintiffs a DIA for each proposal, SAC minutes, maps, responses to requests for information, and other information. [See ECF 1869-7, pp. 6-55]. Throughout this period, the District solicited input, comments, and objections via email and discussions during District-initiated teleconferences, phone calls, and in-person meetings with the Special Master and Plaintiffs.

On October 20, 2015, the District's director of Planning Services presented the draft proposals (including DIAs) to the District's Governing Board, including the feedback received from the SAC, the Special Master, and Plaintiffs. In November, the District submitted final DIAs to the Governing Board before filing them with the Court [ECF 1869]. On January 6, 2016, the Special Master filed an R&R that recommended approval of four of the five proposals, but also the denial of the Sabino proposal [ECF 1884]. On March 8, 2016, the Court approved the reconfiguration at Drachman Montessori K-6 and denied the other four requests [ECF 1909]. However, the Court directed the District to submit additional information related to Roberts-Naylor K-8 School in connection with the Borman request. On April 15, 2016, the District submitted the Roberts-Naylor Report to the Plaintiffs and Special Master (***Appendix I - 5, RN Report 04.15.16***). On May 11, 2016, the Special Master recommended approval of the Borman request based on the Roberts-Naylor Report and other factors. On June 7, 2016, after reviewing the Special Master's recommendation, the Court approved the request to reconfigure grades at Borman [ECF 1940].

### **E. USP Reporting**

X(A)(5)(a)(i) 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; and;

***No new staff were hired or assigned for the 2015 - 2016 school year.***

X(A)(5)(a)(ii) A description of changes made to Mojave to meet the requirements of this Section, including descriptions of plans to make changes to the system in the subsequent year.

See **Appendix X - 24, X.A.5.a.ii Summary of Key online Transactional Systems and data sets** that were used in 2015-2016 and will be used in 2016-17 school year.

X(F)(1)(a) The number and nature of requests and notices submitted to the Special Master in the previous year: broken out by those requesting:

- (i) Attendance boundary changes;  
***There were none for the 2015 - 2016 school year.***
- (ii) Changes to student assignment patterns;  
***There were 5 for SY2015-16: grade configuration changes to Borman Elementary School (K-5 to K-8), Collier Elementary School (K-5 to K-6), Drachman Montessori Magnet School (K-6 to K-8), Fruchthendler Elementary School (K-5 to K-6) and Sabino High School (9-12 to 7-12).***
- (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 were none for the 2015 - 2016 school year.***
- (iv) Building or acquiring new schools  
***There were none for the 2015 - 2016 school year.***
- (v) Proposals to close schools;  
***There were none for the 2015 - 2016 school year.***
- (vi) The purchase, lease and sale of District real estate.  
***There were two in SY2015-16: the proposed sale of the former Reynolds Elementary School, and the proposed sale of the former Ft-Lowell-Townsend K8 School.***



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- VI - 70, VI.G.1.g Discipline PD Trainings***
- VII - 1, School Site Curricular Focus Trainings For Parents***
- VII - 2, FRC Facebook Page***
- VII - 3, School Site Methods Used To Conduct Outreach Or Facilitate Parental Engagement***
- VII - 4, Video Scripts***
- VII - 5, Resource Center Calendars 2016***
- VII - 6, School Site "Parents As Partners" Training And Opportunities***
- VII - 7, VII.E.1.b. Family Engagement Surveys***
- VII - 8, Parent Survey Responses***
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- VII - 10, TUSD Services And Resources***
- VII - 11, Language Accessibility Training May 2016***
- VII - 12, Open Enrollment and Magnet Support***
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- VII - 15, FAFSA Workshops***
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- VII - 17, TUSD Community Partnerships 2015-2016***
- VII - 18, Evening Reporting Center Notes April 2016***

- VII - 19, VISTA Application April 2016***
- VII - 20, 15-16 PHLOTE Languages by Enrollment***
- VII - 21, Major Languages Spoken 2013-2016***
- VII - 22, List of Social Service Agencies 15-16 SY***
- VII - 23, 15-16 SY List of Translated Documents***
- VII - 24, 15-16 I-T Services - Events***
- VII - 25, Meaningful Access PowerPoint***
- VII - 26, Bilingual Staff Training List***
- VII - 27, VII.E.1.a - Explanation of Responsibilities***
- VII - 28, VII.E.1.d. Analyses Scope of Effectiveness***
- VIII - 1, VIII.C.1. Extracurricular Activities***
- VIII - 2, ELLFlyer15-16***
- VIII - 3, ELLflyer15-16swa***
- VIII - 4, Tutoring Programs by School***
- VIII - 5, Captacaddata2016***
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- IX - 1, IX.C.1.d - MYFP***
- IX - 2, FCI Formatting Changes***
- IX - 3, IX.C.1.b FCI Analyses 2015-16***
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- IX - 5, IX.C.1.b TCI Analyses 2015-16***
- IX - 6, Technology Proposal 15-16SY (Part 1)***
- IX - 7, Technology Proposal 15-16 (Part 2)***
- IX - 8, Table of Clusters***
- IX - 9, Training Schedule and Agendas***
- IX - 10, TTL time entry***

***IX - 11, Needs Survey***

***IX - 12, Teacher Proficiency 14-15 and 15-16***

***IX - 13, Whiteboard Training***

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***IX - 15, TCI 2015-16 Composite Score***

***IX - 16, IX.C.1.b – FCI analysis 2015-16***

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***IX - 19, IX.C.1.c Facility Support Staff 2015-16***

***IX - 20, IX.C.1.e - Instructional Technology PD Training***

***X - 1, Q1 Exp Rpt 11.02.15***

***X - 2, Q2 Exp Rpt 02.01.16***

***X - 3, Q3 Exp Rpt 05.02.16***

***X - 4, Q2 Reallocation Rpt 02.17.16***

***X - 5, Budget Forms, Formulas, Projections 03.02.16***

***X - 6, Draft 1 03.09.16***

***X - 7, Draft 1 Supp 04.04.16***

***X - 8, Draft 2 04.08.16***

***X - 9, Draft 3 05.06.16***

***X - 10, Draft 3 Supp 05.10.16***

***X - 11, Draft 3 PD Chart 05.13.16***

***X - 12, Final Draft 06.29.16***

***X - 13, Final Budget Responses 06.27.16***

***X - 14, Memo re Budget Process***

***X - 15, Budget Checklists***

***X - 16, Budget Rationales***

***X - 17, FY15 Deseg Examination allocation test work email with scope***



***X - 18, FY2014-15 Examination of Expenditures email***

***X - 19, Examination of Desegregation Expenditures***

***X - 20, FY15 Engagement Letter Scope***

***X - 21, FY15 Engagement Letter***

***X - 22, DIA Template***

***X - 23, X.F.1.a NARAs Submitted in SY 2015-16***

***X - 24, X.A.5.a.ii Summary of Key online Transactional Systems and data sets***