

TUCSON UNIFIED SCHOOL DISTRICT NO. 1

Analysis of Compliance with Unitary Status Plan

Section V: Quality of Education

An Annex to the Annual Report

for the

2016-2017 Academic Year

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:

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Section V of the USP sets out seven specific areas the District must address to improve the quality of education for District students, including: (A) Access to and Support in Advanced Learning Experiences (“ALE”); (B) OELAS Extension; (C) Dual Language Programs; (D) Exceptional/Special Education; (E) Student Engagement and Support; (F) Maintaining Inclusive School Environments; and (G) Reporting. Each of the seven USP Quality of Education areas required the District to take specific actions to improve the students’ quality of education. As shown below, the District has complied in good faith with USP requirements for each of these areas, and has gone far above and beyond in most of these areas. The District’s good faith compliance with these requirements has been addressed each year in the District’s annual reports.

I. Unitary Status Plan Provisions

A. Advanced Learning Experiences.

1. ALE Coordinator.

The District has maintained an ALE Coordinator as required by the USP.

USP § V(A)(2)(a). “By April 1, 2013, the District shall hire or designate a District Office employee to be the Coordinator of Advanced Learning Experiences (“ALEs”). ALEs shall include Gifted and Talented (“GATE”) programs, Advanced Academic Courses (“AACs”), and University High School (“UHS”). AACs shall include Pre- Advanced Placement (“Pre-AP”) courses, which were formerly referred to as “Honors,” “Accelerated,” or “Advanced,” and any middle school course offered for high school credit; Advanced Placement (“AP”) courses; Dual-Credit courses; and International Baccalaureate (“IB”) courses. The ALE Coordinator shall have responsibility for: reviewing and assessing the District’s existing ALEs, developing an ALE Access and Recruitment Plan, assisting appropriate District departments and schools sites with the implementation of the ALE Access and Recruitment Plan, and developing annual goals, in collaboration with relevant staff, for progress to be made in improving access for African American and Latino students to ALE programs. These

goals shall be shared with the Plaintiffs and the Special Master and shall be used by the District to evaluate effectiveness.”

The USP required the District to hire or assign an ALE Coordinator by April 1, 2013. The District complied with this requirement, hiring Martha Taylor as ALE Director in the spring of 2013. [AR 13-14, ECF 1686, p. 112.] Ms. Taylor began working as the ALE Director/Coordinator on July 1, 2013. The current ALE Coordinator is Dan Erickson. [*Id.*; AR 13-14 App. V-1, ECF 1687-4, pp. 1-2.] The ALE Coordinator oversees the District’s ALEs, which include Gifted and Talented (“GATE”) programs, University High School (“UHS”), and Advanced Academic Courses (“AACs”). AACs include Pre-Advanced Placement (“Pre-AP”) courses, Advanced Placement (“AP”) courses, Dual-Credit courses and International Baccalaureate (“IB”) courses. As detailed below, the ALE coordinator has overseen repeated assessments of the District’s ALEs, has helped develop plans to improve the District’s ALEs, has assisted District departments and school sites with implementing the plans, and has developed annual goals to improve access for African American and Latino students to ALE programs.¹

2. Initial Assessment of ALE Programs.

The District’s ALE Coordinator completed the USP-required assessment of ALE programs, resources and practices in the District.

USP § V(A)(2)(b). “By July 1, 2013, the ALE Coordinator shall complete an assessment of existing ALE programs, resources, and practices in the District and by school site. This assessment shall include: (i) a review of the ALEs offered at each school; the number of students enrolled in each ALE program at each school (disaggregated by grade level, race, ethnicity, ELL status); and the resources available in each school for ALEs (e.g., part-time or full-time personnel assigned, annual budget); and (ii) a determination of

¹ Data, information and analyses on these programs can be found throughout this Quality of Education section, including specifically on pages 199-204 (AP), 204-06 (Pre-AP), 206-07 (Dual Credit), 207-210 (IB), 213-25 (UHS), 226-28 (AVID), and 228-239 (GATE).

what, if any, gaps in ALE access exist and what, if any, barriers there are for students at each school site to enroll in and successfully complete ALEs offered at each school site. The assessment shall include an analysis of the data and information gathered and findings, including whether African American and Latino students, including ELL students, have equitable access to ALEs, and recommendations resulting from the analysis, including recommendations regarding additional data that the District's data system should gather to track students' ALE access and participation."

During SY 13-14, the District undertook an extensive review and assessment of all existing ALE offerings in the District, including the number of students enrolled in each ALE program disaggregated by grade level, race, ethnicity, and ELL status, the resources available to students, and the potential barriers to African American and Latino student success in ALEs. [AR 13-14, ECF 1686, p. 113.] As part of the review and assessment, the ALE director interviewed 10 high school principals, 10 middle school principals, 14 K-8 principals, the Coordinator of Gifted Education, the Director of Language Acquisition, the Directors of African American and Mexican American Student Services, a project manager from Accountability and Research, the Director of Desegregation, and other school-based personnel to compile data from each site on existing ALEs, personnel, and relevant support services. [*Id.*] As described in more detail below, the ALE Department used the findings and recommendations from this extensive review and assessment as the basis for developing the ALE Access and Recruitment Plan. [*Id.*; AR 13-14 App. V-2, ECF 1687-4, pp. 3-11.]

3. Development of ALE Access and Recruitment Plan.

The District's ALE Coordinator used findings and recommendations from the ALE assessment and developed the ALE Access and Recruitment Plan.

USP § V(A)(2)(c). *"By October 1, 2013, the ALE Coordinator shall develop the ALE Access and Recruitment Plan, which shall include strategies to identify and encourage African American and Latino students, including ELL students, to enroll in ALEs; to increase the*

number of African American and Latino students, including ELL students, enrolling in ALEs; and to support African American and Latino students, including ELL students, in successfully completing ALEs. In developing this Plan, the ALE Coordinator shall take into account the findings and recommendations of the assessment of existing ALE programs, resources, and practices in the District and best practices implemented by other school districts.”

The ALE Coordinator was charged with developing an ALE Access and Recruitment Plan (“ALE Plan”), which was to include strategies to identify and encourage African American and Latino students to enroll in ALEs, increase the number of these students enrolling in ALEs, and supporting these students in successfully completing ALEs. The District complied in good-faith with these requirements. Specifically, drawing on the findings and observations contained in the review and assessment, the District created ten subcommittees to help develop an ALE Access and Recruitment Plan. [AR 13-14, ECF 1686, P. 113.] These committees worked for several months to develop the plan, including consulting with 12 experts in various fields on best practices. [*Id.* at pp. 113-14.].² The District then collaborated with the Plaintiffs and Special Master for months to negotiate changes and revisions to the plan. [*Id.* at 115.] The District continued to work with the Plaintiffs and Special Master to try to resolve objections as the plan was finalized and implemented. [*Id.*]

² These experts included: Donna Ford, Ph.D. (Vanderbilt); Lisette Rodriguez, Ph.D. (Miami Dade County); Mary Boehm (A+ College Ready); BJ Henry (Elizabethtown, KY); Gina Thompson (Yuma); Carol Burris (Rockville Centre School District); John Knudson-Martin, Ph.D. (Eastern Oregon University); Gerald Denman (Puyallup, WA); Robert L. Jarvis, Ph.D. (University of Pennsylvania); Mika Pollock, Ph.D. (University of California San Diego); and Kevin Welner, Ph.D., J.D. (National Education Policy Center).

4. Elements of the ALE Access and Recruitment Plan.

The District included the various areas designated by the USP that were required to be included in the ALE Access and Recruitment Plan.

USP § V(A)(2)(d). *“To recruit and encourage African American and Latino students, including ELL students, to apply for and enroll in ALEs, the ALE Access and Recruitment Plan shall include, but not be limited to, the following strategies:*

i. Developing accessible materials (e.g., informational booklets and DVDs, web pages, mailers) describing the District’s ALE offerings by content, structure, requirements, and location;

ii. Coordinating with the relevant administrator(s) at the Family Center(s) and in the District Office to distribute such materials to parents;

iii. Holding community meetings and informational sessions regarding ALEs in geographically diverse District locations, coordinated with the Family Center(s), Multicultural Student Services, and any other relevant District departments;

iv. Providing professional development to administrators and certificated staff to identify and encourage African American and Latino students, including ELL students, to enroll in ALEs; and

v. Ensuring that there is equitable access to ALEs, including by: (I) assessing the feasibility of testing all students at appropriate grade levels and using multiple measures for selection to GATE and UHS; (II) increasing access to academic preparation programs such as AVID; and (III) eliminating barriers to ALE enrollment, including, as appropriate, providing weighted grades for pre-AP and AP students, offering free or reduced AP exam fees for low-income students, offering to waive other participation fees for any ALEs, integrating AAC sessions into summer academies, and creating structures for peer mentoring and pairing, and the provision of resources for ALEs.”

The ALE Plan includes all elements required by the USP. [AR 14-15, App. V-1, ECF 1849-5, pp.23 (recommended accessible materials), 23 (coordinating with relevant

administrators to distribute materials), 33 (holding community meetings and informational sessions regarding ALEs), 12, 20, 22, 26 (providing professional development to administrators and staff to identify and encourage African American and Latino student to enroll in ALEs), and 2-5, 7, 24, 27, 29 (Ensuring equitable access to ALEs).] As the Special Master recently indicated in his R&R related to ALEs.

The ALE action plan and a supplement to that plan identify numerous steps the District should take to recruit African American and Latino students suitable as to bring about an increase in the participation and support in ALE. **The District has implemented all of these provisions.**

Special Master's Report and Recommendation Re Advanced Learning Experiences, ECF 2041, p. 22. (Emphasis added).

USP § V(A)(2)(e) and (f). *“The Plan shall include a complaint process to allow students and/or parent(s) to file complaints regarding practices that have the intent or effect of excluding students from enrollment, identification, admission, placement, or success in ALEs. The District shall disseminate information regarding this complaint process at all school sites, through the Family Center(s), at the District Office, and on the website. By January 1, 2014, the District shall implement the ALE Access and Recruitment Plan.”*

The ALE Plan includes a claim process that allows parents or students to file complaints regarding practices that have the intent or effect of excluding students from ALEs in any way, and the District disseminated information regarding this process as required by the USP. [AR 14-15, App. V-1, ECF 1849-5, pp. 2, 3, 6, 9, 35.]

5. GATE Services.

The District used the results of the assessment and analysis to increase participation in Gifted and Talented Education (“GATE”) Services.

USP § V(A)(3). *“In developing the ALE Access and Recruitment Plan, the ALE Coordinator shall use the results of the assessment and analyses required by Section (V)(A)(2)(b) to:*

Increase the number and percentage of African American and Latino students, including ELL students, receiving GATE services by improving screening procedures for GATE services and placement in GATE services to ensure that students are identified, tested, and provided with GATE services in a fair and nondiscriminatory manner that does not have an adverse impact on any student based on his/her race, ethnicity or English language proficiency;

Increase the number and quality of GATE offerings, as appropriate, to provide equal access and equitable opportunities for all students, including assessing the feasibility of adding or expanding GATE dual language programs;

Assess whether the implementation of GATE services at school sites (e.g., self-contained, pull-out, clustering, or resource-driven models) should be modified to increase access to GATE services and to avoid within-school segregation; and

Require all GATE teachers to be gifted-endorsed or to be in the process of obtaining gifted endorsement.”

Pursuant to the USP’s requirement, the ALE Coordinator and the ALE Committee conducted a review and assessment of ALEs. [AR 14-15, ECF 1849-5 pp. 5-6.] From July through December 2013, the ALE committee and subcommittees met frequently to review data, analyze current District practices, and plan for more effective District practices in order to best provide access to and support in the District’s ALEs for African American and Latino students, including ELL students. [*Id.*] The ALE Plan includes analyses for how to increase the numbers and percentages of African American and Latino students in GATE, (*id.*, pp. 14, 17, 24), increase the number and quality of GATE

offerings, (*id.*, pp. 12, 13, 24-25), assess whether the implementation of GATE services at school sites should be modified to increase access to GATE services and to avoid within-school segregation, (*id.*, pp. 24, 25), and require all GATE teachers to be gifted-endorsed or in the process of obtaining an endorsement, (*id.*, pp. 13, 26). [*See also* AR 15-16, ECF 1958-1, pp. 170-71.]

6. Advanced Academic Courses.

The District used the results of the assessment and analysis to increase participation in Advanced Academic Courses (“AACs”).

USP § V(A)(4). *“In developing the ALE Access and Recruitment Plan, the ALE Coordinator shall use the results of the assessment and analyses required by Section (V)(A)(2)(b) to:*

Increase the number and percentage of African American and Latino students, including ELL students, enrolled in AACs by improving identification, recruitment, and placement to ensure that students have access to AACs in a fair and nondiscriminatory manner;

Increase the number of AAC offerings, as appropriate, to provide equal access and equitable opportunities for all students to participate in these courses, including expanding the number of AP courses offered at District high schools and the number of grades in which such courses are offered;

Improve the quality of Pre-AP and AP courses by making these courses subject to audit by the College Board; and

Provide professional development to train all AAC teachers using appropriate training and curricula, such as that provided by the College Board.”

The ALE Plan also includes analyses for how to increase the numbers and percentages of African American and Latino students in AACs, [AR 14-15, App. V-1, ECF 1849-5, pp. 12, 14-15.], increase the number of AAC offerings, (*id.*, pp. 12, 13, 26-27), improve the quality of AP courses and Pre-AP courses, (*id.*, pp. 20, 27), and provide professional development to train all AAC teachers, (*id.*, pp. 20, 27).

7. Admission to University High School.

The District reviewed and revised the process and procedures used to select students for admission University High School to ensure equitable opportunities for all students.

USP § V(A)(5). “By April 1, 2013, the District shall review and revise the process and procedures that it uses to select students for admission to UHS to ensure that multiple measures for admission are used and that all students have an equitable opportunity to enroll at University High School. In conducting this review, the District shall consult with an expert regarding the use of multiple measures (e.g., essays; characteristics of the student’s school; student’s background, including race, ethnicity and socioeconomic status) for admission to similar programs and shall review best practices used by other school districts in admitting students to similar programs. The District shall consult with the Plaintiffs and the Special Master during the drafting and prior to implementation of the revised admissions procedures. The District shall pilot these admissions procedures for transfer students seeking to enter UHS during the 2013-2014 school year and shall implement the amended procedures for all incoming students in the 2014-2015 school year.

The District shall administer the appropriate UHS admission test(s) for all 7th grade students. With a signed form from a parent, a student may opt out if they do not wish to compete for entrance to UHS. Before testing each year, the District shall send explanatory materials to 7th grade families to explain the purpose of the testing and requirements for enrolling at UHS. Such materials also shall be distributed through the Family Center(s) and made available on the District’s website.

The District shall require all counselors in all middle schools to review UHS admissions requirements with all students in 6th and the beginning of 7th grade and provide all students with application materials so that students may be aware of and prepare for the required tests in the spring of 7th grade and application in 8th grade; and

In addition to the outreach required by the ALE Access and Recruitment Plan, the District shall: conduct specific UHS-related outreach to students and parents about the program’s offerings; encourage school personnel, including counselors and teachers, through professional development, recognition, evaluation and other

initiatives, to identify, recruit and encourage African American and Latino students, including ELL students, to apply; and provide assistance for African American and Latino students, including ELL students, to stay in and to be successful at UHS.

The District complied with these requirements by reviewing and revising the process for admitting students into UHS to ensure all students have an equitable opportunity for admission, and consulting with experts, the Special Master and Plaintiffs in the process, (AR 14-15, ECF 1918-1, pp.164-72; AR 14-15, App. V-46, ECF 1849-5, pp. 296-302), administered the appropriate UHS admission tests for all 7th grade students, (AR 14-15, ECF 1918-1, pp. 164, 166, 167, 169), required middle school counselors to review UHS admission requirements with all students in 6th and 7th grade and provide those students application materials, (AR 14-15, ECF 1918-1, pp. 168-69), conducted specific UHS-related outreach to students and parents about the program's offerings, (AR 14-15, ECF 1918-1, pp. 168-69), and encouraged and trained school personnel to recognize, identify, recruit and encourage African American and Latino students to enroll, stay in and be successful at UHS, (*id.* at 164-70, 178).

B. OELAS Extension.

The District pursued an Arizona Department of Education Office of English Language Acquisition Services (“OELAS”)-approved reading block extension.

USP § V(B). “During the 2012-2013 school year, the District shall pursue an Arizona Department of Education Office of English Language Acquisition Services (“OELAS”)-approved reading block extension to provide access to rigorous mainstream courses and address the literacy needs of ELLs.”

The USP required the District to pursue a reading block extension approved by the Arizona Department of Education Office of English Language Acquisition Services designed to reduce the time ELLs are separated from other students while providing access to rigorous mainstream courses and addressing the unique literacy needs of ELLs.

The District complied in good faith with this USP provision by pursuing such an extension in April 2013, though the process was delayed by changes in Arizona’s laws addressing ELLs and the District’s assessment of the actual needs of ELLs in the District. [AR 13-14, ECF 1686, p. 126.]

The District opted to pursue the Structured English Immersion (“SEI”) model, based on the Arizona State Board of Education approving refinements to the four-hour ELD block for K-12, which allowed the District flexibility within the 4-hour ELD block that no longer required the District to pursue an OELAS extension in order to fulfill the USP goals of providing ELLs rigorous mainstream courses and limiting their separation from other students. [5/15/15 Memorandum discussing OELAS extension, ECF 1850-6, p. 1.] The District also provided substantial SEI training for teachers and administrators, assigned a Language Acquisition Department (“LAD”) coach to every school in the district, and regularly monitored implementation of the English Language Development (“ELD”) programs. [AR 15-16, ECF 1958-1, p. 206.]. The District complied in good faith with the USP’s requirement to pursue and utilize an English Language Acquisition Program approved by the Arizona Department of Education.

C. Dual Language.

The District built and expanded its Dual Language program to provide more students with opportunities to enroll and encourage and recruit new and certified staff to teach in Dual Language programs.

1. The District’s Dual Language Program

USP § V(C). “Dual Language programs are positive and academically rigorous programs designed to contribute significantly to the academic achievement of all students who participate in them and which provide learning experiences comparable to the advanced learning experiences described above. The District shall build and expand its Dual Language programs in order to provide more students throughout the District with opportunities to enroll in these programs, including by encouraging new and current certificated staff with dual language certifications to teach in such programs and

by focusing recruitment efforts on appropriately certified teachers (see Section (IV)(C)(3)(a)(i)).”

The District’s work building and expanding its Dual Language program helped make it a program of choice for Spanish-speaking ELLs who have achieved oral proficiency on AZELLA, but who still feel most comfortable with a portion of their instruction in Spanish. [AR 14-15, ECF 1918-1, p. 178.]

In SY 13-14, the TUSD Governing Board voted to recognize Dual Language as an official ALE, and the Department of Language Acquisition worked to develop a new dual language education model that focused on bilingual and bi-literacy skills from the early grades. [AR 13-14, ECF 1686, p. 128.] The District also initiated an incentive to encourage new and current staff with bilingual endorsements to teach in DL programs and to encourage bilingual teachers in the District to pursue a bilingual endorsement. [*Id.*] Additionally, the District developed the Two Way Dual Language (“TWDL”) Handbook, a comprehensive overview of the new model that includes supports for teachers and administrators as they work to implement the new model. [*Id.*] The District also hosted a DL symposium which featured professional development from national experts in the field. [*Id.* at 129.] To enhance teacher recruitment in SY 13-14, the district partnered with the National Hispanic Cultural Center to recruit two teachers from Spain to fill DL vacancies in the District, and it partnered with the University of Arizona to encourage education students to pursue bilingual endorsements and specifically to consider bilingual job opportunities in TUSD. [*Id.*]

In SY 14-15, the District worked to provide high quality, research-based language acquisition professional development in collaboration with a team of national experts. [AR 14-15, ECF 1918-1, p. 179; AR 14-15, Apps 54-58, ECF 1849-6, pp. 1-15.] The District also inventoried Spanish materials at TWDL sites, ordering and delivering material to all sites, and performed walkthroughs and provided feedback to teachers and principals. [*Id.*] To provide more students with opportunities to enroll in DL programs,

the LAD developed a brochure and a website providing relevant information for the community. [*Id.*; AR 14-15, ECF 1849-6, pp. 36-40.] The District's LAD also worked closely with the District's Human Resources Department to identify all bilingually-endorsed teachers who were not teaching in dual language classrooms and to invite them to become part of the TWDL program. [AR 14-15, ECF 1918-1, p. 180.] The District also worked with the University of Arizona and Pima Community College's education departments to recruit teachers for its DL programs. [*Id.*]

In SY 15-16, the District continued to expand DL programs by providing significant training to all DL teachers (K-12) in preparation for expanding the new TWDL model, which continues to provide increased numbers of students opportunities to improve their academic achievement and future education and employment opportunities through speaking two languages. [AR 15-16, ECF 1958-1, p. 155.] Additionally, in SY 15-16, the District engaged a DL consultant to provide recommendations on increasing student access and participation at current DL schools and expanding to new schools. [*Id.* at 207.] In July 2016, the LAD held a five-day TWDL Summer Institute for all K-12 DL teachers, at which the co-authors of the book *Biliteracy from the Start: Literacy Squared in Action* trained 57 teachers and administrators. [*Id.* at 212.] To ensure continued model fidelity, the LAD continued to conduct site walk-throughs to better access, keep, analyze and utilize data to improve the DL program. [*Id.* at 213.] To continue improving its teacher recruitment, the District formed an outreach partnership with the University of Arizona, providing and encouraging training for participation in DL programs, which resulted in four UA education students being hired to fill vacant DL positions in the District for SY 16-17. [*Id.* at 214.]

In SY 16-17, the District continued to build and expand 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. [AR 16-17, ECF 2057-1, pp. 226-38.] Additionally, the District continued to work closely with a dual language consultant, who provided recommendations on increasing student access and participation at current dual language schools and expanding to new schools. Additional details regarding these efforts are described below. [*Id.* at 226.]

Table 5.33, below, shows that the total number of students enrolled in a dual language program in SY 16-17 increased by 2 percent from the previous year.

Table 5.33: 40th-Day Dual Language Enrollment by Ethnicity and School Year – Four-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
16-17	140	6.5%	59	2.8%	1,794	83.7%	95	4.4%	11	0.5%	45	2.1%	2,144

With the exception of Native American students, the number of participating students increased across all ethnicities increased from SY 15-16 to SY 16-17. Attracting new students, particularly native Spanish-speaking students, remains constrained by state policy restricting the participation of identified kindergarten PHLOTEs (Primary Home Language Other Than English) and all ELLs under ten years old in dual language programs. The state mandates that all identified PHLOTEs and ELLs gain a score of proficient on the oral portion of the AZELLA to qualify for participation in a dual language program. [*Id.* at 226-27.]

In SY 16-17 the District opened a new dual language program at Bloom Elementary School, offering a dual language kindergarten class. This new program succeeded in filling a full class of twenty students, with additional students placed on a waiting list. An additional dual language kindergarten class and two 1st grade classes are

projected for SY 17-18. In addition, the District expanded the McCorkle dual language program with a 4th grade class. This expansion was also successful; the District anticipates a full class and a 5th grade class for SY 17-18, resulting in a complete K-5 program at McCorkle Elementary School. [*Id.* at 227.]

Table 5.34 below, breaks down dual language enrollment by school site or program, comparing dual language school enrollment across the previous four years.

Table 5.34: Dual Language Enrollment by School

Dual Language Schools	2013-14 ³	2014-15	2015-16	2016-17
Davis	347	345	334	312
Roskruge	667	675	717	675
Hollinger [^]	274	314	260	315
Dual Language Classrooms				
Bloom				20
Grijalva	161	145	106	100
McCorkle	94**	67***	97**	119****
Mission View	116	90	79	75
Van Buskirk	112	125	116	92
White	148	147	122	147
Pistor [^]	134	167	165	179
Pueblo	135	88	110	110
Total	2,188	2,163	2,106	2144
^includes Dual Language Gate ** K-3 program *** K-2 program **** K-4 program				

Also in SY 16-17, the District fully revised its dual language model to develop program implementation consistency across the District. The District implemented the TWDL program at eleven⁴ schools, providing additional students with opportunities to

³ Only schools with active programs in SY 15-16 are reflected in the SY 13-14 data in this table. The 2013-14 Annual Report includes a complete list of dual language sites in that year.

⁴The eleven TWDL schools are Bloom (new for SY 16-17 with TWDL available in kindergarten), Grijalva, Mission View, Van Buskirk, and White elementary schools;

speak more than one language and thereby enhance their academic achievement. Professional development was an integral part of program development and model implementation. These professional development activities occurred on an ongoing basis throughout SY 16-17. [*Id.* at 231-32.]

2. Professional Development

a. Summer Programs

As a continuing step in implementing the TWDL model in SY 16-17, the District provided high quality, research-based professional development in dual language methodologies. On June 19-22, 2017, 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 seventy-one dual language and ELD teachers of grades ranging from kindergarten to 12 attended the symposium (AR 16-17, Appendix V – 65, Summer Lang Learn Symposium Agenda 2017, ECF 2061-3, p. 77). Dr. Luis Cruz, an expert on professional learning communities, was again the keynote speaker and built on his presentation of last year, including the leadership qualities necessary to be an effective agent of change and strengthening learning environments. [*Id.* at 231.]

In June 2017, 42 dual language educators—seven principals, 32 K-12 dual language teachers, two language acquisition coaches, and the Language Acquisition director attended the National Two-Way Bilingual Immersion Conference (AR 16-17,

Davis Bilingual Elementary Magnet School, Hollinger K-8 School (TWDL available in grades K-5), Mary Belle McCorkle Academy of Excellence K-8 (TWDL available in grades K-4), Roskrige K-8 Magnet School, Pistor Middle School, and Pueblo High School.

Appendix V – 67, NTBIC Program 2017, ECF 2061-4, pp. 1-77). This three-day conference provided a forum for participants to gather, study, and learn new methods and strategies to strengthen second language teaching practices and program implementation. Attendees learned from renowned experts in the field such as Dr. Kathryn Lindholm Leary, Dr. Alfredo Schifini, Jill Kerper Mora, José Medina, and Rosa Molina. The conference concluded with a private meeting of the District team and Ms. Molina, executive director of the Association of Two-Way & Dual Language Education (ATDLE), to debrief and reflect on the learning that had occurred and how best to incorporate the information into the District’s model. [*Id.* at 232.]

b. Quarterly Professional Development

In addition to the Language Learning Symposium, the LAD instructional coaches collaborated with a dual language consultant, Rosa Molina, the ATDLE executive director, to provide training for dual language teachers at all grade levels and dual language administrators. These sessions occurred on December 14, 2016, for K-5 teachers; February 7, 2017, for secondary teachers; and September 12, 2016, September 30, 2016, November 18, 2016, and January 10, 2017 for administrators. The primary focus with site administrators was to ensure a common understanding of the components of the TWDL framework, assist them in creating their school handbooks, and effectively market their program to their communities. These sessions were aligned to the Guiding Principles of Dual Language Education in order to promote the aim of attaining high levels of academic achievement and language proficiency. The goal of these sessions was for each school to develop its own plan for realigning its existing TWDL program and produce a school handbook that delineates school-specific information regarding the District framework. [*Id.*]

Ms. Molina and LAD instructional coaches provided separate professional development sessions for teachers. These sessions addressed a review of the essential

components of the TWDL model, research that supports the model, methodology, and use and separation of language. Additionally, teachers received training on dual language assessments. [*Id.*]

3. Site Implementation

To ensure model fidelity, the LAD conducted learning walk-throughs for all dual language sites. The LAD director, language acquisition coaches, administrators, and directors participated in walk-throughs to observe strategies, classroom practices, implementation of the model, and all its components. After each observation, LAD coaches and the director debriefed and gave feedback to classroom teachers and administrators. [*Id.* at 232-33.]

4. 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. [*Id.* at 233.]

a. Outreach: University of Arizona Bilingual Cohort

In fall 2016 and spring 2017, the LAD continued an outreach partnership with the University of Arizona Bilingual Cohort to encourage UA bilingual education students to pursue dual language teacher vacancies in the District. During a presentation to the students, the language acquisition coaches provided an introduction and overview of the District's TWDL program (AR 16-17, Appendix V – 70, Bilingual Cohort 11-7-16-PPT, ECF 2061-5, pp. 1-37). The involvement of the UA students is helping establish a pipeline of bilingual teachers from the UA's College of Education. Two UA bilingual cohort teachers were placed in TWDL classrooms for SY 17-18. [*Id.*]

b. Teacher Recruitment

Knowing that many District employees would be highly qualified for the TWDL program, the LAD collaborated with the Human Resources (HR) Department to recruit

certified staff with bilingual endorsements to teach in a District TWDL classroom for SY 17-18. [*Id.*]

In November 2016, the LAD requested and received from HR a list of bilingually endorsed teachers in the District. Out of the 214 names listed, 140 employees held a bilingual endorsement and were not teaching in a TWDL classroom in SY 16-17. [*Id.*]

The Human Resources Department sent three recruitment letters throughout the year to the District's 140 bilingual certified teachers to fill projected vacancies in TWDL programs at the eleven designated dual language school sites. The first letter, sent in December 2016, informed the teachers about the dual language curriculum materials provided to students and teachers, paraprofessional assistance in the classroom, and a \$2,500 stipend incentive for SY 17-18. In March 2017, Human Resources sent a second recruitment letter that increased the stipend offer to up to \$5,000. In May 2016, HR sent one more recruitment letter to bilingual endorsed teachers not presently teaching in Two-Way Dual Language classrooms. [*Id.* at 233-34.]

To measure the interest level of the bilingually endorsed teachers not currently in the TWDL program, the LAD collaborated with Human Resources in winter 2016 to create and send an interest survey to the 140 teachers who were sent recruitment letters. Of the 50 responses, seven teachers said they were interested in teaching in a TWDL classroom, 29 teachers indicated they were not interested in teaching in a TWDL classroom, and 14 were unsure. [*Id.* at 234.]

To better personalize the recruitment process and support face-to-face recruitment, the LAD held a TWDL informational mixer in February 2017, inviting the 140 bilingually certified teachers not in TWDL classrooms to fill projected vacancies in the District for SY 17-18. UA College of Education students graduating in May 2017 also attended. The LAD provided information to teachers and university students about the TWDL program, including information about the stipend incentive. The attendees met with invited TWDL principals and teachers, and a representative from the HR

Department answered questions about securing a TWDL position for SY 17-18. Thirty-eight participants attended and one signed a Letter of Contract Assurance during the event. This face-to-face recruitment event supported the establishment of this professional network. During SY 17-18, LAD will continue to work closely with Human Resources to identify and recruit eligible bilingual endorsed teachers. [*Id.*]

c. Make the Move

In order to fill TWDL vacancies for SY 17-18, the LAD and Human Resources informed District certified teachers who did not have bilingual endorsements about the Make the Move (MTM) program. MTM is the District's financial incentive program for teachers to take university courses to obtain a bilingual endorsement while teaching in a TWDL classroom. [*Id.* at 234-35.]

The LAD identified seven selected certified teachers and invited them to apply and pilot the program. Four of those teachers applied in winter 2016 and learned in March 2017 that they were officially accepted for MTM. These four candidates will teach in TWDL classrooms in SY 17-18 while taking courses toward earning their bilingual endorsement. [*Id.* at 235.]

d. Grow Our Own

The LAD's Grow Our Own program offers reimbursement to certified teachers who wish to upgrade their credentials, qualifications, and skills to work in second language instruction programs. In SY 16-17, allocations were set aside for ten teachers to apply for funds to reimburse the total cost of the Spanish Proficiency Exam. Grow Our Own funds covered the \$100 fee for the exam for each of the three teachers who applied. These funds also were available for the Make the Move participants; however, none needed to apply because they already had taken and passed the exam and earned their provisional bilingual education endorsement. The LAD will again make Grow Our Own

monies available to cover the cost of the Spanish Proficiency Exam for up to ten applicants during SY 17-18. [*Id.*]

5. Dual Language Parent Outreach and Supports

The LAD provided program information and enrollment opportunities to students and parents throughout the District in several ways. The Dual Language Parent Resource website includes various online resources, such as the District's adopted language literacy programs, Achieve 3000, and Imagine Learning (AR 16-17, Appendix V – 85, Parent Resource Website, ECF 2061-5, pp. 115-118). 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 continue to update and improve the website for current and potential dual language participants. [*Id.*]

In addition, the LAD coaches presented information to parents at eleven kindergarten orientations at eight of the dual language sites and spoke to prospective parents during their Kinder Round-Up principal meetings. They also presented information to parents at three of the District's Family Resource Centers. The coaches defined the District's Two-Way Dual Language immersion program and discussed research on the benefits of participating in the program, student growth data, strategies for parents to support their children enrolled in the program, and the application process. [*Id.* at 236.]

In order to communicate with parents on a larger scale regarding the TWDL program, the LAD sent informational mailers to District parents of preschool, kindergarten, and 1st grade students. The mailers included a program definition, research on the benefits of bilingualism, and how to gain more information through the District about the TWDL program. Designed by the District's Communications and Media Relations Department, the mailers were sent out in both English and Spanish three times

throughout the school year: December 7, 2016, February 8, 2017, and April 28, 2017.
[*Id.*]

D. Exceptional/Special Education.

The District appropriately gathered and reported data that enabled it to conduct meaningful reviews of its placement policies and practices to ensure African American, Latino and ELL students were not being inappropriately referred, evaluated or placed in exceptional education classes.

USP § V(D). “The District shall develop appropriate criteria for data gathering and reporting to enable it to conduct meaningful review of its referral, evaluation and placement policies and practices on an annual basis to ensure that African American and Latino students, including ELL students, are not being inappropriately referred, evaluated or placed in exceptional (special) education classes or programs.”

TUSD’s Exceptional Education (“ExEd”) Department is committed to the philosophy 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. [AR 15-16, ECF 1958-1, p. 218.]

Beginning in SY 13-14, the District went above and beyond the USP-mandated yearly reviews by establishing standards based on the Arizona Department of Education’s guidance documents and assessing the effectiveness of those standards on a quarterly basis, allowing the District to address discrepancies and challenges on a regular basis and nearer in time to when they occur. [AR 13-14, ECF 1686, pp. 129-30.] Based on scientific research, the ExEd Department undertook a major initiative to adopt inclusive practices and models at all school sites targeted at increasing the amount of time students with disabilities receiving instruction within the general education setting. [*Id.* at 130.] Based on analyses conducted during SY 13-14, the ExEd Department hired program coordinators to address compliance, data collection, and technology assessment to

provide both professional development assistance and additional oversight at school sites to ensure the District's referral, evaluation and placement policies are established and fulfilled in ways that are equitable and that do not inappropriately place African American and/or Latino students in exceptional/special education classes. [*Id.*] The District also implemented a data "dashboard," which allowed staff to retrieve, disaggregate and analyze data in ways that provided more meaningful reviews of the impact of placement policies and practices and that allowed for more responsive adjustments to any discrepancies in student referral and placement. [*Id.*]

In SY 14-15, the District applied with uniformity the Standards of Practice developed in SY 13-14. [AR 14-15, ECF 1918-1, p. 188.] A committee within each discipline of ExEd regularly reviewed and revised the process of evaluation and referring students for ExEd services. [*Id.*] The committee process ensured that psychologists applied the established standards of practice to avoid over-identification of all students and overrepresentation within the African American and Latino student populations in exceptional education. [*Id.*]⁵ For example, the District's psychologists applied standards that required evaluating students from multiple perspectives, and requiring a deficit in processing speed before a student can be considered as needing special education services for a Specific Learning Disability. [*Id.* at 189.] These standards help identify true disabilities and limit the overrepresentation of African American and Latino students. [*Id.* at 190.]

In SY 15-16, the District implemented its four-part plan to ensure all students were treated with equality when they demonstrated a need for a special education referral and evaluation: (1) provide exemplary professional development to ensure all students are

⁵ In addition, the State of Arizona monitors the representation of minorities in exceptional education for all school districts. The State of Arizona has not identified the District as being disproportionate in the labeling of students with disabilities at any time during the implementation of the USP. [AR 14-15, ECF 1918-1, pp. 188-89.]

appropriately referred and placed in special education; (2) communicate within the District and to the larger community the ExEd Department's commitment to educating all student in a strategic and cohesive manner; (3) 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; and (4) analyze the data for trends and inequities. [AR 15-16, ECF 1958-1, pp. 219-23.]

The District provided exemplary professional development in SY 15-16 overseeing the regular training and implementation of standards developed in SY 13-14, and it also provided four trainings between August and November 2015 to ensure that service providers and psychologists used research-based, systematic strategies to accurately assess all students, and specifically those referred for an evaluation in Autism Spectrum Disorder and Emotional Disabilities. [*Id.* at 219-20.]⁶

The District communicated its commitment to educating all students in a strategic and cohesive manner by creating and implementing a written vision and a written mission, which showed the District's determination to ensure that all students receive the best instruction in their general education classroom and that, as needed, the District's ExEd staff will appropriately identify and place students in their least restrictive environment. [*Id.* at 220.]

The District compiled, reviewed and analyzed the referral and placement data for all students on a quarterly basis. [*Id.* at 221.] This review culminated in a complete

⁶ For example, in the August 2015 training, all District psychologists and speech pathologists were trained regarding the Autism Diagnostic Observation Schedule protocol, which ensures that all evaluators are able to identify the characteristics of Autism Spectrum Disorder, compare them to typical development, administer the assessment, accurately score the assessment, and identify other possibilities if Autism Spectrum Disorder is not indicated by the assessment. [*Id.* at 291.] In the third training, Kathleen Woodward, E.D.S., NCSP, provided instruction and training regarding the reliable assessment of emotional disturbance and social maladjustment, which targeted the identification and placement of students with behavioral and emotional challenges. [*Id.* at 219-20.]

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							
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%

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%	

Table 5.40 shows that out of the total number of students who qualified for ExEd services during SY 15-16, 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.

The ExEd Department reviewed this data and identified two overarching themes it focused on in the SY 16-17 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. [*Id.* at 222.] This trend revealed a need for additional training on implementing strong teaching strategies in the general education classroom (Tier 1) and additional interventions throughout the day (Tiers 2 and 3). [*Id.*] Consequently, the District worked with schools to help them implement with fidelity the Multi-Tiered System of Supports (“MTSS”). [*Id.*] In addition to the support and implementation of the MTSS process, the ExEd Department also conducted professional development training for psychologists and administrators for utilizing Positive Behavioral Interventions and Supports (“PBIS”), an alternative to negative consequences for student behavior. [*Id.*; AR 16-17, ECF 2057-1, pp. 239-41.]

In SY 16-17, the ExEd department continued to monitor the ExEd placement of African American, Hispanic, and ELL students through quarterly ExEd file reviews of initial placements of students in special education. These reviews helped the department quickly identify any overrepresentation of these students. Additionally, the District implemented a new individualized education plan (“IEP”) program, the Synergy Special Education (“SE”) IEP system. The ExEd department continues to generate and monitor reports to promote equitable treatment in the placement of African American, Mexican American, and ELL students. [*Id.* at 240.]

Early in the school year, the ExEd department identified a number of students who initially were referred and did not qualify for special education services. ExEd worked closely with the MTSS coordinators to develop a process that would more accurately identify students in need of special education services. This collaboration resulted in a document that can be used to quickly identify the causes of a student’s behavior and the necessary interventions, accommodations, and modifications (AR 16-17, Appendix V – 102, ECF 2061-7, pp. 146-49). MTSS teams used the document in SY 16-17, and ExEd teachers were scheduled to start using it in August 2017. [*Id.*]

The District also improved in its appropriate identification of African American and Hispanic students as requiring exceptional education services in a manner resulting in representation proportional to their respective enrollment percentages. Table 5.37 below, shows the number of students who were referred and qualified for exceptional education services during SY 16-17.

Table 5.37: Number and Percent of Qualified Students by Race/Ethnicity and ELL Status 2016-17

	White	African American	Hispanic	Native American	Asian Pacific Islander	Multi Racial	Total	ELL
Total Number of Referrals	184	67	527	43	4	42	867	123
Percent of Total Referrals	21%	8%	61%	5%	1%	5%		14%
Total Number of Qualifications	122	45	361	31	4	29	592	89
Percent of Referrals who qualified	66%	67%	69%	72%	100%	69%	68%	72%
Percent of Total Qualifications	21%	8%	61%	5%	1%	5%		15%
District Enrollment Percentage	20%	9%	61%	4%	2%	3%		10%

The percentage of referred students who qualified for ExEd services was higher in SY 16-17 for all ethnicities in comparison with previous years, likely reflecting at least in part the success in the MTSS intervention process in avoiding unnecessary referrals. [*Id.* at 241.]

In addition to supporting and implementing the MTSS process, the ExEd department conducted professional development trainings for new psychologists, administrators, and MTSS coordinators to establish the role of the psychologist in PBIS. PBIS continues to be a positive way to support students in the general education classroom. The ExEd department is committed to using PBIS in conjunction with the MTSS process, and it closely monitored the relationship between PBIS and student referrals. The District will continue to provide professional development to ensure all staff is cognizant of this relationship, with heightened awareness given to African American, Hispanic, and ELL students. [*Id.* at 241.]

E. Student Engagement and Support.

The District developed strategies to improve student engagement and support in order to close the achievement gap and eliminate racial and ethnic disparities in academic achievement, dropout and retention rates, discipline, access to ALEs, and other areas where disparities existed or could exist.

USP § V(E)(1)(a) and (b). “The District shall utilize transformative strategies that are designed to change the educational expectations of and for African American and Latino students. Through the strategies in this Section, the District shall improve African American and Latino student engagement in the academic curriculum, shall adopt culturally responsive teaching methods that encourage and strengthen the participation and success of African American and Latino students, and shall provide African American and Latino students with the necessary student support services that will allow them to improve their educational outcomes. The services and programs in this Section shall be adequately funded to meet the objectives herein.

To carry out the objective of this Section, the District shall implement the following strategies: (i) student support services that focus on academic intervention and dropout prevention; (ii) socially and culturally relevant curriculum, including courses of instruction centered on the experiences and perspectives of African American and Latino communities; (iii) professional development and training for administrators and certificated staff to teach socially and culturally relevant curriculum and engage African American and Latino students; (iv) establishment of support services for African American and Latino students including college mentoring programs; and (v) support for parent and community participation to improve the educational outcomes of African American and Latino students.”

The goal of the USP’s section on student engagement and support is to improve the academic achievement and educational outcomes of the District’s African American and Latino students. Accordingly, the District developed and implemented concrete plans to carry out these strategies under the following categories: (a) Academic and Behavioral Supports, Assessment and Plan; (b) Data; (c) Personnel; (d) Professional Development; (e) Engaging Latino and African American Students; (f) Services to

Support African American Student Achievement; and (g) Services to Support Latino Student Achievement. [AR 13-14, ECF 1686, pp. 131-49.] The following sections detail the District's good faith compliance in each of these areas.

1. Academic and Behavioral Supports Coordinator.

The District designated an Academic and Behavioral Supports Coordinator ("ABSC") to review and assess programs, resources and practices for providing resources for academic and behavioral support programs and dropout prevention to ensure equitable access to all students.

USP § V(E)(2)(a) and (b). "By April 1, 2013, the District shall hire or designate an employee to be the academic and behavioral supports coordinator ("ABSC"), responsible for the review and assessment of the District's existing academic and behavioral support programs, resources, and practices, including, but not limited to, those currently provided through the District's student services departments. The ABSC's review and assessment shall focus on the District's efforts to provide individualized assistance and mentoring to students with academic or behavioral challenges and to students at risk of dropping out.

By July 1, 2013, the ABSC shall develop: (i) an assessment of existing programs, resources, and practices, disaggregated by school site(s), grades served, number of student s served, ELL status, and resources (e.g., part-time or full-time personnel assigned, annual budget); (ii) an analysis, based on the data identified in this Section, of any additional resources or programs that may be needed, by grade and school site; (iii) an analysis of the school sites with the highest concentration of students in need of such programs and resources; (iv) annual goals, in collaboration with relevant staff, for increasing graduation rates for African American and Latino students, which shall be shared with the Parties and the Special Master and used by the District to evaluate the effectiveness of its efforts; and (v) procedures to ensure follow up when Mojave automatically flags a student for attention. By October 1, 2013, the ABSC shall develop a plan, in collaboration with the personnel identified below in this Section, incorporating research-based strategies to focus and increase resources for academic and behavioral support programs and dropout prevention services to ensure equitable access to such programs, concentrate resources on school site(s) and in areas where student and school data indicate

there is the greatest need, and reduce the dropout rate and increase the graduation rate in each high school.”

Pursuant to the USP, the District designated Brian Lambert as its Academic and Behavioral Supports Coordinator (“ABSC”) in July 2013 to review and monitor the District’s academic and behavioral supports. [AR 13-14, ECF 1686, p. 131.] The District also designated directors of Student Services for African American, Mexican American, Native American and Asian Pacific Islander Student Services as ABSCs for SY 14-15. [*Id.* at 131-32.]

In the fall of 2013, the District conducted a review and assessment of the academic and behavioral supports in the District, collecting data from central departments and school sites detailing the various programs and services in existence for academic and behavioral supports. [*Id.* at 132.] The District utilized this data to develop the Graduation and Dropout Prevention and Retention Plan. [*Id.*]

2. Development of Dropout Prevention and Graduation Plan.

The District developed a successful and compliant Dropout Prevention and Graduation Plan.

USP § V(E)(2)(b)(i) and (2)(c). *“The District’s dropout prevention and retention plan shall include, but not be limited to:*

Developing yearly goals for lowering dropout rates, increasing graduation rates, and reducing retentions in grade for African American and Latino students, including ELLs, in each high school, taking into account the recent dropout, graduation and retention rates for each group. Graduation rates, disaggregated by a number of factors including race, ethnicity and ELL status, for the 2008 - 2011 school years are set forth in Appendix H;

Hiring or designating a dropout coordinator to work with the ABSC to implement the strategies identified herein to reduce dropout, increase graduation, and focus school and District resources on working with students whose patterns of attendance, classroom performance, or other individual challenges indicate a serious risk of dropping out;

Developing and implementing strategies to identify African American and Latino students, including ELL students, most at risk of being retained in grade and providing identified students with extra time and resources to accelerate their learning (e.g., additional time for instruction in and after school, summer programs and individualized support, including participation and literacy programs). Particular attention shall be given to reducing the retention rate of students in grades 3 and 8;

The engagement, as appropriate, of language-accessible social workers, health clinics, and school staff, or volunteers to assist in providing supports to these students;

Summer credit recovery programs rather than grade retention whenever possible;

Ninth grade academies to ease the transition to high school;

Special efforts to involve at-risk students and their families in school programs and to improve academic skills;

Positive alternatives to suspension; and

Consultation with national experts on dropout prevention.

By January 1, 2014, the ABSC shall implement the dropout prevention and retention plan, including having ensured that all personnel who provide academic and behavioral support are assigned to school(s) or area(s) based on the above-contemplated need analysis.

In late 2013 and early 2014, the District began working on a Dropout Prevention Plan. The District organized committees and subcommittees to focus on various components of a Graduation and Dropout Prevention Plan (“Graduation Plan”), including family engagement, dropout, student identification and selection, language accessible support, credit recovery programs, ninth grade academies, alternative to suspension, national expert and program review, and individual student instructional support. [*Id.* at 132-33.] The District also worked directly with national experts and incorporated the

research and work of other national experts in developing the Graduation Plan. [*Id.* at 133.]⁷

Once the committees, subcommittees and experts collaborated to draft the Graduation Plan, the District submitted the draft plan to the Special Master and Plaintiffs for review and comment. [*Id.* at 134.] The parties and Special Master negotiated changes and revisions to the plan over several months and including several drafts. [*Id.*] During the negotiation and development of the Graduation Plan, the District implemented programs and activities designed to reduce dropout rates and increase graduation rates, such as creating a credit/dropout recovery program, providing access to online courses and collaborating with the City of Tucson and Mayor's Office for in-person support for students who had recently left high school and were close to finishing. [*Id.* at 135.] The District also implemented strategies to identify and assist African American and Hispanic students, including ELL students, most at risk of being retained, including the MTSS model, the Student Support Services Online Request form and the Watchpoint pilot. [*Id.*]

In late 2013 and early 2014, the District worked to develop a Graduation and Dropout Prevention Plan as required by USP §V(E)(2)(b)(i). Development began with a review of the findings of the review and assessment, an analysis of the need measures, and an analysis of the USP requirements (including a focus on retention in 3rd and 8th grades). The District coordinated staff subcommittees to focus on various plan components: family engagement; dropout; student identification and selection; language

⁷ The District worked directly with national expert Dr. Jerry Weast, whose main focus is education disparities and who is widely respected for his expertise in crafting coherent strategies to sequence change efforts and to advise and collaborate with school districts to improve the quality of education. The District also worked directly with Dr. Rose Owens-West, whose expertise includes addressing equity issues to close achievement gaps and develop and follow effective implementation plans. [*Id.* at 134.] The District also worked directly with Lenay Dunn, whose expertise includes addressing educational policy implementation, equity, educational opportunity, systemic reform, program evaluation, and research and evaluation methods. [*Id.* at 134.]

accessible support; credit recovery programs; ninth grade academies; alternative to suspension; national expert/program review; and individual student instructional support (before, after and during school). Each subcommittee submitted specific recommendations. In addition, TUSD leadership constructed a framework for district wide student instruction and support. The subcommittee recommendations were integrated into this framework to produce a district wide plan to increase achievement, increase graduation, and decrease dropouts and retentions. [*Id.* at 132-33.]

The District finalized the Dropout Prevention and Graduation Plan in March 2015. The 2013-14 assessment revealed three overall strategies with the greatest potential for mitigating dropout rates: 1) annual goals, 2) support systems (direct support to students), and 3) positive alternatives to suspension. Based on multiple assessments, the District developed the Plan to be comprehensive and deeply connected with most, if not all, of the District's major academic achievement initiatives. [AR 14-15, ECF 1918-1, p. 191.]

In December of 2014, the District worked with Dropout Expert Dr. Russell Rumberger (Founder and Director of the California Dropout Research Project and Professor of Education, UC Santa Barbara) to get feedback on the Plan and to strengthen it. As a result, the District prioritized certain strategies to be carried out during the 2014-15 school year and others to be explored or developed during the 2015-16 school year and beyond. [*Id.* at 191-92.]

The DPG Plan included multiple annual goals and dozens of strategies from direct interventions at varying grade levels to specific strategies for providing positive alternatives to suspension. The District established specific goals for African American and Latino, and ELL students for increasing graduation rates, decreasing dropout rates, reducing in-grade retention rates (grades K through 8), and improving attendance rates. Over the 2014-15 school year, the District made improvements in all four areas, and met some of the established goals, although it did not meet others. [*Id.* at 192.]

The goal for the 2014-15 school year was to increase the African American and Latino graduation rate by three percent. The Plan provides an example for calculating and evaluating the four year graduation rate goal: "...if at the end of the 2013-14 school year, the African American Four-Year Graduation Rate is 75 percent, the goal for the end of SY 14-15 would be 77.25 percent, an increase of 3 percent (75×1.03).” The African American student graduation rate in the 2013-14 school year was 77.4 percent, so the goal for the 2014-15 school year was 79.72 (77.4×1.03). The District met and exceeded its goal: the four-year graduation rate for African American students in the 2014-15 school year was 82 percent. The gap between African American and Anglo student graduation rates thus dropped from 7.9 percentage points in the 2013-14 school year, to 3.3 percentage points in the 2014-15 school year. The Latino student graduation rate in the 2013-14 school year was 79.3 percent, so the goal for the 2014-15 school year was 81.68 (79.3×1.03). The District saw an increase but did not meet its goal: the four-year graduation rate for Latino students in the 2014-15 school year was 80 percent. For Latino students the gap from four year rates for Anglos dropped from 6 percentage points in the 2013-14 school year to 5.3 percentage points in the 2014-15 school year. [*Id.* at 193.]

For the 2014-15 school year, the District’s goal was to increase attendance rates by .05 percent for African American students, and by .6 percent for Hispanic students (*id.* at 10). The Plan provides an example for calculating and evaluating the attendance rate goal: "...if at the end of SY 2013-14, the Hispanic attendance rate is 90.75%, the goal for the end of SY 2014-15 would be 91.35% an increase of .6%.” [*Id.*] In the 2013-14 school year, the African American student attendance rate was 91.4 percent, so the goal for the 2014-15 school year was 91.45 percent, an increase of .05 percent. In the 2014-15 school year, the African American student attendance rate was 91.5 percent – representing an increase of .1 percent. In the 2013-14 school year, the Latino student attendance rate was 90.7 percent, so the goal for the 2014-15 school year was 91.3 percent, an increase of .6

percent. In the 2014-15 school year, the Latino student attendance rate was 90.6 percent - representing a decrease of .1 percent. [*Id.* at 197.]

The Steps to Success initiative was a partnership between Tucson Unified School District and the City of Tucson Office of the Mayor to seek out and retrieve students who have dropped out of Tucson Unified School District. Through home visits, this partnership allowed educational staff (including support staff from Student Support Services and Dropout Prevention), city officials, and community members to visit with students and their families and encourage them to come back and finish their high school education. In the 2014-15 school year, 282 students returned to school and 31 graduated and over 73 percent of these students were African American or Latino. [*Id.*]

The 2015-16 school year was the first full year the District implemented the DPG after the District and parties finalized it in March of 2015. The scope of the final DPG plan is broad. Accordingly, following the recommendations of expert Dr. Russell Rumberger, the District prioritized the implementation of certain strategies during the 2014-15 and 2015-16 school years. Each year, the District has met some of the Plan's goals and fallen short of some of the Plan's goals, continually making progress and striking the balance between setting ambitious expectations and setting goals that are achievable. At the end of SY 2015-16, District staff continued to meet to analyze the plan and revise its strategies for the SY 16-17. [AR 15-16, ECF 1958-1, PP. 224-26.]

In SY 15-16, the District strengthened its graduation support system, as well as specific strategies to help at the elementary, middle and high-school levels. 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. [*Id.* at 232-43.]

a. 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 members 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. [*Id.*]

To achieve its graduation goals, the District designed and institutionalized support systems and strategies to provide direct support to students, primarily through the MTSS model. 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. The District deployed MTSS facilitators to sites based on AzMERIT and discipline data. [*Id.* at 247-48.]

In SY 16-17, the Mexican American Student Services Department (“MASS”) targeted the lowest performing 25 sites. All of these sites had significant Hispanic populations. The MASS department assigned specialists to 22 of these sites. The three remaining sites, TAP, Mary Meredith, and Lawrence 3-8, had alternative resources. [*Id.* at 248.]

The African American Student Services (“AASS”) Department assigned specialists to designated schools based on school enrollment, student discipline data, District benchmark assessment data, and AzMERIT scores. The department reviewed AzMERIT scores to examine the gap between white and African American students in

English language arts and math in schools where at least 40 African American and 40 white students tested. The AASS department then assigned specialists accordingly. [*Id.*]

b. 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. [*Id.*]

c. Multi-Tiered System of Supports and School-Wide Support Plans

In SY 14-15, 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. 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 15-16, every school's MTSS team was required to meet a minimum of once per month, while some schools chose to meet every week. To support all school-site administrators in implementing MTSS, training was provided during District administrator meetings.

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.

The District required every MTSS team to meet at least bimonthly in SY 16-17, with many schools holding weekly meetings. African American and Hispanic student

success specialists served on at least one MTSS team to provide additional Tier 2 and/or Tier 3 support for African American and Hispanic students.

The District assigned a dedicated MTSS facilitator to 31 schools to coordinate this work. The District identified school sites based on student AzMERIT performance and discipline rates. Principals at the remaining schools designated an MTSS lead to facilitate the work of the MTSS team and document tiered interventions. MTSS facilitators and leads provided site trainings on a monthly basis and documented meeting notes and student logs in the MTSS SharePoint for each school. To support the implementation at school sites, the District provided training for all administrators during administrator meetings and for all MTSS facilitators during their meetings as well. [*Id.* at 249.]

d. Standardized Curriculum

TUSD curriculum was disseminated to all staff and employees via the District's curriculum website. 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 members were required to complete curriculum training through the True North Logic online professional development portal.

The District rolled out the comprehensive Curriculum 3.0 to all central staff, site administrators, and teachers in SY 16-17. The District disseminated the curriculum and accompanying materials to all staff and employees via Tucson Unified's curriculum website. During ILA sessions, the District provided monthly training on the curriculum to all administrators, who then trained their site staff.

e. Language-Accessible Social Workers.

The District provided language-accessible social workers to support exceptional education student needs, including at Cholla, Pueblo, and Tucson high schools to serve non-exceptional education students. [Id.]

f. 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 15-2016, 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. [Id.]

Home Visits 15-16

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

In SY 16-17, eleven dropout prevention specialists made 732 daytime and evening home visits, both scheduled and spontaneous, up 7 percent from the previous year. For students of legal age, the specialists directed the conversation toward the student. For students under legal age, the specialists spoke with the parents/guardians and encouraged them to include the student in the conversation and resolution.

Home Visits 16-17

Type of School	Number of Sites	Number of Home Visits
Elementary	12	32
K-8	11	54
Middle	8	179
High	13	413
Agave Online	1	54
Total	45	732

g. 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 SY 15-16, 145 students returned to school and 26 graduated; 73 percent of these graduates were African American or Hispanic.

Steps to Success 15-16

	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%	

The District is committed to spearheading Steps to Success twice a year, 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. [*Id.* at 234.]

In SY 16-17, the District continued to implement the Steps to Success initiative it shares with the Tucson Mayor's Office to seek out and retrieve students who have

dropped out of Tucson Unified schools. The Dropout Prevention Department coordinated this bi-yearly event. Through home visits, this partnership allowed educational staff, including support staff from the Dropout Prevention and Student Services departments, and city officials and community members to visit with students and their families to encourage them to finish their high school education. In SY 16-17, 111 students returned to school and 24 graduated. [*Id.* at 250.]

Steps to Success 16-17

	White	African American	Hispanic	Native American	Asian/Pacific Islander	Multi-Racial	Total
Enrolled	17	13	65	9	1	6	111
	15.5%	11.8%	59.1%	8.2%	0.9%	5.5%	
Graduates	7	1	10	3	1	2	24
	29.2%	4.2%	41.7%	12.5%	4.2%	8.3%	

h. High School Support Strategies

(1) Freshman Academy (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. [*Id.* at 235.]

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 16-17. [*Id.* at 235.]

In summer 2016 and 2017, the District continued the Freshman Academy (formerly Summer Bridge Program) at all ten comprehensive high schools. While any student could attend, the District targeted its recruitment to students who faced particular academic challenges, such as 8th grade students in jeopardy of not being promoted to the 9th grade. Students participated in a four-hour school day in which they received 1.5 hours of instruction in both math and English language arts, and one hour of either study skills or campus orientation. The mathematics and ELA curriculum was the same as that used for other 8th grade retention programs but staff members deliver it in an abbreviated amount of time. The District designed the program to provide students a solid foundation in these core content areas as they transition to high school. 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. Of the 174 students who attended and received credit for the academy, fourteen were African American, and 70 were Hispanic. The District recruited teachers working on the respective campuses to be a part of the Freshman Academy so they could start building relationships with the students prior to the first day of school. [*Id.* at 251.]

(2) Organize High School Classes for Freshmen into Smaller Communities or Teams

In SY 15-16, 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.

In SY 16-17, Santa Rita High School's Success Academy provided a new pathway for college and career readiness within a unique academy model. 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. [*Id.*]

(3) Pilot a program to use 8th grade data to place students in need of math support in a two-hour block of algebra/algebra support

Five high schools (Palo Verde, Pueblo, TAP, Tucson, and UHS) implemented a "double-block" Algebra 1 class for struggling freshmen to improve their mathematics. In SY 17-18, these schools will continue using this strategy, and the District will expand it to Catalina and Cholla high schools.

(4) 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, 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. [*Id.* at 236.]

During SY 16-17, the District assigned dropout prevention specialists to high schools. In order to provide coverage to all schools, some specialists covered more than one high school or occasionally worked with middle schools. The District determined multiple site coverage by looking at enrollment, discipline, and attendance data. Additionally, the District made its online referral process available to facilitate site requests for additional dropout prevention support. [*Id.*]

The specialists supported students through one-to-one conferences, attendance monitoring, Child Find, 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 the District Attendance Awareness Campaign. [*Id.* at 252.]

(5) 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. [*Id.*]

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. [Id.]

In SY 16-17, the District also continued successfully to utilize the Step by Step program, Education and Career Action Plans, Structured Concept Recovery, and Alternative Schools. [Id.]

Credit Recovery Options Summary – SY 16-17

Site administrative data

Program/Description	# of participating Af. Am. and Hispanic students	Credits recovered	Location(s)
All AGAVE: numbers for both full- and part-time students taking courses through AGAVE	African American: 245 Hispanic: 1,523	African American: 292 Hispanic: 1,370	All high schools
AGAVE Middle and High School: online high school with optional labs (for graduation numbers, see GradLink)	African American: 70 Hispanic: 432	African American: 125 Hispanic: 448	Virtual Schools:
AGAVE Credit Recovery: virtual credit recovery with optional labs	African American: 147 Hispanic: 759	African American: 131 Hispanic: 587	Offices at Catalina High School;
GradLink Program of AGAVE: online courses and in-person support for students who recently left high school and are close to finishing	African American: 34 (3 Graduates) Hispanic: 249 (35 Graduates)	African American: 81 (7 Graduates) Hispanic: 219 (86 Graduates)	Labs at Catalina, Pueblo, and Palo Verde high schools
High School Summer Experience: AGAVE numbers only	African American: 28 Hispanic: 332	African American: 36 Hispanic: 335	High schools; online

(6) 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 15-16, the 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 SY 15-16. [*Id.* at 236-37.]

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. [*Id.* at 237.]

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
Totals	22,965	12,338

(7) Structured Concept Recovery

The District has used this strategy on a wide scale, including by providing concept recovery as an intervention to students who are struggling with content, particularly with ELA and math. Sites used online learning tools such as SuccessMaker or Edgenuity to provide specific concept recovery lessons to at-risk students under the direction of a teacher. As the District refines its approach to MTSS for academic purposes, it is also refining the methods of concept recovery used as an academic intervention. [AR 16-17, ECF 2057-1, p. 253.]

(8) Alternative Schools

The District operated two alternative schools in SY 15-16—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. 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. [AR 15-16, ECF 1958-1, p. 238.]

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. During SY 15-16, 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. [*Id.*]

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. [*Id.*]

GradLink is an AGAVE program focused on seniors who are within eight credits of graduating. GradLink students have access to a counselor and three evening labs staffed by highly qualified teachers to assist them through the completion of their graduation requirements. In SY 14-15, the District extended access to GradLink labs through fall break and into the summer. [*Id.* at 239.]

Table 5.51: Credit Recovery Options Summary – SY 15-16

Program/Description	# of participating Af. Am. and Hispanic students	Credits recovered	Location(s)
Edgenuity: 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
AGAVE Middle and High School: online High School with optional labs (for graduation numbers see GradLink)	African American: 74 Hispanic: 458	African American: 108 Hispanic: 433	Virtual Schools: Offices at Catalina High School;
AGAVE Credit Recovery: virtual credit recovery with optional labs	African American: 183 Hispanic: 985	African American: 179 Hispanic: 813	Labs at Catalina, Pueblo, and Palo Verde high schools
GradLink Program of AGAVE: 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)	
High School Summer Experience: AGAVE numbers only	African American: 49 Hispanic: 353	African American: 58 Hispanic: 362	High schools; online

i. Middle School Strategies

(1) Organize Middle School Classes into Smaller Communities or Teams

Six middle school sites implemented teams to help support the middle school concept and consistent review of student data. Seven schools will utilize the team model

for SY 17-18. The following chart shows which sites implemented a team concept and which sites plan to do so in SY 17-18. [*Id.* at 255.]

Table 5.48: Middle Schools with Teams

School	Teams in 2016-17	Teams in 2017-18
Dodge	Yes	Yes
Doolen	Yes	Yes
Gridley	Yes	Yes
Magee	No	No
Mansfeld	No	No
Pistor	No	Yes
Secrist	Yes	Yes
Utterback	No	No
Vail	Yes	Yes
Valencia	Yes	Yes

(2) 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.

[*Id.* at 240.]

In SY 16-17, the District continued to utilize the successful CP program 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. [*Id.* at 256.]

After analyzing data and consulting with elementary schools, the District identified underperforming 5th grade students from across the District, prioritizing African American and Hispanic students. The District then invited parents to attend an informational meeting and enroll their child in CP. Because CP is a program and not a school, the enrolled students maintained their District middle school registration but attended one of the CP classrooms. CP has been in existence since 2011 and will continue offering intervention to 6th graders for SY 17-18. CP 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.

Each CP class has a certified teacher and an instructional specialist and serves 15 to 20 students throughout the school year. The goal is to scale up and increase student enrollment by at least 82 percent in SY 17-18 without adding additional cost. This means that CP will serve 40 students—twenty at each site. In SY 17-18, the District is moving the Alice Vail Middle program to Booth-Fickett Magnet Middle School. This location is a transportation hub to allow for consistency for CP enrollees, and the District anticipates it will support the goal of increasing enrollment to twenty students. [*Id.*]

(3) Summer School

The District designed the Summer Experience program, a three-week literacy and mathematics program, for students in 2nd, 3rd, and 8th grades who need additional support to move to the next grade level and/or to be successful in the subsequent school year. Two high school hubs served students in 8th grade from across the District, and seven elementary and K-8 hubs served 2nd and 3rd graders from across the District. [*Id.*, p. 257.]

The District recruited every student in jeopardy of not promoting to the next grade level and engaged in additional efforts to recruit African American and Hispanic students. The summer enrichment program coordinator collaborated with the AASS and MASS directors to recruit African American and Hispanic students. More than 600 2nd and 3rd grade students enrolled, including 69 African American students and 377 Hispanic students. In the most recent year, the Summer Experience program for 8th graders enrolled 111 students, including 15 African American and 72 Hispanic students.

(4) Sixth Grade Bridge Program

In SY 15-16, 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. [*Id.* at 241.]

In SY 16-17, the District continued to utilize the 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 with an emphasis on each site's particular programs. Of the 167 students enrolled in the program, 15 were African American and 95 were Hispanic. [*Id.* at 257.]

j. Elementary and K-8 Strategies

(1) Master Schedule

For the last three school years, 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. [*Id.*]

(2) Focus on Early Literacy

For the last three school years, the District focus on early literacy has been 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. [*Id.* at 242.]

The main reading adoption utilized has been 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 employs a variety of resources such as Sounds Abound, Great Leaps, Rewards, Wilson Readers, and the online SuccessMaker program. 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. [*Id.*]

All sites have monitored progress using various instructional and assessment systems, including DIBELS, Scholastic Next Step Guided Reading Assessment (“NSGRA”), Developmental Reading Assessment, SuccessMaker, Achieve 3000, and Imagine Learning. All sites were required to use DIBELS, SuccessMaker, and SchoolCity benchmark data. [*Id.*]

(3) 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 in a less restrictive, more realistic environment, better preparing them for elementary school and beyond. [*Id.* at 242-43.]

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 continue to expand these pre-K and kindergarten programs and strategies. [*Id.*]

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. 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. [*Id.*]

The 2016-17 school year was the second full year of implementation after the District and parties finalized the Dropout Prevention and Graduation (DPG) Plan in March 2015. [AR 16-17, ECF 2057-1, p. 242.] District staff, including representatives from multiple departments, met on an ongoing basis to monitor progress and review the annual goals. The plan’s 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. During SY 16-17, the District made improvements several areas. [AR 16-17, ECF 2057-1, p. 242.]

In SY 16-17, the District's 24 inclusion classrooms provided two sessions of preschool each day, serving more than 1,000 students. 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 plans access to learn in a less restrictive, more realistic environment, better preparing them for elementary school and beyond.

3. Increasing Graduation Rates

Table 5.39: Four-Year Graduation Rates by Ethnicity⁸

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%
2016-17							

Table 5.40: Four-Year ELL Graduation Rates by Ethnicity

Year	African American ELLs		Hispanic ELLs	
2012-13	1 of 12	8.3%	10 of 32	31.3%
2013-14	2 of 16	12.5%	11 of 29	37.9%
2014-15	6 of 12	50%	14 of 31	45.2%
2015-16	4 of 19	21%	9 of 26	35%
2016-17				

⁸ As of the drafting of this assessment, the District is still working with the Arizona Department of Education to get accurate dropout and graduation rates.

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%
2016-17							

4. Reducing In-Grade Retention Rates (Grades K-8)

Table 5.42: African American Students Retained In-Grade

Grade	2014-15 to 2015-16			2015-16 to 2016-17			2016-17 to 2017-18		
	N	Ret.	% Ret.	N	Ret.	% Ret.	N	Ret.	% Ret.
K	343	10	2.9%	349	6	1.7%	349	7	2.0%
1	369	7	1.9%	376	9	2.4%	354	5	1.4%
2	361	9	2.5%	386	5	1.3%	356	3	0.8%
3	316	0	0.0%	346	3	0.9%	387	5	1.3%
4	294	2	0.7%	335	1	0.3%	338	0	0.0%
5	303	1	0.3%	309	0	0.0%	356	1	0.3%
6	279	4	1.4%	306	2	0.7%	285	1	0.4%
7	330	1	0.3%	287	3	1.0%	289	2	0.7%
8	277	2	0.7%	332	1	0.3%	291	3	1.0%
K-8	2,872	36	1.3%	3,026	30	1.0%	3005	27	0.9%

For SY 16-17, the District's goal was to decrease the in-grade retention rate for African American students by 10 percent compared to SY 15-16. [*Id.*] In SY 15-16, the African American retention rate for grades K-8 was 1.0 percent, so the goal for SY 16-17 was 0.9 percent, a reduction of 10 percent ($1 - (1 \times .10)$). The District met this goal. [*Id.* at 244.]

Table 5.43: Hispanic Students Retained In-Grade

Grade	2014-15 to 2015-16			2015-16 to 2016-17			2016-17 to 2017-18		
	N	Ret.	% Ret.	N	Ret.	% Ret.	N	Ret.	% Ret.
K	2,335	42	1.8%	2,156	45	2.1%	2092	34	1.6%
1	2,436	43	1.8%	2,374	42	1.8%	2162	32	1.5%
2	2,505	20	0.8%	2,420	21	0.9%	2280	14	0.6%
3	2,401	15	0.6%	2,483	17	0.7%	2382	12	0.5%
4	2,374	5	0.2%	2,380	6	0.3%	2458	3	0.1%
5	2,367	8	0.3%	2,347	7	0.3%	2325	4	0.2%
6	2,239	12	0.5%	2,134	10	0.5%	2130	4	0.2%
7	2,172	16	0.7%	2,168	7	0.3%	2105	4	0.2%
8	2,199	11	0.5%	2,171	5	0.2%	2179	4	0.2%
K-8	21,028	172	0.8%	20,633	160	0.8%	20113	111	0.6%

For Hispanic students, the District's goal for SY 16-17 was to decrease the in-grade retention rate in grades 3-8 by 50 percent. In SY 15-16, the retention rate was 0.7 percent for Hispanic 3rd graders and 0.2 percent for Hispanic 8th graders. In SY 16-17, the retention rate was 0.5 percent for Hispanic 3rd graders, representing a 29 percent reduction, and .2 percent for 8th graders, unchanged from the previous year. [*Id.* at 245.]

5. Increasing Attendance Rates (Grades K-8)

Table 5.44: 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%
2016-17	92.0%	92.4%	90.7%	89.3%	94.4%	91.8%	91.2%

For SY 16-17, the District's goal was to increase attendance rates by 0.05 percentage points for African American students and by 0.6 percentage points for Hispanic students. The District met this goal. In SY 15-16, the African American student attendance rate was 91.1 percent, so the goal for SY 16-17, was 91.15 percent. In SY 16-17, the African American student attendance rate was 92.4 percent, representing a

significant increase from last year. In SY 15-16, the Hispanic student attendance rate was 90.1 percent, so the District met its goal for SY 16-17 at 90.7. [*Id.* at 246.]

6. Progress Monitoring

In SY 15-16, the District implemented a DPG team to review the DPG budget allocation and monitor the successful implementation of the DPG plan. Members of the team included staff from the Language Acquisition, Technology Services, Dropout Prevention, Student Support Services, Curriculum, and Academic Leadership departments. The team met three times during SY 16-17 and reviewed the progress and implementation of the plan. [*Id.*]

The Student Services and Dropout Prevention departments conducted a review of student demographics to identify at-risk students and provide additional support (described below) to reduce dropout rates. The Dropout Prevention Department targeted all high schools and several middle schools to assign additional support to positively impact dropout rates. [*Id.*]

7. Student Identification and Monitoring

In SY 16-17, the District implemented new technology, an Early Warning Module (EWM), to monitor student data and automatically flag at-risk students through analysis of student academic performance, attendance, and behavior. This new technology is integrated with Synergy, the District's new Student Information System ("SIS"). Synergy regularly exports student data to provide a current risk level for each student. [*Id.*]

The District also began implementation of the Intervention Module ("IM") to record and monitor interventions designed to address area(s) of concern for an at-risk student. Once a student is designated as being at-risk, District staff assigns services or interventions to support the student, recording these interventions in the IM. Staff is automatically prompted at a later date to evaluate the effectiveness of that intervention.

The IM provides a common platform for District staff across departments to communicate about the progress of referred students. Data entered into both EWM and IM will follow the student from school to school. [*Id.* at 247.]

The implementation of both the EWM and the IM began in September 2016. The EWM module is now in broad use across the District. The IM module was piloted last year in a small number of schools. That experience led to many enhancements to the IM which in returned require the district to develop new processes due to the consolidation of legacy "silo" intervention applications into a single application. As a result, the pilot has been expanded in SY17-18 to a significantly larger number of campuses. The MTSS facilitators and teams monitor this data regularly and use it to inform their supports and interventions for at-risk students. The District plans to expand the implementation of this new technology to all school sites in SY 18-19. [*Id.*]

8. ELL Student Support Strategies

a. 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 receiving bus passes for transportation.

b. 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.

c. AGAVE

The District provided ELL students with the opportunity to take online courses through AGAVE. However, ELL participation in AGAVE did not increase, likely due to language barriers. [*Id.*]

d. Improved Tier 1 Instruction for ELL Students; Sheltered Content Classes

LAD coaches continued to utilize the ELD curriculum and assessments aligned to the English language proficiency standards for all K-12 ELL students. The District arranged curriculum materials by quarter, including 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 continued to provide 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. The District also provided additional sections of sheltered social studies at Doolen and Tucson Magnet High. [*Id.* at 259-60.]

e. Summer School for ELLs

During the 2017 Summer Experience program, the District offered ELD programs for all levels of ELD at Pueblo, Rincon, Palo Verde, and Catalina High Schools. These high schools also recruited incoming 9th grade ELLs from their feeder middle schools. Pueblo, Rincon, and Catalina offered a one-credit ELD class for Pre-Emergent/Emergent students and a one-credit ELD class. Palo Verde's program consisted of a half-credit of Response to Intervention Math and a half-credit of ELD. [*Id.* at 260.]

These classes took place from May 31 through June 30, 2017, and students participated 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. [*Id.*]

f. MTSS Math and Literature Intervention Classes for Intermediate-Level ELLs and R-ELLs

The MTSS process included all students, addressing the specific needs of ELLs and recently reclassified 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. [*Id.*]

g. Imagine Learning

The District used Imagine Learning (IL) English for elementary ELL students during SY 16-17. 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 and motivating, yet rigorous, format. [*Id.*]

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. The software program 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, IL centralizes student performance data at the district level. The District makes site- and district-level data available to teachers, principals, and central administrators to inform

decision making. These data reports ensure that the LAD is able to see in detail how the implementation of IL is proceeding. [*Id.* at 260-61.]

To support ELL students, the District offered math tutoring after school. Also, in an effort to improve Tier 1 instruction for ELL students, the District continued to provide 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. [*Id.* at 261.]

h. ELD I and II Classes for Pre-Emergent/Emergent and Basic-Level ELLs

The ELD I class included Pre-Emergent and Emergent students. Classes followed the ELD curriculum used during the school year in the areas of listening, 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. [*Id.*]

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. The District provided Sheltered Content Classes in math for ELLs and reclassified ELLs at Rincon, Tucson, Catalina, and Palo Verde high schools; Doolen Middle School; and Roberts-Naylor K-8. [*Id.*]

i. 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. [*Id.* at 261-62.]

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. 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 and department specialists followed up with targeted efforts, including making phone calls and personal contacts to invite parents to the events. [*Id.* at 262.]

j. Professional Development

In SY 16-17, the District implemented comprehensive professional development for staff, including USP-aligned professional development. Furthermore, the District continued training on school climate and culture, MTSS, and related instructional and prevention strategies throughout the year. To support the Dropout Prevention and Graduation Plan, the District provided training to all District and site administrators in the areas of Curriculum 4.0, culturally responsive practices, data monitoring (benchmark growth points, and behavioral interventions (including positive alternatives to suspension as described in the DPG plan). [*Id.*]

9. Data systems to support academic and behavioral interventions.

The District improved its data systems to better track student academics, attendance and discipline.

USP § V(E)(3). *“By July 1, 2013, the District shall develop and/or amend its academic and behavioral intervention policies and strategies to facilitate the supports and interventions described in this section. Such amendment shall include, but not be limited to, changes to the data dashboard system to ensure that students who (i)*

fall below a particular academic threshold, (ii) go above a certain threshold of absences, or (iii) receive a certain threshold number of disciplinary consequences or referrals, are flagged and referred to the student services resources identified herein. By that date, the District shall make any necessary changes to Mojave to ensure that students are automatically flagged by the data tracking system when they cross these thresholds.”

The District changed its data dashboard system to facilitate identifying and monitoring students for academic, attendance and behavioral supports. The District worked to improve its data dashboard system soon after the USP was implemented, [AR 13-14, ECF 1686, p. 138.], and it has continually improved that system since.

In SY 14-15, 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. 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 15-16, the District continued to take steps to improve its system for monitoring and flagging at-risk students. The District decided to consolidate strategies through the use of the Synergy student information system and the BrightBytes student intervention system. [AR 15-16, ECF 1958-1, p. 231.]

In SY 16-17, the District implemented Early Warning Module (“EWM”) technology to monitor student data and automatically flag at-risk students through analysis of student academic performance, attendance, and behavior. This new technology is integrated with Synergy, the District’s new SIS. Synergy regularly exports student data to provide a current risk level for each student. [AR 16-17, ECF 2057, p. 246.]

The District also implemented the IM to record and monitor interventions designed to address area(s) of concern for an at-risk student. Once a student is designated

as being at-risk, District staff assigns services or interventions to support the student, recording these interventions in the IM. Staff is automatically prompted at a later date to evaluate the effectiveness of that intervention. The IM provides a common platform for District staff across departments to communicate about the progress of referred students. Data entered into both EWM and IM will follow the student from school to school. [*Id.* at 247.]

The implementation of both the EWM and the IM began in September 2016. By May 2017, 31 schools were using these technologies, which are instrumental in supporting MTSS at all school sites. The MTSS facilitators and teams monitor this data regularly and use it to inform their supports and interventions for at-risk students. The District plans to expand the implementation of this new technology to all school sites in SY 17-18. [*Id.*]

10. Staffing for academic intervention services.

The District hired required personnel to coordinate the development and implementation of support and academic intervention services for African American and Latino students and for supervising the implementation of courses of instruction that focus on the cultural and historical experiences and perspectives of African American and Latino communities.

USP § V(E)(4)(a)-(d). “The District shall hire or designate an individual who shall coordinate the development and implementation of support and academic intervention services for African American students. This employee shall also coordinate efforts to work directly with students to improve academic achievement, provide mentorship and guidance, reduce dropout and increase the college-going rate. The director of support services for African American student achievement shall have experience in mentoring and advocacy on behalf of African American students, the development and implementation of successful academic intervention models and their evaluations, and dropout prevention.

The District shall hire or designate an individual who shall coordinate the development and implementation of support and academic intervention services for Latino students. This employee

shall also coordinate efforts to work directly with students to improve academic achievement, provide mentorship and guidance, reduce dropout and increase the college-going rate. The director of support services for Latino student achievement shall have experience in mentoring and advocacy on behalf of Latino students, the development and implementation of successful academic intervention models and their evaluation, and dropout prevention.

The District shall hire or designate an individual who shall supervise the implementation of courses of instruction that focus on the cultural and historical experiences and perspectives of African American and Latino communities. The CRPI director shall also supervise, develop and implement a professional development plan for administrators, certificated staff, and paraprofessionals, as appropriate, on how best to deliver these courses of instruction and to engage African American and Latino students. The CRPI director shall have experience developing and teaching curriculum focused on the African American and/or Latino social, cultural, and historical experience at the secondary level.

The District immediately designated Jimmy Hart as the Director of African American Student Achievement and Maria Figueroa as the Director of Latino Student Achievement. [AR 13-14, ECF 1686, p. 139.] e In April 2013, the District designated Dr. Augustine Romero as both the Culturally Responsive Pedagogy and Instruction (“CRPI”) Director and as the Multicultural Curriculum Director (“MCD”). [*Id.*] In March 2014, the District designated Salvador Gabaldon to serve as the CRPI Director; Lorenzo Lopez has served in this role since January, 2015. [*Id.*] The District also hired Dr. Clarice Clash as the Senior Director for Curriculum Developments, and Mrs. Desiree Cueto as the MCD. [*Id.* at 140.] The District has continued to maintain qualified and focused leadership and personnel to direct support services and culturally responsive education and curriculum.

11. Training for administrators and support staff.

The District provided training to administrators and certified staff regarding how to create supportive and inclusive learning environments for all students.

USP § V(E)(5). “By the start of the 2013-2014 school year, the District shall provide all administrators and certificated staff, particularly those who are teaching courses of instruction centered on the experiences and perspectives of African American and/or Latino communities, with training on how to create supportive and inclusive learning environments for African American and Latino students with an emphasis on curriculum, pedagogy and cultural responsiveness. The trainings shall focus on learner-based approaches that emphasize students’ cultural assets, backgrounds, and individual strengths. By May 1, 2013, the CRPI director shall coordinate hiring or designating individuals, as necessary, who can assist him/her in providing ongoing support and training to administrators, certificated staff, and paraprofessionals.”

Beginning in the fall of SY 13-14, the District developed training on Supportive and Inclusive Learning (“SAIL”) to build on the culturally relevant components and equity components of the teacher evaluation training. [AR 13-14, ECF 1686, p. 140.] The CRPI Director and relevant staff continued to improve the SAIL training throughout 2014, and provided training that stressed creating supportive and inclusive learning environments with a focus on learner-based approaches that emphasize students’ cultural assets, backgrounds and individual strengths. [*Id.*]

Throughout SY 15-16, the District provided training to help administrators recognize and assess culturally responsive teaching and illustrate the need for culturally responsive education. [AR 15-16, ECF 1958-1, p. 295.] 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. [*Id.* at 296.] The District also provided professional development through other ILA training focused on curriculum, pedagogy, cultural responsiveness,

and learner-based approaches that emphasized the students' cultural assets. [*Id.* at 296-97.] The District also contracted with culturally-responsive learning expert Dr. Janice Jackson, who worked with instructional leadership to develop a presentation that addressed specific District needs, including a two-hour training on social cultural factors that influence racial and cultural identity. [*Id.* at 297.]

In SY16-17, the District implemented comprehensive professional development for staff, including USP-aligned professional development. Furthermore, the District continued training on school climate and culture, MTSS, and related instructional and prevention strategies throughout the year. To support the Dropout Prevention and Graduation Plan, the District provided training to all District and site administrators in the areas of Curriculum 4.0, culturally responsive practices, data monitoring (benchmark growth points, and behavioral interventions (including positive alternatives to suspension as described in the DPG plan). [AR 16-17, ECF 2057-1, p. 262.]

12. Strategies to Increase Academic Achievement

The District adopted strategies to increase academic achievement and engagement among African American and Latino students through curriculum.

USP § V(E)(6). *“The District shall adopt the following strategies to increase academic achievement and engagement among African American and Latino students:*

i. The District shall continue to develop and implement a multicultural curriculum for District courses which integrates racially and ethnically diverse perspectives and experiences. The multicultural curriculum shall provide students with a range of opportunities to conduct research and improve critical thinking and learning skills, create a positive and inclusive climate in classes and schools that builds respect and understanding among students from different racial and ethnic backgrounds, and promote and develop a sense of civic responsibility among all students. All courses shall be developed using the District’s curricular review process and shall meet District and state standards for academic rigor. The courses shall be offered commencing in the 2013-2014 school year.

ii. 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."

In SY 13-14, the District began working on multicultural curriculum, and it also worked to improve its culturally relevant curriculum—during which time the Arizona Department of Education alleged that the District's Mexican American Studies curriculum violated Arizona law, making it increasingly difficult for the District to implement its culturally-relevant and multicultural curriculum. [AR 13-14, ECF 1686, pp. 142-43.] Nevertheless, in SY 13-14, the District began piloting CRC courses at three high schools and multicultural courses at Sahuaro and Rincon.

In SY 14-15, the District reviewed award-winning multicultural literature and data gathered by its evaluation team to create a core book list for all grade levels and spent more than \$1 million adding substantial materials and books about underrepresented groups to the District's curriculum. [AR 14-15, ECF 1918-1, p. 218.] The District also worked to integrate new literature and teaching strategies into the traditional curriculum maps to emphasize critical levels of understanding from diverse perspectives. [*Id.*]

Also in SY 14-15, the District created and monitored multicultural curriculum integration lab classrooms to support the development of multicultural curriculum, pilot

new resources, and document the impact of alternative teaching strategies on student engagement.⁹ [*Id.* at 221.] The lab classrooms represented three different geographic areas of the District, and site principals recommended veteran teachers to serve as lab model teachers. Each week these teachers met with Multicultural Curriculum Department staff to discuss student responses and review feedback for improvement. [*Id.*] The District collected data on lesson plans, curricula-vetting rubrics, book lists, proposed units, and teacher and student feedback, and used that data to document a range of culturally-responsive teaching strategies. [*Id.*] The District continued to provide professional development on CRC theory, research in the field, CRC pedagogy and instructional strategies. [*Id.* at 221-22.]

In spring 2015, the District implemented a multi-year plan (2015 CRC Implementation Plan) to expand culturally relevant course offerings in District schools (AR 16-17, Appendix V – 123, ECF 2061-8, pp. 125-56). The courses designated as culturally relevant courses (“CRC”) offer ELA and social studies curriculum to elementary, middle, and high school students. These courses focus on the history and literature of the Mexican American and African American experience. Through this curriculum, the District honors the cultural and historic experiences of students from these groups. [AR 16-17, ECF 2057-1, p. 262.]

In SY 15-16, the District selected two teachers for each grade level in the District to participate in intensive multicultural literature training (2.5 hours per week) to develop reading and multicultural curricula. [AR 15-16, ECF 1958-1, p. 252.] This project included integrating the newly-purchased multicultural literature into K-12 ELA and 6-12 social studies curriculum maps, which contained required standards, resource material and assessment guidelines for each quarter. [*Id.*] The District designed curriculum maps

⁹ The District increasing the total number of offered CRC sections from 19 in SY 13-14 to 35 in SY 14-15, and it reduced the minimum enrollment requirements to allow for increased participation. [*Id.* at 219-20.]

from various social, cultural, and economic viewpoints to connect students to content via four thematic lenses: identity, diversity, justice and action. [*Id.*]

Also in SY 15-16, the District implemented a plan to expand CRCs in District schools, which included middle-school expansion, student recruitment, improving the registration process, and teacher recruitment. [*Id.* at 253-57.] The CRC enrollment increased from 635 students to more than 1,900 students. [*Id.* at 255.] The District also conducted and analyzed a student exit survey, which it used to modify the curriculum to better serve CRC students and revise the curriculum to improve the courses. Based on teacher feedback, the District made modifications to the scope and sequence of the classes, providing better alignment with the written and taught curriculum. [*Id.* at 256.]

13. Expanded Access to CRCs

a. Recruitment

During SY 16-17, the number of students served grew from approximately 1,900 students in SY 15-16 to nearly 3,000. This growth is primarily a result of teacher and student recruitment. While teacher recruitment occurred through an informal process, student recruitment was an organized process of class visits, promotional events, and recruitment fairs. Regardless of the number of identified CRCs a teacher has, the culturally relevant pedagogy and strategies filter into all of the courses taught by the CRC teacher. [AR 16-17, ECF 2057-1, p. 263.]

b. High School Expansion

In SY 16-17, high school enrollment in CRC increased significantly compared to the previous year. The District also increased the number of teachers designated as culturally relevant from 23 to 28. The increase in student enrollment and in CRC teacher recruitment was due in large part to the extensive efforts conducted by the CRPI Department. [*Id.*]

In order to expand course offerings and increase opportunities for students to take a CRC, the District developed two additional courses: a senior-level CR Economics Social Justice Perspective course, including a course description, sample lesson, and proposed scope and sequence, and a CR Global Issues course for the freshman level. The District hopes that increased course offerings will increase student participation and interest in CRC through the Global Issue course. [*Id.*]

c. K-8/Middle School Expansion

The 2015 CRC Implementation Plan called for the District to offer 8th grade CR ELA courses at all ten of the District's traditional middle schools, and 8th grade CR social studies courses in at least three traditional middle schools during SY 15-16. The plan further sought to expand 8th grade CR ELA courses into all eleven of the District's K-8 schools, and 8th grade CR social studies courses into six K-8 schools in SY 16-17. [*Id.*]

In SY 16-17, the District offered at least one section of CR ELA at each of the eleven K-8 and ten middle school sites. Forty-one middle school CR teachers taught 45 culturally relevant courses at the middle school level. [*Id.* at 263-64.]

The initial year of the 2015 CRC Implementation Plan called for 8th grade CR ELA courses at each middle and K-8 school by SY 16-17. The District offered CR ELA courses at all middle school level grades (6-8) in SY 16-17. Thus, the District met and exceeded the CRC expansion expectations. The District offered at least one section of CR social studies at each of the ten middle schools and at seven K-8 schools (Dietz, Lawrence, McCorkle, Pueblo-Gardens, Rose, Roskruge, and Safford), although the 2015 CRC Implementation Plan only contemplated six sites. [*Id.* at 264.]

d. Elementary School Expansion

The plan also required the District to infuse culturally relevant pedagogy and curriculum into the ELA content literacy standard for ELA and social studies at three elementary sites in SY 15-16 and expand to nine elementary sites in SY 16-17. The District expanded its CRC offerings at the elementary level to nine sites in SY 16-17: Blenman, Davis, Manzo, Ochoa, Tully, and Howell elementary schools and Maxwell, Hollinger, and Drachman K-8 schools. *[Id.]*

The CRPI department worked throughout the year with site administration to identify additional teachers interested in teaching elementary-level CR curriculum. In SY 17-18, in addition to the required expansion of eight additional 5th grade sites, the District plans to pilot culturally relevant classes to other grades as part of its required exploration of further expansion to all grade levels. *[Id.]*

14. CRC Teacher Training.

a. Orientation

The District provided an orientation prior to the start of the academic year to all new CR teachers, including those at middle schools. This training consisted of a review of the curricular documents and curriculum resources and an overview of the basic tenets of culturally relevant pedagogy. New CR teacher orientation took place in July 2016. In the event that teachers were not available for this summer orientation, the CRPI department conducted small group orientations through itinerant staff. *[Id.]*

b. CRC Teacher Training: Tier 1

Throughout the year, the District provided CR teachers with CRC Tier 1 Saturday Training. These eight monthly sessions effectively trained teachers in the pedagogical underpinnings of CRC and provided teachers the opportunity to review and create curriculum, model or learn from peer presentations, and receive training on CRC theories

and practices. Teachers provided written feedback about the effectiveness of the training as well as the overall operation of CRC. Additionally, teachers had the opportunity to collaborate and learn from their peers across the District. [*Id.* at 265.]

c. CRC Teacher Training: Tier 2

For more veteran and invested teachers, the CRPI department offered the opportunity to attend further training. Tier 2 training consisted of a symposium-style format in which teachers were assigned a peer-reviewed scholarly article on the academic research in CRC or related fields. Typically, these eight monthly training sessions occurred the week prior to the Tier 1 training and CRPI staff facilitated them. [*Id.*]

d. CRC Teacher Mentor Training and Support

CRC mentors, who are experienced classroom CR teachers or CRC Master Teachers, receive additional training in content area knowledge as well as in theory. During biweekly staff meetings, teachers explore aspects or research related to CRC. These dialog-rich sessions delve into the intricacies of teaching and working with CR teachers. [*Id.*]

CRC mentors also conduct their peer learning group sessions in PLCs, where they review data, set goals, and develop assessments to measure progress. One deliverable produced by this work is the Revised Observation Document piloted in spring 2017 (AR 16-17, Appendix V – 133, ECF 2061-9, p. 68). This document is a modified version of the observation instrument used to observe CR teachers to monitor progress and provide feedback. [AR 16-17, ECF 2057-1, p. 265.]

As outlined in the court stipulation CRC Implementation Plan, CRPI itinerant staff members provide a wide range of support services to CR teachers. In addition to their teaching duties, itinerant staff:

- assist in student recruitment, parent engagement, and community outreach;
- model instruction for non-CR teachers, districtwide;
- develop curriculum that will be available to other District teachers;
- mentor new CR teachers by providing instructional support;
- observe, document, and provide feedback to mentee CR teachers;
- develop CR curricular lessons for implementation by new and continuing CR teachers;
- work with site administration to provide support for CR students and families;
- serve on observation “walk-through” teams;
- present during CR Tier 1 professional development sessions;
- develop comprehensive CR curriculum units;
- serve on the articulation cadre; and
- assist in bringing CR to scale at the ten comprehensive high schools, middle schools, K-8 schools, and elementary schools.

[Id. at 265-66.]

15. Curriculum Review and Development

The District continually improves its curriculum development capabilities. CR teachers develop content area lesson plans throughout the year and submit them to CRPI leadership for approval. Itinerant teachers assist in the development of these lessons and make them available to other CR teachers upon request. Additionally, as part of an annual revision process, the CRPI department revised culturally relevant ELA and social studies (African American and Mexican American perspectives) curriculum maps during summer 2016. In August 2016, CR teachers implemented the African American and Mexican American curriculum maps. *[Id. at 266.]*

In addition to the annual CRPI department curriculum reviews, the District also sought input from experts in the field. During SY 16-17, Dr. Francesca López, an expert on culturally responsive pedagogy, reviewed CRC maps for the Mexican American

perspective. This review informed future iterations of CR curriculum maps and curricular units developed by CRPI. Dr. López's curriculum review focused on the English and social studies content areas. For SY 17-18, a review of African American curriculum maps will be conducted along with a comprehensive review plan that will be developed and implemented. [*Id.*]

Additionally, in June 2017, itinerant staff members and content expert CR teachers revised curriculum maps based on suggestions made by the National Panel on Culturally Responsive Curriculum and Instruction. [*Id.* at 266-67.]

In addition to the revision of curriculum maps and creation of daily CRC lessons, the District developed a small number of more extensive two-week CRC curriculum units in June 2017. The District then presented some of these units at the Institute for Culturally Responsive Education. [*Id.* at 267.]

16. CRC and Student Engagement Professional Development

Student engagement in the academic process is determined by two factors: curriculum and pedagogy. Curriculum that is relatable to the students' frame of reference is more appealing and, therefore, engaging. Curriculum that is reflective of the students' cultural, linguistic, or historic background is an effective method for increasing or maintaining student interest. Equally important are the pedagogical strategies and practices that educators employ to heighten student interest. In recognizing that student interest is linked to student academic performance, the District worked to increase awareness of this correlation and provided further training on how to implement these strategies. [*Id.*]

Culturally Responsive Pedagogy is a critical element of the District's CRCs. In addition to Culturally Responsive Pedagogy, these courses offer a unique, cultural approach to traditional content area curriculum. Realizing the positive impact of Culturally Responsive Pedagogy, the District elected to significantly expand its

implementation and strategically modify the delivery of the trainings offered. During SY 16-17, the District provided training on culturally responsive practices to administrators using the train-the-trainer model. In addition, the CRPI director oversaw the delivery of culturally responsive practices training to site faculty, as requested. [*Id.*]

a. Administrator Professional Development

The District continues to modify the development of a comprehensive plan for the implementation of culturally responsive practices and professional development for administrators, certificated staff, and classified personnel. The District contracted with a Culturally Responsive Pedagogy expert consultant, Dr. Francesca López, who, in conjunction with the CRPI Director, developed training modules for implementation in SY 17-18. The National Panel on Culturally Responsive Education reviewed these modules and the District used them in training expert facilitators. Additionally, Dr. López consulted with colleagues such as Dr. Kevin L. Henry on the development of this work. [*Id.* at 268.]

In summer 2016, the District provided professional development on culturally responsive practices to administrators during a mandatory training at Santa Rita High School. This three-hour compulsory training, conducted by Dr. López, consisted of an introduction to culturally responsive practices specific to site administrators. Information presented validated the need to explore novel approaches to address student achievement and student engagement. In addition, the training introduced participants to research on the theory of culturally responsive practices and its foundational concepts such as bias, microaggressions, and the use of cultural asset theory. [*Id.*]

In spring 2017, the District provided training to administrators on Restorative Practices. During this ILA training session, Dr. Carl Hermans, a clinical associate professor at Arizona State University with expertise in leadership and organizational

change, reviewed this concept with administrators. Dr. Hermans also explained the overlap between culturally responsive practices and restorative practices. [*Id.*]

b. Staff Professional Development

CRPI staff provided continued support and training in cultural responsive practices throughout SY 16-17. Training took place in collaboration with CRPI and specific sites requesting it and was differentiated to support the site needs. [*Id.* at 269.]

Administrator trainings served to inform the development of site-based professional development organized by the site principal. For example, the principal of Warren Elementary, the CRPI director, and the program coordinator met to develop a professional development series on culturally responsive practices themes. This three-part series addressed issues that were most important to the faculty and administration. [*Id.*]

In summer 2017, the CRPI department hosted the three-day Institute for Culturally Responsive Education. In this conference, the District brought in scholars from around the country to provide a keynote address and provide a workshop on themes related to culturally responsive practices. In addition, the department sent a call for proposals to teachers who wished to present their work using culturally responsive practices. In some cases, this work was directly tied to curriculum. Nineteen teachers were selected to model the implementation of culturally relevant curriculum and culturally responsive strategies or to present on pedagogical strategies that promoted inclusion of student cultural assets. In addition to teachers, scholars, and selected CRPI itinerant staff members, the department selected nine local scholars to provide workshops on their particular areas of study relating to culturally responsive practices. [*Id.*]

Among the 220 attendees were 180 District teachers. In addition to offering the keynote presentations and workshops, the conference also exposed participants to cultural

expressions of art and dance and their educational value in developing a student's cultural and academic identity. [*Id.*]

As part of the District's ongoing efforts to provide professional development in culturally responsive practices, Dr. López provided one of the keynote presentations on the topic. Throughout SY 16-17, Dr. López conducted a number of training sessions:

- 6/1/16 Multicultural Education Professional Development (Davis Bilingual)
- 6/15/16 Keynote: Pueblo Institute for Transformation and Equity (Pueblo High)
- 1/11/17 Professional Development (Myers/Ganoung Elementary)
- 2/28/17 Adelante Program (keynote and workshop) (Tucson High)
- 4/30/17 Multicultural Symposium (keynote Catalina High)
- 6/15-17/17 Institute for Culturally Responsive Education 2017
- 6/19/17 Language Learning Symposium (three breakout sessions; Tucson High)

[*Id.* at 269-70.]

As noted above, Dr. López served as the expert scholar in guiding the District's work on the Culturally Responsive Professional Development Plan. In this capacity, she trained a cohort of facilitators in culturally responsive practices throughout the 2017 spring semester. The implementation of culturally responsive practices and the training of all certificated staff will occur in fall 2017. This training will consist of eight training sessions for site staff and is designed to build teachers' skills and sensibilities in the area of multicultural and culturally responsive education. The sessions also will build teachers' pedagogical skills and provide research-based background knowledge of culturally responsive education. [*Id.* 270.]

In addition to providing professional development opportunities to administrators and certificated staff, Dr. López conducted a review of multicultural literature resources available to the District. This review complements the purchase of multicultural literacy books purchased the previous school year. Additionally, she conducted a review of

culturally relevant course curriculum maps in social studies and English language arts. She provided her input to help District leadership better evaluate curriculum within multicultural and culturally relevant departments. [*Id.*]

17. CRPI Conference Presentations and Community Outreach

During SY 16-17, the CRPI department participated in numerous events to broaden knowledge and understanding of culturally responsive practices throughout the District and community.

- CRPI staff presented on the topic of student engagement at the Multi-Cultural Symposium. The District's African American Student Services Department sponsored the event. The keynote speaker was Dr. López, whose presentation mirrored much of the work she has done on culturally responsive practices in education. [*Id.* at 270-71.]
- CRPI staff presented on various topics at the Adelante Conference, sponsored by the Mexican American Student Services Department at Tucson High Magnet School on March 4, 2017. This community service event promoted academic excellence. Various departments were invited to present and highlighted community assets and culturally responsive education. [*Id.*]
- The CRPI department presented to District staff and community members at the District-sponsored event IMPACT Tucson. The event centered on an anti-bullying message, and CRPI presented on the negative impact of unintentional microaggressions in the educational environment. [*Id.*]
- As noted above, Dr. López presented at various sites on the topic of culturally responsive practices at events such as Adelante, the Multicultural Symposium, the Institute for Culturally Responsive Education 2017, and at sites when requested. [*Id.*]
- CRPI staff collaborated with the community organization Amistades to promote "Segundo de Febrero" (Second of February), which was billed as an event to recognize and commemorate the signing of the Treaty of Guadalupe Hidalgo. Amistades is a Latino non-profit community development organization committed to providing culturally responsive services, advocacy for social justice, and community empowerment. Though it was a community event, teachers were invited to attend. CRPI

staff presented on the importance of culturally relevant curriculum and culturally responsive educational approaches. [*Id.*]

- MASS success specialists attended CRPI Tier 1 professional development on a monthly basis. These eight monthly trainings were instrumental in the development of collaborative efforts between the MASS and CRPI departments. Additionally, key members of MASS were invited to participate in the Tier 2 training for CRPI. [*Id.*]

18. 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 curricula to engage students in relevant, thought-provoking content that would be meaningful and interesting to all students. The stages of District multicultural curriculum transformation are as follows: review of curriculum of the mainstream, recognitions of heroes and holidays, resource integration, structural reform, and multicultural social action and awareness. During SY 16-17, the Multicultural Curriculum Department developed and implemented the first three stages. The last two stages will be developed and implemented during SY 17-18. [*Id.* at 272.]

a. Review of Curriculum

During SY 16-17, the Multicultural Curriculum Department reviewed the District's K-12 curriculum maps in English language arts, math, science, and social studies. After conducting the reviews, the department developed recommendations to reconstruct districtwide curriculum to embrace equitable inclusion and representation of all racial, ethnic, and cultural groups. The District adopted these recommendations. ELA curriculum reconstruction occurred in SY 16-17; science curriculum will be reviewed in SY 17-18. The department designed the recommendations to facilitate the kind of inquiry-based teaching that refines and extends student skills in reading comprehension, critical thinking, and oral and written communication. [*Id.*]

The Curriculum Development Department created core curriculum maps using the Anti-bias Framework, developed by the Southern Poverty Law Center, as the foundational basis to assist teachers in developing engaging and relevant lesson plans. This resource helps connect teachers and students to instructional lesson planning and activities through the lens of identity, diversity, justice, and action. By using this model, the District's multicultural curriculum served as a foundation for the implementation of culturally responsive strategies. [*Id.* at 272-73.]

b. Social Studies

The District redesigned social studies content into thematic units that explore social, cultural, and economic issues from multiple perspectives. The Anti-bias Framework lens applies to the teaching and learning of the issues and conceptual understandings across all grades, K-12. Included in the maps are multicultural resources, instructional activities, and supplemental materials as well as digital and media resources (AR 16-17, Appendix V – 159, Social Studies Curriculum Map, ECF 2061-10, pp. 319-22). [AR 16-17, ECF 2057-1, p. 273.]

In April 2017, the Multicultural Curriculum Department provided training on K-5 social studies unit template design. The training included integration of ethnically and culturally diverse perspectives, experiences, and strategies. The units provide students with a range of opportunities to conduct research, improve critical thinking and learning skills, and develop a sense of civic responsibility. Multicultural coordinators developed exemplar social studies units that serve as templates by the social studies unit writing team for use by classroom teachers. [*Id.*]

c. Math

The Multicultural Curriculum Department also recommended that mathematics curriculum address several topics, including the need for relevance through real-life

applications, emphasis on more problem solving, hands-on activities, interactive learning experiences, and alternative assessments. The District has adopted these recommendations and will develop and implement them in SY 17-18. To open and extend learning opportunities for all students/learners, multicultural educators in mathematics implement several strategies when teaching mathematics in the classroom:

- Incorporate mathematics developed in various cultures (e.g., ethno mathematics).
- Develop students' mathematical understanding by using their cultural and social referents to center their experiences in the learning process (e.g., funds of knowledge).
- Use an equity orientation that facilitates access to math for all students.
- Leverage the skills and content of mathematics to advance justice in schools and communities.

[*Id.*]

In collaboration with University of Arizona professors, the Multicultural Curriculum Department conducted trainings to introduce math teachers to the concept of multicultural math content with a social justice focus. Dr. Martha Civil, an internationally known culturally responsive math expert, and Dr. Lynette Brunderman, professional learning community expert and professor of policy and practice, facilitated sessions with District math teachers. The training sessions focused on implementing this new approach to teaching math that includes diverse learning and cultural representations. [*Id.* at 274.]

d. Multicultural Curriculum Libraries

Multicultural Curriculum Department staff developed multicultural curriculum libraries for District staff and the broader community.¹⁰ The contemporary multilingual and multicultural resources and materials represent a wide range of perspectives and

¹⁰ These libraries are available at the Educational Resource Center located at the District's Lee Instructional Resource Center (LIRC).

cultures, representative of the District's diverse population. The libraries provide opportunities for children and caregivers to hear stories and interact with characters whose lives and experiences are different from their own. This global perspective of the world helps develop cultural competence and moves students beyond their immediate environment. [*Id.* at 241.]

The District organized resources and materials by regions, themes, and cultures. Each library has an annotated bibliography of the book titles, supplemental information, artifacts, and examples of how to develop text sets, engagements, and lesson plans to use with the books. [*Id.*]

e. Curriculum Resource Efforts: Culture Kits

Multicultural Curriculum Department staff researched and developed contemporary culture kits as powerful teaching tools for engaging students in hands-on exploration of culture. The kits help teachers integrate global and intercultural education in the classroom in many subject areas and across multiple grade levels. Each kit has sample standards based on multicultural lesson plans, contemporary multicultural literature, videos, clothing/textiles, and artifacts. Both the Multicultural Curriculum Department and Curriculum Development Department will continue to refurbish and update culture kits for implementation during SY 17-18. In addition, the departments will provide training on the appropriate use of these kits in the classroom. [*Id.* at 274-75.]

f. Additional Professional Development

The Multicultural Curriculum Department selected 26 teachers from grades K-12 (two per grade level) to participate in multicultural curriculum development trainings and integrate contemporary multicultural literary resources into K-12 ELA, math, science, and social studies curriculum maps (Version 4.0). The resources derived from a

multicultural curriculum initiative designed to prepare teachers and students to work toward structural equality/equity and inclusion by engaging them in critical thinking around issues of race, sexism, disability, classism, linguicism, and religious intolerance. By utilizing these resources, teachers developed well-aligned, articulated curricula and modules responsive to the District's diverse student populations. The trainings began in August 2016 and continued throughout the school year. [*Id.* at 275.]

19. African American Support Services

The District funded and sustained support services for African American student achievement and improved educational outcomes.

USP § V(E)(7). *“The District shall continue to fund and sustain Support Services for African American Student Achievement to improve the academic achievement and educational outcomes of African American students, using strategies to reduce disparities for African American students in academic achievement, high school dropout rates, retention, special education placement, discipline, access to Advanced Learning Experiences (described in Section (V)(A)), and any other areas where disparities may be identified as a result of studies required by this Plan.*

The District shall develop and implement a process for providing a series of academic interventions and supports for African American students who are struggling and/or otherwise disengaged from school (e.g., students who are one or more grade levels behind academically, struggling to meet academic standards either as reflected in class grades or on state-level assessments, or experiencing ongoing and escalating behavioral issues).

The District shall establish academic intervention teams to provide targeted support to African American students. The academic intervention teams shall consist of academic specialists (e.g., pull-out reading and math teachers, academic and behavioral coaches, and paraprofessionals) and shall be assisted by staff from Support Services for African American Student Achievement.

The District shall hold quarterly events at each school or for clusters of schools serving African American students, as appropriate, to provide families with information about students' academic progress

and college preparation (including how students can enroll in and succeed in ALEs), and to engage in activities focused on the matriculation and retention rates of African American students.

The District shall collaborate with local colleges and universities and identify college students, including District alumni, to provide learning support and guidance to African American students through mentoring, teaching assistance and other methods.

All African American student support services staff who are part of the academic intervention teams shall be trained, prior to working with students to implement specific academic intervention plans. All African American student support services staff shall also be trained on the use of data systems used to monitor the academic and behavioral progress of African American students.

As soon as possible after the approval of the USP by the Court, the District shall appoint a Task Force that will develop a comprehensive plan for significantly improving the academic performance of African American students. The members of this Task Force shall include representatives of Support Services for African American Student Achievement, African American teachers and administrators, and experts in the education of African American students. African Americans shall comprise at least a majority of the Task Force's membership.

The Task Force shall consult with prominent experts who can identify research-based practices that have been shown to enhance the learning outcomes of African American students. The Task Force shall consider options for reducing the achievement gap for African American students and improving African American student educational outcomes.

The Task Force recommendations shall build on the Plan's provisions designed to enhance African American students' academic achievement. The Task Force shall make its report to the Superintendent, the Plaintiffs, and the Special Master no later than June 1, 2013. The recommendation shall include a plan for annual reporting and monitoring, and cost estimates of any proposals made.

a. Services to Support African American Students.

The District has developed and implemented systems for identifying African American students in need of specific interventions to provide targeted support to those who are struggling or disengaged in school. In 2013, the Directors of Student Services reviewed and analyzed various data indicators from SY 12-13 for African American and Latino students, including enrollment, AIMS scores, and grades. [AR 13-14, ECF 1686, p. 145.] Based on this data, support staff was assigned to various sites to provide academic, behavioral and other support for African American and Latino students, including a focus on reducing disparities in academic achievement, access to ALEs, and discipline. [*Id.*] The District transitioned away from utilizing the Response to Intervention process and replaced it with the MTSS, which is designed to maximize achievement by establishing excellent classroom instruction and implementing additional support and interventions at multiple stages to support student learning. [*Id.*; AR 15-16, ECF 1958-1, p. 154, 222.] Tier 1 focuses on strong teaching strategies in the general education classroom. Tiers 2 and 3 focus on providing additional interventions to students making less than adequate progress in the general education process. [AR 15-16, ECF 1958-1, p. 222.]

b. Student Support

The District focused on improving Tier 1 teaching as an important tool for improving academic achievement. To improve its Tier 1 teaching, the District adopted the Essential Elements of Instruction (“EEI”), a successful teaching practice that provides strategies for general instruction (both academic and behavior) for all students. [AR 15-16, ECF 1958-1, p. 281.] Based on a curriculum audit conducted by outside vendor Curriculum Management Systems, Inc. (“CMS”), in SY 13-14, the District adopted and implemented CMS’s recommendations by integrating two key teacher practices into all

aspects of professional development within the District: Characteristics of Cognitively Engaging Instruction and Characteristics of Culturally Responsive Teaching. [*Id.*]

In SY 15-16, the MASS and AASS departments, which coordinate student support services for their respective target populations, implemented several strategies 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. [AR 15-16, ECF 1958-1, p. 257.]

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. For the SY 15-16, quarterly discipline reports gathered by academic directors and reviewed by a central discipline committee guided the specialists' site assignments on a quarterly basis. [*Id.* at 257-58.]

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. [*Id.* at 258.]

During SY 15-16, 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. 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. [*Id.*]

Behavior specialists, initially in the AASS department and then in Exceptional Education, worked closely with both departments 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. [*Id.*]

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. [*Id.* at 259.]

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. 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. [*Id.*]

In SY 15-16, AASS specialists documented time-on-task and services provided in the Grant Tracker software program. However, in January 2017, the specialists began using the new early warning system, Clarity, to monitor the academic, behavior, and social progress of students served. [AR 16-17, ECF 2057-1, p. 277.]

In SY 16-17, the District offered AASS specialists numerous training opportunities designed to better support struggling or underperforming students. District administrators and directors attended training on both the 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. In addition, the District hired a Restorative Practices Coordinator to monitor MTSS teams and the MTSS process. [*Id.* at 277-78.]

In addition to the District training, the AASS director applied the train-the-trainer model to train staff in the MTSS and PBIS protocols. AASS staff also participated in site-based professional development at their assigned school sites. Additionally, AASS specialists participated in a departmental training by District experts on culturally responsive practices, child reporting laws, and how to monitor student academic and behavior progress using Clarity and how to monitor academic performance on benchmark assessments using SchoolCity. [*Id.* at 278.]

c. Mentoring and Tutoring Support

In SY 14-15, the District changed the job description and title of department personnel from “academic specialist” to “student success specialist.” Accordingly, 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. [AR 15-16, ECF 1958-1, p. 259.]

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. In SY 14-15, AASS partnered to provide 21 academic- and mentoring-related programs in schools. In SY 25-16, 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.*]

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 less effective, 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. 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. [*Id.*]

In SY 15-16, 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. 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. [*Id.*]

In SY 16-17, the AASS director collaborated with other department directors to support the District's summer school programs. The AASS staff made follow-up calls to 8th grade students and families who needed to attend summer school for ELA and/or math. In addition, AASS and Secondary Leadership provided 30 scholarships to students needing to make up or recover coursework. [AR 16-17, ECF2057-1, p. 280.]

The AASS and the MASS directors collaborated to organize Camp Invention, a free half-day summer enrichment program for 150 Hispanic and African American students entering 4th through 6th grade in June 2017. Students participated in half-day STEM and reading workshops at Booth-Fickett K-8 and Pueblo Gardens K-8 schools. [*Id.*]

The AASS team also piloted a three-week high school enrichment program held at Tucson High for African American students entering grades 9-12. Forty-five students participated in workshops focused on character and leadership development, academic enrichment, fine arts, and college and career readiness. In addition to the summer enrichment programs, AASS staff promoted other District summer schools such as AP Boot Camp and Summer Bridge Program. [*Id.*]

d. Parent Advisory Committee

In addition to quarterly information events discussed below, the AASS director met three times with the African American Parent Conference (“AAPC”) Advisory Committee. Membership included community stakeholders and District parents. The purpose of the advisory meetings was to gather advice and feedback on the direction and

program format for the AAPC quarterly informational event. The committee provided feedback on behalf of the greater community regarding topics and workshops to be included in the AAPC events for parents and students. [*Id.* at 280-81.]

Additionally, in SY 16-17, the AASS Department and the District implemented six systems to provide targeted support to students: (a) MTSS, (b) the four-pronged approach to identifying and providing support for at-risk students, (c) mentoring and tutoring supports, (d) use of the online Student Equity and Intervention Request for Service form, (e) enrichment and summer experiences, and (f) parent engagement events. [*Id.* at 275.]

In SY 16-17, the AASS department and its community partners provided more than 30 opportunities for African American students in schools across the District to connect with mentors, college students, and local professionals and related programs. For example, the African American Young Professionals (“AAYP”) group and the University of Arizona (“UA”) Project SOAR (Student Outreach for Access and Resiliency) provided weekly mentoring to individual students and small groups. At Palo Verde High Magnet School, the AAYP collaborated with the District to mentor 20 young men on a weekly basis. The students met professionals working in the community and learned leadership development skills. [*Id.* at 278.]

e. Tutoring Support

The AASS department offered free math tutoring, TooCoolTutoring Tuesday, to students in grades 6-12 on Tuesdays during the school year at Tucson High Magnet School. In this program, community volunteers and UA math students provided mathematics and writing support and mentoring to students. Students received general information on creating “safe” homework times and locations within the home, communicating with parents about school, reviewing grades in the new student information system, Synergy, and planning for college. [*Id.*]

f. Multi-Tiered System of Supports

During SY 15-16, 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 15-16, 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. [AR 15-16, ECF 1958-1, p. 262.]

In SY 15-16, the student success specialists attended MTSS team meetings, assisted with data gathering, and monitored the students they supported at assigned sites. 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. [Id.]

In SY 16-17, Tucson Unified continued to use the MTSS model, a process for providing a series of academic and behavioral interventions, academic teams, and other supports for students, including African American students. To further support this model in SY 16-17, the District hired 31 MTSS coordinators to facilitate academic and behavior intervention teams at schools with the greatest need. In schools that were not

assigned an MTSS coordinator, the principal or principal designee served as the MTSS coordinator. All MTSS school teams were required to meet a minimum of two times per month. [AR 16-17, ECF 2057-1, pp. 275-76.]

To support the MTSS process and continue the application of tiered support for gathering data, identifying students, and providing appropriate interventions (e.g., academics, advocacy, attendance, behavior, college and career readiness, and credit recovery), AASS specialists served on the MTSS team at assigned school sites. [*Id.* at 276.]

The AASS department applied and coordinated several strategies in support of the MTSS model and targeted academic interventions to improve the academic and behavior outcomes for African American students and support post-secondary opportunities. [*Id.*]

g. The Four Pronged Approach

In addition to supporting all students in the MTSS process, the AASS department continued to implement the four-pronged approach to identify students at-risk in one or more key areas (Attendance, Behavior, Credit Acquisition/Recovery, and Grades). AASS staff provided Tier 2 and Tier 3 academic, behavior, and social support to approximately 600 African American students—40 students per specialist—at the 32 sites served directly by specialists during SY 16-17. [*Id.*]

In SY 16-17, African American students made up 9 percent of total District enrollment. The AASS department assigned student success specialists to designated schools based on overall school population, the percent of African American students enrolled, student discipline, and District assessment data. The District identified schools based on AzMERIT English language arts and math data to examine the gap between Anglo and African American students in those subjects. The District selected schools where a gap existed when a school's tested n-size was at least 40 African American and 40 Anglo students tested. [*Id.* at 276-77.]

Fifteen AASS specialists provided mentoring and case-management support at the same 32 District schools mentioned above. The department selected schools with at least a 10 point achievement gap in ELA or ELA and math. One of the specialists had specific experience and knowledge of working with African refugee students. Each specialist provided support based on the site team leadership (principal/leadership team) and site team MTSS process. The AASS specialists based their primary focus of support on the established four-pronged approach noted earlier in this section. Specialists also collaborated with specialists in other departments to better serve and support students. [Id. at 277.]

The ExEd Department assigned two behavior specialists, funded by the AASS department, to provide Tier 2 and Tier 3 behavior intervention support for K-12 African American ExEd students districtwide. Site AASS specialists collaborated with the behavior specialist to meet student needs and follow up with staff and parents at the schools. The behavior specialist participated on MTSS teams and in discipline hearings and provided guidance in the development of Individual Education Plans (“IEPs”), 504, and behavior plans. [Id.]

The AASS specialists participated in 80 percent of all long-term suspension hearings involving an African American student in SY 16-17. The purpose of this support was to ensure equitable discipline and consequences for these students. [Id.]

During Secondary Leadership director meetings, the AASS director, in collaboration with other department directors, reviewed the quarterly discipline data reports to monitor and adjust site support and/or provide an additional service. An example of a positive outcome from this process was a workshop held at a District school that focused on developing leadership skills for middle school African American boys. [Id.]

In SY 15-16, AASS specialists documented time-on-task and services provided in the Grant Tracker software program. However, in January 2017, the specialists began

using the new early warning system, Clarity, to monitor the academic, behavior, and social progress of students served. [*Id.*]

In SY 16-17, the District offered AASS specialists numerous training opportunities designed to better support struggling or underperforming students. District administrators and directors attended training on both the 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. In addition, the District hired a Restorative Practices coordinator to monitor MTSS teams and the MTSS process. [*Id.* at 277-78.]

In addition to the District training, the AASS director applied the train-the-trainer model to train staff in the MTSS and PBIS protocols. AASS staff also participated in site-based professional development at their assigned school sites. Additionally, AASS specialists participated in a departmental training by District experts on culturally responsive practices, child reporting laws, and how to monitor student academic and behavior progress using Clarity and how to monitor academic performance on benchmark assessments using SchoolCity. [*Id.* at 278.]

h. 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. 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. [AR 15-16, ECF 1958-1, p. 262.]

For SY 15-16, AASS documented 23 requests for services referrals from elementary, middle, and high school grade levels, 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 ExEd Department so that a behavior specialist could respond. [*Id.* at 262-63.] For SY 16-17, the AASS department received 22 documented online requests for services and referrals, in addition to emails and phone calls by school sites requesting support. To address requests, the AASS director responded to the requester by email or assigned the request to a student success specialist. [AR 16-17, ECF 2057-1, p. 279.]

i. Professional Development

(1) MTSS and PBIS Training

In SY 15-16, 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. In addition, the Guidance and Counseling Department clarified expected behaviors of students and verified that MTSS teams were monitoring PBIS implementation. [AR 15-16, ECF 1958-1, p. 263.]

During two-day PLCs and two-day breakout sessions, administrators and directors reviewed the updated the MTSS handbook and discussed school MTSS team meetings, structure and logistics, and MTSS forms. 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. [*Id.*]

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. 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. [*Id.* at 263-64.]

The All-Administrator Conference professional development session held July 19, 2016, trained school site administrators and directors in PBIS so that they in return could train their MTSS school site staff on how MTSS school teams should implement PBIS at their school sites. The District also trained student services directors to train their student success specialists in this area. [AR 16-17, ECF2057-1, p. 296.]

Additional site-based training sessions were held for PBIS and MTSS during SY 16-17 during scheduled PLC sessions. All MASS specialists attended their assigned school sites during Wednesday MTSS and PBIS trainings as well as in other intervention training sessions for SY 16-17. [*Id.*]

In addition, the MASS director coordinated and facilitated MTSS and PBIS trainings throughout SY 16-17 for MTSS team members. In spring 2017, the student success specialists attended a District training on the MTSS model. Agenda items included a review of the MTSS handbook, the role of MTSS site teams, and the effective use of Clarity in the MTSS process. In addition, the MASS department presented on using the PLC model and collaborated with peers to share effective practices using MTSS resources and materials. [*Id.* at 296-97.]

(2) 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 ("ISI") program and Disciplinary Alternative Education Program ("DAEP"). 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. [AR 15-16, ECF 1958-1, pp. 264-65.]

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. 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. [*Id.* at 265.]

Throughout SY 16-17, MASS specialists participated in the professional development sessions provided by the CRPI department. Over the course of six Saturdays, student success specialists collaborated with CR teachers and CRPI staff to develop culturally responsive practices to better serve students and families. The MASS director initiated this collaboration to ensure that MASS specialists were trained as paraprofessionals in Culturally Responsive Pedagogy to support students in culturally relevant courses. Additional culturally responsive training was offered at the Multicultural Symposium in spring 2017. [AR 16-17, ECF2057-1, p. 297.]

(3) Training on the Impact and Response to Trauma

Due to political and social changes affecting undocumented students and their families, the MASS director facilitated a training in fall 2016 that examined the cause and impact of trauma on individuals. The department identified concerns from students and

parents at all grade levels regarding the security of their families, and these concerns manifested as traumatic experiences due to the separation of family members or undocumented status. Materials and discussion centered on the impact of trauma on student learning to address the needs of students. [*Id.*]

(4) Citizenship & Undocumented Student Trainings

During SY 16-17, Spanish bilingual student success specialists received training from the International Rescue Committee on the U.S. citizenship documentation process. These specialists assisted community members at the Citizenship Fair in completing the N 400 form, the first step to becoming a naturalized citizen. The department recruited K-12 parents to attend the fair, held on March 25, 2017. [*Id.*]

In spring 2017, MASS specialists attended the 4th Annual AZ Dream Conference for Educators, sponsored by Scholarships AZ. Participants received resources and tools to help undocumented students, who are in the United States under the Deferred Action for Childhood Arrivals (“DACA”) program, gain access to post-secondary opportunities. In addition, educators learned about their rights and responsibilities when working with undocumented families. The specialists who attended the conference presented this information to other MASS team members during staff meetings and PLCs. [*Id.* at 297-98.]

(5) Data Training

During SY 15-16, 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. When newly hired specialists came on board, MASS scheduled them for data trainings with other student success specialists. [AR 15-16, ECF 1958-1, p. 265.]

During SY 16-17, MASS specialists continued their professional development on how to analyze student data from Synergy, Grant Tracker, Clarity, and SchoolCity in order to make informed intervention decisions. [AR 16-17, ECF 2057-1, p. 298.]

(6) 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. The training helped specialists identify when a student may need additional mental health support and when to follow up with appropriate mental health professionals. [AR 15-16, ECF 1958-1, p. 265.]

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. All AASS specialists participated in both trainings. [*Id.* at 266.]

j. 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. 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 15-16 to enhance parent and community engagement for Hispanic and African American families. [*Id.*]

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. [*Id.*]

MASS offered 42 sessions at school sites through SY 15-16. This school year proved to be successful regarding parent attendance for MASS parent quarterly events as well: 1,435 parents attended these sessions at school sites throughout the District. [*Id.* at 266-67.]

AASS offered six quarterly information events in SY 14-15. The department nearly doubled that number in SY 15-16, offering 11 events. The following TUSD departments, colleges, and community organizations provided information during AASS quarterly parent information events: AASS, ALEs, UA 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); IB; magnet programs, and more. In addition, with the support of District leadership and AASS, members of the African American community organized the first AAPC on August 8, 2015. The conference focused on helping parents get the best tools for advocating for their child. [*Id.* at 267.]

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. [*Id.*]

In SY 14-15, the AASS Department honored approximately 950 students at six quarterly information events. In SY 15-16, 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.*]

In SY 16-17, the AASS department hosted, organized, and served as the lead organizer of eighteen quarterly informational events for parents. The quarterly parent information and recognition events served several purposes: to inform parents about strategies to support their children in school (e.g., new Synergy system, AASS support, ALE); offer workshops about college and career readiness (e.g., Parent University, AAPC); connect families to District departments (Family and Community Engagement); connect families to college outreach programs (Pima Community College, University of Arizona); and connect families to community organizations (Cenpatico, Literacy Connects, Pima County Public Library) for additional services. [AR 16-17, ECF 2057-1, pp. 281-82.]

Examples of District departments, colleges, and community organizations that provided information during quarterly parent information events included the AASS and ALE departments, UA and Pima Community College (PCC), the State of Black Arizona STEM Initiative, Grand Canyon University, Tucson Urban League, Pima County JTED, and Tucson Parks and Recreation Department. [*Id.* at 282.]

The AASS department presented the following topics during these events: United Negro College Fund and scholarship opportunities; AzMERIT and the Arizona College and Career Readiness Standards; career awareness and resource fairs; college preparation

(financial aid, admission); navigating the District (Synergy, MTSS, PBIS, promotion and retention guidelines); IB program; and magnet programs. [*Id.*]

The AASS team planned and prepared for the quarterly information events at the start of SY 16-17 by implementing several systematic steps before each informational event. The team agreed upon dates for the events, contacted site administrators to host the quarterly events, developed letters and flyers, and mailed them to parents. Also, the department assigned specific team members to participate as presenters, prepare the parent meeting agenda, and secure District and community materials and table exhibitors and other resources. To complete these tasks, the department used an event checklist. [*Id.*]

Prior to each quarterly information event, the AASS team communicated with parents using a number of strategies: emailing community members and a listserv provided by technology services, mailing letters home to K-12 students being honored at the quarterly event, using ParentLink to invite all families, distributing flyers and press releases, and making phone calls. Also, at various times prior to quarterly information meetings, the AASS director posted an announcement in SharePoint (internal communication portal) for site administrators and sent invitations to community organizations and parents. [*Id.* at 282-83.]

(1) First Quarter Events

The first quarterly event of the year for parents was IMPACT Tucson, held in July 2016. The District and Justice 4 America partnered to present this community-wide forum to explore bullying, behavior, and the bravery it takes to make meaningful change that leads to a safe learning environment for all children. IMPACT Tucson events were a cross-departmental effort utilizing resources from AASS, MASS, Secondary Leadership, FACE, Title I, and Communications and Media Relations. The AASS director served as the lead organizer. Although the AASS targeted African American families, the event

was open to the entire District community. The forum addressed bullying prevention, racial and ethnic disparities, Restorative Practices, and the school-to-prison pipeline. IMPACT Tucson hosted more than 30 service organizations and District offices to connect families with resources. Service providers provided health checks, eye exams, and haircuts as an additional service to families. [*Id.* at 283.]

The second information event of the first quarter focused on providing parents, students, and community members with hope for each child's future through a collaboration between AASS and the Kids at Hope organization.¹¹ The keynote speaker was Antwone Fisher, internationally recognized author, poet, and screenwriter. Fisher spoke about the importance of supportive living and learning environments and inspired students and parents with his life story about overcoming obstacles. This event was held at Palo Verde High Magnet School and all parents were invited through ParentLink. AASS specialists also made phone calls home and provided information for African American students to take home to encourage attendance. [*Id.*]

(2) Second Quarter Events

The AASS department organized six quarterly parent events and three collaborative events during the second quarter.¹² The AAPC was a collaborative project

¹¹ Kids at Hope is a national organization whose stated mission is: "Kids at Hope inspires, empowers and transforms schools, organizations servicing you and entire communities to create an environment and culture where all children experience success."

¹² In addition to the events discussed here, the AASS department also organized Books, Black History and Breakfast, which connected families to free reading materials, Pima County Library resources, strategies to support reading, and information about the UA African American Student Affairs Office, and also organized regional parent meetings at Booth-Fickett K-8 and Mansfeld Middle School to inform parents about AASS, Synergy, and how to monitor their child's academic progress online. AASS also partnered with the District's Guidance and Counseling Department and the Tucson Chapter of The Links, Incorporated, to provide college planning materials, college interview questions, and STEM information during the 43rd TUSD Annual Tucson College Night.

organized by the AASS department and members of the greater African American community. The conference provided parents with timely information on how to best support their children in school and connected them with as many District and community resources as possible. Breakout sessions focused on safe and inclusive learning environments and parent engagement. The United Negro College Fund hosted a workshop for high school students that is discussed below. [*Id.* at 284.]

In addition, the AASS director served as the lead District coordinator for the District's 7th Annual Parent University. This event is a collaborative partnership with Pima Community College-West Campus, Pima Community College Grants Office, and several District departments, including ALEs, Magnet Office, MASS, Native American Student Services, Family Resource Centers, and Title 1. The AASS department designed the event to educate parents and students about college planning and college support resources while allowing them to experience a college campus environment. The AASS held approximately five meetings with Pima Community College staff to plan and coordinate the parent information event. Students and parents attended workshops about financial aid, college applications and admissions, and college student athletes. [*Id.*]

To inform parents about Parent University, specialists made phone calls to parents, gave students materials to take home, and spoke with parents face to face. The AASS director also used ParentLink and email to inform parents and community members about the event. [*Id.*]

(3) Third Quarter Events

AASS partnered with the State of Black Arizona STEM Initiative for the STEM (Science, Technology, Engineering, and Math) parent workshop to continue exposing students and parents to STEM opportunities in Arizona. Parents received detailed data on Arizona's African American demographics in the areas of STEM degrees, careers, and

opportunities. The AASS department also honored students who completed the STEM Summit in December 2016. [*Id.* at 285.]

The AASS department continued to examine how to best connect with parents in the community. One new strategy implemented in 2016-17 was to bring more resources directly into the community. In February 2017, the AASS department, in collaboration with the District's Fine and Performing Arts Department, used Tucson Unified's Artsmobiles to give a presentation on the history of African Americans in the arts to members of the Rising Star Baptist Church. The presentation, during Black History Month, recognized and honored African American contributions to the fine arts and was an opportunity to connect with hundreds of African American students and parents. [*Id.* at 285.]

(4) Fourth Quarter Events

In the fourth quarter, the AASS department implemented two quarterly information events and four parent information events. The AASS team collaborated with other District departments to host IMPACT Tucson 2.0. The forum continued the dialogue on bullying prevention and provided parent workshops addressing Restorative Practices, child trauma, cyberbullying, guidelines for students rights and responsibilities, microaggressions, and racial disparities. [*Id.*]

The AASS department also hosted the 31st Annual African American Student Recognition Program at the UA Grand Ballroom in the Student Union. To make the event more meaningful in SY 16-17, the AASS team embedded a resource fair with ten service/resource providers, including the UA Early Academic Outreach Offices, the Community Foundation of Southern Arizona, AAYP group, CHOICE mentoring program, and the District's ALE department. Students and families spoke with college outreach counselors and Tucson Unified ALE and GATE staff and asked members of AAYP about college and career choices. [*Id.*]

(5) Site-based Quarterly Parent Events

The AASS specialists also participated in school site-based quarterly parent events. Specialists participated and attended school open houses and other parent events. Although the site-based nights were not organized by the AASS team, each site-based parent night presented an opportunity to increase African American parent engagement. [*Id.* at 286.]

(6) African American Community Forums and Advisory Boards

To further communicate and connect with students, parents, and the community, the AASS director served on community advisory boards, including the Community Foundation of Southern Arizona's African American Initiative and the UA African American Advisory Council to the President, and attended several community forums hosted by the Interdenominational Ministerial Alliance of Tucson. These community connections served as avenues to inform families and the general public about upcoming events pertaining to African American students and families in the District and address the needs of students. [*Id.*]

(7) Parent Survey

The eighteen SY 16-17 quarterly parent events involving the AASS team represented an increase in the number of events from previous years. The team implemented six such events in SY 14-15 and eleven in SY 15-16. To assess the effectiveness of quarterly information events, the AASS department asked parents and its staff to provide feedback, both verbal and written, on these events to help plan for future information sessions and supports. [*Id.*]

(8) 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. AASS vendors included the UA Outreach Offices and the Community Foundation of Southern Arizona AAUP group. Students and families were able to talk with college outreach counselors, TUSD ALE staff, and members of AAYP about college and career choices. [AR 15-16, pp. 267-68.]

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. [*Id.* at 268.]

(9) Planning and Marketing Quarterly Events

MASS and AASS planned and marketed the events in a variety of ways, beginning at the start of SY 15-16. 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. [*Id.* at 269.]

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. Also, at various times prior to quarterly information meetings, the AASS director posted internal announcements for site administrators and sent invitations to community organizations. [*Id.*]

(10) 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. [*Id.* at 270.]

At the end of SY 15-16, 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 strengthen its efforts to engage these parents. [*Id.* at 270-71.]

The AASS and MASS departments used the feedback to make changes to future parent quarterly sessions. For example, three areas of focus for AASS became gathering feedback at each event, increasing high school parent and student participation, and hosting at least one webinar during SY 16-17 for parents unable to attend a quarterly information event. [*Id.* at 271.]

k. Collaborate with Local Colleges and Universities

In SY 15-16 and SY 16-17, 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. [*Id.*; AR 16-17, ECF 2057-1, p. 286.]

(1) College and Community Partners

The AASS and MASS departments continued to collaborate with Pima Community College, the 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. Four of those—the UA Project SOAR, UA Math Cats/Word Cats, Tucson Graduate 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. 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. AASS also pursued opportunities with historically black colleges and universities (“HBCUs”) to provide exposure and enrichment experiences that promote a college-going culture. [AR 15-16, ECF 1958-1, p. 271-72.]

In SY 16-17, the AASS department collaborated with Pima Community College, the UA, multiple HBCUs, and graduates from the above-mentioned higher education institutions. The department collaborated with seventeen college/university programs and local organizations in partnerships to connect K-12 students and their families to

college and career readiness information, resources, and people.¹³ [AR 16-17, ECF 2057-1 p. 287.]

Approximately 90 college students and community members served as mentors to provide learning support, mentoring, and guidance to approximately 300 students on a weekly or biweekly basis. In addition, the AASS department provided students with additional one-time mentoring and career awareness opportunities to engage with college athletes, past professional athletes, professionals in the workplace, UA graduate students, and college staff. [*Id.*]

(2) University of Arizona

In January 2017, the AASS director served on the UA African American College Planning Day Committee to assist in developing the program agenda and recruiting families and students. The event was on February 25, 2017, at the UA Student Union. Students and parents learned about the university's admissions process, the African American Student Affairs Office, and financial aid opportunities and talked with current undergraduate and graduate students about their college experiences. The event focused on connecting African American families, students, and the community to the UA and connecting families with resources for future college planning support. [*Id.*]

¹³ UA Project SOAR, UA African American Student Affairs Office, UA MathCats/WordCats, UA Athletics, 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, Tucson Urban League, –and UA Building Leaders and Creating Knowledge (B.L.A.C.K.) .

(3) Pima Community College

As discussed previously, the AASS and MASS departments partnered with PCC for the annual Parent University in November 2016. Approximately 300 students, families, and community members attended the event. Several of the Parent University workshops included presentations by current PCC 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. [*Id.* at 287-88.]

Guidance and Counseling College Collaboration

In SY 16-17, the AASS department continued collaborating with the District Guidance and Counseling Department and college and career readiness coordinators to provide services for students. In October 2016, AASS, together with the District counseling department and The Links, Incorporated organization, provided college planning and scholarship information and STEM career information to 100 students and families at the 43rd TUSD Annual College Night. [*Id.* at 288.]

The AASS department also collaborated with the UA African American Student Affairs Office's B.L.A.C.K. program and Tucson Unified college and career readiness coordinators at Palo Verde, Sahuaro, and Rincon high schools to offer "A Road to College" program to approximately 75 students. In this program, high school students met with first-year college students to discuss transitioning to college, overcoming barriers to college, and applying for scholarships and other financial aid. The B.L.A.C.K. (Building Leaders and Creating Knowledge) program provides opportunities for college students to participate in off-campus projects and service learning experiences within the Tucson community. In addition, the AASS department worked with 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. [*Id.*]

(4) United Negro College Fund

On November 19, 2016, the District and the AASS department hosted the 2nd Annual AAPC at Palo Verde High. To include programming for high school students attending the conference, the United Negro College Fund hosted a workshop to teach students how to create a scholarship application profile and talked with students about the college application and scholarship process. Approximately 30 students participated in the workshop. [*Id.*]

(5) College Scholarships

For the past seven years, the AASS department has provided two scholarships to assist students with furthering their education beyond high school. In SY 16-17, the department and members of the District and the greater community honored twelve graduating seniors with more than \$20,000 in scholarships to further their education. [*Id.* at 289.]

(6) Mentor Support for College Attendance

In SY 16 -17, the AASS department partnered with the UA's African American Student Affairs Office, UA Athletics, and UA Project SOAR to recruit students as mentors. Project SOAR provided a one-to-one ratio between a college student mentor and a middle school student at Doolen, Magee, and Mansfeld to address academics, conflict resolution, career exploration, and the college search process. Project SOAR mentors completed training through the UA College of Education. Once appropriate paperwork was completed, site administrators and student success specialists were informed that students would be working on their campus. [*Id.*]

To improve mentoring supports, the AASS director also assigned all AASS specialists to additional sites to serve as a mentor and lead small student groups. The

purpose of this strategy was to build capacity and serve more students in more schools. [Id.]

(7) Community Partners for College and Career Readiness Support

To further support the District's efforts to collaborate with colleges and universities, the AASS department partnered with several community-based organizations to increase student exposure to college and career opportunities. In SY 16-17, AASS staff established a new partnership with the African American Young Professionals group to provide mentoring at Palo Verde High. Thirty male students and seven female students participated in the AAYP mentoring program, which provided six mentors (four males, two females) on a consistent basis. [Id.]

The AASS department also partnered with Thrive Generations, an organization that provides eight-week leadership development seminars for middle and high school students. Twenty-five students from across the District participated in this leadership and character development program, called CHOICES. During the workshops, students in grades 7-9 connected with current undergraduate and graduate students and community members working in different careers. The program focused on self-awareness, health choices, and positive outcomes for student's futures. In addition to supporting and mentoring students, AASS and Thrive Generation hosted four workshops on parenting for parents of participating CHOICE students. [Id. at 289-90.]

The AASS department also continued partnerships with the State of Black Arizona and the Southern Arizona Black College Community Support Group. The State of Black Arizona hosted a STEM Summit in December 2016 for approximately 90 middle school students who participated in computer hardware, chemistry, aerospace, and computer coding workshops. The summit connected students to African American leaders working in the areas of science, technology, engineering, and math. In February 2017, the AASS

department partnered with the Southern Arizona Black College Community Support Group for the 9th Annual African American Youth Heritage Day. Approximately 425 District high school students attended the event, which focused on financing college, college athletics, STEM careers, and planning for college. The event also exposed students to successful leaders in the African American community and to representatives from HBCUs. [*Id.* at 290.]

Other community partnerships included working with the Graduate Chapter of Delta Sigma Theta Sorority for a girls' mentoring program at Tucson High and with members of the African American Young Professionals group for leadership development, exposure to college students, and career readiness discussions. In addition, the AASS team collaborated with the Arizona Mentor Society, Tucson Parks and Recreation, The Grrrls Project, Goodwill Good Guides, Desert Men's Council, Tucson Urban League TOP program, and Trinity Missionary Baptist Church. Trinity Missionary Baptist Church provided tutors for the AASS department's Too Cool Tuesdays Tutoring sessions at Tucson High. In addition to tutoring, community members provided mentoring support. [*Id.*]

(8) HBCU College Tours

In SY 16-17, the AASS department again coordinated a Black College and Cultural Tour for high school students. Students toured sixteen HBCUs in New York, Maryland, Delaware, Washington, D.C., Virginia, Pennsylvania, and North Carolina. Two chaperones and 15 students participated in the tour, up from one chaperone and ten students in SY 15-16. [*Id.* at 290-91.]

The tour occurred during the District's spring break and was open to all Tucson Unified high school students. At Howard University, students met with Marcus Coleman, a Tucson High Magnet School alumnus and Federal Emergency Management Agency employee. [*Id.* at 291.]

(9) Mentoring and Intern Support for Volunteers

In the 2015-2016 school year, AASS partnered with the UA Project SOAR and African 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 14-15 to five schools in SY 15-16: 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. [AR 15-16, ECF 1958-1, p. 273.]

The AASS Department recruited students and collaborated with the UA Africana Studies Program beginning in January 2015. Approximately five college students showed interest in serving but were unable to participate due to their course load and work schedules. 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. [*Id.*]

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 - , 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. [*Id.* at 273-74.]

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. [*Id.* at 274.]

(10) 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. [*Id.*]

- Organizations such as the Tucson Graduate Chapter of the Alpha Phi Alpha Fraternity 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. [*Id.* at 275.]

- 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. [*Id.*]

- 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. The Southern Arizona Black College Community Support Group held the 8th Annual African American Youth Heritage Day, attracting approximately 350 TUSD high school students. 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. [*Id.*]

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. The AASS team also collaborated with the Arizona Mentor Society, Tucson Parks and Recreation, and The Grrrls Project. [*Id.*]

In SY 15-16, 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 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. Of the ten students who attended the tour, one graduating senior will be moving out of Arizona to attend an HBCU. [*Id.* at 276.]

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. 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. [Id.]

In SY 16-17, the AASS team implemented multiple enrichment opportunities for K-12 students throughout the District. The department designed these enrichment opportunities to motivate students and help them understand their culture. Enrichment opportunities included a “Books, Black History and Breakfast” student and parent event, African American College Planning Day, African American Youth Heritage Day, Harambee Cultural Concert (for elementary students), “A Road to College,” and The State of Black Arizona STEM Summit for middle school students. These events are discussed below. [AR 16-17, ECF 2057-1, p. 279.]

The AASS Department collaborated with the UA African American Student Affairs Office for “Books, Black History and Breakfast” and the College Planning Day to connect K-12 students with college students. [Id.]

The 9th Annual African American Youth Heritage Day focused on career awareness and exposing high school students to successful leaders in the African American community. Students listened to representatives from HBCUs and participated in college planning workshops. Approximately 425 District high school students participated. [*Id.* at 279-80.]

Thirty-seven students at Palo Verde High School participated in a year-long series of workshops on leadership and empowerment organized by the African American Young Professionals group. In addition, the State of Black Arizona organization partnered with AASS to host a middle school STEM Summit for approximately 90 students in December 2016. Middle school students participated in computer hardware, chemistry, aerospace, and computer coding workshops during the summit. [*Id.* at 280.]

(11) 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. [AR 15-16, ECF 1958-1, p. 277.]

Heading into SY 16-17, the AASS and MASS directors and their teams committed to continuing improvement focused on targeted academic interventions and support, increasing collaboration and partnerships with the college community, and growing parent/community partnerships in schools. In SY 15-16, both AASS and MASS

increased and strengthened collaborative partnerships to provide more opportunities for academic and mentoring support in the future. [*Id.* at 277-78.]

20. 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. In its subsequent annual reports, the District reported progress made toward implementing the recommendations. Throughout SY 15-16, 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. The consultants submitted their reports in June 2016. [*Id.*]

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: Professional Development, Teaching and Learning, Administrative and Teacher Leadership, and Hiring and Retention. [*Id.* at 278-79.]

Dr. Hines completed recommendations for the original task force Recommendations 9, 10, 11, 14 and part of 15. He reported on placements in Advanced Learning Experiences, Special Education (“SPED”), Career and Technical Education (“CTE”), Discipline, FACE , and Dropout Prevention. During the 2015-2016 school year, the District continued to move forward to support African American students and address the sixteen recommendations. [*Id.* at 279.]

In SY 16-17, the District established an internal review committee to monitor the District's efforts with respect to the recommendations. The function of the committee was to review the progress made in SY 16-17 and make recommendations for SY 17-18. The review committee met in January, March, and June 2017. [AR 16-17, ECF 2057-1, p. 308.]

During the meetings, the committee focused on teaching and learning, professional development, dropout prevention through college and career readiness opportunities, and family engagement. The committee also looked at implementing career and technical education at the middle school level and creating extended learning opportunities for African American students. Each area was based on recommendations provided by Dr. Hines and Dr. Fredericks. The targeted areas are embedded in the overall District effort to address the sixteen recommendations from the AAAATF. [*Id.*]

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." [AR 15-16, ECF 1958-1, p. 279.]

In SY 15-16, the District identified and implemented two successful nationally recognized strategies: Reading Recovery 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. The Reading Recovery teachers participated in professional development each Wednesday and attended Reading Recovery national conferences. [*Id.*]

The District implemented Scholastic Leveled Bookrooms (Leveled Libraries) in every elementary and K-8 school during SY 15-16. 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 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. [*Id.* at 279-80.]

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. 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. [*Id.* at 280.]

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. [*Id.*]

Recommendation 2: Identify and Replicate Successful Teacher Practices

The District has identified and replicated several successful teacher practices, including the EEI; Culturally Responsive Pedagogy; and MTSS. [*Id.* at 281.]

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. [*Id.*]¹⁴

All certified new hires to the District receive the four-day EEI professional development. For SY 15-16, 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 the New teacher Induction Program (“NTIP”) to complete the four days of professional development. 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. [*Id.*]

¹⁴ “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.”

<http://www.onetohio.org/library/Documents/Dr%20Madeline%20Hunter%20Article1.pdf>

In SY 13-14, the District underwent a curriculum audit conducted by Curriculum Management Systems, Inc., that produced a full evaluation and recommendation. 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 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. [*Id.* at 281-82.]

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. 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. [*Id.* at 282.]

In addition, 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. [*Id.*]

Table 5.53 below shows the number of hours and MTSS areas documented by LSCs for SY 15-16, 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. [*Id.*]

Table 5.53: Hours Documented by Learning Support Coordinators SY 15-16

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
TOTAL	21,688.17 hours

During SY 16-17, the District identified and replicated several successful instructional practices, including the EEI, PLCs, and Culturally Responsive Pedagogy. In addition, the District continued to utilize the MTSS model to support positive student academic outcomes and used PBIS and Restorative Practices to address student behavior. [AR 16-17, ECF 2057-1, p. 309.]

Recommendation 3: Enhance Teacher Evaluation

The District revised the teacher evaluation tool, the Danielson Framework for Teaching, during SY 14-15, 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. [AR 15-16, ECF 1958-1, p. 283.]

The teachers were provided information using a Captivate online training. 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. [*Id.* at 283-84.]

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. [*Id.* at 283.]

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. The District began to follow the recommendation immediately. [*Id.* at 284.]

In SY 15-16, 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. [*Id.*]

Dr. Janice Jackson, an expert in culturally responsive learning, provided training to central and site administrators in January 2016 on Culturally Responsive Pedagogy.

Dr. Jackson's professional development training included Historical and Political Context, Culturally Responsive Teaching, and Equity Centered Leadership. [*Id.*]

In SY 16-17, the District continued to utilize DDI as its fundamental instructional approach to Tier 1 instruction. As part of the NTIP, the District provided a four-day EEI training to all new teachers as well as six sessions throughout the school year. [AR 16-17, ECF 2057-1, p. 309.]

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. [AR 15-16, ECF 1958-1, p. 284.]

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 assessment. [*Id.* at 285.]

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.

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 course on March 1, 2016. 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. [*Id.*]

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. [*Id.*]

The District's efforts to recruit minority certificated staff, the teacher evaluation instrument, and District-provided professional development all consider 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?

[*Id.* at 285-86.]

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. [*Id.* at 286.]

In SY 13-14, 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 14-15, the District entered into a partnership with the UA 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 SY 15-16. [*Id.*]

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 ILA sessions throughout the first semester of SY 15-16. The topics covered included:

- Role of Administrator within Culture and Climate of the School
- In-depth review of the Guidelines for Students Rights and Responsibilities (“GSRR”)
- MTSS
- Restorative Practices
- PBIS
- Functions and Duties of Learning Support Coordinator
- PBIS/Monthly Discipline Data Review
- In-School Intervention
- District Alternative Educational Placement
[*Id.* at 286-87.]

2. MTSS – LSC functions: In SY 14-15 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 15-16. 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)

[*Id.* at 287.]

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). [*Id.*]

3. PBIS: As reviewed above in Culture and Climate, the District emphasized PBIS throughout the first semester of SY 15-16. 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. 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. [*Id.* at 287-88.]

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. [*Id.* at 288.]

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. Dr. Hines reported that, overall, ALE is on the right track. The District met many of the goals using the 20% Rule. [*Id.*]

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. [*Id.*]

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 actively monitors this area to reach out to African American students. [*Id.*]

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. [*Id.* at 289.]

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. [*Id.*]

Recommendation 12: Evaluate Support Programs

LSC Evaluation

In SY 14-15, District Management Council conducted an evaluation that helped clarify LSC responsibilities, as noted above. The evaluation system used in SY 15-16 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. [*Id.*]

The LSC position was eliminated in May 2016. A new position, MTSS facilitator, assumed responsibility for this process in 2016-17 in the neediest schools; in others, the PLCs incorporated the process in their weekly meetings. [*Id.*]

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. [*Id.* at 290.]

In August 2015, the District assigned its Assessment and Program Evaluation Department to evaluate TUSD's student equity departments. These four departments 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. In addition, the District conducted an evaluation of its DAEP during SY 15-16. [*Id.*]

Recommendation 13: Ensure Adequate Funding of African American Student Services

The District adequately funded the AASS 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. [*Id.*]

Recommendation 14: Monitor Disciplinary Actions

During SY 15-2016, the Departments of School Leadership and Student Support Services met regularly to review campus discipline. 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 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. [*Id.* at 290-91.]

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. [*Id.* at 291.]

African American Parent Conference

To further support family engagement within the African American community, the District hosted an AAPC on August 8, 2015. 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.

[*Id.*]

African American Quarterly Events

During SY 15-16, 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. [*Id.*]

Family Resource Centers

The District opened three Family Resource Centers in SY 15-16, bringing the total number of centers to four. These centers provide families with numerous services that support increased academic achievement for students. [*Id.*] The Family Resource Centers are discussed extensively in Section VII of this Assessment.

Recommendation 16: Develop and Implement Extended Learning Opportunities

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. [*Id.* at 292.]

Summer Bridge Program

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 16-17. [*Id.*]

Advanced Placement (AP) Boot Camps

During the summer of 2016, the District invited students new to Advanced Placement (“AP”) 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. [*Id.* at 292-93.]

Black College Tour

In SY 15-16, the AASS coordinated a Black College and Cultural Tour for high school students. Students toured HBCUs in Louisiana, Georgia, Tennessee, Mississippi, and Alabama. The tour occurred during the District's spring break and was open to all TUSD high school students. [*Id.* at 293.]

21. Latino Student Services

The District funded and sustained support services for Latino student achievement and improved educational outcomes.

USP § V(E)(8). *“The District shall continue to fund and sustain Support Services for Latino Student Achievement to improve the academic achievement and educational outcomes of Latino students, including English language learners, using strategies including participation in AVID and, if granted, the Arizona Department of Education’s Office of English Language Acquisition Services (“OELAS”)-approved reading block extension, to reduce disparities for Latino students in academic achievement, high school dropout rates, retention, special education placement, discipline, access to Advanced Learning Experiences (described in Section (V)(A)) and any other areas where disparities may be identified as a result of studies required by this Plan.*

The District shall develop and implement a process for providing a series of academic interventions and supports for Latino students who are struggling and/or otherwise disengaged from school (e.g., students who are one or more grade levels behind academically, struggling to meet academic standards either as reflected in class grades or on state-level assessments, or experiencing ongoing and escalating behavioral issues).

The District shall establish academic intervention teams to provide targeted support to Latino students. The academic intervention teams shall consist of academic specialists (e.g., pull-out reading and math teachers, academic and behavioral coaches, and paraprofessionals) and shall be assisted by staff from Support Services for Latino Student Achievement.

The District shall hold quarterly events (e.g., “Parent Encuentros”) at each school serving Latino students to provide families with

information about students' academic progress and how to prepare students for continuation to post-secondary education, (including how students can enroll in and succeed in ALEs), and to engage in activities focused on the matriculation and retention rates of Latino students.

The District shall collaborate with local colleges and universities and identify college students, including District alumni, to provide learning support and guidance to Latino students through mentoring, teaching assistance and other methods.

All Latino student support services staff who are part of the academic intervention teams shall be trained prior to working with students to implement specific academic intervention plans. All Latino support services staff shall also be trained on the use of data systems used to monitor the academic and behavioral progress of Latino students."

a. Targeted Academic Interventions and Supports for Hispanic Students

The District has developed and implemented systems for identifying Latino students in need of specific interventions to provide targeted support to those who are struggling or disengaged in school. In 2013, the Directors of Student Services reviewed and analyzed various data indicators from SY 12-13 for African American and Latino students, including enrollment, AIMS scores, and grades. [AR 13-14, ECF 1686, p. 145.] Based on this data, support staff was assigned to various sites to provide academic, behavioral and other support for African American and Latino students, including a focus on reducing disparities in academic achievement, access to ALEs, and discipline. [Id.] The District transitioned away from utilizing the Response to Intervention process and replaced it with the MTSS, which is designed to maximize achievement by establishing excellent classroom instruction and implementing additional support and interventions at multiple stages to support student learning. [Id.; AR 15-16, ECF 1958-1, p. 154, 222.] Tier 1 focuses on strong teaching strategies in the general education classroom. Tiers 2

and 3 focus on providing additional interventions to students making less than adequate progress in the general education process. [AR 15-16, ECF 1958-1, p. 222.]

(1) Student Support

The District focused on improving Tier 1 teaching as an important tool for improving academic achievement. To improve its Tier 1 teaching, the District adopted the EEI, a successful teaching practice that provides strategies for general instruction (both academic and behavior) for all students. [AR 15-16, ECF 1958-1, p. 281.] Based on a curriculum audit conducted by outside vendor CMS, in SY 13-14, the District adopted and implemented CMS's recommendations by integrating two key teacher practices into all aspects of professional development within the District: Characteristics of Cognitively Engaging Instruction and Characteristics of Culturally Responsive Teaching. [*Id.*]

In SY 15-16, the MASS and AASS departments, which coordinate student support services for their respective target populations, implemented several strategies 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. [AR 15-16, ECF 1958-1, p. 257.]

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. For SY 15-16, quarterly discipline reports gathered by academic directors and reviewed by a central discipline committee guided the specialists' site assignments on a quarterly basis. [*Id.* at 257-58.]

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. [*Id.* at 258.]

Early in SY 15-16, the MASS director identified seventeen sites for on-campus assignments of thirteen MASS specialists and met with each school principal and 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. In high schools, specialists selected students who were not on track to secure the high school credits required to graduate. [*Id.*]

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. [*Id.* at 259.]

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. 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. [*Id.*]

In SY 16-17, the District implemented several strategies to provide targeted support to Mexican American/Hispanic students through the MASS Department. The strategies included assigning student success specialists to high need sites; mentoring students with college and community supports; continuing the implementation of the MTSS process; providing tutoring for students before and after school; supporting summer enrichment programs and recruiting students for these programs in collaboration with the AASS department; and using an online request system to facilitate requests for assistance. The District also provided appropriate interventions in the areas of academics, advocacy, attendance, behavior, college and career readiness, and credit recovery. [AR 16-17, ECF 2057-1, p. 291.]

(2) MASS Student Success Specialists

During the first quarter of SY 16-17, the MASS Director assigned student success specialists to designated schools based on school enrollment of Hispanic students, discipline data, and District assessment data. For SY 16-17, there were more than 30,000 Hispanic students in the District. The director assigned thirteen MASS specialists to 39 K-12 sites for on-campus support, including nineteen of the District's lowest performing schools. The District assigned specialists to all high schools so that college and career services were available for all Hispanic students. This represented a significant increase in the number of sites that were assigned a student success specialist during the previous year (seventeen). Although placements changed over the course of the year due to

staffing and student needs, 41 schools had an assigned specialist at the end of the school year. [*Id.* at 291-92.]

The MASS Director met with each school principal and the assigned specialist to review expectations for this support. Each of the four student success specialists hired to fill MASS positions in SY 16-17 were bilingual in Spanish and English and held a bachelor's degree or higher. [*Id.* at 292.]

In collaboration with other student services departments, the MASS department modified the use of the four-pronged approach process (Attendance, Behavior, Credit Acquisition/Recovery, and Grades) for gathering data, identifying students, and providing appropriate interventions and supports. The department modified Grades to encompass Academics, including Credit Recovery, and added Advocacy and College & Career Readiness as additional prongs. These modifications were designed to enhance and expand an asset-based model that focused on assets each student brings to school every day. Through this modification, the department expanded support for advanced coursework enrollment, CRC enrollment, and college recruitment and attendance. [*Id.*]

Working on MTSS teams, MASS specialists identified students for intervention efforts by reviewing student attendance, behavior, and academic data. MASS established in-classroom supports at each grade level to build mentor relationships, advocate for the student in the learning environment, and promote college preparation opportunities. At elementary sites, MASS specialists provided student support through math and ELA interventions. MASS specialists assigned to K-8 and middle schools focused on supporting 7th and 8th grade students enrolled in culturally relevant courses. In high schools, specialists collaborated with CR teachers to bring in guest speakers, share information on community events, and provide college enrollment information through a partnership with the UA, in addition to other support services. High school MASS specialists also worked with students at risk for not graduating and assisted students with college preparation. [*Id.*]

(3) Documentation of Services

Prior to SY 16-17, student success specialists tracked their daily work and student interventions using the Grant Tracker software program. In SY 16-17, the District initiated Clarity, an early warning software program that monitors student attendance, academic performance, and behavior indicators to identify students at risk for dropping out of school and not graduating. [*Id.* at 292-93.]

Throughout fall 2016, student success specialists documented their daily efforts in Grant Tracker and began to transition to the Clarity system in January 2017. Using reports generated by the software, the MASS department tracked student intervention on an ongoing basis. Continued use of this system in SY 17-18 will allow the MASS team to better identify at-risk students and document intervention activities. [*Id.* at 293.]

b. Mentoring Support

In SY 14-15, 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. [AR 15-16, ECF 1958-1, p. 259.]

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 SY 15-16. [*Id.* at 260.]

For SY 15-16, 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. During SY 15-16, 970 students attended Saturday Math Homework Help. 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. [*Id.*]

In addition, MASS offered after-school tutoring and homework help at sixteen TUSD school sites with 3,771 student tutoring contacts. 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. In addition, 236 students enrolled in the library's language arts program, NEWSOLA, and 56 students enrolled in its Achieve 3000 Program. [*Id.* at 261.]

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. NEWSOLA 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. [*Id.*]

In SY 15-16, 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. 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. [*Id.*]

The AASS and the MASS directors collaborated to organize Camp Invention, a free half-day summer enrichment program for 150 Hispanic and African American students entering 4th through 6th grade in June 2017. Students participated in half-day STEM and reading workshops at Booth-Fickett K-8 and Pueblo Gardens K-8 schools. [AR 16-17, ECF 2057-1, p. 295.]

During SY 16-17, the MASS department provided mentoring supports districtwide. Student success specialists mentored students both individually and in group settings. Additionally, MASS employed 34 volunteers who worked with specialists in mentoring programs and two volunteers for Saturday math tutoring. These volunteers came from various organizations, including Child & Family Resources and the UA. Twenty-three mentors were students from various programs at the university. Additional information on volunteer mentors can be found under "Collaboration with Local Colleges and Universities." [*Id.* at 293.]

c. Tutoring Support

During SY 16-17, the MASS department offered after-school tutoring and homework help at nine school sites. MASS specialists partnered with 21st Century tutoring programs or provided independent tutoring opportunities before or after school.

Site tutoring was an extension of mentoring to build academic identity in students. MASS hired eight certified academic tutors to conduct effective interventions in addition to providing homework help. [*Id.*]

The MASS department also conducted nine math tutoring sessions held on Saturdays from 10 a.m. to 1 p.m. at Palo Verde and Pueblo during spring 2017. During these sessions, students enrolled in 3rd grade, middle school, and high school received mathematics support from these certified academic tutors and a college volunteer and/or high school peer tutor volunteer, when available. [*Id.* at 294.]

The District advertised this opportunity via the Tucson Unified website, the Superintendent Newsletter, the MASS department's website with online registration, the Leadership Connection to all principals, Family Resource Centers, parent informational events, and ParentLink and at all Tucson Unified schools with assigned MASS specialists. Fifty-four students attended Saturday math tutoring. Of those, 40 were Hispanic, three were African American, three were Native American, one was Asian American, and seven were white. [*Id.*]

(1) Reading Support

In order to support students who needed improvement in their reading skills, the MASS department provided reading interventions in multiple ways, including in-class support, during scheduled intervention blocks using SuccessMaker, and sessions before or after school. In addition, reading recovery teachers from the LAD provided MASS specialists with necessary materials and guided interventions. [*Id.*]

To provide reading interventions at the elementary and middle school levels, MASS specialists utilized online software resources such as Pima County Public Library's Language Arts program NEWSELA, Achieve 3000 Program, SchoolCity, and SuccessMaker. Achieve 3000 is an online software program that uses differentiated instruction and culturally relevant, non-fiction texts to improve students' reading and

writing and prepares them for college and career success. NEWSELA builds reading comprehension through leveled articles, real-time assessments, and articles with five active reading levels and it provides world-class news publications to engage students using culturally relevant material. In SY 16-17, MASS specialists also incorporated SchoolCity resources. For example, during tutoring sessions, specialists used the SchoolCity online sample test to reinforce and improve reading skills. [*Id.*]

(2) Multi-Tiered System of Supports

During SY 15-16, 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 15-16, 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. [AR 15-16, ECF 1958-1, p. 262.]

In SY 15-16, the student success specialists attended MTSS team meetings, assisted with data gathering, and monitored the students they supported at assigned sites. 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. [Id.]

In SY 16-17, Tucson Unified continued to use the MTSS model, a process for providing a series of academic and behavioral interventions, academic teams, and other supports for students, including Latino students. To further support this model in SY 16-17, the District hired 31 MTSS coordinators to facilitate academic and behavior intervention teams at schools with the greatest need. In schools that were not assigned an MTSS coordinator, the principal or principal designee served as the MTSS coordinator. All MTSS school teams were required to meet a minimum of two times per month. [AR 16-17, ECF 2057-1. pp. 275-76.]

d. 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. 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. [Id.]

For SY 15-16, 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. 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 ExEd Department so that a behavior specialist could respond. [Id. at 262-63.]

In SY 16-17, the District trained all principals on using the student equity request for service form. In SY 16-17, the MASS department received 13 documented online requests for services and referrals, in addition to emails and phone calls by school sites requesting support. To address requests, the AASS director responded to the requester by email or assigned the request to a student success specialist. [AR 16-17, ECF 2057-1, p. 296.]

e. Professional Development

(1) MTSS and PBIS Training

In SY 15-16, 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. In addition, the Guidance and Counseling Department clarified expected behaviors of students and verified that MTSS teams were monitoring PBIS implementation. [AR 15-16, ECF 1958-1, p. 263.]

During two-day PLCs and two-day breakout sessions, administrators and directors reviewed the updated the MTSS handbook and discussed school MTSS team meetings, structure and logistics, and MTSS forms. 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 16-17. [*Id.*]

Eight of the MASS specialists attended their school site MTSS and PBIS trainings as well as other intervention training sessions for SY 15-16. 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. 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. [*Id.* at 264.]

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. [*Id.*]

During five different trainings, MASS specialists also used PBIS World, a website designed to guide users through the PBIS implementation process. 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. [*Id.*]

(2) ISI, DAEP, and Climate and Culture Training

Student success specialists from both AASS and MASS departments received training on the District's ISI program and DAEP. 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. [*Id.* at 265.]

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. 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. [Id.]

(3) Data Training

During SY 15-16, 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 SY 16-2017. When newly hired specialists came on board, MASS scheduled them for data trainings with other student success specialists. [Id.]

(4) 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. The training helped specialists identify when a student may need additional mental health support and when to follow up with appropriate mental health professionals. [Id.]

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. [*Id.* at 265-66.]

f. 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. 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 15-16 to enhance parent and community engagement for Hispanic and African American families. [*Id.*]

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. [*Id.*]

MASS offered 42 sessions at school sites through SY 15-16. This school year proved to be successful regarding parent attendance for MASS parent quarterly events as well: 1,435 parents attended these sessions at school sites throughout the District. [*Id.* at 266-67.]

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. [*Id.*]

In SY 14-15, the AASS Department honored approximately 950 students at six quarterly information events. In SY 15-16, 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.*]

The first quarterly event of the SY 16-17 year for parents was IMPACT Tucson, held in July 2016. The District and Justice 4 America partnered to present this community-wide forum to explore bullying, behavior, and the bravery it takes to make meaningful change that leads to a safe learning environment for all children. IMPACT Tucson events were a cross-departmental effort utilizing resources from AASS, MASS, Secondary Leadership, FACE, Title I, and Communications and Media Relations. The AASS director served as the lead organizer. Although the AASS targeted African American families, the event was open to the entire District community. The forum addressed bullying prevention, racial and ethnic disparities, Restorative Practices, and the school-to-prison pipeline. IMPACT Tucson hosted more than 30 service organizations and District offices to connect families with resources. Service providers provided health checks, eye exams, and haircuts as an additional service to families. [AR 16-17, ECF 2057-1, p. 283.]

(1) 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. AASS vendors included the UA 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 ALE staff, and members of AAYP about college and career choices. [AR 15-16, ECF 1958-1, pp. 267-68.]

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. [*Id.* at 268.]

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. 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. [*Id.*]

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. [*Id.*]

(2) Planning and Marketing Quarterly Events

MASS and AASS planned and marketed the events in a variety of ways, beginning at the start of SY 15-16. 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. [*Id.* at 269.]

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. Also, at various times prior to quarterly information meetings, the AASS director posted internal announcements for site administrators and sent invitations to community organizations. [*Id.*]

(3) 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. In

SY 14-15, parent attendance had decreased as the school year progressed, so specialists also focused on implementing strategies that encouraged parents to attend. [*Id.*]

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. Because 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. [*Id.* at 269-70.]

Thirty-three school representatives from these 35 identified racially concentrated schools attended the training. 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.* at 270.]

(4) 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. [Id.]

At the end of SY 15-16, 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 strengthen its efforts to engage these parents. [Id. at 270-71.]

The AASS and MASS departments used the feedback to make changes to future parent quarterly sessions. For example, three areas of focus for AASS became 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. [Id. at 271.]

In SY 16-17, MASS collaborated in hosting information events to strengthen and increase parent and community engagement. The MASS director and student success specialists planned, implemented, and partnered in many parent and community engagement activities, including quarterly parent information sessions, recognition events, cross-departmental parent events, community advisory committees, and community events. [AR 1-17, ECF 2057-1. p. 298.]

The District trained all MASS specialists to conduct and support parent quarterly sessions at assigned school sites. These sessions offered a forum in which the MASS department could present parents and families with information on educational resources available in the District and the community. The intent of these activities is to help parents become better informed and involved in their student's education as they gain access to District and community resources. Additionally, the District invited Hispanic families to participate in districtwide parent and community events. [Id. at 299.]

g. Training for Student Success Specialists

The MASS director scheduled staff PLCs to review forms and invitations for parent quarterly sessions, plan and organize the sessions, and set agendas. Additionally, MASS specialists reviewed the following: USP requirements for these sessions; appropriate content to engage parents' interest; sample forms, including parent surveys; and contact information for community resources and organizations. Specialists continued to focus on implementing strategies that encouraged parents to attend the sessions (making phone calls, sending out invitations, using ParentLink). [*Id.*]

The District held informational workshops for MASS specialists to learn about various student programs, including GATE, AP, and CRCs, so that they could be knowledgeable when working with Hispanic students and parents and support recruiting efforts for these programs. In fall 2016, the GATE department provided training on GATE services, testing, and placements to ensure specialists had the necessary information to recruit elementary and middle school Hispanic students for the program and to accurately answer parent questions on GATE opportunities and testing in the District. MASS staff also attended GATE open houses and information nights and other recruitment events. In spring 2017, the ALE director held a workshop on Advanced Placement courses and AP Summer Boot Camp for MASS staff. MASS specialists subsequently supported recruitment efforts for AP Boot Camp by making phone calls to parents and sending ParentLink messages. MASS specialists acquired detailed information on middle and high school culturally relevant courses during assigned CRPI professional development sessions. Specialists were able to inform parents on these courses as viable, rigorous educational opportunities. [*Id.*]

The MASS department, in conjunction with the Family and Community Outreach department, provided training for community liaisons on how to conduct parent quarterly

sessions for designated sites and provided informational materials for distribution to Hispanic families. [*Id.* at 300.]

h. Site-Based Parent Quarterly Information Sessions

In SY 16-17, the MASS department placed a greater emphasis on ensuring that quarterly parent sessions were held for Hispanic families at assigned school sites. In collaboration with site administrators, MASS specialists hosted 66 events for more than 4,700 parents at 32 schools over the course of the school year. MASS specialists used multiple venues to provide information about the services offered by the MASS department, District resources, community advocacy, and college preparation. [*Id.*]

i. Districtwide Parent Quarterly Information Sessions

(1) Planning and Preparation

MASS staff planned and prepared for districtwide parent quarterly information events at the start of SY 16-17. The department implemented several systematic steps in preparation for each information event: staff set dates for the events, contacted site administrators to host the quarterly events, invited vendors to resource fairs, and collaborated with the Communications and Media Relations Department to develop promotional materials for parents. The department notified parents of events through the effective use of District resources, including ParentLink email and phone messages, mailed invitations, personal phone calls and emails by MASS specialists, the Tucson Unified website, MASS department website, the Superintendent Newsletter, and social media. [*Id.*]

(2) Quarterly Information Events

The District conducted four quarterly parent information events to inform parents about resources to support their children in school, including ParentVUE, MASS department support, college and career readiness, GATE programs, various District

departments (Magnet Programs, Family and Community Outreach, and ALEs), and information from community organizations. [*Id.*]

The District also held resource fairs at each quarterly parent event. The fairs provided community agencies and District departments the opportunity to distribute literature informing parents and families of the services and programs they offer. Parents visited vendors to gather information and materials. The MASS director and specialists contacted a variety of community organizations and invited them to send representatives to each of the resource fairs to promote self-advocacy for families. [*Id.* at 301.]

(3) First Quarter: IMPACT Tucson

During the first quarter of SY 16-17, the District and Justice 4 America partnered to present IMPACT Tucson, a community-wide movement to explore bullying, behavior, and the bravery it takes to make meaningful change that leads to a safe learning environment for all children. IMPACT Tucson events were a cross-departmental effort utilizing resources from MASS, AASS, Secondary Leadership, FACE, Title I, and Communications and Media Relations. The District held the first IMPACT Tucson forum in July 2016 to inform the community about Tucson Unified's efforts to address bullying, teach students how to behave appropriately (rather than to punish them), and empower all stakeholders to have courageous conversations about causes and solutions to systemic discipline issues. The MASS director co-presented a student-centered workshop on building roots to challenge bullying in the school, community, and home settings. MASS staff participated in a resource fair that included many other District departments and community organizations. Each department or organization provided attendees with materials and other information about student opportunities and services. ParentLink messages in English and Spanish invited Hispanic parents to IMPACT Tucson, and 500 parents and students attended. [*Id.*]

In April 2017, the District held IMPACT Tucson 2.0 at Palo Verde High. The MASS director served on the planning committee for this event, which was designed to end bullying in District schools. MASS staff recruited Hispanic parents to attend the event and tallied 150 student and parent participants. MASS specialists collaborated with other District departments to coordinate workshop sessions for parents and students, and District staff and community speakers gave presentations. Additionally, MASS staff participated in a resource fair at the event. [*Id.*]

(4) Second Quarter: Parent University

In December 2016, the District and Pima Community College sponsored the annual Parent University for District families at Pima Community College-West Campus. Parent University provides workshops in which family members can learn how to help their children achieve from kindergarten through high school, apply for college scholarships, and succeed in college. The Title I Department provided child care for the event for children under the age of five, and younger students attended “Kids College,” which included a variety of leadership activities. MASS specialists assisted in the recruitment and registration of more than 150 parent and student attendees. [*Id.* at 302.]

(5) Third Quarter: Adelante Parent & Youth Leadership Conference

In spring 2017, the MASS department reinstated the day-long Adelante Conference for Hispanic students and parents to learn how to prepare for college and careers. Workshops by invited community organizations and District staff offered sessions in advocacy, college scholarship opportunities, culturally relevant classes, ALE options, and other relevant topics for students and parents. The Title I Department again provided free child care for children under five years of age while parents attended the keynote presentation and workshops. Presentations and performances centered on the cultural assets parents and students bring to school for empowerment in the educational

setting. A special performance by Borderlands Theater connected local literature and the arts for families. The keynote presenter, Dr. Francesca López, delivered a Spanish bilingual presentation. Seventy-five students and parents from across the District attended to take advantage of the resources this conference offered. Parents responded with positive feedback about the event and Dr. López's keynote address, indicating they would like to attend similar events. [*Id.*]

(6) Fourth Quarter: Hispanic Student Recognition Program

In May 2017, the MASS department hosted the Mexican American Student Recognition Program at the UA Student Union Memorial Center to honor students maintaining a GPA of 3.25 or higher in grades 8 and 12. This location was a change from the previous four years, when students in grades 6 through 12 had been recognized in a high school auditorium. The MASS director implemented this venue change to instill college-bound expectations for honorees and their families. The department invited various UA and District departments to participate in a resource fair prior to the program so families could gain information about college attendance. [*Id.* at 302-03.]

During the recognition program, the MASS department honored 429 12th graders and 624 8th graders before a crowd of 1,200 parents and students. After the event, the department conducted parent surveys to gauge parent reaction to this event and the effectiveness of the MASS as a resource for higher performing students and their parents. This data will be used to guide services in SY 17-18. [*Id.* at 303.]

j. Student Mentoring

During SY 16-17, the MASS department collaborated with the following organizations to provide mentoring services to Hispanic students: the UA Project SOAR; Chicano Por La Causa's Nahui Ollin Wellness program; the UA's Mexican American Studies Department's Collaborative Research in Action ("CRiA"); the Desert Men's

Council Boys to Men Mentoring; the UA WordCats/MathCats; Child & Family Resources, Inc.; AmeriCorps VISTA; Delta Sigma Theta Sorority, Inc.; and the UA's Arizona's Movimiento Estudiantil Chicano/a de Aztlan (MEChA). [AR 16-17, ECF2057-1, p. 303.]

In collaboration with MASS, these organizations mentored students at eleven school sites. The MASS department collaborated to support 34 volunteers from ten community agencies and college entities to mentor 552 students districtwide. In comparison, 360 students received mentoring services from seven community partners in SY 15-16. [*Id.* at 304.]

k. MASS Student Success Specialist Mentoring Support

An essential function of the student success specialist job description is to plan, coordinate, develop and implement mentor programs as necessary. Student success specialists develop comprehensive outreach plans, including outreach to colleges and universities, to identify and obtain program participants and mentors. Additionally, MASS specialist responsibilities include meeting with colleges and organizations to recruit mentor college volunteers and recruiting community organizations to work with students. [*Id.*]

MASS specialists served as mentors at their assigned school sites for students identified through MTSS teams, CRC Mexican American Viewpoint courses, and recruitment for college preparation. MTSS school teams referred students in need of academic and behavioral mentoring to the MASS specialists. When appropriate, MASS specialists also referred these students to services provided by community and college mentoring programs. [*Id.*]

I. Collaborate with Local Colleges and Universities

In SY 15-16 and SY 16-17, 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. [AR 15-16, ECF 1958-1, p. 271; AR 16-17, ECF 2057-1, p. 303.]

(1) University of Arizona

During SY 16-17, the MASS director initiated new collaborative relationships with resources from the UA to develop a path for Hispanic students in the District. This included a new partnership with the university's Mexican American Studies Department in which the MASS director and one MASS specialist were invited to serve on the department's advisory board. MASS began to develop college mentoring opportunities with strategies to be initiated in SY 17-18, in collaboration with the Adalberto & Ana Guerrero Student Center through Chicano/Hispano Student Affairs at the UA. [*Id.*]

Another UA Mexican American Studies Department collaboration was through CRiA to prepare and transport Hispanic students to present at the 3rd Annual Youth Symposium on Social Justice & Ethnic Studies. With funding from the UA Confluentcenter for Creative Inquiry and the Pima College Foundation, CRiA partners also included District schools and a number of community organizations. At this symposium, the MASS director moderated a panel on education, which included youth participatory action research from Pueblo High Magnet School students enrolled in CRC Mexican American Viewpoint courses. [*Id.* at 305.]

The MASS department partnered with the Linking Hispanic Heritage Through Archaeology ("LHHTA") program that connects Hispanic youth to their cultural history using regional archaeology as a bridge. LHHTA offers students and teachers the

opportunity for hands-on, behind-the-scenes archaeological experiences in the field, in university laboratories, and at regional national parks. LHHTA is a partnership program between the National Park Service, the UA, and the Environmental Education Exchange and is funded by the National Park Service's Washington Office of Cultural Resources Stewardship and Sciences Program and by Western National Parks Association. High school students are selected via an application process. Twelve selected students visit parks in the National Park Service, cultural and historical museums, and UA archaeological laboratories. [*Id.*]

The MASS department helped promote this unique program in targeted CRC Mexican American Viewpoint classrooms, assisted students in the application process, and coordinated presentations by UA graduate students for recruitment. Twenty-three District students applied for twelve openings—a large increase over previous years. Seven District students were selected to participate in the program, including six students from Cholla High Magnet School and one student from Pueblo High. [*Id.*]

The MASS department also collaborated with the UA's Office of Early Outreach to promote Hispanic/Latino College Day to increase District participation. This event gave parents and students the opportunity to gain first-hand knowledge on how to succeed at the UA from current Hispanic students, staff, and faculty. Through email and the Leadership Connection, high school principals received a bilingual ParentLink message and materials to invite targeted families. MASS specialists coordinated presentations from UA Early Outreach in CRCs and other high school classes to increase District participation. The MASS department also participated in the event's resource fair on October 22, 2016. [*Id.* at 305-06.]

(2) Pima Community College

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. [AR 15-16, ECF 1958-1, p. 274.]

In December 2016, the District, including the MASS, AASS, Family and Community Outreach, and Title I departments, and Pima Community College sponsored Parent University for District families. As noted earlier in this section, more than 150 parents and students attended. All MASS specialists assisted in the recruitment and registration for parents and students to attend this event at Pima Community College-West Campus. [AR 16-17, ECF 2057-1, p. 306.]

In addition, the MASS director and a specialist served on the Southern Arizona's League of United Latin American Citizens ("LULAC") Youth Leadership Conference Planning Committee to organize an annual event, also at Pima Community College-West Campus. Nearly 400 students from nine District high schools attended the March 2017 conference, which focused on promoting college and career readiness for Hispanic students. Attendance at the conference doubled from the previous year due to recruitment efforts by MASS specialists and Secondary Leadership support. The conference resource fair included several college and university recruiters who shared materials and information for post-secondary options. [*Id.*]

As discussed above, the AASS and MASS departments partnered with PCC for the annual Parent University in November 2016. Approximately 300 students, families, and community members attended the event. Several of the Parent University workshops included presentations by current PCC 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. [*Id.* at 287.]

(3) College and Community Partners

The AASS and MASS departments continued to collaborate with Pima Community College, the 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. Four of those—the UA Project SOAR (Student Outreach for Access and Resiliency), UA Math Cats/Word Cats, Tucson Graduate 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. 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. AASS also pursued opportunities with HBCUs to provide exposure and enrichment experiences that promote a college-going culture. [AR 15-16, ECF 1958-1, p. 271-72.]

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. Their collaborations with TUSD are described below. [*Id.* at 272.]

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. [*Id.*]

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 diverse student populations. [*Id.* at 272-73.]

(4) Community Partners for College and Career Readiness

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 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. [*Id.*]

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. 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. [*Id.*]

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 the MASS Department at seventeen District elementary, K-8, middle, and high schools. These mentoring programs used the mentoring program standards endorsed by the International Mentoring Association. [*Id.* at 276-77.]

m. Community Collaboration

Community outreach and collaboration builds connections and informs Hispanic families and community about the resources the District has to offer. The MASS department participated in several community events, including Hispanic Heritage Month and the César E. Chávez Youth Leadership Conference. During Hispanic Heritage Month, the MASS department hosted a series of topical workshops, presented by community speakers, on Mexican American heritage and the community. The workshops took place at Santa Rita High School for students, parents, and community members. [AR 16-17, ECF 2057-1, p. 306.]

Held in March 2017, the four-day César E. Chávez Youth Leadership Conference spanned 34 different school venues in the Tucson area. Thirty-two presenters, 25 of whom were community members, spoke to an audience of nearly 7,000 students about the legacy of César Chávez and Dolores Huerta. Community members and District staff gave presentations at 31 District schools, including seven high schools, seven middle schools, six K-8 schools, and eleven elementary schools. [*Id.* at 306-07.]

n. MASS Community Advisory Council

Through the MASS Community Advisory Council, community members may advise and provide feedback to MASS on the important needs and issues affecting Hispanic students and families. During SY 16-17, the MASS director recruited seven new Community Advisory Council members to join two current members in representing

the Hispanic community. The MASS director hosted two advisory meetings in November 2016 and February 2017. [*Id.* at 307.]

o. Community Advisory Boards and Committees

To better serve the needs of District's Hispanic students and families, the MASS director served on many community advisory boards and community committees in SY 16-17, including the UA's Mexican American Studies Department Advisory Board, the Arizona César E. Chávez Holiday Coalition, the Arizona Department of Education's Culturally Inclusive Practices Committee, the LULAC Planning Committee, and the Mayor's Tucson Citizenship Campaign Committee. The MASS director also served on District community collaborative committees, including the Recruitment and Retention Advisory Committee and the Church-School Partnership Committee. [*Id.*]

Additionally, the director attended several community events, including the Mexican American History Project, the LULAC Youth Leadership Conference, the Mayor's Tucson Citizenship Campaign, and the School Community Partnership Council. [*Id.*]

p. District Collaboration

During SY 16-17, MASS supported the Wakefield Family Resource Center by promoting workshops and events targeted at Hispanic families. MASS specialists gathered parent surveys at assigned sites to assist the Family Resource Centers in better meeting the needs of families. MASS also invited the centers to distribute materials at MASS-sponsored events. [*Id.*]

q. 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. [AR 15-16, ECF 1958-1, p. 277.]

r. 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. The survey asked six questions relating to their volunteer experience. 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. [*Id.*]

The AASS and MASS directors and their teams have committed to continuing improvement focused on targeted academic interventions and support, increasing collaboration and partnerships with the college community, and growing parent/community partnerships in schools. In SY 15-16, both AASS and MASS increased and strengthened collaborative partnerships to provide more opportunities for academic and mentoring support in the future. [*Id.* at 277-78.]

F. Inclusive School Environments

The District worked to maintain inclusive school environments, including the adoption of policies reflecting its commitment to inclusion, non-discrimination and equity for all students.

USP § V(F). “The District shall not assign students to classrooms or services in a manner that impedes the District from meeting its desegregation obligations. The District shall review its referral, evaluation and placement policies and practices, as well as relevant disaggregated enrollment data, and shall take appropriate action to remedy any classroom assignment or placement of students that results in the racial or ethnic segregation of students.

By July 1, 2013, the District shall take steps to build and sustain the supportive and inclusive school environments described herein, including, but not limited to: (a) adopting or amending policies to reflect commitments to inclusion and non-discrimination in all District activities and disseminating those policies throughout the District; (b) piloting and implementing strategies to develop students’ intercultural proficiency; and (c) amending policies and practices to protect all members of school communities from discriminatory harassment and bullying, by amending Governing Board Policy JICFB to: (i) state that all students, regardless of their background, are entitled to an educational environment free from harassment and discrimination; (ii) reaffirm that the District shall appropriately and immediately respond to and stop all conduct that may constitute harassment; (iii) ensure that the District fully investigates reported conduct that may constitute harassment; (iv) respond to complaints of discrimination promptly and appropriately; (v) state that all complaints shall be kept confidential to the extent practicable; (vi) explain how to report allegations of harassment and discrimination; (v) identify to whom at each school and in the District Office such allegations should be reported; (vii) set forth formal complaint procedures; and (viii) inform students and their parents of their rights to file complaints. The District may work with the West Regional Equity Network to develop such policies.

By July 1, 2013, the District shall require each school principal to develop strategies to highlight the historic and ongoing contributions of diverse ethnic, racial, and linguistic groups in a

manner that is evident throughout each school, including public displays, classroom environments and libraries.

1. Comprehensive Review.

The District reviewed its referral, evaluation and placement policies, along with its associated data. In SY 13-14, the District reviewed and revised criteria to use in reviewing referral, evaluation, and placement of students in exceptional education classes or programs. The District also considered using the criteria for reviewing and analyzing student placement in other programs, such as ELL placement. [AR 13-14, ECF 1686, p. 150.]

In the first semester of SY 13-14, the District memorialized the criteria in the Exceptional Education Procedures Manual, and conducted a comprehensive review of the Manual and other referral, evaluation, and placement policies. The results were consistent with prior analyses, in that the ExEd placement policies were not resulting in the racial or ethnic segregation of students. In the second semester, the District reviewed ELL placement policies and developed a process to integrate ELL classrooms with non-ELL students into mixed SEI classrooms. In the summer of 2014, the District's Director of the LAD worked with the Arizona Department of Education's Office of English Language Acquisition Services to obtain approval for an alternative approach that would allow the District to integrate ELL classes with non-ELL students. [*Id.*]

In SY 14-15, the District applied the Standards of Practice developed in SY 13-14 with uniformity in all areas of ExEd. A committee within each discipline of ExEd reviewed processes and refined as needed the process and the evaluation of students referred for ExEd services. District psychologists were charged with ensuring strict adherence to the standards of practice and reviewing in committee the resulting outcomes. The committee process ensured that psychologists applied standards of practice with the utmost care to avoid over-identification of all students and the

overrepresentation within the African American and Latino student populations in ExEd. [AR 14-15, ECF 1918-1, p. 188.]

On May 19, 2015, the Governing Board appointed Maura Clark-Ingle as the new Director of ExEd. Ms. Clark-Ingle reviewed the USP, annual reports and ExEd data, as well as the State's placement data comparing TUSD to other Arizona districts. The State's analysis concluded that the District did not disproportionately identify minorities for ExEd placement. Additionally, the District improved its data collection and monitoring to consider, monitor and report its data each year. [*Id.* at 188-89.]

Also in SY 14-15, the District's school psychologists implemented the standards of practice identifying students with specific learning disabilities with greater accuracy and consistency. For example, a deficit in processing speed now must be identified before a student can be considered as needing special education services for a specific learning disability. These standards of practice help identify true disabilities and help limit the overrepresentation of African American and Latino students. The District also hired several new program coordinators in the ExEd Department for key areas such as compliance, data collection, technology, and assessment. These coordinators worked closely with school sites to assist in the appropriate referral and evaluation of students. [*Id.* at 189-90.]

Additionally, the District's LAD 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.

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. The LAD updated the guidebook on a timely basis to ensure the District met all designated tasks and deadlines concerning ELD and dual language. [AR 15-16, ECF 1958-1, pp. 293-94.]

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. In addition, the LAD posted the timeline with the *ALP Guidebook* on its website and on the District Intranet. [*Id.* at 294.]

2. Evaluation and Placement Data Quarterly Review

In SY 15-16, 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. 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. [*Id.*]

3. District-wide Training: AZELLA Administration and ADE Approved ELL Accommodations for State Tests

Also in SY 15-16, 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. 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. [*Id.*]

4. 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. [*Id.* at 295.]

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. [*Id.*]

5. Administrator Trainings

Throughout SY 15-16, 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. [*Id.*]

In July 2015, the District provided training that focused on increasing cultural proficiency during a four-day administrator conference. 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. [*Id.*]

The training included five strategies to increasing cultural proficiency at schools:

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.

[*Id.* at 295-96.]

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 understanding in their evaluation of teachers. 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 SY 15-16, 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. [*Id.* at 296.]

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. 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. Additional training during fall 2015 included a TED Talk video, "The Power of Vulnerability," by Brené Brown. This video provided an example of an educator who was culturally responsive and who created a safe and inclusive learning environment. [*Id.*]

Also in SY 15-16, the District also provided professional development to administrators through other ILA training focused on curriculum, pedagogy, cultural responsiveness, and learner-based approaches that emphasized students' cultural assets, backgrounds, and individual strengths. This training utilized the conference model in which District personnel submitted proposals of presentations on the topics listed. [*Id.* at 296-97.]

The District also contracted with culturally responsive learning expert Dr. Janice Jackson, who worked with instructional leadership to develop a presentation that

addressed District needs. 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. [*Id.* at 297.]

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. 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. [*Id.*]

6. Teacher Trainings

Throughout SY 15-16, 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. 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. 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.

[*Id.* at 298-99.]

7. Additional Support

CRPI itinerant staff provided training for administrators and faculty at various geographically diverse elementary, middle, and high schools. CRPI supported demographically concentrated sites as well as sites with a diverse student body. [*Id.* at 299.]

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. [*Id.*]

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. *[Id.]*

CRPI staff also developed a partnership with the GATE program, providing Culturally Responsive Pedagogy training to the GATE staff. 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. *[Id.]*

8. 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 in SY 15-16, the District provided three presentations that focused on culturally responsive practices. *[Id.]*

In SY 16-17, the LAD continued to review the District's referral, evaluation, and placement policies and relevant disaggregated enrollment data. This allows the department to take appropriate action aimed at remedying classroom assignments or placement of students that may cause racial or ethnic student segregation. [AR 16-17, ECF 2057-1, p. 319.]

9. Integrating ELLs Outside of the Four-Hour Block

During SY 16-17 professional development sessions, the LAD offered ELL teachers opportunities to discuss their approaches to both integrating ELL students in their four-hour block with non-ELL students and identifying additional approaches to

integrating ELL students outside of their four-hour block. In fall 2016, 26 ELD teachers participated in these sessions. Attendees shared fifteen distinct ideas with other teachers and ultimately added to the ELD Wiki space. In spring 2017, the successful and helpful practice of ELD teachers sharing ideas continued. [*Id.* at 319-20.]

The LAD also used the District's Survey Monkey account to send an email survey to 570 current SEI ELD teachers to discover successful strategies for integrating their ELL students outside of the four-hour block. Forty-one teachers participated in the survey, with each teacher sharing at least one integration strategy. The department shared these responses, along with its suggestions, with all ELD teachers through the ELD Wiki space and the ELD listserv. Ideas of integrative strategies included connecting to classrooms at other schools utilizing Skype technology, using "specials" (enrichment classes such as physical education, music, and art), holding walk-to-read sessions, and offering grade-level math blocks. [*Id.* at 320.]

10. Determining the Effectiveness of Integration Outside of the Four-Hour Model

In spring 2017, the LAD requested a report on the distribution by ethnicity in ELD-designated classrooms at each school site and used the data from the report to generate a list of sites with the lowest amounts of ethnic and/or racial diversity. The department then created a three-question integration survey and sent it to ELD/SEI teachers at 21 sites via email. The survey was designed to identify how the teachers integrated their ELLs with non-ELLs outside of the four-hour block, and to utilize that information to further integrate ELL students. [*Id.*]

Thirty-eight teachers participated, with 74 percent of respondents reporting they achieved ELL/non-ELL integration through different approaches that included mixed SEI-designated classes (in which ELL/non-ELL integration occurs all day), walk-to-math, "special" classes, and content area classes. [*Id.* at 320-21.]

At sites where ELL/non-ELL integration does not occur, the LAD provided additional information about how to initiate ELL/non-ELL interactions. One way the department shared this information was by sending the teacher survey results to SEI teachers at those sites who took the survey. The survey responses included teacher-initiated strategies to achieve integration and a hyperlink to the ELD Wiki space with more ideas, such as utilizing the approved refinements to the SEI model including interventions, math blocks, and walk-to-read. [*Id.* at 321.]

The LAD plans to send an additional survey to these sites during SY 17-18 to determine if the percentage of integration has increased, decreased, or remained the same, and why.

11. Classroom Configurations and Site Designations

In spring 2017, the LAD completed classroom configuration worksheets for each site to identify the most effective program model for each elementary school. These configurations involve projected student enrollment numbers to determine how many SEI classes are needed, how much teacher support is required, and what models are needed for four-hour, Individual Language Learner Plans (“ILLP”), or dual language options. Each of the 63 District elementary schools had at least one configuration scenario completed for the upcoming school year. [*Id.*]

Based on ELL numbers in a three grade-level span, various sites had the opportunity to integrate ELLs through ILLPs or mixed SEI classes. At school sites with changes in program configurations, the LAD collaborated with site administrators to leverage the benefits of these designations (ILLP, SEI mixed). Principals identified the differences in groupings and informed appropriate staff of ELL placements. Some sites integrated students on ILLPs in general education ILLP-designated classrooms while students received pull-out ELD services. When appropriate, sites integrated other ELLs

with non-ELL students in mixed SEI classes. These classes ran as SEI classes but included non-ELLs as language models. [*Id.*]

The ADE must approve each mixed SEI classroom and some ILLP designations. The LAD will submit grouping exceptions for approval of these ILLP and mixed SEI designations in fall 2017. With the consent of the state Department of Education, classes will integrate ELLs with their non-ELL peers. [*Id.* at 322.]

12. Identifying PHLOTES and Appropriate Classroom Designations

The LAD created an online professional development training for school registrars beginning in SY 17-18. The professional development focuses on identification of potential PHLOTES and their appropriate classroom placement. Department staff intends to meet with new principals in fall 2017 to explain the process and ensure that ELLs are placed correctly. [*Id.*]

13. Supportive and Inclusive Environments

The District continued to work to develop innovative methods of addressing the social, emotional, and intellectual needs of students. By incorporating student cultural assets into the learning environment, increasing student engagement through a reflective curriculum, and implementing Culturally Responsive Pedagogy, the District hopes to increase student academic achievement across all levels.

Culturally responsive education is an overarching concept that includes but is not limited to curriculum, pedagogy, and non-instructional elements such as school climate. Much like the SAIL approach, culturally responsive practices focus on the climate of inclusion, safety, and academics. However, it is a more expansive term that includes student discipline approaches such as Restorative Practices, culturally relevant and multicultural curriculum, and interpersonal interactions with parents and community organizations. [*Id.*]

While educators tend to focus primarily on the classroom, creating a SAIL is not limited to that space. Consequently, training in creating such an environment is not limited to the instructional staff. Support staff interactions often set the tone for students on campus. It is important that all interactions on a campus reflect a supportive and inclusive environment. [*Id.*]

To this end, the District developed a comprehensive, multi-year plan to train administrators and certificated and classified staff. This culturally responsive professional development plan is aimed at positively affecting culturally responsive practices throughout the District. Thus, the District is now using a culturally responsive framework to address the elements contained within SAIL. [*Id.* at 322-23.]

While the initial phase of this training is general and applicable to all school site job classifications, the subsequent phase is more specific to job duties. The third and final phase consists of evaluation and assessment as it relates to this plan. The District also will conduct a review of policies and procedures and will present theory, share specific practices, and assess and monitor the plan's effectiveness. During SY 16-17, the District provided specific SAIL/culturally responsive trainings upon site request. [*Id.* at 323.]

14. Instructional Leadership

In July 2016, the District trained site administrators on key aspects of culturally responsive practices. Dr. López, in collaboration with the CRPI director, conducted this three-hour training for all administrators, separating the participants into four smaller groups. The sessions focused on several topics: current and historic educational outcomes for racially marginalized students; bias identification and reflection; microaggressions and reflection; impact on student educational outcomes; and next steps. [*Id.*]

As an introduction to this session, the assistant superintendent in charge of curriculum emphasized to administrators that the District's focus on culturally responsive practices is designed to establish a SAIL for all students. Administrators also were instructed on the need to support and promote culturally relevant courses at their respective sites. [*Id.*]

In October 2016, the CRPI director discussed the CRP with the Instructional Leadership Team and engaged in dialog regarding possible areas of collaboration. At the December Instructional Leadership Academy, the assistant superintendent and the directors of secondary, K-8, and middle schools instructed their respective administrators on the protocols for registering students for culturally relevant courses. [*Id.*]

In June 2017, Dr. López provided an extensive training to site administrators on culturally responsive practices. This presentation captured the essential elements of the CRP training scheduled to be provided to teachers throughout SY 17-18. The timing of this training is intended to allow necessary modifications to school policies and expectations for the upcoming school year. [*Id.* at 324.]

15. Amending policies.

On December 10, 2013, the District amended Policies A (District Mission, Vision and Values) and BG (Board Governance and Operations) to reflect its ongoing commitments to inclusion and non-discrimination in all District activities. Policy A was amended to include the following language:

The District is committed to inclusion and non-discrimination in all District activities. At all times, District staff should work to ensure that staff, parents, students and members of the public are included and welcome to participate in District activities.

Policy BG was amended to add the following language: “Any new or revised policy will be considered to insure compliance with Policy A – District Mission, Vision and Values. [AR 13-14, p. 150.]

On July 2, 2013, the District revised policy ADF – Intercultural Proficiency, so it is more inclusive and becomes the goal and commitment of the entire District and not just one department. That policy now reads:

Tucson Unified School District is committed to creating and fostering a systemic educational ecology that respects the cultural diversity and inherent cultural wealth of the various TUSD communities and cultures that TUSD serves.

In recognition of intercultural proficiency, the Governing Board shall promote the concept of active and positive multiculturalism within its schools. ... All staff are held accountable for implementation of multicultural education within their areas of responsibility.

The District also worked to improve other policies during SY 13-14, and continued that work into SY 14-15. [*Id.* at 151.]

16. Developing strategies to highlight contributions of diverse groups.

Soon after the USP was implemented, the Desegregation Director prepared a memorandum to be distributed to all sites and principals outlining the commitment to highlight the contributions of diverse communities by utilizing public displays, classroom events, library materials and other resources. [*Id.*] The District began immediately to implement many strategies to highlight the contributions of diverse groups. The Equity Department supported schools in celebrating and recognizing cultural events, such as the Lunar Year celebration, Black History Month, and the Cesar Chavez march. The District also provided lesson plans, training for teachers and in-class presentations related to culturally responsive practices and approaches to teaching diversity. The Fine Arts department also increased efforts to make multicultural materials available to teachers in classrooms through the Educational Materials Center. [*Id.* at 151-52.]

The Fine Arts Department also made concerted efforts to increase the visibility of the Education Materials Center to sites and teachers and to encourage them to take advantage of this resource as a strategy to highlight the contributions of diverse groups.

And, as became apparent to anyone walking through TUSD schools, all sites made increased efforts to ensure that hallways, public spaces, and libraries contain public displays and materials that highlight the contributions of diverse communities. The District utilized multiple staff members to monitor compliance with this requirement and to gather best practices to share throughout the District. [*Id.* at 152.]

G. Reporting Requirements.

The District complied with USP reporting requirements related to quality of education.

USP § V(g). “1. *The District shall provide, as part of its Annual Report:*

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 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;

Copies of all assessments, analyses, and plans developed pursuant to the requirements of this Section;

Copies of all policies and procedures amended pursuant to the requirements of this Section;

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;

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;

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;

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;

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;

Lists or tables of any certificated staff who received additional certification(s) pursuant to the requirements of this Section;

Copies of relevant communications regarding the OELAS extension and the result(s) of such communications;

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.

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;

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;

A disaggregated report on all students retained in grade at the conclusion of the most recent school year;

Description of the college mentoring program, including the school sites where college mentors have been engaged and the type of support they are providing;

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

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;

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;

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; and

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 USP required the District to provide various reports and information as part of its annual reports addressing all quality of education issues listed in the USP. Beginning with AR 13-14, the District included this information in its Annual Reports, and it has regularly provided this information to the Plaintiffs and Special Master in regular updates and in responding to thousands of requests for information. [AR 12-13, ECF 1549-1, pp. 26-43; AR 13-14, ECF 1686, pp. 101-47; AR 13-14, App. V1-58, ECF 1687-4 – ECF1690-4; AR 14-15, ECF 1918-1, pp. 142-254; App. V1-261, ECF 1849-5 – 1850-8; AR 15-16, ECF 1958-1, pp. 152-305; App. V1-292, ECF 1963-1 – 1964-9; AR 16-17, ECF 2057, pp. 324-28.] The District also included extensive information in response to hundreds of RFIs related to quality of education topics. These reports and this information demonstrate(s) the District's dedication to improving the quality of education

and academic achievement of African American and Latino students and its good faith compliance with the USP.

II. Advanced Learning Experience Access and Recruitment Plan.

The District developed and complied with additional quality of education goals in the Advanced Learning Experience Access and Recruitment Plan.

The ALE Coordinator developed the ALE Plan, which includes strategies to identify and encourage African American and Latino students to enroll in ALEs, increase the number of these students enrolling in ALEs, and support these students in successfully completing ALEs. Drawing on the findings and observations contained in the review and assessment, the District created ten subcommittees to help develop the ALE Plan. [AR 13-14, ECF 1686, P. 113.] These committees worked for several months to develop the Plan, including by consulting with 12 experts in various fields on best practices. [*Id.* at pp. 113-14.].¹⁵ The District then collaborated with the Plaintiffs and Special Master for months to negotiate changes and revisions to the plan. [*Id.* at 115.] The District continued to work with the Plaintiffs and Special Master to try to resolve objections as the plan was finalized and implemented. [*Id.*]

ALE Access and Recruitment Plan § II. Pursuant to Section II, the District was to set annual goals and monitor progress for ALE participation.

The ALE Plan includes analyses of how to increase the numbers and percentages of African American and Latino students participating in ALEs, including in AACs, [AR 14-15, App. V-1, ECF 1849-5, pp. 12, 14-15.], UHS, [AR 14-15, ECF 1918-1, pp.164-72; AR 14-15, App. V-46, ECF 1849-5, pp. 296-302.], GATE, [AR 14-15, ECF 1849-5 pp. 5-6.], and Dual Language courses, [AR 15-16, ECF 1958-1, p. 155.]. The District monitors and reports on that participation each year.

¹⁵ These experts included: Donna Ford, Ph.D. (Vanderbilt); Lisette Rodriguez, Ph.D. (Miami Dade County); Mary Boehm (A+ College Ready); BJ Henry (Elizabethtown, KY); Gina Thompson (Yuma); Carol Burris (Rockville Centre School District); John Knudson-Martin, Ph.D. (Eastern Oregon University); Gerald Denman (Puyallup, WA); Robert L. Jarvis, Ph.D. (University of Pennsylvania); Mika Pollock, Ph.D. (University of California San Diego); and Kevin Welner, Ph.D., J.D. (National Education Policy Center).

ALE Access and Recruitment Plan § III. Pursuant to Section III, the District was to develop strategies to identify and encourage African American and Latino students, including ELL students, to enroll in ALEs. The Plan also included the following related goals:

“Increase the number and percentage of African American and Latino students, including ELL students, receiving GATE services by improving screening procedures for GATE services and placement in GATE services to ensure that students are identified, tested, and provided with GATE services in a fair and nondiscriminatory manner that does not have an adverse impact on any student based on his/her race, ethnicity or English language proficiency.

Increase the number and percentage of African American and Latino students, including ELL students, enrolled in AACs by improving identification, recruitment, and placement to ensure that students have access to AACs.

[C.]onduct specific UHS-related outreach to students and parents about the program’s offerings; encourage school personnel, including counselors and teachers, through professional development, recognition, evaluation and other initiatives, to identify, recruit and encourage African American and Latino students, including ELL students, to apply.”

The ALE Plan includes all elements required by the USP. [AR 14-15, App. V-1, ECF 1849-5, pp.23 (recommended accessible materials), 23 (coordinating with relevant administrators to distribute materials), 33 (holding community meetings and informational sessions regarding ALEs), 12, 20, 22, 26 (providing professional development to administrators and staff to identify and encourage African American and Latino student to enroll in ALEs), and 2-5, 7, 24, 27, 29 (Ensuring equitable access to ALEs).]

The Plan also includes analyses of how to increase the numbers and percentages of African American and Hispanic students in GATE, (*id.*, pp. 14, 17, 24), increase the number and quality of GATE offerings, (*id.*, pp. 12, 13, 24-25), assess whether the implementation of GATE services at school sites should be modified to increase access to GATE services and to avoid within-school segregation, (*id.*, pp. 24, 25), and require all GATE teachers to be gifted-endorsed or in the process of obtaining an endorsement, (*id.*, pp. 13, 26). [See also AR 15-16, ECF 1958-1, pp. 170-71.]

The Plan also includes analyses for how to increase the numbers and percentages of African American and Hispanic students in AACs, [AR 14-15, App. V-1, ECF 1849-5, pp. 12, 14-15.], increase the number of AAC offerings, (*id.*, pp. 12, 13, 26-27), improve the quality of AP courses and Pre-AP courses, (*id.*, pp. 20, 27), and provide professional development to train all AAC teachers, (*id.*, pp. 20, 27).

The Plan also includes analyses for increasing the numbers and percentages of African American and Hispanic students applying to and attending UHS. In developing and implementing the Plan, the District consulted with experts, the Special Master and Plaintiffs, (AR 14-15, ECF 1918-1, pp.164-72; AR 14-15, App. V-46, ECF 1849-5, pp. 296-302), administered the appropriate UHS admission tests for all 7th grade students, (AR 14-15, ECF 1918-1, pp. 164, 166, 167, 169), required middle school counselors to review UHS admission requirements with all students in 6th and 7th grade and provide those students application materials, (AR 14-15, ECF 1918-1, pp. 168-69), conducted specific UHS-related outreach to students and parents about the program's offerings, (AR 14-15, ECF 1918-1, pp. 168-69), and encouraged and trained school personnel to recognize, identify, recruit and encourage African American and Latino students to enroll, stay in and be successful at UHS, (*id.* at 164-70, 178).

ALE Access and Recruitment Plan § IV. Pursuant to Section IV, the District was to develop strategies to increase the number of African American and Latino students, including ELL students, enrolling in ALEs. The Plan also included the following related goals:

“Increase the number and quality of GATE offerings, as appropriate, to provide equal access and equitable opportunities for all students, including assessing the feasibility of adding or expanding GATE dual language programs; [V.A.3.a.ii.] Assess whether the implementation of GATE services at school sites (e.g., self-contained, pull-out, clustering, or resource-driven models) should be modified to increase access to GATE services and to avoid within-school segregation.

Increase the number of AAC offerings, as appropriate, to provide equal access and equitable opportunities for all students to participate in these courses, including expanding the number of AP

courses offered at District high schools and the number of grades in which such courses are offered;

The District shall review and revise the process and procedures that it uses to select students for admission to UHS to ensure that multiple measures for admission are used and that all students have an equitable opportunity to enroll at University High School.”

The ALE Plan includes analyses for how to increase the numbers and percentages of African American and Hispanic students in GATE, (*id.*, pp. 14, 17, 24), increase the number and quality of GATE offerings, (*id.*, pp. 12, 13, 24-25), assess whether the implementation of GATE services at school sites should be modified to increase access to GATE services and to avoid within-school segregation, (*id.*, pp. 24, 25), and require all GATE teachers to be gifted-endorsed or in the process of obtaining an endorsement, (*id.*, pp. 13, 26). [See also AR 15-16, ECF 1958-1, pp. 170-71.]

The Plan also includes analyses for how to increase the numbers and percentages of African American and Latino students in AACs, (AR 14-15, App. V-1, ECF 1849-5, pp. 12, 14-15), increase the number of AAC offerings, (*id.*, pp. 12, 13, 26-27), improve the quality of AP courses and Pre-AP courses, (*id.*, pp. 20, 27), and provide professional development to train all AAC teachers, (*id.*, pp. 20, 27).

The Plan also includes analyses for increasing the numbers and percentages of African American and Hispanic students applying to and attending UHS. In developing and implementing the Plan, the District consulted with experts, the Special Master and Plaintiffs, (AR 14-15, ECF 1918-1, pp.164-72; AR 14-15, App. V-46, ECF 1849-5, pp. 296-302), administered the appropriate UHS admission tests for all 7th grade students, (AR 14-15, ECF 1918-1, pp. 164, 166, 167, 169), required middle school counselors to review UHS admission requirements with all students in 6th and 7th grade and provide those students application materials, (AR 14-15, ECF 1918-1, pp. 168-69), conducted specific UHS-related outreach to students and parents about the program's offerings, (AR 14-15, ECF 1918-1, pp. 168-69), and encouraged and trained school personnel to

recognize, identify, recruit and encourage African American and Latino students to enroll, stay in and be successful at UHS, (*id.* at 164-70, 178).

ALE Access and Recruitment Plan § V. Pursuant to Section V, the District was to develop strategies to support African American and Latino students, including ELL students, in successfully completing ALEs.

The ALE Coordinator developed the ALE Plan, which includes strategies to identify and encourage African American and Latino students to enroll in ALEs, increase the number of these students enrolling in ALEs, and support these students in successfully completing ALEs. Drawing on the findings and observations contained in the review and assessment, the District created ten subcommittees to help develop the ALE Plan. [AR 13-14, ECF 1686, P. 113.] These committees worked for several months to develop the Plan, including by consulting with 12 experts in various fields on best practices. [*Id.* at pp. 113-14.]. The District then collaborated with the Plaintiffs and Special Master for months to negotiate changes and revisions to the plan. [*Id.* at 115.] The District continued to work with the Plaintiffs and Special Master to try to resolve objections as the Plan was finalized and implemented. [*Id.*]

ALE Access and Recruitment Plan § VI: Pursuant to Section VI, the District was to provide professional development to train all AAC teachers using appropriate training and curricula.

The ALE Plan includes analyses and goals to provide professional development to train all AAC teachers using appropriate training and curricula [AR 14-15, App. V-1, ECF 1849-5, pp. 20, 27.].

ALE Access and Recruitment Plan § VII. Pursuant to Section VII, the District was to take into account best practices within the District and consult with experts to consider best practices implemented by other school districts.

Drawing on the findings and observations contained in the review and assessment, the District created ten subcommittees to help develop the ALE Plan. [AR 13-14, ECF

1686, P. 113.] These committees worked for several months to develop the Plan, including by consulting with 12 experts in various fields on best practices. [*Id.* at pp. 113-14.]. The District then collaborated with the Plaintiffs and Special Master for months to negotiate changes and revisions to the plan. [*Id.* at 115.] The District continued to work with the Plaintiffs and Special Master to try to resolve objections as the Plan was finalized and implemented. [*Id.*]

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III. ALE Supplement.

The District developed and complied with additional goals in the Supplement to the Advanced Learning Experience Access and Recruitment Plan.

Following the District's presentation of the ALE Plan, the parties briefed their positions related to specific goals established in the Plan, and the Court issued an order requiring the District to consult with the Plaintiffs and Special Master to develop comprehensive goals for attaining unitary status by ensuring that African American and Hispanic students have equal access to the District's ALEs. The District complied with this Order, working with the Plaintiffs and Special Master to develop comprehensive ALE goals. Below is a description of the District's good-faith compliance with the goals established by the Supplement to the ALE Plan.

Supplement to ALE Access and Recruitment Plan. Pursuant to the Supplement to the ALE Access and Recruitment Plan, the District established the goal of achieving a participation rate of students from each racial or ethnic background in each ALE program within 20 percentage points of that group's enrollment rate in the District for SY2015-16 and within 15 percentage points of that group's enrollment rate in SY2016-17.

“The Tucson Unified School District shall show it has obtained unitary status in the area of Advanced Learning Experiences when it reaches [or.] meets the below listed goals for 2016-17 in 80% (37 out of 46) of the individual programs with a corresponding overall ALE increase for African American and Latino students so that their ALE participation rate is within 15% of their enrollment rate in the district.

To the extent the District falls short of this specific target (and it does not intend to) it must demonstrate its good-faith efforts to meet those goals to the extent practicable.”

The District met the goals listed in the ALE Supplement for many of the ALE programs, and it demonstrated its good-faith efforts to meet those goals to the extent practicable for all ALE programs.

A. Enrollment Goals

The District monitors ALE participation to ensure there are no significant disparities by race or ethnicity. In spring 2015, the District developed supplemental goals, based on the work of Dr. Donna Ford. Using these goals, the District analyzed the African American and Hispanic participation in ALEs. In SY 16-17, participation was measured against the 15% Rule. Participation that is less than 15 percent of the District's enrollment rate signifies a racial or ethnic disparity that should be assessed and/or addressed. Annual goals are set in accordance with Order 1771. [AR 16-17, ECF 2057-1, p. 196.]

The District succeeded in meeting and exceeding the 15% Rule in 20 of 40 goals. The District made positive progress in meeting eight additional goals. For example:

- 58 percent of high school Pre-AP Honors students were Hispanic, compared to 47 percent in SY2012-13.
- Enrollment of Hispanic students in dual credit classes grew from 39 percent in SY 12-13 to 65 percent in SY 16-17.
- Enrollment of 6th-8th grade African American students taking Pre-AP advanced classes in K-8 schools was 9 percent, which exceeded the 15% Rule.
- The percentage of high school Hispanic students enrolled in AP classes grew over the past five years, from 42 percent in SY 12-13 to 47 percent in SY 16-17.

[Id. at 196.]

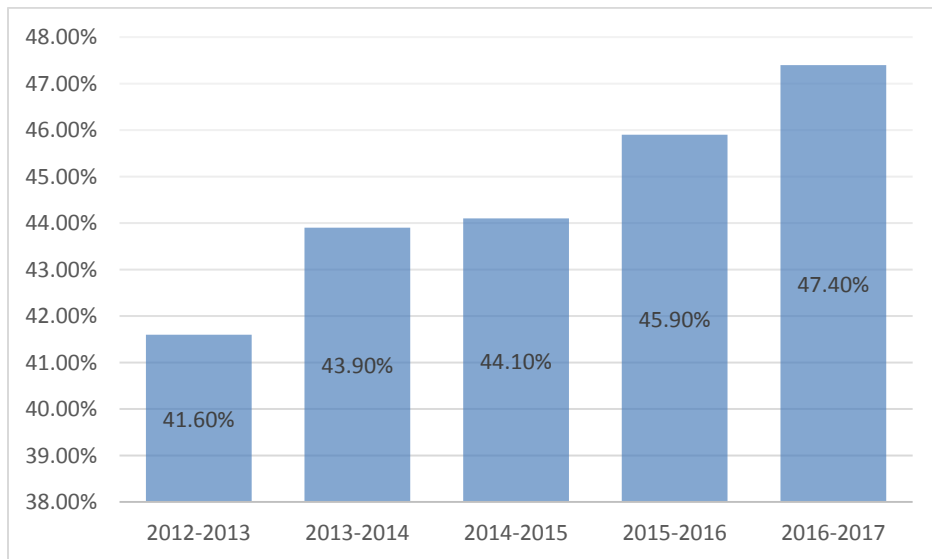
B. Advanced Placement (AP)

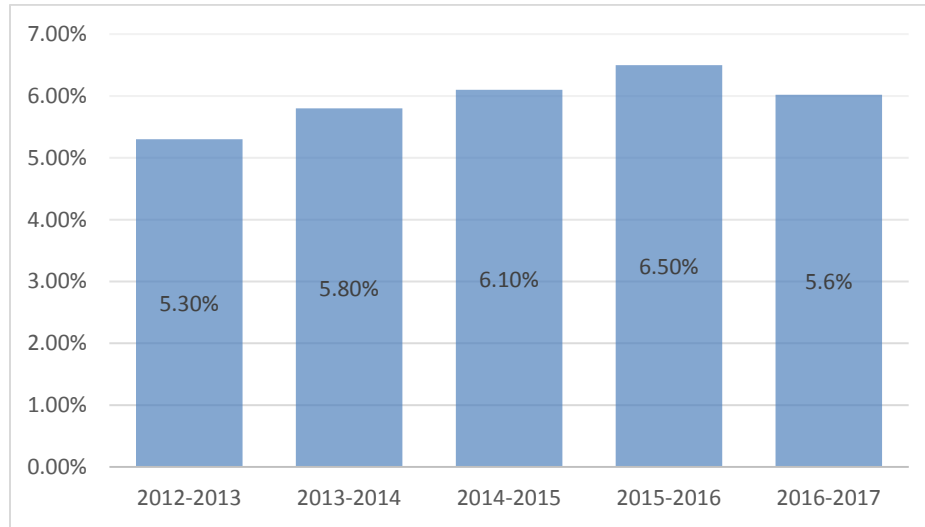
High school credit AP classes provide students with a rigorous high school experience and the potential for college credit. To help students, especially African American and Hispanic students, take advantage of such an opportunity, the District made increasing AP enrollment a priority. Efforts overall were successful: AP enrollment grew from 2,521 students in SY 12-13 to 3,173 students in SY 16-17. *[Id.]*

The percent of Hispanic students enrolled in Advanced Placement classes increased from 46 percent in SY 15-16 to 47 percent in SY 16-17. Graph 5.8 below shows positive progress for Hispanic students in AP classes over the last five years. The District is now close to its goal of 51 percent for AP enrollment for Hispanic students in SY 16-17. *[Id.]*

Enrollment of African American students in AP classes has steadily increased since the inception of the USP, though it decreased slightly for SY 16-17.

Graph 5.8: Advanced Placement Enrollment of Hispanic Students by Year



Graph 5.9: AP Enrollment of African American Students by Year

For the second consecutive year, the District was honored by the College Board with placement on the 7th Annual AP District Honor Roll. The District is one of only four districts in Arizona to receive this recognition and the only district in the state to win the award for the second year in a row. The award analyzed all exams taken for the 34 AP courses offered in the District for three years, from SY 13-14 to SY 15-16, 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 2016 percentage of students scoring a 3 or higher to the 2014 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. [*Id.* at 198.]

C. AP Student Mentors/Tutors and Test Prep

To increase enrollment of minority students in AP courses, the District created opportunities for collaboration between the AASS and MASS departments, trained site counselors, and provided one AP mentor and two AP tutors at each high school to tutor students in courses based on need at each site. The District also provided for one AP mentor at each high school for non-academic support as needed by each student. [*Id.*]

During SY 16-17, the ALE director met with the site AP mentors to provide direction while providing an opportunity for sharing strategies. At these meetings, they discussed relevant topics, including support for students; student recruitment for AP Boot Camp, which is discussed later in this section; AP test preparation; and tutoring services. 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. [*Id.*]

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 through email on February 15, 2017, and March 7, 2017. [*Id.* at 199.]

D. AP Summer Boot Camp

During the summer, the District invited students new to AP classes to attend an AP Summer Boot Camp to acclimatize them to the rigors of AP courses while providing them with skill support so they would be prepared when their courses started in fall 2017. Attending students worked with AP teachers to practice critical reading, writing, and study skills that would help them succeed at AP classes. In all, students attended across four sites, including 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 6 percent of those enrolled and Hispanic students making up 62 percent. [*Id.*]

Table 5.10: 2017 AP Summer Boot Camp Registration by Ethnicity

Ethnicity	Number	Percentage
White	27	25%
African American	6	6%
Hispanic	65	62%
Native American	0	0%
Asian	3	3%
Multi-Racial	4	4%
Total Students	105	100%

Test scores for African American and Hispanic students have improved since SY 12-13, with an increase in the number of students receiving a score of 3 or higher. The number of African American students who received a score of 3 or higher in spring 2016 rose to 44—a 5-percent increase from spring 2015—and the number of Hispanic students increased by 16 percent from 2015. A total of 454 Hispanic students received a score of 3 or higher on any exam compared with 393 students in spring 2015. [*Id.* at 199-200.]

Table 5.11: Number of Students with at Least One Qualifying AP Score (3 or Higher) on an AP Exam

Admin	White	W%	African American	AA%	Hispanic /Latino	H%	Native-American	NA%	Asian	A%	Multi-Racial	MR%	Total
Spring 2013	515	55%	26	3%	281	30%	8	1%	90	10%	23	2%	943
Spring 2014	491	52%	27	3%	302	32%	2	0%	89	9%	33	3%	944
Spring 2015	610	52%	42	4%	393	33%	6	1%	81	7%	51	4%	1,183
Spring 2016	640	49%	44	3%	454	35%	6	0%	99	8%	69	5%	1,312

Since 2011, the number of AP exams taken by African American and Hispanic students and the number of exams receiving a passing score of a 3 or higher have increased as well (Table 5.12 below). [*Id.* at 200.]

Table 5.12: Number of AP Exams that Scored a 3 or Higher (Passing) by Year by African American and Hispanic Students

Year	African American: Exams Taken	African American: Exams passed	Hispanic /Latino: Exams taken	Hispanic /Latino: Exams passed
2016	167	69	1,338	736
2015	134	68	1,218	623
2014	97	53	1,076	564
2013	92	42	1,113	576

E. AP Exam Scholarships

During SY 16-17, District students took more than 3,700 AP exams. The District paid for 1,168 exams using waivers. This included 47 percent of all tests taken by African American students and 44 percent taken by Hispanic students. [*Id.*]

F. Pre-AP Honors

Pre-AP Honors classes exist in grades 6-12 in science, social studies, and language arts. These courses are 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 middle school sites (8 percent African American and 52 percent Hispanic). The District also met its goal for Hispanic students in K-8 schools (69 percent), which is nearly 10 percent higher than the goal, and grades 9-12, with an enrollment of 58 percent—7 percent higher than the goal. [*Id.* at 200-01.]

The District also met its goal for African American middle school students. Although the District fell short of its goal for other African American students, its good-faith efforts improved African American enrollment as much as practicable.

Table 5.13: Pre-AP Honors Enrollment by Year and Ethnicity

Type of AAC	Class Year	African American Enrollment %	Goal for Grade Level (Based on 15% Rule)*	Hispanic Enrollment %	Goal for Grade Level (Based on 15% Rule)*	AAC Total
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 Honors	2015-16	6.5%		55.6%		5,473
Pre-AP Hon. K8	2016-17	5.4%	7.3%	68.7%	59.0%	5,465
Pre-AP Hon. MS	2016-17	8.1%	7.2%	51.5%	51.5%	
Pre-AP Hon. HS	2016-17	6.0%	7.6%	58.0%	50.9%	

G. Pre-AP Advanced

Pre-AP Advanced includes advanced math courses in middle school. In SY 16-17, enrollment of African American students in Pre-AP Advanced courses increased noticeably—from 6 to 8 percent. The District met the 15-percent goal for Pre-AP Advanced in K-8 schools for both African American and Hispanic students and in comprehensive middle schools for Hispanic students. The District met the 15-percent enrollment goal (7 percent) for middle school African American students, who made up 7 percent of enrollment. The District will continue its efforts of targeted outreach and encouragement to these students to enroll in these courses. [*Id.* at 201.]

Table 5.14: Pre-AP Advanced Enrollment by Year and Ethnicity

Type of AAC	Class	African American Enrollment %	Goal for Grade Level (Based on 15% Rule)*	Hispanic Enrollment %	Goal for Grade Level (Based on 15% 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 Advanced	2015-16	5.9%		55.5%		1,207
Pre-AP Adv. K8	2016-17	9.3%	7.3%	65.7%	59.0%	1,160

H. Dual Credit

The District works in collaboration with Pima Community College and UA to provide dual credit classes at its high schools. Both institutions ensure that the high school instructors are college certified and utilize the same curriculum as similar college-level courses, while the District assists the students in course enrollment and provides the venue and teacher. [*Id.* at 202.]

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 they provide a university pipeline for students. The District met the 15% Rule for Hispanic students (65 percent), with a 15-percent increase from SY 15-16. The District fell just short of the goal for African American students (7 percent). The District will continue to strive to provide additional dual credit course offerings. [*Id.*]

Table 5.15: Dual Credit Enrollment by Year and Ethnicity

Class	African American Enrollment %	Goal for Grade Level (Based on 15% Rule)	Hispanic Enrollment %	Goal for Grade Level (Based on 15% Rule)	AAC Total
2012-13	7.40%		38.90%		190
2013-14	8.10%		51.70%		236
2014-15	10.10%		52.20%		228
2015-16	8.10%		50.00%		186
2016-17	6.60%	7.60%	64.90%	50.90%	271

I. International Baccalaureate

Recognized as part of the worldwide IB 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”) and the Career-Related Programme. [*Id.* at 203.]

In SY 16-17, two schools offered the IB Programme: Cholla Magnet High School and Safford Magnet K-8. Safford offered the IB curriculum for all K-5 students. At Cholla, students can take individual IB classes or complete a Certification or Diploma program. The District met the 15% Rule for African American and Hispanic students at Safford and for Hispanic students at Cholla. African American enrollment in IB classes at Cholla increased over the past four years, indicating that IB has been successful in attracting African American students. [*Id.*]

The number of students who enrolled as IB Certificate or Diploma candidates at Cholla doubled from 84 students (Class of 2017) to 170 (Class of 2018), as shown below in Table 5.16.

Table 5.16: IB Diploma and Certificate Students by Ethnicity –**Cholla Administrative Data**

Ethnicity	Class of 2016		Class of 2017		Class of 2018	
	Diploma (21)	Certificate (57)	Diploma (21)	Certificate (63)	Diploma (41)	Certificate (129)
Native American	3 (14%)		2 (9%)	4 (6%)	3 (7%)	2 (2%)
Asian	-	-	2 (9%)	5 (8%)	2 (5%)	
African American	-	3 (5%)	2 (9%)		5 (12%)	10 (8%)
Hispanic	18 (86%)	50 (87.7%)	13 (62%)	54 (86%)	28 (68%)	112 (86%)
Multi-racial	-				-	
White	-	4 (0.70%)	2 (9%)		3 (7%)	5 (4%)

This significant increase can be attributed to the extensive recruitment of incoming 8th and 9th graders to the IB Prep Programme. Cholla offers open-access IB Prep courses in 9th and 10th grade to support the IB Diploma Programme, which is available to students in 11th and 12th grade. [*Id.* at 204.]

Cholla worked directly with the Magnet Programs and ALE Department to attend and host as many recruitment events as possible to attract students to the program. The Cholla IB department also established a working relationship with School Community Services for magnet placement using open enrollment priorities within IB Prep and Diploma programs. Many IB Prep students continue into the IB Diploma Programme. In addition, as an open access ALE, Cholla conducts school-wide recruitment of all 10th graders for the Diploma program. [*Id.*]

J. IB Middle Years Program

Cholla also conducted extensive research on the benefits for minority students and the impact the IB Middle Years Program (“MYP”) has on the DP. In addition, the school provided teachers 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 also wrote two units for the Pre-AVID course for all incoming freshman. These two units include MYP pedagogy and introduction to the IB Learner Profile, International-Mindedness, and IB DP Theory of Knowledge fundamentals. [*Id.* at 205.]

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 18-19. [*Id.*]

K. IB Career-Related Programme

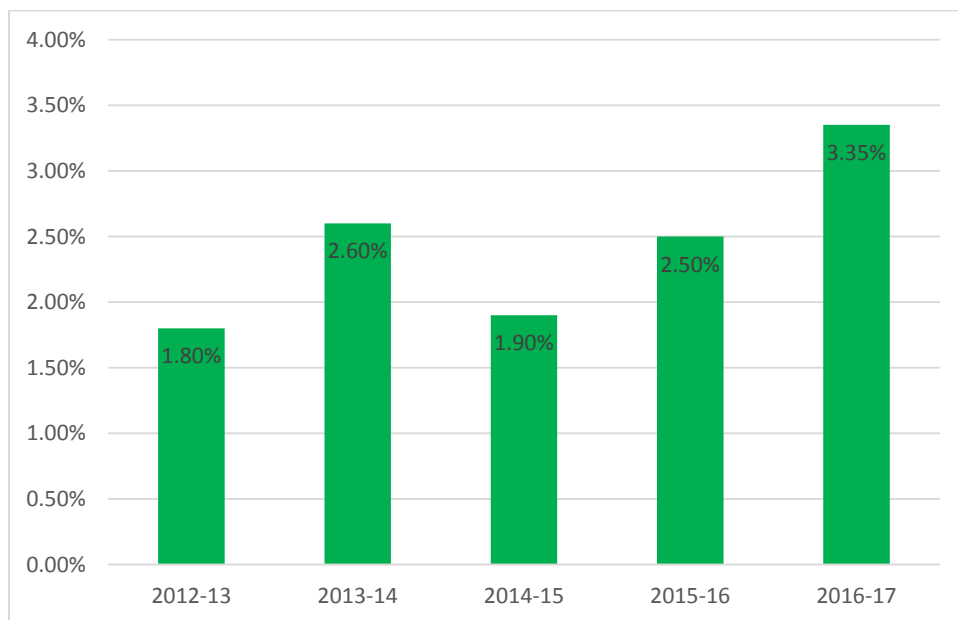
Given the above timeline for possible implementation of MYP, attention turned to the possible addition of the IB Career-Related Programme (“IB CP”) in SY 17-18. The IB CP is a marriage of DP courses and career and technical education courses. Students can explore career-focused courses while engaging in DP college-level courses. An IB research study showed four out of five (81 percent) IB CP graduates enrolled in college sometime after secondary school. Of those, 79 percent chose four-year institutions over two-year colleges as compared to 64 percent nationally in 2014. [*Id.*]

In keeping with its goal of becoming a full IB World School, Cholla may apply for the IB CP for SY 17-18 pending the presentation to all stakeholders. Because Cholla already has an authorized DP, the implementation of the IB CP involves a shorter application process, which includes the need for a feasibility study to be completed. [*Id.*]

L. Dual Language

The District offers programs that teach coursework in both Spanish and English to help students become bilingual and literate in those languages. When evaluated against the 15% Rule for Hispanic/Latino enrollment, dual language met the goal for the past five years. As shown in Graph 5.17 below, African American enrollment at the elementary level grew to more than 3 percent in SY 16-17. [*Id.* at 206.]

Graph 5.17: Elementary (K-5) Dual Language African American Student Enrollment by Year

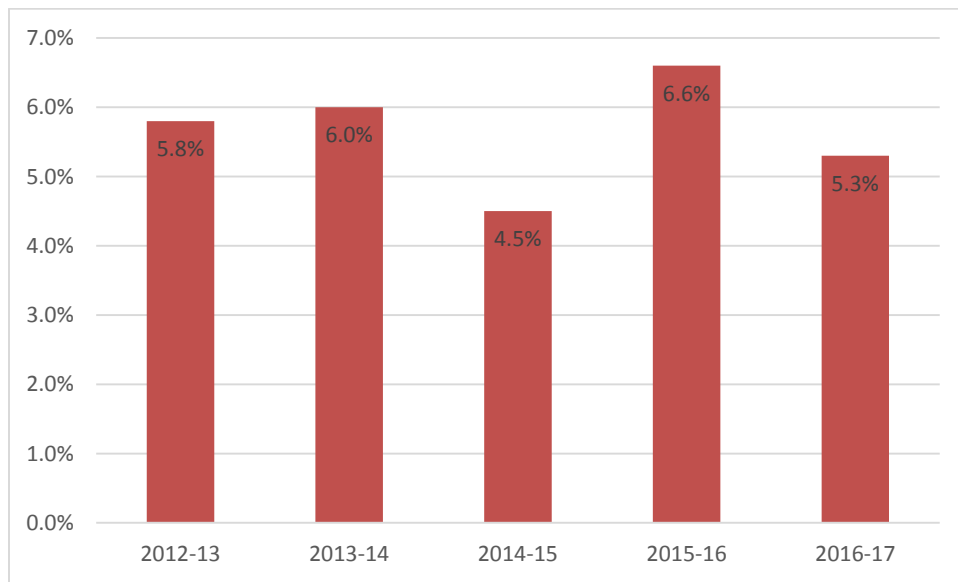


Middle School Courses for High School Credit

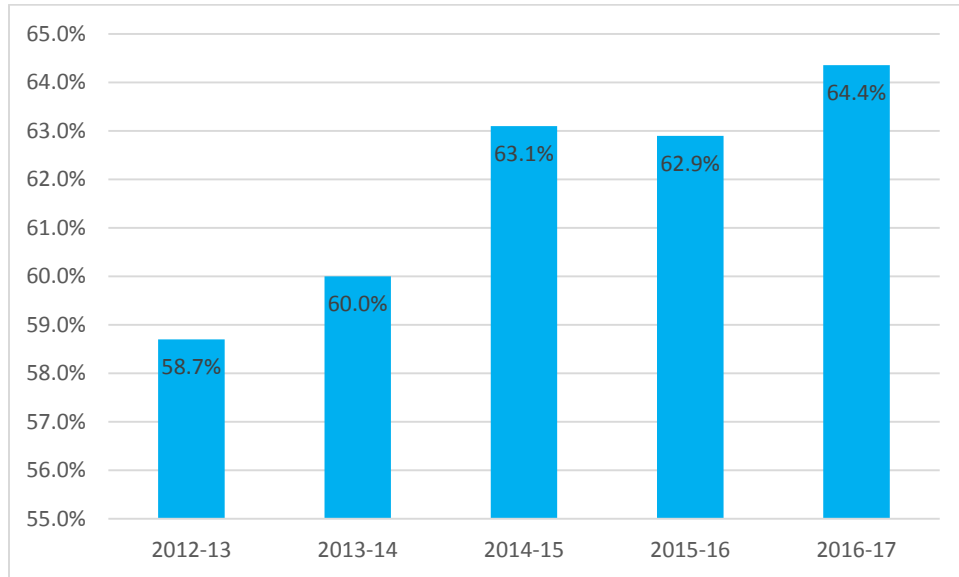
Middle school courses for high school credit offer students the ability to gain credits toward their high school diploma while still enrolled in middle school. The primary course used is Algebra 1, but some sites offer other courses such as Spanish, Integrated Science, and Geometry. The District met the 15% Rule for Hispanic students in both middle and K-8 schools, but did not meet the goal for African American students (see Graphs 5.18 and 5.19, below). During SY 16-17, the ALE Director met with middle

and K-8 school counselors to review open access of advanced academic coursework for students in grades 6-8, including middle school classes for high school credit. Enrollment in high school credit courses varied over the last five years. Therefore, additional outreach efforts will be made to recruit African American and Hispanic students to enroll in middle school classes for high school credit. [*Id.*]

Graph 5.18: Middle School Classes for High School Credit Enrollment of African American Students in Grades 6-8 by Year



Graph 5.19: Middle School Classes for High School Credit Enrollment of Hispanic Students in Grades 6-8 by Year



M. Algebra 1 Readiness Assessment

For SY 16-17, the regular recruitment process for advanced 6th grade math continued as an open-access program and included a teacher recommendation, student/parent request, and site review of student data, as well as information about whether a student qualified for GATE services. As with middle school courses for high school credit, the ALE director met with all middle and K-8 school counselors and principals to review open access of advanced academic coursework for students in grades 6-8 for accelerated mathematics courses. [*Id.* at 207-08.]

Table 5.20 below shows the number of students enrolled in Algebra in middle schools increased from 721 students in SY 15-16 to 747 students in SY 16-17. Hispanic student enrollment increased from 397 in SY 15-16 to 423 in SY 16-17, though African American student enrollment declined.

Table 5.20: MS Student Enrollment in Algebra I - 40th Day

	White	African American	Hispanic / Latino	Native American	Asian / Pacific Islander	Multi-Racial	Total
2015-16	212	47	397	14	25	26	721
2016-17	221	39	423	12	19	33	747

N. 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. [*Id.* at 208.]

Admission to UHS is based on students meeting 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. [*Id.*]

Principal Amy Cislak and Assistant Principal Joel Bacalia meet with the Recruitment and Retention Coordinator (“RRC”) Carmen Hernandez weekly to strategize re efforts to recruit African American and Hispanic students to attend UHS. Ms. Cislak and Mr. Bacalia outline expectations and goals and make sure Ms. Hernandez understands USP requirements as well as school goals. Ms. Hernandez and Mr. Bacalia also host a yearly counselor breakfast where middle school counselors, principals and other staff learn how to work with students to help them meet the requirements of UHS, and learn how to work with and recruit African American and Hispanic students to accept admission and attend UHS. Miss Cislak regularly meets with MASS and AASS to

provide those departments information about UHS requirements and to provide assistance in recruiting future students and sharing information with families for home visits.

Ms. Cislak and Mr. Bacalia have weekly check-ins and trainings with teachers and staff about the importance of MTSS and Tier 1 instruction to support African American and Latino students at UHS. Teachers are educated about classroom level supports and interventions as well as resources to help students succeed. Office staff receives monthly USP updates and training, and are educated about customer service and helping families, particularly African American and Latino families, to help students navigate the process, overcome roadblocks, and succeed at UHS.

For the first time, the number of freshman Hispanic students enrolled in UHS equaled that of white students, with each racial group comprising 42 percent of the freshman class in SY 16-17.

Table 5.21: 2016-17 Freshman Class Ethnicity (40th Day)

Ethnicity	2016-17
White	120 (42%)
African American	9 (1%)
Hispanic	122 (42%)
Native American	0 (0%)
Asian/Pacific Islander	21 (6%)
Multi-racial	17 (7%)

1. UHS Admissions 2016-17: Changes to 2016-17 UHS Admissions Process: ACT Engage

As described in AR 15-16, the District adopted the use of the ACT Engage as a multiple measure for UHS admissions during SY 16-17. The ACT Engage is an online self-report inventory designed to measure students' motivation and school engagement. It is a nationally normed assessment with validity and reliability studies that is simple to administer and score. The District conducted two pilots in SY 14-15 and SY 15-16 prior to making the determination to use the ACT Engage assessment. The ACT Engage

replaced the short-answer essay as an additional measure offered to students who met both the minimum test score requirement and the minimum GPA but did not earn the requisite 50 or more admission points. [*Id.* at 209.]

Table 5.24 below shows the results of the ACT Engage assessment for students who attended District schools by ethnicity. Of the 48 students who were eligible to take the ACT Engage, 38 elected to take the assessment. For the second year in a row, no Tucson Unified African American student needed to take the ACT Engage to qualify for admission into UHS. All African American students who qualified did so by earning 50 admission points based only on the CogAT and their GPA. Eight additional District Hispanic students qualified for admission with the ACT Engage. For students not enrolled in District schools (non-District students), fourteen students took the ACT Engage and ten qualified. [*Id.*]

Table 5.22: ACT Engage 2016-17 - District Students

Ethnicity	Eligible to take the ACT Engage	Took the ACT Engage	Qualified with the ACT Engage	% qualified
White	24	18	10	56%
African American	0	-	-	-
Hispanic	20	16	8	50%
Native American	1	1	1	100%
Asian/Pacific	2	2	0	0%
Multi-racial	1	1	1	100%
Total	48	38	20	53%

The District tested more than 3,200 students for admission for the SY 17-18 freshman class, representing a 6-percent increase from the previous year. Of these, 475 qualified for admission by meeting the standard admission requirements or by taking the ACT Engage. Table 5.23 below shows the total number of students by ethnicity who qualified for the 17-18 freshman class.

Table 5.23: Number and Percentage of Students Who Qualified for the 2017-18 Freshman Class by Ethnicity

Ethnic Group	Total
White	239
	50%
African American	11
	2%
Hispanic	150
	32%
Native American	2
	0
Asian/Pacific Islander	48
	10%
Multi-race	25
	5%
Total	475

2. Recruitment and Outreach: 2017-18 and 2018-19 Freshman Class

In SY 16-17, UHS continued to expand its recruitment efforts to attract African American and Hispanic students for the UHS freshman class for SY 17-18. From August through October 2016, the RRC visited each of the District's middle schools and met with every African American and Hispanic student who met the test criteria. During these meetings, the RRC discussed the benefits of attending this type of high school and provided information about the programs and offerings. [*Id.* at 210-11.]

In addition, the RRC, together with the African American and MASS departments, met with each African American and Hispanic 8th grade student and their parents who met the admissions qualifications for UHS to answer questions about the school, the

admissions process, and the benefits of attending UHS. For families that were not responsive, UHS added home visits in SY 16-17. [*Id.* at 211.]

All five Hispanic families and two African American families who received a home visit accepted the placement to attend University High School during SY 17-18. Because these visits were more intimate and had a 100-percent success rate over the small and large group family meetings on school campuses, the RRC will work with AASS and MASS in SY 17-18 to meet at home with every African American and Hispanic family with a UHS qualifying student. [*Id.*]

UHS also sponsored an African American scholar dinner in October 2016 for prospective 8th grade students as well as current UHS students. UHS invited all African American students both in person and through formal invitations to the dinner, and all students responded positively that they would attend or that they would like to attend future dinners (if they were unable to make the scheduled date). More than 70 African American students and parents attended this event. [*Id.*]

Three prominent African American community members attended as guest speakers, communicating the importance of working with a mentor and developing leadership skills. After the panelists gave a description about their journey as a student from high school through their current career, they answered questions from students. Because of the number of questions and active engagement from the audience, the panelists agreed to stay more than an hour beyond the scheduled event time. [*Id.*]

In addition to these efforts, the RRC hosted two evening information meetings on campus during September 2016 for more than 200 parents and students interested in learning about the next steps of the admissions process. The RRC invited UHS African American and Hispanic parents and students who attended District middle schools to participate in the meetings to share their experiences at UHS. [*Id.* at 211-12.]

Also in September 2016, UHS hosted an 8th grade campus event called Step Up Day in which all 8th graders who met the CogAT criteria were 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 had lunch together on campus and were matched with current UHS students who served as mentors. More than 455 District and non-District students attended. The District provided transportation for students during the school day from their home District middle school to this event. All but ten students said that if they qualified, they would attend UHS. These efforts will continue to be part of the District's recruiting efforts for the 2018-19 freshman class. [*Id.* at 212.]

Once students qualified for admission, the school gave tours to any student or family requesting one. The Freshman Celebration welcomed incoming UHS students and provided information about course selection, clubs, athletics, and activities. More than 1,000 parents and students attended the event. [*Id.*]

3. Recruitment and Testing: 2018-19 Freshman Class

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. In addition to recruitment methods discussed earlier, UHS held two evening presentations for families of 7th grade students in spring 2017. All families of 7th graders received a ParentLink email and phone call with information about the events. The District also 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. All 7th graders met with the UHS RRC in March through May 2017 before taking the CogAT at their middle schools, and they were tested at their schools in spring 2017. 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 fall 2018. [*Id.* at 212-13.]

To improve communications and outreach efforts for the 7th grade testing in spring 2017, UHS and the District’s Communications and Media Relations Department created a commercial that aired on local television. The District also sent students and their parents a ParentLink phone 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. [*Id.* at 213.]

To date, the District tested 3,176 seventh graders; 327 Tucson Unified students met the test criteria of a composite stanine of seven or higher (Table 5.24 below) for the 2018-19 freshman class. These numbers will be updated after the final testing held in December. [*Id.*]

Table 5.24: District Students Meeting UHS Admission Test Criteria: December 2014, December 2015, December 2016, August 2017

Race/Ethnicity	2014	2015	2016	2017
White	145	137	139	144
African American	14	23	12	17
Hispanic	183	166	154	136
Native American	2	1	2	9
Asian/Pacific Islander	22	16	13	9
Multi-Racial	17	16	16	12
Total	383	359	336	327

4. Support and Retention Efforts

UHS again offered Bounce, a math and science summer support program, to UHS students entering their sophomore year. Invitations were based on students’ performance in their freshman math and biology classes. Teachers provided students with essential information to prepare them for taking AP or Honors Chemistry in the fall of their sophomore year. All of the students—100 percent—who attended Bounce in the past two

years reported 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. [*Id.*]

UHS invited 50 Hispanic students who struggled in algebra and biology during their freshman year to participate in Bounce before it was open to general enrollment. The school invited only one African American student because all other African American 9th graders excelled during their freshman year in math or science and showed no signs of needing extra support. After identified students met with counselors, enrollment was opened to any student interested in participating. Students who did not participate declined due to other summer commitments such as summer school and family vacations. [*Id.* at 214.]

Table 5.25: 2017 Bounce Participants

Ethnicity	Student Attendance	Percentage
White	25	42%
African American	1	1%
Hispanic	32	54%
Native American	1	1%
Asian/ Pacific Islander	0	0%
Multi-Racial	0	0%

Apart from Bounce, tutoring expanded in SY 16-17 with additional math and science teacher tutors and writing support for senior students applying to college. [*Id.*]

In addition, teachers worked in PLCs to analyze AP and PSAT data and discover opportunities to support students in daily classwork. Due in part to these efforts, UHS had more National Hispanic Scholars in 16-17 than any other high school in the country (48), according to a congratulatory phone call UHS received from the College Board.

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, including 38 Hispanic students, took these classes during SY 16-17; all but five improved their grade in the course. [*Id.*]

Table 5.26: Students Enrolled in Student Support Classes 2016-17

Ethnicity	Number of Students	%
White	40	42%
African American	1	1%
Hispanic	48	51%
Native American	0	0%
Asian/ Pacific Islander	1	1%
2 or more races	5	5%

The Penguin-to-Penguin student mentor program continued to grow to help acclimatize 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. [*Id.* at 215.]

Boost, a freshman orientation and induction program, continued its mission to address and implement more targeted interventions for incoming freshmen and eliminate academic skill gaps. In preparation for the orientation program, all Boost teachers worked together in developing the curriculum. From June 19 to June 30, 8 a.m. to noon, 310 incoming freshman students registered for 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. [*Id.*]

Table 5.27: Three-Year Boost Participation Data

Ethnicity	Summer 2015	Summer 2016	Summer 2017
White	109 (45%)	91 (38%)	163 (49%)
African American	4 (1.6%)	3 (1%)	2 (1%)
Hispanic	79 (35%)	103 (44%)	107 (32%)
Native American	0 (0%)	0 (0%)	0
Asian/Pacific Islander	15 (6%)	15 (6%)	37 (11%)
Multi-racial	15 (6%)	19 (8%)	22 (6%)

5. Counselor Support

During the SY 16-17 Fall Counselor Breakfast, which was incorporated into Step Up Day, the RRC provided information to District counselors about the UHS admissions process and how to best work with students interested in the school or with the academic potential to succeed there. During the event, 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. [*Id.* at 216.]

Combining the counselor meeting with a fun campus student event ensured that most middle and K-8 school counselors would attend the Counselor Breakfast; those who did not attend received a personal visit from the RRC. As a result, the RRC and UHS site administrators met with every middle school counselor during SY 16-17. The RRC will hold two meetings in SY 17-18 to serve the needs of students: one in September to address questions about current 8th grade students who are going through the admissions process, and the second in the spring to address the admissions process for the current 7th graders. [*Id.*]

6. Teacher Mentor Support

During SY 16-17, UHS continued its unique 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. [*Id.*]

UHS identified all first-generation Hispanic and African American students in August and September 2016 and matched them with a teacher on campus. Mentors met three times a week with these students either before or after class, during a conference period, or before or after school. All of the 210 students who received a mentor finished the year with class grades of a C or higher and committed to returning to UHS for the fall of 2017-18. [*Id.* at 217.]

Additionally, UHS students took 2,445 AP exams during SY 16-17, compared to 2,174 during SY 15-16. This increase was due in large part to the mentoring UHS first-generation college-bound students received and to expanding opportunities for freshman students to take an AP science class. 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 schoolwork becomes challenging. [*Id.*]

In addition, UHS freshman AP Human Geography and AP Environmental Science teachers collaborated in creating a curriculum that had interdisciplinary connections. Because of this close collaboration and a focus on how the classes work together as opposed to how they are different from one another, students had opportunities to share their learning on common exams and homework and in extended class projects. Teachers worked to ensure that the common themes in each class were taught at the same time to support new learning for these young AP students. [*Id.*]

Table 5.28: 2015-17 Hispanic and African American 1st Generation College-Bound Students with Mentors (UHS Administrative Data)

Ethnicity	2015-16	2016-17
African American	5	7
Hispanic	205	223

All support and retention strategies contributed to the low attrition rate at UHS, shown in Table 5.29 below. 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 AP classes at their new school. [Id.]

Table 5.29: UHS Attrition – Four-Year Comparison

Ethnic Group	2013-14		2014-15		2015-16		2016-17	
White	16	48 %	27	52%	16	37%	22	47%
African American	2	6%	1	2%	1	2%	1	2%
Hispanic	12	36 %	18	35%	20	47%	18	38%
Native American	1	3%	0	0%	0	0%	0	0%
Asian/ Pacific Islander	1	3%	2	4%	4	9%	2	4%
Multi-racial	1	3%	4	8%	2	5%	4	9%
Total	33		52		43		47	
First day of school enrollment	1,012		1,027		1,064		1,113	
Attrition rate	3%		5%		4%		4%	

7. 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 students 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. [*Id.* at 218.]

The Student Climate and Culture Committee, as well as UHS leadership groups (the Student Council, Penguin-to-Penguin Club, the UHS Ambassadors Club, and the UHS Boost Leaders), and UHS department chairs and a teacher leadership group reviewed the PBIS matrix that was created and implemented in SY 15-16. In SY 16-17, this committee, as well as students and staff, used the matrix to have discussions about behavior on campus and how expected behaviors create a positive climate. UHS shared this matrix of these expectations in assemblies for each cohort at the school and in all of the classrooms on a regular basis and will continue doing so in SY 17-18. Students also learned about Penguin Praise notifications and took time to recognize friends, teachers, and staff who have made their school journey positive and kind. [*Id.* at 218-19.]

O. Additional ALE Support

The District has developed and executed support structures to enhance ALE participation and student success, including efforts to increase ELL participation, targeted professional development, AVID program implementation and technology support. [*Id.* at 219.]

1. 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 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. [*Id.* at 219-20.]

Another factor is that students 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 data 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. [*Id.* at 220.]

Despite these challenges, 40th-day enrollment data show that ELL participation increased in three AACs, as shown in Table 5.31 below. In SY 16-17, 150 ELLS were enrolled in Pre-AP Advanced and Honors courses, up from fourteen in SY 12-13. The number of ELLs in AP classes also grew over the past five school years, increasing from six in SY 12-13 to fourteen in SY 16-17. [*Id.*]

Table 5.31: ACCs with Growth in ELL Enrollment

Type of ALE	Class Year	ELL #	Total in ALE	ELL %
Pre-AP Advanced	12-13	4	912	0.44%
Pre-AP Advanced	16-17	35	1,160	3.02%
Pre-AP Honors	12-13	10	4,783	0.21%
Pre-AP Honors	16-17	115	5,465	2.10%
AP	12-13	6	2,521	0.24%
AP	16-17	14	3,173	0.44%

2. 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 post-secondary opportunities. It does this by bringing best practices and demonstrated methodologies to

students “in the academic middle” through a targeted elective class and to all students through school-wide implementation strategies. [*Id.*]

The AVID Elective class targets students who desire to go to college and have 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 AP. [*Id.* at 221.]

The District had eleven AVID sites in SY 16-17. 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 eleven 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.” [*Id.* at 221.]

As shown in Table 5.32 below, the District successfully grew its AVID programs over the last four years. The number of students served by AVID increased from 503 students in SY 13-14 to 1,320 in SY 16-17. In that time, Hispanic students made up a majority of the students enrolled in AVID. In 16-17, the number of Hispanic students participating in AVID increased 5 percent, to more than 900 students. In all years, the percentage of African American students participating in AVID met or exceeded the District average percentage enrollment of African American students.

Table 5.32: 100th-Day Multi-Year Comparison of AVID Enrollment by Ethnicity

Year	White		African American		Hispanic		Native American		Asian Pacific		Multi-Racial		Total
	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	2.7%	714
15-16	145	13.2%	120	10.9%	728	66.4%	47	4.3%	18	1.6%	38	3.5%	1,096
16-17	150	11.4%	119	9.0%	942	71.4%	48	3.6%	32	2.4%	29	2.2%	1,320

The District will add Booth Elementary School and Tucson High Magnet School as additional AVID sites for SY 17-18. 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. [*Id.* at 222.]

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 and held six meetings throughout SY 16-17 for AVID coordinators. [*Id.*]

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 17 new tutors in September 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 eleven AVID sites. The training was well received, with positive feedback from attendees. [*Id.*]

For SY 16-17, the District provided AVID training for 154 different individuals, 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. This training encompassed professional development for groups of teachers, counselors, and administrators who attended the AVID Summer Institute on July 5-8, 2016, and June 27-30, 2017, and AVID Path to School-wide training on June 1-2, 2017. [*Id.*]

3. GATE

In SY 16-17, both African American and Hispanic student participation in GATE programs increased (Appendix V – 10, V-3 1617 GATE 40th day Enrollment).

Table 5.1: African American and Hispanic Participation in GATE

GATE Service	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%
All GATE	16-17	227	6%	2,023	52%
Pull-Out	13-14	72	5%	787	49%
Pull-Out	14-15	66	4%	791	50%
Pull-Out	15-16	79	5%	727	49%
Pull-Out	16-17	86	6%	832	53%
Self-Contained	13-14	54	5%	505	47%
Self-Contained	14-15	50	5%	517	49%
Self-Contained	15-16	44	4%	473	47%
Self-Contained	16-17	50	4%	532	46%
Resource	13-14	89	7%	654	50%
Resource	14-15	84	7%	665	55%
Resource	15-16	84	7%	643	53%
Resource	16-17	91	8%	659	56%

Table 5.1 above shows that the number of African American students participating in all GATE programs increased, even though the percentage of students enrolled in GATE remained the same. Hispanic students made up the majority of participants in pull-out and resource GATE, at 53 percent and 56 percent, respectively, in SY 16-17.

Table 5.2: ALE Supplementary Goals – GATE programs

ALE	Ethnicity	Grade Level	Student enrollment (%) SY 2012-13	Student enrollment (%) SY 2013-14	Student enrollment (%) SY 2014-15	Student enrollment (%) SY 2015-16	Student enrollment (N) SY 2016-17	Student enrollment (%) SY 2016-17 [^]	Goal for grade level SY 2016-17 (Based on 15% Rule)	District enrollment (%) SY 1617
SC GATE	Af. Am.	Grades 1-5	4.00%	5.70%	5.90%	4.80%	32	5.13%	8.12%	9.55%
SC GATE	Af. Am.	Grades 6-8	4.50%	4.40%	3.80%	4.10%	18	3.38%	7.28%	8.56%
SC GATE	Hispanic	Grades 1-5	45.00%	45.00%	46.30%	43.20%	264	42.31%	52.49%	61.75%
SC GATE	Hispanic	Grades 6-8	48.90%	48.70%	51.00%	50.00%	268	50.38%	53.99%	63.52%
PO GATE	Af. Am.	Grades 1-5	4.20%	4.20%	4.00%	5.40%	81	5.66%	8.12%	9.55%
PO GATE	Hispanic	Grades 1-5	45.30%	46.60%	47.80%	49.20%	736	51.40%	52.49%	61.75%
R GATE	Af. Am.	Grades 6-8	7.70%	6.10%	7.70%	7.30%	54	7.09%	7.28%	8.56%
R GATE	Af. Am.	HS (9-12)	6.50%	6.80%	8.10%	6.30%	37	8.98%	7.55%	8.88%
R GATE	Hispanic	Grades 6-8	41.00%	42.10%	39.40%	51.70%	427	56.04%	53.99%	63.52%
R GATE	Hispanic	HS (9-12)	45.20%	44.30%	57.50%	55.90%	232	56.31%	50.87%	59.85%

Table 5.2 above details the SY 16-17 ALE supplementary goals for African American and Hispanic students enrolled in GATE programs. The District made positive gains in pull-out services at all grade levels, and participation in self-contained services increased at the elementary level. The District exceeded the goals for African American and Hispanic students at most grade levels for resource GATE, with a notable increase in high school African American participation.

In SY 16-17, the District expanded GATE services to increase access for African American and Hispanic students. Strategies included continuing whole-grade testing, increasing outreach to parents by marketing the benefits of participating in GATE testing and placement, and expanding opportunities for enrollment in GATE self-contained programs and the Tully open-access program. [*Id.* at 182.]

4. GATE Dual Language Programs (Hollinger K-8 and Pistor Middle School)

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 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 districtwide ensures open access to the GATE dual language programs for all self-contained GATE students. [*Id.* at 182.]

Table 5.3: 40th-Day Enrollment in GATE Dual Language Programs

School	2014-15	2015-16	2016-17
Hollinger	68	51	74
Pistor	91	88	83

Table 5.3 above shows the 40th-day enrollment in GATE dual Language for SY 16-17. The number of students enrolled in the Hollinger dual language program grew significantly over the previous year due to increased marketing and outreach. In February 2017, 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 Open House in January 2017 and a second GATE Night in April 2017 to share its program with families. [*Id.*]

In addition, the GATE department increased its advertising of the Hollinger and Pistor dual language programs by creating individual rack cards and school banners for each school that included information specific to each program. The District distributed them at all outreach events and included rack cards and GATE Night notices in the GATE placement statements sent to all newly qualified families. GATE representatives also attended community outreach events and a community event specific to District dual language programs and promoted the GATE dual language program at these events. [*Id.* at 182-83.]

For SY 17-18, the eligibility criteria to participate in the GATE dual language program will remain the same. However, in SY 18-19, the District will implement a Spanish language screener, developed by LAD, to accept and place 2nd through 8th grade students in GATE dual language. This change is designed to accommodate the new eligibility standards under the Two-Way Dual Language (“TWDL”) model. [*Id.* at 183.]

5. ELL Students in GATE Programs

The District is committed to increasing the number of ELL students who receive GATE services. Table 5.4 below shows the number and percentage of ELL students in each GATE program over the past four years. Enrollment for Hispanic ELL students increased to 88 percent and 90 percent in the pull-out and resource GATE programs, respectively.

Table 5.4: ELL Participation in GATE Programs

Program	Year	W	W%	AA	AA%	Hisp.	H%	NA.	NA%	A	A%	MR	MR%	Total
PO GATE	13-14	0	0%	1	3%	33	89%	0	0%	2	5%	1	3%	37
PO GATE	14-15	0	0%	0	0%	29	97%	0	0%	1	3%	0	0%	30
PO GATE	15-16	0	0%	1	5%	16	84%	0	0%	2	11%	0	0%	19
PO GATE	16-17	1	4%	1	4%	23	88%	0	0%	1	4%	0	0%	26
SC GATE	13-14	0	0%	0	0%	4	100%	0	0%	0	0%	0	0%	4
SC GATE	14-15	0	0%	0	0%	14	100%	0	0%	0	0%	0	0%	14
SC GATE	15-16	0	0%	0	0%	10	100%	0	0%	0	0%	0	0%	10
SC GATE	16-17	0	0%	0	0%	9	100%	0	0%	0	0%	0	0%	9
R GATE	13-14	0	0%	0	0%	1	50%	0	0%	1	50%	0	0%	2
R GATE	14-15	0	0%	1	13%	6	75%	1	13%	0	0%	0	0%	8
R GATE	15-16	0	0%	2	13%	14	88%	0	0%	0	0%	0	0%	16
R GATE	16-17	1	5%	1	5%	18	90%	0	0%	0	0%	0	0%	20

The District sent a Spanish Invitation to Test mailer to families of students in kindergarten and in 2nd through 6th grade, inviting the students 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. A Spanish-speaking GATE itinerant teacher attended all open houses and community outreach events. The GATE department also made presentation boards with visual presentations and Spanish content to attract Spanish-speaking families. In addition, the Spanish radio, Tejano, ran a GATE testing announcement the week prior to the testing invitation. Prior to testing, the GATE department contacted by phone all families of K-6 Pre-Emergent/Emergent ELL students to inform them of testing dates and procedures and answer any questions or receive input. [*Id.* at 183-84.]

The GATE department also reviewed and updated the GATE Testing handbook, which includes 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 in the handbook. [*Id.* at 184.]

During SY 16-17, the District tested 146 Pre-Emergent/ Emergent ELL students. This included 105 Hispanic and 25 African American ELL students. Pre-Emergent/Emergent ELL students in kindergarten through 2nd grade took either a Spanish CogAT test (for Spanish speakers) or a nonverbal Raven assessment (for non-Spanish ELLs). The GATE department utilized a nonverbal Raven screener to test all 3rd-6th grade Pre-Emergent/Emergent ELL students with the instruction read by an interpreter in a student's home language as needed. All Pre-Emergent/Emergent ELL students tested in small groups. One Hispanic student qualified for pull-out GATE, and the sole qualifying student for self-contained was Hispanic. [*Id.*]

In January 2017, GATE DOCS was administered in Spanish by a GATE itinerant teacher to ELL students at Cavett, Maldonado, Roberts-Naylor, Hollinger, and White

elementary and K-8 schools. In addition, a pilot utilizing the ELL screener was used for a targeted group of ELL students identified by itinerant teachers at Mission View. For SY 17-18, the GATE department will continue to research testing materials to assist in increasing the identification of ELL students for GATE services. [*Id.*]

6. GATE Recruitment and Outreach Activities

a. Self-contained Programs

In SY 15-16, 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. An examination of the acceptance and placement data for SY 16-17 shows a notable increase in the percentage of qualified students enrolling in self-contained programs. Table 5.5 below shows the number of African American and Hispanic students who qualified for self-contained services in SY 15-16 and their 16-17 placement status. As detailed, 29 percent of qualified African American students enrolled in self-contained GATE compared to 18 percent the previous year. Not surprisingly, when more students enroll in self-contained GATE, it is expected that the percentage of qualified students who accept placement in pull-out GATE services will decrease. However, for African American students, the overall percentage enrolled in GATE services fell from 78 percent in SY 15-16 to 69 percent in SY 16-17. This decrease is most likely attributable to the fact that more students left the District. More than 25 percent of qualified African American students did not enroll in a District school in SY 16-17. [*Id.* at 184-85.]

The percentage of qualified Hispanic students accepting self-contained placement increased from 19 percent in SY 15-16 to 23 percent in SY 16-17. In addition, a higher percentage of Hispanic students enrolled in GATE resource classes, resulting in 78

percent of qualified students participating in GATE programs—a 3-percent increase from the previous year. [*Id.* at 185.]

Table 5.5: Self-contained Qualifying African American and Hispanic Students and Placement Status – 40th Day

Placement Status	African American		Hispanic/Latino	
	N	%	N	%
Qualified for 16-17 SC	48		359	
enrolled in SC	14	29%	81	23%
enrolled in PO	18	38%	169	47%
enrolled in R	1	2%	31	9%
Total GATE	33	69%	281	78%
not in GATE	2	4%	44	12%
not in TUSD	13	27%	34	9%
Qualified for 15-16 SC	40		380	
enrolled in SC	7	18%	74	19%
enrolled in PO	22	55%	188	49%
enrolled in R	2	5%	22	6%
Total GATE	31	78%	284	75%
not in GATE	2	5%	46	12%
not in TUSD	7	18%	50	13%
Qualified for 14-15 SC	51		419	
enrolled in SC	8	16%	62	15%
enrolled in PO	17	33%	196	47%
enrolled in R	1	2%	44	11%
Total GATE	26	51%	302	72%
not in GATE	12	24%	76	18%
not in TUSD	13	25%	41	10%

Building on the outreach efforts of SY 15-16, the District implemented additional strategies to encourage student recruitment. These efforts included revising procedures, updating marketing materials, and conducting additional outreach to parents. From September through November 2016, the GATE coordinator met with self-contained GATE teachers at each self-contained GATE school and with all itinerant GATE teachers to review and implement updated and 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 a GATE program. [*Id.* at 186.]

After testing in fall 2016, the District included invitations to attend open houses in the placement offers sent to all qualified student families. From January through March 2017, the elementary and middle schools held GATE open houses for families to attend and learn about the school's GATE program. Kellond, Hollinger, Lineweaver, Roberts-Naylor, Wheeler, and White elementary and K-8 schools held a second GATE open house to give parents an additional opportunity to respond to the placement offer. [*Id.*]

In addition, the District sent GATE open house notice postcards to every school office to distribute to parents, and the sites handed them out at parent-teacher conferences and morning cafecito parent meetings. The cafecitos targeted kindergarten families and, as Table 5.6 shows below, the number of kindergarten students testing rose from approximately 1,000 to more than 1,200. [*Id.*]

In February 2017, 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 department sent reminder notices and a survey to nonresponsive families or families that declined services. The department utilized a database to collect and record the survey responses to help improve procedures and services in the GATE program. GATE staff will continue to conduct and analyze decline/exit surveys for SY 17-18. [*Id.*]

Among the issues most frequently identified were transportation and separation of siblings. To address these issues, the GATE department met with the Transportation Department in October and May to discuss increasing alternative routes to reduce travel time to GATE sites. Budget constraints prevented significant transportation changes, but all parties agreed to revisit the issue again for SY 17-18. However, working with School Community Services, the GATE department secured an open enrollment priority for the siblings of students enrolled in self-contained GATE programs for SY 17-18, when possible.[*Id.* at 186-87.]

b. Pull-out Program

Prior to GATE pull-out classes starting in August 2016, the itinerant staff and the self-contained GATE staff received updated training regarding recruitment and retention procedures. Itinerant teachers also attended the open houses of their assigned schools, provided information to parents about the program and upcoming District testing, and attended parent-teacher conferences. In addition, the District implemented the morning cafecitos at all elementary sites throughout the first semester. During these gatherings, GATE itinerant teachers provided information about testing and GATE programs and services, answered questions, and included a “listening” time for GATE staff to gather information from families about their opinions of the GATE services. This information will be used to improve parent outreach events in SY 17-18. [*Id.* at 187.]

c. GATE Nights

The GATE department held two GATE Information Nights at Lineweaver Elementary School and Doolen Middle School in September 2016, prior to GATE testing. The events were designed 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 for the GATE Information Nights to each student’s home address, posted GATE Invitation to Test mailers and invitations at every school site and on the District and GATE websites, and included them in the Superintendent’s District Team Update. [*Id.*]

Representatives from every self-contained GATE site attended and presented information regarding their sites. The presentation also covered GATE testing, open enrollment, and transportation and gave parents an opportunity to ask questions about the District’s GATE services. GATE Information Nights were well attended with approximately 100 families participating in each one. Staff conducted head counts of parents in attendance and took informal follow-up notes at the events. [*Id.* at 187-88.]

d. GATE Testing

(1) Whole-Grade GATE Testing

In SY 16-17, the District continued whole-grade GATE testing for all 1st and 5th grade students as a means of identifying more qualified students for self-contained and pull-out services. Forty-four families opted out of GATE testing in 1st grade. Of those, 43 were Hispanic and no African American families opted out. Eighty-nine families opted out of testing in 5th grade. Of those, 88 were Hispanic and again, no African American families opted out of testing. [*Id.* at 188.]

While the number of students testing in kindergarten increased, the numbers tested in all other grades decreased, despite an increase in outreach activities. The increase in kindergarten testing is most likely due to the implementation of a screener and the number of cafecito parent meetings, which provided an opportunity to collect completed Invitation to Test forms. The decrease in 2nd and 6th grade may be attributed in part to the fact that these students were tested as 1st and 5th graders in the previous year, and many of those families do not choose to test again the following year. The District will need to analyze other factors to address what may have contributed to the decrease in 3rd and 4th grade students testing. [*Id.*]

Table 5.6: Students Tested for GATE Services 14-15 to 16-17

Grade	Year	White	African American	Hispanic	Native American	Asian / PI	Multi Racial	Total Students Tested
0	14-15	258	79	499	18	18	44	916
	15-16	277	88	567	22	18	35	1,007
	16-17	305	81	710	43	23	44	1,206
1	14-15	201	83	491	25	10	46	856
	15-16	629	324	2,066	140	65	133	3,357
	16-17	572	330	1,872	100	57	127	3,058
2	14-15	178	77	506	24	14	27	826
	15-16	195	85	599	22	14	43	958
	16-17	145	75	333	12	12	17	594
3	14-15	138	52	454	21	17	27	709
	15-16	174	77	470	19	14	28	782
	16-17	117	49	255	9	5	18	453
4	14-15	147	52	385	11	17	15	627
	15-16	124	62	402	19	19	27	653
	16-17	104	35	280	12	9	11	451
5	14-15	148	51	424	19	12	29	683
	15-16	588	252	2,003	153	49	90	3,135
	16-17	499	307	1,935	135	63	112	3,051
6	14-15	101	41	286	11	13	24	476
	15-16	73	29	236	14	4	11	367
	16-17	61	20	149	7	4	7	248
Total	14-15	1,171	435	3,045	129	101	212	5,093
	15-16	2,060	917	6,343	389	183	367	10,259
	16-17	1,803	897	5,534	318	173	336	9,061

(2) Qualifying Students

Table 5.7 below shows the number of students qualifying in SY 16-17 for self-contained and pull-out services in SY 17-18. The number of students who qualified for self-contained and pull-out services fell from SY 15-16. The District is conducting further analyses to better understand this decrease, and will analyze the acceptance and decline data when placements are completed for SY 17-18. [*Id.* at 189.]

Table 5.7: Students Qualifying for GATE Services 14-15 to 16-17

Year	Measure	White	African American	Hispanic	Native American	Asian/PI	Multi Racial	Total
Qualified for self-contained GATE								
14-15	N qualified	296	38	357	8	25	46	770
	% of testers	38%	5%	46%	1%	3%	6%	100%
15-16	N	297	48	358	8	24	42	777
	% of testers	38%	6%	46%	1%	3%	5%	100%
16-17	N	240	39	257	9	16	34	595
	% of testers	40%	7%	43%	2%	3%	6%	100%
Qualified for pull-out GATE								
14-15	N	93	12	171	6	4	6	292
	% of testers	32%	4%	59%	2%	1%	2%	100%
15-16	N	113	36	220	9	12	19	409
	% of testers	28%	9%	54%	2%	3%	5%	100%
16-17	N	88	17	195	12	8	12	332
	% of testers	27%	5%	59%	4%	2%	4%	100%

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IV. Two-Way Dual Access Plan.

The District developed and complied with additional quality of education goals in the Two-Way Dual Language (TWDL) Access Plan.

In December 2015, the Court ordered the District to develop a plan for increasing student access to dual language programs, and required that plan to be implemented by SY 16-17. Below is a list of the Plan's goals and a description of the District's good-faith compliance with those goals.

A. The Task Force

Dual Language Task Force/TWDL Framework. "In order to build capacity and gain input from all stakeholders, TUSD will create a District-level Task Force made up of stakeholders engaged in TWDL practices with guidance from a nationally recognized DL consultant by the fall of 2016. The Task Force will meet monthly throughout the fall and into the winter with a goal of completing the TWDL Framework in the winter of 2016-17."

"The Task Force will develop a comprehensive TWDL Framework by February of 2017. The Framework will align with the Guiding Principles to ensure consistent program implementation of present and future TWDL programs in TUSD. The Framework will also include an alignment of existing curriculum to reflect differentiation and coherence within the TWDL model."

The TWDL Task Force was formed and was comprised of various stakeholders who consulted with Dr. López, a nationally recognized DL expert, to develop the District's TWDL Framework. The framework addresses all areas of refinement that the consultant identified. [AR 16-17, ECF 2057-1, pp. 238, 269.]

B. Building and Expanding Dual Language Programs

The District continues to build and expand its dual language programs, providing more students across the District with the opportunity to participate. 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 biliterate and improving academic achievement. Dual language also is often the program of choice for native Spanish-speaking ELLs who have achieved oral proficiency on the 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 or reclassified ELLs. [*Id.* at 226.]

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 continued to work closely with a dual language consultant, who provided recommendations on increasing student access and participation at current dual language schools and expanding to new schools. Additional details regarding these efforts are described below. [*Id.*]

In SY 15-16, the District sought 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. [AR 15-16, ECF 1958-1, p. 210.]

During SY 15-16, 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. [*Id.*]

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 LAD. The instructional technology integrationist also will support Achieve 3000 and Imagine Learning to increase student achievement. Both programs are comprehensive literacy programs that the department 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 department will be evaluating the results of these assessments to monitor student progress in both English and Spanish proficiency. [*Id.* at 211.]

C. Monitoring Student Enrollment

Table 5.33 below shows that the total number of students enrolled in a dual language program in SY 16-17 increased by 2 percent from the previous year.

Table 5.33: 40th-Day Dual Language Enrollment by Ethnicity and School Year – Four-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
16-17	140	6.5%	59	2.8%	1,794	83.7%	95	4.4%	11	0.5%	45	2.1%	2,144

With the exception of Native American students, the number of participating students increased across all ethnicities from SY 15-16 to SY 16-17. Attracting new students, particularly native Spanish-speaking students, remains constrained by state policy restricting the participation of identified kindergarten PHLOTEs (Primary Home Language Other Than English) and all ELLs under ten years old in dual language programs. The state mandates that all identified PHLOTEs and ELLs gain a score of proficient on the oral portion of the AZELLA to qualify for participation in a dual language program. [AR 16-17, ECF 2057-1, p. 227.]

In SY 16-17 the District opened a new dual language program at Bloom Elementary School, offering a dual language kindergarten class. This new program succeeded in filling a full class of twenty students, with additional students placed on a waiting list. An additional dual language kindergarten class and two 1st grade classes are projected for SY 17-18. In addition, the District expanded the McCorkle dual language program with a 4th grade class. This expansion was also successful; the District anticipates a full class and a 5th grade class for SY 17-18, resulting in a complete K-5 program at McCorkle Elementary School. [*Id.*]

Table 5.34 below breaks down dual language enrollment by school site or program, comparing dual language school enrollment across the previous four years.

Table 5.34: Dual Language Enrollment by School

Dual Language Schools	2013-14 ¹⁶	2014-15	2015-16	2016-17
Davis	347	345	334	312
Roskruge	667	675	717	675
Hollinger [^]	274	314	260	315
Dual Language Classrooms				
Bloom				20
Grijalva	161	145	106	100
McCorkle	94**	67***	97**	119****
Mission View	116	90	79	75
Van Buskirk	112	125	116	92
White	148	147	122	147
Pistor [^]	134	167	165	179
Pueblo	135	88	110	110
Total	2,188	2,163	2,106	2,144
[^] includes Dual Language Gate				
** K-3 program *** K-2 program **** K-4 program				

Enrollment at Hollinger, McCorkle, White, and Pistor increased in SY 16-17. Alternately, program enrollment at Davis and Roskruge decreased moderately.

D. Supplemental Goals for Dual Language

When evaluated against the 15% Rule, which compares the percentage of ALE-enrolled students by race/ethnicity to the percentage of District enrollment by race/ethnicity, Hispanic enrollment far surpasses the 15 percent participation goal. While the actual number of African American students enrolled in dual language has increased over the past four years, the District is still working toward the 15 percent goal for participation. [*Id.* at 228.]

¹⁶ 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. Please consult the 2013-14 Annual Report for a complete list of dual language sites in that year.

TWDL Implementation Assessment. *“To assess the TWDL program implementation, each DL site will conduct a self-study of their dual language program utilizing the “Guiding Principles” rubrics. The principles reviewed in the rubric include: Assessment and Accountability, Curriculum, Instruction, Staff Quality and Professional Training, Program Structure, Family and Community, and Program Resources. Each TWDL site will complete the survey in the fall of 2016, then the District will review the data and work with sites to begin realigning their programs during the principal quarterly meeting.”*

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 department shared the TWDL program handbook, policies, assessments, and curricula that TWDL programs currently use. [AR 15-16, ECF 1958-1, p. 216.]

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 department also interviewed administrators at three potential TWDL program sites. [*Id.*]

Ms. Molina submitted an initial draft of her findings and recommendations on April 15, 2016. [*Id.*] In SY 16-17, the District developed and began to implement the TWDL Access Plan that incorporated Ms. Molina’s final recommendations. [AR 16-17, ECF 2057-1, p. 236.]

1. Recommendation: Tucson Unified 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.

Action: The LAD, along with District legal counsel, completed an application that includes a narrative description of the TWDL alternate proposed program for ELLs

addressing program structure, classroom practices, timeline for implementation, and expected outcomes. This application was submitted to the ADE and the Arizona State Board of Education on May 1, 2017. [*Id.* at 236-37.]

2. 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.

Action: The LAD, with the guidance of the Department of Assessment and Program Evaluation, created an assessment that aligns assessment in the TWDL program with instruction. This includes pre- and post-assessments and summative assessments to cover all language functions. This matrix guides all assessments used in TWDL classrooms. [*Id.* at 237.]

3. Recommendation: Any measure of teacher efficacy in Tucson Unified's dual language early Spanish immersion programs should be in the target language of instruction at the District's dual language schools.

Action: Teachers in TWDL in kindergarten through 2nd grade receive "pay for performance" on their teacher evaluation based on students' growth on Evaluación del desarrollo de la lectura ("EDL"). For SY 17-18, the District will deliver one reading benchmark in Spanish for students in TWDL. [*Id.*]

4. Recommendation: The District should create two TWDL strands beginning with kindergarten at the newly added TWDL program at Bloom Elementary School, with eventual realignment at the District's other ten sites.

Action: In SY 16-17, one kindergarten TWDL classroom was formed with 20 participating students at the eastside expansion school, Bloom Elementary. For SY 17-18, the District will develop two grade-level TWDL strands at Bloom. This will occur by adding an additional kindergarten and two 1st grade classrooms. Of the nine elementary

TWDL sites, four have two strands from kindergarten to 5th grade. In the realignment process, the District has established plans to create two strands at the remaining five TWDL sites. [*Id.*]

5. 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 kindergarten to 1st grade.

Action: The LAD, with the guidance of the School Community Services Department, has developed an enrollment policy. This enrollment policy is part of the District's TWDL framework, and it clearly delineates the entrance criteria as outlined below:

Grade Levels for Entry

1. Kindergarten: To ensure that classrooms within the TWDL program are linguistically balanced each year, students will be designated as one of the following: native English, bilingual, or native Spanish speaker based on the Home Language Inventory (HLI) and initial assessment. These designations will be used to place siblings first. Any new applicants will be added to the program based on their language designation.
2. 1st Grade: Students in 1st grade may be enrolled in the TWDL program only through January of the current school year, except in cases where the student has previous academic instruction in Spanish.
3. 2nd to 8th Grade: Incoming students with academic instruction in Spanish may be placed in an age-appropriate grade. All students applying to enter the program in 2nd to 8th grade will be required to go through a language screening process. Students should demonstrate near or at grade-level

proficiency in Spanish reading and writing to enter the program. No minimum English proficiency is required for entry into the program.

[*Id.* at 237-38.]

The LAD and ATDLE created the TWDL Access Plan to address dual language actions the District will continue to implement at its eleven TWDL sites. The TWDL Task Force was formed and was comprised of various stakeholders to develop the District's TWDL Framework. The framework addresses all areas of refinement that Dr. López identified. The District will continue to oversee its implementation. [*Id.* at 238.]

Dual Language Advisory Committee. “*Upon completion of the TWDL Framework in the winter of 2017, the District will form a Dual Language Advisory Committee. This committee will be comprised of teachers, LAD staff, and members of the Task Force. The committee will work with other District departments and schools to oversee the implementation of the TWDL Framework as well as serve as an oversight committee of all elements relating to TWDL programs and initiatives. The Dual Language Advisory Committee will meet regularly on dates to be determined by the committee when they convene.*”

The District is working toward putting together a Dual Language Advisory Committee as anticipated by the TWDL Plan. Pursuant to the Plan, the District is to form the committee once the TWDL framework is completed. The District has worked to complete the TWDL framework, and has applied to the Arizona State Board of Education for approval of the Alternate Model. When the State approves or rejects the Alternate Model, the District will finalize the TWDL framework and form the Advisory Committee.

TWDL Assessment Structure. “*TWDL teachers will assess student progress in English and Spanish to derive valuable information on student performance that will allow them to alter their instructional practices, support the academic and linguistic growth of their students, and report their students' progress to their families.*”

In SY 15-16, the District sought 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. [AR 15-16, ECF 1958-1, p. 210.]

During SY 15-16, 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. [*Id.*]

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 LAD. The instructional technology integrationist also will support Achieve 3000 and Imagine Learning to increase student achievement. Both programs are comprehensive literacy programs that the department 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 department will be evaluating the results of these assessments to monitor student progress in both English and Spanish proficiency. [*Id.* at 211.]

With the abundance of assessments in English, the District's dual language programs needed a measure for Spanish proficiency. For SY 15-16, the District used LAS Links, a computerized evaluation tool measuring listening, speaking, reading, and writing skills. To better align assessment with the restructured TWDL program, the LAD chose a more comprehensive assessment tool named Logramos and implemented it in SY 16-17 to measure these domains in 3rd through 8th grade. TWDL students in these grades took the initial Logramos assessment in spring 2017. The data gained will serve as a baseline for upcoming years. [AR 16-17, ECF 2057-1, p. 229.]

The LAD instructional technology integrationist supports Achieve 3000 and Imagine Learning (IL) to increase student achievement. Both programs are comprehensive literacy programs that the department aligned to the District curriculum maps that support all students at their individual level of Spanish and English language proficiency. All students (native English speakers and ELLs based on an approved waiver) in 2nd through 12th grade who participated 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 kindergarten to 2nd grade used Imagine Learning. The department evaluates the results of these assessments to monitor student progress in both English and Spanish proficiency. [*Id.* at 229-30.]

In addition, TWDL teachers in kindergarten through 5th grade administered the Developmental Reading Assessment (“DRA English”) and Evaluación de desarrollo de la lectura (“EDL Spanish”) to measure reading comprehension and fluency in English and Spanish for students in the TWDL program. Teachers pre-tested students in grades 1 through 5 September 30, 2016, and kindergarten students by December 22, 2016. The District completed post-tests by May 19, 2017. Using SchoolCity, the District’s assessment platform, the instructional technology integrationists and an LAD coach worked to create a district data collection portal that allows teachers to enter student DRA/EDL scores. The District includes the pre-test and post-test data as a part of the teachers’ evaluations. Table 5.36 below shows the growth in average reading scores from DRA/EDL pre- and post-tests for kindergarten through 5th grade. At every grade level, scores increased from the pre- to the post-test. [*Id.* at 230.]

Table 5.36: Change in DRA and EDL Scores for Kindergarten through 5th Grade

Grade Level	English (DRA) Change in Average Scores	Spanish (EDL) Change in Average Scores
Kindergarten	2.2	2.3
1st Grade	8.6	5.1
2nd Grade	10	5.4
3rd Grade	8.4	6.2
4th Grade	12.1	6.9
5th Grade	7.1	4

TWDL students in 6th through 8th grade (sites are Pistor and Roskruge) used Achieve 3000 data to measure reading Lexile growth in English and Spanish. TWDL students took a level-set pre-test by October 21, 2016, and a post-test by May 19, 2017. Mean Lexile scores at both sites rose for all grade levels. For SY 17-18, the LAD will set a pre-test deadline for teachers in September 2017. [*Id.* at 230-31.]

The DRA/EDL and the Achieve 3000 assessment results demonstrate the effective alignment of instruction and assessment and show that students are becoming more literate in their first and second languages. [*Id.* 231.]

Teacher Recruitment and Retention. *“The District will work to encourage certified staff with bilingual endorsements to teach in a TUSD TWDL program, and to recruit such staff from outside the District. LAD will gather a list of bilingual endorsed teachers in the District not currently assigned to a TWDL classroom. The District will then send recruitment letters to the identified teachers to fill projected vacancies in TWDL programs. These letters will go out three times during the 2016-17 school year: in December 2016, February 2017, and May 2017.*

In the winter of 2016-17, the District will also conduct a survey to identify staff for existing and future TWDL programs and identify bilingual certified staff in the District (in conjunction with Human Resources). The District will also invite prospective TWDL teachers to at least one informational meeting to be held no later than March 1, 2017. The meeting will include information about the TWDL programs including program design, program requirements, and incentives.

The District will inform all current and future TWDL teachers of the incentives available for teaching in a TWDL classroom such as additional support from paraprofessional, materials, supplemental resources, professional development resources, and a monetary stipend. The teachers will be informed that the receipt of the stipend is conditioned upon participation in a set number of professional development hours throughout each school year.”

Because of the need for bilingually endorsed teachers, the District focused its efforts on the development and recruitment of these teachers. In SY 15-16, 289 certificated staff and five certificated administrators had a bilingual/Spanish endorsement. [AR 15-16, ECF 1958-1, p. 213.]

1. Outreach: University of Arizona Bilingual Cohort

In fall 2015, the LAD formed an outreach partnership with the 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. [*Id.* at 214.]

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 16-17. 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. [*Id.*]

In fall 2016 and spring 2017, the LAD continued an outreach partnership with the 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 language acquisition coaches provided an introduction and overview of the District's TWDL program. The involvement of the UA students is helping establish a pipeline of bilingual teachers from the UA's College of Education. Two UA bilingual cohort teachers were placed in TWDL classrooms for SY 17-18. [AR 16-17, ECF 2057-1, p. 233.]

In SY 17-18, the LAD will continue to include the UA Bilingual Cohort in 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. [*Id.*]

2. 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. [*Id.*]

To recruit qualified teachers into the dual language classrooms, the LAD collaborated with Human Resources to offer an incentive of \$2,500 to bilingually endorsed teachers. This included teachers currently in dual language classrooms and bilingually endorsed teachers who were interested in teaching in a dual language classroom for SY 16-17. 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. [*Id.* at 215.]

Knowing that many District employees would be highly qualified for the TWDL program, the LAD collaborated with the HR Department to recruit certified staff with bilingual endorsements to teach in a District TWDL classroom for SY 17-18. [*Id.*]

In November 2016, the LAD requested and received from HR a list of bilingually endorsed teachers in the District. Out of the 214 names listed, 140 employees held a bilingual endorsement and were not teaching in a TWDL classroom in SY 16-17. [*Id.*]

HR sent three recruitment letters throughout the year to the District's 140 bilingual certified teachers to fill projected vacancies in TWDL programs at the eleven designated dual language school sites. The first letter, sent in December 2016, informed the teachers about the dual language curriculum materials provided to students and teachers, paraprofessional assistance in the classroom, and a \$2,500 stipend incentive for SY 17-18. In March 2017, HR sent a second recruitment letter that increased the stipend offer to up to \$5,000. In May 2016, HR sent one more recruitment letter to bilingual endorsed teachers not presently teaching in TWDL classrooms. [*Id.* at 233-34.]

To measure the interest level of the bilingually endorsed teachers not currently in the TWDL program, the LAD collaborated with HR in winter 2016 to create and send an interest survey to the 140 teachers who were sent recruitment letters. Of the 50 responses, seven teachers said they were interested in teaching in a TWDL classroom, 29 teachers indicated they were not interested in teaching in a TWDL classroom, and fourteen were unsure. [*Id.* at 234.]

To better personalize the recruitment process and support face-to-face recruitment, the LAD held a TWDL informational mixer in February 2017, inviting the 140 bilingually certified teachers not in TWDL classrooms to fill projected vacancies in the District for SY 17-18. UA College of Education students graduating in May 2017 also attended. The LAD provided information to teachers and university students about the TWDL program, including information about the stipend incentive. The attendees met with invited TWDL principals and teachers, and a representative from the HR department answered questions about securing a TWDL position for SY 17-18. Thirty-eight participants attended and one signed a Letter of Contract Assurance during the event. This face-to-face recruitment event supported the establishment of this professional network. During SY 17-18, the LAD will continue to work closely with HR to identify and recruit eligible bilingual endorsed teachers. [*Id.*]

3. 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. [*Id.*]

In SY 15-16, 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. [*Id.*]

In SY 16-17, the District continued its efforts to develop and recruit these teachers.

The LAD's Grow Our Own program offers reimbursement to certified teachers who wish to upgrade their credentials, qualifications, and skills to work in second language instruction programs. In SY 16-17, allocations were set aside for ten teachers to apply for funds to reimburse the total cost of the Spanish Proficiency Exam. Grow Our Own funds covered the \$100 fee for the exam for each of the three teachers who applied. These funds also were available for the Make the Move participants; however, none needed to apply because they already had taken and passed the exam and earned their provisional bilingual education endorsement. The LAD will again make Grow Our Own monies available to cover the cost of the Spanish Proficiency Exam for up to ten applicants during SY 17-18. [*Id.*]

4. Make the Move

In order to fill TWDL vacancies for SY 17-18, the LAD and HR informed District certified teachers who did not have bilingual endorsements about the Make the Move ("MTM") program. MTM is the District's financial incentive program for teachers to take university courses to obtain a bilingual endorsement while teaching in a TWDL classroom. [*Id.* at 234-35.]

The LAD identified seven selected certified teachers and invited them to apply and pilot the program. Four of those teachers applied in winter 2016 and learned in March 2017 that they were officially accepted for MTM. These four candidates will teach in

TWDL classrooms in SY 17-18 while taking courses toward earning their bilingual endorsement. [*Id.* at 235.]

During SY 17-18, the LAD will advertise the MTM to a larger pool of applicants; the department will select ten of them. The department, in coordination with HR, will send out MTM TWDL informational and promotional pamphlets to prospective participants throughout the District. [*Id.*]

E. Analysis of Dual Language Enrollment.

Analysis of Dual Language Enrollment and Enrolment Policy. *“As TUSD commits to offer this program option to more families, it is critical for TUSD to establish a policy or regulation for TWDL programs that clearly outlines the point of entry into TWDL programs for both schools and families. In order to establish an enrollment policy or regulation that would delineate the criteria for participation in TUSD’s TWDL program, LAD will review the enrollment at each site in order to design a two classroom TWDL structure, reduce programmatic isolation of the TWDL classes at the site, and make the program accessible to additional students. LAD, with the guidance of the Dual Language consultant, will begin to analyze the numbers of students who could potentially participate at each Dual Language school site. The District will continue outreach to the neighboring schools and community to recruit students in the Fall Semester of 2016.”*

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. [AR 15-16, ECF 1958-1, p. 216.]

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 department also interviewed administrators at three potential TWDL program sites. [*Id.*]

Ms. Molina submitted an initial draft of her findings and recommendations on April 15, 2016. [*Id.*] In SY 16-17, the District developed and began to implement the TWDL Access Plan that incorporated Ms. Molina's final recommendations. [AR 16-17, ECF 2057-1, p. 236.] One of those recommendations was to establish an enrollment policy that outlines a point of entry into TWDL classrooms after kindergarten and defines the screening process for students entering K-1st grades. [AR 15-16, ECF 1958-1, p. 217.]

The LAD, with the guidance of the School Community Services Department, has developed an enrollment policy. This enrollment policy is part of the District's TWDL framework, and it clearly delineates the entrance criteria as outlined below:

Grade Levels for Entry

1. Kindergarten: To ensure that classrooms within the TWDL program are linguistically balanced each year, students will be designated as one of the following: native English, bilingual, or native Spanish speaker based on the Home Language Inventory ("HLI") and initial assessment. These designations will be used to place siblings first. Any new applicants will be added to the program based on their language designation.
2. 1st Grade: Students in 1st grade may be enrolled in the TWDL program only through January of the current school year, except in cases where the student has previous academic instruction in Spanish.
3. 2nd to 8th Grade: Incoming students with academic instruction in Spanish may be placed in an age-appropriate grade. All students applying to enter the program in 2nd to 8th grade will be required to go through a language screening process. Students should demonstrate near or at grade-level

proficiency in Spanish reading and writing to enter the program. No minimum English proficiency is required for entry into the program.

[AR 16-17, ECF 2057-1, pp. 237-38.]

F. Student Outreach and Recruitment.

“TUSD will continue to provide outreach to parents in order to increase awareness and increase enrollment in the District’s Two Way Dual Language program at 11 school sites.

The District will communicate the following to parents:

- *a definition of TUSD’s TWDL immersion program*
- *research on the benefits of participating in the program while promoting racial and ethnic diversity*
- *student growth data*
- *strategies for parents to support their children enrolled in the program*

Specific efforts will include:

- *hold annual parent informational meetings, such as Kinder Round-up and parent nights*
- *partner with Title I community liaisons at each school to meet with parents (Cafecitos) to promote the TWDL program and the academic benefits*
- *target local pre-schools both private and district programs (Headstart, P.A.C.E, etc.) to actively recruit students*
- *feature the TWDL program on the District’s main website*
- *strengthen outreach through social media, Parentlink, phone calls, and other methods*
- *mail Two-Way Dual Language Parent Informational postcard to coincide with open enrollment (November through January) and in the spring.*

The LAD 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. The website provided access to information about TWDL programs and resources for parents to support students in dual language. [AR 15-16, ECF 1958-1, p. 215.]

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 explained TUSD's TWDL 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. [*Id.* at 216.]

In SY 16-17, the District continued to provide program information and enrollment opportunities to students and parents throughout the District in several ways. The District continued to provide information on its TWDL through the Dual Language Parent Resource website, which includes various online resources, such as the District's adopted language literacy programs, Achieve 3000, and Imagine Learning. The website provided access to information about TWDL programs and resources for parents to support students in dual language. [AR 16-17, ECF 2057-1, p. 235.]

In addition, the LAD coaches presented information to parents at eleven kindergarten orientations at eight of the dual language sites and spoke to prospective parents during their Kinder Round-Up principal meetings. They also presented information to parents at three of the District's FRCs. The coaches defined the District's TWDL immersion program and discussed research on the benefits of participating in the program, student growth data, strategies for parents to support their children enrolled in the program, and the application process. [*Id.* at 236.]

In order to communicate with parents on a larger scale regarding the TWDL program, the LAD sent informational mailers to District parents of preschool, kindergarten, and 1st grade students. The mailers included a program definition, research on the benefits of bilingualism, and how to gain more information through the District about the TWDL program. Designed by the District's Communications and Media Relations Department, the mailers were sent out in both English and Spanish three times throughout the school year: December 7, 2016, February 8, 2017, and April 28, 2017. The LAD will continue the work with the communications department to provide outreach to parents to increase awareness and increase enrollment in the District's TWDL program. [*Id.*]

“The TWDL school handbooks described in section II(B) above will also be used as recruitment tools to describe each school’s program to prospective parents. In addition, each site will create a description of its school TWDL program, which will be added to the TUSD Catalog of Schools by the beginning of the second semester of the 2016-17 school year. Finally, the LAD will share the District’s dual language programmatic pathway with teachers, administrators, parents (present and prospective) and students to clearly outline the program from elementary to high school.”

As noted above, the District has applied to the Arizona Board of Education for approval of its Alternative Model, and is awaiting approval or rejection. Once the State has made its decision, the TWDL Framework will be finalized, which will allow the handbooks to be finalized and used to recruit participation in the TWDL program.

The DL programmatic pathway has been shared with teachers, administrators, parents and students to clearly outline the program from elementary to high school. Specifically, it was shared with administrators (DL principals) on September 29, 2016, at ILA in March 2017, with new administrators in July 2017, multiple times with teachers, including December 2016, January, February and June 2017, and with parents and students throughout SY 16-17 at the Children's museum and at multiple kindergarten round-ups.

G. Professional Development.

“In order for principals to learn about TUSD’s TWDL program and effectively market the program to their communities, TUSD’s LAD (LAD) will establish a yearly calendar with targeted professional training for TWDL teachers, site-administrators, central office teams and Leadership teams. This calendar will be developed at the beginning of the 2016-17 school year. The calendar will include, but may not be limited to, the following activities:

1. LAD will conduct mandatory dual language workshops focused on Dual Language instructional strategies, instructional resources, and the Guiding Principles.

2. Principals Quarterly Mandatory Training: Principals at Dual Language schools will attend the mandatory Dual Language workshops with their teachers. Each professional development training session will be completely aligned to the Guiding Principles in order to promote the goal of attaining high levels of academic achievement and language proficiency.

3. Central office and leadership teams will attend two, hour long Instructional Leadership Academy (ILA) workshops to all coordinators, directors, and assistant superintendents in the fall 2016 and spring 2017 ILAs at the Duffy Center. The LAD, Dual Language Consultant, and select Dual Language principals will present a workshop on the “Guiding Principles” report and on the TUSD’s Dual Language Model.

4. Governing Board members will receive informational presentations annually on the status and growth of the TWDL program.

5. Teachers and administrators at TWDL sites will receive additional training and support to further develop their programs during the summer of 2017.

In the 2014-15 school year, TUSD revised its dual language model to develop program implementation consistency across the District. TUSD implemented the TWDL 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. [AR 15-16, ECF 1958-1, p. 211.]

Implementation began in SY 14-15. As a continuing step in implementing the TWDL model in SY 15-16, 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. 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. Literacy Squared is an approach to instruction and assessments for emerging bilingual students that focuses on two specific methods: the Lara Lotta method develops literacy and reading in English and Spanish, and the Dictado method develops writing and reading in English and Spanish. [*Id.* at 211-12.]

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. [*Id.* at 212.]

The District required its administrators to attend the TWDL Summer Institute so they could learn the methodology of Literacy Squared and the components of the TWDL 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. [*Id.*]

1. 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. 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. TWDL 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. [*Id.* at 212-13.]

In SY 16-17, the District fully revised its dual language model to develop program implementation consistency across the District. The District implemented the TWDL program at eleven schools, providing additional students with opportunities to speak more than one language and thereby enhance their academic achievement. Professional development was an integral part of program development and model implementation. These professional development activities occurred on an ongoing basis throughout SY 16-17. [AR 16-17, ECF 2057-1, p. 231.]

2. Summer Professional Development

As a continuing step in implementing the TWDL model in SY 16-17, the District provided high quality, research-based professional development in dual language methodologies. The LAD held a Language Learning Symposium on June 19-22, 2017 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 seventy-one dual language and ELD teachers of grades ranging from kindergarten to 12 attended the symposium. Dr. Luis Cruz, an expert on professional learning communities, was again the keynote speaker and built on his presentation of last year, including the leadership qualities necessary to be an effective agent of change and strengthening learning environments. [*Id.*]

In June 2017, 42 dual language educators—seven principals, 32 K-12 dual language teachers, two language acquisition coaches, and the Language Acquisition director attended the National Two-Way Bilingual Immersion Conference. This three-day conference provided a forum for participants to gather, study, and learn new methods and strategies to strengthen second language teaching practices and program implementation. Attendees learned from renowned experts in the field such as Dr. Kathryn Lindholm Leary, Dr. Alfredo Schifini, Jill Kerper Mora, José Medina, and Rosa Molina. The conference concluded with a private meeting of the District team and Ms. Molina, executive director of the Association of Two-Way & Dual Language Education (ATDLE), to debrief and reflect on the learning that had occurred and how best to incorporate the information into the District’s model. [*Id.* at 232.]

3. Quarterly Professional Development

In addition to the Language Learning Symposium, the LAD instructional coaches collaborated with Ms. Molina to provide training for dual language teachers at all grade levels and dual language administrators. These sessions occurred on December 14, 2016, for K-5 teachers; February 7, 2017, for secondary teachers; and September 12, 2016, September 30, 2016, November 18, 2016, and January 10, 2017 for administrators. The primary focus with site administrators was to ensure a common understanding of the components of the TWDL framework, assist them in creating their school handbooks, and effectively market their program to their communities. These sessions were aligned to the Guiding Principles of Dual Language Education in order to promote the aim of attaining high levels of academic achievement and language proficiency. The goal of these sessions was for each school to develop its own plan for realigning its existing TWDL program and produce a school handbook that delineates school-specific information regarding the District framework. [*Id.*]

Ms. Molina and LAD instructional coaches provided separate professional development sessions for teachers. These sessions addressed a review of the essential components of the TWDL model, research that supports the model, methodology, and use and separation of language. Additionally, teachers received training on dual language assessments. [Id.]

Professional Development. *“During the 2016-17 school year, the District will consider further expansion opportunities for the 2017-18 school year. The District will also conduct a community interest survey of parents of preschool 4 year-old students before establishing a new program at any of the proposed sites. If a new site is recommended for the 2017- 18 school year, the District will host parent information meetings for interested parents of incoming Kindergarten students and establish the components that will assist the principal and school site staff in recruiting their first classes to the school beginning in the winter of 2016-17. The District will also work with the school to address new class make-up, staffing, and transportation issues. The principal and teacher(s) at any new program, including Bloom, will attend the National Two-Way Bilingual Immersion Conference in the summer of 2017.*

In early January 2016, the District began work to secure a nationally recognized consultant to develop options for expansion opportunities 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 selected Ms. Rosa Molina, executive director of the Association of Two-Way & Dual Language Education ATDLE. [AR 15-16, ECF 1958-1, p. 35.]

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. [*Id.*]

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 SY 16-17. [*Id.*]

Ms. Molina 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. In SY 16-17, the District developed and began to implement the TWDL Access Plan that incorporated Ms. Molina's final recommendations. [AR 16-17, ECF 20157-1, p. 236.]

In SY 16-17 the District opened a new dual language program at Bloom Elementary School, offering a dual language kindergarten class. This new program succeeded in filling a full class of twenty students, with additional students placed on a waiting list. An additional dual language kindergarten class and two 1st grade classes are projected for SY 17-18. In addition, the District expanded the McCorkle dual language program with a 4th grade class. This expansion was also successful; the District anticipates a full class and a 5th grade class for SY 17-18, resulting in a complete K-5 program at McCorkle Elementary School. [*Id.* at 227.]

Table 5.34 below breaks down dual language enrollment by school site or program, comparing dual language school enrollment across the previous four years.

Table 5.34: Dual Language Enrollment by School

Dual Language Schools	2013-14 ¹⁷	2014-15	2015-16	2016-17
Davis	347	345	334	312
Roskruge	667	675	717	675
Hollinger [^]	274	314	260	315
Dual Language Classrooms				
Bloom				20
Grijalva	161	145	106	100
McCorkle	94**	67***	97**	119****
Mission View	116	90	79	75
Van Buskirk	112	125	116	92
White	148	147	122	147
Pistor [^]	134	167	165	179
Pueblo	135	88	110	110
Total	2,188	2,163	2,106	2,144
[^] includes Dual Language Gate				
** K-3 program *** K-2 program **** K-4 program				

Enrollment at Hollinger, McCorkle, White, and Pistor increased in 2016-17. Alternately, program enrollment at Davis and Roskruge decreased moderately. [*Id.*]

¹⁷ 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. Please consult the 2013-14 Annual Report for a complete list of dual language sites in that year.

V. MASS Reading Improvement Plan.

The District developed and complied with additional quality of education goals in the MASS Reading Improvement Plan for SY 13-14.

On June 7, 2013, the Court approved the USP Budget on the condition that “*The District shall assess the reading support element of Mexican American Student Services provision of the USP pursuant to research based criteria, and based on this assessment develop the MASS reading improvement plan to be implemented for the Fall term 2013-2014.*” Below is a list of the Plan’s goals and a description of the District’s good-faith compliance with those goals.

Utilize Achieve 3000 in small group settings. “*For SY 2013-14, MASS Specialists will use Achieve 3000 as the primary Tier II support strategy to improve reading outcomes for Latino students. To the extent practicable, Specialists will provide direct reading supports during language arts / reading instruction, or indirectly using desktops or laptops with small groups. Specialists will work with Latino students who have been identified for these services.*”

Provide reading supports to individual students. “*For SY 2013-14, the site Reading Team (consisting of a certificated MASS staff member - supported by 2-3 paraprofessionals - and, where they exist, the site’s reading interventionist) will work with at-risk students using the existing strategies utilized at the site, but in an individualized and strategic manner. Students will be identified as “at-risk” after receiving initial support services under Achieve 3000 where it is clear that additional support is needed. The Reading Teams will use a diagnostic/prescriptive approach to address individualized student needs, focused primarily on providing out of class support before or after school.*”

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. [AR 15-16, ECF 1958-1, p. 261.]

In SY 13-14, MASS specialists received training in Achieve 3000 Reading, as well as other training to assist with Tier II Intervention. [AR 13-14, ECF 1686, pp. 146, 148.] In SY 13-14, a total of 204 students were documented as having been provided with during school, before school or after school interventions using Achieve 3000 in designated middle schools and elementary schools. These specialists also received training on the MASS Reading Improvement Plan. [*Id.* at 148.] MASS specialists provided direct reading supports with individual students and small groups to the extent practicable. [*Id.* at 146-48.]

MASS has provided several interventions to students who need to improve their reading skills, including the use of the Achieve 3000 program. 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. In addition, 236 students enrolled in the library's language arts program, NEWSELA, and 56 students enrolled in its Achieve 3000 Program. [AR 15-16, ECF 1958-1, p. 261.]

The main reading adoption utilized in SY 15-16 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. [*Id.* at 242.]

All sites monitored progress using various instructional and assessment systems, including Achieve 3000, DIBELS, Scholastic Inventory, DRA, SuccessMaker, and Imagine Learning. All sites were required to use DIBELS, SuccessMaker, and SchoolCity benchmark data. [*Id.*]

In order to support students who needed improvement in their reading skills, the MASS department provided reading interventions in multiple ways, including in-class support, during scheduled intervention blocks using SuccessMaker, and sessions before or after school. In addition, reading recovery teachers from the LAD provided MASS specialists with necessary materials and guided interventions. [AR 16-17, ECF 2057-1, p. 294.]

To provide reading interventions at the elementary and middle school levels, MASS specialists utilized online software resources such as Pima County Public Library's Language Arts program NEWSELA, Achieve 3000 Program, SchoolCity, and SuccessMaker. Achieve 3000 is an online software program that uses differentiated instruction and culturally relevant, non-fiction texts to improve students' reading and writing and prepares them for college and career success. NEWSELA builds reading comprehension through leveled articles, real-time assessments, and articles with five active reading levels, and it provides world-class news publications to engage students using culturally relevant material. In SY 16-17, MASS specialists also incorporated SchoolCity resources. For example, during tutoring sessions, specialists used the SchoolCity online sample test to reinforce and improve reading skills. [*Id.*]

Assign Director of Language Acquisition and Director of African American Student Services Department to assist with implementation. *"The District will assign the current Directors of [the LAD and the African American Student Services Department.] to work with the MASS Director to implement recommendations 1 and 2, sharing their knowledge, skill, expertise, training, and best practices for implementation and monitoring.*

In August 2013, the Directors of Student Services looked at various data indicators from SY 12-13, including: enrollment, AIMS scores, and school letter grades both overall and for African American and Latino students. Based on this data, the Director assigned support staff to various sites to provide academic, behavioral, and other support. As part of those efforts, the District funded and sustained Learning Supports Coordinators (LSC) to focus on reducing disparities in three key areas: academic achievement, access to ALEs, and discipline. [AR 13-14, ECF 1686, p. 145.]

In 2013-14, the District transitioned away from the process used in SY 12- 13 for providing academic intervention for struggling African-American and Latino known as the MTSS. It was crucial that the District's process for providing academic and behavioral interventions and supports to all students were aligned with the processes that were specifically targeted towards African American and Latino students. The first step in the MTSS was providing district-wide training in implementing the MTSS model. District and site level administrators were trained in the MTSS model. The District also provided training for all Learning Support Coordinators (LSC), and for all AASS Department and MASS Department staff in implementing the model at specific sites and specifically targeting African American and Latino students who were identified as struggling and/or otherwise disengaged. [*Id.* at 146.]

All AASS and MASS specialists, and/or groups of specialists, received training in the MTSS model, Data Review, Grant Tracker Documentation, Mental Health Issues, Supportive and Inclusive Learning Environments & Common Core (list is not all inclusive). Additional specialized training for some staff included Achieve 3000 Reading and Youth Mental Health First Aid. [*Id.*]

AASS and MASS staff provided direct daily support at identified schools, varying efforts based on site need. For example, some sites, led by the Learning Support Coordinator or an administrator, met bi-weekly while other sites met weekly. Furthermore, AASS team members served as a contributing member of all MTSS

implementations at the site served on a daily basis (i.e., Teacher Assistance Team, Child Study Team). The Department Directors assigned specialists to work on state exams per school, and (d) disparities among students within their service populations and those others (i.e. Anglo students) in academic achievement and ALE enrollment, and whether race-based disparities were reflected in student discipline. Students were also identified through the use of an online request for services form. The form was particularly helpful for those that did not receive direct daily support. [Id.]

An academic and/or behavior support team implemented each school's MTSS process. In schools where AASS or MASS specialists were assigned, the specialists assisted with identifying and coordinating Tier 2 and Tier 3 academic and/or behavior supports in partnership with the site LSC and site administrator. [Id.]

Continue to assess and develop the Plan for SY 14-15. *“In May 2014, data will be reviewed to evaluate the efficacy of recommendations 1 and 2 to determine how to modify and strengthen the MASS reading program for SY 2014-15. TUSD will take into consideration the intervention review and assessment, and the Drop-Out Prevention and Retention Plan, once developed.*

Data was reviewed and evaluated for modifications in SY 2014-15. The District collected and assessed data using Achieve 3000, assessing the strengths and weaknesses of the Plan and the efforts to incorporate the plan. Ultimately, that data and the related assessments were integrated into other district plans, including the Dropout Prevention and Graduation Plan, which is detailed below. The Dropout Prevention and Retention Plan was developed to include reading interventions. The Language Acquisition Department initiated the Reading Recovery Program to provide strategic supports implemented by certified Reading Recovery Teachers at targeted sites.

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VI. Dropout Prevention and Graduation Plan.

The District developed and complied with additional quality of education goals in the Dropout Prevention and Graduation Plan

The USP required the Academic and Behavioral Coordinator to complete an assessment of existing programs, resources and practices, and an analysis thereof, for increasing graduation rates for African American and Latino students. The District conducted a Student Support Review and Assessment from July through September of 2013, and completed that assessment on October 1, 2013. Through December of 2013, the District's Graduation and Dropout Prevention Committee and subcommittees met frequently to review data, analyze District practices, and plan for more effective practices to support African American and Latino students. Ultimately, the District developed and implemented the Dropout Prevention and Graduation Plan. Below is a description of the District's good-faith compliance with that plan.

A. Overall Success

Dropout Prevention and Graduation Plan ("DPG") §II(A). *"The District will work to increase the four-year graduation rate for all 12th grade students. Specifically, for African-American and Hispanic students, the goal is to increase the four-year graduation rates by 3% (not 3 percentage points) in SY 2014-15 – as compared to the four-year graduation rates from SY 2013-14. This goal is reasonably calculated to reduce disparities by race and ethnicity by SY 2017-18. This goal will be evaluated and adjusted annually based upon the data. For example, if at the end of SY 2013-14, the African American Four-Year Graduation Rate is 75%, the goal for the end of SY 2014-15 would be 77.25%, an increase of 3% (75 x 1.03))."*

The District will work to increase the four-year graduation rate for all 12th grade ELL students. Specifically, the goal for the end of SY 2014-15 would be to increase the number of African-American ELL students graduating by 100%, and to increase the number of Latino ELL students graduating by 50% as compared to SY 2013-14; or to increase the graduation rate by 10 percentage points – whichever is

higher. In addition, when analyzing the ELL data, we will consider reclassified ELLs when evaluating progress towards ELL goals.”

As shown in the following tables, the District significantly increased the graduation rates for African American, Hispanic, and ELL students in SY 14-15, in satisfaction of the specific goal detailed above.

Graduation Rates by Ethnicity

Year	White	African American	Hispanic	Native American	Asian/Pacific Islander	Multi Racial	Total
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%

ELL Graduation Rates by Ethnicity

Year	African American ELLs		Hispanic ELLs	
2012-13	1 of 12	8.3%	10 of 32	31.3%
2013-14	2 of 16	12.5%	11 of 29	37.9%
2014-15	6 of 12	50%	14 of 31	45.2%

DPG §II(B). *“The District will work to decrease the dropout rate for all 7th - 12th grade students for the SY 2014-15 by .2% for African American and Latino students. In 2012-13, the dropout rates were 1.8%, 2.5%, and 2.5% for White, African-American, and Hispanic students respectively. The dropout rates in SY 2013-14 were 1.9%, 2.2% and 2.0% for White, African-American, and Hispanic students respectively. The revised goal of a .2% decrease in dropouts for both groups in SY 2014-15 would reduce the disparity further (or eliminate it). This goal will be evaluated and adjusted annually based upon the data. The District will work to decrease the dropout rate for all 7th - 12th grade ELL students. Specifically, for African-American and Hispanic 7th – 12th grade ELL students, the goal is to maintain a dropout rate that is lower than each group’s non-ELL dropout rate for each given year. This goal is reasonably calculated to reduce disparities by race and ethnicity by SY 2016-17.”*

As shown in the following table, the District either maintained or decreased the dropout rates for African American, Hispanic and ELL students in SY 14-15, in good faith compliance with the specific goal detailed above.

Dropout Rates by 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%

DPG §II(C). *“The District will work to decrease the in-grade retention rate for all African American and Latino students in grades K – 8. For African-American students, the initial goal is to decrease the in-grade retention rate by 10% in SY 2014-15 – as compared to the in-grade retention rate from SY 2013-14. This goal is reasonably calculated to reduce disparities by race and ethnicity, to the extent practicable, by SY 2016-17. For Latino students, the initial goal is to decrease the in-grade retention by 50% in grades 3 and 8 when compared to Anglo (White) students. Goals will be evaluated and adjusted annually based upon the data.”*

B. Reducing In-Grade Retention Rates (Grades K-8)

The District consistently reduced retention rates among African American students in grades K-8 for the past three years.

African American Students Retained In-Grade

Grade	2014-15 to 2015-16			2015-16 to 2016-17			2016-17 to 2017-18		
	N	Ret.	% Ret.	N	Ret.	% Ret.	N	Ret.	% Ret.
K	343	10	2.9%	349	6	1.7%	349	7	2.0%
1	369	7	1.9%	376	9	2.4%	354	5	1.4%
2	361	9	2.5%	386	5	1.3%	356	3	0.8%
3	316	0	0.0%	346	3	0.9%	387	5	1.3%
4	294	2	0.7%	335	1	0.3%	338	0	0.0%
5	303	1	0.3%	309	0	0.0%	356	1	0.3%
6	279	4	1.4%	306	2	0.7%	285	1	0.4%
7	330	1	0.3%	287	3	1.0%	289	2	0.7%
8	277	2	0.7%	332	1	0.3%	291	3	1.0%
K-8	2,872	36	1.3%	3,026	30	1.0%	3005	27	0.9%

For SY 16-17, the District's goal was to decrease the in-grade retention rate for African American students by 10 percent compared to SY 15-16. In SY 15-16, the African American retention rate for grades K-8 was 1.0 percent, as shown in Table 5.42, above, so the goal for SY 16-17 was 0.9 percent, a reduction of 10 percent ($1 - (1 \times .10)$). In SY 16-17, the rate was 0.9 percent, representing a reduction of [10.] percent.

Hispanic Students Retained In-Grade

Grade	2014-15 to 2015-16			2015-16 to 2016-17			2016-17 to 2017-18		
	N	Ret.	% Ret.	N	Ret.	% Ret.	N	Ret.	% Ret.
K	2,335	42	1.8%	2,156	45	2.1%	2092	34	1.6%
1	2,436	43	1.8%	2,374	42	1.8%	2162	32	1.5%
2	2,505	20	0.8%	2,420	21	0.9%	2280	14	0.6%
3	2,401	15	0.6%	2,483	17	0.7%	2382	12	0.5%
4	2,374	5	0.2%	2,380	6	0.3%	2458	3	0.1%
5	2,367	8	0.3%	2,347	7	0.3%	2325	4	0.2%
6	2,239	12	0.5%	2,134	10	0.5%	2130	4	0.2%
7	2,172	16	0.7%	2,168	7	0.3%	2105	4	0.2%
8	2,199	11	0.5%	2,171	5	0.2%	2179	4	0.2%
K-8	21,028	172	0.8%	20,633	160	0.8%	20113	111	0.6%

For Hispanic students, the District's goal for SY 16-17 was to decrease the in-grade retention rate in grades 3-8 by 50 percent. In SY 15-16, the retention rate was 0.7 percent for Hispanic 3rd graders (a rate of 0.3 percent represents a reduction of 50 percent) and 0.2 percent for Hispanic 8th graders (a rate of 0.1 percent represents a reduction of 50 percent). In SY 16-17, the retention rate was 0.5 percent for Hispanic 3rd graders, representing a 29 percent reduction, and .2 percent for 8th graders, unchanged from the previous year.

C. Attendance Rates by Race and Ethnicity

DPG §II(D). *“The District will work to increase attendance rates for all K – 12th grade students. Specifically, for African-American students, the initial goal is to increase attendance rates by .05% in SY 2014-15 – as compared to the attendance rates from SY 2013-14. For Hispanic students, the initial goal is to increase attendance rates by .6% in SY 2014-15 – as compared to the attendance rates from SY 2013-14. These goals are reasonably calculated to reduce disparities by race and ethnicity, to the extent practicable, by SY 2017-18. Goals will be evaluated and adjusted annually based upon the data.”*

The attendance rates for African American and Latino students have remained relatively constant over the past five years, though the rates for SY 16-17 increased significantly. For SY 16-17, the District's goal was to increase attendance rates by 0.05 percentage points for African American students and by 0.6 percentage points for Hispanic students. In SY 15-16, the African American student attendance rate was 91.1 percent, so the goal for SY 16-17, was 91.15 percent. In SY 16-17, the African American student attendance rate was 92.4 percent, representing a significant increase from last year. In SY 15-16, the Hispanic student attendance rate was 90.1 percent, so the District met its goal for SY 16-17 at 90.7 percent, a small increase from previous years.

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%
2016-17	92.0%	92.4%	90.7%	89.3%	94.4%	91.8%	91.2%

D. Progress Monitoring

DPG §II(E). *“Centrally, a committee (including representatives from Student Support Services, Curriculum and Instruction, Dropout Prevention, Student Equity, and Family Engagement) shall have responsibility for quarterly monitoring of Plan implementation and progress, and for reviewing annual goals yearly. In addition, each school will have an MTSS team (discussed in detail below) that also is involved in progress monitoring, and also shall have responsibility for quarterly monitoring of Plan implementation and progress, and for reviewing annual goals. When issues are identified during the central monitoring process, the central committee will collaborate with the appropriate MTSS site-based team to address the concerns.”*

DPG §III. *“In SY 2013-14, the District piloted an automatic identification of students for interventions (using a system in Mojave called Watch Point) based on criteria in three areas: 1) grades; 2) overall attendance; and 3) behavior. Based on the collected data, and on observations of best practices in other school districts, the District will make the following changes to its practices for identifying students in need of intervention for SY 2014-15 through the MTSS process:*

1) Use individual course absence data, not overall absence data, for middle and high school students.

2) Combine the individual course absence data with the grades data and identify students who are failing a course and excessively not attending a course (for example, students who are absent for more than 10 days).

3) Continue to use behavior data (i.e., discipline referrals, In-School-Suspension and Out-of School Suspensions to identify at-risk students.

4) Explore adding other sources of data to enhance identification of at-risk students, including benchmark and other standardized tests.

5) Align automatic student identification with the MTSS (Multi-Tier System of Support) so the automatic identification will help to place students into either tier two or tier three support.”

In SY 15-16, the District implemented a DPG team to review the DPG budget allocation and monitor the successful implementation of the DPG plan. Members of the team included staff from the Language Acquisition, Technology Services, Dropout Prevention, Student Support Services, Curriculum, and Academic Leadership departments. The team met three times during SY 16-17 and reviewed the progress and implementation of the plan. [AR 15-16, ECF 1958-1, p. 230.]

E. Student Identification and Monitoring

The Student Services and Dropout Prevention departments conducted a review of student demographics to identify at-risk students and provide additional support (described below) to reduce dropout rates. The Dropout Prevention Department targeted all high schools and several middle schools to assign additional support to positively impact dropout rates. [Id. at 230-31.]

In SY 14-15, 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. 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 15-16, 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. [*Id.* at 231.]

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. [*Id.*]

In SY 16-17, the District implemented EWM technology to monitor student data and automatically flag at-risk students through analysis of student academic performance, attendance, and behavior. This new technology is integrated with Synergy, the District's new SIS. Synergy regularly exports student data to provide a current risk level for each student. [AR 16-17, ECF 2057-1, p. 246.]

The EWM leverages machine learning technologies in conjunction with predictive analytical data engines to accurately identify students who are at risk of dropping out of school or not graduating. The predictive analytical engines use programmed algorithms based on the research of Dr. Marian Azin of Mazin Education. The EWM provides the automated flagging based upon input from Synergy and identifies the area of concern within three domains: academics, attendance, and behavior. The EWM also provides administrators and staff with national research-based interventions and strategies to help correct the area of concern. [*Id.* at 412.]

The District also implemented IM technology to record and monitor interventions designed to address area(s) of concern for an at-risk student. Once a student is designated as being at-risk, District staff assigns services or interventions to support the student, recording these interventions in the IM. Staff is automatically prompted at a later date to evaluate the effectiveness of that intervention. The IM provides a common platform for District staff across departments to communicate about the progress of referred students. Data entered into both EWM and IM will follow the student from school to school. [*Id.* at 247.]

F. Graduation Support Systems

The District utilized strategies designed for specific grade levels to support student academic needs as outlined in the DPG plan, as discussed below.

1. Matching Resources with Identified Need

To increase graduation rates and reduce dropout rates, the District implemented additional support to schools through the Dropout Prevention and Student Services departments, assigning staff to low-performing schools and/or those with high-risk students. [*Id.*]

To achieve the graduation goals discussed earlier, the District designed and institutionalized support systems and strategies to provide direct support to students, primarily through the MTSS model. 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. The District deployed MTSS facilitators to sites based on AzMERIT and discipline data. [*Id.* at 247-48.]

In SY 16-17, the MASS Department targeted the lowest performing 25 sites. All of these sites had significant Hispanic populations. The MASS department assigned specialists to 22 of these sites. The three remaining sites, TAP, Mary Meredith, and Lawrence 3-8, had alternative resources. [*Id.* at 248.]

The AASS Department assigned specialists to designated schools based on school enrollment, student discipline data, District benchmark assessment data, and AzMERIT scores. The department reviewed AzMERIT scores to examine the gap between white and African American students in English language arts and math in schools where at least 40 African American and 40 white students tested. The AASS department then assigned specialists accordingly. [*Id.*]

2. Districtwide Student Support Strategies

The District continued to provide district-level support through the application of MTSS and individual support plans, standardized curriculum, utilization of social workers, home visits, and PBIS. [*Id.*]

a. Multi-Tiered System of Supports and School-Wide Support Plans

Adopted in SY 14-15, the MTSS model is refined every year. In addition to requiring all schools to use MTSS and develop support plans for high-risk students, the District required every MTSS team to meet at least bimonthly in SY 16-17, with many schools holding weekly meetings. African American and Hispanic student success specialists served on at least one MTSS team to provide additional Tier 2 and/or Tier 3 support for African American and Hispanic students. [*Id.*]

The District assigned a dedicated MTSS facilitator to 31 schools to coordinate this work. The District identified school sites based on student AzMERIT performance and discipline rates. Principals at the remaining schools designated an MTSS lead to facilitate the work of the MTSS team and document tiered interventions. MTSS

facilitators and leads provided site trainings on a monthly basis and documented meeting notes and student logs in the MTSS SharePoint for each school. To support the implementation at school sites, the District provided training for all administrators during administrator meetings and for all MTSS facilitators during their meetings as well. [*Id.* at 249.]

b. Standardized Curriculum

The District rolled out the comprehensive Curriculum 3.0 to all central staff, site administrators, and teachers in SY 16-17. The District disseminated the curriculum and accompanying materials to all staff and employees via Tucson Unified's curriculum website. During ILA sessions, the District provided monthly training on the curriculum to all administrators, who then trained their site staff. [*Id.*]

c. Language Accessible Social Workers

The District provided social workers to support exceptional education student needs, including three social workers at Cholla, Pueblo, and Tucson high schools to serve non-exceptional education students. [*Id.*]

d. Home Visits

Dropout prevention specialists continued visiting homes of students who experienced habitual absenteeism or were in jeopardy of dropping out. In SY 16-17, eleven dropout prevention specialists made 732 daytime and evening home visits, both scheduled and spontaneous, up 7 percent from the previous year. For students of legal age, the specialists directed the conversation toward the student. For students under legal age, the specialists spoke with the parents/guardians and encouraged them to include the student in the conversation and resolution. [*Id.*]

Table 5.45: Home Visits

Type of School	Number of Sites	Number of Home Visits
Elementary	12	32
K-8	11	54
Middle	8	179
High	13	413
Agave Online	1	54
Total	45	732

e. Steps to Success

The District continued to implement the Steps to Success initiative it shares with the Tucson Mayor's Office to seek out and retrieve students who have dropped out of Tucson Unified schools. The Dropout Prevention Department coordinated this bi-yearly event. Through home visits, this partnership allowed educational staff, including support staff from the Dropout Prevention and Student Services departments, and city officials and community members to visit with students and their families to encourage them to finish their high school education. In SY 16-17, 111 students returned to school and 24 graduated. [*Id.* at 250.]

Steps to Success 16-17

	White	African American	Hispanic	Native American	Asian/Pacific Islander	Multi-Racial	Total
Enrolled	17	13	65	9	1	6	111
	15.5%	11.8%	59.1%	8.2%	0.9%	5.5%	
Graduates	7	1	10	3	1	2	24
	29.2%	4.2%	41.7%	12.5%	4.2%	8.3%	

3. High School Support Strategies

a. Freshman Academy (Summer Bridge Program) for Incoming 9th Graders

In summer 2016 and 2017, the District continued the Freshman Academy (formerly Summer Bridge Program) at all ten comprehensive high schools. While any student could attend, the District targeted its recruitment to students who 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 both math and English language arts, and one hour of either study skills or campus orientation. The mathematics and ELA curriculum was the same as that used for other 8th grade retention programs but staff members deliver it in an abbreviated amount of time. The District designed the program to provide students a solid foundation in these core content areas as they transition to high school. 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. Of the 174 students who attended and received credit for the academy, fourteen were African American and 70 were Hispanic. The District recruited teachers working on the respective campuses to be a part of the Freshman Academy so they could start building relationships with the students prior to the first day of school. [*Id.* at 251.]

b. Organize High School Classes for Freshmen into Smaller Communities or Teams

In SY 16-17, Santa Rita High School's Success Academy provided a new pathway for college and career readiness within a unique academy model. 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. [*Id.*]

c. Pilot a program to use 8th grade data to place students in need of math support in a two-hour block of algebra/algebra support

Five high schools (Palo Verde, Pueblo, TAP, Tucson, and UHS) implemented a “double-block” Algebra 1 class for struggling freshmen to improve their mathematics. In SY 17-18, these schools will continue using this strategy, and the District will expand it to Catalina and Cholla high schools. [*Id.*]

d. Dropout Prevention Specialists

During SY 16-17, the District assigned dropout prevention specialists to high schools. In order to provide coverage to all schools, some specialists covered more than one high school or occasionally worked with middle schools. The District determined multiple site coverage by looking at enrollment, discipline, and attendance data. Additionally, the District made its online referral process available to facilitate site requests for additional dropout prevention support. [*Id.*]

The specialists supported students through one-to-one conferences, attendance monitoring, Child Find, 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 the District Attendance Awareness Campaign. [*Id.* at 252.]

e. Credit Tracking Training

As part of the MTSS process at high schools, MTSS teams monitored the credit acquisition of students in jeopardy of not graduating. During high school MTSS

meetings, the teams also discussed individual students with low or failing grades to develop interventions and/or a plan for support. [Id.]

Additionally, 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. [Id.]

In SY 16-17, the District also continued successfully to utilize the Step by Step program, Education and Career Action Plans, Structured Concept Recovery, and Alternative Schools. [Id.]

Credit Recovery Options Summary – SY 16-17

Site administrative data

Program/Description	# of participating Af. Am. and Hispanic students	Credits recovered	Location(s)
All AGAVE: numbers for both full- and part-time students taking courses through AGAVE	African American: 245 Hispanic: 1,523	African American: 292 Hispanic: 1,370	All high schools
AGAVE Middle and High School: online high school with optional labs (for graduation numbers, see GradLink)	African American: 70 Hispanic: 432	African American: 125 Hispanic: 448	Virtual Schools:
AGAVE Credit Recovery: virtual credit recovery with optional labs	African American: 147 Hispanic: 759	African American: 131 Hispanic: 587	Offices at Catalina High School;
GradLink Program of AGAVE: online courses and in-person support for students who recently left high school and are close to finishing	African American: 34 (3 Graduates) Hispanic: 249 (35 Graduates)	African American: 81 (7 Graduates) Hispanic: 219 (86 Graduates)	Labs at Catalina, Pueblo, and Palo Verde high schools
High School Summer Experience: AGAVE numbers only	African American: 28 Hispanic: 332	African American: 36 Hispanic: 335	High schools; online

4. Middle School Strategies

a. Organize Middle School Classes into Smaller Communities or Teams

Six middle school sites implemented teams to help support the middle school concept and consistent review of student data. Seven schools will utilize the team model for SY 17-18. The following chart reviews which sites implemented a team concept or which sites plan to do so in SY 17-18. [*Id.* at 255.]

Table 5.48: Middle Schools with Teams

School	Teams in 2016-17	Teams in 2017-18
Dodge	Yes	Yes
Doolen	Yes	Yes
Gridley	Yes	Yes
Magee	No	No
Mansfeld	No	No
Pistor	No	Yes
Secrist	Yes	Yes
Utterback	No	No
Vail	Yes	Yes
Valencia	Yes	Yes

b. CORE PLUS

The 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. [*Id.* at 256.]

After analyzing data and consulting with elementary schools, the District identified underperforming 5th grade students from across the District, prioritizing African American and Hispanic students. The District then invited parents to attend an

informational meeting and enroll their child in CP. Because CP is a program and not a school, the enrolled students maintained their District middle school registration but attended one of the CP classrooms. CP has been in existence since 2011 and will continue offering intervention to 6th graders for SY 17-18. [*Id.*]

Each CP class has a certified teacher and an instructional specialist and serves 15 to 20 students throughout the school year. The goal is to scale up and increase student enrollment by at least 82 percent in SY 17-18 without adding additional cost. This means that CP will serve 40 students—twenty at each site. In SY 17-18, the District is moving the Alice Vail Middle program to Booth-Fickett Magnet Middle School. This location is a transportation hub to allow for consistency for CP enrollees, and the District anticipates it will support the goal of increasing enrollment to twenty students. [*Id.*]

c. Summer School

The District designed the Summer Experience program, a three-week literacy and mathematics program, for students in 2nd, 3rd, and 8th grades who need additional support to move to the next grade level and/or to be successful in the subsequent school year. Two high school hubs served students in 8th grade from across the District, and seven elementary and K-8 hubs served 2nd and 3rd graders from across the District. [*Id.* at 257.]

The District recruited every student in jeopardy of not promoting to the next grade level and engaged in additional efforts to recruit African American and Hispanic students. The summer enrichment program coordinator collaborated with the AASS and MASS directors to recruit African American and Hispanic students. More than 600 2nd and 3rd grade students enrolled, including 69 African American students and 377 Hispanic students. The Summer Experience program for 8th graders enrolled 111 students, including 15 African American and 72 Hispanic students. [*Id.*]

d. 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 with an emphasis on each site's particular programs. Of the 167 students enrolled in the program, 15 were African American and 95 were Hispanic. [*Id.* at 257.]

5. Elementary and K-8 Strategies

a. Master Schedule

In SY 16-17, 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 (MOWR) state literacy plan. Site administrators followed the District's Governing Board policy for implementing organized recess minutes. [*Id.*]

b. Focus on Early Literacy

In SY 16-17, the District aligned its focus on early literacy with the Arizona State K-3 MOWR requirements. 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 use of literacy workstations. School sites used the criteria for reading instruction from the National Reading Panel 2000 findings. These included a focus on phonemic awareness, phonics, sentence fluency, vocabulary, and comprehension. [*Id.* at 258.]

The District continued to use Harcourt Brace and other reading materials such as the Scholastic Leveled Libraries and the Multicultural Libraries to support Tier 1 literacy

instruction. For interventions, the District employed a variety of resources such as Sounds Abound, Great Leaps, Rewards, Wilson Readers, and the online SuccessMaker program. Intervention resources and types of interventions varied by site. [*Id.* at 258.]

All sites continued to monitor progress using various instructional and assessment systems, including DIBELS, Scholastic NSGRA, Developmental Reading Assessment, SuccessMaker, Achieve 3000, and Imagine Learning. All sites were required to use DIBELS, SuccessMaker, and SchoolCity benchmark data. [*Id.*]

c. Preschools

In SY 16-17, the District's 24 inclusion classrooms provided two sessions of preschool each day, serving more than 1,000 students. 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 plans access to learn in a less restrictive, more realistic environment, better preparing them for elementary school and beyond. [*Id.*]

In addition to preschool, the District expanded the quality and scope of its kindergarten transition plan, adding transition strategies to existing approaches such as Kinder Round-Up. The District created a unified recruitment protocol, used by all kindergarten teachers during spring 2017. The District also plans to continue to expand these pre-K and kindergarten programs and strategies. [*Id.*]

Additionally, the Neighborhood School Readiness Project, in collaboration with Make Way for Books, continued to provide the Raising a Reader parent-child literacy program at twelve District elementary and K-8 schools and at two family centers. RAR is a nationally recognized literacy program for parents and children from birth to five years old, where 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. [*Id.* at 259.]

G. Family Engagement for At-Risk, Disengaged, or Struggling Students

DPG §IV(B)(1). *“All schools will provide training to parents at least twice per year (minimum once per semester) regarding curricular focus. A required element of these trainings for parents will be specific strategies along with providing materials/tools for families to employ at home to support student achievement in reading and/or mathematics using a model such as Academic Parent Teacher Teams (APTT).”*

DPG §IV(B)(2). *“Outreach to families of students identified as struggling, disengaged, and/or at-risk of dropping out will be conducted to encourage attendance and engagement at site and district quarterly events, and may include direct mailing(s), home visits, and/or phone calls to targeted families. This outreach will be coordinated between school and district resource staff including Title I family engagement & district support staff. These communications will meet the District’s language accessible standards for families.”*

Pursuant to the DPG plan and the 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. [*Id.*]

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. 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 and department specialists followed up with targeted efforts, including making phone calls and personal contacts to reach out to parents of at-risk, disengaged or struggling students. [*Id.* at 246-47.]

DPG §IV(C). *“The following strategies will be implemented to support professional development:*

Professional development for certificated staff will address . . . [d.]eveloping a positive school climate [and.] [e.]nsuring that teachers are able to provide instruction in reading and math that is rigorous and consistent with quality first instruction.

The District will provide training once a semester on the District’s student credit tracking system (personnel, data base, etc.) to ensure that students, families, and school staff are able to monitor progress towards graduation.

The District literacy team will conduct trainings on Reading Foundations which include the basic early literacy skills.

The District will provide training for Student Support services to assist teachers during tier 1 instruction.

The District will continue to provide ongoing training to all administrators and LSC on the MTSS system with a specific focus on data gathering and data analysis.

The District will provide quarterly training for Attendance Accounting Staff (and other staff involved in changing student attendance codes) in high and middle schools.

The District will provide professional development for Imagine Learning English.

The District will provide quarterly professional development opportunities for support staff in academic support for reading, writing, and math.”

H. Professional Development

In SY 16-17, the District implemented comprehensive professional development for staff, including USP-aligned professional development. Furthermore, the District continued training on school climate and culture, MTSS, and related instructional and prevention strategies throughout the year. To support the Dropout Prevention and Graduation Plan, the District provided training to all District and site administrators in the

areas of Curriculum 4.0, culturally responsive practices, data monitoring (benchmark growth points, and behavioral interventions (including positive alternatives to suspension as described in the DPG plan). [*Id.* at 247.]