

EXHIBIT 11

TUSD RFI #(s): 1441

Estimated TUSD Staff Time: 2 hours

Attachment(s): Attachment RFI 1441 ALE Supplement White only

-----Information above this line is to be completed by District Staff -----

Request for Information

Submitted by:	Special Master
Submission Date:	7/9/17
Subject:	ALE data
USP or Reference	

RFI #1441: Please provide ALE enrollment charts for whites students.

Response: As shown in attachment *RFI#1441 ALE Supplement White Only* when evaluated against the 15% rule, the enrollment profile for Whites is very similar to that of Hispanic students in terms of meeting the supplemental goals. White and Hispanic students meet the 15% enrollment goals with respect to Dual Credit, MS for High School Credit, Pre-AP Honors and Pre-AP Advanced courses, and Resource GATE – courses that require no qualification nor pre-requisites. Differences do exist with respect to self-contained and pull-out GATE services, and AP where White students do comprise a higher proportion of enrollment. The District of course is aware of this and has been working assiduously to increase the numbers of Hispanics and African Americans involved in all ALEs.

Tucson Unified School District

ALE 40th Day Enrollment ALE Supplementary Goals - African American Latino White - 2016-17

ALE	Ethnicity	Grade Level	Student enrollment (N) SY 2016-17	Total grade level enrollment in ALE	Student enrollment(%) SY 2016-17^	Goal for grade level SY 2016-17 (Based on 15% Rule)	District enrollment (%) SY 1617
SC GATE	White	Grades 1-5	268	624	42.95%	16.40%	19.29%
SC GATE	White	Grades 6-8	195	532	36.65%	15.78%	18.56%
PO GATE	White	Grades 1-5	480	1432	33.52%	16.40%	19.29%
R GATE	White	Grades 6-8	213	762	27.95%	15.78%	18.56%
	White	HS(9-12)	117	412	28.40%	19.49%	22.93%
DL	White	Elementary K-5	63	746	8.45%	18.00%	21.16%
DL	White	K-8 (grades K-8)	71	1109	6.40%	11.25%	13.23%
DL	White	Middle (6-8)	5	179	2.79%	18.95%	22.29%
DL	White	HS (9-12)	2	110	1.82%	19.49%	22.93%
Pre-AP ADV	White	K-8 (grades 6-8)	31	236	13.14%	9.44%	11.11%
Pre-AP ADV	White	Middle (6-8)	265	924	28.68%	18.95%	22.29%
Pre-AP Hon	White	K-8 (grades 6-8)	63	425	14.82%	9.44%	11.11%
Pre-AP Hon	White	Middle (6-8)	396	1225	32.33%	18.95%	22.29%
Pre-AP Hon	White	HS (9-12)	1034	3815	27.10%	19.49%	22.93%
MS for HS	White	K-8 (grades 6-8)	52	397	13.10%	9.44%	11.11%
MS for HS	White	Middle (6-8)	219	801	27.34%	18.95%	22.29%
AP	White	HS (9-12)	1182	3176	37.22%	19.49%	22.93%
IB	White	Grades K-5	11	263	4.18%	16.40%	19.29%
IB	White	HS (9-12)	44	713	6.17%	19.49%	22.93%
DC	White	HS (9-12)	55	271	20.30%	19.49%	22.93%

EXHIBIT 12

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Culturally and Linguistically Diverse Students in Gifted Education: Recruitment and Retention Issues

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ABSTRACT: *The field of gifted education has faced criticism about the underrepresentation of African American, Hispanic/Latino, and American Indian students who are culturally and linguistically diverse (CLD) in its programs. This article proposes that efforts targeting both recruitment and retention barriers are essential to remedying this disparity. Educators' deficit thinking about CLD students underlies both areas (recruitment and retention) and contributes to underrepresentation in significant, meaningful ways. The authors examine factors hindering the recruitment and retention of CLD students in gifted education, attending in particular to definitions and theories, testing, and referral issues, and offer recommendations for improving the representation of CLD students in gifted education.*

A persistent dilemma at all levels of education is the underrepresentation of African American, American Indian, and Hispanic/Latino students in gifted education and advanced placement (AP) classes. Research on the topic of underrepresentation has tended to focus on African American students, starting with Jenkins's (1936) study, which found that despite high intelligence test scores African American students were not formally identified as gifted. For over 70 years, then,

educators have been concerned about the paucity of Black students being identified as gifted. During this timeframe, little progress has been made in reversing underrepresentation. This lack of progress may be due in part to the scant database on gifted students who are culturally and linguistically diverse (CLD). In 1998, Ford reviewed trends in reports on underrepresentation spanning 2 decades and found that African American, Hispanic/Latino American, and American Indian students have *always* been underrepresented in gifted education, with underrepresentation

increasing over the years for African American students. (Unlike African American, Hispanic/Latino, and American Indian students, Asian American students are well represented in gifted education and AP classes. For example, as of 2002, Asian American students represented 4.42% of students in U.S. schools but 7.64% of those in gifted education; see Table 1). Regardless of the formula used to calculate underrepresentation (see Skiba et al., 2008), the aforementioned three groups of CLD students are always underrepresented, and the percentage of underrepresentation is always greater than 40%. Also, as noted by Ford (1998), less than 2% of publications at that time focused on CLD gifted groups, resulting in a limited pool of theories and studies from which to draw.

The most recent data from the U.S. Department of Education's Office for Civil Rights (OCR; see Table 1) indicate that as of 2002, African American, Hispanic/Latino, and American Indian students remain poorly represented in gifted education, especially CLD males. Further, CLD students seldom enroll in AP classes (The College Board, 2002), the main venue for gifted education at the high school level. In both programs, underrepresentation is at least 50%—well beyond statistical chance and above OCR's 20% discrepancy formula stipulation (Ford & Frazier-Trotman, 2000). Several OCR *Annual Reports to Congress* (2000, 2004, 2005) and publications by Karnes, Troxclair, and Marquardt (1997) and Marquardt and Karnes (1994) indicated that discrimination against CLD students continues in school settings and in gifted education. Karnes et al. examined 38 complaints or letters of findings in gifted education, falling into four categories: (a) admission to gifted programs; (b) identification of gifted students; (c) placement in gifted programs; and (d) procedures involving notification, communication and testing of gifted students. Of these 38 complaints or letters, almost half ($n = 17$) pertained to discrimination against CLD students. Likewise, Marquardt and Karnes reported that most of the 48 letters of findings they reviewed related to discrimination against CLD students, mainly involving lack of access to gifted programs. They concluded that “unless a school district is constantly vigilant in monitoring its procedures for minority students identification

and admission to gifted programs, minorities report underrepresentation” (p. 164).

Compared to special education, gifted education is a small field; fewer publications are devoted to this area of study. And unlike special education, gifted education is not federally mandated, leaving much room for differences in definitions, identification, and programming across districts and states. Only 6 states fully mandate gifted education, and 10 states have neither funding nor a mandate (Davidson Institute, 2006). Proponents of gifted education argue that gifted students have exceptional or special needs, as do children in special education classes; without appropriate services, gifts and talents may be lost or not fully developed. Accordingly, the Javits Act of 1994 recognized this potential loss of talent, specifically among economically disadvantaged and CLD students. The major goal of the Javits Act is to support efforts to identify and serve CLD students and low socioeconomic status (SES) students.

This article first focuses on recruitment and retention issues (acknowledging that most of the scholarship has concentrated on recruitment) and then offers specific recommendations to guide educators in eliminating barriers and opening doors to gifted education for CLD students. We examine the education literature regarding the various conditions that hinder the representation of CLD students in gifted programs nationally, relying heavily on publications and studies that address the impact of perceptions on behavior, such as teacher expectancy theory and student achievement and outcomes (Merton, 1948; Rosenthal & Jacobson, 1968). We suggest that deficit thinking and the use of traditional tests (especially IQ tests) and lack of teacher referral of CLD students for gifted education screening and placement are the primary contributing factors to underrepresentation. In the process of reviewing the literature, we attend to the larger question of the impact of testing instruments and policies and procedures (particularly teacher referrals) on underrepresentation. Further, we consider what school personnel (teachers, school counselors, and administrators) can do to both recruit and retain CLD students in gifted education.

TABLE 1*Racial and Gender Composition of Gifted Students in 2002*

<i>Race/Ethnicity</i>	<i>School Enrollment</i>		<i>Gifted Enrollment</i>		<i>Total</i>	
	<i>% Female</i>	<i>% Male</i>	<i>% Female</i>	<i>% Male</i>	<i>% School District</i>	<i>% Gifted & Talented</i>
American Indian/ Alaskan Native	0.59	0.62	0.49	0.44	1.21	0.93
Black	8.46	8.7	4.78	3.65	17.16	8.43
Hispanic/Latino	8.67	9.13	5.36	5.05	17.80	10.41
Asian/Pacific Islander	2.14	2.28	3.65	3.43	4.42	7.64
White	28.81	30.61	36.71	35.88	59.42	72.59
Total	48.67	51.33	51.27	48.73	100.00	100.00

Note. Data from *Elementary and secondary school civil rights survey 2002*, U.S. Department of Education, 2002.

**UNDERREPRESENTATION:
RECRUITMENT AND
RETENTION ISSUES**

A lack of incentive and opportunity limits the possibility of high achievement, however superior one's gifts may be. Follow-up studies of highly gifted young African Americans, for instance, reveal a shocking waste of talent—a waste that adds an incalculable amount to the price of prejudice in this country (Educational Policies Commission, 1950).

To date, a disproportionate amount of the literature focuses on the recruitment aspect of underrepresentation, and particularly on intelligence tests and lack of teacher referral (Ford, 1994, 2004). The preponderance of research and scholarship indicates that poor IQ test performance by CLD students and low teacher expectations for these youngsters are the most salient reasons African American, Hispanic/Latino, and American Indian students are underrepresented in gifted education (Baldwin, 2005; Castellano & Diaz, 2001; Elhoweris, Kagendo, Negmeldin, & Holloway, 2005; Ford, 2004; Ford & Grantham, 2003; Frasier, Garcia, & Passow, 1995; Whiting & Ford, 2006).

Over a decade ago, Ford (1994) proposed that to improve the representation of African American and other CLD students in gifted education, educational professionals (i.e., teachers, school counselors, administrators, policy makers, etc.) needed to focus on retention as well as re-

cruitment. She advocated following initiatives in higher education that went beyond the concept of "recruitment" (finding and placing students in gifted education) to focus on getting *and then keeping* CLD students in gifted education. Specifically, educators should (a) find effective measures, strategies, policies and procedures to better recruit CLD students; (b) find more effective and inclusive ways of retaining these students in gifted programs once recruited; and (c) collect data on factors affecting both the recruitment and retention of CLD students in gifted education in order to more completely understand and redress the issue. Karnes et al. (1997) and Marquardt and Karnes (1994) offered similar recommendations after reviewing OCR letters of findings.

In 2004, Ford reported that the notion of retention continued to be neglected when considering underrepresentation. This lack of attention to keeping CLD students in gifted programs and AP classes contributes to underrepresentation (Ford, 1996). Retention issues often fall into three categories: (a) social-emotional needs expressed by students, including relationships between CLD students, and with their classmates and teachers (Harmon, 2002; Louie, 2005); (b) concerns expressed by CLD families regarding their children's happiness and sense of belonging (Boutte, 1992; Huff, Houskamp, Watkins, Stanton, & Tavegia, 2005); and (c) CLD students performing at acceptable achievement levels (Ford, 1996). For example, a Latino/a student may withdraw from an

AP class for any number of reasons—including feelings of isolation from educators and/or classmates, the majority of whom are likely to be White. Similarly, African American parents may feel forced to withdraw their child from such classes because their child complains of being treated unfairly and not fitting in with other students. Another possible case would be one in which a teacher requests removal of an American Indian student from gifted education or AP classes, attributing the student's low grades to misidentification and error in placement.

The main obstacle to the recruitment and retention of CLD students in gifted education appears to be a deficit orientation that persists in society and seeps into its educational institutions and programs.

Resolving the underrepresentation problem is not easy; there are no quick fixes. To begin this process, however, educators—teachers, school counselors, and administrators—must consider the following question: “How can we improve access to gifted education for CLD students, and once we successfully recruit them, how can we successfully retain them?”

Intentionally or unintentionally, gifted education and AP classes remain culturally, linguistically, and economically segregated (U.S. Department of Education, 1993, 2002; see also Table 1), still largely populated by White students in general and White middle-class students in particular. Recommendations regarding how to “desegregate” gifted education vary (Ford & Webb, 1994), but they share the goal of finding alternative ways—more valid and reliable instruments, processes and procedures—to equitably recruit and retain CLD gifted students. These options include culturally sensitive instruments (e.g., nonverbal tests), multidimensional assessment strategies, and broader philosophies, definitions, and theories of giftedness (Baldwin, 2005; Ford, 2005; Frasier et al., 1995; Milner & Ford, 2007; Naglieri & Ford, 2003, 2005; Sternberg, 2007).

Although most of the available literature focuses on recruitment, pointing to testing and as-

essment issues as primarily contributing to underrepresentation, we believe that underrepresentation is a symptom of a larger social problem, as discussed by Harry (2008). More directly, the main obstacle to the recruitment and retention of CLD students in gifted education appears to be a deficit orientation that persists in society and seeps into its educational institutions and programs (Ford & Grantham, 2003; Ford, Moore, & Milner, 2005; Moore et al., 2006).

DEFICIT THINKING: DENYING ACCESS AND OPPORTUNITY

The United States has a long history of fraudulent research, works, theories, paradigms, and conjecture that promotes deficit thinking about CLD groups, especially African Americans. Early in our history, African Americans and Latinos/as were deemed “genetically inferior”; later, they were viewed as “culturally deprived” or “culturally disadvantaged” (Gould, 1995; Valencia, 1997). The more recent and neutral nomenclature is that CLD groups are “culturally different.” Unfortunately, the arguments have gone full circle, with some recent literature reverting to genetic inferiority and cultural deprivation (e.g., Herrnstein & Murray, 1994) as the primary or sole explanation for the achievement gap and lower test scores of CLD students. (For a detailed examination of this issue, see Gould, 1995; Valencia, 1997.)

Deficit thinking is negative, stereotypical, and prejudicial beliefs about CLD groups that result in discriminatory policies and behaviors or actions. Deficit thinking and resignation are reflected in the statement of two participants interviewed by Garcia and Guerra (2004) who believed that the success of some children is set early and it is irrevocable: “Some children are already so harmed by their lives that they cannot perform at the same level as other children,” and “[i]f those neurons don't start firing at 8 or 9 months, it's never going to happen. So, we've got some connections that weren't made and they can't be made up” (p. 160).

According to Valencia (1997), “the deficit thinking paradigm posits that students who fail in school do so because of alleged internal deficiencies, such as cognitive and/or motivational limita-

tions, or shortcomings socially linked to the youngster—such as familial deficits and dysfunctions” (p. xi). Such thinking inhibits individuals from seeing strengths in people who are different from them; instead, attention centers on what is “wrong” with the “different” individual or group, having low expectations for them, feeling little to no obligation to assist them, and feeling superior to them. Deficit thinking, subsequently, hinders meaningful educational change and reform because educators are unwilling to assume or share any responsibility for CLD students’ poor school performance and outcomes (Berman & Chambliss, 2000; Garcia & Guerra, 2004).

Like other types of thinking, deficit thinking affects behavior: People act upon their thoughts and beliefs. Consequent behaviors include (but are not limited to) a heavy reliance on tests with little consideration of biases, low referral rates of CLD students for gifted education services, and the adoption of policies and procedures that have a disparate impact on CLD students.

As Harry (2008) notes, deficit orientations go beyond thoughts, attitudes, and values; deficit-based orientations are evident in behaviors and actions. Specifically, ideas about group differences in capacity and potential influence the development of definitions, policies, and practices and how they are implemented. Gould (1981, 1995) and Menchaca (1997) noted that deficit thinking contributed to past (and current) beliefs about race, culture, achievement, and intelligence. Gould’s work helped to establish the reality that researchers or scientists are not objective, bias-free persons, and that preconceptions and fears about CLD groups (particularly African Americans) have led to polemical and prejudicial research methods, deliberate miscalculations, convenient omissions, and data misinterpretation among scientists studying intelligence. These prejudgments and related practices paved the way for the prevalent belief that human races could be ranked on a linear scale of mental worth (Gould, 1981, 1995).

Menchaca (1997) traced the evolution of deficit thinking and demonstrated how it influenced segregation in schools (e.g., *Plessy v. Ferguson*, 1896) and resistance to desegregation during the Civil Rights era and today. Some scholars have concluded that educators continue to resist desegregation, and use tracking and ability group-

ing to racially segregate students (e.g., Ford & Webb, 1994; Losen & Orfield, 2002; Oakes, 1985; Orfield & Lee, 2006). Accordingly, it seems reasonable to argue that much of the underrepresentation problem in gifted education stems from deficit thinking orientations. The impact of deficit thinking on gifted education underrepresentation should be clear when one considers how the terms *giftedness* and *intelligence* are used interchangeably, how both are subjective or social constructs (e.g., Sternberg, 2007), and how highly the educational elite and middle class prize gifted programs (e.g., Sapon-Shevin, 1994).

In this article we address four major symptoms or resultant behaviors of deficit thinking: (a) the reliance on traditional IQ-based definitions, philosophies, and theories of giftedness; (b) the dependence on identification practices and policies that have a disproportionately negative impact on diverse students (e.g., a reliance on teacher referral for initial screening); (c) the lack of commitment to helping educators become better prepared in gifted education; and (d) the lack of commitment among administrators to preparing educators to work competently with CLD students, which results in the inadequate training of teachers and other school personnel in multicultural education.

DEFINITIONS, TESTING, AND ASSESSMENT

IQ-BASED DEFINITIONS AND THEORIES

Debates are pervasive in education regarding how best to define the terms *intelligent*, *gifted*, and *talented*. A 1998 national survey of state definitions of gifted and talented students (Stephens & Karnes, 2000) revealed great differences and inconsistencies among the 50 states in their definitions. Most used the 1978 federal definition, which includes intellectual, creative, academic, leadership, and artistic categories. Other states have adopted either definitions derived from the Javits Act (1994), a definition created by Renzulli (1978), or the most recent federal definition (U.S. Department of Education, 1993). Some states do not have a definition (see Davidson Institute, 2006). Further, most states continue—despite recognizing more than one type of

giftedness—to assess giftedness unidimensionally, that is, as a function of high IQ or achievement test scores. Such test-driven definitions may be effective at identifying middle-class White students (Sternberg, 2007), but they too infrequently capture giftedness among students who (a) perform poorly on paper-and-pencil tasks conducted in artificial or lab-like settings (Helms, 1992; Miller-Jones, 1989); (b) do not perform well on culturally loaded tests (e.g., Fagan & Holland, 2002; Flanagan & Ortiz, 2001; Kaufman, 1994; Sternberg, 2007); (c) have learning and/or cognitive styles that are different from White students (e.g., Hale, 2001; Helms, 1992; Hilliard, 1992; Shade, Kelly, & Oberg, 1997); (d) have test anxiety or suffer from stereotype threat (Aronson, Fried, & Good, 2002; Aronson & Steele, 2005; Steele, 1997; Steele & Aronson, 1995); or (e) have low academic motivation or engagement while being assessed (e.g., Wechsler, 1991).

TESTING AND ASSESSMENT ISSUES

The use of tests to identify and assess students is a pervasive educational practice that has increased with recent federal legislation such as No Child Left Behind Act of 2001. Test scores play the dominant role in identification and placement decisions. The majority of school districts use intelligence or achievement test scores for recruitment to gifted education (Davidson Institute, 2006; Davis & Rimm, 2003). This almost exclusive dependence on test scores for recruitment disparately impacts the demographics of gifted programs by keeping them disproportionately White and middle class. Although traditional intelligence tests, more or less, effectively identify and assess middle-class White students, they have been less effective for African American, Hispanic/Latino, and American Indian students (e.g., Helms, 1992; Miller-Jones, 1989; Naglieri & Ford, 2005; Skiba, Knesting, & Bush, 2002), including those at higher SES levels. This issue raises a fundamental question based on the Griggs Principle and the notion of disparate impact (see *Griggs v. Duke Power Co.*, 1971).

In *Griggs v. Duke Power Co.* (1971), African American employees at Duke Power's generating plant brought action pursuant to Title VII of the Civil Rights Act of 1964, challenging the com-

pany's requirement of a high school diploma or passing of intelligence tests as a condition for employment or transfer to jobs at the plant. African American applicants, less likely to hold a high school diploma and averaging lower scores on the aptitude tests, were selected at a much lower rate for these positions when compared to White candidates. This case called into question the validity and utility of using tests for employment decisions. Duke Power had not attempted to demonstrate that the requirements were related to job performance. The lower court ruled that because no evidence of intent to discriminate existed, Duke Power did not discriminate. On appeal, however, a unanimous Supreme Court sided with Griggs, concluding that if a test adversely impacts a protected class, then the company must demonstrate the job-relatedness of the test used. The Court ruling led to this question: "If certain groups do not perform well on a test, why do we continue to use the test so exclusively and extensively?"

There are at least three explanations for the poor test performance of CLD students: (a) the burden rests within the test (e.g., test bias); (b) the burden rests with the educational environment (e.g., poor instruction and lack of access to high quality education contributes to poor test scores); or (c) the burden rests with (or within) the student (e.g., he/she is cognitively inferior or "culturally deprived").

The first two explanations recognize the influence of the environment (including schools) on test performance and might suggest that we need to make changes in assessment and educational practices that pose barriers to the participation of CLD students in gifted education, eliminating tests, policies, and procedures that have a disparate impact on CLD students (Karnes et al, 1997; Marquardt & Karnes, 1994; OCR, 2000, 2004, 2005). However, the third explanation is positioned in deficit thinking. Those who support this view relinquish any accountability for CLD students' underrepresentation and lower test scores because of the belief that genetics or heredity extensively determines intelligence, that intelligence is static, and that some groups are simply more intelligent than others (see Herrnstein & Murray, 1994; Jensen, 1981; Rushton, 2003).

Decision makers must appreciate the impact of culture on test scores in order to use the scores in educationally meaningful and equitable ways (Ford, 2004; Ford & Frazier-Trotman, 2000; Helms, 1992; Miller-Jones, 1989; Sternberg, 2007). Educators need to understand how culturally loaded tests can lower CLD students' test scores (Fagan & Holland, 2002; Flanagan & Ortiz, 2001; Skiba et al., 2002). We must be conscientious in seeking to interpret and use test scores sensibly, to explore various explanations for the differential test scores, and to consider alternative instruments and assessment practices (American Educational Research Association, American Psychological Association, & National Council on Measurement in Education, 1999).

INEFFECTIVE POLICIES AND PRACTICES

Procedural and policy issues also contribute to underrepresentation; of these, teacher referral is particularly worthy of attention. The teacher referral process contributes significantly to the underrepresentation of culturally and linguistically diverse students in gifted education. Specifically, educators systematically under-refer CLD students for gifted education services (e.g., Saccuzzo, Johnson, & Guertin, 1994). Teacher referral (and its rating checklists and forms), intentionally or unintentionally, serves as a gatekeeper, closing doors to gifted education classrooms for CLD students. The importance of addressing teacher referral as a gatekeeper is not an insignificant matter, as most states rely on teacher referral or completed checklists and forms for selecting students for gifted education placement (Davidson Institute, 2006; National Association for Gifted Children and State Directors of Gifted Education, 2005). Likewise, according to the College Board (2002), access to AP classes is primarily dependent on faculty recommendations, accounting for almost 60% of eventual placement.

The topic of teachers as referral sources for gifted education assessment and placement falls under the larger umbrella of the teacher expectations or perceptions, and subsequent student achievement and outcomes (Merton, 1948; Rosenthal & Jacobson, 1968). This body of work refers to the extent to which a teacher's a priori judgment of a student's achievement corresponds

to the student's achievement (e.g., grades) or performance on some formal and objective measure, such as a standardized or achievement-related instrument (Rist, 1996; Zucker & Prieto, 1977).

Since at least the 1920s, researchers have examined the efficacy of teacher judgment when making referrals for gifted education screening, identification, and placement (e.g., Cox & Daniel, 1983; Gagne, 1994; Gear, 1976; Hoge & Coladarci, 1989; Pagnato & Birch, 1959; Terman, 1925). Not surprisingly, results have been mixed; some studies find teachers to be accurate in their referrals, whereas others find them to be inaccurate. For example, Terman found that teachers overlooked up to 25% of students eventually identified as highly gifted on an intelligence test; however, Gagne argued that teachers are effective and that some of the previous studies were methodologically and conceptually flawed. At least four factors appear to contribute to the differential findings: (a) different instruments used to validate teacher's judgment; (b) different referral forms, checklists, and other forms used by teachers; (c) different populations of gifted students being judged (e.g., gifted vs. highly gifted; male vs. female; younger vs. older students; high vs. low SES); and (d) different methodologies (e.g., use of vignettes vs. actual student cases).

TEACHER REFERRAL AND CLD STUDENTS

Few studies or literature reviews have focused on teacher referral and identification of gifted students who are culturally and linguistically diverse. As previously noted, a body of scholarship has shown that some teachers have negative stereotypes and inaccurate perceptions about the abilities of CLD students—and their families (e.g., Boutte, 1992; Harmon, 2002; Huff et al., 2005; Louie, 2005; Rist, 1996; Shumow, 1997). Specifically, it is possible that teachers (the vast majority of whom are White) are more effective at identifying giftedness among White students, but less effective with CLD students. On this note, Beady and Hansell (1981) found that African American teachers held higher expectations of African American students than did White teachers (also see Ladson-Billings, 1994, and Irvine, 2002, on this issue).

In 1974, Fitz-Gibbons studied different components of identification for intellectually gifted low-income minority students in California, including tests and teacher referral. Relative to teacher referral, she concluded:

One might hazard the generalization that when teacher judgments are relied upon for placement or identification it is likely to be the child who does not relate to the teacher who gets overlooked, despite the fact that his achievements and ability are equal to or higher than those of the students recognized as bright. (pp. 61–62)

When CLD students were immature, taciturn, less comfortable with adults, or viewed as affable in some way, they were more likely to be overlooked by teachers.

Ford (1996) found that most of the African American students in one of her studies had high test scores—high enough to meet district criteria for identification and placement—but they were underrepresented in gifted education because teachers did not refer them for screening. For example, Dawn, an African American eighth grader, not only had high achievement scores (from the 95th to 99th percentile) each year tested, she had a perfect 4.0 cumulative GPA, and an IQ score of 143. Although Dawn had exceeded the identification and placement criteria (93rd percentile or higher on any subscale) since the third grade, she was not identified as intellectually or academically gifted, and she had not been referred for screening.

In a study of Hispanic and White students, Plata and Masten (1998) reported that White students were significantly more likely to be referred than Hispanic students, and White students were rated higher on a rating scale across four areas of giftedness—intelligence, leadership, achievement, and creativity (also see Pfeiffer, Petscher, & Jarosewich, 2007). Forsbach and Pierce (1999), in their sample of students in 199 middle schools in New York, found teacher referral ineffective as an identification tool for African American, Hispanic/Latino American, and Asian American students. After formal training, however, teachers were more effective at identifying gifted African American students only.

Two recent studies have continued this line of research on teacher referral and culturally di-

verse students. Elhoweris, Mutua, Alsheikh, and Holloway (2005) examined the effects of students' ethnicity on teachers' decision making using three vignettes of gifted students. Only the ethnicity of the student in the vignette changed. This impacted teacher referrals; specifically, "elementary school teachers treated identical information contained in the vignettes differently and made different recommendations despite the fact that the student information was identical in all ways except for ethnicity" (p. 29). Finally, in a study of referral sources using all elementary students in the state of Georgia, McBee (2006) reported that teacher referrals were more effective (accurate) for White and Asian students than for African American and Hispanic/Latino students. McBee concluded: "The results suggest inequalities in nomination, rather than assessment, may be the primary source of the underrepresentation of minority . . . students in gifted programs" (p. 103). Further, he noted that the findings could be interpreted in several ways, one being that "the low rate of teacher nomination could indicate racism, classism, or cultural ignorance on the part of teachers" (p. 109).

Shaunessy, McHatton, Hughest, Brice, and Ratliff (2007) focused on the experiences of bilingual Latino/a students in gifted and general education. Several students in their study believed that being gifted was special, and being culturally diverse and bilingual added to that specialness. One of the students in their study stated:

You're already special enough [because you are bilingual], but you are extra special because you are also gifted. . . . Latinos/as are not supposed to do well in school, and that's the expectation. So if you are gifted and Latino/a, then you've exceeded expectations. You feel a sense of pride, because you are doing better than even Americans are doing and you aren't even from here. (p. 177)

These Hispanic/Latino students appeared to believe, as proposed by Milner and Ford (2007) and Sternberg (2007), that cultural diversity cannot be ignored in our ideas, theories, and measures of giftedness, or in eventual placement. Despite the pride expressed by many of the students in the study by Shaunessy et al. (2007) about being gifted and culturally and linguisti-

cally diverse, all of these CLD youngsters had faced some form of discrimination; some students mentioned discriminatory school policies, and some did not feel accepted by White teachers and White students, both of whom made disparaging comments to them about their ethnicity (p. 179). When feeling isolated or rejected socially, CLD students and their parents may wish to withdraw their students from gifted education classes (Ford & Milner, 2006).

INADEQUATE TEACHER PREPARATION IN GIFTED EDUCATION AND MULTICULTURAL EDUCATION

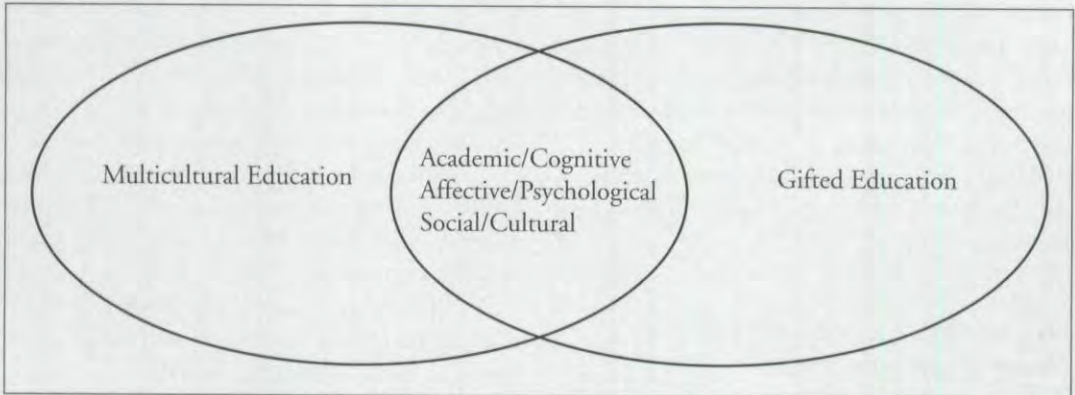
VanTassel-Baska and Stambaugh (2006) recently reported that only 3% of colleges and universities offer courses in gifted education. With so few opportunities for formal preparation in gifted education, how can we expect teachers to effectively identify, refer, and teach gifted students? This problem is compounded by the lack of teacher training in multicultural education or cultural diversity. Too few educators, even at the time of this writing, receive formal and meaningful exposure to multicultural educational experiences, multicultural curriculum and instruction, and internships and practicum in urban settings (see Banks, 1999, 2006; Banks & Banks, 2006). Frequently, such preparation is limited to one course on diversity (Banks & Banks, 2006). This is a “double whammy” when students are gifted and culturally and linguistically diverse.

Essentially, future professionals, including education majors at both the undergraduate and graduate levels, frequently matriculate with a monocultural or ethnocentric curriculum that does not prepare them to understand, appreciate, and work with students who are culturally and linguistically diverse (Banks, 2006). They consequently misunderstand cultural differences among CLD students relative to learning, communication, and behavioral styles. This cultural mismatch or clash between educators and students contributes to low teacher expectations of students, poor student–teacher relationships, mislabeling, and misinterpretation of behaviors (along with other outcomes), as previously noted.

In the Spring 2007 issue of *Roeper Review*, five of the nine articles focused on CLD gifted students (Chan, 2007; Milner & Ford, 2007; Pfeiffer et al., 2007; Shaunessy et al., 2007; Sternberg, 2007). Sternberg (2007) called for educators to be more proactive in understanding and making identification and placement decisions, placing culture at the forefront of our thinking and decisions. His article presents a forceful depiction of how culture affects what is valued as gifted and intelligence, how gifts and talents manifest themselves differently across cultures (also see Chan regarding leadership and emotional intelligence among Chinese students), and how our assessment instruments and the referral process should be culturally sensitive such that they do not hinder the recruitment and retention of CLD students in gifted education (Flanagan & Ortiz, 2001; Skiba et al., 2002; Whiting & Ford, 2006). Similarly, Milner and Ford shared cultural scenarios and models, and urged educators to assertively and proactively seek extensive training in cultural and linguistic diversity in order to become more culturally competent.

RECOMMENDATIONS FOR CHANGE

To recruit and retain more CLD students in gifted education and AP classes, school personnel and leaders must address low expectations and deficit thinking orientations, and the impact of such thinking on decisions, behaviors, and practice. This proactive attitudinal or philosophical shift increases the probability that educators will address all barriers to gifted education for CLD students. Figure 1 presents one model for reconceptualizing how educators can acquire the necessary dispositions, knowledge, and skills and competencies to work with students who are gifted and culturally and linguistically diverse. The Venn diagram suggests that teachers combine the best of research, policy, and theory in gifted education with the best of research, policy, and theory in multicultural education in order to meet the needs of gifted CLD students. Thus, we must study issues surrounding teacher referral of gifted students in general, as well as referral issues specific to culturally and linguistically diverse

FIGURE 1*Meeting the Needs of CLD Gifted Students*

students. In other words, a cultural lens or frame of reference must always be used to examine the status of gifted education for students who are gifted as well as culturally and linguistically diverse. Figure 2 presents an overview of recruitment and retention barriers, along with suggested recommendations for addressing them.

ADOPT CULTURALLY RESPONSIVE THEORIES AND DEFINITIONS OF GIFTEDNESS

Although the federal government does not mandate gifted education services, it does propose definitions. In 1993, the U.S. Department of Education offered its most culturally responsive definition of gifted to date:

Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment. These children and youth exhibit high performance capacity in intellectual, creative, and/or artistic areas, and unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools. *Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor.* (p. 19, emphases added)

This definition should appeal to those who are responsible for recruiting and retaining students into gifted education. First, the concept of talent development is a major focus of the defini-

tion. It recognizes that many students have had inadequate opportunities to develop and perform at high academic levels. For example, many students, especially those who live in poverty, lack exposure to books and other literature, they may not visit libraries or bookstores, and they often miss out on other meaningful educational experiences (Hart & Risley, 1995). Accordingly, the federal definition recognizes that students coming from high SES homes are likely to have such opportunities, which are likely to contribute to the fruition of their giftedness.

Further, the federal definition recognizes that some students face more barriers in life than others (including racial discrimination and prejudice). Discrimination and prejudice weigh heavily on the motivation, aspirations, and mental health (i.e., self-esteem, self-concept and racial identity) of CLD students and adults (e.g., Cross & Vandiver, 2001; Sue et al., 2007). Stated another way, discrimination places these students—at all levels of intelligence—at greater risk for low achievement, academic disengagement, school failure, and other social ills that have been described elsewhere (Allport, 1954; Constantine, 2007; Ford, Moore, & Whiting, 2006; Merton, 1948; Sue et al.). Two theories of intelligence show potential for recruiting and retaining CLD students in gifted education; both theories assert that “gifted” is a social construct, that definitions and views of giftedness vary from culture to culture, and that giftedness is not easily quantifiable and easily measured by tests (see Sternberg, 2007; Whiting & Ford, 2006). What is viewed as gifted in one

FIGURE 2*Underrepresentation Barriers and Recommendations*

Barrier	Recommendation
Testing and assessment instruments that contain biases	Culturally sensitive measures that are reduced in cultural demand and linguistic demand
Policies and procedures that are both indefensible and have a disparate impact on CLD students	Policies and procedures examined for biases and negative impact, including teacher referrals, cut-off scores, weights assigned to items in matrices, and requirements associated with attendance, behavior, and GPA
Static definitions and theories of gifted that give little consideration to cultural differences and that ignore how students' backgrounds influence their opportunities to demonstrate skills and abilities	Culturally sensitive definitions and theories of gifted; definitions that recognize how differential opportunities result in poor outcomes for CLD students; definitions that recognize how differences can mask skills and abilities
Lack of teacher training in both gifted education and cultural diversity, which contributes deficit thinking about CLD students	Substantive, ongoing preparation of teachers in gifted education, cultural diversity, linguistic diversity, and economic diversity

culture may not be viewed and valued as gifted in another culture, and how giftedness is measured among different cultural groups varies as well. Our point here is to suggest that alternative theories and models of giftedness are needed that are sensitive to cultural differences.

Sternberg's (1985) Triarchic Theory of Intelligence proposes that intelligence is multidimensional and dynamic, and that no one type of intelligence or talent is superior to another. The theory holds that intelligence manifests itself in at least three ways: (a) componentially, (b) experientially, and (c) contextually. Componential learners are analytical and abstract thinkers who do well academically, and on achievement and standardized tests. Experiential learners value creativity and enjoy novelty. They often dislike rules and follow few of their own; they see rules as inconveniences meant to be broken. Contextual learners readily adapt to their environments (one of many skills that IQ tests fail to measure). They are street-smart and survivors, socially competent and practical, but they may not be high achievers in

school. Gardner (1983) defined intelligence as the ability to solve problems or to fashion products valued in one or more cultural settings, a stipulation that does not get much attention in other definitions. In his Theory of Multiple Intelligences, Gardner differentiated seven types of intelligences: linguistic, logical-mathematical, interpersonal, intrapersonal, bodily kinesthetic, spatial, and musical. Each type of intelligence comprises distinct forms of perception, memory, and other psychological processes.

Both of these theories are inclusive, comprehensive, and culturally sensitive; they are flexible and dynamic theories which contend that giftedness is a sociocultural construct that manifests itself in many ways and means different things to different cultural and linguistic groups. The theorists recognize the many-sided and complex nature of intelligence and how current tests (which are too simplistic and static) fail to do justice to this construct (Ford, 2004; Gould, 1995; Sternberg, 2007).

*IDENTIFY AND SERVE GIFTED
UNDERACHIEVERS*

Related to this notion of talent development, it is important to consider gifted underachievers when discussing underrepresentation. Some perspectives specify that gifted students must be high achievers, equating giftedness with achievement or demonstrated performance. In schools that follow this philosophy, gifted students must demonstrate high achievement, otherwise they are unlikely to be identified or kept in gifted programs if their grades or test scores fall below a certain level. When one makes giftedness synonymous with achievement, gifted underachievers will be neither recruited nor retained. This has key implications for CLD students, too many of whom have lower grades and achievement scores than their White classmates. A wealth of reports under the topic of the achievement gap suggests that this problem cannot be ignored.

*ADOPT CULTURALLY SENSITIVE
INSTRUMENTS*

The most promising instruments for assessing the strengths of CLD students are nonverbal tests of intelligence, such as the Naglieri Non-Verbal Ability Test (NNAT; Naglieri, 1997), Universal Non-Verbal Intelligence Test (Bracken & McCallum, 1998), and Raven's Progressive Matrices (Raven, Raven, & Court, 2003). These tests are considered less culturally loaded than traditional tests (see Flanagan & Ortiz, 2001; Kaufman, 1994; Naglieri & Ford, 2003, 2005; Saccuzzo et al., 1994) and thus hold promise for more effectively assessing the cognitive strengths of CLD students. Saccuzzo et al., for instance, identified substantially more Black and Hispanic students using Raven's than using a traditional test, and reported that "50% of the non-White children who had failed to qualify based on a WISC-R qualified with the Raven" (p. 10), deciding that "the Raven is a far better measure of pure potential than tests such as the WISC-R, whose scores depend heavily on acquired knowledge" (p. 10). More recently, Naglieri and Ford (2003) reported that CLD students had comparable scores to White students on the NNAT, with IQs ranging from 96 to 99. This three-point difference is markedly less than the frequently reported 15-point gap that exists

on traditional IQ tests between Black and White students. These nonverbal tests give students opportunities to demonstrate their intelligence without the confounding influence of language, vocabulary, and academic exposure. Fagan and Holland (2002) conducted several studies showing that CLD students get comparable scores to White students when there is an equal opportunity to learn the material, specifically vocabulary and language skills.

*PROVIDE GIFTED EDUCATION
PREPARATION FOR EDUCATORS*

Few teachers have formal preparation in gifted education, leading us to question the extent to which teachers understand giftedness, are familiar with characteristics and needs of gifted students, are effective at referring students for gifted education screening and placement, and whether they can teach and challenge such students once placed.

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We recommend that teachers take advantage of opportunities to become more competent in gifted education, by enrolling in any relevant courses at local colleges and by attending professional development workshops and conferences in gifted education, such as the National Association for Gifted Children, Council for Exceptional Children (Talented and Gifted Summer Institute for the Gifted, SIG), and state and regional gifted conferences. Potential topics include definitions and theories of giftedness; identification and assessment; policies and practices; cross-cultural assessment, characteristics and needs of gifted students (e.g., intellectual, academic, social/emotional); curriculum and instruction; programming options; gifted underachievers; talent development; working with families; and underrepresentation.

*PROVIDE MULTICULTURAL PREPARATION
FOR EDUCATORS*

With forecasts projecting a growing CLD student population (Hochschild, 2005), teachers and other educators (e.g., school counselors and administrators) will have to bear a greater responsibility for demonstrating multicultural competence (Banks & Banks, 2006; Ford & Milner, 2006). Multicultural education preparation among all school personnel—teachers, school counselors, psychologists, administrators, and support staff—must focus on knowledge, dispositions, and skills. Comprehensive preparation should help school personnel become culturally competent so that deficit orientations no longer impede diverse students' access to gifted education. This preparation can increase the recruitment and retention of CLD students in gifted education—if it permeates educational and professional development experiences.

Banks and Banks (2006) offer one model for infusing multicultural content into the curriculum. At the contributions and additive levels, diversity is addressed superficially: Students are exposed to safe topics and issues; diversity permeates only a few courses; and alternative perspectives, paradigms, and theories are avoided. These two lower levels tend to promote or reinforce stereotypes about diverse groups. However, these shortcomings are rectified at the higher levels of transformation and social action. A transformational curriculum shares multiple perspectives; teachers are encouraged to be empathetic and to infuse multicultural teaching strategies, materials, and resources into all subject areas and topics as often as possible. Finally, teachers can be catalysts, agents of social change; if they are taught to be empowered, social justice is at the heart of their teaching. To become more culturally aware, sensitive, and competent, educators must

1. Engage in critical self-examination that explores their attitudes and perceptions concerning cultural and linguistic diversity, and the influence of these attitudes and perceptions on CLD students' achievement and educational opportunities.
2. Acquire accurate information about CLD groups (e.g., histories, cultural styles, values,

customs and traditions, child rearing practices, etc.) and use this information to support and guide students as they matriculate through school.

3. Acquire formal and ongoing multicultural preparation in order to maximize their understanding of and skills at addressing the academic, cognitive, social, psychological, and cultural needs and development of CLD students.

*ONGOING EVALUATION OF
UNDERREPRESENTATION*

Along with OCR (2000, 2004, 2005), we recommend that educators design racial equity plans to monitor gifted education data, including demographics, referrals, and instruments, all with the notion of disparate impact and eventual underrepresentation in mind. These data should be disaggregated by race, gender, and income level (Black males on free or reduced lunch vs. White males paying full price, teacher referral of American Indian males vs. all other males, patterns of referral by teacher demographics, patterns of representation across grade levels and school buildings, etc.) and should focus on both recruitment and retention barriers (e.g., What percentage of CLD students compared to White students leave gifted education and AP classes, and for what reasons? How many complaints are received about inequities in gifted education and what is the nature of these complaints?). Other recommendations include

- Changing or eliminating any policies and practices that have a disparate impact on CLD students relative to their representation in gifted education (e.g., teacher referral, family referral, peer referral, tests, definitions, checklists, nomination forms, views about underachievement).
- Setting concrete and measurable goals for changing the demographics of gifted education, and otherwise improving the experiences and outcomes of CLD students.
- Reviewing these goals, plans, policies and practices annually, and making changes where necessary (i.e., retrain teachers and other school personnel who do not refer

CLD students for gifted education screening, adopt alternative assessments, modify screening and placement criteria, provide different or additional support to CLD students and families, increase or modify professional development in gifted education and multicultural education).

SUMMARY

Since its development, gifted education has failed to adequately provide access to gifted education and AP classes for students who are culturally and linguistically diverse. African American, Hispanic/Latino, and American Indian students have always been poorly represented in gifted education. We believe that the problem is complex, but not insoluble. Educators, particularly those in positions of authority, must explore this complex and pervasive problem, and then become proactive in eliminating all barriers that prevent CLD students from being recruited and retained in gifted education. Attitudinal changes are essential, as are changes in instruments, and policies and practices.

The underrepresentation problem is a result of both recruitment barriers and retention barriers; recruitment often receives greater attention because there is more data and information on this issue. A lack of preparation in and sensitivity to the characteristics of gifted students, a lack of understanding of needs and development of gifted CLD students, and a lack of attention to multicultural preparation all undermine educators' competency at making fair and equitable referrals and decisions. All educators—teachers, school counselors, and administrators—should seriously and honestly examine their respective school context to make changes, and seek the preparation and knowledge necessary to work with gifted students, CLD students, and gifted CLD students. The time to open doors to gifted education and AP classes is long overdue.

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DIRECTOR OF THE HUNTER COLLEGE AUTISM CENTER

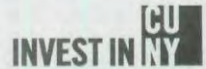
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EXHIBIT 13

From: Willis D. Hawley <wdh@umd.edu>
Sent: Friday, March 16, 2018 11:45 AM
To: Rubin Salter Jr.; Juan Rodriguez; Thompson, Lois D. (lthompson@proskauer.com); Eichner, James (CRT); Peter Beauchamp; Converse, Bruce; Desegregation
Subject: Eligibility for GATE

In my annual report, I included the following sentence with respect to the completion plan for self-contained and pullout GATE.

“The District shall be awarded unitary status for self-contained and pullout GATE if the eligibility scores for these programs are lowered by NCE points.” You will note that I did not indicate how many points. That is an error. I had asked the district to run analyses about the effects of reducing the eligibility scores. They reported that a 10 point change would increase the number of eligible students by 82. That seemed a reasonable number to me at this time.

--

Willis D. Hawley
Professor Emeritus of Education and Public Policy
University of Maryland, College Park
Senior Adviser, Southern Poverty Law Center

EXHIBIT 14

GATE Eligibility by Race

Lowering Total NCE by 10 points							
NCE	W	AA	Hisp	NA	API	MR	Total
15-16	25	2	37	1	0	2	67
	37%	3%	55%	1%	0%	3%	100%
16-17	18	1	30	2	4	6	61
	30%	2%	49%	3%	7%	10%	100%
Lowering Total NCE by 20 points							
NCE	W	AA	Hisp	NA	API	MR	Total
15-16	43	5	62	3	0	3	116
	37%	4%	53%	3%	0%	3%	100%
16-17	38	3	52	2	4	9	108
	35%	3%	48%	2%	4%	8%	100%

EXHIBIT 15



Tucson Unified School District

**Advanced Learning Experiences (ALE) Access and Recruitment Plan
Revised May 30, 2014**

USP LANGUAGE

V. QUALITY OF EDUCATION

A. Access to and Support in Advanced Learning Experiences

1. *Overview.* *The purpose of this section shall be to improve the academic achievement of African American and Latino students in the District and to ensure that African American and Latino students have equal access to the District's Advanced Learning Opportunities.*

2. *General Provisions.*

- a. *By ~~April 1, 2013~~ July 1, 2013¹, the District shall hire or designate a District Office employee to be the Coordinator of Advanced Learning Experiences ("ALEs")... 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, including ELL students, to all ALE programs. These goals shall be shared with the Plaintiffs and the Special Master and shall be used by the District to evaluate effectiveness.*
- b. *By ~~July 1, 2013~~ October 1, 2013², 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 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 regarding additional data that the District's data system should gather to track students' ALE access and participation.*

¹ This USP date was changed by agreement among the Special Master, counsel for plaintiffs, and the District. Although the District hired the ALE Director before July 1, 2013, she began work on July 1, 2013.

² This USP date was changed by agreement among the Special Master, counsel for plaintiffs, and the District. The District completed the ALE assessment by October 1, 2013.

- c. ~~By October 1, 2013~~ January 1, 2014³, 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.
- 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.
- e. 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.

³ This USP date was changed by agreement among the Special Master, counsel for plaintiffs, and the District. This deadline was extended again by a December 2, 2013 Court order to January 29, 2014, pursuant to a revised timeline for completion of plans proposed by the Special Master. Due to ongoing efforts on development of this plan (as well as others), the District requested the Special Master and counsel for plaintiffs to extend this date to March 3, 2014. This request has not yet been granted or denied.

f. *By January 1, 2014, the District shall implement the ALE Access and Recruitment Plan.*⁴

3. *Gifted and Talented Education (“GATE”) Services*

- a. *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*
- (i) *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;*
 - (ii) *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;*
 - (iii) *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*
 - (iv) *Require all GATE teachers to be gifted-endorsed or to be in the process of obtaining gifted endorsement.*

4. *Advanced Academic Courses (“AACs”)*

- a. *In developing the ALE Access and Recruitment Plan, the ALE Coordinator or designee shall use the results of the assessments and analyses as required by Section (V)(A)(2)(b) to:*
- (i) *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;*
 - (ii) *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;*

⁴ This deadline to complete the Plan was extended by a December 2, 2013 Court order to January 29, 2014 pursuant to a revised timeline for completion of plans proposed by the Special Master. Due to ongoing efforts on development of this Plan (as well as others), the District requested the Special Master and counsel for plaintiffs to extend this date to March 3, 2014. This request has not yet been granted or denied.

- (iii) Improve the quality of Pre-AP and AP courses by making these courses subject to audit by the College Board; and (iv) Provide professional development to train all AAC teachers using appropriate training and curricula, such as that provided by the College Board; and*
- (iv) Provide professional development to train all AAC teachers using appropriate training and curricula, such as that provided by the College Board.*

5. University High School (“UHS”) Admissions and Retention

- a. 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.*
- b. 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.*
- c. 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*
- d. 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.*

Appendix S, attached, is a chart correlating the location in this Plan, by page number, with the District’s USP compliance responsibilities.

OVERVIEW

USP

On July 1, 2013, the District hired Martha Taylor to serve as the Director of Advanced Learning Experiences (ALE). Her responsibilities include direction and oversight of all District Advanced Learning Experience programs and/or sites including gifted and talented education programs, advanced academic courses, our International Baccalaureate magnet schools, and University High School. Her prior experience in this area includes 15 years working in Gifted Education as both a teacher and administrator and six months working in ALE programs for TUSD. (*See her curriculum vitae, Appendix D.*) The Unitary Status Plan (USP) directs the Director of Advanced Learning Experiences (ALE):

- 1) to review and assess the District's ALEs to determine 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, and
- 2) to complete an Access and Recruitment Plan based on the findings of the initial review to assure equal access to ALEs by African American and Latino students, including ELL students, and to support their improved academic achievement in ALEs.

The USP identifies the three ALEs in TUSD:

- 1) the Gifted and Talented Education Program (GATE),
- 2) Advanced Academic Courses (AAC), and
- 3) University High School (UHS).

AACs are identified as Pre-Advanced Placement (referred to herein as "Honors" at the high school level, "Advanced" at the middle school level), and any middle school course offered for high school credit; Advanced Placement (AP) courses; Dual-Credit courses (courses offered for high school and college credit simultaneously); and International Baccalaureate (IB) courses.

ALE Review and Assessment

The ALE Review and Assessment was researched and written during the months of July through September of 2013 by Taylor and the ALE committee (completed by October 1, 2013), and was utilized as a basis for this Plan. To gather needed information, the District used several methods: 1) the District interviewed all high school, middle school, and K-8 principals regarding any perceived gaps and barriers at their schools; 2) the District interviewed all elementary school principals through email regarding any perceived gaps and barriers at their schools; and 3) the District collected data and analyzed existing District programs with the assistance of TUSD's

Desegregation Department. The recommendations discussed in detail in Section I below then were made based on information obtained and interpreted.

Specific data collected and analyzed included ALE enrollment disaggregated by school, ethnicity and level (elementary, K-8, middle School and high school).⁵ In addition, for each elementary school, data was collected on that elementary school's participation in the following ALE programs: GATE, Pre-AP, HS Credit, AVID/IB/GATE cluster and total ALE programs. For each middle school, data was collected on that middle school's participation in the following ALE programs: GATE, Pre-AP, HS Credit and total ALE programs. For each high school, data was collected on that high school's participation in the following ALE programs: AP, GATE, Honors, Advanced, Dual-Credit, Dual-Language and total ALE programs.

ALE Access and Recruitment Plan

From July through December of 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. The subcommittee members were a combination of teachers, administrators, counselors, parents (UHS), and central office staff. (*See Appendix A*) The subcommittees included: Parent Complaint Process, Best Practices, Professional Development, GATE, Advanced Placement/Pre-AP, University High School (UHS), Dual Language, AVID, Algebra 1, and Recruitment. The Best Practices committee consulted with twelve experts through phone (11) and email (1) interviews. (*See Section VII, below*)

Based on this research and analysis, additional recommendations were made after October 1, 2013 that are in this Plan but were not in the initial ALE Review and Assessment. Recommendations then were presented to 1) the ALE Committee and Subcommittees under the leadership of ALE Director Martha Taylor; 2) the Curriculum and Instruction Committee under the leadership of Assistant Superintendent Steve Holmes; and 3) the Business Leadership Team (BLT) and the Instructional Leadership Team (ILT) under the leadership of Deputy Superintendents Dr. Adrian Vega and Mr. Yousef Awaad. The recommendations in the plan are thus based on professional experience and judgment of school site administrators and staff, committee and subcommittee members, central District administrators, and the advice and guidance on best practices offered by the experts who were consulted.

Criteria

The USP identifies three broad areas that should be addressed in this plan, informing the plan's structure to address these three charges:

“the ALE Coordinator shall develop the ALE Access and Recruitment Plan, which shall include

⁵ Data was not disaggregated by grade level. Disaggregation reporting is not used where it would provide no meaningful information. The meaningfulness of disaggregation reporting depends on the number of data points (“N-size”) present in each disaggregated subgroup, or “cell.” Because disaggregating by grade level creates a very large report with a very small N-size (number of students in each disaggregation or cell), disaggregation based upon grade level would provide only meaningless data results.

- *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.” [V.A.2.c.][emphasis added]⁶*

The USP also requires that “practices in the District” [V.A.2.c.] be noted, and that requirement is also part of this plan’s structure, as noted in the “Current Practices” sections. Numerous other specific requirements for the individual ALEs also are required and these USP requirements are noted in this plan.

Implementation

The process for implementation of some of these recommendations began in the current school year (SY) of 2013-14; the remaining recommendations will be implemented over the next three year and evaluated yearly in an annual review. In addition, the ALE Department will continue to research best practices, seek resources, provide training, and recommend remedies to any current or newly identified barriers to full access to ALEs for African American and Latino students, including ELL students, and to support the improved academic achievement of these students.

DEFINITIONS

Unitary Status Plan (USP)	The USP is a (federal) court-mandated plan to guide TUSD in its efforts to achieve “unitary status” by eliminating the vestiges of the prior “dual” or segregated system to the extent practicable.
Parties and Special Master	The USP stems from a federal school desegregation court case called <i>Fisher-Mendoza v. TUSD</i> . The parties to the case include TUSD, two plaintiffs groups representing African American and Latino students respectively, and the United States of America, represented by the Department of Justice. There is a court-appointed “Special Master” who oversees implementation, including monitoring and reporting, on behalf of the federal court.
Advanced Learning Experiences (ALEs)	USP Section V(A) identifies TUSD’s ALEs as the GATE Program, Advanced Academic Courses (AP, Pre-AP, Dual-Credit, International Baccalaureate program [IB]), and University High School (UHS). The TUSD School Board added its Dual-Language program as an additional ALE. These are areas where there has been historically low African American and Latino student participation in comparison to the percentages of the TUSD as a whole.
Advanced Placement (AP)	AP classes are those that follow the proscribed AP curriculum from the College Board and are usually taught by a teacher who has had AP training. Students who take an AP class have the option of taking an end-of-year AP exam. If a student earns a three, four or five on this exam, most colleges and universities

⁶ References to other parts of the Plan are in parenthesis “()”. References to the USP are in brackets “[]”.

	will award college credit for that course. Per the College Board recommendation, all AP classes should be open to all students with no entrance requirements.
Advanced Academic Courses (AAC)	AACs are courses labeled Pre-AP (Advanced, Honors), Advanced Placement (AP), dual-credit, middle school courses for high school credit, and International Baccalaureate (IB) courses. They offer an enriched and/or accelerated academic curriculum.
Advancement Through Individual Determination (AVID)	AVID is an international program that is highly effective in providing academic support for underrepresented students with a college-preparatory focus.
Dual-Credit	Dual-Credit courses are those that offer students both high school and college credit when they successfully complete all requirements and are taught by a college-level instructor. The District's current partner institutions are Pima Community College and the University of Arizona.
Dual-Language	Students in this program develop the ability to speak, read, and write in English and Spanish. Instruction in core curriculum is provided by a bilingual education endorsed teacher, and all subjects are taught in English and in Spanish. The instruction includes: English Language Development (ELD) instruction for English Language Learners (ELLs); and Spanish as a Second Language (SSL) for English speakers. This program is offered at several elementary and K-8 schools as well as Pueblo High School. The self-contained GATE program includes a dual language component.
Gifted and Talented Education (GATE)	GATE classes are those being taught by a GATE endorsed teacher. They provide enrolled students with an enriched and accelerated academic curriculum and are taught using gifted strategies. The District offered five different types of GATE services, including a dual-language self-contained strand.
International Baccalaureate Programme (IB)	The IB is comprised of three separate programs in TUSD: the Primary Years Programme (PYP) at Robison ES and Safford K-8; the Middle Years Programme (MYP) currently at Safford K-8 and projected for Cholla HMS; and the Diploma Programme (DP) at Cholla HMS. Students who participate in the International Baccalaureate Diploma Program (IBDP) in their junior and senior years can earn the IB Diploma and university credits. Freshman and sophomore students at Cholla can take IB Prep courses to prepare them for the Diploma Programme.
Multi-Cultural Curriculum	Multi-Cultural Curriculum refers to District courses which integrate 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.
University High School (UHS)	UHS is an “exam school” in that students must apply and take an admissions exam in order to be considered for placement. The school offers a rigorous academic curriculum along with many support programs so students can successfully complete its course of study. UHS is a highly-ranked college-preparatory high school and is proud that virtually all of its students successfully graduate and are accepted at a four-year college or university.

EXECUTIVE SUMMARY

This Plan includes the following preliminary sections: USP Language; Overview; Definitions; and Executive Summary. The Plan includes the following main sections: (I) Findings and Recommendations of the ALE Review and Assessment; (II) Annual Goals and Progress Monitoring; (III) Student Identification and Recruitment; (IV) Increase Student Enrollment; (V) Student Support Strategies for Successful ALE Completion; (VI) Professional Development; and (VII) Best Practices: Consultation With Experts. Sections III, IV, and V, which address the three required areas outlined by the USP, each contain three subsections representing the District’s three ALEs (GATE, AACs, UHS), and include both Current Practices and Recommendations for Change for each ALE. All Current Practices will be evaluated as to effectiveness and those identified as Best Practices will be implemented, as applicable, on a district-wide basis, over a three-year period.

Additionally, Section III includes information on Accessible Materials, and Section V includes information on Parent Outreach and a Parent Complaint Process.

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I. FINDINGS AND RECOMMENDATIONS OF THE ALE REVIEW AND ASSESSMENT

“[T]he ALE Coordinator shall complete an assessment of existing ALE programs, resources, and practices in the District and by school site, 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. ... ”. [V.A.2.b.][emphasis added]

The following findings and recommendations were completed by October 1, 2013, as part of the ALE Review and Assessment. These recommendations are contained in the main body of this plan, along with other additional recommendations.

A. To increase ALE opportunities at District elementary and middle schools:

1. Increase AACs offered in middle schools that currently have few or none with particular attention paid to K-8 schools.
2. Implement Algebra 1 for high school credit at all District middle and K-8 schools.
3. Review testing and admission procedures for 1-5 GATE services.

B. To increase the number of AP, AACs and dual-credit courses offered at District high schools:

1. Reduce the disparity in number of AP courses offered at the high school level.
2. Create and implement AP Support Program at District high schools for AP recruitment and support of African American and Latino students, including ELL students, who enroll in these classes. This plan would include positive support structures, including an AP Coordinator, for these students to successfully enroll in and complete these classes.

C. To increase funding formulas for GATE FTEs:

1. Increase GATE funding for K-8 schools.

D. To increase AAC participation:

1. Eliminate entrance requirements for any Pre-AP/AP class at either the middle or high school level, although district-wide recommendations can be used.

E. To improve teacher training and preparation:

1. Provide District-wide professional development on relevant topics including teaching strategies for AACs; content area expertise; recognizing and eliminating unconscious teacher bias; recognizing and eliminating classroom culture of low expectations and the resultant lack of rigor; identification of highly capable students; culturally responsive teaching practices; teaching strategies that are inclusive of the African American and Latino experience; College Board test preparation and use of data to support student achievement of African American and Latino students.

F. To support student academic preparation:

1. Increase number of teachers highly-qualified to teach math (Algebra 1) by providing incentives for earning highly-qualified math endorsement.
2. Increase number of GATE endorsed teachers by providing free summer training.
3. Enforce certification requirements for all teachers in self-contained gifted programs, including Gifted Dual Language program.
4. Expand the AVID program and hire an AVID Coordinator to assist the ALE Director in this expansion.
5. Work with Transportation to provide: transportation to schools with AAC options that students request; after-school activity busses for schools that provide enrichment and/or support classes for students who enroll in AACs.

G. Parent outreach and Education:

1. Provide parent outreach and education through partnerships with school and community organizations to inform parents of the benefits of ALEs and to encourage their support of students' participation.

II. ANNUAL GOALS AND PROGRESS MONITORING

The ALE Coordinator shall have responsibility for: ... developing annual goals, in collaboration with relevant staff, for progress to be made in improving access for African American and Latino students, including ELL students, to all ALE programs. These goals shall be shared with the Plaintiffs and the Special Master and shall be used by the District to evaluate effectiveness.
[V.A.2.a][emphasis added]

In creating annual goals for progress monitoring, the District has used the “20% Rule”, which was presented by Donna Ford, Ph.D. of Vanderbilt University to the United States District Court For The Northern District Of Illinois Eastern Division in *Mcfadden v. Board of Education for Illinois School District U-16*. Dr. Ford further explains the rule and how it should be used in districts working to eliminate discrimination in her book, *Recruiting and Retaining Culturally Different Students in Gifted Education* (2013).

In that book, Dr. Ford offers a relatively simple rule for identifying discrimination in the data. According to her, discrimination may be occurring if any subgroup has a participation rate in something deemed desirable (like ALEs) that is 20% less than their enrollment rate in the district. For example, if Black students are 10% of a school district, then they should be at least 8% of ALEs; if Hispanic students are 40% of a school district, then they should be at least 32% of ALEs). Thus, goals in this plan will be designed to increase all minority subgroups to a <20% threshold within five years, using SY 2012-13 as the baseline year for both White and minority subgroups.

A. GATE

The District's goal is to increase the number of students receiving GATE services for all five GATE areas combined (Primary Push-In, Intermediate Pull-Out, Clustering, Resource, and Self-Contained). Specifically, the District's goal is to increase participation rates for African-American students by 0.19 percent each year and Latino students by 0.29 percent a year. These goals will be evaluated and adjusted annually based on the SY 2013-14 data.

Gifted And Talented Education (GATE)						
Year	White	African American	Hispanic	Native American	Asian Pacific American	Multi Racial
Yearly Increase Goal*		+0.19%	+0.29%			
2012-13 Enrollment	23.8%	5.8%	61.8%	3.9%	2.4%	2.8%
DFGoal (2017-18)	**	4.64%	49.44%	**	**	**
2012-13	38.0%	3.7%	48.0%	2.2%	3.1%	5.0%
2013-14		3.89%	48.29%			
2014-15		4.03%	48.58%			
2015-16		4.21%	48.86%			
2016-17		4.43%	49.15%			
2017-18		4.64%	49.44%			

*Based on trying to reduce disparity of minority to white representation to less than 20%

**Not computed for these subgroups for this year

B. AAC

The District's goal is to increase the number of students enrolled in AACs. Specifically, the goal is to increase participation rates for African-American students by .09 percent each year. This goal will be evaluated and adjusted annually based on the SY 2013-14 data.

Advanced Academic Courses (AAC)						
Year	White	African American	Hispanic	Native American	Asian Pacific American	Multi Racial
Yearly Increase Goal*		+.09%	**			
2012-13 6-12 Enrollment	25.2%	6.2%	59.6%	3.7%	2.8%	2.4%
DF Goal (2017-18)	**	4.96%	47.68%	**	**	**
2012-13	30.5%	4.5%	56.2%	2.6%	3.7%	2.5%
2013-14	**	4.59%	**	**	**	**
2014-15	**	4.68%	**	**	**	**

2015-16	**	4.78%	**	**	**	**
2016-17	**	4.87%	**	**	**	**
2017-18	**	4.96%	56.2%	**	**	**

*Based on trying to reduce disparity of minority to white representation to less than 20%

**Not computed for these subgroups for this year

C. UHS

1. Notice that Dr. Ford's formula is not used for UHS, because UHS percentages reported are not percentages of the District enrollment. UHS enrollment is a combination of students meeting the requirements from both within the district and within Pima County as a whole. Because a large number of UHS students are not drawn from District enrollment, using a model based on a growth model tied to District enrollment would not be statistically valid. Accordingly, the TUSD goal is to increase UHS enrollment for African-American students by one percentage point each year, and Latino students by two percentage points each year. These goals will be evaluated and adjusted annually based on the SY 2013-14 data.
2. To allow for statistically comparable data sets, the table below uses the District high school enrollment percentages. Given this data, UHS will meet the current TUSD enrollment percentage for African-American students in three years. UHS will be within 1.5% of meeting the USP definition of an integrated school for Hispanic students within four years.

UHS		
Year	African American	Hispanic
Yearly Increase Goal*	+1%	+2%
2012-13 TUSD 9 th -12 grade Enrollment	7.7%	54.7%
UHS: 2012-13	3%	30.9%
UHS Goal: 2013-14	4%	32.9%
UHS Goal: 2014-15	5%	34.9%
UHS Goal: 2015-16	6%	36.9%
UHS Goal: 2016-17	7%	38.9%

III. STUDENT IDENTIFICATION AND RECRUITMENT

Strategies to identify and encourage African American and Latino students, including ELL students, to enroll in ALEs. [V.A.2.c.][emphasis added]

A. GATE

1. Current GATE Services and Assessments: Five types of GATE services are currently offered in TUSD, each with its own method of student assessment. (See Appendix B.)

a. Current TUSD GATE Services

- 1) GATE Self-Contained: This service currently is offered at five elementary schools and three middle schools in first through eighth grades. It provides instruction in all core academic subjects from a GATE endorsed teacher; all students are placed in this program based on assessment scores.
- 2) GATE Self-Contained Dual-Language: This service currently is offered at Hollinger K-8 in first through fifth grades, and at Pistor Middle School in sixth through eighth grades. Instruction is provided in both English and Spanish with the ultimate of goal of student fluency in both languages. The program at Hollinger is open to all students in TUSD regardless of feeder pattern; the Pistor program is offered to those students who are in the Pistor GATE feeder pattern.
- 3) GATE Itinerant Pull-Out: These pull-out services are offered at all elementary and K-8 schools for first through fifth grades. Identified students are “pulled” from their regular class and meet with other identified students and a GATE endorsed teacher to receive weekly services in sessions that range from 45 to 60 minutes.
- 4) GATE Resource: These services, for students in sixth through twelfth grades, provide a GATE class that can be either a core content area class or an enrichment class. At the high school level, most schools offer a Freshman Humanities course and a few high schools offer a GATE course at Sophomore through Senior levels. The majority of students in these classes, at both the middle and high school level, are placed based upon a combination of grades, AIMS, benchmarks scores and teacher recommendations, rather than test scores.
- 5) GATE Cluster Program: This program was established in 2011-2012 SY and is currently offered at twelve elementary and two K-8 schools for students in first through fifth grades. The model requires a GATE-endorsed teacher at each grade level and the students in each class are a mixture of traditional education students and GATE-Identified students. The GATE students also receive pull-out GATE services of up to three hours per week.

b. Current TUSD GATE Assessments

- 1) Otis Lennon School Ability Test (OLSAT): This assessment is used with kindergarten students for first grade placement.
- 2) Cognitive Abilities Test (CogAT): This assessment is used with students in first through eighth grades.
- 3) Raven: This non-verbal assessment is used with students in first through seventh grades.

2. Current GATE Identification and Recruitment Strategies

- a. In the 2013-14 SY, the following recruitment strategies were implemented (all printed and web materials are available in English and Spanish):
- 1) The GATE office sent a postcard to all students in TUSD (except those already enrolled in a GATE program) inviting them to take the test for GATE placement. *(See Appendix C.)*
 - 2) The GATE office met and collaborated with all Learning Support Coordinators (LSC) to enlist their help with recruitment at sites.
 - 3) LSCs and GATE itinerant teachers provided support for site recruitment efforts.
 - 4) The GATE office met with LSCs regarding recruitment information and dissemination.
 - 5) Posters with information about GATE testing were sent to all schools and posted on District web sites.
 - 6) The GATE Coordinator sent informational e-mails to principals regarding recruitment for GATE testing.
 - 7) African American Student Services (AASS) and Mexican American Student Services (MASS) contacted parents of students eligible to participate in GATE programs to encourage enrollment.

3. Recommendations for GATE Identification (over three school years)
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.

[V.A.3.a.i.][emphasis added]

- a. Modify Assessments Used
- 1) Eliminate use of the OLSAT.
 - 2) Require the CogAT 7 as the only acceptable version of the CogAT.
 - 3) Designate, after further study, a new non-verbal assessment, other than the RAVEN, to potentially identify more African American and Latino students, including ELL students.
 - 4) Self-Contained and Itinerant Pull-Out Services.

- Study and possibly implement use of multiple measures, including the use of nontraditional student qualifying criteria and/or non-cognitive measures, in addition to verbal and non-verbal cognitive assessments.
- 5) Self-Contained Dual-Language
- Conduct a pilot with ELL students of Spanish language tests for giftedness including: Hispanic Bilingual Gifted Screening Instrument – (HBGSI), CogAt 7-Spanish, and/or the Differentiated Observation Scale (DOS).
 - Select and implement the most effective gifted assessments for Spanish-speaking ELL students
4. Recommendations for GATE Recruitment (over three school years)
- a. Continue use of GATE postcard sent to all TUSD students (except those already enrolled in a self-contained GATE program) inviting recipients to take the GATE placement assessments.
 - b. Designate a contact person for all GATE recruitment information.
 - c. Implement a series of workshops for designated staff on GATE identification, recruitment, placement and retention.
 - d. Request that schools duplicate the information flyer on GATE testing for each child at the school and send it home with students (as a second tier effort beyond the postcard).
 - e. Request that principals include recruitment information from the GATE office in their newsletters home.

B. AAC (Pre-AP, AP, Dual-Credit, IB)

- 1. Current AAC Identification and Recruitment Strategies
 - a. AAC
 - 1) Different identification policies for recruitment and enrollment/placement are in effect at District middle and high schools for AACs. Some schools use identification methods including course grades, state-standardized scores, benchmark testing, and teacher recommendations. Other schools allow student or parent choice for placement.
 - 2) A mailing is sent to all TUSD eighth grade students with full information about the District's various ALEs.

- 3) Schools hold elective fairs at their sites to promote and recruit students for various courses, including AACs.
 - 4) Individual teachers promote their own individual AACs through classroom visits and promotional activities.
- b. Pre-AP
- 1) These courses are currently offered at the middle and high school level under the designations of Honors, Advanced, Accelerated, and Pre-AP.
 - 2) Students are placed in these classes based on a combination of benchmark tests, AIMS, grades, and teacher recommendation as determined by each site.
- c. Advanced Placement (AP)
- 1) Counselors sometimes use AP Potential List to identify possible enrollees for AP courses.
 - 2) Counselors sometimes use Student Interest Inventories (e.g. ACT Potential, True Colors, ECAP) to determine student interest and aptitude for appropriate course sequencing.
- d. International Baccalaureate
- 1) At Cholla High School the IB program is open to any interested student.
 - 2) At Cholla High School all incoming 8th grade students identified by the District as having ALE potential were placed in IB courses.
 - 3) At Robison K-5 and Safford K-8, all enrolled students are part of the IB program and follow its curriculum. In addition, at Safford K-8 there is an Advanced track within the 6-8 IB curriculum. At Cholla High Magnet, IB classes are open to any interested students. All three schools actively recruit for their school magnet programs.
 - 4) IB on-site visits are conducted at middle and K-8 schools to inform all students about the IB option in the District. In addition, community events and parent nights are conducted throughout the District. (*See Appendix F.*)
 - 5) All entering Cholla freshmen students are given information about the IB Program during the school's June Freshman Academy.
- e. Dual Credit
- 1) Dual Credit courses are open to any student who fulfills the entrance requirements of the institute offering the college credit. However, dual credit courses are not offered at every District high school, and recruitment efforts at District schools vary by site.

2. Recommendations for AAC Identification and Recruitment (over three school years)
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; [V.A.4.a.i.][emphasis added]
 - a. AAC - General recommendations for all AACs
 - 1) Provide professional development for designated staff regarding identification of students for AACs including issues of equity, cultural relevance, and the value of AACs for all students.
 - 2) Discuss the open access philosophy with current and prospective AAC teachers. Ensure that all AAC teachers in these courses support this policy and support success for all students. Consider adapting the teacher agreement from Advanced Kentucky to use with administrators and AAC teachers. *(See Appendix G.)*
 - 3) Distribute new AAC recruitment flyers created for interested students and parents, specifically targeting African American and Latino students, including ELL students. *(See Appendix H.)*
 - b. Pre-Advanced Placement (Pre-AP)
 - 1) Require middle and high schools to promote TUSD's commitment to open access for Advanced and Honors courses through school assemblies, registration fairs, and/or classroom visits.
 - 2) Distribute new AAC recruitment flyers created for interested students and parents. *(See Appendix H.)*
 - c. Advanced Placement (AP)
 - 1) Require high schools to promote the College Board and TUSD commitment to open access for AP courses through school assemblies, registration fairs, and/or classroom visits.
 - 2) Distribute new AP recruitment flyers created for interested students and parents. *(See Appendix I.)*
 - c. International Baccalaureate (IB)
 - 1) Increase IB education efforts at the school, District and community level regarding the continuum of IB programs available in TUSD and its open access policy for all students.
 - 2) Increase IB education and outreach efforts at Cholla High School by increased information sessions at registration and through classroom visits.

- 3) Increase effectiveness of IB partnerships with the District's Departments of Equity, Culturally Relevant Pedagogy and Instruction and Multicultural Curriculum.
- 4) Distribute new IB recruitment flyers created for interested students and parents. *(See Appendix J.)*

d. Dual Credit

- 1) Require all District high schools to actively advertise and recruit students for Dual-Credit courses.

C. University High School (UHS)

1. Current UHS Identification and Recruitment Strategies

a. UHS Identification

- 1) The identification of students is addressed in the UHS Admissions Plan. *(See Appendices T-V)*

b. UHS Recruitment

- 1) Student-Parent Informational meetings are held throughout the District. *(See Appendix K.)*
- 2) An eighth grade mailing is sent to all TUSD families about the District's ALEs with inserts of specific UHS admissions information.
- 3) Annual visits to various TUSD middle schools are conducted by the school's LSC to educate students about the admission process and requirements with a focus on sixth and seventh grade students.
- 4) Site visits are conducted by the school's LSC to all TUSD middle schools and various non-TUSD schools.
- 5) Information session and training on admissions is held at LSC/Counselor Breakfast and all middle schools counselors and LSCs are invited to attend.
- 6) An annual Multicultural Breakfast is held; Multicultural Student Services and the UHS LSC provide information about the District support services and increasingly diverse community at UHS.
- 7) Campus tours for potential students and parents are provided.
- 8) A Freshman Orientation Night is held for all students qualified and invited to attend UHS in order to expose students to the school and its offerings and to recruit students who have not yet accepted the invitation for admission.
- 9) Recruitment follow-up with qualified candidates through personal contact is conducted with targeted efforts for African American and Latino students who have qualified and not accepted admission.

2. Recommended Additional UHS Identification and Recruitment Strategies (over three school years)

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; [V.A.5.d.][emphasis added]

- a. Identification

- 1) Test every seventh grader in TUSD, beginning in the Spring of 2014, on the CogAT 7 to identify students with potential for UHS admission.
- 2) Conduct specific outreach in eighth grade to those students identified through the seventh grade CogAT testing. This outreach shall include sending explanatory materials before testing each year to seventh 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
- 3) Require counselors in all middle schools to review UHS admissions requirements with all students in sixth and the beginning of seventh 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 seventh grade and application in eighth grade.

- b. Recruitment

- 1) Require all designated staff to attend the annual information session and training on Admissions at the UHS Information Breakfast and the annual Multicultural Breakfast.
- 2) Target outreach to African American and Latino students, including ELL students, through interest-based mentorship programs with community professionals.
- 3) Write Parent Handbook for middle school families to provide strategies to support student enrollment in ALEs, including UHS.
- 4) Hold workshops or present at district monthly meetings about the UHS admissions and identification process.

D. Accessible Materials for Recruitment into ALEs

1. Current Accessible Materials for ALEs - created in 2013-20154 SY
 - a. ALE brochure in English and Spanish describing all the TUSD options and distributing District-wide. (See Appendix L.)

- b. ALE flyers for students encouraging them to take ALEs (AP, AAC, IB).
(See Appendices H, I, J.)
 - c. ALE flyer for parents explaining their role in supporting their students who are interested in enrolling in ALEs. (See Appendix M.)
 - d. Updated District ALE website
 - e. Updated High School Course Catalog
2. Recommendations for Accessible Materials for ALEs (over three school years)
Developing accessible materials (e.g., informational booklets and DVDs, web pages, mailers) describing the District's ALE offerings by content, structure, requirements, and location; [V.A.2.d.i.][emphasis added]
- Coordinating with the relevant administrator(s) at the Family Center(s) and in the District Office to distribute such materials to parents;* [V.A.2.d.ii.][emphasis added]
- a. Create ALE Policy Manual outlining policies for student participation and retention in TUSD's ALEs.
 - b. Coordinate with School Community Services, African American Student Services, Mexican American Student Services, and Language Acquisition Department to distribute newly-created materials and to include information about District ALEs in their outreach efforts.

IV. INCREASE STUDENT ENROLLMENT

Strategies to . . . increase the number of African American and Latino students, including ELL students, enrolling in ALEs. [V.A.2.c.][emphasis added]

A. GATE

1. Current Strategies to Increase Enrollment
 - a. GATE recruitment mailing sent to all TUSD students giving information about TUSD GATE programs and encouraging all students to take the GATE assessment.
 - b. Individual recruitment information sent to identified students from African American Students Services (AASS) and Mexican American Student Services (MASS).

- c. Personal outreach to identified students made by African American Students Services (AASS) and Mexican American Student Services (MASS).
 - d. School-wide and personal outreach at school sites encouraging enrollment in AACs.
 - e. Use of non-verbal assessment (RAVEN)
2. Recommendations to increase the number and availability of GATE services (over three school years)
- 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; [V.A.3.a. iii.]*
- a. Provide itinerant GATE services for sixth through eighth grade students in K-8 schools.
 - b. Offer at all high schools one freshman and one sophomore-level GATE course.
 - c. Study for possible implementation: Kindergarten Push-In Itinerant Services:
 - 1) Expand GATE services to include all kindergarten students.
 - 2) Provide thirty minute weekly lesson from a gifted endorsed teacher stressing critical thinking, creative thinking, and problem-solving skills.
 - d. Study for possible implementation: Primary Push-In Itinerant Services:
 - 1) Provide services to all students in first grade except those in self-contained GATE.
 - 2) Provide forty-five minute weekly lesson from a gifted endorsed teacher stressing critical thinking, creative thinking, and problem-solving skills.
 - e. GATE Resource (sixth through eighth grades)
 - 1) Provide an enrichment GATE class at every middle and K-8 school. (*See Appendix E.*)
 - 2) Provide a gifted endorsed teacher who will implement a curriculum based on critical thinking, creative thinking, and problem-solving skills.
 - 3) Utilize placement criteria based on grades, AIMS, benchmark testing, teacher recommendation, and/or GATE testing scores.

- f. GATE Dual-Language
- 1) Increase number of students at the Hollinger K-8 GATE Dual-Language Program by implementing the following:
 - Change assessments and qualifying criteria for Spanish-Speaking ELL students.
 - Create and implement effective marketing strategies at the school and District level by doing the following: a) school communicates and collaborates with designated staff to disseminate flyers and brochures with information about the Dual-Language GATE program; and b) the District revises GATE placement letter to include information about dual-language program options.
 - Use Pueblo Warrior Radio for a Public Service Announcement regarding dual-language GATE program.
 - Discuss with Transportation the possibility of implementation of an Express bus to decrease student travel time to dual-language schools.
 - 2) Open the Pistor Dual-Language GATE program to students from across the District, regardless of the GATE feeder pattern. Any student requesting this placement must meet the minimum requirements for the District's Two Way Dual Language Entrance Criteria (TWDL).
3. Recommendations to increase the quality of GATE services (over three school years)
- a. Require that all teachers assigned to a GATE classroom have a gifted endorsement (provisional or permanent).
 - b. Provide thirty hours of professional development in gifted strategies through a free GATE Summer Institute for teachers annually.
 - c. Provide professional development for GATE itinerant teachers on embedding critical thinking, creative thinking and problem-solving skills in their curriculum.
 - 1) Collaborate with the Multi-Cultural Department to incorporate culturally sensitive materials and strategies into the GATE itinerant curriculum.
 - 2) Write gifted curriculum and lessons based on Arizona Standards for College and Career Readiness kindergarten standards.
 - d. Provide professional development on strategies outlined in *Infusing the Teaching of Critical and Creative Thinking into Content instruction; A Lesson Design*

Handbook for Elementary Grades. Review for effectiveness and implement modifications as necessary.

- e. Provide professional development on culturally relevant teaching practices and multi-cultural education (see Section XII in this plan).
- f. Provide support and time for horizontal and vertical articulation among GATE teachers across the District, particularly at transition grade-levels (fifth to sixth and eighth to ninth grades).
- g. Update the GATE Teacher Handbook to provide accurate and timely information to GATE teachers.
- h. Provide financial assistance, through the Language Acquisition Department based on budget availability, to teachers willing to complete GATE and Bilingual endorsements.

B. AAC (Pre-AP, AP, Dual-Credit, IB)

1. Current AACs
 - a. High schools and middle schools increase or reduce their number of AACs based on student interest and enrollment.
 - b. Schools attempt to increase AACs by hiring procedures that identify highly-qualified teachers in the areas needed for course expansion.
 - c. Over the last three years, the number of sections of IB courses has increased and thus the number of seats available.
 - d. All middle schools (6-8) offer Algebra 1 for high school credit. However, only three of fourteen of the District's K-8 schools offer this course, which is a gateway course into AACs in high school and which also affects college enrollment and completion.
2. Recommendations to Increase AAC Offerings (over three school years)

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; [V.A.4.a.ii.][emphasis added]

- a. AAC - General recommendations for all AACs
 - 1) Open all AAC classes to any interested student at both the middle and high school levels. Teachers/administrators may utilize AAC Student Guidelines to discuss placement with an interested student or parent.
 - 2) Work to equalize access to technology at District middle and high schools.
 - 3) Increase number of teachers highly-qualified to teach math by providing incentives for earning highly-qualified math endorsement.
 - 4) Increase effectiveness of partnerships with the District's Departments of Equity, Culturally Relevant Pedagogy and Instruction and Multicultural Curriculum.

- b. Pre-AP (Advanced, Honors)
 - 1) Eliminate in the District High School Course Catalog all Honors course prerequisites unless it is a content requirement (Algebra 1 before Honors Algebra 2).
 - 2) Offer an "Advanced" class in language arts and math in sixth through eighth grades.

- c. Algebra 1
 - 1) Provide an Algebra 1 class for all qualified eighth grade students.
 - 2) Work with the University of Arizona to recruit and retain mathematics teachers through collaboration with its SAINT program (Southern AZ Inducting New Teachers (SAINT), a program that recruits college graduates and mid-career professionals to teach in high-needs schools.

- d. Advanced Placement (AP)
 - 1) Expand the number of AP courses offered at the high school level, focusing on AP courses that are high-interest for African American and Latino students, including ELL students. Initially, all high schools will offer Spanish Lang & Culture, World History, English Language (first course), and Biology. Subsequently, all high schools will also offer Spanish Literature, English Literature (second course), Psychology, Human Geography, U.S. History and Studio Art.
 - 2) Eliminate in the District High School Course Catalog all AP course prerequisites unless it is a content requirement (Calculus AB prior to Calculus BC).
 - 3) Provide professional development to designated staff to consistently and more effectively use the AP Potential list for student recruitment.

- e. Dual Credit

- 1) Work towards all high schools being able to offer at least one dual-credit course in a core academic area.
3. Recommendations to increase the quality of instruction in AAC classes (over three school years)
 - a. Provide a free Summer Institute for teachers assigned to teach an English/Language Arts or math Advanced or Honors class at the middle school or high school level in order to provide training and strategies for teaching an accelerated curriculum, including issues related to culturally relevant and/or multi-cultural curriculum.
 - b. Require all teachers to attend a College Board approved AP training (e.g. Summer Institute) in the AP course being taught within three years of teaching the class.
 - c. Work towards implementing the IB Middle Years Program (MYP) for ninth and tenth grades at Cholla High School.
 - d. Explore the possibility of writing curriculum or incorporating elements of the Culturally Relevant Curriculum and/or the Multi-Cultural Curriculum into IB, Honors, and/or Advanced courses.

C. University High School (UHS)

The admission of students is also addressed in the UHS Admissions Plan. (*See Appendix T for the UHS Admissions Plan developed by the District, see Appendix U for development of the District's UHS Admissions Plan.*) The District's UHS Admissions plan is not currently in effect. The Special Master did not approve the District's UHS Admissions Plan and proposed his own alternative plan for UHS admissions. A final determination of whether the District's plan or the Special Master's plan will be implemented is the subject a pending appeal filed by the District defending the District's UHS Admissions Plan. There is a Court-ordered interim UHS Admissions Plan in effect pending the outcome of the appeal that is applicable to the 2014-2015 school year. (*See Appendix V.*)

1. Current UHS Enrollment
 - a. Pilot non-cognitive short-answer questions as part of the admissions process for the 2014-2015 freshman class.
2. Recommendations for Future UHS Enrollment (over three school years)

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. [V.A.5.a.][emphasis added]

- a. Pilot a motivation assessment with current 8th graders in the spring of 2014 for possible implementation in admissions for the 2015-16 SY.
- b. Analyze results of short-answer essay question process piloted in January of 2014. Continue use of these questions if it is determined that the process was successful in identifying more qualified African American and Latino students, including ELL students, for UHS admission.
- c. If necessary, based on the results of the evaluation of the short answer essay question process, the District will investigate use of other alternative non-cognitive identifiers for possible additions to the UHS admissions process.

V. STUDENT SUPPORT STRATEGIES FOR SUCCESSFUL ALE COMPLETION
Strategies to . . . support African American and Latino students, including ELL students, in successfully completing ALEs. [V.A.2.c.][emphasis added]

A. GATE

1. Current GATE Support Strategies
 - a. Summer Enrichment Programs are held at various sites for students new to middle school GATE focusing on math, language arts and organizational skill-building through enrichment projects.
 - b. Shadow Visits are held that allow students to experience and enjoy a day at elementary and middle school self-contained GATE programs.
 - c. “Buddy” students are assigned to students new to self-contained GATE to help them adjust to the new GATE environment.
 - d. A GATE Core Enrichment class for academic support and enrichment activities is provided at various sites.
 - e. Tutoring support before and after school is provided by teachers at various sites.
 - f. Tutoring support is available through Language Acquisition for Spanish-Speaking ELL GATE students.
 - g. In-class ELD instruction is provided for Spanish-Speaking ELL GATE students by Language Acquisition.
2. Recommendations for Additional GATE Support Strategies (over three school years)
 - a. Adopt all of the above “Current” practices at all schools that provide GATE services.
 - b. Provide quarterly parent education program by the GATE and Language Acquisition Departments on social/emotional/academic needs of students in a gifted program.

- c. Assign teacher mentor at each self-contained site to work with any African American or Latino student based on parent, student or teacher request. Mentors should ideally also be African American and/or Latino.
- d. Implement instructional resources and supplemental materials appropriate for Dual-Language GATE classes, in both English and Spanish, provided by the Language Acquisition Department.
- e. Provide a selection of GATE Literacy Kits in Spanish.

B. AAC (Pre-AP, AP, Dual-Credit, IB)

1. Current AAC Support Strategies
 - a. AVID (Advancement Via Individual Determination): This highly-regarded college preparatory support program is currently in place at three high schools (Cholla, Pueblo, and Palo Verde) and their feeder middle schools (Valencia, Secrist, Booth-Fickett). (*See Appendix N.*)
 - b. Some high schools have conference or tutoring time available for students enrolled in AACs, before, during and after school.
 - c. IB high school teachers provide tutoring on a weekly basis and require a parent-student conference, along with AASS and MASS representatives, if a student requests to leave the IBDP.
 - d. IB Summer Academy is provided for incoming juniors and seniors.
 - e. Magnet Coordinator at Cholla tracks all IB magnet students for progress in academics, attendance and behavior and involves parents and students in her findings.
2. Recommendations for Additional AAC Support Strategies (over three school years)
 - a. AAC - General recommendations for all AACs
 - 1) Expand AVID: Create a plan that outlines how this expansion could take place over a multi-year period.
 - 2) Distribute newly-written Student and Parent Guidelines for Successful Completion of AACs to designated staff to share with students and parents. (*See Appendices H, I, J, M.*)
 - 3) Implement AAC Student Support Plan training on all high school campuses. (*See Appendix O.*)
 - 4) Work with Transportation to provide, as necessary, after-school activity busses for schools that provide after-school support services for students who enroll in AACs.
 - b. Pre-AP (Advanced, Honors)

- 1) Provide weighted grades (.5 additional grade point) for Honors high school courses.
- c. Advanced Placement (AP)
- 1) Implement AP Support Program for AP recruitment and support of African American and Latino students, including ELL students, at all high schools. This plan includes an AP Coordinator position at each site who will implement support services for these students to successfully enroll in and complete AP classes. *(See Appendix P.)*
 - 2) Provide before and/or after school tutoring in math and writing.
 - 3) Encourage all students who take an AP class to take the AP final exam. Educate students, parents and AP teachers as to the benefits of taking the final AP exam.
 - 4) Offer AP students exam preparation classes.
 - 5) Pay AP fees for identified low-income students.
 - 6) Waive other participation fees for any AAC for identified low-income students.
 - 7) Distribute newly-written Student and Parent Guidelines for Successful Completion of AP courses to designated staff to share with students and parents. *(See Appendices H, I, J, M.)*
- d. International Baccalaureate
- 1) Create a Parent Cohort for the IB Program that would provide education and information about a parent's role in supporting an IB student.

C. University High School (UHS)

1. Current UHS Academic and/or Social/Emotional Support Strategies
 - a. Conference time is provided during school day for teacher-led tutoring two mornings a week.
 - b. After-school tutoring is provided in math, English and science.
 - c. Open and supervised computer lab is available after school for writing support, college application and funding guidance, and online courses.
 - d. Math Centers are available, which are Response to Intervention courses for students struggling in math.
 - e. Writing Centers are available, which are Response to Intervention courses for students struggling in English.
 - f. Student Instructors are a peer teaching support model used in larger classes with teacher guidance to assist other students.

- g. Penguin to Penguin is a peer mentor program where freshman students are paired with juniors and seniors based on mutual interests in order to support a successful transition to UHS.
 - h. BOOST is a summer program for incoming freshman to support their transition from middle to high school.
 - i. Tutoring services with a math and science focus are provided by Mexican American Student services.
 - j. Student Tutoring Club provides support for students in all core content subject areas.
 - k. A UHS Summer School offers the opportunity to take UHS-specific math and/or health classes.
2. Recommendations for Additional UHS Support Strategies (over three school years)
The District shall... provide assistance for African American and Latino students, including ELL students, to stay in and to be successful at UHS. [V.A.5.a.]
- a. Offer Science Centers (a course for students struggling in science as part of UHS' Multi-Tier System of Support, MTSS).
 - b. Offer BOUNCE, a summer science and math intervention for sophomore students.
 - c. Offer BLAST, a summer support program for juniors.
 - d. Expand after-school tutoring services.
 - e. Offer Fast and Furious, an after-school study skills course for struggling students.
 - f. Offer additional tutoring support from African American Student Services and Mexican American Students Services.
 - g. Provide city bus passes to support student attendance at before and/or after-school academic support services.

D. Parent Outreach

- 1. GATE
 - a. Current GATE Parent Outreach (at various sites)
 - 1) Title 1 District Advisory Council (DAC) – presented on ALEs in TUSD. (10-15-13)
 - 2) GATE Self-Contained Program Open House for newly-invited students and parents
 - 3) Parent “Meet and Greet” shortly after school begins
 - 4) Grade-level parent liaisons
 - 5) Regular parent meetings held by GATE counselor/administrator

- b. Recommendations for Additional GATE Parent Outreach (over three school years)
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;
[V.A.2.d.iii.][emphasis added]
 - 1) Adopt all of the above “Current” practices at all schools that provide GATE services.
 - 2) Provide quarterly parent workshops on themes related to gifted education presented by GATE and Language Acquisition Departments.
 - 3) Distribute semester GATE newsletter.
 - 4) Update and revise TUSD GATE website as necessary.
 - 5) Write and distribute GATE Parent Handbook for current and accurate information about the GATE programs in TUSD.
2. AAC
- a. Current AAC Parent Outreach
 - 1) Parent Nights and Community Events provided by IB Program.
(See Appendix J.)
 - 2) IB participation in the Cholla After-School Program (CAP) Parent Showcase held twice a year to showcase student work and provide parent information and support. Both current and prospective parents are invited.
 - 3) IB program works with Cholla Parent Team and Site Council for parent and student support, education and outreach efforts.
 - b. Recommendations for Future AAC Parent Outreach (over three school years)
 - 1) Create AAC and IB Parent Teams that would educate and support enrolled students and their parents in order to assist successful completion of the IBDP.
 - 2) Create AAC and IB Resource Room, furnished with computers, study areas, and appropriate curriculum materials, for AAC and IB students and parents.
3. University High School (UHS)
- a. Current UHS Parent Outreach
 - 1) Parent Association meetings.
 - 2) School Site Council meetings.
 - 3) Junior University: Parent and student conference for juniors to train parents and students on college application process and funding.

- 4) Family University: Parent and student conference for seniors to train parents and students on college application process and funding.
- b. Recommendations for Additional UHS Parent Outreach (over three school years)
 - 1) Develop evening lecture series for students and parents on topics of interest.

E. Parent Complaint Process

1. An open and equitable complaint process for parents with concerns regarding ALE courses, policies, and procedures has been developed by the District. (*See Appendix Q.*)
2. The Complaint Process will be disseminated at all school sites, through the Family Centers, at the District Office, and on the website.

VI. PROFESSIONAL DEVELOPMENT (for Spring 2014 and 2014-15 SY)

Provide professional development to train all AAC teachers using appropriate training and curricula, such as that provided by the College Board. [V.A.4.a.iv.]

A. TUSD

1. Spring and Fall 2014
 - a. *Culturally Responsive Teaching Practices – Part 1: CRC* (Teaching strategies that are inclusive of the African American and Latino experience)
 - b. *Mental Models: Recognizing and Eliminating Unconscious Teacher Bias: AASS* (Recognizing and eliminating classroom culture of low expectations and the resultant lack of rigor)
 - c. *Motivating Students Through Engaging Teaching Strategies*
 - d. *Culturally Responsive Teaching Practices – Part 2: CRC* (Teaching strategies that are inclusive of the African American and Latino experience)

B. College Board

1. Fall 2013 and Spring 2014; annual presentations
 - a. *PSAT Administration Reading Workshop: Nuts and Bolts*
 - b. *Pre-AP Instructional Strategies: Fostering Equity and Access*
 - c. *PSAT Summary of Answers & Skills – Interpretations of Scores*

C. Phoenix Desert Institute (College Board approved)

1. Spring 2014
 - a. Advanced Placement for Everyone: It's All About Attitude!

2. Summer 2014
 - a. Summer Institute: Thirty hours of free professional development provided at Tucson Magnet High School over four days. Teachers may select from three different strands:
 - 1) Advanced Placement: Training in teaching strategies for fifteen AP courses. Equity in AP courses and culturally relevant and/or multi-cultural curriculum information is included in this strand.
 - 2) Gifted Education: training in gifted teaching strategies for both elementary and middle school levels. Culturally relevant and/or multi-cultural curriculum information is included in this strand.
 - 3) Honors/Advanced Strategies: These workshops are for English/Language Arts and Math teachers, grades 6-10. Culturally relevant and/or multi-cultural curriculum information is included in this strand.

VII. BEST PRACTICES: CONSULTATION WITH EXPERTS

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. [V.A.2.c.][emphasis added]

All of the experts listed below were interviewed by members of the ALE Best Practices committee members. Of the twelve listed, eleven were interviewed by phone and one was interviewed through email (Dr. John Knudson-Martin). (*See Appendix R for additional biographical information on the experts consulted.*)

A. Gifted education and underrepresented students

1. Tommie Anderson
Director of Talented and Gifted Education (retired)
Pulaski County Special District
Little Rock, AR
2. Donna Ford, Ph.D.
Harvie Branscomb Distinguished Professor
Vanderbilt University
Atlanta, GA
3. Lisette T. Rodriguez, Ph.D.
District Supervisor
Advanced Academic Programs
Miami Dade County Public Schools
Miami, FL

B. Advanced Placement

1. Mary Boehm
President
A+ College Ready – A National Math and Science Initiative
Montgomery, AL
2. BJ Henry
Assistant Principal, Elizabethtown High School
Elizabethtown Independent School District
Elizabethtown, KY
3. Gina Thompson
Deputy Superintendent
Yuma Union High School District
Yuma, AZ

C. Detracking (The educational philosophy that the best curriculum and teaching practices at the school should be the curriculum and teaching practices to which every student has access.)

1. Carol Burris
Principal, South Side High School
Rockville Centre School District
Rockville Centre, NY
2. John Knudson-Martin Ph.D.
Associate Professor of Education
Eastern Oregon University
La Grande, OR

D. Equity in Education

1. Gerald Denman
Chief Equity and Achievement Officer
Puyallup School District
Puyallup, WA
2. Robert L. Jarvis, Ph.D.
Penn Center for Educational Leadership, Graduate School of Education
University of Pennsylvania
Philadelphia, PA

3. Mika Pollock, Ph.D.
Professor of Education Studies
University of California, San Diego
San Diego, CA

4. Kevin Welner, Ph.D., J.D.
Professor, Education Foundations, Policy & Practice
University of Colorado – Boulder
Boulder, CO

EXHIBIT 16

TUSD RFI #(s): 1618-1637
Estimated TUSD Staff Time: Sandoval (5.0 hours); Osiago (1.5 hours)
Attachment(s): Attachment RFI 1627 CRC Courses by school and grade level 16-17;
Attachment RFI 1629 Sample Master Teacher log documenting time spent mentoring CRC teachers;
Attachment RFI 1631, 2016 17 National Panel Report;
Attachment RFI 1631 Letter from National Panel

-----Information above this line is to be completed by District Staff -----

TUSD Request for Information Form

RFI Instructions

1. TUSD will then assign each request its TUSD RFI number.
2. Provide the topic of the request (e.g., Corrective Action Plans)
3. Present the RFI in the form of one or more specific questions.
4. Optional: For every question/request on the form, please indicate include the reason(s) why the information being requested is needed.
5. Indicate the relevant section of the USP, court order, district report or other document (i.e., reference) that relates to RFI. Page numbers may be more appropriate in some instances).
6. Use a separate form for each specific topic about which information is being requested unless the answers to the questions posed are interdependent or relate to the same section of the document you are referencing (e.g., the USP).
7. Copy the TUSD email group “Deseg.”

Request for Information

Submitted by:	Lois Thompson and Juan Rodriguez for Mendoza Plaintiffs
Submission Date:	September 29, 2017
Subject:	TUSD 2016-17 Annual Report, Sections V, B, and V, E.
USP or Reference	TUSD 2016-17 Annual Report, Section V, B and V, E.

Dual Language (“DL”) and English Language Development

RFI #1618: What accounts for the difference in the number of “learning walks” conducted at the site-level “to observe how ELD teacher lesson plans, schedules, and instruction reflected the SEI refinements” (DAR at V-194; Appendix V-100 (e.g., 5 walk-throughs at Ochoa, 1 walk-through at Pueblo, zero walk-throughs at Tucson High)?)

Response: Learning walks, done by assigned LAD coaches, are based on school need, and are conducted to observe how ELD teacher lesson plans, schedules and instruction reflect

SEI refinements. For example, if a school has new ELD teachers or a new principal, more learning walks will likely be conducted than if a school has more experienced ELD teachers and administrators.

Formal walk-throughs, as reported in one of the categories listed in Appendix V-100, are different than learning walks, and are also conducted based on school need. Prior to conducting a walk through, the LAD presents and teaches administrators and resource specialists from a school using a rubric designed to familiarize the administrators and resource specialists with the ELD program models at their site and with specific components that constitute an effective ELD program. Then, LAD staff and the administrators and resource specialists walk through ELD/SEI classrooms to observe implementation. After the walk-throughs, the LAD specialists, administrators, and resource specialists discuss program implantation.

RFI #1619: Why did the DL enrollment at Van Buskirk decrease by a seemingly large amount, 21%, in the 2016-17 school year (DAR at V-197)?

Response: The decrease in enrollment was related to staffing. In school year 16-17, Van Buskirk was unable to hire a qualified DL teacher at the Kindergarten level, resulting in a decrease in DL enrollment in 2016-17. Currently, Van Buskirk is fully staffed.

RFI #1620: Does the District understand the reason(s) for the decreases in DL enrollment at Davis and Roskrug (*see id.*)? What are they?

Response: Because there are a number of factors that contribute to individuals' and families' decisions to enroll in DL courses, the District cannot be sure it understands all of the reasons why these numbers fluctuate on a yearly basis. Without attempting to control for all factors, the District believes the decreases in enrollment at Davis and Roskrug reflect in part the overall decrease in District enrollment, in part because these schools programs are school-wide Dual Language Programs. Additionally, in SY 14-15 and SY 15-16, Davis opened enrollment to accept three classes of kindergarten students for the purpose of increasing enrollment. Then, in SY 16-17, the school accepted only two classes of kindergarten students because the school could not sustain the volume of students as they progressed through the grade levels.

RFI #1623: Of the 140 teachers the District identified as holding a bilingual endorsement but that were not teaching in a TWDL classroom (DAR at V-202 - V-203), how many was the District successfully able to recruit to teach a DL class?

Response: In a two year span, 13 bilingually endorsed teachers began teaching DL classes for the first time.

RFI #1624: Please provide a copy of the District's plan to "create two strands at... [the] five TWDL sites" that do not currently have two DL strands.

Response: The District is working to build two strands at Dual Schools as resources and students are available. As the pool of available participating students grows, the District will expand one-strand programs to full, TWDL two-strand programs. Currently, the District plans to add a second strand to at least one of the following schools for the 2018-19 school year (Grijalva, White, and/or McCorkle), with further expansion in subsequent years. The overall enrollment at Mission View and Van Buskirk is too low to consider a second strand at this time.

Culturally Relevant Curriculum (“CRCs”)

RFI #1626: What efforts did the District make to recruit middle school students into CRCs for the 2016-17 school year?

Response: Student selection of courses at the middle school level is generally reserved to elective courses and advanced learning experiences. Because CR courses are core credit classes, the District has elected to recruit motivated and enthusiastic teachers who would then elect one or more of their core credit sections and designate it CRC. Due to this structure, student recruitment is not necessary at the middle school level.

RFI #1628: Please detail any analysis or evaluation conducted that led to the District’s determination to revise the CRC observation tool and pilot that tool in the spring 2017 semester.

Response: CRPI Master Teachers (MT) evaluated and analyzed CRC teaching and professional development through many avenues, including staff meetings, professional development, professional learning community (PLC) sessions, and participation in the Professional Learning Series training provided by the New Teacher Center. Based on these activities, and as a part of the District’s continuing effort to improve CRC instruction, MTs collaborated with teachers, administrators and the director of CRPI to revise the CRC observation tool to more closely align the Six Tenets of Culturally Relevant Pedagogy with the Danielson Framework used to evaluate teachers. This revision was piloted in spring 2017.

RFI #1629: Please provide evidence regarding how much mentoring time CRC teachers received from CRC “Master Teachers” in the 2016-17 school year, including the average number of mentoring hours received by CRC teachers.

Response: In the 2016-17 school year, the average number of mentoring hours received by CRC teachers was approximately one class period per week, up to 50 minutes. At a minimum, the District provided bi-weekly mentoring visits, which consisted of at least 15 minutes of mentoring each visit. Above that level, a fair amount of differentiation took place to account for variation in experience, mastery and schedules.

RFI #1630: Please provide evidence concerning how many and how frequently CRC teachers received classroom observations and feedback.

Response: See response to RFI #1629 above.

RFI #1631: Did the CRC National Advisory Committee convene in the 2016-17 school year? If so, please detail the dates and nature of those meetings and provide a copy of any written work product produced by the committee.

Response: See Attachment RFI 1631, 2016 17 National Panel Report and Attachment RFI 1631 Letter from National Panel.

RFI #1632: Please provide any analysis, assessment or evaluation the District conducted concerning whether CRC participation appears to have a position effect on student achievement.

Response: The District has not performed a formal analysis concerning whether and how CRC participation has affected overall student achievement because proving a causal link or the absence thereof would be impossible given the number of factors that contribute to academic achievement. While the District could measure how students who take CRC courses compare to students who don't take CRC courses, such comparisons would at best show a correlation between whether students who take CRC courses also perform better or worse on the tools that measure academic achievement, but not whether one element had a causal effect on the other.

Multicultural Curriculum

RFI #1634: Please provide a list of all multicultural curriculum courses offered at TUSD schools, and the student enrollment in such courses, for the 2016-2017 school year.

Response: There are **no** "Multicultural Curriculum Courses". Multicultural education is a ***philosophical concept/process*** that permeates every aspect of school practice, curriculum, and school organization. It strives to remove barriers to educational opportunities and success for students from different cultural backgrounds. Multicultural Education advocates the belief that students and their life histories and experiences should be placed at the center of the teaching and learning process and that pedagogy should occur in a context that is familiar to students and that addresses multiple ways of thinking.

The Multicultural Curriculum Department (MCD) reviewed the District's Curriculum Maps in English Language Arts, Math, Science, and Social Studies. After conducting the reviews, the MCD developed recommendations to reconstruct districtwide curriculum to integrate equitable inclusion and representation with respect to students' race, ethnicity, culture, language, exceptionality, social class, gender, age, religion, learning styles, and individual experiences. All content areas have adopted these recommendations.

RFI #1635: Please list all math courses, if any, that the District considers a multicultural course, and for each, the curriculum map.

Response: As noted above, the District does not designate specific courses as multicultural courses. However, TUSD's educators implement several multicultural strategies when teaching math in the classroom:

- The math curriculum: Incorporates 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.
- Leverages the skills and content of mathematics to advance justice in schools and communities.

RFI #1636: Please list each multicultural curriculum library the District has created (*see* DAR at V-243).

Response: Multicultural staff developed two Multicultural Curriculum Libraries for district staff and the broader community: an elementary library and a secondary library. Both libraries are located at the Lee Instructional Resource Center (LIRC). Each of the Libraries is stocked with award-winning contemporary multicultural and global literature and materials that represent a wide range of perspectives and cultures, as well as the District's diverse population. The libraries provide opportunities for children and caregivers to hear stories and interact with the characters whose lives and experiences are different from their own.

The libraries' resources and materials are organized 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.

RFI #1637: Do parents and students have access to these libraries? If so, what efforts have been put in to informing the public of the availability of this resource?

Response: Yes. Parents, students and other community members have access to these libraries at the LIRC. Additionally, all middle and high schools received class sets of the multicultural books. Elementary schools received two copies of each title (more than 100 titles). These books are housed in the school libraries under Multicultural Resources.

The District's website informs students, parents and the public of the availability of these libraries. Additionally, the Multicultural Director in collaboration with the Communications Department is currently working to have a list of all resources available at the school sites and at the libraries posted on TUSD's website.



TO: Lorenzo Lopez, Jr., Director
Culturally Relevant Pedagogy and Instruction
Tucson Unified School District

FROM: Christine Sleeter, Chair
National Panel on Culturally Responsive Curriculum and Instruction

RE: Panel's activities during 2016-2017 school year

DATE: June 30, 2017

For this academic year, members of the National Panel on Culturally Responsive Curriculum and Instruction included: Anthony Brown, Geneva Gay, Kris Gutierrez, Ernest Morrell, Amado Padilla, and Christine Sleeter. Because the process of populating the Panel for this year took longer than anticipated, work did not begin until spring 2017. During 2017, the Panel engaged in the following activities:

1. Examined the *Multi-year Plan for Professional Development and Implementation of Culturally Responsive Practices*, and discussed this plan through phone conferences April 4 and April 25. Dr. Francesca Lopez, who was in the process of delivering the training to the cohort of teachers who will be trainers, joined us in the phone conferences. There were also individual discussions about the professional development via email and at discussions AERA. The nature of the phone conference discussions is summarized in notes for each phone conference.
2. To support Lorenzo in communicating the rationale for the professional development program and its design, the Panel developed letter of support that connects a short summary of the program with research on professional development for culturally responsive pedagogy, and that lists the panel members and their university affiliations.
3. In a phone conference on May 26, the Panel provided suggestions for writing prompts between PD sessions that would keep the teachers engaged in thinking about and working with the concepts from the PD. Dr. Francesca Lopez also joined us on that call.
4. In phone conferences on May 26, June 13, and June 27 there was considerable discussion of how the impact of the professional development program on teachers, and on students, could be assessed. The Panel considered use of the Danielson framework, as well as offering numerous suggestions for other kinds of data collection, such as surveys, and in-depth study of a randomized sample of teachers.

5. Two members of the Panel (Kris Gutierrez, Anthony Brown) are participating in the Culturally Responsive Teaching Summer Institute. The Panel appreciated seeing a clear connection between the concepts worked with in the professional development program and those developed in the Summer Institute.

We believe it would be beneficial to continue the work of the National Panel during the 2017-2018 academic year, in collaboration with the Office of Culturally Relevant Pedagogy and Instruction. During that academic year, the main focus of our work will be two-fold:

- Giving input into the refinement and as well as development of evaluation instruments for teachers and administrators. We began doing that this year, but as we dug into it, it became apparent that this is a critical area in which our collaborative input is quite useful.
- Continue to give input into the professional development. Lorenzo will work with Francesca to investigate the best way to enable the Panel to actually see the PD in action. We agreed that our input will be more helpful when we can see what is happening than when we see only what is written about it.

June 13, 2017

To Whom it May Concern:

We, the members of the National Panel on Culturally Responsive Curriculum and Instruction, have been in conversation with Lorenzo Lopez, Director of Tucson Unified School District's Office of Culturally Relevant Pedagogy and Instruction regarding the plan for professional development for Culturally Responsive Practices.

We believe that this program is supported by the research on teacher professional development for culturally responsive teaching. Attached is a summary of the program model and its connection with the research.

Respectfully,

Anthony Brown, University of Texas Austin

Geneva Gay, University of Washington Seattle

Kris Gutierrez, University of California Berkeley

Ernest Morrell, Teachers College, Columbia University

Amado Padilla, Stanford University

Christine Sleeter, California State University Monterey Bay

TUSD Professional Development Plan for Culturally Responsive Practices

The design of the Professional Development Plan for Culturally Responsive Practices is consistent with the research. Research finds that professional development in general that is most likely to improve classroom teaching is sustained over time (not condensed into one or a few sessions), focuses on specific instructional strategies or content, involves teachers collectively rather than individually, is coherent, and uses active learning (Garet, Porter, Desimone, Birman, & Yoon, 2001; Penuel, Fishman, Yamaguchi, & Gallagher, 2007; Snow-Runner & Lauer, 2005). Professional development for culturally responsive pedagogy found to improve student learning also has this same basic design: it includes sustained, on-going workshops, as well as classroom-based coaching (Bishop, Berryman, Wearmouth, Peter & Clapham, 2012; Powell, Cantrell, Malo-Juvera, and Correll, 2016).

The Professional Development Plan for Culturally Responsive Practices will include three cohorts and three phases of training. In addition to the Teacher Trainer cohort, the three cohorts include:

- Administrators: Site and central administration
- Teachers: Certificated staff and instructional support (including teacher aides)
- Paraprofessionals: Operations and site support

Staff members who are knowledgeable and experienced in the implementation of culturally responsive practices and culturally relevant curriculum will form the CRP Trainer Cohort for each respective phase and cohort. While the first phase is theory-based and can be provided by a general CRP Trainer, the others are much more job-specific, so different CRP Trainer cohorts will be developed, depending on the classification and job duties of each cohort.

Following from the work in New Zealand of Bishop, Berryman, Cavanagh, and Teddy (2007), analyses of student narratives will inform the effective teaching profile, which will in turn inform the various modules of the PD. In the Spring of 2017, student questionnaires will be administered to gather these narratives. The PD, which student input from the questionnaires will help inform, will be developed over the summer of 2017.

Beginning in the fall of 2017, all participants will receive professional development in implementing research-based culturally responsive practices to positively impact student achievement by CRP Trainers in three phases.

- Phase #1 Training will take place 2017-2018. Trainings will focus on theory and history with respect to what has contributed to the “achievement gap: -- essentially it is the consciousness building that we know is needed to impact teacher beliefs about minoritized students.
- Phase #2 will take place during the fall of 2018. Training will focus on on strategies for asset-based pedagogies as well as the department’s framework for student academic achievement the 6 tenets.

- Phase #3 will take place 2018-2019. Training will focus on the evaluation instruments that center the framework for student academic success. Before the instrument is utilized it has to be introduced so there is familiarity with how teachers will be evaluated.

All the trainings will be delivered in the form of a whole group workshop setting that includes 1 – 5 school sites by trained CR Teacher Trainers who engaged in training during the 2016-2017 school year. Within each school, Professional Learning Communities (PLCs) will address topics covered in professional development through their reflections as guided by the PLC CR protocols. CR Teacher Leaders will provide support to PLCs at each school site. The CR Teacher Leaders will also receive ongoing PD once a month with TUSD's CRPI to reinforce the content from the trainings. CRPI will provide more intensive support to CR Teacher Leaders when necessary. TUSD CRPI is also currently developing an instrument that will assist the PLCs in this focus. Moreover, all CRPI resource staff in the district will also receive training to provide teachers with coaching with respect to culturally responsive teaching. There is capacity for TUSD CRPI to provide coaching to a select group of schools where the most vulnerable students are concentrated, since we know classroom coaching is one of the significant features of professional development for culturally responsive pedagogy that is linked to sustained changes in classroom teaching (Teemant, et al., 2011; Teemant, 2014).

Differentiated Training Phase I-III:

Each of the training phases will be provided to the three cohorts in varying intervals.

Phase I: - Foundations

Participants gain an understanding of foundational concepts related to CRP and how the practice and presence of some of these concepts contribute to the "achievement gap" while others seek to eliminate achievement disparities. Each module will begin at an introductory level, incrementally developing in complexity. The modules will emphasize a transition from cultural deficit theories to asset-based theories and practices. The modules will have the following areas of focus:

Biases

This 2-part sequence will develop participants' understanding of (1) biases (including an examination of participants' own biases); (2) the various sources that inform biases; and (3) how socially transmitted messages influence our beliefs and behaviors. Building on prior professional development, this sequence will provide a deeper exploration of microaggressions, stereotype threat, bias identification and correction, and the social contexts that can mitigate social biases. Following Ajzen and Fishbein's (2005) review of literature examining the influence of beliefs on behavior, the modules focus on best practices aimed at transformation of beliefs. This includes a focus on beliefs toward *behaviors* (as opposed to general beliefs); beliefs regarding relevant behaviors; and beliefs based on direct experiences.)

Student Attachment, Belonging, and Resistance

In this 2-part sequence, participants will develop an understanding about (1) how students develop attachment and a sense of belonging across the developmental trajectory spanning early childhood to late adolescence; (2) the various ways contexts can provide students with socially transmitted messages that hinder attachment and belonging; and (3) the explicit dimensions of students' resistance, both detrimental and productive. By understanding the developmental trajectory of attachment and belonging, as well as the ways students express their feelings of attachment and belonging, participants will have the requisite background to engage in behaviors that promote attachment and belonging, as well as productive resistance, as well as with knowledge that can assist in evaluating the sources of students' resistance.

Identity formation

Building on the knowledge acquired in the prior module, this 2-part sequence will foster participants' understanding of (1) how identities develop across the K-12 context; (2) the specific the influence of cultural and social identities, as well as historical-social identities, on the development of academic identity; and (3) the research base on how identities can promote or hinder academic motivation and achievement. By understanding how identities are central to academic achievement, this sequence will provide participants with the necessary background to understand the importance and rationale for behaviors that promote identities consistent with achievement.

Cultural Wealth and Cultural Asset Approaches

In this 2-part sequence (which may extend into subsequent sessions), participants will acquire fundamental knowledge regarding (1) the role of economics and politics on power and stratification which promote cultural deficit beliefs; (2) the differences and advantages of various asset-based approaches; (3) how to identify assets students possess. Asset-based approaches explored include those related to language, family, curriculum, and pedagogy. By understanding the role of cultural asset approaches in altering the trajectory of historically marginalized students, participants will have the requisite background to identify and use students' cultural knowledge in instruction, engage in behaviors that reduce the transmission of biases, promote students' identity and sense of belonging, and promote achievement.

Phases II-III: - At present, these Phases are in the process of being developed.

EXHIBIT 17

From: Brown, Samuel <Samuel.Brown@tusd1.org>
Sent: Thursday, December 21, 2017 11:59 AM
To: Willis D. Hawley; Rubin Salter Jr.; Juan Rodriguez; Thompson, Lois D. (lthompson@proskauer.com); Eichner, James (CRT); Peter Beauchamp; Chanock, Alexander (CRT) (Alexander.Chanock@usdoj.gov); shaheena simons; Desegregation; Converse, Bruce
Subject: DAEP Procedures

Dr. Hawley and Counsel:

Based on the discussions earlier this month around DAEP procedures, for any student offered a DAEP placement, the District will include any days suspended prior to the DAEP placement in calculating the length of the DAEP placement offered. The hearing officer will provide relevant information about DAEP at the time any DAEP placement is offered, by reading from a script to assure that all issues are covered, including that prior days suspended will be included in calculating the length of either a long-term suspension or DAEP placement.

Thanks, Sam and Martha

EXHIBIT 18

The number of Students who were in ISI by school and race/ethnicity 2016-17

School	White	African Am	Hispanic	Native Am	Asian PI Am	Multi-racial	Total
Dietz	*	*	*	*	*	*	*
Hollinger	*	*	23	*	*	*	27
Doolen	34	37	50	*	*	*	134
Fickett	26	46	74	*	*	*	156
Gridley	39	26	35	*	*	*	108
Magee	23	11	16	*	*	*	55
Mansfeld	8	13	63	11	*	*	96
Roberts-Nay	6	7	16	*	*	*	30
Pistor	10	8	165	18	*	*	207
Safford	*	6	42	*	*	*	58
Secrist	26	22	33	*	*	*	86
Utterback	*	10	36	*	*	*	54
Vail	13	7	28	*	*	*	52
Valencia	19	8	177	21	*	*	228
Catalina	12	20	26	*	*	*	61
Cholla	15	9	92	11	*	*	128
Palo Verde	20	22	39	*	*	*	90
Pueblo	*	*	41	*	*	*	47
Rincon	9	11	26	*	*	*	48
Sahuaro	27	21	30	*	*	*	83
Santa Rita	21	12	26	*	*	*	62
Tucson H	10	14	38	*	*	*	69

* school totals reflect unduplicated students counts for each school. Students may be counted more than once if they had an ISI at another school

EXHIBIT 19

TUSD RFI #(s): 1800-1803
Estimated TUSD Staff Time: 11 hours
Attachment(s): Attachment RFI 1800 Assignment of First Year Teachers as of 9-20-2017

-----Information above this line is to be completed by District Staff -----

TUSD Request for Information Form

RFI Instructions

1. TUSD will then assign each request its TUSD RFI number.
2. Provide the topic of the request (e.g., Corrective Action Plans)
3. Present the RFI in the form of one or more specific questions.
4. Optional: For every question/request on the form, please indicate include the reason(s) why the information being requested is needed.
5. Indicate the relevant section of the USP, court order, district report or other document (i.e., reference) that relates to RFI. Page numbers may be more appropriate in some instances).
6. Use a separate form for each specific topic about which information is being requested unless the answers to the questions posed are interdependent or relate to the same section of the document you are referencing (e.g., the USP).
7. Copy the TUSD email group "Deseg."

Request for Information

Submitted by:	Juan Rodriguez and Lois Thompson for the Mendoza Plaintiffs
Submission Date:	December 11, 2017
Subject:	RFI Follow-Up to December 2017 Tucson Meetings
USP or Reference	USP Section IV, E, 5; Attachment to RFI Response #1653, USP Section VI (ISI program)

First-Year Teacher Assignment 2016-17

RFI #1800: Please provide a breakdown of first-year teacher assignments for each of the 2016-17 and 2017-18 school years, by school, including whether each such school is racially concentrated and/or one in which students performed below the District average (as defined under USP Section IV, E, 5). Mendoza Plaintiffs seek data for the 2016-17 and 2017-18 school years comparable to Appendix IV-29 to the District Annual Report for the 2015-16 school year (Doc. 1962-1 at ECF pages 210-213).

Response: Please see attached file RFI #1800 *First Year Teachers by school 2016-17; 2017-18.*

In-School Suspension (ISI)

RFI #1801: The ISI data attached to RFI Response #1653, provided on December 1, 2017 (Students Assigned to ISI by School and Race/Ethnicity 2016-17) “reflect[s] unduplicated students [*sic*] counts for each school.” At the December 2017 Tucson meetings, District counsel stated that *unduplicated* student ISI data was provided because the USP requires the reporting of unduplicated student discipline data. Mendoza Plaintiffs have been unable to identify such a requirement in the USP.

Response: The District does not recall this statement being made. However, the USP does require the District to provide in its annual reports, “Data substantially in the form of Appendix I for the school year of the Annual Report together with comparable data for every year after the 2011-2012 school year” [Section IV(G)(1)(b)]. Since Appendix I included unduplicated student data by discipline category, the District provides unduplicated (comparable) data.

RFI #1802: Please provide a version of the attachment to RFI Response #1653 that does not reflect unduplicated student counts (i.e., that tallies up each *instance* of assignment to ISI in the 2016-17 school year, by school).

Response: RFI #1653 asked for the number of students and not the number of instances by school.

The number of ISI incidents by school and race/ethnicity (redacted)

School	White	African Am	Hispanic	Native Am	Asian PI Am	Multi-racial	Total
Dietz	*	*	*	*	*	*	*
Hollinger	*	*	35	*	*	*	39
Doolen	55	59	77	10	*	*	212
Fickett	37	106	133	*	*	8	289
Gridley	59	47	61	*	*	15	186
Magee	30	11	18	*	*	*	65
Mansfeld	13	18	83	12	*	*	127
Roberts-Naylor	7	16	22	*	*	*	46
Pistor	18	11	262	36	*	14	345
Safford	*	9	55	*	*	*	74
Secrist	38	29	43	*	*	*	119
Utterback	*	13	41	6	*	*	63
Vail	14	9	32	*	*	*	59
Valencia	39	16	360	32	*	*	450
Catalina	15	23	29	*	*	*	70
Cholla	18	12	105	14	*	*	150
Palo Verde	32	24	41	*	*	*	107
Pueblo	*	6	48	*	*	*	56
Rincon	13	11	29	*	*	*	55
Sahuaro	29	30	38	*	*	*	102
Santa Rita	27	17	31	*	*	*	78
Tucson H	10	17	44	*	*	*	79

RFI #1803: the USP District require it to reflecting student counts.

Please identify provisions the understands to report ISI data unduplicated

Response: See response to RFI#1801

RFI #1804: Please provide *unduplicated* counts of students referred to ISI in each of the 2015-16 and 2016-17 school years, broken down by the number of days the subject student was placed in the program.*

Response: Number of individual students by number of days

2015-16		2016-17	
Days	Students	Days	Students
1	166	1	427
2	265	2	487
3	320	3	343
4	123	4	140
5	141	5	138
6	88	6	109
7	39	7	46
8	40	8	45
9	24	9	33
10	38	10	29
11+	85	11+	84

DAEP

RFI #1805: Please provide data comparable to Tables 7a. and 7b.of the document titled “An Evaluation of the District Alternative Education Program or DAEP, 2015-16 and Updated with 2016-17 Data” attached to District Response to RFI #1655 (regarding, for each of the 2015-16 and 2016-17 school years, “recidivism rates in discipline” of students who participated in DAEP) that reflects recidivism data, for each of the 2015-16 and 2016-17 school years, of students who were long-term suspended but DID NOT participate in the DAEP program.

Response: Table 7a and 7b are in the section of the DAEP Evaluation addressing recidivism rates, but they do not show recidivism rates of students after DAEP participation. Table 7a shows the distribution of discipline incidents for DAEP students and Table 7b shows the distribution of suspensions for DAEP students for 16-17. The tables below show the comparable data for students receiving long-term suspensions who did not participate in DAEP.

Percent of L-T suspended students who did not participate in DAEP program by number of discipline incidents (in and out of school)		
Number of Incidents by Student	2015-16	2016-17
1 Incident	35%	43%
2 Incidents	24%	20%
3 Incidents	15%	18%
4 Incidents	14%	7%
5 or more Incidents	13%	11%

Percent of L-T suspended students who did not participate in DAEP program by number of suspensions (st and lt)		
Number of Suspensions by Student	2015-16	2016-17
1 Suspension	60%	57%
2 Suspensions	22%	30%
3 Suspensions	12%	5%
4 Suspensions	2%	5%
5 or more Suspensions	5%	3%

*(Mendoza Plaintiffs requested the data in item (4) (#1804) above at the Tucson meetings but have included it here to provide further clarification about the data they seek.)

EXHIBIT 20



Tucson Unified School District

REVISED FAMILY AND COMMUNITY ENGAGEMENT PLAN¹
September 26, 2014

USP LANGUAGE

By April 1, 2013², as more fully set forth below in Section (VII), the District shall develop a plan to expand its existing Family Center(s) and/or develop new one(s). [II.1.2]

By July 1, 2013³, the District shall develop a plan to expand its existing Family Center(s) and/or develop new one(s). The District Family Center (“DFC”) Plan shall:

(i) indicate where the Family Center(s) shall be located, including whether existing Family Centers or other related resources should be consolidated or relocated;

(ii) provide for the creation and distribution of new or revised materials to provide families with information regarding enrollment options pursuant to Section (II) and regarding the availability of transportation;

(iii) provide for the creation and distribution of new or revised materials to provide families with detailed information regarding Advanced Learning Experiences (including the informational sessions on ALEs, information on UHS and the complaint process related to ALEs);

(iv) provide for the creation and distribution of new or revised materials to provide families with detailed information regarding student discipline policies and procedures, including the revised GSRR;

¹ This Plan is identified as the “Family and Community Engagement Plan” because it combines the “Family Center Plan” (USP § VII.C.1.a), the plan to track data on family engagement (USP § VII.C.1.c) and the plan to reorganize or increase family engagement resources (USP § VII.C.1.d).

² This date in section II of the USP is inconsistent with the July 1, 2013 date that is in section VII of the USP. The District assumes this was merely a typo. But, as section VII appears to contain the controlling language relevant to the District Family Center Plan, the District initially referred to the July 1, 2013 date.

³ The District planned to hire or designate a Family Engagement Coordinator by the start of the fiscal year – July 1, 2013. Thus, the District requested, and the parties and Special Master did not object, to moving the due date for the Family Center Plan from July 1, 2013 to October 1, 2013. In the fall of 2013, the District proposed combining the Family Center Plan and the Family Engagement Plan. On December 2, 2013 the Court set a due date of February 15, 2014 for the Family Engagement Plan (including the Family Center Plan). The District requested the parties and the Special Master to extend this date to March 31, 2014. This request has not yet been granted or denied.

(v) provide for the creation and distribution of new or revised materials to provide families with detailed information regarding the curricular and student support services offered in Section V(C) Student Engagement and Support, including information on Academic and Behavioral Support, dropout prevention services, African American and Latino Student Support Services, culturally relevant courses and policies related to inclusion and non-discrimination;

(vi) provide for the creation and distribution of new or revised materials to provide families with information regarding educational options for their ELL children, including the availability of dual language programs and other programs designed for ELLs;

(vii) include strategies for how teachers and principals can learn from families regarding how to meet the needs of their children;

(viii) detail how the Family Center(s) will be staffed, including language requirements for all staff and whether they will be under the supervision of the FEC. [VII.C.1.a]

By July 1, 2013⁴, the FEC shall review and assess the District's existing family engagement and support programs, resources, and practices. This review and assessment shall focus on programs, resources and practices for African American and Latino students, including ELL students, and families, particularly those for (i) students who are struggling, disengaged, and/or at risk of dropping out and (ii) students who face additional challenges because of a lack of access to technology.⁵ The review shall include information on the location of programs and resources, the personnel assigned to family and community engagement efforts, funding allocated, and the data systems in place to provide information on outreach to and engagement with families and communities. [VII.C.1.b]

By October 1, 2013⁶, the FEC shall develop and implement a plan to track data on family engagement, and the District shall make necessary revisions to Mojave to allow such data to be tracked by student. [VII.C.1.c]

By January 1, 2014⁷, the FEC shall develop and implement a plan to reorganize or increase family engagement resources, including consolidating additional resources at the Family

⁴ The District requested, and the parties and Special Master did not object, to moving the due date for the Family Engagement Review and Assessment from July 1, 2013 to October 1, 2013.

⁵ *Such programs, resources, and practices include, but are not limited to, efforts by the African American and Latino Student Services Departments, the School Community Services Department, the Family Centers, the Family and Community Outreach Department, the Parent and Child Education ("PACE") Program, the Parent-Teacher-Student Association, the School Community Partnership Council, the Wellness Centers, and any new or amended versions of the aforementioned programs. [VII.C.1.b, footnote 8]*

⁶ The District requested, and the parties and Special Master did not object, to moving the due date for the Family Engagement Data Tracking Plan from October 1, 2013 to January 1, 2014.

⁷ The District planned to hire or designate a Family Engagement Coordinator by the start of the fiscal year – July 1, 2013. Thus, the District requested, and the parties and Special Master did not object, to moving the due date for the

Center(s), to both ensure equitable access to programs and services and to concentrate resources on school site(s) and in areas where data indicates the greatest need. [VII.C.1.d]

The District shall collaborate with local colleges and universities to provide parents with information about the college enrollment process and to disseminate such information at the Family Centers. [VII.C.1.e]

The District shall provide access at its Family Centers to computers for families to complete and submit open enrollment/magnet applications online. [VII.C.1.f]

The District shall disseminate the information identified above and in Section (II), in all Major languages, on the District’s website, and through other locations and media, as appropriate. [VII.C.1.g]

DEFINITIONS

Family	Family is an enduring relationship, whether biological or non-biological, chosen or circumstantial, connecting a child/youth and parent/guardian through culture, tradition, shared experiences, emotional commitment and mutual support (United Advocates for Children of California).
Family Engagement	Family Engagement means building relationships with families that support family well-being, strong parent-child relationships, and ongoing learning and development of parents and children alike. It refers to the beliefs, attitudes, behaviors, and activities of families that support their children’s positive development from early childhood through young adulthood. Family engagement happens in the home, early childhood program, school and community. It is a shared responsibility with all those who support children’s learning (National Center on Parent, Family, and Community Engagement).
Community Engagement	Community Engagement is achieved when the school district, families, and community leaders come together to make a joint commitment that ensures the success of all students.
Student Services and Partnership Centers (Family Center)	A Student Services and Partnership Center (Family Center) provides resources that are open and responsive to the needs of all families in linguistically and culturally affirmative ways.

plan to reorganize family engagement resources (the Family Engagement Plan) from July 1, 2013 to October 1, 2013. On December 2, 2013, the Court set a due date of February 15, 2014 for the Family Engagement Plan (including the Family Center Plan). On January 29, 2014, the District proposed to the Special Master and parties a due date of March 31, 2014 for completion of the Family Engagement Plan (including the Family Center Plan and the Family Engagement Data Tracking Plan). This request has not yet been granted or denied.

TUSDStats Parental Accounts	TUSDStats Parental Accounts provide a world of data that can help parents and guardians understand their child’s academic experience.
Parent Link	The ParentLink system provides a communication platform for District staff to communicate with parents and families using phone calls, emails, text messages to update parents and families on everything from emergency situations to important school events.
Family Engagement Coordinator (FEC)	The Family Engagement Coordinator is a District employee responsible for implementing, monitoring, and evaluating this Plan.
Director of Family and Community Engagement	The Director of Family and Community Engagement is a District employee responsible for implementing, monitoring, and evaluating this Plan.
Community Representative	A Community Representative serves as a liaison between schools and families to encourage parent and community involvement.
Student and Family Support Liaison	A Student and Family Support Liaison provides activities to meet academic needs of targeted students, consults with teachers, staff, and parents to enhance their effectiveness in helping students, and collaborates with students, parents, and staff to increase academic and social achievement.
Academic Parent Teacher Team (APTT)	This is a model that replaces the traditional parent-teacher conference with three group meetings throughout the year, where teachers meet at one time with all parents in their classroom. Each parent is provided with a folder of their child’s performance indicators. Teachers then provide an in-depth coaching session on how to interpret this data based on overall classroom performance, school benchmarks, and state standards. Parents are provided with strategies and tools to help support learning at home. Together, parents and teachers set goals for their students, individually and as a class. See http://www.ed.gov/oese-news/innovative-model-parent-teacher-partnerships .
Supportive and Inclusive Learning (SAIL) environment	A supportive and inclusive learning environment is about the learning, engagement and inclusion of each learner. In fully supportive and inclusive schools, students are achieving and experiencing success, being challenged and enjoying things they are interested in. School communities foster the identity, language and culture of all learners. All members of the learning community feel valued and included.
Learning-centric	A centered learning climate where adults are focused on student learning.
Child Find	All children with disabilities residing in the state, including children with disabilities who are homeless children or are wards of the state and children with disabilities attending private schools, regardless of the

	severity of their disability, and who are in need of special education and related services, are identified, located and evaluated; and a practical method is developed and implemented to determine which children are currently receiving needed special education and related services. (20 USC 1414 & 612); (34 CFR 300.111)
District Advisory Council (DAC)	A volunteer organization of parents and staff from District schools as well as private and parochial schools that receive Title I funds. DAC provides the following functions: carry out the Parent Involvement mission of "No Child Left Behind Act of 2001" by "affording parents substantial and meaningful opportunities to participate in the education of their children." (No Child Left Behind Act of 2001 (NCLB), P.L. 107-110, SEC. 1001); support and facilitate parent leadership development; Participate in the planning, development, operation and evaluation of Title I projects; and advise the District on matters pertaining to Title I.
School Community Partnership Council (SCPC)	The School Community Partnership Council (SCPC) is a volunteer group of parents and staff from District schools that facilitates communication between each school community, the District, and the Governing Board.
Khan Academy	An on-line, non-profit educational organization that provides math support through free video tutorials and interactive exercises.

EXECUTIVE SUMMARY

This Plan provides the context for Family and Community Engagement practices that are being implemented throughout the District and outlines the following strategies specific to USP requirements. The Plan will be organized into four overarching elements:

- I. Background
- II. Plan to Reorganize and/or Increase Family Engagement Resources
 - A. Review and Assessment
 - B. Recommendations for Reorganizing Family Resources
 - C. Reorganizing Family Engagement Resources, Programs, and Practices
- III. Plan to Expand and Develop Student Service and Partnership Centers
- IV. Plan to Share Enrollment Information
- V. Plan to Track Data on Family Engagement

I. BACKGROUND

In the spring of 2013, the District's previous administration designated Teresa Guerrero (Title I Family Engagement Coordinator) as the USP Family Engagement Coordinator (FEC). The District's initial strategy was to combine Title I and USP family engagement efforts to ensure continuity of service, to share resources, to avoid duplication, and to strengthen family engagement efforts at the site and district level. Under the structure of project management⁸, through Project 8 – Family Engagement, Ms. Guerrero worked with several different departments to begin implementing the USP requirements for family engagement. In September 2013, due to conflicts with Title 1 responsibilities, Ms. Guerrero stepped down as the FEC. Although the District's strategy was sound in theory, in practice it proved unsustainable and the District accordingly has had to rethink its approach.

In September 2013, the District's new administration designated Noreen Wiedenfeld as the USP Family Engagement Coordinator (FEC). Ms. Wiedenfeld is the Director of School Community Services, was a member of Project 8, and had coordinated the development of family engagement activities for several years. During this time several facets of USP implementation underwent a reorganization that ultimately resulted in the thirteen USP projects being incorporated into a new structure that included a Business Leadership Team (BLT) and an Instructional Leadership Team (ILT). Implementation of the Project 8 activities continued under the leadership of Mrs. Wiedenfeld through the ILT.

In the spring of 2014, Margit Birge⁹ of the Region IX Equity Assistance Center at WestEd reviewed the draft plan and provided recommendations. District staff communicated with her to discuss her recommendations. This version of the plan has incorporated many of her recommendations.

II. PLAN TO REORGANIZE AND/OR INCREASE FAMILY ENGAGEMENT RESOURCES

A. Review and Assessment

The Family Engagement Coordinator (FEC), assisted by relevant staff, reviewed and assessed existing family engagement and support programs, resources, and practices. The

⁸ Initially, USP implementation was divided into 13 distinct projects that generally tracked the order of the USP sections.

⁹ Margit Birge serves as a Program Associate with the Region IX Equity Assistance Center at WestEd. Birge provides technical assistance to districts and schools in family engagement and school climate, and coordinates projects at the Center that address equity issues related to race, gender, and ethnicity. Birge has extensive experience in federal Title I and Migrant Education programs. At the state level, she has worked with staff and parents in the California Migrant Education Program. She facilitated the processes that produced a comprehensive needs assessment and a five-year plan that helps to ensure effective services to migrant students. At the site level, Birge worked as a school reform facilitator in Title I schools with large populations of English learners and students from diverse backgrounds. She conducted needs assessments and developed action plans to address school climate and instruction and assessment practices.

review and assessment was district-wide, and included information focused on programs, resources and practices for African American and Latino students, including ELL students, and families. The review included information on the location of programs and resources, the personnel assigned to family and community engagement efforts, funding allocations, and the data systems in place to provide information on outreach to and engagement with families and communities. As the review and assessment is an ongoing process, the District will define various data points with greater specificity in future reviews and assessments. For example, future reviews and assessments will include targeted questions about engagement efforts for families of students who are struggling, disengaged, and/or at risk of dropping out and students who face additional challenges because of a lack of access to technology. This section includes three subsections: (1) programs, resources, and practices at sites and departments; (2) online resources – TUSDStats; and (3) external research of best practices.

1. Programs, Resources, and Practices at Sites and Departments

a. August Survey

In August 2013, the District conducted the Student Support Review, a district-wide survey that included a section that identified family engagement activities. The review identified numerous activities taking place across the District at school sites as of August 2013; the relevant dates for the data provided in the assessment are August 1, 2012 through August 1, 2013. The Student Support Review found the following information regarding family engagement activities:

- 40% of the activities are “presentation style”
- 29% of the activities have a curricular focus
- 18% of the activities have a family focus
- 10% of the activities are considered to be parent education
- 3% are activities such as graduation or open house
- 65 schools have a Title I-funded Community Representative or Student and Family Liaison, responsible for providing many of the listed activities as well as serve as liaisons for students in need of extra supports.
- The percentage of activities offered by grade level varies, as seen below:

Grade span	% of schools in the District at that grade span	# of family engagement activities reported	% of family engagement activities at each academic level
K-5	58%	404	62%
K-8	14%	105	16%
6-8	14%	69	11%
9-12	14%	70	11%

b. October Survey

After the initial review of the data collected in August, the District discovered that more information was needed in order to have a thorough understanding of all the opportunities for family engagement being offered throughout the District. The first survey in August revealed whether or not schools had certain types of family engagement programs, resources, or practices, but it did not provide the team the following detailed information:

- Description
- Frequency
- Location
- Personnel Assigned
- Funding Source
- Target Audience

Accordingly, in October 2013, the FEC collected data from an open-ended survey that was provided to all District principals, the Director of School and Community Services, the Director of Health Services, the Coordinator of the Parent and Child Education (PACE) program, and staff from Family and Community Outreach. The survey results indicated over one thousand family engagement activities were offered throughout the District as of the date of the survey. This number is higher than what was found in the August survey because schools and departments responded to this survey as opposed to the August 2013 survey to which only school sites responded. The relevant dates for the data provided in this survey assessment are August 1, 2012 through October 2013. The review revealed the following information:

- Historically, there was no systemic District-wide plan that provides consistent access to family engagement programs or a way of evaluating the effectiveness of those programs—singular, linguistically, culturally, by school, by subgroup, or in the aggregate.
- The majority of family engagement efforts offered by schools have been focused primarily on parent involvement such as open houses, student concerts, recognition awards, and social events.
- The District's major method for tracking parent engagement has been through sign-in sheets that are submitted to Title 1.
- Schools with Community Representatives or Student and Family Liaisons had a dedicated employee charged with coordinating family engagement efforts.
- At the District level, Student Support Services provided family engagement efforts for targeted populations. Examples of the District-led Student Support Services family engagement opportunities included:

- Parent University provided K-12 students and families an opportunity to learn about what TUSD and local colleges had to offer students and families to prepare for college and beyond. This event occurred annually during the fall semester.
 - Quarterly parent education provided learning opportunities for families to engage in their child's academic success.
 - Student Rights and Responsibilities Presentations (in targeted languages), regarding the Guidelines for Student Rights and Responsibilities, a document to assist a students, parents, teachers, staff, and principals in creating and sustaining a environment which will enhance the achievement of a positive learning process.
 - Connecting families with social services such as behavioral health services, clothing bank, and food bank.
- Provided online resources for parents such as TUSDStats, ExpectMoreArizona (a nonprofit, nonpartisan education advocacy organization working to build a movement of Arizonans – individuals, businesses, community organizations, schools, and many other partners – in support of world-class education for all students.), and Metropolitan Education Commission (composed of 34 Citizen Commissioners, advises, makes recommendations and serves as an advocate in all areas as they affect the educational welfare of Tucson and Pima County)
 - Advocated for parents during student conferences or disciplinary hearings through Student Support Services staff.

c. Activities Targeted Towards African American Students and Families, including ELLs

The District conducted a specific review of family engagement activities that focused on programs, resources and practices for African American students and families – particularly events and communications from the African American Student Services Department (AASSD). The review found that AASSD staff conducted the following activities:

SY 2012-13

- Mailed letters of introduction home to students' families at sites where AASSD provided direct daily service to 23 schools: Blenman ES, Booth-Fickett K-8, Carson MS, Catalina HS, Cholla HS, Cragin ES, Doolen MS, Erickson ES, Ft. Lowell-Townsend K-8, Holladay ES, Magee MS, Mansfeld MS, Maxwell MS, Myers-Ganoung ES, Palo Verde HS, Pistor MS, Pueblo HS, Rincon HS, Roberts-Naylor K-8, Safford K-8, Santa Rita HS, Tucson HS, and Utterback MS
- Mailed and e-mailed quarterly newsletter to all families of African American students with an address within the Mojave database
- Provided Saturday tutoring throughout the school year for 275 students, from 58 schools, including 30 elementary schools, six K-8s, eleven middle schools, ten high schools, and 1 K-12. During tutoring sessions, information was provided to parents regarding District events like Parent University

- Hosted Annual Parent University for over one-hundred students and parents at Catalina High School. Parent University was an opportunity to collaborate with local colleges and organizations to provide information about college preparation, scholarships, and other post-secondary opportunities
- Conducted phone outreach to parents inviting them to the USP Forums (provided parents information about the Unitary Status Plan and a venue to ask questions) held at Tucson HS, Palo Verde HS, and the El Pueblo Regional Center (a City of Tucson community center) in November 2012
- Hosted Annual Student Recognition Program at the University of Arizona in May 2013.
- Hosted Family Literacy Night with Floyd Cooper (interactive workshop for elementary students and their parents. Mr. Cooper is an author and illustrator of children's books) at Blenman in March 2013.
- Hosted school-community events at Blenman ES and Booth-Fickett K-8 in March 2013.
- Hosted parent forums at Palo Verde High School to capture feedback regarding parent concerns in April and May of 2013

SY 2013-14

- Provided over 400 hours of contact with parents (phone, school, home-visits, conferences), as tracked through the Grant Tracker monitoring program
- Mailed letters of introduction home to students' families at sites where AASSD provided direct daily service, including the following 16 sites: Blenman ES, Booth-Fickett K-8, Catalina HS, Cholla HS, Cragin ES, Doolen MS, Erickson ES, Magee MS, Mansfeld MS, Myers-Ganoung ES, Palo Verde HS, Rincon HS, Sahuaro HS, Secrist MS, Tucson HS, Utterback MS
- Mailed and e-mailed quarterly newsletters to all families within the Mojave database, this includes all African American families with an address in Mojave
- Invited parents to attend each school's open house and assisted during parent conferences during the fall of 2013
- Hosted two quarterly superintendent meetings with District parents and community in September 2013 at Donna Liggins Neighborhood Center and November 2013 at Living Water Ministries Church. Hosted three quarterly parent meetings in October 2013 (Tucson HS and Palo Verde HS), December 2013 (Rincon HS), and February 2014 (Mt. Calvary Church) informing parents of AASSD department services, ALE information, UHS, Promotion Retention Policy, Move on When Reading (in 2010, Arizona Revised Statute section 15-701 established the requirement that a pupil not be promoted from the third grade if the pupil obtains a score on the reading portion of the Arizona Instrument to Measure Standards test (AIMS) or a successor test, that demonstrates that the pupil's reading falls far below the third grade level)
- Held parent-community advisory meetings held at the District office – listening to parents' concerns/needs and discussing supports for their children/youth in September and October 2013
- Hosted Annual Parent University for hundreds of students and parents in partnership with Pima Community College in October 2013

d. Activities Targeted Towards Latino Students and Families, including ELLs

The District conducted a specific review of family engagement activities that focused on programs, resources and practices for Latino students and families – particularly events and communications from the Mexican American Student Services Department (MASSD). The review found that MASSD staff conducted the following activities:

- Planned and implemented resource fairs during Parent Quarterly Informational Meetings, which were held at various District sites in December 2013 (Pueblo HS) and February 2014 (Cholla HS, Tucson HS, McCorkle, and Catalina). Parent Quarterly Informational Meetings included sharing information with parents about MAASD services, ALE opportunities, TUSDStats, Achieve 3000, and “Expect More” training.
- Shared information with parents, students and community members on the following:
 - Before and After school tutoring and mentoring services at various sites
 - Saturday Math tutoring services at various sites
 - Webinar sessions to parents
 - Information resources i.e., Math websites and nutritional information
 - Advanced Learning Experiences
 - Pre-college entrance information for successfully completing college application and financial package requirements
 - Student retention rates, particularly the matriculation rates of Latino students
- Coordinated with community agencies for the specific purpose of serving Latino families, in areas such as: Alternative Educational resources; Behavioral Health services; Community Home resources; and Medical Resources
- Conducted home visits by Student Support staff throughout the year to provide families with resources and to assist students in their academic and behavioral success
- Attended parent conferences and IEP (Individual Education Plan) meetings
- Communicated with parents and families through the department newsletter, brochures, pamphlets, and community bulletins
- In addition to MASSD family engagement activities, the District engages Latino families through Title I and a majority of Title I family engagement events are targeted towards Latino students and families.

These activities, as well as Title I family engagement activities, were and are provided using bilingual presenters, staff, and interpreters when necessary.

2. Online Resources – TUSDStats

TUSDStats has been in existence since 2003 and is an online tool for District parents and families to monitor students’ achievement, attendance, academic progress, and other information. Generally schools have been responsible for informing their respective students’ families about TUSDStats Parental Access Accounts. Teachers, counselors, office staff, and administrators at each site have access to print the information for parents/guardians to create accounts. The Student Support Services Departments actively inform parents of the value of using TUSDStats

Parental Access Accounts to monitor students' grades, attendances, and test scores. Through TUSDStats, parents can set up a parental account to view their student's information. The District describes parental accounts as follows: "When you create a TUSDStats Parental Account, you gain access to a world of data that can help you better understand your child's academic experience."

The District conducted a review of utilization of TUSDStats by race and ethnicity, by school, and by grade level. The evidence indicates that this powerful tool (TUSDStats) available to families is underutilized; utilization of this powerful resource for parents varied dramatically by grade level (and schools within grade levels), and by race/ethnicity as shown in the charts below:

Grade Span	by Parental Account at a Grade Level		Average Percentage of Parent Use
K-5	.3% to 24.3%		7.2%
K-8	3.8% to 33.4%		15.2%
6-8	17.8% to 71.5%		42.9%
9-12	40.6% to 96.8%		65.7%
Alternative K-12	15.2% to 40%		27.4%
Total District	.3% to 96.8%		29.8%
K -5 Students (All)			
	# of Families that Accessed TUSDStats	Total # of Families	% of Families that Accessed TUSDStats
White/Anglo	625	5120	12.32%
African American	91	1910	4.76%
Hispanic	888	15,544	5.74%
Native American	41	1049	3.91%
Asian American	61	446	13.68%
Multi Racial	72	925	7.89%

6-8 Students (All)			
	# of Families that Accessed TUSDStats	Total # of Families	% of Families that Accessed TUSDStats
White/Anglo	1201	2182	56.60%
African American	256	877	29.42%
Hispanic	2191	6665	33.25%
Native American	113	487	23.41%
Asian American	82	229	35.81%
Multi Racial	115	300	38.33%

9-12 Students (All)			
	# of Families that Accessed TUSDStats	Total # of Families	% of Families that Accessed TUSDStats
White/Anglo	3056	3972	80.29%
African American	638	1148	58.54%
Hispanic	4744	7932	64.66%
Native American	207	419	53.46%
Asian American	302	453	68.87%
Multi Racial	215	318	70.44%

3. External Research of Best Practices

The District has long been committed to involving families as a part of supporting parents and guardians as they strive to encourage their children in school. The research described below on family engagement reveals many important lessons that can strengthen family engagement practices in the District, and will help the District differentiate between family involvement and family engagement. The District reviewed the following research and best practices:

a. Harvard Family Research Project

The District plans to focus family engagement on “learning-centric” opportunities. Utilizing the work from The Harvard Family Research Project (HFRP), the District hopes to strengthen the link to learning in family engagement. These principles have been adopted by America’s Promise Alliance, with which the District is aligned, as well as the National PTA. The HFRP policy brief titled *Seeing is Believing: Promising Practices for How School Districts Promote Family Engagement* pinpoints three core elements that are essential for engaging families:

1. Creating district-wide strategies
2. Building school capacity
3. Reaching out to and engaging families

b. Multicultural Partnerships Involve All Families (Hutchins, et al., 2012)

The NNPS book, *Multicultural Partnerships Involve All Families* (Hutchins, et al., 2012) features activities to help schools increase the involvement of parents with different backgrounds to promote more successful students. The recommendations reflect the National Networks of Partnership Schools at Johns Hopkins University guidelines for good partnership programs, including but not limited to:

- Welcome all families. Parents need to know that educators value and respect the work they do to care for and guide their children

- Communicate in languages that parents understand. This starts with clear English in messages and meetings with parents. This may require translators and interpreters to communicate with parents with limited English-speaking ability
- Provide parents with useful and timely information about school and district policies, programs for their children, and students' progress. Also, provide a contact person for parents to communicate with if they have questions.
- Organize an intentional, well planned partnership program to engage all families in their children's education at school and/or at home in ways that help all students do their best in school
- Incorporate student backgrounds and family cultures into the classroom curricula and in the school's program of family and community involvement. Teachers may use family and community "funds of knowledge" and resources to enrich the curriculum and boost students' learning.

c. Additional Parent and Family Involvement Practices

The following practices, organized under six categories, are based on the Ohio Board of Education's Parent and Family Involvement Policy, the National PTA's National Standards for Family-School Partnerships and Joyce L. Epstein's Framework of Six Types of (Parent) Involvement:

1. Create a welcoming school climate
2. Provide families information related to child development and creating supportive learning environments
3. Establish effective school-to-home and home-to-school communication.
4. Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community
5. Engage families in school planning, leadership and meaningful volunteer opportunities
6. Connect students and families to community resources that strengthen and support students' learning and well-being

B. Recommendations for Reorganizing and/or Increasing Family Engagement Resources

The District assessed the internal data obtained from the various reviews in light of the research-based practices for family engagement to develop recommendations for reorganizing family resources.

Recommendation 1: Create District-Wide Strategies

The Review and Assessment revealed that District schools and departments provided multiple opportunities for family engagement. However, these efforts were not connected to one another as part of a comprehensive scheme, and often were focused on parental involvement rather than informing parents about student learning and the parents' role in their student's success. The District relied heavily in the past on Title 1 and Student Support Services to provide parent

educational opportunities. According to the Harvard Family Research Project (HFRP), the first step in engaging families is creating district-wide strategies.

The National Networks of Partnership Schools stated that it is important to organize a well-planned partnership program to engage all families in their children's education at school and/or at home in ways that help all students do their best in school.

The District recommends creating district-wide strategies through the following approaches:

a. Promote a District Family Engagement Vision

This vision includes systems and structures that focus on student achievement and the impact of families on student learning. This will be accomplished through the following:

- To demonstrate its commitment to enhancing student success through family engagement, the District will create the infrastructure to support family engagement that is aligned with other district strategies, is a key component of the District's Five Year Strategic Plan, and will support the implementation of district-wide family engagement. This infrastructure includes staffing in place to ensure coordination of efforts, continuous quality improvement, and effective service delivery. The staffing structure includes an Assistant Superintendent for Equity that supervises the Director of Family and Community Engagement, who in turn supervises a Family Engagement Coordinator. The Director of Family and Community Engagement and the Family Engagement Coordinator will work closely with the Student Services Directors, Title I, and other departments and directly with schools to support the implementation of the Family Engagement Plan. The Director of Family and Community Engagement will coordinate district-wide family engagement activities such as: ESSL (English to Support Student Learning. The purpose of ESSL classes is to provide improved communication between parents and teachers to support academic student success, including USP topics such as student discipline, open enrollment, and ALEs; and Parental Access Class (this class has been made available at Open House at several schools this year. The Title I team works in school computer labs to teach parents how to use this service. Title I sends teams of staff to school events as invited to provide this service.)
- District Departments, Structures and Staff including Title I, Student Support Services, Professional Development, and others.
- Student Services and Partnership Centers ("Centers") (see details in Section III, below)
- Additional Family Engagement strategies targeting families of African American students that are culturally appropriate and linguistically friendly:
 - Specific strategies provided by Support Services for struggling, disengaged, and/or at-risk African American students. The process for identifying the students who will be targeted for these strategies is the same process as outlined in the Dropout Prevention

and Retention Plan and can be found in Appendix A: Process for Identifying Struggling Students.

- Quarterly Family Meetings to educate families of African American students regarding district opportunities and resources including Advanced Learning Experiences, Career and Technical Education, Tutoring, etc.
- Additional Family Engagement strategies targeting families of Latino students that are culturally appropriate and linguistically friendly:
 - Specific strategies provided by Support Services for struggling, disengaged, and/or at-risk Latino students. The process for identifying the students who will be targeted for these strategies is the same process as outlined in the Dropout Prevention and Retention Plan and can be found in Appendix A: Process for Identifying Struggling Students.
 - Quarterly Family Meetings to educate families of Latino students regarding district opportunities and resources including Advanced Learning Experiences, Career and Technical Education, Tutoring, etc.

District Professional Development.

The District is committed to partnering with families to ensure the success of all children. Partnerships ensure that families and schools are aligned and working together to support learning. The overarching strategy for the District will be to provide training for district staff on Supportive and Inclusive Learning Environments (SAIL)¹⁰. The District will use a “train the trainer” model. Classes will be offered both during the summer and the school year. The SAIL Professional Development modules have embedded the Danielson Framework for Teaching along with components of Culturally Relevant Pedagogy. The fundamentals of SAIL include understanding and working with bias, understanding student characteristics and needs, and partnering with families. This SAIL training will be mandated for all certificated staff, administrators, and para professionals. With this training, strategies for how teachers and principals can learn from families regarding how to meet the needs of their children will be delivered. Family engagement training provides tools for staff to build relationships with families, and to offer information and experiences to families that are relevant to them. The Director of Family and Community Engagement, the Family Engagement Coordinator, and the Director of Culturally Responsive Pedagogy and Instruction will be responsible for the monitoring and implementation of the training relevant to family engagement.

Cross-departmental coordination to support effective implementation of the Family Engagement Plan.

The District recognizes that district-wide strategies can only be effective and efficient with intentional and clearly planned opportunities for cross-departmental collaboration and

¹⁰ The USP requires the District to provide training to certain staff on how to create supportive and inclusive learning environments. The District has labeled this training “SAIL” for Supportive and Inclusive Learning.

coordination. A plan for alignment among departments for family engagement activities is included in Appendix B: Strategies for Family Engagement Alignment.

b. Provide Robust and Pervasive Communication

Communication will be provided in relevant and appropriate languages that cut across all stakeholders including administrators, departments, school staff, families, and community members through:

- Parent Link (A system that provides a powerful communication platform with a full range of options to meet the unique needs of your District. From emergency messaging, to custom messages, language translation, and surveys, ParentLink gives your schools a proven, easy-to-use tool that gets information to the people who need it, when it's needed.)
- Family Engagement Website
- Community Partnerships, (faith-based groups, non-profits, etc.)
- Student Services and Partnership Centers (Family Centers) (see Section III for details)
- Surveys and feedback
- Additional outreach efforts will be made to families of African American students who are struggling, disengaged, and/or at risk through phone calls, emails, or home/work visits, etc.
- Additional outreach efforts will be made to families of Latino students who are struggling, disengaged, and/or at risk through phone calls, emails, or home/work visits, etc.

c. Data Collection and Analysis

In addition to tracking attendance and events, and to ensure reporting and accountability for family engagement activities throughout the District, the District will gather data to assess differences in behavior, knowledge, and attitudes among parents and school staff. Measures along the way to interpret progress will include review of the following data on family engagement (each can be tracked by student):

- Surveys and feedback
- Participation at Educational Opportunities
- Data from use of TUSDStats by parents

Data will be collected and analyzed to assess the effectiveness of the engagement initiatives for the African American and Latino families. The District will use student information systems such as TUSDStats and Grant Tracker.

Recommendation 2: Building School Capacity (to Engage Families)

Based on the Review and Assessment, there currently is limited communication among schools and departments about what is being provided for families and the impact it is having on student learning. According to the research, schools should strengthen families' knowledge and skills to support and extend their children's learning at home and in the community by organizing a well-planned partnership program to engage all families in their children's education at school and/or at home in ways that help all students do their best in school.

As part of a district-wide strategy to engage families in a learning-centric environment, the District will begin implementation of the Academic Parent Teacher Team (APTT) model developed by Dr. Maria Paredes (Creighton School District). Key components of this family engagement outreach model include building school capacity and structures which create opportunities and an environment of teachers and parents as partners in educating children.

a. In order to serve all families better, all District schools will:

- i. designate a family engagement point of contact
- ii. create a learning-centric environment to support the academic success of all students by implementing strategies such as the Academic Parent Teacher Team (APTT) model of parent engagement
- iii. 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). These events may be held during parent conferencing and/or other times.
- iv. participate in district training to ensure that parents feel welcomed and needed as partners in enhancing their children's learning
- v. provide information regarding parent education and resource opportunities in concert and coordination with Student Support and Partnership Centers

b. In order to better serve families of African American and Latino students, the District will:

- i. Hold quarterly events throughout the community. These sessions will inform parents of the programs and opportunities available for African American or Latino students, respectively. All family engagement staff and district Student Support Services staff assigned to schools will work collaboratively on these quarterly meetings. The focus of the parent quarterly sessions shall be to enhance and support relationships as well as the academic success of students especially identified as struggling, disengaged and/or at-risk of dropping out in an interactive engaging format. These quarterly events will include at least two types of documented additional outreach and support opportunities for Latino and African American students and their families and include topics such as:

- Advanced Learning Experiences
- Graduation, Matriculation & Student Retention
- College Preparation, Post-Secondary Matriculation & Retention
- Parent/Family Engagement Leadership & Partnerships
- Parent Teacher Conferences
- Academic Parent Teacher Teams
- Individual Data Talks with students and parents to review student test scores and/or graduation requirements.
- Parental Stats Informational sessions that explain how to navigate the Parental Access Account.
- Arizona College and Career Readiness Standards Informational sessions

c. In order to better serve families of African American and Latino students, all District certificated staff and administrators will receive training in Supportive and Inclusive Learning (SAIL) Environments, Partnering with Families Module that provides specific strategies to address engagement of African American and Latino families.

Recommendation 3: Engaging Families

Based on the Review and Assessment of the District, the majority of the family engagement efforts provided historically by the District have been focused primarily on family involvement in student activities rather than learning-centric family engagement. The Harvard Family Research Project found family engagement practices linked to learning have a greater positive effect on student outcomes. Providing learning opportunities discussed in Building School Capacity is vital to engage families in student focused learning.

The District is using the Multi Tiered Systems of Support (MTSS) model to implement different types of family engagement. In order to remain consistent, the District will follow a tiered model for family engagement and support.

Type 1 family engagement involves general outreach to all families, with a focus on African American and Latino students and families, occurring mostly at school sites and family centers at times that are accessible to families. Type 1 family engagement includes activities such as: parent training, quarterly informational events, parent education and resource opportunities; and using multiple media to connect with families.

Type 2 family engagement involves specific outreach to the families of African American or Latino students who are struggling, disengaged, and/or at-risk of dropping out. Type 2 family engagement includes specific activities related to the needs of the identified students as documented on the District's Student Equity and Intervention Request for Service form.

Family Engagement – Type 1

- a. 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).

- i. Training for implementation of this model will be required – Proposed Training would be Train the Trainer Model.
 - ii. All schools in concert and coordination with Student Support and Partnership Centers will provide information regarding parent education and resource opportunities.
- b. Quarterly events will be held throughout the community. These sessions will inform parents of the programs and opportunities available for African American and Latino students.
 - c. Accessibility - In order to maximize parent participation, the sessions will take place at various times and may be connected to student related or community events within a positive supportive environment, particularly for families of African American or Latino students.
 - d. Scheduling - Event dates will be coordinated through the District Family Engagement Director and/or Family Engagement Coordinator.
 - e. Multiple media - Develop and use social media structures to connect with students and families in contemporary fashion. This may include Facebook, text messaging, mobile/smartphone applications (i.e. TUSD's Parent Link), media-based parent training and events. Family engagement opportunities and outreach may include:
 - webinar sessions for parent trainings linked to school websites
 - math websites for parents such as Khan Academy
 - strategies for parent student interactions in newsletters
 - inspirational texts or quotes for families to discuss
 - parent access to TUSDStats
 - administrative newsletter and website communications for parents and students

Family Engagement – Type 2

The District's African-American and Mexican American Student Services Departments, in conjunction with site administrators, Family Engagement Staff, and Title I staff, are primarily responsible for coordinating targeted parent outreach for African American or Latino students identified as struggling, disengaged, and/or at-risk of dropping out.

1. Families of students identified as struggling, disengaged, and/or at-risk of dropping out will receive outreach from District staff most closely aligned to students' identified demographic or academic need as possible.
 - a. Site staff including Title I family engagement, teachers, and other school staff will perform targeted outreach to families with students identified as struggling, disengaged, and/or at-risk of dropping out.
 - b. Site staff will use the District's Student Equity and Intervention Request for Service referral form provides another opportunity to coordinate and communicate specific

outreach needs (form available to site staff at <http://intranet/interventionform.asp>). To ensure more comprehensive support, the District will add Language Acquisition and Exceptional Education to the list of departments from whom service requests may be submitted.

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.

The District recognizes that there are challenges faced when engaging families of struggling students and/or families who are dis-engaged. The District plans to address these barriers with specific strategies as outlined in Appendix C:

Recommendation 4: Monitoring for Effectiveness

The Review and Assessment revealed there is no system to provide consistent access to programs or a way of evaluating the effectiveness of programs. Currently, the District's major method for tracking family engagement is through sign-in sheets that are submitted to the Title I Department. Research supports data collection systems as a necessary component of ongoing evaluation, planning and improvement. To track family engagement data, the District will develop and implement ongoing assessments and create a schedule for monitoring and evaluation.

Recommendation 5: Expanding Student Services and Partnership Centers (District Family Centers)

The Review and Assessment revealed that the District's families come to the current family center sites to conduct very specific business. Staff members at these sites are specialists in their roles. For example, the emphasis at the Duffy Center is Child Find and Clothing Bank. The School Community Services site focuses on Open Enrollment and Magnet Applications for the District. The utilization of the two locations does not provide the comprehensive proactive family engagement that is needed to affect student achievement.

a. Better Marketing of Student Services and Partnership Centers

The District will ensure that all District staff are aware of the existence, and understand the role, of the Student Services and Partnership Centers within the community through the following:

- Staff Training
- Community Outreach

- Posters/Flyers in every school readily visible to families

b. Targeted purpose of the Student Services and Partnership Centers

The District will communicate the mission of the Student Services and Partnership Centers through multiple media. All Centers will have a baseline of services.

C. Reorganizing Family Engagement Resources, Programs, and Practices

Based on the recommendations discussed above, the District will reorganize current family engagement resources and programs to implement the best practices.

1. Resources

- Staff to implement the plan, including Title I staff, the Family Engagement Coordinator and other staff¹¹.
- District Parent Communication System to communicate to parents about emergencies.
- District Advisory Council (DAC)
- Student Support Services
- Clothing Bank
- School and Community Services
- Child Find
- School Community Partnership Council (SCPC)
- Deployment of Computer Kiosks in each school providing families with easy access to TUSDStats Parental Account, applications, and other District resources beginning 2014-15. The kiosks will be part of the District's effort to make each school site office welcoming and inviting where parents can drop in and connect with staff and resources.

2. Programs

- Parent Education will be offered throughout the District, and will include topics such as: English as a Second Language (ESL), Nutrition, Post-Secondary Education, Parenting, Leadership Classes, and Academic Parent Teacher Teams (APTT)
- Foster Ed – the District has entered into a partnership with FosterEd Arizona to increase the communication among foster families, teachers, CPS Specialists, and Mental Health providers. Traditionally this kind of engagement has been difficult for these high-risk students; but with the assistance of Social Media, teachers and school staff can communicate easily on subjects such as attendance, behavior, homework, how things are going, etc. In addition, FosterEd Liaisons will provide training for

¹¹ The District will require all Family Center Staff to be trained in language-accessibility no later than September 1, 2014, and staff members will be supervised initially by the FEC.

foster families on how to advocate for their foster child in the educational setting and how to access the resources available care through our Student Services and Partnership Centers.

III. Plan to Expand and Develop New Student Service and Partnership Centers

The following plan outlines how the District will expand its existing Family Center(s), and/or develop new one(s), and operate them for the benefit of the District's students and their families. The District Family Centers will be known as the Student Service and Partnership Centers (SSPC) and includes (A) the location of the Centers, (B) the creation and distribution of new or revised materials, (C) strategies to create welcoming environments and relevant educational activities, and (D) strategies for how principals and teachers can learn from families.

A. Location of Centers

1. Centers in SY 2013-14

In March 2013, the District initiated discussions to create and/or expand the SSPC (Family Centers) starting in the beginning of SY 2013-14, and to develop a District Family Center Plan. The initial proposal was to develop the first center at the District main offices and a second center at the site of Duffy Student Service Center. The District has made significant improvements to the original site, and opened a second site. The District currently offers support services, and provides information to families, at two locations. The first Center is School Community Services (SCS) at 1010 E. Tenth Street where approximately 10,000 families visit annually. The second Center opened in November 2013 at Duffy Student Service Center at 655 N. Magnolia Avenue. Family and Community Outreach serves approximately 4,000 students on site each year through the services of the Clothing Bank and another 1,000 are served through the Child Find program.

The initial plan was for the Centers to provide information, resources, support, and access to information for students and families. The existing sites already have a high volume of family and student traffic and the District's intent was to take advantage of this existing traffic to share information and resources with families who already are going to these offices for services. Both buildings have high visibility, are easily accessible, and provide access to other materials. The sites were to have computers for online access, access to open enrollment/magnet applications, information about schools and opportunities throughout the District, and other resource and support materials.

What has become apparent is that families come to the current sites to conduct very specific business. Staff members currently working at these sites are specialists in their roles. For example, the emphasis at the Duffy Center is Child Find and Clothing Bank. The School Community Services site focuses on Open Enrollment and Magnet Applications for the District. The utilization of the two locations does not provide the level of proactive family engagement the District envisions as necessary to affect student achievement.

2. Centers in SY 2014-15 and SY 2015-16

After a review of District demographic data, the District has determined a need to establish Centers in strategic locations in the community starting in SY 2014-15.

The District envisions the Student Services and Partnership Centers as a two year rollout. In school year 2014-2015 the District will create two additional Centers. One will be in the southwest area of the District where a large population of the district continues to grow. A Director of Student Support Services will provide administrative oversight for the Center. Concurrently, the District will establish a Center in an area in the proximity of South Tucson, where the highest percentage of students qualifying for free or reduced lunch attend school. The District will place another Director of Student Support Services on that campus for oversight.

In SY 2014-2015 discussions will take place in consultation with external expert(s), research and other information such as the district demographic study to determine the appropriate placements for the third and fourth additional Centers in SY 2015-16. In SY 2015-2016 these two Centers will be established based on the discussions and analysis of data with the external expert(s).

B. Creation and Distribution of New or Revised Materials

Each Center will have a baseline of services that will be common to all and language accessible. Families will have full access to new or revised materials about programs and educational options throughout the district, such as:

- As described in the Outreach and Marketing plan an information guide will be provided to all families (see page 6 and 7 of Outreach and Marketing Plan)
- Student Assignment Options: School Choice; Open Enrollment; Magnet Schools; and Dual Language
- Transportation
- Advanced Learning Experiences (ALE's) (including the informational sessions on ALEs, information on UHS and the complaint process related to ALEs). The Advanced Learning Experience Access and Recruitment Plan describes ALE materials (pages 22 – 24)
- Guidelines for Student Rights and Responsibilities (GSSR)
- Curricular and Student Support Services, including Behavioral Support Services
- African American Student Support Services
- Mexican American Student Support Services
- Student Equity and Intervention
- Family and Community Outreach Department Brochure
- Culturally Relevant Courses
- Policies related to inclusion and non-discrimination
- Career and Technical Education (CTE)
- College and Career Readiness Resources
- Resources from local colleges and universities

- District Information Catalogue
- Exceptional Education
- Resources for Homeless, Neglected, and Delinquent Students
- Preschool Opportunities
- Before and After School Care
- Information about Grad Link2
- Community Schools
- Interscholastic Activities
- Dropout Prevention Services
- Educational Options for ELL Children

C. Strategies to Create Welcoming Environments and Relevant Educational Activities

The District will provide the following resources to create a welcoming environment at the Centers:

- District staff members who can explain the many educational and support options available, and to help families navigate our school system
- A parent training room with media set up for presenting workshops
- Space for child care
- Computers with full access to the Internet; District website; online applications to Magnet Programs, Open Enrollment, and Transportation; and TUSDStats (Details of access to technology is provided in the District's Technology Condition Index pages 1 and 5).
- To address conditions of the technology gap where lower-income students and families do not have ready access to the technology, the District will provide training to families through the Family Centers on how to use certain technological tools (internet, TUSDStats, filling out FASFAs, etc.) to better engage with their child's school, teachers, etc.
- Space available for community resources and services
- Access to clothing with resources from District and community partners

District human resources may be reallocated and/or relocated and housed throughout the Centers, including Title I and non-Title I staff, with the ability and skill to provide proactive and language-accessible support for our families. In the past, these services have been school site specific and dependent on building collaboration with schools. While school-site-specific programs will continue to build and improve, the District envisions the SSPCs (Family Centers) as being open to all, with a community outreach philosophy. Evaluating the metrics to be determined based on community needs, the District will assess whether SSPCs (Family Centers) should be consolidated or relocated. The District will provide staff members and services within the communities we serve. The District will create a District calendar of educational opportunities that will be offered at convenient times for families. These workshops will be available at all Centers. Examples of topics for the educational opportunities are college enrollment process, bullying and cyberbullying, drug prevention, and gangs/gang culture.

The development and coordination of these Centers will allow community resources to provide support to families. The District Family Engagement Coordinator will help coordinate committee work such as District Advisory Committee and School Community Partnership Council to ensure district-wide diverse representation of schools and families. The District Director of Family and Community Engagement and the FEC will be the lead in recruitment and collaboration with community groups and non-profit organizations.

A part of this coordination will allow the same services to be offered at each of the centers on a rotating basis. For example, the District may offer an anti-bullying workshop at Center 1 for a week, and then offer it the following week at Center 2, and so forth. Rotating services will be provided as a consistent resource to all District families and students in locations convenient to them.

D. Strategies for How Principals and Teachers can Learn from Families

The District is committed to partnering with families to ensure the success of all children. In having partnerships with families, students, families and schools are aligned and working together to support learning. The overarching strategy for the District will be training on Supportive and Inclusive Learning Environments (SAIL). The fundamentals of SAIL include understanding and working with bias, understanding student characteristics and needs, and partnering with families (Details of the SAIL training is developed through the Cultural Responsive Pedagogy and Instruction Director). This training will be mandated for all district employees. With this training, strategies for how teachers and principals can learn from families regarding how to meet the needs of their children will be delivered. The goal of the family engagement training is to provide tools for educators to welcome, build relationships, and offer information and experiences in which families are interested.

IV. Sharing Enrollment Information with families (District's Marketing, Outreach, and Recruitment Plan).

This Plan includes specific strategies to share enrollment information with families, including specific strategies for sharing enrollment information with African-American and Latino families. Specific recruitment strategies are described in detail in the District's revised Marketing, Outreach, and Recruitment Plan.

The Marketing, Outreach, and Recruitment Plan includes specific strategies that support the requirements of the USP, such as:

- English and Spanish language TV ads to air in mainstream and Spanish language media.
- Radio ads highlighting opportunities for students in mainstream and Spanish language media.

- Television ads and print ads featuring actual TUSD students, parents and teachers, with a focus on racial and ethnic diversity so all audiences see themselves represented in the TUSD brand.
- Direct mail campaign to highlight learning opportunities to African-American families; strategically targeted to known addresses.
- Direct mail campaign for magnet schools; strategically targeted to certain zip codes to maximize integrative effects.
- Internet outreach, including space on popular banners and social media outreach
- Event marketing – leveraging community events with high attendance to reach a large number of families.

The director of student assignment, the Director of Family and Community Engagement, and other appropriate staff will collaborate to engage with community groups and community members to share information and involve local stakeholder organizations in the enrollment process. District staff will be trained to actively engage community members (with an emphasis on African-American and Latino families) to inform them about educational options available in the District.

The District will seek partnership with other organizations such as the City of Tucson, Pima County Libraries, Pima Community College, chambers of commerce, youth clubs, and others to display and distribute recruitment and promotional materials throughout the community, and to involve them in the enrollment process (as coordinated through the director of student assignment and the family engagement director). A list of possible organizations/sites is being compiled to determine if TUSD would be allowed to place materials at their sites. The number of sites that will actually be used has not yet been determined, but it must be kept to a reasonable number that can be monitored and stocked. The Family Center personnel will be responsible for keeping the chosen sites stocked.

V. Plan to Track Data on Family Engagement

To track family engagement data effectively, the District will develop and implement ongoing assessments and create a schedule for monitoring and evaluation.

- A. The District will conduct ongoing assessments and will use multiple forms of data including:
 - Surveys similar to the Harvard Graduate School of Education Pre-K-12 Family-School Relationships Survey. This survey will be used to measure change over time and evaluate the impact on student learning.
 - TUSDStats and Parent Link on parent usage including disaggregation of usage by African American and Latino families

- TUSD School Quality Survey
- Title 1 Family Engagement Documents
- School Family Engagement Activity Report
- Student Service and Partnership Center usage
- Feedback from Family Events and Trainings

B. Schedule of data collection

- Feedback form after each Family Event and Training
- Schools will submit Family Engagement Activity Report monthly
- Director of Family and Community Engagement reviews quarterly Family Engagement Data (by school and district-wide)
- District Parent Surveys will be analyzed annually
- The Director of Family Engagement and the Family Engagement Coordinator, in collaboration with an external expert, will review district data for effectiveness and make annual recommendations for possible revision of the Plan where appropriate to provide improvement.

Appendix A: Process for Identifying Struggling Students

Background:

In SY 2013-14, the District piloted automatic identification of students for interventions (using a system in Mojave called WatchPoint) based on criteria in three areas: 1) grades; 2) overall attendance; and 3) behavior. Based on the first semester data, analysis revealed that student identification based on the academic threshold of “two Fs” is over-identifying students, particularly at the high schools, while the “3 days of unexcused absences per week” threshold was only identifying very few students as having attendance problems. The changes to the discipline code enacted in 2013-14 also seemed to have reduced the number of out-of-school suspensions compared to previous years.

Based on this data, and on observing 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:

- 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 only automatically identify students who are failing a course **and** excessively not attending a course
- 3) Continue to use behavior data to identify students automatically
- 4) Explore adding other sources of data to enhance automatic identification, 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

The District will continue to refine the WatchPoint system to ensure that the data points are identifying “At Risk” students and interventions are being implemented.

Based on the Student Support Review and Assessment and other research (Kennelly & Monrad, 2007) (Heppen & Therriault, 2008), the District will implement specific supports and interventions for identified “At-Risk” students. The District will also focus specific supports and interventions for schools whose data supports the need for additional assistance. By targeting supports and interventions, the District will seek to meet the goals stated above.

Appendix B: Strategies for Family Engagement Alignment

USP Activity	Complimentary Factors (IP) USP	Coordination	Timeline
Provide information to African American and Latino families and community members throughout the District about educational opportunities, enrollment options.	FACE Plan (TBD) VII.C.1.a.ii MORE Plan (IP: II.12) II.I.1.a-f, II.I.2 CMP (Magnet Schools: Strategies and Processes for Integration. C.3. pgs.14-17)	Family and Community Engagement (FACE) Director (TBD), Family and Community Engagement (FACE) Coordinator (TBD), Damon Jackson (Chief Information Officer), Martha Taylor (Director of Advanced Learning Experiences), Vicki Callison (Director of Magnet Programs), Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) meet quarterly to review information resources (informational guide), revise resources as needed, create distribution plan, implement distribution plan, and monitor progress. Collaborate in planning and implementing a community meeting and informational session regarding educational opportunities and enrollment options in geographically diverse District locations.	Begin October 6, 2014, ongoing quarterly
Provide access at Family Centers to computers and staff support for families to complete and submit open enrollment/magnet applications online, and provide support to families to learn how to submit applications Recruit a racially and ethnically diverse student body to its	FACE Plan (IP: TBD) VII.C.1.f Student Assignment Plan, (IP: II.12) II.E.2, II.I.c	Family and Community Engagement (FACE) Director (TBD), Family and Community Engagement (FACE) Coordinator (TBD), Damon Jackson (Chief Information Officer), Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) meet quarterly to review data (number of families requesting computer access to submit online application and number of families receiving support with application completion) and monitor progress of supporting families with applications.	Begin October 6, 2014, ongoing quarterly

magnet schools and programs through Family Centers and other recruitment strategies			
Provide information about free transportation to families	FACE Plan (IP: TBD) VII.C.1.a.ii Transportation Plan (IP: III.4) III.A.5	Family and Community Engagement (FACE) Director (TBD), Family and Community Engagement (FACE) Coordinator (TBD), Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) meet quarterly to review information resources, revise, create distribution plan, implement distribution plan, and monitor progress.	Begin October 6, 2014, ongoing quarterly
Provide training for school site principals to build and foster professional learning communities to develop strategies to encourage and provide space, resources, and support for constructive teacher-family interactions and how to learn from families regarding how to meet the needs of their children	FACE Plan (IP: TBD) VII.C.1.a.vii Administrators and Certificated Staff Plan IV.I.4 PLC Training (IP: IV.28)	Family and Community Engagement (FACE) Director (TBD), Family and Community Engagement (FACE) Coordinator (TBD), Richard Foster, Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) Richard Foster collaborate to ensure principal trainings include content as outlined in USP.	Begin October 6, 2014, ongoing quarterly
Provide information to African American and Latino families regarding Advanced Learning Experiences (ALE), including informational sessions on GATE, ACs, UHS, and the parent complaint process related to	FACE Plan (IP:TBD) VII.C.1.a.ii ALE Plan Section (IP: V.4, V.9) V.A.II.d.i-iii, V.A.II.e	Family and Community Engagement (FACE) Director (TBD), Family and Community Engagement Coordinator (TBD), Helen LePage (GATE Coordinator), Martha Taylor (Director of Advanced Learning Experiences), Dean Packard (Principal, UHS), Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) coordinate to distribute accessible	Collaboration meetings will begin October 6, 2014, and will continue as needed. Distribution of materials will be on-going through the SY as needed.

ALEs		<p>materials describing the District’s ALE offerings by content, structure, requirements, and location. Collaborate in planning and implementing a community meeting and informational session regarding ALEs in geographically diverse District locations.</p> <p>Team will review the ALE parent complaint process and will revise if necessary. Team will disseminate information regarding this process at all school sites, Family Centers, District Office, and on the website.</p>	Information meeting will be offered in January/February before the registration process for the next SY begins.
Provide information to families regarding educational opportunities for their ELL children, including the availability of dual language programs and other programs designed for ELLs	<p>ALE Plan (IP: V.11) V.C.1</p> <p>FACE Plan (IP:TBD) VII.C.1.a.vi</p>	Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Ignacio Ruiz (Language Acquisition Director), Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) meet quarterly to review information resources, revise, create distribution plan, implement distribution plan, and monitor progress.	Begin October 6, 2014, ongoing quarterly
Provide information to families regarding culturally relevant courses	<p>Student Support and Engagement Plan (IP: V.28-29) V.E.4.c, V.E.6.a.i-ii</p> <p>FACE Plan (IP: TBD) VII.C.1.a.v</p>	Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Clarice Clash, Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) meet quarterly to discuss how the District will inform parents of the courses, create a plan to inform, implement the plan, and monitor progress. Team will collaborate to organize an event (such as an Open House) to introduce families to the CRC courses and to provide information to families and the community about culturally relevant and responsive pedagogy.	Begin October 6, 2014, ongoing quarterly

Hold quarterly events for Latino students and families	Student Support and Engagement Plan (V.38) V.E.8.d FACE Plan (IP: TBD) VII.C.1.a.v	Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Title 1 staff, and Maria Figueroa (Student Equity Director) collaborate in planning and implementing Quarterly Events and host some events at Family Centers.	Begin October 6, 2014, ongoing quarterly
Hold quarterly events for African American families and students (FACE Plan VII.C.1.a.v)	Student Support and Engagement Plan (V.32) V.E.7.d	Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Title 1 staff, and Jimmy Hart (Student Equity Director) collaborate in planning and implementing Quarterly Events and host some events at Family Centers	Begin October 6, 2014, ongoing quarterly
Provide parents with information about the college enrollment process and disseminate such information at the Family Centers.	Student Support and Engagement Plan FACE Plan (IP:TBD) VII.C.1.e	Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Title 1 staff, Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) collaborate in planning and implementing Parent University Team collaborates in establishing and maintaining partnerships with local colleges and universities and in distributing relevant information regarding college enrollment at Family Centers.	Begin August 8, 2014, ongoing as needed
Provide language accessible training for all personnel involved in family engagement initiatives and implement the Multi-Tier System of Support (MTSS) Structure to address	Student Support and Engagement (IP: V.17) V.E.2.c FACE (IP: TBD) VII.C.1.a.vii	Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Title 1 staff, Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) review plan to implement the MTSS at schools and the language accessible training for all	Begin October 6, 2014, ongoing quarterly

family engagement at all schools.		personnel involved in family engagement initiatives.	
All elementary schools will provide informational sessions to parents at a minimum of once per semester regarding curriculum focus.	Student Support and Engagement (IP: V.17) V.E.2.c FACE (IP: TBD) VII.C.1.d	Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Title 1 staff, Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) create guidance and design PD that will be provided to schools to build site capacity in engaging families during informational sessions School principals responsible for implementing informational sessions using guidance.	Begin October 6, 2014, ongoing as needed
All schools will hold regular “Parent Academies” run by well-trained parent leaders to provide parents with the skills necessary to support their children’s academic success and to provide a forum for continuous feedback on District-related initiatives.	FACE Plan (IP: TBD) VII.C.1.e Student Discipline Plan (IP: V.32, V.38) V.E.7.d, V.E.8.d	Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Title 1 staff, Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) create guidance and design PD that will be provided to schools to build site capacity in engaging families during Parent Academies School principals, Community Reps collaborate to implement informational sessions using guidance.	Begin October 6, 2014, ongoing as needed
Provide Disciplinary Information Sessions to students/parents	Student Discipline Plan (VI.5-6) VI.D.1-2	Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Title 1 staff, Roxanne Begay-James (Student	Begin October 6, 2014, ongoing quarterly

<p>Provide the Student Discipline Handbook and related documents to families in all major languages</p>	<p>FACE Plan (IP: TBD) VII.C.1.a.iv</p>	<p>Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) create guidance for site administrators to use when providing Disciplinary Information Sessions to parents/students (including strategies for documentation)</p> <p>School principals, Learning Support Coordinators, and Community Reps collaborate to implement informational sessions using guidance.</p>	
<p>Same Provide information to families regarding voluntary tutoring and extra-curricular opportunities for their children, including the availability of transportation</p>	<p>Extracurricular Plan (IP: VIII.2-4) VIII.A3-5</p> <p>FACE Plan (IP: TBD) VII.C.1.a.v</p>	<p>Family and Community Engagement (FACE) Director (TBD), Family Engagement Coordinator (TBD), Herman House (Director of Secondary Schools), Title 1 staff, Roxanne Begay-James (Student Equity Director), Jimmy Hart (Student Equity Director), Tsuru Bailey-Jones (Student Equity Director), and Maria Figueroa (Student Equity Director) meet quarterly to review information resources, revise, create distribution plan, implement distribution plan, and monitor progress.</p>	<p>Begin October 6, 2014, ongoing quarterly</p>

Appendix C: Strategies to Address Family Engagement Barriers

Challenges	Strategies to Address Challenges
<p>Some school sites and staff lack skills and dispositions needed to engage families as partners</p> <p>Target audience: District staff and community leaders</p>	<p>District staff will receive training to increase their capacity to partner with families and adopt a strengths-based approach¹²</p> <p>District staff will receive training to increase their skill in creating welcoming environments, learning from families, and to offer experiences and information that are relevant to families</p> <p>Engage community leaders to assist the district in providing culturally appropriate strategies</p>
<p>Families may have difficulty navigating the school system</p> <p>Target audience: Families</p>	<p>District staff will be in place at school sites and at Family Engagement Centers that will be available to support families in navigating the school system</p> <p>District will provide robust and pervasive communication, including: website, ParentLink, surveys to allow parents to provide feedback, and strategies specific to families of students who are struggling through phone calls, emails, and home/work visits.</p>
<p>Families may need ideas and strategies about how to participate in their child's</p>	<p>Family Engagement Centers will host regular workshops for families to learn</p>

¹² Widely used in the social service sector, a strengths-based approach “refers to policies, practice methods, and strategies that identify and draw upon the strengths of children, families, and communities. Strengths-based practice involves a shift from a deficit approach, which emphasizes problems and pathology, to a positive partnership with the family. The approach acknowledges each child and family’s unique set of strengths and challenges, and engages the family as a partner” (retrieved from <https://www.childwelfare.gov/pubs/acloserlook/strengthsbased/strengthsbased1.cfm>, August 29, 2014)

<p>education and academic success</p> <p>Target audience: Families</p>	<p>about strategies to support their child's learning, with specific focus on math and literacy.</p> <p>Sites will provide training to parents twice per year regarding curricular focus.</p>
<p>Families may lack child care during events/trainings</p> <p>Target audience: Families</p>	<p>District will provide child care during parent trainings offered at Family Engagement Centers</p>
<p>Families may lack access to computers with full access to the Internet; District website; online applications to Magnet Programs, Open Enrollment, and Transportation; and TUSDStats</p> <p>Target audience: Families</p>	<p>Computer access available at Family Engagement Centers with staff available to assist families in navigating various online resources</p>
<p>Families may lack skills or knowledge on how to use certain technological tools (internet, TUSDStats, filling our FASFAs, etc.) to better engage with their child's school, teachers, etc. to improve access to schools or to on-line communication</p> <p>Target audience: Families</p>	<p>Parent trainings and staff available at Family Engagement Centers to</p>
<p>Families may lack access to community resources and services</p> <p>Target audience: Families</p>	<p>Provide referrals and follow up to families as well as co-located resources at Family Engagement Centers</p>
<p>Families may need clothing for children</p> <p>Target audience: Families</p>	<p>Continue and expand TUSD Clothing Bank</p>
<p>Families may need language-accessible support related to lack of facility with English</p> <p>Target audience: Families</p>	<p>District will provide English to Support Student Learning to improve communication between parents and teachers to support student academic success</p>

<p>Families may lack access to organized educational opportunities at times that are convenient for them</p> <p>Target audience: Families</p>	<p>Provide educational opportunities at Family Engagement Centers at times that are convenient for families, including courses offered by the district and community-based organizations</p>
<p>Families may lack access to information about the challenges that at-risk, struggling and/or disengaged students may face, such as bullying and cyber-bullying, drug prevention, gangs/gang culture</p>	<p>Provide educational opportunities and information at Family Engagement Centers, including courses offered by the district and community-based organizations. Calendar of opportunities will be available to all school sites as well as on the website.</p>
<p>Families may need knowledge about the college enrollment process</p>	<p>District will collaborate with local colleges and universities to provide parents with information about the college enrollment process and to offer an outreach event (Parent University)</p>