

# **Exhibit A**

**Tucson Unified School District**  
**Teacher Diversity Plan for SY 18-19:**  
**Results, Analysis and Conclusions**

### **A. Origin of The TDP**

USP § IV.E.2 directed the District to identify:

“significant disparities (i.e., more than a 15 percentage point variance) between the percentage of African American or Latino certificated staff or administrators at an individual school and district-wide percentages for schools at the comparable grade level (Elementary School, Middle School, K-8, High School). The assessment of significant disparities shall also take into account the percentage of African American and Latino students on each school campus.”

The USP did not contain any target or required reduction in schools with “significant disparities” or mandate forced transfers of teachers among schools to achieve the desired balancing. The District was directed to address disparities by enforcing hiring policies, additional targeted training, and voluntary transfers among schools.

The District did its initial assessment of disparities shortly after the USP was entered, reported the results, and has continued to report on the racial and ethnic composition of teachers and administrators at individual school sites.

In March, 2016, the Court ordered the District to develop a plan “ to reduce by half by the beginning of the 2016-17 school year the number of schools in which there are existing racial disparities, as defined by the USP, among the teaching staffs.” [ECF 1914, at 2.] The order required the plan to include the following practices:

- “1. School transfers by TUSD teachers shall not create or add to racial disparities in any school.
2. School transfer requests that contribute to the elimination of racial disparities shall have priority.
3. Incentives shall be used to motivate voluntary transfers. These incentives shall include, but not be limited to, financial incentives, reduction or modification of workload, and enhanced opportunities for professional advancement.
4. Beginning teachers may be assigned to schools at which students are achieving above the district average when such assignment will increase faculty diversity.
5. As necessary, the district shall actively recruit teachers to transfer to new schools when such transfers will bring about compliance with the relevant provisions of the USP.” *Id.*

The order also directed the District to develop a plan to eliminate all significant disparities in 2017-18, using the practices outlined by the Court. Id.

**B. Implementation and Results for SY16-17**

The District immediately implemented all of these items in the Court's order, including a set of incentives for voluntary transfers known as the Teacher Diversity Plan (TDP). A copy of the original Teacher Diversity Plan is attached hereto as Exhibit 1.

As noted in the TDP, the Special Master proposed that 26 schools that currently have "significant disparities" as defined in paragraph IV(E)(2) of the USP be the primary targets of this plan in SY2016-17, and the District adopted that proposal for the plan. These schools became the ones by which the success of the plan was measured.

The TDB included the following incentive elements, among others:

1. A one-time \$3,000 stipend for a target school which hired a transfer who reduced the existing disparity.
2. A stipend of \$2,500 per year for a two year commitment, to any teacher voluntarily initiating a transfer to a target school who reduced the existing disparity.
3. A stipend of \$2,500 per year for a two year commitment, to any teacher identified in a targeted recruitment effort who agreed to transfer to a target school who reduced the existing disparity.
4. A Master Teacher Team pilot program, involving two teams of four highly rated teachers placed as a team, one team at an elementary school and one at a middle school, with each participating teacher getting a stipend of \$6,000.

The Teacher Diversity Plan was widely disseminated to District teachers in the spring of 2016 during the period when teachers make decisions regarding the next teaching year.

As of March 1, 2017, the District assessed the results of the plan for the 16-17 school year. 44 teachers transferred and received the stipend, which exceeded the initial year goal of 20 to 25 teachers. Only 10 of the 26 target schools still had "significant disparities" in African American or Latino teaching staffs, as defined in the USP.<sup>1</sup> But even more importantly, a change of only 27 more teachers out of the 650 teachers at the target schools (only 4%) would have eliminated the remaining significant disparities. The District concluded that the TDP had met its goals for 16-17.

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<sup>1</sup> Raw data for target schools is attached hereto as Exhibit 2.

**C. Implementation and Results for SY17-18.**

As a result of the success in SY16-17, and the relatively small number of teachers needed to complete the plan, only one major change was made for the plan for SY17-18. The amount of the stipend for voluntary transfers to a target school was doubled, from \$2,500 per year to \$5,000 per year, again with a two year commitment.

The TDP was again widely disseminated to District teachers in the spring of 2017 during the period when teachers make decisions regarding the next teaching year.

As of March 1, 2018, the District assessed the results of the plan for the 17-18 school year. This year, 22 additional teachers transferred and received the stipend, and 33 of the original cohort remained in the program. There were still ten of the 26 target schools that had “significant disparities” in African American or Latino teaching staffs, as defined by the USP. Although the TDP thus did not reach its goal of eliminating all disparities in target schools by 17-18, significant progress was made. The number of teachers that would have to change to eliminate all significant disparities at target schools dropped from 27 in 16-17 to 18 in 17-18. Half of the remaining 10 target schools were only one teacher away from eliminating significant disparities. Half of the remaining ten target schools had made progress over the prior year, reducing the number of teacher changes needed to eliminate significant disparities.

**D. Implementation and Preliminary Results for SY18-19.**

The District’s HR staff analyzed the results of the TDP for SY17-18. First, HR staff was concerned that unless the stipend was extended, a number of the remaining members of the cohort would seek to move. Accordingly, the decision was made to extend the stipend for the first cohort another year.

HR staff also considered increasing the stipend yet again, but decided not to increase the amount of the stipend. Even though the numbers of new teachers eligible for the stipend dropped from the prior year, the TDP program did not need many additional teachers: another year like SY17-18 would bring in more than enough teachers to achieve compliance in the target schools. Moreover, based on informal discussions with teachers and among the staff, it appeared that the stipend had attracted most of those willing to transfer to a target school. The cost of such an increase across the program (an increase would need to be made across the entire program to avoid negative consequences for paying “late-comers” more than those that signed up initially). The HR staff also considered that general increases in pay also would likely dampen the impact of an increase in the stipend this year.

Third, although the stipend was actually only one of a number of alternative benefits offered to participants in the program, all of the eligible teachers had chosen the stipend; none had

chosen the alternative benefit package. Accordingly, the decision was made to discontinue the alternative benefits package.

Finally, the HR staff concluded that although significant additional progress may be made through other traditional types of efforts at specific schools that have had persistent disparities (continued training and guidance from central HR staff), the general TDP incentive program has achieved close to its practical maximum effect. Moreover, elementary schools often have very small teacher groups – some as few as ten, and many less than 25. Data for groups that small is likely to be (a) volatile from year to year as a result of small random changes in personnel, and (b) so small that no valid conclusions can be drawn. A change in one or two teachers at a small school, unless they are replaced with teachers of the same race or ethnicity, can have massive impact on percentages, with the result that schools bounce in and out of compliance from year to year. The District observed this phenomenon, both within and outside the target group of schools. HR staff is also concerned that in this small group setting, concern about meeting TDP targets may elevate race or ethnicity above acceptable levels of importance in hiring decisions, particularly given that there is no finding that the District has ever discriminated in the hiring of teachers.

The TDP was again widely disseminated to District teachers in the spring of 2018 during the period when teachers make decisions regarding the next teaching year.

The District has tabulated preliminary results of the plan for SY18-19, as of November 6, 2018. There were still 8 of the 26 target schools that had “significant disparities” in African American or Latino teaching staffs, as defined by the USP, which was a reduction from 10 schools in the previous year. Nonetheless, once again, significant progress was made. The number of teachers that would have to change to eliminate all significant disparities at target schools dropped again, from 18 in SY17-18 to 16 in SY18-19. Three-quarters of the remaining eight target schools were only one teacher away from eliminating significant disparities. Three of the remaining schools continued to make progress, reducing the number of teacher changes needed to eliminate significant disparities. Two slid slightly farther away from compliance, and three stayed only one teacher away from compliance.

#### **E. Preliminary Plan for SY19-20.**

The District plans to continue to offer the TDP incentives in SY19-20 (including retention stipends for existing cohorts of teachers), and focus on outreach and increased scrutiny of the voluntary transfer process, to preserve the gains made in the past years, and address schools with persistent disparities. As part of the budget process for SY19-20, the HR staff will evaluate the feasibility of other measures.

**F. Administrators**

In its order dated September 6, 2018, the Court found that “the TDP should extend to administrators, not just teachers[.]”<sup>2</sup> [ECF 2123 at 40.] This had not been part of the Special Master’s recommendation, and came too late to implement for SY18-19, as virtually all school administrative positions for SY18-19 had already been filled. However, for SY19-20, the District will evaluate the possibility of extending incentives to administrators to transfer from one school to another to improve the diversity of the staff. The District notes that of its 85 current schools, 52 have single-administrator staff, so “within-school” diversity of staff is not possible. In SY17-18, of the 33 schools with more than one administrator, 23 were two-person teams, six were three-person teams, three were four person teams, and one school had six administrators. That largest team, at Tucson Magnet High, consisted of three Hispanic, two African American and one White administrators – already quite diverse. Indeed, only ten of the 33 schools with more than one administrator had homogenous teams (4 White and 6 Hispanic) – the rest were already diverse. [ECF 2128-1, at 91-94.] Given this data, it is not clear that additional incentives will add much to the existing diversity of site-based administrative teams.

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<sup>2</sup> The Court may have been intending that incentives similar to those used in the TDP be used to encourage teachers to become administrators, but the TDP is a program designed to incent existing professionals to move around within the District to improve diversity at particular sites; GYO programs are designed to encourage teachers or others to become administrators. The District reports on existing GYO programs to encourage teachers to become administrators (and possible extensions of those programs to include hiring and retention stipends) in the GYO Report/Addendum, filed herewith.

# EXHIBIT 1



# TUCSON UNIFIED

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### TEACHER DIVERSITY PLAN

By order dated March 25, 2016 (the “Order”), the District was required to “develop and implement a plan to reduce by half by the beginning of the 2016-17 school year the number of schools in which there are existing racial disparities, as defined by the USP, among the teaching staffs” and “to eliminate all significant disparities in 2017-18.”

This document sets forth a Teacher Diversity Plan developed by the District in response to the Order, after consultation with the Special Master and plaintiffs.<sup>1</sup> The District believes that this plan will achieve the stated goals set forth in the Order. The District has already begun implementation of many of the elements of the plan.

The Special Master proposed that 26 schools that currently have “significant disparities” as defined in paragraph IV(E)(2) of the USP be the primary targets of this plan in SY2016-17, and the District has adopted that proposal for this plan. These schools will be the ones by which the success of the plan will be measured.<sup>2</sup> Thus, the District’s initial objective is to reduce the number of schools with significant racial disparities from 26 to 13 by the beginning of SY2016-17.

Nine schools that currently have “significant disparities” as defined in paragraph IV(E)(2) of the USP were identified by the Special Master as having faculty that are racially diverse. These schools have not been included in the list of target schools.<sup>3</sup> The District will continue to seek and foster diversity at these schools, and will report to the Special Master on any proposed additions to the faculty that alter the current racial/ethnic percentages in teaching staff at the school.

The plan is to achieve its objective using the following methods:

1. **Site Incentives:** Principals at target schools who recruit and hire a teacher after July 1 whose presence reduces racial disparity will be granted \$3000 (per teacher) to use toward classroom supplies. The estimated cost of this element of the plan for SY2016-17 is \$84,000.

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<sup>1</sup> The District does not intend by this reference to imply that the Special Master or the plaintiffs are in agreement with all aspects of the plan, but only to note that the District requested comments and suggestions on a draft version of the plan, and took those comments and suggestions in adopting this final version of the plan.

<sup>2</sup> These “Group 1” schools are Bloom, Collier, Dunham, Fruchthendler, Gale, Henry, Holladay, Howell, Hudlow, Kellond, Lineweaver, Marshall, Miles, Miller, Myers-Ganoung, Hughes, Roberts-Naylor, Soleng Tom, Steele, Tolson, Whitmore, Booth-Fickett, Dietz, Safford, Vail, and UHS.

<sup>3</sup> These “Group 2” schools are Banks, Borton, Carrillo, Cavett, Manzo, Ochoa, Warren, C.E. Rose, and Morgan Maxwell.

Notice of Nondiscrimination

Tucson Unified School District is committed to a policy of nondiscrimination based on disability, race, color, religion/religious beliefs, sex, sexual orientation, gender identity or expression, age, or national origin. This policy will prevail in all matters concerning Governing Board, District employees, students, the public, educational programs and services, and individuals with whom the Board does business.

Inquiries concerning Title VI, Title VII, Title IX, Section 504, and Americans With Disabilities Act may be referred to [EEO Compliance Officer](#), 1010 East 10th Street, Tucson, Arizona 85719, (520) 225-6444, or to the Office for Civil Rights, U.S. Department of Education, Cesar E. Chavez Memorial Building, 1244 Speer Boulevard, Suite 310, Denver, Colorado 80204-3582.

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- 2. Teacher Incentives: Requested Transfers:** District teachers who seek to transfer to a target school and whose presence reduces racial disparities will receive a benefit package of \$5,000, chosen from the incentive options below. Some of these items may be taxable.
- Cash stipend
  - Reduced or modified teaching schedule (through the Master Teacher Team Initiative)
  - Technology Package; laptop, bag, printer (for classroom use; may be taken home for professional use)
  - National Board Certification support
  - Master's degree support
  - Professional Development (conferences and/or specific training)
- All qualifying transfers will be offered a two year contract. The estimated cost of this element of the plan for SY2016-17 is \$125,000.00.
- 3. Teacher Incentives – Targeted Recruiting For Diversity:** In addition to teacher-initiated transfers, the District will actively recruit selected District teachers to transfer to schools where their presence will reduce racial disparity. The same incentives will apply to qualifying recruited transfers as to teacher-initiated transfers (see item 2 above). The goal is to recruit 25 teachers across initiatives 2 and 3. The estimated cost of these elements of the plan is \$125,000.
- 4. Teacher Incentives – Targeted Recruiting for Low-Achieving Schools:** When there is a vacancy at a low-achieving school, the District will identify top teachers in the District with high-achieving students using data provided by the Assessment and Evaluation Department (A&E) and invite them to transfer to the low-achieving school. In addition, teachers will be assigned to sites so that it reduces any faculty racial disparity, if possible. Teachers will be selected using teaching experience of at least five years and being rated Highly Effective for at least two years in a row. Participating teachers would select from teacher incentive options (see item 2 above). In addition, all selected and participating teachers would be offered a two-year contract. The goal is to recruit a total of 20 teachers to transfer to these sites. The estimated cost of this element of the plan is \$100,000.
- 5. Beginning Teachers:** When there is a vacancy at a low-achieving school, the District generally prefers to fill the vacancy with experienced, effective teachers. However, the District may place a beginning teacher at such a school where it will improve faculty diversity. Should beginning teachers be placed in these schools, they will receive extra support as provided in the USP.
- 6. Professional Advancement Opportunity:** Master Teacher Team. The District will implement a Master Teacher Team pilot program, based on the Opportunity Culture Initiative supported by the Arizona Department of Education. The model of the plan is attached to this report.

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The pilot will involve two teams, one at an elementary school and another at a middle school. Each team will consist of four specially selected highly rated teachers. Teachers will be selected through an analysis of student data, teacher evaluations, and principal input. The District is committed to selecting teachers who will comprise a diverse team. Selected teachers would receive a \$6,000 stipend and a modified or reduced workload. All selected and participating teachers would be offered a two-year contract.

Each team will be invited to participate in one of the models in the Opportunity Culture initiative that benefits the selected individual school sites (see Table 1 on pp. 5&6 of the Opportunity Culture Toolkit). The decision of what Opportunity Culture model to use at each site will be made by a group consisting of site leadership, central directors, and the master teacher team assigned to that school.

The estimated cost of this element of the plan for SY2016-17 is \$568,000.

7. **Other School Transfer Requests.** School transfer requests that reduce racial disparities will have priority. There will be no delay in processing any transfer request that eliminates the racial disparities at any Tucson Unified school site. These will be processed for approval on the next available board agenda. The District will not approve transfers by District teachers which increase racial disparities in any school. As transfer requests are received by the Human Resources Department, they will be reviewed and checked for the effect on the diversity of that school. The site administrator will be contacted and informed if the transfer will not be permitted. The administrator will be reminded of the diversity requirement and provided with a new list of applicants.
8. **Reporting:** The District will report twice monthly the race and certification of the actual appointments in the target schools, and in certain additional schools.<sup>4</sup>
9. **Dual Language Program Schools:** Schools with a dual language program have not been included in the list of target schools, but the District will continue efforts to recruit and retain Anglo and African American bilingual teachers in dual language program schools.

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<sup>4</sup> These schools are Banks, Borton, Carrillo, Cavett, Manzo, Ochoa, Warren, C.E. Rose, Morgan Maxwell, Bloom, Davis, Grijalva, Hollinger, McCorkle, Mission View, Pistor, Pueblo, Roskruge, Van Buskirk, White.

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# EXHIBIT 2

<b>Race/Ethnicity of Classroom Teachers at Target School Sites - SY16-17 (March 1, 2017)</b>	<b>White</b>	<b>Af. Am.</b>	<b>Hisp.</b>	<b>Asian/PI</b>	<b>Nat. Am.</b>	<b>Total</b>	<b>White</b>	<b>Af. Am.</b>	<b>Hisp.</b>	<b>Asian /PI</b>	<b>Nat. Am.</b>
<b>ELEMENTARY</b>	<b>631</b>	<b>23</b>	<b>290</b>	<b>27</b>	<b>16</b>	<b>987</b>	<b>64%</b>	<b>2%</b>	<b>29%</b>	<b>3%</b>	<b>2%</b>
								<b>0-17%</b>	<b>14-44%</b>		
Bloom Elementary School	13	0	5	0	0	18	72%	0%	28%	0%	0%
Collier Elementary School	11	0	0	0	0	11	100%	0%	0%	0%	0%
Dunham Elementary School	13	0	0	0	0	13	100%	0%	0%	0%	0%
Fruchthendler Elementary School	15	0	1	0	0	16	94%	0%	6%	0%	0%
Gale Elementary School	16	0	4	1	0	21	76%	0%	19%	5%	0%
Henry Elementary School	16	0	1	1	0	18	89%	0%	6%	6%	0%
Holladay Magnet ES	15	1	4	1	0	21	71%	5%	19%	5%	0%
Howell Elementary School	13	3	2	0	0	18	72%	17%	11%	0%	0%
Hudlow Elementary School	12	0	4	1	0	17	71%	0%	24%	6%	0%
Kellond Elementary School	21	0	5	0	2	28	75%	0%	18%	0%	7%
Lineweaver Elementary School	22	0	4	1	0	27	81%	0%	15%	4%	0%
Marshall Elementary School	13	0	3	3	0	19	68%	0%	16%	16%	0%
Miller Elementary School	13	0	15	0	0	28	46%	0%	54%	0%	0%
Myers/Ganoung Elementary School	18	0	4	1	0	23	78%	0%	17%	4%	0%
Sam Hughes Elementary School	12	1	3	0	0	16	75%	6%	19%	0%	0%
Soleng Tom Elementary School	16	2	4	0	0	22	73%	9%	18%	0%	0%
Steele Elementary School	16	0	3	0	0	19	84%	0%	16%	0%	0%
Tolson Elementary School	3	1	11	0	0	15	20%	7%	73%	0%	0%
Whitmore Elementary School	16	0	3	0	0	19	84%	0%	16%	0%	0%
<b>K-8</b>	<b>221</b>	<b>20</b>	<b>180</b>	<b>9</b>	<b>10</b>	<b>440</b>	<b>50%</b>	<b>5%</b>	<b>41%</b>	<b>2%</b>	<b>2%</b>
								<b>0-20%</b>	<b>26-56%</b>		
Booth/Fickett Magnet	42	4	5	2	0	53	79%	8%	9%	4%	0%
Dietz K-8 School	21	2	7	1	0	31	68%	6%	23%	3%	0%
Miles E.L.C.	18	0	6	0	0	24	75%	0%	25%	0%	0%
Roberts/Naylor K-8 School	20	3	9	0	3	35	57%	9%	26%	0%	9%
Safford K-8 Magnet	28	7	14	1	1	51	55%	14%	27%	2%	2%
<b>MS</b>	<b>243</b>	<b>13</b>	<b>73</b>	<b>7</b>	<b>2</b>	<b>338</b>	<b>72%</b>	<b>4%</b>	<b>22%</b>	<b>2%</b>	<b>1%</b>
								<b>0-19%</b>	<b>7-37%</b>		
Alice Vail Middle School	29	1	5	1	0	36	81%	3%	14%	3%	0%
<b>HS</b>	<b>520</b>	<b>23</b>	<b>148</b>	<b>13</b>	<b>12</b>	<b>716</b>	<b>73%</b>	<b>3%</b>	<b>21%</b>	<b>2%</b>	<b>2%</b>
								<b>0-18%</b>	<b>6-36%</b>		
University High School	44	0	5	2	0	51	86%	0%	10%	4%	0%

Race/Ethnicity of Classroom Teachers at Target School Sites - SY17-18 (March 1, 2018)	White	Af. Am.	Hisp.	Asian/PI	Nat. Am.	Total	White	Af. Am.	Hisp.	Asian/PI	Nat. Am.
<b>ELEMENTARY</b>	<b>619</b>	<b>24</b>	<b>303</b>	<b>29</b>	<b>20</b>	<b>996</b>	<b>62%</b>	<b>2%</b>	<b>30%</b>	<b>3%</b>	<b>2%</b>
								0-17%	15-45%		
Bloom Elementary School	13	0	9	0	0	22	59%	0%	41%	0%	0%
Collier Elementary School	8	0	2	0	0	10	80%	0%	20%	0%	0%
Dunham Elementary School	10	0	1	0	0	11	91%	0%	9%	0%	0%
Fruchthendler Elementary School	12	0	4	1	0	17	71%	0%	24%	6%	0%
Gale Elementary School	14	0	5	1	0	20	70%	0%	25%	5%	0%
Henry Elementary School	14	0	3	1	0	18	78%	0%	17%	6%	0%
Holladay Magnet ES	14	2	4	1	0	21	67%	10%	19%	5%	0%
Howell Elementary School	13	3	2	0	0	18	72%	17%	11%	0%	0%
Hudlow Elementary School	12	0	4	1	0	17	71%	0%	24%	6%	0%
Kellond Elementary School	20	0	5	0	2	27	74%	0%	19%	0%	7%
Lineweaver Elementary School	24	0	4	1	0	29	83%	0%	14%	3%	0%
Marshall Elementary School	13	0	3	3	0	19	68%	0%	16%	16%	0%
Miller Elementary School	14	0	15	0	0	29	48%	0%	52%	0%	0%
Myers/Ganoung Elementary School	18	0	5	1	0	24	75%	0%	21%	4%	0%
Sam Hughes Elementary School	13	0	4	0	0	17	76%	0%	24%	0%	0%
Soleng Tom Elementary School	15	2	3	0	0	20	75%	10%	15%	0%	0%
Steele Elementary School	12	0	4	1	0	17	71%	0%	24%	6%	0%
Tolson Elementary School	5	1	8	0	1	15	33%	7%	53%	0%	7%
Whitmore Elementary School	16	0	2	1	0	19	84%	0%	11%	5%	0%
<b>K-8</b>	<b>21</b>	<b>16</b>	<b>192</b>	<b>12</b>	<b>9</b>	<b>444</b>	<b>48%</b>	<b>4%</b>	<b>43%</b>	<b>3%</b>	<b>2%</b>
								0-19%	28-58%		
Booth/Fickett Magnet	40	3	11	3	0	57	70%	5%	19%	5%	0%
Dietz K-8 School	19	2	8	1	0	30	63%	7%	27%	3%	0%
Miles E.L.C.	18	1	5	0	0	24	75%	4%	21%	0%	0%
Roberts/Naylor K-8 School	21	1	8	2	2	34	62%	3%	24%	6%	6%
Safford K-8	24	4	13	1	1	43	56%	9%	30%	2%	2%
<b>MS</b>	<b>261</b>	<b>16</b>	<b>76</b>	<b>9</b>	<b>5</b>	<b>367</b>	<b>71%</b>	<b>4%</b>	<b>21%</b>	<b>2%</b>	<b>1%</b>
								0-19%	6-36%		
Alice Vail Middle School	40	2	4	0	0	46	87%	4%	9%	0%	0%
<b>HS</b>	<b>539</b>	<b>23</b>	<b>165</b>	<b>11</b>	<b>11</b>	<b>749</b>	<b>72%</b>	<b>3%</b>	<b>22%</b>	<b>1%</b>	<b>1%</b>
								0-18%	7-37%		
University High School	46	1	6	2	0	55	84%	2%	11%	4%	0%

<b>Race/Ethnicity of Classroom Teachers at Target School Sites - SY 2018-19 (as of 11.6.18)</b>	<b>White</b>	<b>Af. Am.</b>	<b>Hisp.</b>	<b>Asian/PI</b>	<b>Nat. Am.</b>	<b>Total</b>	<b>White</b>	<b>Af. Am.</b>	<b>Hisp.</b>	<b>Asian/PI</b>	<b>Nat. Am.</b>
<b>ELEMENTARY</b>	<b>273</b>	<b>7</b>	<b>88</b>	<b>15</b>	<b>4</b>	<b>1024</b>	<b>27%</b>	<b>1%</b>	<b>9%</b>	<b>1%</b>	<b>0%</b>
								0-16%	14-44%		
Bloom Elementary School	16	0	8	0	0	24	67%	0%	33%	0%	0%
Collier Elementary School	7	0	2	0	0	9	78%	0%	22%	0%	0%
Dunham Elementary School	13	0	1	0	0	14	93%	0%	7%	0%	0%
Fruchthendler Elementary School	12	0	3	0	0	15	80%	0%	20%	0%	0%
Gale Elementary School	16	0	5	1	1	23	70%	0%	22%	4%	4%
Henry Elementary School	15	0	3	1	0	19	79%	0%	16%	5%	0%
Holladay Magnet ES	14	2	5	1	0	22	64%	9%	23%	5%	0%
Howell Elementary School	14	3	2	0	0	19	74%	16%	11%	0%	0%
Hudlow Elementary School	12	0	4	2	0	18	67%	0%	22%	11%	0%
Kellond Elementary School	20	0	6	0	2	28	71%	0%	21%	0%	7%
Lineweaver Elementary School	26	0	4	1	0	31	84%	0%	13%	3%	0%
Marshall Elementary School	12	0	3	3	0	18	67%	0%	17%	17%	0%
Miller Elementary School	14	0	13	0	0	27	52%	0%	48%	0%	0%
Myers/Ganoung Elementary School	17	0	5	3	0	25	68%	0%	20%	12%	0%
Sam Hughes Elementary School	14	0	4	0	0	18	78%	0%	22%	0%	0%
Soleng Tom Elementary School	16	1	3	0	0	20	80%	5%	15%	0%	0%
Steele Elementary School	12	0	5	2	0	19	63%	0%	26%	11%	0%
Tolson Elementary School	7	1	9	0	1	18	39%	6%	50%	0%	6%
Whitmore Elementary School	16	0	3	1	0	20	80%	0%	15%	5%	0%
<b>K-8</b>	<b>208</b>	<b>21</b>	<b>187</b>	<b>20</b>	<b>9</b>	<b>445</b>	<b>47%</b>	<b>5%</b>	<b>42%</b>	<b>4%</b>	<b>2%</b>
								0-20%	27-57%		
Booth/Fickett Magnet	34	4	7	6	0	51	67%	8%	14%	12%	0%
Dietz K-8 School	18	2	4	1	0	25	72%	8%	16%	4%	0%
Miles E.L.C.	17	1	6	0	0	24	71%	4%	25%	0%	0%
Roberts/Naylor K-8 School	22	2	11	2	1	38	58%	5%	29%	5%	3%
Safford K-8	24	4	12	1	1	42	57%	10%	29%	2%	2%
<b>MS</b>	<b>270</b>	<b>20</b>	<b>84</b>	<b>4</b>	<b>13</b>	<b>378</b>	<b>71%</b>	<b>5%</b>	<b>22%</b>	<b>1%</b>	<b>3%</b>
								0-17%	6-36%		
Alice Vail Middle School	40	1	5	0	0	46	87%	2%	11%	0%	0%
<b>HS</b>	<b>523</b>	<b>28</b>	<b>168</b>	<b>10</b>	<b>11</b>	<b>729</b>	<b>72%</b>	<b>4%</b>	<b>23%</b>	<b>1%</b>	<b>2%</b>
								0-17%	8-38%		
University High School	45	1	5	1	0	52	87%	2%	10%	2%	0%