Exhibit A

Collaboration with Dr. Hawley re: Inclusive School Environments

- **March 2, 2018** – [*FW: Collaboration (March 2 & 5, 2018)*] SM sent list of proposed activities to work with district to implement.
- **March 5, 2018** – [*FW: Collaboration (March 2 & 5, 2018)*] Martha responds to SM adding a list of R&R where SM referred to "collaborate" or "work with" called SM Collaboration list.
- **March 7, 2018** – [*FW: Collaboration*] Sent final list of collaboration requirements
- **March 14, 2018** – [*FW: Collaboration*] Sent schedule of four meeting dates/times for 4 areas of collaboration phone conference.
- **March 15, 2018** – [*Phone Conf – Completion Plan wDr.Hawley.ics*] Phone conference with Dr. Hawley, Lorenzo Lopez, Martha Taylor, and Cindy re: to discuss SMs Inclusive School Environments completion plan recommendations submitted in his SMAR.
- **March 15, 2018** – [*Inclusiveness study (3.15.18*] SM sent attached thoughts.
- **March 16, 2018** – [students sense of inclusiveness] email to Dr. Hawley from HF re: raw student school quality survey data.
- **March 28, 2018** – [*2 inclusiveness study*] Notes sent to Monica Sanchez re: phone conference on March 15, 2018 Students Sense of Inclusiveness.
- **April 5, 2018** – [*Collaborative Areas Update*] Update regarding four areas of collaboration. Included: Inclusiveness proposal & collaboration update.
- **April 17, 2018** – [*Collaborative Areas Update 4.17.18*] Additional quick update of four areas of collaboration. Included: Halley's proposal for Inclusive Environments that needed Dr. Hawley's response and approval.
- **April 18, 2018** – [*RE: Inclusiveness study (April 18 and 20, 2018)*] Analyzing data.
- **April 20, 2018** – [*RE: Inclusiveness study (April 18 and 20, 2018)*] HF discussing the SQS data/analysis completed by Dr. Krueger.
- **April 23, 2018** – [*RE: Student disposition (April 23 and 27, 2018)*] re: (SQS survey instrument) mean responses for white, African American and Latino students on item 6, 14, 15 ad 16.
- **April 27, 2018** – [*RE: Student disposition (April 23 and 27, 2018)*] SQS survey instrument.
- **July 14, 2018** – [*Completion Plan 7.14.18*] Dr. Hawley requests draft copies.
- **July 20, 2018** – [*10 Snapshot ALL RR Requirements.xlsx*] Per phone call, Dr. Hawley approved Inclusive School Environments; sent to Bruce; revised version now needed from HF; 7/24 reminder email sent; 7/26 spoke by phone & said would submit by 7/31; Submitted report 8/1. 8/10 BC will edit now and share w/ HF
- **December 6, 2018 – District filed 10 Completion Plans to court. [2156]**
- **December 31, 2018** – [*Re: inclusiveness study (12.31.18)*] question from Dr. Hawley re: identify the highly inclusive schools and what they are doing?

Special Notes:

February 27, 2018 - May 9, 2018: Deseg [BC, MT, CH] & responsible party worked on #32; SM never cited anything regarding bullying; only about an analysis of school environments [2096].

May 10, 2018: SM filed new response and changes re: bullying and related concerns to #32 [2109].

June 12, 2018: SM again filed Inclusiveness shall include the relative absence of bullying. SM again filed response and changes to wording which then included the absence of bullying [2111].

9/6/18: SM, beside the completion plan, includes a professional learning plan that includes strategies for creating "cultures of civility" [2123].

Linn, Diane

From:	Taylor, Martha <Martha.Taylor@tusd1.org>
Sent:	Wednesday, March 14, 2018 9:10 AM
To:	Willis D. Hawley
Cc:	Rico Uhrig, Janet; Freitas, Halley; Lopez, Lorenzo; Comstock, Catherine; Konrad, Michael; Markley, Dawn
Subject:	FW: Collaboration

Bill – I have scheduled the four meetings below on Thursday afternoon and Friday, as you requested. The dates and times are listed below, and all times are Tucson times. We will call you on you cell phone. Please let me know if you want the participants to come with any specific information. I forwarded the professional learning rubrics you sent me to Michael Konrad and Dawn Markley.

Talk soon.

Thursday, March 15 @ 12 noon - **Attrition** w/ Janet Rico and Halley Freitas

Thursday, March 15 @ 3 p.m. – **Inclusive School Environments** w/ Lorenzo Lopez

Friday, March 16 @ 8 a.m. - **MTSS** w/ Cathy Comstock

Friday, March 16 @ 9 a.m. – **Professional Learning** w/ Michael Konrad and Dawn Markley

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From: Taylor, Martha
Sent: Wednesday, March 7, 2018 2:48 PM
To: 'Willis D. Hawley' <wdh@umd.edu>
Cc: Brown, Samuel <Samuel.Brown@tusd1.org>; 'Converse, Bruce' <BConverse@steptoe.com>
Subject: Re: Collaboration

Bill – Below is what I think is the final list of collaboration requirements. I added #4 because that is the one with "rubric" that I thought was missing, not the one on Professional Learning "rubric" (my mistake). Just let me know if you want to eliminate #4 as it was not on your original list. I did not include any from FACE as I will take the lead on those but keep you and Vicki informed as to our progress so you can provide feedback.

My suggestion is that I set up initial phone calls next week with the individuals with whom you would work on each of these to learn your expectations in more detail and to create a plan and timeline for moving forward. I do not think it necessary for you to travel to Tucson to do this and that would necessitate a longer delay period before we can get started on these. Our timeline is short so I think time is of the essence here. Let me know what you think and how you would like to move forward.

1.   **ATTRITION:** "The District's Assessment and Evaluation (A&E) department shall conduct a study, designed in consultation with the Special Master, to identify the reasons underlying teacher and administrator attrition over the past three years. The study shall include utilizing a third party to conduct intensive interviews of those who have left the District." (Halley Freitas and Janet Rico-Uhrig)

2.   **INCLUSIVE SCHOOL ENVIRONMENTS:** "No later than May 2018, the District shall provide a report that includes an analysis on the inclusiveness of school environments based on student survey data by race

and by school structure over at least three years. This study shall be conducted in collaboration with the Special Master prior to the beginning of the 2018-19 school year. The report shall describe the strategies the District has utilized to improve inclusive school environments and identify any additional strategies that the District believes will improve inclusive school environments." (Lorenzo Lopez)

3. **PROFESSIONAL LEARNING:** "No later than April 2018, the District shall work with the Special Master to establish rubrics for guiding implementation and conducting evaluation of professional learning;" (Michael Konrad and Dawn Markley)

4. **MTSS:** "The District shall develop, in collaboration with the Special Master, a rubric for assessing the effectiveness of MTSS Facilitators and Leads and performing these responsibilities. These rubrics shall be used to identify needs for further professional learning and ways to improve MTSS." (Cathy Comstock)

From: Willis D. Hawley [mailto:wdh@umd.edu]
Sent: Monday, March 5, 2018 11:21 AM
To: Taylor, Martha <Martha.Taylor@tusd1.org>
Subject: Re: Collaboration

With respect to professional learning, my list does include rubrics. And I have already started on this and I am incorporating as much as possible the elements of the actions the district proposed that Bruce indicated mapped on my literature review. I can send you a draft before the end of the week Annie work that is going forward on that now would be helpful to have.

With respect to family engagement, I am happy to have you take the lead on this but I think it would expedite things if Vicki and I give you some feedback in the process. I think we have a pretty good idea of what the Mendoza folks want out of this--- maybe. With affected tracking, I was trying to be clear about what kind of information needed to be collected. Again I think it would be helpful if we can take a look at this before it enters the litigation stage.

On Mon, Mar 5, 2018 at 11:34 AM, Taylor, Martha <Martha.Taylor@tusd1.org> wrote:

Bill – I also made a list of everywhere your R&R referred to "collaborate" or "work with" the Special Master. Our lists do not quite match. I have put both lists together on the document attached and here are the differences.

1.   You list <u>does not contain</u> the requirement under Professional Learning regarding the establishment of the rubrics.

2.   Your list <u>does contain</u> two items listed for Family Engagement PD and data collection. However, your R&R does not say that we should collaborate with you on these items, although we are happy to do so. Your R&R does say that… "By the end of the current school year, develop guidelines for fostering family engagement at the school level. These guidelines <u>shall be shared with the Special Master and the plaintiffs</u> for expedited comment." We assumed this meant that we would send them to you after they were developed. Is this what you are anticipating?

Regarding tracking information, you do not mention collaboration at all. "Record family participation by race at each school in ways that describe the specific activities in which families of different races are involved." We are also working on this but did not know about collaboration. What did you have in mind?

From: Willis D. Hawley [mailto:<u>wdh@umd.edu</u>]
Sent: Friday, March 2, 2018 7:27 AM
To: Taylor, Martha <<u>Martha.Taylor@tusd1.org</u>>
Subject: Collaboration

Attached is a list of the activities that I proposed I work with the district to implement. Numbers three and four would have to be done in concert. I'm not sure how you all want to handle this. My assumption is that you would designate a liaison with whom I would work. If the district already has something underway for any of these, please send it to me now so that I can make sure I incorporated in whatever discussions I will be having with my collaborator. For example, if the district has laid out a process for the revised approach to professional learning, I would appreciate seeing that. Bill

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Willis D. Hawley

Professor Emeritus of Education and Public Policy

University of Maryland, College Park

Senior Adviser, Southern Poverty Law Center

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

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Linn, Diane

From:	Willis D. Hawley <wdh@umd.edu>
Sent:	Thursday, March 15, 2018 2:37 PM
To:	Taylor, Martha; Lopez, Lorenzo
Subject:	Inclusiveness study
Attachments:	inclusiveness study.docx

See attached thoughts

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

Students Sense of Inclusiveness

What sources of student dispositions are available?

Do these surveys **include the student's race? The answer to this question is** crucial to how we go about answering the question about inclusiveness because we need to know how students of different races respond to different survey questions that might be indicators of inclusiveness.

In any event, we will want to look at data over the last three years.

Among the things that we can look at are characteristics of schools even if **we don't have student race tied to particular surveys. These include:**

1. racial composition of the school
2. school size
3. grade level
4. academic performance schoolwide
5. proportion of students on free and reduced meals
6. experience of teachers and administrators
7. racial composition of staff, especially teachers and principals
8. disciplinary incidents

From:	Sanchez, Monica on behalf of Taylor, Martha
To:	Lopez, Lorenzo; Freitas, Halley; King, Juliet
Subject:	Lorenzo Phone Conf - Completion Plan w/Dr. Hawley
Start:	Thursday, March 15, 2018 3:00:00 PM
End:	Thursday, March 15, 2018 4:00:00 PM
Location:	Martha"s Office

The purpose of this meeting is to discuss with the Special Master, Dr. Hawley, his completion plan recommendation submitted in his SMAR re:

1.   INCLUSIVE SCHOOL ENVIRONMENTS: "No later than May 2018, the District shall provide a report that includes an analysis on the inclusiveness of school environments based on student survey data by race and by school structure over at least three years. This study shall be conducted in collaboration with the Special Master prior to the beginning of the 2018-19 school year. The report shall describe the strategies the District has utilized to improve inclusive school environments and identify any additional strategies that the District believes will improve inclusive school environments." (Lorenzo Lopez)

Linn, Diane

From:	Freitas, Halley <Halley.Freitas@tusd1.org>
Sent:	Friday, March 16, 2018 2:20 PM
To:	Willis D. Hawley; Taylor, Martha
Subject:	students sense of inclusiveness

Hi Dr. Hawley,
We provided you with raw Student School Quality Survey data last year so that David Krueger could run statistical analyses. What was the outcome of his research? The reason I am asking is because I think the best data TUSD has to examine students sense of inclusiveness right now is from the questions on the Student SQS. I was wondering if David Krueger has already run analyses by ethnicity on the questions on the survey and what his conclusions were? Thanks for any feedback you can provide. Best, Halley

Halley Freitas, Ph.D
Sr. Director, Assessment & Program Evaluation
Curriculum & Instruction
Tucson Unified School District
520.225.3225

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Linn, Diane

From:	Taylor, Martha <Martha.Taylor@tusd1.org>
Sent:	Wednesday, March 28, 2018 10:17 AM
To:	Sanchez, Monica
Subject:	2 inclusiveness study
Attachments:	inclusiveness study.docx

Phone Call   3/15/18
==Halley, Lorenzo==, Juliet, Martha

Students Sense of Inclusiveness

On SQS / SST (?) race is indicated; have identified indicators of **inclusiveness; on those items tend to be lower; don't know about through** lens of race/ethnicity; may be relevant school characteristics; need to use survey to look at inclusiveness;

- 2-3 years of data
- SM will come up with hypothese and independent variables, etc. will send to D and get feedback for feasibility
- Send paragraph on how to measure inclusiveness and report → June 30; Halley will send report

What sources of student dispositions are available?

Do these surveys **include the student's race? The answer to this question is** crucial to how we go about answering the question about inclusiveness because we need to know how students of different races respond to different survey questions that might be indicators of inclusiveness.

In any event, we will want to look at data over the last three years.

Among the things that we can look at are characteristics of schools even if **we don't have student race tied to particular surveys. These include:**

1. racial composition of the school
2. school size
3. grade level
4. academic performance schoolwide
5. proportion of students on free and reduced meals
6. experience of teachers and administrators
7. racial composition of staff, especially teachers and principals
8. disciplinary incidents

Linn, Diane

From:	Taylor, Martha <Martha.Taylor@tusd1.org>
Sent:	Thursday, April 05, 2018 12:53 PM
To:	Willis D. Hawley
Cc:	Freitas, Halley; Converse, Bruce
Subject:	Collaborative Areas Update
Attachments:	Attrition - TeacherExitSurvey-OpenEndedInterview.docx; Inclusiveness Proposal 4-04-18.docx; Collaboration Update 4.5.18.docx; 3.22.18 DRAFT MTSS Facilitator Effectiveness Rubric.xlsx

Bill – Attached is an update regarding our four areas of collaboration as you requested. For a couple of the areas, we will need your feedback in order to move forward.

Martha G. Taylor, JD

Sr. Director of Desegregation
Office of Desegregation
Dept. of Legal Services
Tucson Unified School District
520-225-6067
martha.taylor@tusd1.org

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Draft 4/04/18

Attrition Study Open Ended Questions

Interview should last a minimum of a half hour

Research Question: What working conditions cause teacher attrition?

Questions

1. How long did you work for TUSD? Please describe your different positions/schools etc. during your employment with TUSD.

2. Reflecting on your experience with TUSD, what did you enjoy most about your job in TUSD? Please describe.

3. Let's discuss the working conditions that you experienced in your last school. I will provide some working conditions and would like you to describe them to me.
    a. In your last school, how did you feel about:
        i. your school's leadership
        ii. the teacher evaluation process in regards to your own professional growth
        iii. your job expectations and how reasonable you felt that they were
        iv. opportunities for your own advancement
        v. any other condition that we have not discussed that directly impacted you

4. Overall, did you feel successful as a teacher?
    a. If yes, what qualities or skills do you feel that you have that has made you successful?
    b. If not, what qualities or skills did you feel that you lacked?

5. What prompted you to leave TUSD? Was it a specific situation or a combination of factors, please describe.

6. Did you leave education altogether as a profession? Please describe what you will do now after leaving TUSD.

Thank you!

Completion Plans: Areas of Collaboration UPDATE
4/5/2018

1. **Attrition Study** – Halley Freitas/Janet Rico-Uhrig
   - Per our phone call, we were waiting for you to send samples of interview questions. However, since we haven't received those, Halley created draft questions and they are <u>attached</u>. Please review and revise as needed or approve. When we receive your feedback, we will move forward.
   - Per our phone call, we are waiting to hear about the interviewers. You said you wanted to ask Becky and Kelly. Once you notify us that they will do the work, they can meet with Janet and Halley to begin the process and review interview requirements.
     - Interviews will not be conducted at a TUSD site.
     - Interview results must be summarized and typed by interviewers for each individual question.
   - Per our phone call, we are planning on doing up to fifteen interviews (assuming the contact information is available) and then reviewing the results with you to determine if we need to do more.

2. **Inclusive Environments** – Halley Freitas/Lorenzo Lopez
   - Per our phone call, you were going to send hypotheses and independent variables, and we would get back to you regarding feasibility. However, since we haven't received those items, Halley created a proposal and that is <u>attached</u>. Please review and revise as needed or approve. When we receive your feedback, we will move forward.
   - Per your Completion Plan:
     - Step 1: Data analysis report; analyze results and move to Step 2 as appropriate based on results.
     - Step 2: Improved Inclusiveness Report using research-based strategies for implementation in SY 2018-19.

3. **MTSS Rubric** – Cathy Comstock
   - Cathy has completed and submitted her first draft of a rubric, and it is <u>attached</u>.

4. **Professional Learning** – Dawn Markley
   - We are rewriting our first draft of this rubric using the feedback you sent.

MTSS Facilitator Effectiveness

Category	Task	Highly Effective	Effective	Developing	Ineffective
MTSS	Monitor the Clarity Early Warning List and ensure that students who are identified as High Risk are receiving services.				
	Conduct a minimum of two MTSS meetings each month and document the notes appropriately in the Clarity Intervention Management Program.				
	Coordinate Case Managers for students on the MTSS List.				
	Keep accurate records of students on the MTSS list, including a Plan of Action that includes a SMART Goal.				
	Review student grade summaries every Grading Period and report trends to the MTSS Committee.				
PBIS	Ensure that PBIS Behavior Expectation Posters are displayed throughout the campus.				
	Conduct PBIS training for faculty, students, and parents annually.				
	Oversee the implementation of the school's PBIS incentive program.				
	Conduct an annual assessment of the school's PBIS program and monitor and adjust according to the data collected.				
	Facilitate Quarterly PBIS Committee meetings to coordinate school-wide PBIS projects.				

Discipline	Facilitate GSRR training for faculty, students, and parents at least once each semester.				
	Conduct an annual review of the school's Behavior Flowchart and make adjustments as necessary.				
	Schools with ISI programs should monitor their student discipline on a weekly basis to evaluate the effectiveness of the ISI and Positive Intervention Center (PIC) program.				
	Facilitate a monthly Discipline Review Meeting with School Discipline Committee.				
	Submit Monthly Discipline Report which identifies trends and areas for refinement.				

Draft 4/04/18

Students' Sense of Inclusiveness

The primary source for measuring students' sense of inclusiveness is the School Quality Survey (SQS) for Students, grades 3 – 12. This survey is administered in the spring of each year and includes questions about instruction, school environment, intercultural proficiency, personal qualities (of the student), and overall satisfaction. Additionally, the survey collects basic student demographics including the student's school, grade, and ethnic background.

To assess students' sense on inclusiveness, we will examine the questions in the section of the SQS called, 'Intercultural Proficiency'. We will use linear regression to measure if the responses (agree or disagree) to the intercultural proficiency questions by ethnicity are significantly different from the school level mean. Any ethnic group by school that has a population of 10 or less will not be included in this analysis because results could be spurious.

Intercultural Proficiency questions from the School Quality Survey:

- I easily make friends with students of different racial and ethnic backgrounds.
- I rarely hear students say negative things about the racial or ethnic backgrounds of others.
- I rarely hear students say negative things about the special needs of others.
- Students of different racial and ethnic backgrounds get along at my school.
- At my school, it's okay to hang out with students of different racial/ethnic groups.
- What I am learning in school helps me understand my own culture and the cultures of others.
- Teachers treat students with respect.
- I feel that adults at my school understand my learning needs.
- I feel welcome at my school.

We will flag schools from this analysis that are significantly different from their school level mean. Next, we can then review other school-level data sets such as academic performance, discipline rates, staff demographics, etc. of those schools to assess if any trends exist across data sets and/or schools.

Linn, Diane

From:	Taylor, Martha <Martha.Taylor@tusd1.org>
Sent:	Tuesday, April 17, 2018 2:04 PM
To:	Willis D. Hawley
Subject:	Collaborative Areas Update 4.17
Attachments:	Attrition - TeacherExitSurvey-OpenEndedInterview.docx; Inclusiveness Proposal 4-04-18.docx; Collaboration Update 4.5.18.docx; 3.22.18 DRAFT MTSS Facilitator Effectiveness Rubric.xlsx

Bill – Another quick update on where we are with the collaborative areas. We still do need to hear from you regarding #s 1,2, and 3.

1. Staffing - Attrition study: Becky has met with Janet and Janet will give her a list of people to interview on Thursday of this week. **We need your approval regarding the Exist Survey we sent on April 5** (attached).
2. Inclusive Environments: We sent you **Halley's proposal** on April 5 (attached) and cannot move forward until you **respond and approve**.
3. MTSS: We submitted Cathy's Rubric on 4/5 (attached); waiting for **feedback** from you.
4. Professional Learning: We will be submitting revised rubric to you by early next week.

From: Taylor, Martha
Sent: Thursday, April 5, 2018 12:53 PM
To: 'Willis D. Hawley' <wdh@umd.edu>
Cc: Freitas, Halley <Halley.Freitas@tusd1.org>; 'Converse, Bruce' <BConverse@steptoe.com>
Subject: Collaborative Areas Update

Bill – Attached is an update regarding our four areas of collaboration as you requested. For a couple of the areas, we will need your feedback in order to move forward.

Martha G. Taylor, JD

Sr. Director of Desegregation
Office of Desegregation
Dept. of Legal Services

Tucson Unified School District
520-225-6067
martha.taylor@tusd1.org

Completion Plans: Areas of Collaboration UPDATE
4/5/2018

1. **Attrition Study** – Halley Freitas/Janet Rico-Uhrig
   - Per our phone call, we were waiting for you to send samples of interview questions. However, since we haven't received those, Halley created draft questions and they are <u>attached</u>. Please review and revise as needed or approve. When we receive your feedback, we will move forward.
   - Per our phone call, we are waiting to hear about the interviewers. You said you wanted to ask Becky and Kelly. Once you notify us that they will do the work, they can meet with Janet and Halley to begin the process and review interview requirements.
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   - Per our phone call, you were going to send hypotheses and independent variables, and we would get back to you regarding feasibility. However, since we haven't received those items, Halley created a proposal and that is <u>attached</u>. Please review and revise as needed or approve. When we receive your feedback, we will move forward.
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3. **MTSS Rubric** – Cathy Comstock
   - Cathy has completed and submitted her first draft of a rubric, and it is <u>attached</u>.

4. **Professional Learning** – Dawn Markley
   - We are rewriting our first draft of this rubric using the feedback you sent.

Draft 4/04/18

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The primary source for measuring students' sense of inclusiveness is the School Quality Survey (SQS) for Students, grades 3 – 12. This survey is administered in the spring of each year and includes questions about instruction, school environment, intercultural proficiency, personal qualities (of the student), and overall satisfaction. Additionally, the survey collects basic student demographics including the student's school, grade, and ethnic background.

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Linn, Diane

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From:	Freitas, Halley <Halley.Freitas@tusd1.org>
Sent:	Friday, April 20, 2018 10:39 AM
To:	Willis D. Hawley; Taylor, Martha; Cannon, Gregg
Subject:	RE: Inclusiveness study

Could you please provide me the analysis of Dr. Krueger's SQS data? I cannot find the report in my files. If he already conducted a factor analysis on the data, we may be able to skip that step.

We are looking a number of ways to analyze this data taking ethnicity into account. One method, which seems promising is to rank order responses by ethnicity to see patterns such as – at school A, African Americans show low agreements, but so do the other ethnicities or at school B, African Americans score a higher score (higher agreement) than other ethnicities. Because of the small N sizes of Native American, Asian American, and Multi-Racial, we are only focusing on the big 3 – AfAm, Hispanic, and White.

We will use the school level (ES, K8, MS, and HS) as our comparison. Thanks, Halley

Halley Freitas, Ph.D
Sr. Director, Assessment & Program Evaluation
Curriculum & Instruction
Tucson Unified School District
520.225.3225

This is where
Students love to Learn
Teachers love to Teach
and People love to Work
We are Tucson Unified

TUCSON UNIFIED
SCHOOL DISTRICT
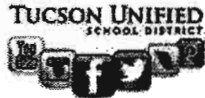
From: Willis D. Hawley <wdh@umd.edu>
Sent: Wednesday, April 18, 2018 3:33 PM
To: Freitas, Halley <Halley.Freitas@tusd1.org>; Taylor, Martha <Martha.Taylor@tusd1.org>
Subject: Inclusiveness study

How do you intend to analyze these data? Will you be looking at each question separately or will you be doing a factor analysis and using the outcome of that. I think I sent you some initial work that David Krueger did in which items 16 to 21 comprised a reasonably coherent factor. 16 is bullying. One could argue that its relationship to inclusiveness lacks face validity but it makes sense to me. One of the things that appears to differentiate these items and David argues that the data suggest that they capture differences were thinking about. One set of items deal with feelings and the others with perceptions of behaviors.

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I think the approach to propose in the last paragraph is good and if it turns out that there are meaningful differences among school level variables you identify, it may make sense to go deeper.

Overall, I think this will be productive. I assume that you will be looking at differences within schools by race. Even if there are no differences among different racial groups if there are differences in inclusiveness across schools that's worth looking at. What do you think?

I look forward to seeing what you find.

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

Linn, Diane

From:	Freitas, Halley <Halley.Freitas@tusd1.org>
Sent:	Friday, April 27, 2018 4:53 PM
To:	Willis D. Hawley
Subject:	RE: Student disposition

We have some overlap with the instructional questions on the SQS with the Student Survey of Teachers (SST) where students are asked to evaluate their teacher as part of the Teacher Evaluation criteria.

Halley Freitas, Ph.D
Sr. Director, Assessment & Program Evaluation
Curriculum & Instruction
Tucson Unified School District
520.225.3225

From: Willis D. Hawley <wdh@umd.edu>
Sent: Friday, April 27, 2018 4:50 PM
To: Freitas, Halley <Halley.Freitas@tusd1.org>
Subject: Re: Student disposition

I know. But I think you had told me at some point that some of these questions were taken from survey instrument that is widely used, the name of which I am blanking on.

On Fri, Apr 27, 2018 at 7:43 PM, Freitas, Halley <Halley.Freitas@tusd1.org> wrote:

I was responding to your comment asking if some of these questions had come from a different survey. I was explaining that this analysis was derived only from the SQS

Halley Freitas, Ph.D

Sr. Director, Assessment & Program Evaluation

Curriculum & Instruction

Tucson Unified School District

520.225.3225

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From: Willis D. Hawley <wdh@umd.edu>
Sent: Friday, April 27, 2018 4:42 PM
To: Freitas, Halley <Halley.Freitas@tusd1.org>
Subject: Re: Student disposition

What is the implication of your comment here? No comparable survey?

On Fri, Apr 27, 2018 at 7:38 PM, Freitas, Halley <Halley.Freitas@tusd1.org> wrote:

This analysis was taken only from the SQS students in grades 3 – 12.

Halley Freitas, Ph.D

Sr. Director, Assessment & Program Evaluation

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Tucson Unified School District

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From: Willis D. Hawley <wdh@umd.edu>
Sent: Friday, April 27, 2018 4:34 PM
To: Freitas, Halley <Halley.Freitas@tusd1.org>
Subject: Re: Student disposition

Thanks very much. I look forward to studying this carefully. Since we have no baseline I will be particularly interested in trends and differences between whites African-American and Latinos . Leaving other students out of always analyses has always bothered me but this is a case that focuses on the opportunities and

experiences and outcomes of African American and Latino students. Did you mention that some of these questions were taken from other surveys? If so, do we have data from those surveys that we might use?

Bill

On Fri, Apr 27, 2018 at 4:33 PM, Freitas, Halley <Halley.Freitas@tusd1.org> wrote:

Dear Dr. Hawley,

We ran the SQS student grades 3 – 12 over the last 3 years by school type (elementary, K-8, middle, and high) and reviewed the data. I have attached the data that we used to come up with some trends over time. If any of these trends seem particularly interesting to you, we can dig more deeply into the data. The trends are:

a.   **By School Type over 3 years:**

   a.   For all three years, students across ethnicities are generally most in agreement with positive culture and climate in elementary schools, followed by high schools. K-8 schools generally have less agreement than elementary and high. However, of all school types, students are least in agreement in middle schools.

   Summary: Middle schools and to a lesser degree, K-8 schools are the environments where students have least agreement about positive culture and climate.

b.   **By Ethnicity and Subscale:**

   a.   Instruction: African American, Hispanic and Asian-PI are most in agreement overall about instruction (of our top 3 ethnicities by year: 1516 – Hispanic have greatest agreement, 1617 – Hispanics followed closely by African American, and 1718 African American have highest agreement. Also, variability in agreement across the top 3 ethnicities is about 2% or less each year)

   b.   Environment: Asian-PI, Hispanic, and White are most in agreement overall about the environment (of our top 3 ethnicities by year: All three years – Hispanics have greatest agreement. Also, variability in agreement across the top 3 ethnicities is about 4% or less each year between Hispanic and African American – Whites are in the middle)

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c.   Intercultural Proficiency: Hispanic, Asian-PI, and Native American are most in agreement overall about intercultural proficiency (of our top 3 ethnicities by year: All three years – Hispanics have greatest agreement. Also, variability in agreement across the top 3 ethnicities is about 4% or less each year between Hispanic and African American – Whites are in the middle)

d.   Personal Qualities: Whites, Asian-PI, and Multi-Racial are most in agreement overall about personal qualities (of our top 3 ethnicities by year: All three years – Whites have greatest agreement. Also, variability in agreement across the top 3 ethnicities is about 4% or less each year between Whites and African American – Hispanics are in the middle)

e.   Overall Satisfaction: Hispanic, Native American, and Asian-PI are most in agreement overall about intercultural proficiency (of our top 3 ethnicities by year: All three years – Hispanics have greatest agreement. Also, variability in agreement across the top 3 ethnicities is about 4% or less each year between Hispanic and Whites – African Americans are in the middle)

Summary: For White, African American, and Hispanic students – agreement in the 5 subscales of the SQS by ethnicity does not show much variation – about 4% overall. Generally, Hispanic students are more positive about the school environment, intercultural proficiency, and overall satisfaction. African American students are more positive about instruction and White students are more positive about personal qualities.

c.   **Over time by Ethnicity by Subscale (3 year comparison)**

a.   Instruction showed the greatest gains in agreement over time by White (2%), African American (3%), Hispanic (2%), Native American (2%), Asian-PI (5%) and Multi-Racial (5%). The agreement gains were most apparent in middle and high school.

b.   Environment showed the greatest gains among African Americans (2%), Asian-PI (3%) and Multi-Racial (3%). Whites were the same and Hispanics went down 1%. The agreement gains were most apparent in high school.

c.   Intercultural Proficiency showed the greatest gains among African Americans (1%), Asian-PI (3%) and Multi-Racial (3%). White, Hispanic, and Native American stayed the same. The agreement gains were most apparent in high school

d.   Personal Qualities showed the greatest gains among Asian-PI (3%) and Multi-Racial (2%). White, African American, Hispanic stayed the same and Native American went down 1%. The agreement gains were most apparent in high school

e.   Overall Satisfaction showed the greatest gains among African American (2%), Asian-PI (4%), and Multi-Racial (2%). Whites, Hispanics, and Native Americans went down 2%, 1%, and 1% respectively. The agreement gains were most apparent in middle and high school.

Summary: The trends are pretty similar from year to year when comparing one ethnicity to another. However, when examining overall agreement, it appears that positive culture and climate is gradually increasing, especially in middle and high schools. In particular, students across ethnicities appear to show greater agreement with instruction over time.

Please let me know if you need additional information at this time. Best, Halley

Halley Freitas, Ph.D

Sr. Director, Assessment & Program Evaluation

Curriculum & Instruction

Tucson Unified School District

520.225.3225

From: Willis D. Hawley <wdh@umd.edu>
Sent: Monday, April 23, 2018 3:22 PM
To: Freitas, Halley <Halley.Freitas@tusd1.org>
Subject: Re: Student disposition

Always as soon as possible. I don't need the data if you can run it. I think that we would need evidence for the most recent two years. I don't want to have you do more than need be so perhaps we should discuss this. Thank you

On Mon, Apr 23, 2018 at 3:28 PM, Freitas, Halley <Halley.Freitas@tusd1.org> wrote:

When do you need this data?

Halley Freitas, Ph.D

Sr. Director, Assessment & Program Evaluation

Curriculum & Instruction

Tucson Unified School District

520.225.3225

From: Willis D. Hawley <wdh@umd.edu>
Sent: Monday, April 23, 2018 10:09 AM
To: Freitas, Halley <Halley.Freitas@tusd1.org>
Subject: Student disposition

Mendoza plaintiffs challenging some of my recommendations. Some of these might be addressed by sponsors to the SQS. Can run with some of the data we have. But if you could look at the mean responses for white African-American Tino students for items six 1415 and 16, that could be helpful. Possible? I think it makes sense to differentiate high school students from others or maybe high school middle grades and the elementary that we have.

--

Willis D. Hawley

Professor Emeritus of Education and Public Policy

University of Maryland, College Park

Senior Adviser, Southern Poverty Law Center

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Linn, Diane

From:	Willis D. Hawley <wdh@umd.edu>
Sent:	Saturday, July 14, 2018 8:20 AM
To:	Taylor, Martha
Subject:	Completion plans

Greer seems overwhelmed and may not want to be sidetracked. I suggest that you send them to me as drafts. I will examine them and either get back to you or send them on to the court indicating my approval and recommending that the district be awarded unitary status for those issues. Bill

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

Linn, Diane

From:	Taylor, Martha <Martha.Taylor@tusd1.org>
Sent:	Monday, February 18, 2019 10:23 AM
To:	Sanchez, Monica
Subject:	FW: Inclusiveness study

FYI

From: Taylor, Martha
Sent: Monday, December 31, 2018 9:49 AM
To: Willis D. Hawley <wdh@umd.edu>
Subject: Re: Inclusiveness study

Thank you, Bill. Wishing you a happy new year also!

Sent from my iPhone

On Dec 30, 2018, at 7:12 AM, Willis D. Hawley <wdh@umd.edu> wrote:

> I found this useful. Did you identify the highly inclusive schools and try to find out what they are doing? Happy New Year--we hope. Bill
>
> --
> Willis D. Hawley
> Professor Emeritus of Education and Public Policy
> University of Maryland, College Park
> Senior Adviser, Southern Poverty Law Center

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Linn, Diane

From:	Taylor, Martha <Martha.Taylor@tusd1.org>
Sent:	Monday, February 18, 2019 10:22 AM
To:	Sanchez, Monica
Subject:	FW: Collaboration
Attachments:	SM Collaboration list.docx

FYI

From: Taylor, Martha
Sent: Monday, March 5, 2018 9:34 AM
To: Willis D. Hawley <wdh@umd.edu>
Cc: Converse, Bruce <BConverse@steptoe.com>; Brown, Samuel <Samuel.Brown@tusd1.org>
Subject: RE: Collaboration

Bill – I also made a list of everywhere your R&R referred to "collaborate" or "work with" the Special Master. Our lists do not quite match. I have put both lists together on the document attached and here are the differences.

1. You list <u>does not contain</u> the requirement under Professional Learning regarding the establishment of the rubrics.

2. Your list <u>does contain</u> two items listed for Family Engagement PD and data collection. However, your R&R does not say that we should collaborate with you on these items, although we are happy to do so. Your R&R does say that... "By the end of the current school year, develop guidelines for fostering family engagement at the school level. These guidelines <u>shall be shared with the Special Master and the plaintiffs</u> for expedited comment." We assumed this meant that we would send them to you after they were developed. Is this what you are anticipating?

    Regarding tracking information, you do not mention collaboration at all. "Record family participation by race at each school in ways that describe the specific activities in which families of different races are involved." We are also working on this but did not know about collaboration. What did you have in mind?

From: Willis D. Hawley [mailto:wdh@umd.edu]
Sent: Friday, March 2, 2018 7:27 AM
To: Taylor, Martha <Martha.Taylor@tusd1.org>
Subject: Collaboration

Attached is a list of the activities that I proposed I work with the district to implement. Numbers three and four would have to be done in concert. I'm not sure how you all want to handle this. My assumption is that you would designate a liaison with whom I would work. If the district already has something underway for any

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of these, please send it to me now so that I can make sure I incorporated in whatever discussions I will be having with my collaborator. For example, if the district has laid out a process for the revised approach to professional learning, I would appreciate seeing that. Bill

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

SM R&R Unitary Status
SM Collaboration List

1. **Attrition** (Janet and Halley)

   The District's Assessment and Evaluation (A&E) department shall **conduct a study**, designed in consultation with the Special Master, to identify the reasons underlying teacher and administrator attrition over the past three years. The study shall include utilizing a third party to conduct intensive interviews of those who have left the District.

2. **Inclusive School Environments**

   No later than **May 2018**, the District shall provide a **report** that includes an analysis on the inclusiveness of school environments based on student survey data by race and by school structure over at least three years. This study shall be conducted in collaboration with the Special Master prior to the **beginning of the 2018-19** school year. The report shall describe the strategies the District has utilized to improve inclusive school environments and identify any additional strategies that the District believes will improve inclusive school environments.

3. **MTSS**

   The **District shall develop**, in collaboration with the Special Master, **a rubric** for assessing the effectiveness of MTSS Facilitators and Leads and performing these responsibilities. These rubrics shall be used to identify needs for further professional learning and ways to improve MTSS.

4. **Professional Learning**

   Unitary status for professional development related to culturally responsive pedagogy, ways of reducing student misbehavior and creating cultures of civility in schools, and enhancing teacher and administrator proficiency in the use of technology should be deferred until a comprehensive research-based **plan** for how professional learning is provided to teachers and administrators is put in place. This plan would be developed by the District in collaboration with the Special Master **before the end of the 2017-18 school year**. **At the end of the 2018-19 school year** a **report** would be provided to the plaintiffs along with recommendations as to whether unitary status should be awarded for these domains of professional learning.

   1. No later than **April 2018,** the District shall work with the Special Master to establish rubrics for guiding implementation and conducting evaluation of professional learning;