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10 **UNITED STATES DISTRICT COURT**

11 **DISTRICT OF ARIZONA**

12 Roy and Josie Fisher, et al.,
13 Plaintiffs,

14 United States of America.

15 Plaintiff-Intervenors,

16 v.

17 Anita Lohr, et al.,

18 Defendants,

19 Sidney L. Sutton, et al.,

20 Defendant-Intervenors,

21 Maria Mendoza, et al.,

22 Plaintiffs,

23 United States of America,

24 Plaintiff-Intervenor,

25 v.

26 Tucson Unified School District No. One, et al.,

Case No. 4:74-CV-00090-DCB
(Lead Case)

**FISHER PLAINTIFFS' RESPONSE TO
TUCSON UNIFIED SCHOOL
DISTRICT'S NOTICE OF FILING OF
COMPLETION PLAN [DOC. 2258-2267]**

Case No. CV 74-204 TUC DCB
(Consolidated Case)

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Defendants.

Hon. David C. Bury

INTRODUCTION

Fisher Plaintiffs hereby file its Response/Objections and Replies to Tucson Unified School District, No. 1 (“TUSD” or the “District”) Supplemental Notices of Compliance for 1) AASSD Operating Plan; 2) FACE Update; 3) FIL Plan; 4) 3-year PIP; 5) ALE Policy Manual; 6) Dual Language Plan; 7) CRC Plan and CRP Learning Plan; 8) Disciplinary Completion Plan and Professional Learning Plan; 9) Extra-Curricular Activities; and 10) TCI Update for the Internet Access as required by this Court’s Order dated July 26, 2019. (Doc. 2243).

Fisher Plaintiffs have chosen to combine all of its Responses in this document in order to save paper and repetitious pleadings.

ARGUMENT

The results of Arizona Merit scores for school years 2017-2018 and 2018-2019 show that Black students lag far behind Anglo students in Merit score results. The District admits that the achievement gap is not closing. Fisher Plaintiffs experts agree and suggest that the gap is widening. Data supplied recently by the District also suggest the gap is widening. At the K-3 level, Black students are already one (1) year behind. By the time these students reach K-7 in TUSD, they are fully two (2) years behind Anglo students. (See Attachment #1-Dr. Robert Henrick’s report).

The District and the Special Master agree that a Black child is three and one half (3 ½) times more likely to be disciplined than an Anglo Child.

In filing the completion plans, the District fails to mention that these results exist and occurred while the District was receiving billions of taxpayers’ money to show that the vestiges of a past, segregated system has not been removed to the extent possible. These are not the only two areas that the USP requirements in the Completion Plans proposed by the District are not being sufficiently addressed to allow the Court to find that the District has obtained Unitary Status.

There are several other areas in the 1,243 pages of paper the District filed without showing

1 how and where in the mountain of paperwork plaintiffs and Court must search through 1,243 pages
2 to find a “troufle”. This Court has said repeatedly that it will not do that. Fortunately, the Court in
3 its Order approving the 2019-2020 Budget, touched upon and gave parties another opportunity to
4 weigh in on some of the remaining matters that Fisher Plaintiffs believe prevents the Court from
5 finding the District has obtained Unitary Status. The Court was correct when in approving the
6 Budget, discussed the connectivity of most parts of the USP. Fisher Plaintiffs will address these
7 connectivity issues and how the overall effect they can have on the failure to close the achievement
8 gap and help maintain a high disparity rate of discipline for Black students.

9 **OVERVIEW**

10 In the Filing of the Completion Plan discussed below, TUSD has submitted a great deal of
11 information about activities, strategies and programs it has implemented to address the USP. The
12 majority of the information simply tells what TUSD has done without much data about the results
13 of these efforts. Unfortunately, in the case of discipline of African American students, the data
14 shows that these students are still being disciplined at disproportionate levels. Without specific
15 information showing the effect their efforts are having on African American students, it is not
16 possible to agree that they have met the requirements of the USP as it pertains to these students.

17 The results of school year 2017-2018 and 2018-2019 show that Black students lag far
18 behind Anglo students in the Arizona Merit score results. The District admits the achievement gap
19 is not closing. Plaintiffs experts agree and suggest that the gap in widening. Data recently supplied
20 by the District shows Black students in K-7 are fully two (2) years behind Anglo students. (See
21 Attachment #1-Dr. Robert Henrick’s report).

22 **A. Document Number: 2258; Notice of Filing for Dual Language**

23 This filing includes a great deal of information on the research around dual language, the
24 programs the District has put in place and the plans for expansion. They cite research that English
25 learners have a higher rate of success in dual language program, but do not include any data to this
26 effect. If it has been proven that dual language increases success, we question why the District
27 has not introduced dual language programs for students whose native language is not Spanish. The
28 USP requires dual language programs, but does not state that dual language programs must be

1 Spanish/English.

2 There are 30 (thirty) plus languages spoken by students in the District and 5 (five) or more
3 are languages that the African students speak with French being the most common. There is
4 documented proof that African students are struggling in ELL classes, because neither they, nor
5 their parents speak Spanish. As the District looks toward expansion of the dual language program,
6 the Fisher Representatives encourage the District to create dual language programs for African
7 students.

8 Additionally, we are concerned that the expansion is being pursued to the detriment of
9 other students. Two classes are being offered regardless of the number of students, so dual
10 language classes are small, usually having 12 (twelve) or fewer students. Keeping these classes
11 small, leading to overcrowding in English only classes. Vesey and Bloom are specific examples
12 of this situation. In its zeal to expand dual language program, the District is creating less ideal
13 learning environments for other students.

14 **B. Document Number: 2259; Notice of Filing Plans for Culturally Relevant courses**

15 The District's request for Unitary Status is based on the creation and implementation of
16 Culturally Relevant Courses. On page 4 of 6, they state that these courses support the District's
17 efforts to reduce incidence of discipline, to reduce disproportionate discipline and to increase
18 student achievement. The Filing states that TUSD collects data during the prior year and creates
19 a summary and recommendation based on the data. The Filing includes a chart to illustrate the
20 cycle of review and one that shows the number of students participating in the classes has grown.
21 They do not, however, provide any information on which classes are offered and any data that
22 demonstrates reduced discipline incidents or improved academic achievement.

23 In Exhibit 2 on page 3 of 4, they state that CR promotes higher attendance, increases
24 GPA's, increases graduation rates, reduces discipline and increases test scores. The Fisher
25 Plaintiffs request copies of data that indicates this.

26 They also state that an ELA course in African American Literature is being piloted at
27 Cholla High School. The Fisher Plaintiffs request a list by school of all culturally relevant classes,
28 the ethnic and gender breakdown of the classes and the completion rates for students.

1 Until the requested data is provided, Fisher Plaintiffs nor anyone else can make a good
2 faith evaluation of the effectiveness of CRC courses or that they are used mostly as recovery
3 courses and completion rates drop after the relevant requirement is met. One cannot discern from
4 the mass of paperwork how many Black students are enrolled and what percent of African
5 American students do they represent an CRC course.

6 **C. Document Number: 2261; ELL Action Plan for Dropout Prevention**

7 The District's request for Unitary Status is based on data resulting from the State Mandated
8 4-hour Structured English Immersion (SEI). However, this is an ELL model that is no longer in
9 place as a result of the State eliminating this mandate. The Filing lists a variety of services in place
10 to assist these students, but no specific model for providing English Language Instruction. The
11 Filing states that TUSD will continue the ELD curriculum in the areas of listening, speaking,
12 reading, writing and grammar. To clearly understand how this instruction is being delivered,
13 Fisher Plaintiffs request information detailing hours of instruction and the delivery method.

14 Additionally, on page 5 of 7, the District talks about ELD summer school program. Fisher
15 Plaintiffs would like data on where the classes are held and the ethnic and gender breakdown of
16 the students and a description of the specific model the District is using to provide sufficient
17 English Language instruction an assessment of whether this change will help or hinder African
18 American students.

19 **D. Document Number: 2262; Revised FACE Plan**

20 The District has provided an overall description of the services provided, but no data on
21 the success of the programs. On page 6 of 15, they state that prior to the beginning of the school
22 year, the Department develops a plan based on the assessment from the previous year and that they
23 use that data to analyze and assess the success of activities. Fisher Plaintiff request a copy of this
24 data and a break down by ethnicity of the services provided at each center.

25 The Filing also indicates that centers offer different programs, so we also request
26 information on how it is determined which services to provide at each center and who selects the
27 services offered at each center.

28 The District also stresses the many strategies used to communicate with parents. The

1 examples included in the Exhibits are all in English. We would like to know how the French
2 speaking African parents are being communicated with. In addition, we would like to know what
3 other languages are used to communicate with parents.

4 **E. Document Number: 2263; Internet Access**

5 The District states that, “the District’s system for wireless communication is designed and
6 implemented using the same equipment and the same design standards for every school in the
7 District”, so there is “no disparity in internet access between or among the schools.” They then
8 provide many pages of information about average utilization, average bps and peak bps for
9 schools.

10 Equal access is not only measured by the system in place, but also by the technology
11 available in the schools. For instance, Palo Verde Magnet High School, has computers available
12 to institute the computer take home program, but cannot do that; because the District has not
13 provided the funding for software to block pornography and other unwanted sites. Also, Booth-
14 Fickett Magnet K-8 School has two Computers on Wheels (COWS) room, but Dietz K-8 has much
15 fewer. To better ascertain the equity in technology services, Fisher Plaintiffs request information
16 on the number of COWS per school K-12 and the number of functioning computer labs K-12, not
17 to include JTED labs. Without this information, it is not possible to determine if there is equity in
18 technology services or if inequities exist at segregated schools or those where there are large
19 concentrations of African American students.

20 **F. Docket Number: 2264; FCI Scores**

21 The District states that it has reported “the FCI scores using the original weighting. Fisher
22 Plaintiffs request the report listing the FCI score by each school. Without seeing the scores, it is
23 not possible to know the conditions of school serving majority minority populations. The data and
24 statements regarding FCI scores do not rule out Green issues.

25 **G. Docket Number: 2265; Revised AASSD and MASSD Operating Plan**

26 Fisher Plaintiffs disagree that the District has met the requirements of the USP. The current
27 iteration of AASSD has been in operation for at least five (5) years and yet the plan does not show
28 any evidence that the achievement gap is closing. Plus expert, Dr. Robert Hendrick, of Georgia

1 State University's Center for Evaluation and Research Services (CERS) has analyzed AZ Merits
2 scores for the last five (5) years and determined that the gap is widening and by the 7th grade,
3 African American students are more than two (2) years behind Anglo students. (See Attachment
4 #1-Dr. Robert Henrick's report). The description of the reorganization is not significantly different
5 from the program that has been in place for at least the last five (5) years. There is no data indicating
6 what assessment results were used to design the reorganization; nor is there information on how
7 the programs and services will be measured. There is a lot of information on what the Department
8 will do, but no indication on how success will be measured.

9 Fisher Representatives have repeatedly requested that the District develop an academic
10 achievement plan for African American students. Instead of creating a plan to address this gap,
11 the District has continued operating the AASSD with no specific strategies to narrow the
12 achievement gap or reduce discipline disparities. In fact, at a meeting with the Fisher
13 Representatives on August 28, 2019, Dr. Trujillo stated that part of the issue is that African
14 American students enter kindergarten at least three (3) years behind. Even if this information is
15 accurate, the District has not put anything into place to address this deficit when the students are
16 in elementary school.

17 Dr. Gwen Benson of Trayben and Associates, an organization the District contracted for
18 the purpose of explaining the District's systems, services and processes to close the achievement
19 gap between Anglo and African American students, has reviewed the present plan that the District
20 has filed. Trayben was asked to pay particular attention to the AASSD department. Dr. Benson has
21 reviewed the District's Completion Plan for AASSD, Special Master's comments, as well as the
22 Court's comments. She, after reviewing all pertinent correspondences with the District, has
23 concluded that it is unclear where the District is on the implementation of recommendations of
24 Trayben for AASSD and other recommendations. Oral reports were presented, however, no written
25 reports have been provided as requested for follow up meetings. Finally, considering the lack of
26 transparency and lack of data regarding implementation of Trayben's recommendations, neither
27 Trayben nor Dr. Benson are able to determine effectiveness of the proposed reorganization for
28 AASSD as submitted to the Court. (See Attachment # 2, Trayben and Associates' report).

1
2 Fisher Plaintiffs request evaluation data for the 2018-2019 school year to show what
3 services were provided at what schools and the number of students served. We also request
4 information on how the effectiveness was measured, what research-based strategies were
5 implemented and what kind of training personnel received. Without this information, it is not
6 possible to determine if the program is successfully serving the academic and social needs of
7 African American students. (See Attachment # 2, Trayben and Associates' report).

8 Finally, the Completion Plan filed for the AASSD is for the school year 2018-2019 only.
9 This seems to be the most opportune time to consider Fisher Plaintiffs' strong objection to the
10 continued operating of the AASSD, where it is obsolete, outdated, ineffective and duplicative of
11 services that other District departments are better equipped and capable of providing better service.
12 The AASSD is costly as noted by the Special Master.

13 Fisher Plaintiffs, if the Court determines that AASSD should continue in the format as
14 filed, would recommend the following:

- 15 1) Brand the department with a new mission based upon the latest researched
evidence-based successful plans that closes the achievement gaps;
- 16 2) Declare the department to be a new department;
- 17 3) Require that all the department employees, including the Director, to re-apply for
job positions if they desired;
- 18 4) Set higher qualifications for jobs with a minimum requirement of a B.A. or
equivalent;
- 19 5) Director report directly to the Superintendent and/or an Assistant Superintendent;
- 20 6) Require a representative of the Fisher Committee and a stakeholder from the
community at large to sit on the selection and hiring committee; and
- 21 7) Require the Director to file quarterly reports that would be posted on the District's
22 website.

23
24 **H. Docket Number: 2266; Notice and Report of Compliance: Discipline Progress Report**
25 **and Combined/Inclusivity Professional Learning Plan**

26 Fisher Plaintiffs disagree with the District's belief that it has met the USP requirements for
27 discipline. The District lists a variety of programs put in place to address the disparity in discipline
28 for African American students. These include Targeted Restorative Practices, Positive Behavioral

1 Interventions and Supports (PBIS), Discipline Review Committees and Discipline Teams.

2 However, according to its own data, discipline for African American students is still
3 disproportionate. In the 2012-2013, African American enrollment was 8%. However, in-school
4 suspensions were 15%, short term out of school suspensions were 15%\$ and long term suspensions
5 were 12%. The data for 2017-18 shows no improvement and some worsening. The African
6 American enrollment was 9%. However, in school discipline was 15%, short term suspensions
7 were 16% and long term suspensions were 20%.

8 Students who are placed on long term suspensions also face the possibility of being
9 arrested. Since the start of the current school year, we know of at least three students who have
10 been arrested, one a nine (9) year old. Consequently, in addition to school discipline information,
11 the Fisher Representatives request data on the number of students arrested in 2018-2019 school
12 year and the current year, broken down by ethnicity and gender.

13 DAEP was put in place to reduce the number of suspensions; however the Filing does not
14 include information on the success of the program. In addition to the school data, we would also
15 like data on the number of students who were placed in DAEP.

16 The District lists corrective measures at schools as an effort to improve discipline. In 2018-
17 2019, eight schools were placed on Supportive Action Plans. Fisher Plaintiffs requests a list of the
18 schools, the data causing them to be placed on the Plan and the discipline data following
19 implementation of the Action Plans. This should also include what type of accountability is in
20 place for personnel who violate students' rights.

21 We also request a list of members of the Student Relations Discipline Review Committee
22 at each school, broken down by ethnicity, gender. We also request copies of monthly and quarterly
23 reports to include quantitative data, analysis, assessment and written reports on direct observations
24 to include trends, patterns and any new "hot spots".

25 Fisher Plaintiffs are concerned that much of the training the District implements is done
26 online, at the teachers' leisure and is not mandatory. One-on-one training is limited. We would
27 like to know how the District is determining if these programs are being implemented with fidelity.
28 Even if they have introduced a program that has had good results elsewhere, if the implementation

1 is inconsistent, the District may not get the expected results. The continued high suspension rates
2 for African American students may be an indication of this.

3 The District repeatedly lists culturally relevant pedagogy as part of its effort for inclusivity.
4 This program does not address attitudes and racism at all levels of the District. The Fisher
5 Representatives have repeatedly requested that the District institute cultural diversity training for
6 all employees to address the continued problem of stereotypes and biases. This was recommended
7 by the African American Achievement Task Force, but the administration has made no effort to
8 take a system wide look at the bias that exists throughout District.

9 **I. Docket Number: 2267; ALE Policy**

10 The Filing indicates that out-of-district students are admitted to University High School
11 (“UHS”), based on space after all District students have been admitted. Fisher Plaintiffs request
12 an ethnic and gender breakdown of all in District students who applied for admission to University
13 High School and the number of out of District students admitted to University High School for the
14 2019-2020 school year and the schools that they come from. Additionally, we would like to know
15 what criteria is used to determine which out of District students are admitted.

16 The District extols the success of preparing in-coming freshmen for high school. We
17 request information on how schools are selected for Boost programs? Is there a reason that all of
18 the high schools do not have a program? If these programs have proved successful in helping
19 students prepare for high school, it makes sense to have as many students participate in such a
20 program as possible.

21 Fisher Plaintiffs need the requested data to make an informed evaluation of the adequacy
22 of the ALE policy at UHS. Fisher’s contend that the Court should refrain from making a legal
23 ruling that the UHS is in compliance with USP requirements until we have an opportunity to review
24 the requested data.

25 **J. Document Number: 2270; 3-Year Plus Integration Plan and Outreach and**
26 **Recruitment Addendum**

27 The Fishers disagree with the request for unitary status for a variety of reasons. One Page
28 4 of 11, Footnote 5 states that their efforts for integration are “interested primarily in identifying

1 white and Hispanic populations for integration purposes.” This disregard for African American
2 students is further documented in Exhibit A, page 6 of 11, Footnote 15. None of these schools
3 being considered have a large African American population. On page 7 of 11, the District indicates
4 that schools “not meeting AZMerit ELA and Math proficiency rates, or a D or F letter grades (18
5 schools) are not being considered for magnets. Of these schools, Blenman, Cavett, Dietz, Roberts-
6 Naylor and Catalina all have large numbers of children of color; including large numbers of
7 African American students, but there are no plans to address the academic issues at these schools.

8 Fisher Plaintiffs question why Cragin and Steele would be included in the list of potential
9 magnets, since both of them are already integrated. Strategies to improve academic performance
10 are included in the Filing, but these plans do not include specific goals and objectives with
11 timelines and corrective actions if the goals aren’t met. As previously stated, the District has
12 indicated that African American students come in at kindergarten with deficits, but none of the
13 plans for improvement include specific strategies or programs to address this.

14 No attention is being paid to the schools where the largest number of African American
15 students is concentrated, and no special attention is being paid to the original desegregation
16 schools. African Americans are the original protected class, but in reviewing all Filings, it is
17 apparent that these students continue to be discriminated against. To date, no specific plan has
18 been put in place to address the achievement gap and the disproportionate discipline issues have
19 not decreased and in certain areas have increased. The Superintendent has promised but failed to
20 create a specific plan to address these issues.

21 CONCLUSION

22 The Completion Plans and their content present no clear and convincing evidence that **all**
23 **the Green factors** have been met and that the vestiges of past discriminatory acts (educational,
24 achievement gaps, disparate suspensions and failure to hire Black administrators and teachers and
25 then promote them) still exists. The Court under this indisputable evidence, much of it supplied by
26 and admitted to by the District, may find that the District has not obtained Unitary Status.

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Dated: September 20, 2019.

/s/ Rubin Salter, Jr.
RUBIN SALTER, JR.
Attorney for Fisher Plaintiffs

CERTIFICATE OF SERVICE

I hereby certify that on September 20, 2019, I electronically submitted the foregoing **FISHER PLAINTIFFS' RESPONSE TO TUCSON UNIFIED SCHOOL DISTRICT'S NOTICE OF FILING OF COMPLETION PLAN [DOC. 2258-2267]** to the Office of the Clerk of the United States District Court for the District of Arizona for filing and transmittal of a Notice of Electronic Filing to the following CM/ECT registrants:

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/s/ Lourdes Molina

Dated: September 20, 2019.

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ATTACHMENT #1
Dr. Robert Henrick's report

9/5/2019

Fwd: TUSD

I would need these data for all students in grades 3 during 2012-13; 4 during 2013-14; 5 during 2014-15, 6 during 2015-16; 7 during 2016-17; 8 during 2017-18; and 9 during 2018-19. In that way I could examine a cohort over 7 years including 3 years of elementary and 3 years of middle school. The 9th grade information would be an outcome for the middle school.

Please examine this report and let me know if a more extensive report is needed,

Regards,

Robert

Robert Hendrick, Ph.D.

Research Scientist

Center for Evaluation and Research Services (CERS)

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Initial findings regarding the racial achievement gap between White, African-American, and Hispanic students reported by the TUSD in 2019. (Dr. R.C. Hendrick, Georgia State University)

This communication is for Dr. Gwendolyn Benson in response to reviewing a report by Dr. Freitas on academic achievement referenced by Dr. Trujillo. The data provided indicated the mean scores of a cohort of students over a five-year period from school year 2014-15 to school year 2018-19 by the ELA and Math AzMERIT scale score means for each represented racial/ethnic group. The study indicates a statistically significant achievement gap between the mean scale scores of African-American students and White students in each grade. This finding is confirmed by this review of the means and statistics shown in the report. I can also confirm that there is a statistically significant gap between the mean scale scores of Hispanic students and White students in each grade. The study is well conceived and includes those students with AzMERIT scores in ELA and Math in all 5 school years within the longitudinal research controlling for factors that may be introduced by student moving into TUSD during the 5-year period.

I have reconstructed the analysis from the published means and without a re-examination of those data, I can affirm the accuracy of the means and the statistical significance of the overall academic gap in ELA and Math between African-American, Hispanic, and White students.

Regarding the finding cited in the summary of the report,

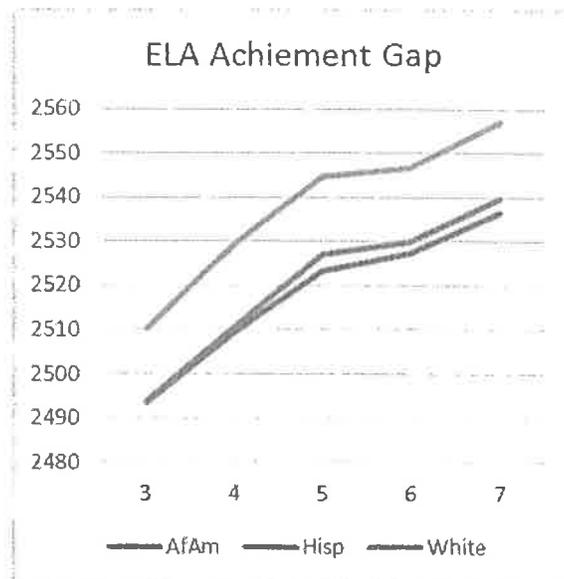
...the annual yearly change in mean scale scores of African-American and Hispanic students is comparable to White students in both ELA & Math. Additionally, it appears that the gap did not dramatically increase or decrease because the mean scale score changes year over year between the different ethnicities were fundamentally equivalent. (Fritas, 2019 pg. 14)

The accuracy of the mean scale score change is correct according to the yearly means published in the report. However, the conclusion of the gap remaining fundamentally equivalent is not indicated by your published scale score means. For example, the ELA AzMERTIT scale score means reflected by the report are as follows:

Grade	ELA AzMERIT		
	AfAm	Hisp	White
3	2493.5	2493.8	2510.2
4	2509.5	2510.6	2529.4
5	2523.4	2527.1	2544.8
6	2527.2	2530	2546.6
7	2536.5	2539.7	2557.2

In order to identify and quantify the academic gap we can examine these data using a comparative line graph:

In the line graph, we can clearly see the trend across the 5 years of ELA scale score means. In grade 3 the achievement gap between scale score means for African-American students compared to White students is 16.7 points (2510.2 – 2493.5). Moreover, we can see that the gap indicates about a year of growth in the scale score mean because the African-American mean in the 4th grade is roughly similar to the White mean in the 3rd grade. Thus, the African-American students academically on average start the 3rd grade about 1 year behind the average White student according to your calculated mean scores. By the 4th grade the ELA achievement gap grows to 19.9 scale score points between these same groups and that gap grows again to 21.4 points in the 5th grade. This is not a great difference when the average gains are evaluated using statistical measures; however, by the 5th grade the White students ELA mean score gap has increased to more than 2 academic years of growth. While the 5th grade mean scaled score for White students is 2544.8, the 7th grade mean school for African-American students is 2536.5. Which indicates the initial gap of roughly one year in grade three has doubled by grade five. Using the ELA mean scale scores published in your report, the gaps between African-American and White performance on the AzMERIT was 16.7 points in grade three, 19.9 points in grade four, and 21.4 points in grade 5. These numbers indicate a widening of the achievement gap during the elementary grades. This gap is reframed in the context of the middle school and starts again at 19.4 points in grade six and 20.7 points in grade 7. Overall, the gap is statistically significant and growing within the elementary school level and middle school shows some indication of resetting the academic responses and increasing the gap, but has limited data to indicate a trend.



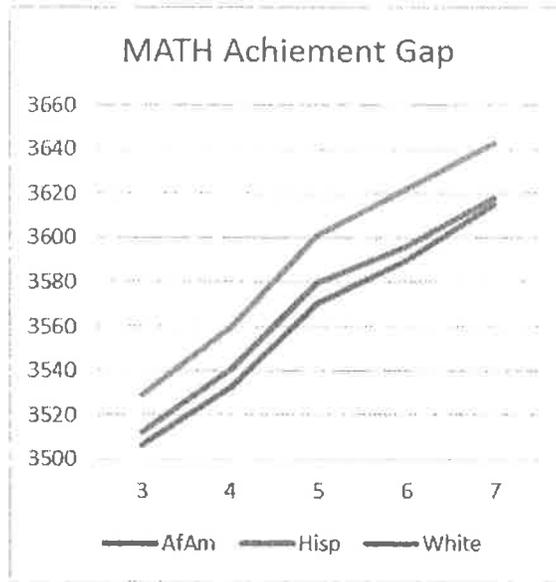
The findings are similar for Math AzMERIT mean scale scores; these are as follows:

Grade	Math AzMERIT		
	AfAm	Hisp	White
3	3506.6	3512.1	3529.2
4	3532.4	3540.6	3559.5
5	3570.6	3580	3601.5
6	3589.5	3596.3	3622.1
7	3615.1	3618.3	3643.2

In order to identify and quantify the academic gap we will examine these data using a comparative line graph:

In the line graph, we can see the trend across the 5 years of Math scale score means. In grade 3 the achievement gap between scale score means for African-American students compared to White students is 22.6 points (3529.2-3506.6). Moreover, we can see that the gap indicates less than a year of growth in the scale score mean because the African-American mean in the 4th grade is slightly higher than the White mean in the 3rd grade. Thus, the African-American

students academically on average start the 3rd grade less than 1 year behind the average White student according to your calculated mean scores. By the 4th grade the Math achievement gap grows to 27.1 scale score points between these same groups and that gap grows again to 30.9 points in the 5th grade. This is not a great difference when the average gains are evaluated using statistical measures; however, by the 5th grade the White students Math mean score gap has increased to more than 1.5 academic years of growth. While the 5th grade mean scaled score for White students is 3601.5, the 7th grade mean school for African-American students is 3615.1. Which indicates the initial gap of less than one year in grade three has increased to 1.5 years by grade five. Looking at the graph you can see that the mean Scale score for whites in grade five is approached by the mean African-American mean scaled score about half-way through grade 6. Using the Math mean scale scores published in your report, the gaps between African-American and White performance on the AzMERIT was 22.6 points in grade three, 27.1 points in grade four, and 30.9 points in grade 5. These numbers indicate a widening of the achievement gap during the elementary grades. This gap is reframed in the context of the middle school and starts again at 32.6 points in grade six and then decreases to 28.1 points in grade 7. Overall, the gap is statistically significant and growing within the elementary school level. The academic gap in Math does show some tendency to decrease given the limited data points in middle grades. More data would provide additional information about any middle school trend.



Which indicates the initial gap of less than one year in grade three has increased to 1.5 years by grade five. Looking at the graph you can see that the mean Scale score for whites in grade five is approached by the mean African-American mean scaled score about half-way through grade 6. Using the Math mean scale scores published in your report, the gaps between African-American and White performance on the AzMERIT was 22.6 points in grade three, 27.1 points in grade four, and 30.9 points in grade 5. These numbers indicate a widening of the achievement gap during the elementary grades. This gap is reframed in the context of the middle school and starts again at 32.6 points in grade six and then decreases to 28.1 points in grade 7. Overall, the gap is statistically significant and growing within the elementary school level. The academic gap in Math does show some tendency to decrease given the limited data points in middle grades. More data would provide additional information about any middle school trend.

In summary, the report for TUSD is accurate regarding the identification of a statistically significant achievement gap across the five years for both ELA and Math as shown by the AzMERIT mean scale scores. However, this analysis does not agree that the gap remains the same across grades. The mean scale scores from this report were used to create these comparative line graphs, which show the increase in the gap. An academic gap is not best described using average mean gain scores as the process regresses the measurement toward the mean across the five-year period and does not examine the year-to-year impact of the academic gap. Using these data from the report in a year-by-year comparative line graph identifies the magnitude of the gap and displays the accumulative nature of the African-American educational deficits year by year.

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ATTACHMENT #2
Trayben and Associates' report

African American Academic Achievement
Tucson United School District
Tucson, AZ

Brief

Submitted by Trayben and Associates

September 12, 2019

Trayben and Associates was hired by the Tucson Unified School District in response to Request for Proposal #18-67-19: Consulting Services for African American Academic Achievement

Purpose: To examine the district's systems, services, and processes to close the achievement gap between Anglo and African American Students.

In order to fulfill the contract with TUSD, Trayben and Associates selected a team of eight professionals with expertise in culturally relevant teaching, Special Education, African American Studies, school leadership, teacher preparation, recruitment and retention, among other areas. During the initial visit to the district, the team spent 3 days meeting with teachers, principals, students, parents, community stakeholders, central office staff, school district attorneys, and the school superintendent. Interviews were conducted during onsite visits to schools and the central office. During a second follow-up visit, five member of the team met with various staff to answer questions that were not adequately addressed during the initial visit. Deeper dives were needed in areas such as student discipline, teacher recruitment, functions and role of the African American Student Services Department. Trayben team members subsequently returned to make a presentation of the report to the Superintendent, TUSD Board members and an additional visit for an update on implementation of recommendations based on the management timeline.

After completing hours of interviews, surveys, reviewing data, requesting additional data and documents, the team's numerous recommendations were included in the final report submitted June 2018. Included among the 68 recommendations was the current and future administration's commitment to implementation of the final plan through various leadership transitions. Other top recommendations include improved communication between the African American Student Services Department and other departments, uniformed implementation of discipline procedures, district and local school ownership to include academic achievement for African American students, and a redesigned marketing campaign for recruitment of African American teachers. Finally, the Trayben team strongly recommends attention to culturally relevant or responsive practices, curriculum alignment, and expanded professional learning opportunities for all educators. In addition to the summary of recommendations provided below, more in-depth information regarding evidence reviewed, observations, and all recommendations can be found in the full document.

LIST OF PRIORITY RECOMMENDATIONS:

1. Ensure recommendations from the report are implemented according to the timeline provided and continued implementation after leadership transitions. Additionally, the team encourages the school board to include the report as a requirement when new leadership is hired.
2. Improve Communication between the African American Student Services Department and other district departments.

3. Provide ongoing training, coaching, and monthly updates related to implementation of the African American Student Services report for board members and community stakeholders.
4. Encourage schools to work with the AASSD to develop group-specific strategic plans based on a short but significant list of identified goals shared with the entire staff including all teachers and counselors.
5. Consider developing a fresh marketing plan that is appealing to young people and presents Tucson as a destination city because of the nightlife, university town atmosphere, cost of living, and proximity to Phoenix, Las Vegas, Grand Canyon, Mountains, and other sites.
6. Develop a partnership with Historically Black Colleges and Universities (HBCUs) and Minority Serving Universities (MSUs) with strong teacher preparation programs and utilize the partnership to strategically recruit African American teachers.
7. Reconsider designing and implementing a University Middle School that targets African American students from low performing elementary schools with a focus of preparing them for University High School admissions or other dual enrollment opportunities.
8. Consider stronger and deeper collaboration between the “offices” of the multicultural team and the CRPID to better consolidate and leverage resources, institutional knowledge, and efforts related to culturally relevant curriculum and pedagogy.
9. Design a specific, team-based, and student-centered framework used to identify African American students who both possess AP potential and who are identified by their teachers for long-term support in preparation for advanced coursework. This framework should include a multi-year plan with grade level-specific interventions.
10. Rebrand ALE opportunities, and enlist AASS leaders to include the plan as a part of their engagement with African American students/families as early as possible. Along with the responsibilities of the AASSD, teachers should work with these specialists to recommend students for further conversations.
11. Consider stronger collaboration between AASS staff and dropout prevention specialists in order to develop proactive measures to decrease the number of African American dropouts.
12. Ensure monitoring for consistent PBIS guidelines across schools by using variables such as school size and population to facilitate data-gathering focused on the configurations that work best.
13. Disaggregate discipline data by gender in addition to race and ethnicity.
14. Consider job-embedded training around culturally responsive pedagogy which also will focus on creating both a classroom culture and practices that support CRP.

15. Continue the district's efforts to designate an individual to oversee all professional learning in the district. Additionally, schools should identify a professional learning facilitator for each building.

16. Ensure that school counselors are aware of scholarship opportunities beyond universities in Arizona.

17. Conduct surveys of a sample of African American students periodically in order to gain qualitative data on their school experiences, including quality of engagement with adults in the building, opportunities for academic success, and challenges that require assistance.

The district made the determination that 19 recommendations were currently in place but no evidence was provided to support their claim (please see the first table).. Additionally, TUSD adopted 29 of the recommendation made by Trayben and Associates (please see the second table).

RECOMMENDED ACTIONS THAT ARE ALREADY OCCURRING

The District has identified 19 actions (recommendations) that are currently in place.

#	Recommendations: 4, 6, 13, 14, 15, 19, 25, 30, 31, 42, 50, 54, 55, 56, 59, 63 65, 68, 71
4	Encourage schools to work with AASSD to develop group-specific strategic plans based on a short but significant list of identified goals... (duplicate with #23)
6	Develop a collaborative partnership with HBCUs and MSUs to strategically recruit African American teachers...
13	Disaggregate discipline data by gender, race, and ethnicity.
14	Consider job-embedded training around CRP which also will focus on creating both a classroom culture and practices that support CRP.
15	Continue district-level designation of individual to oversee PD; identify professional learning facilitator at each site
19	Plan, recruit more diverse talent.
25	Strategic recruitment plan, includes specific strategies to recruit African American teachers.
30	Partnerships for Teacher Recruitment, Selection, Development.
31	Establish a TUSD Teacher Fellowship Program
42	Revise course selection process; include timeline allowing students to share course interests from a menu of offerings
50	Consider reimplementation of dropout prevention specialists assigned to middle schools.
54	Continue to institute a credit recovery program.
55	Share the district's early warning dropout prevention system or database.
56	District should monitor for consistent implementation of guidelines (Code of Conduct).
59	Current discipline data should be disaggregated by gender in addition to race & ethnicity.

63	Clearly communicated that a goal of professional learning is to build & sustain school-level capacity to perform an identified & agreed-upon set of competencies.
65	Include core area-specific training in CRP.
68	Revisit PBIS training; ensure development is tied to pre-determined/locally-developed goals for improving culture.
71	Expand & continue to provide professional development for school leadership on how to encourage & embrace parental engagement.

RECOMMENDED ACTIONS TO ADOPT

The District has identified 29 new actions it is proposing to adopt.

#	Recommendations: 1, 2, 3, 5, 8, 9, 10, 12, 16, 17, 20, 26, 34, 37, 38, 39, 40, 47, 49, 51, 53, 57, 61, 64, 66, 67, 70, 74
1	Ensure recommendations are implemented according to the timeline...
2	Improve communication between AASSD and other departments...
3	Provide ongoing training/coaching/monthly updates re implementation of the AASS report for board members and community stakeholders.
5	Consider developing a fresh marketing plan that is appealing to young people and presents Tucson as a destination city...
8	Consider stronger collaboration between MC and CRPI to better consolidate and leverage resources...
9	Design a framework used to identify AfAm students with AP potential and include a multi-year plan with grade level specific interventions
10	Rebrand ALE opportunities; enlist AASS leaders to engage AfAm students/families as early as possible...
12	Ensure monitoring for consistent PBIS guidelines across schools...
16	Ensure counselors are aware of scholarship opportunities beyond Arizona, specifically funding targeted for AfAm students.
17	Conduct surveys of AfAm students periodically...
20	Succession plan is in place.
26	Strategic Recruitment at Historically Black Colleges/Universities & Minority Serving Universities. Create a decision matrix, marketing materials that are more attractive.
34	Work with communications or marketing team to create an internal communications plan that clearly describes the vision, goals and work of the CRPID & multicultural team to site-based staff, students and families.
37	Lift the responsibility of increased African American student participation in ALE to the principal level.
38	Engage all schools and relevant staff in training on how to appropriately identify potential for ALE.
39	Consider more accessibility to current test preparation opportunities, specifically for African American students in performing schools. Provide target tutoring services during 6 th -8 th grades to improve the GPA of African American students. Multiple intelligences & an interdisciplinary team approach.
40	AASSD should consider more involvement in the test preparation, counseling. UHS as an option.
47	Summer bridge or boot camp programs for rising African American 11 th & 12 th graders to prepare them for post-graduate opportunities.
49	Ensure that the 10 dropout prevention specialists are assigned to the schools with the highest dropout rates.
51	Continue to schedule joint monthly meetings between AASS staff and dropout prevention specialists.
53	Continue to collect and share specific data on the impact of the "Steps to Success" initiative.
57	More integrated use of the site teams (site discipline teams and site PBIS teams)

61	Data should be disaggregated to examine whether there is an interaction between race & number of days suspended the same offense.
64	Culturally responsive pedagogy should be job-embedded & focused on creating both a classroom culture & practice that support CRP.
66	Train school leaders on how to observe and provide feedback for CRP.
67	Continue to engage teachers and staff in implicit/explicit bias training in a variety of delivery modes.
70	Professional Learning Director/Coordinator should be responsible for identifying resources & training opportunities that speak specifically to meeting the academic, social, and emotional needs of AfAm students.
73	Continue to establish school councils with parent members in key roles.
74	Continue to ensure AfAm parents understand & have input into discipline policies.

One of the major assignments Trayben was tasked to complete was a recommendation for reorganization of the African American Students Services Department. We were specifically directed to evaluate the current plan, not to determine whether it is needed, cost efficient, effective in improving student achievement, and/or closing the gap between white and African American students. The plan is provided below followed by a proposed timeline for implementation of all recommendations included in the Trayben report.

Draft Plan for Restructuring the Tucson Unified School District African American Student Services Department for School Year 2018-10

The Department shifts direction from 100% direct services to a balance between direct services to students and direct support for departments and schools by building institutional capacity of teachers and other support staff. Some direct services will continue at targeted schools, using asset-based approaches designed to meet students where they are through culturally responsive practices.

Specialist positions will require a minimum BA. Coaches will require a minimum BA or equivalent, relevant experience.

AASSD Proposed Structure - based on current staffing			Trayben Proposed Structure	
FTE	Position	Status	FTE	Position
1	Director	Continuing	1	Director
1	Program Coordinator (was CSP)	Continuing	1	Asst. Director
1	Administrative Assistant	Continuing	1	Admin. Asst.
2	Behavior Specialists	Continuing	2	Behavior Specialists
4	Program Liaisons	New	4	4 Program Liaisons
6	RTI Specialists	New	4	4 ES RTI Specialists
9	Student Success Specialist	Eliminating		
		New	1	Research Project Manager
		New	8	Student Success Coaches
Part-Time				
3	Certified Academic Tutors (Added Duty)	Continuing	3	Certified Academic Tutors (Added Duty)
2	Activity Helpers (College Students)	Continuing	2	Activity Helpers (College Students)
		New	3	Certified Academic Tutors (Added Duty)
		New	4	Activity Helpers (College Students)
Total				
20	15 Full-time & 5 Part-time		34	22 Full-time & 12 Part-time

Table 1: Measurement Plan including Tasks, Responsibilities and Timelines (By Task)

Task	Person Responsible	Benchmark Schedule	Required Data
<i>Tasks 1-6 directed primarily towards students in grades K-5.</i>			
1. Establish a system of benchmarks to monitor growth of students on a quarterly basis to identify students not making progress in reading, mathematics and writing.	Director Research Project Manager (RPM)	August 2018	Reading, math, and writing student progress reports
2. Work with teachers to create a plan of targeted intervention in targeted schools.	Director Assistant Director Specialists/Liaisons	September 2018	Intervention plans
3. Create before and after school tutoring sessions to extend learning time.	Assistant Director Academic Tutors Activity Helpers	September 2018	Before-school and after-school tutoring plans
4. Foster family communication and home-school connections via telephone contact, email messages and home visits.	Director SS Coaches Specialists/Liaisons	Ongoing	Parent communication logs
5. Monitor discipline of African American students and participate as an advocate as suspension hearings.	Director Specialists/Liaisons SS Coaches Behavior Specialists	Ongoing	Discipline referrals, notes from suspension hearings
6. Create a personalized plan for each student not making progress towards graduation at targeted schools	Director Assistant Director Specialists/Liaisons SS Coaches	October	Personalized graduation plans
<i>Tasks 7-9 directed primarily towards students in grades 6-12.</i>			
7. Identify incoming 9th graders who are performing below grade level on AZMerits and/or did not pass all core subjects in 8th grade	Director Assistant Director Specialists/Liaisons Research Manager	Summer 2018	Incoming 9 th graders' AZMerits data and pass rate data for 8 th grade core subjects

Task	Person Responsible	Benchmark Schedule	Required Data
8. Set up parent conferences to review the students' middle school and/or achievement levels and develop monitoring plan	Assistant Director Specialists/Liaisons	Summer 2018	Log of parent conferences for middle school achievement reviews and monitoring plans
9. Collaborate with Dropout Prevention Specialists to create regular contact with student in order to develop four-year plan and review progress towards graduation.	Director Assistant Director Specialists/Liaisons	Summer 2018	Documentation of regular contact with students, 4-year graduation plans, and progress reports

Tasks and Responsibilities (By Position)

Director

- (Task 1) Establish a system of benchmarks to monitor growth of students on a quarterly basis to identify students not making progress in reading, mathematics and writing.
- (Task 2) Work with teachers to create a plan of targeted intervention in targeted schools.
- (Task 4) Foster family communication and home-school connections via telephonic contact, email messages and home visits
- (Task 5) Monitor discipline of African American students and advocate for students at hearings.
- (Task 6) Create a personalized plan for each student not making progress towards graduation at targeted schools
- (Task 7) Identify incoming 9th graders who are performing below grade level on AZMerits and/or did not pass all core subjects in 8th grade
- (Task 9) Collaborate with Dropout Prevention Specialists to create regular contact with student in order to develop four-year plan and review progress towards graduation
- Supervise department staff
- Foster African American Parent and Student Advisory Councils
- Serve as a conduit connecting the African American community to TUSD
- Coordinate collaborative efforts to implement a reading support program at elementary schools and a math support program at middle schools targeting African American students.

Program Coordinator/Assistant Director

- (Task 2) Work with teachers to create a plan of targeted intervention in targeted schools.
- (Task 3) Create before and after school tutoring sessions to extend learning time.
- (Task 6) Create a personalized plan for each student not making progress towards graduation at targeted schools

- (Task 7) Identify incoming 9th graders who are performing below grade level on AZMerits and/or did not pass all core subjects in 8th grade
- (Task 8) Set up parent conferences to review the students' middle school and/or achievement levels and develop monitoring plan
- (Task 9) Collaborate with Dropout Prevention Specialists to create regular contact with student in order to develop four-year plan and review progress towards graduation
- Data analysis and collection to ensure student progress at targeted sites, including analyzing data on the impact of Task Force-related initiatives
- Developing and coordinating district-wide events and family engagement in collaboration with schools and relevant departments (e.g. FACE, CRPI, Multicultural, etc.)
- Collaborate with District and community resources (e.g. ALE, Child and Family Resources, etc.)
- Participate in training on culturally responsive practices
- Train Student Success Coaches in strategies to use when working with students individually and in small groups.
- Observe Student Success Coaches at work with students and provide feedback.
- Collaborate with the Student Success Coaches and classroom teachers to develop intervention strategies.
- Facilitate subject area training for Student Success Coaches.
- Work with relevant staff to develop student success plans for identified at-risk students

Program Liaisons [4]

College and Career Readiness; Mentoring and Tutoring

- Develop and distribute promotional materials on college and career readiness, credit recovery opportunities, social development, community partnerships, and parent quarterly events
- Coordinate efforts and serve as a collaborative consultant to improve academic achievement, provide mentorship and guidance, increase student retention and the college-going rates

Family, Parent, and Community Engagement and Outreach

- Develop community partnerships including local colleges and universities
- Conduct quarterly events; leadership conferences
- Organize student and parent leadership conferences
- Increase communication with parents, and participation of parents at parent conferences, site councils and PTAs
- Collaborate with District and community resources (e.g. ALE, Child and Family Resources, etc.)
- Serve as a conduit connecting the African American community to TUSD

ALE/AVID

- Develop and distribute promotional materials on college and career readiness, ALE, social development, community partnerships, and parent quarterly events
- Serve as the AVID liaison
- Support increased GATE and ALE enrollment

CRC/CRPI

- Serve on the internal Culturally Responsive Practices (CRP) committee along with the Director; work to assess and implement recommendations from the committee to ensure the alignment of AASSD activities and CRPI in multiple areas

Behavior Specialists [2]

- (Task 5) Monitor discipline of African American students and advocate for students at suspension hearings.
Identify at-risk African American students and implementing interventions
- Work to prevent the overrepresentation of African American students in special education classes and participate in child studies and IEP meetings
- Collaborate with site MTSS teams to identify and strategize for student needs through Tier 2 and Tier 3 interventions
- Assist in mediations and trainings with Restorative and Positive Practices

- Facilitators
- Communicate progress and educational options with all African American students and parents
- Respond to requests for support services online form

RTI Specialists [4] [4 Elementary and K8]

- (Task 2) Work with teachers to create a plan of targeted intervention in targeted schools.
- (Task 4) Foster family communication and home-school connections via telephonic contact, email messages and home visits
- (Task 5) Monitor discipline of African American students and advocate for students at suspension hearings.
- Academic Achievement/Engagement (RTI, Enrichment)
- Coordinate collaborative efforts to implement a reading support program at elementary schools and a math support program at middle schools targeting African American students.

Success Coaches [8]

- (Task 4) Foster family communication and home/school connections via telephonic contact, email messages and home visits
- (Task 5) Monitor discipline of African American students and advocate for students at suspension hearings.
- (Task 6) Create a personalized plan for each student not making progress towards graduation at targeted schools
- Mentor African American students academically, socially, and behaviorally to increase achievement rates
- Monitor the academic progress of African American students with failing grades or substandard performance on state and district assessments and work collaboratively with sites on developing student plans that are appropriately address academic deficits
- Communicate effectively with African American parents about District educational resources and opportunities to promote academic achievement through site-based parent information events

- Provide behavioral interventions; provide parent and student advocacy
- Act as an advocate and resource at designated sites for MTSS, RP, PBIS, and Discipline committees
- Coaches working at the elementary and K-8 level will be trained in reading, writing and math strategies/programs currently utilized in the schools where they are assigned
- Coaches working at the middle and high school level will (a) collaborate with Dropout Prevention Specialists to create regular contact with student in order to develop four year plan and review progress towards graduation and (b) set up parent conferences to review the students' middle school and/or achievement levels and develop monitoring plan

Research Project Manager [1]

Work with the Director, Program Coordinator/Asst. Dir., and Specialists to collect and analyze data to ensure student progress at targeted sites, including:

- (Task 1) Establish a system of benchmarks to monitor growth of students on a quarterly basis to identify students not making progress in reading, mathematics and writing.
- (Task 7) Identify incoming 9th graders who are performing below grade level on AZMerits and/or did not pass all core subjects in 8th grade
- collecting and analyzing data on the impact of the AASSD
- collecting and analyzing data on the impact of Task Force related initiatives

9. Collaborate with Dropout Prevention Specialists to create regular contact with student in order to develop four-year plan and review progress towards graduation.

- Develop a plan and schedule for regular contact with students in jeopardy of dropping out (and their parents)
- Set up conferences with parents by September 2018

Proposed Budget for Restructuring Plan

AASSD Proposed Structure based on current staffing			Trayben Proposed Structure		
FTE	Position	Status	FTE		AAAATFS
1	Director	Continuing	1	Director	Current AASSD Funding
1	Program Coordinator (was CSP)	Continuing	1	Asst. Director	Additional \$10,000
1	Administrative Assistant	Continuing	1	Admin. Asst.	Current AASSD Funding
2	Behavior Specialists	Continuing	2	Behavior Specialist	Current AASSD Funding
4	Program Liaisons	New	4	Program Liaisons	$\$41,276.66 \times 4 = 165,106.64$
6	RTI Specialists	New	4	4 ES RTI Specialists	$\$41,276.66 \times 4 = 165,106.64$
9	Student Success Specialist	Eliminating			
		New	1	Research Project Manager	Work with A&E Dept.
		New	8	Student Success Coaches	Current AASSD Funding
Part-Time					
3	Certified Academic Tutors (Added Duty)	Continuing	3	Certified Academic Tutors (Added Duty)	
2	Activity Helpers (College Students)	Continuing	2	Activity Helpers (College Students)	
		New	3	Certified Academic Tutors (Added Duty)	$\$25/\text{hr} \times 175\text{hrs} \times 3 = \$13,125.00$
		New	4	Activity Helpers (College Students)	$\$10.50/\text{hr} \times 175\text{hrs} \times 4 = \$7,350.00$
Total					
20	15 Full-time & 5 Part-time		34	22 Full-time & 12 Part-time	AAAATF = \$360,688.28 (Proposed Additional Funding)*

*Proposed funding is contingent on governing board approval and, ultimately, approval from the federal court if there are objections to specific line items.

It has always been Trayben and Associates' position that the AASSD supplement educational services that should be provided by the District, not supplant them. However, we are well aware of the lack of African American teachers, counselors, principals recruited and retained in the district. Considering the majority of the AASSD staff are African American, the students have an opportunity to learn from individuals of the same ethnicity which can have a significant impact on student learning through supplemental services. Current research findings support the positive impact African American teachers have on African American student achievement. A few links to references are listed below.

<https://theundefeated.com/features/study-black-teachers-have-significant-impact-on...>

May 01, 2017 · Study proves **black teachers** have a significant **impact on black students**. **Black students** with at least one **black teacher** are more inclined to continue education.

<https://www.usatoday.com/story/news/2016/05/10/study-black-teachers-more-likely...>

May 10, 2016 · Study: **Black teachers** more likely to recommend **black students** for gifted programs. Having a **teacher** of the same race not only gives African-American **students** ...

Apr 12, 2017 · Honestly, we don't know why. What we do know is what we heard during our focus groups: **Black teachers** believe they **impact** the lives of **Black students** in ways that differ from those of their White colleagues: **Black teachers** develop an initial trust and rapport with **students** that help build relationships that promote learning.

Author: Ashley Griffin

<https://www.npr.org/sections/ed/2017/04/10/522909090/having-just-one-black-teacher-can...>

Apr 10, 2017 · Having Just One **Black Teacher** Can Keep **Black Kids** In School : NPR Ed According to a recent study, having a role model at school who looks like you can have large and long-lasting effects.

<https://www.the74million.org/article/the-power-of-one-new-research-shows-black...>

Access to just one cut dropout rates for **black students** by nearly a third and increased the likelihood of aspiring to college by 3 percentage points. The **impacts** were much larger for male **students**, and particularly those in poverty: Access to a **black teacher** for those **students** reduced their dropout rate from 18 percent to 12 percent.

Author: Matt Barnum

Implementation Chart

<i>Trayben and Associations Recommendations</i>	<i>Personnel Responsible</i>	<i>Benchmark Schedule</i>
<i>I. Leadership Structure and Talent</i>		
1. Central Administration 3 Year Implementation Assurance Diverse Talent Recruitment Plan Line of Communication for AASSD Ongoing training for Board Members	Superintendent Human Resources AASSD Director Superintendent Designee	August 2018
2. Principal Leadership Diverse Aspiring Principal Plan Strategic Plan for Local Schools	Human Resources Leadership Team	September 2018 December 2018
Increase inclusion of AA student in AVID	AASSD	January 2019
3. Staffing Develop Strategic Recruitment Plan for AA Teachers	Human Resources Director	September 2018
Academy for Future Teachers Design University Partnerships	AASSD AASSD	October 2018 September 2018
<i>II. Curriculum and Instruction</i>		
1. Assessment Structures	Assessment and Evaluation Director	December 2018
2. Alignment of Curriculum and Instruction	Curriculum Director	December 2018
3. Culturally Relevant Curriculum and Pedagogy	Curriculum Director	December 2018
4. Academic Achievement	District Leadership Team	December 2018
5. College and Career Readiness/Dropout Prevention	Deputy Super- intendent of High Schools and Director of Dropout Prevention	December 2018
<i>III. Student Discipline</i>		
1. Processes and Procedures		December 2018
2. Equity and Disparity		October 2018

<i>Trayben and Associates Recommendations</i>	<i>Personnel Responsible</i>	<i>Benchmark Schedule</i>
<i>IV. Professional Development</i>		
1. Needs Assessments for Teachers and Leaders	PD Director at District Level	September 2018
2. Personalized Professional Development Plans/Delivery Model	PD Director at District Level	September 2018
3. Second Tier Teacher Interventions Plans	PD Director at District Level	September 2018
<i>V. Parent Engagement and Advocacy</i>		
1. Parent Involvement at School and District Level	District Leadership Team	September 2018
2. Parent Resources	Director of Parent Resource Centers	September 2018
<i>VI. Student Initiatives</i>	AASSD Director	September 2018
<i>VII. Reorganization of AASD</i>	AASSD Director	September 2018

It has always been Trayben and Associates' position that the AASSD supplement educational services that should be provided by the District, not supplant them. However, we are well aware of the lack of African American teachers, counselors, principals recruited and retained in the district. Considering the majority of the AASSD staff are African American, the students have an opportunity to learn from individuals of the same ethnicity which can have a significant impact on student learning through supplemental services. Current research findings support the positive impact African American teachers have on African American student achievement. A few links to references are listed below.

<https://theundefeated.com/features/study-black-teachers-have-significant-impact-on...>

May 01, 2017 · Study proves **black teachers** have a significant **impact on black students**. **Black students** with at least one **black teacher** are more inclined to continue education.

<https://www.usatoday.com/story/news/2016/05/10/study-black-teachers-more-likely...>

May 10, 2016 · Study: **Black teachers** more likely to recommend **black students** for gifted programs. Having a **teacher** of the same race not only gives African-American **students** ...

Apr 12, 2017 · Honestly, we don't know why. What we do know is what we heard during our focus groups: **Black teachers** believe they **impact** the lives of **Black students** in ways that differ from those of their White colleagues: **Black teachers** develop an initial trust and rapport with **students** that help build relationships that promote learning.

Author: Ashley Griffin

<https://www.npr.org/sections/ed/2017/04/10/522909090/having-just-one-black-teacher-can...>

Apr 10, 2017 · Having Just One **Black Teacher** Can Keep **Black** Kids In School : NPR Ed According to a recent study, having a role model at school who looks like you can have large and long-lasting effects.

<https://www.the74million.org/article/the-power-of-one-new-research-shows-black...>

Access to just one cut dropout rates for **black students** by nearly a third and increased the likelihood of aspiring to college by 3 percentage points. The **impacts** were much larger for male **students**, and particularly those in poverty: Access to a **black teacher** for those **students** reduced their dropout rate from 18 percent to 12 percent.

Author: Matt Barnum

In conclusion, after reviewing the district's response to the courts and the Special Master's report, it is unclear where the district is on the implementation of the recommendations for AASSD and the other Trayben recommendations. During the last visit to the district, a meeting was held to discuss progress regarding implementation. Reports were presented orally, however, no written reports were disseminated during the meeting nor have they been provided as requested as follow up to the meeting. Finally, considering the lack of transparency and lack of data regarding implementation of Trayben recommendations, we are unable to determine effectiveness of the proposed reorganization.