

**ATTACHMENT A:
RESPONSES TO SPECIAL MASTER AND PLAINTIFF
REQUESTS FOR INFORMATION RE THE DRAFT 1 BUDGET NARRATIVE –
MARCH 10, 2017**

TUSD RFI #(s): 695 = 698; 979 - 1014
Estimated TUSD Staff Time: 50 hours
**Attachment(s): RFI 983 Impact Additional GATE SC Classrooms on
WheelerRN; RFI 987-A RR Site Executive Summary for Tucson;**

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

TUSD Request for Information Form

RFI Instructions
(RFIs will be returned for clarification as needed)

1. Number each RFI separately. TUSD will then assign each request its TUSD RFI number.
2. Present the RFI in the form of a question(s) or a discrete request for information.
3. Include needed information for every RFI on the form, including reason for request. References to outside documents will be returned for clarification. For example, “the schools listed in ECF 1858” will be returned with the request that all target schools are specifically listed in the RFI text itself.
4. Indicate the relevant section of the USP. Include all questions that relate to a specific USP section on one form. Use a separate form for each specific USP section.
5. Copy the TUSD email group “Deseg.”

Request for Information

Submitted by:	Lois Thompson and Juan Rodriguez for the Mendoza Plaintiffs
Submission Date:	February 6, 2017 Follow-On to February 4, 2017 Budget Draft #1 (2017-18) Comments
Subject:	*Joined by Rubin Salter for the Fisher Plaintiffs on February 8, 2017 as to the following activity code RFIS: 201, 202, 203, 501, 510, 601, 702, and 801
USP Section(s) or References	Comments/Questions Concerning Budget Draft #1 (2017-18) USP Section X,B and 2017-18 Budget Process

Note: The purpose of this submission is to facilitate the District’s response to the Mendoza Plaintiffs’ Comments on Budget Draft #1 (2017-18). To avoid unnecessary repetition, context and explanation of the basis for these RFIs is not repeated here but will be found in those budget comments. RFIs are organized by Budget Activity Code Number.

Activity Code 201

Re: Express buses for Magee and Drachman: Please provide responses to outstanding RFIs 695-698.

RFI #695 and 696 What is the ridership broken down by race and ethnicity of the students using the express shuttles to Magee Middle School? How many of these students are new to Magee and what effect does their enrollment at Magee have on the racial and ethnic composition of the Magee student body?

District Response: There are an average of four students riding the Magee express shuttle. All are new to Magee and all are eligible for incentive transportation – meaning all of them increase integration at Magee.

RFI #697 and 698: What is the ridership broken down by race and ethnicity of the students using the express shuttles to Drachman K-8? How many of these students are new to Drachman and what effect does their enrollment at Drachman have on the racial and ethnic composition of the Drachman student body?

District Response: There are an average of [#] students riding the Drachman express shuttle. [#] are new to Drachman. [#] of the [#] students are non-Latino and contribute to improving integration at Drachman.

RFI #979: Re Sabino Express Bus: Does the District propose to run a Sabino express bus this coming school year? If so, will it be paid for with 910(G) funds? If so, could it please provide the same information for the Sabino bus that was requested with respect to the Magee and Drachman buses: what is the ridership broken down by race and ethnicity; how many of the students riding the bus are new to Sabino; and what effect does their enrollment at Sabino have on the racial and ethnic composition of the Sabino student body?

District Response: Yes, the District plans on running a Sabino express shuttle in 2017-18 – the initiative was finalized in late spring of 2016 it is too early to determine whether it can be a successful tool for reducing racial concentration and improving integration (this same analysis applies to Drachman and Magee). Transportation costs are split 50/50 between 910G and M&O. The students routed to the Sabino express bus are 80% Hispanic (8 students) and 20% African-American (2 students). 70% percent are new to Sabino and 100% improve integration at Sabino.

RFI #980: Re enrollment bus: What has the “integrative” impact been to date and how have family and student engagement been fostered through the use of the bus?

District Response: The objective of the Enrollment Bus is to expand parental access to the processes for school choice and school enrollment. It promotes parental awareness about opportunities available for school choice through individual support from a knowledgeable staff member. Please note that the enrollment bus has not completed a full

school year cycle yet. Between August 2016 and February 10, 2017, the Enrollment Bus participated in 20 events, interacting with 600+ visitors and providing 115 School Choice Applications.

RFI #981: Re dual language expansion: Whether and to what extent does the District anticipate that the proposed programs/program expansions at Ochoa and Pueblo will have an integrative effect and what if any analysis was made in this regard prior to proposing these components of the transition plans? Are Mendoza Plaintiffs correct that the District is proposing the Ochoa program without any expectation that it will have a positive effect on integration?

District Response: The Ochoa and Pueblo proposals were not designed to have an integrative effect. They were designed to expand DL pursuant to the USP.

RFI #982: Re Open-Access GATE Expansion: Has Hollinger been selected as the site for this proposed expansion? Please provide a copy of the analysis “of the effects this program will have on integration” referred to in the Student Support Criteria Form (at page 2 of Exhibit 2 to Draft Budget #1).

District Response: No, the analysis revealed the proposal would not have a significant impact on integration and the District has analyzed alternative options and has chosen Robert-Naylor K-8 for this expansion. The analysis was made through discussion with district personnel, the CSA committee, and district leadership as they evaluated multiple data points and other considerations.

RFI #983: Re Self-Contained GATE Expansion: Please provide information concerning any analysis that was made of the potential integrative effect of adding a self-contained GATE program at each of the Wheeler and Roberts-Naylor locations.

District Response: See Attachment RFI 983 for the potential integrative effect of adding GATE programs to Wheeler and Roberts-Naylor. Note: these “initiatives are being designed to both improve integration and to increase African-American and Latino participation in the GATE program.” The analysis was made through discussion with district personnel, the CSA committee, and district leadership as they evaluated multiple data points and other considerations.

RFI #984: Re Santa Anita Credit Initiative: What if any analysis was made to determine what the integrative effect likely would be of the proposed initiative? Has the District set any benchmarks for the number of students from racially concentrated schools it hopes will take advantage of the initiative, that is, who will ride the express bus that is to be made available?

District Response: The initiative is designed to impact integration by increasing the number of students at Santa Rita, and specifically increasing the number of non-Anglo students at Santa Rita by a targeted number of 50 (a full bus utilizing incentive transportation). The objective is to market Santa Rita’s current program to neighborhoods that could contribute to their integration benchmarks. The objective over

the next few years is to add a projected 200 additional students for a total of approximately 650 students all attending an integrated school with a highly-desirable program.

Change Component	Anglo	AfAm	Hisp	NatAm	API	Multi	Total
Attending Palo Verde	14	7	16	0	1	2	40
	35%	18%	40%	0%	3%	5%	
Attending Sahuaro	43	12	50	2	6	7	120
	36%	10%	42%	2%	5%	6%	
Central-West Students Utilizing the Express Bus	0	3	44	1	1	1	50
	13%	8%	71%	3%	2%	3%	
Santa Rita 40 th Day	35%	17%	41%	1%	2.2%	5%	
Santa Rita 40 th Day +200	33%	15%	45%	1%	3%	5%	

Activity Code 202

RFI #985 Re ALEKS at Cholla: Has the District performed an evaluation of other program by correlating its results with other assessments such as district benchmarks as referenced in the Student Support Criteria Form (at page 15 of Exhibit 2 to Draft Budget #2)? If so, please provide that information. If not, has it performed any evaluation or assessment of efficacy as it relates to TUSD students who have used ALEKS? If so, please provide that information. If not, please explain the basis on which the District determined that it wanted to continue the use of ALEKS at Cholla.

District Response: Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The response to intervention process begins with high quality instruction and universal screening of all children in general education classes. Students who are struggling are provided with interventions at increasing levels of intensity to accelerate their learning. Based on this model, Cholla High Magnet School is committed to this intervention process and will be implementing the ALEK program in the 2016-2017 school year based on the results from the 2013-2014 school years. See table below. The program was not used available during the 2014-2015 and 2015-2016 school years.

<http://www.rtinetwork.org/learn/what/whatisrti>

Cholla High Magnet School					
ALEKS data from 8/1/13 - 12/30/13					
ALEKS course	Number of students	Average hours spent in ALEKS	Beginning Knowledge (student avg.)	Ending Knowledge (student avg.)	Percentage Points Gained
MS RTI Tier 3	11	20.0 hours	34%	74%	40
Algebra 1	20	16.5 hours	20%	39%	19
H.S. Prep Algebra 1	239	32.3 hours	28%	68%	40

Report provided by ALEKS Corporation 2014

RFI #986: Re ALEKS at Cholla: Have the teachers at Cholla received the training in ALEKS that the Booth-Fickett discussion argues is essential to effective implementation of ALEKS? If not, should that be incorporated in the Cholla transition plan (and the budget for that plan)?

District Response: Some math teachers have received ALEKS training and funding for additional training is included in Cholla's transition plan budget.

RFI #987: Re Reading Recovery: Please provide copies of the evaluations and assessment referred to in the Student Consent Criteria Form (at page 27 of Exhibit 2 to Draft Budget #1). If these evaluations and assessment were not performed, please explain the basis on which the District is proposing use of Reading Recovery going forward.

District Response: Attached is the TUSD Reading Recovery Executive Summary which provides program results after the first year of teacher training and program implementation. See Attachment 987 A-1.

RFI #988: Re Expanded programs at Pueblo: What is the basis for the District's apparent position that the costs of a proposed restructured dual language program, expanded programming to "grow the [] biotech program" and "continue[d] funding [for] communications classes" all should come from 910(G) funds?

District Response: The District is not proposing to fund dual-language restructuring solely from 910(G) funds. The District is not proposing to fund bio-tech or communications classes with 910(G) funds.

RFI #989: Re Capturing Kids Hearts at Bonillo's: Did Bonillo's consider and reject other comparable programs already in place in the District before electing to initiate Capturing Kids Hearts?

District Response: Like all other TUSD schools Bonillo's is currently engaged in PBIS; capturing Kids Hearts supports and supplements PBIS. Dodge Middle School, which is Bonillo's' feeder middle school and is part of the traditional magnet pipeline, implements Capturing Kids Hearts. During the 2015-16 SY Dodge teachers went through the Capturing Kids Hearts training and began implementation of the program. In addition, a

few of Bonillo's teachers participated in an initial training, along with Dodge teachers. Bonillo's is requesting training for the remainder of their staff in order to strengthen their connection with Dodge and to provide support as students make the transition from elementary to middle school. This will ensure that students are provided with continuity of practices from K- through 8th grade. Given the investment that the Dodge staff has made with the implementation of Capturing Kids Hearts, it is practical for Bonillo's to implement the same program.

RFI #990 Re: EEI at Booth-Fickett: How does the initiative being proposed at Booth-Fickett fit within the District's overall plan and commitment to train its teachers?

District Response: The District requires all teachers to participate in a four day (24-hour) EEI course that provides the instructional expectations for teachers in Tucson Unified School District. These expectations include:

- Select the Objective at the Correct Level of Difficulty
- Teach to the Objective
- Use the Principles of Learning
- Plan for Active Participation/Student Engagement
- Monitor the Student and Adjust the Teaching

A District Curriculum and Instruction team walkthrough revealed that Booth-Fickett teachers need additional support incorporating EEI strategies into their daily instruction.

Enhancements identified by the walkthrough team included:

- Focus on alignment to standards
- Need for more rigor
- Increase opportunities for student engagement
- Increase opportunities for higher level questioning
- Objectives were not posted, reviewed, or aligned to the learning activity
- Teacher centered learning environment
- Lack of EEI essential component

Using this walkthrough data, Booth-Pickett's Academic Director and Principal collaborated to identify next steps action plan to strengthen classroom instruction. This included a comprehensive needs assessment in order to targeted assistance to teachers. Booth-Fickett is currently working with a consultant who is providing targeted coaching, feedback, and professional development opportunities related to the Essential Elements of Instruction.

Activity Code 204

RFI #991: Re Individual school marketing: Please provide a list of the schools that are the subject of the marketing efforts described at pages 25-26 of Budget Draft #1 and copies of the materials referred to therein that have been used to date. (Note that the February 4, 2017 comments erroneously refer to Budget Draft #2 – which does not yet exist – in framing this request.)

District Response:

Bonillo's Magnet Elementary School
Keloid Elementary School
Line weaver Elementary School
Steele Elementary School
Drachman K-8
Dietz K-8
Robins K-8
Roberts-Naylor K-8
Mansfeld Magnet Middle School
Secrets Middle School
Santa Rita High School
Tucson High Magnet School
Bloom Elementary (Dual Language expansion)
Magee Middle School (Express Shuttle)
Sabino High School (Express Shuttle)
Drachman K-8 (Express Shuttle, addition of 6, 7, 8)
Wheeler Elem. (Pre-Kinder Gate)

RFI #992: Re Individual school marketing: What marketing efforts (and attendant costs) are being directed to encouraging students currently attending racially concentrated schools to attend District schools that are integrated or less racially concentrated and what marketing efforts (and attendant costs) are being directed to encouraging students in schools that have a significantly greater percentage of white students than the District average to attend schools that are more racially and ethnically diverse?

District Response: The District continues to market mostly Westside magnet schools to families in neighborhoods with higher than average Anglo populations – as it has done for the past 35 years. The District is expanding and continuing the Knowledge Changes Everything initiative to bring the documented benefits of an integrated education to all parents/guardians and the community at large. Efforts are targeted at entry-level grades, specifically, Kinder, 5th and 8th grade. The District also continues to target racially-concentrated neighborhoods to promote enrollment at more integrated/less racially concentrated schools to take advantage of incentive transportation and express busing. The bulk of these outreach, recruiting, and marketing costs will be reflected in activity 204 in Draft 2 (but are also reflected in activities 202, 203, 701, and others.

Activity Code 409

RFI #993: Re USP-related PD: What does the District plan to do differently in the 2017-18 school year with USP-related training which results in the increased costs reflected in Budget Draft #1?

District Response: The District plans on utilizing more online training/PD to reach more participants utilizing less human capital resources and facilitates more efficient monitoring, follow-up, and corrections/re-training if needed.

Activity Code 412

RFI #994: Re Increased stipends for teacher mentors: Please provide confirmation on the number of teacher mentor stipends that the District plans to propose and the amount of those stipends.

District Response: None, Draft #2 does not reflect Teacher Mentor stipends.

RFI #995: Re Increase for additional teacher mentors: Please provide the bases upon which the District determined what its teacher mentor ratios would be.

District Response: As outlined in the budget narrative, which is copied below, the District's basis for its plan to assign teacher mentors is to ensure that those assignments "increase the likelihood that teachers who need mentoring the most will receive the mentoring they need, particularly first- and second-year teachers at underperforming or racially concentrated schools."

"The District is re-examining the 1:15 mentor teacher ratio (one mentor for 15 teachers), and is proposing a point-based approach that will lead to meaningful mentor-teacher ratios that increase the likelihood that teachers who need mentoring the most will receive the mentoring they need, particularly first- and second-year teachers at underperforming or racially concentrated schools. A first year teacher at underperforming or racially concentrated schools is worth 3 points. A second year teacher at an underperforming or racially concentrated schools is worth 2 points. A first year teacher at a performing or non-racially concentrated site is worth 2 points, a second year teacher at a performing or non-racially concentrated site is worth 1 point. Thus, the per-person case-load ratio would range from one mentor to five teachers (five first year teachers at underperforming or racially concentrated sites; 5 teachers x 3 points = 15) to one mentor to fifteen teachers (fifteen second year teachers at performing or non-racially concentrated sites; 15 teachers x 1 point = 15). This means that the mentor-teacher ratios, based on the 1:15 point ratio, could be as low as 1:5 or as high as 1:15."

RFI #996: Re Increase for additional teacher mentors: Please confirm that the reference to first and second year teachers "at a performing or non-racially concentrated site" as used at page 29 of Budget Draft #1 was intended to be a reference to a performing AND non-racially concentrated school.

District Response: Yes, the reference is correct.

Activity Code 415

RFI #997: Re PLC training: Will teachers who are new to the District in the 2017-18 school year receive the same PLC training under the District's plan for 2017-18 as the training delivered to teachers in 2016-17? If not, how will it differ?

District Response: PLC is a continuous process. Teachers new to the district/site will be integrated into established site PLCs and will be supported by their PLC colleagues. The principal is ultimately responsible for the integration of new teachers into the established PLC process.

Activity Code 501

RFI #998: Re AVID Expansion: Why is the District planning to add the program to only one additional school in 2017-18? What is that school and how was it selected?

District Response: The District is planning to add two AVID programs: Tucson High and Booth-Fickett (grades K-5, AVID already exists at Booth-Fickett grades 6-8).

RFI #999: Re: Dual Language Expansion: Is there adequate funding provided in the proposed 2017-18 budget for the additional testing (in two languages) and assessment integral to the implementation of the TWDL? Is there adequate funding provided in the proposed 2017-18 for work on the preparation of the TWDL master plan, school handbooks, etc. to the extent these activities are not completed in the 2016-17 school year?

District Response: The answer is yes to both questions. We have budgeted for the assessments in both languages for the 17-18 school year. We have also budgeted for the completion of the framework (aka masterplan) and the handbooks.

Activity Code 504

RFI #1000: Re Boost Program: It does not appear that TUSD intends to use the program other than at Ochoa. Is that correct? If that is correct: If the Boost Program does indeed accelerate English language acquisition, why does the District not propose to invest more heavily in the program not just to support TWDL at Ochoa but to support TWDL elsewhere in the District and, separately, even in the absence of a TWDL program at a particular school, to accelerate the English language acquisition of non-English speaking entering students throughout the District to reduce the time they might otherwise spend in separate English immersion classrooms?

District Response: That is not correct.

Activity Code 510

RFI #1001: Re CRC Global Issues Courses: Has the District decided to expand the courses in the 2017-18 year, and, if so, where (school and grade level); has it identified the teachers who will teach the “Global Issues” CRCs, and is its curriculum development and student recruitment on track for the expansion contemplated to occur in 2017-18?

District Response: The District has proposed to expand the CRC course offerings in the 2017-18 school year. CRPI proposed CRC Global Issues to be offered as a freshman, semester-long course. This is consistent with non-CRC Global Issues courses currently being offered at some high schools across the district. In this structure, CRC-GI is offered as an optional/elective credit class for 9th grade students.

Since CRPI curriculum document (curriculum map, curriculum unit, etc.) review and development takes place in the summer, documents will be developed for all 2017-18 expansion courses by June 30, 2017.

Because this expansion is not yet formalized, teachers have not yet been assigned. No specific (Global Issues) course promotion has been conducted at the middle schools to promote to students. The District intends to work with sites to plan for FTE to be allocated for this purpose.

RFI #1002 Re CRC Itinerant Teachers: Please provide the bases on which TUSD determined that its proposal for 10 CRC itinerant teachers is “meaningful” and an explanation of why that ratio does not reflect a “reduction in their duties and, correspondingly, a dilution of the planned intensity of the Itinerant Teacher Model” (CRCs Order at 2-3). Specifically, please explain whether the 10 itinerant teachers are sufficient to accomplish all duties described in the CRC Stip (at Exhibit 2, page 18), including an explanation of whether each of the 10 CRC itinerant teacher will be teaching at least “3 CR courses at two high or middle school sites.” (CRCs Order at 2.)

District Response: Initially, the District anticipated Itinerant Teachers (IT) to be teaching up to 3 CRC sections at up to two different sites. At that level, 12 IT were planned and budgeted for full implementation in the 2017-18 SY. Subsequently, District has worked diligently to identify, recruit and train enough site-based teachers to not require IT staff to teach as many as 3 sections. The balance of CRPI IT time has been devoted to support duties identified in the stipulation. This has allowed IT staff to more efficiently address the needs of the department and teachers.

While the need for IT to teach CRC may fluctuate, depending on site teacher capacity and willingness to teach CRC, the District anticipates a similar level of need for the 2017-18 SY. Accounting for increased CRC growth levels, projected to be a net increase of approximately 20 teachers, a total of 10 IT is anticipated to maintain current levels of support. In the event that 10 IT are not sufficient due to an increased need for IT to teach, or a larger than anticipated CRC growth, the director of CRPI will request a budget modification/increase.

Activity Code 511

RFI #1003: Re Elimination of Internal PBIS Trainer: Please explain how the PBIS training functions are going to be internalized and staffed going forward.

District Response: There was training for principals in June 2016. The consultant company, KOI, conducted the training. As this school year started, principals were asked to develop their surveys on PBIS, and then move to begin PBIS strategies within their schools. There is a committee made up of central administrators and building principals, (exemplary principals who are further ahead in implementing PBIS at their schools), who work to calibrate the progress made at each of our schools, and to plan next steps in PBIS training. Each of the academic directors ensures principals follow up with implementing PBIS strategies. Educational Leadership requests monthly review reports from principals verifying their meetings. Principals know they must work within their schools to develop and implement PBIS strategies. The District will continue to work with the KOI Consulting Group for further training and to ensure PBIS becomes embedded within each school's culture.

Activity Code 512

RFI #1004: Re Quarterly Information Events: Has the District evaluated attendance at these events – whether they are reaching the intended audiences – and whether the attendees consider them valuable and/or in need of any changes that might affect cost either up or down?

District Response: We have data for the 15-16 SY events. That information should be in the appendix and/or evidence sections of the annual report for SY15-16.

Attendance for district wide parent events has been evaluated. In SY 2015-16, District wide events co-sponsored by African American Student Services and Mexican American Student Services, such as Parent University and quarterly parent meetings did reach intended audiences. In SY 2015-16 both departments hosted parent quarterly meetings targeting African American and Latino families. The focus of meetings were to inform parents of advanced learning experiences opportunities, grading and discipline policies, and provide additional resources and services, like college and career planning, to families. District wide events co-sponsored by MASS such as Parent University in SY 2015-16 have reached intended audiences. Attendance did not reach targeted goal of 300 with 213 total in attendance. Surveys for Parent University reflect objectives being met. Parent quarterly events at sites hosted by MASS student success specialists were conducted in SY 2015-16 and previous years. Changes in site parent quarterly events have been made due to evaluation of attendance and use of department resources in SY 2016-17.

Surveys were conducted for Parent University events. Overall feedback is positive. Participants gain intended information. Directors and staff review survey data to make modifications to workshops offered, logistics, and promotion of events.

An increase in SY 20017-18 budget is needed to provide for promotional costs for district wide parent events to increase attendance. Costs would include printed materials and non-district media promotion specifically for events (English/Spanish radio and television).

Activity Code 601

RFI #1005: Re Restorative Practices Training: Does the fact that the District plans to provide “the same level” of PD for Restorative Practices as it did in 2016-17 signify that it is not yet planning to provide “rudimentary, but substantive, RP training” “for its 3,000+ teachers”? What Restorative Practices training is planned for 2017-18? How will the District meet its goal (as expressed in the PD chart at Budget Draft #1 at 46) that all teachers will know fundamental aspects of restorative practices and “[u]tilize restorative practice strategies as a preventative approach, as well as a restorative approach to challenges, issues, or situations that occur between individuals in classrooms or schools”?

District Response: The District plans to train all site administrators, and MTSS Facilitators, on the rudimentary and substantive nature of Restorative Practices prior to the end of the 2016-2017 school year. Principals will then be asked to provide training to their teachers on these rudimentary practices prior to the end of the school year, supported centrally with resources and personnel as needed.

In this summer’s calendar of training of school administrators, the District will provide follow up with principals and their MTSS facilitators with more substantive and in-depth training. This training will be for 2 or 3 days. Principals will be asked to follow up with select staff at their school to formulate a plan of action for how their teachers will be trained. Principals will be expected to implement Restorative Practices in the 2017-2018 school year.

RFI #1006: Re PBIS Training: What will the District be doing differently in the 2017-18 school year with regard to PBIS training that accounts for the “slight increase”? Mendoza Plaintiffs commented above on the District’s statement that it was eliminating the position of internal PBIS trainer because it had contracted for “training with a much broader scope”. Is that the training that has been provided in the past by KOI Education? What is the nature of the training that is to be provided in the 2017-18 year? Is Utterback on the list of schools to receive PBIS training from KOI in the 2017-18 year? If not, what is being done to train teachers at Utterback in PBIS (and RP)? What schools are scheduled for KOI training in 2017-18?

District Response: The District has not yet determined which schools will receive more concentrated PBIS training in SY 17-18; those decisions will be made before the end of the school year but will focus on schools with corrective action plans and the six schools that received intensive training from KOI this school year. The District plans to analyze the progress of the contract with the consulting firm at the end of this school year. Ms. Comstock, the District’s Restorative and Positive Practices Coordinator, has been working throughout the school year with the Utterback MS principal and select staff on matters of MTSS and PBIS.

Activity Code 702

RFI #1007: Re Community Liaison Stipends for School Staff: How did the District determine that its current proposed approach will be sufficient to adequately engage families at the subject schools?

District Response: The District recognized that additional family engagement duties are assigned to school site personnel, and often divided among many staff members, without financial compensation. The proposed approach will reinforce the importance of family engagement and facilitate the ability at site level to create meaningful, focused family engagement efforts. A stipend will allow each school site to designate one staff member as the family engagement liaison to be recognized at the site and throughout the District. This liaison will ensure family engagement efforts are coordinated, meaningful, and effective. The liaison will be accountable for ensuring USP requirements for family engagement are met and reported, and will be the point of contact for family engagement supports and opportunities provided by the District. Accountability, coordinated effort, and recognition of the value of family engagement through a clearly defined and compensated position will help to facilitate meaningful family engagement at the subject schools.

Note: the existing distribution of Title I liaisons is based on each school principal's assessment of need. The funding for the Title I liaisons is discretionary to each site: Title I site's that do not have a liaison have either determined that they do not need one (based on a number of factors: size, availability of other support staff, etc.) or that they have other priorities for Title I funding. This supplemental 910G funding will ensure that all schools have an adequate measure of family engagement that is consistent with the needs at each site.

Activity Code 801

RFI #1008: Re After-School Tutoring: Is it correct that the District is proposing to fund after-school tutoring across all high and middle schools? If so, what is the justification for using 910(G) funds for this proposed initiative? What is the cost of this proposal?

District Response: As mentioned in the Budget Narrative, the District has found that one of the biggest obstacles to students participating in or continuing their involvement extracurricular activities is grade eligibility. Students involved in athletics and competitive fine arts must maintain passing grades in all subject areas that they are enrolled in. Furthermore, those activities that do not require grade eligibility, place a strong emphasis on students passing all of the coursework in order to participate. One example is Student Council; where students themselves place that emphasis on their officers and members. Students who are failing needs the support in all areas so that they have the time to get involved in those activities of their interests. Again, in the Budget

narrative, this is a budget neutral initiative as funds that is generally used for supplies and equipment will be moved to fund this initiative. The cost of this initiative will be based on \$25.00 per hour per tutor and we are allowing two hours per week per tutor. In SY 17-18, the District is looking at a total of 15 middle and high schools for this initiative, but those sites have yet to be selected.

Activity Code 901

RFI #1009: Re Fund MYFP Projects: Please provide a response to outstanding RFI 885 seeking a copy of the District Master Facilities Plan.

District Response: N/A

RFI #1010: Please provide each date or the date ranges on which the District updated the FCI after February 2015.

District Response: Based on our previous response to RFI 882, the date ranges are between December 2, 2015 and February 2016.

District Response to RFI 882: The FCI scores can be updated at any time that the District makes a change to a site. It is a living document. However, the USP requires that we review and update the FCI scores every two years, so there was a focused review by the Architecture and Engineering Department between December 2015 and February 2016.

RFI #1011: Please explain the purpose of the “District Master Facilities Plan”, the relationship between the FCI and the “District Master Facilities Plan”, and whether there are any non-desegregation funds that the District is using to address any identified issues resulting from any assessment conducted under the “District Master Facilities Plan.

District Response: The purpose of the MFP is to develop a plan that addresses current and future facilities needs in the hopes of securing a bond in the future. The District has sought to align the MYFP and the MFP and to develop ways for both plans to run parallel in the same direction (if or when the MFP is funded). There is currently no funding (deseg or non-deseg) for the MFP.

Activity Code 902

RFI #1012: Re E-rate funds: What is the reason the District is applying for these funds at the high school level for 2017-18 but does not intend to do so for the middle and elementary school levels until the 2018-19 school year?

District Response: Federal E-Rate funding for eligible schools covers approximately 73% of the overall hardware and installation expenses for approved expenditures. This

means the District must provide the other 27%. Due to continued reduction of capital funds from the state the District has a limited capital funds to allocate for E-rate purposes. High school students have a high number of online exams resulting in higher peak bandwidth needs resulting in the higher priority. The District has eliminated this proposed allocation in Draft #2.

RFI #1013: Re Microsoft partnership: Please explain the apparently contradictory statements concerning the existing bandwidth capacity on pages 41 and 42 of Budget Draft #1 (as explained more fully in Mendoza Plaintiffs' comments at page 17).

District Response: These statements are not contradictory: the District's IT infrastructure supports "Microsoft Office 365 functional and other internet Activities." Microsoft Office 365 is a single initiative. The District is looking to proactively improve wireless and broadband internet to improve speed and reliability, particularly for schools that have received an influx of new technology including dozens (and sometimes hundreds) of new laptops. The District is developing proposed revisions to the TCI to measure schools' wireless bandwidth and connectivity, funding (when it becomes available) will be directed towards schools based on need with the primary purpose of providing equitable access to high speed internet. The District has eliminated this proposed allocation in Draft #2.

RFI #1014: Please provide a copy of any manual, handbook, or other materials available to more fully describe the Microsoft Professional Learning Partnership Program and explain why use of 910(G) funds for this partnership constitutes supplementation rather than supplantation. As part of this explanation, please identify each school whose teachers are expected to participate in the Program.

District Response:: The Budget Criteria includes the following criterion for determining whether funds are supplanting: "7. Is the funding being used to supplement (not supplant) other funding that would be expended in the absence of the related USP provision?" USP section XI(B)(4) requires the District to "include in its professional development for all classroom personnel, as more fully addressed in Section (IV)(J)(3), training to support the use of computers, smart boards and educational software in the classroom setting." As described in the narrative, this funding is being used to "supplement the investment being offered by Microsoft" to provide professional development to "all classroom personnel" (districtwide) to support the use of technology in the classroom as required by the USP.

Impact of Opening Additional GATE Self-Contained Classrooms for Grades 1-3 at Wheeler and Roberts/Naylor

Rationale: Additional classrooms for self-contained GATE students at Wheeler and Roberts/Naylor would accommodate students currently on the waiting list while enhancing ethnic diversity.

Conditions: The new classrooms would be for students newly qualifying for self-contained GATE for grades 1, 2 and 3 in 2017-18 whose neighborhood school would be mapped to the new GATE school. Students in these grades currently in self-contained GATE at Kellond, White or Lineweaver could also opt to transfer to Wheeler or Roberts/Naylor. Current and newly-qualified GATE students in grades 4 and 5 would continue to be assigned to Kellond, White, or Lineweaver.

K students have not been tested yet, so the only students with qualifying scores for the new classes are grades 1 and 2, to go into grades 2 and 3 next year.

Comparison of grade distribution: New qualifiers were mapped to their GATE feeder school.

Comparison of ethnic distribution: Current school enrollment by grade and USP ethnicity was projected to 2017-18, and the new qualifiers added using the current and the proposed feeder patterns for self-contained GATE. This does not take into consideration any Kinder students who will qualify for GATE for grade 1, GATE classrooms that are full and cannot take any of the new qualifiers, or families that decline placement.

Conclusions: The principal advantage to opening additional GATE classrooms would be to accommodate more of the students who qualify for self-contained GATE and who currently are on a waiting list for an open seat.

If GATE tries to place all the new qualifiers in self-contained classrooms with the current schools, they will probably need 3 new second grade classrooms at Kellond and 2 each at Lineweaver and White, plus an additional classroom at each school for third grade self-contained GATE. If they open Wheeler and Roberts/Naylor, they will still probably need 2 new second grade classrooms at each of the existing schools, plus a new second grade self-contained at Wheeler and at Roberts/Naylor. This principally relieves the pressure on Kellond. It does not affect White much at all.

There are only 8 new qualifiers for third grade who would go to Wheeler, and 3 for Roberts/Naylor. This does not seem enough to offer self-contained classrooms for this grade unless there are a number of transfers.

The impact on ethnic distribution would be small. Adding self-contained GATE classrooms at Wheeler and Roberts/Naylor would increase their white population (2% and 3%) and decrease the Hispanic population (3% and 2%) compared to maintaining the current feeder pattern. The African American population would increase about 1% at Wheeler and decrease by 2% at Roberts/Naylor (where African Americans are currently 29%) for grades 1-5. Ethnic distribution at the existing GATE schools (Kellond, Lineweaver and White) would not be affected.

Recommendation: The GATE department should consider opening grade 2 self-contained GATE at Wheeler and Roberts/Naylor if their experience with the acceptance rate indicates they can place more students this way. Grade 1 would be logical to open as well at these schools, but we have no test scores to estimate qualifiers. Grade 3 qualifiers are very few, but there may be other considerations that favor opening classes for grade 3 as well. Ethnic distribution is not adversely affected by adding the new schools.

Distribution by Grade and Feeder Pattern of New GATE Qualifiers for 2017-18

Into grade (1718 sy)	Kellond	Lineweaver	White	Wheeler	Roberts/Naylor
Current GATE feeder pattern					
2	77	54	52		
3	19	16	16		
4	17	20	15		
5	14	8	11		
School total	127	98	94		
New GATE feeder pattern					
2	42	42	49	27	23
3	10	14	16	8	3
4	17	20	15		
5	14	8	11		
School total	83	84	91	35	26

Projected Enrollment by Ethnicity for Schools with Self-Contained GATE

School USP Ethnicity	Total projected enrolled	Projected enrolled G1-5	Projected enrolled G1-5 %	New GATE current feeder	New GATE new feeder	Proj enroll G1-5 + old feeder	Proj enroll G1-5 + old feeder%	Proj enroll G1-5+ new feeder	Proj enroll G1-5+ new feeder%
Kellond									
White	176	176	39%	65	47	241	42%	223	42%
AA	46	46	10%	14	8	60	10%	54	10%
Hispanic	183	183	41%	34	22	217	38%	205	38%
NA	7	7	2%	1	1	8	1%	8	2%
API	7	7	2%	3	1	10	2%	8	2%
Multi	31	31	7%	10	4	41	7%	35	7%
Total	450	450	100%	127	83	577	100%	533	100%
Lineweaver									
White	165	165	37%	49	45	214	39%	210	39%
AA	32	32	7%	6	5	38	7%	37	7%
Hispanic	218	218	49%	33	27	251	46%	245	46%
NA	3	3	1%	0	0	3	1%	3	1%
API	5	5	1%	6	4	11	2%	9	2%
Multi	25	25	6%	4	3	29	5%	28	5%
Total	448	448	100%	98	84	546	100%	532	100%
White									
White	126	117	35%	14	13	131	30%	130	30%
AA	44	42	12%	5	5	47	11%	47	11%
Hispanic	158	147	44%	63	61	210	49%	208	49%
NA	2	2	1%	3	3	5	1%	5	1%
API	10	9	3%	1	1	10	2%	10	2%
Multi	21	20	6%	5	5	25	6%	25	6%
Total	361	337	100%	94	91	431	100%	428	100%
Wheeler									
White	28	28	5%		13	28	5%	41	7%
AA	23	23	4%		5	23	4%	28	5%
Hispanic	458	458	82%		10	458	82%	468	79%
NA	36	36	6%		0	36	6%	36	6%
API	4	4	1%		2	4	1%	6	1%
Multi	8	8	1%		5	8	1%	13	2%
Total	557	557	100%		35	557	100%	592	100%

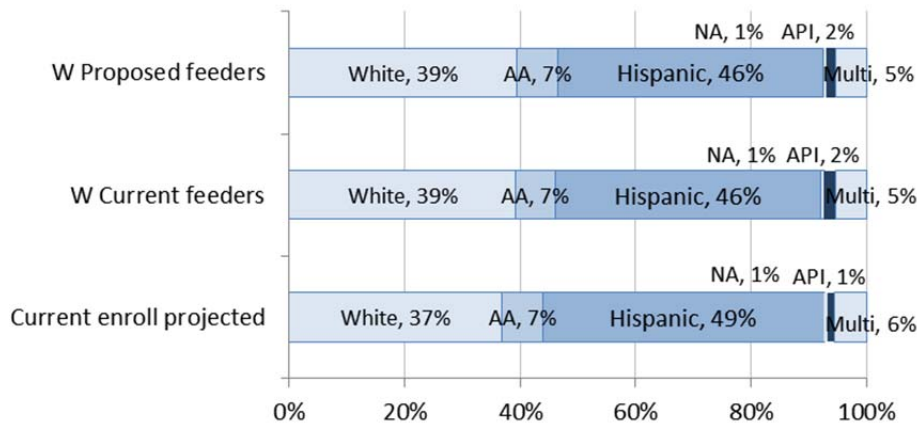
School USP Ethnicity	Total projected enrolled	Projected enrolled G1-5	Projected enrolled G1-5 %	New GATE current feeder	New GATE new feeder	Proj enroll G1-5 + old feeder	Proj enroll G1-5 + old feeder%	Proj enroll G1-5+ new feeder	Proj enroll G1-5+ new feeder%
Roberts/Naylor									
White	47	26	13%		10	26	13%	36	16%
AA	113	58	29%		2	58	29%	60	27%
Hispanic	226	100	51%		10	100	51%	110	49%
NA	6	3	2%		0	3	2%	3	1%
API	16	8	4%		2	8	4%	10	4%
Multi	4	2	1%		2	2	1%	4	2%
Total	412	197	100%		26	197	100%	223	100%

Charts showing effect on ethnic distribution

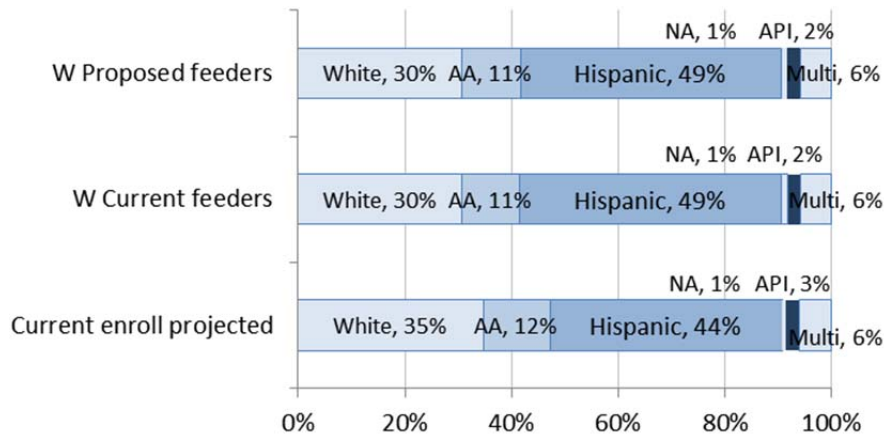
Ethnic distribution at Kellond G1-5 is almost the same for both GATE feeder patterns.



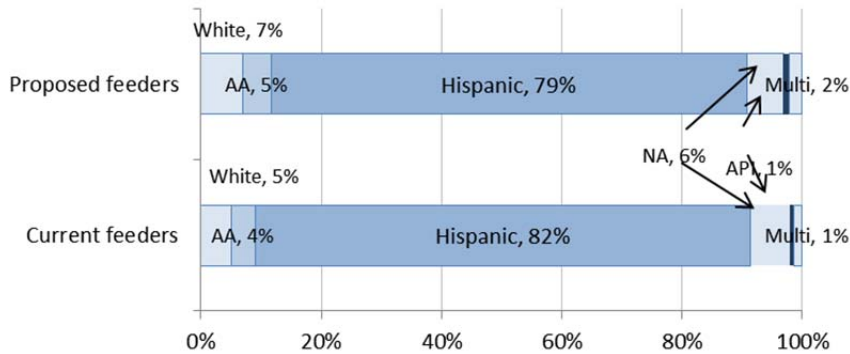
Ethnic distribution at Lineweaver G1-5 is the same for both GATE feeder patterns.



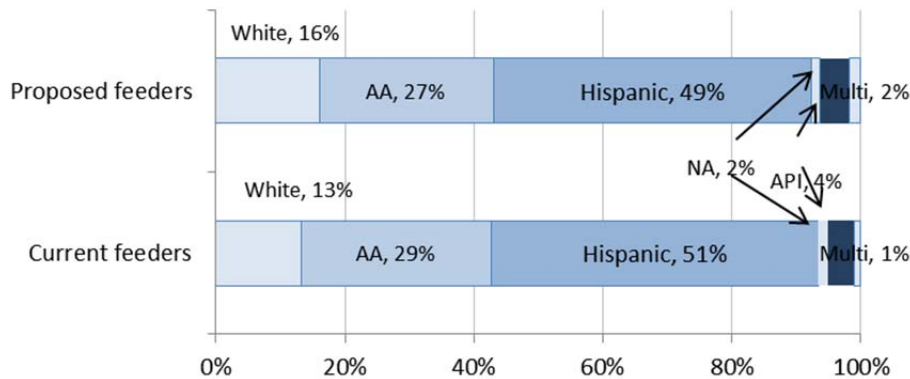
Ethnic distribution at White G1-5 is the same for both GATE feeder patterns.



The proposed GATE feeder pattern has more white and fewer Hispanic students at Wheeler than the current pattern.



The proposed GATE feeder pattern has more white and fewer Hispanic students at Roberts/Naylor than the current pattern.





Reading Recovery® in Tucson

2015-2016 Executive Summary

International Data Evaluation Center: www.idecweb.us

Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for the lowest-achieving first graders. The intervention is most effective when it is available to all students who need it and is used as a supplement to good classroom teaching. Nationally, approximately 75% of students who complete the full 12 to 20-week intervention can meet grade-level expectations in reading and writing. Follow-up studies indicate that most Reading Recovery students also do well on standardized tests and maintain their gains in later years. The few students who are still having difficulty after a complete intervention are recommended for further evaluation. Recommendations may be made for future support (e.g., classroom support, Title I, LD referral). This category represents a positive, supportive action on behalf of the child and the school.

Reading Recovery

Children in first grade who are having the greatest difficulty learning to read and write are taught by a Reading Recovery teacher who designs daily individual 30-minute literacy lessons that are responsive to each child's strengths and needs. The goal is to accelerate each student's progress to average levels of reading and writing within 20 weeks. Researchers attribute this faster-than-usual progress to the one-to-one nature of the instruction, the teacher's professional development, and the instructional components of the Reading Recovery lesson.

Rated Highest by the What Works

Clearinghouse

Reading Recovery received the highest marks from the What Works Clearinghouse, a division of the U.S. Department of Education's Institute of Education Sciences. Of the 153 beginning reading programs reviewed, only Reading Recovery was found to have positive effects across all four literacy domains and only Reading Recovery received the highest possible rating for general reading achievement. See ratings for beginning reading interventions, including Reading Recovery at <http://www.whatworks.ed.gov/>.

Reading Recovery: A Response to Intervention

Schools with Reading Recovery have been using a Response to Intervention approach to deliver instruction to students who do not profit from classroom instruction in the first grade. These students are provided with more intensive instruction from specially trained Reading Recovery teachers in a one-to-one setting for twenty weeks. Students who do not respond to Reading Recovery instruction are then referred on for testing and possible placement in more intensive special education settings; however, 15% of students do respond to Reading Recovery instruction and are not referred for more intensive instruction (Table 1).

Reading Recovery in Tucson, 2015-2016

In 2015-2016, 102 students were taught by 12 Reading Recovery teacher(s) and 1 teacher leader(s). These teachers also taught 626 students in the second half of the day when they were not teaching Reading Recovery. Reading Recovery teachers received professional development from 1 literacy coach(es) who themselves received professional development from faculty at Saint Mary's College of California.

Reading Recovery Teachers Teach More Than Four Students

- Reading Recovery/Title I Teachers taught 38 students on average and 192 students overall in 2015-2016.
- Reading Recovery/Classroom Teachers taught 66 students on average and 334 students overall in 2015-2016.

Results

102 students enrolled in Reading Recovery lessons in Tucson in 2015-2016. A full intervention lasts a maximum of 20 weeks (fewer weeks if students reach average levels of reading and writing sooner). Not all students who were enrolled completed a full intervention.

- 54 student(s) was/were enrolled in lessons at year-end without enough time in the school year to complete the intervention. Interventions begin throughout the year as instructional slots become available. Those starting in spring are sometimes not completed due to insufficient time remaining in the school year.
- 9 moved during the school year while they were enrolled in Reading Recovery.
- 0 student(s) was/were removed from the intervention by someone other than the Reading Recovery teacher. (For example, they were placed back in kindergarten at the beginning of the year or withdrawn from Reading Recovery by parents who declined the additional teaching for their children.)

Of the 39 remaining student(s) who received a complete intervention of 20 weeks or less:

- 6 (15%) reached average levels of reading and writing
- 33 (85%) made progress but not sufficient to reach average levels. They were recommended for consideration of a more intensive intervention.

Table 1 Outcomes for Children with a Full Series of Lessons

	Students	%
Reached Average Levels	6	15%
Made Progress But Did Not Reach Average Levels	33	85%

Subsequent Gains

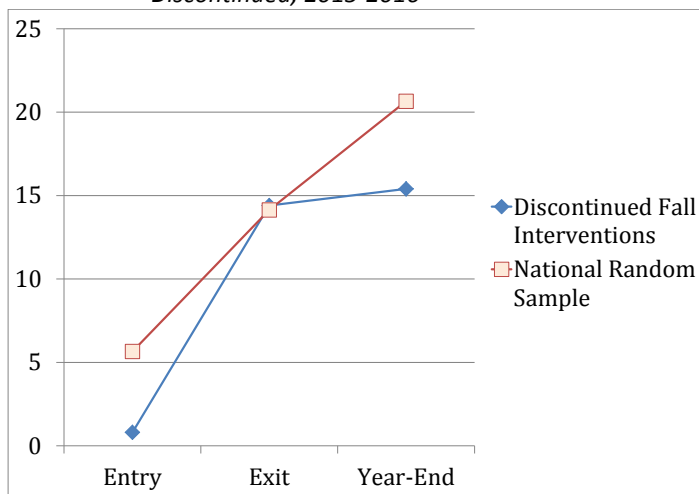
Table 2 Progress on Literacy Measures for Students Who Entered in Fall and Reached Average Performance of the Class, 2015-2016

	Text Reading	Writing Vocabulary	Hearing and Recording Sounds in Words	Letter Identification	Ohio Word Test	Concepts About Print
Entry (mean)	0.8	8	7.4	42.6	0.4	10.2
Exit (mean)	14.4	45.8	36.2	53	16.6	17.6
Year-end (mean)	15.4	46.8	35	53.4	18	20.2

Table 3 Description of Reading Recovery Students, 2015-2016

	Students	% collected
Sex		
Male	52	51%
Female	50	49%
School Meal Costs		
Race/Ethnicity		
Black	7	7%
Hispanic	94	92%
Multiple races	1	1%
TOTAL GROUP	102	100%

Figure 1 Progress on Text Reading Level for Students Whose Interventions Started in Fall and Were Successfully Discontinued, 2015-2016



Reading Recovery

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