

EXHIBIT C

Transition Schools Status Report

The SY2018-19 USP Budget included \$1,936,657 in transition school funding (activity code 80106). The SY2019-20 USP Budget maintained \$953,000 of those funds in the USP Budget through other activity codes – funds “unencumbered by the burdens of trying to become a magnet school,” as noted by the Court (ECF 1870 at 7, fn, 4). However, these 910G funds supplement other, non-910G funds used by transition schools to maintain programs and support student achievement. Accordingly, transition school principals have worked for over two years to prepare for the potential loss of transition funds by building internal capacity, developing systems and programs, and shifting funding to non-910G sources. While the District redirected approximately \$1M of transition funds to other USP efforts in the SY2019-20 budget, the District also allocated non-910G resources to these schools, as described below, to ensure that these schools have adequate funding to move forward under the USP despite having lost magnet status three years ago.¹

1. Ochoa

The 2018-19 transition funds for Ochoa included a curriculum service provider, an instructional data intervention specialist (IDIS), and three instructional specialists. The 2019-20 budget was designed to continue to meet the academic needs of its students and to support exemplary programs – even as transition funding was reduced from the 910G budget. Ochoa retained all five positions from last year, and continued to fund the school community liaison and reading interventionist through non-910G funding.

In SY2019-20, Ochoa is continuing to fund and implement the following exemplary programs:

- Math Pathways and Pitfalls² is a train-the-trainer professional learning, coaching, and observations protocol and math intervention program (funded from a Targeted School Improvement (TSI) grant)
- SuccessMaker for Tier 2 reading centers (SuccessMaker coaches provide job-embedded-coaching with the MTSS facilitator, focused on implementing SuccessMaker and analyzing reports)
- Early Literacy Grant
- Four-Day “Teaching Reading Effectively” workshop provided by literacy PDAT and on-site coaching and support for K-3 teachers and CSPs.

¹ For example, a transition school’s curriculum service provider, funded from transition funds in SY2018-19, may be funded from non-910G funds (Title I, Title II, etc.) in SY2019-20. Thus, although the District redirected \$54k in 910G funds away from the school, it also redirected \$54k in non-910G towards the school – leaving the resource intact.

² See Heller, Curtis, Rabe-Hesketh, and Verboncoeur, “*The Effects of Math Pathways and Pitfalls on Students’ Mathematics Achievement*,” (2007) National Science Foundation Final Report (available at <https://files.eric.ed.gov/fulltext/ED498258.pdf>); see also “Research Findings” (available at <https://mpp.wested.org/supporting-research/research-findings/>)

2. Robison

The 2018-19 transition funds for Robison included a curriculum service provider, an instructional data intervention specialist (IDIS)³, an instructional technology liaison⁴, a school community liaison, and two enrichment teachers. As described below, the 2019-20 budget is designed to continue to meet the academic needs of Robison students and to continue to support exemplary programs – even as transition funding was reduced.

Robison retained the curriculum service provider and continued to fund the two teachers through Title I. Robison also retained its MTSS Facilitator. Robison eliminated the IDIS, the instructional technology liaison, and school community liaison positions. Robison is able to fulfill the functions of the IDIS between the principal, the CSP, and the MTSS Coordinator. The District also allocated a stipend for an existing staff member to fulfill the family engagement function. The instructional technology liaison worked in SY2018-19 to build capacity with teachers to better utilize technology in the classroom. In SY2019-20, Robison continues to support teachers in this function through its assigned Teacher Technology Liaison (TTL) and support from the Technology Services department. Robison funds an instructional specialist and a library assistant from non-910G funds.

In SY2019-20, Robison is continuing to fund and implement the following exemplary programs:

- Math Pathways and Pitfalls is a train-the-trainer professional learning, coaching, and observations protocol and math intervention program (funded from a Targeted School Improvement (TSI) grant)
- SuccessMaker (SuccessMaker Coaches will provide 1 day of job-embedded-coaching with the MTSSF focusing on the implementation of SuccessMaker and analyzing reports)
- Reading Recovery
- Literacy Connects, Tutoring Program

³ Robison hired this position but the IDIS became the MTSS Facilitator when the previous MTSSF left early in the year. Robison was unable to fill the IDIS position.

⁴ Robison hired this position but the instructional technology liaison left mid-year. Robison was unable to fill this position mid-year but it used the funding to purchase technology (two computers on wheels with 25 laptops each).

3. Safford

The 2018-19 transition funds for Safford included a curriculum service provider, two math interventionists, two reading interventionists, four teachers, and three teaching assistants. As described below, the 2019-20 budget is designed to continue to meet the academic needs of Safford students and to continue to support exemplary programs – even as transition funding was reduced.

In SY2019-20, Safford retained the curriculum service provider, a math interventionist, four teachers, and 3.25 FTE in teaching assistants (supplemented by 2.25 FTE of teaching assistants through Title I). Safford retained its MTSS Facilitator and Restorative and Positive Practices Facilitator. Safford also staffs an additional counselor, a school community liaison, a dean of students, through non-910G funds. After two years of implementation, the District determined that the approach unique to Safford – one interventionist for math and one for reading at the K-5 and 6-8 levels, four in total – was not effective. Safford reduced its cadre of four interventionists to a single math interventionist after determining to re-focus away from interventions and towards improving Tier I classroom instruction. Safford has revised its approach by developing and implementing job-embedded professional learning, coaching, and modeling to improve classroom instruction.

In SY2019-20, Safford is continuing to fund and implement the following exemplary programs:

- Math Pathways and Pitfalls is a train-the-trainer professional learning, coaching, and observations protocol and math intervention program (funded from a Targeted School Improvement (TSI) grant)
- Seventh Period-Day
- Cultivating and Fostering Culturally Inclusive Ecologies: professional development series
 - support for PLCs in understanding and implementing Multicultural Theory and Practice
- Guided Reading: in 2018-19, Scholastic Coaches provided four days of job-embedded-coaching with the CSP focusing on Guided Reading implementation
- Job-Embedded Coaching and Professional Learning to improve Tier I classroom instruction
 - SuccessMaker Coaches will provide job-embedded-coaching with the MTSS Facilitator focused on implementing SuccessMaker and analyzing reports
 - Weekly job-embedded coaching/modeling for sixth grade ELA and Social Studies teachers.
 - Monthly job-embedded coaching/modeling for 6-8 grade ELA/math teachers to build capacity
 - Job-embedded coaching/modeling for elementary teachers in math

4. Utterback

The 2018-19 transition funds for Utterback included four teachers, two Response to Intervention (RTI) teachers, and a school community liaison. The 2019-20 Utterback budget is designed to continue to meet the academic needs of its students and to continue to support exemplary programs – even as transition funding was reduced. Utterback retained the school community liaison, two RTI teachers, two classroom teachers to support seven period day. Utterback retained its MTSS Facilitator, Restorative Positive Practices Facilitator, ISI teachers, and two AVID teachers. Utterback also staffs an additional counselor, a dean of students, and a curriculum service provider through non-910G funds.

In SY2019-20, Utterback is continuing to fund and implement the following exemplary programs:

- Math Pathways and Pitfalls is a train-the-trainer professional learning, coaching, and observations protocol and math intervention program (funded from a Targeted School Improvement (TSI) grant)
- 21st Century After School Tutoring Program
- Advancement Via Individual Determination (AVID)
- Seven Period-Day
- Cultivating and Fostering Culturally Inclusive Ecologies: professional development series
 - additional PLC support for understanding and implementing Multicultural Theory and Practice

5. Cholla

The 2018-19 transition funds for Cholla included a Response to Intervention (RTI) teacher, and two instructional data intervention specialists (IDIS). As described below, the 2019-20 Cholla budget is designed to continue to meet the academic needs of its students and to continue to support exemplary programs – even as transition funding was reduced.

Cholla retained the RTI teacher by shifting funding to Title I. In SY2017-18 and SY2018-19, the two IDIS positions at Cholla built infrastructure, systems, and capacity, including building the infrastructure for School City Tier I instructional support, math and ELA interventions built into daily instruction, strengthened the PLC model, developed the collaborative teacher team system, developed processes to support Exceptional Education inclusion, and worked to meet the ongoing needs of students and teachers. Based on the increased internal capacity, Cholla leadership felt comfortable reducing the IDIS position from 2 FTE to 1 FTE for SY2019-20 to continuing to meet the ongoing needs of students and teachers.

In SY2019-20, Cholla is continuing to fund and implement the following exemplary programs:

- International Baccalaureate (IB)
- Advancement Via Individual Determination (AVID)
- 21st Century After School Tutoring Program
- Enhanced Credit Recovery through iXL and ALEX
- “Math Pathways and Pitfalls” train-the-trainer professional learning, coaching, and observations protocols, a math intervention program (funded from a Targeted School Improvement (TSI) grant)
- Seven Period-Day

6. Pueblo

The 2018-19 transition funds for Pueblo included two teachers, a curriculum service provider (CSP), and an instructional data intervention specialist (IDIS). The 2019-20 Pueblo budget is designed to continue to meet the academic needs of its students – even as transition funding was reduced. Pueblo retained its CSP, but redirected the CSP’s focus to more job-embedded, professional learning and coaching to improve Tier I classroom instruction, rather than focusing on interventions through the IDIS. In SY2019-20, Pueblo’s CSP works to supplement the New Teacher Induction Program support by providing additional job-embedded observation and coaching for all first and second year teachers. Pueblo also used some of its 910G-funded teacher FTE to lower class sizes for ELA and math at the 9th grade level to provide for more effective individual and small group instruction.

In SY2019-20, Pueblo is continuing to fund and implement the following exemplary programs:

- Pueblo College Preparatory Academy
- TUSD’s only student-led radio and broadcasting program (98.7 KWXL)
- Advancement Via Individual Determination (AVID)
- 21st Century After School Tutoring Program
- Enhanced Credit Recovery through iXL and ALEX
- “Math Pathways and Pitfalls” train-the-trainer professional learning, coaching, and observations protocols, a math intervention program (funded from a Targeted School Improvement (TSI) grant)
- Strong CTE programs including biotech and autotech (internships, field trips, job shadowing)
- Award-winning Mariachi Atzlan that attracts students from all over Tucson
- Seven Period-Day