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12 **UNITED STATES DISTRICT COURT**
13 **DISTRICT OF ARIZONA**

14 Roy and Josie Fisher, et al.,
15 **Plaintiffs,**
16 v.
17 Tucson Unified School District No. 1, et al.,
Defendants.

4:74-cv-0090-DCB
(Lead Case)

18 Maria Mendoza, et al.,
19 **Plaintiffs,**
20 v.
21 Tucson Unified School District No. 1, et al.,
Defendants.

4:74-cv-0204 TUC DCB
(Consolidated Case)

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23 **DISTRICT RESPONSE**
24 **TO QUESTIONS POSED BY THE SPECIAL MASTER**
25 **IN HIS REPORT AND RECOMMENDATION REGARDING**
26 **CERTIFICATION AND SUPPORT FOR BEGINNING TEACHERS**
(ECF 2346)

1 In its order dated September 6, 2018, the Court directed the District to prepare and
2 file a notice and report of compliance with its directives related to certification and
3 support for first year teachers at Racially Concentrated or under-achieving schools. [ECF
4 2123 at 44-45, 150.] The District filed its initial Notice and Report of Compliance with
5 the Court's directives on December 6, 2018. [ECF 2155.] The Court subsequently
6 directed the District to modify its certification and support processes for beginning
7 teachers at racially concentrated or underperforming schools, in accordance with the
8 terms of its orders. [ECF 2217 and 2273] On October 10, 2019, the District filed its
9 Second Supplemental Notice reporting on the District's compliance with the Court's
10 directives. [ECF 2327.] The Special Master filed his most recent Report and
11 Recommendation regarding certification and support for first year teachers on November
12 14, 2019, setting out certain questions that he requested that the District answer. [ECF
13 2346.] This response answers those questions.

14 **Response to Special Master's Questions**

15 **Special Master's Question No. 1.** How many first-year teachers were hired in this 2019-
16 20 school year?

17 **District Response:** As ordered by the Court (ECF 2273), this information was
18 provided as of October 1, 2019, in the 2019-2020 Beginning Teacher Inventory of all
19 schools, attached as Exhibit B, and a Summary Report of the Inventory, set out in Exhibit
20 C, to the Second Supplemental Notice of Compliance filed on October 10, 2019 (ECF
21 2327-2 and 3). On November 1, 2019, the Special Master requested an updated version
22 of that inventory, which was provided to the Special Master on November 8, 2019,
23 reflecting data through November 5, 2019. A copy of that updated inventory is attached
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1 hereto as Exhibit A. That updated inventory shows 135 first-year teachers hired by the
2 District.

3 **Special Master's Question No. 2.** How many of the first-year teachers hired are working
4 in racially concentrated (RC) schools, and schools performing below the District average?

5 **District Response:** The updated inventory shows 101 first-year teachers in
6 racially concentrated schools or underperforming schools.

7 **Special Master's Question No. 3.** How many second-year teachers are employed in the
8 District?

9 **District Response:** The updated inventory shows 171 second-year teachers
10 employed by the District.

11 **Special Master's Question No. 4.** What are the mitigating /sheltering strategies that are
12 being used to support specific teachers in their first year teaching at specific RC schools
13 and those schools achieving below the District average?

14 **District Response:** A summary of mitigating/sheltering strategies used by the
15 District was provided in the Exhibit F to the Second Supplemental Notice of Compliance
16 filed on October 10, 2019 (ECF 2329-6). The chart attached as Exhibit B shows the actual
17 use of various strategies at particular schools with first year teachers.

18 **Special Master's Question No. 5.** How many second-year teachers are teaching in RC
19 schools and those performing below the District average?

20 **District Response:** The updated inventory shows 121 second-year teachers
21 working in racially concentrated schools or underperforming schools.

22 **Special Master's Question No. 6.** How many hours of mentoring do teachers in the four
23 categories above receive during the school year?

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1 **District Response:** As set out in prior notices of compliance (ECF 2155 and
2 2327), mentors provide between two to four hours per week of one-on-one mentoring for
3 first-year teachers in RC or underperforming schools, based on the mentor’s assessment
4 of the proficiency of the new teacher. Mentors are provide between one to two hours per
5 week of direct one-on-one mentoring to teachers in the other three categories, depending
6 on the mentor’s informal assessment of the new teacher’s progress.

7 **Special Master’s Question No. 7.** Does the current year budget provide for a sufficient
8 number of mentors and the mitigating/sheltering strategies.

9 **District Response:** Yes. According to the formula ordered by the Court, one
10 mentor teacher is required for every ten first year teachers at racially concentrated or
11 underperforming schools. The inventory shows 101 of these teachers, or 10 mentor
12 teachers. The formula assigns point to teachers in the other categories (two points for a
13 second year teacher at racially concentrated or underperforming school; two points for a
14 first year teacher, and one point for a second year teacher, at schools that are not racially
15 concentrated), and requires one mentor teacher for every 15 points. Using the numbers
16 reported in the inventory and above leads to a total of 260 points, or 17 mentor teachers.
17 Thus the total number of mentor teachers specified by the formula is 27; the District has
18 28 mentor teachers this year. Mitigation/sheltering strategies are being implemented
19 within existing school budgets.

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Dated this 31st day of January 2020.

Respectfully submitted,

DICKINSON WRIGHT PLLC,

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CERTIFICATE OF SERVICE

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The foregoing document was filed with the Court electronically through the CM/ECF system this 31st day of January, 2020, causing all parties or counsel to be served by electronic means, as more fully reflected in the Notice of Electronic Filing.

/s/ P. Bruce Converse
Employee of Dickinson Wright PLLC