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**UNITED STATES DISTRICT COURT
DISTRICT OF ARIZONA**

Roy and Josie Fisher, et al.,

Plaintiffs,

v.

United States of America,

Plaintiff-Intervenor,

v.

Anita Lohr, et al.,

Defendants,

and

Sidney L. Sutton, et al.,

Defendants-Intervenors,

CV 74-90 TUC DCB
(Lead Case)

Maria Mendoza, et al.,

Plaintiffs,

United States of America,

Plaintiff-Intervenor,

v.

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

Defendants.

CV 74-204 TUC DCB
(Consolidated Case)

SPECIAL MASTER’S REPORT AND RECOMMENDATION RELATING TO TEACHER QUALIFICATIONS

Special Master’s Report and Recommendation addresses two important questions to which the Court requested answers (*see* ECF 2428):

1. Given that the quality of teaching that students experience is the most important school-based influence on student achievement and teachers who are experienced for three or more years have been shown to be more effective than less experienced teachers, how does the average experience of teachers in the transition schools compared to teachers in the rest of the district? ¹
2. If the district were to identify a cadre of master teachers, as it proposes to do in creating the Wakefield collaboration with University of Arizona, would this result in moving highly effective teachers from schools serving students who are performing below the district average to schools where highly effective teachers would make less of a difference?

1. Transition School Teaching Staff in Comparison to Beginning Teachers Inventory (BTI)²

There are only 19 first-year teachers at the six transition schools out of a total of 299 teachers. There are only 13 second-year teachers at these schools. The percentages are only slightly different than the District averages.

Transition Schools	First Year		Second Year	
	N	%	N	%
Utterback MS	6	20.7%	0	0.0%
Safford K8	3	8.1%	4	10.8%
Robison ES	3	15.0%	0	0.0%
Pueblo HS	4	3.9%	6	5.9%
Cholla HS	3	3.0%	3	3.0%
Ochoa ES	0	0.0%	0	0.0%
<i>Transition Totals</i>	<i>19</i>	<i>6.4%</i>	<i>13</i>	<i>4.3%</i>
<i>District Totals</i>	<i>136</i>	<i>5.20%</i>	<i>174</i>	<i>6.60%</i>

¹ In a study of all the district schools, the Special Master and David Krueger found that the number of first and second year teachers was correlated with school performance.

² The tables presented in this report were prepared by the district.

1 The Court's Order appears to require this comparison for transition schools only.

2 However, the District also provides the following comparison for underperforming schools.

3 There are only 74 first year teachers at the 29 underperforming schools out of a total of
4 1,078 teachers. There are only 96 second-year teachers at these schools. Again, the percentages
5 are only slightly different than the District averages.
6

Underperforming Schools	First Year		Second Year	
	N	%	N	%
Booth/Fickett K-8	6	11.54%	13	25.00%
Lawrence ES	1	5.00%	5	25.00%
Doolen MS	5	10.87%	8	17.39%
Santa Rita HS	4	13.33%	4	13.33%
Catalina HS	9	17.65%	3	5.88%
Secrist MS	0	0.00%	5	21.74%
Pistor MS	4	8.16%	6	12.24%
Valencia MS	3	6.12%	7	14.29%
C. E. Rose K-8	3	6.98%	5	11.63%
Gridley MS	3	6.82%	5	11.36%
Roberts/Naylor K-8	2	5.00%	5	12.50%
McCorkle K-8	3	5.45%	6	10.91%
Davidson ES	3	15.79%	0	0.00%
Blenman ES	0	0.00%	3	14.29%
Grijalva ES	2	6.90%	2	6.90%
Pueblo Gardens K-8	2	8.33%	1	4.17%
Mary Meredith K-12	1	12.50%	0	0.00%
Roskruge K-8	2	4.88%	3	7.32%
Myers/Ganoung ES	2	7.41%	1	3.70%
Steele ES	2	11.11%	0	0.00%
Dietz K-8	1	3.70%	2	7.41%
Lynn/Urquides ES	2	6.90%	1	3.45%
Tucson Magnet HS	9	5.52%	7	4.29%
Alice Vail MS	2	4.35%	2	4.35%
Magee MS	2	5.71%	1	2.86%
Miller ES	1	3.85%	0	0.00%
Maxwell K-8	0	0.00%	1	3.85%
Cragin ES	0	0.00%	0	0.00%
Erickson ES	0	0.00%	0	0.00%
UP School Totals	74	6.86%	96	8.91%
District Totals	136	5.20%	174	6.60%

1 This difference is small compared to many urban districts according to researchers with
2 whom the Special Master consulted.

3 **2. Data re Experienced Teaching Staff Eligible for Master Teacher Status**

4 The District has not yet determined what all of the criteria would be in order to qualify as
5 a master teacher. For purposes here, a master teacher would have to be in the top 10% of
6 domains two and three of the teacher evaluation instrument (these domains deal with instruction)
7 and have a minimum of four-years experience. Other criteria will almost certainly be added and
8 the percentage of top rated teachers will be less than 25%.³

9
10 Sixteen percent of the teachers in the six transition schools would be eligible for master
11 teacher status using only these two criteria (top 10% and four or more years of experience).
12 Among teachers in the other 29 low performing schools, 15% would be eligible for master
13 teacher status.

14
15 The District has said that it will not actively recruit master teachers in low performing
16 schools though they, like other teachers, will be able to apply. And the District may initially
17 designate master teachers only in grades 6 to 8. But to avoid a situation where master teachers
18 leave schools that need them most, the District is committed to recognize teachers serving in low
19 performing schools who would qualify as master teachers and provide them with the same
20 benefits as teachers serving in higher performing schools (such as the Wakefield demonstration
21 school).

22
23 **Recommendation**

24 While there is a small difference between the number of first and second year teachers in
25 transition schools as compared to the district as a whole, the difference is small and compares

26
27 ³ The number of teachers who are highly rated may be a product of the willingness
28 of some principals and assistant principals to be more generous in their ratings.

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CERTIFICATE OF SERVICE

I hereby certify that on March 9, 2020, I electronically submitted the foregoing via the CM/ECF Electronic Notification System and transmittal of a Notice of Electronic Filing provided to all parties that have filed a notice of appearance in the District Court Case.

Andrew H. Marks for
Dr. Willis D. Hawley,
Special Master