

Exhibit 8

Welcome Parents and Community Advisory Meeting Thursday, January 20, 2020

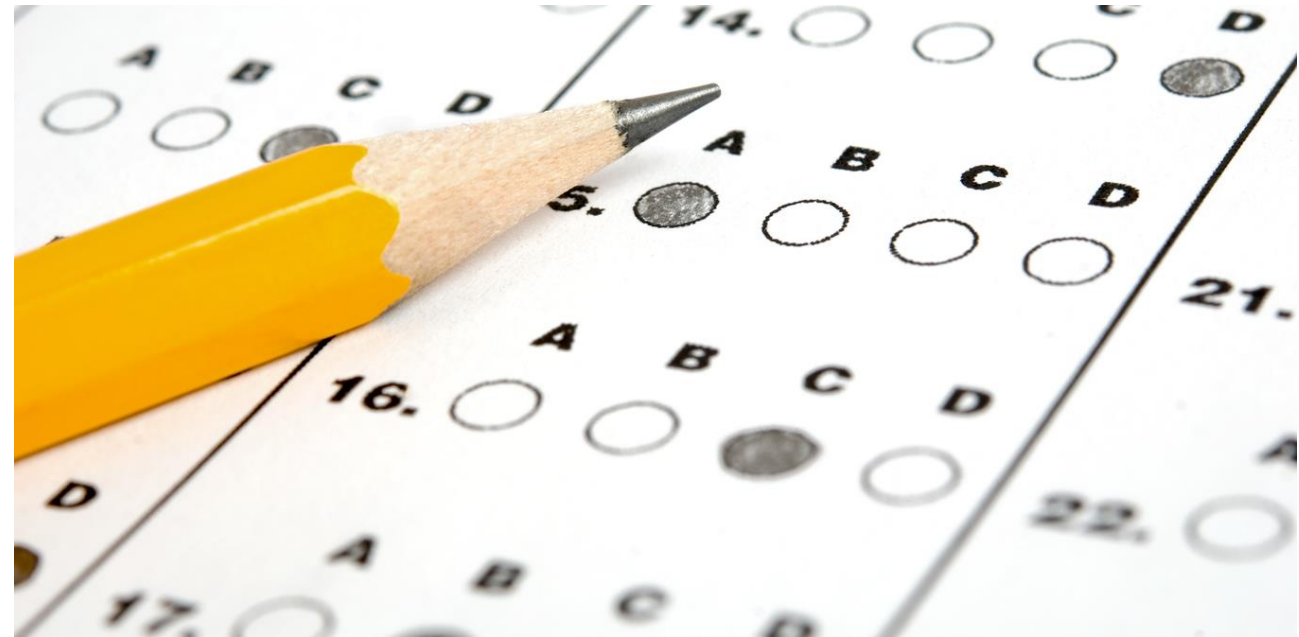
African American Student Achievement Desegregation Updates

**There is great power in harmony and
mutual understanding.**

AzMerit in
Tucson Unified
SY2016 - 17
SY2019 - 20

Dr. Gabriel Trujillo

Three Year Comparison



Tucson Unified AzMERIT 2018-2019

Math 10% or more in growth

- Hudlow
- Holladay
- Manzo
- Maldonado
- Cavett
- Ochoa
- Collier
- Utterback MS

ELA 10% more in growth

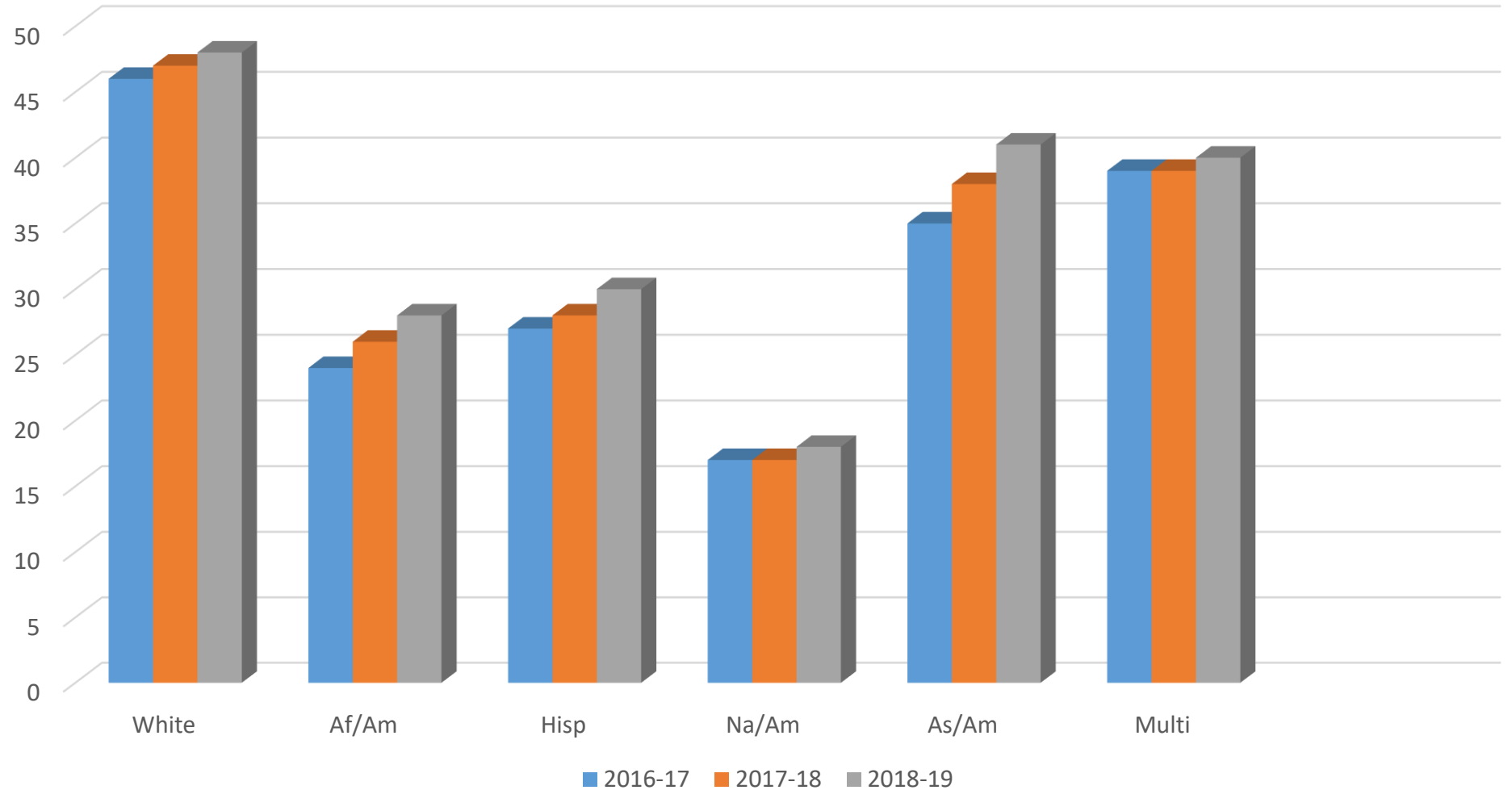
- Manzo
- Oyama
- Collier
- Holladay
- Maldonado
- Bonillas

5% or more in Both ELA & Math

- Manzo
- Holladay
- Maldonado
- Hudlow
- Cavett
- Ochoa
- Collier
- Howell
- Erickson
- Warren

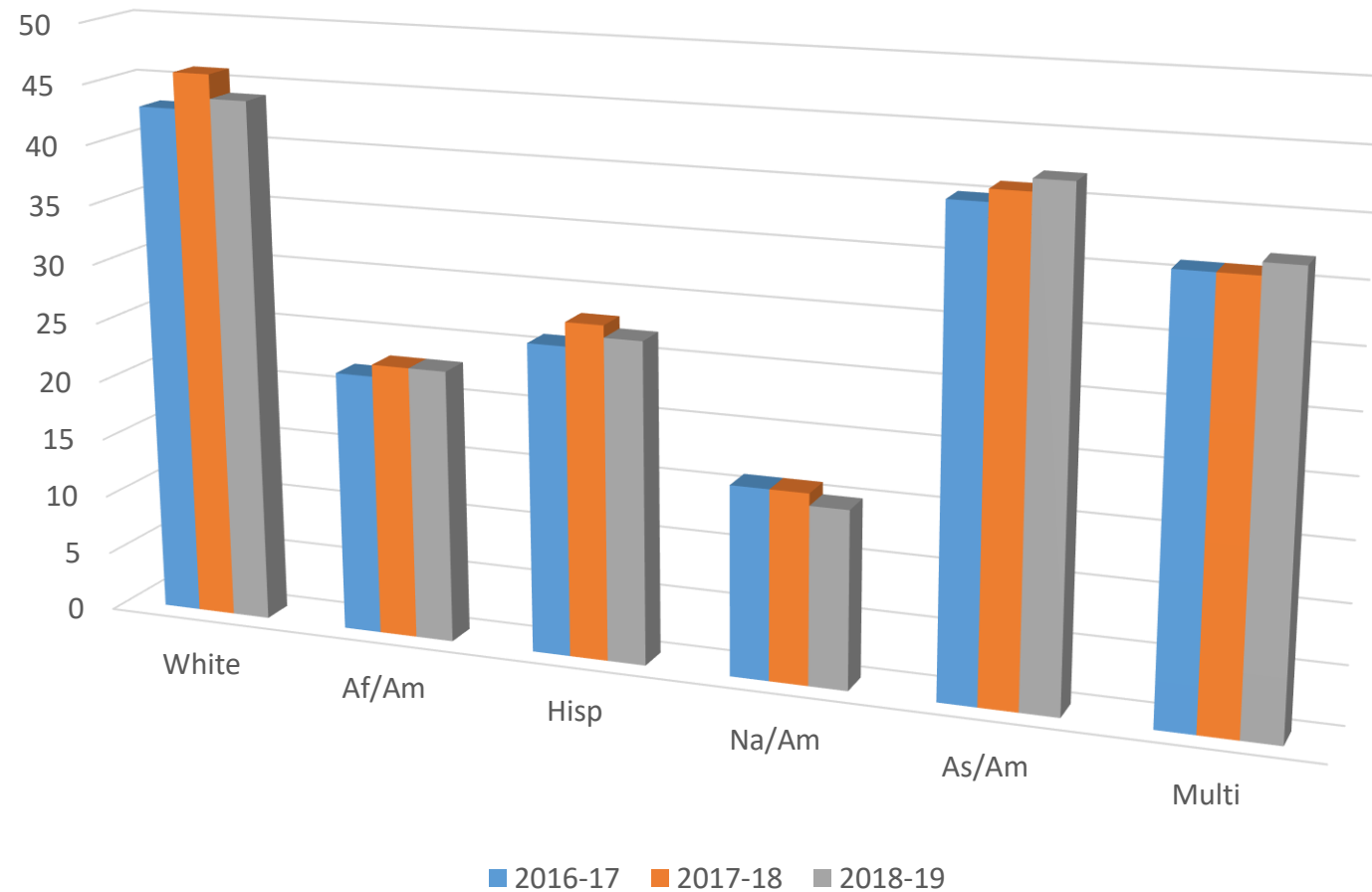
Three Year Comparison of TUSD AzMERIT

English Language Arts:
Percent Over Proficiency by Ethnicity



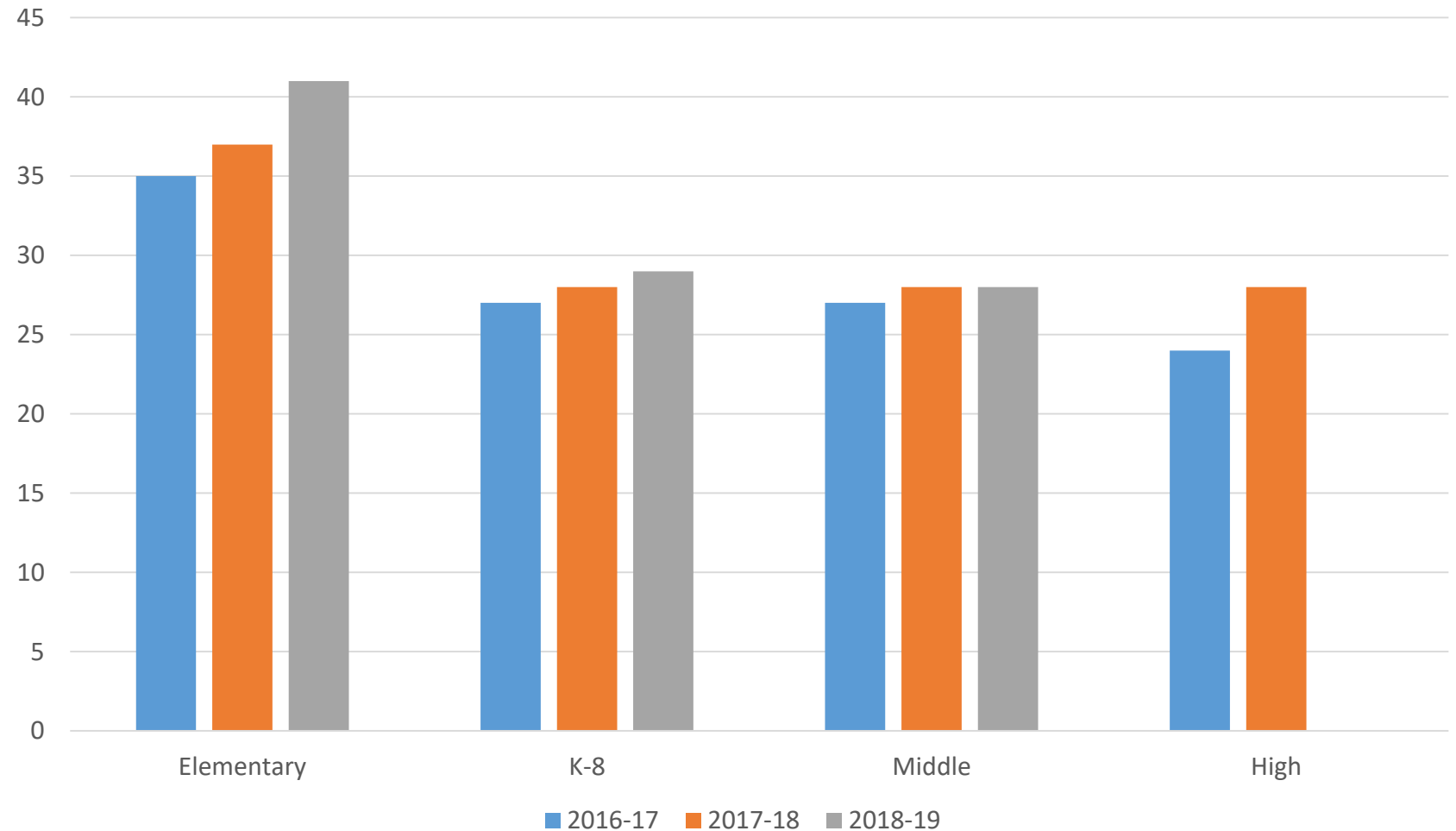
Three Year Comparison of TUSD AzMERIT

Math:
Percent Over Proficiency by Ethnicity



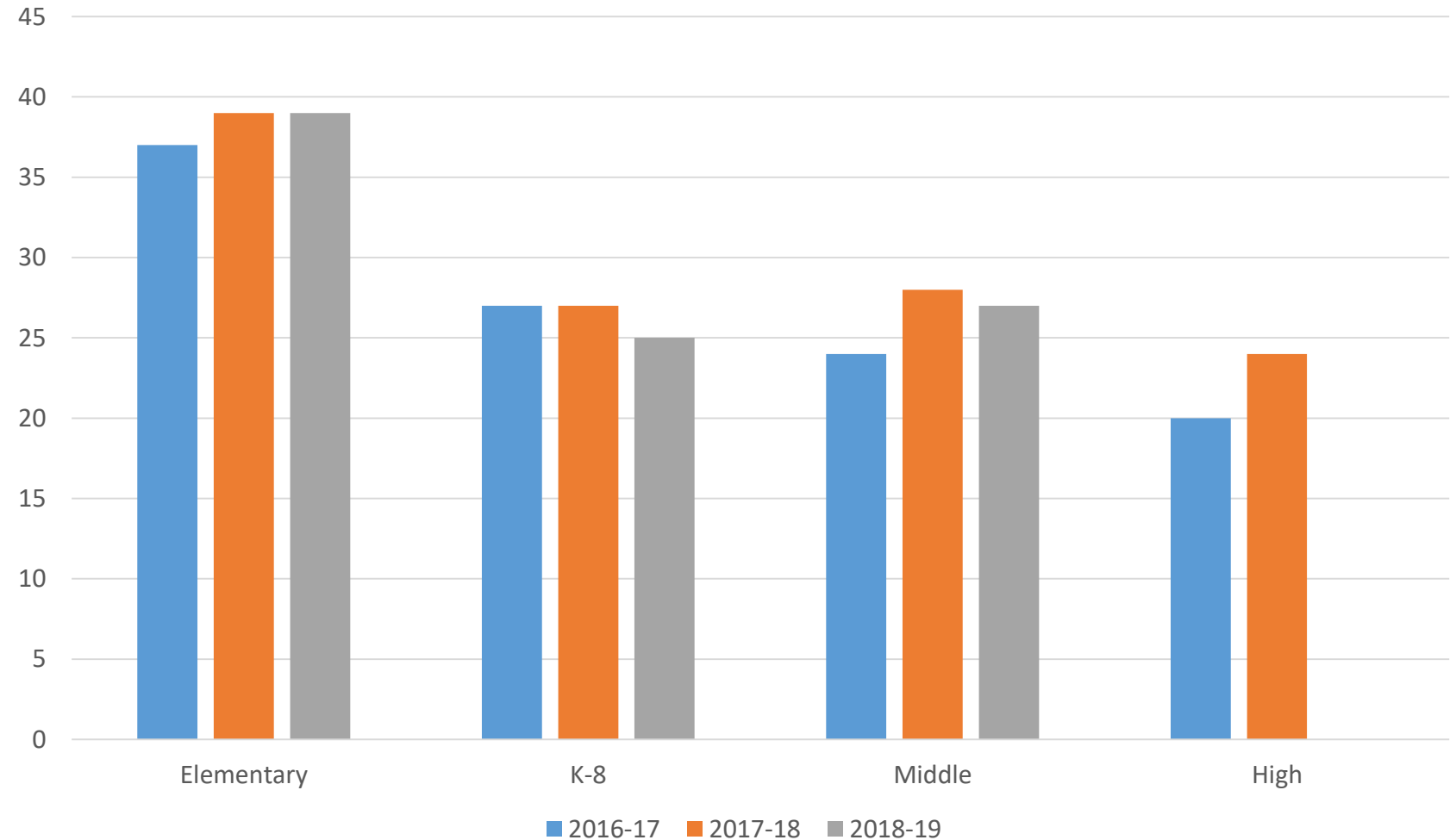
Three Year Comparison of TUSD AzMERIT

ELA:
Percent Proficiency by Grade Level

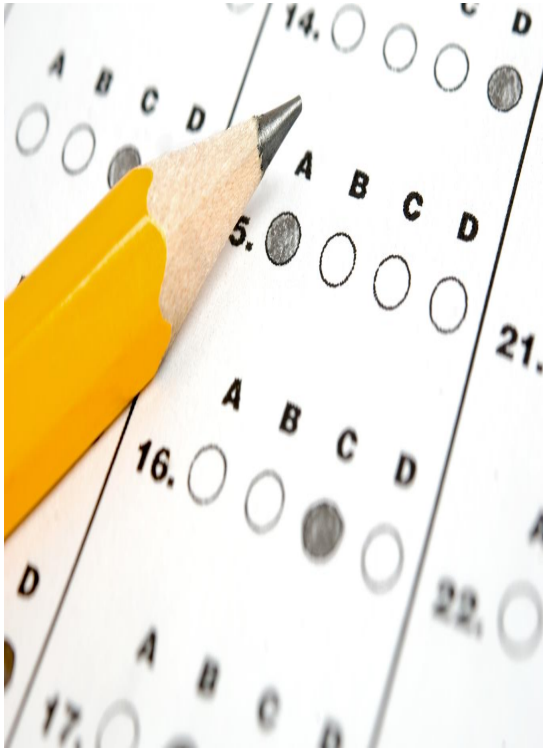


Three Year Comparison of TUSD AzMERIT

Math:
Percent Proficiency by Grade Level



Summary of AzMERIT Data



TUSD:

- showed improvement over 3 years on AzMERIT
- has about a 10% gap from the state average in grades 3-5 and about a 15% gap in grades 6-8
- showed higher gains from 2017-18 to 2018-19 than the State in the following grades:
 - ELA: Grades 3, 5, 6, and 8
 - Math: Grade 3
- Ethnicities showed increased proficiency in both ELA and math over three years
- gains were highest in grades 3-5, followed by grades 6-8

TUSD 2019-20 African American School Data

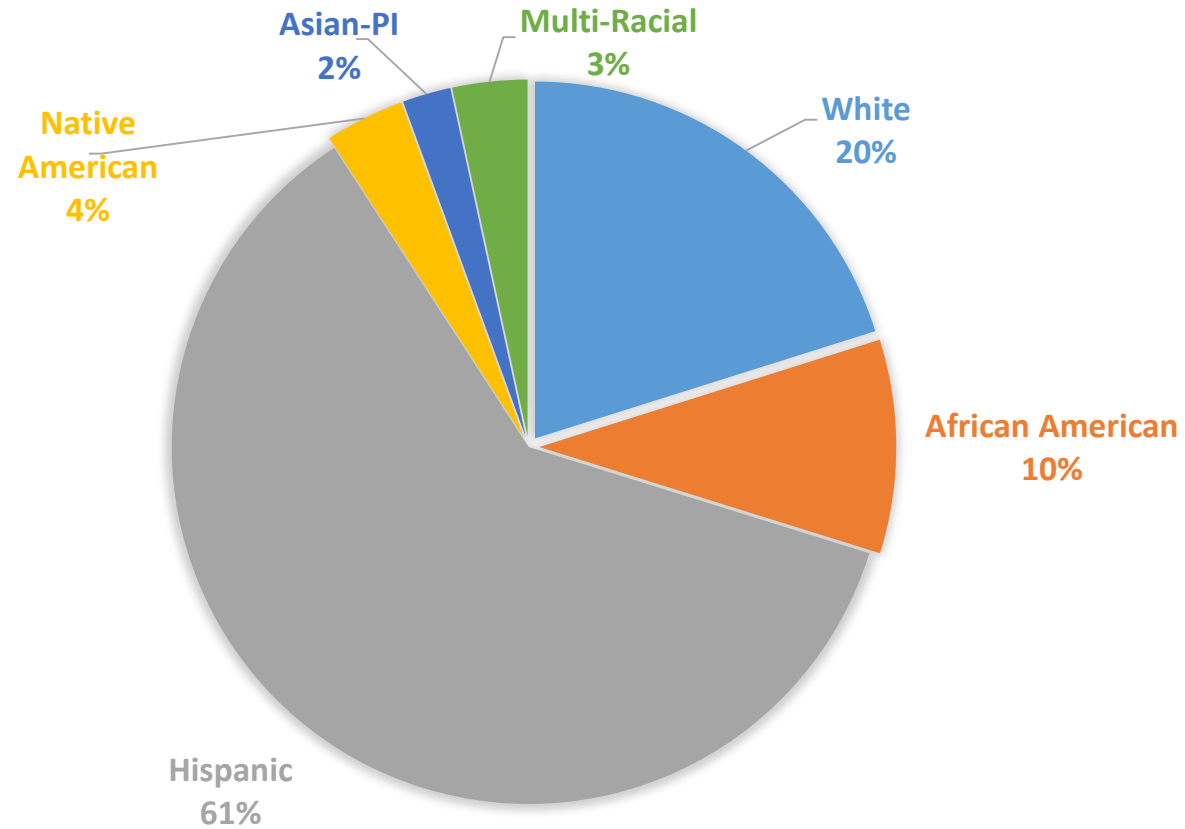
*using 40th day enrollment (09/26/2019)
and USP Ethnicity*

Tucson Unified School District, Assessment & Evaluation
January, 2020



2019-20 Breakdown of TUSD Students by USP Ethnicity

(African American Students make up 10% of Total District Population)



2 Year Comparison of Enrollment of African American Students by Grade

| Grade | 2018-19 40th Day Count | 40th Day % | 2019-20 40th Day Count | 40th Day % |
|--------------|---------------------------|------------|---------------------------|------------|
| KG | 325 | 8% | 350 | 8% |
| 1 | 305 | 7% | 341 | 8% |
| 2 | 329 | 8% | 309 | 7% |
| 3 | 319 | 8% | 341 | 8% |
| 4 | 332 | 8% | 328 | 8% |
| 5 | 372 | 9% | 338 | 8% |
| 6 | 311 | 7% | 351 | 8% |
| 7 | 320 | 8% | 313 | 7% |
| 8 | 271 | 7% | 314 | 7% |
| 9 | 328 | 8% | 358 | 8% |
| 10 | 297 | 7% | 312 | 7% |
| 11 | 376 | 9% | 272 | 6% |
| 12 | 274 | 7% | 349 | 8% |
| Total | 4,159 | 100% | 4,276 | 100% |

2019-20 Enrollment by Elementary and K-8 Schools for African American Students (40th Day)

Schools are included only if they have 50 or more Students.

| School Type | School | N Size | % of Total |
|-------------|--------------------------|--------|------------|
| Elementary | Wright Elementary | 136 | 3% |
| | Myers/Ganoung Elementary | 91 | 2% |
| | Erickson Elementary | 89 | 2% |
| | Wheeler Elementary | 76 | 2% |
| | Kellond Elementary | 74 | 2% |
| | Blenman Elementary | 74 | 2% |
| | Bloom Elementary | 54 | 1% |
| | Ford Elementary | 50 | 1% |
| | Steele Elementary | 50 | 1% |
| K-8's | Roberts Naylor | 174 | 4% |
| | Booth-Fickett | 139 | 3% |
| | Borman K-8 | 109 | 3% |
| | Dietz K-8 | 102 | 2% |

2019-20 Enrollment by Middle and High Schools for African American Students (40th Day)*Schools are included only if they have 50 or more Students.*

| School Type | School | N Size | % of Total |
|-------------|------------------------------------|--------|------------|
| Middle | Doolen Middle School | 116 | 3% |
| | Vail Middle School | 100 | 2% |
| | Gridley Middle School | 87 | 2% |
| | Mansfeld Magnet Middle School | 82 | 2% |
| | Magee Middle School | 66 | 2% |
| | Secrist Middle School | 50 | 1% |
| High | Tucson High Magnet School | 285 | 7% |
| | Sahuaro High School | 231 | 5% |
| | Rincon High School | 191 | 5% |
| | Palo Verde High Magnet School | 157 | 4% |
| | Catalina High School | 110 | 3% |
| | Cholla High School | 77 | 2% |
| | Sabino High School | 72 | 2% |
| | Santa Rita High School | 69 | 2% |
| Other | Schools with less than 50 students | 1,365 | 32% |

TUSD 2019-20 African American Students by Free and Reduced Lunch and School Type (40th Day)

| Grade Levels | African American FRL Percent |
|----------------------------|------------------------------|
| Elementary Grades Pre-K- 5 | 72% |
| Middle Grades 6 - 8 | 73% |
| High School Grades 9 - 12 | 65% |
| Total | 70% |
| <i>TUSD Total</i> | <i>58%</i> |

2019-20 African American Students who receive ExEd Services by Grade (40th Day)

| School Type | Total African American ExEd Students | Total District ExEd Students |
|--------------|--------------------------------------|------------------------------|
| Grades K - 5 | 13% | 15% |
| Grades 6 - 8 | 17% | 15% |
| Grades 9 -12 | 13% | 12% |
| Total | 14% | 14% |

2019-20 African American Students Quarterly Attendance Rates (40th Day)

| School Level | African American Q1 Attendance Percent | TUSD Q1 Attendance Percent | African American Q2 Attendance Percent | TUSD Q2 Attendance Percent |
|--------------|--|----------------------------|--|----------------------------|
| Elementary | 95% | 94% | 92% | 92% |
| K-8 | 94% | 93% | 92% | 90% |
| Middle | 92% | 92% | 89% | 89% |
| High | 89% | 89% | 84% | 85% |
| Alternative | 81% | 77% | 74% | 68% |
| Total | 92% | 92% | 89% | 89% |

2019-20 TUSD Suspension Summary by Ethnicity for Q2

| Student Ethnicity | Distinct Student Suspension | Distinct Student Enrollment | Suspension Percent of Population |
|-------------------------|-----------------------------|-----------------------------|----------------------------------|
| All Students | 992 | 44,613 | 2.22% |
| White | 159 | 8,895 | 1.79% |
| African American | 157 | 4,384 | 3.58% |
| Hispanic | 598 | 27,214 | 2.20% |
| Native American | 36 | 1,615 | 2.23% |
| Asian American | 7 | 960 | 0.73% |
| Multi-Racial | 35 | 1,545 | 2.27% |

TUSD 2019-20 African American Students who were Suspended By Grade to Date (1/27/2020)

Included was any student who received a short and/or long term suspension

| Grade Levels | Number of African American Students Suspended | African American Percent | <i>TUSD Suspension Percent</i> |
|--------------|---|--------------------------|--------------------------------|
| Elementary | 46 | 2.65% | <i>1.14%</i> |
| K-8 | 54 | 6.24% | <i>3.52%</i> |
| Middle | 90 | 12.78% | <i>8.91%</i> |
| High | 109 | 7.82% | <i>4.87%</i> |
| Alternative | 5 | 15.15% | <i>9.02%</i> |
| Total | 302 | 6.49% | <i>3.97%</i> |

3 Years of Q1 African American ELA Benchmark Scores compared to the District

African American: Quarter 1 ELA

| School Type | 2017-18 | 2018-19 | 2019-20 |
|-------------|------------|------------|------------|
| | ELA Prof % | ELA Prof % | ELA Prof % |
| ES | 39% | 35% | 37% |
| K-8 | 39% | 36% | 42% |
| MS | 31% | 34% | 36% |
| HS | 26% | 30% | 36% |

District Totals: Quarter 1 ELA

| School Type | 2017-18 | 2018-19 | 2019-20 |
|-------------|------------|------------|------------|
| | ELA Prof % | ELA Prof % | ELA Prof % |
| ES | 44% | 41% | 43% |
| K-8 | 38% | 36% | 39% |
| MS | 38% | 41% | 44% |
| HS | 34% | 40% | 45% |

3 Years of Q1 African American Math Benchmark Scores compared to the District

African American: Quarter 1 MATH

| School Type | 2017-18 | 2018-19 | 2019-20 |
|-------------|-------------|-------------|-------------|
| | Math Prof % | Math Prof % | Math Prof % |
| ES | 31% | 35% | 33% |
| K-8 | 30% | 34% | 41% |
| MS | 30% | 35% | 38% |
| HS | 18% | 33% | 28% |

District Totals: Quarter 1 MATH

| School Type | 2017-18 | 2018-19 | 2019-20 |
|-------------|-------------|-------------|-------------|
| | Math Prof % | Math Prof % | Math Prof % |
| ES | 39% | 43% | 42% |
| K-8 | 40% | 39% | 41% |
| MS | 43% | 45% | 46% |
| HS | 28% | 45% | 42% |

2019- 20 African American K-3 Students DIBELS Scores

Beginning of Year – Students who scored at CORE

| | N-Size | At Core | Core % |
|------------------|--------|---------|--------|
| African American | 1,272 | 630 | 50% |
| District | 12,620 | 6,436 | 51% |

Middle of Year – Students who scored at CORE

| | N-Size | At Core | Core % |
|------------------|--------|---------|--------|
| African American | 1,242 | 590 | 48% |
| District | 12,400 | 6,200 | 50% |

2019-20 ALE Enrollment for African American Students (40th Day)

| School Type | Total African American Students Enrolled in ALEs | Total African American Students | Percent of Total Population |
|---------------|--|---------------------------------|-----------------------------|
| Grades K-5 | 187 | 2007 | 9% |
| Grades 6 - 8 | 315 | 978 | 32% |
| Grades 9 - 12 | 398 | 1291 | 31% |
| Total | 900 | 4276 | 21% |

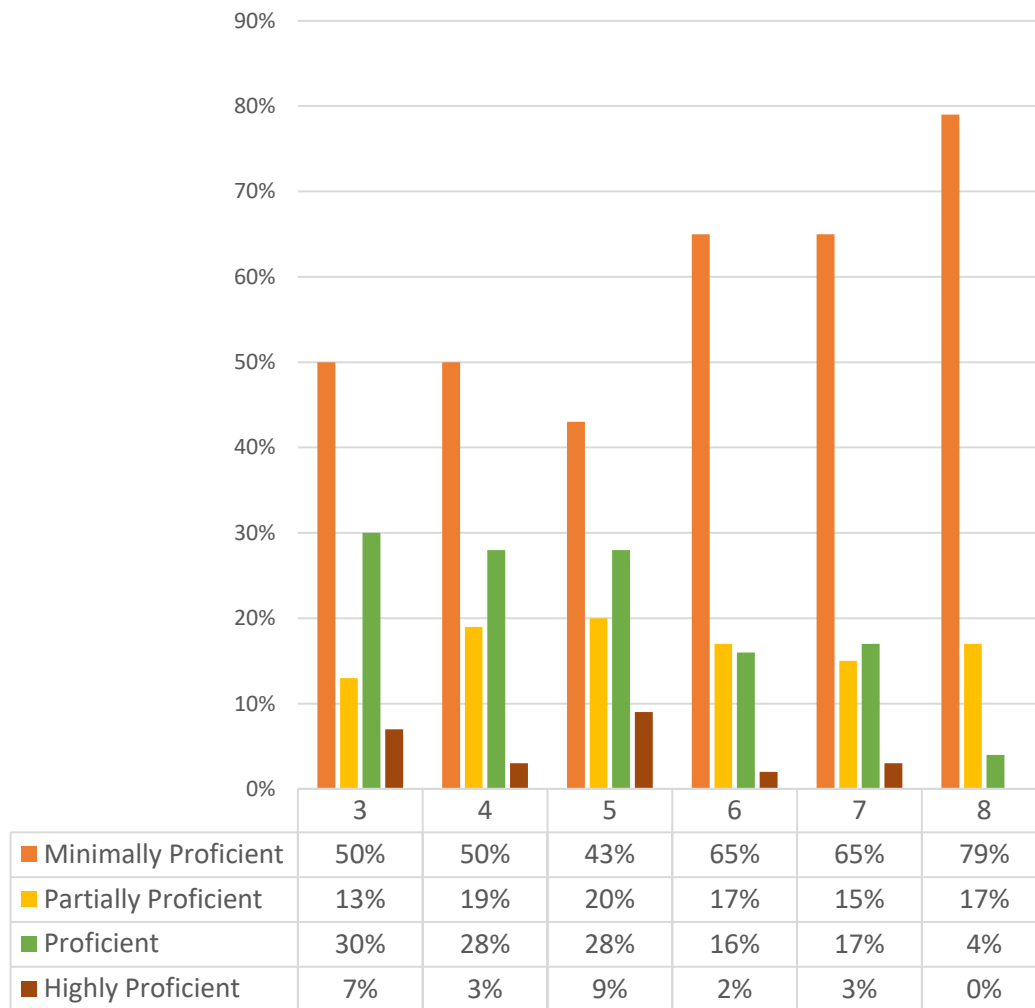
2019-20 ALE Course/Program Enrollment for African American Students (40th Day)

Students can be enrolled in more than one ALE, especially in High School

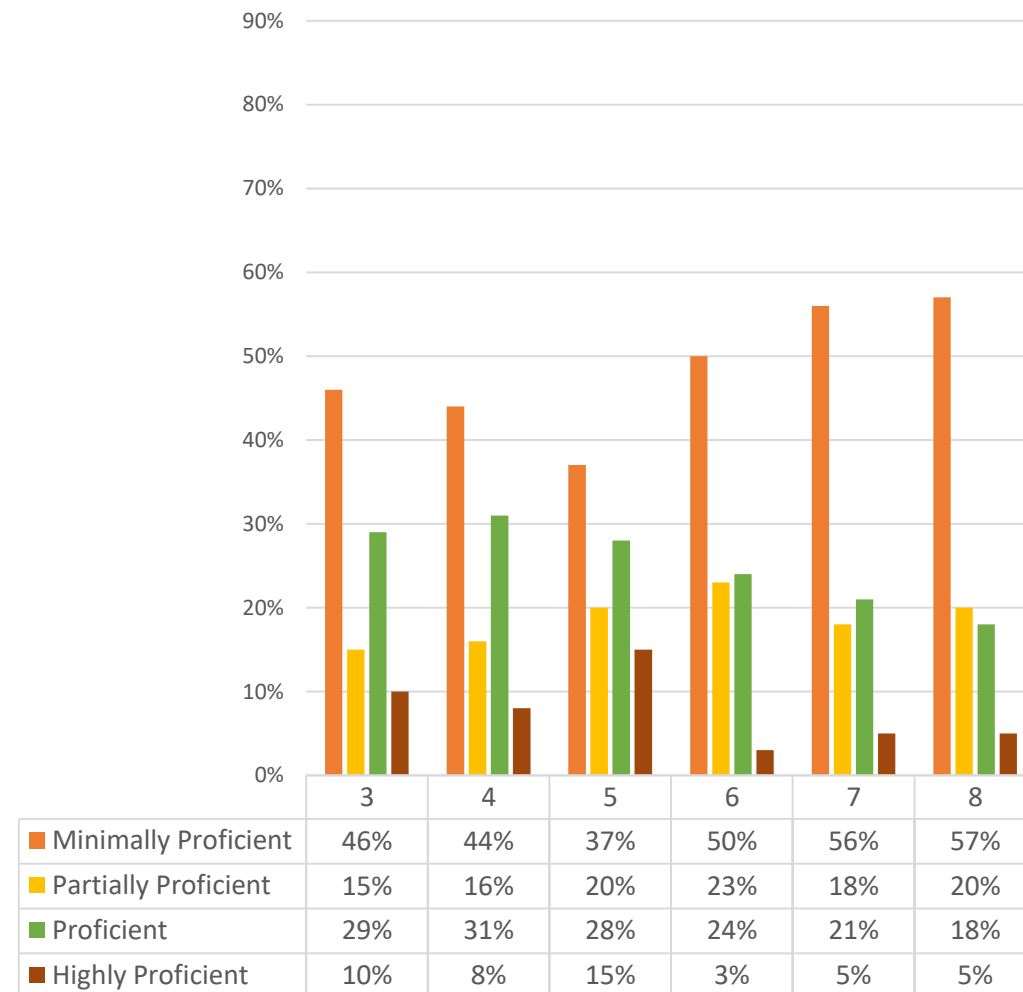
| ALE Course/Program Participation Distribution | | | | | | | | | | | | | |
|---|----------------------------|---------------|---------------|---------------|----------------|----------------|---------------------------|--|-----------------------------|----------------|-------------------------|---------------|--------------------------------|
| School Type | Self Contained GATE (K- 8) | Pull Out Gate | Resource GATE | Dual Language | UHS Enrollment | AP Course (HS) | MS Pre-AP Advanced (math) | MS/HS Pre-AP Honors (ELA, Sci, Soc Stud) | HS Dual Credit with College | IB (Cholla HS) | MS for HS Credit (math) | Total Courses | Courses Percent by School Type |
| ES | 51 | 48 | | 41 | | | | | | | | 140 | 11% |
| K8 | 19 | 16 | 28 | 23 | | | 28 | 80 | | | 36 | 230 | 18% |
| MS | 29 | | 43 | | | | 63 | 120 | | | 45 | 300 | 23% |
| HS | | | 53 | | 47 | 207 | | 246 | 66 | 24 | | 644 | 49% |
| Total | 99 | 64 | 124 | 65 | 47 | 207 | 91 | 446 | 66 | 24 | 81 | 1314 | 100% |
| Percent by Prog | 8% | 5% | 9% | 5% | 4% | 16% | 7% | 34% | 5% | 2% | 6% | | |

2018-19 ELA AzMERIT Scores – African American Students compared to the District Average

African American



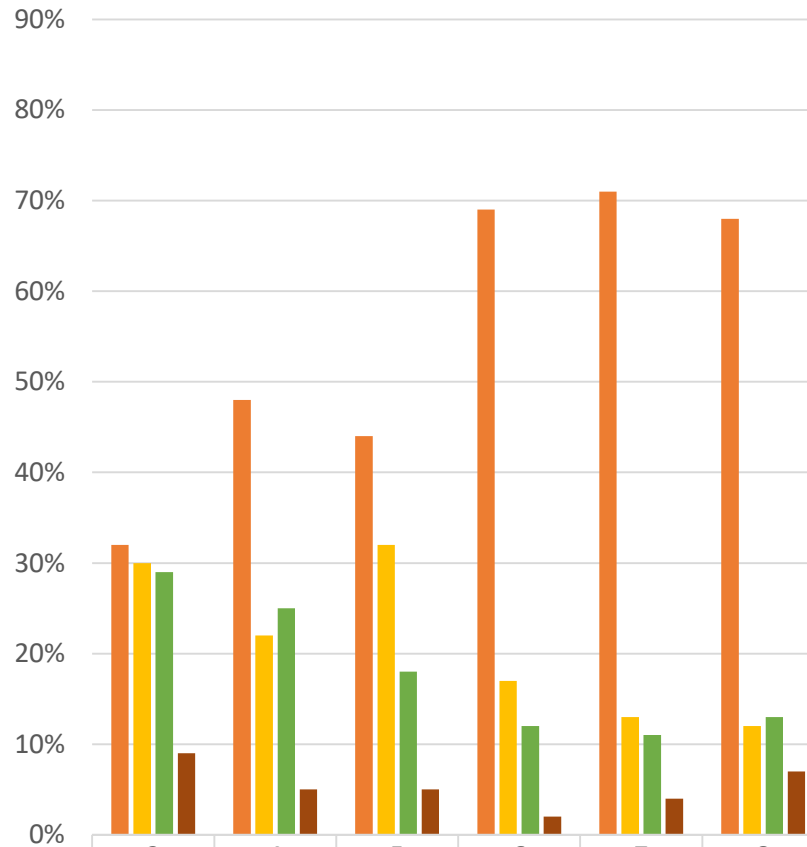
TUSD



2018-19 MATH AzMERIT Scores for African American Students and compared to the District Average

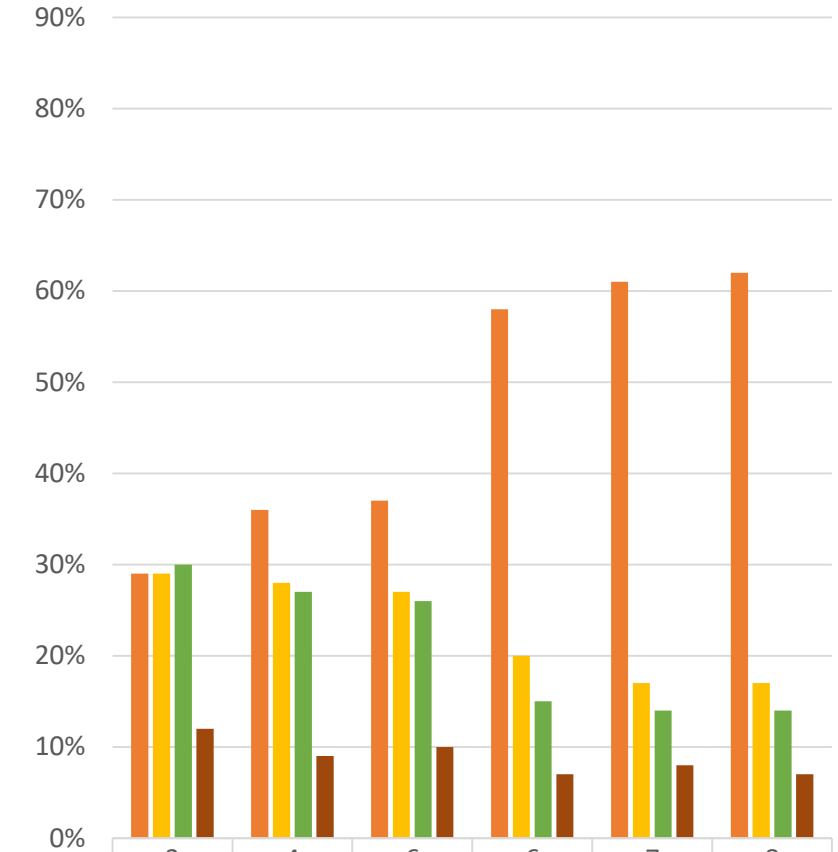
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African American



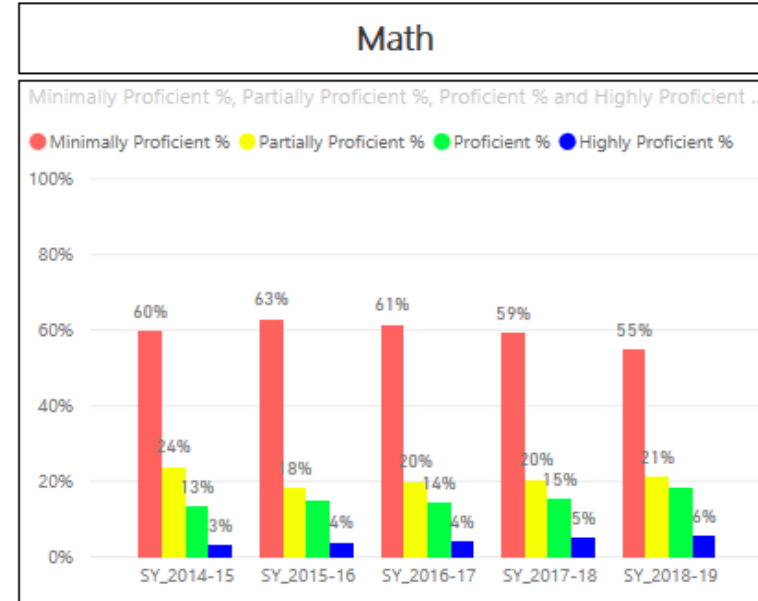
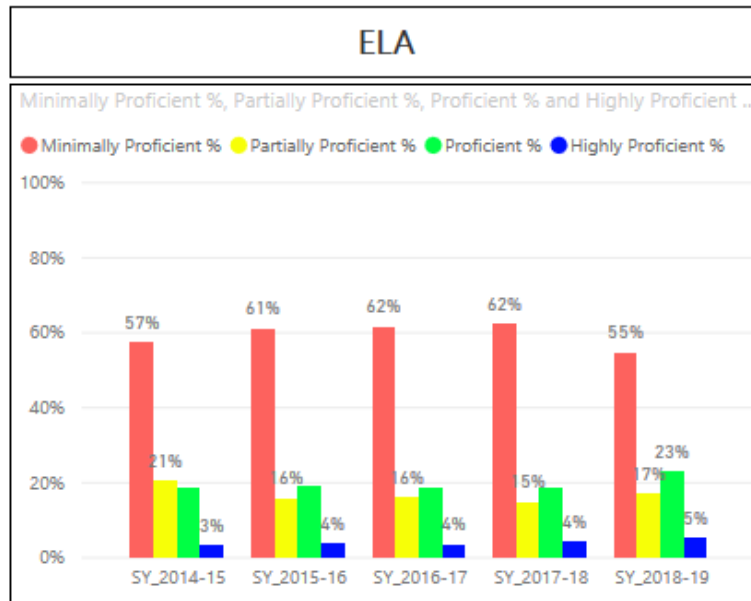
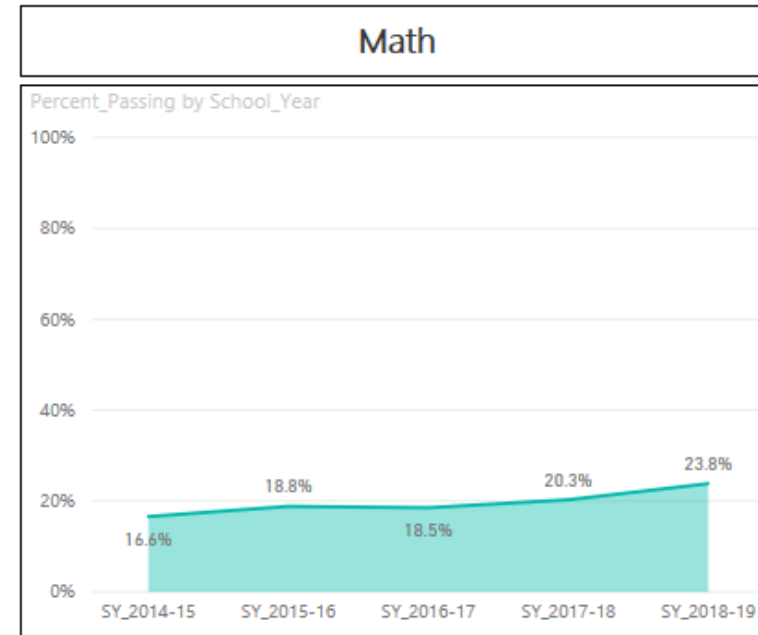
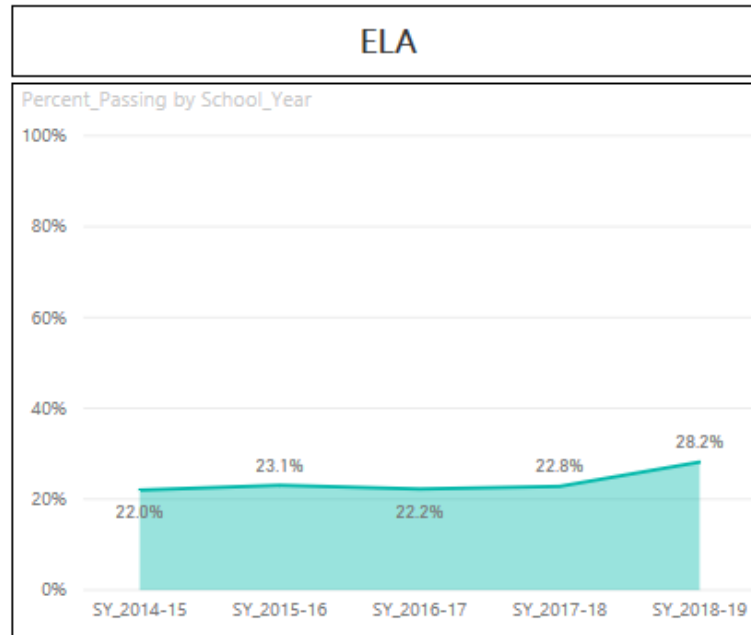
| | 3 | 4 | 5 | 6 | 7 | 8 |
|----------------------|-----|-----|-----|-----|-----|-----|
| Minimally Proficient | 32% | 48% | 44% | 69% | 71% | 68% |
| Partially Proficient | 30% | 22% | 32% | 17% | 13% | 12% |
| Proficient | 29% | 25% | 18% | 12% | 11% | 13% |
| Highly Proficient | 9% | 5% | 5% | 2% | 4% | 7% |

TUSD



| | 3 | 4 | 6 | 6 | 7 | 8 |
|----------------------|-----|-----|-----|-----|-----|-----|
| Minimally Proficient | 29% | 36% | 37% | 58% | 61% | 62% |
| Partially Proficient | 29% | 28% | 27% | 20% | 17% | 17% |
| Proficient | 30% | 27% | 26% | 15% | 14% | 14% |
| Highly Proficient | 12% | 9% | 10% | 7% | 8% | 7% |

5 Year Summary of African American Student AzMERIT % Proficiency



2019-20 African American Students (N=4,276 – 40th Day) in TUSD and Their Aggregate Test Scores from 2018-19 - All Grades

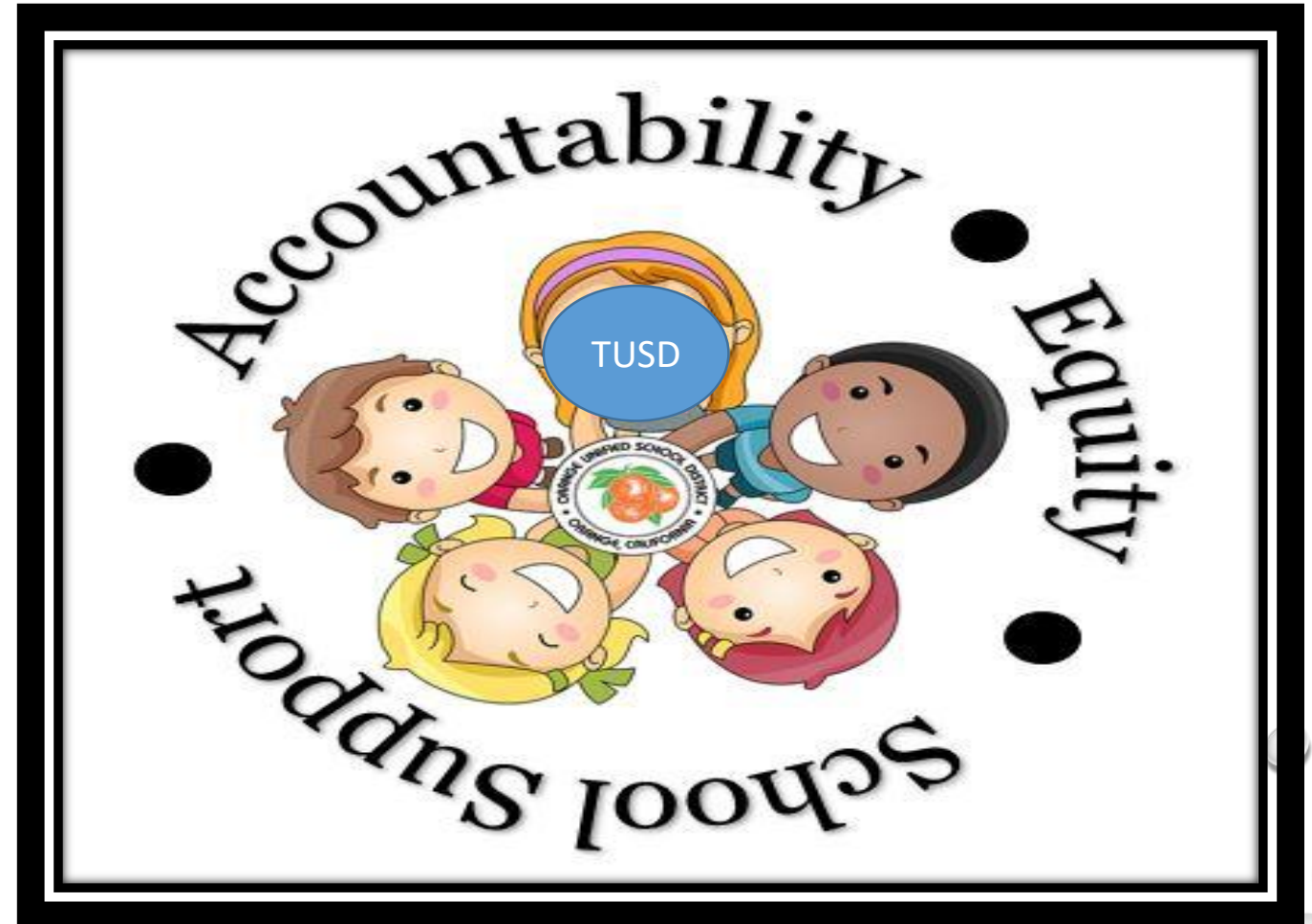
| Test Type | Test Criteria | N Size who Took Test | % Passing | <i>District Average</i> |
|---------------------|--------------------------------------|----------------------------|------------|-----------------------------|
| AzMERIT Spring 2019 | AzMERIT ELA Percent Mastery | 1630 | 28% | <i>33%</i> |
| | AzMERIT Math Percent Mastery | 1638 | 24% | <i>30%</i> |
| ACT 2019-20 | ACT English - Passing =>18 | 264 | 27% | <i>41%</i> |
| | ACT Math - Passing =>22 | 264 | 11% | <i>24%</i> |
| | ACT Reading - Passing => 21 | 264 | 22% | <i>32%</i> |
| | ACT Science - Passing => 20 | 264 | 19% | <i>35%</i> |
| SAT 2019-20 | SAT Writing-Reading - Passing => 480 | 18 | 89% | <i>98%</i> |
| | SAT Math - Passing => 530 | 18 | 72% | <i>90%</i> |

Student Relations Department

Dan Bailey, Director of Student Relations

Veronica Duran, Coordinator

Charlotte Brown, Compliance Liaison



Second Quarter Discipline Data All Incidents – Three Year Comparison



Highest # of Student Incidents for Two Years

Individual students involved incidents (Some students may be counted multiple times for incident categories)

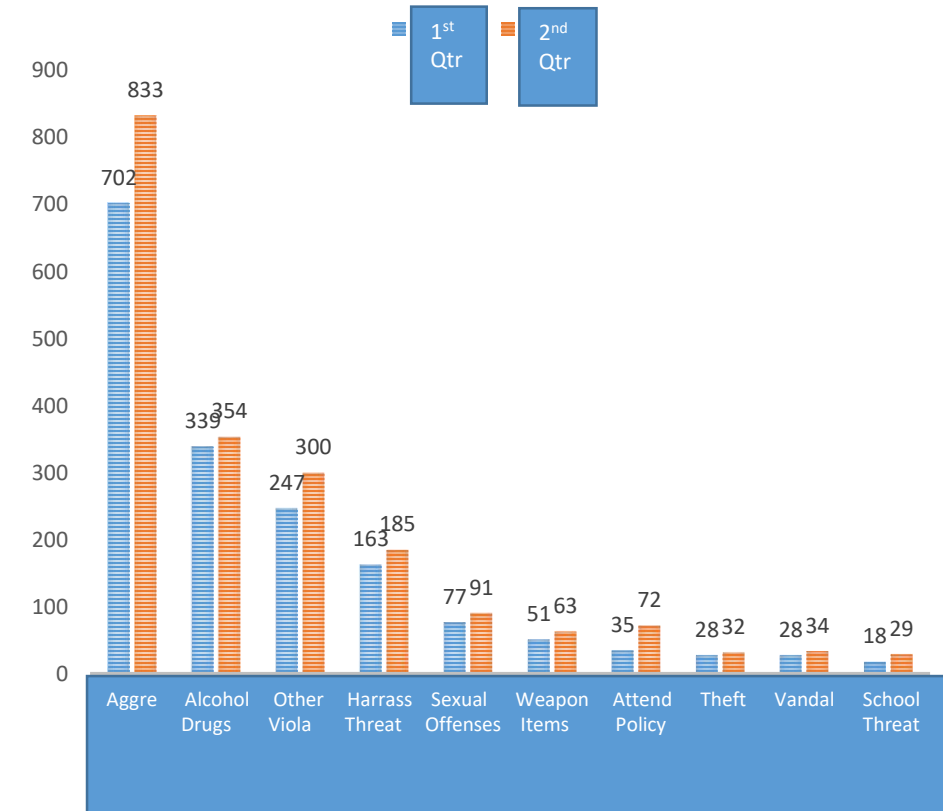
| | 2017-2018 | | | 2018-2019 | | | 2019-2020 | | |
|---------|----------------------------|--|------|----------------------------|--|-----|----------------------------|--|------|
| Ranking | ALL | | 1044 | ALL | | 918 | ALL | | 1494 |
| 1 | Aggression | | 625 | Aggression | | 531 | Aggression | | 833 |
| 2 | Alcohol,Tobacco,Drugs | | 168 | Alcohol,Tobacco,Drugs | | 222 | Alcohol,Tobacco,Drugs | | 354 |
| 3 | Other Violations | | 160 | Other Violations | | 100 | Other Violations | | 300 |
| 4 | Harassment, Threat & Other | | 109 | Harassment, Threat & Other | | 81 | Harrassment,Threat & Other | | 185 |
| 5 | Weapons & Dangerous Items | | 65 | Sexual Offenses | | 67 | Sexual Offenses | | 91 |
| 6 | Sexual Offenses | | 64 | Weapons & Dangerous Items | | 45 | Attendance Policy | | 72 |
| 7 | Vandalism | | 25 | Attendance Policy | | 33 | Weapons & Dangerous Items | | 63 |
| 8 | Inappropriate Technology | | 22 | Theft | | 16 | Vandalism | | 34 |
| 9 | Theft | | 20 | Vandalism | | 15 | Theft | | 32 |
| 10 | Attendance Policy | | 20 | School Threat | | 10 | School Threat | | 29 |

All Incidents

Comparison 1st and 2nd Quarter 2019-2020

| Ranking | | 2019-2020 | | | 2019-2020 | | | Difference | |
|---------|----------------------------|-------------|--|------|----------------------------|--|------|------------|-----|
| | | 1st Quarter | | 1306 | 2nd Quarter | | 1494 | 188 | |
| 1 | Aggression | | | 702 | Aggression | | | 833 | 131 |
| 2 | Alcohol,Tobacco,Drugs | | | 339 | Alcohol,Tobacco,Drugs | | | 354 | 15 |
| 3 | Other Violations | | | 247 | Other Violations | | | 300 | 53 |
| 4 | Harrassment,Threat & Other | | | 163 | Harassment, Threat & Other | | | 185 | 22 |
| 5 | Sexual Offenses | | | 77 | Sexual Offenses | | | 91 | 14 |
| 6 | Weapons & Dangerous Items | | | 51 | Attendance Policy | | | 72 | 37 |
| 7 | Attendance Policy | | | 35 | Weapons & Dangerous Items | | | 63 | 12 |
| 8 | Theft | | | 28 | Vandalism | | | 34 | 6 |
| 9 | Vandalism | | | 28 | Theft | | | 32 | 4 |
| 10 | School Threat | | | 18 | School Threat | | | 29 | 11 |

1ST & 2ND QUARTER



remember choices made in
anger can't be undone...

IG | @WITHBERKAN



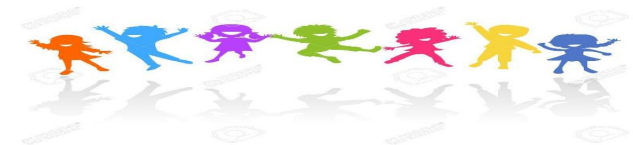
Exclusionary Discipline



PBIS



**Building Connections to Change Behaviors,
Repair Relationships and Improve Results**



TOBACCO, ALCOHOL, DRUGS

| ETHNICITY | VIOLATIONS | ENROLLMENT | PERCENTAGE |
|--------------|------------|------------|------------|
| ALL | 370 | 23,256 | 1.59% |
| WHITE | 70 | 4,683 | 1.49% |
| AFRICAN AM | 33 | 2,281 | 1.45% |
| HISPANIC | 234 | 14,117 | 1.66% |
| ASIAN AM | 3 | 496 | 0.60% |
| MULTI RACIAL | 13 | 808 | 1.61% |

| | |
|-----------|--------|
| 2009-2010 | 23.09% |
| 2010-2011 | 20.44% |
| 2011-2012 | 20.06% |
| 2012-2013 | 19.2% |
| 2013-2014 | 20.51% |
| 2014-2015 | 18.73% |
| 2015-2016 | 13.03% |
| 2016-2017 | 13.75 |
| 2017-2018 | 10.8% |
| 2018-2019 | 11.34% |

First Semester Two Year Comparison Number of students who participated: Interventions and Workshops

- Fighting/Restorative/Behavior Interventions 1st and 2nd Offenses

| | Total | 1st Offense | 2nd Offense | Restorative Behavior Intervention |
|----------------------|-------|-------------|-------------|-----------------------------------|
| First Semester 18-19 | 1819 | 549 | 44 | 326 |
| First Semester 19-20 | 1920 | 615 | 67 | 306 |

Slightly higher # of 2nd offenses than last year.
Middle School having more fights than HS

- Drug/Alcohol/Prevention
- Workshop 1st and 2nd Offenses

| | Total | 1st Offense | 2nd Offense | Drug/Alcohol Workshops |
|----------------------|-------|-------------|-------------|------------------------|
| First Semester 18-19 | 1819 | 448 | 54 | 296 |
| First Semester 19-20 | 1920 | 569 | 68 | 355 |

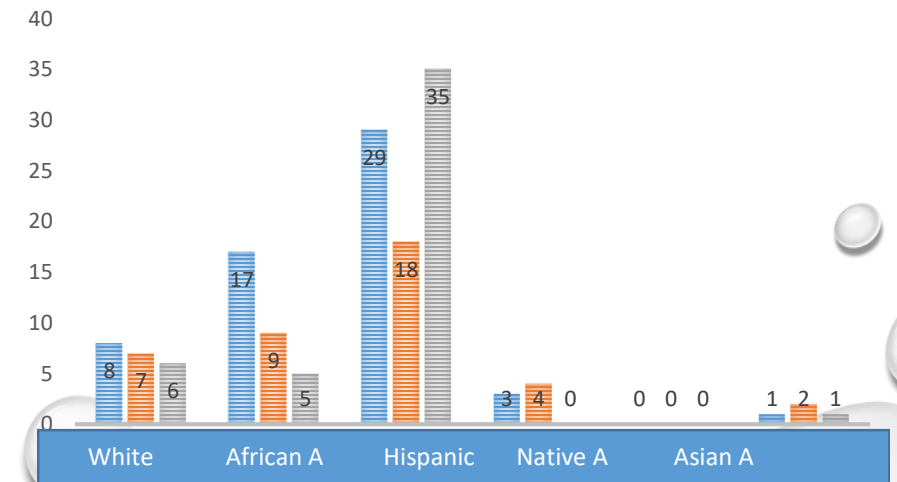
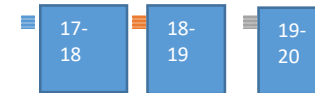
Slightly higher # of 2nd offenses than last year.
More students participated in workshops in 19-20

Second Quarter Incident Comparison Exclusionary Discipline Two and Three Year Comparison

| Dispositions | | | 2017-2018 | | 2018-2019 | | 2019-2020 | | 3 Year 2017-2019 | | 2 Year 2018-2019 | |
|-----------------------|--|--|-----------|------|-----------|------|-----------|------|------------------|-----|------------------|-----|
| | | | # | % | # | % | # | % | # | % | # | % |
| Long Term Suspensions | | | 58 | 0.12 | 40 | 0.09 | 47 | 0.11 | 11 | .01 | 7 | .02 |
| White/Anglo | | | 8 | 0.08 | 7 | 0.08 | 6 | 0.07 | 2 | .01 | 1 | .01 |
| African American | | | 17 | 0.39 | 9 | 0.21 | 5 | 0.11 | 12 | .28 | 4 | .10 |
| Hispanic | | | 29 | 0.1 | 18 | 0.07 | 35 | 0.13 | 6 | .12 | 17 | .06 |
| Native American | | | 3 | 0.18 | 4 | 0.24 | 0 | 0 | 0 | 0 | 0 | 0 |
| Asian | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| MultiRacial | | | 1 | 0.06 | 2 | 0.13 | 1 | 0.06 | 0 | 0 | 1 | .07 |

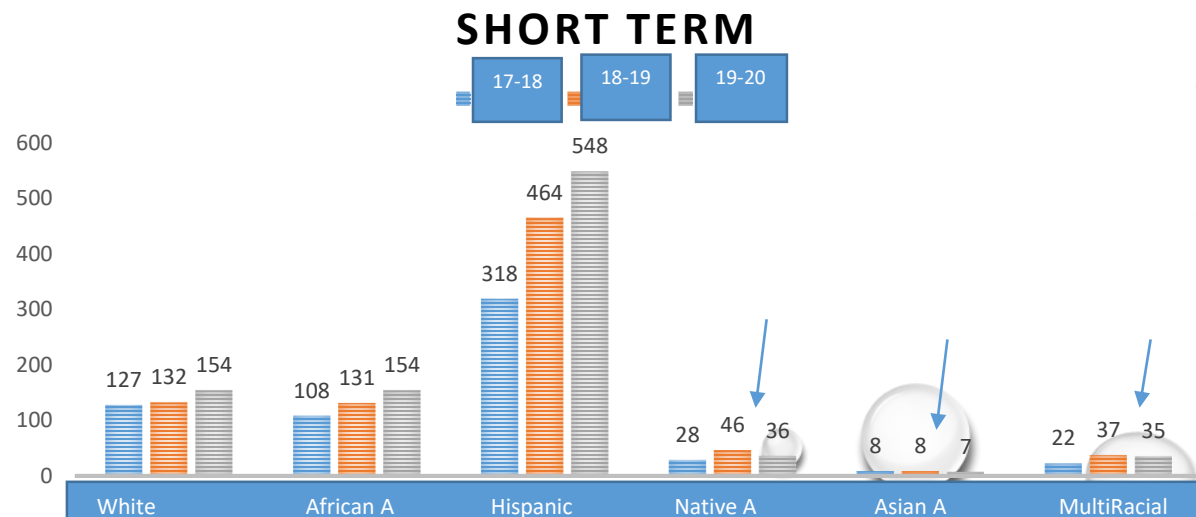


LONG TERM



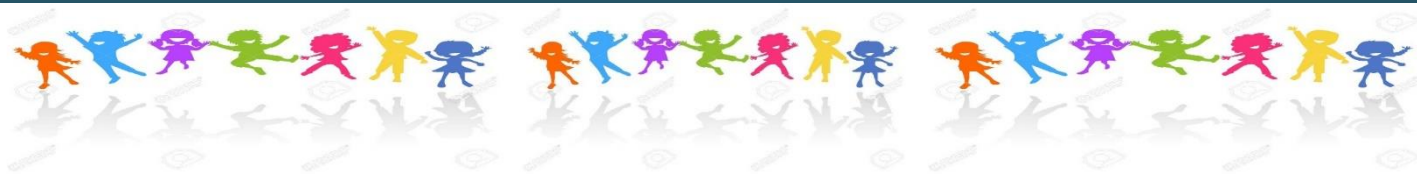
Second Quarter Incident Comparison Exclusionary Discipline Two and Three Year Comparison

| Dispositions | | 2017-2018 | | 2018-2019 | | 2019-2020 | | 3 Year 2017-2019 | | 2 Year 2018-2019 | |
|------------------------------|--|------------|-------------|------------|-------------|------------|-------------|------------------|------------|------------------|------------|
| | | # | % | # | % | # | % | # | % | # | % |
| Short Term Suspension | | 611 | 1.32 | 818 | 1.82 | 964 | 2.16 | 353 | .84 | 146 | .34 |
| White/Anglo | | 127 | 1.35 | 132 | 1.46 | 154 | 1.73 | 27 | .38 | 22 | .27 |
| African American | | 108 | 2.49 | 131 | 3.05 | 154 | 3.51 | 46 | 1.02 | 23 | .46 |
| Hispanic | | 318 | 1.12 | 464 | 1.69 | 548 | 2.12 | 230 | 1 | 84 | .43 |
| Native American | | 28 | 1.64 | 46 | 2.78 | 36 | 2.23 | 8 | .59 | 10 | .55 |
| Asian | | 8 | 0.81 | 8 | 0.81 | 7 | 0.73 | 1 | .08 | 1 | .08 |
| MultiRacial | | 22 | 1.39 | 37 | 2.38 | 35 | 2.27 | 13 | .88 | 2 | .11 |



“There are people that will say ‘We don’t have time for school climate because we have so much on our plate,’ and my philosophy is school climate is actually the plate that everything else has to go on.”

- Peter DeWitt



Advanced Learning Experiences



ADVANCED
LEARNING EXPERIENCES

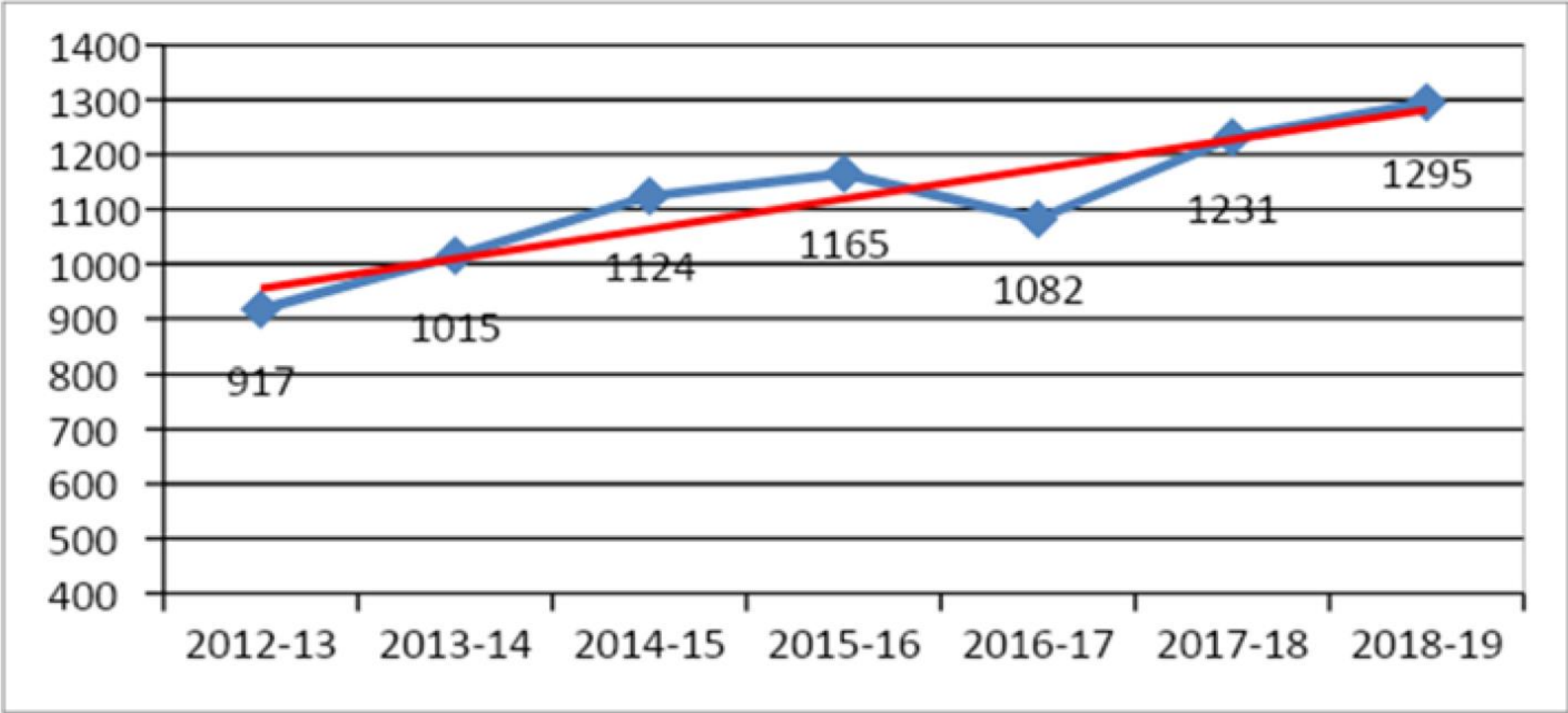


ALE course and program opportunities

- The Tucson Unified School District will ensure equitable access to advanced learning opportunities for all students.
- Advanced Learning Experiences (ALE) include:
 - ❖ Gifted and Talented (GATE) programs
 - ❖ Advanced Academic Courses (AACs)
 - ❖ University High School (UHS)
- ALE Support: Advancement Via Individual Determination (AVID)



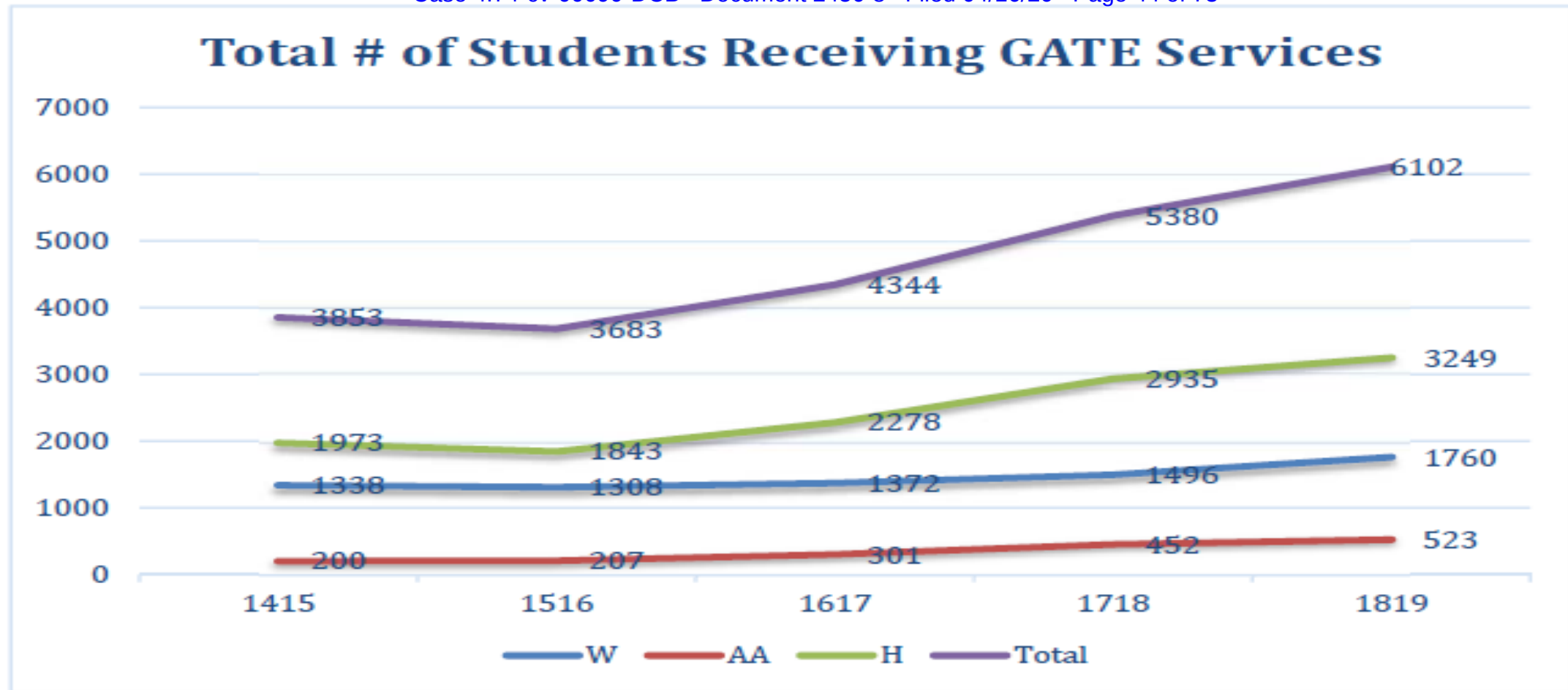
ALE Participation



Total Number of ALEs taken by African American Students



- **Self Contained Classes:** Students attend full time at a school that accommodates the feeder pattern of the home school.
 - **Pre GATE Kindergarten Services-** Students attend full time, five days per week and instruction is provided by a gifted-endorsed teacher.
- **Pull-Out Itinerant Services:** A GATE itinerant teacher is assigned to each elementary school. The amount of time/number of days at each school is dependent on the number of students served. The primary service is a pull-out program of approximately 90 minutes per week providing enriched instruction in small group setting.
- **Dual Language Program:** Students attend full time in self-contained classroom. Instruction in Spanish and English.
- **GATE Magnet and Cluster Models:** Students attend full time, receiving instruction from a Gifted endorsed teacher. Classrooms are comprised of qualified GATE students and general education students.
- **GATE MS/HS Resource:** GATE Resource services are open access. GATE instruction is provided in core enrichment classes and/or content classes.



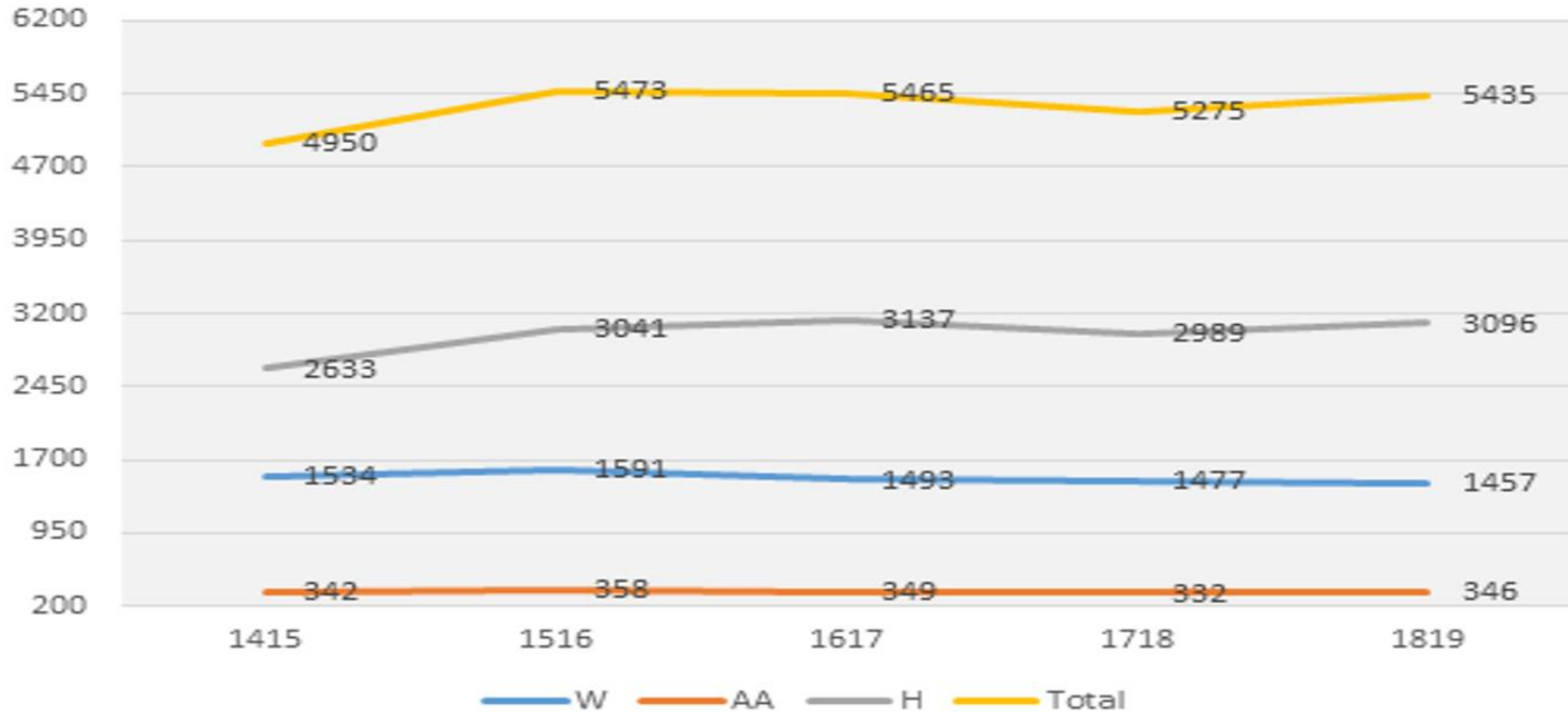
TOTAL NUMBER OF STUDENTS RECEIVING GATE SERVICES

Advanced Academic Courses (AACs)

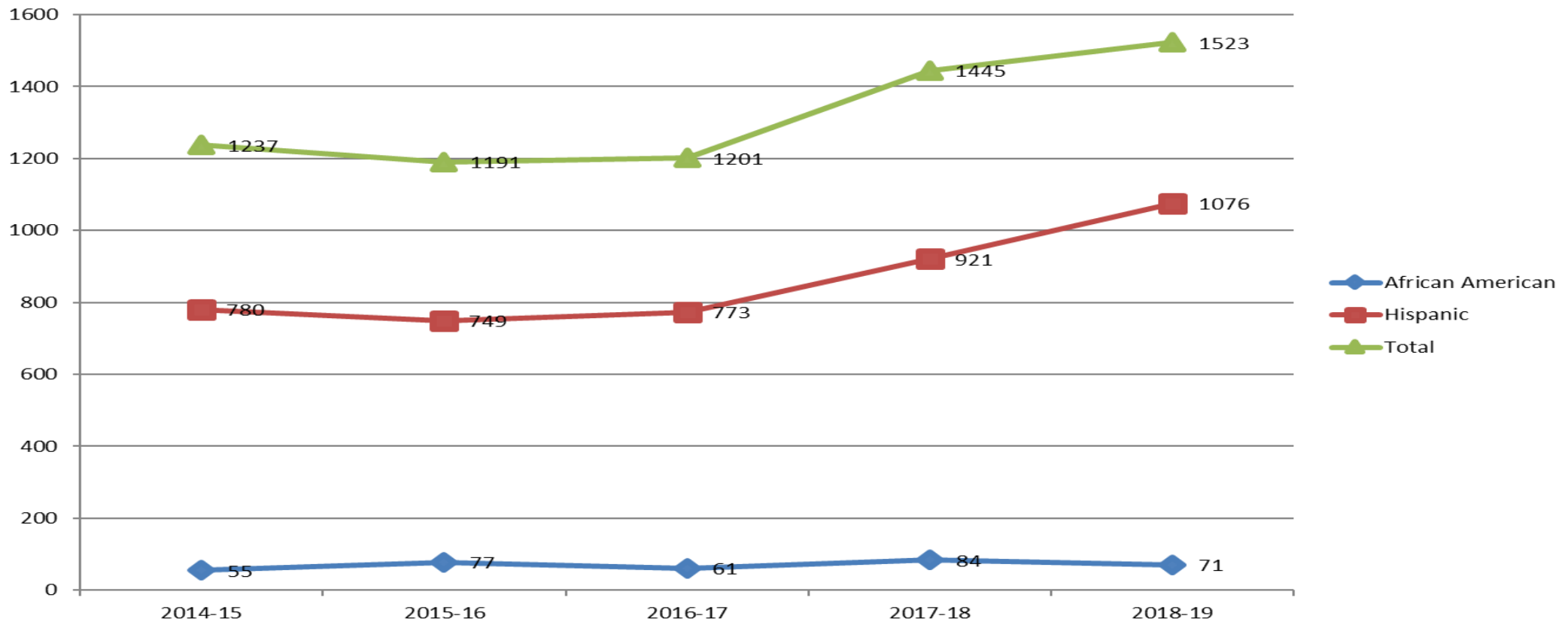
- Advanced Placement (AP) courses
- International Baccalaureate (IB) Programme
- Dual credit courses
- Middle school courses offered for high school credit
- Dual Language Programs
- Honors courses
- Accelerated math courses



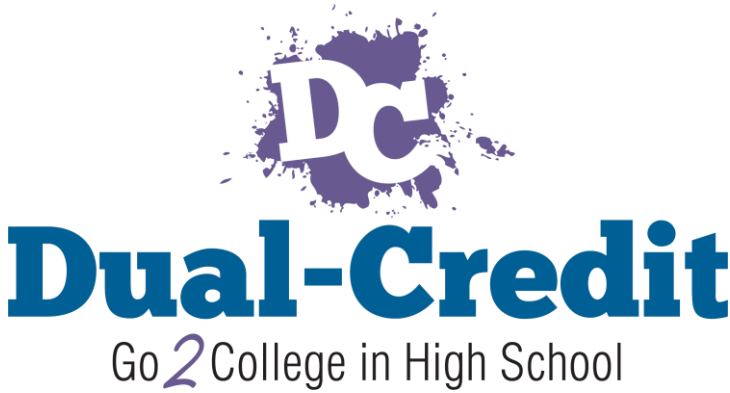
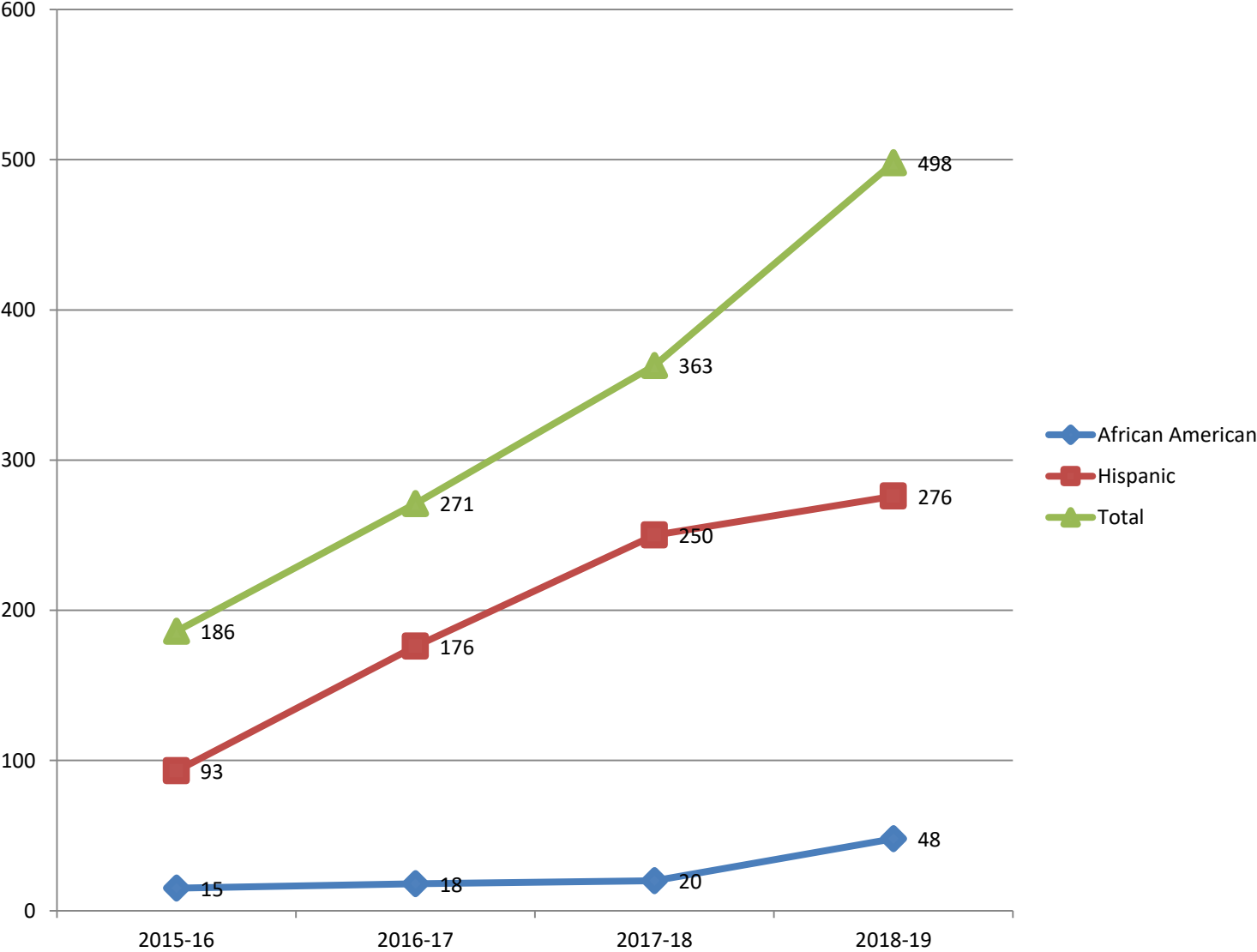
Honors Course Enrollment



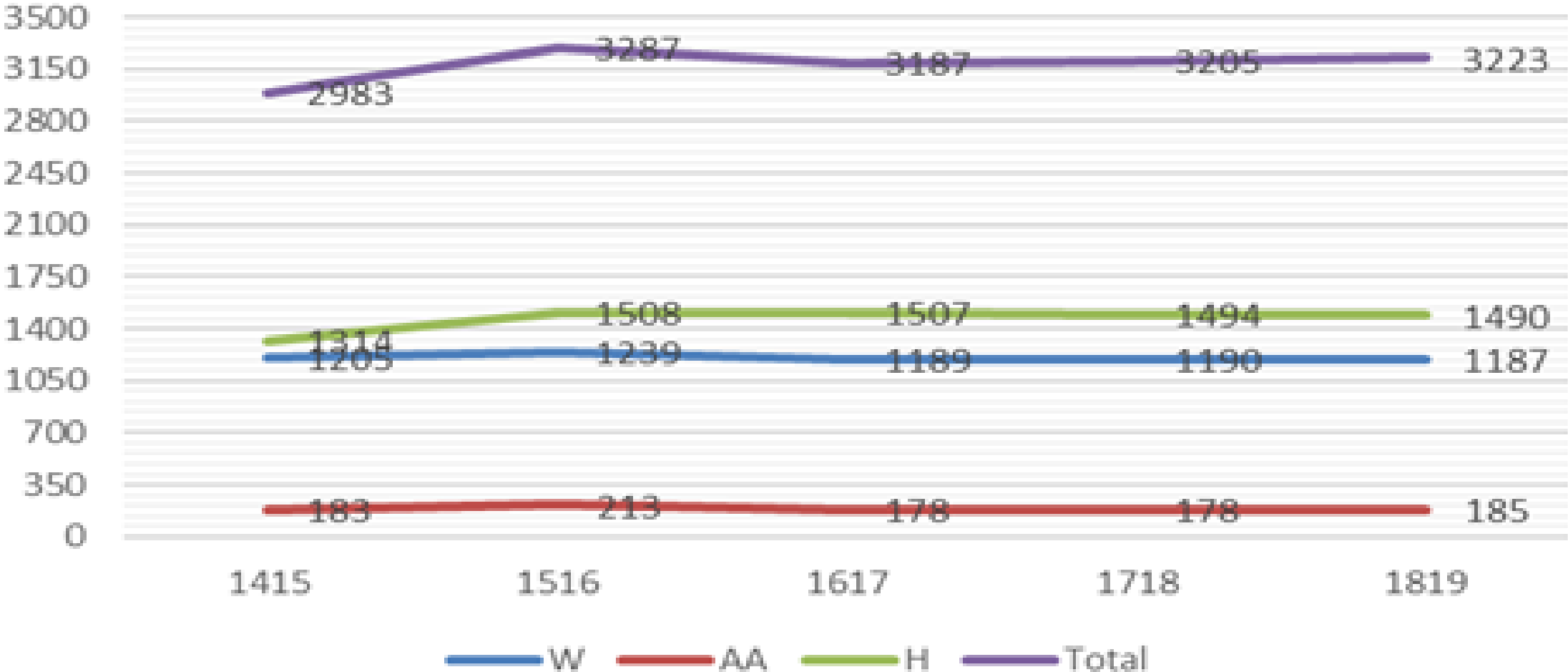
Middle School Courses for High School Credit Enrollment



Dual Credit Enrollment



AP Enrollment by Ethnicity





Continued expansion of AVID



Expansion of AACs



Collaboration with AASSD and MASSD to identify strategies which will increase enrollment of African American and Hispanic students in ALEs.

Opportunities for Growth

Questions



UPDATE:
**AFRICAN AMERICAN STUDENT
SERVICES DEPARTMENT**

2016-17

SM challenges budget for Student Success Specialists and entire dep't

Fall 2017

TUSD & Stakeholders Develop Reorg Plan (including input from Fisher Plaintiffs' recommended expert, Dr. Benson)

February 2018

Special Master Annual Report and Recommendations

March – August 2018

TUSD (and Parties) Object to the Recommendation

September 2018

Court orders TUSD to submit another plan

December 2018

TUSD submits AASSD Operating plan

January 2019

SM objects to the new plan

February 2019

TUSD objects to SM recommendation

April 2019

Court orders more revisions

August 2019

TUSD submits revised AASSD Operating plan

October 2019

SM Report and Recommendation

November 2019

Court Orders R&R

December 2019

SM submits R&R

UPDATE:
**TUSD/PIMA JTED
CAREER AND TECH
HIGH SCHOOL @ THE BRIDGES**

New! **JTED Innovative Learning Center** **@ The Bridges**



WHAT IS PIMA JTED?

The Pima Joint Technical Education District provides free career and technical education to high school students in Pima County. Students attend JTED classes at one of its central campuses, or at satellite locations throughout the County.

- 80% of Pima JTED students go on to post-secondary training/college/ or enter the workforce.**
-
- Students with a CTE-related degree or certification can earn up to \$20,000 more annually than those without CTE training.**

WHAT IS THE NEW HIGH SCHOOL

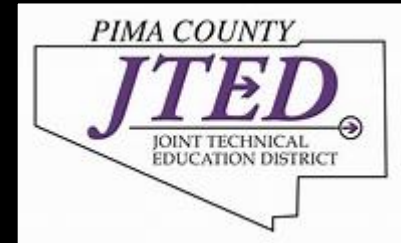
No-boundary, open-access high school

Approx. 400 students in first of three phases

TUSD (Core Classes) and Pima JTED (CTE Classes)

State-of-the-art classrooms and equipment

Earn industry certificates and credentials,
internships, externships, and college credit

The logo for Tucson Unified School District, featuring the text "TUCSON UNIFIED" in a large, bold, serif font, with "SCHOOL DISTRICT" in a smaller, sans-serif font below it, all enclosed in a white rectangular box with a black border.

New Programs

3D Animation/Virtual Reality & Game Design
Air Transportation - FAA Drone Operator
Automation/Robotics - Logistics, Optics, and AI
Business Start-Up/Entrepreneurship
Culinary and Nutritional Arts/Restaurant Management
Cybersecurity/Artificial Intelligence
Engineering - Aerospace and Mining Technology
Health Care Foundations
Licensed Nursing Assistant
Registered Medical Assistant

UPDATE:
RE-OPENING OF WAKEFIELD MS



What is the proposal?

Re-open Wakefield
with three key features:

1. Small Size

400 STUDENTS
OR LESS

2. Strong Partnerships

UNIVERSITY OF
ARIZONA

HIGHER
GROUND

COMMUNITY
ORGANIZATIONS

3. Unique Learning Environment

LABORATORY
SCHOOL

SOCIAL-EMOTIONAL
LEARNING

ADVANCED LEARNING
EXPERIENCES

AFTER-SCHOOL
PROGRAMS





What are the key objectives:

DIVERSITY

GREAT TEACHING AND IMPACTFUL LEARNING

IMPROVE ALE PIPELINE





How will we achieve a diverse student population in a racially concentrated area?

- No-Boundary School
- Express Bus
- Modified Lottery
- Targeted Marketing, Outreach, and Recruitment





How will we provide great teaching and impactful learning?



- Master Teachers
- Embedded Professional Learning for Student Teachers
- Small class sizes, small-group, one-on-one instruction



How will we improve the ALE pipeline?



- Strengthen options between ES GATE and HS programs (UHS, Cholla IB, Pueblo College Prep)
- Prepare students for success at TUSD HS ALE programs
- Utilize a modified lottery to increase cohorts of traditionally underserved students at UHS, particularly African American students



Lab School – Learning at All Levels



Student
Teachers



TUCSON UNIFIED SCHOOL DISTRICT



African American Student Services

Jimmy Hart, Director

African American Student Achievement Desegregation Updates

There is great power in harmony and
mutual understanding.

Vision Mission & Values

Vision

We will work to ensure African American Students receive a quality education and are prepared to succeed in a global society.

Mission

Fostering success through Academics, Advocacy and Collaboration, Empowerment, Equity, and Intervention.

Core Values

Advocacy • Integrity • Empowerment •
Teamwork



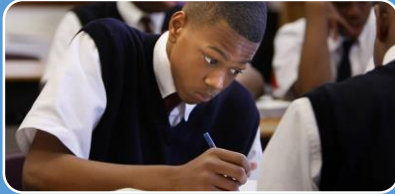
Graduation

- Increase the number of students on track for graduation at targeted schools by 5% from SY18-19.



Parent Engagement

- Increase parent representation and participation on site councils at targeted schools by 10%.



Access and Completion

- Increase access, participation and completion of advanced learning experiences (ALE) by 10% from SY18-19.



Restorative

- Work with targeted schools to reduce suspensions and disproportionate discipline by 10% from SY18-19.



Achievement

- Work with schools to reduce failure rates by 10% from SY18-19.

Organizational Structure for Student Support



Staff SY18-19 = 14 FTE

Staff SY19-20 = 18 FTE

Staff with a B.A./B.S. SY18-19 = 50%

Staff with a B.A./B.S. SY19-20 = 100%

Masters degree = 8

- Shermaine Fort: Discipline and Restorative Practices
- Kyra Harris: College and Career Readiness
- Katrina Messing: Advanced Learning Experiences (ALE)
- Jeff Sawyer: Family and Community Engagement

Student Success Coaches

- Braswell Chappelle: Booth-Fickett K8, Secrist MS, Palo Verde HS
- Joseph Clark: Gridley MS, Magee MS, Sahuaro HS
- Amy Gile: Roberts-Naylor K8, Vail MS, Rincon HS
- Richard Langford: Safford K8, Tucson Magnet HS
- Zander Tsadwa: Doolen MS, Catalina HS

Behavioral Specialists

- Marissa Bell (district-wide)
- Eric Emerson (district-wide)

Response to Intervention (RTI) Specialists

- Grace Delajoux: Blenman ES, Erickson ES (ELA)
- Robin Marks: Doolen MS, Utterback MS (Math)
- Kevra Rich: Booth-Fickett K8, Dietz K8 (ELA)
- TBD: (ELA)

Program Coordinator

- Wendell Jones

Administrative Assistant

- Christina Chapa

Director

- Jimmy Hart

Our Staff



Jimmy Hart
Director
[\(520\) 584-7500](tel:5205847500)
Jimmy.Hart@tusd1.org



Wendell Jones
Program Coordinator
[\(520\) 584-7500](tel:5205847500)
Wendell.Jones@tusd1.org



Christina Chapa
Administrative Assistant
[\(520\) 584-7500](tel:5205847500)
Christina.Chapa@tusd1.org

RTI and Behavior Specialists



Grace Delajoux
RTI Specialist
[\(520\) 584-7500](tel:5205847500)
Grace.Delajoux@tusd1.org



Robin Marks
RTI Specialist
[\(520\) 584-7500](tel:5205847500)
Robin.Marks@tusd1.org



Kevra Rich
RTI Specialist
[\(520\) 584-7500](tel:5205847500)
Kevra.Rich@tusd1.org



Marissa Bell
Behavior Specialist
[\(520\) 584-7500](tel:5205847500)
Marissa.Bell@tusd1.org



Eric Emerson
Behavior Specialist
[\(520\) 584-7500](tel:5205847500)
Eric.Emerson@tusd1.org

Program Specialists



Katrina Messing
Advanced Learning Experience (ALE)
[\(520\) 584-7551](tel:5205847551)
Katrina.Messing@tusdl.org



Kyra Harris
College and Career Readiness
[\(520\) 584-7500](tel:5205847500)
Kyra.Harris@tusdl.org



Shermaine Fort
Restorative Practices and Discipline
[\(520\) 584-7500](tel:5205847500)
Shermain.Fort@tusdl.org



Jeff Sawyer
Community Engagement and Outreach
[\(520\) 609-7943](tel:5206097943)
Jeffrey.Sawyer@tusdl.org

Student Success Coaches



Joseph Clark
Student Success Coach
[\(520\) 584-7500](tel:5205847500)
Joseph.Clark@tusdl.org



Amy Gile
Student Success Coach
[\(520\) 584-7500](tel:5205847500)
Amy.Gile@tusdl.org



Richard Langford
Student Success Coach
[\(520\) 584-7500](tel:5205847500)
Richard.Langford@tusdl.org



Zander Tsadwa
Student Success Coach
[\(520\) 584-7500](tel:5205847500)
Alexander.Tsadwa@tusdl.org

