

**TUSD RFI #(s): 2740 - 2748**

**Estimated TUSD Staff Time: 8 hours**

**Attachment(s):**

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

## TUSD Request for Information Form

### RFI Instructions

1. TUSD will assign each request its TUSD RFI number.
2. Provide the topic of the request (e.g., Corrective Action Plans)
3. Present the RFI in the form of one or more specific questions.
4. Optional: For every question/request on the form, ` indicate include the reason(s) why the information being requested is needed.
5. Indicate the relevant section of the USP, court order, district report or other document (i.e., reference) that relates to RFI. Page numbers may be more appropriate in some instances).
6. Use a separate form for each specific topic about which information is being requested unless the answers to the questions posed are interdependent or relate to the same section of the document you are referencing (e.g., the USP).
7. Copy the TUSD email group "Deseg."

## Request for Information

<b>Submitted by:</b>	Special Master, Dr. Hawley
<b>Submission Date:</b>	April 8, 2020
<b>Subject:</b>	Comments on first draft of the 20-21 budget
<b>USP or Reference</b>	

**RFI #2740** - Is the \$500,000 salary increase to cover previously agreed upon increases? If not, what is it for?

**Response:** This is controlled by employee agreement-driven, annual salary step increases. These are the result of negotiations with administrative and teacher bargaining groups.

**RFI #2741** - I have studied bias training and there is little evidence that works. Indeed, it sometimes backfires. I'm happy to provide some further information about this and to suggest some directions. This can be done at much less cost. The budget criteria form submitted does not have the space for evidence of the potential effectiveness of the expenditure. Why has the district amended the form to eliminate such a criterion?

**Response:** This will not be in Draft 2.

**RFI #2742** - The framework for reduction or elimination needs to include that the action would be based on evidence that whatever you are proposing to eliminate is working or (as in E3) that the proposed reduction involves the need for funds for a higher priority with greater promise of success. If something is not working, the fact that the USP or the court has required it should not be a reason to sustain it.

**Response:** The framework has been revised to include justification for evidence of effectiveness, see revised section A.4., below:

A. Framework for Proposed Reinvestments (Reductions or Eliminations)

*The District will utilize the following framework for proposed reinvestments to identify funds that can be reduced or eliminated to create budgetary capacity for the new or expanded items:*

1. *USP Relation: Identify whether the previous expenditure is required by the USP or Court Order.*
2. *Budget Reduction: Address whether the resource will be funded from a non-910(G) source (if a resource previously funded from 910(G) will be funded in the future by a non-910(G) source, it is not a resource reduction even though it may be a reduction in 910(G) spending)*
3. *Priority: Staff determines whether the budget item takes priority over other items.*
4. *Justification: Staff must provide justification, based on evidence of effectiveness or efficiency, for a reduction or elimination*

**RFI #2743** - With respect to seventh period days. What are the artifacts and the criteria that will be used to determine which schools should lose the seventh period days?

**Response:** Artifacts (not all artifacts exist for each school – material varied by school level (ms v hs), program type (AVID vs non-AVID), etc.

- PLC process, communication, and evaluation materials and tools
  - PLC logs and sign-in sheets
  - PLC mtg agendas, minutes, and notes
  - PLC Team Lead evaluation tools
  - PLC communications re student interventions
  - PLC collective commitments
  - PLC schedules; coaching calendars
  - PLC implementation narratives
  - PLC daily schedules and weekly assignments
  - MTSS support documents and sign-in sheets
  - Collaborative Teacher Team meeting agendas, sign-in sheets, critical questions, etc.
  - IXL diagnostic tools
  - Interactive notebook tools
  - WICOR strategies
  - AVID materials
  - Classroom management tools

- Exemplars/Templates used in PLCs
  - student support Plan exemplars
  - student intervention SMART Goal exemplars
  - lesson plan templates
- Professional Learning materials
  - data-driven decision-making cycle
  - classroom management trainings
  - ACES and trauma informed care
  - IXL training opportunities
  - CRP/SPARKS training documents
  - CR strategies and examples
  - MTSS interventions and support training documents
- Assessment and Evaluation materials
  - Danielson clarifying questions
  - Danielson self-reflections
  - Observations
  - ELL assessment materials; AZELLA reports
  - Teacher feedback
  - Quarterly benchmark data
  - AzMERIT data
  - AVID site goals (where applicable)

Criteria Used to Determine Which Schools Lose the 7<sup>th</sup> Period Day

- a noticeable decline or marginal improvement on benchmark assessment data
- a noticeable decline or marginal improvement on common formative assessments
- a noticeable decline or marginal improvement on AzMerit scores
- lack of an adequate system for appropriately implementing PLCs for teachers and/or intervention classes for students within the 7-period day

**RFI #2744** - The district might consider phasing out the stipends to the new level during the next year to test whether it makes a difference, but we support the direction. We do not know why there is a need to pay a stipend to teachers in magnet schools, unless they have particular skills that are otherwise difficult to secure.

**Response:** The District is considering different ways to phase out these costs.

**RFI #2745** - With respect to magnet school funding, how does one improve academics without improving tier 1 instruction? And why isn't tier one instruction the highest priority since the evidence is clear that the quality of teaching is the most powerful influence a school has on student learning.

**Response:** One of the District's highest priority for all schools is to develop a structure for regular classroom observations to support teacher growth in delivering quality Tier 1 instruction. The District recognizes that research shows, when quality Tier 1 instruction is delivered consistently, it directly impacts improved academics for all students.

During the past three years, the magnet department has supported magnet schools with increasing their skills and knowledge with recognizing and coaching quality Tier 1 instruction.

During the 2017-2018 SY, the department provided its school leadership teams, including principals, professional development and practice with a structured observation and reflection cycle. This is of high priority due to the fact that implementing a system to observe and to provide feedback to teachers more frequently while coaching one or two targeted Tier 1 strategies increases the ability of teachers to improve their repertoire of effective teaching strategies and to provide quality instruction with immediate results.

As well, the magnet department has provided monthly professional development to magnet coordinators on how to identify and coach teachers to improve quality Tier 1 instruction. Effective Tier 1 strategies are looked at more deeply so that knowledge of these practices are easier to recognize and then to support teachers with refining their practices. Quality Tier 1 practices that were of focus for the 2019-2020 SY include developing a positive classroom culture, teaching to one objective at a time, aligning all teacher actions to the objective (information, responses, activities, and questions), and engaging students with collaborative structures. Magnet Coordinator share all professional development with their teachers and focus on enhancing these practices through the observation and reflection cycle.

Currently, the Magnet Department will continue to focus on Quality Tier 1 instruction as a focus each school year when working with the Magnet Coordinators. It has already been determined, through the Comprehensive Needs Assessment that each school completes, that teachers would benefit from have a strong understanding of how to implement a balance of assessment types. Therefore, our focus for the 2020-2021 SY will be on pre-assessments, informal and formal assessments, summative assessments, and how to plan and implement differentiated instruction as a result of student assessment outcomes. Magnet Coordinators will then provide their teachers with the information that they learn from our professional development sessions.

Quality Tier 1 Core Instruction is the first site level strategies to improve student achievement and is outlined in the Comprehensive Magnet Plan as follows:

#### Quality Tier 1 Core Instruction

Quality Tier 1 core instruction focuses on the planning and implementation of high quality, researched-based classroom instruction. Part 1 includes planning interventions to ensure that students master classroom content. Therefore, schools need to ensure that underachievement is not due to a lack of appropriate instruction. A District priority for all schools is to develop a structure for regular classroom observations and feedback sessions to support teacher growth. Classroom observation and feedback sessions differ from the District's Teacher Evaluation System in that they are frequent observation cycles that are designed to coach for one or two enhancements rather than evaluate teacher performance over a series of indicators. Magnet Coordinators and Curriculum Service Providers work directly with teachers to enhance quality Tier 1 planning and instruction. Magnet Coordinators support and monitor the integration and implementation of theme-aligned instruction, including theme-related collaborative student activities and problem solving with tiered levels of intervention and formative assessments relevant to instruction that improves student achievement.

Teachers that do not respond to or show growth through the classroom observation and feedback sessions will be referred to the principal of the school for additional support through the New Teacher Induction Program, Teacher Support Plan, or other actions

based on classroom observation or evaluation (the principal will refer to District Policy and Regulations for Evaluation of Certificated Teachers (Policy Regulation: GCO-R))

As well, the District's high priority and focus on Tier 1 Instruction, led the Magnet Department to apply and to be awarded to present the observation and reflection cycle at the 2018 and 2019 Magnet Schools of America Conference at a breakout session that was attended by educators across the country.

All magnet schools budget funding to support improving quality Tier 1 instruction. Funding for Curriculum Service Providers and professional development is evident in each magnet school plan budgets.

**RFI #2746** - What evidence will the district require from outside consultants to demonstrate the efficacy of their contributions?

**Response:** The District will require outside consultants to provide us, or to develop with us, the criteria that will be used to capture and measure evidence of effectiveness. The District will revise the language in the 910G consultant form to reflect this requirement.

**RFI #2747** - If summer school funding is not effective, rather than eliminate it, the district should find a way to make it more effective. The so-called summer slide has been found to be a major source of the achievement gap in most districts (though some preliminary analysis we have done suggests that the district has been able to minimize the summer slide and it would be worth knowing why that is).

**Response:** The District is currently evaluating summer school and will take this into consideration. The District will work to improve summer school programs rather than eliminate them.

**RFI #2748** - While we have no objection to the use of AVID, why is the form to justify its use different and such a mess?

**Response:** The Student Support Form for AVID is attached. The form itself has not changed. We are unclear about what you mean by "messy", but we are happy to discuss further with you, if needed.

## STUDENT SUPPORT CRITERIA FORM (REVISED 2016)

**BUDGET YEAR 2019-20****Program: Advancement Via Individual Determination (AVID)****Site(s) and/or Dep't(s):** Advanced Learning Experiences – Daniel Erickson**Date of Submission:** January 31, 2019**PART A – RUBRIC** (To be completed by the person responsible for implementing the program)

This program:		Strongly Agree	Mostly Agree	Some-what Agree	Do Not Agree At All
<b>1</b>	supports and strengthens other existing programs	X			
<b>2</b>	duplicates services with other existing programs				X
<b>3</b>	uses a diagnostic tool(s) to determine student participation Name of diagnostic tool(s): Student entry interviews for the AVID program	X			
<b>4</b>	prioritizes the individual student's specific needs in all activities provided	X			
<b>5</b>	focuses primarily on improved student behavior			X	
<b>6</b>	focuses primarily on improved student attendance		X		
<b>7</b>	focuses primarily on increased academic performance	X			
<b>8</b>	utilizes culturally relevant instructional materials on a regular basis	X			

## STUDENT SUPPORT CRITERIA FORM (REVISED 2016)

<b>9</b>	emphasizes culturally relevant practices significant to all students	x			
<b>10</b>	has an established a communication feedback protocol with the school day teacher	x			
<b>11</b>	provides regular updates to the school day teacher on student progress	x			
<b>12</b>	provides tutoring on a regular basis	x			
<b>13</b>	is very effective in supporting students needs	x			

Students in this program:					
<b>14</b>	are monitored on a regular basis to assess changing needs and/or mastery of material	x			
<b>15</b>	remain in the program all year long	x			
<b>16</b>	are also served by other support programs			x	
<b>17</b>	with limited English proficiency are represented in this program	x			
<b>18</b>	with limited English proficiency have adequate resources available to them to understand the content of the program	x			
<b>19</b>	show the greatest success when they are pulled out of class for services				x
Teachers in this program:					

## STUDENT SUPPORT CRITERIA FORM (REVISED 2016)

<b>20</b>	are primarily made up of paraprofessionals				x
<b>21</b>	are primarily made up of certified teachers	x			
<b>22</b>	who are paraprofessionals are closely supervised by appropriately certified personnel				x
<b>23</b>	meet regularly as a team to coordinate student support services	x			
<b>24</b>	represent the ethnic/cultural backgrounds of the students they serve	x			
Students:		>20	11-20	0-10	NA
<b>25</b>	are typically in classes with about ____ other students	x			
<b>26</b>	receive, on average, about a total of ____ hours per weeks of services			x	
<b>27</b>	receive, on average, about ____ hours per week of tutoring services specifically			x	
<b>28</b>	receive, on average, about ____ hours of services during the school day per week			x	
<b>29</b>	receive, on average, about ____ hours of services before or after school per week			x	

## STUDENT SUPPORT CRITERIA FORM (REVISED 2016)

### **PART B – EVALUATION** (to be completed by the person responsible for implementing the program)

<b>1</b>	<p><b>Is there documentation or research that supports the efficacy of the program or strategy? Please provide. IF SO, WHAT DOES THE EVIDENCE SAY?</b></p> <p>This is the link to the AVID Central page that presents and explains the research and data showing the success of the AVID program and students.</p> <p>AVID research:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.avid.org/avid-impact.ashx">http://www.avid.org/avid-impact.ashx</a></li> </ul> <p>Yes, research indicates that, “Successful AVID programs reach out to parents and guardians to provide them with cultural capital that will empower them to support their child’s academic endeavors and create a college going culture in their home, in addition to delivering basic information on college readiness and preparation (Bernhardt, 2013). Furthermore, the majority of AVID students come from a minority or low socioeconomic background and is a thriving program at 13 TUSD schools. AVID also seeks to, “address the educational gap poverty creates, it is important for educators to utilize a system that embraces the students’ diversity and supports them in their quest for a postsecondary degree (Peabody Jr., 2012). The Tucson Unified School District AVID graduation rates are substantially higher than national, state, and district graduation rates. For SY 2016-17 AVID Seniors had a 97% graduation rate, which increased to 98% in SY 2017-18.</p> <p>Based on this research, adding the AVID program to more schools in the Tucson Unified School District will help foster a college going culture, prepare students to take advanced classes, and help prepare students for life after high school.</p>
<b>2</b>	<p><b>Does the program or strategy support the current programs or strategies being implemented in the school(s)?</b></p> <p>Yes, currently the AVID program is at 13 schools in TUSD and is preparing students to take Advanced Placement, Dual Credit Honors, Advanced, GATE, and International Baccalaureate classes. There is no other program currently offered in TUSD that replicates what AVID offers.</p>
<b>3</b>	<p><b>If this is a District-level program (more than one site), describe how sites are selected, including how the selected sites demonstrate the potential for producing the greatest outcomes for the cost of the program or strategy.</b></p> <p>Site selection for adding AVID will be based on recommendations from Leadership and working towards completing feeder patterns across the district. Sahuaro and Rincon HS are currently in the planning stages to implement AVID programs in SY 2019-20. These schools were selected based on demographic data, feeder patterns and each sites’ commitment to the success of the program. The District is also analyzing adding one or two additional elementary and/or K-8 schools.</p> <p>Current sites include – Wright, Booth-Fickett, Magee, Valencia, Utterback, Doolen, Secrist, Pistor, Palo Verde, Catalina, Cholla, Pueblo and Tucson High.</p>

## STUDENT SUPPORT CRITERIA FORM (REVISED 2016)

4	<p><b>Does the program or strategy focus on students' specific needs? If so, what needs?</b></p> <p>Yes – Academic needs. AVID is a general curriculum that focuses on teaching all students the strategies that research has shown leads to academic success in high school and prepares students for college admittance and attendance. These include Writing, Inquiry, Collaboration, Organization and Reading (WICOR). It also includes specific tutoring services that occur during the school day in the AVID classroom.</p>
5	<p><b>Describe how the time spent with each student is tailored to his or her needs, including whether the actual time(s).</b></p> <p>AVID is a program that works to meet the individual needs of each student. Students participate in tutorials twice a week, in which they ask questions and receive targeted support from classmates, tutors, and teachers in subject areas in which they are struggling. Each student completes a Tutorial Request Form and is able to receive help in the subject area they choose.</p> <p>AVID tutors, hired out of a pool of college students, tutor the students twice a week in the AVID class. AVID tutors receive 16 hours of training, throughout the year, to ensure they are effectively using AVID methods to support student learning.</p>
6	<p><b>Is the program or strategy targeted to students at-risk in the areas of behavior, attendance and/or academics?</b></p> <p>No. AVID targets students in the “academic middle,” specifically those students with a 2.0 to 3.5 Grade Point Average. Typical AVID students have average or better attendance and no serious behavior problems.</p>
7	<p><b>Does the program or strategy utilize culturally relevant materials and/or practices? Describe those materials and practices.</b></p> <p>Yes, as Peabody Jr.'s research indicates, AVID is a program that is vastly used as culturally relevant and has demonstrated success for low-income, diverse families across the world (2012). AVID materials, which come with the program, use culturally relevant materials in their reading selections and writing assignments. AVID teachers employed by TUSD to teach the AVID elective will be directed to include culturally relevant practices in their lesson planning.</p>
8	<p><b>Does the program or strategy use a “pull-out” method?</b></p> <p>No. AVID is a class within the school day for middle school and high school students. Elementary AVID varies from this method and is incorporated by the classroom teachers.</p>

## STUDENT SUPPORT CRITERIA FORM (REVISED 2016)

9	<p><b>If tutoring is involved, who provides the tutoring?</b> How is what is being learned by students linked to what they are learning in their classrooms? How many students do tutors work with at any given time? How much time per week does a student have with a tutor? If there is a range, explain.</p> <p>Tutoring is a key component of AVID. Each site has college age tutors for their tutoring sessions twice a week. Tutors are given a ‘Tutorology’ training by AVID in order to provide these services. Tutoring sessions are observed and evaluated by the classroom teacher each week and by the ALE Director each quarter. Tutoring sessions are based on students completing Tutorial Request Forms in the specific subject area in which they need help. This allows for students to receive targeted academic support in all subject areas during AVID Tutorials.</p>
10	<p><b>Are the types of students (defined by learning need, not demographics) served by this program also served by other support programs?</b> If so, which are most cost effective? Could the effects be strengthened if combined w/another program?</p> <p>AVID particularly targets those students who are underrepresented, first-generation to attend college, low SES, and/or “academic middle” students. Students are generally not supported by other support programs.</p>
11	<p><b>Are paraprofessional utilized?</b> Yes. If so, are they closely supervised by appropriately certificated personnel? Yes. Explain.</p> <p>The use of AVID tutors in tutorial sessions is crucial to the success of the AVID program. Students interact with college aged tutors and the teacher provides feedback on sessions as he/she moves from group to group to observe the sessions. The tutors are trained in AVID methodology. What is the ratio of paraprofessional to certified personnel? Tutors are provided at a ratio of 1 tutor per 7 students.</p>
12	<p><b>Does the program or strategy involve students with limited English proficiency?</b> If so, describe the level of staff members’ proficiency in non-English language accessibility, and describe the ways by which staff deals directly with English language deficiency where it is a part of a student’s difficulty in learning the content on which the program focuses.</p> <p>Yes. All certified teachers in the state of Arizona must have a Structured English Immersion endorsement on their teaching certificate. Emerging Bilingual students are able to enroll in AVID classes.</p>
13	<p><b>Funding Justification: What changes have occurred over the last 2 years that justifies continued funding of this program? Include data and an explanation of the data to support your justification. Whenever possible, use data from the previous Annual Reports.</b></p>

## STUDENT SUPPORT CRITERIA FORM (REVISED 2016)

In 2014-2015, the Tucson Unified School District had 6 schools with AVID. Over the last four years, we have added seven new AVID schools and intend to add two more schools to AVID for next year.

The District successfully grew its AVID programs over the last five years. The number of students served by AVID over the past five years increased substantially, from 503 students in SY 2013-14 to 2,495 in SY 2018-19.

In that time, Hispanic and African American students made up a majority of the students enrolled in AVID, with the enrollment of African American students higher than the general enrollment of African American students within TUSD. In SY 2017-18 school year, AVID enrollment for African American students was 11.9% and grew to 15.1% in SY 2018-19. Combined Hispanic and African-American enrollment in AVID accounts for over 73% of AVID students.

**Table 5.#: 100th-Day Multi year Comparison of AVID Enrollment by Ethnicity**

Year	White		African American		Hispanic		Native American		Asian Pacific		Multi Racial		100
	N	%	N	%	N	%	N	%	N	%	N	%	
14-15	98	13.7%	69	9.7%	492	68.9%	28	3.9%	8	1.1%	19	2.7%	
15-16	145	13.2%	120	10.9%	728	66.4%	47	4.3%	18	1.6%	38	3.5%	
16-17	150	11.4%	119	9.0%	942	71.4%	48	3.6%	32	2.4%	29	2.2%	
17-18	178	12.1%	176	11.9%	985	66.8%	53	3.6%	36	2.4%	47	3.2%	
18-19*	386	15.5%	376	15.1%	1468	58.8%	95	3.8%	80	3.2%	90	3.6%	

18-19\* - 40<sup>th</sup> Day Data

Therefore, expanding AVID, which supports students in the academic middle and prepares students to take Advanced Academic Coursework, would benefit numerous students. Furthermore, AVID also has a proven track record of making an impact on Hispanic and African-American students becoming academically prepared to take Advanced Academic Coursework.