EXHIBIT A

TUCSON UNIFIED SCHOOL DISTRICT NO. 1

Executive Summary

Of

Equity Initiatives

Under the Unitary Status Plan

Fisher, et al. v. Tucson Unified School District, et al.

Mendoza, et al. v. Tucson Unified School District, et al.

United States District Court, District of Arizona

74-CV-00090 TUC DCB and 74-CV-00204 TUC DCB

submitted to:

Honorable David C. Bury, United States District Court

prepared by:

Tucson Unified School District No. 1
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Introduction and Historical Context

This Executive Summary is designed to provide a short overview of the District's current programs and initiatives to improve student integration and minority academic achievement, along with other initiatives that are part of the District's overall commitment to integration, diversity, and equity for all members of its community. It is aimed at explaining what we do, how the various operating units of the District contribute and interact, and to the extent it can be measured, the results achieved. Where possible, the summary contains citations to documents in the record and available to the public which provide a more complete explanation or factual record.

Tucson Unified School District is committed to integration, diversity and equity for all students in the District. The District has for decades allowed open enrollment for any student at any school, space permitting, and for those whose enrollment would increase diversity, beginning long before state statutes required all Arizona districts to provide open enrollment. Beyond the Constitutional mandate prohibiting discrimination on the basis of race or ethnicity, the District has long recognized the positive benefits of a diverse learning environment, particularly when that environment consciously recognizes, embraces and promotes a sense of inclusiveness and belonging among its students and staff. Thus, though there is not currently any intentional, or *de jure* discrimination by the District – and has not been any for more than fifty years – the District continually works to reduce unconscious bias within its community, and takes a strong and fierce stand against any conscious discrimination displayed by individuals within that community.

Indeed, the District has been a leader in combating segregation and prejudice for more than seventy years. Prior to 1951, black children in elementary schools were required to be segregated from other races/ethnicities by Arizona statute. Black elementary students in the District were thus segregated from other students: prior to 1951, the District operated a single all-black elementary school, as required by state statute at the time.

In 1951, in response to an effort led by the superintendent of the District, the state statute mandating such segregation was changed, and instead merely permitted segregation of black elementary school students from others. The District immediately integrated, closing its one all-black school and assigning black students to neighborhood schools without regard to race.

In 1974, two lawsuits were filed in the United States District Court, asserting that the District was still intentionally discriminating against African American and Hispanic students in the District. Judge Frey conducted an extensive evidentiary trial

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in 1977, and issued a comprehensive ruling, finding facts and reaching conclusions of law.

Judge Frey found that the district's effort to integrate in 1951 was commendable, and met the legal standard set out in the landmark *Brown v. Board of Education* case three years later in 1954. Indeed, throughout the 1950s, the Tucson school district was nationally recognized as in the vanguard of the effort to eliminate *de jure* segregation and more broadly to reduce discrimination of all forms against all racial and ethnic groups.

Judge Frey also found that the District was not currently engaged in any *de jure* discrimination against either African American or Hispanic students in the District. However, Judge Frey did find that the some elements of the District's conduct in the 1950s and 1960s did violate Constitutional prohibitions against discrimination. Judge Frey's findings of *de jure* discrimination may be summarized as follows:

a.   The District failed to properly assign African American students to other schools when dismantling the prior segregated system in 1951, because it assigned too many African American students to schools that were heavily Hispanic.

b.   During the 1950s and 1960s, some elementary school construction and siting decisions were made with segregative intent, resulting in higher concentrations of Hispanic students in some schools.

c.   During the 1960s, some decisions to relieve individual school overcrowding were made with segregative intent, resulting in Hispanic students being assigned and transported to schools with high Hispanic concentrations, and Anglo students being assigned and transported to schools with lower Hispanic concentrations, despite the availability of closer, more integrative alternatives. [ECF 345, Ex. 1, *passim*.]

Judge Frey was careful to limit his findings of violations. First, he found that the District had never operated a dual school system with respect to Hispanic and white students:

> In light of the principles discussed above and the evidence
> presented, the segregative acts by the District and the
> existence of racial imbalance in the schools are insufficient
> for a finding that a Mexican-American/Anglo dual school
> system has ever been operated by the defendants. [*Id.*, p.
> 221.]

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[*Id.*, at 221.]   He noted that the District had made substantial but not complete progress in eliminating the vestiges of the state-mandated segregation which ended in 1951:

> It appears that at the time <u>Brown v. Board of Education</u>, (Brown I) 347 U.S. 483, was decided in 1954, the District was in compliance with its mandate insofar as Blacks were concerned. . . . However, in light of the subsequent cases interpreting what the United States Supreme court meant in 1968 in <u>Green v. Country School Board</u>, 391 U.S. 430, when it stated, at page 438, that a dual system must be eradicated "root and branch", it now appears that all effects of the dual system which existed in 1950-51, were not effectively eradicated, notwithstanding considerable progress and attenuation. What effect remains is discussed elsewhere in these Findings. [*Id.*, at 119-120.]

> Although most parts of the dual Black/non-Black school system were dismantled in 1951-52, and although most later decisions were made using neutral policy considerations, the District was under an affirmative duty to go beyond just neutral policy considerations in order to erase all effects of the past statutory segregation. It failed to do so. [*Id.*, at 222.]

Moreover, Judge Frey's findings were primarily limited to elementary schools:

> Except for Spring, no reasonable inference could be drawn that the imbalances present in the junior high schools at the time of trial resulted from segregative intent or acts on the part of the District. [*Id.*, p. 184.]

> Except as to Spring Junior High, a conclusion or inference that the District has operated or is operating a dual or segregated junior high school system with respect to either Black students, Mexican-American students, or both, is not warranted by the evidence. [*Id.*, p. 186.]

> There is no dual junior high school system within the District, even though Spring retains effects from former segregation as to Black students. [*Id.*, p. 189.]

> The District has never operated a de jure segregated or dual system with respect to high schools. [*Id.*, p. 193.]

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> There has been no evidence presented from which it can rationally or reasonably be inferred that the District has operated a de jure segregated dual high school system or that there is a current condition of segregation in any high school in the District resulting from intentionally segregative State or District action. [*Id.*, p. 194.]

Finally, Judge Frey made it clear that most of the effects of the *de jure* violations had attenuated by the time of the trial forty-two years ago, and that the current racial balance in most schools in the District was not the result of those *de jure* violations:

> In summary of this section on segregation and desegregation within and/or by the District, a reasonable conclusion to be drawn is that the District is not operating a de jure segregated system, notwithstanding some segregative intent and actions. The District made a commendable and valiant effort to desegregate the dual or de jure system as to Blacks, at the time and under the circumstances, including the state of the law then existing. Viewed 25 years later under different circumstances, including a whole new array of legal decisions, it was inadequate. However, most of the effect from the earlier segregation of Black students, has attenuated during the past 25 years. As stated elsewhere in these findings, it appears that some effect may remain, as evidenced by the relatively large number of Black students remaining in the area of Spring, Roosevelt and University Heights. [*Id.*, p. 70.]

In the final analysis, the <u>only</u> vestige of the prior discrimination which Judge Frey found continued to exist as of the time of trial was in the racial and ethnic makeup of students at nine schools in the District, five of which no longer exist as active schools:

> Some effects of past intentional segregative acts by the District remain at these schools: Spring Junior High, Safford Junior High, University Heights, Roosevelt, Manzo, Jefferson Park, Cragin, Tully and Brichta. [*Id.*, p. 223.]

Judge Frey made <u>no</u> findings that <u>any</u> vestiges of the prior discrimination remained in the areas of transportation, faculty hiring or assignment, academic achievement, discipline, extra-curricular activities, family and community engagement or facilities, or in the then-current analogs of technology or data systems.

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Over ten years ago, this Court addressed whether the very limited vestiges of discrimination found by Judge Frey to exist in 1977 continued to exist. First, the Court noted:

> As noted in the Court's February 7, 2006, Order, Judge Frey made very limited, specific findings regarding student assignments and the existence of any vestiges of *de jure* segregation remaining in the district. [ECF 1239, p. 2.]

The Court then turned to the only vestiges found by Judge Frey – student assignment at the nine schools – and held that any vestiges existing in 1977 had been eliminated by 1986:

> The Court finds that as to student assignments at Brichta, Manzo, and Tully, any vestiges of *de jure* segregation were eliminated to the extent practicable as of 1983. . . .
>
> The Court finds that as to student assignments at Safford Middle School, any vestiges of *de jure* segregation were eliminated to the extent practicable as of 1986. [ECF 1239, pp. 16, 18.]

Spring Junior High, University Heights and Roosevelt had been closed many years earlier, and in a subsequent order the Court adopted findings that student body enrollment at Cragin and Jefferson Park by 1983 had met targets established in 1978. [ECF 1270, p. 6.]

The District's current efforts at integration, diversity and equity must be viewed in this historical context, though many things have changed since Judge Frey's decision more than forty years ago. At the time of the trial conducted by Judge Frey in 1977, the District had 61,425 students, of whom 68% were White, 27% were Hispanic, and 5% were African American. The demographics of the District have changed significantly: this year, the District has only 43,875 students, of whom 20% are White, 61% are Hispanic, and 10% are African American.[1] But it is clear that current efforts described below go far beyond merely eliminating vestiges of the prior discriminatory conduct found by Judge Frey.

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[1] There were two differences in the way that race and ethnicity were measured then and now: (a) Judge Frey grouped all racial and ethnic groups other than African American and Hispanic together with White students, and (b) African American students in the District today are counted using a special method requested by the Fisher Plaintiffs and approved by the Court, which increases the percentage of African American students by approximately 2-3 percent above the standard, federal method. If the original classification used by Judge Frey is used with today's figures for direct comparison, the percentages today would be approximately 30% White, 7% African American, and 63% Hispanic. The difference in measurement is not material to this executive summary.

I.   Improving Student Integration

A.   The Status of Integration at the District.

The District has made notable progress in its efforts to improve integration and diversity despite several significant limitations regarding its ability to achieve desired integration and diversity goals. First, state law mandates open enrollment (a) across District lines to other school districts, and (b) across attendance boundaries within a District, subject only to certain limitations. See A.R.S. § 15-861.01. The close proximity of other school districts with substantially different demographics serves as a significant limiting factor on the effectiveness of any student assignment policies that are not popular with District families.

Second, for more than twenty years, state law has authorized tuition-free charter schools, funded by state tax dollars, within the geographic area of the District. See A.R.S. § 15-181 et seq. Growth in charter schools within the District has been explosive. Again, the presence of geographically close, free alternatives to District schools sharply limits the ability of the District to impose student assignment policies that are unpopular with parents or children.

Third, residential patterns across the District are highly racially concentrated within particular geographic areas. The natural desire of families to enroll children in schools close to home, combined with the District's very large geographic size and significant cross-town traffic congestion, create strong forces, outside the District's control, towards racial concentration in many District schools.

Fourth, and to a large degree because of the first two factors, the District enrollment has steadily and significantly declined over the last several years, from 48,956 students in SY2013-14 to 43, 875 in SY2019-20, a drop of over 10% in those years alone. Despite this decline, the relative percentages of the principal racial and ethnic groups has remained fairly steady over the past six years: African American students comprise 9-10% of the total student population, Hispanic students approximately 61%, and White students approximately 20-21%.

Finally, because the Court found a decade ago that any vestiges of any intentional discrimination in the District already had been eliminated, there exists no current compelling state need providing constitutional justification for remedial student assignment policies based primarily on race. As a result, any student assignment policies designed to increase integration and diversity must independently pass constitutional muster without reference to, or reliance on, any past discrimination or ongoing Court supervision.

Given these practical realities, the District is limited to student assignment policies and programs that attract and persuade students and their families to select schools in a manner that promotes integration and diversity, but do not drive students out of the District or to schools within the District where the net impact is not positive.

Despite these headwinds, the District has made substantial progress over the past six years. In SY2014-15, 19 District schools met the USP definition of "integrated." By SY2019-20, there were 27 schools which met this standard. But more importantly, in SY2014-15, 9,681 students attended integrated schools; by SY19-20, that number had increased to 16,499, an increase of over 70%. Given the drop in enrollment, the percentage effect was even greater: 20% of students attended integrated schools in SY2014-15; by SY19-20, the percentage of students attending integrated schools had increased to 38%, a 90% increase.

Under the Unitary Status Plan, a school is considered "integrated" if no racial or ethnic group departs more than 15 percentage points from the overall percentage of that group across the District, at that school level, and no one racial or ethnic group comprises more than 70% of the school's population. Given that the overall Hispanic population within the District is 61% (only 9% below the integration cap), and heavily concentrated in particular geographic areas within a large district covering 231 square miles, this is a standard that is impossible to meet for a significant proportion of District schools. For this reason, the District also uses a second measure of progress towards integration and diversity: "highly diverse" schools are those for which at least two racial or ethnic groups of students are 25% or more of the student population, and no one racial or ethnic group comprises more than 70% of the school's population. Using this measure, the number of schools in the District that are either "integrated" or "highly diverse" has increased from 42 to 51 over the last six years, and the percentage of students attending such schools has increased from 46% of the District to 60%.

B.   Principal Strategies to Improve Integration.

The District has employed two main strategies to improve integration at the District: (a) managing the process by which students and their families select a school to attend, through boundary reviews, incentive transportation, an application and selection process, and process for dealing with oversubscribed schools, (b) the institution and maintenance of magnet schools, intended to attract a diverse student body from outside the neighborhood attendance area of the school.

1.   School Choice and Incentive Transportation.

a.   Boundary Review Process

The District has utilized boundary reviews and related efforts (including feeder pattern changes, pairing and clustering, and grade reconfigurations) to further integrate schools. These efforts included a 2013 boundary review process [ECF 1686-4 at 65] and boundary study [ECF 1686-3], a 2014 comprehensive boundary plan [ECF 1686-5], 2015-16 grade reconfigurations [see 03/08/16 Order, ECF 1909], the 2016 pairing of Tully K-5 and Roberts-Naylor grades 6-8 for open-access GATE, the 2016-17 GATE feeder pattern changes to Wheeler and Roberts-Naylor, the 2017-18 proposal to reconfigure boundaries for Catalina/Rincon/UHS, and the 2019-20 proposals to create a no-boundary, integrated middle school at Wakefield (pending) and a no-boundary, integrated high school at the Bridges in collaboration with the Pima County Joint Technical Education District (pending).

The District has institutionalized the boundary review process in Governing Board Policy JC and supporting regulation JC-R (School Attendance Boundaries). Changes to student assignment patterns go through a rigorous process of research, evaluation, and development. This process includes collaboration with stakeholders, desegregation impact analyses (DIAs), parent and community outreach, and evaluations of various scenarios to improve integration.

The Planning Services Department, along with the Desegregation Department have primary responsibility for initiating and implementing the boundary review process.   Planning Services is supervised by the Chief Operations Officer; Desegregation is supervised by the District general counsel.   Both departments collaborate to develop DIAs, enrollment projections, evaluation of scenarios to improve integration, and community and stakeholder engagement. These efforts are further supported by the multi-departmental Coordinated Student Assignment (CSA) committee (provides technical assistance in applicable areas, such as magnet, transportation, language acquisition, ALE), assistant superintendents (provide educational support and liaison with school principals), curriculum and instruction (analyze educational strategies), assessment and evaluation (data analyses and programmatic support), and communications (communication strategies and, where applicable, materials for stakeholders and the public).

b.   Application and Selection Process

Students complete an open enrollment/magnet application that includes information about all District schools to encourage parents and guardians to consider schools beyond their neighborhood, to promote free transportation options

(including a link to a school choice calculator), and to highlight District magnet programs. The District receives close to 5,000 applications each year throughout the priority enrollment period in the fall and winter, during which central and school staff engage families and the community in marketing, outreach, and recruitment efforts and activities. Efforts include an enrollment bus that allows parents to apply in real-time, an online application, paper applications at schools and family resource centers, and professional learning for relevant staff outlining the application and selection process.

The School Community Services (SCS) department is supported by Coordinated Student Assignment committee, and has primary responsibility for implementing the application and selection process. The SCS department, led by the Director of Student Assignment, is overseen directly by the TUSD Superintendent. In addition to SCS and CSA, multiple departments support the application and selection process, including planning services (enrollment projections, capacity analysis), magnet (collaboration on meeting magnet integration goals, promoting increased applications), communications (marketing, outreach, and recruitment efforts to increase application pool size and diversity), assistant superintendents (liaison with school principals and office staff; enforce accountability), and deseg/equity (assists in analyzing revisions or adjustments to the application or process). The District has institutionalized the application and selection process in Governing Board Policies JFB (Open Enrollment and School Choice) and supporting regulations JFB-R1 to –R4 and JFB-E1 and –E2.

c.   <u>Lottery for Oversubscribed Schools</u>

Once applications are received, the District runs several lotteries for oversubscribed schools (where the number of applications exceeds the number of projected available seats). The lottery is a powerful tool for ensuring the highest levels of student diversity at oversubscribed schools by prioritizing the impact of each racial/ethnic group to improve integration. For example, of ten schools identified as oversubscribed in 2018-19, seven were integrated. Of those seven, only two were integrated three years ago in SY2016-17 – the other five have all become integrated in part through the lottery process (Davis ES magnet, Drachman K-8 magnet, Miles K-8, Mansfeld MS magnet, and Tucson HS magnet), resulting in over 5,000 additional students attending integrated schools.

The School Community Services (SCS) Department has primary responsibility for implementing the lottery for oversubscribed schools.   In addition to SCS, the CSA Committee supports the lottery through impact analyses and strategic planning. The lottery is also supported by the Desegregation Department (in assessing impact and developing modified approaches), the Planning Department (in creating and

assessing the impact of enrollment projections), the Assessment and Evaluation Department (to analyze potential impacts of lottery changes), and assistant superintendents (to liaison with school principals and office staff). The District has institutionalized the lottery process and priorities in Governing Board Policies JFB (Open Enrollment and School Choice) and supporting regulations JFB-R1 to –R4 and JFB-E1 and E2.

2.   **Magnet Schools and Programs**

A magnet school or program is one that provides unique or specialized curriculum or pedagogy to attract a diverse group of students. Magnet schools and programs should be so attractive that they are "magnetic" to students outside of the neighborhood while still offering enhanced learning for neighborhood students. TUSD implements a coordinated process of student assignment that incorporates magnet schools and programs as the primary strategy for providing students of all racial and ethnic backgrounds the opportunity to attend an integrated school. Any TUSD student can apply to a magnet school or program, and all students are eligible for free transportation to a magnet school once enrolled. The District designed its magnet schools and programs around a continuous cycle of improvement for the two magnet pillars: integration and academic achievement.

The District has successfully utilized its thirteen magnet schools and programs to improve integration. In SY2014-15, 20% of magnet schools were integrated (4 of 19); by SY2019-20, 92% were integrated (12 of 13). As a result, more than 5,000 additional students now attend integrated magnet schools – including new magnet programs at Tully ES and Mansfeld MS. Approximately half of all magnet schools (6) are A or B schools as ranked by the State of Arizona, six are C schools, and only one is a D school. The goal for all magnet schools is to earn an A or B school letter grade. As TUSD has had success integrating magnet schools, it has recently focused more attention on academic plans to improve achievement at C and D magnet schools. The results of these efforts are best exemplified by the turnaround of Holladay ES from a D school in SY2017-18 to a B school in SY2018-19. TUSD's magnet schools earn national recognition – in SY2018-19 TUSD was the only Arizona school district to receive awards from Magnet Schools of America (including Davis ES and Mansfeld MS each of which received the Merit Award of Excellence – the highest award given.)

These outcomes in integration and academic achievement stem from a systematic, coordinated, and institutionalized magnet program that receives substantial central and site-based support. Magnet schools and programs, including magnet transportation, account for approximately 20% of all 910(G) expenditures.

A comprehensive magnet plan (CMP) guides central oversight of magnet schools, and each magnet school is itself guided by an individual magnet school plan (MSP). The CMP and MSPs focus on the two magnet pillars: integration and academic achievement. The District has institutionalized magnet schools and programs in the districtwide CMP and site-based MSPs, but also in its Governing Board policy JFB (Open Enrollment and School Choice) and supporting regulation JFB-R1 – R4, JFB-E1 (Open Enrollment/Magnet Application), and JFB-E2 TUSD Pipeline Magnet Schools).

To implement successful magnet schools and programs, the District operates a Magnet Department, led by a Director and supported by central staff, along with site-based magnet coordinators at each of the thirteen magnet schools. The District's chief academic officer, the assistant superintendent of curriculum and instruction, supervises the magnet department and magnet Director. The Magnet Department, magnet schools, and other supporting departments, all work together to develop integration and academic achievement strategies, to monitor CMP and MSP implementation, to evaluate plan and strategy effectiveness, and to revise and adjust plans, resources, goals, and outcomes on a regular and continuous basis. These efforts are further supported by the multi-departmental Coordinated Student Assignment (CSA) Committee (members provide technical assistance in applicable areas – magnet, transportation, language acquisition, two-way dual language, ALE, etc.). The District further supports magnets through the following central support mechanisms: regional assistant superintendents (educational support and liaison with schools), curriculum and instruction (educational strategy, programming, professional learning, PLCs), assessment and evaluation (data analyses and programmatic support), communications (marketing, outreach, and recruitment), human resources (staffing, teacher recruitment, magnet job fairs), transportation (magnet busing, late activity buses), finance (budget development, staffing, ongoing monitoring), technology services (technology and technology learning support), student relations (student behavior and discipline), facilities (building repairs and renovations), deseg/equity (monitoring, compliance, budget development), grants and federal programs/Title I (collaborative academic plan and budget development), planning services (enrollment projections, school and classroom space analyses), and the Superintendent who meets regularly with magnet, academic, and regional leadership to develop overall strategy and align magnet effort with districtwide initiatives and goals.

A key element of the magnet program is the free transportation the District provides to approximately 4,000 students each year to improve integration at magnet schools and to reduce racial concentration. Close to 70% of all students eligible for magnet transportation utilize it to overcome geography and distance to attend an integrated magnet school outside of their immediate neighborhood.

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The Transportation Department has primary responsibility for implementing magnet transportation. The department, led by the Director of Transportation, is overseen directly by the chief operations officer. In addition to transportation and operations, the multi-departmental CSA Committee supports magnet transportation through impact analyses and strategic planning. Magnet transportation is also supported by the School Community Services, Communications, and Family and Community Engagement Departments, to promote magnet transportation to families. The District has institutionalized magnet transportation as reflected in Governing Board policy regulation JFB-R2 (School Choice: Applications, Continuance and Transportation).

The District plans, designs, and executes magnet-specific marketing and recruitment campaigns each year to promote further integration at its thirteen magnet schools. Through these campaigns, the District maintains an active presence in the community by participating in events, seminars, conferences, festivals, and community celebrations to educate families on school choice. The District is selective in targeting recruitment and marketing efforts to attract the ethnicity and age of students that each school needs to attain a more integrated student body. Magnet schools also conduct site-specific recruitment, including school tours to potential families and magnet information nights for prospective students and parents. Integration is further supported by the lottery for oversubscribed magnet schools, magnet transportation, and annual reviews of integration efforts that lead to revisions in MSP integration strategies.

The magnet department collaborates closely with the family and community outreach, communications and media relations, transportation, SCS, and student services departments to recruit students at Family Resource Centers and local events. The magnet department also works with the technology services department for lottery placement, the transportation department for magnet and express busing, and the facilities department to ensure magnet campuses are physically attractive to prospective parents.

The District utilizes several cross-departmental strategies to support academic achievement at magnet schools including but not limited to following a continuous school improvement cycle; closely monitoring benchmark assessments and adjusting strategies according to identified need; and providing varying levels of professional development to improve staff capabilities, skills, and impact on student achievement. The District provides professional learning support for magnet teachers in three critical areas: using effective teacher observation-reflection cycles, designing and implementing quality and effective Tier 1 instruction, and creating and implementing PLCs. Each magnet school follows a detailed magnet school plan that includes academic goals, strategies, budgets, and human and programmatic resource

allocations that are monitored throughout the year. School and magnet leadership conduct frequent walkthroughs and observations to ensure fidelity to MSPs, to identify and correct deficiencies, and to support magnet leadership and staff. The District's comprehensive magnet plan, containing a more detailed description of magnet plan and operations, appears in the record at ECF 2270 and attachments thereto.

3.   University High School[2]

University High School (UHS) is the District's only "exam-based" high school, where admission is limited to those qualifying with entrance exam scores and grades. UHS is a college preparatory high school that offers an advanced and rigorous academic curriculum in a highly supportive environment.

UHS is one of the most diverse exam schools in the nation. Demographic student data from seven of the highest-rated exam schools in the country, as compared to UHS, shows the strong diversity of the UHS population when compared to other similar schools.

Student Demographic Data: SY 2019-20						
School[3]	White	African Am.	Hispanic	Asian	Multi-Racial	Other
Thomas Jefferson	21%	2%	2%	70%		
Dallas Talented and Gifted	37%	8%	38%	13%	3%	
Brooklyn Latin	13%	12%	12%	54%		8%
Brooklyn Tech	22%	7%	7%	61%	2%	1%
Stuyvesant	19%	1%	3%	74%	4%	
Boston Latin	47%	8%	12%	30%	3%	
Bergen Academies	38%	3%	8%	51%		1%

UHS Student Demographic Data: 2017 - 2020					
School Year	White	African Am.	Hispanic	Asian	Multi-Racial
2017-18	46%	3%	35%	11%	5%
2018-19	44%	3%	35%	7%	4%
2019-20	45%	4%	34%	12%	5%

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[2] UHS is addressed in the USP in the context of advanced learning experiences, but it is a school that, because of its admissions requirements, requires unique efforts to promote integration and diversity, and is thus discussed separately in this section addressing efforts to integrate.

[3] Thomas Jefferson High School for Science and Technology, Fairfax County Public Schools, Fairfax, VA; School for the Talented and Gifted, Dallas School District, Dallas, TX; The Brooklyn Latin School, NYC Geographic District #14 School District, Brooklyn NY; Brooklyn Technical High School, NYC Geographic District #13 School District, Brooklyn, NY; Stuyvesant High School, NYC Geographic District #2 School District, NYC; Boston Latin School, Boston Public School, Boston, MA; Bergen County Academies, Bergen County Vocational Technical School District, Hackensack, NJ.

The data above shows that averaged over three school years, approximately 55 percent of UHS students are non-white. Two groups, Hispanic and White, are each over 25 percent, leading to a designation of a highly diverse school in TUSD.

Additionally, 4 percent of the population within District boundaries is African American, so that the UHS student population matches that demographic. Enrollment data for this school year shows that the number of African American students at UHS is at its highest ever, with an increase of thirteen students for the 2019-20 school year.

Forty percent of the population within District boundaries is Hispanic, and thus the UHS student population is within 6 percent of that demographic, and is also at its highest number ever, with an increase of sixteen students for the 2019-20 school year.

The other exam-based school districts listed below show, overall, far larger discrepancies between their area and student population.[4]

SY 2019-20 School Student Demographic Data and Area Demographic Data				
Race/Ethnicity	African American		Hispanic	
SCHOOL	Population % in Area	Population % in School	Population % in Area	Population % in School
Thomas Jefferson	11%	2%	16%	2%
Dallas Talented and Gifted	23%	8%	46%	38%
Brooklyn Latin	24%	12%	29%	12%
Brooklyn Tech	24%	7%	29%	7%
Stuyvesant	24%	1%	29%	3%
Boston Latin	23%	8%	19%	13%
Bergen Academies	25%	3%	38%	8%
University High School	**4%**	**4%**	**40%**	**34%**

UHS has been able to form this diverse student population because of its vigorous implementation of various strategies for access, recruitment and support of potential and current students. Those strategies are constantly reviewed, monitored, evaluated and expanded to further increase the diversity of the school. Below is a description of the current strategies in place as of the 2019-20 school year (see ALE Policy Manual, Doc. 2276-1, pp. 29-32).

i.   Admission Requirements.

Students must meet admission requirements to enroll in the school. New students are accepted for grades 9, 10, and 11. Students who want to attend UHS as

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[4] All demographic data is from the US Census Bureau and National Center for Education Statistics. School enrollment verified by direct contact with each school.

freshman and sophomores must take the Cognitive Abilities Test (CogAT), a nationally normed assessment, and meet grade point requirements. The District administers the test to all enrolled 7th graders in the spring of each year. District students are offered test-preparation classes by UHS teachers. These classes provide students with successful test-taking strategies, such as helping students become familiar with the CogAT testing structure and types of questions in the assessment. Students who meet the test and GPA requirements are automatically admitted. Students who are within range are assessed using the ACT Tessera, a social and emotional learning assessment system developed to measure social and emotional skills that are associated with success in school, career, and life. Students who did not test in 7th grade can take a makeup test in December. Seventh grade students who score a six stanine are invited to retest in 8th grade.

ii.   Student Recruitment

Because the UHS admissions process automatically occurs for enrolled District students, a large focus of UHS recruitment efforts is on encouraging students to accept placement, thereby eliminating opportunity gaps for students. Among the key strategies that the school has implemented are:

- **Zip Code Parties:** Current UHS families host parties based on zip codes around Southern Arizona to welcome all incoming students. Current UHS families make connections with new parents and students to provide family mentoring and parent-to-parent support. UHS recruits diverse families to act as hosts so that incoming students and families can connect with them.

- **MASSD and AASSD Support:** The MASSD and AASSD also call families of students who qualified for UHS to personally encourage them to attend the school. Program coordinators with each of these departments work directly with the school recruiting

- **Individualized Recruitment:** When a student does not accept enrollment, UHS conducts personalized follow-up calls to invite students to attend BOOST and reconsider placement. BOOST is a freshman summer bridge program that not only prepares students for UHS but also acts as a team-building and friend-making two-week event. UHS follows up with students who attend BOOST but do not enroll during their freshman year to see if they want to attend UHS as sophomores.

- **District Communication**: District principals and counselors receive annual training to ensure they understand UHS and to ensure they share correct information with parents of prospective students. The UHS Recruitment and Retention Coordinator meets twice each year with every 6th, 7th, and 8th

grader in the District to make sure they understand admission requirements and available support..

- **Family Communication:** Throughout the year, UHS holds parent and family meetings to ensure the community understands the benefits and achievements of UHS, including experiences of UHS students on campus.

- **Summer Programs:** UHS provides the following summer programs, meant to improve academic achievement for students each year. UHS provides free transportation, breakfast, and lunch.

  o **BOOST**: An annual freshman orientation and induction program, provides incoming freshmen targeted interventions and reduces or eliminates any potential academic skill gaps.

  o **BOUNCE:** UHS offers BOUNCE, a math and science summer support program, to UHS rising sophomores based on performance in freshman math and biology classes. Teachers provide students with essential information to prepare them for taking AP or Honors Chemistry.

  o **BLAST:** UHS hosts BLAST, a summer program for 7th and 8th grade students, during the first two weeks of June. UHS parents from diverse backgrounds run two additional sessions for the parents of 7th and 8th graders to share advice, personal experiences and recommendations for middle school parents to prepare their children for UHS.

These and additional strategies, such as identifying first-generation Hispanic and African American students and matching them with a teacher mentor, are discussed in greater depth in the ALE Progress Report (see ECF 2267-2, pp. 68-75),

II.   Improving Minority Academic Achievement

A.   Status of Minority Academic Achievement

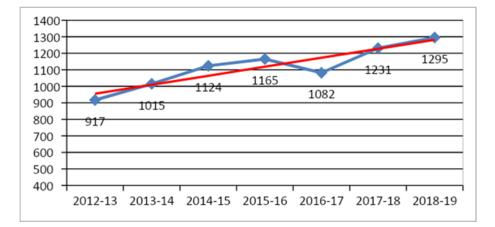Initially, the District notes that in 1978 the Court found that the evidence presented at trial did "not support a reasonable inference of unequal provision or delivery of educational services." 1978 Ruling, pp. 167-68, ¶ 48. In discussing the differences in academic achievement between African American, Hispanic, and White students, the Court found that differences in academic achievement among these

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groups began before students entered Tucson Unified's school system, and were not the result of prior *de jure* segregation in the District:
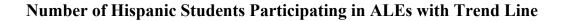
> "District students, as hereinabove set forth, have historically exhibited differences in performance on standardized tests as between Blacks, Mexican-Americans and Anglos. Present scientific knowledge does not afford satisfactory explanations for such differences, and the existence of these intergroup differences in average scores on standardized tests is a common finding in school districts throughout the United States, and not peculiar in any way to Tucson School District No. 1. Standardized test results for School District No. 1 students indicate that the intergroup differences exist upon the entry of the students into the school system and continue through the school career. Consistently lower test results for minority group students do not support a reasonable inference of unequal provision or delivery of educational services." Id.

Thus, any disparities in academic performance among African American, Hispanic, and White students are not vestiges of the legally-required de jure segregated system operated in Tucson prior to 1951.

Additionally, important measures of academic achievement such as graduation rates, dropout rates, and access to, participation in, and completion of advanced learning experiences continue to improve, due to the District's commitment to equitable access to these programs. [ECF 2267-2, pp. 5-22, 34-45, 48-56, and 59-63.] More African American and Hispanic students are participating in advanced learning experiences than before.

Number of African American Students Participating in ALEs with Trend Line

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Number of Hispanic Students Participating in ALEs with Trend Line

Relatedly, academic achievement gaps in the District continue to decrease, and remain lower than the gaps at the state level and in comparable school districts, as shown below.

Racial disparity in passage rates for ELA on assessment tests[5]*		
	Difference in percentage points	
District	White/African American Gap	White/Hispanic Gap
Arizona (statewide)	**26**	**24**
Chandler Unified #80	24	25
Gilbert Unified	29	18
Mesa Unified	30	28
Paradise Valley Unified	27	28
Peoria Unified School	15	17
Deer Valley Unified	26	18
Tucson Unified	**24**	**18**

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[5] Combined data from Fall 2018 and Spring 2019 administrations of AzMerit, Multi-State Alternative Assessment, ACT, and SAT. Arizona Dep't of Ed., AzMerit, MSAA, ACT, and SAT 2019, available at https://www.azed.gov/accountability-research/data/ (last accessed Nov. 26, 2019).

Racial disparity in passage rates for mathematics on assessment tests[6]		
	Difference in percentage points	
District	White/African American Gap	White/Hispanic Gap
Arizona (statewide)	**29**	**24**
Chandler Unified #80	31	27
Gilbert Unified	29	19
Mesa Unified	36	30
Paradise Valley Unified	29	26
Peoria Unified School	26	18
Deer Valley Unified	30	19
Tucson Unified	**25**	**19**

B.   Principal Strategies to Improve Minority Academic Achievement

Tucson Unified has implemented numerous strategies to improve academic achievement for its African American and Hispanic students. The principle strategies currently in place are Targeted Academic Interventions and Supports (TAIS), Advancement Via Individual Determination (AVID), Student Engagement through curriculum, Family and Community Engagement (FACE), the Dual Language Program, and Advanced Learning Experiences. Below is a summary of each of these strategies and the departments or units having responsibilities for these strategies.

1.   Targeted Academic Interventions and Supports

Tucson Unified provides several targeted academic interventions and supports for African American and Hispanic students. Key among these interventions and supports are the District's Multi-Tiered System of Supports (MTSS), ELL and Refugee Student support, and Student Services Departments (AASSD and MASSD). Below, the District summarizes each of these efforts, including who oversees these efforts, who has primary, supplemental or supportive responsibilities in these efforts.

a.   MTSS System

MTSS is an umbrella framework that uses positive interventions and supports responsive to student needs. Every student receives core classroom instruction (Tier

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[6] Combined data from Fall 2018 and Spring 2019 administrations of AzMerit, Multi-State Alternative Assessment, ACT, and SAT. Arizona Dep't of Ed., AzMerit, MSAA, ACT, and SAT 2019, available at https://www.azed.gov/accountability-research/data/ (last accessed Nov. 26, 2019).

1). Some students need supplemental instruction (Tier 2), most often in small groups. A fewer number of students need more intensive interventions and supports (Tier 3).

The District's MTSS efforts are led by the Academic and Behavior Supports Coordinator. She reports to the Assistant Superintendent for Curriculum and Instruction. The Program Coordinator has primary responsibility for overseeing MTSS in the District. The District's MTSS model follows a process for providing a series of academic and behavioral interventions, academic teams, and other supports for students.

The District requires all schools to create and utilize school MTSS teams to implement MTSS and develop support plans for high-risk students. [ECF 2302-7, pp. 22-32.] School MTSS teams are lead either by an MTSS coordinator or the school's principal or principal designee. The student services departments, as discussed below, provide supplemental, supportive, and additional services in this area. Additionally, District social workers and the Dropout Prevention department assist in implementing individual support plans. MTSS teams assist in implementing District-wide support strategies, such as standardized curriculum and the Steps to Success initiative, as well as high school support strategies and elementary and middle grade support strategies, as detailed in the District's annual reports. [See, e.g., ECF 2298-1, p. 86.]

b.   ELL and Refugee Student Support

The Language Acquisition Department (LAD) has primary responsibility for English Language Learner (ELL) support strategies. The LAD is led by a director who reports to the Assistant Superintendent for Curriculum and Instruction. The District provides support for ELLs through transportation support, credit recovery placement priority, online credit recovery through AGAVE, sheltered content classes, summer school, intervention classes, Imagine Learning, ELD classes, and student and parent orientation. Additionally, the District's Refugee Services Department provides supplemental in-class support for ELL students in sheltered classes and at elementary schools with high refugee populations. More details on these programs can be found at ECF 2302-7, pp. 34-37.

c.   Student Services Departments

The African American Student Services Department (AASSD) and Mexican American Student Services Department (MASSD) currently provide direct student services, providing supplemental academic and behavioral interventions in coordination with the MTSS and behavioral teams at schools. Each departments also has program specialists who devote time to more asset-based tasks: each has a

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program specialist who focuses on working with the ALE Department to increase access, participation and success in ALE opportunities for their respective students. Each has a program specialist who focuses on outreach to the larger community (principally additional outreach services, with some supportive elements for programs and events sponsored by other departments). Each has a program specialist who works on college and career readiness (principally as additional academic and outreach services, with some supportive elements for programs and events sponsored by other organizations). A more detailed statement of the current organization and operations of each of these departments, identifying each task or service as primary, supplemental, supportive or additional, appears in the record at ECF 2265-1 and 2265-2, respectively. [7]

d.   Dropout Prevention and Graduation

The District's African American and Hispanic student graduation rates and dropout rates remain better than state and national averages.

Graduation Rates[8]		
Year	African American	Hispanic
TUSD	79%	87%
Arizona	73.00%	75%
Pima County	67%	73%
United States	78%	80%

Dropout Rates[8]		
Year	African American	Hispanic
TUSD	3.7%	3.3%
Arizona	4.8%	4.6%
Pima County	7.2%	6.2%
United States	6.2%	8.6%

Tucson Unified developed and implemented a successful plan for reducing the likelihood of student dropouts and increasing the likelihood of graduation, working with committees, subcommittees and national experts to create and implement the dropout prevention and graduation plan (DPG Plan). [ECF 2075-5, pp. 39-65.]

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[7] The District recognizes that the Court has ordered the Special Master to provide recommendations for restructuring these departments. As of this writing, the District has not yet received anything written from the Special Master outlining his proposals, and thus this executive summary presents these departments as they currently exist.

[8] The TUSD, Pima County, and Arizona rates are from 2018-19 (azed.gov). The national rates are from 2016-17, the most recent national data available from the National Center for Education Statistics.

The District's Dropout Prevention Department has primary responsibility for implementation of the DPG Plan. Each high school has or shares a Dropout Prevention Specialists, who assists in implementing the DPG Plan. Middle and K-8 schools receive support services from the Dropout Prevention Department on an as-needed basis. The Dropout Prevention program is led by a coordinator, who reports to the Assistant Superintendent of Curriculum and Instruction.

2. **AVID Program**

AVID is a college and career readiness system. Students can enroll in an AVID Elective class and learn study skills, organizational techniques, and receive academic support. Students can also benefit from AVID in those schools with expanded AVID programs and from other teachers and administrators who have received AVID training. AVID is dedicated to closing academic achievement gaps by preparing all students for college and other post-secondary opportunities, with a focus on low-income, first-generation potential college students, and minority families. The District's AVID Coordinator oversees AVID, and reports to the ALE Director. The ALE Director reports to the Assistant Superintendent of for Curriculum and Instruction.

The AVID Department serves in a supportive role to provide training to hundreds of teachers, counselors and administrators through the AVID Summer Institute, District Path Trainings, Building Capacity Workshop, and Professional Learning Modules. [ECF 2298-1, p. 70.] The AVID program also directly supports student success in rigorous AP, IB, and dual credit classes. [ECF 2267-1, pp. 25-26.] AVID aligns a school campus with the most current research-based college and career readiness practices.   The AVID Department works with elementary schools to implement instructional practices school-wide. At the secondary level, the AVID Department works with schools to implement school-wide practices and also to implement elective classes that add an extra layer of support for students through instruction in college readiness skills and access to AVID tutors. AVID professional learning and resources help teachers improve student performance by embedding best teaching practices encouraging self-advocacy, providing support, and building relationships that encourage high levels of student engagement. [ECF 2267-1, pp. 37-39.]

The District AVID coordinator attends AVID site team meetings and works with sites to monitor and adjust site plans. The ALE Director meets with the AVID Coordinator and Administrative Assistant weekly, and the AVID Coordinator meets monthly with site coordinators to provide professional development, support, and opportunities for collaboration and strategies to move AVID school-wide at each campus. [ECF 2267-1, pp. 37-39.] The AVID Coordinator also works with student

support departments, including collaborating with MASSD to develop a tutor-training curriculum that incorporates AVID strategies. [ECF 2267-1, pp. 37-39.]

3.   Student Engagement

Because student engagement and interest are linked to academic performance, the District works to increase awareness of the correlation between curriculum, pedagogy and academic success. As discussed in more detail below, the District works with a number of departments and instructors to provide training and support to implement culturally relevant curriculum and pedagogy that will better engage students at the elementary and secondary levels. The Culturally Relevant Pedagogy and Instruction Department (CRPI) oversees culturally relevant instruction and curriculum. The CRPI Department is led by a director, who reports to the Assistant Superintendent of Curriculum and Instruction, who in turn reports to the Superintendent. The CRPI Department also works extensively with a national panel of experts, led by Dr. Christine Sleeter, and comprised of prominent scholars in the field, to develop and implement the District's culturally responsive education program. [ECF 2298-1, pp. 88-94.]

a.   Culturally Relevant Courses and Pedagogy

The District works to develop and implement methods of addressing the social, emotional, and intellectual needs of students. With the goals of increasing student achievement and providing an inclusive school environment, the District incorporates student cultural assets into the learning environment, which increases student engagement through a reflective curriculum. The District offers Culturally Relevant Courses (CRCs) to students and provides teachers of CRCs additional training in addressing the social-emotional learning needs of students via the restorative circle process. [ECF 2298-1, pp. 88-94.]

Total enrollment in CRCs has grown from approximately 1,250 students in SY2015-16 to more than 6,000 in SY2018-19. The CRPI has contributed to the development of an extremely successful comprehensive CRC Plan to expand the availability of CRCs and culturally relevant pedagogy. Pursuant to the CRC Plan, the District offers CRCs to elementary, middle, and high school students, and CRC teachers continue to develop and revise CRC curriculum and review and revise curriculum maps. The District has also recently expanded CRC offerings to include the first-of-its-kind AP CRC offered at University High School. Working with the College Board and the ALE Department, the CRPI Department and University High School created an AP Language and Composition course focused on "The American Experience," and taught from the Mexican American and African American experience. [ECF 2259-1 (CRC Plan), and 2298-1, pp. 88-89.]

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Additionally, as part of the Culturally Responsive Professional Development Plan, all site teachers, including CRC teachers and non-CRC teachers, receive training sessions specifically focusing on content implementation of culturally responsive practices. The CRPI Department also works with school sites in using a teacher mentorship model whereby experienced classroom teachers who demonstrate a high level of expertise in culturally responsive practices and culturally relevant curriculum work with first- and second-year CRC teachers.

The CRPI Department also works directly with schools to provide administrator professional development whereby administrators, instructional support staff, and certificated faculty receive training on culturally responsive pedagogy, including asset vs. deficit thinking/theory in education, bias identification and reduction, the impact of teacher expectations on students, and microaggressions in the learning environment. A description of the professional learning plan for teachers and administrators is set out in detail in the record at ECF 2259-2.

As detailed in the Overview of Culturally Relevant Curriculum and Instruction, the CRPI Department collaborates with several other District departments in primary and supportive roles. [ECF 2259-1, pp. 3-5.] For example, the CRPI Department (a) trains teachers to teach CR courses, (b) provides ongoing professional learning opportunities for administrators and existing CR teachers, and (c) provides general cultural responsiveness training for all teachers, administrators. District-wide culturally responsive practices professional development (CRP) was developed and delivered in collaboration with consultants who are experts in the field of culturally responsive content integration.

b.   Multicultural Curriculum

In addition to CRCs and implementing culturally-relevant pedagogy into the teaching and learning process, the District's Multicultural Department (MCD) leads the District's efforts to infuse multicultural curriculum into the District's general curriculum, weaving new, multicultural materials, perspectives, and voices seamlessly with current frameworks of knowledge and including the practice of culturally congruent instructional strategies for a more complete and accurate curriculum. The District's multicultural curriculum provides a range of opportunities for students to conduct research and improve critical thinking and learning skills while fostering a positive and inclusive school and classroom culture. [ECF 2298-1, pp. 94-97.] The MCD has primary responsibility for multicultural curriculum, and is led by a Director, who reports to the Assistant Superintendent of Curriculum and Instruction. A more complete description of the operations of this plan and

department are set out in the Multicultural Curriculum Report, appearing at ECF 2259-3.

The MCD also plays a supportive role to other academic departments by reviewing and modifying curricula to ensure complete infusion and alignment of multicultural curriculum resources and strategies across all courses and at all grade levels. The MCD also works collaboratively with the ELA Department and teachers and faculty from different departments to develop project-based lesson plan frameworks and curricula that complies with state standards. The MCD also conducts site-based professional development for teachers. [ECF 2298-1, pp. 94-95.]

4.   Family and Community Engagement

Family and community engagement activities occur in many departments, but the center of planning and activity is the Family and Community Engagement (FACE) Department, headed by a director, who reports to the Assistant Superintendent for the Santa Cruz Region. The FACE Department's efforts focus on promoting and enhancing family and community engagement in the education of District students. A comprehensive statement of the family and community appears in the revise FACE Plan, appearing in the record at ECF 2262-1.

The District's FACE efforts can be grouped into two categories: school-based and district-based. The District's school-based FACE activities follow the Guidelines for Family and Community Engagement at School Sites, discussed in more detail in the District's FACE Plan, filed August 30, 2019. [ECF 2262-1.] The guidelines describe (a) the specific activities expected at each site, (b) the roles and responsibilities of those involved, and (c) the reporting requirements to track implementation and enable analysis and accountability. School site councils and family engagement teams have primary responsibility for designing activities to facilitate two-way communication by ensuring parents, students, administrators, certified staff, classified staff, and community members are represented in decision-making groups. [ECF 2262-1, p. 3.] Schools file monthly reports on FACE activities with the District's FACE Department and use a District-designed tracking system to identify and report on family participation in FACE events at each school. The District's central FACE Department provides support and monitoring of family engagement activities at school sites. [ECF 2262-1, p. 8.] Principals at each school have primary responsibility for overseeing FACE activities at each school. These principals report to the regional assistant superintendent overseeing their school. The regional assistant superintendents report to the District Superintendent.

The FACE Department provides overall planning and coordination for the district-based FACE activities, together with regular assessments of their

effectiveness.   Working with Dr. Joyce Epstein and the National Network of Partnership Schools, the District's FACE Department developed the Guidelines for Family and Community Engagement at School Sites. [ECF 2262-1, p. 7.] The FACE Department coordinates and facilities regular meetings with support from the Title I/Grants and Federal Programs staff.   FACE Department staff also operate the District's four Family Resource Centers (FRCs), which provide a broad range of family educational opportunities in support of students' learning. Many other departments host events and workshops at the FRCs. The FACE Department also operates the McKinney-Vento office, which provides administrative support to homeless students eligible under the McKinney-Vento Act. [ECF 2262-1, pp. 9-10.]

The FACE Department also works with other District departments to provide guidance and support for their family engagement events and needs, including the Magnet, ALE, Student Support, LAD, Health Services, Counseling, and Curriculum and Instruction Departments. This support includes event coordination, use of the FRCs, and provision of child care and transportation services. As detailed in Exhibit 4 to the District's FACE Plan, the FACE Department has primary or supplemental responsibilities for dozens of activities. [ECF 2262-1, pp. 62-65.] For example, it has primary responsibility for the Home Buyer's Expo and "Tell Me More About...." curricular workshops, co-primary responsibility for workshops at the FRCs, and supportive responsibilities for activities like school site-based events. [Id. at 12-15, 63-65.]

Other district departments undertake family and community engagement activities on their own. The AASSD and MASSD Operating Plans detail the family and community engagement activities undertaken by each of those departments. The ELL Dropout Prevention plan contains family engagement strategies. The Magnet and ALE Departments have a common Addendum addressing family engagement and outreach. Each of these departments is primarily responsible for the specific family engagement activities involved in those plans. In many instances, the FACE Department provides support. [ECF 2262-1, pp. 12-15.]

5.   Dual Language Program

The District's multi-site Spanish two-way dual language (TWDL) programs nurture a vibrant K-12 learning community in which students speak, read and write in English and Spanish and participate in multicultural studies and experiences as part of an education that prepares them for global communities. The structure and elements of the TWDL program are set out in detail in the District's TWDL Framework, developed in conjunction with Dr. Rosa Molina, a nationally recognized expert in TWDL implementation, appearing in the record at ECF 2258-1, pp. 7-69. Dr.

Molina is currently reviewing the District's TWDL program, with a report expected within the next three weeks.

The program's goals for students are academic excellence, bilingualism and biliteracy, and multicultural understanding. [ECF 2258-1, p. 8.] Second language course content explores social studies, math, science, and the arts, facilitating interdisciplinary perspectives and cross-cultural understanding, giving learners direct access to additional sources of knowledge and understanding about the similarities and differences between the structures of the languages they know. [ECF 2258-1, p. 20.] The District's TWDL program continues to grow, including by adding and strengthening its TWDL GATE program.

The Language Acquisition Department (LAD) has primary responsibility for the District's Dual Language Program. The LAD is led by a director, who reports to the Assistant Superintendent of Curriculum and Instruction, who reports to the Superintendent.

6.   Advanced Learning Experiences

The District's Advanced Learning Experiences (ALEs) come under three categories: gifted and talented education (GATE), advanced academic courses (AACs), and University High School. [ECF 2267-1, pp. 1-52.] The ALE Department is the primary operational unit charged with overseeing and implementing the District's ALE policies and programs. The Director of the ALE Department reports to the Assistant Superintendent of Curriculum and Instruction.

a.   Gifted and Talented Educational Programs

The GATE Department has primary responsibility for the District's GATE programs. The GATE Department is led by a Senior Coordinator, who reports to the ALE Director. The GATE Department plans, facilitates, and/or attends ongoing District outreach events for parents, staff and teachers, working with teachers to prepare and operate these events. [ECF 2267-1, p. 16.]

GATE offers many services for students in elementary through high school. GATE classes are taught by gifted-endorsed teachers or teachers actively pursuing their GATE endorsement. GATE instructors use gifted-education strategies and provide enrolled students with an enriched and accelerated academic curriculum. GATE includes self-contained classes, pull-out classes, resource classes, cluster classes, and kindergarten services. [ECF 2267-1, pp. 8-18.]

The GATE Department collaborates with and receives support from several other departments, including working with the Communications Department to review and revise the District's GATE website as well as to prepare promotional materials, working with the Magnet Department on professional development and procedures for improving instruction (in a supporting role), working with the FACE Department to reach out to families to share information about GATE and to host bilingual GATE workshops at FRCs across the District, working with the AASSD and MASSD to recruit and support prospective and current GATE students and their families, and working with the LAD and Dual Language Departments to create and implement guidelines for the District's dual language GATE program. [ECF 2267-1, pp. 17-18.]

b.   Advanced Academic Courses

AACs provide several options for students in grades 6-12 to take rigorous academic courses, including advanced, honors, accelerated, middle school courses for high school credit, Advanced Placement (AP), dual credit, and International Baccalaureate (IB) courses. The ALE Director has primary responsibility for AACs. The ALE Director reports to the Assistant Superintendent for Curriculum and Instruction, who reports to the Superintendent. The District's ALE Policy Manual, Progress Report and Operating Plan, setting out in detail the policies, history, progress and operations, appears in the record at ECF 2267 and attachments.

i.   Honors, Advanced, and Accelerated Courses

Students in grades 6-12 take these courses, which provide an expanded and more rigorous program of study. Sites offer these classes as open-access courses to any students who would like to enroll. In middle school, accelerated math classes have the pace of curriculum increased to prepare students for taking high school algebra earlier than 9th grade. All schools serving students in grades 6-8 offer, at minimum, one honors, advanced, or accelerated class in both ELA and math.

ii.   Middle School Courses for High School Credit

Middle and K-8 schools offer courses for high school credit for their students. These courses provide high school-level coursework, allowing students to begin an advanced track of study in that content area so they can further explore the subject when they transition to high school. For example, high school math programs often offer more rigorous coursework beyond the regular four years of math normally available on a regular schedule. Students who take Algebra for high school credit as an 8th grader can take a fifth year of advanced math during their senior year.

All schools serving grades 6-8 offer the opportunity for students to take high school algebra in the 8th grade. Schools can choose to offer other high school credit classes in addition to Algebra 1. K-8 or middle school campuses offer high school credit classes directly with appropriately certificated teachers or through District-provided transportation to either a District high school or another K-8 or middle school that offers the middle school course for high school credit. Schools may also choose to use the District's online learning platform, Edgenuity, to provide students with access to middle school courses for high school credit. Schools can implement Edgenuity directly with a teacher or through the District's online learning system.

iii.   Advanced Placement

Advanced Placement is a program created by the College Board that offers college- level curricula and end-of-course examinations to high school students. Colleges and universities may grant placement and course credit to students who obtain sufficient scores on the AP exams, allowing students to forgo the normal costs and time associated with completing those classes when they enroll in a post-secondary institution. Each year, the District provides a venue for the exams to be taken and offers scholarships to students in need to defray the fees charged by College Board for students to take the tests.

AP courses in Tucson Unified are open access, meaning they are available to all students who would like to enroll in them. These courses are offered at all District comprehensive high schools, typically beginning in the student's sophomore year.

iv.   Dual Credit

Dual credit courses provide the opportunity for a high school student to enroll in a college course and receive simultaneous academic credit from both the college and the high school. Dual credit programs can support the transition from high school to college and improve students' college attendance and graduation rates. The District works to provide a minimum of two dual credit classes at each comprehensive high school, with the courses offered as open-access courses to any students who wish to enroll. Santa Rita High School offers a comprehensive array of dual credit courses, with its focus on career and technical education.

The District offers many high school courses in which students receive both high school and college credit. Students have access to college-certified professors, develop important time management and study skills, and increase their opportunity for college admittance. The District's current partner institutions are Pima Community College and the University of Arizona, although the credits earned can transfer to many other colleges or universities.

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v.   International Baccalaureate.

The International Baccalaureate offers high-quality and challenging educational programs for a worldwide community of schools. The District offers this program at Cholla High School as an alternative to AP coursework. IB coursework remains highly rigorous with a focus towards college readiness and beyond.

The IB Programme is recognized as a leader in global education, focuses on the well-being of the whole student and encourages students to be local, regional, and global citizens, and holds both students and schools to rigorous academic standards. The International Baccalaureate Organization (IBO) monitors curriculum and assessment to ensure that each program meets the same global expectations.

c.   University High School

University High School (UHS) is one of the top-ranked college preparatory high schools in Arizona and the country (as rated by U.S. News and World Report). UHS offers a rigorous four-year academic curriculum along with many support programs to ensure that all students graduate and are accepted to the college or university of their choice. The principal of UHS has primary responsibility for UHS, and reports directly to the regional assistant superintendent for the Arcadia region, who reports directly to the Superintendent. [ECF 2267-1, pp. 27-34.]

d.   <u>Departmental Collaboration</u>

In addition to the ALE Department's primary responsibilities, other District departments support student success in ALE programs in coordination with the ALE Director, and the ALE Department provides support to other organizations in their primary responsibilities. These include FACE, MASSD, AASSD, School Community Services, Communications, CRPI, Interscholastics, the District Leadership regional offices, and other departments as needed. This collaboration involves quarterly meetings to ensure all supporting departments act in concert in their support of ALE programs and enrolled students. Some details of these departments' supporting roles are discussed below.

i.   Family and Community Engagement Department

FACE partners with GATE to provide parent workshops at the District's four Family Resource Centers as part of the "Tell Me More" series. GATE staff provides evening workshops throughout the year to help parents, guardians, and other adult

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caregivers understand the GATE programs, what their children might experience in GATE classes, and how they can help support their children's learning at home.

In addition to GATE workshops, FACE supports GATE staff in advertising, planning, and facilitating GATE's Family Enrichment Night. Through its Family Resource Centers, FACE promotes these events, and others like them, to families across the District. FACE also provides transportation and childcare services for families attending these recruitment events.

FACE collaborates with UHS and the student support services departments to support student applications and acceptances of placement to UHS.

ii.   Student Services Departments

MASSD and AASSD provide additional marketing and recruitment support for ALE programs. They host quarterly events, student recognition programs, community events, and Parent University. These events include an ALE information table staffed by ALE department members who can answer questions from family members about GATE and other ALE programs, including UHS. The student services departments provide follow-up phone calls to families who have not yet accepted GATE or UHS placement and host a forum for the ALE department to share information with parents and students at quarterly parent information meetings.

In SY2018-19, MASSD piloted a new ALE coordinator position. This student specialist specifically addressed family information needs, student recruitment, and ALE student support; attended ALE professional development; and worked closely with ALE department staff to be able to provide families with direct knowledge and support about ALE programs. This position will continue in SY2019-20, and AASSD will add a staff member filling the same position within that department.

Additional supports include a Parent Institute, with a facilitated workshop for parents about ALE programs, provided in both English and Spanish to families with students already enrolled or just interested in ALEs. Family members may also join the MASSD or AASSD Parent Advisory Council, groups of K-12 parents who advise the District on a variety of topics, including access to ALEs.

Members from both MASSD and AASSD attend resource fairs, county-created family engagement events, church and civic organization events, city-sponsored events, the Pima County Coalition for Prevention, Head Start preschool programs, El Rio and Old Pueblo Neighborhood Center, and Davis Monthan Air Force Base events. During these events, their staffs review ALE opportunities with families, including enrollment, recruitment, and student support.

MASSD and AASSD also collaborate with the ALE department on professional development opportunities to ensure sessions include essential equity practices and include a diversity focus.

iii.   Interscholastic Department

The District's Interscholastic Department supports all student athletes, including those enrolled in ALE classes. Additional collaborations with this department include AVID Tutor training, which is provided from the ALE department to Interscholastic tutors who work with middle and high school students. The Interscholastic Department also is exploring a new dual credit class for high school students that would assist with qualifications in becoming an official for sports programs.

iv.   Culturally Relevant Pedagogy and Instruction Department

The CRPI department collaborates on professional development opportunities for ALE staff to ensure access to culturally relevant pedagogy. Collaboration from this department resulted in the creation of a new AP course for juniors beginning in SY19-20 at UHS called AP English Language and Composition: Culturally Relevant African American and Mexican American Perspectives. As described above, the ALE department, UHS, the College Board, and the CRPI department developed this first-of-its-kind course.

v.   Communications Department

The Communications Department partners with all levels of the ALE department to assist with outreach and education about program offerings, admissions, and available supports. This includes revising and updating websites, creating and printing materials, creating promotional videos, facilitating printing materials, facilitating use of social media, and assisting with marketing plans and recruitment.

III. Other Equity Initiatives

A.   Diversity Plan for Teachers and Administrators

The District is committed to diversity in its teaching and administrative staff, both across the District as a whole, and within each school. The District's diversity efforts can be grouped in three broad areas: (a) recruiting and hiring people not

currently employed by the District to join the District teaching and administrative staff; (b) encouraging individuals already connected to the District in some capacity to become teachers or administrators ("grow-your-own" programs); and (c) to persuade District teachers and administrators to transfer from one school to another where their presence improves diversity ("diversity transfer" programs).

Primary responsibility for overseeing the diversity effort for teachers and administrators rests within the District's Human Resources department. The head of the department reports directly to the District Superintendent. Within the department, the Director for Talent Acquisition, Recruitment and Retention is directly responsible for leading the implementation of strategies to improve diversity in the District's teaching and administrative staff; this director has no other responsibilities.   The Director is assisted by others in the Human Resources department, the Communications department, and the Regional Assistant Superintendents.   The Director works directly with the principals across the District to promote and encourage hiring and transfers that improve diversity within schools, and across the District.

1. Diversity Outreach and Recruiting.

The District already employs African American and Hispanic teachers at a rate higher than would be expected, considering the teacher demographics of the United States and the state of Arizona, as reflected in the chart below. Moreover, the trend over the last four years at the District is towards increasing diversity:

Percentage of Teachers by Race and Ethnicity[9]						
	Hispanic	White	AA	Asian	Haw/PI	Nat. Am.
United States	7.8%	81.9	6.8%	1.8%	.1%	.5%
Arizona	13.1%	80.1%	2.8%	1.7%	n.r.	1.3%
Tucson Unified School District						
2016-17	28.1%	65.4%	3.0%	1.8%	0.2%	1.4%
2017-18	29.1%	64.2%	2.9%	2.0%	0.2%	1.5%
2018-19	29.0%	63.0%	3.4%	2.8%	0.3%	1.4%
2019-20	30.0%	61.9%	3.4%	2.9%	0.2%	1.6%

This progress has been achieved despite substantial headwinds. As the Special Master points out in his 2016-17 Special Master Annual Report, "A fundamental problem confronting TUSD's efforts to increase the diversity of its teaching staff is that there is a nationwide teacher shortage.   The dwindling supply of African

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[9] United States and Arizona data is for 2011-12, the latest year for which the District could find data.

American and Latino teachers also affects administrators since virtually all administrators come from the ranks of teachers. Moreover, Arizona ranks at the bottom among the states as attractive places for teachers to start their careers." [SMAR 2096 filed 2/27/18]. "TUSD has a difficult time competing for talent with districts that pay considerably more and that serve communities with much larger African American populations in the quality of life that goes with a large ethnic population." Id.

Despite these disadvantages, and despite the national shortage of teachers, TUSD has been effective in teacher recruiting. Teacher vacancies at the start of the school year are declining at TUSD (see table below). In context, during the period of the chart, the District employed over 2500 teachers, so the percentages of vacancies are very low:

Teacher Vacancies				
Month	School Year			
	2016-17	2017-18	2018-19	2019-20
August	158	109	88	62
September	128	88	83	56
October	114	81	61	
November	121	80	62	
December	106	81	53	
January	115	89	64	
February	96	87	56	
March	81	71	57	
April	69	51	23	
May	3	10	10	

Following an organized plan, the District used a variety of methods to attract a racially and ethnically diverse workforce, including advertising vacancies in targeted publications, offering recruitment incentives, and encouraging employees to pursue certification. The District recently reported on its procedures for recruiting African American professional staff. The District continued offer $5,000 stipends for TWDL teachers, teacher diversity, Hard-to-Fill and Exceptional Education. The District continues to review results and develop additional strategies to better identify candidates for the recruitment incentives, including improved marketing, an online teacher survey to identify teachers interested in transferring between schools, and direct personal outreach to potential candidates and site administrators about recruitment incentives and transfer opportunities. The District's Recruitment and Retention Advisory Committee communicates with the community and obtain feedback and ideas for recruiting and retaining educators.

2. **Grow Your Own Programs**.

The District offers a number of Grow Your Own (GYO) programs to encourage, incent, and support individuals in becoming teachers at the District. GYO programs may be adopted to respond generally to teacher shortages, generate particular types of teachers (e.g., math, bilingual, or exceptional education teachers), encourage teachers of particular underrepresented race/ethnicity, or target particular nascent teacher populations.

The Director for Talent Acquisition, Recruitment and Retention is responsible for targeted recruitment of Hispanic and African American staff for participation in the District's Grow Your Own programs to develop teachers of color (TOC) and administrators of color (AOC). The District classes these programs as either AOC or TOC programs, because of the intensive recruiting effort for these programs directed to African American and Hispanic candidates. Beginning in November 2019 and at least once each semester thereafter, the Director will invite Hispanic and African American staff identified as having the minimum requirements for a specific program (such as a bachelor's degree for the Make The Move programs, discussed below) to apply for that GYO program.

a.   **Make The Move**

The District began a GYO program in SY2015-16, directed to Tucson Unified employees with a bachelor's degree, to support "making the move" to become a certified teacher in the District. The Make The Move program has four tracks: Exceptional Education (Ex Ed), Two-Way Dual Language, General Education, and, most recently, Roskruge Bilingual Endorsement. These programs provide tuition reimbursement during study, professional support and professional development opportunities, and additional hiring and retention stipends upon certification. Make The Move participants must attend professional development sessions related to the selected program (e.g., Ex Ed, TWDL). The Exceptional Education and Language Acquisition departments track the attendance for those professional development sessions.

i.   **Exceptional Education (TOC)**[10]

The Make The Move – Exceptional Education program is for any current District non-Ex Ed teacher or paraprofessional with at least a bachelor's degree who is interested in becoming an exceptional education teacher in the District. Participants who are accepted into the program must enroll in an Alternative Pathway program at a local college/university and obtain an Alternative Teaching

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[10] While any individual may apply for the Make the Move programs, those programs not innately designed to grow teachers of color qualify as growing TOCs through targeted recruitment of Hispanic and African American staff members by the Human Resources director and staff.

Certificate in Special Education: Mild-Moderate. As part of the program, participants receive a one-time Make The Move hiring stipend ($5,000 for SY2019-2020) and tuition reimbursement for up to $5,000 over two years. The Make the Move – Exceptional Education program is a four-year commitment: two years teaching on an Alternative Teaching Certificate while completing course work, and two years teaching on a Standard Special Education: Mild-Moderate Certificate. Participants will also receive additional stipends at the end of each year that they are in the program if they complete Ex Ed-focused professional development and stay in an Ex Ed teaching position during the course of the program.

ii.   Two-Way Dual Language (TOC)

The Make The Move – Two Way Dual Language program is for any current District non-dual language teacher interested in becoming a Two Way-Dual Language Teacher in Tucson Unified. Applicants recommended for the program must meet minimum certification requirements. Once accepted into the program, the participants must in enroll in the Bilingual Education (Spanish) program at a local college/university to obtain the Full Spanish Bilingual Endorsement within three years and teach in a Two-Way Dual Language classroom. Participants receive a recruitment and retention stipend of $5,000 for each year that they are in the program, based on a four-year commitment. Participants also are eligible for tuition reimbursement for up to $5,000 over three years. This program is administered through the Language Acquisition Department.

iii.   General Education (TOC)

The Make The Move – General Education program is for any current District non-certified staff member with at least a bachelor's degree who is interested in becoming a general education teacher in Tucson Unified and doesn't meet the requirements for the other Make The Move programs. Participants accepted into the program must enroll in an Alternative Pathway program at a local college/university and obtain an Alternative Teaching Certificate in the area in which they plan to teach. As part of the program, the participants will receive a Make the Move hiring stipend ($5,000 for SY2019-20) and tuition reimbursement for up to $5,000 over two years. The Make The Move – General Education program is a four-year commitment: two years teaching on an Alternative Teaching Certificate while completing coursework toward certification and two years teaching on a Standard Teaching Certificate. Participants also will receive additional stipends at the end of each year that they are in the program if they complete professional development and stay in a teaching position during the course of the program.

iv.   Roskruge Bilingual Endorsement (TOC)

New for SY2019-20, the Make The Move – Roskruge Revision is for current teachers at Roskruge who do not currently hold a Spanish-Bilingual

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Endorsement or English as a Second Language (ESL) Endorsement and want to commit to be a part of the Roskruge revision to becoming a bilingual school. Once accepted, the participants must obtain the Full Spanish-Bilingual Endorsement or Full ESL Endorsement within three years and teach in the Two-Way Dual Language program at Roskruge. As part of the program, participants will receive the Two-Way Dual Language recruitment and retention stipend of $5,000 for each year that they are in the program. Participants also are eligible for tuition reimbursement for up to $5,000 over three years. Participants make a four-year commitment to teaching at Roskruge. This program is administered through the Language Acquisition Department.

b.   Teacher Cadet (TOC):

The District's Mexican American Student Services (MASSD) and Career & Technology Education (CTE) departments have partnered through an intergovernmental agreement with the University of Arizona (UA) College of Education to offer a teacher education program, EachONE/TeachONE, for high school juniors. The purpose of the program is to increase high school student interest in the teaching/education professions and increase the number of students matriculating to university/college/community college education programs, thereby developing teachers of color. For this Grow Your Own initiative, MASSD and CTE staff recruit high school juniors, targeting bilingual Mexican American/Latinx students. The UA students work with these high school juniors to develop and implement culturally sustaining lesson plans for elementary and middle school students to be facilitated in Academia Huitzilin (Saturday Academy) sessions. CTE covers UA fees for high school students and the UA presents them with instruction and certificates of completion (upon successful completion of the program).

MASSD staff initiated a pilot of this program during SY2018-19 with six Pueblo High School students. Academia Huitzilin certified academic tutors mentored the high school students to help them facilitate lessons to elementary students in grades 3-5. Parents opted into the Saturday Academy, which ran from November through May, with students participating for three hours daily.

The program continues in SY2019-20 and staff hope to expand it to another high school in the future. Currently, the MASSD staff is recruiting students for this program at both Pueblo and Cholla high schools.

c.   Arizona Teaching Fellows (TOC)(AOC):

The Arizona Teaching Fellows program works in conjunction with the UA College of Education to help selected participants acquire their bachelor's degrees (TOC) or Masters of Education (AOC), with the promise of employment with the District and financial assistance through the program. The financial assistance begins

when the participants begin their student teaching with the District and ends once they complete their student teaching. After graduation, if they are placed in a teaching position (depending on availability of the position), they will continue to receive financial support in the form of a stipend.

d.   Master's Cohort in Educational Leadership (AOC)

The District has entered into intergovernmental agreements with Arizona universities, including the University of Arizona, Grand Canyon University (GCU), and Northern Arizona University (NAU), to allow Tucson Unified teachers to work to obtain their master's degrees at a reduced cost[11]. The agreement with NAU allows the university to use District facilities in which to hold classes after District hours, providing District teachers access to personalized instruction rather than only an online program through NAU.

e.   Leadership Prep Academy (AOC)

The Leadership Prep Academy (LPA) cultivates the leadership skills of certificated staff members who are interested in pursuing administrative positions in the District, with specific outreach to African American and Hispanic candidates. The LPA includes working sessions spread out over the academic year, along with regular meetings to network with District, business, and community leaders. Additional features include individual assessments and advice to help participants build upon their leadership styles and areas of strength; Interactive workshops with national experts that bolster critical leadership competencies; informative presentations on topics such as media relations, innovation, and finances; and networking opportunities to interact with a diverse cohort of leaders from a variety of disciplines and departments. The Interstate School Leaders Licensure Consortium (ISLLC) standards for leadership guide each academy session, and the Assistant Superintendents serve as instructors.[12]

The District renewed its commitment this year to focus on outreach to African American and Hispanic candidates for the LPA, with the result that this year's cohort of LPA participants is strongly diverse:

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[11] The reduced costs vary by university and each teacher may select the program that best fits the teacher's needs.

[12] There are ten ISLLC standards by which the LPA was organized: 1. Shared Mission, Vision, and Core Values; 2. Ethics and Professional Norm;, 3. Equity and Cultural Responsiveness; 4. Curriculum, Instruction, and Assessment; 5. Support for Students; 6. School Personnel; 7. Professional Community for Teachers and Staff; 8. Family and Community Engagement; 9. Operations and Management; and 10. School Improvement.

2019-20 SY LPA Applicants Selected to Participate		
Race/Ethnicity	Number	Percentage
African American	13	43%
Hispanic	9	30%
White	8	27%
TOTAL	30	

3. Diversity Transfer Programs.

a.   Teacher Diversity Transfer Program.

The District has made steady progress in increasing teacher diversity within schools. Over the past four years, the District has successfully persuaded over 100 teachers to transfer to a school at which their presence improves diversity. Many schools now either meet or are within one teacher of meeting, diversity that is within 15% of the overall District percentages of African American and Hispanic teachers.

Moreover, elementary schools often have very small teacher groups – some as few as ten, and many less than 25. Data for groups that small is likely to be (a) volatile from year to year as a result of small random changes in personnel, and (b) so small that no valid conclusions can be drawn. A change in one or two teachers at a small school, unless they are replaced with teachers of the same race or ethnicity, can have massive impact on percentages, with the result that from year to year. The District observed this phenomenon, both within and outside the target group of schools. The District is also concerned that in this small group setting, concern about meeting 15% targets may elevate race or ethnicity above acceptable levels of importance in hiring decisions, particularly given that there is no finding that the District has ever discriminated in the hiring of teachers.

Teacher recruitment among District schools is designed to proactively find and cultivate candidates to transfer into open positions that would improve diversity, and to identify voluntary opportunities to swap personnel between schools even in the absence of an open position. The process requires understanding the current diversity status of the teaching staff at District schools, use of that data to identify and reach out to potential transfer candidates, and a personalized effort to persuade and incentivize teachers to transfer to improve the diversity of the teaching staff at the receiving school, without adversely affecting diversity at the sending school.

The process begins with the Human Resources staff providing data to create a table of the racial and ethnic makeup of each school's teaching staff and the schools'

specific receiving needs for improved diversity, sending capacities to improve diversity at other schools, and current open positions. The Director updates this table each month throughout the calendar year. Using the table and HR data, the Director keeps a running list of "sending school" transfer candidates by race/ ethnicity and teaching credentials to facilitate matching to open positions at other schools.

The Director uses the HR data and geographic locations to identify potential "swap" school candidates, where the exchange of teachers would improve diversity at one or both of the schools. The Director organizes regular email and/or telephone contact with potential transfer candidates to advise them of open positions that would improve diversity and inform them about the various incentives and advantages of transferring. The Director follows up with direct personal contact as much as possible.

When an underperforming school has a vacancy, the Director uses data from the Assessment and Program Evaluation Department to identify top District teachers with high-achieving students and invite the teachers to transfer to the underperforming school.

The Director administers an annual online survey to be sent to all teachers to explore their potential interest in transferring to improve diversity. The survey includes questions regarding what teaching conditions or incentives would increase interest in transferring (such as preferred grade level, another teacher transferring at the same time, working conditions), and to what schools they would consider transferring. The Director also uses survey responses to identify or prioritize candidates. The Director and teachers who have transferred to improve diversity jointly develop additional referrals as well as success stories and testimonials that can be used to help recruit transfer candidates.

To the extent practicable, the Director organizes and attends recruiting meetings for teachers at schools with significant sending capacity. The goal of the meetings is to encourage candidates to apply for transfers by explaining the benefits of a diverse teaching staff, the District's diversity program, and the various incentives and advantages of transferring.

The Director meets with principals at schools with significant sending capacity to review the importance of diversity and the available incentives, and to encourage them to refer teachers as transfer candidates. To the extent practicable, the Director facilitates meetings among principals or transfer candidates at potential "swap" schools to promote teacher exchanges between schools to promote a diverse teaching staff.

The District provides a series of incentives to encourage transfers that improve diversity. Target school principals who recruit a transfer teacher whose presence reduces racial disparity will be granted $3,000 (per teacher) to use toward classroom supplies. District teachers who seek to transfer to a target school and whose presence reduces racial disparities will receive a benefit package, including a $5,000 cash stipend, or a $4,000 cash stipend and five additional planning days spread throughout the year, or a $4,000 cash stipend and $2,000 support towards National Board Certification.

Transfer requests that reduce racial disparities have priority and are processed for approval on the next available board agenda. The District does not approve transfers that increase racial disparities in any school.

b.   Administrator Diversity Transfer Program.

The District has recently expanded its diversity transfer program to include administrators. Fifty-five of the District's 85 schools have one administrator, so "within-school" diversity of administrative staff is not possible. Of the 30 schools with more than one administrator in SY2019-20, only seven had homogeneous teams. Three of these schools had white administrators, and four racially concentrated schools had Hispanic administrators. All schools were within one administrator of complying with the 15% rule. Thus, only a few schools within the District are affected by the diversity transfer plan.

Functionally, the administrator transfer program is similar to the teacher transfer program. The HR staff creates a table of the racial and ethnic makeup of each school's administrative staff and the schools' specific receiving needs for improved diversity, sending capacities to improve diversity at other schools, and current open positions. The Director updates this table every year, and includes it in the annual report. Using the table and HR data, the Director keeps a running list of "sending school" transfer candidates by race/ethnicity and teaching credentials to facilitate matching to open positions at other schools.

The Director organizes regular email and/or telephone contact with potential transfer candidates to advise them of open positions that would improve diversity and inform them about the various incentives and advantages of transferring. The Director follows up with direct personal contact as much as possible. The Director works with HR leadership to ensure the racial/ethnic balance of school administrative teams is considered in the hiring process.

Recruiting administrators among District schools is designed to proactively find and cultivate candidates to transfer into open positions that could improve

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diversity, and to identify voluntary opportunities to swap personnel between schools even in the absence of an open position. The process requires an understanding of the current diversity status of the administrative teams at District schools, use of that data to identify and reach out to potential transfer candidates, and a personalized effort to persuade administrators to transfer to improve the diversity of the administrative team at the receiving school, without adversely affecting diversity at the sending school.

At the same time, the District recognizes that stability in the administrative staff at a particular school may be important to continued growth in academic achievement. Thus, the District will not consider an administrator for a diversity transfer if that administrator has served at his/her current school for fewer than two years. The District may retain a school's leadership team if that school earned an A or B rating, improved by a letter grade, or improved substantially within a grade band.

The District provides incentives to encourage diversity transfers by administrators. Target school principals who recruit and hire an administrator whose presence balances the racial/ethnic makeup of the administrative team will be granted $3,000 to use in the school budget. District administrators who seek to transfer with a three-year commitment to a target school and whose presence improves the racial/ethnic balance of the administrative team select from the following incentives: a $4,000 annual cash stipend for three years; $2,500 cash stipend and $2,500 for professional development expenses (conferences and/or specific training) for three years; or a one-year interim assignment of an additional certificated staff person to assist the administrative team of a receiving school, to assist in transition and improve academic instruction. The Director actively recruits diverse certificated staff to fill that interim position as part of a GYO for leadership development.

B.   New Teacher Hiring and Support

1.   Hiring

The District uses a centralized hiring process to fill teaching position vacancies. The process is designed to allow the District to influence the process to improve diversity and avoid first-year teachers at racially concentrated or underperforming schools as much as practicable given the external circumstances constraining hiring.

The most significant constraint is that the District cannot simply hire a teacher and then "assign" the teacher to a school. Teachers apply for specific positions at identified schools, and the District is generally dependent on voluntary choice by teacher applicants in filling vacancies. A number of factors combine to force this

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condition, including the national teacher shortage, low teacher pay in Arizona, alternatives for teacher employment (other local school districts, charter schools), similar hiring practices by other districts, and collective bargaining agreements.

In summary, the process is as follows: All vacant teaching positions are posted for a minimum of fourteen days on the District's central website, where they are searchable by type, level, location and keyword. All applications for teaching position are submitted online through the District's central website, for particular posted positions. All applications are saved online in a pool and an applicant may return to the website at any time and submit an application for any other posted position.

The District's central HR staff reviews applications submitted for each position, and determines whether each application meets the minimum criteria for the posted position. The school staff reviews the qualified applications, conducts interviews following an approved protocol, and makes a recommendation to central HR staff for hiring.

The District's central HR staff also reviews its general pool of applicants for other possible qualified applicants. The District's central HR staff conducts additional interviews of applicants who have not been interviewed by the school staff.

The District's central HR staff makes the hiring decision, subject to review and approval by the Superintendent and the Governing Board. The hiring decision by central HR staff takes into account the recommendation of the school interview committee, its own interviews, and other considerations including the experience of the teacher, the availability of other qualified applicants, the status of the school as either underperforming or racially concentrated, and the diversity of the teaching staff at the school.

Except in a relatively narrow exception, the District does not permit a first-year teacher to be hired for a teaching vacancy at any underperforming or racially concentrated school unless there are no other more experienced applicants for the vacant position. Whenever a first-year teacher is hired for such a position, the District provides both developmental and sheltering support for the first -year teacher to mitigate the impact of first year teaching in an underperforming or racially concentrated school. The District uses a certification form to document (a) that the conditions permitting the hiring of a first-year teacher at an underperforming or racially concentrated school exist, and (b) the specific sheltering strategies provided to that first-year teacher to mitigate the impact of inexperienced teachers at these schools.

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Over the last five years, first-year teachers have amounted to less than 5% of the total teaching force of the district, reflecting the lower than average attrition rates experienced by the District, and the success of its efforts to recruit and hire more experienced teachers for all open positions.

2.   Support

The District provides special support to first and second year teachers. The support includes a four-day induction program when the teacher first joins the District, and then developmental support throughout the year from (a) mentor teachers who work with the new teachers every week, modeling instruction, providing coaching, assessments, direction on areas for improvement, and (b) professional learning opportunities specifically designed for new teachers.

The level of support the District provides for first-year teachers at underperforming or racially concentrated schools is higher than at other schools. Mentors are assigned to new teachers according to a formula designed to ensure this higher level of support. In addition, first -year teachers at underperforming or racially concentrated schools receive special sheltering support in the form of reduced class size, no multi-grade class assignments, reduction in number of classes taught, classes co-taught with another teacher, one classroom for all courses, reduced lesson plan responsibilities, limited number of preparations required, common planning time with teachers of same grade/content, and no additional first-year teachers in content or grade-level team.

Second-year teachers who do not receive satisfactory assessments at the end of their first year teaching are targeted for more intensive support than other second year teachers, and continue to receive special support until they achieve a satisfactory rating on the new teacher assessment.

A more complete description of support provided by the District for first year teachers appears at ECF 2327 and attachments.

New teacher support is designed, implemented and overseen by the New Teacher Induction Department. The department is led by a Director, who reports to the Assistant Superintendent for Curriculum and Instruction.

C.   Discipline

The District continues its efforts to reduce the absolute levels of discipline imposed and disparities in the administration of discipline among racial and ethnic groups. Those efforts continue to prove fruitful. While there are slight fluctuations

from year to year, the overall trend is a reduction in overall discipline as well as a reduction in the differences in discipline rates between African American and white students. The District halved the 9 percent difference that existed in SY2013-14. Furthermore, with the reduction in overall discipline and discipline disparities, African American discipline rates for the past two years (10.39 percent and 10.93 percent) are lower than the rates for White students in SY2013-14 (11.56 percent).

There is virtually no difference in discipline rates between Hispanic and White students for out-of- school suspensions (short or long term). The District has reduced the disparity gap with respect to both short-term and long-term suspensions between African American and White students. The likelihood that African American students will be suspended also has been reduced significantly. For example, in SY2014-15, African American students were 3.5 times more likely to have a long-term suspension than White students (just below the most recent national average). By SY2018-19, the likelihood ratio had dropped to 2.1 (well below the most recent national average). Hispanic students are no more likely than White students to receive a long- term suspension.

The Student Relations Department has primary responsibility for overseeing and managing discipline in the District, and is dedicated to improving student behavior, reducing disciplinary and exclusionary consequences, creating consistent discipline practice across schools, organizing and leading professional development, auditing schools for best practices and deficient practices, and regularly reviewing discipline data for trends, policy violations, and hot spots. The Student Relations Department is led by a Director who reports to the District's Chief Academic Officer, the Assistant Superintendent for Curriculum and Instruction. [ECF 2266-1, p. 2.]

The Student Relations Department works primarily through three sets of teams at the site level: MTSS, site discipline teams, and Positive Behavioral Interventions and Supports (PBIS) teams. [ECF 2266-1, p. 5.] Site level teams also receive support from regional assistant superintendents. Student Relations staff also serve as leading members of the Comprehensive Behavior and Discipline Committee (CBDC) and contribute heavily to the design and presentation of professional development focused on improving classroom discussion, relationships with students, and inclusive school environments. [Id.]

As discussed below, the District has implemented several initiatives to facilitate its discipline-related goals, and in so doing has seen remarkable progress in reducing overall discipline and discipline disparities.

1. **Initiatives[13]**

    a. **PBIS and Restorative Practices**

The District implements restorative practices and PBIS, which is a proactive systems approach to establishing the behavioral supports and social culture needed for all students to achieve social, emotional, and academic success. [ECF 1965-1, p. 187.] These practices help schools teach and encourage positive behavior, teaching students about behavior just as they teach students about subjects like reading or math.   The focus of restorative practices and PBIS is improved behavior, not punishment. Over a six-year period, restorative practices and PBIS have continually evolved based on monitoring, identification of need, evaluation, adjustment of strategies and development of new programs and approaches. Restorative practices and PBIS have become embedded and intertwined with the way TUSD teaches and interacts with students, and serve as foundational pillars in system-wide structures like MTSS, site-based discipline and/or PBIS teams, culture and climate training and expectations, and policy. Both overall strategies have been codified by Governing Board policies JK (Student Discipline), the student code of conduct, and supporting regulations JK-R1 and –R2 (Short- and Long-term Suspensions).

In 2018-19, TUSD created a new department, student relations (SR), to address behavior and discipline. Led by the Director of Student Relations, the department developed system-wide protocols for implementing, observing and monitoring, and evaluating the effectiveness of RP and PBIS. SR worked with student services and the CRPI departments to ensure cohesion in RP/PBIS implementation, and expanded the RPPF pilot, including developing handbooks and manuals to ensure consistent application across schools.   SR also conducted site-level walkthroughs and observations throughout the year to observe RP and PBIS practices in schools, to provide job-embedded professional learning, and to evaluate effective practices. At the site level, all schools hired or designated an employee to serve as the restorative and positive practices site coordinator.

    b. **DAEP**

The District's Alternative Education Program (DAEP) is a voluntary alternative to long-term suspension that provides 6th-12th grade students the opportunity to

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[13] Each of these initiatives is discussed in more detail in the District's Notice and Report of Compliance – Discipline Progress Report, along with its attachments, found at ECF 2266, 2266-1 and 2266-2.

continue their education and reflect on the underlying behaviors and circumstances that led to discipline instead of staying at home or being detained.[14]

c.   ISI

The District's In-School Intervention (ISI) program is an alternative to short-term suspension where students will continue receiving classroom instruction from content-certified teachers in a classroom on campus. ISI is available at all middle schools, all high schools, and larger K-8 schools.

d.   Positive Intervention Centers

The District designed Positive Intervention Centers (PICs) to provide students a short time (no more than 30 minutes or the remainder of one class period) and a positive and supportive environment to de-escalate if they are feeling angry, overwhelmed, or in need of a time-out. The teacher in the PIC has the student fill out a reflection form to help identify the root cause of the feelings, de-escalate the situation, and assist in helping restore the student back into the classroom or classroom setting.

e.   Support Action Plans (formerly Corrective Action Plans)

At the end of each quarter, the CDRC meets to review data and identify trends. When school data indicates high levels of discipline or disproportionality, the Student Relations Director collaborates with the school principal to develop a school site-wide Support Action Plan (SAP) to address any demonstrated deficiencies in discipline practices or in policy or Code implementation. Some schools go off the SAP after one quarter, while others take longer to fully implement corrective measures. The Student Relations director collaborates with academic directors to monitor SAP progress throughout the year. The SR Director and academic directors discuss schools' SAP progress during quarterly discipline review meetings and on an as-needed basis.

f.   Discipline Data Monitoring

The District continues to provide training and support to site leaders to ensure the accuracy of discipline data. The Student Relations department, including the SR Director, the SR Coordinator (RPPC), and the CL, work throughout the year with staff from sites and relevant departments to improve the usefulness and accuracy of data

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[14] Each of these initiatives is discussed in more detail in the District's Notice of Report of Compliance – Discipline Progress Report, along with its attachments, found at ECF 2266, 2266-1 and 2266-2.

documentation. The District improved site-level capacity for data entry to ensure accurate and reliable reporting in SY2018-19, particularly through training on data entry into the EBAS, including Synergy and Clarity information systems. The District also continued to actively monitor discipline data and adjust strategies based on frequent and recurring data analysis, assessment, and evaluation. The District's system of monitoring and reporting occurs continuously throughout the school year on a daily, biweekly, weekly, monthly, and quarterly basis. The Student Relations Department reviews disciplinary data and disciplinary actions, identifies issues, develops and implements corrective action measures, shares and replicates best practices, and explores ideas for improvement at the site or district level.

g.   Revised Student Code of Conduct

The District worked with multiple stakeholders, a working group of staff, community members and other participants, the plaintiffs, and the Special Master to prepare and produce the revised coded of conduct. This new code of conduct included several changes and policies designed specifically to reduce exclusionary discipline for all students, and particularly for African American students. More details on these revisions can be found at ECF 2298-1, pp. 147-48.

h.   Collaboration with the Department of Justice

The District regularly engages the Department of Justice in joint reviews of individual incidents (and their disposition) for the most-used category in the Student Code of Conduct, "Aggression," which includes minor aggressive acts, other aggression, fighting, and assaults. By providing this level of transparency to the only party authorized to view individual student data, the District has gained a wealth of knowledge, insight, and internal capacity to continue conducting thorough, incident-specific analyses of discipline data to ensure compliance and to reduce the use of exclusionary discipline.

D.   Extracurricular Activities

The District's Interscholastics Department has primary responsibility for overseeing extracurricular activities at the District level, and principals, as detailed below, have primary responsibility for ensuring equitable provision of extracurricular activities in their schools. The Interscholastics Department is led by a Director of Interscholastics, who evaluates and develops the District's abilities to provide equal access and opportunities to and within extracurricular activities in the District. The Director of Interscholastics reports to the Assistant Superintendent for the Silverbell Region.

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Staff members from the African American Student Services, Mexican American Student Services, and Multicultural Curriculum departments work together in a supporting role to develop strategies to help increase the participation of African American and Hispanic students in extracurricular activities and to provide high interest activities for these students throughout the year. The Transportation Department also plays a supplemental role in providing transportation to students so that they may participate in extracurricular activities.   The Interscholastics Department also provides an additional extracurricular specialist to work solely with the elementary school population. This specialist meets with parents of elementary students and introduces them to options for after-school activities and the benefits that derive from participation.

In the Court's 1978 Findings of Fact, Judge Frey found that the District had eliminated segregation in extracurricular activities in 1946, more than thirty years before the Court's Order. [ECF 345, p. 42.] And, as discussed above, the Court did not find that any vestiges of segregation remained in the area of extracurricular activities. [Id.][15]

Nevertheless, the District has worked continuously to ensure equitable access to extracurricular activities.   The District created the position of Director of Interscholastics to evaluate and develop the District's abilities to provide equal access and opportunities to and within extracurricular activities in the District. The Director also worked with a committee of representatives from the Fine Arts, Student Equity, Transportation, and Guidance and Counseling departments, and with principals from elementary and high schools to evaluate the District's extracurricular activities programs and develop a plan to pursue the steps needed to improve the equitable provision of extracurricular activities to all students and to ensure good faith compliance with the USP. [AR 13-14, ECF 1686, p. 194; AR 13-14, App. VIII-1, ECF 1690-8, pp. 1-5.] The District prepared the Extracurricular Equitable Access Plan, which was submitted to the Plaintiffs and the Special Master for review, and was subsequently finalized and approved. [Id.] The District utilized that plan to pursue and accomplish the goals of providing all students opportunities to participate in

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[15] Relatedly, the Department of Justice also determined that there was no evidence of discrimination in extracurricular activities when it did not oppose an award of unitary status in this area:

> The United States does not oppose the District's motion for unitary status as to extracurricular activities, facilities and technology. The District has set forth evidence that is has complied in good faith with the requirements of these portions of the USP. The Special Master has not identified any non-compliance with the USP in these areas, and the United States' compliance monitoring efforts have not uncovered any evidence to the contrary. Moreover, there is no evidence of ongoing discrimination in these areas. Finally, these areas are not so intertwined with other aspects of the USP that they cannot be dismissed without negatively impacting its full implementation. [ECF 2014, p. 6.]

extracurricular activities regardless of race, ethnicity or ELL status, and to promote diversity in extracurricular activities, bringing students of all races and cultures together in positive settings of shared interest. [AR 15-16, ECF 1958-1, p. 364.]

Additionally, since SY2013-14, the Interscholastics Department has provided training to every principal, assistant principal, and athletic director on the District's policy that no student be prohibited from participating in any extracurricular activity due to their inability to pay fees. School principals are obligated to offer participation waivers to any students who can demonstrate that paying the fee would cause a financial hardship for their family. Since at least 2009, the District has worked in partnership with the Educational Enrichment Foundation and other non-profit organizations to offer scholarships for middle and high school students to cover participation fees. The District continues to expand outreach efforts through communications sent directly to homes, advertising during assemblies and athletic events, and posting daily announcements and activities on school websites.

Finally, as detailed in the District's Principal Review Process, (ECF 2260-1, pp. 22-23), principals have primary responsibility within their schools to ensure equitable provision of extracurricular activities, Assistant Superintendents communicate regularly with principals regarding equity in extracurricular activities, and principals work with the extracurricular activities monitoring teams to ensure equitable access. The District's inter-departmental collaboration has resulted in equitable provision of extracurricular activities.

E.   Facilities and Technology

The District is committed to maintaining and improving its facilities and to allocating its technological resources equitably across all schools in a race-neutral manner to prevent disparities in the quality of its physical and technological infrastructure for schools and students.

The District utilizes a Facilities Condition Index (FCI) to measure and rate the physical condition of each school facility across the District. The format and weight of the various elements of the FCI were approved by the Court, and are continually updated as conditions change. The District reports on the results of the FCI in its annual report. The District also uses an Educational Suitability Score to rate the design and suitability of each school for its educational mission. The FCI and ESS results demonstrate that there is no pattern of conditions or educational suitability which correlates to the racial and ethnic makeup of the school; in addition, the District prioritizes repair and improvement projects based on the FCI and ESS scores and integration status of the school, to ensure that repairs and improvements are

equitably administered. Health and safety issues always take precedence over regular maintenance and improvement projects.

The District also uses a Technology Condition Index (TCI) to assess technological conditions at school sites. As recently revised, 45% of a school's TCI score is based on the technological equipment actually available for use in classrooms, and another 45% is based on the technological proficiency of the teachers in the school, as measured by annual tests administered by the Instructional Technology Department. The final 10% of the score is based on the extent to which the school's wireless infrastructure provides adequate access to the internet for instructional purposes. The TCI scores demonstrate that there is no pattern of technology conditions which correlates to the racial and ethnic makeup of the school.

Over the past several years, the District has significantly expanded its instructional technology professional learning activities for teachers and staff. The primary responsibility for realizing this goal rests with the Instructional Technology Department. The department is led by its director, who reports to the District's Chief Technology Officer. There are five Educational Technology Integration Specialists in the department who report to the Director. One ETI Specialist is assigned to each of the five District regions, and is responsible for coordinating and conducting teacher training within that region, along with supporting teachers and administrators in their region through customized training, co-facilitation of school site professional development, and support for utilization of the Microsoft Educator Community.

Updating to Windows 10 and using Microsoft Office 365 has provided innovative opportunities for teachers to engage their students while improving learning outcomes and exposing students to skills they will need in the workforce. Microsoft solutions supports district-wide technology goals. Microsoft has featured the District in one of their "School Stories," which is posted on the Microsoft Educational Technology website by schools around the world that are using Microsoft technology to create immersive teaching and learning experiences.

To further support the integration of technology in the classroom at the school-site level, the District uses Teacher Technology Liaisons (TTLs) for technology instruction and instructional peer coaching. The International Society for Technology in Education (ISTE), the foremost global organization in expanding the use of educational technology in the classroom, promotes the use of instructional technology coaching as a prevalent method of deploying ongoing professional learning for teachers with a specific focus on the integration of technology into both the curriculum and method of instruction. Each ETIS coordinates and supports the activities of the TTLs in their respective regions.

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A TTL is usually a teacher on campus who enjoys working with technology and has expertise in the use of classroom technology. TTLs are required to attend monthly meetings where they learn or brush up on technology skills, which are specifically selected by the ETIS team based on the current school year's Instructional Technology's professional learning goals. The TTL's role is to provide extra site-based support and professional learning to their peers and staff. Specifically, TTLs will deliver up to 45 hours per semester of one-on-one, small group, or online instructional technology professional learning to teachers based upon teacher needs. TTLs receive a stipend and specialized training for instruction and coaching at their schools. Tucson Unified is one of at least five school districts in Arizona, along with other districts across the country, to use a similar model of TTLs to deliver instructional technology professional learning to teachers.

In recent developments, Sabino High joined Cholla and Sahuaro High Schools as a "Microsoft School." A Microsoft School is a school dedicated to digital transformation and exploring how Microsoft can support that endeavor. In addition, Cholla is now a Microsoft Showcase School — the only such school in Arizona. This status is awarded to schools that have demonstrated a commitment to embracing technology to transform education and improve learning outcomes for students. With the support and guidance of Microsoft, Showcase Schools create immersive and inclusive experiences that inspire lifelong learning, stimulating development of essential life skills so students are empowered to achieve more.

The District also competed for and successfully obtained Verizon Innovative Learning School (VILS) grants for three school campuses: Lawrence 3- 8, Pueblo Gardens K-8, and Mansfeld Middle Magnet School. These grants provide iPads for all teachers and 6th-8th grade students at these school campuses. The grant also provides significant professional development for teachers and subsidizes funding for an instructional coach for each school campus. The technology and related supports will be fully in place in SY2019-20.

The District continued to offer a wide variety of self-paced and instructor-led courses through the Professional Learning Portal, including USP: Promethean Board Basics User Training; Scheduling Time with a COW; USP: Using Instructional Technology in the Classroom: Summer 2018; and Office 365 for Administrators, SY2018- 19.

F.   Evidence Based Accountability Systems

1.   Data Collection, Reporting and Analytic Systems

The District uses a sophisticated set of data collection, reporting and analysis capabilities to enable evidence-based accountability and decision-making. The tools and systems used by the District to implement EBAS capabilities continue to develop and evolve under the guidance and implementation of the District's chief technology officer and his department. The principal tools and systems currently used by the District include the following:

Synergy: The District's student information system, Synergy, remains the principal system that forms the core of the District's EBAS capabilities. The system captures and allows tracking of a wide range of student information, including all of the student related data elements required by the USP. Synergy allows teachers and other District staff to use student data, including attendance, enrollment, courses, gradebooks, parent information, and schedules. The system has a robust set of preselected reports, as well as a well-developed report generator interface, to allow flexible analysis of the full range of data collected.

In addition, the District now uses the intervention tracking and early warning modules to identify students in need of academic and behavioral intervention, and to track and monitor results of interventions.   This Synergy module provides the systems support for the MTSS and behavioral teams at each school, and also provides the data capture and tracking for (a) central MTSS Department oversight of the process and (b) discipline reporting and decision-making by the Student Relations Department

SchoolCity: SchoolCity serves as the District's main tool for analysis and reporting on data related to student academic assessment and performance.   About 180,000 assessments and surveys have been administered to District students within SchoolCity annually since SY2015-16. These assessments range from quarterly benchmarks to language proficiency tests to individual teacher formative assessments. SchoolCity reports permit disaggregation of academic data and give teachers access to granular data and analysis tools, such as standards and item analyses, that help them make data-driven instructional decisions, both for Tier 1 instruction, and also for Tier 2 and Tier 3 academic interventions.

iVisions and AppliTrack: The key system the District uses to collect, track and analyze data regarding its employees (including administrators and

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certificated staff) is the Infinite Visions software from Tyler Technologies, specifically designed for school districts, and used by many across the country. The system has over 400 standard reports and a strong ad hoc report generation interface for custom reports, and permits export of data in many formats to permit use and linking with data from other systems.

Information regarding applicants, and tracking of application processes, are managed using the AppliTrak software (now known as Frontline Recruiting and Hiring), specifically designed for the recruiting and hiring processes for school districts. In addition to serving as a platform for the day-to-day management of school district recruiting and hiring, AppliTrack permits the collection and analysis of key information about applicants, interviews and hiring decisions.

Office 365: Office 365 is a comprehensive set of productivity tools from Microsoft, including some of the better known tools such as **Word** (word processing), **Excel** (spreadsheet), **Outlook** (e-mail and calendar), **PowerPoint** (presentations), and **Access** (database applications), but also including other new or less commonly known tools of real impact in the educational arena, including:

- **Publisher**, for page layout and design for publications;

- **Teams**, a collaborative shared workspace for teams, used by students for group projects and teachers for professional learning communities;

- **Sway**, for easy creation of web pages, and presentations from multiple sources of content;

- **Forms**, for creation of forms, surveys and tests, and collection and analysis of responses;

- **Stream,** a video service allowing users to upload, view, and share videos securely within the organization, including classes, meetings, presentations, training sessions;

- **Flow**, which allows employees to create and automate workflows across multiple applications and services, automating repetitive tasks; and

- **Sharepoint**, a browser-based document management system, which groups to set up a centralized, password protected space for document sharing.

Among many other uses, the District uses various Office 365 tools to store and track information regarding facilities and technology within the District.

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Microsoft Power BI: Microsoft Power BI (Power BI) is a self-service data platform that is accessible over the Internet. This external site replaces the legacy program, TUSDStats. The platform allows the District to make data available to external users (the public) and internally (school and District staff). The reports on Power BI provide aggregate data on enrollment, mobility, graduation rates, dropout rates, multi-year stability, school letter grade determination, and the District's School Quality surveys. Data can be disaggregated by student characteristics, including race/ethnicity, English language learner, and exceptional education, allowing administrators and staff to examine differences across subgroups, identify trends, and drive decision making at the site and District levels.

> **Internal usage.** This reporting site for administrators is one of the District's internal reporting tools for organization-wide (or school-wide) accountability. The Internal Power BI reporting site provides the same or similar data as SchoolCity but allows administrators or District-level staff to examine differences in subgroups across a school site or across the entire District. Users can examine District-level data or drill down to specific student subgroups to discover potential disparities between or among student subgroups, and can track progress towards improvement for each student subgroup over multiple years. Only authorized Tucson Unified users have access, including administrators and District-level staff, in compliance with student privacy requirements.

> **External usage** –The external Power BI reporting capability allows the wider Tucson community to view data. The site is accessible to the public from home and through a wide range of devices such as tablets or smartphones through the District website and then the "TUSDdatareport" link.

2.   Evidence-Based Accountability in Decision-Making

The organizational unit within the District most involved in the use and implementation of evidence-based accountability in decision-making is the Department of Assessment and Program Evaluation (A&E). The Department head reports directly to the chief academic officer of the District, the Assistant Supervisor of Curriculum & Instruction.

The Department is led by its Director and consists of a team of six principal researchers, an instructional data intervention coordinator, a district testing

coordinator, a data integrationist who combines and manages data from different data systems for analysis, and administrative support.

A&E is charged with the following responsibilities, functions and tasks:
- To undertake the systematic and systemic evaluation of new initiatives.
- To identify problem areas deserving of attention from District leaders through the systematic analysis of data that is part of the EBAS evidence base.
- To identify schools on a regular basis that are positive and negative outliers with respect to success in implementing particular initiatives or achieving particular goals and make the knowledge of effective practices accessible throughout the District.
- To support PLCs by consultation and the identification of research that would help PLCs make effective decisions.

These specific responsibilities are organized into three essential functions that define the department: assessments administration; evaluation of District initiatives; and data support to TUSD and larger community (including external research). The A&E Department has the ability to pull and analyze data across information systems using data tables that automatically update across information systems, and the Microsoft Power BI system. A more comprehensive report on the operations and administration of the A&E Department appears at ECF 2137-1, pp 32-41.

In addition, through direct Synergy and PowerBI access, operating departments across the District have direct, real-time access to updated data relevant to each department's operations. Teachers, MTSS and discipline teams, and central district departments all have differentiated access to relevant elements of the District's overall EBAS system.

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