

# APPENDIX V – 159

## 2015/2016 Evaluation of Student Service Equity Programs

### Executive Summary

#### Introduction

Tucson Unified School District's *Assessment and Evaluation Department* (A&E) was tasked in August of 2015 with evaluating TUSDs multicultural equity departments. The 4 departments are: (1) the African American Student Services Department (AASSD); (2) the Asian Pacific American Student Services Department (APASSD); (3) the Mexican American Student Services Department (MASSD); and (4) the Native American Student Services Department (NASSD). Each department represents distinct ethnic and racial student populations within the larger TUSD community. Each department employs a varying number of *Student Success Specialists* (S3s) whose primary responsibility is to increase student academic, behavioral, and social outcomes of students in kindergarten through 12<sup>th</sup> grade in schools throughout the district. This is the first comprehensive evaluation of *equity services*, and combines formative and summative strategies to: (1) Unpack the roles and responsibilities of the Student Success Specialists (S3s), the multicultural equity department-level staff who are directly responsible for delivering student services. (2) Document the 5 domain-level activities around which student services are organized. These 5 domains are academics, attendance, behavior, credit acquisition and recovery, and humanistic universal design (HUD). (3) Capture the effects of discrete service delivery upon student outcomes using qualitative and quantitative methods. (4) Deliver evidence-based recommendations to improve the effectiveness of equity services. The evaluation's research design is mixed method, combining quantitative and qualitative data analysis methodologies.

#### Numerical Summary of Service Delivery

During the AY 2015/2016, the 4 Student Services departments collectively delivered 172,189 hours of direct service from August 6<sup>th</sup> of 2015 through May 25<sup>th</sup> of 2016. That translates to 155,157 separate and distinct *intervention events* or distinct *contacts* delivered to 13,322 unique students and 15,514 non unique students, with 2,192 duplicated students. Equity data collected during the AY 2015/2016 varied across equity department and academic domain by the number of specialists, sites served, and total hours, and by total service hours delivered across both department and academic domain. Total service

hours (172,189) were delivered across the five established domains of academics (116,664), attendance (4,303), behavior (12,181), credit acquisition (4,297), and humanistic universal design (HUD-34,744) which includes many of the non-academic or social service-related needs of students. Service hours are recorded within 27 service types spanning the five domains.

Departments	Total N	AASSD		APASSD		MASSD		NASSD		Total
Data Types	N	N	%	N	%	N	%	N	%	%
# of Specialists	55	12	22%	11	20%	13	24%	19	35%	100%
# of Sites	82	24	29%	16	19.51%	14	17%	28	34%	100%
# Served	15,514	4,522	29%	2,542	16%	4,385	28%	4,065	26%	100%
Total Hours	172,189	37,343	22%	62,947	37%	32,162	19%	39,736	23%	100%
Unique Students = 13,322 (2,192 duplicated students)										

\*The distribution of service hours varies by department, with the academic domain dominating services delivered across all 4 departments. This latter finding is not shown in Table 1.

## Findings

Across equity departments, the delivery model is one in which nearly half of all students (49%) met with Student Support Specialists a couple of times over the course of a semester for less than 5 hours; just over another one-quarter of all students (27%) met with specialists from 5 to 15 hours; and just under one-quarter of all students (24%) met with specialists for more than 15 hours. Over two-thirds of total hours focused on academic domain concerns. Based upon fall 2015 data, for students who received 15 hours or more of service, the interventions appear to have resulted in a reduction in the number of F's received when compared to the previous quarter. Other measures such as benchmark proficiency, suspensions, and attendance show little or no impact from S3 program services. However, this absence of measurable impact may indicate that the measurement tools were not sensitive enough to show change in programs that are broad in their implementation but not deep. This apparent insensitivity to quantitative measurement requires an increased emphasis on qualitative data collection and analysis. Data from key informant interviews with TUSD Senior Leadership was generally

supportive of the work of the S3s and evidenced a shared interest in identifying ways to support their increased effectiveness. Qualitative data showed that the 4 equity directors were proud of the work done by their S3s and have clear goals and objectives for their departments and programs. Written comments provided by school principals on the principal survey also revealed unmistakable support for the works of S3s. The S3s however, felt that while their hard work benefited students, they were concerned that because their role was not clearly defined, it led to ambiguity or an undervaluation of their status among various other staff and leadership at their school sites.

### Recommendations

The discussion and recommendations that follow are based directly on the data collection and analysis, with particular emphasis on the qualitative analysis.

1. Re-define the role of the Student Success Specialist such that their formal job description is aligned and consistent with roles and responsibilities of the S3s in the field. The written job description maintained by the Human Resources department has little to do with typical daily S3 activity.
2. Re-consider the S3 school assignment model. As part of strengthening their roles and their impact upon individual students, the recommendation from this evaluation is to place S3s in a small number of schools for the entire year.
3. If the district decides to move toward the use of *quick response teams* every effort should be made to ensure they are composed of S3s who possess the personality and skillsets needed to prosper in this new role.
4. Enhance the S3s sense of community and their collective sense of purpose. Creating and sustaining opportunities for all S3s across all 4 departments to meet, interact and train together as an integrated group. Creating a sense of community and sense of collective purpose will help to sustain their role definition and increase their impact on student outcomes.
5. Increase professional development for S3s. Evidence from this study suggests that many current S3s already have the commitment and motivation to make them responsive to professional development opportunities, and if properly nurtured would become more effective Student Success Specialists.
6. Emphasis on accurate and consistent data entry is essential to being able to demonstrate the impact of S3 contact time on improving student outcomes.

## Conclusions

The issues described require near-term attention to attend to S3 morale issues related to ambiguously defined job expectations and revising quantitative data collection protocols to achieve better measurement and attribution. Tending to these issues should also improve the quality of data collected. Higher quality data combined with better access to and use of data by S3s should result in more effective service delivery and improvements in student outcomes. This point was made by Superintendent Sanchez when he emphasized the critical role that high quality data plays in decision making, and the importance of training S3s to understand and routinely utilize data to inform their delivery of services to students.

This evaluation is a baseline study focused on identifying the strengths and weaknesses of the equity departments both collectively and individually, and a set of effective and practical strategies aimed at improving student outcomes. It is evident that TUSDs multicultural equity programs benefit greatly from the hard work and efforts of the many committed people including Student Success Specialists, equity directors, TUSD leadership, and the many committed teachers, administrators, students, and families.

# Year 1 Evaluation of Tucson Unified School District's Multicultural Student Equity Programs Report 2015-16

## 1.0 Introduction

Tucson Unified School District's *Assessment and Evaluation Department* (A&E) was tasked in August of 2015 with evaluating TUSDs multicultural equity departments. The 4 departments are: (1) the African American Student Services Department (AASSD), (2) the Asian Pacific American Student Services Department (APASSD), (3) the Mexican American Student Services Department (MASSD), and (4) the Native American Student Services Department (NASSD). As their names suggest, each department serves distinct ethnic and racial student groups within the larger TUSD population. Every department employs *Student Success Specialists* (S3s) whose primary responsibility is to increase student academic and social achievement.

TUSDs student community is diverse and the establishment of the multicultural equity departments was both recognition of that diversity and a systematic effort to boost all student performance. This evaluation is the first comprehensive review of *equity services*, and combines formative and summative strategies to:

1. Unpack the roles and responsibilities of the Student Success Specialist (S3), the multicultural equity department-level staff who are directly responsible for delivering student services.
2. Document the 5 domain-level activities around which student services are organized. These are academics, attendance, behavior, credit acquisition and recovery, and humanistic universal design (HUD).
3. Capture the effects of discrete service delivery upon student outcomes using qualitative and quantitative methods.
4. Deliver evidence-based recommendations to improve the effectiveness of equity services.

The organization of this report follows these 4 objectives in numerical order, with the goal of revealing a clearer and more profound understanding of the interplay between multicultural equity services and student outcomes.

## 2.0 Multicultural Student Services Program History and Context

The history of TUSDs AASS, MASS, and NASS departments goes back 40+ years to the mid 1970's with the development of multicultural studies departments. Their creation was driven by the growing influence of multiculturalism generally, multicultural education specifically, and the creation of multicultural *studies* departments, particularly in high schools and universities. The APASS department is the outlier, evolving from the Asian Studies Department created 20 years later in the 1990's. However, all 4 shared a commitment to and agitation for recognition of their unique cultural and educational contributions and challenges. This commitment continues to the present with each department marking its cultural identity and commitment to cultural competency and awareness.

The current organizational structure and function of the multicultural student services departments was implemented in just the last 2 years to align with TUSDs 2014-2019 Strategic plan and the Unitary Status Plan (USP)<sup>1</sup>. TUSD has been working toward resolution of the racial desegregation suit initiated by African American and Mexican American plaintiffs more than 40 years ago. Prior to 2014, several job titles offered comparable support for multicultural students, particularly students at risk for not graduating including *Academic Specialist*, *Family Student Mentor Specialist*, *Mentor Specialists*, and *Tutor/Advisors*. Beginning in early 2014, these job titles were essentially folded into the newly created Student Success Specialist job description, with special emphasis on mentoring and advising. This change focused on delivering support services to students who identified as members of particular racial or ethnic groups and who were more likely than their non-minority peers to encounter barriers to school success. The S3s now focus on helping African American, Asian Pacific American/Refugee, Mexican American, and Native American students using the Multi-Tiered Systems of Support (MTSS) model and the five “prongs” or *domains*. MTSS is a multi-tiered systemic approach for providing services and interventions to all students at increasing levels of intensity (Tiers I, II, & III) based on progress monitoring and data analysis. The MTSS model is implemented by the classroom teacher assisted by a school-based MTSS support team and district-level support to ensure implementation fidelity. Student Success Specialists throughout TUSD in grades K thru 12 directly support teachers and other staff in the implementation of the district's MTSS model.

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<sup>1</sup> The USP is the 4-year plan to achieve an acceptable and sustainable degree of racial and ethnic desegregation and thereby achieving unitary status or the elimination of federal court supervision of TUSD.

The 5-domains refer explicitly to 5 distinct foci or activity clusters that are (1) academics, (2) attendance, (3) behavior, (4) credit recovery & acquisition, and (5) HUD (Humanistic Universal Design).<sup>2</sup> During the course of a typical day, S3s may provide math and ELA homework help and in-class academic support, attendance support to students and parents, support to students involved in the MTSS process, and help students with credit recovery, school enrollment, student leadership development, and college and career planning. The S3s also provide culturally competent mentoring to students and parents to increase academic and behavior-related success in school. The HUD services bridge the gap between school and home by identifying and referring families to appropriate community resources. HUD services help students and their families meet their school-related needs with the support of TUSD, volunteers, and community-based organizations using resources such as school-based clothing banks and the Tucson Community Food Bank. Common HUD-related S3 services include helping a student and his/her parents complete enrollment paperwork, transporting a student to an eye doctor and helping them choose new eye glasses, or even speaking with a refugee family's landlord to avoid eviction. HUD related services are especially valuable for TUSDs refugee families, particularly those refugee groups experiencing significant cross-cultural barriers to communication and understanding. The district has become an important lifeline for refugees in these cases.

The APASSD includes Refugee Services, which has become a primary focus of the department as significant numbers of refugee families with school-aged children continue to resettle in Tucson. The S3s who work for the APASSD work primarily with newly resettled refugee families most recently from Africa, Asia, and the Middle East. APASSD's director, Ms. Tsuru Bailey-Jones, is acutely aware of the immediate challenges facing the newly arrived refugee families in Tucson, many who arrive with few belongings or resources and speaking little or no English. It is the APASSD S3s ability to speak multiple African and Asian languages that supports their effective intervention with students and families. The S3s work to connect refugee families with community and social service resources, conduct home visits, and are routinely involved with individual and small group tutoring and mentoring. With targeted students, S3s mentor and assist students with attendance, behavior issues, and academic coursework, either individually, in small groups, or in the classroom setting. S3s advocate for students and families, by for example, assisting newly arrived refugee families with registration and orientation at TUSD schools.

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<sup>2</sup> A complete listing of activities and activity definitions is included in the *Grant-Tracker Matrix* on p. 8.



The African American Student Services department, as mentioned earlier, entered the TUSD lexicon as African American Studies in 1978 as part of the desegregation stipulation agreement. It kept that name until about 2012 when it changed to the African American Student Services department. But as the Director of AASS, Mr. Jimmy Hart, points out, the department under either name has provided student services for nearly 40 years. The specific focus of those student services has varied over time, depending upon the preferences of the director and district leadership. The current focus, common to all 4 departments since 2013 is on direct student support and ancillary services. Direct support involves the 5-pronged or 5-domains described above. The AASSD also works with the various program stakeholders, including students, families, parents, juvenile court, community based organizations (including local faith organizations), retired educators, and professional organizations such as the National Society of Black Engineers. The AASSD also shares a feature with the MASSD called the *Focus 40*. Both programs identify 40 of the most at-risk students in their catchment area and focus resources on those students. And while neither program limit service delivery to those 40 students, they try to maintain a sustained focus while also serving the needs of many other students. Neither the APASSD nor the NASSD uses the Focus 40 approach.

The Mexican American Student Services department uses the Focus 40 approach, which may help explain why, with the single largest student catchment of all 4 programs (Latino students made up 64% of the student population at TUSD during AY 2015/2016), they actually served the smallest proportion of their student population and delivered the smallest number of student service hours. This observation is not intended as a criticism, as each department must fashion effective strategies to deal with unique challenges and those tailored responses produce distinct usage patterns. Moreover, the variability across S3s in their data collection practices, an issue addressed later in this report, may also impact each department's bottom line. Like the AASS department, MASS pursued and maintained relationships with a variety of program stakeholders, sharing some stakeholders with AASSD (e.g. I AM YOU 360) and the other departments, but also establishing strong relationships with, for example, the Tucson Public Library and the League of United Latino American Citizens (LULAC). The director of the MASSD, Dr. Maria Figueroa, retired from TUSD at the end of June of this year, and the district has hired a new director, Ms. Maria Federico Brummer, who assumed leadership responsibilities in July.

The Native American Student Services department is experiencing some leadership variation. Beginning in mid AY 2015/16, NASSD's current director, Ms. Roxanne Begay James stepped into the principal's role at Johnson Primary School, serving a largely Pascua Yaqui student population in grades

K – 2. The NASSD is the largest of the 4 multicultural equity departments, measured by the number of S3s working in the department. The department also has well-established protocols and procedures guiding its operation. Established in 1976, the department serves American Indian and Alaska Natives enrolled in TUSD schools. The bulk of TUSDs Native American population is composed of Southwestern tribes including the Navajo, Pascua-Yaqui, and Tohono O’odham; but in reality the NASSD serves students representing as many as 50+ federally recognized tribes, including tribes distant from Arizona including the Iroquois, the Menominee, the Lakota Sioux and Oglala Sioux. Unlike the other 3 departments, the NASSD receives a significant amount of its financial support from the Johnson O’Malley federal aid program for Native American students. And similar to the other 3 departments, the S3s working for the Native American Student Services department actively mentor and assist students with attendance, behavior issues, and academic coursework, both individually and in small groups, or in the classroom setting.

### 3.0 Numerical Descriptions

Because of limited resources, S3s were located in just over half of TUSDs 86 schools in AY 2015/2016. The S3s school assignments are based upon a combination of needs and issues including school demographics and the needs of individual students. Indicators used to determine the focus of S3 resources include both school level data such as racial disparities in academic achievement, racial imbalances in attendance and enrollment, and racial disparities in the application of disciplinary measures, as well as the identified needs (e.g. academic, attendance, behavioral, credit acquisition and/or HUD) of individual students. During the 2015/16 school year, the Student Services department operated equity programs in 49 of the district’s neediest schools, delivering 172,189 total *service hours* and 155,157 *intervention events* delivered to 13,322 unique and 15,514 duplicated students<sup>3</sup>. Table 1 summarizes key equity department data.

<sup>3</sup> Unduplicated means students who received services during the AY 2015/2016 from just one equity department. Duplicated refers to those 2,192 students who received equity services from more than one department.

Departments	Total N	AASSD		APASSD		MASSD		NASSD		Total
Data Types	N	N	%	N	%	N	%	N	%	%
# of Specialists	55	12	22%	11	20%	13	24%	19	35%	100%
# of Sites	82	24	29%	16	19.51%	14	17%	28	34%	100%
# Served	15,514	4,522	29%	2,542	16%	4,385	28%	4,065	26%	100%
Total Hours	172,189	37,343	22%	62,947	37%	32,162	19%	39,736	23%	100%
Unique Students = 13,322 (2,192 duplicated students)										

Over the course of the AY 2015/2016 school year, the four equity departments employed a total of 55 full-time-equivalent (FTE) S3s ranging from 11 S3s in Asian Pacific American/Refugee services to 19 S3s in Native American services. The number of sites ranged from the 28 Native American school sites at the high end to the 14 Mexican American school sites at the low end. Combined, the four departments served 13,322 unique students; and when students who received services from more than one department are included, the number increases to 15,514, a 14% or 2,192 student increase over the unique number of students. The 172,189 total hours of service across the four equity departments, includes AASSDs 37,343 hours, APASSDs 62,947 hours, MASSDs 32,162 hours, and NASSDs 39,736 hours. During the AY 2015/2016, S3s entered intervention data using TUSDs data collection platform Grant Tracker (GT), with new S3s receiving GT training from other S3s, their equity director/supervisor or some other qualified individual.

GT's functionality and front-end utility is limited, particularly when contrasted with new early warning and intervention management software. TUSD is working with the software company *Bright Bytes* to customize an online intervention and early-warning application called *Clarity*. TUSD leadership expects *Clarity* to go live in October of 2016 and an inter-departmental committee is working directly with Bright Bytes to ensure that the iteration TUSD receives includes the functionality required by the wide range of TUSD users. Not only will S3s rely on *Clarity*, other departments and staff will rely on *Clarity*'s intervention functions to track their own direct and indirect student service activity. *Clarity* will interface with TUSDs new web-based student information system, named *Synergy*, which went live in early July of 2016.

It is hoped that *Clarity*'s interface and features will improve the quality of S3 data entry. Individual S3s are responsible for documenting every single student intervention. Responsibility for nearly all of the quantitative data collection/entry falls on the S3s shoulders. The evaluation team within

A & E reviews and samples the data on an on-going basis, checking its consistency and veracity, but the huge volume of data means that S3 data entry practices determine what is readily available for quantitative analysis.

One critical data collection step is defining what constitutes an *intervention* vs an *interaction*. Both are important and play important roles in encouraging student success, but they are not the same. A commonly accepted definition holds that interventions must involve direct student or student group interaction lasting a non-trivial amount of time. An interaction simply involves a contact with a student regardless of duration, such as saying hello to a student as they enter the school or passing them in the hallway. It is a momentary positive interaction event that typically has a positive effect on the student particularly if the adult knows their name. On the other hand, TUSD leadership determined that for a staff-student interaction to constitute an intervention, it must last at least 15 minutes. This reasoning explains why the duration data is reported in 15 minute increments; time or duration data residing (currently) in the GT databases ranges from 15 minutes to, in a few cases, 690 minutes per student. The S3s have been trained in this data collection/entry protocol and many of their practices conform to expectations, but not all. Consistent data entry using agreed-upon definitions would help to ensure high quality data.

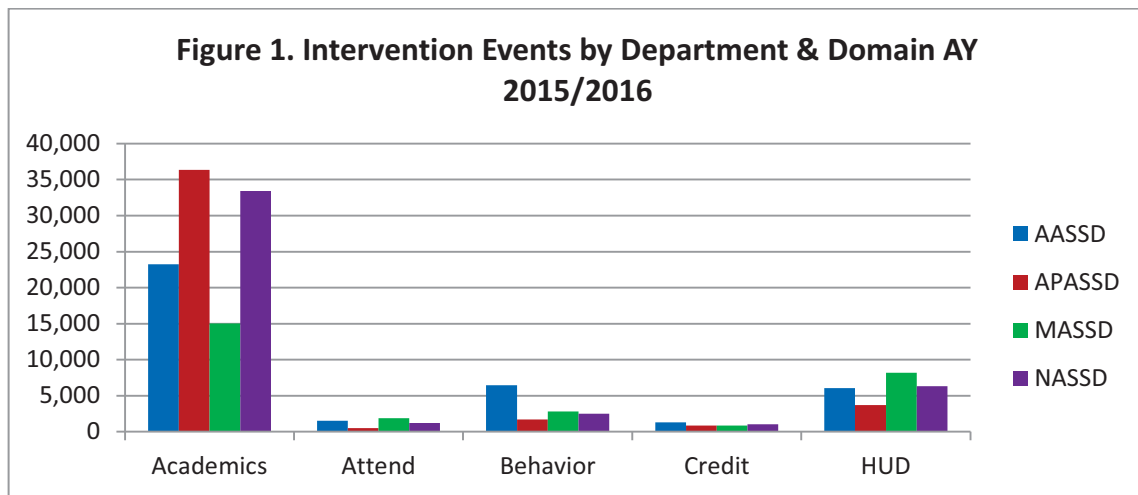
The next 2 sections describe in detail the AY 2015/2016 departmental and aggregate variation patterns in service delivery quantity measured in 2 different ways: The duration or length of intervention measured in minutes or hours, and 2, the number of individual intervention activities, events, or discrete contacts. Section 4.1 looks at the second method first, the number of individual intervention activities. Summaries of data patterns are included at the end of each section.

## 4.0 Descriptive Analysis of Data Patterns

### 4.1 Frequency Distributions by Intervention Activities

Figure 1 and Table 2 provide data frequencies for the total number of individual intervention activities (IAs) delivered during AY 2015/2016. Figure 1 graphically shows the frequency distribution of IAs across domain type from academics to HUD; each department is indicated by color as identified in the legend to the left. Table 2 adds specific numerical information and summary data (in red). Across all 4 programs, the total number of discrete interventions activities equaled 155,091 during AY

2015/2016. Academics accounted for 70% of total services, attendance 3%, behavior 9%, credit 3%, and HUD 16% of intervention events across programs.<sup>4</sup>



Program	Academics	Attend	Behavior	Credit	HUD	SUM
AASSD	23,250	1,529	6,465	1,302	6,076	38,622
APASSD	36,365	500	1,731	867	3,706	43,169
MASSD	15,050	1,890	2,799	854	8,208	28,801
NASSD	33,412	1,238	2,498	1,039	6,312	44,499
SUM	108,077	5,157	13,493	4,062	24,302	155,091

Table 3, located below, lists alphabetically the 30 active intervention activities that define the scope and focus of the S3s during AY 2015/2016. Table 3 also includes 6 dormant intervention activities that were inadvertently included in early AY 2015/2016 reporting, 6 activities that, upon mutual agreement of the 4 directors were removed from the list prior to the start of AY 2015/2016. Nonetheless, the AASSD and the APASSD continued, at least initially to track those activities, and are indicated under *Domain* in the left column of Table 3 with an X. Again each intervention activity (IA) is associated with 1 of 5 domains identified in the first column of Table 3. Five broad domains capture every distinct IA for which S3s are responsible. As described earlier, these 5 domains are Academic (A), Attendance (AT), Behavior (B), Credit Recovery & Acquisition (CR), and Humanistic Universal

<sup>4</sup> The numbers sum to 101 because of error created by rounding.

Design (HUD). The HUD domain developed from the realization that a large proportion of IA time was spent serving the social service needs of students and their families. Helping families meet basic needs related to food, shelter, and clothing is directly linked to a student's ability to achieve success in school. A home environment that results in students arriving at school hungry and tired is an avoidable obstacle to sustained school success.

Although absent from Table 3, every activity is also associated with a unique name, an activity code, and a definition (these items {minus activity code} do appear later in this document in Table 12). Again, Table 3s column headings specify each column's contents including the domain, activity name, and the numerical frequency of the intervention activity arranged and labelled by department, with the cumulative frequency of each activity listed in the far right column. The last row lists the cumulative frequencies of each department.

**TABLE 3. Frequency Distribution of Intervention Activities (IA) by Department AY 2015/2016**

Domain	Activity Name	AASSD	MASSD	NASSD	APASSD	SUM
A	{Achievement Support} Student grades/progress	58	0	0	0	58
X	Administrative/Faculty Conference	27	0	0	2	29
CR	Advanced Academic Recruitment/Retention	1,098	100	284	541	2,023
AT	Attendance Support	66	0	0	14	80
AT	Attendance Support Parent	59	83	306	150	598
AT	Attendance Support Student	1,382	1,807	887	336	4,412
B	Behavior	4,545	2,664	2,154	1,536	10,899
B	Behavior & Discipline Support	32	0	0	0	32
B	Classroom Observation	1,418	46	51	80	1,595
CR	College/Career Planning/Scholarships	116	392	447	161	1,116
B	Communication with Staff	469	89	293	115	966
HUD	Community Outreach	415	1,421	519	1,024	3,379
CR	Credit Recovery	88	362	308	165	923
X	Curriculum Support	6	0	0	0	6
X	Data Review	0	0	0	8	8
HUD	Empowerment & Leadership Development	1,334	319	656	290	2,599
A	ExEd-IEP-504/Child Study (not MTSS)	63	3	168	5	239
A	Grade Check (ES, MS, and K-8)	1,441	1,500	657	301	3,899
A	Grade Check (HS)	1,537	844	1,227	828	4,436
HUD	Health and Wellness	246	91	1,469	112	1,918
HUD	Home Visit	20	63	201	99	383
HUD	Home Visit/Parent Contact	25	0	0	9	34
A	Homework Help (literacy)	650	1,915	1,399	849	4,813
A	Homework Help (math)	481	4,212	279	1,275	6,247
A	In Class Academic Support	18,728	5,943	28,968	32,996	86,635
HUD	Interpreting	14	3	8	63	88
X	Math Programs	31	0	0	0	31
X	Mentoring	1	0	0	1	2
X	Mentoring College Collaborative	340	584	93	51	1,068
HUD	Mentoring Community Organizations	363	3,099	92	1,077	4,631
HUD	MTSS	301	262	492	16	1,071
HUD	Multi Cultural Events	517	573	117	12	1,219
HUD	Other (Please List)	2,090	1,503	2,676	652	6,921
HUD	School Enrollment/Registration	17	2	74	240	333
A	Testing	277	633	714	103	1,727
HUD	TUSD Family Engagement	367	288	26	58	739
	<b>SUM</b>	<b>38,622</b>	<b>28,801</b>	<b>44,565</b>	<b>43,169</b>	<b>155,157<sup>5</sup></b>

A=Academics, AT=Attendance, B=Behavior, CR=Credit Recovery/Acquisition, HUD=Humanistic Universal Design

<sup>5</sup> 155,157 does not equal Table 2's 155,091 because Table 3 includes additional events (indicated by X) not included in the analysis for Table 2.



Tables 4, 5, 6, and 7 identify the frequency distributions of intervention activities (IA) ordered from smallest to largest *for each* department. To conserve space, each table displays only the 10 most frequent IAs; the unabbreviated tables are located in the report's appendix. The frequency distributions displayed in the 4 tables reveal notable similarities and some differences fluctuating by row and column properties. For example, in 3 of the 4 departments, *in-class academic support* appears most frequently (in the AA, NA, and APA departments, in-class academic support constitutes 49% to 76% of total intervention activities). Moreover, 80% of APAs total IAs are concentrated in just 2 intervention types (in-class academic interventions and behavior); 76% of NAs intervention activities are concentrated in just three interventions (in-class academic interventions, other, and behavior); and 66% of AAs interventions are located in the same 3 interventions as NA (In-Class Academic Support, Behavior, and other).

Table 4 focuses on the frequency of interventions by activity type, number, and the proportion of each intervention delivered by the African American Student Services department, measured as an integer (N) in column 3 and percentage (%) in column 4 in Table 4. AASS delivered 38,622 distinct interventions (shown in parentheses to include data not included in table 4) during AY 2015/2016 and nearly half of those interventions or 48.5%, involved some kind of in-class academic support. The second largest proportion of intervention activity at nearly 12% was behavior-related. After that, the percentage distribution begins to flatten out. Grade checks from elementary to high school account for nearly 8%. Cumulatively, nearly 75% of the AASSDs efforts focused on improving the academic and behavioral outcomes of students in grades K-12

	Activities	N	%
1	In Class Academic Support	18,728	48.5
2	Behavior	4,545	11.8
3	Other (Please List)	2,090	5.4
4	Grade Check (HS)	1,537	4
6	Classroom Observation	1,418	3.7
5	Grade Check (ES, MS, and K-8)	1,441	3.7
7	Attendance Support Student	1,382	3.6
8	Empowerment & Leadership Development	1,334	3.5
9	Advanced Academic Recruitment/Retention	1,098	2.8
10	Homework Help (literacy)	650	1.7
	Sum (38,622)	34,223	89%



Table 5 focuses on the frequency of interventions by activity type, number, and the proportion of each intervention delivered by the Asian Pacific American Student Services department. APASSD delivered 43,169 intervention activities during AY 2015/2016 and nearly 75% of those IAs (32,996 or 76%) directly involved in-class academic support, after which APASSDs frequency distribution essentially flattened out. Table 6 as earlier noted, offers an alternative distribution to the other 3 departments.

<b>Table 5 Top 10 APASSD Activities by Frequency SY 15/16</b>			
	<b>Activities</b>	<b>N</b>	<b>%</b>
1	In Class Academic Support	32,996	76.4
2	Behavior	1,536	3.6
3	Homework Help (math)	1,275	3
4	Mentoring Community Organizations	1,077	2.5
5	Community Outreach	1,024	2.4
6	Homework Help (literacy)	849	2
7	Grade Check (HS)	828	1.9
8	Other (Please List)	652	1.5
9	Advanced Academic Recruitment/Retention	541	1.3
10	Attendance Support Student	336	0.8
	SUM (43,169)	41,114	95.4%

The MASSD numbers in Table 6 stand apart from its cohort departments. First, no single IA accounts for more than 20% of total activity. Second, unlike the other departments, in-class academic support accounts for only 9% and Data Review, a category purportedly eliminated at the start of AY 2015/2016, accounts for nearly 21%, followed by Other at 10.8% and in-class academic support at 9%. Finally, NASSD reflects the dominant pattern again with 65% of intervention activity delivering in-class academic support. A close analysis of the remaining values reveals a relatively flat distribution.

<b>Table 6 Top 10 MASSD Activities by Frequency SY 15/16</b>			
	<b>Activities</b>	<b>N</b>	<b>%</b>
1	Data Review	5,943	20.6
2	Other (Please List)	4,212	14.6
3	Grade Check (ES, MS, and K-8)	3,099	10.8
4	In Class Academic Support	2,664	9.2
5	Grade Check (HS)	1,915	6.6
6	Attendance Support Student	1,807	6.3
8	Empowerment & Leadership Development	1,500	5.2
7	Behavior	1,503	5.2
9	Advanced Academic Recruitment/Retention	1,421	4.9
10	Classroom Observation	844	2.9
	SUM (28,799)	24,908	86.3%

The frequency distribution for Native American Student Services is similar to that of the AASS department; both departments share two of the top three intervention activities. NASSD, AASSD, and APASSD all share In Class Academic Support as their most common (65%, 49%, and 76% respectively).

<b>Table 7 Top 10 NASSD Activities by Frequency SY 15/16</b>			
	<b>Activities</b>	<b>N</b>	<b>%</b>
1	In Class Academic Support	28,968	65
2	Other (Please List)	2,676	6
3	Behavior	2,154	4.8
4	Health and Wellness	1,469	3.3
5	Homework Help (literacy)	1,399	3.1
6	Grade Check (HS)	1,227	2.8
7	Attendance Support Student	887	2
8	Testing	714	1.6
9	Grade Check (ES, MS, and K-8)	657	1.5
10	Empowerment & Leadership Development	656	1.5
	SUM (44,565)	40,807	91.6%

Table 8, located below, lists the domains, activities and activity descriptions for the 27 different activities or services that S3s deliver to students and is otherwise known as the Grant Tracker matrix.

The matrix activities and domains (color-coded) are a product of participatory decision making involving at a minimum, the 4 multicultural equity directors and their supervisor at the time, the Assistant Superintendent of Student Services. It is the authoritative source guiding data entry efforts of all S3s and also serves as the data entry interface for all S3 service delivery. Once entered, data records reside in databases located on servers maintained by TUSDs Technology Services (TS) department. S3s are encouraged to enter data as soon as possible following the actual delivery of service. When immediate data entry is not possible, they are encouraged to clearly record their interactions on paper or electronically (e.g. spreadsheet or SharePoint), to ensure that they have something tangible to “jog” their memory about their service-based student interaction. As noted earlier, accurate data entry is the all important link in high quality data analysis and is, more often than not, entirely outside the direct control of those conducting the analysis and ultimately responsible for the veracity of study findings.

<b>Table 8 Domain, AI &amp; Activity Description Matrix</b>		
<b>Domain</b>	<b>Intervention Activity</b>	<b>Activity Description</b>
Academics	Homework Help (Math)	Academic support outside of the classroom.
Academics	Homework Help (Literacy)	Academic support outside of the classroom.
Academics	ExEd-IEP-504 / Child Study	Activities related to Exceptional Ed, IEP's, 504 or Child Study but <b>NOT MTSS</b> .
Academics	In-Class Academic Support	Academic support in the classroom.
Academics	Testing	Assisting with testing (AZELLA, SchoolCity, AZMerit, DIBELS)
Academics	Grade Check (Elementary/ Middle School/K-8)	Monitoring student grades; this may include scheduling and attending parent teacher conferences.
Academics	Grade Check (High School)	Graduation review (credits) and grade check.
Attendance	Attendance Support (student)	Any communication with a student regarding tardies and/or absences.
Attendance	Attendance Support (parent)	Any communication with a parent regarding tardies and/or absences (including phone calls, emails, face-to-face meetings, etc.).
Behavior	Classroom Observation	Entries only by Behavior Specialists.
Behavior	Communication with Staff	Any interactions with TUSD school staff regarding student behavior.
Behavior	Behavior	Any interaction (communications, interventions <b>outside of MTSS</b> ).
Credit Acquisition	Advanced Academic Recruitment/Retention	IB, Gate, Honors, AP classes, University HS.
Credit Acquisition	College/Career Planning/Scholarships	Activities related to College & Career planning, FAFSA applications, scholarships & College visits.
Credit Acquisition	Credit Recovery	Weekend Academy, Agave, Summer School & Plato. .
HUD	Mentoring College	Adult student mentoring support about college and career

	Collaborative	opportunities
HUD	Health and Wellness	Activities related to the well being of students (e.g. clothing & food banks, eyeglass referrals, immunizations, shoe parties etc.).
HUD	Empowerment & Leadership Development	Recruitment efforts, planning or attending youth conferences ( LULAC, Cesar E. Chavez Coalition, OCA, Tribal Images, STEM, African American Heritage Day, etc.).
HUD	Community Outreach	Interactions with organizations outside of TUSD.
HUD	Home Visit	When a specialist visits the home or residence of a student.
HUD	Multicultural Events	Student recognition events, multicultural symposium, Refugee Day, Harambee, etc.
HUD	Interpreting	Use when called by school site or meaningful access to provide interpretation services.
HUD	Mentoring Community Organizations	Adult student mentoring support outside of TUSD
HUD	MTSS	Involvement in the MTSS school team process
HUD	School Enrollment/Registration	Assistance with school enrollment and registration.
HUD	TUSD Family Engagement	Activities to promote family engagement (Quarterly Information Events, Parent Advisory Committees, Parent University or any Family Resource Center activities/workshops).
HUD	Other (please list)	When using this category you must provide

Once entered into Grant Tracker, data may be retrieved and reviewed using tailored SQL queries. As noted earlier, A & E reviews and samples the data, checking it for consistency and veracity. The data is typically imported and cleaned in Excel. The activities under each domain vary from two to twelve. The HUD domain (humanistic universal design) includes 12 activities while the attendance domain includes just two activities. The academic domain activities relate to interventions aimed at improving academic performance and range from homework help and in-class academic support to testing support and grade checks. The 2 attendance activities relate to communicating with a student and parents or guardians about the student's attendance record including absences and/or being late to class. The 3 behavior domain activities typically include interactions with TUSD staff – teachers, counselors, behavior specialists and administrators --regarding student behavior, but not MTSS (multi-tiered systems of support). Credit acquisition or recovery relates to advanced academic recruitment and retention into IB, Gate, Honors, AP classes, and University High School; it also includes college and career planning (including helping student and families complete the FAFSA and college applications and scholarships) and credit recovery via TUSDs Weekend Academy program, Agave On-line school, Summer School and the Plato program. The HUD domain's twelve activities and services are aimed at helping students and their families meet their school related needs with the support of TUSD,

volunteers, and community-based organizations using wide-ranging resources including school-based clothing banks, cultural competence, family engagement activities, and adult mentoring.

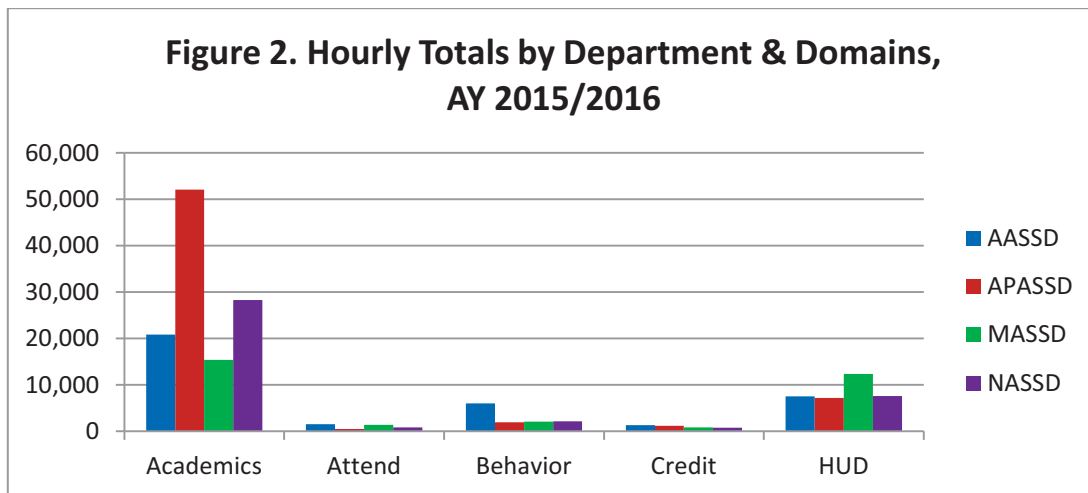
The previous discussion presented a good deal of information describing the patterns of service delivery when captured as intervention activities or contacts. The noticeable patterns include:

- Academics accounted for 70% of the total distribution of intervention activities, followed distantly by HUD (16%), Behavior (9%), Attendance (3.3%), and Credit Recovery (2.6%).
- Table 3 data show that 56% of total intervention activities were *in-class academic support*, with the next most frequent category, *Behavior*, constituting 7% of total intervention activities. This pattern is reflected in AASSD and APASSD intervention data and to a lesser degree in the NASSD data.
- MASSDs intervention activity pattern is remarkable insofar as 1/5 or nearly 21% of total activity is taken up by *data review*, an activity category that was by consensus removed from the Grant Tracker list. Moreover, almost 15% fell into the *other* category and in-class academic support showing up in 4<sup>th</sup> place with just over 9%. On the other hand, nearly 27% of all activities related to academic category.

Unlike this discussion which described the distribution of student services in terms of discrete contacts or intervention activities without regard to the length or duration of the contact, the next section looks at the distribution of services in terms of time. Service delivery is measured as the number of hours devoted to a given intervention or activity.

#### 4.2 Frequency Distributions by Duration/Time

Figure 2 and Table 10 shift the focus from the number of individual contacts to time allotments by showing the total intervention hours (IH) by department and domain. The total number of hours expended by the four programs was 172,189. Academics account for 72% of that time, followed by Attendance 3%, Behavior 8%, Credit 3%, and HUD 14%. The proportionality of total interventions closely mirrors the proportionality of total hours.



**Table 10 Hourly Total by Department & Domain AY 2015/2016**

Program	Academics	Attend	Behavior	Credit	HUD	SUM
AASSD	20,843	1,569	6,016	1,364	7,551	37,343
APASSD	52,067	501	1,934	1,227	7,218	62,947
MASSD	15,423	1,401	2,074	893	12,371	32,162
NASSD	28,331	832	2,157	813	7,604	39,737
SUM	116,664	4,303	12,181	4,297	34,744	172,189

Academic service hours dominate the frequency distribution in Figure 2, but the other 4 domains still account for thousands of hours of service time both individually and combined. Across the four departments, S3s delivered nearly 35,000 hours of HUD related services, just over 12,000 hours of behavior related services and roughly 4,300 attendance and credit recovery & acquisition related service hours for a total of approximately 55,600 hours which, when added to academics, results in a grand total of just over 172,000 student service hours delivered during AY 2015/2016. These time-based measures mirror the individual intervention events displayed in Figure 1, indicating that an intervention event lasted just over 1 hour (1.1) on average.

Tables 11 thru 14 disaggregate the hourly data by school level, listing AY 2015/2016 service hours for each of the four programs by school level and domain. Several notable patterns emerge.

- First, African American and Native American elementary school service hours, grades K through 6 constitute 60% and 56% respectively of their department's total activity hours.

- Second, Asian Pacific American/Refugee and Mexican American service hours exhibit a more even spread across school levels. Again, both findings are consistent with data analyzed from fall semester of AY 2015/2016 .
- Third, the academic domain is dominant across all 4 departments and ranges from a low of 45% for Asian Pacific American/Refugee total hours to a high of 71% of Native American total hours.

Table 11 AASSD AY 2015/2016 Frequency of Hours by School Level &amp; Domain

School Level	Duration	Academics	Attendance	Behavior	Credit	HUD	SUM
Elementary	22,547	15,117	419	4,659	379	1,974	22,547
K-8	1,351	704	15	168	53	411	1,351
Middle	8,550	3,452	1,048	951	179	2,921	8,550
High School	4,895	1,571	87	238	754	2,246	4,895
<b>SUM</b>	<b>37,343</b>	<b>20,843</b>	<b>1,569</b>	<b>6,016</b>	<b>1,364</b>	<b>7,551</b>	<b>37,343</b>

Table 12 APASSD AY 2015/2016 Frequency of Hours by School Level and Domain

	Duration	Academic	Attendance	Discipline	Credit	HUD	SUM
Elementary	95,381	30,825	139	324	434	716	6,788
Middle	17,979	16,606	112	323	418	255	14,725
K8	2	0	0	0	0	368	13,292
High School	5,618	5,583	2	21	0	5,879	28,143
<b>SUM</b>	<b>118,979</b>	<b>53,013</b>	<b>253</b>	<b>668</b>	<b>853</b>	<b>7,218</b>	<b>62,947</b>

Table 13 MASSD AY 2015/2016 Frequency of Hours by School Level and Domain

School Level	Duration	Academic	Attendance	Discipline	Credit	HUD	SUM
Elementary	4,494	3,434	184	406	40	500	4,562.00
K-8	10,493	6,059	467	412	13	3,542	10,492.50
Middle	7,605	4,190	343	958	13	2,101	7,604.50
High School	9,571	1,733	421	313	842	6,189	9,497.75
<b>SUM</b>	<b>32,162</b>	<b>15,416</b>	<b>1,415</b>	<b>2,088</b>	<b>907</b>	<b>12,331</b>	<b>32,156.75</b>

Table 14 NASSD AY 1516 Frequency of Hours by School Level and Domain

School Level	Duration	Academic	Attendance	Discipline	Credit	HUD	SUM
Elementary	22,337	18,328	209	836	185	2,780	22,337
Middle	8,030	4,897	248	757	79	2,049	8,030
K8	5,388	4,309	2	369	61	647	5,388
High School	3,982	797	374	195	489	2,128	3,982
<b>SUM</b>	<b>39,735</b>	<b>28,330</b>	<b>832</b>	<b>2,157</b>	<b>813</b>	<b>7,604</b>	<b>39,736</b>



With regard to the first pattern, discussions with individual Student Success Specialists revealed that elementary level intervention events may sometimes involve an S3 working with an entire class of students as opposed to a small group of students or single students sequentially. When working with a class of for example 30 students for one hour, S3s calculate their total service delivery time by multiplying 30 students by 60 minutes, resulting in a record of 1,800 minutes or 30 hours. The logic supporting this approach reasons that because all 30 students receive at least theoretically, an equal amount of service, recording their time as if they are working with each student individually is appropriate. However, a consequence is S3s working in such classrooms record a large number of service hours well out of proportion to the number of hours had they been working either singly or with a small group of students.

In summary, the previous 2 section's analysis of total equity service across the 4 programs shows that whether measured in time (68% of total hours) or units (70% of intervention activities), a significant majority of equity services were delivered in the academic domain with the HUD domain coming in a distant second at 15% of total equity services, followed by behavior at 8% and credit and attendance at approximately 3% each. These patterns continue, with few exceptions, when the data is disaggregated by program. When averaged across all 4 programs, the average length of a single intervention with a single student was approximately one hour (1.1 hours); and single interventions ranged from 15 minutes to just over 7 hours. Intervention events involving Credit and HUD-related services tend to average 1.4 hours. Finally, disaggregating service hours by school level produced several patterns. In two departments (AASSD & NASSD) about 50% of total equity services were delivered in an elementary school environment in grades K thru 6; in the other two departments (APASSD & MASSD) service hours exhibit a more even spread across school levels; and the academic domain's dominance ranges from 53% of African American total hours to 86% of Asian Pacific American/ Refugee total hours.

## 5.0 Quantitative Analysis

Using Microsoft SQL Server Management Studio, data representing the dependent and independent variables, was extracted from databases using SQL. That data was imported into and cleaned in Excel and finally dropped into SPSS for statistical analysis. Because the student equity programs collect discrete student intervention activity data using the Grant Tracker application, this



analysis examines connections between the independent variable of student equity interventions and the student outcomes dependent variables.

Table 20 Dependent and Independent Variables			
Dependent Variable	Data	Independent Variable	Data
# of F's received in semester 1 & semester 2 AY 2015/2016	Individual student grades as recorded via Mojave by TUSD staff	S3 service time: hours of academic, behavior & HUD intervention service	AY 2015/2016 student intervention data as recorded via Grant Tracker by S3
AY 2015/2016 Q1 & Q3 Benchmark Performance Scores	Student level standardized (t-score) performance score	S3 service time: hours of academic, behavior & HUD intervention service	AY 2015/2016 student intervention data as recorded via Grant Tracker by S3
a. # of in-school suspensions received by individual students AY 2015/2016 b. # of out-of-school suspensions received by individual students AY 2015/2016 c. Total # of suspensions (in & out of school) received by individual students AY 2015/2016	Individual student disciplinary events as recorded via Mojave by TUSD staff AY 2015/2016	S3 service time. hours of academic, behavior & HUD intervention service	AY 2015/2016 student intervention data as recorded via Grant Tracker by S3

Quantitative data from the fall of 2015 was analyzed in January of 2016 looking for any notable data patterns. The results that emerged hinted at a number of potentially interesting findings but were ultimately inconclusive. The quantitative analysis conducted for this report, listed in Table 20, combines fall 2015 and spring 2016 data. This analysis of equity support services using the AY 2015/2016 data concentrated on two academic dependent variables: The (1) number of F's received in core courses in semesters 1 and 2, and (2) performance on the quarterly ELA benchmark assessments and on the quarterly math benchmark assessments for quarters 1 and 3. The behavior or discipline related dependent variable is quantified as the number and type of suspensions received by individual students. Suspensions are divided into four types: The number of *in-school* suspensions, *short term* suspensions, *long term* suspensions and *total* suspensions. Again, the analysis utilized data from the entire AY 2015/2016 time period.

The data analysis calculated correlation coefficients for dependent/independent variable. The *Pearson (r)* correlation coefficients range from +1 to -1, with values nearing +1 indicating strong positive relationships between 2 variables and values nearing -1 indicating strong negative relationships. Any value around 0 points to the absence of a relationship. Statistical analysis of this data did not reveal any non-trivial connections or unambiguous (weak, moderate, or strong) relationships between the dosage of service (independent variables) and student-based outcomes (dependent variables). Two explanations may account for this. First, correlational analysis may lack the statistical sensitivity given the relatively short (averaging 1.1 hours) and episodic nature of services, where nearly half of all students received 5 hours or less of total services for the entire academic year. Second, near the beginning of the spring semester, district leadership made a programmatic decision to spread the Student Success Specialists across more school sites. Instead of being assigned to 1 or 2 schools as most were in the fall 2015 semester, many S3s were assigned to 3 or 4 schools. This redistribution occurred in response to various issues developing at schools, but it had the unintended consequence of diluting the impact S3s would typically have on individual students. Where once S3s had been able to build sustained relationships with students involving many hours of service delivery around academics or behavior or attendance for example, now, with the S3s spending less time at more schools, those relationship building opportunities diminished, effectively reducing their measurable statistical *signal*.

## 6.0 Qualitative Analysis

The ambiguity of the quantitative findings increases the importance of the role of the qualitative analysis to the formative purpose of identifying useable and reliable information aimed at improving equity services and ultimately student outcomes. The qualitative data was collected using (1) 10 hours of key informant interviews, (2) 4-60 minute focus groups involving 8 to 10 participants each and totaling 36-40 participants, (3) 20 hours of formal and informal direct observation<sup>6</sup>, and (4) 2 online surveys. The appendix includes copies of data collection instruments and data summaries of the qualitative analyses. The formative evaluation process relied on the data findings to inform the set of recommendations that follow in the findings and conclusion section.

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<sup>6</sup> The distinction between formal and informal observation meaning that in the former, significant care and attention was devoted to observational protocols aimed at reducing both the observer's impact on and recording of the intervention interaction. Informal observations typically involved observing, listening, and perhaps interaction and compiling a record of those activities soon after the event. Those being observed were aware of the evaluator's role and intent to collect data for evaluative purposes.

### 6.1 Key Informant Interviews

Key informants are individuals with particular knowledge and understanding about what is being evaluated and are particularly helpful in allowing outsiders to gain an understanding of what is happening.<sup>7</sup> The potential value of key informants is directly related to their experience and insight, and the choices are therefore critical. For the purposes of this study, three groups of potential key informants were identified:

1. Student Success Specialist (3 S3s from each department, N=12)
2. Directors of each equity department (N=4)
3. Key TUSD administrators with experience and knowledge of the student equity programs (N=4)

All interviews occurred in or near the subject's place of work. In this research, informants retain anonymity and their utterances are treated as confidential. In some cases, anonymity is not possible because some key positions are known, or informants may choose to disclose their participation. But every effort has been made to maintain the confidentiality of what informants say. For this reason, an unabridged copy of key informant utterances is not included in the appendix. But the appendix does include a listing of common themes based upon those utterances.

### 6.2 Focus Group Discussion

Focus groups typically involve 6-10 individuals with similar backgrounds who volunteer to participate in discussions lasting 1 to 2 hours.<sup>8</sup> Focus groups developed in response to the needs of commercial market research in the 1950's and the recognition that individual decisions are often made in social contexts such as talking with one's co-worker or neighbor. For the purposes of this study, 4 focus groups, each representing an equity department, were convened over the course of the fall and spring of AY 2015/2016. S3s selected from each department constituted each focus group with the each department director responsible for selecting participants. Focus group sessions lasted for approximately 1 hour and were held in TUSD headquarters. In all cases, 1 to 2 research project managers assisted with note-taking. Anonymity was not an issue; nonetheless participants were assured that their comments would remain confidential. Each participant understood that while their utterances might be used in the report, the source of an utterance would not be disclosed. Focus group participants were not provided with questions in advance of the group meeting. This approach is consistent with

<sup>7</sup> See Michael Quinn Patton's, *Qualitative Research and Evaluation Methods*.

<sup>8</sup> *Ibid.*

best practice because it generates more candid, unrehearsed, and unprotected responses. Focus group questions are included in the appendix.

### 6.3 Surveys

In the spring of 2016, Student Success Specialists and principals with S3s regularly working in their schools, were each asked to complete an anonymous on-line survey administered via Survey Monkey's cloud-based software<sup>9</sup>. TUSD commonly uses Survey Monkey especially for district-wide surveys, and TUSD teachers, staff, and administrators are accustomed to receiving email requests to participate in surveys. In this research, both surveys asked participants to answer a combination of objective and subjective questions, solicited participation from all S3s (N=55) and from complete set of principals heading schools where S3s delivered services to students (N=49). This method generated robust response rates and offered insight into each group's perspectives. Of all 55 success specialists, 42 completed the 28-item survey producing a robust 76% response rate. And, 34 of the 48 school principals completed the 11-item survey producing a slightly less robust 71% response rate. Survey characteristics:

- Student Success Specialist survey

The S3 28-item survey was administered online in mid-April of 2016. The 28 survey items were arrayed across three sections: Section A measured S3s sense of self-efficacy, section B looked at ideas for improving the efficiency and effectiveness of S3 work, and section C collected demographic information.

- Principal survey

The 11-item survey was also administered on-line in late April/early May of 2016. About 40% of the survey items offered an open-ended responses while the remaining 60% used closed-ended responses.

Survey questions for both surveys and response summaries are included in the appendix.

### 6.4 Direct Observation

Observing individual actors in their work environments is an effective means of verifying the veracity and accuracy of information gathered using other methods.

- Formal observations of key S3s took place in April and May of 2016. After identifying a representative mix of 8 Student Success Specialists (2 from each department), contact

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<sup>9</sup> Copies of both survey instruments are located in the appendix.

was made via email and/or telephone requesting they allow the evaluator observe some activity that the S3s typically engaged in with student(s). All agreed, but later 2 S3s dropped out due to illness (1) and a scheduling conflict (1). Fortunately, another 16 hours of informal observation had previously been collected across all 4 departments over the course of AY 2015/2016. The additional informal observation time provided both context for the formal hours, along with increased confidence in the veracity and accuracy of the informal hours. A list of observation sites and times is included in the appendix.

## 7.0 Discussion of Qualitative Data

The qualitative data offers interesting insights from multiple and distinct perspectives captured using the qualitative data collection tools. The formal range of perspectives represented in this study are:

- Student Success Specialists (direct observation, focus groups, survey)
- Equity department directors (direct observations, key informant interviews,)
- School principals (survey with open and closed questions)
- The Assistant Superintendent for Student Services (Key informant interview, direct observations)
- The Assistant Superintendent of Secondary Leadership (Key informant interview)
- The Acting Deputy Superintendent of TUSD (Key informant interview)
- The General Counsel for TUSD (Key informant interview)
- The Superintendent of TUSD (Key informant interview)

The qualitative analysis was also informed indirectly and informally by multiple conversations involving other key stakeholders that included students, parents, TUSD staff (including teachers, counselors, learning support coordinators, program directors and program coordinators) and community members. These informal information sources illuminated the documented qualitative evidence collected using established procedures and protocols, but no conclusions are based exclusively upon this informal data. Qualitative findings and conclusions have value for the stakeholders because they enlighten, make sense, and describe a reality that reflects stakeholder's experiences.

7.1 Student Success Specialists

Interactions with S3s occurred on several different levels – one-to-one (key informant interviews), group level (focus groups and observations), and indirect (survey) – with common themes appearing across each level. The themes emerging from these distinct interaction levels include:

1. Duties and expectations were not well defined, resulting in confusion and ambiguity about roles and responsibilities.
2. Student Success Specialist formal job description disconnected from actual work.
3. TUSD staff, teachers and administrators outside of Student Services lacking understanding of S3s.
4. Being recognized as a legitimate member of the school teams.
5. Valuing the role and impact of the student success specialist.
6. Exhibiting an appreciation for the intrinsic value of their work.

In item 1, S3s talked about how others at TUSD, including administrators and teachers and other school staff and students and parents, have little to no understanding of what S3s actually do on a routine basis, and how this leaves them feeling frustrated and uncertain about their own role(s). The following comments from S3s is illustrative of this sentiment.

- “Staff, unless you work with them daily, they are not aware of your job there. Unless directly needed by admin, they rarely acknowledge you.” Or
- "At times teachers feel like you're watching/evaluating them, but you're there for the student. Teachers sometimes make remarks about the efforts given to a specific student. At one of my sites, the Admin. hasn't really communicated with me or with staff about who I am and what I do. I have been questioned on who I was and what I was doing at a meeting that a parent requested that I attend,” or
- “The school staff can only support my efforts that they understand. If they don't have a clear understanding of my duties and expectations, they can't possibly support what I'm placed at my school to do. Especially when they (admin/teachers/staff) all have different understandings/information of my job duties/expectations.”

This last bulleted quote really captures effectively the frustration S3s express in its totality by recognizing that everyone has to have a common understanding when defining the parameters and

expectations of the job. It also recognizes that the responsibility is a broad one, requiring teachers, principals, and staff to understand the role of the Student Success Specialist.

Items 2 through 5 all relate directly to item 1 by demonstrating that school and district staff and leadership should appreciate and understand the intended role of S3s as a predicate for understanding not only why S3s do what they do, but also to accepting S3s as legitimate and valuable team members, and valuing their role and impact. Item 6 is a positive theme, it actually refers to S3s themselves recognizing the value of what they do and acknowledging to themselves and their cohorts, that they regularly impact students in many positive ways, and that there is power in self-affirmation. The following S3 comments provide more evidence and further illustrate the 6 themes identified above:

- “There is a great lack of communication between administrators and support staff, along with teachers. Administrators show no interest or lack of interest of the position/role the Student Success Specialist are at the site to assist with the academic support of students. The administration seems unconcerned, aloof, and sometimes rude to students and staff and sometimes parents. My expertise and educational experience in working with students and their families are not valued.”
- “Uncooperative teachers. Teachers who do not provide data needed to help us plan activities for their students.”
- “I worked at a school where the principal was not very supportive, wanted me to just take kids who had misbehaved in class to babysit. I addressed the issues of poor classroom management within the classroom that might be contributing to the students getting in trouble but I was told to just concentrate on my job.”
- “By nature of our large student rosters and the limited amount of time we spend with any individual student, especially in relation to the amount of time they spend with their teacher, we cannot always provide them with everything they need to succeed, especially if succeeding means moving from falls far below the standard to approaches, approaches to meets, or even meets to exceeds. With some students, our intervention does make the difference academically or behaviorally. In addition, the time we are able to spend communicating with families can give teachers and administrators the information they need to better support the students with whom we work to make lasting impacts in their academic, emotional or social well being.



- “Students come back to thank us for what we did to assist them when they were new to the country.”
- “When students realize that you are there to support them no matter what, they make an extra effort to work with you. That is when they know you care.”
- “When a student can open up to you and you know that you are connecting with them through their words or emotions, that's lasting impact.”

S3s are able to point to examples of the intrinsically valuable nature of their work with students in spite of the petty prejudices and daily challenges many S3s encounter.

Qualitative data from other stakeholders combine to both substantiate and challenge what the S3s have to say about their work and work environment. Question 7 on the survey of principals asked how frequently they interacted with S3s assigned to their schools during a “typical” week. Their numerical responses are in Table 21.

Item 7: During a "typical" week, how frequently do you interact with Student Success Specialists assigned to your school about specific student issues requiring attention?		
Response Options	Response Count	Response %
1-3 times a week	16	50.0%
4-6 times a week	9	28.1%
7-10 times a week	3	9.4%
11-14 times a week	1	3.1%
15-18 times a week	1	3.1%
More than 20 times a week	2	6.3%

Half of the respondents said they interacted 1-3 times a week with S3s about specific students requiring attention and another 28% reported interacting about twice that frequently. The remaining 22% said their interaction ranged somewhere between 7 times a week to more than 20 times a week, representing a high frequency of interaction. For example, according to one principal:

- “We are on the same page always. We frequently discuss students regarding academics, attendance and behavior”



This comment supports the kind of regular and robust interaction one hopes for between not only principals and S3s, but also between S3s and other school staff. Other comments pointed to the need to improve communication between S3s and school staff, so the utilization of equity services could be more seamless. Additional comments from the principal survey, while somewhat critical of the S3s, also point to the possibility that clearer and regular communication could result in more effective working relationships between equity staff (not only S3s but management as well) and school staff (again, including school leaders):

- “Our specialist was receptive to feedback, however, we did not know for sure her job duties or expectations for our students.
- “I rarely see the Student Success Specialists working with students during the school day. It appears that quite a bit of their time is on computer work or away at meetings.”
- “There needs to be better communication of [about] the students they are working with at the school and the services they are providing. They do not consistently attend monthly MTSS meetings and there is not a clear understanding of their role in the MTSS process. My interpretation of their role is different from theirs. I recommend that when reviewing the MTSS procedures everyone understands the SS Specialists role in the process. Regular meetings at the school site to better coordinate student services to make sure interventions are making a positive impact on student achievement.”

Other comments appear to support S3s perceived value. For example, when item 8 asked “Are Student Success Specialists on the MTSS team at your school?” about 74% responded *yes* with the remaining 26% saying *no*. And when asked to respond (using a 4-point Likert scale) to the statement “Student Success Specialists are integral to the MTSS team process at my school,” 66% of principals agreed or strongly agreed that S3s are integral to the MTSS team process. Having two-thirds of principals agree that S3’s play an important role in MTSS is a significant endorsement of the value of S3s.

### 7.2 District Leadership

Data from the key informant interviews with district leadership, with 2 exceptions, was based upon a mix of intentional and scripted interviews, informal conversations, and direct but casual observations. Interaction and data collection with the Superintendent, and the Acting Deputy Superintendent/Assistant Superintendent of Secondary Leadership (Drs. Sanchez and Morado

respectively) was limited to their key informant interviews. But data collection involving the multicultural equity department directors, the Assistant Superintendent for Student Services, and TUSDs previous General Counsel occurred in both formal and informal settings with both settings producing valuable data. Members of this latter group all willingly sat for formal key informant interviews lasting from 30 to 90 minutes.

### 7.3 Senior Leadership

Data from key informant interviews with Dr. Sanchez and Dr. Morado was generally supportive of the work of the Student Success Specialists and evidenced a shared interest in identifying ways to support their increased effectiveness. The dominant themes that emerged include:

- Discussion included how to integrate the efforts of the equity programs with those of elementary and secondary leadership in ways that would enhance S3s ability to more effectively identify and serve the needs of their students.
- Improving S3s integration with schools and MTSS teams to ensure follow-thru with students and families and making them better advocates for students.
- Reexamine the training and skillsets of S3s to ensure that they are prepared to provide the level of support that is required; this change might include revising their job description to more tightly focus their efforts and provide professional development to develop better data analysis skills.
- Change the model of S3 school assignment to one in which a larger core group of S3s are assigned to the schools in the traditional way, plus a smaller group of S3s who become *quick responders*. This smaller group would then be available to help schools deal with issues early enough in their lifecycle to avoid having them develop into bigger issues.

The focus of senior leadership appeared to reflect their necessary concern with district wide issues including what steps are required to *move the* [outcome] *needle* in a positive direction by ensuring that all TUSD students have the opportunity to learn, thrive, and succeed.

### 7.4 Equity Directors

Section 2.0 which described the history and context of the equity programs, provides a detailed summary of each of the 4 programs, the typical work they do, their constituencies and stakeholders, and individual leaders. The 4 multicultural equity directors are proud of the the work done by the S3s and have clear goals and objectives for their programs; and they each must deal with challenges, some of

which are shared and others that represent their different populations, constituencies, and stakeholder interests. All would appreciate more full-time staff. All 4 described the challenges involved in serving the students and schools for which they're responsible in terms of stretching their resources, both human and financial. But they all also recognized the need to find clever and efficient methods to leverage existing resources.

## 8.0 Summary

This study analyzed the impact of the Student Success Specialists on student outcomes with three approaches: (1) A descriptive analysis of data patterns, (2) a correlational analysis aimed at identifying meaningful correlations between the independent and dependent variables and (3) an in-depth qualitative analysis using multiple methodologies and perspectives.

Evidence from the descriptive analysis demonstrates the clear dominance of academic-related service delivery, accounting for an average 68% of all service delivery activities across the four student equity departments. This distribution remains essentially the same whether service delivery is quantified as discrete events or contacts, or as time measured in hours and minutes. It is also clear that service time tends to concentrate at the elementary level grades. Analysis has also shown, based on evidence from correlational analysis, the ambiguous relationship between the hours spent delivering S3-based services and positive changes in student performance. This ambiguity persists whether measuring the impact of service on grades, test performance, behavior or discipline. This finding is not entirely surprising given the challenge of demonstrating the impact of short term episodic services on student outcomes. That is, services that are typically delivered in increments that average about one hour and where nearly half of all students received less than 5 hours of intervention during the entire school year. Correlational analysis may also not be the best methodological fit at this point in the evaluation to discern the impact of episodic services. Other indicators of change may have more relevance to measuring the impact of the Student Success Specialists such as case studies and other qualitative indicators. For example, students who receive interventions from S3s may show greater school engagement which involves using effective strategies to maintain school engagement and knowing what works when attempting to re-engage students.

The ambiguous correlation results are also likely linked to the existing Grant Tracker data recording strategies. The GT categories and domains captured may lack a sufficient level of specificity, a level of detail that would clearly indicate what the S3s are doing in the field, including their methods

of interaction, with whom, and for what purpose. The AY 2014/2015 revisions to the domains and categories helped to tighten up the categories and improve the quality of collected data. That kind of effort should continue when and where the opportunities arise. For example, as currently constructed, the academic domain includes 7 activities and accounts for approximately 70% of total program activity. Academic hours are a huge number and the possibility exists that, insofar as there remains some ambiguity in how activities are defined, different S3s may be interpreting what constitutes an academic activity in different enough ways as to have resulted in the over-inflation of academics. If more care and consideration was used and if more training was available, it would make it more likely that activities are being classified and recorded with appropriate consistency and standardization, and in sufficient detail. This may be accomplished with a limited number of focused professional development sessions using live data and group learning processes to improve the consistency of data collection and entry. Fortunately, the S3s and their supervisors appear committed to meeting and sustaining high data collection standards, and that commitment should be enhanced when the new data collection platform, Clarity, comes on line in October. The professional development sessions will be an opportunity to train S3s on Clarity, and to provide data collection review opportunities to standardize S3 data collection.

### Emerging Narrative

Combining the relevant data and evidence, a compelling narrative emerges. Numerous conversations with S3s and equity directors revealed attitudes and perceptions that were generally quite positive. The S3s themselves, through a series of focus groups, key informant interviews, survey responses, direct observations and informal conversation, described their views and expectations in ways that were realistic about the challenges while upbeat and positive about the impact they have on students.

On the other hand, when S3s describe how non-equity TUSD staff value their work (i.e. the work of S3s), their reporting turns decidedly negative and takes on a distinctly pessimistic tone (as evidenced in the direct quotes included earlier). This reaction applies to all TUSD employees, including teachers, principals, and TUSD leadership. S3s express the perception that their work effort is undervalued and that they themselves are not respected by the institution. And these perceptions are consistent across equity departments, school assignments, and grade levels and are not associated with any other discernable differences.

But this perception is contradicted by qualitative evidence derived from TUSD administrator interviews and other data collection modalities involving district leadership, principals and equity

department directors, supporting a narrative contrary to the one just described. Unambiguous support for the work of S3s was expressed not only by TUSD senior leadership, but also by school principals, equity directors and other TUSD staff interviewed for this study (again, as evidenced in direct quotes included above). There appears to be a disconnection between how S3s think other people estimate their value (largely negative and critical) and how other people actually estimate the value of their work (largely positive and supportive).

The most plausible narrative explaining this disconnection relates to the ambiguously defined Student Success Specialist job role and the changing job expectations. The written job description maintained by the HR department is primarily a mentoring position that has little to do with the typical daily S3 activity. This lack of alignment is readily apparent by simply comparing the vast quantity of the numerical data (presented in section 4.0 Descriptive Analysis of Data Patterns) with the official 2-page S3 job description (located in the Appendix). For example, where the vast proportion of equity services are directed toward in-class academic support, the job description describes the S3s *essential* functions as:

- Planning, coordinating, developing, and implementing mentoring programs;
- Develops comprehensive outreach plans to identify and obtain program participants and mentors;
- Facilitates appropriate screening for mentors and develops and implements training programs and workshops for mentors. Determines appropriate matches between a student and a mentor, and oversees mentoring schedules as needed;
- Confers with appropriate TUSD personnel to identify and determine at-risk student's needs and interests to assist them with issues when transitioning in areas including but not limited to: middle to high school, high school to higher education, and high school to post high school career paths;
- Confers with appropriate TUSD personnel to identify and coordinate individual student improvement plans.

The same job description identifies *marginal* functions as:

- Tutors students in regular curriculum classes such as language arts, mathematics, science, reading , and social studies;
- May transport students as needed;
- May counsel and/or meet with students and families regarding attendance.

These unclear job parameters cause confusion among S3s and TUSD staff (again, evidenced in the direct quotes included earlier). All of this produces and re-produces frustration and insecurity among all staff, but especially the S3s.

Interestingly, this finding relating ambiguous job responsibilities to frustration, insecurity and ultimately low morale and possibly low productivity was also a principal finding of recent evaluation of TUSDs Learning Support Coordinators, conducted by an external evaluation firm (Democratic Management Council or DMC) during AY 2014/2015. That evaluation identified a number of critical issues, including the negative impact of ambiguously defined and frequently changing job responsibilities. The LSC evaluation linked ambiguously defined job responsibilities with inconclusive outcomes. Moreover, the follow-up LSC evaluation performed by A & E during the AY 2015/2016, found evidence that tightening up and more clearly defining LSC expectations had positive effects on student discipline outcomes.

## 9.0 Recommendations

The discussion and recommendations that follow are based directly on the data collection and analysis, with particularly emphasis on the qualitative analysis and the summary discussion just outlined in section 8.0. Some recommendations relate to improving data collection strategies and thereby data quality. Improving the quality of collected data – namely when, where, and how much time is spent in direct and sustained contact with students – should improve the ability to discern links between student contact and student performance. The remaining recommendations focus on the ambiguity of S3 job roles and expectations, the disconnection between the S3 job description and what S3s are actually doing in the field. This recommendation includes improving the overall awareness of S3s roles and responsibility, particularly as they relate to other school team members, and ensuring that S3s are positioned to play integral and meaningful student support roles in their schools. Included in this discussion are the potential changes to the service delivery model, what defines an intervention and, the supervision and oversight of S3s. The specific 7 recommendations generated by this study are all ultimately aimed at improving student outcomes:

1. **Re-defining the role of the Student Success Specialist** such that the HR job description is aligned and consistent with the roles and responsibilities of the S3s in the field. The written job description maintained by the HR department has little to do with the typical daily S3 activity.



As described earlier, there is confusion over what S3s are typically doing and over what they should be doing. This confusion is likely the result of generally unclear and ambiguous job expectations produced by the disconnection between the official job description and what is typically expected of S3s. A primary consequence is frustration among S3s themselves and school staff, teachers and principals. Correcting this issue will involve (1) re-aligning what S3s do in practice with what they are expected to do on paper; and in the process (2) clarifying the ambiguous expectations regarding what S3s should be doing in the schools.

2. **Re-consider the S3 school assignment model.** As part of strengthening their roles and their impact upon individual students, the recommendation from this evaluation are to place S3s in a small number of schools for the entire year. Exactly how many schools an S3 is assigned to for the long-term represents the trade-off between ensuring coverage at needed schools and making sure that S3s have enough time at each school to achieve effective and sustained student outcomes. When the evaluation began in August of 2015, the distribution of S3 was relatively stable. Specialists were assigned to a small number of specific schools, ranging typically from 1 to 3, and S3s maintained a reliable and predictable schedule at those schools. Early in the spring of 2016 an intentional shift began away from this model toward an approach that emphasized quick responses to school problems, often discipline-related issues, in which S3 school assignments could change as often as every 2 weeks based on district needs for rapid intervention. This change complicated the quantitative detection of the impact of S3s due to of the typically short and episodic features of a typical intervention involving quick response. Whatever approach leadership ultimately decides upon regarding S3 duties and school assignment, the evaluation methodology will require adaptation to accommodate changes to service delivery.
3. **Skill sets of S3s need to fit the job expectation.** If the district decides to move toward the use of “quick response teams” every effort should be made to ensure they are composed of S3s possessing the personalities and skillsets needed to succeed in this new role. Perhaps a core group of S3s would continue to provide longer-term services with stable and predictable school assignments; it is also important that those S3s have the skillsets and are effectively matched to the right roles.



4. **Enhancing the S3s sense of community and their collective sense of purpose.** Create and sustain opportunities for all S3s across all 4 departments to meet, interact and train together as an integrated group. Presently there exist 4 different departments with 4 distinct identities and overlapping duties and responsibilities, with little formal cross-department staff interaction. During AY 2015/2016 the LSC's had multiple opportunities to meet as one, thereby building community and competency. It is doubtful if the 4 departments met collectively even once during AY 2015/2016. Creating a sense of community and sense of collective purpose will help to sustain their role definition and increase their impact on student outcomes. It may also reduce the level of frustration S3s experience.
5. **Increase professional development for S3s.** Based upon data derived from multiple collection modalities including key informant interviews, focus groups, and survey responses, non-trivial concern was detected over the level of S3s professionalism. The sentiment was not detected as a blanket criticism of all S3s, but rather as pockets of doubt that all S3s were capable of rendering a consistent level of support required to move student outcomes upward, particularly given the challenging work environment. The important job of ensuring that all S3s have the professional development and support they need to do their work effectively is ultimately the responsibility of TUSD senior leadership. However, the S3 position was intended to be a para-professional position, even though numerous S3s actually possess skills and competencies well beyond those identified in the job description; expecting higher order competency may be unfair and unrealistic. On the other hand, evidence from this study suggests that many current S3s already have the commitment and motivation to make them responsive to professional development opportunities, and if properly nurtured would result in better trained and more effective Student Success Specialists.
6. **Emphasis on accurate and consistent data entry** is essential to being able to demonstrate the impact of S3 contact time on improving student outcomes. Currently Grant Tracker is the tool for recording time spent with students, but will soon be replaced by Bright Byte's Clarity platform. However an improved data entry interface will likely not alone improve data quality. Conversations with S3s individually and collectively has shown that different S3s have different habits and routines for recording their contact time with students and those habits and routines must, to the degree possible, be standardized. It is clear from the qualitative data that the

majority of S3s do not find intrinsic value in the time they spend entering data. It is more often considered a chore to either be put off for later or rushed through as quickly as possible. As Clarity is rolled out, there will be training that will offer opportunities to undo some bad habits, but the problem will persist until fixing it is made a priority. It is strongly recommended that at least ½ day be set aside early in the 2016/17 school year, ideally by mid to late August, to bring together the 4 equity departments and all Student Success Specialists. Department directors will determine the exact agenda, but some significant amount of time should be slotted for data training and retraining.

## 10. Conclusions

The issues described require near-term attention to attend to S3 morale issues related to ambiguously defined job expectations and revising quantitative data collection protocols to achieve better measurement and attribution. Tending to these issues should also improve the quality of data collected. Higher quality data combined with better access to and use of data by S3s should result in more effective service delivery and improvements in student outcomes. This point was made by Superintendent Sanchez when he emphasized the critical role that high quality data plays in decision making, and the importance of training S3s to understand and routinely utilize data to inform their delivery of services to students.

This evaluation is a baseline study focused on identifying the strengths and weaknesses of the equity departments both collectively and individually, and to offer a set of effective and practical strategies aimed at improving student outcomes. It is also evident that TUSDs multicultural equity programs benefit greatly from the hard work and efforts of the many committed people including Student Success Specialists, equity directors, TUSD leadership, and the many committed teachers, administrators, students, and families. In the longer term, this study will continue into the next academic year. Some of the questions driving the possible next phase of evaluation are included in the appendix.

**Appendix 1: Frequency Distribution of Intervention Activities by Department**

AASSD ACTIVITY FREQUENCIES SY 15/16		
<b>Activities</b>	<b>N</b>	<b>%</b>
Data Review	0	0.0
Mentoring	1	0.0
Curriculum Support	6	0.0
Interpreting	14	0.0
School Enrollment/Registration	17	0.0
Home Visit	20	0.1
Home Visit/Parent Contact	25	0.1
Administrative/Faculty Conference	27	0.1
Math Programs	31	0.1
Behavior & Discipline Support	32	0.1
{Achievement Support} Student grades/progress	58	0.2
Attendance Support Parent	59	0.2
ExEd-IEP-504/Child Study (not MTSS)	63	0.2
Attendance Support	66	0.2
Credit Recovery	88	0.2
College/Career Planning/Scholarships	116	0.3
Health and Wellness	246	0.6
Testing	277	0.7
MTSS	301	0.8
Mentoring College Collaborative	340	0.9
Mentoring Community Organizations	363	0.9
TUSD Family Engagement	367	1.0
Community Outreach	415	1.1
Communication with Staff	469	1.2
Homework Help (math)	481	1.2
Multi Cultural Events	517	1.3
Homework Help (literacy)	650	1.7
Advanced Academic Recruitment/Retention	1098	2.8
Empowerment & Leadership Development	1334	3.5
Attendance Support Student	1382	3.6
Classroom Observation	1418	3.7
Grade Check (ES, MS, and K-8)	1441	3.7
Grade Check (HS)	1537	4.0
Other (Please List)	2090	5.4
Behavior	4545	11.8
In Class Academic Support	18728	48.5
Total	38622	100.0

**Appendix 1: Frequency Distribution of Intervention Activities by Department**

APASSD ACTIVITY FREQUENCIES SY 15/16		
Activities	APASSD	%
Curriculum Support	0	0.0
Math Programs	0	0.0
Behavior & Discipline Support	0	0.0
{Achievement Support} Student grades/progress	0	0.0
Mentoring	1	0.0
Administrative/Faculty Conference	2	0.0
ExEd-IEP-504/Child Study (not MTSS)	5	0.0
Data Review	8	0.0
Home Visit/Parent Contact	9	0.0
Multi Cultural Events	12	0.0
Attendance Support	14	0.0
MTSS	16	0.0
Mentoring College Collaborative	51	0.1
TUSD Family Engagement	58	0.1
Interpreting	63	0.1
Classroom Observation	80	0.2
Home Visit	99	0.2
Testing	103	0.2
Health and Wellness	112	0.3
Communication with Staff	115	0.3
Attendance Support Parent	150	0.3
College/Career Planning/Scholarships	161	0.4
Credit Recovery	165	0.4
School Enrollment/Registration	240	0.6
Empowerment & Leadership Development	290	0.7
Grade Check (ES, MS, and K-8)	301	0.7
Attendance Support Student	336	0.8
Advanced Academic Recruitment/Retention	541	1.3
Other (Please List)	652	1.5
Grade Check (HS)	828	1.9
Homework Help (literacy)	849	2.0
Community Outreach	1024	2.4
Mentoring Community Organizations	1077	2.5
Homework Help (math)	1275	3.0
Behavior	1536	3.6
In Class Academic Support	32996	76.4
Total	43169	100.0

**Appendix 1: Frequency Distribution of Intervention Activities by Department**

MASSD ACTIVITY FREQUENCIES SY 15/16		
Activities	N	%
Mentoring	0	0.0
Curriculum Support	0	0.0
Interpreting	0	0.0
School Enrollment/Registration	0	0.0
Home Visit	0	0.0
Home Visit/Parent Contact	0	0.0
Administrative/Faculty Conference	0	0.0
Math Programs	0	0.0
Behavior & Discipline Support	0	0.0
ExEd-IEP-504/Child Study (not MTSS)	2	0.0
{Achievement Support} Student grades/progress	3	0.0
Attendance Support Parent	3	0.0
Community Outreach	46	0.2
Attendance Support	63	0.2
Credit Recovery	83	0.3
Testing	89	0.3
Homework Help (math)	91	0.3
Multi Cultural Events	100	0.3
Mentoring College Collaborative	262	0.9
College/Career Planning/Scholarships	288	1.0
Homework Help (literacy)	319	1.1
Health and Wellness	362	1.3
Mentoring Community Organizations	392	1.4
TUSD Family Engagement	573	2.0
MTSS	584	2.0
Communication with Staff	633	2.2
Classroom Observation	844	2.9
Advanced Academic Recruitment/Retention	1421	4.9
Empowerment & Leadership Development	1500	5.2
Behavior	1503	5.2
Attendance Support Student	1807	6.3
Grade Check (HS)	1915	6.6
In Class Academic Support	2664	9.2
Grade Check (ES, MS, and K-8)	3099	10.8
Other (Please List)	4212	14.6
Data Review	5943	20.6
Total	28799	100.0

**Appendix 1: Frequency Distribution of Intervention Activities by Department**

NASSD ACTIVITY FREQUENCIES SY 15/16		
Activities	NASSD	%
Mentoring	0	0.0
Curriculum Support	0	0.0
Data Review	0	0.0
Administrative/Faculty Conference	0	0.0
Math Programs	0	0.0
Behavior & Discipline Support	0	0.0
Home Visit/Parent Contact	0	0.0
{Achievement Support} Student grades/progress	0	0.0
Attendance Support	0	0.0
Interpreting	8	0.0
TUSD Family Engagement	26	0.1
Classroom Observation	51	0.1
School Enrollment/Registration	74	0.2
Mentoring Community Organizations	92	0.2
Mentoring College Collaborative	93	0.2
Multi Cultural Events	117	0.3
ExEd-IEP-504/Child Study (not MTSS)	168	0.4
Home Visit	201	0.5
Homework Help (math)	279	0.6
Advanced Academic Recruitment/Retention	284	0.6
Communication with Staff	293	0.7
Attendance Support Parent	306	0.7
Credit Recovery	308	0.7
College/Career Planning/Scholarships	447	1.0
MTSS	492	1.1
Community Outreach	519	1.2
Empowerment & Leadership Development	656	1.5
Grade Check (ES, MS, and K-8)	657	1.5
Testing	714	1.6
Attendance Support Student	887	2.0
Grade Check (HS)	1227	2.8
Homework Help (literacy)	1399	3.1
Health and Wellness	1469	3.3
Behavior	2154	4.8
Other (Please List)	2676	6.0
In Class Academic Support	28968	65.0
Total	44565	100.0

## Appendix 2: Qualitative Data Collection Instruments

10-item survey for school principals administered second half of May 2016  
(Survey was administered via Survey Monkey)

1. How long have you been principal of this school?  
Open \_\_\_\_\_ years
2. How many student success specialists work in at your school?  
Open
3. How long do student success specialists work in your school?  
Closed A couple of weeks A couple of months More than one semester All year
4. The student support specialists are adding significant value to student academic outcomes at your school.  
Strongly agree to strongly disagree and open (if no, why not?)
5. The student support specialists are adding value to student behavioral outcomes at your school.  
Strongly agree to strongly disagree and open (if no, why not?)
6. What recommendations do you have for the effective use of student support specialists in your school?  
Open
7. How often do you interact with the student support specialists in your school about specific student issues that need attention?  
Closed
8. Are student support specialists on the MTSS team at your school?  
Closed (yes or no) and open (other)
9. Student success specialists are integral to the MTSS team process at my school.  
Strongly disagree Disagree Neutral Agree Strongly agree
10. What level is your school?  
Elementary K-8 Middle school High School
11. Please share any other comments below.

Thank you



## Appendix 2: Qualitative Data Collection Instruments

### 27 Item Survey of Student Success Specialists (Survey was administered via Survey Monkey)

Administered April of 2016

Thank you for participating in this survey. All responses are anonymous and should require less than ten minutes. The survey is aimed at collecting demographic information, identifying ideas for serving students more effectively, understanding your sense of self-efficacy and evaluating the district's success supporting your work. Please respond to each question candidly. Thank you.

#### Section A. S<sup>3</sup> sense of self-efficacy and support:

The teachers I work with support my efforts.

Always; Most of the time; Some of the time; Rarely; Never

The school staff I work with support my efforts.

Always; Most of the time; Some of the time; Rarely; Never

The school-based administrators I work with support my efforts.

Always; Most of the time; Some of the time; Rarely; Never

TUSD central administrators support my efforts.

Always; Most of the time; Some of the time; Rarely; Never

If you did not respond with "Always" to any of the previous four questions, please describe or provide examples of times when you did not feel supported: \_\_\_\_\_

I try new strategies when what I'm doing is not helping students succeed.

Always; Most of the time; Some of the time; Rarely; Never

In your job does one group encourage you more than other groups of TUSD employees?

Yes No

If yes, please rank order the following groups: \_\_\_ counselors, \_\_\_ school administrators, \_\_\_ teachers, TUSD central administrators.

My work as a Student Success Specialist has a positive & lasting impact on students.

Always; Most of the time; Some of the time; Rarely; Never

If you responded *some of the time, rarely* or *never*, please explain why: \_\_\_\_\_

Please describe a time or example of what lasting impact looked like and/or what their absence looked like.

Student success specialists provide students with the skills they need to succeed.

Always; Most of the time; Some of the time; Rarely; Never

If you responded *some of the time, rarely* or *never*, please explain: \_\_\_\_\_

My program director listens to me when I offer suggestions for improving student outcomes.

Always; Most of the time; Some of the time; Rarely; Never

In your experience of working with students, what domain areas to students need the most help with?

Academics (grades), Attendance, Behavior, Credit Acquisition/Recovery, HUD

**Section B. Ideas for improving effectiveness and efficiency of S<sup>3</sup> work.**

I am satisfied with the Grant Tracker data entry system.

Always; Most of the time; Some of the time; Rarely; Never

Do you have ideas for adding to, deleting from or otherwise modifying the Grant Tracker domains and activities list?

Yes No

If yes, please describe your idea(s): \_\_\_\_\_

Do you have ideas for improving other program elements beyond Grant Tracker?

Yes No

If yes, please describe: \_\_\_\_\_

I intend to continue working as a Student Success Specialist in the 2016/2017 school year.

Yes No

If no, please explain why: \_\_\_\_\_

**Section C. Collecting basic demographic information about S<sup>3</sup>s. (8)**

How long have you been a Student Success Specialist (choose the response nearest your tenure)?

- I became a Student Success Specialist in the fall of 2014.
- I became a Student Success Specialist in the spring of 2015
- I became a Student Success Specialist in the summer or fall of 2015
- I became a Student Success Specialist in the spring of 2016

Please circle the school level(s) at which you are working **this** semester?

Elementary Middle School K8 High School

Have you worked in other positions at TUSD?

Yes No

If yes, what other job(s) have you held at TUSD? \_\_\_\_\_

What is the month and year of your birth? MM/YYYY

Is English your primary language?

Yes No

If no, what is your primary language? \_\_\_\_\_

Please circle your ethnicity and race.

Ethnicity: Hispanic or Latino Non-Hispanic or Latino  
Race: American Indian or Alaska Native Asian Black or African American  
Native Hawaiian or Other Pacific Islander White

What is your gender?

Female Male

What is the highest grade or year of school you completed?

High school graduate Some college or technical school Associate degree Bachelor's degree

MD) Completed some post-graduate work                      Master's degree                      Professional Degree (e.g. JD or  
Doctorate degree (Ph.D, Ed.D.)

Do you have a teaching certificate?                      Yes                      No

Thank you for your time and effort.

### Appendix 3: Sample of Key Informant Interview Questions

#### Key Informant Interview with AASD Student Success Specialist

Key informant interviews are qualitative in-depth interviews with people who know what is going on in their community. The purpose of key informant interviews is to collect information from a wide range of people who have first hand knowledge about the community. These community experts with their particular knowledge and understanding can provide insight on the nature of problems and give recommendations for solutions.

I expect this will take between 30 to 45 minutes. This is the first of three interviews with you. The next two will most likely occur sometime in late January/early February and sometime in April. I will keep you posted and let you know as soon as I know.

1. Tell me something about your professional background.
  - a. How long have you worked for AASD?
  - b. For TUSD?
  - c. What did you do before this?
2. Why did you come to TUSD?
3. What drew you to the AASD?
4. What are the program's strengths?
5. What could be improved?
6. Describe what you do on a typical day?
7. On average, how much time do you spend documenting your work – i.e. inputting data into Grant Tracker?
8. How would you improve the program?

## Appendix 4: Sample of Key Informant Interview Consent Form

### CONSENT FORM FOR PARTICIPATING IN A RESEARCH STUDY of EQUITY SERVICES, TUCSON UNIFIED SCHOOL DISTRICT

The purpose of this research is to collect qualitative and descriptive information about you and the program. Everything shared with me is confidential and ensuring confidentiality and anonymity is very important. Your name will not be used nor any other identifying information in the analysis and reporting for this program evaluation. Others may know that you participated in this study, but unless you decide to share such information, your co-workers and supervisor will not have access to your comments. Your responses will be kept confidential and the results will focus on the content of our discussion rather than identifying who said what.

Your participation in this research study is voluntary. You may choose not to participate and you may withdraw your consent to participate at any time. You will not be penalized in any way should you decide not to participate or to withdraw from this study.

If you have any questions or concerns about this study or if any problems arise, please contact Dr. Stephen Gaarder at [Stephen.gaarder@tusd1.org](mailto:Stephen.gaarder@tusd1.org) or 520-225-3227.

**I have read this consent form and have been given the opportunity to ask questions. I give my consent to participate in this study.**

Participant's signature Angelica Gaebel Date: 10/27/15

A copy of this consent form should be given to you.

## Appendix 5: Sample of Focus Group Questions

### December 3, 2015 MASSD & NASSD

#### Focus Group Questions

1. Think back to your work as a Student Success Specialist for TUSD and identify a concern or problem that you've encountered while working with a student, or a family member or a TUSD teacher or administrator. Write it down on your index card – no names please.
2. When you're working in the classroom doing in-class academic support, describe your relationship with the teacher and students. Do you feel like a valued member of the classroom ecosystem?
3. Of the 4 pillars (**Not including HUD**, Academics/Grades, Attendance, Behavior/Discipline, Credit Acquisition/Recovery), where do you believe you are having the most impact on students?
4. Of the 5 pillars (**HUD**, Academics/Grades, Attendance, Behavior/Discipline, Credit Acquisition/Recovery), where do you believe you are having the most impact on students?
5. Think about some of your most challenging situations/students this semester; what makes them challenging? Is it the situation? Is it finding the resources? Do the personalities of those involved usually play a significant role? What strategies have worked for resolving such situations?
6. Some of you are full-time at 1 school and many of you are half-time at 2 schools. Describe the advantages and disadvantages of each arrangement.
7. Are you providing services or interventions that are not captured by the Grant Tracker categories? Please list any such services:
8. Some of you have told me that you meet with one another to talk about the challenges and opportunities of your work and share ideas and strategies for being effective in your interaction with students and families. Would it be worth your time to have regularly scheduled meetings both within and between departments? Why or why not? What sort of information might be shared at these meetings? Could such information be shared other ways such as online discussion lists?
9. On the same topic, I understand that in the past, Student Success Specialist met as a whole at Santa Rita High School to discuss issues and receive PD. The LSCs regularly meet – would such meetings be worth your time? Why or why not? What sort of information might be shared at these meetings? Could such information be shared other ways such as online discussion lists? Other?
10. As I met with some of you individually, one of the topics raised involves using common terms/language across departments when recording interventions or services provided. Is this a problem or concern? If so, can you define the problem/ describe exactly what the problem is? What specific steps could be taken to fix the problem?
11. (With the aim of understanding how effectively they're supervised) How much supervision is appropriate? Do you meet individually with your supervisor? How frequently? What do you specifically discuss?
12. When you are doing a home visit or otherwise not working on TUSD property, how do you record your time?

## Appendix 6: Sample of Focus Group Consent Form

### CONSENT FORM FOR PARTICIPATING IN A RESEARCH STUDY of EQUITY SERVICES, TUCSON UNIFIED SCHOOL DISTRICT

The purpose of this research is to collect qualitative/descriptive information about you and the program. Any and all information you share is considered confidential, and ensuring confidentiality and anonymity is of the highest priority to this research study. Your name will not be used nor any other identifying information in the reporting for this program evaluation. Others may know that you participated in this research, but unless you decide to share information, your co-workers and supervisor(s) will not have access to your comments.

Your participation in this research study is voluntary. You may choose not to participate and you may withdraw your consent to participate at any time. You will not be penalized in any way should you decide not to participate or to withdraw from this research study.

If you have any questions or concerns about this study or if any problems arise, please contact Dr. Stephen Gaarder at [stephen.gaarder@tusd1.org](mailto:stephen.gaarder@tusd1.org) or 520-225-3227.

**I have read this consent form and have been given the opportunity to ask questions. I give my consent to participate in this study, including audio recording.**

Participant's Signature \_\_\_\_\_

Participant's Printed Name \_\_\_\_\_

Today's Date: \_\_\_\_\_

A copy of this consent form will be provided to you.



## Appendix 7: Sample of Observation Solicitation

Mr./Ms./Dr.

I need to schedule an observation as part of my evaluation of the equity programs. These are intended just to give me a better idea of what goes on during a typical day and what the interaction with students looks like. These are not individual evaluations of success specialists and any data I use in my final report will be anonymized for both students and success specialists.

Will you please provide me with one or two observation times over the next several weeks, when you're working with students, either one-on-one or in small groups, or any other settings you think I should see? Thank you in advance for letting me observe you work.

Steve

**Appendix 8: Observation Sites and Times**AASSD

Nikki DeSouza	Magee, Safford	(Observing at Palo Verde TBD)
Richard Langford	Palo Verde, Sahuaro	(Observing at Palo Verde TBD)

APASSD

Leonard Muhunga	Dietz, Myers, Naylor	(Observing @ Naylor TBD)
Joyce Tominaga	Catalina	(Observing at TUSD SB 5/10/16)

MASSD

Anthony Ludovici	Catalina	(Observing @ Catalina 5/17/16)
Angelic Goebel	Morgan-Maxwell K8	(Observing @ Morgan-M 5/16/16)

NASSD

Priscilla Flores	Cholla	(Observing @ Cholla, 5/11/16)
Juanita Mesquita	Cholla	(Observing @ Cholla, 5/11/16)

## Appendix 9: Student Success Specialist Job Description

### CLASSIFICATION TITLE

STUDENT SUCCESS SPECIALIST

### SUMMARY

Under general supervision plans, coordinates, and develops student/family mentor programs to increase student academic and social achievement. This position disseminates information regarding the mentor program, performs related work as assigned, and serves as the liaison between Tucson Unified School District (TUSD) and the business community for mentoring program.

### MINIMUM REQUIREMENTS

Bachelor's degree in Education, Social Services, Counseling, or a related field.

### AND

Four (4) years experience in providing direct services and program oversight for a program or project involving school age children.

### OR

Associate's (or higher) degree **OR** 60 Semester-Hour credits from an accredited institution

### OR

AZ Dept. of Education-approved Academic Assessment Test

### AND

Six (6) years of progressive experience in providing direct services and program oversight for a program or project involving school age children.

### **Plus all of the following:**

Arizona IVP Fingerprint Clearance Card

Verbal & written communication skills in English and a demonstrated ability to read and comprehend written/graphic and oral instructions.

Reliable mode of personal transportation

**Availability to work flex hours as needed, to include evenings and/or weekends**

### PREFERRED QUALIFICATIONS

Extensive community contacts and experience.

Supervisory Experience.

### ADDITIONAL REQUIREMENTS AFTER HIRE

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization.

Valid AZ Driver's License required within 10 days of hire. Must not have accrued eight points against driver's license within the past two years.

Reliable mode of personal transportation with evidence of auto insurance policy. Coverage must be valid throughout term of employment.

### ESSENTIAL FUNCTIONS

#### **THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED.**

Plans, coordinates, develops, and implements mentor program(s) and related activities for students and families.

Monitors and reviews mentoring programs as necessary, recommends and implements changes as needed.

Develops comprehensive outreach plans to identify and obtain program participants and mentors.

2

Facilitates appropriate screening for mentors, and develops and implements training programs and workshops for

mentors. Determines appropriate matches between a student and a mentor, and oversees mentoring schedules as needed.

Confers with appropriate TUSD personnel to identify and determine at-risk students' needs and interests to assist them with issues when transitioning in areas including but not limited to: middle to high school, high school to higher education, and high school to post high school career paths.

Confers with appropriate TUSD personnel to identify and coordinate individual student improvements plans and/or

plans to promote long-term academic and social achievement.

May counsel and/or meet with students regarding career and life goals; assists them in setting achievable short and long-term goals.

Conducts home visits to provide information and support to students and families. Refers students and families to appropriate community or school resources as needed.

Promotes TUSD mentoring programs and collaborates with community agencies to promote and/or establish mentoring, intern, on-the job training and/or career opportunities for program participants.

Serves as a resource to TUSD personnel regarding available mentoring programs.

Maintains pertinent records and data for mentoring program; prepares ad hoc reports as requested. Maintains confidential records of interactions with students and families.

Adheres to all district, federal, and state regulations regarding student programs and volunteer participants.

**MARGINAL FUNCTIONS**

Tutors students in regular curriculum classes such as language arts, mathematics, science, reading and social studies.

May transport students and families as needed.

May counsel and/or meet with students and families regarding attendance and advise them of TUSD attendance policies.

**MENTAL TASKS**

Communication. Ability to understand written and verbal instructions. Evaluation. Comprehension. Observes behavior of students in the classroom.

**PHYSICAL TASKS**

Work involves the performance of duties where physical exertion is not normally required to perform all aspects of

the job. Assistance is available as required to perform physically demanding tasks. Work involves sitting for extended periods of time, requires moving from one location to another, reaching, stooping, bending, and holding and grasping objects. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

**EQUIPMENT, AIDS, TOOLS, MATERIALS**

Operates a motor vehicle. Use office and education equipment such as telephones, computers, printers, copiers and overhead projectors.

**WORKING CONDITIONS**

Indoor. Office/classroom environment. Outdoors, exposure to varying types of weather conditions. Contact with students, parents, employees and public. Exposure to noise.

**CONTROL, SUPERVISION**

Monitor control of assigned personnel

M:JOB46032

New: 6/14

## Appendix 10: Key Informant Interview Common Themes

(Order of items does not signify greater or lesser importance)

1. The positive life-changing effects of S3s and student support services
2. Ambiguous S3 job description
3. Inconsistency across sites and departments is job definition
4. Weak connection between what S3s do and what the S3 job description identifies as key responsibilities
5. Weak and/or inconsistent chain of command between S3s and Director of Student Services
6. Perception and/or reality of being valued by school leadership, teachers and staff
7. Teachers (some) attempt to exert too much control over S3 job routines
8. School administrators desire to use S3s as “casual labor” in schools (e.g. as monitors, office clerks, and teacher assistants)
9. S3s school assignments leave them stretched too thin.
10. S3s unprepared to help students with behavioral health needs
11. Finding under-resourced students the resources they need
12. More professional development opportunities for S3s
13. S3s need stronger data skills
14. School staff, teachers and administrators lacking cultural proficiency when dealing with students of different cultures
15. Some evidence of the display of inaccurate and negative stereotypes of multicultural students
16. The underestimation of under-resourced multicultural students by school staff, teachers, and administrators – i.e. low expectations of this student population.
17. Burden of S3 data recording obligations
18. Perception that S3s are unaccountable at school sites and unavailable when needed

## Appendix 11 Potential Questions for 2016/2017 Equity Evaluation

This is not a comprehensive list, and not all the questions are in their final draft, but the list is intended to provide a sneak peak of what's to come.

- Is there documentation or research that supports the efficacy of the programs or strategies? Please provide.
- Describe how sites are selected, including how the selected sites demonstrate the potential for producing the greatest outcomes for the cost of the program or strategy.
- Does the program or strategy focus on students' specific needs? If so, what needs? Describe the diagnostic method used for determining students' specific needs. Describe the ways the program or strategy directly focuses on those needs.
- Does the program or strategy support the current programs or strategies being implemented in the school(s)?
- Describe how the time spent with each student is tailored to his or her needs, including whether the actual time(s). And, assess whether there is a point of diminishing returns, especially in pull-out and after-school programs.
- Does the program or strategy utilize culturally relevant materials and/or practices? Describe those materials and practices.
- Are paraprofessional utilized? If so, are they closely supervised by appropriately certificated personnel? Explain. What is the ratio of paraprofessional to certified personnel?
- Does the program or strategy involve students with limited English proficiency? If so, describe the level of staff members' proficiency in non-English language accessibility, and describe the ways by which staff deals directly with English language deficiency where it is a part of a student's difficulty in learning the content on which the program focuses.