

APPENDIX IV – 11

TUCSON UNIFIED SCHOOL DISTRICT

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Human Resources Department

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TEACHER DIVERSITY PLAN

By order dated March 25, 2016 (the “Order”), the District was required to “develop and implement a plan to reduce by half by the beginning of the 2016-17 school year the number of schools in which there are existing racial disparities, as defined by the USP, among the teaching staffs” and “to eliminate all significant disparities in 2017-18.”

This document sets forth a Teacher Diversity Plan developed by the District in response to the Order, after consultation with the Special Master and plaintiffs.¹ The District believes that this plan will achieve the stated goals set forth in the Order. The District has already begun implementation of many of the elements of the plan.

The Special Master proposed that 26 schools that currently have “significant disparities” as defined in paragraph IV(E)(2) of the USP be the primary targets of this plan in SY2016-17, and the District has adopted that proposal for this plan. These schools will be the ones by which the success of the plan will be measured.² Thus, the District’s initial objective is to reduce the number of schools with significant racial disparities from 26 to 13 by the beginning of SY2016-17.

Nine schools that currently have “significant disparities” as defined in paragraph IV(E)(2) of the USP were identified by the Special Master as having faculty that are racially diverse. These schools have not been included in the list of target schools.³ The District will continue to seek and foster diversity at these schools, and will report to the Special Master on any proposed additions to the faculty that alter the current racial/ethnic percentages in teaching staff at the school.

The plan is to achieve its objective using the following methods:

- 1. Site Incentives:** Principals at target schools who recruit and hire a teacher after July 1 whose presence reduces racial disparity will be granted \$3000 (per teacher) to use toward classroom supplies. The estimated cost of this element of the plan for SY2016-17 is \$84,000.

¹ The District does not intend by this reference to imply that the Special Master or the plaintiffs are in agreement with all aspects of the plan, but only to note that the District requested comments and suggestions on a draft version of the plan, and took those comments and suggestions in adopting this final version of the plan.

² These “Group 1” schools are Bloom, Collier, Dunham, Fruchthendler, Gale, Henry, Holladay, Howell, Hudlow, Kellond, Lineweaver, Marhall, Miles, Miller, Myers-Ganoung, Hughes, Roberts-Naylor, Soleng Tom, Steele, Tolson, Whitmore, Booth-Fickett, Dietz, Safford, Vail, and UHS.

³ These “Group 2” schools are Banks, Borton, Carrillo, Cavett, Manzo, Obhoa, Warren, C.E. Rose, and Morgan Maxwell.

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- 2. Teacher Incentives: Requested Transfers:** District teachers who seek to transfer to a target school and whose presence reduces racial disparities will receive a benefit package of \$5,000, chosen from the incentive options below. Some of these items may be taxable.
- Cash stipend
 - Reduced or modified teaching schedule (through the Master Teacher Team Initiative)
 - Technology Package; laptop, bag, printer (for classroom use; may be taken home for professional use)
 - National Board Certification support
 - Master's degree support
 - Professional Development (conferences and/or specific training)
- All qualifying transfers will be offered a two year contract. The estimated cost of this element of the plan for SY2016-17 is \$125,000.00.
- 3. Teacher Incentives – Targeted Recruiting For Diversity:** In addition to teacher-initiated transfers, the District will actively recruit selected District teachers to transfer to schools where their presence will reduce racial disparity. The same incentives will apply to qualifying recruited transfers as to teacher-initiated transfers (see item 2 above). The goal is to recruit 25 teachers across initiatives 2 and 3. The estimated cost of these elements of the plan is \$125,000.
- 4. Teacher Incentives – Targeted Recruiting for Low-Achieving Schools:** When there is a vacancy at a low-achieving school, the District will identify top teachers in the District with high-achieving students using data provided by the Assessment and Evaluation Department (A&E) and invite them to transfer to the low-achieving school. In addition, teachers will be assigned to sites so that it reduces any faculty racial disparity, if possible. Teachers will be selected using teaching experience of at least five years and being rated Highly Effective for at least two years in a row. Participating teachers would select from teacher incentive options (see item 2 above). In addition, all selected and participating teachers would be offered a two-year contract. The goal is to recruit a total of 20 teachers to transfer to these sites. The estimated cost of this element of the plan is \$100,000.
- 5. Beginning Teachers:** When there is a vacancy at a low-achieving school, the District generally prefers to fill the vacancy with experienced, effective teachers. However, the District may place a beginning teacher at such a school where it will improve faculty diversity. Should beginning teachers be placed in these schools, they will receive extra support as provided in the USP.
- 6. Professional Advancement Opportunity:** Master Teacher Team. The District will implement a Master Teacher Team pilot program, based on the Opportunity Culture Initiative supported by the Arizona Department of Education. The model of the plan is attached to this report.

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The pilot will involve two teams, one at an elementary school and another at a middle school. Each team will consist of four specially selected highly rated teachers. Teachers will be selected through an analysis of student data, teacher evaluations, and principal input. The District is committed to selecting teachers who will comprise a diverse team. Selected teachers would receive a \$6,000 stipend and a modified or reduced workload. All selected and participating teachers would be offered a two-year contract.

Each team will be invited to participate in one of the models in the Opportunity Culture initiative that benefits the selected individual school sites (see Table 1 on pp. 5&6 of the Opportunity Culture Toolkit). The decision of what Opportunity Culture model to use at each site will be made by a group consisting of site leadership, central directors, and the master teacher team assigned to that school.

The estimated cost of this element of the plan for SY2016-17 is \$568,000.

7. **Other School Transfer Requests.** School transfer requests that reduce racial disparities will have priority. There will be no delay in processing any transfer request that eliminates the racial disparities at any Tucson Unified school site. These will be processed for approval on the next available board agenda. The District will not approve transfers by District teachers which increase racial disparities in any school. As transfer requests are received by the Human Resources Department, they will be reviewed and checked for the effect on the diversity of that school. The site administrator will be contacted and informed if the transfer will not be permitted. The administrator will be reminded of the diversity requirement and provided with a new list of applicants.
8. **Reporting:** The District will report twice monthly the race and certification of the actual appointments in the target schools, and in certain additional schools.⁴
9. **Dual Language Program Schools:** Schools with a dual language program have not been included in the list of target schools, but the District will continue efforts to recruit and retain Anglo and African American bilingual teachers in dual language program schools.

⁴ These schools are Banks, Borton, Carrillo, Cavett, Manzo, Ochoa, Warren, C.E. Rose, Morgan Maxwell, Bloom, Davis, Grijalva, Hollinger, McCorkle, Mission View, Pistor, Pueblo, Roskruge, Van Buskirk, White.

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