

APPENDIX V – 40

Districtwide Student Support Strategies

MTSS and School-Wide Support Plans

The District requires all schools to use MTSS and develop support plans for high-risk students through an MTSS team. Teams planned to meet bimonthly, with many holding weekly meetings. The District assigned a dedicated MTSS facilitator to 35 high-needs schools, identified by student AzMERIT performance and discipline rates. Other sites designated an MTSS lead to coordinate team efforts and document tiered interventions. Facilitators and Leads provided site trainings on a monthly basis and documented meeting notes and student logs. Specialists from the African American Student Services Department (AASSD) and the Mexican American Student Services Department (MASSD) served on at least one MTSS team to provide additional Tier 2 and/or Tier 3 support for African American and Hispanic students.

Standardized Curriculum

The District rolled out the comprehensive Curriculum 4.0 in SY2017-18, disseminated via the curriculum website. During Instructional Leadership Academy sessions, the District provided monthly training on the curriculum to all administrators and content leads, who then trained their site staff.

Language Accessible Social Workers

The District provided social workers to support exceptional education student needs and provided three social workers at Cholla, Pueblo, and Tucson high schools to serve non-exceptional education students.

Dropout Prevention: Home Visits

Dropout prevention specialists visited homes of students who experienced habitual absenteeism or were in jeopardy of dropping out. In SY2017-18, ten dropout prevention specialists made 508 daytime and evening home visits, both scheduled and spontaneous. For students of legal age, the specialists directed the conversation toward the student. For students under legal age, the specialists spoke with the parents/guardians and encouraged them to include the student in the conversation and resolution.

AASSD and MASSD Support

In SY2017-18, the MASSD targeted the lowest performing 25 sites and sites with low letter grades as determined by ADE. The MASSD assigned a specialist to 27 identified sites, each with a Hispanic student population of at least 30 percent. The AASSD assigned specialists to designated schools based on school enrollment, student discipline data, benchmark assessment data, achievement gap data, and AzMERIT scores.

Steps to Success

The District and the Tucson Mayor's Office implemented the Steps to Success initiative to seek out and retrieve students who have dropped out of Tucson Unified schools. The Dropout Prevention Department coordinated this biyearly event. Through home visits, this partnership allowed educational staff, including support staff from the Dropout Prevention and Student Services departments, and city officials and community members to visit with students and their families to encourage them to finish their high school education.