APPENDIX V – 97

V.G.1.q AASSD-MASSD Academic Interventions SY2018-19

Below is a description of the District's process for providing academic interventions for struggling African American and Latino students, and a description of the academic intervention teams responsible for interventions.

The Unitary Status Plan (USP) requires the District to develop and implement a system for identifying African American and Latino students in need of targeted interventions to provide targeted support to those who are struggling or disengaged in school. In SY 2018-19, the District implemented the use of a computer software program to identify students in need of targeted interventions. The District purchased "Clarity" by BrightBytes in SY16-17 and piloted the program at 10 schools in SY 17-18. In SY 2018-19, all schools were required to begin using Clarity. Clarity is a computer software program that monitors the attendance, academic performance (AzMerit), and behavior of students in need of additional support. Clarity is an early warning system designed to decrease risk factors associated with attendance, academics and behavior. The goal of the District is to decrease the risk factors associated with dropping out of school by identifying students in need of support sooner than later. The idea is that the early warning system will help the District to increase positive student outcomes through predictive analytics, thereby changing the trajectory of students and reducing the African American and Latino dropout rates.

In SY 2016-17, the District created the Multi-Tiered System of Supports (MTSS) Coordinator position at 33 schools. In SY 2018-19, all District schools implemented the MTSS process. The District continues to implement the Multi-Tiered System of Supports (MTSS) model at all schools. Approximately 33 schools have a full-time MTSS coordinator while the remaining schools were required to designate a site coordinator. The MTSS coordinators/site coordinators are responsible for hosting weekly and bi-weekly meetings to discuss students identified for additional support, and to facilitate the implementation of supports.

In SY 2017-18, the District created the Restorative Practices Coordinator position to provide support to 10 high-risk schools. The District continued this same level of support in SY 2018-19 to reduced dropout indicators.

In SY 2018-19, the African American Student Services Department (AASSD) and Mexican American Student Services Department (MASSD) supported the District process to identify students in need of targeted interventions and support. The AASSD continued with a site-based approach while the MASSD went to a holistic approach to support students through program support (i.e., college planning days). Both departments implemented several strategies to provide targeted support to students. The AASSD strategies implemented were: 1) Student Success Specialists assigned to high need school-sites, 2) mentoring supports, 3) Multi-Tiered System of Supports, 4) use of the online request for services form, 5) tutoring, 6) parent engagement events, and 7) culturally responsive practices (CRP) training for teachers across the District, and 8) culturally responsive trauma informed training. The CRP trainings were in partnership with the District curriculum department in an effort to provide proactive and preventative strategies to positively engage with African American and Latino students.