

ATTACHMENT 1

TUCSON UNIFIED

SCHOOL DISTRICT

Office of the Superintendent

September 1, 2017

Hon. David C. Bury
United States District Court
Evo A. DeConcini U.S. Courthouse
405 West Congress Street, Suite 6170
Tucson, AZ 85701-5065

Dear Judge Bury:

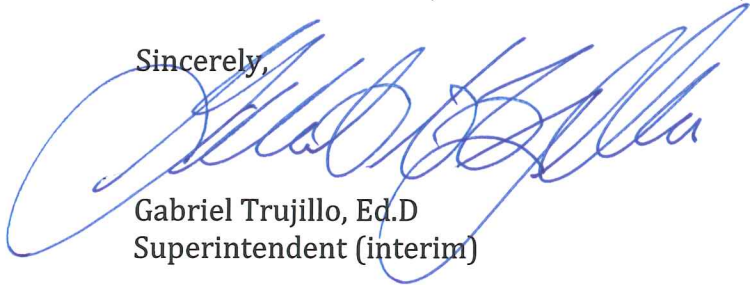
It is our pleasure to provide Tucson Unified School District's annual report to the Court regarding the District's compliance with the Unitary Status Plan (USP) during the 2016-17 school year.

This report demonstrates the District's commitment to and belief in integrated schools, safe, diverse and equitable learning environments, effective structures and systems, high quality programs and education for all students, meaningful engagement of our students and families, and transparency to our community at large. Furthermore, this report demonstrates that the District intends more than mere compliance with the USP, sincerely intending a district culture which embodies integration, diversity and equity throughout its practices and procedures.

We will continue to pursue the goals underlying the USP long after the Court terminates its formal supervision of the District. Each year, we will continue to assess our progress, celebrate our achievements, and focus deliberate and ongoing attention on potential areas of disparity within our school district community. In so doing, we will be informed by the work reported herein, which helps us better understand and complete the good work left to be done.

As the 2017-2018 school year continues, we look forward to the challenges and opportunities before us, with an abiding belief that Tucson Unified is a community where students love to learn, teachers love to teach, and people love to work.

Sincerely,



Gabriel Trujillo, Ed.D
Superintendent (interim)

TUCSON UNIFIED SCHOOL DISTRICT NO. 1

**Annual Report
for the
2016-2017 Academic Year
under the
Unitary Status Plan**

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

United States District Court, District of Arizona

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

submitted to:

Honorable David C. Bury, United States District Court

prepared by:

Tucson Unified School District No. 1
Gabriel Trujillo, Ed.D., Interim Superintendent

TUSD Governing Board:
Michael Hicks, President; Dr. Mark Stegeman, Clerk;
Adelita S. Grijalva; Kristel Ann Foster; Rachael Sedgwick

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Executive Summary

Each year, the Tucson Unified School District undertakes a wide range of activities in pursuit of its commitment to integration, diversity, and equity in the course of educating its students. This annual report details those activities during the 2016-17 school year both in narrative form and in a series of quantitative reports and analyses. The report describes the manner in which the District has institutionalized the operating structures supporting integration, diversity, and equity, ensuring that commitment will last for decades to come.

The District currently operates under an order (the Unitary Status Plan or USP) arising out of a school desegregation case concerning discriminatory actions that the District Court found had ended by the early 1950s with respect to African American students, and by the early 1960s with respect to Hispanic students. The 2016-17 Annual Report details District compliance with the USP during the 2016-17 school year and demonstrates the District's active planning to continue its commitment to integration, diversity, and equity on an ongoing basis after the decree is terminated. The report describes the District's activities in ten sections: Compliance and Good Faith, Student Assignment, Transportation, Administrative and Certificated Staff, Quality of Education, Discipline, Family and Community Engagement, Extracurricular Activities, Facilities and Technology, and Transparency and Accountability.

Several themes, including communication, professional development, data collection and analysis, school choice, student learning, and parent, student, and community engagement, are woven throughout the sections. They play vital roles in moving the District toward unitary status and in building into the District's very fabric structures that will ensure equity, nondiscrimination, and integration in perpetuity.

I. Compliance and Good Faith

The District has developed the organizational infrastructure and systems necessary to implement the USP. To measure the efficacy of the strategies and programs it has implemented to align with the USP and achieve its own related goals, the District proactively and methodically monitored its organizational efforts

through systematic reporting, periodic audits, consistent feedback, and corrective actions within 64 individual USP activities. This process identified strengths and maintained timelines to ensure compliance in three major categories: the USP, Court Orders, and court-ordered Action Plans.

To accomplish the District's USP internal compliance monitoring in SY2016-17, the District revised the Annual Report Process Timeline; targeted training for key stakeholders; enhanced the delineation and timing of data pulls, enabling targeted analysis; and scheduled shorter timeframes for evidence collection on USP-related activities. In addition to implementing the USP, the District demonstrated a good faith commitment to the Court's USP-related orders throughout SY2016-17.

II. Student Assignment

In SY2016-17, the District continued to implement a coordinated process of student assignment utilizing multiple strategies, including boundaries/feeder patterns; a magnet/open enrollment application and lottery placement process; magnet schools and programs; marketing, outreach, and recruitment; and new initiatives designed to improve integration, primarily through the Coordinated Student Assignment committee. Implementing these strategies is complicated by Arizona's school choice law, which allows families to apply to attend any school regardless of where they live, and the growth of charter schools and surrounding suburban school districts.

During the 2016-17 school year, the District initiated three strategies for improving integration and diversity that affected feeder patterns: expanding Drachman Montessori Magnet from a K-6 to a K-8 school, expanding Borman Elementary from a K-5 to a K-8 school, and proposing a "pairing" of the open-access Gifted and Talented Education (GATE) program at Tully Elementary Magnet School with an open-access GATE program for grades 6-8 at Roberts-Naylor K-8 School.

The District utilizes magnet schools and programs (magnets) to provide students of all racial and ethnic backgrounds the opportunity to attend an integrated school. During SY2016-17, the District worked to strengthen its magnet schools and programs in two phases: Continued implementation and monitoring of the Comprehensive Magnet Plan and magnet school plans (MSPs), and the development of SY2017-18 MSPs and transition plans. The District also supported

efforts to improve integration and academic achievement at its magnets through the open enrollment/application and selection process; targeted marketing, outreach, and recruitment that included three separate campaigns; the Coordinated Student Assignment committee; Title I Continuous Improvement Plans; and other strategies.

For the third year in a row, the Magnet Schools of America (MSA) presented the District with the only awards given to Arizona schools. Borton Magnet Elementary School received the Merit Award of Excellence, the highest-ranked MSA award, and Mansfeld Magnet and Dodge Traditional Magnet middle schools received the Merit Award of Distinction.

Thirteen magnet schools retained their magnet status for the 2017-18 school year (in SY2016-17, six magnet schools lost their status). All thirteen made progress towards integration in SY2016-17: eleven met the first criterion of an integrated school, and five met both criteria.¹ Eight of the thirteen were racially concentrated in SY2012-13 (with Holladay Magnet Elementary School at 68 percent Hispanic). Since then, the District has reduced racial concentration at all nine of the previously racially concentrated magnets (including Holladay) and converted one racially concentrated magnet, Tully, to an integrated magnet school. The District reduced the racial concentration averages by 6 percent at racially concentrated magnet schools and by 3 percent at racially concentrated transition schools over five years.

The 2016-17 magnet school plans set 102 individual integration goals for the 40th day of the 2016-17 school year. Thirteen of these schools met at least 50 percent of their goals in SY2016-17, with five meeting all of their goals. The District met eight of the 33 goals (24 percent) for the six transition schools, and 50 of the 69 goals (72 percent) for the thirteen continuing magnet schools.

As open enrollment limits the ability of any school district to easily change the composition of a school site merely by changing boundaries, the magnet/open enrollment application and lottery placement process play a central role in improving the integration status of certain schools. During SY2016-17, the District

¹ The USP defines “integrated school” using two criteria: (1) every racial or ethnic student population is within +/- 15 percent of the average for the relevant racial/ethnic group at the relevant grade level; and (2) no group exceeds 70 percent of the school’s total student population.

used a number of approaches to help parents and students make informed decisions about where to apply and enroll, including revising the school choice application to include specific information about updates and programs at each school.

The lottery selection process changed the demographics of four of the six schools that were oversubscribed in the first lottery, bringing them closer to the target racial/ethnic compositions. The District received 4,834 applications in 2016 for SY2017-18, compared to 3,803 applications received in 2015 for the 2016-17 school year—an increase of more than 1,000 applications due to increased marketing, outreach, and recruitment efforts.

To support its coordinated student assignment process, the District provided professional development that focused on the USP student assignment objectives, benefits of an integrated education, transportation options, open enrollment, magnets, and the application and selection process for student placement.

III. Transportation

The District operates three major transportation programs in support of integration, in addition to normal school bus operations for a District of this enrollment and geographic size. First, the District provides free transportation to students attending magnet programs in schools beyond their home attendance boundaries. This allows magnet schools to draw from a far wider pool of students, reaching across residential demographics that can lead to racial isolation or clumping. Second, and similarly, the District provides free transportation to students who wish to attend a school beyond home attendance boundaries (whether or not it is a magnet school), if the student's attendance would improve integration at the target school. Additionally, the District's transportation program promotes student participation in certain GATE services. Finally, the District provides after-school activity buses to magnet and integrated schools, enhancing the ability of students from wider areas to participate in more integrated after-school extracurricular activities.

With approximately 300 buses and more than 22,600 riders, the District carefully planned routes to ensure that every student who required transportation had a seat on the bus with the shortest possible ride time and never had to transfer more than once to another bus. As in the past, the District adhered strictly to its

nondiscriminatory transportation plan, which is based on geographical and economical concerns, not race or ethnicity.

The District provided transportation to neighborhood schools on an equitable basis to students living within a school's boundary but outside of its walking zone. The District did not identify instances of discrimination nor did it receive complaints of discrimination based on race or ethnicity related to the provision of transportation services.

The District used the new Versatrans software to route students for summer school 2016 and resumed implementation for school year routing in September 2016 with on-site training for routers. Significant differences between the Mapnet routing software that had been in place and Versatrans prevented automatic data transfers of routes, so the routing team manually entered hundreds of routes over the course of the year. Much of the functionality in Mapnet had to be duplicated—particularly the desegregation requirements—either in the District's SIS, Synergy, or in Versatrans.

In its commitment to giving students the opportunity to participate in extracurricular activities, the District provided 75 after-school activity buses to magnet and integrated schools during SY2016-17, compared to 59 during SY2015-16. The District also piloted and actively promoted several express shuttle routes designed to support greater integration of certain schools by shortening ride times for students who live far away, thus incentivizing parents to send their children to those sites. In the pilot year, a limited number of parents took advantage of this option. The District expects ridership to increase in the 2017-18 school year when it implements an earlier timeline for the express shuttles.

IV. Administrative and Certificated Staff

The District is committed to enhancing the racial and ethnic diversity of its administrators and certificated staff through recruitment, hiring, assignment, and retention strategies. The District augments the positive impact of its administrators and certificated staff through professional development and support. This comprehensive approach includes strategies to attract and retain a diverse workforce, evaluate why prospective employees decline offers of employment, and

provide support and leadership training to principals and teachers to enhance their efforts to help students.

During the 2016-17 school year, the District implemented the Outreach, Recruitment, and Retention Plan to increase recruitment efforts and attract and retain African American and Hispanic applicants. The plan covered recruiting, including participation in local events, recruiting trips, and partnering with colleges and universities. The District used an array of outreach strategies, held hiring focus groups, expanded its partnerships and networks to learn about new best practices and recruitment opportunities, participated in recruitment events, and convened its Recruitment and Retention Advisory Committee on a quarterly basis.

Among its recruitment incentives, Tucson Unified offered a hiring stipend and a relocation reimbursement to encourage teachers in certain areas or with particular certifications to accept positions in the District. These included several newly implemented hard-to-fill stipends in SY2016-17: a magnet hiring stipend, \$2,500 for new-hire classroom teachers, and \$1,250 as a retention stipend for classroom teachers.

District recruiting teams visited sixteen colleges and universities from fall 2016 through spring 2017. Human Resources targeted six historically black colleges and universities and four Hispanic-serving institutions in its recruitment trips to market the District to racially and ethnically diverse teaching and administrator candidates and fill the critical need areas of math, science, and special education. The District participated in a number of other educational job fairs, expos, conferences, and special events, some targeted specifically at diverse populations.

The number of African American and Hispanic certificated staff grew by 13 percent (from 79 to 89) and 8 percent (from 700 to 756), respectively, between SY2013-14 and SY2016-17. Further, in comparing District data to statewide data, the District exceeds the state's percentages regarding teacher ethnicity among underrepresented groups. The District also increased the number of schools meeting a 15-percent variance diversity target for teachers from 42 to 56 during SY2016-17 and decreased the number of schools with ten percent or more new teachers from fifteen to six, reflecting the District's efforts to reduce the number of beginning teachers at any one school.

For the 2016-17 school year, the District implemented a Leadership Development Academy, in addition to its Leadership Prep Academy, to assist new administrators in transitioning to their new roles. The school year also brought a new aspect to Instructional Leadership Academies—the peer-led ILA Cadre. Topics for the cadres included instructional supervision, support for Tier 1 instruction, and how to use Curriculum 3.0.

The District also offered the New Teacher Induction Program to provide new Tucson Unified teachers with additional skills, including building beginning teachers' capacity to become reflective and collaborative members of their professional learning communities and helping them engage thoughtfully with students from diverse backgrounds. Of the 312 attendees, 95 were new teachers (30 percent) and 217 (70 percent) had at least one year of experience or more.

V. Quality of Education

The District is committed to providing equitable access to high-quality educational opportunities for all of its students and supporting academic achievement, particularly among African American and Hispanic students. District efforts to meet those goals in SY2016-17 included increasing and improving these students' participation in Advanced Learning Experiences (ALEs) and dual language programs; addressing the literacy needs of English language learners (ELLs); maintaining inclusive school environments; and enhancing student engagement and achievement through dropout prevention, culturally relevant courses, multicultural curriculum, Culturally Responsive Pedagogy, and other efforts.

Using the 15% Rule as defined by Dr. Donna Ford, the District monitored ALE participation to identify any significant disparities by race or ethnicity. Participation that is less than 15% of the District's enrollment rate for a specific racial or ethnic group signifies a racial or ethnic disparity that must be assessed and addressed. In SY2016-17, the District met and exceeded the 15% Rule goal in 20 of 40 goals and made positive progress in meeting eight additional goals. For example, the percentage of Hispanic (58 percent) students enrolled in high school Pre-AP Honors grew from 47 percent in SY2012-13, and the enrollment of 6th-8th grade African American students taking pre-AP advanced classes in K-8 schools was 9 percent, which exceeded the 15% Rule. The District also succeeded again in

increasing enrollment of ELL students in three ALEs—Pre-AP Advanced, Pre-AP Honors, and AP programs.

In SY2016-17, both African American and Hispanic student participation in GATE programs increased, and the GATE department implemented several strategies to expand GATE services. For example, the District extended its GATE services to 6th through 8th grade students at K-8 schools by providing additional support from itinerant GATE teachers and provided a pilot pre-GATE opportunity for kindergarten students at Roberts-Naylor K-8 School. Also, the GATE department expanded whole-class itinerant GATE services for kindergarten and primary grades at targeted schools with high populations of underrepresented students. Additionally, itinerant GATE teachers provided opportunities for whole-class instruction at most elementary sites, and the District identified Mission View Elementary School as the site for a pilot program to increase participation of ELL students in GATE programs.

The District continued to grow its Advancement Via Individual Determination (AVID) programs that aim to close the achievement gap by preparing students for college and other post-secondary opportunities. The number of students served by AVID increased from 503 students in SY2013-14 to 1,320 in SY2016-17. In that time, Hispanic students made up a majority of the students enrolled in AVID.

The District provided various opportunities for ALE-specific professional development in the 2016-17 school year, including a four-day Advanced Placement Desert Summer Institute at Tucson High Magnet School. The District also paid the registration fee for approximately 168 teachers to attend both the Tucson institute and the Phoenix institute in June and July 2017.

For the second consecutive year, the College Board honored the District with placement on the 7th Annual District Honor Roll. Tucson Unified was one of only four districts in Arizona to receive the award, and the only district in the state to win the award for two years in a row. Reaching these goals indicates that a district is successfully identifying students who are ready for the AP opportunity. In addition, the College Board recognized the District for achieving these results with an enrollment of underrepresented students of 30 percent or greater.

For the first time, the number of freshman Hispanic students enrolled in the nationally acclaimed college preparatory school, University High School (UHS), equaled that of white students. In the 2016-17 school year, UHS expanded its recruitment efforts to attract African American and Hispanic students for the UHS freshman class for SY2017-18, adding home visits to families of 8th grade students who had not accepted admission to the school. All five Hispanic families and two African American families who received a home visit accepted the placement to attend UHS during SY2017-18. The District also identified all first-generation college-bound Hispanic and African American students in August and September of 2016 and matched them with a teacher mentor on campus. All of the 210 students who received a mentor finished the year with class grades of a C or higher and committed to returning to UHS for the fall of 2017-18. Additionally, UHS students took 2,445 AP exams during SY2016-17, compared to 2,174 during SY2015-16. This was due in large part to the mentoring UHS first-generation college-bound students received and to expanding opportunities for freshman students to take an AP science class. Due in part to UHS's various support and retention efforts, the school had more National Hispanic Scholars in 2016-17 than any other high school in the country.

The District continued to build and expand its dual language programs in a variety of ways, including monitoring student enrollment, providing professional development, monitoring the fidelity of site implementation, developing and recruiting bilingually endorsed (certified) teachers, communicating with parents, and improving support for parents with children in dual language programs. Additionally, the District continued to work closely with a dual language consultant, who provided recommendations on increasing student access and participation at current dual language schools and expanding to new schools. The number of students enrolled in a dual language program in the 2016-17 school year increased by 2 percent from the previous year. In SY2016-17, the District opened a new dual language program at Bloom Elementary School, offering a dual language kindergarten class, and expanded the McCorkle dual language program with a 4th grade class. When evaluated against the 15% Rule, Hispanic enrollment in dual language far surpasses the 15-percent participation goal, and the number of African American students enrolled increased over the past four years. As a continuing step in implementing the Two-Way Dual Language model in SY2016-17, the District provided high quality, research-based professional development in dual language methodologies.

At the same time, the Exceptional Education (ExEd) Department identified three focus areas for SY2016-17 to ensure nondiscrimination in the referral and evaluation process: monitoring ExEd placement of African American, Hispanic, and ELL students; revising the comprehensive *Procedure Manual* for students with disabilities, with emphasis on equity for African American, Hispanic, and ELL students; and monitoring African American, Hispanic, and ELL students with disabilities who are placed in the District Alternate Education Program. The ExEd department worked closely with the Multi-Tiered System of Supports (MTSS) coordinators to develop a process to more accurately identify students in need of special education services. This collaboration resulted in a document that can be used to quickly identify the causes of a student's behavior and the necessary interventions, accommodations, and modifications.

The department continued to provide professional development for psychologists to maintain the appropriate referral, identification, and placement of students in special education programs and conducted professional development trainings for new psychologists, administrators, and MTSS coordinators to establish the role of the psychologist in Positive Behavioral Interventions and Supports (PBIS).

The 2016-17 school year was the second full year of implementation after the District and parties finalized the Dropout Prevention and Graduation (DPG) Plan in March 2015. The goals of the plan for SY2014-15 and SY2015-16 fall under four general categories: increasing graduation rates, reducing dropout rates, reducing in-grade retention rates for grades K-8, and improving attendance rates for African American and Hispanic students, including African American and Hispanic ELL students. During SY2016-17, the District made improvements in several areas. The District met its goals for decreasing the in-grade retention rate for K-8 African American students and for increasing attendance rates for both African American and Hispanic K-8 students. In SY2016-17, the African American student attendance rate was 92.4 percent, representing a significant increase from last year, and African American students had better attendance rates than white and Hispanic students. As of the drafting of this report, the District is still working with the Arizona Department of Education to get accurate graduation and dropout rates. The District will update the report once that information is available.

The District used several strategies with the greatest potential for mitigating dropout rates and increasing graduation rates: student identification and monitoring, graduation support systems, family engagement, and professional development for teachers. The District offered academic support programs for all grades at both the school and district levels. Efforts in SY2016-17 included the application of MTSS and individual support plans, standardized curriculum, utilization of social workers, home visits, and PBIS. Additionally, the District implemented the Summer Experience program and two additional initiatives with the Tucson Mayor's Office—the Count Me In attendance initiative and the Steps to Success dropout prevention initiative.

During the 2016-17 school year, the number of students enrolled in culturally relevant courses (CRCs) grew from approximately 1,900 students in SY2015-16 to nearly 3,000. To expand course offerings and increase opportunities for students to take a CRC, the District developed an additional course: a senior-level CR Economics Social Justice Perspective course. Throughout the 2016-17 school year, the District provided professional development for administrators and designated culturally relevant teachers to reinforce Culturally Responsive Pedagogy as it relates to student engagement. In addition, the Multicultural Curriculum Department reviewed the District's K-12 curriculum maps in English language arts, math, science, and social studies, and the District developed recommendations to reconstruct districtwide curriculum to embrace equitable inclusion and representation of all racial, ethnic, and cultural groups. The District adopted these recommendations. The Curriculum Development Department created core curriculum maps using the Anti-bias Framework as the foundational basis to assist teachers in developing engaging and relevant lesson plans.

The Mexican American Student Services Department (MASS) and the African American Student Services Department (AASS), which coordinate student support services for their respective target populations, implemented several strategies in SY2016-17 to improve the academic outcomes for students and support post-secondary opportunities. These strategies included assigning student success specialists to high-need school sites; supporting continued implementation of the MTSS process; and providing collaborative experiences with colleges and universities. In addition, the MASS and AASS departments each implemented other strategies, including tutoring and summer school support, enrichment experiences, and events to encourage parent engagement.

Student success specialists, who coordinate and develop student and family mentor programs to increase student academic and social achievement, were assigned to designated schools based on enrollment of Hispanic and African American student populations, discipline data, and District benchmark assessment data. Student success specialists participated in the implementation of MTSS and PBIS. The ExEd department assigned behavior specialists to provide Tier 2 and Tier 3 behavior intervention support for K-12 African American ExEd students districtwide.

The MASS and AASS departments partnered with other organizations to provide dozens of academic- and mentoring-related programs. The departments, together with other District and community collaborators, organized IMPACT Tucson and IMPACT Tucson 2.0, forums that focused on preventing bullying in District schools.

As part of the District's overall effort to improve educational outcomes for African America and Hispanic students, the MASS and AASS departments also planned and participated in quarterly parent information and student recognition events, resource fairs, and other activities in SY2016-17 to enhance parent and community engagement for Hispanic and African American families. Held at various schools and community locations, quarterly parent information events provided parents with strategies for supporting their child in school and offered workshops about college and career readiness. The events also connected families to District programs and departments, college outreach programs, and community organizations.

One new strategy AASS implemented in 2016-17 was to bring more resources directly into the community. In February 2017, the department used the District's Artsmobiles to give a presentation on the history of African Americans in the arts to members of the Rising Star Baptist Church, presenting an opportunity to connect with hundreds of African American students and parents. In addition, during SY2016-17, Spanish bilingual student success specialists from MASS received training from the International Rescue Committee on the U.S. citizenship documentation process and assisted community members in becoming a naturalized citizen. MASS specialists also received resources and tools to help

undocumented students, who are in the U.S. under the Deferred Action for Childhood Arrivals (DACA) program, gain access to post-secondary opportunities.

In SY2016-17, the District established an internal review committee to monitor the District's efforts with respect to the recommendations for supporting the academic growth of African American students. The committee focused on teaching and learning, professional development, dropout prevention through college and career readiness opportunities, and family engagement. The committee also looked at implementing career and technical education at the middle school level and creating extended learning opportunities for African American students.

The District also continued to work on developing innovative methods of addressing the social, emotional, and intellectual needs of students. For example, the District developed a comprehensive, multi-year plan to train administrators and certificated and classified staff on creating a supportive and inclusive learning environment. This culturally responsive professional development plan is aimed at positively affecting culturally responsive practices throughout the District. In addition, the District trained site administrators on key aspects of culturally responsive practices.

VI. Discipline

To address disciplinary issues, the District focused on implementing a variety of interventions and support for behavioral issues that hinder academic achievement: PBIS, Restorative Practices, and improved school culture and climate; *the Guidelines for Student Rights and Responsibilities*; positive alternatives to suspension; discipline data monitoring; corrective action plans; and methods for identifying and replicating best practices. To provide stronger, coordinated support for efforts in these key areas, the District made significant personnel changes and trained staff at multiple levels on implementation, strategies, and best practices designed to create an inclusive and supportive environment, keep more students in classroom settings, and reduce discipline disparities by race/ethnicity.

The Central Discipline Committee Review team continued to improve the District's discipline data monitoring process considerably. The data monitoring provided a system of checks and balances originating from the school, to the directors, to the central discipline committee to the Superintendent Leadership

Team and then back to the school. The ongoing focus on culture and climate and the active monitoring of discipline rates contributed to continued progress in addressing discipline disparities.

The difference between African American and white discipline rates narrowed over the past four years, and virtually no disparity in discipline rates exist between Hispanic and white students. Discipline data also show the disparity for out-of-school suspensions between African American and white students fell from 4.34 percent in SY2014-15 to 3.36 percent in SY2016-17. Although African American students received a disproportionate number of suspensions, the disproportionality decreased since SY2014-15. The likelihood for African American students to be suspended also decreased between SY2014-15 and SY2016-17.

Even when students were suspended, the District utilized a variety of positive alternatives to suspension to ensure students remained in educational settings as much as possible. The District added three K-8 sites to the nineteen existing In-School Intervention sites and, for the District Alternative Education Program, 87 percent of the 266 students enrolled completed the program, including 39 African American and 129 Hispanic students. The District also successfully utilized 555 student behavior contracts (abeyance contracts) out of 565 instances in SY2016-17, for a 98-percent success rate.

VII. Family and Community Engagement

The District continuously expanded its infrastructure, avenues of communication, and community partnerships throughout 2016-17 to better address the needs of students and families, with particular attention to African American and Hispanic families and at-risk students. Communication was critical to the District's efforts to increase family involvement and improve academic outcomes.

School sites provided information to parents about curriculum, focusing on academic content and providing specific strategies, materials, and tools for families to use at home to support improved academic achievement. The sites reported offering 861 curricular-focused events, including regularly scheduled parent conferencing times, with more than 86,000 attendees. In addition to curricular-focused events, school sites made efforts to increase involvement through non-curricular events and provided information to families about opportunities for

parent, guardian, or other adult caregiver education and resources. During SY2016-17, the sites reported more than 150,000 attendees at 1,743 family events designed to build community and familiarity with school staff and confidence interacting within the school setting, thus supporting student achievement.

To ensure school sites are consistently providing quality family engagement opportunities, the District developed and implemented a system for reviewing and assessing family engagement efforts at school sites. All schools identified a family engagement point of contact to communicate efforts between the District, sites, and families. Family and Community Outreach staff conducted outreach to school sites in response to monthly engagement reports and identified six school sites for targeted family engagement support during SY2017-18. The District also worked to increase collaboration across departments in planning and facilitating districtwide family engagement opportunities. The Family and Community Engagement (FACE) Team included representatives from departments that played a major role in facilitating family engagement.

Throughout SY2016-17, Family and Community Outreach staff worked diligently to address needs that parents and student caregivers had listed in a needs assessment survey. In January 2017, all four Family Resource Centers (FRCs) added evening hours one night per week to increase access to the centers. Additionally, the District added into FRC programming weekly computer classes, financial planning workshops, home buying workshops, and citizenship classes. Summer programming included sessions that parents and children could participate in together. FRC leadership provided additional information about homework help, employment supports, mental health services, and housing resources to FRC staff to help facilitate referrals.

Tucson Unified also provided interpretation and translation services in nearly all of the major languages spoken by families in the District. The six major languages identified in SY2016-17 were Spanish, Arabic, Swahili, Somali, Kirundi, and Vietnamese.

Finally, recognizing the importance of both District and community resources in providing services for families, the Family and Community Outreach Department continued to seek out and foster community partnerships. The department

increased its database from 45 community partners in June 2015 to 176 in April 2017.

VIII. Extracurricular Activities

The District worked throughout the year to provide all students with equitable opportunities to participate in clubs, sports teams, and fine arts regardless of race, ethnicity, or ELL status. The District also promoted diversity in these extracurricular activities, bringing students of all races and cultures together in positive settings of shared interest that can enrich lives. More specifically, SY2016-17 efforts focused on expanding opportunities for participation in extracurricular activities; conducting surveys to improve opportunities offered; tutoring students; and providing leadership training to coaches and students.

Participation in extracurricular activities among African American and Hispanic high school students increased from SY2015-16, and the number of ELL students participating at all school levels rose from 204 in the 2015-16 school year to 323 in SY2016-17. The number of African American ELLs almost tripled in that time period, and Hispanic ELLs rose by 38 percent.

The District offered many types of extracurricular tutoring at its schools and placed seven tutors in middle and high schools as part of its new Interscholastics Tutoring program. In addition to marketing the program through multiple avenues, the District also developed a training program to provide tutors more training using AVID strategies, which provided for professional development for all tutors. The District also offered its students and coaches innovative training and leadership seminars to ensure that extracurricular activities provide opportunities for interracial contact in positive settings.

IX. Facilities and Technology

The District allocates funds and resources to maintain facilities and technology in a race-neutral manner, ensuring that all students have access to a fairly distributed and adequate physical learning environment. In its continuing efforts to use reliable evidence to guide decision making, the District has developed three indices to measure the condition of facilities and their suitability for education

and to evaluate schools' technological infrastructure and hardware as well as teacher technology proficiency. The data developed from the indices guide the District in the administration of two major planning documents: the Multi-Year Facilities Plan (MYFP) and the Multi-Year Technology Plan (MYTP).

Accomplishments during SY2016-17 included completing upgrades at several elementary and K-8 schools and other projects that were part of the MYFP and increasing the District's overall TCI, or Technology Conditions Index, score, which rates each school based on the site's hardware devices and teacher technology proficiency. Every school site showed an increase, in part due to efforts to prepare teachers and school staff to complete online assessments and professional development on instructional technology skills.

The District also supported the use of technology in classrooms in various ways, including deploying more than 10,000 laptops, 589 projectors, and 1,082 document cameras, using teacher experts to assist in professional development, and developing online resources. In addition, the District is investing approximately \$425,000 of capital funds and is applying for \$875,000 of E-Rate funds to provide more robust wireless access bandwidth in classrooms.

X. Transparency and Accountability

The District's continuing commitment to integration, diversity, and racial/ethnic equity requires evidence-based decision making that draws upon rich data on students, teachers, and programs. To that end, the District continued to develop the Evidenced Based Accountability System (EBAS) throughout the 2016-17 school year. The District fully developed hardware and software that gives Tucson Unified capabilities that most school districts lack, including but not limited to automatically flagging at-risk students and monitoring student progress across time and along different variables (attendance, behavior, credits, and grades). The EBAS allows the District to review program effectiveness and employment practices to ensure improvement in the quality of education for African American and Hispanic students, including ELLs.

The District worked with the Special Master and the budget expert to improve budget procedures for the development of the 2017-18 USP Budget. These improvements included several new components designed to improve the flow of

information, improve understanding of new and modified budget line items, and finalize the budget prior to the start of the 2017-18 school year. Pursuant to a Court order, the District also developed a point-based system for determining meaningful formulas to provide more mentoring when new teachers are hired at racially concentrated schools or schools where students are underperforming. Additionally, the District developed meaningful mentor-teacher ratios for its support of culturally relevant course offerings and expanded its CRC offerings for SY2016-17.

The District submitted three drafts of the proposed budget over several months to the Special Master and Plaintiffs. The District's Governing Board adopted the final budget on June 27, 2017, and on July 27 the Board approved a set of proposed resolutions to continuing objections the Mendoza plaintiffs had filed.

The District also provided all parties with an audit report of the 2015-16 USP Budget to confirm that District funds were spent according to their allocation and to ensure full transparency concerning expenditures.

In addition, the District proposed a pipeline for Tully Elementary GATE students that would provide an open-access GATE program at Roberts-Naylor K-8 School. The District submitted a draft desegregation impact analysis (DIA) to the Plaintiffs and Special Master that also included a proposal to make the open-access GATE program at Roberts-Naylor a magnet program by SY2018-19. Once the District has exhausted the informal review and comment period, it may submit the final DIA to its Governing Board for approval to file a Notice and Request for Approval during SY2017-18.

Through discussion, analysis, and data, the following annual report expands substantially upon this summary, detailing the District's comprehensive institutionalization of the goals of the USP to provide equitable education opportunities for African American and Hispanic students.

Introduction

The Tucson Unified School District is fundamentally committed to integration, diversity and equity in fulfilling its mission to educate the children of Tucson, preparing those children for productive, fulfilling adult lives in the world community.

That commitment leads to focused efforts in a range of different areas of District operations: student assignment, transportation, faculty and staff assignment, quality of education, discipline, family and community engagement, extracurricular activities, facilities and technology, and a sufficient degree of transparency and accountability to permit reasoned assessment and evaluation.

This annual report presents both qualitative and quantitative assessments of the District's initiatives, programs, and services during SY2016-17. This report at once offers a comprehensive narrative description of the District's efforts toward achieving its goals relating to integration, diversity, and equity, and a comprehensive set of data regarding the District and its operations for use in measuring progress toward those goals.

The District currently operates under a desegregation order, referred to as the Unitary Status Plan (USP), arising out of a long-running school desegregation case that began in 1974 and continues to this day. Though the format and contents of this annual report meet certain requirements of the USP, the District looks forward to the ultimate termination of that decree based on its demonstrated commitment to integration, diversity, and equity. As this annual report highlights, the District has institutionalized that commitment because it is right, because it is the law, and because it is immeasurably important for the students the District serves.

The District spans 231 square miles, including most of the city of Tucson. It is the second largest school district in Arizona by enrollment and the 98th largest school district in the United States. In SY2016-17, the District enrolled approximately 47,000 students, of whom 61 percent were Hispanic, 21 percent were white, 9 percent were black, 4 percent were Native American, 2 percent were Asia/Pacific Islanders, and 3 percent were multi-racial. Those students attended 85 schools: 47 elementary schools, 10 middle schools, 15 K-8 schools, 10 high schools, and 3 alternative programs. Also during SY2015-16, the District employed more than 7,500 people, including more than 2,500 certificated teachers. The District

spent more than \$410 million in the performance of its duties, including approximately \$63 million in funds from taxes levied pursuant to A.R.S. §15-910(G) for activities that were required or permitted by a court order of desegregation or administrative agreement with the United States Department of Education Office for Civil Rights directed toward remediating alleged or proven racial discrimination.

The balance of this annual report consists of ten separate sections, each devoted to a different area of the District's efforts toward integration, diversity, and equity. Each section begins with a series of narratives describing the activities of the District during the past school year and concludes with a list of specific data and reports relating to that area. The sections of the annual report are organized to follow the sections of the USP, for convenient reference. Because the actual data and reports are voluminous (collectively, thousands of pages), most are set forth separately in a series of appendices, corresponding to each section of the annual report, although the narratives frequently include summaries and extracts. This 2016-17 Annual Report, along with its appendices, will be filed with the court in the desegregation case and posted on the District's webpage relating to the desegregation case.

I. Compliance and Good Faith

A. Internal Compliance Monitoring

The District continued its commitment to strengthening and implementing organizational compliance, systems, and reporting infrastructure in three major categories: the Unitary Status Plan (USP), Court Orders, and court-ordered Action Plans. Specifically, the District refined existing processes and procedures and maintained robust monitoring practices to meet these obligations.

During SY2016-17, the District proactively and methodically monitored progress of its internal compliance efforts via systematic reporting, periodic audits, consistent feedback, and corrective actions to stakeholders within 64 individual activities. This process created consistency, identified areas of compliance strength, and maintained timelines for compliance. Additionally, the District replicated demonstrated best practices and conducted additional targeted analysis in areas of compliance throughout SY2016-17. The District:

- a) revised the Annual Report Process Timeline, enabling area content owners and subject matter experts to complete requirements and meet deadlines in a more structured and timely manner;
- b) targeted training for key stakeholders in the compliance areas of Action Plans, Court Orders, and the USP;
- c) enhanced delineation and timing of data pulls, enabling targeted analysis; and
- d) scheduled shorter timeframes for evidence collection on USP-related activities.

B. Complying with USP-Related Court Orders

In addition to implementing the USP, the District demonstrated a good faith commitment to the Court's USP-related orders throughout SY2016-17.² Between July 1, 2016 and June 30, 2017, the Honorable Judge David C. Bury, U.S. District Court, District of Arizona, issued four substantive orders related to USP implementation. Additionally, two orders issued in SY2015-16 included commitments that related to SY2016-17. Below is a summary of the District's efforts to fulfill all commitments contained in these orders.

² See USP §1(C)(1)

1. Order adopting the Special Master's Report and Recommendation regarding withdrawal of magnet status [ECF 1980, 12.22.16]

On December 22, 2016, the Court ordered that the magnet status be withdrawn for Ochoa Elementary School, Robison Elementary School, Safford K-8 School, Utterback Middle School, Cholla High School, and Pueblo High School. The Court further ordered that the District file transition plans for these schools with the Court and all parties move forward in good faith to fully fund these transition plans in SY2017-18. For details of the District's efforts to comply with this directive, *see* Section II.B.

2. Order approving the SY2016-17 USP Budget pursuant to the Special Master's Report and Recommendation [ECF 1981, 12.27.16]

On December 27, 2016, the Court ordered that:

- the recommendations of the Special Master regarding the SY2016-17 budget be adopted.
- the Special Master's recommendations regarding the desegregation budget (910G) development process be adopted.
- the parties develop and the District file with the Court a Notice of Disclosure and Compliance and SY2017-18 Budget Process/Procedures.
- future budgetary assessments specify who will receive professional development, in what amounts and in what ways, and at what cost.
- for the SY2017-18 USP Budget, the District develop a meaningful mentor-teacher ratio for first- and second-year teachers and a meaningful mentor-teacher ratio for beginning teachers in racially concentrated schools and in schools where students are performing below the District average.

For details of the District's efforts to comply with these directives, *see* Section X.B.

3. Order that the District develop a meaningful itinerant teacher-CRC teacher ratio [ECF 1982, 12.27.16]

On December 27, 2016, the Court also ordered the District to develop a meaningful itinerant teacher-culturally relevant courses (CRC) teacher ratio sufficient to meet the needs of the Itinerant Teacher Model agreed to by the parties pursuant to the stipulated Intervention Plan, and that this ratio shall be developed

and used for the SY2017-18 USP Budget. For details of the District's efforts to comply with this directive, *see* Section X.B.

4. Order adopting the Special Master's Report and Recommendations adopting the Transition Plans for those schools losing magnet status [ECF 1996, 3.13.17]

On March 13, 2017, the Court approved the transition plans for those schools losing magnet status. The Court also ordered the following:

- The District may delay introducing dual language programs at Ochoa Elementary School and Pueblo High School during implementation of the transition plans in SY2017-18.
- Timelines for carrying out the essential steps for implementing the transition plans shall be revised to accommodate the Court's directive above for implementing the transition plans in SY2017-18, and the implementation timelines shall be provided to the Plaintiffs and the Special Master as soon as possible.
- The District agrees to use research-based criteria for introducing new programs in the transitioning schools and to work with the Special Master to monitor and report implementation of the transition plans.

For details of the District's efforts to comply with these directives, *see* Section II.B.

5. Teacher Diversity Plan [ECF 1914, 3.28.16]

On March 28, 2016, the Court ordered that the District develop and implement a plan to eliminate all significant teacher racial disparities in SY2017-18. During SY2016-17, the District continued to implement the 2015-16 Teacher Diversity Plan to seek to eliminate all significant teacher racial disparities in SY2017-18. For details of the District's efforts to comply with this directive, *see* Section IV.A.5.

C. Annual Report Process

In October 2016, shortly after the 2015-16 Annual Report was filed with the Court, the District's Desegregation Department continued working with relevant leadership to implement the USP and document the SY2016-17 compliance for the report. This process guided the District's work in this area throughout the year and established the foundation for the 2016-17 Annual Report.

In December 2016, the Desegregation Department finalized the process to develop the annual report for submission to the Court by the October 1, 2017, deadline. This process acknowledged the restrictions on data availability, with some data being available after the 100th day of enrollment in January 2017 and other data not available until the close of the school year. Accordingly, in addition to the required reports set forth at the end of each USP section, the Department organized the required narratives into three separate groups with different deadlines for review. The Department divided the group most reliant on data available after the end of the school year into two subgroups, with different due dates for each subgroup based on when data became available. The Department assigned different District authors—experts in their respective departments—to write portions of the report using the 2015-16 Annual Report as a guide and trained them on narrative requirements, format, and submission dates. In this way, the Department spread the work on the annual report throughout the year as the appropriate data became available.

The Desegregation Department assigned one of three “editors” to each narrative. These editors, knowledgeable about the District’s desegregation efforts, reviewed submitted narratives for sufficiency of detail, data, and analysis and worked with the authors to refine as necessary. Furthermore, each editor who was not assigned to a particular narrative also completed second and third reviews to ensure the narratives were comprehensive and accurate. Additionally, the Department expanded its team to include a research project manager, who previously worked with the Assessment and Program Evaluation Department and is experienced in desegregation data. This individual monitored the data in each narrative and in each required report for accuracy and consistency.

Finally, the Desegregation Department re-engaged the services of the SY2015-16 professional editor to edit the narratives as they were completed and review the final report to ensure structural consistency throughout the entire document. This multiple review process involved hundreds of hours of professional time and significant coordination.

In addition, this year the Court ordered the District to provide “an analysis of the [District’s] status for attaining unitary status for each USP component” to be

reported on.³ That analysis will be set forth in an annex to this report to be filed by October 1, 2017, the due date for this Annual Report.

In light of the District's plans to seek unitary status, the District elected to submit the 2016-17 Annual Report as early as feasible while maintaining the quality of the comprehensive report.

Recognizing the detail and complexity inherent to the annual report, the District sought to be as concise as possible while addressing the full scope of the USP and the District's efforts toward integration. Additionally, the District attempted to provide full transparency in the supporting documentation set forth in the appendices while, at the same time, trying not to overwhelm the Court with duplicate or extraneous documents.

The results of these efforts are set forth in the sections below.

³ ECF 2025, 05.25.17

II. Student Assignment

Section II of the Unitary Status Plan (USP) requires that students of all racial and ethnic backgrounds have the opportunity to attend an integrated school. In pursuit of this goal, the District must use four student assignment strategies, to be developed by the District in consultation with the Plaintiffs and the Special Master: attendance boundaries, pairing and clustering of schools, magnet schools and programs, and open enrollment. The District's student assignment policies and programs are directly designed to promote integration and diversity in student populations at schools within the District. Indeed, student assignment is the heart of the District's commitment to integration, diversity, and equity.

Although the District makes every effort to achieve integrated schools, the unfortunate reality is that the District's ability to achieve desired integration and diversity goals is limited by four major factors. First and foremost, because the Court found a decade ago that any vestiges of any intentional discrimination in the District already had been eliminated, there exists no current compelling state need providing constitutional justification for remedial student assignment policies based primarily on race. As a result, any student assignment policies designed to increase integration and diversity must independently pass constitutional muster without reference to, or reliance on, any past discrimination or ongoing Court supervision.

Second, state law mandates open enrollment (a) across District lines to other school districts, and (b) across attendance boundaries within a District, subject only to certain limitations. *See* A.R.S. § 15-861.01. Because there has been no finding of inter-district discrimination, neither the District nor the Court has the constitutional or jurisdictional authority to impose additional limits or conditions on inter-district open enrollment. *See Missouri v. Jenkins*, 515 U. S. 70 (1995). Also, the close proximity of other school districts with substantially different demographics serves as a significant limiting factor on the effectiveness of student assignment policies that are not popular with particular racial/ethnic groups.

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

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

Given these practical realities, the District is limited to student assignment policies and programs that attract and persuade students and their families to select schools in a manner that promotes integration and diversity, but do not drive students out of the District or to schools within the District where the net impact is not positive. Over the past several years, the District has focused on four major programs: (a) continuing use and review of individual school attendance boundaries, (b) the development of magnet programs designed to attract enrollment in a manner that improves integration and diversity, (c) selection processes for oversubscribed schools and magnet programs, and (d) marketing, outreach, and recruitment. The District also offers free transportation of students to and from school (beyond the normal attendance boundaries) as an incentive to attend magnet programs and other schools in a manner that increases integration.

The balance of this section of the annual report describes the efforts in these areas during SY2016-17.

A. Attendance Boundaries, Feeder Patterns, and Pairing and Clustering

During SY2016-17, the District considered the use of boundary changes and feeder patterns⁴ as strategies for improving integration and diversity. From several potential options, the District initiated three strategies that affected feeder patterns: expanding Drachman Montessori Magnet from a K-6 to a K-8 school; expanding Borman Elementary from a K-5 to a K-8 school; and proposing a "pairing" of the open-access Gifted and Talented Education (GATE) program at Tully Magnet K-5 school with an open-access GATE program for grades 6-8 at Roberts-Naylor K-8. The Court already approved the Borman and Drachman grade expansions in spring 2016. For the Roberts-Naylor proposal, the District solicited feedback from the Plaintiffs and Special Master prior to assessing the proposal with its Governing

⁴ The term "feeder patterns" refers to the flow from one school level to a higher school level (*e.g.*, elementary to middle school) that students take as they progress through their education. Such patterns are subject to change as new schools are built and zones or patterns are redrawn.

Board. As of the writing of this report, this item has not developed into a formal feeder pattern change.⁵

1. Impacts to Feeder Patterns

In spring 2016, the Court granted the District's request to reconfigure grades at Drachman (from K-6 to K-8) and at Borman (from K-5 to K-8).

a. Drachman Expansion

Because the Court approved the Drachman expansion, the District added 7th grade to the school, with plans to add 8th grade for SY2017-18. The 7th grade class was made up primarily of the previous year's 6th grade class because the proposal was not approved until late spring. Still, through its outreach and marketing efforts, the District made efforts to recruit families to consider Drachman as a 7th grade option. Twenty-two additional 7th grade students enrolled at Drachman for SY2016-17.

The District projected that, because of the grade expansion, there would be "virtually no change in the racial-ethnic composition" by year two, SY2017-18. Using then-current patterns of choice, the District assumed that "all 6th graders at Drachman would transition to the 7th and 8th grades," because typically "95% to 100% of the students make this transition." *See* Drachman Desegregation Impact Analysis, Doc 1869-4. The District designed the proposal for long-term integrative impact, citing several benefits that would accrue in future years:

- The proposal would "allow for an integrated school to be developed over time" by helping to "retain students in a magnet program which is becoming more integrated..."
- "The existence of a K-8 continuum at Drachman will enhance the marketing, outreach, and recruitment of target students and increase Drachman's attractiveness."
- "Students will have a consistent Montessori education through 8th grade, will benefit from one less transition from elementary school to middle school, and may take advantage of express busing." *Id.*

Thus, the District anticipates that the addition of the middle school grades will create, in the long term, a larger school that will afford more students at more

⁵ The specifics of these submittals are covered in Sections II.F and X.D.

grade levels the opportunity to attend an integrated school. As shown in the following table, the lower grades (kindergarten, 1st, and 3rd) are presently integrated, and the addition of the middle school grades should increase the enrollment of the school to more than 400 students.⁶

Table 2.1: Drachman Enrollment (40th-day SY2016-17)

Grade	White / Anglo		African American		Hispanic		Native American		Asian American		Multiracial		Total
K-8 Avg Integration Range	0 – 28.2%		0 – 24.1%		53.2 – 70%		0 – 19.8%		0 – 16.6%		0 – 18.1%		
K	9	16%	7	13%	32	58%	3	5%	0	0%	4	7%	55
1	9	15%	8	13%	40	66%	2	3%	0	0%	2	3%	61
2	8	14%	1	2%	44	76%	3	5%	0	0%	2	3%	58
3	6	15%	4	10%	28	70%	0	0%	0	0%	2	5%	40
4	1	3%	2	6%	27	77%	1	3%	1	3%	3	9%	35
5	5	14%	3	8%	28	76%	0	0%	0	0%	1	3%	37
6	2	10%	1	5%	17	81%	1	5%	0	0%	0	0%	21
7	0	0%	2	9%	18	82%	1	5%	0	0%	1	5%	22
Total	40	12%	28	9%	234	71%	11	3%	1	0%	15	5%	329

b. Borman Expansion and Roberts-Naylor K-8

Related to the District's request to reconfigure grades at Borman to K-8, the Court further required the District to prepare a detailed report regarding academic and demographic conditions at Roberts-Naylor K-8. The report must describe potential measures for increasing the school's attractiveness, including the feasibility of implementing the identified measures, and establish a timeline for implementation. *See* Order of March 8, 2016 [ECF 1909] (as amended by Order of April 28, 2016 [ECF 1929]).

⁶ The school now loses students in the upper grades to Montessori schools that serve middle school grades. The District anticipates that the addition of the middle school grades will help retain these students.

On April 15, 2016, the District submitted the Roberts-Naylor Report (**Appendix II – 1, 2016 Roberts-Naylor Report**). The report highlighted that Roberts-Naylor, once an integrated school, was still highly diverse in SY2015-16, with more than two student groups constituting more than 25 percent of its population)⁷. The report included a list of possible programs to consider adding to Roberts-Naylor to increase its attractiveness, including the Advancement Via Individual Determination (AVID) program; more Advanced Learning Experiences (ALE) offerings; and other specialized classes or programs. The report also included timelines for development and, in some cases, implementation during SY2016-17. As an integration initiative, the District introduced additional GATE offerings at Roberts-Naylor during SY2016-17, with plans for further expansion in SY2017-18.

In May 2016, the Special Master recommended that the Court approve the Borman request. The Court approved the request in June 2016. Unfortunately, because the Order did not come until school was out, it was very difficult to fill all of the projected seats at Borman (the entire 6th grade class had fewer than 30 students, and many families chose other options). A major objection to the proposal was that it would increase the white student population of Borman to the detriment of nearby Roberts-Naylor. To the contrary, Roberts-Naylor remained highly diverse and has obtained its highest percentage of white students over the past five years, at 13 percent.

Table 2.2: Roberts-Naylor Enrollment (40th-day SY2015-16 and SY2016-17)

	White		African American		Hispanic		Native American		Asian / Pac Islander		Multi-Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
2015-16 40th Day	67	11%	162	26%	338	54%	14	2%	32	5%	9	1%	622
2016-17 40th Day	75	13%	161	29%	287	51%	8	1.4%	25	4.4%	9	1.6%	565

In SY2016-17, 28 students were enrolled in the two grades in which the District offered GATE services: kindergarten (pre-GATE) and 2nd grade (self-contained GATE). Section V of this report includes a description of GATE services.

⁷ Beginning in 2012-13 and continuing through 2016-17, an influx of African refugee students significantly impacted the demographics at Roberts-Naylor by increasing its African American student population (from 11 percent in 2012-13 to 29 percent in 2016-17) with a corresponding reduction in its Hispanic student population (from 67 percent to 51 percent over the same time frame), resulting in the school losing its “integrated” status.

Of the 28 students, 12 (almost 50 percent) were from outside the Roberts-Naylor neighborhood, as shown in Table 2.3 below. Although these were not major changes, they indicate there is potential for attracting students to Roberts-Naylor through expanded GATE offerings.

Table 2.3: Roberts-Naylor GATE Enrollment (40th-day SY2016-17)

Students	White		African American		Hispanic/Latino		Native American		Asian/PI		Multi-Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Total GATE	6	21%	4	14%	15	54%	1	4%	1	4%	1	4%	28
Non-Neighborhood GATE	3	25%	4	33%	4	33%	1	8%	0	0%	0	0%	12

c. Open-Access GATE

During SY2016-17, the District proposed a number of integration initiatives, including a pipeline for Tully GATE students that would provide an open-access GATE program at the middle school level. The District evaluated several options for receiving schools, including Wakefield (a former middle school), Hollinger K-8 school, and Doolen Middle School. After careful consideration, the District selected Roberts-Naylor as the future site of a middle school open-access GATE program to complete the Tully pipeline, as noted earlier in this section. In May 2017, the District submitted a draft Desegregation Impact Analysis (DIA) to the Plaintiffs and Special Master that included a proposal to make the open-access GATE program at Roberts-Naylor a magnet program by SY2018-19. The details of this effort are included in Section X.D.

2. Oversubscribed Schools⁸ Boundaries

As part of the transition from the Mojave student information system (SIS), the District utilized Smart Choice Technologies to manage the District's open enrollment and magnet lottery and placement system in SY2016-17. This system, along with the new SIS, Synergy, are instrumental in identifying oversubscribed schools and allowing the District to evaluate the numbers of seats available relative

⁸ An oversubscribed school is a school at which the number of students seeking to enroll exceeds the number of available seats in that grade and/or a school.

to applications and placements for each lottery. This analysis informed decisions about whether or not to change boundaries.

In June 2017, using 40th-day data combined with the lottery tracking systems, the District identified twenty-one oversubscribed schools (**Appendix II – 2, Summary of Lottery Results in Oversubscribed Schools**).⁹ Of these, three did not have attendance boundaries. The District evaluated the remaining eighteen schools to determine if boundary changes would improve their racial/ethnic composition. The District found that, by selecting targeted students from the applicant pool, the application process already had created integrated entry grades or had moved the entry grade as close to the District average racial/ethnic compositions as possible, given the existing applicant pools. Through the above analysis, the District determined that boundary changes would not improve the racial/ethnic balance of the schools any more than the lottery process would.

B. Magnet Schools and Programs

To ensure the success of its magnet programs, the District's Governing Board approved the two-year Comprehensive Magnet Plan (CMP) on June 9, 2015 [ECF 1808-3 filed 6.11.15].¹⁰ The District then revised the CMP during SY2015-16 [ECF 1898-1 filed 1.28.16] (**Appendix II – 3, II.K.1.e Final CMP**). The District designed the CMP around two fundamental pillars: integration (making progress toward the USP definition of an integrated school) and academic achievement (making progress toward five identified student achievement goals). The District developed specific benchmarks under each pillar for each magnet school or program. During SY2016-17, the District strengthened its magnet schools and programs in two phases:

- Continued implementation and monitoring of the CMP and SY2016-17 magnet school plans (MSPs); and
- Development of SY2017-18 MSPs and transition plans.

The following sections report on the District's progress in improving integration and academic achievement at its magnet schools and programs.

⁹ The District switched to the Synergy SIS in SY2016-17. Some of the data that serve as the foundation for the oversubscribed schools analysis were collected manually rather than through the Synergy system.

¹⁰ In 2013, the District developed an original magnet plan that covered SY2013-14 and SY2014-15 [ECF 1686-8 at 99]. The District developed the CMP to replace the original plan.

1. Continued Implementation and Monitoring of the CMP and the 2016-17 Magnet School Plans

During SY2016-17, the District continued to implement directives designed specifically to improve integration and academic achievement at the District's magnet schools and programs, as outlined in the CMP. The District's CMP implementation focused on seven major milestones:

- a) Implementing the CMP primarily through the individual MSPs (*i.e.*, magnet improvement plans).
- b) Improving integration through coordinated and targeted marketing, outreach, and recruitment activities.
- c) Using data gathered during school walk-throughs and professional learning community (PLC) observations to improve academic achievement, including by utilizing strategies to improve instruction, culture, and climate.
- d) Providing ongoing professional development to magnet school coordinators focused on improving student achievement.
- e) Implementing family engagement strategies and activities in the magnet schools and programs.
- f) Improving teacher hiring and retention.¹¹
- g) Evaluating the strength of existing magnet themes and programs and developing potential proposals for new magnet programs.

2. Magnet School Plans – Development, Implementation, Progress Monitoring, and Evaluation

a. MSP Development

At the end of SY2015-16, the District had developed each site's MSP for SY2016-17. *See 2015-16 Annual Report, Appendix II-46.*¹² MSPs are not standalone plans: A myriad of District plans, initiatives, and activities support the goals and objectives of the MSP. The District also supports efforts to improve integration and academic achievement at its magnet schools and programs through the implementation of the following:

¹¹ *See* Magnet Stipulation [ECF #1865].

¹² *See* 2015-16 Annual Report, Magnet Site Plans [ECF #1960-2, pp. 73-146].

- The open enrollment/magnet application and selection process (*see* Section II.C);
- The Marketing, Outreach, and Recruitment (MORE) Plan (*see* Section II.D);
- The Coordinated Student Assignment (CSA) committee (*see* Section II.F);
- Priority in teacher recruiting and hiring (*see* Section IV.A);
- Teacher support programs, including teacher mentors, teacher support plans, and teacher evaluations designed to enhance student engagement and teacher effectiveness (*see, generally, Section IV.B*);
- The ALE Access Plan, including the implementation of the District's Two-Way Dual Language (TWDL) program (*see* Sections V.A and V.B);
- The Dropout Prevention and Graduation (DPG) plan, including implementation of the Multi-Tiered System of Supports (MTSS) (*see* Section V.D.1);
- The implementation of culturally relevant courses and Culturally Responsive Pedagogy and Instruction (*see* Section V.E);
- Efforts to reduce discipline and keep students in the classroom where learning occurs (*see, generally, Section VI*);
- The Family and Community Engagement (FACE) Plan (*see* Section VII);
- Priority in the allocation of facility and technology resources to support magnet themes and magnet school attractiveness (*see, generally, Section IX*);
- The USP Budget (magnet schools and programs make up the highest percentage of USP funding, at approximately \$12 to \$13 million annually);
- Efforts to build and enhance the capacity of school staff and leadership to utilize technological tools to improve educational outcomes through the Evidenced Based Accountability System (EBAS) (*see* Section X.A); and
- Title I School Continuous Improvement Plans (CIPs; *see* below).

While successful implementation of the MSPs for each magnet site is critical to improving the likelihood of each magnet school's success, the District does not rely solely on the MSPs to improve educational outcomes or enhance integration. Accordingly, MSP development required close collaboration between each magnet

site's leadership team, District leadership, Magnet Programs, the Finance Department, the Title I Department, and other departments within the District.

Throughout SY2016-17, the District's Finance Department worked with magnet schools and Magnet Programs to align each school's magnet budget with the strategies delineated in the MSPs. Magnet schools that did not receive English language learner (ELL) points under the Arizona School Accountability Plan also collaborated with the Language Acquisition Department (LAD) to include strategies to increase the English proficiency of ELL students. The LAD also worked with dual language magnet schools to implement dual language programs. The School Community Services, Communications and Media Relations, and Family and Community Outreach departments worked closely with the CSA and magnet schools throughout the year to enhance marketing, transportation, and other efforts designed to improve integration at magnet sites. The CSA committee is discussed later in this section.

As described in the CMP, magnets adopted a continuous school improvement model that aligns with the District's Title I initiative for continuous school improvement.¹³ Magnet Programs worked collaboratively with the Title I staff members to support schools in developing annual Title I CIPs. This collaboration is critical because, given that every magnet school is also a Title I school, each magnet school's CIP and MSP must be complementary. Schools were careful to ensure cohesion and alignment of achievement goals and continuity of program objectives in both the CIP and MSP. For example, each school incorporated its MSP recruitment goals for integration into their CIP addendum. School administrators and staff frequently referenced their MSP while developing the CIP needs assessment. Family engagement activities and strategies are described with specificity in each site's CIP (**Appendix II – 4, Exemplar CIP Mansfeld**). Site teams evaluate CIP and academic progress in December and January each year to evaluate the effectiveness of CIP and MSP efforts and to make appropriate adjustments where necessary (**Appendix II – 5, Exemplar Mid-Year CIP Evaluation Mansfeld**).

As referenced in the CMP, schools also aligned their PLCs and MTSS efforts with their CIP and MSP.¹⁴ Thus, magnet principals and staff members implemented

¹³ The District's Title I Continuous Improvement initiative requires every Title I school to create a CIP to improve student achievement as measured by reading, mathematics, English language proficiency, attendance, and graduation rates.

¹⁴ The MTSS model uses student data to determine grouping for specific purposes that relate to student needs and strengths. See CMP pages 8-9.

their MSP as part of a broad, multi-faceted approach to improve academic achievement and integration from the start of SY2016-17.

Improving integration and academic achievement at magnet sites, therefore, relies on the synergy between MSP implementation and other District plans and initiatives. Thus, the District developed the 2016-17 MSPs to help magnet sites make progress toward integration and academic achievement within the context of other USP and non-USP activities that also contribute to the success of magnet schools and programs.

b. MSP Implementation and Monitoring

The District worked with campuses to assure implementation of the CMP and MSPs by developing a comprehensive process to monitor, evaluate, and improve the effectiveness of the CMP and MSPs.

During the first magnet principal meeting in August 2016, Magnet Programs provided principals with the 2016-17 magnet budget reports to ensure alignment with their site plans. Subsequent meetings were held with principals, school staff, and magnet coordinators throughout the fall and spring semesters to review progress on MSPs and align budgets. At the request of principals, Magnet Programs Department provided all office managers with detailed instructions on how to generate budget reports to provide building administrators with monthly updates to help them monitor spending. Magnet Programs was available to meet with individual campuses to review MSPs and related budgets on an as-needed basis.

At the end of the first semester, each magnet school must evaluate progress toward integration and academic achievement based on a series of metrics. Each magnet school then submits a semester report to Magnet Programs detailing specific actions taken during the semester, progress toward integration goals and objectives, and assessments of various academic benchmarks and progress towards each site's academic goals (**Appendix II – 6, Sample First Semester Report - Bonillas**).

At the end of the year, the District required all principals and magnet coordinators to review their school MSP to ensure accuracy and completion of strategies. When amendments were necessary, staff members noted and explained each required revision. The District further requires each magnet site to submit an end-of-year report (**Appendix II – 7, Sample Site Level Annual Report - Tully**).

c. MSP Evaluation and Continuous Improvement

The District continually evaluated magnet schools' progress and made necessary revisions to MSPs throughout the school year. Staff revised MSPs for several reasons, including staff changes due to an inability to fill vacancies for teaching positions or support staff. When this occurred, the District reallocated resources to best serve student needs. For example, at Davis Bilingual Elementary Magnet School, the position of magnet coordinator remained unfilled, despite the fact that the District continuously posted the position and interviewed multiple candidates. The District reallocated funds for this position to pay for student supplies for classroom and school tutoring, classroom technology, and the temporary hiring of a retired magnet coordinator. The coordinator was available to attend magnet recruitment events, give tours, and provide assistance to the principal on a part-time basis.

In addition to staffing, the District revised MSPs in accordance with the District's technology initiative, which allocated more than 4,133 new computers, 447 document cameras, 162 new access points, and other equipment to the District's magnet programs. This initiative made it possible for some schools to reallocate funds that had been intended for technology purchases. For example, Mansfield Middle Magnet School reallocated funds to support both additional tutoring for struggling students and a summer Science, Technology, Engineering, and Math (STEM) program for incoming 6th through 8th graders.

3. Improving Integration

a. Marketing, Outreach, and Student Recruitment and Selection

The marketing report provides a detailed description of all advertising, materials, events, and related activities conducted by the District's Communications and Media Relations Department to support magnet and transition schools¹⁵ (**Appendix II – 8, II.K.1 Magnet Marketing Report 2016-2017 EOY**). In addition to Districtwide efforts, each school made its own recruitment efforts, such as tours and events. These efforts are detailed below and in Sections II.D and II.F.

Magnet schools independently offered 202 school-level recruitment events throughout SY2016-17. These included visits to targeted schools, such as pre-schools, private schools, charter schools, and public schools, for recruiting aimed at

¹⁵ Transition schools are schools that lost magnet status in SY2016-17.

enrolling students who would aid in the integration of each school. Magnet site coordinators (MSCs) kept recruitment logs to track their activities (**Appendix II – 9, Sample MSC Recruitment Log – Bonillas**). In addition, MSCs answered programmatic phone inquiries and provided 953 campus tours—169 more tours than in SY2015-16.

The Magnet director attended weekly CSA committee meetings to participate in the District’s coordinated effort to improve integration through magnets and other strategies. Details of the CSA efforts are included in Section II.F below.

As part of the CSA, magnet schools and Magnet Programs worked closely with the Communications and Media Relations Department to implement strategically targeted marketing and recruitment campaigns. The communications department has a dedicated staff member who addresses magnet schools’ communications, media, and marketing needs through the implementation of these campaigns. When the staff member is not available, another communications employee works to address the identified needs. These campaigns supported schools in meeting integration benchmarks defined in each MSP.

The District had two primary objectives in this area: (1) provide magnets that were most vulnerable to losing their magnet status with better techniques for targeted outreach and recruitment; and (2) provide successful magnets with resources to help them maintain their attractiveness. The magnet and communications departments ensured close collaboration with the Family and Community Outreach, Transportation, School Community Services, and Student Services departments to actively recruit students at Family Resource Centers (FRCs) and local events, provide marketing and outreach, and strategically market each magnet school’s unique brand.

Magnet Programs and magnet schools maintained an active presence in the community by participating in community events, seminars, conferences, festivals, and celebrations, with a focus on educating families about school choice. The District selectively targeted recruitment and marketing efforts to attract students of the ethnicity and age needed to attain a more integrated student body.

The District planned, designed, and executed three marketing and recruitment campaigns at different points during SY2016-17: the Positive Reinforcement Campaign, the Priority Enrollment Campaign, and the Continuing Enrollment Campaign. To carry out these campaigns, the District created signage, commercials, social media entries, and digital and print advertisements for targeted-

audience community and District events. These efforts included providing activity materials, photo materials, announcements, posters, organized workers, layout, setup, and cleanup.

Because the Positive Reinforcement Campaign took place in late summer and early fall 2016, outside of the priority enrollment period, its primary purpose was to maintain high visibility. During the campaign, the television station KVOA aired commercials highlighting District magnet programs during the 2016 Summer Olympic Games, which were televised during the same period on that station. KVOA also ran digital advertising for the magnet program as a whole.

The District designed the Priority Enrollment Campaign to ensure maximum exposure and information dissemination during initial and subsequent lottery draws. The District ran television commercials for Bonillas, Borton, Holladay, and Tully elementary schools; Drachman K-8; and Palo Verde High Magnet School from November 2016 through February 2017. The District also produced digital advertising in December for the following schools: Bonillas, Borton, Carrillo, Holladay, and Tully elementary schools; Drachman and Roskrige K-8; Mansfeld; and Palo Verde. During this time, the District planned its most popular community events, where magnet coordinators and school staff facilitated activities, shared information about programs, and arranged campus tours (**Appendix II – 10, Priority Enrollment Events**).

One of the most popular citywide recruitment events in previous years was the District's Magnet Fair held at the Tucson Children's Museum. For SY2016-17, the District improved the event by moving it to January 2017 (after the holiday) and rebranding it as the School Choice Fair, but the fair was hosted in the same location and offered magnet and non-magnet schools the same opportunity to interact with parents. Approximately 600 adults and children attended and 150 families filled out school choice applications. For SY2017-18, the District plans to hold both the Magnet Fair in November and the School Choice Fair in January.

During the Continuing Enrollment Campaign in May and June, the District continued to focus on recruitment for non-oversubscribed schools. School Community Services accepted applications and conducted ongoing weighted lottery draws. The District ran campaign television commercials for the following schools: Bonillas, Borton, Holladay, Drachman K-8, and Palo Verde. The District provided digital advertising during January, February, and May for Bonillas, Borton, Holladay,

Tully, Drachman K-8, Mansfeld, and Palo Verde (**Appendix II – 11, Continuing Enrollment Campaign Events**).

During the 2016-17 events, the District increasingly tied marketing efforts between thematically similar schools by scheduling those schools to attend events on the same days and positioning their displays in close proximity with one another. These efforts allowed parents to see the full continuum of the theme available for their child. For SY2017-18, plans are underway to create thematically branded media, including brochures, videos, and commercials.

The District continued to supply magnets with promotional and advertising materials to use for marketing. Collaboration between each school's administration, magnet coordinator, and the District's marketing specialist ensured that campuses received requisite materials based on recruiting priority established by the District.

During SY2016-17, the District's marketing specialist maintained ten of the magnet school websites on a separate server to provide a temporary platform for magnet schools to update their digital presence in a more efficient manner. In June 2017, the District launched its new website and worked to ensure both continuity and increased ease of use for all departments and schools. The District will provide training for administrators, coordinators, and teachers at all schools to increase their understanding of the new web system.

FRCs also assisted with recruitment. Each FRC had access to information regarding magnet school choice to share with parents. The District furnished each FRC with a mounted brochure holder to provide brochures for all magnet schools, thus facilitating the school choice process for parents. These brochures were produced in a bilingual (Spanish) format. Magnet Programs also provided a "Magnet 101" presentation to FRC staff during a monthly professional development session to ensure that all FRC employees have a working knowledge of magnet schools in the District, allowing them to answer basic parent inquiries.

Magnet Programs also urged all magnet schools to continue to seek awards, grants, and other recognitions. During the annual Magnet Schools of America (MSA) Conference in Los Angeles, CA, the MSA presented the Merit Award of Distinction to Mansfeld Magnet and Dodge Traditional Magnet middle schools. The MSA also presented the Merit Award of Excellence, the highest ranked award given by MSA, to Borton Magnet Elementary School. For the third year in a row, the MSA presented the District with the only MSA awards given to Arizona schools. The Governing Board recognized these schools during the May 9 Governing Board meeting, and

their accomplishments were highlighted on the District's Facebook page. District magnet schools also won and received other honors in 2016-17, such as Blue Ribbon School Status and the Tony Komadina award for outstanding girls' athletic programs (**Appendix II – 12, School Level Awards, Grants, and Recognitions**).

Thirteen of the District's nineteen magnet and transition school campuses implemented 21st Century Community Learning Centers (CCLC) grants during SY2016-17. Unfortunately, the federal government suspended the issuance of new or renewed 21st CCLC grants for SY2017-18. Four of the thirteen campuses are in their fifth and final year of grant funding. Thus, the number of magnet schools offering 21st CCLC programs will drop to four out of thirteen in SY2017-18. Five out of six transition schools will maintain 21st CCLC programs.

The District regularly encouraged magnet coordinators and principals to use the District's media tip sheet to report awards, grants, and other achievements. The communications department advertised these accomplishments via social media, the District website, and press releases.

Magnet Programs tasked MSCs with using the Magnet Theme Visibility Walk-through Instrument to reflect on theme visibility as an important component of recruitment and retention at each school (**Appendix II – 13, Magnet Theme Visibility Walkthrough Instrument 2016.17**). The department collected reflections from each continuing magnet school regarding their work during SY2016-17 to improve theme visibility (**Appendix II – 14, Magnet Theme Visibility 2016.17**). Based on the reflections collected, as well as the annual marketing report, all continuing campuses updated and improved their theme visibility during SY2016-17.

As a result of the District's and schools' recruitment and marketing efforts, interest in the District's magnet program surged. For SY2017-18, the District received 9,790 applications for the thirteen remaining magnet schools (**Appendix II – 15, Magnet Applications Received for 2017.18**). The District had received 3,803 applications during this time for SY2016-17, and 3,587 applications for SY2015-16. School-specific recruitment goals and activities are listed below for each magnet and transition campus.

b. Progress Towards Improving Integration (All Magnet Schools)

In SY2015-16, four out of the nineteen magnet schools met the USP definition of an integrated school (**2015-2016 Annual Report, Appendix II - 4, II.K.1.a TUSD**

Enrollment 40th Day).¹⁶ The USP defines “integrated school” using two criteria: (1) every racial or ethnic student population is within +/- 15 percent of the District average for the relevant racial/ethnic group at the relevant grade level; and (2) no group exceeds 70 percent of the school’s total student population.

In 2016-17, five of the thirteen magnet schools were “integrated” (Borton, Holladay, Tully, Dodge, and Palo Verde). Of the remaining eight magnet schools, six met the first criterion of an integrated school (excluding Carrillo and Booth-Fickett), as shown in Table 2.4 below.

Table 2.4: Magnet Schools Compared to the +/- 15% Criterion (40th Day)

Integration Range or School	White	African American	Hispanic	Native American	Asian/ PI	Multi-Racial
Elementary Integration Range	6 – 36%	0 - 25%	45 – 75%	0 – 19%	0 - 17%	0 – 19%
Bonillas	14%	8%	71%	3%	1%	3%
Borton	21%	8%	64%	2%	1%	4%
Carrillo	11%	6%	79%	3%	0%	2%
Davis	16%	4%	75%	2%	0%	3%
Holladay	8%	18%	63%	4%	0%	8%
Tully	9%	17%	64%	6%	2%	3%
K-8 School Integration Range	0-28%	0 - 24%	53 – 83%	0 – 20%	0 - 17%	0 – 18%
Drachman	12%	9%	71%	3%	0%	5%
Booth-Fickett	24%	16%	50%	2%	2%	5%
Roskrige	8%	3%	78%	8%	1%	3%
Middle School Integration Range	0 – 37%	0 – 24%	46 – 76%	0 – 19%	0 - 17%	0 – 18%
Dodge	23%	8%	61%	2%	2%	4%
Mansfeld	11%	8%	73%	5%	1%	2%
High School Integration Range	0 – 38%	0 – 24%	45 – 75%	0 – 18%	0 – 18%	0 – 18%
Palo Verde	23%	19%	48%	2%	3%	5%
Tucson High	13%	7%	73%	4%	2%	2%

Of the nine racially concentrated magnet schools, four moved within 3 percent of the 70-percent goal, and one was within 5 percent. None of the magnet schools were above 80 percent Hispanic. Table 2.5 below shows racial

¹⁶ The 2016-17 40th day enrollment data for all magnet schools can be found in **Appendix II – 79, 40th day Magnet and Transition school enrollment by Ethnicity**.

concentration decreased at all magnet campuses. The District also reduced racial concentration at four of the six transition schools over five years—one by 4 percent and another by 11 percent.

Table 2.5: Reducing Racial Concentration at Racially Concentrated Magnet and Transition Schools (40th Day)

	Hispanic Enrollment 40th Day					
Magnet School	2012-13	2013-14	2014-15	2015-16	2016-17	Change Over 5 Years
Bonillas ES	76%	73%	73%	73%	71%	-5%
Carrillo ES	89%	85%	84%	80%	79%	-10%
Davis ES	85%	82%	83%	77%	75%	-10%
Drachman K-8	76%	73%	74%	75%	71%	-5%
Holladay ES	68%	70%	66%	67%	63%	-5%
Mansfeld MS	79%	78%	78%	73%	73%	-6%
Roskruge K-8	85%	82%	80%	78%	78%	-7%
Tucson HS	72%	72%	75%	74%	72%	0% ¹⁷
Tully ES	72%	74%	74%	68%	64%	-8%
Transition School	2012-13	2013-14	2014-15	2015-16	2016-17	Change Over 5 Years
Cholla HS	78%	78%	78%	78%	79%	1%
Ochoa ES	85%	83%	86%	82%	81%	-4%
Pueblo HS	90%	89%	89%	88%	89%	-1%
Robison ES	85%	83%	78%	75%	74%	-11%
Safford K-8	79%	73%	75%	75%	77%	-2%
Utterback MS	78%	75%	77%	81%	80%	2%

As shown in Table 2.6 below, the District reduced racial concentration averages by 6 percent at racially concentrated magnet schools and by 3 percent at racially concentrated transition schools over five years. Thus, even though several magnet and transition schools remain racially concentrated, the District has reduced racial concentration at these schools over the past five years.

¹⁷ The District has reduced racial concentration at Tucson High School by 3 percent since SY2014-15. By SY2016-17, the District had eliminated racial concentration at the 9th grade level (Hispanic student population was 65 percent) and had virtually eliminated racial concentration at the 10th grade level (the 10th grade class was ten students away from the 70-percent threshold with a Hispanic student population of 70.8 percent).

Table 2.6: Reducing Racial Concentration Overall in Racially Concentrated Magnet and Transition Schools (40th Day)

	Average Percentage of Hispanic Enrollment 40th Day				
	2012-13	2013-14	2014-15	2015-16	2016-17
Racially Concentrated Magnet Schools	78%	77%	76%	74%	72%
Racially Concentrated Transition Schools	83%	80%	81%	80%	80%

The District evaluated each magnet school based on integration goals included in individual MSPs. The District monitored progress and prioritized the provision of additional support and resources to schools struggling to meet their goals. District-level efforts to market and recruit ran parallel to school-based recruiting. Descriptions of district-level efforts are included below.

c. Progress Towards Integration Goals in Magnet School Plans

The 2016-17 MSPs set integration goals for the 40th day of SY2016-17. There were 102 individual goals for the nineteen magnet schools. Thirteen of these schools met at least 50 percent of their goals in SY2016-17, with five meeting all of their goals. The District met eight of the 33 goals (24 percent) for the six transition schools and 50 of the 69 goals (72 percent) for the continuing magnet schools (**Appendix II – 16, Progress Towards Integration Goals for 2016-17 MSPs** and **Appendix II – 17, 40th Day Magnet School Enrollment by Grade**). Below are site-specific descriptions of progress towards integration goals in MSPs.

Bonillas Elementary School

School-wide, the District increased non-Hispanic enrollment at Bonillas from 27 percent in SY2014-15 to 29 percent in SY2016-17. School integration goals for SY2016-17 included (1) keeping kindergarten through 2nd grade Hispanic enrollment at or below 70 percent, and (2) maintaining white and African American enrollment that meets the USP definition of integration. Bonillas was successful in meeting all school integration goals except for the 1st grade cohort, which had a Hispanic enrollment of 75 percent. Recruitment efforts during SY2016-17 included sixteen tours and participation in ten District recruitment events and eleven school-level recruitment events.

Booth-Fickett K-8

Booth-Fickett's integration goal was based on 40th-day enrollment for kindergarten, 1st, 2nd, 6th, 7th, and 8th grade. The data indicated that the school met 12 of its 18 integration goals. Booth-Fickett continued recruiting efforts, offering eight tours and representing their campus at six District events and ten school-level events. The student population at Booth-Fickett is highly diverse (50 percent Hispanic, 24 percent white, 16 percent African American, and 9 percent other), but it does not meet the USP definition of integrated.¹⁸ Booth-Fickett would be an integrated school under the USP if compared to elementary school or middle school averages rather than the K-8 school average.

Borton Magnet Elementary School

Borton's integration goal for SY2016-17 was to maintain integration for kindergarten through 2nd grade. Borton met this goal. The school offered tours to 79 families and participated in four District events and five school recruitment events.

Carrillo Magnet School

Carrillo had two goals. First, the school aimed to maintain Hispanic student enrollment for kindergarten, 1st grade, and 2nd grade that did not exceed 70 percent. Carrillo met this goal for kindergarten and 1st grade. Second, Carrillo strived to keep white and African American enrollment within +/- 15 percent of the average enrollment of the District average at the elementary school level. Carrillo met this goal for all African American students but met the goal only for white students in kindergarten through 2nd grade. Grades 3-5 had more Hispanic students and fewer non-Hispanic students than the lower grades. Carrillo actively participated in recruitment efforts, offering 61 tours and participating in five District events and eight school-level events.

Cholla High School (Transition Campus)

Cholla's two integration goals focused on the 9th, 10th, and 11th grades: (1) Hispanic enrollment not to exceed 70 percent, and (2) white and African American enrollment that continued to meet the USP definition of integration. Cholla met the goals for African American and white enrollment. Designated as a transition

¹⁸ This is because the percent of Hispanic enrollment at K-8 schools is 68 percent, much higher than at other school levels.

campus, Cholla will continue its nationally recognized International Baccalaureate Certificate and Diploma Programme (IB) as an Advanced Learning Experience. Cholla continued its recruitment efforts, offering 53 tours and participating in thirteen recruitment events.

Davis Bilingual Elementary Magnet School

In SY2016-17, kindergarten and 1st grade at Davis met the 70 percent goal for integration, with 66 percent and 69 percent Hispanic enrollment, respectively, but Davis' 2nd grade did not. Taken as a whole, Davis improved its integration by attracting non-Hispanic students. Despite ongoing efforts to fill the magnet school coordinator position, it remained vacant. Other Davis staff fulfilled the duties of the position, providing fifteen campus tours and participating in ten District and seventeen school recruitment events.

Dodge Traditional Magnet Middle School

Dodge remains an integrated school. Unlike other District magnet schools, every student attending must apply and be accepted through a lottery. Due to the immense popularity of the campus, lottery draws allow Dodge to meet integration goals at every grade level for every ethnicity. Dodge has found that campus recruitment events are the best way to reach prospective parents and help them make informed decisions about their child's middle school. Despite the mid-year retirement of its magnet coordinator, Dodge staff still offered 196 school tours, attended four District events, and held four school-level recruitment events. Dodge hired a new magnet coordinator for SY2017-18.

Drachman Montessori K-8 Magnet School

Drachman's integration goals for SY2016-17 were (1) to keep Hispanic enrollment in kindergarten, 1st grade, and 2nd grade below 70 percent, and (2) to maintain enrollment of white and Hispanic students that meets the USP definition of integration. While kindergarten and 1st grade enrollment met these goals, 2nd grade enrollment did not. Drachman staff participated in twelve events, and Drachman offered 70 tours to prospective families. Approximately one-fourth of the participating parents came to tour the Drachman campus.

In SY2016-17, Drachman began its expansion to a K-8 school by adding 7th grade; by itself, the expansion had a short-term negative impact on integration at the school. However, as the lower, more integrated grades matriculate through Drachman, and the upper, racially-concentrated grades matriculate out, Drachman

very likely will become integrated (as also will happen at other magnets). At that point, Drachman K-8 will provide more opportunities for students to attend an integrated school. Had Drachman remained a K-6 school in SY2016-17, it would have missed the goal of becoming an integrated school by only two students (the K-6 Hispanic population was 70.36 percent). Ultimately, the District chose long-term integrative sustainability for a greater number of students over an immediate integrative “win.”

Holladay Magnet Elementary School

Holladay set its three SY2016-17 integration goals as follows: (1) Hispanic enrollment in kindergarten, 1st grade, and 2nd grade will be maintained below 70 percent, (2) the enrollment of white students will be no less than 6.2 percent, and (3) the enrollment of African American students will continue to meet the USP definition of integration, or the entire school will remain integrated. Holladay met its goal for Hispanic enrollment for 1st and 2nd grade but not for kindergarten. Holladay also met the enrollment goal for white students and for African American students. While Holladay had only four families requesting tours during SY2016-17, the school maintained visibility in the community by participating in 16 events.

Mansfeld Middle Magnet School

Mansfeld set the following two integration goals: (1) 6th, 7th, and 8th grade Hispanic enrollment will be maintained below 70 percent, and (2) white and African American enrollment will continue to meet the USP definition of integration. While overall enrollment of Hispanic students from SY2014-15 to SY2016-17 decreased by 5 percent, Mansfeld met the integration goal at 6th grade only (69 percent), with 7th grade at 73 percent and 8th grade at 77 percent. The school met its goals for both white and African American students. Mansfeld held more school-level recruitment events (seventeen) than any other middle or K-8 magnet school. Mansfeld used quarterly STEM nights to both recruit and retain students. The school also hosted 40 tours and participated in five District recruitment events.

Ochoa Community School (Transition Campus)

Ochoa set three integration goals: (1) maintain Hispanic enrollment in kindergarten, 1st, and 2nd grade at or below 70 percent, (2) maintain the enrollment of white students at or above 6.2 percent, and (3) maintain the enrollment of African American students at current levels. Ochoa maintained the level of African American enrollment, but it did not meet the other goals. Even with

its new designation as a transition campus for SY2017-18, the school maintained active recruitment. Ochoa staff offered tours to sixteen interested families and participated in 33 school and District events—more than any other magnet or transition campus.

Palo Verde High Magnet School

Palo Verde met its goal to maintain integrated status at every grade level for all ethnicities. The school provided 259 tours to families during SY2016-17. Palo Verde also participated in five District and seven school-level recruitment events. Enrollment has grown from 932 students in SY2012-13 to 1,255 students in SY2016-17. As a result, more than 300 additional students now attend an integrated school.

Pueblo High School (Transition Campus)

Pueblo set three integration goals: (1) to maintain 9th, 10th, and 11th grade enrollment at or below 70 percent for Hispanic students, (2) to maintain white student enrollment at or above 6.2 percent, and (3) to maintain African American enrollment at the USP definition of integrated. Pueblo met its goal for African American enrollment, but the campus met none of its other goals. The school will begin SY2017-18 as a transition campus. Even with the loss of its magnet status, Pueblo actively recruited by participating in four District events and offering seventeen school recruitment events. Pueblo's most successful school recruitment event was Future Freshman Night, which attracted 550 people to the campus for speakers, presentations, and campus tours.

Robison Elementary School (Transition Campus)

Robison met its integration goals for white (12 percent) and African American (10 percent) student enrollment. Although the overall percentage of Hispanic students dropped to 74 percent during SY2016-17, Robison did not meet all of its integration goals. Given Robison's status as a transition school, the magnet coordinator focused on improving academic achievement for the majority of SY2016-17. The school offered five tours and participated in six recruiting events.

Roskrige Bilingual K-8 Magnet School

Roskrige was not able to hire a magnet coordinator for SY2016-17, but it assigned a designee who fulfilled these duties and managed recruitment efforts. Thus, Roskrige staff gave fifteen tours and attended seventeen recruitment events.

Integration goals called for the Hispanic enrollment in kindergarten, 1st, 2nd, 6th, 7th, and 8th grade not to exceed 70 percent, and the enrollment of white and African American students to reflect the definition of integration in the USP. Roskrug met the goals for 1st and 2nd grade and for white and African American enrollment.

Safford K-8 School (Transition Campus)

Safford did not meet its integration goals with respect to white and Hispanic students, but it did for African American students. To prepare for its transition year during 2017-18, Safford withdrew its certification as an IB and Middle Years Programme World School. Like Robison, Safford's principal chose to use the magnet coordinator to work on bolstering academic achievement, especially with respect to PLCs. Safford offered sixteen tours to interested families during SY2016-17.

Tucson High Magnet School

Tucson High set its integration goal for Hispanic enrollment in 9th, 10th, and 11th grade to comprise no more than 70 percent of students, and the enrollment of white and African American students to meet the USP definition of an integrated school. Tucson High met the goal for Hispanic enrollment in 9th grade and white and African American students. School staff offered prospective magnet students 57 tours, sent participants to six District recruitment events, and participated in 24 school-level recruitment events.

Tully Elementary Magnet School

In two years, Tully moved from a racially concentrated school to an integrated school. It successfully met its goals with respect to Hispanic kindergarten enrollment, white enrollment, and African American enrollment. Tully provided ten tours and participated in six recruitment events.

Utterback Middle School (Transition Campus)

Utterback met its African American enrollment goal (8 percent) but did not meet its integration goals for Hispanic 6th, 7th, or 8th grade enrollment or white enrollment. Utterback offered fifteen tours and participated in sixteen recruitment events, despite its loss of magnet status. The school will move to transition status during SY2017-18.

d. New Magnets

Since 2013, the District has proposed eight new magnet programs and implemented three: Cragin Elementary School Fine Arts, Tully Elementary School Open-Access GATE, and Mansfeld Middle School STEM. For various reasons, the District did not fully implement the Cragin magnet program, and it is no longer a magnet school.

By SY2016-17, the District had significantly increased both integration and academic achievement at Tully and Mansfeld. Once racially concentrated, Tully is now an integrated school. Mansfeld, once racially concentrated with a 79 percent Hispanic student population, now is on the verge of becoming an integrated school; it had a 73-percent Hispanic population in SY2016-17. Both schools have experienced significant gains in their academic benchmark scores and their annual state assessment scores (**Appendix II – 18, Mansfeld and Tully Academic Data 2015-16 and 2016-17**).

While the District has faced challenges improving integration and academic trends at some long-running magnets, the District has a successful record of accomplishment in designing, developing, and implementing new magnets.

4. Improving Academic Achievement

a. Instruction; Culture and Climate

During spring and summer 2016, the District successfully piloted an initiative aimed at standardizing communication protocols for all campuses. During SY2016-17, all campuses, including magnet schools, began using this protocol to leverage increased, consistent communication and assistance from District-appointed Support and Innovation (SI) teams (**Appendix II – 19, SI Protocol 2016.17**). SI teams included relevant personnel from areas such as Grants and Federal Programs, Student Equity, Language Acquisition, Magnet Programs, Curriculum Development, and Advanced Learning Experiences departments.

Academic directors, who supervise magnet principals and report to the assistant superintendents, continued to assume the primary responsibility of leading SI teams in ongoing classroom and school walk-throughs during SY2016-17. These walk-throughs evaluated the quality of instruction at each magnet school using the Danielson Framework, with an emphasis on instruction and environment. Directors paid specific attention to Danielson's instruction domain, especially those components identified as areas of concentration for the first, second, and third years

of the District's Five-Year Strategic Plan: communicating with students (3a); using questioning/prompts and discussion (3b); engaging students in learning (3c); and using assessment in instruction (3d) (**Appendix II – 20, SI Official Classroom Observation Form 2016-17**). The Arizona Department of Education (ADE) joined walk-throughs at ADE Schools in Improvement, including Borton (November 29, 2017) and Ochoa (October 16, 2017).

During all District-level walk-throughs, staff entered data from each observed classroom into a spreadsheet for future assessment and identification of trends. The principal and academic director used this cumulative data to identify areas of improvement in a document outlining the school's next steps (**Appendix II – 21, SI Official Next Steps Form 2016-17**). The principal then disseminated that information to teachers to focus improvement efforts. Program coordinators from the District's Grants and Federal Program Department worked as a member of each school's SI team to provide support with Tier 1 instruction as requested by each school's administrator. School and district-level staff revised the identified areas of improvement for each school during subsequent walk-throughs to chart school progress (**Appendix II – 22, School Level Walkthroughs – Instructional Growth from Fall 2016 to Spring 2017**).

The data in the above-referenced appendix show that six of thirteen magnet campuses and three of six transition campuses made progress in communicating with students (3a). Eight of thirteen magnet campuses and two of six transition campuses improved in their ability to use questioning/prompts and discussion (3b). Student engagement (3c) improved at eight of thirteen magnet campuses and none of the six transition campuses. Six of thirteen magnet campuses showed gains in using assessment in instruction (3d), while one of the six transition campuses improved in this component. In the demonstrating flexibility and responsiveness component (3e), eight of thirteen magnet campuses and two of six transition campuses showed gains. *Id.*

In response to needs identified during school walk-throughs, Magnet Programs hired an experienced educational consultant, Ms. Kim Gunn, to assist several magnet campuses with addressing their Next Steps Action Plan. This consultant is a current vendor with the District and has a proven record of accomplishment in working with turn-around schools. Services provided varied according to each school's need.

During SY2016-17, the District monitored magnet and transition school academic achievement using formative and summative on-site assessments and two District benchmark tests. These benchmark assessments showed an extremely high (0.8) correlation with the 2017 AzMERIT test. The results of these assessments are provided in the referenced appendix, accompanied by school efforts to improve teacher effectiveness and student achievement (**Appendix II – 23, Magnet Benchmark Data and Efforts**). AzMERIT scores are discussed below.

b. Progress Towards Improving Achievement at Specific Magnet Schools

The 2016-17 MSPs included five academic achievement goals for each magnet school. While the District tailored each plan for each individual school, the District based all goals on student achievement requirements delineated by the Court [*see* ECF 1753]:

1. Magnet schools will receive a letter grade of “A” or “B” as designated by the ADE;¹⁹
2. Students will score higher than the state median in reading and math on the state assessment;²⁰
3. Academic growth of all students at the school will be higher than the state median growth in reading and math;²¹
4. Growth of the bottom 25 percent of students at the school will be higher than the state median growth;²²
5. Achievement gaps between racial groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet programs.

¹⁹ The District cannot report on this goal because the ADE has not yet finalized the designations.

²⁰ The ADE does not publish the “the state median in reading and math on the state assessment.” Instead, the ADE produces raw data for each district, from which each district can calculate certain information. Based on the available data, it is impossible to calculate “the state median in reading and math on the state assessment.”

²¹ The ADE does not publish “the state median growth in reading and math.” Based on the available data, it is impossible to calculate “the state median growth in reading and math.”

²² The ADE does not publish “the state median growth.” Based on the available data, it is impossible to calculate “the state median growth.”

Because it is not possible to report on all of the goals as delineated in Court Order 1753, the District provides the following measures of academic achievement progress, Goal 2 (alternative) and Goal 5:

Goal 2. Proficiency rates for magnet schools will meet or exceed the overall state proficiency rates (**Appendix II – 24, AZMerit Proficiency Rates for Magnet schools**).²³

Goal 5. Achievement gaps between racial groups participating in magnet programs will be less than the achievement gaps between racial groups not participating in magnet programs (**Appendix II – 25, AZMerit Achievement Gap for Magnet – Non Magnet**).

The following are site-level descriptions of progress towards improving academic achievement at magnet sites (**Appendix II – 26, Progress Towards Achievement Goals for 2016-17 MSPs**).

Bonillas Basic Curriculum Magnet School

Bonillas did not meet the state proficiency rates for English language arts (ELA) or mathematics. However, students did meet or exceed the District proficiency rate for 3rd grade ELA and 4th and 5th grade math. The achievement gap between African American and white students, and between Hispanic and white students, for ELA was smaller than the achievement gap between these groups at non-magnet schools. The achievement gap between African American and white students, and between Hispanic and white students, for math was smaller than the achievement gap between these groups at non-magnet schools. At Bonillas, Hispanic students outperformed their white peers in ELA and math. African American students outperformed their white peers in ELA but not math.

Booth-Fickett Math/Science Magnet School

Booth-Fickett did not meet the state proficiency rates for ELA or mathematics, but Booth-Fickett students met or exceeded the District average on state assessments for five out of fifteen tests (4th through 6th grade math, Algebra, and Geometry). The achievement gap between African American and white

²³ The District measured the revised second goal by comparing the overall state percentage of students who were proficient on ELA and math state assessments with the percentage of magnet school students who were proficient on ELA and math state assessments ("proficiency rate").

students, and between Hispanic and white students, was smaller than the achievement gap between these groups at non-magnet schools for both ELA and math.

Borton

Borton students met or exceeded the state average in 3rd and 5th grade ELA. They also met or exceeded the District proficiency in 4th and 5th grade math. The achievement gap between African American and white students, and between Hispanic and white students, was larger than the achievement gap between these groups at non-magnet schools for both ELA and math.

Carrillo

Carrillo met or exceeded the state proficiency rate for 4th grade ELA and 3rd and 4th grade math. Carrillo students outperformed the District as a whole in 5th grade math. The achievement gap between African American and white students, and between Hispanic and white students, was smaller than the achievement gap between these groups at non-magnet schools for ELA. For math, African American and Hispanic students outperformed their white peers.

Cholla

Cholla students did not meet the state or District proficiency rates for ELA or mathematics. The achievement gap between African American and white students, and between Hispanic and white students, was smaller than the achievement gap between these groups at non-magnet schools for both ELA and math.

Davis

Davis students in 3rd and 4th grade performed extremely well on both ELA and math assessments, far exceeding state proficiency levels. Fifth grade students outperformed the District rate. African American students outperformed their white peers in both ELA and math. The achievement gap for Hispanic students was larger than at non-magnet schools in both ELA and math.

Dodge

Dodge students outperformed the District and the state on all ELA and math assessments. In addition, 97 percent of Dodge students who took Algebra I met the standards. The achievement gap between African American and white students was smaller than the achievement gap between these groups at non-magnet schools for

both ELA and math. The achievement gap for Hispanic students was larger for ELA but smaller for math.

Drachman K-8

Drachman students in 3rd grade met or exceeded the state proficiency rate in both ELA and mathematics. In addition, 7th grade students exceeded the state ELA rate and came within 1 percent of reaching the state rate in math. Drachman's 5th grade students outperformed the overall District rates. The achievement gap between African American and white students was larger than the achievement gap between these groups at non-magnet schools for ELA, but it was smaller for math. The achievement gap between Hispanic and white students was larger than the achievement gap between these groups at non-magnet schools for ELA and math.

Holladay

Holladay did not meet the state or District AzMERIT proficiency levels in ELA or mathematics. The achievement gap between African American and white students was smaller than the achievement gap between these groups at non-magnet schools for both ELA and math. The achievement gap between Hispanic and white students was smaller than the achievement gap between these groups at non-magnet schools for ELA, but it was larger for math.

Mansfeld

Mansfeld did not meet or exceed the state proficiency levels, except for 8th grade math and Algebra 1. Mansfeld exceeded the overall District rates. The achievement gap between African American and white students, and between Hispanic and white students, was larger than the achievement gap between these groups at non-magnet schools for both ELA and math.

Ochoa

Ochoa did not meet the state or District proficiency rates for ELA or mathematics. No African American or white students met the standards for ELA or math; therefore, the achievement gap is zero. For ELA and math, Hispanic students outperformed their white peers.

Palo Verde

Palo Verde did not meet the state or District proficiency rates for ELA or mathematics. The achievement gap between African American and white students,

and between Hispanic and white students, was smaller than the achievement gap between these groups at non-magnet schools for both ELA and math.

Pueblo

Pueblo did not meet the state or District proficiency rates for ELA or mathematics. The achievement gap between African American and white students, and between Hispanic and white students, was smaller than the achievement gap between these groups at non-magnet schools for ELA and non-existent for math (African American and Hispanic students outperformed their white peers in math).

Robison

Robison did not meet the state or District proficiency rates for ELA or mathematics. The achievement gap between African American and white students was smaller than the achievement gap between these groups at non-magnet schools for ELA and math. There was no achievement gap between Hispanic and white students in ELA. For math, Hispanic students outperformed their white peers.

Roskruge

Roskruge met or exceeded the state proficiency level for 3rd and 4th grade math. In addition, 73 percent of 8th grade students passed the Algebra I assessment. Roskruge met or exceeded District levels for 3rd, 5th, 7th, and 8th grade ELA. The achievement gap between African American and white students and between Hispanic and white students was smaller than the achievement gap between these groups at non-magnet schools for ELA and math.

Safford

With the exception of Algebra I, Safford did not meet the state or District proficiency levels. The achievement gap between African American and white students, and between Hispanic and white students, was smaller than the achievement gap between these groups at non-magnet schools for ELA and math.

Tucson High

Tucson High did not meet the state proficiency levels. It did meet or exceed District proficiency for 9th grade ELA and was within 1 percent of meeting the District rate for Algebra I. The achievement gap between African American and white students was larger than the achievement gap between these groups at non-magnet schools for ELA and equivalent for math. The achievement gap between

Hispanic and white students was larger than the achievement gap between these groups at non-magnet schools for both ELA and math.

Tully

Tully students did not meet or exceed state proficiency rates for ELA or mathematics, but they were within 1 percent for 3rd and 5th grade math. Tully students outperformed the District for 3rd grade ELA and 3rd and 5th grade math. The achievement gap between African American and white students was larger than the achievement gap between these groups at non-magnet schools for ELA, but it was smaller for math. The achievement gap between Hispanic and white students was larger than the achievement gap between these groups at non-magnet schools for both ELA and math.

Utterback

Utterback did not meet the state or District standards for ELA or mathematics. The achievement gap between African American and white students, and between Hispanic and white students, was non-existent for ELA (African American and Hispanic students outperformed their white peers in math). For math, the gap is smaller than the achievement gap between these groups at non-magnet schools.

5. Magnet Professional Development

As described above, the District is committed to providing support for the implementation of a continuous school improvement process for magnet schools, including the consistent use of PLCs at all magnet schools. During SY2016-17, the District refined its PLC Guide and Rubric for schools. *See* Section IV.B.7 below.

Throughout SY2016-17, the District provided MSCs with the opportunity to broaden their capacity as PLC facilitators through enrollment in the District's Professional Learning Series (PLS) Year 1, a District-sponsored course led by instructors trained by the New Teacher Center (NTC).²⁴ The PLS consists of four two-day sessions dedicated to training staff members to support teacher learning through conversation structures for planning, reflecting, and problem solving, with opportunity for observation and evidence-based feedback. MSCs participated in activities to develop comprehensive mentoring and coaching skills using the NTC

²⁴ The NTC is a non-profit organization that aims to improve student learning by accelerating the effectiveness of teachers and school leaders.

Formative Assessment and Support system. This sequenced professional development explored the creation of conditions for equitable instruction, advancing instruction to support language development, differentiating instruction to support diverse learners, and mentoring as leadership. MSCs who had already participated in PLS during SY2015-16 participated again in PLS Year 2, building upon the comprehensive mentoring and coaching skills from PLS Year 1 using the same NTC Formative Assessment and Support system. By building their professional capacity, MSCs increased their knowledge and tools to more effectively lead fellow staff members through the PLC cycle. PLS training also is discussed in Section IV.B.4.

As part of the 2016-17 301 Pay for Performance Plan, teachers who participated in ten hours of PLC time during the course of the school year qualified for compensation. Teachers were required to submit PLC logs to site administration after each session. To support this plan and the District's emphasis on Danielson's Domain 3 (Instruction), the District included time for additional PLCs (23) into the districtwide professional development calendar for early-release Wednesdays.

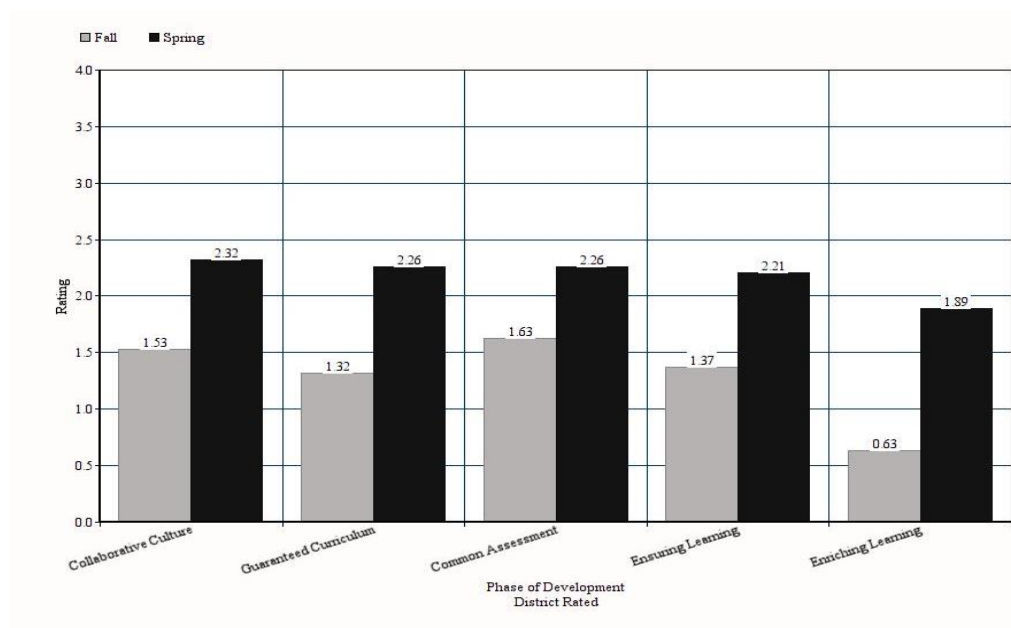
Even with more PLC trainings scheduled during early-release Wednesdays, the District expected magnets to go beyond the District requirement for PLC implementation. Thus, MSCs submitted a fixed PLC schedule to the District office with their best-faith efforts put forward for maximum time allotted to each team. Actual time devoted to PLCs varied by school according to a variety of factors, such as the number of elective teachers and the number of periods in the school day. For example, Dodge has a six-period day, making scheduling PLCs difficult, and thus Dodge logged 23.5 hours of PLC time over the course of the school year. By comparison, Mansfeld has a seven-period day, and thus logged 116 hours of PLC time. PLC times also varied depending on the amount of time teachers were willing to spend after school. Added duty funds were available for those teams willing to work in PLCs beyond the school day. Time spent in PLCs outside of the school day was noted on PLC logs and in the Time Clock Plus employee system. Because this was the second year of Time Clock Plus implementation, the District used a more established process for compensating employees for added duty.

Given the emphasis on building strong PLCs, the District offered MSCs professional development focused on facilitating PLCs during monthly meetings. During two of these sessions, the Assessment and Program Evaluation Department partnered with Magnet Programs to provide professional development support for MSCs on how to access, organize, and disaggregate benchmark assessment data;

create meaningful common formative assessments to guide instruction; and analyze student work most effectively. The professional development and assessment team provided a session focused on how to facilitate PLCs using scenario analyses. Professional development also included training on using the District PLC guide, including the PLC log, rubric, resources, and a task analysis planning tool, and calendaring PLCs and unwrapping standards. The District tasked MSCs with facilitating or being actively involved in PLC teams using knowledge from these professional development sessions (**Appendix II – 27, Magnet PLC Schedules and PD Schedules**).

Site-level PLC facilitators maintained PLC logs on each campus, which included agendas for each PLC, the date and time of the meeting, and the participants (**Appendix II – 28, Example-Magnet PLC Log.Drachman**). Most schools included specific details regarding data analysis and action steps. Magnet Programs visited each school at least once per semester and made unofficial visits on an as-needed basis. To track these visits, Magnet Programs created an observation template based on the District’s rubric (**Appendix II – 29, Magnet PLC Observation Template 2016.17**). After visits, the observer and facilitator met to debrief the session and discuss strengths and enhancements.

During fall 2016, the District evaluated magnet schools’ progress in effectively implementing and utilizing PLCs. After the fall observation, Magnet Programs notified school administrators and directors of any areas needing specific support. The District compared fall 2016 results with the PLC ratings from spring 2017. The average rubric ratings indicate improvement in all identified areas from fall to spring, as shown in Graph 2.7 below.

Graph 2.7: Magnet School PLC Growth, 2016-17

However, significant room for growth still exists. On a four-point scale, the highest average score was 2.32 (Collaborative Culture) and the lowest was 1.89 (Enriching Learning). In 2017-18, a consultant with expertise in PLCs will offer in-depth training and support to the six transition campuses. The District will offer continued professional development to magnet campuses, each of which will be required to provide a detailed action plan regarding PLC implementation in their MSPs.

6. Family and Community Engagement

Magnet Programs supported schools in adding the FACE component to their MSPs. This objective complemented each school's Title 1 Continuous Improvement Plan and focused on academic family engagement. To ensure that FACE opportunities maximized interest and participation potential, MSCs supported the implementation of the six types of involvement that the National Network of Partnership Schools at John's Hopkins University have indicated are keys to successful partnerships. These include parenting, communicating, volunteering, learning at home, decision making, and collaboration with the community.

Each campus advertised family engagement events through flyers, newsletters, and social media. Every magnet campus was able to document at least one event from each of the six types of family engagement opportunities for SY2016-17. This was the second year in a row in which 100 percent of magnet

schools documented family engagement events in every one of the six types of family engagement (**Appendix – 30, Magnet Family Engagement 2016.17**).

7. Related Commitments

a. Magnet Stipulation and Hiring Efforts

Given the strong need to build on the quality of instruction at magnet schools, the District offered magnet stipends to recruit and retain certified teachers at magnet schools. Existing magnet teachers received a retention stipend of \$1,250, and teachers hired to teach at a magnet school (or in a magnet program) received a recruitment stipend of \$2,500. In SY2017-18, the District will continue to promote the recruitment stipend to recruit new teachers to magnet schools, as required under the USP.

The District ensured that magnet principals had priority in hiring to fill vacant positions. On January 20, 2017, the Human Resources (HR) Department held a magnet-only job fair to fill vacancies in SY2016-17 and recruit for SY2017-18. Eight magnet schools and approximately 130 applicants participated. From that job fair, the District hired approximately 30 magnet teachers. HR continued to monitor magnet school vacancies weekly and provided frequent updates to Desegregation leadership. During the course of SY2016-17, magnet school vacancies decreased from 46 to 21.

The HR staff also made personal phone calls to retirees and the substitute teacher pool (in lieu of the automated system regularly used to schedule substitute teachers) in an attempt to fill the magnet school vacancies with highly qualified, long-term substitutes.

During the school year, magnet school principals had immediate access to the District's applicant pool. Once an individual completed an online application, the magnet school principal was able to review the application immediately. Non-magnet school principals did not have the same access to new applicant information. HR also posted magnet school vacancies earlier than those non-magnet vacancies and prioritized the hiring of magnet school administrators.

b. Evaluation; Modification and/or Planning for New Magnets

During summer 2016, the District released a Request for Proposals for outside magnet program expertise, including survey creation and analysis. Of the three entities that submitted RFPs, the District selected Marzano Research

(Marzano) to provide research and evaluation services. Marzano partnered with District's Magnet Programs to develop research questions and submitted a final report with their findings on October 6, 2016.

Evaluation of Existing Magnets

To evaluate existing magnet schools, Marzano assessed progress towards integration and improving academic achievement. Findings based on integration data obtained from the District indicated that five of the nineteen magnet schools had a Hispanic enrollment of more than 70 percent during SY2015-16. Achievement data were based on the following goal: The achievement gaps between the racial groups participating in magnet programs should be less than the achievement gaps between racial groups. Findings indicated that seven magnet schools had mathematics achievement gaps for African American students that were smaller than the District achievement gaps during SY2015-16. Seven magnet schools also had smaller mathematics achievement gaps for Hispanic students than District achievement gaps for these students. Similarly, seven magnet schools had smaller ELA achievement gaps than the District for African American students, and eight schools had smaller ELA achievement gaps for Hispanic students (**Appendix II – 31, II.K.1.d Marzano Magnet Evaluation Report 111116**).

Modifying Existing Magnets and/or Planning for New Magnets

To provide the District with public opinion regarding future magnet themes, Marzano launched a survey to gather family and community data. Surveys were gathered from 1,928 respondents. Research questions included:

1. How attractive are magnet themes under consideration to parents in the District?
2. What factors influence parents' decisions to send their students to magnet schools?

Magnet theme preferences were broken down by ethnicity. Findings from the survey are found in Table 2.8 below:

Table 2.8: Themes Selected As Most Interesting By Parents (by Racial/Ethnic Group)

White		Hispanic		African American	
Theme	%	Theme	%	Theme	%
STEAM	23.2	STEAM	21.8	STEAM	24.1
Fine and performing arts	16.4	Dual-language English and Spanish	20.5	Fine and performing arts	17.6
Gifted education	12.2	Early college	18.7	Early college	15.7
Early college	11.6	Fine and performing arts	17.1	Dual-language English and Spanish	13.9

To answer the second question, parents were asked to select the two themes that were most interesting for one of their children, and then were asked a set of follow-up questions regarding school locations and travel times. At least 10 percent of respondents selected six magnet themes, which included STEAM; Fine and Performing Arts; Early College; Dual Language English and Spanish; Gifted Education; and STEM. Marzano presented the results in its report side-by-side with regional preference and the maximum time that parents would consider having their child travel to a school with each theme. (**Appendix II – 31, II.K.1.d. Marzano Magnet Evaluation Report 111116**).

Results show that, on average, parents are unwilling to have their child spend more than 31 minutes traveling. There is a strong preference for centrally located campuses. The District closely examined the results in its assessments of new magnet programs.

c. Development and Finalization of 2017-18 Transition Plans, Magnet School Plans, and Related Budgets

The following sections outline the support provided for, and the processes involved in, the creation of transition plans and MSPs (including related budgets) for SY2017-18.

Developing Transition Plans and Budgets for SY2017-18

1. Development (Winter 2016/Spring 2017)

The Court Order re: Revised CMP, November 19, 2015 [ECF 1870] directed the District to develop transition plans for schools that could potentially lose

magnet status within six months (by May 2016). The District completed these plans for identified schools by May 19, 2016.

During the fall semester of SY2016-17, the Special Master recommended the withdrawal of magnet status for six schools: Cholla, Ochoa, Robison, Pueblo, Safford, and Utterback. This determination was based on enrollment data from SY2015-16 and SY2016-17 indicating that these schools exceeded 70 percent enrollment of students of a single race/ethnicity and had not made significant progress in integrating entry-level grades. Three other schools also did not meet the required criteria, but retained magnet status: Carrillo and Drachman showed some progress, and Roskrige is a dual language school.

To prepare for the withdrawal of magnet status in fall 2016, each of the six schools at issue wrote and submitted a transition plan to the District in spring 2016 detailing how the school would continue to support its goals and strategies for student achievement. When the Special Master filed his recommendation for withdrawal of the six schools' magnet status with the Court on November 15, 2016, Magnet Programs reviewed these plans. The transition plans stated under the section labeled "Step 1B: Transition Plan: New Strategies to Improve Academy Achievement," that the information in the plan comprised the initial transition plan; however, if magnet statuses were lost, then each school would submit a more developed and detailed transition plan.

Magnet Programs developed a detailed guide to help the transitioning schools develop their comprehensive transition plans for SY2017-18. The guide was designed to provide clarity by prompting guiding questions and including definitions and explanations for each step and task, including examples for each section. The guide included sections on school data, determining school goals and measurable objectives, action plans, quick wins, and budgetary needs assessments.

To ensure that every transition plan included all necessary components, Magnet Programs also developed a transition plan template that aligned with each section of the guidance document. The transitioning schools used the template and guide as each systematically developed a transition plan (**Appendix II – 33, Transition Plan Development Info**). To develop the detailed transition plan, each transition school administrator formed a school transition leadership team that consisted of the principal, magnet coordinator, and other school personnel with a significant impact on school improvement.

On November 21, 2016, Magnet Programs presented the detailed transition plan guide during a meeting with all six principals and members of their school transition leadership teams (**Appendix II – 34, Transition Team Initial Meeting Sign-in Sheets**). District personnel from the magnet and ALE departments also attended. The purpose of the meeting was to prepare each team for the required steps and tasks for developing and completing a specific, detailed transition plan for SY2017-18. Magnet Programs required transition teams to attend four transition planning meetings (**Appendix II – 33, Transition Plan Development Info**).

Magnet Programs provided support outside of the required planning dates as requested by school transition teams while they worked through transition planning. *Id.* The Assessment and Program Evaluation Department provided current performance data for each transitioning school to support the analysis. Transition teams worked together through a data inquiry process in which the current school achievement data were used to identify trends and prioritize concerns, determine root causes, set goals and objectives, and determine how progress and implementation of identified strategies would be monitored. *Id.* The District determined that the transition plans needed to be designed and planned around the following strategic focus areas: Tier 1 instruction for ELA and math; Tier 2 instruction for ELA and math; and PLCs. Each school's primary focus was to determine strategies that focused on meeting the academic needs of the lowest achieving students in math and ELA.

Each school's transition team determined detailed actions steps tailored around student, faculty, and school needs. Teams described specific steps for each strategic focus area, including school personnel responsibilities for implementation and, if needed, the use of external consultants. Action steps also included the delivery of high-quality professional development required to ensure effective implementation of each strategic focus area.

Once action steps and progress monitoring were completed, transition teams identified early and noticeable "wins" that would indicate forward momentum for the transition initiative once implemented. The final section of transition planning provided an overview of the budget considerations that each school needed to make for successful implementation of the SY2017-18 transition initiative. Each transition school prioritized budget needs based on the action steps that correlated to the highest impact on student achievement.

Magnet Programs met with each transition school principal and their transition team members to review their school's transition plan for SY2017-18 before submission to the District, Special Master, and Court. *Id.* To ensure effective implementation of each school's transition plan, Magnet Programs reviewed budgetary needs with each transition principal and other transition leadership team members, prioritizing funding needs and alignment to action steps for each strategic focus area. Funding needs included support personnel, teachers, professional development, external consultants, Tier 2 instructional support and technology, and other capital items. Prioritizing funding needs focused first on meeting the needs of the lowest achieving students in math and ELA, and then on providing faculty with the knowledge needed to implement their areas of responsibility as outlined in the transition plan. *Id.*

The detailed transition guidance also included a section asking principals and school transition leadership teams to calendar, according to their best estimates, activities and events that address action step implementation under each strategic focus area. During the transition planning time period, Magnet Programs scheduled the transition calendars to be completed and submitted to the department by March 17, 2017. This gave time for each school, upon completing its transition plan, to focus on planning transition activities during each month of SY2017-18, including 2017 summer professional development. To further assist schools in planning inclusive and thorough transition calendars, Magnet Programs developed a calendar template that included the date, action step implementation, transition strategy and action step number, facilitator and location, and funding source. Magnet Programs met with each principal and members of their transition leadership team to review the calendar template with the expectation that each action step be calendared throughout SY2017-18. The District required schools to plan weekly focus areas for PLCs and Wednesday professional development topics. *Id.*

In January 2017, the District filed transition plans with the Court [ECF 1984 and 1984-1]. In February, the Special Master filed recommendations on the initial plans [ECF 1987 and 1988]. In March, the District responded to the Special Master's recommendations [ECF 1994]. Also in March, the Court approved the transition plans and provided guidance on the future development and implementation of the plans and their budgets. The Court also specified that the District was to implement plans for one year only and indicated that the parties may make additional objections to the adequacy of the plans through the budget development process.

Accordingly, the District continued to develop transition plans and budgets, with Special Master and Plaintiff input, during the spring budget process. This development included the submission of final, revised transition plans in May 2017 to address budget concerns (*see* Section X.B of this report). Pursuant to the Court’s March order, the District suspended the proposed expansion of dual language programs at Ochoa Elementary and Pueblo High during implementation of the transition plans in SY2017-2018. In August 2017, the District provided to the Plaintiffs and Special Master the implementation timelines, as required by the Court.

2. Planning and Implementation (Spring and Summer 2017)

Each transition school included the transition process and planning as an agenda item for its Site Council—a group of staff, parents, and community members that meets on a variety of issues. The transition principals communicated this agenda item in advance to the school community, including parents. The Magnet director, School Leadership director, and assistant superintendent for Curriculum and Instruction attended these Site Council meetings to answer questions about the transition process. Each transition principal led a presentation regarding the school’s transition plan and direction and answered relevant questions.

Table 2.9: Site Council Meetings

Date	School	Presenter
Monday, March 13, 2017	Utterback MS	Interim Principal Daranyi
Tuesday, March 14, 2017	Cholla HS	Principal Armenta
Tuesday, April 11, 2017	Ochoa ES	Interim Principal McCorkle
Wednesday, April 12, 2017	Safford K-8	Principal Gabaldon
Thursday, April 20, 2017	Robison ES	Principal Laird
Thursday, May 11, 2017	Pueblo HS	Principal Romero

The District is still developing schedules for proposed PLC training for transition schools for SY2017-18. The purpose of this training is to increase the effectiveness of PLCs at each transition school, with the goal of increasing academic achievement for students on each campus. The training will cover topics such as building a collaborative culture, creating common formative assessments, analyzing student work, and adjusting instruction according to assessment data and the needs of each school (**Appendix II – 35, Draft PLC Training Calendar**).

3. Developing Magnet School Plans and Budgets for SY2017-18

As mentioned previously, MSPs began in SY2015-16 as two-year plans. Therefore, MSPs for SY2016-17 continued to build on the benchmark goals and

strategies written in the 2015-16 MSPs (**Appendix II – 36, 2017-18 Magnet Site Plans**). At the end of the first semester, after reviewing integration data from 40th-day enrollment reports and actively assessing academic benchmark data, magnet site teams began working with Magnet Programs to develop MSPs for SY2017-18.

Title 1 CIPs for 2016-17, written in concert with MSPs, provided more detail for each school's academic strategies. For SY2017-18, Magnet Programs collaborated closely with the Grants and Federal Programs Department to ensure that Arizona's new Comprehensive Needs Assessment (CNA) and School Integrated Action Plan (SIAP) will align to each school's MSP/transition plan. These departments worked together to provide school leadership teams with training and work sessions to assist with CNA completion. The Magnet director also met with each continuing magnet school principal individually during summer 2017 to review the CNA and collaboratively develop the 2017-18 MSP that was then incorporated into the SIAP. The SY2016-17 MSP format will continue to be used to assist schools for budgeting purposes only; MSPs will include more specific goals, action steps, and strategies than in previous years. To ensure comprehensive planning, the District developed a template and guide for use by magnet school leaders (**Appendix II – 37, Magnet IAP Planning Guide** and **Appendix II – 38, Magnet IAP Planning Template**). Schools that lost their magnet status at the end of SY2016-17 will be asked to review their transition plans to ensure that the information from their CNA is appropriately incorporated before beginning to write the SIAP.

C. Application and Selection Process

All District students seeking to attend a school other than their home school must submit an application to a magnet or non-magnet school through open enrollment (**Appendix II – 39, Open Enrollment-Magnet Application SY2016-17**). For those schools whose applications exceed the number of available seats (oversubscribed schools), the District places the student's application into a lottery. The lottery process gives admission priority to students whose presence increases integration (**Appendix II – 40, 165F18, II.K.1.h Admissions Process, Regulation JFB-R4**). Because Arizona is an open enrollment state, students may attend any public school upon applying, depending on availability. The goal of open enrollment is to provide families with multiple educational choices and enhance integration by promoting voluntary movement. However, because of open enrollment, a school district cannot easily change the composition of any school site merely by changing attendance boundaries. It is thus the admissions process more than the boundary

review process that has a greater chance of improving the integration status of certain schools.

This section describes improvements to the school choice application and selection processes, process implementation and related outcomes, and plans for future improvement.

1. Evaluating and Improving the School Choice Process

Before the priority enrollment period in fall 2016, School Community Services staff visited schools to gain perspective about specific learning environments, neighborhood locations, magnet programs, advanced learning opportunities, communication issues, and unique programs. Staff then used this insight, including details of proposed changes to school programs for SY2017-18, to more effectively market individual schools to parents and families, recruit students, and facilitate the lottery process. School visits reinforced departmental relationships with schools, resulting in staff members who were more informed and responsive to community inquiries about schools and their programs and/or services.

Based on feedback from schools, parents, and staff, the District updated the school choice application with information about unique school programs and resources. Revisions included specific information about programs at each school to help parents and students make informed decisions about where to apply and enroll. The District posted translations into major languages on the Tucson Unified website, increasing community accessibility to the school choice options. Major languages for SY2016-17 included English, Spanish, Arabic, Somali, Swahili, and Kirundi. (See Section VII for more information on major languages and family engagement.)

The District continued its efforts to provide families with multiple ways to apply by providing and accepting applications at the District's central offices, school sites, Enrollment Bus (which visits schools and sites throughout the community), FRCs, and via email. School Community Services facilitates equitable student placements at oversubscribed and racially concentrated schools through its adherence to organizational practices implemented the previous year, including school community outreach, consistent communication practices, and participation in strategic marketing events throughout the wider community.

The District brought the Enrollment Bus to major events to educate the community and process applications on the spot. District staff from multiple departments collaborated to communicate information to students, families, and the community regarding the lottery process, application due dates, and lottery dates. Efforts included direct phone calls, email inquiries, the weekly *Superintendent Newsletter*, academic leadership newsletters, website postings, committee meetings, leadership meetings, and postings on the District's social media accounts. District staff worked diligently to respond to all inquiries within 24 hours.

The District continued to adjust the application due dates for parent responses to placement offers to better align with the school calendar. The modified calendar ensured parents had accessibility to School Community Services, District offices, and schools for assistance if needed. The revised dates provided more time and opportunity for parents to visit schools, interact with the school community, and select the best choice for their student. When parents did not accept placement offers, the District released the applications back into the next round of the lottery process. This way, parents had multiple opportunities to accept offers at schools of their choice, even when they did not get their first or second choice. These steps were critical in improving the experience and outcomes for parents, encouraging them to continue to consider schools outside their immediate neighborhood and supporting voluntary movement in manners that promoted integration.

2. Outcomes

Ongoing evaluation led to improvements in the application and selection process. The District held the initial lottery in January 2017, at the close of the priority enrollment window. The following table shows the schools and programs with oversubscribed entry grades at the time of the first lottery (oversubscribed by ten or more students for two years: SY2016-17 and SY2017-18).

Table 2.10: Oversubscribed Schools for SY2017-18 (Based on Available Seats)

School	Program	Grade	Applications	Seats
Davis ES	Magnet	K	87	39
Hughes ES	Open Enrollment	K	96	22
Roskruge K-8	Magnet	K	52	35
Miles ELC K-8	Open Enrollment	K and 6th	119	30
Dodge MS	Magnet	6th	243	124
Tucson HS Fine Arts and Natural Sciences Programs	Magnet	9th	748	462

The 2017-18 applications for kindergarten at Davis, Roskrug, Hughes, and Miles and for 6th grade at Dodge and Miles exceeded the number of seats available at those schools. Of these, three (Miles, Roskrug 6-8, and Dodge) do not have attendance boundaries.

The lottery selection process changed the demographics of four of the six schools that were oversubscribed in the first lottery, bringing them closer to target racial/ethnic compositions. As shown in Table 2.11 below, the selection process positively affected the racial/ethnic composition of Davis, Roskrug, Dodge, and Tucson High. The two remaining schools (Hughes and Miles) did not have enough applicants in the necessary racial/ethnic categories for the selection process to have a positive impact.

Table 2.11: Summary of Lottery Results in Oversubscribed Schools

School (Grade)	Group	White/ Anglo	African Am.	Hispanic	Native Am.	Asian Am.	Multi Racial
Davis (K)	Neighborhood	8%	4%	81%	4%	0%	4%
	Placement	49%	21%	15%	5%	5%	5%
	Projected Enrollment	55%	9%	27%	9%	0%	0%
Hughes (K)	Neighborhood	43%	4%	39%	0%	7%	7%
	Placement	0%	18%	76%	0%	0%	6%
	Projected Enrollment	0%	14%	68%	9%	0%	9%
Roskrug (K)	Neighborhood	7%	7%	87%	0%	0%	0%
	Placement	26%	11%	49%	6%	3%	6%
	Projected Enrollment	6%	6%	83%	6%	0%	0%
Miles ELC (K)	Neighborhood	No attendance area					
	Placement	19%	8%	62%	4%	4%	4%
	Projected Enrollment	17%	4%	70%	0%	4%	4%

School (Grade)	Group	White/ Anglo	African Am.	Hispanic	Native Am.	Asian Am.	Multi Racial
Miles ELC (6)	Neighborhood	No attendance area					
	Placement	25%	0%	75%	0%	0%	0%
	Projected Enrollment	25%	0%	75%	0%	0%	0%
Dodge (6)	Neighborhood	No attendance area					
	Placement	27%	10%	53%	3%	2%	3%
	Projected Enrollment	25%	9%	56%	3%	3%	4%
Tucson High Magnet (9)	Neighborhood	10%	6%	77%	4%	2%	2%
	Placement	41%	12%	37%	2%	4%	4%
	Projected Enrollment	24%	7%	60%	3%	3%	2%

The District ran additional lotteries in February, March, April, May, and June 2017 and continued to accept applications and offer placements as long as space was available. The District received 4,834 applications in 2016 for SY2017-18, compared to 3,803 applications received in 2015 for SY2016-17—an increase of more than 1,000 applications—as a result of increased marketing, outreach, and recruitment efforts.

In summer 2016, District staff engaged in a comprehensive review of data pertaining to student placements to determine the overall effectiveness of the process and the specific impacts for oversubscribed schools, integration, and demographic shifts. The directors of Student Assignment and Student Placement, as well as representatives from multiple other departments, are continuing to assess placement data, successful outcomes from practices and applications, and opportunities to enhance the SY2018-19 process.

As detailed below, the team also is considering upgrades to maximize functionality of Synergy, the new SIS, and Smart Choice, the student placement software.

3. Plans for the Future to Improve Program Delivery

School Community Services staff members continue to serve on district-level committees for Smart Choice implementation, the Getting Kids to School Committee for the Transportation Department's software upgrade, and the CSA committee. Staff members also participated in the implementation of Smart Choice software to facilitate the management of the student placement process for oversubscribed schools. Both Synergy and Smart Choice software went live in July 2016, but the District is still working to make necessary adjustments following the transition. The District started the SY2016-17 process with Mojave, but it transitioned to Smart Choice in July 2016. The District implemented a full lottery process with Smart Choice in SY2017-18 and is actively working to facilitate streamlined processes and two-way feedback regarding student assignment and placement. District staff continues to work to enhance the dissemination of information to the community regarding the lottery process, timelines, and the defined parameters that support equitable student access to school choice. Online access and submission is available to enhance the student placement process.

Representatives from School Community Services, Advanced Learning Experiences, Student Assignment, Student Placement, and Technology Services (TS) continued to meet during summer 2017 to plan for a more streamlined and coordinated student placement process for SY2018-19.

D. Marketing, Outreach, and Recruitment Plan

The District developed the MORE Plan in 2013-14 to expand opportunities for students of all racial and ethnic backgrounds to attend an integrated school and to provide African American families, Hispanic families, and community members information about educational options available at the District.²⁵ In SY2016-17, the District assessed existing strategies and, where applicable, made adjustments with an eye toward continuing what had worked and finding new ways to reach its target audiences.

As outlined in the USP and the MORE plan, the District continued to participate in marketing and recruitment fairs in geographically diverse locations; update its information guide; develop its FRCs to assist with enrollment, attendance,

²⁵ The USP requires the District to develop marketing, outreach, and recruitment strategies to "provide information to African American and Latino families and community members throughout the District about the educational options available in the District." USP § II(I).

and program questions and concerns; engage with community groups to share information; involve local stakeholder organizations in the enrollment process; use technology to manage the student assignment process; develop and make available web-based interfaces for families to learn about schools and submit applications; and reach out to 5th- and 8th-grade families to assist them in making school choice decisions.

In SY2016-17, the District took additional steps to reach out to the community, including designing a new website, relaunching TUSD Español, improving the use of social media as a communication and marketing tool, and marketing the benefits of diversity in education.

1. Marketing and Recruitment Fairs in Geographically Diverse Locations

District representatives attended fourteen community events between July 2016 and April 2017 to promote the District and increase enrollment (**Appendix II – 41, List of Community Events**). Staff members knowledgeable about schools and programs staffed booths and tents to engage with families and provide information about educational and enrichment opportunities at the District. The District chose geographically diverse events that would appeal to school-age audiences and parents.

To determine which events to attend, the District also considered the level of advertising that event partners would contribute to offset advertising costs. For example, Reid Park Zoo widely advertised its events, such as “Howloween at the Zoo” and “Zoo Lights,” which were cost-effective and well attended. The Tucson Children’s Museum supported several events, including the School Choice Expo, which featured more than twenty schools. Approximately 600 adults and children attended the Expo, and 150 families filled out school choice applications. The District will continue to evaluate events based on potential participant demographics, level of partner advertising, and timing for premiere recruiting windows.

2. Information Guide

The Catalog of Schools is an information guide about schools and District resources. The District developed the original catalog in 2014-15 and produces an updated version each year to ensure its accuracy. The catalog is posted on the District’s website and is also available as a mobile application on iTunes, which allows parents to easily access the guide from their mobile phones. At the same

time, the District is creating a library of school information that can be printed on a school-by-school basis. The library is designed to be the foundation for a subsequent school choice guide. The existing catalog is available online in English, Spanish, Vietnamese, Somali, and Arabic (**Appendix II – 42, School Choice Guide Examples**).

3. Developing Family Center(s) to Assist Parents and Students

School Information Center

Through its School and Community Services Department, the District operates the School Information Center at its central headquarters. The center primarily focuses on providing families with information about school choice, enrollment, and transportation. It also provides information to families about other academic options available in the District, such as magnets, dual language, and ALEs. The center is equipped with Internet access and multiple computers so that parents can complete school enrollment applications online or on paper and submit them on-site.

The table below outlines more than 31,500 contacts that the center logged with families as of June 9, 2017.

Table 2.12: 2016-17 Open Enrollment/Magnet (OE/M) Contacts

	OE/M Phone calls	ORR Walk-ins	Total Visits
Central – School Information Center	18,923	5,808	*6,868
*Total Visits includes: ALE, Child Find, Foreign Exchange, Guardianship, District Info, McKinney-Vento, Preschool, Student Records, and Transportation			

Family Resource Centers

To support magnet and open enrollment opportunities, the FRCs helped families obtain information about school choice, transportation opportunities, and magnet and open enrollment applications. The centers offered open enrollment workshops; informational sessions about magnet programs, the TWDL program and ALEs, including GATE programs; and access to the Enrollment Bus. The FRCs also provided information and outreach to families about school choice. Every FRC provided the Catalog of Schools and additional literature about magnet programs. More than 11,000 adults visited the FRCs through April 30, 2017. The FRCs also published magnet and open enrollment information on the FRC Facebook page, and they included information about open enrollment support on monthly calendars

and ParentLink emails. FRC ParentLink emails and Facebook posts providing specific information about school choice accounted for nearly 96,000 contacts with families. FRC staff attended events featuring magnet programs, including resource fairs at Tucson High, Parent University at Pima Community College-West Campus, Tucson Festival of Books at the University of Arizona, and District magnet fairs at the Tucson Children's Museum.

To facilitate increased access to school choice applications, the FRCs provided hard copies of school choice applications. The FRCs also provided computer access and individual support to parents/guardians to help them complete applications. In addition, FRC staff assisted families in accessing transportation for open enrollment by using the School Choice Calculator to determine transportation eligibility to a selected school site. For more details about outreach and recruitment efforts at the four FRCs, see Section VII.E.

To provide a better understanding about school choice and free magnet transportation to all District stakeholders, Magnet Programs staff presented an informational session for all Family and Community Outreach staff. The informational session covered a number of topics, including school choice and applications, magnet themes, diversity and integration goals, transportation, and CMP details. The staff also were informed about school choice/magnet events, marketing and student recruitment (with an emphasis on transportation and integration), and each magnet campus.

To advance school integration, the District's designated director of Student Assignment worked with the CSA committee to coordinate existing student assignment activities and develop new strategies for school integration. The committee met on a weekly basis to develop, review, analyze, and implement initiatives that promote school integration and monitor the effectiveness of current initiatives. To improve coordination of integration efforts at the FRCs, the director of the District's Family and Community Outreach department, which encompasses the FRC program, also served on the committee during SY2016-17. The District's coordinated school integration efforts are discussed in greater detail later in this section.

4. Marketing and Outreach Efforts

Marketing Packages

The District created marketing packages for schools to help educate families, the community, and stakeholders about available programs. The marketing packages included items such as informational rack cards, flyers, postcards, and pull-up banners. The District focused on schools that have experienced drops in enrollment and schools (particularly magnet and integrated schools) that are most active in participating in outreach events. As of June 1, 2017, the District had provided marketing packages to 35 schools (**Appendix II – 43, Sample Marketing Package – Bloom ES**). Schools use the marketing packages for direct student recruiting and marketing at community events, such as the School Choice Fair, Tucson Festival of Books, and Dia Del Niños. The rack cards also are stocked on the Enrollment Bus and are available at the FRCs and in School Community Services.

Priority Enrollment Window

The District also focused marketing efforts on the open enrollment/school choice priority enrollment window, which opened in fall 2016 for SY2017-18. Before the window opened, the District began messaging and marketing to families and students using geo-advertising (discussed below), social media, the *Superintendent Newsletter*, and event marketing. This marketing continued throughout winter and spring, publicizing the lottery by grade level, with a particular emphasis on kindergarten and middle school.

Geo-Advertising

The District used geo-advertising (geo-marketing and geo-fencing) to target messaging to African American and Hispanic families on all platforms. Geo-advertising uses public demographic information to identify target audiences and “follows” users as they browse the Internet on computers and mobile devices, serving them with relevant advertising (**Appendix II – 44, Geo Targeting Returns Exemplar**). The District contracted with KVOA television station, which produced and delivered commercials to inform families about magnet and open enrollment windows. The District shared the same commercials with Telemundo for translation and airing on Spanish language channels (**Appendix II – 45, Commercial Information**).

Social Media

In addition to airing television commercials, the District sent press releases to local media and used social media, particularly Facebook and Twitter, to disseminate information to parents and families about open enrollment and the school lottery (**Appendix II – 46, Press Release Exemplars and Social Media Post Screenshots**). Posts specific to open enrollment and the school choice lottery did not receive high levels of traffic on social media, unless the District paid to boost the posts or advertise them to local timelines (**Appendix II – 47, Samples of Boosted Posts**). The District’s overall presence on social media increased significantly, however. As of June 2017, the District Facebook page had more than 12,000 “likes,” up from approximately 9,900 in 2015-16 (**Appendix II – 48, Facebook Data**).

New Marketing Venues and Vehicles

The District utilized new approaches to marketing, including advertising at Park Place Mall and in OnMedia, a performance arts publication. At the mall, the District had a large “skybanner” that was placed over the children’s play area, as well as a video advertisement in the adjacent food court from November 21, 2016 to January 31, 2017. The advertising company that handles the mall estimated that the skybanner had more than 1.2 million views and the digital video advertisement had more than 2.2 million views. The OnMedia advertisement is ongoing and is expected to reach about 30,000 people.

#TeamTUSD

To reach out directly to community partners in SY2016-17, the District expanded its #TeamTUSD campaign to include community partners who support its schools (**Appendix II – 49, Community Partners**). The District designed the campaign to increase positive messaging about the schools and the District to internal and external audiences. Each feature consists of a shareable photo of members of a designated team, such as a school, a department, a student club, or community partners. The people in the photos hold signs with phrases such as “Teachers Love to Teach,” “Students Love to Learn,” and “People Love to Work.” The feature appears bimonthly in the *Superintendent Newsletter* with a brief description of what the team does at the District.

The District also recognized community partners at Governing Board meetings, where the teams were shown at work in a video and received a poster with photos of volunteers at schools. During each community #TeamTUSD event,

District staff distributed a #TeamTUSD bookmark with information about other ways volunteers can connect and help at its schools.

The District created an online form to make it easy to nominate a potential team member (**Appendix II – 50, TeamTUSD nomination form**). As of May 10, 2017, the District had featured 30 teams (**Appendix II – 51, Sample Screenshots from Tucson Unified Website**).

5. Developing a Web-based Interface for Families

In addition to the Catalog of Schools, the School Choice Calculator, and the online enrollment applications, the District continued to produce dynamic, shareable video tours of school sites during SY2016-17, posting them on the schools' websites to help families learn about schools. The Communications and Media Relations Department worked with principals to determine specific programs to highlight as part of each school's "secret sauce," schedule video shoots, and identify students and staff willing to participate. With each of the videos, District staff paid particular attention to highlighting diversity as a key factor both in pre-production and in developing the finished product.

As the priority enrollment windows opened in the fall, the District prioritized school video production based on each school's enrollment and integration needs (**Appendix II – 52, Priority List of Schools**). Once completed, the District shared the videos with schools and webmasters, who were asked to post them online (**Appendix II – 53, Links to Select Videos**). Although the District focused on priority schools, the District plans to create similar videos for every District school. By June 2017, the District posted the following videos:

- Five videos for Bonillas Magnet Elementary School
- Four videos for Tully Magnet Elementary School
- Four videos for Bloom Dual Language Elementary School
- Four videos for Utterback Middle School
- Five videos for Borton Primary Magnet School
- Five videos for Mansfeld Middle Magnet School
- Four videos for Johnson Primary School
- Four videos for Tolson Elementary School

In SY2015-16, the District completed:

- Four videos for Lawrence 3-8 School
- Four videos for Grijalva Elementary School
- Four videos for Magee Middle School
- Three videos for Roberts/Naylor K-8 School
- Three videos for Roskrue Bilingual Magnet Middle School

In addition to school tour videos, the District produced additional event and project videos for schools. Site webmasters posted these videos on school websites and maintained them centrally. In SY2016-17, the District posted more than 150 videos on school websites (**Appendix II – 54, List of Videos and Postings**).

6. Outreach to 5th and 8th Grades

In 2016-17, the District once again supported families transitioning from elementary to middle school with the Level Up program. Through the Level Up program, 5th graders visited middle and K-8 schools, receiving information about each school to help families make informed choices for children completing elementary school. Level Up branding gave the program a public presence, and Level Up marketing targeted families based on their children's age for greater impact. The District sent mailers to English- and Spanish-speaking households with children ages nine to eleven to inform them about the school choices that the District offers. The District also created a website that includes information and videos about the schools, branded PowerPoint slides for schools to use in presentations (**Appendix II – 55, Level Up Marketing Materials**), and dynamic, shareable videos featuring middle and K-8 schools (**Appendix II – 56, Links to YouTube Videos**).

The District targeted 8th graders for additional recruiting through the High School Expo, a three-day event in November. The District brought 8th grade students from every middle/K-8 school to Santa Rita High School to explore their high school options in one place. This event included all high schools and highlighted the different programs available through various departments. The District also mailed open enrollment postcards about school choice options to all 5th and 8th graders, in both English and Spanish, in targeted zip codes during the first round of the lottery process (**Appendix II – 57, Direct Mail for 5th and 8th**). The District mailed close to 4,000 Level Up postcards and more than 4,000 high school postcards.

7. New District Website

In SY2016-17, the District completed a competitive bidding process for a content management system that would include a new District website, Intranet, and individual school websites. The District ultimately contracted with SchoolDesk, a company that specializes in school district websites, having produced 2,476 websites in 38 states. The conversion process to the new website was lengthy. In addition to working to design the new websites, the District has worked to update and migrate thousands of pages of information into the new site.

The new system offers a significant improvement for school websites. Each website has a uniform and clearly organized design, which is uniquely branded for each specific school. Information is easy for parents, students, and community members to find. Through the intuitive interface, designated school staff can easily update web content. Training and support is covered by the vendor. The new content management system is a significant step toward ensuring that all schools have current, appealing websites for marketing, recruiting, and informational purposes.

The District launched the main website and school sites in June 2017.

8. Re-Launch TUSD En Español as TuDistrito

The District hired a bilingual multimedia producer in 2017 to generate content geared toward Spanish-speaking families. The District launched a Spanish-language Facebook page (TUSD en Español) in December 2015. The District increased efforts to populate the page with additional content in SY2016-17 with the help of the bilingual multimedia producer. In February 2017, the District rebranded the page, naming it TuDistrito, and expanded to Instagram and Twitter channels (**Appendix II – 58, Screenshots of TuDistrito channels**). The District produced videos and marketing materials in Spanish and English and plans to continue to build content to serve its Spanish-speaking audience.

9. Revised Transportation Brochure

In fall 2016, the District revised and redesigned its transportation brochure to include information about express shuttle²⁶ opportunities that provide shuttles to and from Sabino High School, Magee Middle School, and Drachman Montessori K-8

²⁶ The District also sent individual mailers to homes to market the Express Bus opportunities, which are discussed in Section III.

Magnet School. The District placed these brochures in the FRCs, in School Community Services, and on the Enrollment Bus.

10. Kinder Round-Up Marketing

The District created, published, and distributed a mailer that informed families about Kinder Round-Up, the free all-day kindergarten programs at its elementary and K-8 schools. The mailer targeted families with rising kindergarteners using a mailing list that captured addresses of that demographic. The mailer was sent to 3,878 English- and Spanish-speaking households with pre-K children. The District also used social media, the *Superintendent Newsletter*, the Internet and Intranet, and geo-advertising to increase outreach to African American and Hispanic families.

The District moved the Kinder Round-Up date from March to February for 2015-16 and 2016-17 to provide more time for families to consider options. Because the first open enrollment/magnet/school choice lottery typically opens in November, the District is considering adding a fall round-up to help families make decisions about applications for the first lottery (**Appendix II – 59, Kinder Round-Up Marketing**).

11. Market the Benefits of an Integrated Education

One of the major initiatives for 2016-17 was the launch of the District's Knowledge Changes Everything initiative, which was created to market the benefits of an integrated education. The initiative includes a webpage with information from national studies; videos and commercials with personal stories; historical information; and links to the District's desegregation documents. The District printed a banner and produced an event kit with tablecloths, informational handouts, and other marketing materials to use to promote the initiative at events. The District featured Knowledge Changes Everything at the enrollment fair at the Tucson Children's Museum and the Tucson Festival of Books (**Appendix II – 60, Knowledge Changes Everything**). The District also used the Knowledge Changes Everything umbrella for teacher recruitment advertising, providing information about the benefits of a diverse teaching staff, including enhancing student learning. The District plans to expand Knowledge Changes Everything as a tool for recruitment and enrollment in the coming year.

E. Student Assignment Professional Development

To support its coordinated student assignment process, the District provides professional development to relevant staff members that outlines the many student assignment strategies and processes.²⁷ This professional development ensures that District staff are knowledgeable and prepared to assist parents and students in making informed decisions about where, how, and when to apply and enroll in the school of their choice. The training also supports the success of key student assignment-related activities that promote desegregation: the application and selection process; marketing, outreach, and recruitment; and magnet schools and programs. The training focuses on the USP student assignment objectives, the benefits of an integrated education, transportation options, open enrollment, magnets, and the application and selection process for student placement. Staff members, particularly new hires, receive focused training on the expediency and methodologies for submitting school choice applications and on the application process itself.

1. Enhancements

Based on changes made to the application and selection process in summer 2016, the District revised and enhanced staff training in October 2016, before the priority enrollment window began in late fall. Revisions included updates to reflect the magnet status of certain schools, information regarding transition schools, and the resulting implications for magnet school pipeline feeder patterns. The revisions clarified the procedures for properly handling school choice applications and streamlined the SY2016-17 application and selection process for SY2017-18.

Representatives from the School Planning, School and Community Services, TS, and Professional Development departments met to assess the effectiveness of the previous program prior to releasing the training for SY2016-17. As a result, the District enhanced training opportunities to remove ambiguities, provide emphasis where needed, and incorporate changes to the student selection process.

2. Participation

The USP states that “[all] newly-hired District personnel involved in the student assignment and/or enrollment process shall complete the training by the beginning of the fall semester of the academic year subsequent to the academic year

²⁷ See USP § II(J)(1).

during which they were hired.” USP § II(J)(1). The District exceeded that requirement, however, by providing training throughout the school year to extend the time for newly hired employees to effectively participate and assist in the student assignment and placement process. In addition, the District offered the training to existing employees to refresh their knowledge of the program.

To provide this training, the District identifies all staff that might be responsible for interacting with or responding to the community about school choice issues and requires them to participate in the training. In SY2016-17, the District provided training to staff through True North Logic (TNL) from October 2016 to May 2017 (**Appendix II – 61, II.K.1.p Master USP PD Chart**). The training module included an assessment requiring trainees to demonstrate an understanding of the open enrollment/magnet lottery application process, the responsibility of school staff in handling enrollment applications, and the benefits of an integrated education. Upon completion of the training, participants were required to complete an online assessment with a score of 80 percent or greater. Those who failed retook the training.

Although the training’s focus was on newly hired personnel, the District encouraged all staff whose duties might affect school choice to take the training, even if they had completed it in previous years. TNL only identifies employees who have enrolled in the program and those who successfully completed it. Student Assignment professional development continued to be available in TNL after December 31, 2016. Continued communications with site administrators encouraged participation by staff. As of June 9, 2017, TNL reported that 1,217 employees had enrolled in the training for SY2016-17, and 1,146 of them had successfully completed it.

To determine newly hired staff’s compliance, the District developed a list of employees hired after July 1, 2016 who were responsible for supporting or responding to school choice inquiries. The District added new site administrators hired after that date to the list and cross-referenced listed employees to verify completion of Student Assignment professional development in TNL. Of the 44 employees on the list, 40 successfully completed the training, a 4-percent increase from the previous module for 2015-16 (**Appendix 62, New-Hire Compliance for SAPD**).

The training was “onboarded” for newly hired staff in TNL for the 2017-18 training module.²⁸ The District will require newly hired administrators and targeted site employees to complete the training. It also will continue to encourage participation from extended departments and staff members who may be in communication with families regarding school choice or who affect student assignment.

The District’s senior leadership supported continuous monitoring of course enrollment and completion for the 2017-18 student assignment process, resulting in increased participation from a broader base of participants. The District’s efforts to expand the size of the participant pool has resulted in a wider range of employees receiving and internalizing the knowledge necessary to provide accurate information to parents and families, thereby enhancing opportunities for students to access oversubscribed schools and programs. In SY2016-17, participants included staff from school sites and from the Operations, Transportation, Food Services, Health Services, Finance, School Safety, and HR departments.

3. Plans for the Future to Improve Program Delivery

The District will notify all new administrators for SY2017-18 about the 2017-18 Student Assignment professional development in TNL before the start of the school year. The District also will notify principals before the start of the school year to request that those administrative and office staff who are newly hired complete the training. The District will continue to develop new strategies for further expanding the base of participants who complete the training.

F. Coordinated Student Assignment

In SY2016-17, the District continued to implement a coordinated process of student assignment utilizing its baseline strategies, including boundaries/feeder patterns; magnet schools and programs; magnet/open enrollment applications; a placement lottery; and marketing, outreach, and recruitment. In addition, the District designed new initiatives to improve integration and transportation. The District’s designated director of Student Placement worked throughout the year with staff members from multiple departments to coordinate existing student assignment activities and develop new initiatives, primarily through the CSA committee.

²⁸ The term “onboarding” refers to the menu of trainings either mandated or recommended for new hires.

In SY2016-17, the CSA not only collaborated on the implementation of cross-departmental activities to promote integration, but also focused its efforts on implementing, monitoring, and evaluating Phase I integration initiatives for SY2016-17), developing Phase II initiatives for SY2017-18; and evaluating the Marzano reports for magnet programs and schools and future potential magnets. The Phase I and II initiatives and the Marzano reports are discussed in more detail below.

1. Integration Initiatives (Phase I – 2016-17)

The District implemented the following integration initiatives in SY2016-17:

- a) Drachman Express Shuttle
- b) Magee Express Shuttle
- c) Sabino Express Shuttle
- d) Enrollment Bus
- e) Expand Self-Contained GATE to Wheeler Elementary School
- f) Expand Self-Contained GATE to Roberts-Naylor K-8 School
- g) Expand Dual Language to Bloom Elementary School

The District also established a number of metrics to measure the potential impact of each initiative toward improving integration:

- Increasing marketing, outreach, and recruitment efforts
- Increasing the number and percentage of students attending integrated schools
- Increasing the number of integrated schools
- Improving integration at schools that were close to being integrated (*i.e.*, “cusp” or “threshold” schools)
- Reducing racial concentration
- Increasing the number of students attending schools with high levels of diversity, even if these schools did not meet the USP definition of integration

As described below, the District monitored the progress of the initiatives designed in 2015-16 and implemented in 2016-17.

2. Impact of the Express Shuttles in Year 1

The District implemented three express shuttles for SY2016-17 to increase integration at Sabino High, Drachman K-8, and Magee Middle schools. Throughout the year, 20 students used the Sabino shuttle to leave a racially concentrated

boundary and attend a school where their enrollment improved integration. The Drachman and Magee shuttles did not have the same impact, as each had fewer than five riders. As a result, over the summer of 2017, the CSA assessed its existing strategies and developed new strategies to modify and improve the use of express shuttles, such as increasing the number of schools served to maximize integrative impact. For example, the District is considering adding another school to the Drachman express route to bring students from east and central Tucson to Drachman and one other west-side magnet school.

a. Impact of Enrollment Bus

The District utilized the Enrollment Bus and its resources to enhance marketing, outreach, and recruitment efforts. District staff brought the bus to more than 30 events and used bus resources to conduct marketing and recruitment efforts at eight additional events (**Appendix II – 63, List of Events Supported by the Enrollment Bus**). The District also used the bus to distribute dozens of applications to families and serve hundreds of community members by providing information about District offerings, answering parent questions, and assisting in the school choice process. District staff also collaborated with targeted schools to incorporate the Enrollment Bus in their marketing plans.

b. Impact of GATE Expansions

Wheeler

The District successfully improved integration at Wheeler with its GATE expansion initiative by increasing the number of students attending an integrated school. In SY2016-17, Wheeler became an integrated school with a student population that is now 46 percent Hispanic, 33 percent white, and 13 percent African American. As shown in Table 2.13 below, enrollment at Wheeler increased by 41 students between SY2015-16 and SY2016-17.

Table 2.13: Wheeler 40th-day Enrollment (2015-16 and 2016-17)

	White		African American		Hispanic/Latino		Native American		Asian/Pac Islander		Multi-Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
2015-16	135	37%	42	11%	153	42%	14	4%	6	2%	17	5%	367
2016-17	135	33%	53	13%	187	46%	3	1%	10	2%	20	5%	408

In SY2016-17, the District enrolled nineteen students in the 2nd grade self-contained GATE class (*see* Table 2.14 below). Of those, six (32 percent) were white students and thirteen (68 percent) were non-white. Although the change was small (as it only included a single classroom), these students contributed to the increase in the non-white composition of students at Wheeler. The first-year results illustrate the potential impact of utilizing GATE programs to increase opportunities for participating students to attend an integrated school and improve integration.

Table 2.14: Wheeler GATE 40th-day Enrollment (2016-17)

Students	White		African American		Hispanic/Latino		Native American		Asian/ PI		Multi-Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Total	6	32%	4	21%	6	32%	0	0%	0	0%	3	16%	19
Non-Neighborhood	4	29%	4	29%	3	21%	0	0%	0	0%	3	21%	14

Roberts-Naylor

In SY2016-17, Roberts-Naylor remained highly diverse and reached its highest percentage of white students over the past five years, at 13 percent.

Table 2.15: Roberts-Naylor 40th-day Enrollment (SY2015-16 and SY2016-17)

	White		African American		Hispanic/Latino		Native American		Asian/Pac Islander		Multi-Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
2015-16	67	11%	162	26%	338	54%	14	2%	32	5%	9	1%	622
2016-17	75	13%	161	28%	287	51%	8	1%	25	4%	9	2%	565

As shown in Table 2.16 below, 28 students were enrolled in the two grades in which the District offered GATE services in SY2016-17: kindergarten (pre-GATE) and 2nd grade. Of the 28 students, three were white students from outside the Roberts-Naylor neighborhood (25 percent of non-neighborhood students). These students contributed to an increase in the composition of white students at the school. Although the initiative, approved in late spring 2015, had no impact on integration in its first year, it attracted almost half of its students (twelve of 28) from outside the Roberts-Naylor neighborhood. Eight of the 12 non-neighborhood

students were African American or Hispanic. This is a strong indication that ALE programs can serve to attract students of all races and ethnicities and afford students the opportunity to attend a highly diverse school.

Table 2.16: Roberts-Naylor 40th-day GATE Enrollment (2016-17)

Students	White		African American		Hispanic/Latino		Native American		Asian/PI		Multi-Racial		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
Total	6	21%	4	14%	15	54%	1	4%	1	4%	1	4%	28
Non-Neighborhood	3	25%	4	33%	4	33%	1	8%	0	0%	0	0%	12

Dual Language

With the assistance of the District's expert consultant, Ms. Rosa Molina, the District initiated a dual language program at Bloom Elementary in SY2016-17. In its first year, twelve of the twenty students enrolled in the dual language kindergarten classroom were Hispanic. The introduction of dual language contributed to the racial and ethnic diversity of the school, where 36 percent of the student population was white, 18 percent was African American, and 37 percent was Hispanic. The District anticipates that the 2017-18 expansion, which will include two kindergarten and two 1st grade classrooms, will operate to further improve integration and offer more students the opportunity to enroll in an ALE, participate in a dual language program, and attend a highly diverse school.

3. Integration Initiatives (Phase II 2017-18)

The CSA initiated several projects in SY2016-17 that the District will continue to implement or expand in SY2017-18:

- a) Continuing to promote the benefits of an integrated education through the Knowledge Changes Everything campaign;
- b) Expanding pre-GATE kindergarten at Wheeler;
- c) Expanding the self-contained GATE program at Wheeler to include grades 1 through 3;
- d) Expanding the self-contained GATE program at Roberts-Naylor to include grades 1 through 3;
- e) Creating a 6th grade open-access pipeline for GATE students at Roberts-Naylor;
- f) Continuing to organize school choice planning events;

- g) Expanding dual language at Bloom to include kindergarten and 1st grade;
- h) Promoting the College and Career Readiness Program at Santa Rita High School, including the introduction of an express shuttle to Santa Rita for SY2017-18; and
- i) Continuing to evaluate magnet schools and programs.

Knowledge Changes Everything

A major initiative for SY2016-17 was the launch of the District's Knowledge Changes Everything campaign. This initiative is discussed in Section II.D above.

Self-Contained GATE Expansion at Wheeler and Roberts-Naylor

For SY2017-18, the District plans to expand self-contained GATE to include grades 1 through 3 at both Wheeler and Roberts-Naylor. This will accomplish two objectives required by the USP: increase opportunities for students to attend integrated/highly diverse schools and increase access to ALEs.

Open-Access GATE Expansion (Roberts-Naylor 6th Grade)

In SY2017-18, the District plans to implement an open-access GATE program for 6th grade students at Roberts-Naylor, as noted earlier in this section and in Section X.D. This will provide a "pipeline" for 5th grade students graduating from the District's open-access GATE school, Tully Elementary, and attract other 6th grade students from around the District. The program will expand in subsequent years to include 7th and 8th grade.

This initiative fulfills two objectives. First, it will increase student access to an advanced learning opportunity at the middle school grades, thereby improving academic achievement. Second, it will provide an opportunity for students to attend a school with a racially diverse population.

The District's proposal also includes plans to expand Roberts-Naylor into a middle-school magnet program in SY2018-19. This would improve the integrative impact of the program by opening more seats for students from outside the school and providing free transportation for students districtwide. Creating this magnet program is consistent with the recommendations of the Marzano Research study, discussed in more detail below, which showed that Gifted Education was one of the top five preferred magnet programs. The four programs with a higher preference (STEAM, Fine and Performing Arts, Early College, and Dual Language) are each already in place in one or more schools in the District. The Marzano reports also

showed that a central location would be preferable for this program. Roberts-Naylor is a centrally located school.

School Choice Planning Events

The District hosted school choice planning events at various sites, welcoming parents, students, and community members to learn about various District offerings to encourage voluntary movement. These events provided opportunities to increase community awareness about available schools, programs, and initiatives that promote integration. The events provided the community with direct access to School Community Services staff members who are knowledgeable about schools, school choice, programs, and student services. In SY2017-18, the District will pilot an entry-grade school choice planning event.

Dual Language Expansion (Bloom)

In SY2017-18, the District will expand the dual language program at Bloom to include multiple classes in kindergarten and 1st grade. Details of the expansion are included in Section V.B. below.

College and Career Readiness Program (Santa Rita)

The College and Career Readiness program at Santa Rita High School provides students the opportunity to earn college credits that are transferable to community college or state university. The initiative has the capacity to improve integration by attracting a diverse pool of student applicants. Santa Rita plans to increase enrollment in its College and Career Readiness program by 50 students each year, adding 200 more students by SY2020-21 and becoming an integrated school.

Magnet Recommendations (Marzano)

In SY2016-17, the District worked with Marzano to review and assess magnet programs and schools with respect to their current themes, as discussed earlier in this section. The consulting firm completed two reports: an assessment of promising practices for future themes (September 2016) and an evaluation of existing magnets (November 2016).²⁹ As part of its evaluation, Marzano conducted a parent and community interest survey on desired magnet themes.

²⁹ The Marzano reports are discussed in Section II.B. above.

Based on 2,000 survey responses, the top five magnet themes were STEAM (29 percent), Fine and Performing Arts (21 percent), Early College (19 percent), Dual Language English/Spanish (17 percent), and GATE (14 percent). These findings support the direction that the CSA has taken in selecting its current initiatives. The CSA will continue to utilize the results of the Marzano reports in future Coordinated Student Assignment proposals and initiatives.

G. USP Reporting

II(K)(1)(a) A disaggregated list or table with the number and percentage students at each school and districtwide, comparable to the data in Appendix C;

The data required by section (II)(K)(1)(a) is contained in **Appendix II – 64, II.K.1.a TUSD Enrollment-40th day**. This report contains a list of District schools labeled according to Integration Status³⁰ and reports the number and percentage of students by ethnicity as enrolled on the 40th day of SY2016-17. **II.K.1.a TUSD Enrollment-40th day** is comparable to Appendix C of the USP, which identifies the baseline against which subsequent years' data might be measured to determine if the number of integrated or racially concentrated schools is increasing or decreasing.

II(K)(1)(b) Disaggregated lists or tables of all students attending schools other than their attendance boundary schools, by grade, sending school and receiving school, and whether such enrollment is pursuant to open enrollment or to magnet programs or schools;

The data required in section (II)(K)(1)(b) are contained in **Appendix II – 65, II.K.1.b TUSD Enrollment-Attendance Status SY1617**. This report contains disaggregated data by school enrollment, ethnicity, and enrollment status on the 40th day of SY2016-17.

³⁰ The USP uses the following criteria to define schools as "Racially concentrated" or "Integrated:" Racially concentrated school: A school where a single racial/ethnic student group makes up 70 percent or more of the school's total student population. Integrated School: A school where each racial/ethnic student group makes up 69.9 percent or less of the school's total student population, and where each racial/ethnic student group's percentage of the total student population is within +/- 15 percent of the average enrollment for each racial/ethnic group (for appropriate level: elementary, K-8, middle, and high school).

II(K)(1)(c) Copies of all job descriptions and explanations of responsibilities for all persons hired or assigned to fulfill the requirements of this section, identified by name, job title, previous job title (if appropriate), others considered for the position, and credentials for SY2016-17;

*See **Appendix II – 66, II.K.1.c Explanation of Responsibilities**, which contains job descriptions and a report of new persons hired and assigned to fulfill the requirements of this section by name, job title, previous job title, others considered, and credentials for SY2016-17.*

II(K)(1)(d) A copy of the 2011 and any subsequent Magnet School Studies;

*See **Appendices II – 31, II.K.1.d. Marzano Magnet Evaluation Report 111116 and II – 32, II.K.1.d. Marzano Tucson Magnet Review of Promising Practices 093016** to review the evaluation of existing magnet programs and research and data-based recommendations for the District.*

II(K)(1)(e) A copy of the Magnet School Plan, including specific details regarding any new, amended, closed, or relocated magnet schools or programs and all schools or programs from which magnet status has been withdrawn, copies of the admissions process developed for oversubscribed magnet schools and programs, and a description of the status of the Plan's implementation;

The Magnet School Plan remained unchanged for SY2016-17.

II(K)(1)(f) Copies of any plans for improvement for magnet schools or programs developed by the District pursuant to this Order;

The Magnet School Plans include standards and rubric by which to measure key indicators of success for magnet schools and programs. To view individual MPSs, see **Appendix II – 67, II.K.1.f School Magnet Plans (19) SY2016-17** for Bonillas, Booth-Fickett, Borton, Carrillo, Cholla, Davis, Dodge, Drachman, Holladay, Mansfeld, Ochoa, Palo Verde, Pueblo, Robison, Roskrue, Safford, Tucson, Tully, and Utterback.

II(K)(1)(g) Copies of any applications submitted to the Magnet Schools Assistance Program;

The Magnet Schools Assistance Program Grant proposal was submitted for SY2016-17. The grant is only submitted every

three years. Magnet Programs will submit the next Magnet Schools Assistance Program Grant proposal in SY2019-20.

II(K)(1)(h) A copy of the admissions process developed for oversubscribed schools;

The admissions process for oversubscribed schools, GB Policy JFB-R4 was changed (2.10.17) for SY2016-17.

II(K)(1)(i) Copies of all informational guides developed pursuant to the requirements of this section, in the District's Major Languages;

The District has developed an informational guide that describes programs offered by the District at each of its schools. To view the District's Catalog of Schools, see **Appendices II -**

68, II.K.1.i Catalog of Schools (Arabic),

69, II.K.1.i Catalog of Schools (English),

70, II.K.1.i Catalog of Schools (Somali),

71, II.K.1.i Catalog of Schools (Spanish),

72, II.K.1.i Catalog of Schools (Vietnamese), and

73, II.K.1.i TUSD School Map.

II(K)(1)(j) A copy of the enrollment application pursuant to the requirements of this section, in the District's Major Languages;

See Appendix II – 74, II.K.1.j School Choice Applications (7 major languages) to view the open enrollment application in seven major languages.

II(K)(1)(k) A copy of any description(s) of software purchased and/or used to manage the student assignment process;

See Appendix II – 75, II.K.1.k Student Assignment Process, which contains a description of the online software application purchased for the student assignment process for SY2016-17.

II(K)(1)(l) A copy of the data tracked pursuant to the requirements of this section regarding intra-District student transfers and transfers to and from charters, private schools, home schooling, and public school districts outside of the District. See **Appendix II – 80, II.K.1.l Student Transfers 2017.**

II(K)(1)(m) A copy of the outreach and recruitment plan developed pursuant to the requirements of this section;

*See **Appendix II – 76, II.K.1.m - MORe Plan SY2016-17***, which contains the Marketing, Outreach, and Recruitment Plan for SY2016-17.

II(K)(1)(n) Any written policies or practices amended pursuant to the requirements of this section;

There were no amendments to any written policies or practices concerning Advanced Learning Experiences for SY2016-17.

II(K)(1)(o) A link to all web-based materials and interfaces developed pursuant to the requirements of this section;

*See **Appendix II – 77, II.K.1.o Web-based Interface for Families*** to view the District's web-based interface for families to learn about schools and submit applications online for SY2016-17.

II(K)(1)(p) A list or table of all formal professional development opportunities offered in the District over the preceding year pursuant to the requirements of this section, by opportunity description, location held, and number of personnel who attended by position;

The data required by section (II)(K)(1)(p) is contained in **Appendix II – 78, Master USP PD Chart**. This report contains a table of all formal professional development opportunities offered for SY2016-17.

III. Transportation

The District's school transportation program is designed and managed as part of its ongoing, overall commitment to integration and diversity. The school transportation program has two broad elements that support that commitment: the provision of transportation services without any discrimination based on race or ethnicity, and the use of transportation as a primary tool for promoting integration and diversity, including making transportation decisions in a manner that supports student participation in extracurricular activities at integrated schools and magnet programs and schools.

The first element is relatively straightforward: The District has a non-discriminatory transportation plan, which provides the opportunity for bus transportation to and from school to all eligible students by routes that are devised based on geographic and efficiency criteria, not race or ethnicity. The District does not create or maintain routes based on race or ethnicity, and the quality and availability of transportation services does not vary based on the race or ethnicity of the students served. The District prohibits employees and private parties contracted to provide transportation services from discriminating on the basis of race or ethnicity. Generally, the District avoids creating one-race, or majority one-race routes. Though there are some majority one-race routes, those routes exist as a result of residential housing patterns in the neighborhoods, subdivisions, or housing developments served by the schools.

The second element—use of transportation as a tool to promote integration—is realized through two major programs: magnet transportation (for students enrolled in magnet programs) and incentive transportation (for students residing within the boundary of a racially concentrated school whose attendance at a non-neighborhood school would improve integration).

In SY2016-17, the District continued to utilize its transportation program to support and balance these two elements. The District provided free transportation to students attending magnet programs in schools beyond their home attendance boundaries, provided free transportation to students attending a school beyond home attendance boundaries if the student's attendance improved integration at the target school, and provided after-school activity buses to magnet and integrated schools, enhancing the ability of students from wider areas to participate in more integrated after-school extracurricular activities. Additionally, the District's

transportation program promotes student participation in certain Gifted and Talented Education (GATE) services.

Complicating the balance, the District avoids routes that result in travel times or distances that significantly impinge on the educational process. The District spans 231 square miles, including an east-west span greater than 30 miles wide without the benefit of a cross-town freeway. Thus, routes from racially concentrated areas in the western part of the District to more integrated schools in the eastern-central part of the District can involve travel times of between 60 and 90 minutes, which are not attractive to parents and may be harmful to students. The District works to find ways to provide transportation that will improve integration without significantly impinging on the educational process.

With approximately 300 buses, the District worked to plan routes so that every student who required transportation had a seat on the bus with the shortest possible ride time and never had to transfer more than once to another bus. As in the past, the District adhered strictly to its nondiscriminatory transportation plan, which is based on geographical and economical concerns, not race or ethnicity.

Throughout SY2016-17, the District enhanced its routing software and practices, analyzing the impact of specific routes and strategies to improve routing and busing efficiency. The District also made the transition from the Mapnet routing software to the new Versatran software, configured buses and driver information, imported new data into the new system (including manually importing hundreds of routes over the course of the year), completed implementation trainings, and successfully used the new routing system.

Additionally, as part of its commitment to giving students the opportunity to participate in extracurricular activities, the District increased the number of after-school activity buses to magnet and integrated schools during SY2016-17. Several schools received activity buses for the first time, and others received an increase in the number of buses to correspond to the increase in interest and need. In SY2016-17, the District also implemented express shuttles to decrease travel times and increase the impact of transportation on promoting integration and reducing racial concentration in the District.

District staff members from multiple departments work collaboratively to ensure that prospective and enrolled families receive information regarding the availability of free transportation through multiple outlets, locations, and the Internet. The District facilitates this and other transportation-related collaboration,

primarily through the Coordinated Student Assignment committee (CSA), of which the District's Transportation director and staff are core members. Through the CSA, transportation administrators work closely with administrators from the Magnet Programs, Desegregation, School Community Services, and Communications and Media Relations departments, as well as administrators from other departments on specific projects involving transportation. Over the past few years, the CSA has operated as a key component in the development, implementation, and monitoring of transportation activities designed to further integrate magnet and non-magnet schools and support student participation in extracurricular activities. Thus, the CSA has institutionalized the use of transportation as a primary tool in promoting integration throughout the organization.

A. General Operations

The Transportation Department plotted routes for students over the summer months and sent letters in English and Spanish on July 20, 2016, with routing information to the parents of all of these students. The standard letter includes pick-up and drop-off information (**Appendix III – 1, Trans Routing Letter**). The number of eligible students sharply increases each year over the first two weeks of school as students register and start classes. In SY2016-17, the number of eligible riders rose to more than 22,600 students (**Appendix III – 2, III.C.1 Ridership Report by School and Grade Level**). Additional staff was hired, as is done each year, to answer phones and call parents with routing information as it changed to accommodate incoming students.

B. Nondiscrimination Policy

The District's nondiscrimination policy (**Appendix III – 3, Policy AC Non-Discrimination**) applies expressly to all employees and to individuals on District property or conducting District business, including outside contractors providing transportation services. The District's purchase order and solicitation documents include language prohibiting contractors from discriminating against any employee, applicant for employment, and individual receiving services under the contract (**Appendix III – 4, NonDiscApp-RFP Template**). As aligned with USP § III(A)(4), the District provides transportation to neighborhood schools on an equitable basis to students living within a school's boundary but outside of its walking zone subject to nondiscriminatory exceptions set forth in District policy. In SY2016-17, the District did not identify instances of discrimination nor did it receive complaints of

discrimination based on race or ethnicity related to the provision of transportation services.

C. Magnet and Incentive Transportation

Only 45 percent of the District riders are transported to their neighborhood schools. Unlike other districts that only transport students to neighborhood schools, the District provides transportation every year to students who attend magnet programs outside of their neighborhoods. The District also offers transportation services to students from racially concentrated schools in an effort to improve the integration of the receiving school.

The District continued to offer transportation to all students enrolled in a magnet school (subject to walk zone restrictions). As in previous years, placement in the District's student information system (SIS) determined a student's magnet status. All students identified as magnet students in the SIS were transferred nightly to the routing software. The percentage of eligible magnet students remained consistent over the past three years, at 25 percent in both SY2014-15 and SY2015-16 and 23 percent in SY2016-17 (**Appendix III – 5, Ridership by Program, 4 Year Comparison**). Of the 5,221 eligible magnet students in SY2016-17, 71 percent were Hispanic, 7 percent were African American, and 14 percent were white. This compares to District enrollment, which is 61 percent Hispanic, 9 percent African American, and 20 percent white (**Appendix III – 6, III.C.1. Ridership Report by Reason and Race-Ethnicity**).

The District designed incentive transportation to help students in racially concentrated areas attend a school where they will improve the integration of that school. This program uses strategically placed, predetermined stops to pick up students. Each year the Transportation Department adjusts routing to accommodate changing demographics. Only students living within the boundaries of racially concentrated schools are eligible for incentive transportation.

The District compared student populations of each school to District enrollment and adjusted the schools that would be improved by each ethnic group (**Appendix III – 7, Incentive Transportation Chart SY2017-18**). The District expected that students grandfathered under the previous ABC rules, which were created under the post Unitary Status Plan (USP) and defined zones by demographics, would continue to attend the same school but would change to incentive transportation students as they reached the highest level of their school. As expected, the number of ABC students continued to decrease, dropping from

1,006 in SY2014-15 to 708 in SY2015-16 and 583 in SY2016-17. The number of students eligible for incentive transportation also decreased, falling from 856 students in SY2015-16 to 807 students in SY2016-17 due to one less racially concentrated school. Of those eligible for incentive transportation, 65 percent were Hispanic, 10 percent were African American, and 13 percent were white (**Appendix III – 6, III.C.1. Ridership Report by Reason and Race-Ethnicity**).

D. Express Shuttles

In SY2015-16, the District proposed several express shuttle routes designed specifically to decrease travel times and increase the impact of transportation on promoting integration and reducing racial concentration through the voluntary movement of students. The Court expressly approved the District's plan to pilot express shuttles in SY2016-17. *See* Order on Grade Reconfigurations [ECF 1929 at 16, April 2016].

In SY2016-17, the District implemented express shuttles to Magee Middle School from Mansfeld Middle School and Howell Elementary School and to Drachman K-8 School from Magee Middle School and Whitmore Elementary School. The District's expectation was that the shorter ride times for students who live far from the schools would incentivize parents to send their children there. In the pilot year, a limited number of parents took advantage of this option. It is as yet unknown if the program is unsuccessful or if parents already had decided where to send their students by the time the express shuttles were implemented. The District actively promoted the express shuttles through SY2016-17 and expects ridership to increase in the next school year.

E. Activity Buses

In addition to transporting students to classes during the day, the District provided after-school activity buses to magnet and integrated schools to give students the opportunity to participate in extracurricular activities. The only exceptions were schools that consistently had no riders on the activity bus or schools in which the administrators said they were not needed because of the geographic demographics of their students. The District provided 75 activity buses during SY2016-17, compared to 53 buses in SY2014-15 and 59 during SY2015-16—a significant increase (**Appendix III – 8, Activity Bus List by School**). Tucson High School, McCorkle K-8, and Ford, Mission View, Tully, and Van Buskirk elementary schools requested and received activity buses for the first time. In addition, the

number and demographics of riders required that the District increase the number of buses at Catalina and Pueblo high schools and Dietz K-8.

F. Versatran Routing Software

The District used the new Versatrans software to route students for summer school 2016. Historically, there has been no link between the SIS and routing software for summer school, providing the District with an opportunity to work with the new software as a stand-alone system that does not rely on the SIS. Data were provided on spreadsheets and imported to the Versatrans system. The same method was used for summer school 2017.

Implementation for school year routing resumed in September 2016 with on-site training for routers. Significant differences between the Mapnet routing software that had been in place and Versatrans prevented automatic data transfers of routes, so the routing team manually entered hundreds of routes over the course of the year. Much of the functionality in Mapnet was customized, particularly the desegregation requirements. That functionality had to be duplicated, either in the District's SIS, Synergy, or in Versatrans.

Tyler Industries continued to host the test system until April 2017, when the final production system was transferred to District servers. The Mapnet routing system went off-line as of June 1, 2017.

G. USP Reporting

III(C)(1) The District shall include data in its Annual Report regarding student use of transportation, disaggregated by school attended and grade level for all schools:

See Appendix III – 2, III.C.1. Ridership Report by School and Grade Level.

IV. Administrative and Certificated Staff

Section IV of the Unitary Status Plan (USP) requires the District to seek to enhance the racial and ethnic diversity of its administrators and certificated staff (ACS) through its recruitment, hiring, assignment, promotion, pay, demotion, and dismissal practices and procedures. The District remains committed to reaching these goals. During SY2016-7, the District continues to focus on the two broad areas under the USP: 1) recruitment, hiring, assignment and retention; and 2) professional support and development. The District's comprehensive approach includes strategies to attract and retain a diverse workforce, provide the benefits of diversity to each District school, and provide support and training to principals and teachers to improve their success in helping students.

The District's ability to recruit, hire, and retain ACS is limited by several major factors. First, there is a well-documented and acute teacher shortage locally in the Tucson area, statewide, and nationally.³¹ Second, teacher compensation in Arizona generally is substantially below the national average.³² Finally, on a national basis, the pipeline of available diverse teachers is either not expanding or, in some cases, is shrinking.³³ In this environment, many districts are satisfied with merely holding the line on diversity or reducing the rate at which these factors affect their ACS.

Despite these strong headwinds, the District has had very significant success and made material progress in the integration and diversity of its ACS. As a result of significant recruiting efforts over the past year, the District has further increased the number of schools meeting diversity targets, both with respect to African American and Hispanic ACS. Teacher vacancies overall at the District are below statewide averages, and in particular the vacancy rate for the District's magnet program is below the District's overall average. The overall trend of diversity in the ACS remains positive. In short, by any measure (and certainly by comparison to other districts within the state and across the nation), the District's commitment to ACS diversity is a success.

³¹ See, e.g., Educator Retention and Recruitment Report: Second Report, Arizona Department of Education, Educator Retention and Recruitment Task Force, January 2016.

³² According to the most recent statistics available through the National Center for Educational Statistics, only Oklahoma, Mississippi, Idaho, and South Dakota have lower average teacher salaries than Arizona. See 211.60, Digest of Education Statistics, National Center for Education Statistics, retrieved on July 13, 2017 from https://nces.ed.gov/programs/digest/d16/tables/dt16_211.60.asp?current=yes.

³³ The State of Teacher Diversity In American Education, Albert Shanker Institute, 2015.

The balance of this section presents in detail the very substantial efforts made to maintain and nurture that diversity during SY2016-17. These efforts are consistent with, and supportive of, the District's obligations under the USP, federal law, state law, and collective bargaining agreements.

A. Recruitment

1. Hire or Designate USP Positions

USP Section IV requires the District to hire or designate individuals to fulfill specific job requirements of the section. Accordingly, the District previously hired or designated three administrative positions and multiple academic trainers and teacher mentors. In SY2016-17, one administrative assignment changed: Richard Foster returned to his role as director of Professional Development and Support.

Table 4.1: Three Administrative Positions Required by Section IV

USP Section	USP Page	Position Description	Employee Name	Race/Ethnicity	Hired/Designated
IV.B.1	16	Individual in HR to coordinate and review the District's outreach, recruitment, hiring, assignment, and retention efforts and RIFs.	Anna Maiden	White	Designated
IV.B.2	16	Director, Talent Acquisition Recruitment and Retention	Janet Rico Uhrig	Hispanic	Hired
IV.B.3	16	Director, Professional Development and Support	Richard Foster	African American	Designated

The District also assigned five new magnet coordinators, two additional professional development academic trainers, and eleven teacher mentors in SY2016-17³⁴ (**Appendix IV – 1, Hire Designate Memo USP Positions**).

2. Outreach, Recruitment, and Retention

During SY2016-17, the District continued to implement the Outreach, Recruitment, and Retention (ORR) Plan to increase recruitment efforts and attract and retain African American and Hispanic applicants. The plan covers the spectrum of recruitment, including participation in local events, recruiting trips, partnerships with colleges and universities, and development of recruitment materials. The District used an array of outreach strategies, held hiring focus groups, expanded its

³⁴ These numbers include those hired or assigned after the March 1, 2016, cut-off date for HR data reported in the 2015-16 Annual Report.

partnerships and networks to learn about new best practices and recruitment opportunities, increased the number of recruitment trips, participated in recruitment events, and convened its Recruitment and Retention Advisory Committee on a quarterly basis.

a. Outreach

The District used a variety of methods to attract a racially and ethnically diverse workforce, including:

- Advertising job vacancies in targeted publications or websites,
- Offering recruitment incentives,
- Contacting four potential applicant populations directly, and
- Encouraging current employees to pursue certification.

Advertising. When selecting websites or publications in which to advertise vacancies, the District targeted platforms particularly suited to recruiting African American and Hispanic candidates, as well as candidates with bilingual endorsements in Spanish. The District advertised on its website and through a number of other websites and outlets, including:

- K12jobspot.com
- Jobing.com
- Indeed.com
- Careerbuilder.com
- Teacher-teacher.com
- Topschooljobs.com
- Saludos.com
- American Association of School Administrators
- Association of Latino Administrators and Superintendents
- Arizona Association of Business Officials
- Arizona Department of Education
- Arizona Education Jobs
- Black Collegian
- Equal Opportunity Publications
- Hispanic Association of Colleges and Universities (HACU)
- HBCUcareers.com
- Hispanic Chamber of Commerce
- HispanicJobs.com

- National Alliance of Black School Educators
- National Association African American Studies and Affiliates
- National Society for Hispanic Professionals (LatPro)
- The University of Arizona Career Services

The District has collected applicant information to illustrate the success of the Human Resources (HR) Department in diversifying the candidate pool:

Table 4.2: Number of Applicants for all District Positions

	Fiscal Year 2014-15	Fiscal Year 2015-16	Fiscal Year 2016-17
African American	4.0%	8.2%	8.2%
Asian/Pacific Islander	1.5%	2.6%	3.0%
Hispanic	26.3%	39.1%	42.7%
Native American	0.1%	4.0%	2.7%
White	31.8%	42.2%	43.40%
Unspecified	36.3%	3.8%	0.0%
Total Number of applicants	7,989	8,740	8,027

Recruitment Incentives. The ORR plan identified numerous recruitment incentives that can be used to encourage teachers in certain subject areas or with particular certifications to accept positions in the District. *See AR 13-14, Appendix IV-3 Outreach, Recruitment and Retention Plan.* These incentives include a hiring stipend and relocation reimbursement. In SY2016-17, the District continued offering a \$2,500 hiring stipend for new math, science, and exceptional education teachers. The District also added a \$2,500 retention and recruitment stipend for dual language positions (**Appendix IV – 2, DL Recruitment Letter SY2016-17**). Newly implemented, hard-to-fill stipends in SY2016-17 included the magnet hiring stipend, \$2,500 for new-hire classroom teachers, and \$1,250 as a retention stipend for classroom teachers.

Table 4.3: Number of Hard-to-Fill Hiring Stipends Utilized

SY2014-15	39
SY2015-16	119
SY2016-17	256

Certification. The District continued the Make the Move program, which is designed to build a strong teacher base for Tucson Unified students by encouraging currently certified teachers to become special education teachers. Because of the low response from certificated teachers for the 2015 Make the Move program, the District reevaluated the program and expanded it to encourage current Tucson Unified teacher assistants (TAs) to become special education classroom teachers through an alternate pathway to teacher certification, the intern certificate program. After examining feedback from the 2014-15 classified survey, the District encouraged TAs to apply to the District program to become teachers. *See AR 2014-15, Appendix IV-4 Classified Survey.* During SY2016-17, the District also encouraged currently certified teachers and current Tucson Unified employees with bachelor degrees to become exceptional education teachers.

The District sent out information regarding the Make the Move application process in November 2016 and received 23 applications (**Appendix IV – 3, Make the Move Materials**). In January 2017, applicants participated in optional study sessions for the NES-601 Special Education Exam held at the District’s central office, and the Exceptional Education Department conducted classroom observations and evaluations on the applicants. The cohort increased from twelve in SY2016-17 to fifteen for SY2017-18. The SY2016-17 Make the Move cohort included two African American teachers, one Hispanic teacher, and nine white teachers. For SY2017-18 Make the Move cohort, eight will be Hispanic, two will be African American, four will be white, and one will be Asian Pacific Islander (**Appendix IV – 4, Make the Move Participant List**).

b. Hiring Focus Groups

The District invited 520 certificated teachers hired within the last five years to participate in focus group sessions offered over five separate days in October and May 2017 (**Appendix IV – 5, Hiring Focus Group Email Invite October 2016** and **Appendix IV – 6, Hiring Focus Group Email Invite May 2017**). The District held the sessions in order to obtain feedback on the recruitment and hiring process. The

first round of focus groups was conducted over two days at Pueblo Magnet High School (October 18) and Tucson High Magnet School (October 19). The second round of focus groups was conducted at Booth-Fickett Math/Science K-8 Magnet School (May 1), Manzo Elementary School (May 2), and Catalina (May 4).

Eleven teachers—eight white, one Hispanic, and two African American—attended sessions during the two rounds. They shared their thoughts on the hiring and recruitment process, including improving the format for teacher induction (*e.g.*, by differentiating between teachers of different backgrounds and shortening teacher induction days), recognizing the importance of an administrator’s role in the process, increasing salary and incentives, and creating pipelines to recruit more teachers to the District. Feedback indicated that employees appreciated the helpfulness of the HR staff in the hiring process and the level of customer service as it related to the recruitment process (**Appendix IV – 7, IV.K.1.k HR Focus Group Findings**).

c. Partnerships

In an effort to learn how to incorporate best practices in outreach, retention, and recruitment, the District continued to partner with local businesses and human resources organizations. The District’s director of Talent Acquisition, Recruitment, and Retention attended Southern Arizona School Personnel Association meetings on a bimonthly basis to share and learn school district best practices in educator recruitment. Beginning in January 2016, the director served as the president of the local chapter of the Society for Human Resource Management. Other District partnership activities included meeting with the University of Arizona Career Services to discuss District recruitment efforts, connecting with the Tucson Hispanic Chamber of Commerce (THCC) to discuss educational issues in the THCC Educational Forum, and participating in an African American Community Council event to provide information and job opportunities to African American students at the University of Arizona. The District also worked to build relationships and share best practices with the Pima Community College (PCC) Human Resources Advisory Committee.

The District also actively recruited through the Hispanic Association of Colleges and Universities. As a result, in March 2017, the HACU asked the District’s talent acquisition director to moderate a panel for K-12 Hispanic Access to Education at its conference in October 2017.

d. Recruitment

As a part of its commitment to find local talent through in-person teacher recruiting, the District hosted four information sessions and hiring events for student teachers from various colleges in Arizona, including the University of Arizona, University of Arizona South, PCC, University of Phoenix, Northern Arizona University, and Grand Canyon University. At these events, District staff provided information to potential recruits about the District, including detailed instructions on the application process for open positions. Guest speakers involved in the District's recruitment efforts participated in the sessions, and the Superintendent Leadership Team (SLT) members, a certification specialist, mentoring and professional development personnel, special education personnel, and human resource recruitment associates spoke about how to apply for District employment through AppliTrack (**Appendix IV – 8, Recruitment Team Members**).

The District placed 104 student teachers from various colleges and universities at multiple schools. Student teachers completed a Practicum/Student Teaching Clearance Form to request a placement with the District (**Appendix IV – 9, Practicum-Student Teaching Clearance Form**). HR staff matched student teachers with cooperating teachers in the District based on information in the form. For SY2016-17, the District placed student teachers from Grand Canyon University, Northern Arizona University, PCC, Prescott College, St. Olaf College, Teach-NOW, the University of Arizona, and University of Phoenix.

The HR department also hosted a Student Teacher Hiring Reception during SY2016-17. In attendance were one African American, four Hispanic, one Asian, and five white student teachers, each of whom met with site administrators and interviewed for open positions (**Appendix IV – 10, Student Teacher Hiring Reception**). While the District had hoped for a larger student teacher presence at the reception, the District hired all of the student teachers who attended. The District will explore ways to boost attendance at future events.

e. Recruitment Trips

To select which academic institutions the District would visit for recruiting purposes, the District continued to use the National Council on Teacher Quality and the College and University diversity index as set forth in *U.S. News and World Report*. The District recruiting team visited sixteen colleges and universities from fall 2016 through spring 2017. HR targeted six historically black colleges and universities (HBCUs) and four Hispanic-serving institutions in order to market the District to

racially and ethnically diverse teaching and administrator candidates and to fill the critical need areas of math, science, and special education (**Appendix IV – 11, Recruitment Trips SY2016-17**).

Table 4.4: Recruitment Trips

School Year	Historically Black Colleges and Universities (HBCUs) Visited	Hispanic-Serving Institutions (HACU) Visited
SY2013-14	2	1
SY2014-15	6	4
SY2015-16	6	6
SY2016-17	6	4

After reviewing three of the visits to HBCUs, the recruitment team found the environment at Prairie View A&M University and Huston-Tillotson University particularly welcoming, having had the chance to engage with the students in discussions about the District’s openings. Although students at the two universities were not ready to commit to the District at that time, the District offered one letter of intent at the Harris-Stowe State University career fair. The career services at these colleges invited the District back to career fairs in SY2017-18.

The District also participated in a number of other educational job fairs, expos, conferences, and special events—some targeted specifically at diverse populations—in Arizona and in other states. In addition, the District hosted four local job fairs, providing a convenient location for students to meet employers and participate in first interviews. *Id.*

Based on prior experience, the District enhanced its efforts to recruit diverse staff by ensuring that the recruitment teams themselves were diverse. Various African American and Hispanic principals supported recruitment efforts and participated in teacher recruitment trips (**Appendix IV – 8, Recruitment Team Members**). The District found that the most promising events resulted from collaboration between HR staff and hiring administrators at in-person events where letters of intent could be issued. Candidates were able to ask specific questions and receive genuine answers based on educators’ firsthand knowledge.

To further ensure the success of the recruitment teams, the District provided training on how to interact with attendees, describe District campuses, emphasize

the positive trajectory of the District, and relate social and cultural experiences available in Tucson in a compelling way. The training also included a review of the *Recruitment Guide*, which details District information that would interest applicants and instructions on how to prepare the District's presentation table [ECF: Case 4:74 cv 00090-DCB Document 1849-1 filed 09/30/15 Page 130 of 215].

During SY2016-17, District staff attended or held 45 recruitment events (**Appendix IV – 12, Recruitment Schedule SY2016-17**) and issued 141 letters of Contract Assurance, which resulted in hiring four African American, 79 white, seven Asian/Pacific Islander, 48 Hispanic, and three Native American teachers (**Appendix IV – 13, Letters of Intent Ethnic Breakdown**).

Table 4.5: Letters of Intent

School Year	Letters of intent
SY2013-2014	7
SY2014-2015	44
SY2015-2016	170
SY2016-2017	141

f. Networking

In SY2016-17, the District connected with various experienced recruitment entities to explore best hiring practices and potential relationships with local and national associations. These entities included the Hispanic Association of Colleges and Universities, National Association of Black School Educators, Society of Human Resource Management (SHRM), SHRM-Greater Tucson, Tucson Professional Recruiters Association, National Association of Colleges and Employers, and the National Association for the Advancement of Colored People (NAACP) (**Appendix IV – 14, Membership Receipts**).

The District's HR recruitment staff communicated every other month with other school district recruiters to discuss vacancies at their districts. The District focused on ascertaining whether other districts had an overflow of applicants who could be referred to the District. During the fall and spring hiring seasons, the District and other school district recruiters also shared information about out-of-state job fairs.

g. Recruitment and Retention Advisory Committee

The Recruitment and Retention Advisory Committee met quarterly and made suggestions regarding recruiting materials, data review, exit survey feedback, and college recruiting program improvements and recommendations (**Appendix IV – 15, Recruitment and Retention Advisory Committee Agendas**).

h. Comparison of the District as a Diverse Employer to State and National Data

When compared with the most recently available data, the District exceeds Arizona's statewide percentages with respect to teacher ethnicity among underrepresented groups (**Appendix IV – 16, National Center for Education Studies 2011-12**). The District also compares favorably to the national averages for most underrepresented groups. However, the District is not satisfied: As highlighted in this report, the District is committed to continuing to hire for diversity in the classroom and in its administrative ranks.

Table 4.6: Percent of Teachers by Race and Ethnicity Comparison - Total Number of Public School Teachers and Percentage Distribution of School Teachers, by Race/Ethnicity and State: 2011-12³⁵

	Total number of teachers	Hispanic, regardless of race	White, non-Hispanic	Black, non-Hispanic	Asian, non-Hispanic	Native Hawaiian/Pacific Islander, non-Hispanic	American Indian/Alaska Native, non-Hispanic	Two or more races, non-Hispanic
United States	3,385,200	7.8%	81.9%	6.8%	1.8%	0.1%	0.5%	1.0%
Arizona	61,700	13.1%	80.1%	2.8%	1.7%	N/A	1.3%	0.9%
TUSD 16-17	2,668	28.1%	65.4%	3.0%	1.8%	0.2%	1.4%	N/A

Compared to the previous year, the number of African American site administrators in the District in SY2016-17 increased by four and the number of Hispanics decreased by three. The District also added an Asian/Pacific Islander site administrator and a Native American site administrator.

³⁵ This is the most recently published study by the National Center for Education.

Table 4.7: Site Administrators by Race/Ethnicity

School Year	White	Af. Am.	Hisp.	Asian or P.I.	Nat. Am.	Total
SY2013-14	69	8	50	0	2	129
SY2014-15	62	8	54	0	3	127
SY2015-16	63	9	57	0	3	132
SY2016-17	60	13	54	1	4	132

The total number of non-site administrators decreased, with three fewer African American administrators and one fewer Hispanic administrator. The District had vacancies in three positions and reduced two director positions to coordinator level positions. The District also eliminated the District Shepherd position, which had coordinated the University of Virginia's now-concluded School Turnaround Program.

Table 4.8: Non-Site Administrators by Race/Ethnicity

School Year	White	Af. Am.	Hisp.	Asian or P.I.	Nat. Am.	Total
SY2013-14	28	9	12	0	2	51
SY2014-15	23	8	13	0	1	45
SY2015-16	32	10	14	0	0	56
SY2016-17	32	7	13	0	0	52

The District will continue to implement the ORR plan and monitor its efforts to increase the diversity of its ACS.

3. Interview Committees, Instrument, and Applicant Pool

The USP requires the District to ensure that ACS interview committees include at least one African American or Hispanic panel member. USP § IV(D)(1). However, the District goes beyond this commitment by routinely requiring all hiring administrators to include at least one African American or Hispanic panel member in each interview committee for *every* hiring process, including those for classified positions (**Appendix IV – 17, Hiring Packet Cover Letter**). HR tracks this data for each hiring process and conducts a detailed analysis for each interview panel.

During SY2016-17, the District convened 782 ACS interview panels (**Appendix IV – 18, Inter Panel Rpt**). Of those panels, 731 (93 percent) included an African American or Hispanic panel member.

Of the 698 ACS interview panels that formed during the first semester of the school year, only twelve (1.7 percent) did not include the required African American or Hispanic panel member. HR communicated with each of the hiring administrators responsible for these panels to determine the reason for the omission (**Appendix IV – 19, Sample Email**). In each case, the administrators had attempted to meet the requirement but were unable to comply because a representative was unavailable to attend for unexpected reasons, for example, due to illness. All twelve sites complied with the requirement in all subsequent interview panels. During the second semester of SY2016-17, an additional 45 ACS interview panels convened, and all 45 included the required African American or Hispanic panel member.

In SY2016-17, HR completed two separate audits and reviews of the administrative hiring process and made changes based on the resulting recommendations, which are detailed in depth in the “Outreach, Recruitment, and Retention” portion of this section (**Appendix IV – 20, Administrative Hiring Processes SY2016-17**). Changes include the implementation of a secondary screening process, a video interview question in lieu of phone interviews, an additional round of references, and added principal input in the hiring process. HR staff will continue to monitor progress on all ACS hiring in the District.

4. Evaluating Applicant Offer Rejections

As required under the USP, the District actively seeks to identify and evaluate the reasons why potential applicants reject offers for employment. USP § IV(D)(4). To better identify the reasons for offer rejections during SY2016-17, HR conducted training for site administrator and support staff on using disposition codes in the District’s Applitrack online application system for declined job offers, all while the District continued monitoring the information through the system. For SY2016-17, the District strengthened its letter of intent language to include contract language (**Appendix IV – 21, Letter of Intent**). In looking ahead to SY2017-18, the District has changed the name of its letter of intent to “Letter of Contract Assurance.”

The disposition codes allowed applicants to choose from nine reasons why they declined a District job offer:

- Accepted another offer – Out of district,
- Accepted another offer – In district,
- Availability date,
- Non-response – Unable to contact,
- No reason given,
- Personal reasons,
- Site/location,
- Salary, and
- Declined letter of intent.

No administrator candidates declined job offers in SY2016-17. Seventy-eight certificated applicants declined job offers for the following reasons:

Table 4.9: Applicant Offer Rejections

Declined Job Offer Reasons	SY2015-16	SY2016-17
Accepted other offer – Out of district	6	20
Accepted other offer – In district	11	15
Availability date	3	1
Declined letter of intent	17	0
No reason given	12	9
Non-response – Unable to contact	7	8
Personal reasons	17	18
Site/location	0	0
Salary	2	7
Total	75	78

Of the candidates who declined job offers for positions advertised for SY2016-17, four were African American, sixteen were Hispanic, 56 were white, and two were Asian/Pacific Islander (**Appendix IV – 22, IV.K.1.f Declined Job Offers**).

5. ACS Diversity Review

On a regular basis, the District reviews the racial and ethnic makeup of its ACS. The District considers this information as it fills vacancies and works to

diversify its staff. A full list of the District's ACS is attached as an appendix (**Appendix IV – 23, IV.K.1.d.iii Certificated Staff and Administrators**).³⁶

a. Site Certificated Staff

Table 4.10 below shows the number of certificated staff (including administrators) at school sites over the past four years. Although certificated staff numbers have declined since SY2013-14, there was a 3-percent increase from SY2015-16 to SY2016-17. Hispanic certificated staff rose to 28 percent of all site-certificated staff, while African American staff remained stable at 3 percent. The District made gains with respect to each group in SY2016-17: African American and Hispanic certificated staff grew by 13 percent (from 79 to 89) and 8 percent (from 700 to 756), respectively, between SY2013-14 and SY2016-17.

Table 4.10: Certificated Staff at School Sites by Race/Ethnicity³⁷

School Year	White		African American		Hispanic/Latino		Native American		Asian Pacific Islander		Unspec.		Total
	N	%	N	%	N	%	N	%	N	%	N	%	
2013-14	1,846	68%	79	3%	700	26%	33	1%	61	2%	13	0%	2,732
2014-15	1,775	66%	82	3%	715	26%	31	1%	59	2%	41	2%	2,703
2015-16	1,762	67%	83	3%	686	26%	33	1%	57	2%	0	0%	2,621
2016-17	1,744	65%	89	3%	756	28%	64	2%	42	2%	0	0%	2,695

Table 4.11 below shows that the greatest proportion of African American certificated staff was at elementary and high schools in SY2016-17—both at 29 percent—where the greatest number of African American students also are located (**Appendix IV – 24, II.K.1.a TUSD Enrollment-40th day**).

³⁶ Certificated staff includes not only classroom teachers but site administrators and other positions such as counselors, learning support coordinators, library media staff, etc., who support student learning at the school sites.

³⁷ The HR department improved the data collection in 2015-16 to capture all employees' ethnicities.

Table 4.11: Certificated Staff by Ethnicity and School Level

School Level	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
ES	670	38%	26	29%	319	42%	28	44%	17	40%	0	0%
K-8	236	14%	23	26%	190	25%	9	14%	10	24%	0	0%
MS	263	15%	14	16%	80	11%	10	16%	2	5%	0	0%
HS	554	32%	26	29%	160	21%	16	25%	13	31%	0	0%
Alt (3)	21	1%	0	0%	7	1%	1	2%	0	0%	0	0%
Total	1,744		89		756		64		42		2,695	

In contrast, the greatest proportion of Hispanic certificated staff (42 percent) was at elementary schools, which is where the majority of Hispanic students were enrolled. *Id.*

b. Site Administrator Assignments (Principals and Assistant Principals)

Table 4.12 below details the racial and ethnic breakdown of site administrators over the past four years. The number of African American site administrators increased from nine to thirteen in SY2016-17, while the number of Hispanic site administrators remained consistent at 54 for the last three years. Notably, the District added three Asian/Pacific Islander administrators in SY2016-17 (**Appendix IV – 25, School and District Administrators**).

Table 4.12: Number and Percentage of Site Administrators by Race/Ethnicity

School Year	White		African American		Hispanic/Latino		Native American		Asian/Pacific Islander		Total
13-14	69	53%	8	6%	50	39%	2	2%	0	0%	129
14-15	62	49%	8	6%	54	43%	3	2%	0	0%	127
15-16	66	50%	9	7%	54	41%	3	2%	0	0%	132
16-17	60	46%	13	10%	54	41%	3	2%	1	1%	131

The District looks at the composition of administrative teams when monitoring administrator assignment. Schools with more than one site administrator have “administrative teams” made up of a principal and one or more assistant principals. Of the 33 administrative teams in SY2016-17, 23 were diverse and ten were homogeneous (**Appendix IV – 26, IV.K.1.g Site Administrative Teams SY2016-17**).

Table 4.13: Homogenous Administrative Teams – 2016-17

School Level	School	Admin Team
ES	Grijalva Elementary School	W
ES	Lynn-Urquides Elementary	H
ES	Vesey Elementary School	H
ES	White Elementary School	H
K-8	C. E. Rose K-8 School	H
K-8	Rockruge Bilingual Magnet K-8	H
MS	Alice Vail Middle School	W
MS	Mansfeld Middle School	H
HS	Santa Rita High School	H
HS	University High School	W

c. Teacher Assignment and Diversity

Each year, the District analyzes the distribution of teachers and other certificated staff to determine whether there are racial or ethnic disparities in assignment. The District calculates the disparity by comparing the districtwide and grade-level percentages of both African American and Hispanic staff to determine whether there is more than a 15-percent gap between an individual school site as compared to the applicable school level (**Appendix IV – 27, IV.K.1.g Teacher Diversity Assignments**).

Table 4.14 below shows the number of African American and Hispanic teachers at each school level for the past four years. African American teacher numbers increased at all school levels except high schools from SY2015-16, with the largest gains made at elementary and K-8 schools. Hispanic teacher numbers increased at all school levels from the previous year.

Table 4.14: African American and Hispanic Teachers by School Year

School Year	African American Teachers		Schools outside of 15% Variance	Hispanic/Latino Teachers		Schools outside of 15% Variance
	N	%		N	%	
ES						
2013-14	24	2%	0	303	29%	24
2014-15	21	2%	1	257	28%	18
2015-16	19	2%	0	256	29%	24
2016-17	23	2%	0	290	29%	14
K-8						
2013-14	19	4%	0	153	36%	9
2014-15	20	5%	0	144	38%	8
2015-16	16	4%	0	155	39%	7
2016-17	20	5%	0	180	41%	5
MS						
2013-14	11	3%	0	70	19%	2
2014-15	12	4%	0	57	18%	0
2015-16	12	4%	0	66	20%	2
2016-17	13	4%	0	73	22%	2
HS						
2013-14	20	3%	0	127	19%	2
2014-15	25	4%	0	132	20%	1
2015-16	24	4%	0	142	22%	1
2016-17	23	3%	0	148	21%	1

The District identified 29 schools that had a 15-percent variance between the school site and the average for that grade level. The District excluded from consideration the 11 dual language schools (or schools with dual language

programs) because those schools have a predominantly multilingual Hispanic staff. This brings down the 15-percent variance schools from 29 to 21.³⁸

In spring 2016, the District worked collaboratively with the Special Master to develop the Teacher Diversity Plan (TDP) (**Appendix IV – 28, IV.K.1.g Teacher Diversity Plan**). The TDP identifies a distinct list of 26 schools with disparities and sets a goal of eliminating the disparities by SY2017-18. The TDP enumerates numerous strategies, including providing teacher incentives, professional advancement opportunities, and transfers. The TDP has been approved by the Board.

The District advertised the TDP through emails and letters to teachers (**Appendix IV – 29, Teacher Diversity Communications**). HR instructed principals on the new initiative and resources they could use to diversify their campuses through recruitment. HR also provided information to job candidates and site administrators at each of the District-hosted job fairs. As a result of these efforts, the District succeeded in eliminating teacher disparities at 13 of the targeted 26 schools³⁹ (**Appendix IV – 27, IV.K.1.g Teacher Diversity Assignments**).

During SY2015-16, 42 schools met the District's target of being within 15 percentage points of the school level's race and ethnicity average. In SY2016-17, the District increased the number of schools meeting the diversity target to 56. Table 4.15 below illustrates the increased site diversity of classroom teachers within the District by grade level for the past two school years.

³⁸ The twenty-one schools were Carrillo, Collier, Dunham, Fruchthendler, Henry, Howell, Lineweaver, Manzo, Miller, Ochoa, Steele, Tolson, Warren, and Whitmore elementary schools; Booth-Fickett, Dietz, Morgan Maxwell, and Miles K-8 schools; and Magee, Secrist, and Utterback middle schools.

³⁹ These included Bloom, Gale, Holladay, Hudlow, Hughes, Kellond, Marshall, Myers/Ganoung, Soleng Tom, Roberts-Naylor, Safford, Vail and University High. In addition, although categorized as "diverse" in the plan, the District eliminated teacher disparities at Banks, Borton, Cavett, and Rose.

Table 4.15: Sites Meeting Diversity Target by School Year

School Year	Site Level									
	ES		K-8		MS		HS		Alt	
	N	%	N	%	N	%	N	%	N	%
2015-16	20	41%	4	31%	7	70%	9	75%	2	50%
2016-17	31	63%	8	62%	6	60%	8	80%	3	100%

d. First-Year Principals and First-Year Teacher Assignments

The District monitors the experience levels of administrators and teachers at racially concentrated or underperforming schools to identify sites with an overrepresentation of inexperienced administrators and teachers. In SY2016-17, the District continued to use this data to strategically recruit and promote for these positions.

Of the fifteen first-year principals in District schools in SY2016-17, ten had previous experience at the assistant principal level. Seven of those had assistant principal experience in the District, and three had experience outside of the District. Ten of the new principals were assigned to schools that were neither racially concentrated nor underperforming. However, due to the high number of principal vacancies, the District found it necessary to assign four of these new principals to racially concentrated schools, two to underperforming schools, and two to sites that were both not integrated and underperforming (**Appendix IV – 30, IV.K.1.g Assignment of First Year Principals**).

The District continually strives to recruit highly qualified teachers who already have the requisite teaching certifications. Besides direct hiring of teachers, the District also hires experienced retired teachers for classrooms through Educational Services Incorporated (ESI).⁴⁰

⁴⁰ ESI is a corporation that hires educators who are retired through the Arizona State Retirement System and are not permitted to work more than twenty hours per week for an Arizona school in the first year following

The District identifies first-year teachers and works to place them at schools that are integrated or performing at or above the District average. For SY2016-17, the District hired 98 first-year teachers and assigned them to 49 schools.

Table 4.16: New Teacher Assignments

School Year	All teachers	1st-year teachers	Percent of all teachers	Schools with new teachers	Schools with 10% or Higher of New Teachers
2013-14	2,308	40	2%	not recorded	not recorded
2014-15	2,303	197	9%	66	27
2015-16	2,321	127	5%	61	15
2016-17	2,505	98	4%	49	6

The decrease from fifteen to six schools with 10 percent or more new teachers also reflected the District's efforts to reduce the number of beginning teachers at any one school.

As with principal assignments, the District monitors the placement of first-year teachers at racially concentrated schools and/or schools performing at or below the District average on the Spring AzMERIT assessments (**Appendix IV – 31, IV.K.1.g Assignment of First Year Teachers**). Of the six schools shown in Table 4.17 below, five are racially concentrated, five performed at or below the District average on the spring 2016 AzMERIT assessment, and four were a combination of both.

retirement. ESI then leases the retiree back to the school district, thereby allowing retirees to return to work full time in their first year of retirement.

Table 4.17: Racially Concentrated and/or Schools Performing At or Below the District Average with 10 Percent or Greater 1st-Year Teachers

School	Integration Status	At or below District Average on AzMERIT
Holladay Magnet Elementary School		Y
Maldonado Elementary School	Racially Concentrated	Y
Robison Magnet Elementary School	Racially Concentrated	Y
Van Buskirk Elementary School	Racially Concentrated	N
Roskruge Magnet K-8	Racially Concentrated	Y
Utterback Middle Magnet	Racially Concentrated	Y

e. District Initiated Transfers

The District actively monitors District Initiated Transfers (DITs). There were no DITs for administrators in SY2016-17. Due to District staffing formulas, there were nineteen DITs for certificated staff at the beginning of SY2016-17. Thirteen of the DITs were white staff, while the remaining six were Hispanic (**Appendix IV – 32, IV.K.1.d.iv Certificated District Initiated Transfer**).

B. Retention**1. Evaluation and Assessment of Attrition Information**

While recruiting a diverse staff is critical to promoting diversity throughout the District, it is also important to retain staff members already with the District. To that end, the District monitors attrition rates to determine if any disparity exists with respect to African American or Hispanic ACS separations as compared to the rates for other racial/ethnic groups. In SY2016-17, 376 ACS separated from the District (**Appendix IV – 33, Certificated Attrition SY2016-17**). This represents an overall separation rate of 14 percent.

a. ACS Retention

Table 4.18 below provides a breakdown of the ACS who left the District during SY2016-17. As shown, 72 percent of ACS leaving the District were white, 19 percent were Hispanic, and 5 percent were African American.

Table 4.18: ACS Separations by Ethnicity 2016-17

Ethnicity	Total Separations	Percent of Total separations	Percent of Total Certificated Staff	Difference
White	271	72.1%	64.7%	7.4%
African American	18	4.8%	3.3%	1.5%
Hispanic	70	18.6%	28.1%	-9.4%
Native American	9	2.4%	2.4%	0.0%
Asian/PI	8	2.1%	1.6%	0.6%
Total	376			

The difference between the percentage of total separations and the percentage of total staff helps the District determine whether a disparity exists between racial/ethnic groups in terms of separations, particularly when population numbers are small. While the separation rate was higher for African American staff than would be expected, the greatest disparity was for white staff. By contrast, the negative differential for Hispanic staff indicates that the separation rate was much lower than what would be expected.

Notably, retirement accounted for 20 percent of the separations: Ten Hispanic staff and four African American staff retired. The underrepresentation of Hispanic retirements compared to the District average demographics could be attributed to a younger Hispanic staff population.

Table 4.19 below shows the separation rates for Hispanic and African American ACS over the past four years. As noted in prior reports, although instructive, the percentages can overstate the rate for small population groups because a single individual can dramatically change the results. The separation rates for staff thus tend to vary widely from year to year. In SY2016-17, there was a 3-percent increase for African American staff.

Table 4.19: Separation Rates for Site Certificated Staff by Ethnicity

SY		White	African American	Hispanic / Latino	Native American	Asian/ Pacific Islander	Unspec	Total
2013-14	Separations	309	11	69	7	11	3	410
	Total Staff	1,846	79	700	33	61	13	2,732
	Attrition	17%	14%	10%	21%	18%	23%	15%
2014-15	Separations	288	5	95	7	5	6	406
	Total Staff	1,775	82	715	31	59	41	2,703
	Attrition	16%	6%	13%	23%	8%	15%	15%
2015-16	Separations	271	14	61	5	9		360
	Total Staff	1,762	83	686	33	57		2,621
	Attrition	15%	17%	9%	15%	16%		14%
2016-17	Separations	271	18	70	9	8		376
	Total Staff	1,744	89	756	42	64		2,695
	Attrition	16%	20%	9%	21%	13%		14%

HR undertook additional analyses to study why a higher number of African American staff separated in SY2016-17. The analyses revealed that, excluding retirements, eleven of the fourteen staff members who left were teachers (**Appendix IV – 34, Certificated Attrition Reasons**). To improve retention of African American certificated staff, the District implemented several activities:

- Conducted outreach to retired teachers to bring them back into the classroom;
- Sponsored a local chapter of the National Alliance of Black School Educators; and
- Initiated in-person calls to invite teachers to return to the classroom.

Going forward, the District also will look to:

- develop a teacher mentoring program in partnership with the District's African American Student Services Department;
- develop a retention plan with the Recruitment and Retention Advisory Committee; and
- build a stronger connection with the African American community in Tucson.

b. Retention of Administrative Staff

Eleven site administrators left the District in SY2016-17. Three of these administrators retired, including two Hispanic administrators. One African

American administrator and three Hispanic administrators left the District for personal reasons.

c. Assessing Staff Job Satisfaction

Job satisfaction is crucial to staff retention. To measure job satisfaction, site staff are surveyed annually through the School Quality Survey (**Appendix IV – 35, IV.K.1.j Teacher Survey Comparative Data by School Level 3 yr comparison**). The survey specifically asks site staff whether they agree or disagree with three statements:

- Overall, I am very satisfied with my school (Q35).
- I am very satisfied with my current position at TUSD (Q36).
- I want to continue employment with the District (Q37).

Table 4.20 below shows the survey results for African American and Hispanic site staff over the past four years. Percentage totals are based on responses of “strongly agree” and “agree.” There is high agreement among all levels for continued employment in the District. However, there was a notable decline in Hispanic overall satisfaction and middle school-level satisfaction, as well as in African American overall satisfaction and elementary school/high school-level satisfaction. It is important to note that the survey results are sensitive to year-to-year variability because the sample size is small and changes annually. However, in SY2017-18 HR will attempt to determine what might account for the increased dissatisfaction among Hispanic and African American staff.

Table 4.20: Job Satisfaction “Strongly Agree” or “Agree” Survey Responses for African American and Hispanic Site Staff

		Q 35. - Overall, I am very satisfied with my school			Q 36 - I am very satisfied with my current position at TUSD			Q 37 - I want to continue employment with the District		
Ethnicity	School Year	ELEM/ K8 SCHOOLS	MIDDLE SCHOOLS	HIGH SCHOOLS	ELEM/ K8 SCHOOLS	MIDDLE SCHOOLS	HIGH SCHOOLS	ELEM/ K8 SCHOOLS	MIDDLE SCHOOLS	HIGH SCHOOLS
African American	2013-14	93%	73%	78%	98%	77%	82%	95%	91%	90%
African American	2014-15	92%	77%	79%	92%	77%	84%	97%	94%	94%
African American	2015-16	86%	80%	82%	87%	85%	89%	96%	97%	100%
African American	2016-17	85%	91%	81%	90%	90%	74%	96%	100%	93%
Hispanic	2013-14	90%	82%	75%	91%	83%	81%	98%	94%	93%
Hispanic	2014-15	91%	85%	78%	91%	87%	83%	98%	96%	96%
Hispanic	2015-16	93%	87%	86%	94%	90%	87%	98%	96%	98%
Hispanic	2016-17	92%	80%	91%	93%	82%	92%	98%	92%	96%

2. First-Year Teacher Plan

The District offers targeted mentoring and support in an effort to attract and retain new teachers. As part of this effort, the District developed and implemented a pilot plan for first-year teachers in SY2013-14, revised the plan for SY2015-16, and made additional minor revisions for SY2016-17 (**Appendix IV – 36, First-Year Teachers Plan SY2016-17**).

Under the revised First-Year Teacher Plan (FYTP) for SY2016-17, the District assigned all first-year teachers to a full-time teacher mentor, a position designed to provide support to new teachers. Under the FYTP, first-year teachers developed and followed personalized plans of action, which included creating a schedule with specific times for observation cycles, feedback, weekly collaborations, creating individualized learning plans, and analyzing student work and lessons via video recording. Teacher mentors worked with their new teachers for at least 90 minutes per week, which is recommended by the New Teacher Center (NTC), <https://newteachercenter.org/>, a non-profit organization that aims to improve student learning by accelerating the effectiveness of teachers and school leaders. In June 2017, the New Teacher Center released the final results from its U.S. Department of Education Investing in Innovation (i3) analysis, which found that the

NTC teacher induction model increases student learning by up to five months (**Appendix IV – 37, NTC Press Release**).

The most significant change made to the FYTP in SY2016-17 was the development of a new evaluation instrument to replace the use of attendance rates and AzMERIT achievement data, which were neither readily available nor effective measures of teachers' practices. In their place, the District developed pre- and post-survey instruments to accomplish this evaluation, discussed in more detail below. This change is memorialized in the "Evaluation" portion of the FYTP.

a. Revised First-Year Teacher Plan

The District presented the revised FYTP to teacher mentors during their professional development meeting on September 7, 2016, along with the names of the 110 teachers participating in the plan. Of those 110 teachers, five did not complete the school year. The remaining 105 first-year teachers participated in the program over the full school year, averaging 22 hours of collaboration per mentor-teacher relationship. Forty-four teachers (42 percent) completed 22 hours or more.

b. Focus Areas for First-Year Teachers

The District purchased New Teacher Center Learning Zone (Zone) software in September 2015. Implementing this software in SY2015-16 allowed the District to better collect data on instructional practices, with which first-year teachers most often struggle, and analyze the data with respect to the teaching standards as measured by the modified/revised Danielson Framework. The data were used to track the work between teacher mentors and teachers in the New Teacher Induction Program (NTIP), as described in greater detail below. On October 7, 2015, teacher mentors attended a webinar with the NTC for training on Zone. Teach mentors began using Zone immediately after the training, and from October through December 2015, mentors learned how to use Zone with fidelity.

In SY2016-17, teacher mentors continued to use Zone to track collaboration time and monitor focus areas for each new teacher. One report, based on the Danielson Teaching Standards, provided the total amount of time mentors and teachers collaborated and reflected on teachers' practice based on the four Domains of the Danielson Framework: (1) Planning and Preparation, (2) The Classroom Environment, (3) Instruction, and (4) Professional Responsibilities (**Appendix IV – 38, NTC Learning Zone Results** and **Appendix IV – 39, Danielson Smart Card**). The 2016-17 hours are broken down into time spent on each domain:

Domain 1:	2,435 hours
Domain 4:	2,364 hours
Domain 3:	1,611 hours
Domain 2:	1,397 hours
Total:	7,807 hours

The data were consistent with new teachers' development. Time spent on Domain 4—specifically on component 4a, Reflecting on Teaching—results from building a relationship with the assigned teacher mentor. Teacher mentors spend the first quarter building trust with new teachers through reflective conversations and collaborations. As these relationships become established, new teachers and teacher mentors spend many hours planning and preparing for instruction. Mentors collaborate, facilitate, and model how to construct assessments, and teachers use the results to design coherent instruction. During the time spent on Domains 1 and 4, new teachers develop their skills to establish a productive classroom environment and deliver effective instruction. Throughout these reflective conversations and collaborations, the mentors and new teachers create action plans to implement their next steps (**Appendix IV – 39, Danielson Smart Card**). The expectation is that more time is spent in Domain 3 as teachers gain experience.

c. First-Year Teacher Plan Evaluation

The District evaluates the FYTP using three metrics: (1) benchmark data; (2) teacher, mentor, and administrative surveys; and (3) pre-post surveys of teachers and teacher mentors.

The District compared first quarter academic benchmark data with third quarter benchmarks for first-year teachers participating in the program. Seventy-five percent of those who completed the school year (79 teachers) taught math and/or English language arts (ELA). There was not a strong relationship between the number of hours spent with new teachers and the gains students made on the benchmarks. However, 10 teachers (13 percent) saw their students improve ELA benchmark scores by 10 percent or greater, and 17 teachers (22 percent) saw their students improve math scores by 10 percent or greater (**Appendix IV – 40, Benchmark Gains**).

Eighty-three first year teachers completed the end-of-year program evaluation. Of those, 73 percent reported that their mentor helped them improve their classroom procedures and management. Eighty-nine percent reported that

observations, discussions, and collaborations with their teacher mentor influenced their teaching practice in some way. Ninety percent agreed that their mentor met their needs as a growing professional. Overall, 83 percent reported that the teacher mentor program had been effective or highly effective in supporting their growth as a teacher (**Appendix IV – 41, Teacher Survey Results**).

The teacher mentor survey indicated that the mentors valued the mentor-to-mentor observations in helping them improve their mentoring. Sixteen mentors facilitated professional development seminars, and thirteen facilitated study groups for new teachers and other certified teachers. All teacher mentors rated the program as effective or very effective overall (**Appendix IV – 42, Mentor Survey Results**).

The administrator survey showed that 79 percent of administrators met with mentors at least two times during the school year, while half indicated they met more than two times (some even met weekly). Sixty-five percent saw improvement in both classroom management and instruction, and 59 percent saw improvement in lesson planning/design. The administrator results were positive overall, indicating that administrators value mentor support. Some administrators suggested continuing mentoring for third-, fourth-, and fifth-year teachers (**Appendix IV – 43, Admin Survey Results**).

The change to FYTP to include pre- and post-surveys for teachers and their mentors proved not to be fully sustainable. Mentors did not take the survey, as the program was not fully staffed at the beginning of the year, and caseloads and/or individual teachers proved to be too fluid to provide meaningful data.

Twenty-one teachers completed the self-reported 12-item pre- and post-assessments. The most frequently cited areas of improvement were “the incorporation of student’s interests, aspirations, and backgrounds” and “equipping students with the planning, thinking and self-assessment skills they need” (**Appendix IV – 44, Pre-Post Teacher Survey Results**). Because of a lack of variation in responses, the District will be revising this component of the evaluation for next year. *Id.*

3. Teacher and Principal Evaluations

In SY2014-15, two District committees—the Teacher Evaluation Joint Committee and the Principal Evaluation Committee—discussed and revised the teacher and principal evaluation instruments to incorporate input from the Special

Master and District staff. *2014-2015 Annual Report, Executive Summary, p. ix.* As reported in the 2015-16 Annual Report, the District made three changes to the 2016-17 teacher evaluation: 1) Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Developmental Reading Assessment (DRA) data would provide growth scores for teachers in grades K-2; 2) teachers in grades 3-12 would receive growth scores based on AzMERIT scores; and 3) the District would raise the cut scores. The District first provided the increased cut scores to the Special Master for review and comment, and on July 9, 2016, provided the Governing Board with the proposed changes to Governing Board Policy GCO, *Evaluation of Certificated Staff Members*. The Governing Board approved the policy revision on August 9, 2016. The approved cut scores are as follows:

- Ineffective: 46 or fewer points
- Developing: 47-60 points
- Effective: 61-78 points
- Highly Effective: 79-100 points

a. Professional Development

Throughout SY2016-17, elementary and secondary directors provided continual professional development on instructional supervision via Instructional Leadership Academy (ILA) professional development sessions (**Appendix IV – 45, ILA Year-at-a-Glance**). This provided a consistent approach to strengthening Tier 1 instruction and observation and feedback skills. In this way, the directors were then able to ensure that each of their principals were conducting and documenting teacher evaluations as required.

To ensure that all administrators who evaluate teachers are qualified to do so, and that there is consistency in teacher evaluation throughout the District, all administrators must pass the “Qualified Evaluator” component of the Danielson Framework. Accordingly, the District provided the one-day Qualified Evaluator Training for newly appointed principals, assistant principals, and central-level administrators who evaluate certificated staff. This training included a review of the performance management section of the Qualified Evaluator Training and provided an opportunity for the participants to practice utilization of these skills and receive feedback. *Id.*

The District also requires all administrators who evaluate certified staff to participate in a “calibration” activity. This activity is designed to ensure that administrators evaluate teachers consistently. Furthermore, the District requires all

administrators to recertify as “Qualified Evaluators” every three years to demonstrate that they maintain the skills required to appropriately evaluate teachers. The leadership directors facilitated calibration activities at the ILA professional development sessions (ILA PDs).

b. Teacher Evaluation Instruments and Processes

During June 2017, the Teacher Evaluation Joint Committee reconvened to review the evaluation instrument and process. The committee made the following three recommendations for changes to the 2017-18 teacher evaluation: 1) Grade 3 teachers will receive academic growth scores by comparing 2016-17 AzMERIT 3rd grade scores to the 2015-16 composite SchoolCity Benchmark (a combined score from fall and spring) from 2nd grade; 2) teachers in 4th through 11th grade will receive growth scores based on AzMERIT 2016-17 scores as compared to AzMERIT 2015-16 scores; and 3) the District will utilize the standard error of mean (SEM) to determine academic growth scores for “B” Teachers (**Appendix IV – 46, Teacher Evaluation Model SY2017-18 and Appendix IV – 47, B Teacher Growth Component Improvement 2017**). These changes will go into effect for SY2017-18, and Governing Board Policy GCO, approved on August 9, 2016, will remain in effect for SY2017-18 with the same cut scores referenced above.

c. Principal Evaluation Instruments and Processes

The District made no changes to the principal evaluation instrument for SY2016-17 (**Appendix IV – 48, Principal Evaluation Instrument**).

4. New Teacher Induction Program

The USP directs the District to provide new teachers with additional skills to “become effective educators,” including building beginning teachers’ capacity to become reflective and collaborative members of their professional learning communities (PLCs) and helping them engage thoughtfully with students from diverse backgrounds. USP § IV(I)(1). The District also is tasked with hiring or designating an appropriate number of new teacher mentors. *Id.* To support new teachers (both teachers in their first two years of teaching and teachers who are new to the District) the District provides a NTIP designed on the foundational model developed by the NTC.

The NTIP has three components: 1) a four-day new teacher induction training program designed to introduce new and new-to-the-District certified teachers to the District’s policies, practices, and ethos; 2) mentor support for new

teachers; and 3) professional development for all certified District employees, with priority given to first- and second-year teachers. Each component builds teachers' skills to enable them to become stronger, reflective practitioners and collaborative members of their PLCs. Each element of the program also encourages teachers to engage thoughtfully with students from diverse racial, ethnic, cultural, and linguistic backgrounds using Culturally Responsive Pedagogy.

In SY2016-17, the District kicked off the NTIP at a four-day training at Santa Rita High School from July 26 to 29, 2016. Working with HR staff, the NTIP coordinator identified and invited the 2016-17 newly hired certificated teachers and any teachers hired in the previous year that had been unable to complete the induction program. The District developed three definitions for clarification purposes:

- First-Year Teachers: Teachers who have never taught before
- New Teachers: Teachers in their first two years of teaching
- New-to-TUSD: First-year teachers in the District who have more than two years of previous teaching experience

A total of 312 new teachers and new-to-TUSD teachers attended the NTIP induction program (**Appendix IV – 49, Induction Roster**). They received training on District protocols and initiatives to prepare them for joining the District community. Of the 312 attendees, 95 were new teachers 30 percent and 217 had at last one year of experience or more.

The SY2016-17 induction consisted of both whole group sessions and breakout sessions facilitated by various District departments. Whole group presentations consisted of eight major topics, including the SLT introduction, District history and culture, compliance with law and professional boundaries, the USP, Culturally Relevant Pedagogy and Instruction (CRPI), *Guidelines for Students Rights and Responsibilities* (GSRR), the District's Strategic Plan, and an Exceptional Education overview. All presentations were designed to provide a foundational understanding of each area for all teachers new to the District. Days 2-4 of the induction centered on smaller groups differentiated based on need.

The District provided professional development in the following areas:

1. Synergy, the District's new Student Information System (SIS);
2. Danielson;

3. Data Driven Instruction;
4. Curriculum 3.0, the District's most up-to-date curriculum and resources that align with the Arizona College and Career Readiness Standards in both ELA and math;
5. Classroom Management and Procedures;
6. Essential Elements of Instruction (EEI);⁴¹
7. Planning for Instruction; and
8. Differentiated Instruction.

The District required all teachers to take Synergy, Danielson, Curriculum 3.0, Classroom Management and Procedures, and EEI. Teachers who had previously taken Synergy and/or EEI received assignments to the other classes (**Appendix IV – 50, NTIP Agenda**).

The District requested feedback from the NTIP participants through two exit surveys. The first, which polled participants about the first day, showed that the majority of respondents felt welcome and developed an understanding of the topics presented. According to 96 percent of the participants, the Superintendent Leadership Team provided a strong welcome and sense of support for incoming professionals. More than 90 percent of participants indicated that they obtained a foundational understanding of all but two of the given topics. The exceptions were the Strategic Plan and CRPI presentations, with 86 percent and 88 percent of respondents, respectively, indicating a foundational understanding.

The second survey related to days 2-4. The following chart shows the percentage of participants who agreed or strongly agreed that they would incorporate into their practices the material from the breakout session indicated (**Appendix IV – 51, NTIP Survey Results**). This feedback will be instrumental in planning for next year's NTIP.

⁴¹ EEI is a District-mandated training for all teachers providing direct instruction to students. EEI instructs teachers on how to select objectives at the correct level of difficulty, teach to the objective, use the principles of learning, and monitor student learning and then adjust their teaching.

Table 4.21: Results from Second NTIP Survey

Strongly Agree/ Agree	Classroom Management	Danielson Certified Evaluation Training	EEI	Planning for Instruction	Data Driven Instruction	Differentiated Instruction
I will incorporate what I have learned from this session in my practice throughout the school year.	96%	95%	91%	68%	64%	59%

Following the four-day induction training, the District scheduled all new teachers for an additional three days of training on the EEI. Teachers who missed all or part of the EEI portion of the NTIP had the opportunity to participate in make-up sessions conducted in the fall and winter (**Appendix IV – 52, NTI Make-up Schedule Participants**).

The District has continued efforts to improve this program and find new ways to demonstrate to teachers the connection between the Danielson Framework for Teaching, Culturally Responsive Pedagogy, and equitable access to instruction for all students. The EEI training incorporated Appendices J and K from the Curriculum Audit, “Characteristics of Cognitively Engaging Instruction” and “Characteristics of Culturally Responsive Teaching,” as well as the District’s Strategic Plan (**Appendix IV – 53, App. j and k**).

Through script revision, the EEI program more deeply connects participants with clearly identified strategies for teaching diverse students from a culturally relevant perspective. The current EEI training models effective strategies and supports personal connections to the learning. Over the course of the four training days, EEI participants engage in learning activities that strengthen their ability to design lessons that develop students’ critical thinking and encourage deeper student engagement with rigorous academic content.

The NTIP second component required teacher mentoring for teachers in their first two years of teaching. The District recruited new teacher mentors during summer and fall 2016 after several mentors accepted other positions or moved to another district or state. Following the NTC’s staffing model, which calls for a ratio of fifteen new teachers to every full-time teacher mentor, the District hired thirteen new teacher mentors—four from within the District, one retired from the District,

four former District employees, and four external candidates (**Appendix IV – 54, Teacher Mentor Hiring**).

The teacher mentors provided one-to-one mentoring for 283 teachers (**Appendix IV – 55, Mentor Assignments**). These included 103 first-year teachers, 105 second-year teachers, eight new Make the Move exceptional education teachers, 51 interns, twelve long-term substitutes, and four first-year teachers at Holladay who were coached by the master teachers assigned to the school. The mentors also communicated with each teacher's site administrator at least once per semester (and generally more often). The District designed the mentor support program to inspire, support, and challenge participants to accelerate their professional growth, increase student learning and achievement, advocate for equity of all students, develop reflective practices, and develop into teacher leaders who value collaboration and life-long learning. Teacher mentors meet weekly for their own professional development to support and enhance their mentoring and presentation skills.

Teacher mentors also supported first- and second-year teachers with PLC work. Teacher mentors helped new teachers analyze data and student work as they prepared to attend their PLC, addressed questions and concerns raised during their PLC time, and occasionally attended PLC meetings with teachers.

The District continued to partner with the NTC during SY2016-17. The teacher mentors fully transitioned to using the Zone program, which allowed them to access Formative Assessment System tools to gather data and guide reflective conversations. These tools helped guide their work with the teachers' professional development plans, class profiles, analyses of student work, and video reflections. Mentors offered teachers effective instructional strategies and the resources required to meet the needs of their students and accelerate their own professional growth. Zone also allows mentors to record the time spent with the teachers on their caseloads (**Appendix IV – 38, NTC Learning Zone Results**).

Pursuant to the NTIP's third component, mentors also provided regular professional development to first- and second-year teachers. The District convened a Teacher Mentor Professional Development Planning Committee to discuss and identify seminars and study groups to be offered through True North Logic (TNL), the District's professional learning portal. While these seminars were available to all teachers, the District required two sections, Classroom Management I and II, for first-year teachers (**Appendix IV – 56, Mentor PD Agenda**). The District

compensated first- and second-year teachers for any training sessions they attended.

The District also partnered with NTC to provide Professional Learning Series (PLS) training to the teacher mentors. PLS is a targeted professional development series designed to advance the skills, abilities, and knowledge of mentors and coaches. PLS ensures that participants develop effective skills to advance the practice of new teachers, ultimately helping improve student learning. This partnership also allows the District to have six in-house trainers, trained by NTC, to present the PLS. In this way, the District can offer the learning series to the most teachers possible. PLS also is discussed in Section II.B.5 of this report.

Through this partnership, the District sent a select group of mentors to the NTC Symposium (**Appendix IV – 57, NTC Attendees Agenda**). This annual event provided an opportunity for participants from around the world to come together to learn about effective practices and discuss issues related to teacher induction, create a new vision for the teaching profession, and consider how induction systems and mentoring practices can move classrooms and schools toward excellence and equity. NTC accepted a proposal by three District mentors, who presented a breakout session called Integrating Mentoring Practices into Professional Development for New Teachers.

NTC has recognized the District for its high-quality mentoring program. For the past two years, the NTC invited the District to participate in the National Program Leader Network (NPLN). The program entails the District sending a three-person team to attend the NPLN, where committed program leaders provide support by analyzing and sharing effective practices and learning new strategies to increase program effectiveness. The NPLN also provides access for teacher mentors to the Zone program to access tools, collect data, and participate in webinars.

The District believes it is important to assess the positive benefits of the NTIP. To do so, the District surveyed the new teachers, principals, and teacher mentors in spring 2017. Responses to the new teacher survey, completed by 131 teachers of the 283 who were in the induction program by January 31, 2017, indicated that (**Appendix IV – 41, Teacher Survey Results**):

- 63 percent of the teachers met weekly with their mentor.
- 71 percent reported developing a broad repertoire of teaching strategies; 69 percent reported these included strategies for managing

student behavior and 66 percent reported strategies for engaging students in learning.

- 71 percent reported classroom procedures improved.
- 87 percent responded that observations, discussion, and collaborations with their teacher mentor influenced their teaching practice in some way.
- 91 percent found reflective conversations with their mentor the most valuable.
- 89 percent of respondents agreed their mentor met their needs as a growing professional.
- 95 percent reported feeling effective in their classrooms.
- 88 percent reported they would stay in the District.
- 80 percent reported they would stay at their current school.

5. Teacher Support Plan

In SY2016-17, the District continued implementing strategies to support underperforming or struggling teachers regardless of their length of service. During SY2012-13, the District developed the Teacher Support Plan (TSP), collaboratively with the Tucson Education Association, to help certain teachers improve their classroom performance. The Governing Board approved the plan on December 10, 2013, as part of performance management for certified staff. Appendix F of the District's *Teacher Evaluation Process: A Tucson Unified School District Model for Measuring Educator Effectiveness* includes the TSP. School or district-level administrators refer teachers to one of the programs set forth in the TSP based on administrator observations, student surveys, discipline referrals, annual teacher performance evaluations, classroom management reviews, and other evidence.

The TSP offers two programs for teacher support: the Plan for Improvement and the Targeted Support Plan.

1. Pursuant to state statute, the Plan for Improvement supports underperforming teachers who are rated in the lower two evaluation classifications ("Developing" or "Ineffective") for two consecutive years. Administering a plan for improvement requires issuing a Notice of Inadequacy of Classroom Performance (**Appendix IV – 58, TUSD GB Policy GCO**).
2. The Targeted Support Plan is for (1) struggling teachers who need support in one or more areas but who are not identified as performing inadequately in

the classroom, and (2) teachers who personally request additional assistance in one or more area.

Key to the success of the TSP is the ability of administrators, both at sites and central administration, to identify teachers who need additional support and provide assistance for those teachers. Accordingly, the District provided training on the TSP to central administrators, principals, and assistant principals during a fall 2016 ILA (**Appendix IV – 59, ILA Agenda 08.18.16 TSP**). The training covered both the Plan for Improvement and the Targeted Support Plan processes. Throughout the school year, the ILA covered the District Model for Measuring Educator Effectiveness and the District’s modified Danielson Framework for Domain 3—instruction with an emphasis on instructional supervision and feedback (**Appendix IV – 60, ILA Agendas Instructional Supervision**).

To help teachers improve on instructional practices, new principals also received training on several District initiatives:

- PLCs: Using the reflective feedback protocol to plan PLC coaching conversations;
- Curriculum 3.0/4.0: Unwrapping standards to assist teachers in implementing the District curriculum with fidelity;
- Instructional Supervision: Focusing on essential elements of the Tier 1 process via instructional supervision to improve teacher practice;
- Common Formative Assessments (CFAs): Aligning objectives to CFAs to guide instruction.

Principals also reviewed the TSP information with all certified employees during staff meetings and/or early-release Wednesdays. In addition, the Tucson Education Association communicated the plan to its members.

Elementary and secondary directors worked with site administrators to develop and monitor targeted support plans. They then worked with assistant superintendents and the HR department to implement plans. As set forth in the TSP, principals contacted the interim senior director for Curriculum Deployment to request a district coach to support teachers on a Targeted Support Plan. The District workflows for the Targeted Support Plan (**Appendix IV – 61, Targeted Support Plan Work Flow**) and the Plan for Improvement (**Appendix IV – 62, Plan for Improvement Work Flow**) guided the processes for both plans of support.

For SY2016-17, teachers were on a Targeted Support Plan for an average of nine weeks before completing the plan's objectives. The District expects that teachers on a Targeted Support Plan will improve and maintain an acceptable level of performance within the identified area of concern.

As shown in Table 4.22 below, the total number of teachers on any plan in SY2016-17 increased by 23 teachers. Significantly more teachers were on a Targeted Support Plan than a Plan of Improvement.

Table 4.22: Number of Teachers on Targeted Support Plans or Plans of Improvement, 2015-16 and 2016-17

Ethnicity	Targeted Support Plans (Struggling)		Plans of Improvement (Underperforming)		Total	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
White	15	34	0	3	15	37
African American	1	2	0	0	1	2
Hispanic	8	5	0	1	8	6
Native Am.	0	1	0	0	0	1
Asian/Pacific Islander	0	1	0	0	0	1
Other	0	0	0	0	0	0
Total	24	43	0	4	24	47

6. Leadership Development

Recruiting and retaining quality teachers and administrators is not simply a function of marketing the District to those who work elsewhere. Rather, the USP anticipates an environment in which the District will assist diverse internal candidates in acquiring the skills and knowledge to obtain a leadership position within the District. To that end, the District's Prospective Administrative Leaders Plan sets forth two approaches for the development of administrative leaders, with an emphasis on the development of a diverse group of leaders who include African American and Hispanic administrators. The two approaches include the Leadership

Prep Academy (LPA) and the Master Cohort in Educational Leadership through the University of Arizona's College of Education.

a. Leadership Prep Academy

The LPA cultivates the leadership skills of certificated staff members who are interested in pursuing administrative positions in the District. The LPA includes candidates who are qualified to serve as assistant principals and selected through the recommendation process.

In addition to the LPA, the District implemented a Leadership Development Academy to assist all Governing Board-approved new central and site administrators for SY2016-17 in transitioning to their new roles. The District learned from SY2015-16 that two academies were needed to support its newly approved site and central administrators as well as aspiring leaders (those not yet appointed to administrative roles). This allowed the District to fill LPA Cohort IV with "aspiring" leaders and expanded the administrative applicant/candidate pool for SY2017-18. Both academies (LPA Cohort IV; LDA Cohort I) were eight-month leadership programs. LPA Cohort IV had 24 participants, and LDA Cohort I had 20 participants. The Interstate School Leaders Licensure Consortium (ISLLC) standards for leadership⁴² guided each academy session, and the SLT served as instructors. Participants also engaged in book studies, attended board meetings, and developed a culminating project in preparation for administrative interviews. Then-superintendent H.T. Sánchez and assistant superintendents presented on the ten standards during the LPA.

b. LPA Recruitment

To ensure that the LPA fulfilled the USP goal of diversifying the leadership staff, the District made targeted recruitment efforts to encourage administrators to identify prospective and aspiring African American and Hispanic candidates. In SY2016-17, recruitment efforts included disseminating District/University of Arizona Cohort information via the District's website, announcements at the Superintendent's Teacher's Focus Group meetings, encouraging teachers to ask their

⁴² There are ten ISLLC standards by which the LPA was organized: 1. Shared Mission, Vision, and Core Values, 2. Ethics and Professional Norms, 3. Equity and Cultural Responsiveness, 4. Curriculum, Instruction, and Assessment, 5. Support for Students, 6. School Personnel, 7. Professional Community for Teachers and Staff, 8. Family and Community Engagement, 9. Operations and Management, 10. School Improvement.

supervisors about the program, ILAs, and direct outreach to prospective candidates by central and site administrators.

c. LPA Selection Process

The District selected candidates for the academy from staff members recommended by their principal, director, assistant superintendent, chief, or deputy superintendent. In fall 2016, District leaders reviewed the names and qualifications of 57 nominees recommended by their supervisors. The candidate pool consisted of ethnically diverse applicants from many different staff positions.

Table 4.23: 2016-17 LPA Prospective Candidate Pool

LPA Prospective Candidate Pool	Male	Female	Totals
White/Anglo	5	22	27
African American	2	3	5
Hispanic	5	20	25
Asian/Pacific Islander	0	0	0
Native American	0	0	0
Total	12	45	57

The prospective candidate pool consisted of 30 teachers, one professional development academic trainer, five Multi-Tiered System of Supports (MTSS) facilitators⁴³, seven assistant principals, two magnet coordinators, eight certified support staff, two counselors, and two assistant directors.

The District required the candidates to participate in the LPA to demonstrate clear leadership qualities in their current position or assignment. These qualities included being a strong team member; going above and beyond regular duties, responsibilities, and assignments; being dependable and reliable; maintaining a positive attitude; and having a proven track record of making a difference on a campus or department.

⁴³ MTSS is a research-based approach to addressing student intervention, from strong first-level instruction in the classroom for all students to additional interventions for those students who may need additional small group or individualized support.

Of the 57 nominees, 26 candidates were selected, including nine white, four African American, and thirteen Hispanic candidates (*see* Table 4.24 below). African American and Hispanic participants made up 63 percent of the LPA Cohort IV (**Appendix IV – 63, LPA Participants SY2016-17 Final**).

Table 4.24: Leadership Prep Academy Participants 2016-17

LPA Prospective Candidate Pool	Male	Female	Totals
White/Anglo	2	7	9
African American	2	2	4
Hispanic	2	11	13
Asian/Pacific Islander	0	0	0
Native American	0	0	0
Total	6	20	26

Twenty new administrators participated in the Leadership Development Academy. This cohort included three African American and eight Hispanic participants (**Appendix IV – 64, LPA Participants SY2016-17 Group 2 Final**).

Table 4.25: Leadership Development Academy Participants 2016-17

	Male		Female		Total
	Principal	Director	Principal	Director	
White/Anglo	3	0	6		9
African American	1	0	2	0	3
Hispanic	0	1	6	1	8
Asian/Pacific Islander	0	0	0	0	0
Native American	0	0	0	0	0
Total	4	1	14	1	20

d. LPA Implementation

The LPA met for ten sessions throughout SY2016-17. The District administered evening sessions that included presentations and discussions.

Between sessions, the District required LPA participants to attend Governing Board meetings and participate in discussions regarding meetings with the LPA staff and other attendees. LPA participants discussed the content of four books at the beginning of each session: *Mindset: The New Psychology of Success*, by Carol Dweck; *A Whole New Mind: Why Right-Brainers Will Rule the Future*, by Daniel H. Pink; *A Message to Garcia*, by Elbert Hubbard; and *Cage Busting Leadership*, by Frederick M. Hess (**Appendix IV – 65, 2016-2017 LPA Schedule and Syllabus**10.26.2016).

The District designed the LPA to produce a cadre of qualified candidates to fill positions for site principals, assistant principals, or central office directors. Three Hispanic participants in the LPA Cohort IV secured administrative positions—one principal and two assistant principal positions—for SY2017-18 (**Appendix IV – 66, Leadership Prep All Participant Summary w appts**).

Table 4.26: Board-Approved 2016-17 LPA Site Administrators for SY2017-18 (as of June 27, 2017)

	Male		Female		
	Principal	Asst. Principal	Principal	Asst. Principal	Total
White/Anglo	0	0	0	0	0
African American	0	0	0	0	0
Hispanic	0	1	1	1	3
Asian/Pacific Islander	0	0	0	0	0
Native American	0	0	0	0	0
Total	0	1	1	1	3

Table 4.27 below summarizes the number of LPA graduates who secured promotions to site administration positions two or more years after completing the LPA. Overall, 59 out of 101 LPA graduates secured a site administrative position. *Id.*

**Table 4.27: Board-Approved Cohort I, II, III, and IV LPA Site Administrators
Cumulative**

	Male		Female		
	Principal	Asst. Principal	Principal	Asst. Principal	Total
White/Anglo	7	4	14	6	31
African American	1	0	0	1	2
Hispanic	7	4	9	5	25
Asian /Pacific Islander	0	0	0	1	1
Native American	0	0	0	0	0
Total	15	8	23	13	59

e. District/University of Arizona Masters Cohort in Educational Leadership

The District continued its partnership with the University of Arizona to develop the Masters Cohort in Educational Leadership. Participants who complete the two-year advanced education program earn a Master's in Educational Leadership.

For the SY2016-17 cohort, potential candidates attended meetings to learn about the Masters Cohort III. Applications accepted by the University of Arizona were forwarded to the District to be reviewed against a set of criteria. The District required candidates to be:

- current Tucson Unified employees in good standing;
- certified teachers;
- teachers with three years' tenure in the District by the end of the program (summer 2017); and
- teachers who signed a Commitment Agreement.

Approved applicants received a commitment letter and scholarships from both the University of Arizona and the District to cover a portion of university tuition (**Appendix IV – 67, IGA Masters in Educational Leadership**).

In SY2016-17, Cohort II completed and graduated from the two-year program. Cohort III, which completed the first year of the program, included one Asian candidate among the five prospective administrators—four teachers and one certified support staff member (**Appendix IV – 68, TUSD UA Ed Ldrshp Cohort III App List SY2016-17**).

Table 4.28: District/UA Masters Cohort III Participants

	Male	Female	Total
White/Anglo	2	2	4
African American	0	0	0
Hispanic	0	0	0
Asian/Pacific Islander	0	1	1
Native American	0	0	0
Not Identified	0	0	0
Total	2	3	5

7. Professional Learning Community Training

USP § IV(I)(4) requires the District to “provide appropriate training for all school site principals to build and foster PLCs among teachers at their schools so that effective teaching methods may be developed and shared.” In SY2016-17, the District continued its partnership with Solution Tree, an educational professional development consultant, to conduct Professional Learning Communities Academy for all central and site administrators, along with one key teacher leader from each site. (**Appendix IV – 69, PLC Academy Agendas SY2016-17**).

During SY2016-17, the District utilized the *Professional Learning Communities Guide*, which is published on the District Intranet and Internet (**Appendix IV – 70, PLC Guide Screen Shot**). This guide provides foundational information, essential tools, templates, and resources for establishing and maintaining strong PLCs at every school. The guide helped schools determine their levels of proficiency with PLCs as a process for improving student performance through enhanced teacher practices.

Through the Instructional Leadership Academy, the District provided four trainings for site administrators on key aspects of PLCs during the fall semester. The District’s *Professional Learning Communities Guide* was the basis for the training. Topics covered included guide material designed to inform principals about PLC purpose, driving questions, team process of inquiry, roles of PLC

members, and tools to use to follow up with their teachers (**Appendix IV – 71, ILA Year-at-a-glance w Objectives SY2016-17**).

SY2016-17 brought a new aspect to ILAs: the ILA Cadre. The peer-led ILA Cadres were organized as PLCs for site administrators. Topics for the cadres included instructional supervision, support for Tier 1 instruction, and how to use Curriculum 3.0. The cadres were no larger than six people and met seven times throughout the year to discuss and solve issues related to student achievement and interactions with students, teachers, and families. Principals found that the time to collaborate in ILA Cadres was valuable, allowing them the opportunity to address issues and support colleagues in a small group setting.

The District renewed its partnership with Solution Tree in SY2016-17 to provide professional learning opportunities on PLCs, particularly for site principals and key teacher leaders. Principals received additional support for building regular structured time into teachers' schedules to co-plan and collaborate, observe each other's classrooms and teaching methods, provide and share constructive feedback on best practices for student success, and respond effectively when students do not learn. Finally, the District is planning to provide more opportunities to continue developing the knowledge and skills of administrators and teachers on the PLC process.

8. USP-Aligned Professional Development

a. Human Resources USP Professional Development

In SY2016-17, HR staff reviewed online training modules, including Understanding the USP and Hiring Protocols and Workforce Diversity. A total of 1,348 staff members completed the anti-discrimination training on hiring protocols, and 1,609 staff members completed the training on understanding the USP (**Appendix IV – 72, Understanding USP Data Pull** and **Appendix IV – 73, Hiring Protocols USP Data Pull**). In addition, 1,117 newly hired staff completed the online onboarding modules (**Appendix IV – 74, Onboarding Data Pull**). The HR staff continues to monitor and review this requirement.

HR also met with the CRPI director to discuss an additional training module to inform hiring administrators about "hiring biases." The District created the training module that tackles unconscious bias in hiring in SY2016-17, to be implemented in SY2017-18 (**Appendix IV – 75, Unconscious Bias USP**).

b. Additional District-Level USP Professional Development

The District's Curriculum and Instruction, Professional Development, and Assessment and Program Evaluation departments coordinated district-level professional development to strengthen the instructional practices of District educators. The District's overarching goal was to strengthen Tier 1 instruction from pre-K through 12th grade, with an emphasis on early literacy in grades K-3. Overall, the District provided employees with many different forms of professional development related to the USP, offering information and strategies for increasing student success (**Appendix IV – 76, 20160901 PD Assessment**).

Working with experts in the field, the District initiated the Culturally Responsive Professional Development Plan (CRPD) to train ACS and classified personnel in culturally responsive practices (**Appendix IV – 77, National Panel Information Packet 2016** and **Appendix IV – 78, DR Lopez CR Expert CV**). In addition to training practitioners on the topic's theoretical underpinnings and promoting awareness of personal beliefs (and how those beliefs impact student performance), the CRPD calls for the development of tools to observe, monitor, and assess culturally responsive practices.

In SY2016-17, while new paraprofessional staff members received USP-related professional development through the HR onboarding process, Curriculum Instruction Professional Development and Assessment found opportunities to provide ongoing USP-related professional development to paraprofessional staff members.

During SY2016-17, the District implemented ongoing comprehensive professional development for staff, including USP-aligned professional development such as Culturally Responsive Pedagogy, induction, and Essential Elements of Instruction training for new teachers; teacher evaluation; support for all teachers on the District's new ELA/literacy and math curricula; behavioral and discipline systems, including Restorative Practices; Positive Behavioral Interventions and Supports (PBIS); classroom/instructional management; PLCs and amendments to the GSRR (**Appendix IV – 79, IV.K.1.q Master USP PD Chart**).

i. CRPD Consultant

In October 2016, the District's Governing Board approved an Intergovernmental Agreement (IGA) between the District and the University of Arizona to appoint a consultant, Dr. Francesca López, professor at the University of

Arizona's College of Education (**Appendix IV – 80, UA IGA Culturally Relevant and Multicultural Curriculum**). During fall 2016, the District's Professional Development and CRPI directors met with Dr. López regarding a culturally relevant pedagogy and multicultural curriculum. While the original focus of the IGA centered on curriculum, the District plans to expand this work to focus on professional development and associated work with the CRPD (**Appendix IV – 81, Culturally Responsive Professional Development Plan**). Given the complexity of the work, and the all-encompassing nature of culturally responsive education, the CRPI director and Dr. López have consulted the National Panel on Culturally Responsive Curriculum and Instruction on the direction and design of the CRPD.

ii. Culturally Responsive Practices Plan (CRP)

Since October of 2016, the director of CRPI and Dr. López met periodically to review and revise the CRP and plan for its implementation, commencing in fall 2017. As explained below, the CRP is a three-phase plan for administrators, certified staff, and classified personnel.

iii. CRP Trainer Cohort

As part of the retooling process, the District determined that the existing train-the-trainer model of professional development would not be effective to implement the CRP. Instead, a cohort of proficient and willing professional development facilitators needed to be identified and trained. Through collaboration with instructional leadership, the District developed a list of CRP facilitators (**Appendix IV – 82, CR Teacher Trainers 2**). This group comprises culturally relevant courses (CRC) teachers, CRPI itinerant staff, and various central administrators who are invested in this process.

iv. CRP Training Modules

CRP facilitator training is more extensive than site-based teacher training. Presented by Dr. López, the facilitator training examined relevant research and literature and ultimately helped the District produce condensed CRP training modules for implementation at sites across the District.

c. Observation of Best Practices

Curriculum Instruction Professional Deployment and Assessment oversees the existing new teacher mentor program. To further support new or struggling teachers, CRPI proposed the use of its department peer observation plan, which pairs identified master teachers at each school with emerging teachers to facilitate

the teachers' learning of effective teaching and classroom management strategies. Emerging teachers are those who have been identified to be in need of additional support or intervention. They accompany an assigned evaluator, or an identified support staff member, to observe the master teacher and receive constructive feedback related to strategy. The District plans to use this peer observation during SY2017-18.

In SY2016-17, the CRPI department also identified teachers who demonstrated best practices in culturally responsive teaching. The CRPI staff utilized their observation instrument to observe non-culturally relevant course teachers. The department used this information to create a list of teachers, similar to the master teachers discussed above, who could model exemplary characteristics of culturally responsive practices (**Appendix IV – 84, Initial List of Exemplar Culturally Responsive Teachers**).

d. Instructional Leadership Academies

For SY2016-17, the ILAs focused on four major areas to build capacity and strengthen the base for sites: PLCs; Curriculum 3.0/CFAs; instructional supervision; and PBIS (**Appendix IV – 45, ILA Year-at-a- Glance**). Each subsequent ILA built upon the previous iteration to build the capacity of site administrators in the four areas.

As noted previously in this section, SY2016-17 also saw the launch of the ILA Cadre. Twenty-three site administrators, selected for their success at their sites and based on respect from their peers, led the cadres. Each ILA Cadre met seven times for 3.5 hours per session during the year. A total of 137 administrators attended these sections, and the agenda topics were aligned to the District initiatives and four main areas of the ILA PDs.

e. Ongoing Professional Development

The District provided the majority of USP-related training via face-to-face, facilitator-led instruction. The District also offered online training modules delivered on the TNL professional development management system. Topics for these modules included Student Assignment, Hiring Protocols and Workforce Diversity, and Understanding the Unitary Status Plan. For the online modules, identified content experts worked with the Professional Development Department to develop and present training in ways that would reach target audiences, while also ensuring that information was accurate and applicable.

During SY2016-17, the District worked to ensure the reliable and consistent delivery of required and necessary professional development opportunities to employees. To that end, curriculum service providers, content area specialists, and professional development academic trainers assisted schools where facilitators requested collaboration. The Professional Development Department also continued to utilize the Framework and Rubric for Facilitating Professional Development (**Appendix IV – 85, Framework and Rubric for Facilitating Professional Development SY2015-16**).

Over the course of SY2016-17, the District offered professional development related to the USP to ACS and paraprofessionals in four different modalities at various locations throughout the District. These many professional development opportunities allowed for continued learning and expanded knowledge in areas that support equity and academic achievement for the District's African American and Hispanic students.

- The SY2016-17 ILA invited 185 campus and District administrators to 33 meetings covering USP topics. The Instructional Leadership Team met fourteen times (**Appendix IV -79, IV.K.1.q Master USP PD Chart**).
- The District delivered 78 online or self-paced courses to 8,447 of its employees on various topics through Performance Matters (formerly known as True North Logic), including Athletic Safety, Emergency Response Plan Training, Bullying, and Interpreter Training (**Appendix IV – 86, Self-Paced TNL USP-Related Courses**).
- Forty Wednesday professional development trainings were held at all 89 school locations throughout the District (**Appendix IV – 79, IV.K.1.q Master USP PD Chart**). The school's administrators led these sessions, and the weekly agendas were set at the beginning of the school year by District leadership (**Appendix IV – 87, PD Topics Agenda 1617**).

The District provided trainings that covered various topics related to the USP. These topics included anti-discrimination training (**Appendix IV - 88, TUSD Hiring Protocols and Workforce Diversity - USP**) and practical, research-based trainings in the following areas: (1) classroom and non-classroom expectations; (2) changes to professional evaluations; (3) engaging students utilizing Culturally Responsive Pedagogy; (4) student access to Advanced Learning Experiences (ALEs); (5)

behavioral and discipline systems, including Restorative Practices, PBIS, and the GSRR; (6) recording, collecting, analyzing, and utilizing data to monitor student academic and behavioral progress; (7) working with students with diverse needs, including English language learner (ELL) students; and (8) providing strategies for applying tools gained in professional development to classroom and school management, including methods for reaching out to network(s) of identified colleagues, mentors, and professional supporters. USP § IV(J)(3)(b).

Listed below are specific examples of these eight types of trainings, organized by the four types of professional development offered (instructor-led, ILA/ILT, online, and early-release Wednesdays).

i. Classroom and Non-Classroom Expectations

The District offered several opportunities for professional development in academic classroom and non-classroom environments.

Instructor-Led

- Multicultural Literature in the Elementary Classroom (24 hours) and Multicultural Literature in the Secondary Classroom (24 hours): 62 teachers participated in these sessions, which addressed student engagement strategies and best practices relating to multicultural literature.
- Eighty-nine teachers participated in a Multicultural Symposium (90 minutes) that addressed relevant and current issues.
- The District had eleven Advancement Via Individual Determination (AVID) sites in SY2016-17.⁴⁴ Each of the schools had AVID Elective classes for their students as well as plans for school-wide implementation of AVID strategies. In preparing to implement the AVID Elective class, each of the eleven schools sent teams of teachers to receive new or continuing AVID professional development training. To help support the work underway at the new AVID sites, the Advanced Learning Experiences (ALE) director held six meetings for AVID site

⁴⁴ Catalina, Cholla, Pueblo, and Palo Verde high schools; Valencia, Magee, Secrist, Doolen, Pistor, and Utterback middle schools; and Booth-Fickett K-8 school.

coordinators to support collaboration among AVID sites (**Appendix IV – 89, AVID Coord Mtg Agendas SY2016-17**).

- MTSS Staff Development: MTSS staff met in weekly PLC groups, as well as facilitator trainings, to discuss, problem-solve, and share effective MTSS implementation strategies. Discussions focused on strategies to strengthen restorative and positive behavioral practices; implement an equitable and restorative culture and climate; coordinate and lead site MTSS; and coordinate and lead site data analysis. These discussions included school climate, discipline analysis, instructional coaching, Restorative Practices, and the collection, management and reporting of data, with an emphasis on African American and Hispanic students, including ELL students. Additionally, the PLC groups discussed enrollment in advanced academic courses to improve access and recruitment of students to ALEs (**Appendix IV – 79, IV.K.1.q Master USP PD Chart**).
- In July 2016, 33 MTSS facilitators attended a PBIS Trainer of Trainers session for classroom management, Tier 1 instruction, and data interpretation to promote MTSS in the areas of student's academic, social, emotional, and behavioral needs.

ILA/ILT

- The District conducted an ILA session in September on using the Danielson Framework for Teaching 3B Using Questioning and Discussion Techniques.
- The District held sessions in July, September, November, December, January, February, March, and May on implementing PLCs within the District.

Wednesday PD

- All schools devoted 23 sessions to PLCs.

ii. Changes to Professional Evaluations

Instructor-Led

- Teacher Evaluation Training (three hours): 332 evaluators and teachers participated in this Danielson-model session utilizing the District's modified Danielson Framework for Teaching, which addressed effective teaching components and how to identify them accurately and consistently (**Appendix IV – 90, 4-Day Induction SY2016-17 Agenda**).

ILA/ILT

- The District provided four professional development sessions to site administrators and central office staff on teacher and principal evaluations during ILA meetings. Topics included the modified Danielson Framework for Teaching, the correct use of the walk-through observation instrument, the teacher evaluation protocol, and evaluation scoring (**Appendix IV - 45, ILA Year-at-Glance**).

iii. Culturally Responsive Pedagogy

To introduce teachers and central staff to CRPI, the District provided several opportunities for professional development.

Instructor-Led

- CRC intensive three-day teacher training (fifteen hours): 26 certified staff, one administrator, and two classified staff attended the July 9–11, 2016 training, which was designed specifically to help culturally relevant course teachers (who were new to their position or currently assigned to courses) focus on curriculum, pedagogy, teacher/student/parent interactions, cultural competency, and critical literacy.
- On June 15–17, 2016, 130 certificated staff attended the Institute for Culturally Responsive Education, sponsored by the CRPI department in conjunction with the University of Arizona's College of Education. The conference provided educators with research from nationally renowned scholars, as well as strategies to promote innovation in addressing issues of educational equity and remedy inequities at their sites.

- CRPI CRC Professional Development 2016-17 (32 hours): This course provided professional development and resource training to 80 current CRC teachers, CRPI staff, and pilot CRC teachers. CRPI offered the sessions on four Saturdays each semester for current CRPI teachers; administrators also had an open invitation to attend.

Wednesday PD

- Building a Culturally Responsive Classroom: An Introduction to Culturally Responsive Instruction (one hour): Approximately 35 teachers, classified staff, and Gridley Middle School principal attended a workshop on Cultural Capital/Funds of Knowledge concepts as an educational resource for curriculum development and culturally responsive instruction. This type of professional development was offered to all sites and was delivered upon request.

iv. Advanced Learning Experiences

Instructor-Led

- The Gifted and Talented Education (GATE) department provided two days of professional development on GATE vertical and lateral articulation for each of the self-contained schools in SY2016-17. The first of the two training sessions was in October 2016; the second training was in March and April 2017. A GATE coordinator facilitated GATE training that focused on gifted strategies and classroom environment. The CRPI department provided culturally responsive training (**Appendix IV – 91, GATE PD SY2016-17**).
- In SY2016-17, the GATE department held sixteen gifted professional development opportunities. Several of these used a train-the-trainer model to increase the capacity of District gifted education professional development trainers. In addition, two consultants provided gifted trainings to increase the number of teachers able to participate in a session. This was a significant increase in professional development opportunities, hours, and attendance over SY2015-16 (**Appendix IV – 92, GATE PD SY2015 VS16**). In SY2016-17 the GATE coordinator provided 24 hours of gifted training to the two curriculum service providers using the train-the-trainer model (**Appendix IV – 93, Tully CSP PD**). The two curriculum service providers then provided 30

hours of professional development to all teachers at Tully Elementary Magnet School.

- The District hosted a four-day Advanced Placement Desert Summer Institute at Tucson High Magnet School and paid the registration fee for approximately 168 teachers to attend both the Phoenix and Tucson institute in June and July 2017. These institutes included 30 hours of coursework for teacher preparation to teach AP classes, fulfilling the three-year requirement for AP content review. There also was coursework that could be used toward a gifted education endorsement and courses addressing differentiating curriculum in Advanced and Honors courses.

Wednesday PD

- Throughout the school year, the GATE department provided 30 hours of gifted training for teachers in the District, with priority given to teachers currently in a GATE classroom working on obtaining a permanent gifted endorsement.
- The GATE department held weekly professional development for its twenty teachers in the GATE Itinerant program. More than 36 sessions covered topics relevant to gifted education, and 22 of them focused on PLCs.

v. Discipline

Instructor-Led

- USP: PBIS #2 - Implementation for MTSS Facilitators (two hours): 44 participants learned how to design a consequence system for reducing inappropriate behavior, with a focus on interventions.
- PBIS Tier 1 Train the Trainer: Seven principals attended the PBIS Tier Academy in Phoenix in June 2016, forming the District's PBIS Committee, along with the deputy and assistant superintendents. The committee developed the objectives for the year and led the PBIS portions during ILA PD. In addition to the seven principals, 28 MTSS facilitators and five special education support personnel attended a PBIS Tier 1 Train-the-Trainers session in July 2016.

- Six schools—Palo Verde and Santa Rita high schools, Valencia Middle School, Booth-Fickett and Roskrige K-8 schools, and Miller Elementary School—were targeted to receive intensive PBIS training and support. The schools were selected based on need determined by discipline data from SY2015-16. Teams from each school attended a PBIS Tier 1 Academy that included four days of training, 60 hours of on-site coaching, three to four whole-faculty training sessions, and a pre- and post-analysis of PBIS implementation (**Appendix IV – 94, TUSD Cohort 1 PBIS Progress Report 2.3.17**). These schools participated in a PBIS Tier 2 and 3 Academy during June 2017.
- MTSS team members created behavior plans and interventions for students during many meetings by using the best practices in PBIS. As required, student success specialists attended MTSS team meetings, assisted with data gathering, and monitored students they supported at assigned sites (**Appendix IV – 95, MASSD MTSS Team Meetings Attended SY2016-17**). The Mexican American Student Services (MASS) director coordinated and facilitated MTSS and PBIS trainings throughout SY2016-17 during MASS staff meetings for student success specialists. In spring 2017, the Accountability and Research Department partnered with the climate and culture coordinator to facilitate a MTSS training for student success specialists in the MASS and African American and Native American Student Services departments, with information on the MTSS handbook and how to use Clarity, an early warning software program, effectively in the MTSS process. The department also provided the opportunity for specialists' feedback on MTSS school teams (**Appendix IV – 96, MASSD Student Success Specialist MTSS Trainings SY2016-17**).
- During monthly professional development sessions, MTSS facilitators reviewed strategies to improve the MTSS process, discussed PBIS implementation, and discussed discipline trends and Restorative Practices. The MTSS facilitators formed grade-range PLCs to address and provide clarification around PBIS, Restorative Practices, and the academic and behavioral interventions and components embedded in MTSS.

- In addition, the MASS department presented on using the PLC model, MTSS resources, and materials to MASS student success specialists to share effective practices (**Appendix IV – 97, MTSS Coordinator Training Agenda**).

ILA/ILT

- The District provided four sessions during ILA PD focusing on creating school environments that are culturally responsive (PBIS).

Wednesday PD

- All District schools presented six trainings on discipline (including the Guidelines for Student Rights and Responsibilities and the proposed Code of Conduct).

vi. Data System Training to Monitor Student Academic and Behavioral Progress

Instructor-Led

- Using Data Effectively for MTSS Facilitators and MTSS Site Liaisons (seven hours): In October 2016, 32 MTSS facilitators and 66 MTSS site liaisons learned how to assist instructional faculty and staff to effectively communicate school rules, reinforce appropriate student behavior, and use constructive classroom management and positive behavior strategies. The training also covered Synergy SIS, with several pilot schools utilizing Bright-Bytes Clarity early warning system to identify students who fall below a particular academic threshold, go above a certain threshold of absences, or receive a certain threshold number of disciplinary consequences or referrals.

ILA/ILT

- The District integrated data analysis regarding academic growth and discipline. Topics included quarterly benchmark data, data dashboard, discipline, corrective actions, and Data Analysis System within ILA PD via PBIS, Curriculum 3.0/CFAs, and PLC throughout the school year.

Wednesday PD

All schools provided multiple integrated sessions throughout the year on data analysis.

- Scoring Benchmark Writing - Data Analysis: These sessions allowed teachers the time to analyze quarterly benchmark writing scores to verify consistent use of the evaluation rubric.
- Benchmark Data: Benchmark data from SchoolCity⁴⁵ was disaggregated and analyzed by school.

vii. Working with Students with Diverse Needs (including ELL students)

Instructor-Led

The District provided several courses that addressed this topic, including sessions that focused on the needs of ELL students and other types of diverse learners.

In SY2016-17, the District fully revised its dual language model to develop program implementation consistency across the District. The District implemented the Two-Way Dual Language (TWDL) program at eleven⁴⁶ schools, providing more students with opportunities to speak more than one language, facilitating their academic achievement.

In addition, the Language Acquisition Department (LAD) instructional coaches collaborated with a dual language consultant, Rosa Molina, executive director of the Association of Two-Way & Dual Language Education, to provide training for dual language teachers (at all grade levels) and dual language administrators. The primary focus for site administrators was ensuring a common understanding of TWDL framework components, assisting the creation of school handbooks, and effectively marketing programs to communities (**Appendix IV – 98,**

⁴⁵ SchoolCity is the District's online assessment tool.

⁴⁶The eleven TWDL schools are Bloom (new for the 2016-2017 school year with TWDL available in kindergarten), Grijalva, Mission View, Van Buskirk, and White elementary schools; Davis Bilingual Elementary Magnet School, Hollinger K-8 School (TWDL available in grades K-5), Mary Belle McCorkle Academy of Excellence K-8 (TWDL available in grades K-4), Roskrue K-8 Magnet School, Pistor Middle School, and Pueblo High School.

Admin Agenda PPT). The District provided high quality, research-based professional development in dual language methodologies as a continuing step in implementing the TWDL model in SY2016-17.

Online

- The District provided self-paced trainings that supported students with diverse needs. A total of 1,270 participants completed the McKinney-Vento training.

viii. Classroom and School Management

Instructor-Led

The District addressed classroom management in two instructor-led courses.

- Classroom Management - Especially for New Teachers (20.5 hours): 433 participants took this course, which addressed classroom management strategies to support positive behavior interventions.
- Fred Jones Tools for Teaching: 33 of the 188 teachers who completed Day 1 of Fred Jones on either December 2, 2016 or March 1, 2017 attended the second and third day of the training on June 22-23, 2017; 91 teachers completed the full three-day training on June 19-21, 2017. Eighteen central administrators attended the Fred Jones three-day training on June 5-7, 2017.

An example of school management training was the mandatory Office Stars training, held in July 2016. A total of 355 District office staff attended this training, which centered on providing customer service to families and students, ensuring that families receive necessary information, using discretion in sensitive situations, and creating a welcoming environment.

ILA/ILT

- District administrators discussed correct MTSS implementation, climate and culture, and management strategies in more than ten sessions, including the PBIS Leadership Institute.

The District also provided professional development opportunities for administration from magnet schools and magnet coordinators throughout the year. Topics included theme integration, theme visibility, and recruitment strategies. As

the Comprehensive Magnet Plan was developed and revised, the District instructed administrators and coordinators on the components of continuous school improvement and the need for a data-driven site magnet plan. It also trained magnet staff to analyze student achievement and demographic data and introduced magnet leadership teams, established at each site, to PLCs.

C. USP Reporting

IV(K)(1)(a) Copies of all job descriptions and explanations of responsibilities for all persons hired or assigned to fulfill the requirements of this section, identified by name, job title, previous job title (if appropriate), others considered for the position, and credentials;

*See **Appendix IV – 99, IV.K.1.a Explanation of Responsibilities**, which contains job descriptions and a report of all persons hired and assigned to fulfill the requirements of this section by name, job title, previous job title, others considered, and credentials for SY2016-17.*

IV(K)(1)(b) A copy of the Labor Market Analysis and any subsequent similar studies;

No new Labor Market Analysis/Study was conducted for SY2016-17.

IV(K)(1)(c) A copy of the recruitment plan and any related materials;

No new changes were made to the recruitment plan for SY2016-17.

*See **Appendix IV – 100, IV.K.1.c Recruitment Activities**, which contains a report of the recruitment activities for SY2016-17.*

IV(K)(1)(d)(i) The following data and information, disaggregated by race and ethnicity: For all ACS vacancies advertised and/or filled immediately prior to and during the preceding school year, a report identifying the school at which the vacancy occurred; date of vacancy; position to be filled (e.g., high school math teacher, 2nd grade teacher, principal, etc.) by race (where given by applicant); date position was filled; person selected; and for any vacancy that was not filled, the reason(s) the position was not filled;

To view data for all staff vacancies advertised, filled/not filled for SY2016-17 see **Appendices IV – 101, IV.K.1.d.i (1) Teacher**

and USP Cert Positions Advertised SY2016-17 and IV – 102, IV.K.1.d.i (2) Admin Job Postings SY2016-17.

- IV(K)(1)(d)(ii) Lists or tables of interview committee participants for each open position by position title and school site;
- See **Appendix IV – 103, IV.K.1.d.ii Interview Panel Report** to view interview committee participants for SY2016-17.*
- IV(K)(1)(d)(iii) Lists or tables of all ACS delineated by position, school, grade level, date hired, and total years of experience (including experience in other districts), and all active certifications, with summary tables for each school and comparisons to districtwide figures;
- The data required for section (IV)(K)(1)(d)(iii) is contained in **Appendix IV – 23, IV.K.1.d.iii Certificated Staff and Administrators** for SY2016-17.
- IV(K)(1)(d)(iv) Lists or tables of ACS who chose voluntary reassignment, by old and new position;
- See **Appendix IV – 32, IV.K.1.d.iv Certificated District Initiated Transfer**, which contains a report of all DITs by name, race/ethnicity, old site, previous job title, new assignment location, and new position for SY2016-17.*
- IV(K)(1)(d)(v) Lists or tables of ACS subject to a reduction in force, by prior position and outcome (*i.e.*, new position or dismissal);
- In SY2016-17 the Reduction-In-Force (RIF) Plan was not enforced and no employees were laid off. Should there be a need to implement a RIF in the future, the District is committed to ensuring the plan is administered as approved.
- IV(K)(1)(e) Copies of the District's interview instruments for each position type and scoring rubrics;
- See **Appendix IV – 104, IV.K.1.e List of Interview Instruments** to view the list of interview instruments used for ACS for SY2016-17.*
- IV(K)(1)(f) Any aggregated information regarding why individuals offered positions in the District chose not to accept them, reported in a manner that conforms to relevant privacy protections;

*See **Appendix IV – 22, IV.K.1.f Declined Job Offers*** to view the list of view the reasons for declined job offers for SY2016-17.

IV(K)(1)(g)

The results of the evaluation of disparities in hiring and assignment, as set forth above, and any plans or corrective action taken by the District;

The data required in section (IV)(K)(1)(g) is contained in **Appendices IV – 27, IV.K.1.g Teacher Diversity Assignments, IV – 28, IV.K.1.g Teacher Diversity Plan, IV – 105, IV.K.1.g Assignment of all Certificated Staff, IV – 26, IV.K.1.g Site Administrative Teams SY2016-17, IV – 31, IV.K.1.g Assignment of First Year Teachers, and IV – 30, IV.K.1.g Assignment of First Year Principals.**

IV(K)(1)(h)

A copy of the pilot plan to support first year teachers developed pursuant to the requirements of this section;

*See **Appendix IV – 106, IV.K.1.h First-Year Teachers Plan.***

IV(K)(1)(i)

As contemplated in section (IV)(F)(1)(a), a copy of the District's retention evaluation(s), a copy of any assessments required in response to the evaluation(s), and a copy of any remedial plan(s) developed to address the identified issues;

No remedial plans were required as a result of the District's evaluation and assessment of ACS separations in SY2016-17.

IV(K)(1)(j)

As contemplated in section (IV)(F)(1)(b), copies of the teacher survey instrument and a summary of the results of such survey(s);

The data required in section (IV)(K)(1)(j) is contained in **Appendix IV – 107, IV.K.1.j SQS Staff Survey.** The report contains annual teacher "job satisfaction survey" by elementary/K-8, middle, high school level and ethnicity for SY2016-17.

IV(K)(1)(k)

Descriptions of the findings of the biannual focus groups contemplated in section (IV)(F)(1)(c);

*See **Appendix IV – 7, IV.K.1.k HR Focus Group Findings.***

- IV(K)(1)(l) A copy of the RIF plan contemplated in section (IV)(G)(1);
- In SY2016-17 the RIF Plan was not enforced and no employees were laid off. Should there be a need to implement a RIF in the future, the District is committed to ensuring the plan is administered as approved.
- IV(K)(1)(m) Copies of the teacher and principal evaluation instruments and summary data from the student surveys contemplated in (IV)(H)(1);
- The data required in section (IV)(K)(1)(m) is contained in **Appendices IV – 108, IV.K.1.m Administrator_Evaluation, IV – 109, IV.K.1.m Teacher_Evaluation Explanation, and IV – 110, IV.K.1.m Summary Student Survey (District Mean Score)** for SY2016-17.
- IV(K)(1)(n) A description of the New Teacher Induction Program, including a list or table of the participating teachers and mentors by race, ethnicity, and school site;
- See Appendices IV – 111, IV.K.1.n Description of Mentor Program and IV – 112, IV.K.1.n Mentor Assignments by Ethnicity** to view the description of New Teacher Induction Program and participating teachers/mentors for SY2016-17.
- IV(K)(1)(o) A description of the teacher support program contemplated in section (IV)(I)(2), including aggregate data regarding the numbers and race or ethnicity of teachers participating in the program;
- The data required by section (IV)(K)(1)(o) is contained in **Appendix IV – 113, IV.K.1.o TSP** for SY2016-17.
- IV(K)(1)(p) A copy of the leadership plan to develop African American and Latino administrators;
- See Appendix IV – 114, IV.K.1.p Leadership Prep Academy rev3.10.17** to view the description of the LPA for SY2016-17.
- IV(K)(1)(q) For all training and professional development provided by the District pursuant to this section, information on the type of opportunity, location held, number of personnel who attended by position; presenter(s), training outline or presentation, and any documents distributed;

The data required by section (IV)(K)(1)(q) is contained in **Appendix IV – 79, IV.K.1.q Master USP PD Chart**. This report contains a table of all formal USP professional development opportunities offered for SY2016-17.

V. Quality of Education

The District remains committed to providing equitable access to high-quality educational opportunities for all of its students and improving academic achievement, particularly among African American and Hispanic students. The District's efforts to meet those goals in SY2016-17 included additional increases and improvements in these students' participation in Advanced Learning Experiences (ALEs) and dual language programs; addressing the literacy needs of English language learners (ELLs); maintaining inclusive school environments; and enhancing student engagement and achievement through dropout prevention, culturally relevant courses, multicultural curriculum, Culturally Responsive Pedagogy, and other efforts.

A. Advanced Learning Experiences

The District provides a wide variety of ALEs for students to improve the academic achievement of African American and Hispanic students and ensure they have equal access to these courses and programs. The District reviews programs every year and makes adjustments as needed to guide its efforts toward these goals.⁴⁷

ALEs include the Gifted and Talented Education (GATE) Program, Advanced Academic Courses (AAC), and University High School (UHS). GATE contains five separate programs for students: self-contained, pull-out, resource, cluster, and an open-access gifted and talented program. AACs include AP courses, Pre-AP courses (Honors and Advanced), middle school classes for high school credit, dual credit courses, a dual language program, and the International Baccalaureate (IB) Programme. The third ALE, University High School, is a college preparatory high school for highly motivated students. Each Advanced Learning Experiences (ALE) program is summarized below.

1. Gifted and Talented Education

The District is committed to increasing participation by African American and Hispanic students in all of its GATE programs and services and to provide support to these students so they can be successful in these classes.

⁴⁷ § V(A)(4) in **the** USP calls upon the District to ensure African American and Hispanic students have equal access to ALEs.

a. GATE Programs

As mentioned above, GATE in the District encompasses five separate programs: self-contained, pull-out, resource, cluster, and an open-access gifted and talented magnet program.

Self-contained: Based on test scores, the District invites elementary and middle school students to enroll full time in classes with similarly qualifying peers. These classes, taught by a gifted-endorsed teacher, include an accelerated pace and extensions of the grade-level curriculum. Dual language self-contained GATE is also available in 1st-8th grade.

Pull-out: Elementary and middle school students at smaller K-8 schools qualify for pull-out services based on test scores. They attend their regular classes but are pulled out one or two times a week for curriculum enrichment and extensions provided by a gifted-endorsed teacher.

Resource: Middle school students in 6th-8th grade, at both traditional middle schools and K-8 schools, participate in this open-access elective class. This elective provides curriculum extensions every day and is taught by a gifted-endorsed teacher.

Cluster: Elementary students are placed full time in cluster classrooms with open-access students and students who qualify for GATE services and receive instruction by a gifted-endorsed teacher. Instruction is presented using gifted strategies and may include an accelerated pace and extensions of the grade-level curriculum.

Open-Access Gifted and Talented Magnet: Tully Elementary Magnet School provides a gifted and talented program school-wide. Students participate in open-access classrooms at all grade levels, in every K-5 classroom. Students do not need to qualify for GATE services. Instruction is provided by a gifted-endorsed teacher using gifted strategies and may include an accelerated pace and extensions of the grade-level curriculum.

b. Additional GATE Services in SY2016-17

i. GATE Resource Program Services at K-8 Schools

In SY2016-17, the District extended its services to 6th through 8th grade students at K-8 schools by providing additional support from itinerant GATE teachers. Middle school students at Borman, C.E. Rose, Dietz, and Drachman K-8

schools and Lawrence 3-8 School had instruction once a week by an itinerant GATE teacher (**Appendix V – 1, K8 MS Pull Out**).

The GATE department collaborated with site principals to ensure that resource or pull-out services benefited students attending these classes, and a GATE survey was sent to elementary and K-8 principals to gather formal feedback. Feedback from the surveys was positive, with many principals reporting that the classes met their students' needs (**Appendix V – 2, IT Service Survey**). All eight schools receiving itinerant pull-out services returned surveys. Seven of the eight schools rated these services above satisfactory and requested that the GATE itinerant teachers continue them for SY2017-18. Dietz was able to secure a GATE-endorsed teacher at its site and will have resource services provided by Dietz staff in SY2017-18.

ii. Pre-GATE Kindergarten

In SY2016-17, the District provided a pilot pre-GATE opportunity for kindergarten students at Roberts-Naylor K-8 School. The GATE department staff who attended the Arizona Association of Gifted and Talented (AAGT) Conference collaborated with the Infant and Early Childhood Learning Center to create a pre-GATE and kinder readiness screener. The District advertised the pre-GATE screener opportunity on its website and at preschools in the vicinity and feeder-pattern of Roberts-Naylor. However, any student within District boundaries was eligible to take the pre-GATE screener.

Students successfully completing the pre-GATE kindergarten class have the option of placement in 1st grade self-contained or pull-out services. Fourteen kindergarten students, including eight Hispanic students, were screened and offered placement at Roberts-Naylor for SY2016-17. All fourteen students successfully completed pre-GATE kindergarten and will promote to GATE self-contained 1st grade. A dual language pre-GATE kindergarten will be implemented at Hollinger K-8 School in SY2017-18. Testing for SY2017-18 continued throughout SY2016-17. To date, the District tested 59 students with the screener, including four African American students and 35 Hispanic students. All four African American students and 27 Hispanic students were offered placement for SY2017-18 (**Appendix V – 3, Pre GATE Pilot Overview, Appendix V – 4, Pre GATE Screener, and Appendix V – 5, Pre GATE Kinder Log**). Additional screening continued throughout summer 2017.

iii. Itinerant Push-In Services for Kindergarten

In SY2016-17, the GATE department expanded whole-class itinerant GATE services for kindergarten and primary grades at targeted schools with high populations of underrepresented students (Roberts-Naylor and Hollinger, Maldonado, Mission View, and Wheeler elementary schools). The department assigned itinerant GATE teachers a school, and teachers provided weekly 45-minute critical thinking and reasoning lessons using gifted strategies in the regular education kindergarten classroom (**Appendix V – 6, Enrichment Schedule**). The purpose of these services was twofold: to provide early exposure to gifted instructional strategies for students and potentially increase the number of students tested.

Additionally, itinerant GATE teachers also provided opportunities for whole-class instruction at most elementary sites. Teachers taught 30- to 45-minute critical-thinking and reasoning lessons using gifted strategies in regular education classrooms at their assigned sites. GATE itinerant teachers modeled gifted teaching strategies for regular education teachers, exposed them to gifted instruction opportunities, and promoted the benefit of gifted teaching strategies for all students. This model of exposure and increased familiarity to GATE services was a means of encouraging underrepresented families to have their students tested for GATE services and enroll in GATE programs if offered placement. By providing these classes, the number of students receiving gifted lessons increased. *Id.*

Site teachers who participated in whole-class instruction completed a follow-up survey. Of the 130 respondents, 122 teachers indicated they “strongly agree” in the overall effectiveness of the lessons and strategies that were shared. The GATE department established an outreach work log that collected and provided data to help monitor and evaluate the effectiveness of the outreach classes in SY2016-17 (**Appendix V – 7, IT Service Survey WC**).

iv. ELL Whole Grade Push-In Services at Mission View Elementary School

In SY2016-17, the District identified Mission View as the site for a pilot program to increase participation of ELL students in GATE programs, as this school has a large ELL population. An assigned GATE itinerant teacher provided weekly 45-minute critical-thinking and reasoning lessons using gifted strategies in all regular education classrooms at Mission View. Services were provided to all regular and ELL students to determine if an observational screener identified students at the same rate. The GATE department developed and implemented a classroom

observation rubric to identify students who might benefit from receiving additional GATE services in a pull-out or self-contained GATE program. A committee of GATE teachers and coordinators who attended the AAGT conference and participated in trainings on differentiated classroom observation created the GATE Differentiated Observation Classroom Screener, or DOCS⁴⁸ (**Appendix V – 8, GATE DOCS**). The committee researched a variety of models and gathered input from other districts in Arizona that used similar observation scales to identify underrepresented students who qualify for gifted services.

The GATE DOCS identified eight additional Hispanic students, including four ELL students, and the department invited them to participate in the GATE pull-out program at Mission View. These students will be monitored throughout their participation in the GATE program (**Appendix V – 9, MV Screener Pilot**).

c. GATE Participation

In SY2016-17, both African American and Hispanic student participation in GATE programs increased (**Appendix V – 10, V-3 1617 GATE 40th day Enrollment**).

Table 5.1: African American and Hispanic Participation in GATE

GATE Service	Year	African American	AA%	Hispanic/Latino	H%
All GATE	13-14	215	5%	1,946	49%
All GATE	14-15	200	5%	1,973	51%
All GATE	15-16	207	6%	1,843	50%
All GATE	16-17	227	6%	2,023	52%
Pull-Out	13-14	72	5%	787	49%
Pull-Out	14-15	66	4%	791	50%
Pull-Out	15-16	79	5%	727	49%
Pull-Out	16-17	86	6%	832	53%
Self-Contained	13-14	54	5%	505	47%
Self-Contained	14-15	50	5%	517	49%

⁴⁸ In addition to utilizing the CogAT and Raven assessments mentioned later in this section, the GATE department created a GATE Differentiated Observation Classroom Screener (GATE DOCS) as an additional assessment for identifying ELL students. GATE department staff attended the AAGT Conference in February 2017 to research and participate in trainings that presented options for testing and identifying gifted ELL students. Based on the trainings and information gathered from state and national school districts, the GATE department created and piloted the DOCS at Mission View and five additional elementary schools.

GATE Service	Year	African American	AA%	Hispanic/Latino	H%
Self- Contained	15-16	44	4%	473	47%
Self-Contained	16-17	50	4%	532	46%
Resource	13-14	89	7%	654	50%
Resource	14-15	84	7%	665	55%
Resource	15-16	84	7%	643	53%
Resource	16-17	91	8%	659	56%

Table 5.1 above shows that the number of African American students participating in all GATE programs increased, even though the percentage of students enrolled in GATE remained the same. Hispanic students made up the majority of participants in pull-out and resource GATE, at 53 percent and 56 percent, respectively, in SY2016-17.

Table 5.2: ALE Supplementary Goals – GATE programs

ALE	Ethnicity	Grade Level	Student enrollment t (%) SY 2012-13	Student enrollment t (%) SY 2013-14	Student enrollment t (%) SY 2014-15	Student enrollment t (%) SY 2015-16	Student enrollment t (N) SY 2016-17	Student enrollment t (%) SY 2016-17^	Goal for grade level SY 2016-17 (Based on 15% Rule)	District enrollment t (%) SY 1617
SC GATE	Af. Am.	Grades 1-5	4.00%	5.70%	5.90%	4.80%	32	5.13%	8.12%	9.55%
SC GATE	Af. Am.	Grades 6-8	4.50%	4.40%	3.80%	4.10%	18	3.38%	7.28%	8.56%
SC GATE	Hispanic	Grades 1-5	45.00%	45.00%	46.30%	43.20%	264	42.31%	52.49%	61.75%
SC GATE	Hispanic	Grades 6-8	48.90%	48.70%	51.00%	50.00%	268	50.38%	53.99%	63.52%
PO GATE	Af. Am.	Grades 1-5	4.20%	4.20%	4.00%	5.40%	81	5.66%	8.12%	9.55%
PO GATE	Hispanic	Grades 1-5	45.30%	46.60%	47.80%	49.20%	736	51.40%	52.49%	61.75%
R GATE	Af. Am.	Grades 6-8	7.70%	6.10%	7.70%	7.30%	54	7.09%	7.28%	8.56%
R GATE	Af. Am.	HS (9-12)	6.50%	6.80%	8.10%	6.30%	37	8.98%	7.55%	8.88%
R GATE	Hispanic	Grades 6-8	41.00%	42.10%	39.40%	51.70%	427	56.04%	53.99%	63.52%
R GATE	Hispanic	HS (9-12)	45.20%	44.30%	57.50%	55.90%	232	56.31%	50.87%	59.85%

Table 5.2 above details the SY2016-17 ALE supplementary goals for African American and Hispanic students enrolled in GATE programs (**Appendix V – 11,**

V.G.1.c ALE 40th Day Enrollment ALE Supp Goals Summary All ALE). The District made positive gains in pull-out services at all grade levels, and participation in self-contained services increased at the elementary level. The District exceeded the goals for African American and Hispanic students at most grade levels for resource GATE, with a notable increase in high school African American participation.

In SY2016-17, the District expanded GATE services to increase access for African American and Hispanic students. Strategies included continuing whole-grade testing, increasing outreach to parents by marketing the benefits of participating in GATE testing and placement, and expanding opportunities for enrollment in GATE self-contained programs and the Tully open-access program.

d. GATE Dual Language Programs (Hollinger K-8 and Pistor Middle School)

The District has two GATE dual language programs. The elementary GATE dual language program is located at Hollinger K-8 School and the middle school GATE dual language program is at Pistor Middle School. All students who qualify for GATE self-contained services receive an invitation to attend either their feeder GATE self-contained school or the dual language program at their grade level. This practice of inviting all qualified students districtwide ensures open access to the GATE dual language programs for all self-contained GATE students.

Table 5.3: 40th-Day Enrollment in GATE Dual Language Programs

School	2014-15	2015-16	2016-17
Hollinger	68	51	74
Pistor	91	88	83

Table 5.3 above shows the 40th-day enrollment in GATE dual Language for SY2016-17. The number of students enrolled in the Hollinger dual language program grew significantly over the previous year due to increased marketing and outreach. In February 2017, the District chose Hollinger as the site for one of the GATE qualifying makeup testing locations, which gave the school an opportunity to display its program and campus. Hollinger also held a GATE Open House in January 2017 and a second GATE Night in April 2017 to share its program with families.

In addition, the GATE department increased its advertising of the Hollinger and Pistor dual language programs by creating individual rack cards and school

banners for each school that included information specific to each program. The District distributed them at all outreach events and included rack cards and GATE Night notices in the GATE placement statements sent to all newly qualified families. GATE representatives also attended community outreach events and a community event specific to District dual language programs and promoted the GATE dual language program at these events (**Appendix V – 12, DL Rack Cards**).

For SY2017-18, the eligibility criteria to participate in the GATE dual language program will remain the same. However, in SY2018-19, the District will implement a Spanish language screener, developed by Language Acquisition Department (LAD), to accept and place 2nd through 8th grade students in GATE dual language. This change is designed to accommodate the new eligibility standards under the Two-Way Dual Language (TWDL) model.

e. ELL Students in GATE Programs

The District is committed to increasing the number of ELL students who receive GATE services. Table 5.4 below shows the number and percentage of ELL students in each GATE program over the past four years. Enrollment for Hispanic ELL students increased to 88 percent and 90 percent in the pull-out and resource GATE programs, respectively.

Table 5.4: ELL Participation in GATE Programs

Program	Year	W	W%	AA	AA%	Hisp.	H%	NA.	NA%	A	A%	MR	MR%	Total
PO GATE	13-14	0	0%	1	3%	33	89%	0	0%	2	5%	1	3%	37
PO GATE	14-15	0	0%	0	0%	29	97%	0	0%	1	3%	0	0%	30
PO GATE	15-16	0	0%	1	5%	16	84%	0	0%	2	11%	0	0%	19
PO GATE	16-17	1	4%	1	4%	23	88%	0	0%	1	4%	0	0%	26
SC GATE	13-14	0	0%	0	0%	4	100%	0	0%	0	0%	0	0%	4
SC GATE	14-15	0	0%	0	0%	14	100%	0	0%	0	0%	0	0%	14
SC GATE	15-16	0	0%	0	0%	10	100%	0	0%	0	0%	0	0%	10
SC GATE	16-17	0	0%	0	0%	9	100%	0	0%	0	0%	0	0%	9
R GATE	13-14	0	0%	0	0%	1	50%	0	0%	1	50%	0	0%	2
R GATE	14-15	0	0%	1	13%	6	75%	1	13%	0	0%	0	0%	8
R GATE	15-16	0	0%	2	13%	14	88%	0	0%	0	0%	0	0%	16
R GATE	16-17	1	5%	1	5%	18	90%	0	0%	0	0%	0	0%	20

The District sent a Spanish Invitation to Test mailer to families of students in kindergarten and in 2nd through 6th grade, inviting the students to test for GATE services. The District also added dates of the pre-testing GATE Open House in both English and Spanish so families could better plan to attend (**Appendix V – 13, GATE Inv to Test**). A Spanish-speaking GATE itinerant teacher attended all open houses and community outreach events. The GATE department also made presentation

boards with visual presentations and Spanish content to attract Spanish-speaking families. In addition, the Spanish radio, Tejano, ran a GATE testing announcement the week prior to the testing invitation. Prior to testing, the GATE department contacted by phone all families of K-6 Pre-Emergent/Emergent⁴⁹ ELL students to inform them of testing dates and procedures and answer any questions or receive input.

The GATE department also reviewed and updated the *GATE Testing* handbook, which includes procedures for testing ELL students. GATE test administrators received training prior to testing that included reviewing both the testing timeline and the ELL testing procedures in the handbook (**Appendix V – 14, ELL Test Procedures**).

During SY2016-17, the District tested 146 Pre-Emergent/ Emergent ELL students. This included 105 Hispanic and 25 African American ELL students. Pre-Emergent/Emergent ELL students in kindergarten through 2nd grade took either a Spanish CogAT test (for Spanish speakers) or a nonverbal Raven assessment (for non-Spanish ELLs). The GATE department utilized a nonverbal Raven screener to test all 3rd-6th grade Pre-Emergent/Emergent ELL students with the instruction read by an interpreter in a student's home language as needed. All Pre-Emergent/Emergent ELL students tested in small groups. One Hispanic student qualified for pull-out GATE, and the sole qualifying student for self-contained was Hispanic.

In January 2017, GATE DOCS was administered in Spanish by a GATE itinerant teacher to ELL students at Cavett, Maldonado, Roberts-Naylor, Hollinger, and White elementary and K-8 schools. In addition, a pilot utilizing the ELL screener was used for a targeted group of ELL students identified by itinerant teachers at Mission View (**Appendix V – 9, MV Screener Pilot**). For SY2017-18, the GATE department will continue to research testing materials to assist in increasing the identification of ELL students for GATE services.

f. GATE Recruitment and Outreach Activities

i. Self-contained Programs

In SY2015-16, the District held numerous recruitment and outreach activities to increase the number of African American and Hispanic students, including ELL

⁴⁹ Pre-Emergent/Emergent ELL students also are discussed later in this section of the report.

students, who responded and accepted placement offers in GATE self-contained and GATE dual language self-contained programs. An examination of the acceptance and placement data for SY2016-17 shows a notable increase in the percentage of qualified students enrolling in self-contained programs. Table 5.5 below shows the number of African American and Hispanic students who qualified for self-contained services in SY2015-16 and their 2016-17 placement status. As detailed, 29 percent of qualified African American students enrolled in self-contained GATE compared to 18 percent the previous year. Not surprisingly, when more students enroll in self-contained GATE, it is expected that the percentage of qualified students who accept placement in pull-out GATE services will decrease. However, for African American students, the overall percentage enrolled in GATE services fell from 78 percent in SY2015-16 to 69 percent in SY2016-17. This decrease is most likely attributable to the fact that more students left the District. More than 25 percent of qualified African American students did not enroll in a District school in SY2016-17.

The percentage of qualified Hispanic students accepting self-contained placement increased from 19 percent in SY2015-16 to 23 percent in SY2016-17. In addition, a higher percentage of Hispanic students enrolled in GATE resource classes, resulting in 78 percent of qualified students participating in GATE programs—a 3-percent increase from the previous year.

Table 5.5: Self-contained Qualifying African American and Hispanic Students and Placement Status – 40th Day

Placement Status	African American		Hispanic/Latino	
	N	%	N	%
Qualified for 16-17 SC	48		359	
enrolled in SC	14	29%	81	23%
enrolled in PO	18	38%	169	47%
enrolled in R	1	2%	31	9%
Total GATE	33	69%	281	78%
not in GATE	2	4%	44	12%
not in TUSD	13	27%	34	9%
Qualified for 15-16 SC	40		380	
enrolled in SC	7	18%	74	19%
enrolled in PO	22	55%	188	49%
enrolled in R	2	5%	22	6%
Total GATE	31	78%	284	75%
not in GATE	2	5%	46	12%
not in TUSD	7	18%	50	13%
Qualified for 14-15 SC	51		419	
enrolled in SC	8	16%	62	15%
enrolled in PO	17	33%	196	47%
enrolled in R	1	2%	44	11%
Total GATE	26	51%	302	72%
not in GATE	12	24%	76	18%
not in TUSD	13	25%	41	10%

Building on the outreach efforts of SY2015-16, the District implemented additional strategies to encourage student recruitment. These efforts included revising procedures, updating marketing materials, and conducting additional outreach to parents. From September through November 2016, the GATE coordinator met with self-contained GATE teachers at each self-contained GATE school and with all itinerant GATE teachers to review and implement updated and consistent student recruitment and retention support services. Each meeting agenda provided awareness of issues and concerns regarding student retention in GATE services and provided staff with consistent expectations and practices for reaching out to families to minimize declines and non-responses to GATE placement offers. Information also included monitoring and support procedures in place for students currently in a GATE program (**Appendix V – 15, RR Meeting Agenda**).

After testing in fall 2016, the District included invitations to attend open houses in the placement offers sent to all qualified student families. From January through March 2017, the elementary and middle schools held GATE open houses for families to attend and learn about the school's GATE program. Kellond, Hollinger, Lineweaver, Roberts-Naylor, Wheeler, and White elementary and K-8 schools held a second GATE open house to give parents an additional opportunity to respond to the placement offer.

In addition, the District sent GATE open house notice postcards (**Appendix V – 16, Open House Card**) to every school office to distribute to parents, and the sites handed them out at parent-teacher conferences and morning cafecito parent meetings. The cafecitos targeted kindergarten families and, as Table 5.6 shows below, the number of kindergarten students testing rose from approximately 1,000 to more than 1,200.

In February 2017, the GATE department sent each site a list of students whose families had not responded to placement offers by the due date, and a team of teachers at each site made direct phone calls to those families. In addition, the department sent reminder notices and a survey to nonresponsive families or families that declined services. The department utilized a database to collect and record the survey responses to help improve procedures and services in the GATE program (**Appendix V – 17, Decline Survey**). GATE staff will continue to conduct and analyze decline/exit surveys for SY2017-18.

Among the issues most frequently identified were transportation and separation of siblings. To address these issues, the GATE department met with the

Transportation Department in October and May to discuss increasing alternative routes to reduce travel time to GATE sites. Budget constraints prevented significant transportation changes, but all parties agreed to revisit the issue again for SY2017-18. However, working with School Community Services, the GATE department secured an open enrollment priority for the siblings of students enrolled in self-contained GATE programs for SY2017-18, when possible.

ii. Pull-out Program

Prior to GATE pull-out classes starting in August 2016, the itinerant staff and the self-contained GATE staff received updated training regarding recruitment and retention procedures. Itinerant teachers also attended the open houses of their assigned schools, provided information to parents about the program and upcoming District testing, and attended parent-teacher conferences. In addition, the District implemented the morning cafecitos at all elementary sites throughout the first semester. During these gatherings, GATE itinerant teachers provided information about testing and GATE programs and services, answered questions, and included a “listening” time for GATE staff to gather information from families about their opinions of the GATE services (**Appendix V – 18, Cafecito Flyer** and **Appendix V – 19, Cafecito Log**). This information will be used to improve parent outreach events in SY2017-18.

iii. GATE Nights

The GATE department held two GATE Information Nights at Lineweaver Elementary School and Doolen Middle School in September 2016, prior to GATE testing. The events were designed to inform parents, with special outreach to African American and Hispanic families, about opportunities to participate in GATE programs as an ALE choice. The District sent invitations for the GATE Information Nights to each student’s home address, posted GATE Invitation to Test mailers and invitations at every school site and on the District and GATE websites, and included them in the Superintendent’s District Team Update (**Appendix V – 20, Pre Test Open House** and **Appendix V – 13, GATE Inv to Test**).

Representatives from every self-contained GATE site attended and presented information regarding their sites. The presentation also covered GATE testing, open enrollment, and transportation and gave parents an opportunity to ask questions about the District’s GATE services. GATE Information Nights were well attended with approximately 100 families participating in each one. Staff conducted head

counts of parents in attendance and took informal follow-up notes at the events (**Appendix V – 21, GATE or Events Calendar**).

g. GATE Testing

i. Whole-Grade GATE Testing

In SY2016-17 the District continued whole-grade GATE testing for all 1st and 5th grade students as a means of identifying more qualified students for self-contained and pull-out services. Forty-four families opted out of GATE testing in 1st grade. Of those, 43 were Hispanic and no African American families opted out. Eighty-nine families opted out of testing in 5th grade. Of those, 88 were Hispanic and again, no African American families opted out of testing.

While the number of students testing in kindergarten increased, the numbers tested in all other grades decreased, despite an increase in outreach activities. The increase in kindergarten testing is most likely due to the implementation of a screener and the number of cafecito parent meetings, which provided an opportunity to collect completed Invitation to Test forms. The decrease in 2nd and 6th grade may be attributed in part to the fact that these students were tested as 1st and 5th graders in the previous year, and many of those families do not choose to test again the following year. The District will need to analyze other factors to address what may have contributed to the decrease in 3rd and 4th grade students testing.

Table 5.6: Students Tested for GATE Services 14-15 to 16-17

Grade	Year	White	African American	Hispanic	Native American	Asian / PI	Multi Racial	Total Students Tested
0	14-15	258	79	499	18	18	44	916
	15-16	277	88	567	22	18	35	1,007
	16-17	305	81	710	43	23	44	1,206
1	14-15	201	83	491	25	10	46	856
	15-16	629	324	2,066	140	65	133	3,357
	16-17	572	330	1,872	100	57	127	3,058
2	14-15	178	77	506	24	14	27	826
	15-16	195	85	599	22	14	43	958
	16-17	145	75	333	12	12	17	594
3	14-15	138	52	454	21	17	27	709
	15-16	174	77	470	19	14	28	782
	16-17	117	49	255	9	5	18	453
4	14-15	147	52	385	11	17	15	627
	15-16	124	62	402	19	19	27	653
	16-17	104	35	280	12	9	11	451
5	14-15	148	51	424	19	12	29	683
	15-16	588	252	2,003	153	49	90	3,135
	16-17	499	307	1,935	135	63	112	3,051
6	14-15	101	41	286	11	13	24	476
	15-16	73	29	236	14	4	11	367
	16-17	61	20	149	7	4	7	248
Total	14-15	1,171	435	3,045	129	101	212	5,093
	15-16	2,060	917	6,343	389	183	367	10,259
	16-17	1,803	897	5,534	318	173	336	9,061

ii. Qualifying Students

Table 5.7 below shows the number of students qualifying in SY2016-17 for self-contained and pull-out services in SY2017-18. The number of students who qualified for self-contained and pull-out services fell from SY2015-16. The District is conducting further analyses to better understand this decrease, and will analyze the acceptance and decline data when placements are completed for SY2017-18.

Table 5.7: Students Qualifying for GATE Services 14-15 to 16-17

Year	Measure	White	African American	Hispanic	Native American	Asian/ PI	Multi Racial	Total
Qualified for self-contained GATE								
14-15	N qualified	296	38	357	8	25	46	770
	% of testers	38%	5%	46%	1%	3%	6%	100%
15-16	N	297	48	358	8	24	42	777
	% of testers	38%	6%	46%	1%	3%	5%	100%
16-17	N	240	39	257	9	16	34	595
	% of testers	40%	7%	43%	2%	3%	6%	100%
Qualified for pull-out GATE								
14-15	N	93	12	171	6	4	6	292
	% of testers	32%	4%	59%	2%	1%	2%	100%
15-16	N	113	36	220	9	12	19	409
	% of testers	28%	9%	54%	2%	3%	5%	100%
16-17	N	88	17	195	12	8	12	332
	% of testers	27%	5%	59%	4%	2%	4%	100%

iii. Additional Assessments

The District piloted the Naglieri Non-Verbal Abilities Test (NNAT) in April/May 2016 but determined the NNAT did not increase the identification of African American and Hispanic students. The District therefore continued using the CogAT and Raven assessments for SY2017-18 and remains committed to continue researching alternative testing protocols for identifying underrepresented students for GATE programs.

h. Professional Development for GATE Teachers

The GATE department provided two days of professional development on GATE vertical and lateral articulation for each of the self-contained schools in SY2016-17. Elementary and middle school staff (grades 1-5) from all self-contained GATE sites attended. Cluster teachers from Dunham and Fruchthendler elementary schools and Robins K-8 School attended one day of articulation with the elementary self-contained teachers. The first of the two training sessions was in October 2016; the second training was in March and April 2017. A GATE coordinator facilitated the training that focused on gifted strategies and classroom environment. The Culturally Relevant Pedagogy and Instruction (CRPI) Department provided culturally responsive training on the second day of training (**Appendix V – 22, GATE PD SY2016-17**). Attendees worked in breakout sessions for grade-level

articulation. The training received positive feedback from attendees. Most of the professional development evaluation responses rated highly the training content and the facilitators who presented the training (**Appendix V – 23, PD Eval Summary**). Attendance for the GATE professional development increased during the second semester and for the summer sessions in which it was provided.

In SY2015-16, the GATE department facilitated six sessions of professional development to build teaching capacity within the District and for teachers to earn professional development hours toward obtaining a gifted endorsement. In SY2016-17, the department held sixteen gifted professional development training opportunities. Several of these used a train-the-trainer model to increase the capacity of District gifted education professional development trainers. In addition, two consultants provided gifted trainings to increase the number of teachers able to participate in a session. This was a significant increase in professional development opportunities, hours, and attendance over the previous year (**Appendix V – 24, GATE PD SY2015 vs 2016**).

Throughout the school year, the GATE department provided 30 hours of gifted training for teachers in the District, with priority given to teachers currently in a GATE classroom working on obtaining a permanent gifted endorsement. The classes were well attended and often had a waitlist. The District provided three days of gifted summer training to 45 teachers in June 2017. Gifted education consultant Jason McIntosh, board member of the Arizona Association for the Gifted and Talented, facilitated one of these days (**Appendix V – 25, Consultant CV**). This training focused on gifted strategies, project-based learning, differentiation, flexible groupings, and classroom environments (**Appendix V – 26, GATE PD SY2015-16**). Additional professional development was provided at Tully Elementary for its gifted and talented program. See the section below on “Expansion of GATE Services” for further information.

i. Gifted-endorsed Teachers in GATE Programs

The District maintains a database of endorsement hours for each teacher working in a GATE program. Twenty-three teachers received their provisional or permanent gifted endorsement during SY2016-17 and 20 additional teachers are on track to obtain a provisional or full gifted endorsement by the end of summer 2017 (**Appendix V – 27, V.G.1.j Certificated Staff in ALE**). All of these teachers attended the National Association of Gifted Children Conference and/or received professional development trainings provided by the District.

In August 2016, the District sent notices and support plans to teachers in GATE positions who held a provisional gifted endorsement or who were working toward obtaining a gifted endorsement. The endorsement support plan advised teachers of opportunities the District offered for teachers to earn professional development hours toward their endorsement and a timeline commitment from the teacher to take action to complete it (**Appendix V – 28, End Support Plan**). The GATE department continued to monitor the gifted endorsement status of teachers in GATE positions. Follow-up letters sent in January 2017 verified progress toward earning a gifted endorsement.

The District gave priority to teachers working toward a gifted endorsement to attend the Arizona Association for Gifted and Talented Conference in February 2017 and GATE professional development sessions held during SY2016-17 at Cavett Elementary. The District provided two days (fifteen hours) of professional development in October 2016 and in March and April 2017 for teachers in self-contained classrooms. In June 2017, the GATE department held three additional days of gifted education professional development. Teachers working on their gifted endorsement also had priority to attend the Phoenix Desert Summer Institute held in June 2017 to earn 30 hours toward a gifted endorsement (**Appendix V – 22, GATE PD SY2016-17**). In SY2017-18, the GATE department will determine how many of the teachers who attended the trainings obtained a gifted endorsement.

With the planned expansion of GATE services, the District has worked to recruit new teachers with GATE endorsements to fill positions in self-contained and cluster programs. GATE staff collaborated with the University of Arizona (UA) Communities as Resources in Early Childhood Teacher Education (CREATE) program, attending UA student teacher events and mentoring UA student teachers at District schools. Four of the student teachers chose to teach at District schools with a GATE program (**Appendix V – 29, Create Collaboration**). GATE staff attended five District job fairs to advertise vacant or new GATE teaching positions for self-contained positions at Tully, Roberts-Naylor, and Wheeler expansion sites and for itinerant pull-out GATE positions. The department also held a Teacher Recruitment Night in early May for teachers in the District, with a special invitation to teachers at new GATE cluster sites, to learn about GATE teaching opportunities, requirements for obtaining a gifted endorsement, and GATE program information (**Appendix V – 30, Teacher Recruit Flyer**). Twenty-two teachers from nineteen different school sites attended this event (**Appendix V – 31, Teacher Recruitment Mtg Attendees**). The feedback from the meeting was very positive, and the GATE

department will schedule GATE teacher recruitment meetings in the fall and spring semesters of SY2017-18.

j. Department Collaboration

The GATE department again collaborated with the African American and Mexican American Student Services (MASS) departments to attend parent meetings, open houses, community outreach events, and cafecito morning parent meetings. By sharing information, the student services staff informed African American and Hispanic families about GATE testing and other services provided to increase testing for GATE and acceptance of GATE placement offers. A GATE representative also attended similar events, including Parent University, the African American Conference, and the School Community Partnership Committee. New events for SY2016-17 included the School Choice Event, Dual Language Expo, High School Expo, and Mexican American and African American Student Awards Night. In addition, the GATE department attended monthly planning meetings with the Family and Community Outreach staff and attended parent meetings at each of the Family Resource Centers (FRCs).

During these events, a GATE representative distributed flyers, presented information about the program to parents, and answered any parent inquiries. GATE representatives also attended the African Students Awards Banquet to demonstrate further the partnership between African American Student Services and the GATE departments (**Appendix V – 21, GATE or Events Calendar**).

In addition, GATE staff collaborated with the District's Communications and Media Relations Department to improve distribution materials that were provided to parents at these events. The Communications and Media Relations staff also assisted in updating and designing mailers sent to school sites and families and created new flyers for the District website to advertise upcoming GATE events. The GATE website was updated in February 2017. This update included the GATE logo on the home page of the District website with a direct link to the GATE home page, allowing easier access to GATE program information.

k. Expansion of GATE Services

In SY2016-17, the GATE department implemented several strategies to expand GATE services, including itinerant push-in services in kindergarten and continued GATE whole-grade testing, as noted above. In addition to these services, the department provided support to implement new GATE programs at Tully,

Wheeler, and Roberts-Naylor and began planning with site principals and teachers to expand cluster programs at five additional elementary sites: Cavett, Grijalva, Maldonado, Myers/Ganoung, and Wright in SY2017-18.

i. Tully Elementary Magnet School

For SY2016-17, the District implemented a new GATE magnet program at Tully Elementary. The Tully gifted program is a modified GATE self-contained model. Gifted-endorsed teachers provide gifted instruction to all students in regular classrooms. As an open-access GATE school, there is no qualifying requirement to enroll. All students, both neighborhood and open enrollment, can attend, limited only by seat capacity. On-site curriculum service providers (CSPs) conducted ongoing gifted training during Wednesday staff development and professional learning communities (PLCs) time and provided co-teaching for every classroom teacher. The GATE coordinator and staff met biweekly with CSPs to provide support and professional development in gifted instructional strategies and classroom environment in a train-the-trainer model. The CSPs provided Tully staff with 30 hours of gifted professional development during SY2016-17.

ii. Wheeler Elementary School and Roberts-Naylor K-8 School⁵⁰

The District implemented one 2nd grade self-contained GATE class at Wheeler Elementary and both a pre-GATE kindergarten and a self-contained 2nd grade GATE class at Roberts-Naylor K-8 in SY2016-17. Placement offers were extended to students on waitlists for other self-contained sites. In addition, the District ran an open enrollment lottery that included these students and other students who had previously declined GATE placement. In July 2016, the District provided GATE teachers at these sites with 24 hours of gifted training specific to the classroom environment and gifted strategies, and these teachers received priority enrollment in all District GATE trainings throughout the school year. In SY2017-18, pre-GATE kindergarten and 1st through 3rd grade self-contained GATE classes will be available at both Wheeler and Roberts-Naylor. Students will be placed based on a revised GATE feeder pattern. The District will offer placement to any waitlisted student using a lottery process.

⁵⁰ In addition, the District initiated ELL whole-grade push-in services at Mission View Elementary School.

2. Advanced Academic Courses

The District is committed to increasing participation by African American and Hispanic students in all of its AAC and to providing support to these students so they can be successful in these classes. As noted earlier in this section, the District offers six types of AAC: AP, Pre-AP, dual credit, International Baccalaureate, dual language, and middle school courses for high school credit.

Advanced Placement: AP courses enable high school students to take introductory college-level classes. The College Board approves the course curriculum and materials. Students may take a national exam at the end of the year to qualify for college credit.

Pre-AP Honors and Pre-AP Advanced: Middle and high school students can enroll in Honors or Advanced (language arts, social studies, and science) or accelerated mathematics classes for a more rigorous experience designed to prepare them for the possibility of taking AP, International Baccalaureate, or dual credit classes.

Dual Credit: High school juniors or seniors can enroll in courses in which a local college or university oversees the curriculum and materials. Students passing the course receive both high school and college credit for the state university system.

International Baccalaureate: IB is a K-12 international program that guides students who aspire to be rigorous learners as part of a global community. The District participates in the IB high school curriculum program, providing either individual IB courses or an entire IB Diploma Programme. High school students enrolled in IB courses or the IB Diploma Programme may earn college credits.

Dual Language: Dual language K-12 programs teach coursework in both Spanish and English to increase the number of academically bilingual students, thereby preparing them to compete in a global economy.⁵¹

Middle School for High School Credit: Middle school students taking these courses gain a high school credit for the content of the class while they are in

⁵¹ While dual language is not identified in the USP as an ALE, it was so identified by the District's Governing Board and by the Court in its order filed 1/27/16, Doc. 1895.

middle school. Examples include Algebra 1, Geometry, Spanish 1, and Integrated Science.

a. Enrollment Goals: ALE Supplement

The District monitors ALE participation to ensure there are no significant disparities by race or ethnicity. In spring 2015, the District developed supplemental goals, based on the work of Dr. Donna Ford. Using these goals, the District analyzes the African American and Hispanic participation in ALEs. In SY2016-17, participation was measured against the 15% Rule. Participation that is less than 15 percent of the District's enrollment rate signifies a racial or ethnic disparity that should be assessed and/or addressed. Annual goals are set in accordance with Order 1771.

The District succeeded in meeting and exceeding the 15% Rule in 20 of 40 goals (**Appendix V – 32, V.G.1.c. ALE Supplementary Goals Summary**). The District made positive progress in meeting eight additional goals. For example:

- 58 percent of high school Pre-AP Honors students were Hispanic, compared to 47 percent in SY2012-13.
- Enrollment of Hispanic students in dual credit classes grew from 39 percent in SY2012-13 to 65 percent in SY2016-17.
- Enrollment of 6th-8th grade African American students taking Pre-AP advanced classes in K-8 schools was 9 percent, which exceeded the 15% Rule.
- The percentage of high school Hispanic students enrolled in AP classes grew for the past five years, from 42 percent in SY2012-13 to 47 percent in SY2016-17.

b. Advanced Placement (AP)

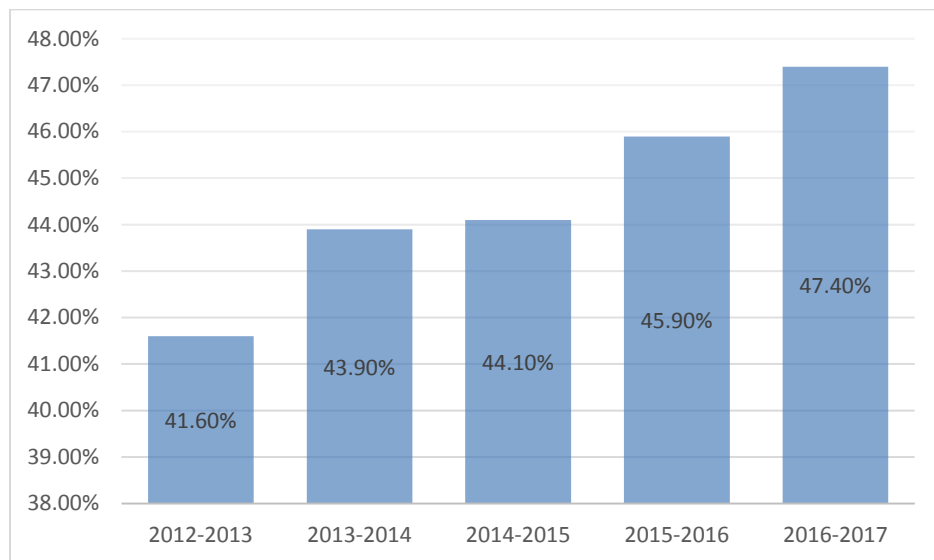
High school credit AP classes provide students with a rigorous high school experience and the potential for college credit. To help students, especially African American and Hispanic students, take advantage of such an opportunity, the District made increasing AP enrollment a priority. Efforts overall were successful: AP enrollment grew from 2,521 students in SY2012-13 to 3,176 students in SY2016-17 (**Appendix V – 33, V.G.1.a ALE 40th Day Enrollment**).

i. AP Goals

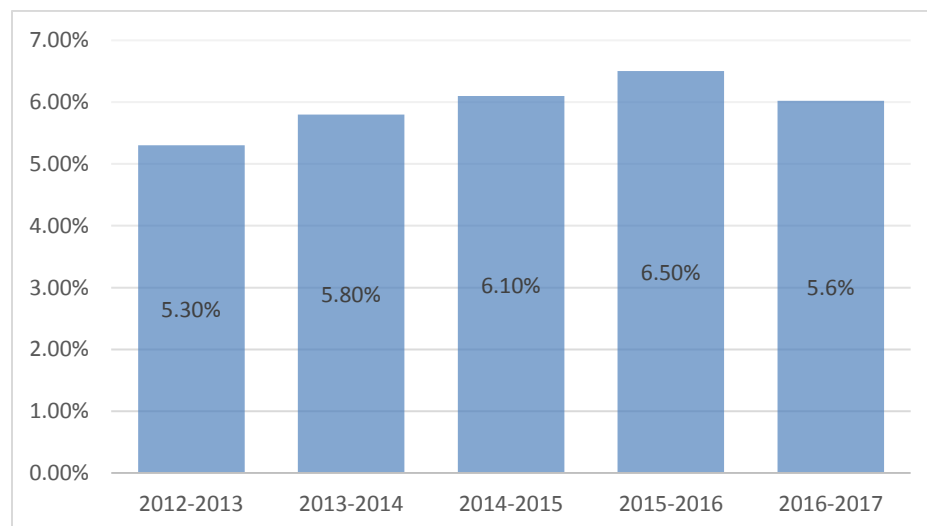
The percent of Hispanic students enrolled in Advanced Placement classes increased from 46 percent in SY2015-16 to 47 percent in SY2016-17. Graph 5.8 below shows positive progress for Hispanic students in AP classes over the last five years. The District is now close to its goal of 51 percent for AP enrollment for Hispanic students in SY2016-17.

Enrollment of African American students in AP classes has steadily increased since the inception of the Unitary Status Plan (USP), from 5 percent in SY2012-13 to 7 percent in SY2015-16, though it decreased slightly for SY2016-17.

Graph 5.8: Advanced Placement Enrollment of Hispanic Students by Year



Graph 5.9: AP Enrollment of African American Students by Year



For the second consecutive year, the District was honored by the College Board with placement on the 7th Annual AP District Honor Roll. The District is one of only four districts in Arizona to receive this recognition and the only district in the state to win the award for the second year in a row. The award analyzed all exams taken for the 34 AP courses offered in the District for three years, from SY2014 to SY2016, and required that certain criteria be met:

- Increase participation/access to AP by at least 4 percent in large districts, at least 6 percent in medium districts, and at least 11 percent in small districts;
- Increase or maintain the percentage of exams taken by black/African American, Hispanic/Latino, and American Indian/Alaska Native students; and
- Improve or maintain performance levels when comparing the 2016 percentage of students scoring a 3 or higher to the 2014 percentage.

As part of this award, the College Board also recognized the District for achieving these results with a 30 percent or greater enrollment of underrepresented minority students (black/African American, Hispanic/Latino, American Indian/Alaska Native). Reaching these goals indicates that a district is successfully identifying students who are ready for the AP opportunity. *Id.*

ii. AP Student Mentors/Tutors and Test Prep

To increase enrollment of minority students in AP courses, the District created opportunities for collaboration between the AASS and MASS departments, trained site counselors, and provided one AP mentor and two AP tutors at each high school to tutor students in courses based on need at each site. The District also provided for one AP mentor at each high school for non-academic support as needed by each student.

During SY2016-17, the ALE director met with the site AP mentors to provide direction while providing an opportunity for sharing strategies. At these meetings, they discussed relevant topics, including support for students; student recruitment for AP Boot Camp, which is discussed later in this section; AP test preparation; and tutoring services (**Appendix V – 34, AP Mentor Meeting Agendas SY2016-17**). In addition to the work of the mentors, the high school AP tutors assisted students with homework and difficult course concepts before and after school throughout the year.

The District also paid for each AP teacher to provide four hours of AP exam preparation for students. During the second semester, each AP teacher provided a test prep session for their students to ensure they were ready for the year-end AP test for their course. All of these supports were communicated out to principals through email on February 15, 2017, and March 7, 2017.

iii. AP Summer Boot Camp

During the summer, the District invited students new to Advanced Placement classes to attend an AP Summer Boot Camp to acclimatize them to the rigors of AP courses while providing them with skill support so they would be prepared when their courses started in fall 2017. Attending students worked with AP teachers to practice critical reading, writing, and study skills that would help them succeed at AP classes. In all, students attended across four sites, including Rincon, Sabino, Sahuaro, and Tucson high schools. The enrollment demographics of attending students roughly matched that of the District, with African American students making up 6 percent of those enrolled and Hispanic students making up 62 percent.

Table 5.10: 2017 AP Summer Boot Camp Registration by Ethnicity

Ethnicity	Number	Percentage
White	27	25%
African American	6	6%
Hispanic	65	62%
Native American	0	0%
Asian	3	3%
Multi-Racial	4	4%
Total Students	105	100%

Test scores for African American and Hispanic students have improved since SY2012-13, with an increase in the number of students receiving a score of 3 or higher. The number of African American students who received a score of 3 or higher in spring 2016 rose to 44—a 5-percent increase from spring 2015—and the number of Hispanic students increased by 16 percent from 2015. A total of 454

Hispanic students received a score of 3 or higher on any exam compared with 393 students in spring 2015.

Table 5.11: Number of Students with at Least One Qualifying AP Score (3 or Higher) on an AP Exam

Admin	White	W%	African American	AA%	Hispanic /Latino	H%	Native-American	NA%	Asian	A%	Multi-Racial	MR%	Total
Spring 2013	515	55%	26	3%	281	30%	8	1%	90	10%	23	2%	943
Spring 2014	491	52%	27	3%	302	32%	2	0%	89	9%	33	3%	944
Spring 2015	610	52%	42	4%	393	33%	6	1%	81	7%	51	4%	1,183
Spring 2016	640	49%	44	3%	454	35%	6	0%	99	8%	69	5%	1,312

Since 2011, the number of AP exams taken by African American and Hispanic students and the number of exams receiving a passing score of a 3 or higher have increased as well (Table 5.12 below).

Table 5.12: Number of AP Exams that Scored a 3 or Higher (Passing) by Year by African American and Hispanic Students

Year	African American: Exams Taken	African American: Exams passed	Hispanic /Latino: Exams taken	Hispanic /Latino: Exams passed
2016	167	69	1,338	736
2015	134	68	1,218	623
2014	97	53	1,076	564
2013	92	42	1,113	576

iv. AP Exam Scholarships

During SY2016-17, District students took more than 3,700 Advanced Placement exams. The District paid for 1,168 exams using waivers. This included 47 percent of all tests taken by African American students and 44 percent taken by Hispanic students.

c. Pre-AP Honors

Pre-AP Honors classes exist in grades 6-12 in science, social studies, and language arts. These courses are a pipeline for eventually taking AP classes in high school. As shown in Table 5.13 below, the District met its goal for both the African American and Hispanic populations at middle school sites (8 percent African American and 52 percent Hispanic). The District also met its goal for Hispanic

students in K-8 schools (69 percent), which is nearly 10 percent higher than the goal, and grades 9-12, with an enrollment of 58 percent—7 percent higher than the goal.

The District is still striving to reach its ambitious enrollment goals for its African American students.

Table 5.13: Pre-AP Honors Enrollment by Year and Ethnicity

Type of AAC	Class Year	African American Enrollment %	Goal for Grade Level (Based on 15% Rule)*	Hispanic Enrollment %	Goal for Grade Level (Based on 15% Rule)*	AAC Total
Pre-AP Honors	2012-13	5.9%		48.7%		4,783
Pre-AP Honors	2013-14	6.5%		51.9%		4,817
Pre-AP Honors	2014-15	6.9%		53.2%		4,950
Pre-AP Honors	2015-16	6.5%		55.6%		5,473
Pre-AP Hon. K8	2016-17	5.4%	7.3%	68.7%	59.0%	5,465
Pre-AP Hon. MS	2016-17	8.1%	7.2%	51.5%	51.5%	
Pre-AP Hon. HS	2016-17	6.0%	7.6%	58.0%	50.9%	

d. Pre-AP Advanced

Pre-AP Advanced includes advanced math courses in middle school. In SY2016-17, enrollment of African American students in Pre-AP Advanced courses increased noticeably—from 6 to 8 percent (**Appendix V – 33, V.G.1.a. ALE 40th Day Enrollment**). The District met the 15-percent goal for Pre-AP Advanced in K-8 schools for both African American and Hispanic students and in comprehensive middle schools for Hispanic students. The District met the 15-percent enrollment goal (7 percent) for middle school African American students, who made up 7 percent of enrollment. The District will continue its efforts of targeted outreach and encouragement to these students to enroll in these courses.

Table 5.14: Pre-AP Advanced Enrollment by Year and Ethnicity

Type of AAC	Class	African American Enrollment %	Goal for Grade Level (Based on 15% Rule)*	Hispanic Enrollment %	Goal for Grade Level (Based on 15% Rule)*	AAC Total
Pre-AP Advanced	2012-13	5.8%		56.8%		912
Pre-AP Advanced	2013-14	5.7%		55.8%		933
Pre-AP Advanced	2014-15	8.1%		57.5%		1,309
Pre-AP Advanced	2015-16	5.9%		55.5%		1,207
Pre-AP Adv. K8	2016-17	9.3%	7.3%	65.7%	59.0%	1,160
Pre-AP Adv. MS	2016-17	7.0%	7.2%	56.8%	51.5%	

e. Dual Credit

The District works in collaboration with Pima Community College (PCC) and UA to provide dual credit classes at its high schools. Both institutions ensure that the high school instructors are college certified and utilize the same curriculum as similar college-level courses, while the District assists the students in course enrollment and provides the venue and teacher.

As these courses qualify for college credit in all state universities in Arizona, they can save students and their families from having to pay for the courses later and they provide a university pipeline for students. The District met the 15% Rule for Hispanic students (65 percent), with a 15-percent increase from SY2015-16. The District did not meet the goal for African American students (7 percent). The District will continue to work on providing additional dual credit course offerings.

Table 5.15: Dual Credit Enrollment by Year and Ethnicity

Class	African American Enrollment %	Goal for Grade Level (Based on 15% Rule)	Hispanic Enrollment %	Goal for Grade Level (Based on 15% Rule)	AAC Total
2012-13	7.40%		38.90%		190
2013-14	8.10%		51.70%		236
2014-15	10.10%		52.20%		228
2015-16	8.10%		50.00%		186
2016-17	6.60%	7.60%	64.90%	50.90%	271

f. International Baccalaureate

Recognized as part of the worldwide International Baccalaureate Programme, the IB is a continuum of education for students who wish to take rigorous coursework that culminates in the opportunity to receive an IB high school diploma and/or accompanying college credits. Schools must be authorized to teach IB programs, and every authorized school is known as an IB World School. Programs within IB include the Diploma Programme (DP) and the Career-Related Programme.

In SY2016-17, two schools offered the IB Programme: Cholla Magnet High School and Safford Magnet K-8. Safford offered the IB curriculum for all K-5 students. At Cholla, students can take individual IB classes or complete a Certification or Diploma program. The District met the 15% Rule for African American and Hispanic students at Safford and for Hispanic students at Cholla (**Appendix V – 32, V.G.1.c. ALE Supplementary Goals Summary**). African American enrollment in IB classes at Cholla increased over the past four years, indicating that IB has been successful in attracting African American students (**Appendix V – 35, V.G.1.b Appendix E - AAC SY1617**).

The number of students who enrolled as IB Certificate or Diploma candidates at Cholla doubled from 84 students (Class of 2017) to 170 (Class of 2018), as shown below in Table 5.16.

Table 5.16: IB Diploma and Certificate Students by Ethnicity –**Cholla Administrative Data⁵²**

	Class of 2016		Class of 2017		Class of 2018	
Ethnicity	Diploma (21)	Certificate (57)	Diploma (21)	Certificate (63)	Diploma (41)	Certificate (129)
Native American	3 (14%)		2 (9%)	4 (6%)	3 (7%)	2 (2%)
Asian	-	-	2 (9%)		2 (5%)	
African American	-	3 (5%)	2 (9%)	5 (8%)	5 (12%)	10 (8%)
Hispanic	18 (86%)	50 (87.7%)	13 (62%)	54 (86%)	28 (68%)	112 (86%)
Multi-racial	-				-	
White	-	4 (0.70%)	2 (9%)		3 (7%)	5 (4%)

This significant increase can be attributed to the extensive recruitment of incoming 8th and 9th graders to the IB Prep Programme. Cholla offers open-access IB Prep courses in 9th and 10th grade to support the IB Diploma Programme, which is available to students in 11th and 12th grade.

Cholla worked directly with the Magnet Programs and ALE departments to attend and host as many recruitment events as possible to attract students to the program (**Appendix V – 36, IB Recruitment Efforts Cholla High School**). The Cholla IB department also established a working relationship with School Community Services for magnet placement using open enrollment priorities within IB Prep and Diploma programs. Many IB Prep students continue into the IB Diploma Programme. In addition, as an open access ALE, Cholla conducts school-wide recruitment of all 10th graders for the Diploma program.

⁵²IB administrative data generated in November of each school year.

i. IB Middle Years Program (MYP)⁵³

Cholla also conducted extensive research on the benefits for minority students and the impact MYP has on the DP. In addition, the school provided teachers the opportunity in June 2016 to infuse MYP and DP pedagogy into their curriculum. The IB coordinator and teachers reviewed the curriculum maps and lesson plans in August 2016 through structured PLCs. In addition, the IB coordinator wrote two units for the Pre-AVID course for all incoming freshman (AVID is described later in this section). These two units include MYP pedagogy and introduction to the IB Learner Profile, International-Mindedness, and IB DP Theory of Knowledge fundamentals.

The application fee deadline for MYP candidacy is April 1, 2018, and the authorization process to become an MYP school takes three years. Therefore, the District shifted Cholla's proposed implementation of MYP to SY2018-19.

ii. IB Career-Related Programme

Given the above timeline for possible implementation of MYP, attention turned to the possible addition of the IB Career-Related Programme (IB CP) in SY2017-18. The IB CP is a marriage of DP courses and career and technical education courses. Students can explore career-focused courses while engaging in DP college-level courses. An IB research study showed four out of five (81 percent) IB CP graduates enrolled in college sometime after secondary school (Mack, Halic, et al., 2017). Of those, 79 percent chose four-year institutions over two-year colleges as compared to 64 percent nationally in 2014. *Id.*

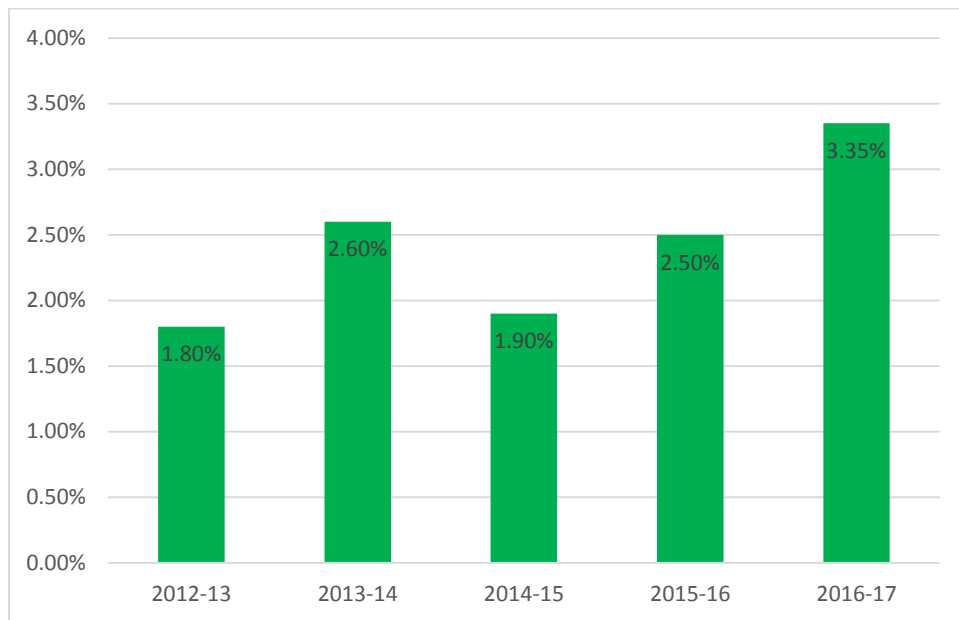
In keeping with its goal of becoming a full IB World School, Cholla may apply for the IB CP for SY2017-18 pending the presentation to all stakeholders. Because Cholla already has an authorized DP, the implementation of the IB CP involves a shorter application process, which includes the need for a feasibility study to be completed. There is, however, an \$8,500 application fee, which would need to be paid through the site ALE budget should Cholla have leadership approval to continue pursuing this work. This will be determined during SY2017-18.

⁵³ As stated by IB International: "The MYP is designed for students aged 11 to 16. It provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders."

g. Dual Language

The District offers programs that teach coursework in both Spanish and English to help students become bilingual and literate in those languages. When evaluated against the 15% Rule for Hispanic/Latino enrollment, dual language met the goal for the past five years. As shown in Graph 5.17 below, African American enrollment at the elementary level grew to more than 3 percent in SY2016-17.

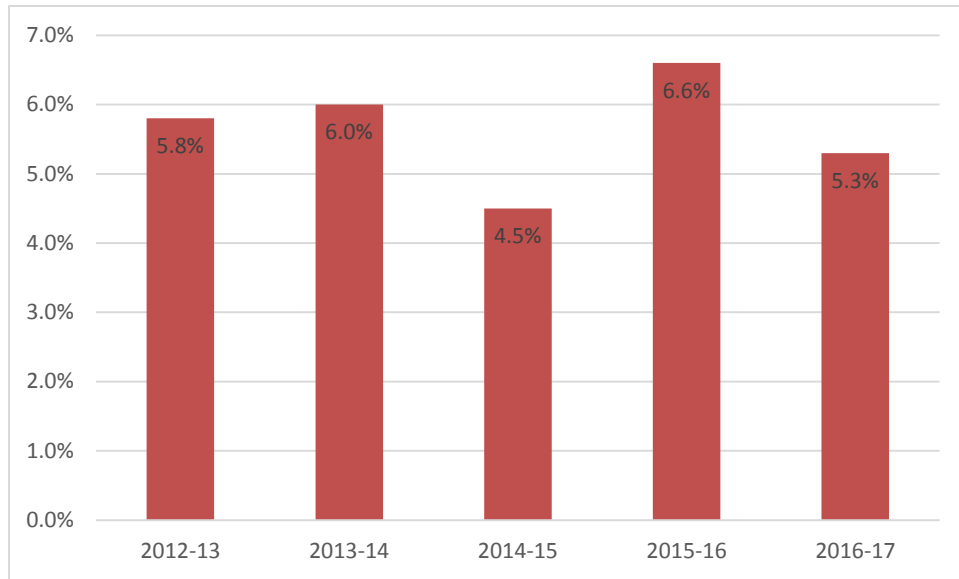
Graph 5.17: Elementary (K-5) Dual Language African American Student Enrollment by Year



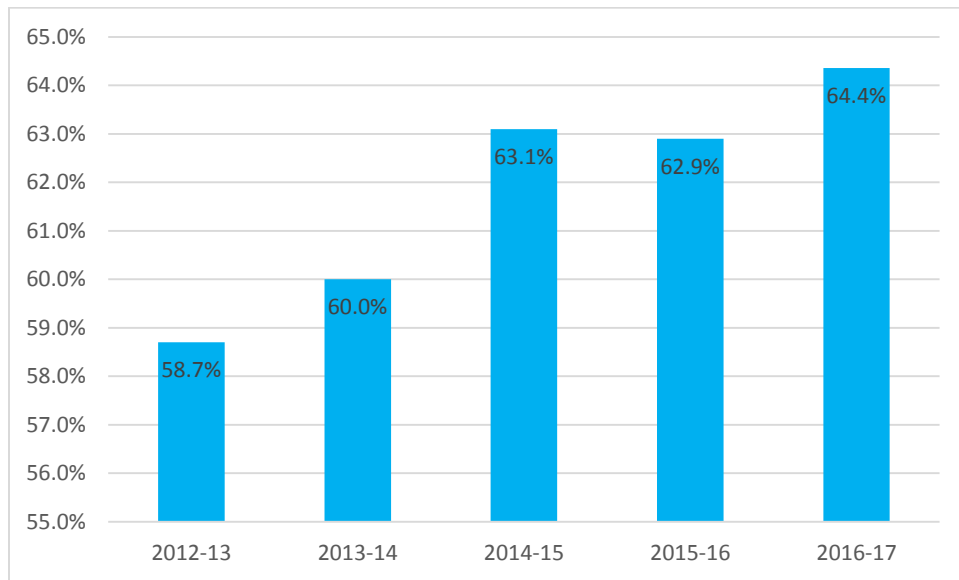
h. Middle School Courses for High School Credit

Middle school courses for high school credit offer students the ability to gain credits toward their high school diploma while still enrolled in middle school. The primary course used is Algebra 1, but some sites offer other courses such as Spanish, Integrated Science, and Geometry. The District met the 15% Rule for Hispanic students in both middle and K-8 schools, but did not meet the goal for African American students (*see* Graphs 5.18 and 5.19, below). During SY2016-17, the director of Advanced Learning Experiences met with middle and K-8 school counselors to review open access of advanced academic coursework for students in grades 6-8, including middle school classes for high school credit. Enrollment in high school credit courses varied over the last five years. Therefore, additional outreach efforts will be made to recruit African American and Hispanic students to enroll in middle school classes for high school credit.

Graph 5.18: Middle School Classes for High School Credit Enrollment of African American Students in Grades 6-8 by Year



Graph 5.19: Middle School Classes for High School Credit Enrollment of Hispanic Students in Grades 6-8 by Year



i. Algebra 1 Readiness Assessment

For SY2016-17, the regular recruitment process for advanced 6th grade math continued as an open-access program and included a teacher recommendation, student/parent request, and site review of student data, as well as information about whether a student qualified for GATE services. As with middle school courses for high school credit, the ALE director met with all middle and K-8 school

counselors and principals to review open access of advanced academic coursework for students in grades 6-8 for accelerated mathematics courses.

Table 5.20 below shows the number of students enrolled in Algebra in middle schools increased from 721 students in SY2015-16 to 747 students in SY2016-17. Hispanic student enrollment increased from 397 in SY2015-16 to 423 in SY2016-17; however, African American student enrollment declined from 47 to 39, respectively.

Table 5.20: MS Student Enrollment in Algebra I - 40th Day

	White	African American	Hispanic / Latino	Native American	Asian / Pacific Islander	Multi-Racial	Total
2015-16	212	47	397	14	25	26	721
2016-17	221	39	423	12	19	33	747

3. University High School

The District is committed to expanding access to its ALE programs, which include University High School. To accomplish this, UHS is intentional in its recruitment of African American and Hispanic students to increase the number of these qualified students who accept placement at the school.

Admission to UHS is based on students meeting a set of criteria, including exam scores, GPA, and a behavioral-attitudinal measure. Freshman UHS students take both AP and Pre-AP courses, transitioning into a schedule of almost all AP coursework as they advance through their high school careers.

For the first time, the number of freshman Hispanic students enrolled in UHS equaled that of white students, with each racial group comprising 42 percent of the freshman class in SY2016-17 (**Appendix V – 35, V.G.1.b Appendix E - AAC SY1617**).

Table 5.21: 2016-17 Freshman Class Ethnicity (40th Day)

Ethnicity	2016-17
White	120 (42%)
African American	9 (1%)
Hispanic	122 (42%)
Native American	0 (0%)
Asian/Pacific Islander	21 (6%)
Multi-racial	17 (7%)

a. UHS Admissions 2016-17: Changes to 2016-17 UHS Admissions Process: ACT Engage

As described in the 2015-16 Annual Report, the District adopted the use of the ACT Engage as a multiple measure for UHS admissions during SY2016-17. The ACT Engage is an online self-report inventory designed to measure students' motivation and school engagement. It is a nationally normed assessment with validity and reliability studies that is simple to administer and score. The District conducted two pilots in SY2014-15 and SY2015-16 prior to making the determination to use the ACT Engage assessment. *2015-16 Annual Report, Appendix V-37, V.G.1.g(2) ACT Engage Memo*. The ACT Engage replaced the short-answer essay as an additional measure offered to students who met both the minimum test score requirement and the minimum GPA but did not earn the requisite 50 or more admission points.

Table 5.24 below shows the results of the ACT Engage assessment for students who attended District schools by ethnicity. Of the 48 students who were eligible to take the ACT Engage, 38 elected to take the assessment. For the second year in a row, no Tucson Unified African American student needed to take the ACT Engage to qualify for admission into UHS. All African American students who qualified did so by earning 50 admission points based only on the CogAT and their GPA. Eight additional District Hispanic students qualified for admission with the ACT Engage. For students not enrolled in District schools (non-District students), fourteen students took the ACT Engage and ten qualified (**Appendix V – 44, V.G.1.g. (2) ACT Engage Summary**).

Table 5.22: ACT Engage 2016-17 - District Students

Ethnicity	Eligible to take the ACT Engage	Took the ACT Engage	Qualified with the ACT Engage	% qualified
White	24	18	10	56%
African American	0	-	-	-
Hispanic	20	16	8	50%
Native American	1	1	1	100%
Asian/Pacific	2	2	0	0%
Multi-racial	1	1	1	100%
Total	48	38	20	53%

The District tested more than 3,200 students for admission for the SY2017-18 freshman class, representing a 6-percent increase from the previous year. Of these, 475 qualified for admission by meeting the standard admission requirements or by taking the ACT Engage (**Appendix V – 45, V.G.1.g (1) UHS Admissions for 2017-18 Freshman Class**). Table 5.23 below shows the total number of students by ethnicity⁵⁴ who qualified for the 2017-18 freshman class.

Table 5.23: Number and Percentage of Students Who Qualified for the 2017-18 Freshman Class by Ethnicity

Ethnic Group	Total
White	239
	50%
African American	11
	2%
Hispanic	150
	32%
Native American	2
	0
Asian/Pacific Islander	48
	10%
Multi-race	25
	5%
Total	475

b. Recruitment and Outreach: 2017-18 and 2018-19 Freshman Class

In SY2016-17, UHS expanded its recruitment efforts to attract African American and Hispanic students for the UHS freshman class for SY2017-18. From August through October 2016, the recruitment and retention coordinator (RRC)

⁵⁴ This includes those students enrolled in District schools and those enrolled in non-District schools.

visited each of the District's middle schools and met with every African American and Hispanic student who met the test criteria. During these meetings, the RRC discussed the benefits of attending this type of high school and provided information about the programs and offerings (**Appendix V – 46, 2016 2017 Middle School Visits**).

In addition, the RRC, together with the African American and MASS departments, met with each African American and Hispanic 8th grade student and their parents who met the admissions qualifications for UHS to answer questions about the school, the admissions process, and the benefits of attending UHS. For families that were not responsive, UHS added home visits in SY2016-17.

All five Hispanic families and two African American families who received a home visit accepted the placement to attend University High School during SY2017-18. Because these visits were more intimate and had a 100-percent success rate over the small and large group family meetings on school campuses, the RRC will work with AASS and MASS in SY2017-18 to meet at home with every African American and Hispanic family with a UHS qualifying student.

UHS also sponsored an African American scholar dinner in October 2016 for prospective 8th grade students as well as current UHS students (**Appendix V – 47, African American Scholars Dinner Invitation**). UHS invited all African American students both in person and through formal invitations to the dinner, and all students responded positively that they would attend or that they would like to attend future dinners (if they were unable to make the scheduled date). More than 70 African American students and parents attended this event.

Three prominent African American community members attended as guest speakers, communicating the importance of working with a mentor and developing leadership skills (**Appendix V – 48, Panelist Brief Biographies** and **Appendix V – 49, AA Program Agenda 2016**). After the panelists gave a description about their journey as a student from high school through their current career, they answered questions from students. Because of the number of questions and active engagement from the audience, the panelists agreed to stay more than an hour beyond the scheduled event time.

In addition to these efforts, the RRC hosted two evening information meetings on campus during September 2016 for more than 200 parents and students interested in learning about the next steps of the admissions process (**Appendix V – 50, UHS Info Night Flyer 2016**). The RRC invited UHS African American and

Hispanic parents and students who attended District middle schools to participate in the meetings to share their experiences at UHS.

Also in September 2016, UHS hosted an 8th grade campus event called Step Up Day in which all 8th graders who met the CogAT criteria were invited to spend a day on campus participating in leadership activities; learning about UHS academic classes, clubs, extracurricular activities, and athletics; and making new friends. Students had lunch together on campus and were matched with current UHS students who served as mentors. More than 455 District and non-District students attended. The District provided transportation for students during the school day from their home District middle school to this event. All but ten students said that if they qualified, they would attend UHS (**Appendix V – 51, step up save the date**). These efforts will continue to be part of the District’s recruiting efforts for the 2018-19 freshman class.

Once students qualified for admission, the school gave tours to any student or family requesting one. The Freshman Celebration welcomed incoming UHS students and provided information about course selection, clubs, athletics, and activities (**Appendix V – 52, Freshman Celebration English and Spanish** and **Appendix V – 53, Welcome Freshmen Celebration 2017**). More than 1,000 parents and students attended the event.

c. Recruitment and Testing: 2018-19 Freshman Class

The UHS Admissions Office shared information with 6th and 7th grade students to introduce them to the opportunities available at the school and familiarize them with the admissions criteria earlier so they could better plan middle school course selections. In addition to recruitment methods discussed earlier, UHS held two evening presentations for families of 7th grade students in spring 2017 (**Appendix V – 54, Parent Night 2016**). All families of 7th graders received a ParentLink email and phone call with information about the events (**Appendix V – 55, 7th grade information nights 2017**). The District also notified all District 7th graders about the UHS admissions process through a letter mailed home that included information about upcoming parent meetings and the option to opt out of testing (**Appendix V – 56, Parent Letter UHS 7th gr. testing 1819**). All 7th graders met with the UHS RRC in March through May 2017 before taking the CogAT at their middle schools, and they were tested at their schools in spring 2017 (**Appendix V – 57, 7th Grade Testing Schedule** and **Appendix V – 58, UHS important dates 2018-2019**). These recruitment efforts were targeted at 7th

graders so that the RRC could motivate and encourage them to focus on their grades with a goal of attending UHS in fall 2018.

To improve communications and outreach efforts for the 7th grade testing in spring 2017, UHS and the District's Communications and Media Relations Department created a commercial that aired on local television. The District also sent students and their parents a ParentLink phone call from the UHS principal one to two days before the test was administered to remind them of the importance of the test and to wish them good luck.

To date, the District tested 3,176 seventh graders; 327 Tucson Unified students met the test criteria of a composite stanine of seven or higher (Table 5.24 below) for the 2018-19 freshman class. These numbers will be updated after the final testing held in December.

Table 5.24: District Students Meeting UHS Admission Test Criteria: December 2014, December 2015, December 2016, August 2017

Race/Ethnicity	2014	2015	2016	2017
White	145	137	139	144
African American	14	23	12	17
Hispanic	183	166	154	136
Native American	2	1	2	9
Asian/Pacific Islander	22	16	13	9
Multi-Racial	17	16	16	12
Total	383	359	336	327

d. Support and Retention Efforts

UHS again offered Bounce, a math and science summer support program, to UHS students entering their sophomore year. Invitations were based on students' performance in their freshman math and biology classes. Teachers provided students with essential information to prepare them for taking AP or Honors Chemistry in the fall of their sophomore year. All of the students—100 percent—who attended Bounce in the past two years reported they felt prepared to take chemistry due to this program, and they all received a grade of C or higher in AP or Honors Chemistry after taking this course.

UHS invited 50 Hispanic students who struggled in algebra and biology during their freshman year to participate in Bounce before it was open to general enrollment. The school invited only one African American student because all other African American 9th graders excelled during their freshman year in math or science and showed no signs of needing extra support. After identified students met with counselors, enrollment was opened to any student interested in participating. Students who did not participate declined due to other summer commitments such as summer school and family vacations.

Table 5.25: 2017 Bounce Participants

Ethnicity	Student Attendance	Percentage
White	25	42%
African American	1	1%
Hispanic	32	54%
Native American	1	1%
Asian/ Pacific Islander	0	0%
Multi-Racial	0	0%

Apart from Bounce, tutoring expanded in SY2016-17 with additional math and science teacher tutors and writing support for senior students applying to college.

In addition, teachers worked in PLCs to analyze AP and PSAT data and discover opportunities to support students in daily classwork. Due in part to these efforts, UHS had more National Hispanic Scholars in 2016-17 than any other high school in the country (48), according to a congratulatory phone call UHS received from the College Board. Teachers of Math Center, Writing Center, and Science Center courses continued to provide targeted support for struggling students in math, science, and English. These courses provided assistance for students with specific skill gaps in reading, writing, science, and math that prevented them from succeeding in core academic classes. Seventy students, including 38 Hispanic students, took these classes during SY2016-17; all but five improved their grade in the course.

Table 5.26: Students Enrolled in Student Support Classes 2016-17

Ethnicity	Number of Students	%
White	40	42%
African American	1	1%
Hispanic	48	51%
Native American	0	0%
Asian/ Pacific Islander	1	1%
2 or more races	5	5%

The Penguin-to-Penguin student mentor program⁵⁵ continued to grow to help acclimatize the incoming freshman class. Junior and senior student volunteers each assisted one or two freshmen. These 300 upperclassmen mentors met with their freshman Penguin regularly through the first quarter, assisting them with classes, where to find things on campus, and how to join clubs and activities.

Boost, a freshman orientation and induction program, continued its mission to address and implement more targeted interventions for incoming freshmen and eliminate academic skill gaps. In preparation for the orientation program, all Boost teachers worked together in developing the curriculum. From June 19 to June 30, 8 a.m. to noon, 310 incoming freshman students registered for two freshman-level AP courses (AP Human Geography and AP Environmental Science) and highly qualified teachers in certain content areas identified learning gaps and provided remediation before school started.

⁵⁵ The Penguin is the University High School mascot.

Table 5.27: Three-Year Boost Participation Data

Ethnicity	Summer 2015	Summer 2016	Summer 2017
White	109 (45%)	91 (38%)	163 (49%)
African American	4 (1.6%)	3 (1%)	2 (1%)
Hispanic	79 (35%)	103 (44%)	107 (32%)
Native American	0 (0%)	0 (0%)	0
Asian/Pacific Islander	15 (6%)	15 (6%)	37 (11%)
Multi-racial	15 (6%)	19 (8%)	22 (6%)

e. Counselor Support

During the SY2016-17 Fall Counselor Breakfast, which was incorporated into Step Up Day, the RRC provided information to District counselors about the UHS admissions process and how to best work with students interested in the school or with the academic potential to succeed there. During the event, UHS Hispanic and African American students who attended District middle schools spoke and answered questions to help middle school counselors better understand and articulate the positive experiences available at UHS.

Combining the counselor meeting with a fun campus student event ensured that most middle and K-8 school counselors would attend the Counselor Breakfast; those who did not attend received a personal visit from the RRC. As a result, the RRC and UHS site administrators met with every middle school counselor during SY2016-17 (**Appendix V – 46, 2016 2017 Middle School Visits**). The RRC will hold two meetings in SY2017-18 to serve the needs of students: one in September to address questions about current 8th grade students who are going through the admissions process, and the second in the spring to address the admissions process for the current 7th graders.

f. Teacher Mentor Support

During SY2016-17, UHS continued its unique teacher mentor program to support Hispanic and African American students, specifically those who were first-generation college-bound students, as part of its student retention plan and its efforts to reduce attrition.

UHS identified all first-generation Hispanic and African American students in August and September 2016 and matched them with a teacher on campus. Mentors met three times a week with these students either before or after class, during a conference period, or before or after school. All of the 210 students who received a mentor finished the year with class grades of a C or higher and committed to returning to UHS for the fall of 2017-18.

Additionally, UHS students took 2,445 AP exams during SY2016-17, compared to 2,174 during SY2015-16. This increase was due in large part to the mentoring UHS first-generation college-bound students received and to expanding opportunities for freshman students to take an AP science class. Research shows that when students are supported by a trusted and valued adult, they are more likely to stay involved in school and persevere when schoolwork becomes challenging.

In addition, UHS freshman AP Human Geography and AP Environmental Science teachers collaborated in creating a curriculum that had interdisciplinary connections (**Appendix V – 59, AP In the Freshmen Year**). Because of this close collaboration and a focus on how the classes work together as opposed to how they are different from one another, students had opportunities to share their learning on common exams and homework and in extended class projects. Teachers worked to ensure that the common themes in each class were taught at the same time to support new learning for these young AP students.

Table 5.28: 2015-17 Hispanic and African American 1st Generation College-Bound Students with Mentors (UHS Administrative Data)

Ethnicity	2015-16	2016-17
African American	5	7
Hispanic	205	223

All support and retention strategies contributed to the low attrition rate at UHS, shown in Table 5.29 below. Students who did not return to UHS often did so because they lived too far from campus or because of academic requirements. Follow-up with these students indicated they usually do not register for as many Honors or AP classes at their new school.

Table 5.29: UHS Attrition – Four-Year Comparison

Ethnic Group	2013-14		2014-15		2015-16		2016-17	
White	16	48 %	27	52%	16	37%	22	47%
African American	2	6%	1	2%	1	2%	1	2%
Hispanic	12	36 %	18	35%	20	47%	18	38%
Native American	1	3%	0	0%	0	0%	0	0%
Asian/ Pacific Islander	1	3%	2	4%	4	9%	2	4%
Multi-racial	1	3%	4	8%	2	5%	4	9%
Total	33		52		43		47	
First day of school enrollment	1,012		1,027		1,064		1,113	
Attrition rate	3%		5%		4%		4%	

g. Student Surveys

To support student needs, the Recruitment and Retention Committee analyzed the results of UHS student surveys that were part of the District teacher evaluation process and examined how students felt about the climate and culture of a teacher’s classroom. The committee looked at the general ratings from students and shared some ideas and revelations from their experiences.

The Student Climate and Culture Committee, as well as UHS leadership groups (the Student Council, Penguin-to-Penguin Club, the UHS Ambassadors Club, and the UHS Boost Leaders), and UHS department chairs and a teacher leadership group reviewed the Positive Behavioral Interventions and Supports (PBIS) matrix that was created and implemented in SY2015-16 (**Appendix V – 60, UHS PBIS Matrix**). In SY2016-17, this committee, as well as students and staff, used the matrix to have discussions about behavior on campus and how expected behaviors create a positive climate. UHS shared this matrix of these expectations in assemblies for each cohort at the school and in all of the classrooms on a regular basis and will continue doing so in SY2017-18 (**Appendix V – 61, PBIS Cadre Presentation**). Students also learned about Penguin Praise notifications and took

time to recognize friends, teachers, and staff who have made their school journey positive and kind (**Appendix V – 62, Penguin Praise Notes**).

h. Post-Secondary Education

A goal of UHS is to ensure that students graduate with the ability to attend the college or university of their choice, with many students accepted into elite colleges and universities. For the last eight years, UHS has had a 100-percent post-high school placement of students in two year-colleges, four-year colleges and universities, military academies or enlistment, or trade schools upon graduation.

UHS also assisted students in applying for scholarships in its College and Career Center. The Class of 2017 earned more than \$35 million in scholarships and grants; Hispanic and African American students earned substantial scholarships, including the Questbridge Match Scholarship. The UHS College and Career Center specifically searched for scholarships that would benefit high-achieving African American and Hispanic students and met with these students individually to make sure they applied. These students also received extra preparation for scholarship interviews. A student support specialist worked five days a week with students specifically on college application essays and scholarship applications.

Table 5.30: UHS Class of 2017 Scholarship Dollars Offered

Scholarship	W	AA	H	A	MR
N	121	5	85	19	15
Total Scholarship Dollars Earned	\$10,620,000	\$3,062,000	\$6,726,000	\$13,102,000	\$1,890,000
Average Scholarship Per Student	\$87,768	\$612,400	\$85,855	\$689,578	\$126,000

4. Additional ALE Support

The District has developed and executed support structures to enhance ALE participation and student success, including efforts to increase ELL participation, targeted professional development, Advancement Via Individual Determination (AVID) program implementation and technology support.

a. English Language Learners Enrollment and Services

The District strives to increase enrollment of ELL students in ALEs and has succeeded in several ALE programs. However, doing so presents unique challenges. One of the challenges is the limitation on student scheduling based on Arizona

Department of Education (ADE) course requirements for ELL students. At times, this requirement has meant students are unable to participate in many ALE programs, including self-contained GATE (all-day program), GATE resource (during elective classes), and several AP or Honors ELA classes.

Another factor is that students classified as ELL lose that designation once they achieve English proficiency. Accordingly, an ELL student who became proficient in English could have advanced to ALE participation, but the data tracking designed to inform these goals would not reflect that progression, as the former ELL student taking part in the ALE no longer carries the ELL designation.

Despite these challenges, 40th-day enrollment data show that ELL participation increased in three AACs, as shown in Table 5.31 below (**Appendix V – 33, V.G.1.a. ALE 40th Day Enrollment**). In SY2016-17, 150 ELLs were enrolled in Pre-AP Advanced and Honors courses, up from fourteen in SY2012-13. The number of ELLs in AP classes also grew over the past five school years, increasing from six in SY2012-13 to fourteen in SY2016-17.

Table 5.31: ACCs with Growth in ELL Enrollment

Type of ALE	Class Year	ELL #	Total in ALE	ELL %
Pre-AP Advanced	12-13	4	912	0.44%
Pre-AP Advanced	16-17	35	1,160	3.02%
Pre-AP Honors	12-13	10	4,783	0.21%
Pre-AP Honors	16-17	115	5,465	2.10%
AP	12-13	6	2,521	0.24%
AP	16-17	14	3,173	0.44%

b. AVID

While AVID is not an ALE program, it is an essential part of the support for students in ALE programs and a structure by which students can be recruited to participate in ALEs. AVID is a global nonprofit organization dedicated to closing the achievement gap by preparing all students for college and other post-secondary opportunities. It does this by bringing best practices and demonstrated methodologies to students “in the academic middle” through a targeted elective class and to all students through school-wide implementation strategies.

The AVID Elective class targets students who desire to go to college and have the will to work hard to complete a rigorous curriculum. Typically, AVID Elective students will be the first in their families to attend college and many are from low-income or minority families. In the AVID Elective, students are routinely required to enroll in their school's most challenging courses, such as Honors or Advanced Placement.

The District had eleven AVID sites in SY2016-17.⁵⁶ Each of the schools had AVID Elective classes for their students as well as plans for school-wide implementation of AVID strategies. In preparing to implement the AVID Elective class, each of the eleven schools sent teams of teachers to receive new or continuing AVID professional development training. This required training is key to implementing the program's mission to "close the achievement gap by preparing all students for college readiness and success in a global society."

As shown in Table 5.32 below, the District successfully grew its AVID programs over the last four years. The number of students served by AVID increased from 503 students in SY2013-14 to 1,320 in SY2016-17 (**Appendix V – 37, AVID 4 Year by Ethnicity 100th Day**). In that time, Hispanic students made up a majority of the students enrolled in AVID. In 2016-17, the number of Hispanic students participating in AVID increased 5 percent, to more than 900 students. In all years, the percentage of African American students participating in AVID met or exceeded the District average percentage enrollment of African American students.

Table 5.32: 100th-Day Multi-Year Comparison of AVID Enrollment by Ethnicity

	White		African American		Hispanic		Native American		Asian Pacific		Multi-Racial		Total
Year	N	%	N	%	N	%	N	%	N	%	N	%	N
13-14	70	13.9%	48	9.5%	342	67.9%	20	4.0%	8	1.6%	15	3.0%	503
14-15	98	13.7%	69	9.7%	492	68.9%	28	3.9%	8	1.1%	19	2.7%	714
15-16	145	13.2%	120	10.9%	728	66.4%	47	4.3%	18	1.6%	38	3.5%	1,096
16-17	150	11.4%	119	9.0%	942	71.4%	48	3.6%	32	2.4%	29	2.2%	1,320

⁵⁶ Catalina, Cholla, Pueblo, and Palo Verde high schools; Valencia, Magee, Secrist, Doolen, Pistor, and Utterback middle schools; and Booth-Fickett K-8 school. Catalina, Doolen, Pistor, and Utterback were added as AVID sites during SY2015-16. Magee was added in 2016-17.

The District will add Booth Elementary School and Tucson High Magnet School as additional AVID sites for SY2017-18. Coordinator and site team support will continue, with site teams attending an AVID Path to School-wide training in addition to the regular AVID Summer Institute. The additional staff trained in site implementation of AVID strategies will allow more students to benefit from AVID.

To help support the work underway at the new AVID sites, the ALE director held regular meetings for AVID site coordinators to support collaboration among AVID sites and held six meetings throughout SY2016-17 for AVID coordinators (**Appendix V – 38, AVIDCoordMtgAgendas2016-17**).

AVID Elective classroom tutors, ideally current college students, are critical for effective implementation of the AVID Elective. To support new AVID sites, the District provided AVID “Tutorology” training for 17 new tutors in September 2016 to help them understand their role and how best to structure tutorials during class time to maximize the benefit for students. Participants then put these strategies into weekly practice at the eleven AVID sites. The training was well received, with positive feedback from attendees (**Appendix V – 39, AVID Tutorology Sign In Sheet**).

For SY2016-17, the District provided AVID training for 154 different individuals, including the “Tutorology” training, that covered critical reading and writing strategies, content curriculum, AVID strategies, study skills, student recruitment and support, and school-wide AVID implementation (**Appendix V – 40, AVID Registrants up to 6-2-16**). This training encompassed professional development for groups of teachers, counselors, and administrators who attended the AVID Summer Institute on July 5-8, 2016, and June 27-30, 2017, and AVID Path to School-wide training on June 1-2, 2017.

c. Professional Development

In addition to some of the trainings mentioned previously, the District provided various opportunities for ALE-specific professional development in SY2016-17. The trainings included information on both instructional strategies and tools for recruitment into ALE programs.

The District collaborated with the College Board to provide each school with the PSAT/AP Potential Report. The Advanced Learning Experiences director met with each high school principal to review the site-specific PSAT test results and the implications for instruction. This included an analysis of “AP Potential,” which is a

College Board report that uses PSAT results to target students for recruitment into AP classes. In addition to the training, each site was given a copy of their AP Potential report with guidance on how to use it to recruit students for enrollment in AP classes. The District also provided training to support the SAT Digital Pilot. The Digital Pilot was an online SAT for all seniors provided by the College Board and the District for no cost. The test gave seniors an opportunity to take the SAT online and have a reportable score for entrance into college/university.

The District also hosted a four-day Advanced Placement Desert Summer Institute at Tucson High Magnet School and paid the registration fee for approximately 168 teachers to attend both the Tucson institute and the Phoenix institute in June and July 2017. These institutes included 30 hours of coursework for teacher preparation to teach AP classes, fulfilling the three-year requirement for AP content review. There also was coursework that could be used toward a gifted-education endorsement and courses addressing differentiated curriculum use in Advanced/Honors courses (**Appendix V – 41, Email Notice AP Summer Institute** and **Appendix V – 42, AP Desert Summer Institute Report**).

B. Dual Language

The District manages two distinct language acquisition programs: the English Language Development (ELD) program and TWDL program. ELD is mandated by the state to develop English language proficiency in students who are classified as ELLs. The District designed the dual language program to help students become bilingual and biliterate in English and Spanish and better compete in a global economy.

The USP addresses both of these programs. First, the USP required the District to pursue an extension on the implementation of the Arizona Department of Education Office of English Language Acquisition Services (OELAS) four-hour reading block to increase integration, access to content, and support for ELLs. USP § V(B). The USP also required the District to build and expand its dual language program. USP § V(C).

1. OELAS Extension

Prior to the adoption of the USP, Arizona set forth a requirement that all ELL students must participate in a four-hour block of English language instruction. The District uses Structured English Immersion (SEI), which includes four hours of daily ELD, to meet this requirement. Beginning in SY2012-13, as required by the USP, the

District's LAD requested approval from the OELAS to give elementary and self-contained middle schools flexibility within the ELD instructional requirement. However, as a result of refinements by the State Board of Education to the four-hour block requirement for SY2015-16, which allowed for flexibility within the four-hour block, there was no longer a need to further pursue the OELAS exemption (**Appendix V – 95, ADE Appr Refinements**).

SEI classroom entry and exit is determined solely by a student's Arizona ELL Assessment (AZELLA) score. Students whose AZELLA overall proficiency level scores are Pre-Emergent, Emergent, Basic, or Intermediate are grouped in SEI classrooms for the four-hour ELD block of instruction. ELLs nine years old and younger who have gained a proficient score on the oral subtest of the AZELLA or an overall proficiency score on all four subtests (Listening, Speaking, Reading, and Total Writing) have the opportunity to participate in the District's dual language program, which is discussed below.

a. Training for Teachers and Administrators

In response to the new OELAS SEI refinements, the LAD recognized that training District personnel on the ELD/SEI refined models was essential to building District capacity and support regarding site implementation of the new time allocations and structure of their four-hour ELD block. Accordingly, LAD staff presented the ADE's newest time allocations and alignment with the ELD curriculum documents and instruction to 76 ELD teachers in summer 2016.

In fall 2016, the LAD conducted trainings for new ELD teachers to familiarize them with the ELD/SEI model refinements, ELD curriculum documents, and how to incorporate cooperative learning strategies that facilitate content learning. On September 22, 2016, the LAD held a course for 27 new teachers to provide a thorough understanding of the ELD Avenues Curriculum, ELD program models and refinements, the ELD Literacy Continuum, and assessment (**Appendix V – 96, New ELD Teacher Training 1**). On October 25, 2016, the District offered another training to new teachers on curriculum maps and lesson planning and included an overview of the ELD/SEI Model and Refinements (**Appendix V – 97, New ELD Teacher Training 2**). Nineteen teachers attended this training.

On February 2, 2017, the LAD presented the same information to all District administrators at the Instructional Leadership Academy (ILA), including information on the refined model. The principals learned how to observe and monitor the implementation of the new time allocations in ELD classrooms. In

addition, the trainers included a PowerPoint presentation for administrators on the “look fors”⁵⁷ in the ELD/SEI classroom in the *Leadership Connection* newsletter (**Appendix V – 98, ILA ELD LOOK FORsPPT 2017**).

The LAD will again provide this workshop on the ELD/SEI classroom “look fors” for administrators early in SY2017-18. This workshop will serve as a necessary review of the ELD block time allocations for administrators who attended previous trainings and as timely information for new administrators. As a follow-up, LAD coaches will lead walk-throughs, discussed below, of ELD classrooms. In fall 2017, new teachers will be invited to SEI/ELD trainings.

In addition to these trainings, the LAD held a Language Learning Symposium on June 19-22, 2017, inviting teachers and administrators of dual language and ELD school sites to learn and share best teaching practices as they relate to language learners. The symposium provided SEI refinement training for ELD teachers to inform them of the model refinements, ELD curriculum documents, and cooperative learning strategies to facilitate content learning. Both dual language and ELD teachers of kindergarten to 12th grade attended the symposium (**Appendix V – 99, LLS Agenda**).

b. Learning Walks and Walk-Throughs

To further support this transition to incorporate the refined SEI/ELD requirements, every school in the District had an assigned LAD coach for support in the areas of identification, assessment, instruction, and compliance. This ensured that students gained English proficiency as measured by the AZELLA. As part of this scope of work, the coaches conducted “learning walks” to observe how ELD teacher lesson plans, schedules, and instruction reflected the SEI refinements (**Appendix V – 100, LAD Activity Logs SY2016-17**). LAD coaches visited both elementary and middle schools throughout SY2016-17. When necessary, coaches met with teachers regarding schedules, lesson plans and/or English Language Proficiency Standards.

Additionally, the District implemented a protocol for walk-throughs for administrators and LAD staff to monitor the implementation of the ELD program in classrooms and provide support to teachers. Prior to the walk-throughs, the LAD presented and taught the ELD walk-through rubric to administrators and resource specialists aimed at familiarizing them with the ELD program models at their site

⁵⁷ “Look fors” are indicators of fidelity to the model and instructional practices.

and with the specific components that constitute an effective ELD program. These components included the SEI refinements focusing on “look fors” in the SEI classroom (**Appendix V – 68, ALP Monitoring Report Form SY2016-17**).

In January, February, March, and April 2017, LAD specialists conducted walk-throughs with resource teachers, principals, and directors to ensure ELD components were in place in ELD/SEI classrooms (**Appendix V – 100, LAD Activity Logs SY2016-17**). LAD specialists then debriefed the resource teachers and administrators and discussed the outcome of these walk-throughs.

2. Build and Expand Dual Language Programs

The District continues to build and expand its dual language programs, providing more students across the District with the opportunity to participate. Dual language programming is important for several reasons. Dual language is a program of choice for all students, particularly non-native Spanish speakers, as a means of becoming bilingual and biliterate and improving academic achievement. Dual language also is often the program of choice for native Spanish-speaking ELLs who have achieved oral proficiency on the AZELLA (reclassified ELLs or R-ELLs) as a means of becoming more proficient in English and improving academic achievement. The dual language model adopted by the District also requires participation from both native English speakers (non-ELLs) and native Spanish speakers, who are often ELLs or reclassified ELLs.

The District is building and expanding the dual language program in a variety of ways, including monitoring student enrollment, providing professional development, monitoring the fidelity of site implementation, developing and recruiting bilingually endorsed (certified) teachers, communicating with parents, and improving support for parents with children in dual language programs. Additionally, the District continued to work closely with a dual language consultant, who provided recommendations on increasing student access and participation at current dual language schools and expanding to new schools. Details regarding these efforts are described below.

a. Monitoring Student Enrollment

Table 5.33 below shows that the total number of students enrolled in a dual language program in SY2016-17 increased by 2 percent from the previous year.

Table 5.33: 40th-Day Dual Language Enrollment by Ethnicity and School Year – Four-year Comparison

Year	White	W%	Af. Am.	AA%	Hisp./ Lat.	H%	Nat. Am.	NA%	Asian	A%	Multi-Racial	MR%	Total
13-14	97	4.2%	46	2.0%	1,991	87.1%	109	4.8%	5	0.2%	38	1.7%	2,286
14-15	94	4.3%	52	2.4%	1,883	87.1%	95	4.4%	3	0.1%	36	1.7%	2,163
15-16	116	5.5%	57	2.7%	1,786	84.8%	100	4.7%	6	0.3%	41	1.9%	2,106
16-17	140	6.5%	59	2.8%	1,794	83.7%	95	4.4%	11	0.5%	45	2.1%	2,144

With the exception of Native American students, the number of participating students increased across all ethnicities from SY2015-16 to SY2016-17. Attracting new students, particularly native Spanish-speaking students, remains constrained by state policy restricting the participation of identified kindergarten PHLOTEs (Primary Home Language Other Than English) and all ELLs under ten years old in dual language programs. The state mandates that all identified PHLOTEs and ELLs gain a score of proficient on the oral portion of the AZELLA to qualify for participation in a dual language program.

In SY2016-17 the District opened a new dual language program at Bloom Elementary School, offering a dual language kindergarten class. This new program succeeded in filling a full class of twenty students, with additional students placed on a waiting list. An additional dual language kindergarten class and two 1st grade classes are projected for SY2017-18. In addition, the District expanded the McCorkle dual language program with a 4th grade class. This expansion was also successful; the District anticipates a full class and a 5th grade class for SY2017-18, resulting in a complete K-5 program at McCorkle Elementary School.

Table 5.34 below breaks down dual language enrollment by school site or program, comparing dual language school enrollment across the previous four years.

Table 5.34: Dual Language Enrollment by School

Dual Language Schools	2013-14⁵⁸	2014-15	2015-16	2016-17
Davis	347	345	334	312
Roskruge	667	675	717	675
Hollinger [^]	274	314	260	315
Dual Language Classrooms				
Bloom				20
Grijalva	161	145	106	100
McCorkle	94**	67***	97**	119****
Mission View	116	90	79	75
Van Buskirk	112	125	116	92
White	148	147	122	147
Pistor [^]	134	167	165	179
Pueblo	135	88	110	110
Total	2,188	2,163	2,106	2,144
[^] includes Dual Language Gate ** K-3 program *** K-2 program **** K-4 program				

Enrollment at Hollinger, McCorkle, White, and Pistor increased in 2016-17. Alternately, program enrollment at Davis and Roskruge decreased moderately.

b. Supplemental Goals for Dual Language

When evaluated against the 15% Rule, which compares the percentage of ALE-enrolled students by race/ethnicity to the percentage of District enrollment by race/ethnicity, Hispanic enrollment far surpasses the 15 percent participation goal. While the actual number of African American students enrolled in dual language has increased over the past four years, the District is still working toward the 15 percent goal for participation (**Appendix V – 11, V.G.1.c. ALE 40th Day Enrollment ALE Supp Goals Summary All ALE**).

⁵⁸ Please note that the 2013-14 total enrollment in this table reflects the fact that only schools with active programs in 2015-16 are included. Please consult the 2013-14 Annual Report for a complete list of dual language sites in that year.

c. ELL Reclassification in Dual Language Programs

The District recognizes the importance of ensuring that ELL students enrolled in the dual language program continue to improve their English proficiency. As a result, the District monitors the reclassification rate for ELL students enrolled in the dual language programs. Additionally, the District ensures that proficiency in Spanish is assessed as well. Table 5.35 below shows the number and percentage of dual language students reclassified by school year.

Table 5.35: Dual Language ELL Reclassification Rates

School Year	ELL Tested	Reclassified	Percentage Reclassified
2013-14	246	87	35.4%
2014-15	235	84	35.7%
2015-16	206	52	25.2%
2016-17	231	15	6.5%

The drop in the number and percentage of reclassified students reflects a districtwide trend, as the overall District reclassification rate decreased from 19 percent to 10 percent. The state of Arizona changed the AZELLA cut scores that determine proficiency to reflect a higher standard. In addition, the state modified the assessment to include sample test items for future norming. This made the test more rigorous and longer in duration.

d. Dual Language Spanish Assessment

With the abundance of assessments in English, the District's dual language programs needed a measure for Spanish proficiency. For SY2015-16, the District used LAS Links, a computerized evaluation tool measuring listening, speaking, reading, and writing skills. To better align assessment with the restructured TWDL program, the LAD chose a more comprehensive assessment tool named Logramos and implemented it in SY2016-17 to measure these domains in 3rd through 8th grade. TWDL students in these grades took the initial Logramos assessment in spring 2017. The data gained will serve as a baseline for upcoming years.

The LAD instructional technology integrationist supports Achieve 3000 and Imagine Learning (IL) to increase student achievement. Both programs are comprehensive literacy programs that the LAD aligned to the District curriculum maps that support all students at their individual level of Spanish and English

language proficiency. All students (native English speakers and ELLs based on an approved waiver) in 2nd through 12th grade who participated in the TWDL program at Davis, Grijalva, Hollinger, McCorkle, Mission View, White, Van Buskirk, Pistor, Roskrige, and Pueblo used Achieve 3000 and Imagine Learning. Students attending Davis, Grijalva, Hollinger, McCorkle, Mission View, White, Van Buskirk, and Roskrige in kindergarten to 2nd grade used Imagine Learning. The LAD evaluates the results of these assessments to monitor student progress in both English and Spanish proficiency.

In addition, TWDL teachers in kindergarten through 5th grade administered the Developmental Reading Assessment (DRA English) and Evaluación de desarrollo de la lectura (EDL Spanish) to measure reading comprehension and fluency in English and Spanish for students in the TWDL program. Teachers pre-tested students in grades 1 through 5 September 30, 2016, and kindergarten students by December 22, 2016. The District completed post-tests by May 19, 2017 (**Appendix V – 63, DRA EDL K-5 Pretest Post-test**). Using SchoolCity, the District's assessment platform, the instructional technology integrationists and an LAD coach worked to create a district data collection portal that allows teachers to enter student DRA/EDL scores. The District includes the pre-test and post-test data as a part of the teachers' evaluations. Table 5.36 below shows the growth in average reading scores from DRA/EDL pre- and post-tests for kindergarten through 5th grade. At every grade level, scores increased from the pre- to the post-test.

Table 5.36: Change in DRA and EDL Scores for Kindergarten through 5th Grade

Grade Level	English (DRA) Change in Average Scores	Spanish (EDL) Change in Average Scores
Kindergarten	2.2	2.3
1st Grade	8.6	5.1
2nd Grade	10	5.4
3rd Grade	8.4	6.2
4th Grade	12.1	6.9
5th Grade	7.1	4

TWDL students in 6th through 8th grade (sites are Pistor and Roskrige) used Achieve 3000 data to measure reading Lexile growth in English and Spanish. TWDL students took a level-set pre-test by October 21, 2016, and a post-test by May 19, 2017. Mean Lexile scores at both sites rose for all grade levels (**Appendix V – 64,**

Achieve 3000 6-8). For SY2017-18, the LAD will set a pre-test deadline for teachers in September 2017.

The DRA/EDL and the Achieve 3000 assessment results demonstrate the effective alignment of instruction and assessment and show that students are becoming more literate in their first and second languages.

e. Professional Development

In SY2016-17, Tucson Unified fully revised its dual language model to develop program implementation consistency across the District. The District implemented the TWDL program at eleven⁵⁹ schools, providing additional students with opportunities to speak more than one language and thereby enhance their academic achievement. Professional development was an integral part of program development and model implementation. These professional development activities occurred on an ongoing basis throughout SY2016-17.

i. Summer Professional Development

As a continuing step in implementing the TWDL model in SY2016-17, the District provided high quality, research-based professional development in dual language methodologies. As noted earlier in this section, the LAD held a Language Learning Symposium on June 19-22, 2017 inviting teachers and administrators of dual language and ELD school sites to learn and share best teaching practices as they relate to language learners. The symposium provided SEI refinement training for ELD teachers to inform them of the model refinements, ELD curriculum documents, and cooperative learning strategies to facilitate content learning. One hundred seventy-one dual language and ELD teachers of grades ranging from kindergarten to 12 attended the symposium (**Appendix V – 65, Summer Lang Learn Symposium Agenda 2017**). Dr. Luis Cruz, an expert on professional learning communities, was again the keynote speaker and built on his presentation of last year, including the leadership qualities necessary to be an effective agent of change and strengthening learning environments.

⁵⁹The eleven TWDL schools are Bloom (new for SY2016-2017 with TWDL available in kindergarten), Grijalva, Mission View, Van Buskirk, and White elementary schools; Davis Bilingual Elementary Magnet School, Hollinger K-8 School (TWDL available in grades K-5), Mary Belle McCorkle Academy of Excellence K-8 (TWDL available in grades K-4), Roskrige K-8 Magnet School, Pistor Middle School, and Pueblo High School.

In June 2017, 42 dual language educators—seven principals, 32 K-12 dual language teachers, two language acquisition coaches, and the Language Acquisition director attended the National Two-Way Bilingual Immersion Conference (**Appendix V – 67, NTBIC Program 2017**). This three-day conference provided a forum for participants to gather, study, and learn new methods and strategies to strengthen second language teaching practices and program implementation. Attendees learned from renowned experts in the field such as Dr. Kathryn Lindholm Leary, Dr. Alfredo Schifini, Jill Kerper Mora, José Medina, and Rosa Molina. The conference concluded with a private meeting of the District team and Ms. Molina, executive director of the Association of Two-Way & Dual Language Education (ATDLE), to debrief and reflect on the learning that had occurred and how best to incorporate the information into the District’s model.

ii. Quarterly Professional Development

In addition to the Language Learning Symposium, the LAD instructional coaches collaborated with Ms. Molina to provide training for dual language teachers at all grade levels and dual language administrators. These sessions occurred on December 14, 2016, for K-5 teachers; February 7, 2017, for secondary teachers; and September 12, 2016, September 30, 2016, November 18, 2016, and January 10, 2017 for administrators. The primary focus with site administrators was to ensure a common understanding of the components of the TWDL framework, assist them in creating their school handbooks, and effectively market their program to their communities (**Appendix IV – 98, Admin Agenda PPT**). These sessions were aligned to the Guiding Principles of Dual Language Education in order to promote the aim of attaining high levels of academic achievement and language proficiency. The goal of these sessions was for each school to develop its own plan for realigning its existing TWDL program and produce a school handbook that delineates school-specific information regarding the District framework.

Ms. Molina and LAD instructional coaches provided separate professional development sessions for teachers. These sessions addressed a review of the essential components of the TWDL model, research that supports the model, methodology, and use and separation of language. Additionally, teachers received training on dual language assessments.

f. Site Implementation

To ensure model fidelity, the LAD conducted learning walk-throughs for all dual language sites (**Appendix V – 68, ALP Monitoring Report Form SY2016-17**

and **Appendix V – 69, LAD Activity Logs SY2016-17**). The LAD director, language acquisition coaches, administrators, and directors participated in walk-throughs to observe strategies, classroom practices, implementation of the model, and all its components. After each observation, LAD coaches and the director debriefed and gave feedback to classroom teachers and administrators.

g. Development/Recruitment of Bilingually Endorsed Teachers

Because of the need for bilingually endorsed teachers, the District focused its efforts on the development and recruitment of these teachers.

i. Outreach: University of Arizona Bilingual Cohort

In fall 2016 and spring 2017, the LAD continued an outreach partnership with the UA Bilingual Cohort to encourage UA bilingual education students to pursue dual language teacher vacancies in the District. During a presentation to the students, the language acquisition coaches provided an introduction and overview of the District's TWDL program (**Appendix V – 70, Bilingual Cohort 11-7-16-PPT**). The involvement of the UA students is helping establish a pipeline of bilingual teachers from the UA's College of Education. Two UA bilingual cohort teachers were placed in TWDL classrooms for SY2017-18.

In SY2017-18, the LAD will continue to include the UA Bilingual Cohort in dual language trainings and conduct follow-up presentations throughout the year to strengthen the District's relationship with the UA bilingual education program and promote recruitment.

ii. Teacher Recruitment

Knowing that many District employees would be highly qualified for the TWDL program, the LAD collaborated with the Human Resources (HR) Department to recruit certified staff with bilingual endorsements to teach in a District TWDL classroom for SY2017-18.

In November 2016, the LAD requested and received from HR a list of bilingually endorsed teachers in the District (**Appendix V – 71, List of Bil En Teachers Request** and **Appendix V – 72, List BE TUSD Teachers**). Out of the 214 names listed, 140 employees held a bilingual endorsement and were not teaching in a TWDL classroom in SY2016-17.

HR sent three recruitment letters throughout the year to the District's 140 bilingual certified teachers to fill projected vacancies in TWDL programs at the

eleven designated dual language school sites. The first letter, sent in December 2016, informed the teachers about the dual language curriculum materials provided to students and teachers, paraprofessional assistance in the classroom, and a \$2,500 stipend incentive for SY2017-18 (**Appendix V – 73, DL Recruitment Letter Dec 2016**). In March 2017, HR sent a second recruitment letter that increased the stipend offer to up to \$5,000 (**Appendix V – 74, DL Recruitment Letter March 2017**). In May 2016, HR sent one more recruitment letter to bilingual endorsed teachers not presently teaching in TWDL classrooms (**Appendix V – 75, DL Recruitment Letter May 2017**).

To measure the interest level of the bilingually endorsed teachers not currently in the TWDL program, the LAD collaborated with HR in winter 2016 to create and send an interest survey (**Appendix V – 76, Bil Cert Survey**) to the 140 teachers who were sent recruitment letters. Of the 50 responses, seven teachers said they were interested in teaching in a TWDL classroom, 29 teachers indicated they were not interested in teaching in a TWDL classroom, and fourteen were unsure (**Appendix V – 77, Bil Cert Survey Results**).

To better personalize the recruitment process and support face-to-face recruitment, the LAD held a TWDL informational mixer in February 2017, inviting the 140 bilingually certified teachers not in TWDL classrooms to fill projected vacancies in the District for SY2017-18 (**Appendix V – 78, TWDL Mixer Invite**). UA College of Education students graduating in May 2017 also attended. The LAD provided information to teachers and university students about the TWDL program, including information about the stipend incentive (**Appendix V – 79, TWDL Mixer Presentation**). The attendees met with invited TWDL principals and teachers, and a representative from the HR department answered questions about securing a TWDL position for SY2017-18. Thirty-eight participants attended and one signed a Letter of Contract Assurance during the event (**Appendix V – 80, HR Letter of Contract Assurance**). This face-to-face recruitment event supported the establishment of this professional network. During SY2017-18, LAD will continue to work closely with HR to identify and recruit eligible bilingual endorsed teachers.

iii. Make the Move

In order to fill TWDL vacancies for SY2017-18, the LAD and HR informed District certified teachers who did not have bilingual endorsements about the Make the Move (MTM) program. MTM is the District's financial incentive program for

teachers to take university courses to obtain a bilingual endorsement while teaching in a TWDL classroom (**Appendix V – 81, MTM Informational Pamphlet**).

The LAD identified seven selected certified teachers and invited them to apply and pilot the program (**Appendix V – 82, MTM applicant email**). Four of those teachers applied in winter 2016 and learned in March 2017 that they were officially accepted for MTM (**Appendix V – 83, MTM acceptance**). These four candidates will teach in TWDL classrooms in SY2017-18 while taking courses toward earning their bilingual endorsement.

During SY2017-18, the LAD will advertise the Make the Move program to a larger pool of applicants; the department will select ten of them. The LAD, in coordination with HR, will send out Make the Move TWDL informational and promotional pamphlets to prospective participants throughout the District.

iv. Grow Our Own

The LAD's Grow Our Own program offers reimbursement to certified teachers who wish to upgrade their credentials, qualifications, and skills to work in second language instruction programs. In SY2016-17, allocations were set aside for ten teachers to apply for funds to reimburse the total cost of the Spanish Proficiency Exam. Grow Our Own funds covered the \$100 fee for the exam for each of the three teachers who applied. These funds also were available for the Make the Move participants (**Appendix V – 84, GOO Reimbursement Email**); however, none needed to apply because they already had taken and passed the exam and earned their provisional bilingual education endorsement. The LAD will again make Grow Our Own monies available to cover the cost of the Spanish Proficiency Exam for up to ten applicants during SY2017-18.

h. Dual Language Parent Outreach and Supports

The LAD provided program information and enrollment opportunities to students and parents throughout the District in several ways. The Dual Language Parent Resource website includes various online resources, such as the District's adopted language literacy programs, Achieve 3000, and Imagine Learning (**Appendix V – 85, Parent Resource Website**). The website provided access to information about TWDL programs and resources for parents to support students in dual language. Moving forward, the LAD, in collaboration with the Communications and Media Relations Department, will create a more appealing and user-friendly website for current and potential dual language participants.

In addition, the LAD coaches presented information to parents at eleven kindergarten orientations at eight of the dual language sites and spoke to prospective parents during their Kinder Round-Up principal meetings. They also presented information to parents at three of the District's FRCs. The coaches defined the District's TWDL immersion program and discussed research on the benefits of participating in the program, student growth data, strategies for parents to support their children enrolled in the program, and the application process (**Appendix V – 86, Kinder Rd Up Parent Resource Center Schedule 2016-17**).

In order to communicate with parents on a larger scale regarding the TWDL program, the LAD sent informational mailers to District parents of preschool, kindergarten, and 1st grade students (**Appendix V – 87, V.G.1.m DL Mailer**). The mailers included a program definition, research on the benefits of bilingualism, and how to gain more information through the District about the TWDL program. Designed by the District's Communications and Media Relations Department, the mailers were sent out in both English and Spanish three times throughout the school year: December 7, 2016, February 8, 2017, and April 28, 2017. The LAD will continue the work with the communications department to design a variety of mailers that can be sent out during SY2017-18.

i. Dual Language Consultant

In March 2016, the District engaged Rosa Molina, who was mentioned above in the discussion on quarterly professional development, to review the District's TWDL model and its program variations and make recommendations to increase student participation at current dual language school sites. She also identified and analyzed locations in central and east regions of the District and in schools with Hispanic populations of 75 percent or less to make recommendations for programmatic expansion that would promote integration. In SY2016-17, the District developed and began to implement the TWDL Access Plan that incorporated Ms. Molina's final recommendations (**Appendix V – 88, TUSD TWDL Access Plan**).

1. Recommendation: Tucson Unified should seek an exception to the ADE waiver process to allow for an earlier entry point for native Spanish speakers into the District's dual language programs.

Action: The LAD, along with District legal counsel, completed an application that includes a narrative description of the TWDL alternate proposed program for ELLs addressing program structure, classroom practices, timeline for implementation, and expected outcomes. This application was

submitted to the ADE and the Arizona State Board of Education on May 1, 2017 (**Appendix V – 89, TUSD Alt Mode** and **Appendix V – 90, TUSD Executive Summary**).

2. Recommendation: The District should find and utilize aligned assessments in English and Spanish that fairly measure the progress of the dual language students in both languages.

Action: The LAD, with the guidance of the Department of Assessment and Program Evaluation, created an assessment matrix (**Appendix V – 91, ATDLE ConfProfram 2017 web** and **Appendix V – 92, TWDL Assessment Matrix SY2016-17**) that aligns assessment in the TWDL program with instruction. This includes pre- and post-assessments and summative assessments to cover all language functions. This matrix guides all assessments used in TWDL classrooms.

3. Recommendation: Any measure of teacher efficacy in Tucson Unified's dual language early Spanish immersion programs should be in the target language of instruction at the District's dual language schools.

Action: Teachers in TWDL in kindergarten through 2nd grade receive "pay for performance" on their teacher evaluation based on students' growth on Evaluación del desarrollo de la lectura (EDL). For SY2017-18, the District will deliver one reading benchmark in Spanish for students in TWDL.

4. Recommendation: The District should create two TWDL strands beginning with kindergarten at the newly added TWDL program at Bloom Elementary School, with eventual realignment at the District's other ten sites.

Action: In SY2016-17, one kindergarten TWDL classroom was formed with 20 participating students at the eastside expansion school, Bloom Elementary. For SY2017-18, the District will develop two grade-level TWDL strands at Bloom. This will occur by adding an additional kindergarten and two 1st grade classrooms. Of the nine elementary TWDL sites, four have two strands from kindergarten to 5th grade. In the realignment process, the District has established plans to create two strands at the remaining five TWDL sites.

5. Recommendation: The District should establish an enrollment policy that outlines a point of entry into TWDL classrooms after kindergarten and

defines the screening process for students interested in entering kindergarten to 1st grade.

Action: The LAD, with the guidance of the School Community Services Department, has developed an enrollment policy (**Appendix V – 93, TWDL Enrollment Policy**). This enrollment policy is part of the District's TWDL framework, and it clearly delineates the entrance criteria as outlined below:

Grade Levels for Entry

1. Kindergarten: To ensure that classrooms within the TWDL program are linguistically balanced each year, students will be designated as one of the following: native English, bilingual, or native Spanish speaker based on the Home Language Inventory (HLI) and initial assessment. These designations will be used to place siblings first. Any new applicants will be added to the program based on their language designation.
2. 1st Grade: Students in 1st grade may be enrolled in the TWDL program only through January of the current school year, except in cases where the student has previous academic instruction in Spanish.
3. 2nd to 8th Grade: Incoming students with academic instruction in Spanish may be placed in an age-appropriate grade. All students applying to enter the program in 2nd to 8th grade will be required to go through a language screening process. Students should demonstrate near or at grade-level proficiency in Spanish reading and writing to enter the program. No minimum English proficiency is required for entry into the program.

The LAD and ATDLE created the TWDL Access Plan to address dual language actions the District will continue to implement at its eleven TWDL sites. The TWDL Task Force was formed and was comprised of various stakeholders to develop the District's TWDL Framework (**Appendix V – 94, TWDL Task Force Members**). The framework addresses all areas of refinement that the consultant identified. Once the framework is finalized, an advisory committee will be developed to oversee its implementation.

C. Exceptional Education

The Exceptional Education (ExEd) Department continued to conduct meaningful reviews of its policies and practices during SY2016-17 to ensure that African American and Hispanic students, including ELLs, were not being

inappropriately referred, evaluated, or placed in exceptional education classes or programs. The ExEd department provides education for all students with disabilities, to the maximum extent appropriate, to ensure meaningful academic and social opportunities to participate with their general education peers.

During SY2016-17, the ExEd department continued to provide exemplary professional development for psychologists to maintain the appropriate referral, identification, and placement of students in special education programs. The department continues to use the standards of practice implemented in SY2014-15. These standards guide all psychologists, speech pathologists, and social workers in the identification and placement procedures of students with autism spectrum disorder (ASD) and emotional disabilities (ED) through professional development. Use of these standards ensures related service providers and psychologists implement research-based, systematic strategies to accurately assess all students, specifically African American, Hispanic, and ELL students referred for an evaluation in ASD and ED (**Appendix V – 101, EXED Standards of Practice Autism**).

The ExEd department and the Multi-Tiered System of Supports (MTSS) director worked in concert to ensure that African American, Hispanic, and ELL students were appropriately supported in their general education classrooms and that only students with true disabilities were referred for a special education evaluation. MTSS is a research-based approach to addressing student intervention, from strong first-level instruction in the classroom for all students to additional small group or individualized support. The MTSS process also ensures that a referral and subsequent evaluation, if needed, for special education services occur only when all other interventions have been unsuccessful. The ExEd department is committed to this philosophy and identified three focus areas for SY2016-17:

1. Monitoring ExEd placement of African American, Hispanic, and ELL students;
2. Revising the comprehensive *Procedure Manual* for students with disabilities, with emphasis on equity for African American, Hispanic, and ELL students; and
3. Monitoring African American, Hispanic, and ELL students with disabilities who are placed in the District Alternate Education Program (DAEP).

ExEd Placement of African American, Hispanic, and ELL Students

The ExEd department monitored the ExEd placement of African American, Hispanic, and ELL students through quarterly ExEd file reviews of initial placements of students in special education. These reviews helped the department quickly identify any overrepresentation of these students. This year, the District implemented a new individualized education plan (IEP) program, the Synergy Special Education (SE) IEP system. The ExEd department continues to generate and monitor reports to promote equitable treatment in the placement of African American, Mexican American, and ELL students.

Early in the school year, the ExEd department identified a number of students who initially were referred and did not qualify for special education services. ExEd worked closely with the MTSS coordinators to develop a process that would more accurately identify students in need of special education services. This collaboration resulted in a document that can be used to quickly identify the causes of a student's behavior and the necessary interventions, accommodations, and modifications (**Appendix V – 102, Informal Functional Behavioral Assessment**). MTSS teams used the document in SY2016-17, and ExEd teachers will start using it in August 2017.

The District also identified African American and Hispanic students as requiring exceptional education services in a manner resulting in representation proportional to their respective enrollment percentages. Table 5.37 below shows the number of students who were referred and qualified for exceptional education services during SY2016-17.

Table 5.37: Number and Percent of Qualified Students by Race/Ethnicity and ELL Status 2016-17

	White	African American	Hispanic	Native American	Asian Pacific Islander	Multi Racial	Total	ELL
Total Number of Referrals	184	67	527	43	4	42	867	123
Percent of Total Referrals	21%	8%	61%	5%	1%	5%		14%
Total Number of Qualifications	122	45	361	31	4	29	592	89
Percent of Referrals who qualified	66%	67%	69%	72%	100%	69%	68%	72%
Percent of Total Qualifications	21%	8%	61%	5%	1%	5%		15%
District Enrollment Percentage	20%	9%	61%	4%	2%	3%		10%

The percentage of referred students who qualified for ExEd services is higher in SY2016-17 for all ethnicities in comparison with previous years. This may reflect the success in the MTSS intervention process in avoiding unnecessary referrals.

In addition to supporting and implementing the MTSS process, the ExEd department conducted professional development trainings for new psychologists, administrators, and MTSS coordinators to establish the role of the psychologist in PBIS (**Appendix V – 103, New Psychologist Training, Appendix IV – 45, ILA Year-at-a-Glance, and Appendix IV – 97, MTSS Coordinator Training Agenda**). PBIS continues to be a positive way to support students in the general education classroom. The ExEd department is committed to using PBIS in conjunction with the MTSS process, and it closely monitored the relationship between PBIS and student referrals. The District will continue to provide professional development to ensure all staff is cognizant of this relationship, with heightened awareness given to African American, Hispanic, and ELL students.

ExEd Procedure Manual

The ExEd Department worked diligently throughout SY2016-17 to revise the ExEd *Procedure Manual*. Because of the complete change in IEP reporting under the new Synergy SE program, the Department continues to work on a more comprehensive update of the manual (**Appendix V – 104, EXED Procedure Manual Section 1**).

Monitoring of African American, Hispanic, and ELL Students with Disabilities Placed in DAEP

The ExEd department, in collaboration with the director of the District Alternative Education Program, collected data on exceptional education students who accepted DAEP placement in lieu of long-term suspension out of school. Of 266 students, 55 (or 21 percent) were exceptional education students. Table 5.38 below provides the ethnic breakdown of the ExEd students who accepted DAEP placement. The ExEd department will continue to monitor the placement of ExEd students in this alternative program to suspension to ensure appropriate services are provided to all students.

Table 5.38: Ethnic Breakdown of ExEd Students Accepting DAEP Placement

DAEP	White	African American	Hispanic	Native American	Asian Pacific Islander	Multi Racial	Total
ExEd students placed	8	7	30	8	0	2	55
Total students placed	44	44	147	18	1	12	266
% ExEd	18%	16%	20%	44%	0%	17%	21%

D. Dropout Prevention and Graduation

The 2016-17 school year was the second full year of implementation after the District and parties finalized the Dropout Prevention and Graduation (DPG) Plan in March 2015. The scope of the final DPG plan is broad and includes multiple annual goals and dozens of strategies, from direct interventions at varying grade levels to specific approaches for providing positive alternatives to suspension (**Appendix V – 105, Dropout Prevention and Graduation Plan**). Following the recommendations of expert Dr. Russell Rumberger,⁶⁰ and as reported in prior annual reports,⁶¹ the District prioritized the implementation of two specific strategies during 2013-14 and 2014-15: (1) the findings of the student support review and assessment that preceded the plan, and (2) consultation with national experts. The report below is organized around the remaining five sections: annual goals and progress monitoring, student identification and monitoring, graduation support services, family engagement, and professional development.

The District evaluates and adjusts the plan's goals annually based upon data. In SY2016-17, District staff, including representatives from multiple departments, met on an ongoing basis to monitor progress and review the annual goals. The plan's goals include increasing graduation rates, reducing dropout rates, reducing in-grade retention rates (grades K-8), and improving attendance rates for African American and Hispanic students, including African American and Hispanic ELL students. During SY2016-17, the District made improvements in several areas.

⁶⁰ Founder and director of the California Dropout Research Project and professor of education, University of California, Santa Barbara.

⁶¹ AR 2013-14 at 122 [ECF 1686 at 132] and AR 2014-15 at V-171 and 172 [ECF 1918-1 at 191-92].

1. Increasing Graduation Rates

Table 5.39: Four-Year Graduation Rates by Ethnicity

Year	White	African American	Hispanic	Native American	Asian/Pacific Islander	Multi Racial	Total
2012-13	86.5%	80.7%	77.5%	60.2%	89.1%	85%	80.8%
2013-14	85.3%	77.4%	79.3%	65.6%	88.3%	71.4%	80.8%
2014-15	85.3%	82.0%	80.0%	66.7%	89.6%	82.1%	81.7%
2015-16	85.0%	76.5%	80.6%	68.8%	88.6%	84.2%	80.6%
2016-17							

Table 5.40: Four-Year ELL Graduation Rates by Ethnicity

Year	African American ELLs		Hispanic ELLs	
2012-13	1 of 12	8.3%	10 of 32	31.3%
2013-14	2 of 16	12.5%	11 of 29	37.9%
2014-15	6 of 12	50%	14 of 31	45.2%
2015-16	4 of 19	21%	9 of 26	35%
2016-17				

As of the drafting of this report, the District is still working with the ADE to get accurate graduation rates.⁶² The District will update this section of the report once that information is available.

2. Reducing Dropout Rates

Table 5.41: Four-Year Dropout Rates by Race/Ethnicity

Year	White	African American (AfAm ELL)	Hispanic/Latino (Hisp ELL)	Native American	Asian/Pacific Islander	Multi-Racial	District Dropout Rate
2012-13	1.8%	2.5%	2.4%	5.1%	0.4%	2.4%	2.4%
2013-14	1.9%	2.0%	2.0%	3.1%	0.4%	1.1%	1.8%
2014-15	1.6%	2.5%	2.0%	3.1%	0.6%	0.9%	1.8%
2015-16	1.4%	2.5%(1.7%)	1.8% (.1%)	2.7%	0.6%	2.3%	1.8%
2016-17							

⁶² This is a statewide issue, as reported by ADE in its internal accountability section. “Currently, the Graduation Rate Cohort Report does not accurately reflect AzEDS (Arizona Education Data Standards) data.”

As of the drafting of this report, the District is still working with the ADE to get accurate dropout rates. The District will update this section of the report once that information is available.

3. Reducing In-Grade Retention Rates (Grades K-8)

Table 5.42: African American Students Retained In-Grade

	2014-15 to 2015-16			2015-16 to 2016-17			2016-17 to 2017-18		
Grade	N	Ret.	% Ret.	N	Ret.	% Ret.	N	Ret.	% Ret.
K	343	10	2.9%	349	6	1.7%	349	7	2.0%
1	369	7	1.9%	376	9	2.4%	354	5	1.4%
2	361	9	2.5%	386	5	1.3%	356	3	0.8%
3	316	0	0.0%	346	3	0.9%	387	5	1.3%
4	294	2	0.7%	335	1	0.3%	338	0	0.0%
5	303	1	0.3%	309	0	0.0%	356	1	0.3%
6	279	4	1.4%	306	2	0.7%	285	1	0.4%
7	330	1	0.3%	287	3	1.0%	289	2	0.7%
8	277	2	0.7%	332	1	0.3%	291	3	1.0%
K-8	2,872	36	1.3%	3,026	30	1.0%	3005	27	0.9%

For SY2016-17, the District's goal was to decrease the in-grade retention rate for African American students by 10 percent compared to SY2015-16. *Id.*⁶³ In SY2015-16, the African American retention rate for grades K-8 was 1.0 percent, as shown in Table 5.42 above, so the goal for SY2016-17 was 0.9 percent, a reduction of 10 percent ($1 - (1 \times .10)$). In SY2016-17, the rate was 0.9 percent, representing a reduction of 10 percent (**Appendix V – 106, V.G.1.o Retention Three Year**).

⁶³ The plan provides an example for calculating and evaluating the goal: "...if at the end of SY2013-14, the African American in-grade retention rate is 1%, the goal for the end of SY2014-15 would be 0.9%, a decrease of 10% ($1.0 - (1.0 \times 10\%)$).” *Id. at 10*.

Table 5.43: Hispanic Students Retained In-Grade

	2014-15 to 2015-16			2015-16 to 2016-17			2016-17 to 2017-18		
Grade	N	Ret.	% Ret.	N	Ret.	% Ret.	N	Ret.	% Ret.
K	2,335	42	1.8%	2,156	45	2.1%	2,092	34	1.6%
1	2,436	43	1.8%	2,374	42	1.8%	2,162	32	1.5%
2	2,505	20	0.8%	2,420	21	0.9%	2,280	14	0.6%
3	2,401	15	0.6%	2,483	17	0.7%	2,382	12	0.5%
4	2,374	5	0.2%	2,380	6	0.3%	2,458	3	0.1%
5	2,367	8	0.3%	2,347	7	0.3%	2,325	4	0.2%
6	2,239	12	0.5%	2,134	10	0.5%	2,130	4	0.2%
7	2,172	16	0.7%	2,168	7	0.3%	2,105	4	0.2%
8	2,199	11	0.5%	2,171	5	0.2%	2,179	4	0.2%
K-8	21,028	172	0.8%	20,633	160	0.8%	20,113	111	0.6%

For Hispanic students, the District's goal for SY2016-17 was to decrease the in-grade retention rate in grades 3 and 8 by 50 percent. *Id.* In SY2015-16, the retention rate was 0.7 percent for Hispanic 3rd graders (a rate of 0.35 percent represents a reduction of 50 percent) and 0.2 percent for Hispanic 8th graders (a rate of 0.1 percent represents a reduction of 50 percent). In SY2016-17, the retention rate was 0.5 percent for Hispanic 3rd graders, representing a 29 percent reduction, and 0.2 percent for 8th graders, unchanged from the previous year.

4. Increasing Attendance Rates (Grades K-8)

Table 5.44: Attendance Rates by Race and Ethnicity

Year	Anglo	African American	Hispanic American	Native American	Asian/Pacific Islander	Multi Racial	Total
2012-13	92.1%	91.7%	90.8%	88.4%	94.5%	91.7%	91.2%
2013-14	91.9%	91.4%	90.7%	89.1%	93.9%	91.8%	91.1%
2014-15	92.0%	91.5%	90.6%	89.6%	94.0%	91.6%	91.0%
2015-16	91.6%	91.1%	90.1%	88.6%	94.3%	90.8%	90.5%
2016-17	92.0%	92.4%	90.7%	89.3%	94.4%	91.8%	91.2%

For SY2016-17, the District's goal was to increase attendance rates by 0.05 percentage points for African American students and by 0.6 percentage points for Hispanic students. *Id.* In SY2015-16, the African American student attendance rate was 91.1 percent, so the goal for SY2016-17, was 91.15 percent. In SY2016-17, the African American student attendance rate was 92.4 percent, representing a

significant increase from last year. Indeed, in SY2016-17, African American students had better attendance rates than Anglo and Hispanic students. In SY2015-16, the Hispanic student attendance rate was 90.1 percent, so the District met its goal for SY2016-17 at 90.7 percent.

5. Progress Monitoring

In SY2015-16, the District implemented a DPG team to review the DPG budget allocation and monitor the successful implementation of the DPG plan. Members of the team included staff from the Language Acquisition, Technology Services, Dropout Prevention, Student Support Services, Curriculum, and Academic Leadership departments. The team met three times during SY2016-17 and reviewed the progress and implementation of the plan.

The Student Services and Dropout Prevention departments conducted a review of student demographics to identify at-risk students and provide additional support (described below) to reduce dropout rates. The Dropout Prevention Department targeted all high schools and several middle schools to assign additional support to positively impact dropout rates.

6. Student Identification and Monitoring

a. Early Warning Module

In 2016-17, the District implemented new technology, an Early Warning Module (EWM), to monitor student data and automatically flag at-risk students through analysis of student academic performance, attendance, and behavior.⁶⁴ This new technology is integrated with Synergy, the District's new student information system (SIS). Synergy regularly exports student data to provide a current risk level for each student.

The EWM identifies three risk levels: (1) low risk, (2) medium risk, and (3) high risk. In addition to the risk ranking, EWM provides data indicating the risk trend for a student. For example, an upward pointing arrow (↗) represents an increased risk, a horizontal arrow (→) represents no change, and a downward arrow (↘) represents a decrease in an overall action or behavior (**Appendix V –**

⁶⁴ The EWM leverages “machine learning” technologies in conjunction with predictive analytical data engines to produce a risk evaluation per student in grades 3-12 who are at risk of dropping out of school or not graduating. The predictive analytical engines use programmed algorithms based on the research of Dr. Marian Azin of Mazin Education.

107, Example EWM Student Risk Flagging Screen Shots). The risk ranking process is discussed in more detail in Section X.A of this report.

b. Intervention Module

The District also implemented technology, the Intervention Module (IM), to record and monitor interventions designed to address area(s) of concern for an at-risk student. Once a student is designated as being at-risk, District staff assigns services or interventions to support the student, recording these interventions in the IM. Staff is automatically prompted at a later date to evaluate the effectiveness of that intervention. The IM provides a common platform for District staff across departments to communicate about the progress of referred students. Data entered into both EWM and IM will follow the student from school to school.

The implementation of both the EWM and the IM began in September 2016. By May 2017, 31 schools were using the EWM and IM. These technologies are instrumental in supporting MTSS at all school sites. The MTSS facilitators and teams monitor this data regularly and use it to inform their supports and interventions for at-risk students. The District plans to expand the implementation of this new technology to all school sites in SY2017-18. Implementation training is discussed in further detail in Section X.A of this report.

7. Graduation Support Systems

The District utilized strategies designed for specific grade levels to support student academic needs as outlined in the DPG plan, as discussed below. Additionally, Section VI describes in more detail the District's efforts related to student behavior-positive alternatives to suspension.

a. Matching Resources with Identified Need

To increase graduation rates and reduce dropout rates, the District implemented additional support to schools through the Dropout Prevention and Student Services departments, assigning staff to low-performing schools and/or those with high-risk students.

To achieve the graduation goals discussed earlier, the District designed and institutionalized support systems and strategies to provide direct support to students, primarily through the MTSS model. These direct supports addressed indicators that are highly correlated to dropout rates: poor grades in core subjects; low attendance; in-grade retention; disengagement from school; and out-of-school

suspensions. The District concentrated its efforts and its academic and behavioral support personnel on school sites and in areas in which student and school data indicated the greatest need. The District deployed MTSS facilitators to sites based on AzMERIT and discipline data.

In SY2016-17, the MASS Department targeted the lowest performing 25 sites. All of these sites had significant Hispanic populations. The MASS department assigned specialists to 22 of these sites. (**Appendix V – 108, MASSD Quarterly Site Assignments for Student Success Specialists SY2016-17**). The three remaining sites, Teenage Parent High School (TAP), Mary Meredith, and Lawrence 3-8, had alternative resources.

The African American Student Services Department (AASS) assigned specialists to designated schools based on school enrollment, student discipline data, District benchmark assessment data, and AzMERIT scores. The department reviewed AzMERIT scores to examine the gap between white and African American students in English language arts (ELA) and math in schools where at least 40 African American and 40 white students tested. The AASS department then assigned specialists accordingly (**Appendix V – 109, AASSD 1stQuarterSiteAssig1617 and Appendix V – 110, AASSD 4thQuarterSiteAssig1617**).

b. Districtwide Student Support Strategies

The District also provided district-level support through the application of MTSS and individual support plans, standardized curriculum, utilization of social workers, home visits, and PBIS. Additionally, the District implemented the Summer Experience program and two additional initiatives with the Tucson Mayor's Office: the Count Me In attendance initiative and the Steps to Success dropout prevention initiative. These are discussed in more detail later in this section.

i. Multi-Tiered System of Supports and School-Wide Support Plans

Adopted in SY2014-15, the MTSS model is refined every year. In addition to requiring all schools to use MTSS and develop support plans for high-risk students, the District required every MTSS team to meet at least bimonthly in SY2016-17, with many schools holding weekly meetings. African American and Hispanic student success specialists served on at least one MTSS team to provide additional Tier 2 and/or Tier 3 support for African American and Hispanic students. For more information on AASS and MASS activities, see Sections V.F and V.G.

The District assigned a dedicated MTSS facilitator to 31 schools to coordinate this work (Tucson High had two facilitators) (**Appendix V – 111, Sites with MTSS Facilitators**). The District identified school sites based on student AzMERIT performance and discipline rates. Principals at the remaining schools designated an MTSS lead to facilitate the work of the MTSS team and document tiered interventions. MTSS facilitators and leads provided site trainings on a monthly basis and documented meeting notes and student logs in the MTSS SharePoint for each school. To support the implementation at school sites, the District provided training for all administrators during administrator meetings and for all MTSS facilitators during their meetings as well.

ii. Standardized Curriculum

The District rolled out the comprehensive Curriculum 3.0 to all central staff, site administrators, and teachers in SY2016-17. The District disseminated the curriculum and accompanying materials to all staff and employees via Tucson Unified's curriculum website (**Appendix V – 112, CurriculumPage** and **Appendix V – 113, HowToAccessCurriculum**). During ILA sessions, the District provided monthly training on the curriculum to all administrators, who then trained their site staff.

iii. Language Accessible Social Workers

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

iv. Home Visits

Dropout prevention specialists visited homes of students who experienced habitual absenteeism or were in jeopardy of dropping out. In SY2016-17, eleven dropout prevention specialists made 732 daytime and evening home visits, both scheduled and spontaneous, up 7 percent from the previous year. 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.

Table 5.45: Home Visits

Type of School	Number of Sites	Number of Home Visits
Elementary	12	32
K-8	11	54
Middle	8	179
High	13	413
Agave Online	1	54
Total	45	732

v. 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. In SY2016-17, 111 students returned to school and 24 graduated (see Table 5.46 below).

Table 5.46: Steps to Success

	White	African American	Hispanic	Native American	Asian/Pacific Islander	Multi-Racial	Total
Enrolled	17	13	65	9	1	6	111
	15.5%	11.8%	59.1%	8.2%	0.9%	5.5%	
Graduates	7	1	10	3	1	2	24
	29.2%	4.2%	41.7%	12.5%	4.2%	8.3%	

c. **High School Support Strategies**

i. Freshman Academy (Summer Bridge Program) for Incoming 9th Graders

In summer 2016 and 2017, the District continued the Freshman Academy (formerly Summer Bridge Program) at all ten comprehensive high schools. While any student could attend, the District targeted its recruitment to students who faced

particular academic challenges, such as 8th grade students in jeopardy of not promoting to the 9th grade. Students participated in a four-hour school day in which they received 1.5 hours of instruction in both math and ELA, and one hour of either study skills or campus orientation. The mathematics and ELA curriculum was the same as that used for other 8th grade retention programs but staff members deliver it in an abbreviated amount of time. The District designed the program to provide students a solid foundation in these core content areas as they transition to high school. The campus orientation and study skills component of the program allowed students to become accustomed to their high school site so that as incoming freshman they would have less difficulty transitioning to high school. Of the 174 students who attended and received credit for the academy, fourteen were African American and 70 were Hispanic. The District recruited teachers working on the respective campuses to be a part of the Freshman Academy so they could start building relationships with the students prior to the first day of school.

ii. Organize High School Classes for Freshmen into Smaller Communities or Teams

In SY2016-17, Santa Rita High School's Success Academy provided a new pathway for college and career readiness within a unique academy model. Students participating in this smaller school community were on a differentiated bell schedule that included a Success Academy class. The District designed the class to connect college advisors and industry partners with students on the Santa Rita campus.

iii. Pilot Program to Use 8th Grade Data to Place Students in Need of Math Support in a Two-hour Block of Algebra/Algebra Support

Five high schools (Palo Verde, Pueblo, TAP, Tucson, and UHS) implemented a "double-block" Algebra 1 class for struggling freshmen to improve their mathematics. In SY2017-18, these schools will continue using this strategy, and the District will expand it to Catalina and Cholla high schools.

iv. Dropout Prevention Specialists

During SY2016-17, the District assigned dropout prevention specialists to high schools. In order to provide coverage to all schools, some specialists covered more than one high school or occasionally worked with middle schools. The District determined multiple site coverage by looking at enrollment, discipline, and attendance data. Additionally, the District made its online referral process available to facilitate site requests for additional dropout prevention support.

The specialists supported students through one-to-one conferences, attendance monitoring, Child Find,⁶⁵ MTSS meetings, and home visits. They also provided alternative options for students to complete school and engaged students with community resources as necessary. The specialists served as student advocates and liaisons between the school and families, and they were responsible for implementing two Steps to Success events and the District Attendance Awareness Campaign.

v. Credit Tracking Training

As part of the MTSS process at high schools, MTSS teams monitored the credit acquisition of students in jeopardy of not graduating. During high school MTSS meetings, the teams also discussed individual students with low or failing grades to develop interventions and/or a plan for support (**Appendix V – 114, MTSS Tier 1 Intervention Form**).

Furthermore, District staff shared with families the promotion/retention policies and grade appeal process. The Dropout Prevention Department conducted trainings on credit tracking with 8th grade students in preparation for high school. AASS and MASS specialists working at the high school level also reviewed graduation credits with students and helped students monitor their own academic progress.

vi. Step By Step

Step By Step is an interactive training for 8th grade students to help them successfully transition to high school. The Dropout Prevention Department created Step By Step as a means to provide 8th graders with the tools they need to quickly adapt to the high school environment. This program covers the relationship between grades, credits, and attendance in high school; what to do if a student becomes credit deficient; and the impact leaving school prior to graduation can have on their future. Dropout Prevention and site-based staff welcome and encourage families to attend.

vii. Education and Career Action Plans

School counselors, college and career coordinators, and dropout specialists played pivotal roles in preventing students in grades 9-12 from dropping out by developing graduation plans and providing direct services and support to

⁶⁵ Child Find involves the location, identification, and evaluation of students with disabilities.

them. The Arizona Career and Information System (AzCIS) is an Internet-based program provided at no cost to public school districts in Arizona. AzCIS is designed to provide comprehensive educational, career, and occupational information to help students make more informed career and school choices. The AzCIS portfolio portal provided students with methods to develop and update their Education and Career Action Plans (ECAPs), which are personalized plans/portfolios. In SY2016-17, the District required all 8th-12th grade students to use AzCIS to create ECAPs, and school counselors worked directly with students and teachers to develop them for all students. Students created 15,044 entries in AzCIS during SY2016-17 at the high school level and 6,254 entries at the middle school level (**Appendix V – 115, ECAPs by Site**).

Entries included creating ECAPs, updating information, and adding new goals. The portfolio allowed students to enter, track, and update course enrollment and post-secondary plans aligned to career goals and documentation of the range of college and career readiness skills they developed. School counselors and college and career coordinators reviewed plans and results with students in classrooms and with parents. College and career coordinators acted as the point of contact at each high school for assisting students in developing the student ECAPs (via AzCIS).

viii. Structured Concept Recovery

The District used this strategy on a wide scale. The District provides concept recovery as an intervention to students who are struggling with content, particularly in ELA and math. Sites used online learning tools such as SuccessMaker or Edgenuity to provide specific concept recovery lessons to at-risk students under the direction of a teacher. As the District refines its approach to MTSS for academic purposes, it is also refining the methods of concept recovery used as an academic intervention.

ix. Alternative Schools

The District operated two alternative schools in SY2016-17—Project MORE Alternative High School and TAP—as well as online alternatives. Project MORE serves juniors and seniors seeking flexible web-based learning options supported by personalized instruction with an emphasis on credit recovery. TAP is a small alternative school designed to help pregnant and parenting teens finish high school. TAP provides direct instruction, credit recovery courses, and targeted instructional supports in math and reading for students who are at a high risk for dropping out of high school.

In addition to Project MORE and TAP, any high school student who failed one or more semester of required courses had the opportunity to choose among multiple credit recovery options, including AGAVE Middle and High School, AGAVE Credit Recovery, Edgenuity, GradLink, and Weekend Academy at Project MORE. Alternative summer school options include AGAVE Credit Recovery and the Freshman Academy program, which was discussed earlier in this section (**Appendix V – 116, GradlinkFlier**). This provided students with opportunities to make up credits before, during, and after school; during evenings, weekends and holidays; or during the summer either in a traditional high school environment or online.

AGAVE Middle and High School is a 100-percent virtual school under the guidelines of the Arizona Online Initiative (AOI). AGAVE serves any student residing in Arizona in a virtual environment; however, the majority of the student body resides in Pima County. AGAVE provides a quality curriculum taught by highly qualified and appropriately certified staff. The school allows students to progress through middle school and attain a high school diploma while allowing flexibility of time, place, path, and pace. Unlike most virtual schools in Arizona, AGAVE provides computer labs staffed by teachers to provide additional one-on-one support. These labs are located at Catalina High School during the day and at Palo Verde, Pueblo, and Tucson high schools four evenings a week. The AGAVE offices are centrally located at Catalina High School.

GradLink is an AGAVE program focused on seniors who are within eight credits of graduating. GradLink students have access to a counselor and three evening labs staffed by highly qualified teachers to assist them through the completion of their graduation requirements.

Table 5.47: Credit Recovery Options Summary – SY2016-17
Site Administrative Data

Program/Description	# of participating Af. Am. and Hispanic students	Credits recovered	Location(s)
All AGAVE: numbers for both full- and part-time students taking courses through AGAVE	African American: 245 Hispanic: 1,523	African American: 292 Hispanic: 1,370	All high schools
AGAVE Middle and High School: online high school with optional labs (for graduation numbers, see GradLink)	African American: 70 Hispanic: 432	African American: 125 Hispanic: 448	Virtual Schools:
AGAVE Credit Recovery: virtual credit recovery with optional labs	African American: 147 Hispanic: 759	African American: 131 Hispanic: 587	Offices at Catalina High School;
GradLink Program of AGAVE: online courses and in-person support for students who recently left high school and are close to finishing	African American: 34 (3 Graduates) Hispanic: 249 (35 Graduates)	African American: 81 (7 Graduates) Hispanic: 219 (86 Graduates)	Labs at Catalina, Pueblo, and Palo Verde high schools
High School Summer Experience: AGAVE numbers only	African American: 28 Hispanic: 332	African American: 36 Hispanic: 335	High schools; online

d. Middle School Strategies

i. Organize Middle School Classes into Smaller Communities or Teams

Six middle school sites implemented teams to help support the middle school concept and consistent review of student data. Seven schools will utilize the team model for SY2017-18. The following chart reviews which sites implemented a team concept or which sites plan to do so in SY2017-18.

Table 5.48: Middle Schools with Teams

School	Teams in 2016-17	Teams in 2017-18
Dodge	Yes	Yes
Doolen	Yes	Yes
Gridley	Yes	Yes
Magee	No	No
Mansfeld	No	No
Pistor	No	Yes
Secrist	Yes	Yes
Utterback	No	No
Vail	Yes	Yes
Valencia	Yes	Yes

ii. CORE PLUS

The CORE PLUS (CP) Academic Intervention Program was designed to provide academic intervention to low-performing 6th graders. The goals of CP included moving 25 percent of enrolled students up one category in one or more areas of the AzMERIT; showing a 15 percent or greater change in pre- and post-tests in reading; and showing a 15 percent or greater change in pre- and post-tests in math.

After analyzing data and consulting with elementary schools, the District identified underperforming 5th grade students from across the District, prioritizing African American and Hispanic students. The District then invited parents to attend an informational meeting and enroll their child in CP. Because CP is a program and not a school, the enrolled students maintained their District middle school registration but attended one of the CP classrooms. CP has been in existence since 2011 and will continue offering intervention to 6th graders for SY2017-18.

Each CP class has a certified teacher and an instructional specialist and serves 15 to 20 students throughout the school year. The goal is to scale up and increase student enrollment by at least 82 percent in SY2017-18 without adding additional cost. This means that CP will serve 40 students—twenty at each site. In SY2017-18, the District is moving the Alice Vail Middle program to Booth-Fickett Magnet Middle School. This location is a transportation hub to allow for consistency for CP enrollees, and the District anticipates it will support the goal of increasing enrollment to twenty students.

iii. Summer School

The District designed the Summer Experience program, a three-week literacy and mathematics program, for students in 2nd, 3rd, and 8th grades who need additional support to move to the next grade level and/or to be successful in the subsequent school year. Two high school hubs served students in 8th grade from across the District, and seven elementary and K-8 hubs served 2nd and 3rd graders from across the District (**Appendix V – 117, SummerExperienceInvite, Appendix V – 118, SummerExpInviteSpanish, Appendix V – 119, Summer Experience 2nd and 3rd, and Appendix V – 120, Summer Experience 8th**).

The District recruited all students in jeopardy of not promoting to the next grade level and engaged in additional efforts to recruit African American and Hispanic students. The summer enrichment program coordinator collaborated with the AASS and MASS directors to recruit African American and Hispanic students (**Appendix V – 121, HelpRecruit**). More than 600 2nd and 3rd grade students enrolled, including 69 African American students and 377 Hispanic students. The Summer Experience program for 8th graders enrolled 111 students, including 15 African American and 72 Hispanic students.

iv. Sixth Grade Bridge Program

Dodge Traditional Magnet Middle School and the Doolen Middle School GATE program provided bridge programs for their incoming 6th grade students. Both programs offered an academic component but focused more on orientation, students' skills, and the transition to the middle school level with an emphasis on each site's particular programs. Of the 167 students enrolled in the program, 15 were African American and 95 were Hispanic.

e. Elementary and K-8 Strategies

i. Master Schedule

In SY2016-17, principals created a master schedule that allowed for a 90-minute reading block, a 30-minute intervention block, and a 60- to 90-minute math block. The literacy schedule was part of the District's K-3 Move On When Reading (MOWR) state literacy plan. Site administrators followed the District's Governing Board policy for implementing organized recess minutes.

ii. Focus on Early Literacy

In SY2016-17, the District aligned its focus on early literacy with the Arizona State K-3 MOWR requirements. All elementary and K-8 school sites created literacy plans to ensure that all K-3 students met academic literacy standards by 3rd grade. During a 90-minute literacy instructional block, instructional strategies included direct modeling, guided reading, and the use of literacy workstations. School sites used the criteria for reading instruction from the National Reading Panel 2000 findings. These included a focus on phonemic awareness, phonics, sentence fluency, vocabulary, and comprehension.

The District used Harcourt Brace, a research-based reading series included on the list of approved adoptions, as its main reading adoption for SY2016-17. The District also utilized other reading materials such as the Scholastic Leveled Libraries and the Multicultural Libraries to support Tier 1 literacy instruction. For interventions, the District employed a variety of resources such as Sounds Abound, Great Leaps, Rewards, Wilson Readers, and the online SuccessMaker program. Intervention resources and types of interventions varied by site.

All sites monitored progress using various instructional and assessment systems, including Dynamic Indicators of Basic Literacy Skills (DIBELS), Scholastic Next Step Guided Reading Assessment (NSGRA), DRA, SuccessMaker, Achieve 3000, and Imagine Learning. All sites were required to use DIBELS, SuccessMaker, and SchoolCity benchmark data.

iii. Preschools

In SY2016-17, the District's 24 inclusion classrooms provided two sessions of preschool each day, serving more than 1,000 students. Research has shown that high-quality preschool programming is instrumental in dropout prevention. In addition, inclusive preschool gives a greater number of students with individualized education plans access to learn in a less restrictive, more realistic environment, better preparing them for elementary school and beyond.

In addition to preschool, the District expanded the quality and scope of its kindergarten transition plan, adding transition strategies to existing approaches such as Kinder Round-Up. The District created a unified recruitment protocol, used by all kindergarten teachers during spring 2017. The District also plans to add more collaborative opportunities for pre-K and kindergarten teachers, parent/family transition strategies, and private preschool and HEAD START outreach strategies.

Additionally, the Neighborhood School Readiness Project, in collaboration with Make Way for Books, provided a parent-child literacy program called Raising A Reader (RAR) at twelve District elementary and K-8 schools and at two family centers.⁶⁶ RAR is a nationally recognized literacy program for parents and children from birth to five years old. Families attend six weekly sessions, check out books, and learn about literacy strategies and brain development of the young learner. RAR is targeted for families who do not have children in preschool.

f. ELL Student Support Strategies

i. ELL Transportation

The District allowed ELLs whose families move into another attendance area to have the option of staying at their home school for the current school year and receiving bus passes for transportation.

ii. Credit Recovery Priority

The District gave ELL and recently reclassified ELL students priority for credit recovery before or after school and during the summer at no cost.

iii. AGAVE

The District provided ELL students with the opportunity to take online courses through AGAVE. However, ELL participation in AGAVE did not increase, likely due to language barriers.

iv. Improved Tier 1 Instruction for ELL Students; Sheltered Content Classes

LAD coaches continued to utilize the ELD curriculum and assessments aligned to the English language proficiency standards for all K-12 ELL students. The District arranged curriculum materials by quarter, including a curriculum map and a scope and sequence. An emphasis on Tier 1 instruction during the ELD block made the curriculum more engaging and increased the level of rigor. There was a renewed focus on academic literacy, with an emphasis on reading and writing strategies to help students be successful in core subjects. The LAD continued to provide sections of sheltered content instruction in math at Rincon, Catalina, Palo Verde, and Tucson high schools and at Roberts-Naylor K-8 and Doolen Middle schools. The District also

⁶⁶ The fourteen RAR locations were Dunham, Howell, Lynn-Urquides, Maldonado, Manzo, Myers/Ganoung, Oyama, Cavett, Grijalva, and Van Buskirk elementary schools; Hollinger and McCorkle K-8; the Palo Verde Resource Center; and the Wakefield Resource Center.

provided additional sections of sheltered social studies at Doolen and Tucson Magnet High.

v. Summer School for ELLs

During the 2017 Summer Experience program, the District offered ELD programs for all levels of ELD at Pueblo, Rincon, Palo Verde, and Catalina high schools. These high schools also recruited incoming 9th grade ELLs from their feeder middle schools. Pueblo, Rincon, and Catalina offered a one-credit ELD class for Pre-Emergent/Emergent students and a one-credit ELD class. Palo Verde's program consisted of a half-credit of Response to Intervention Math and a half-credit of ELD.

These classes took place from May 31 through June 30, 2017, and students participated free of charge. The District provided transportation to students living more than 2.5 miles from the school. ELD coordinators, student success specialists from the Refugee Office, and Level I and II ELD teachers encouraged their students to attend the summer program, provided students with the registration forms, and helped the students complete the forms. Catalina and Palo Verde also publicized these classes during daily announcements.

vi. MTSS Math and Literature Intervention Classes for Intermediate-Level ELLs and R-ELLs

The MTSS process included all students, addressing the specific needs of ELLs and recently reclassified ELLs to provide support for language and literacy development. Site and central staff provided interventions during the four-hour ELD block for ELLs specifically. As documented in the ADE's SEI model refinements, up to 30 minutes of literacy intervention services with non-ELLs may count toward the four-hour requirement if those services meet the instructional needs of the ELL student. This refinement only pertains to the elementary K-5 level.

vii. Imagine Learning

The District used Imagine Learning English for elementary ELL students during SY2016-17. IL is an innovative digital learning software program that creates a personalized learning path for ELL students, struggling readers, and students with special needs in the elementary K-5 level. The software is research-based and presented in a highly interactive and motivating, yet rigorous, format.

IL provides instruction, practice, and assessment designed to teach Arizona College and Career Readiness Standards, which will prepare students to quickly

become English-language proficient. IL includes an initial placement test to assess each student at the beginning of the school year, enabling teachers to tailor their instruction to meet individual student needs. The software program provides an academic language emphasis within a personalized learning framework to ensure that ELL students become proficient in subject matter and increase critical thinking to improve test scores. Finally, IL centralizes student performance data at the district level. The District makes site- and district-level data available to teachers, principals, and central administrators to inform decision making. These data reports ensure that the LAD is able to see in detail how the implementation of IL is proceeding.

To support ELL students, the District offered math tutoring after school. Also, in an effort to improve Tier 1 instruction for ELL students, the District continued to provide training for secondary ELD teachers to learn the five constructs of language, accelerate learning, and receive training on other topics, including common grammatical structures found in academic texts.

viii. ELD I and II Classes for Pre-Emergent/Emergent and Basic-Level ELLs

The ELD I class included Pre-Emergent and Emergent students. Classes followed the ELD curriculum used during the school year in the areas of listening, speaking, reading, writing, and grammar. Pre-Emergent students may be new to English and to school, may have very low literacy but strong oral skills, and may be preliterate in their first language. The ELD II class is for students who are moving from ELD Level I to ELD Level II and possibly from ELD Level I to ELD Level III.

The District policy for language acquisition is that all ELLs, regardless of language proficiency, take a math class every year. ELLs participate in math because it is a four-year graduation requirement and the content is more accessible, as it is not as language intensive as other core content classes. The District provided Sheltered Content Classes in math for ELLs and reclassified ELLs at Rincon, Tucson, Catalina, and Palo Verde high schools; Doolen Middle School; and Roberts-Naylor K-8.

8. Family Engagement for At-Risk, Disengaged, or Struggling Students

Pursuant to the DPG plan and the Family and Community Engagement (FACE) Plan, the District has developed infrastructure to support a multi-tiered approach to family and community engagement as follows: (type 1) general outreach to families and (type 2) targeted outreach to African American and Hispanic families as well as

at-risk students. Section VII details the District's general outreach to families (type 1 engagement).

As part of the District's overall effort to improve educational outcomes for African American and Hispanic students, the District's AASS and MASS departments planned, organized, and implemented quarterly parent information events to increase family engagement opportunities. Sections V.F and V.G describe these events in detail. In addition to the quarterly events, school-based family engagement and services were available at the District's four FRCs, detailed in Section VII of this report. The District used the ParentLink messaging system to inform parents about events and department specialists followed up with targeted efforts, including making phone calls and personal contacts to invite parents to the events.

9. Professional Development

In SY2016-17, the District implemented comprehensive professional development for staff, including USP-aligned professional development (**Appendix IV – 79, IV.K.1.q Master USP PD Chart**). Furthermore, the District continued training on school climate and culture, MTSS, and related instructional and prevention strategies throughout the year. To support the Dropout Prevention and Graduation Plan, the District provided training to all District and site administrators in the areas of Curriculum 4.0, culturally responsive practices, data monitoring (benchmark growth points, and behavioral interventions (including positive alternatives to suspension as described in the DPG plan) (**Appendix V – 122, Back to School Admin Agenda 072017**).

E. Student Engagement through Curriculum

1. Culturally Relevant Courses

In spring 2015, the District implemented a multi-year plan (2015 CRC Implementation Plan) to expand culturally relevant course offerings in District schools (**Appendix V – 123, 2015 CRC Implementation Plan**). The courses designated as culturally relevant courses (CRC) offer ELA and social studies curriculum to elementary, middle, and high school students. These courses focus on the history and literature of the Mexican American and African American experience. Through this curriculum, the District honors the cultural and historic experiences of students from these groups.

a. Expanded Access to CRCs

i. Recruitment

During SY2016-17, the number of students served grew from approximately 1,900 students in SY2015-16 to nearly 3,000 (**Appendix V – 124, CRC Courses SY2016-17 Student Numbers Report** and **Appendix V – 125, CRC Courses SY2015-16 All Classes**). This growth is primarily a result of teacher and student recruitment. While teacher recruitment occurred through an informal process, student recruitment was an organized process of class visits, promotional events, and recruitment fairs (**Appendix V – 126, Course Promotion Tabling SY2016-17**). Regardless of the number of identified CRCs a teacher has, the culturally relevant pedagogy and strategies filter into all of the courses taught by the CRC teacher.

ii. High School Expansion

In SY2016-17, high school enrollment in culturally relevant courses increased significantly compared to the previous year (**Appendix V – 125, CRC Courses SY2015-16 All Classes** and **Appendix V – 124, CRC Courses SY2016-17 Student Numbers Report**). The District also increased the number of teachers designated as CR (culturally relevant) from 23 to 28. The increase in student enrollment and in CRC teacher recruitment was due in large part to the extensive efforts conducted by the CRPI Department (**Appendix V – 126, Course Promotion Tabling 2016-17**).

In order to expand course offerings and increase opportunities for students to take a CRC, the District developed an additional course: a senior-level CR Economics Social Justice Perspective course, including a course description, sample lessons, and proposed scope and sequence. The District hopes that increased course offerings will increase student participation and interest in CRC.

iii. K-8/Middle School Expansion

The 2015 CRC Implementation Plan requires that in SY2015-16, the District would offer 8th grade CR ELA courses at all ten of the District's traditional middle schools, and 8th grade CR social studies courses in at least three traditional middle schools. The plan further sought to expand 8th grade CR ELA courses into all eleven of the District's K-8 schools, and 8th grade CR social studies courses into six K-8 schools in SY2016-17.

In SY2016-17, the District offered at least one section of CR ELA at each of the eleven K-8 and ten middle school sites. Forty-one middle school CR teachers taught

45 culturally relevant courses at the middle school level (**Appendix V – 124, CRC Courses SY2016-17 Student Numbers Report**).

The initial year of the 2015 CRC Implementation Plan called for 8th grade CR ELA courses at each middle and K-8 school by SY2016-17. The District offered CR ELA courses at all middle school level grades (6-8) in SY2016-17. Thus, the District met and exceeded the CRC expansion expectations. The District offered at least one section of CR social studies at each of the ten middle schools and at seven K-8 schools (Dietz, Lawrence, McCorkle, Pueblo-Gardens, Rose, Roskruge, and Safford), although the 2015 CRC Implementation Plan only contemplated six sites.

iv. Elementary School Expansion

The plan also required the District to infuse culturally relevant pedagogy and curriculum into the ELA content literacy standard for ELA and social studies at three elementary sites in SY2015-16 and expand to nine elementary sites in SY2016-17 (**Appendix V – 128, Elementary CR Infused Lessons**). The District expanded its CRC offerings at the elementary level to nine sites in SY2016-17: Blenman, Davis, Manzo, Ochoa, Tully, and Howell elementary schools and Maxwell, Hollinger, and Drachman K-8 schools.

The CRPI department worked throughout the year with site administration to identify additional teachers interested in teaching elementary-level CR curriculum (**Appendix V – 124, CRC Courses SY2016-17 Student Numbers Report**). In SY2017-18, in addition to the required expansion of eight additional 5th grade sites, the District plans to pilot culturally relevant classes to other grades as part of its required exploration of further expansion to all grade levels.

b. CRC Teacher Training: Orientation

The District provided an orientation prior to the start of the academic year to all new CR teachers, including those at middle schools. This training consisted of a review of the curricular documents and curriculum resources and an overview of the basic tenets of culturally relevant pedagogy. New CR teacher orientation took place in July 2016 (**Appendix V – 129, CR Orientation 16-17 Day1** and **Appendix V – 130, CR Orientation 16-17 Day2**). In the event that teachers were not available for this summer orientation, the CRPI department conducted small group orientations through itinerant staff.

i. CRC Teacher Training: Tier 1

Throughout the year, the District provided CR teachers with CRC Tier 1 Saturday Training (**Appendix V – 131, CR PD Tier 1 Agenda**). These eight monthly sessions effectively trained teachers in the pedagogical underpinnings of CRC and provided teachers the opportunity to review and create curriculum, model or learn from peer presentations, and receive training on CRC theories and practices. Teachers provided written feedback about the effectiveness of the training as well as the overall operation of CRC. Additionally, teachers had the opportunity to collaborate and learn from their peers across the District.

ii. CRC Teacher Training: Tier 2

For more veteran and invested teachers, the CRPI department offered the opportunity to attend further training. Tier 2 training consisted of a symposium-style format in which teachers were assigned a peer-reviewed scholarly article on the academic research in CRC or related fields. Typically, these eight monthly training sessions occurred the week prior to the Tier 1 training and CRPI staff facilitated them (**Appendix V – 132, Tier II Readings and Theories**).

c. **CRC Teacher Mentor Training and Support**

CRC mentors, who are experienced classroom CR teachers or CRPI itinerant teachers, received additional training in content area knowledge as well as in theory. During biweekly staff meetings, teachers explored aspects or research related to CRC. These dialog-rich sessions delved into the intricacies of teaching and working with CR teachers.

CRC mentors also conducted their peer learning group sessions in PLCs, where they reviewed data, set goals, and developed assessments to measure progress. One deliverable produced by this work is the Revised Observation Document piloted in spring 2017 (**Appendix V – 133, CR Observation Tool for Pilot SY2016-17**). This document is a modified version of the observation instrument used to observe CR teachers to monitor progress and provide feedback.

As outlined in the court stipulation (**Appendix V – 123, 2015 CRC Implementation Plan**), CRPI itinerant staff provided a wide range of support services to CR teachers. In addition to their teaching duties, itinerant staff:

- assisted in student recruitment, parent engagement, and community outreach;

- modeled instruction for non-CR teachers, districtwide;
- developed curriculum that will be available to other District teachers;
- mentored new CR teachers by providing instructional support;
- observed, documented, and provided feedback to mentee CR teachers;
- developed CR curricular lessons for implementation by new and continuing CR teachers;
- worked with site administration to provide support for CR students and families;
- served on observation “walk-through” teams;
- presented during CR Tier 1 professional development sessions;
- developed comprehensive CR curriculum units;
- served on the articulation cadre; and
- assisted in bringing CR to scale at the ten comprehensive high schools, middle schools, K-8 schools, and elementary schools.

2. Curriculum Review and Development

Curriculum development continues to be an ongoing process. CR teachers develop content area lesson plans throughout the year and submit them to CRPI leadership for approval. Itinerant teachers assist in the development of these lessons and make them available to other CR teachers upon request. Additionally, as part of an annual revision process, the CRPI department revised culturally relevant ELA and social studies (African American and Mexican American perspectives) curriculum maps during summer 2016. In August 2016, CR teachers implemented the African American and Mexican American curriculum maps (**Appendix V – 134, 11 AA US HIST 3.0** and **Appendix V – 135, Grades 11-12 ELA-MA Maps**).

In addition to the annual CRPI department curriculum reviews, the District also sought input from experts in the field. During SY2016-17, Dr. Francesca López, an expert on culturally responsive pedagogy, reviewed CRC maps for the Mexican American perspective. This review informed future iterations of CR curriculum maps and curricular units developed by CRPI. Dr. López’s curriculum review focused on the English and social studies content area. *Id.* For SY2017-18, a review of African American curriculum maps will be conducted along with a comprehensive review plan that will be developed and implemented.

Additionally, in June 2017, itinerant staff members and content expert CR teachers revised curriculum maps based on suggestions made by the National Panel

on Culturally Responsive Curriculum and Instruction (**Appendix V – 136, National Panel Report** and **Appendix V – 137, The National Panel on Culturally Responsive Curriculum Information Packet 2017**).

a. Summer Unit Development

In addition to the revision of curriculum maps and creation of daily CRC lessons, the District developed a small number of more extensive two-week CRC curriculum units in June 2017 (**Appendix V – 138, gonzalez-r.unit_voter-id.final**). The District then presented some of these units at the Institute for Culturally Responsive Education (**Appendix V – 139, Institute for Culturally Responsive Education 2017**).

b. CRC and Student Engagement Professional Development

Student engagement in the academic process is determined by two factors: curriculum and pedagogy. Curriculum that is relatable to the students' frame of reference is more appealing and, therefore, engaging. Curriculum that is reflective of the students' cultural, linguistic, or historic background is an effective method for increasing or maintaining student interest. Equally important are the pedagogical strategies and practices that educators employ to heighten student interest. In recognizing that student interest is linked to student academic performance, the District worked to increase awareness of this correlation and provided further training on how to implement these strategies.

Culturally Responsive Pedagogy is a critical element of the District's culturally relevant courses. In addition to Culturally Responsive Pedagogy, these courses offer a unique, cultural approach to traditional content area curriculum. Realizing the positive impact of Culturally Responsive Pedagogy, the District elected to significantly expand its implementation and strategically modify the delivery of the trainings offered. Districtwide training on culturally responsive practices is explained in greater detail above, in Section IV of this report. During SY2016-17, the District provided training on culturally responsive practices to administrators using the train-the-trainer model (**Appendix V – 140, CRPD Trainer Cohort Training Dates**). In addition, the CRPI director oversaw the delivery of culturally responsive practices training to site faculty, as requested (**Appendix V – 141, Kellond PD request email** and **Appendix V – 142, CR Presentation for Kellond on Student Engagement**).

c. Administrator Professional Development

The District continues to modify the development of a comprehensive plan for the implementation of culturally responsive practices and professional development for administrators, certificated staff, and classified personnel (**Appendix V – 143, Culturally Responsive Professional Development Plan**). Dr. López, in conjunction with the CRPI director, developed training modules for implementation in SY2017-18 (**Appendix V – 144, DR Lopez CRExpert CV** and **Appendix V – 145, CRP Sample Module TUSD Biases 1**). The National Panel on Culturally Responsive Education reviewed these modules and the District used them in training expert facilitators. Additionally, Dr. López consulted with colleagues such as Dr. Kevin L. Henry on the development of this work.⁶⁷

In summer 2016, the District provided professional development on culturally responsive practices to administrators during a mandatory training at Santa Rita High School (**Appendix V – 146, July 2016 Administrator CR Training**). This three-hour training, conducted by Dr. López, consisted of an introduction to culturally responsive practices specific to site administrators. Information presented validated the need to explore novel approaches to address student achievement and student engagement. In addition, the training introduced participants to research on the theory of culturally responsive practices and its foundational concepts such as bias, microaggressions,⁶⁸ and the use of cultural asset theory. The training also is discussed in Section V.J of this annual report.

In spring 2017, the District provided training to administrators on Restorative Practices.⁶⁹ During this ILA training session, Dr. Carl Hermans, a clinical associate professor at Arizona State University with expertise in leadership and organizational change, reviewed this concept with administrators. Dr. Hermans also explained the overlap between culturally responsive practices and restorative practices.

⁶⁷ Dr. Kevin L. Henry is assistant professor of Educational Policy Studies and Practices at the University of Arizona.

⁶⁸ A microaggression is the casual degradation of any marginalized group, characterized by insults and dismissals.

⁶⁹ Restorative Practices generally focus on how culturally responsive educators deal with inappropriate behavior in a non-punitive method. In this approach, policies and practices focus on how to restore harmony in the learning environment.

d. Staff Professional Development

CRPI staff provided continued support and training in cultural responsive practices throughout SY2016-17 (**Appendix V – 147, Requested Professional Development SAIL-CRP**). Training took place in collaboration with CRPI and specific sites requesting it and was differentiated to support the site needs.

Administrator trainings served to inform the development of site-based professional development organized by the site principal. For example, the principal of Warren Elementary, the CRPI director, and the program coordinator met to develop a professional development series on culturally responsive practices themes. This three-part series addressed issues that were most important to the faculty and administration (**Appendix V – 148, CRPD Warren Agenda 031517**).

In summer 2017, the CRPI department hosted the three-day Institute for Culturally Responsive Education. In this conference, the District brought in scholars from around the country to provide a keynote address and provide a workshop on themes related to culturally responsive practices (**Appendix V – 149, Institute for Culturally Response Education Program 2017**). In addition, the department sent a call for proposals to teachers who wished to present their work using culturally responsive practices. In some cases, this work was directly tied to curriculum. Nineteen teachers were selected to model the implementation of culturally relevant curriculum and culturally responsive strategies or to present on pedagogical strategies that promoted inclusion of student cultural assets. In addition to teachers, scholars, and selected CRPI itinerant staff members, the department selected nine local scholars to provide workshops on their particular areas of study relating to culturally responsive practices.

Among the 220 attendees were 180 District teachers. In addition to offering the keynote presentations and workshops, the conference also exposed participants to cultural expressions of art and dance and their educational value in developing a student's cultural and academic identity.

As part of the District's ongoing efforts to provide professional development in culturally responsive practices, Dr. López provided one of the keynote presentations on the topic. Throughout SY2016-17, Dr. López conducted a number of training sessions:

2016-2017	TUSD Two-Way Dual Language Task Force (Lee Instructional Resource Center and other locations)
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6/1/16	Multicultural Education Professional Development (Davis Bilingual)
6/15/16	Keynote: Pueblo Institute for Transformation and Equity (Pueblo High)
1/11/17	Professional Development (Myers/Ganoung Elementary)
2/28/17	Adelante Program (keynote and workshop) (Tucson High)
4/30/17	Multicultural Symposium (keynote Catalina High)
6/15-17/17	Institute for Culturally Responsive Education 2017
6/19/17	Language Learning Symposium (three breakout sessions; Tucson High)

As noted above, Dr. López served as the expert scholar in guiding the District's work on the Culturally Responsive Professional Development Plan (CRPD). In this capacity, she trained a cohort of facilitators in culturally responsive practices throughout the 2017 spring semester. The implementation of culturally responsive practices and the training of all certificated staff will occur in fall 2017. This training will consist of eight training sessions for site staff and is designed to build teachers' skills and sensibilities in the area of multicultural and culturally responsive education. The sessions also will build teachers' pedagogical skills and provide research-based background knowledge of culturally responsive education.

In addition to providing professional development opportunities to administrators and certificated staff, Dr. López conducted a review of multicultural literature resources available to the District. This review complements the purchase of multicultural literacy books purchased the previous school year. Additionally, she conducted a review of culturally relevant course curriculum maps in social studies and ELA. She provided her input to help District leadership better evaluate curriculum within multicultural and culturally relevant departments.

e. CRPI Conference Presentations and Community Outreach

During SY2016-17, the CRPI department participated in numerous events to broaden knowledge and understanding of culturally responsive practices throughout the District and community.

- CRPI staff presented on the topic of student engagement at the Multi-Cultural Symposium (**Appendix V – 150, Schedule Multicultural**

Symposium 2016-2017Revised). The District’s African American Student Services Department sponsored the event (**Appendix V – 151, Cultural Responsiveness in the Classroom Presentation at Multicultural Symposium**). The keynote speaker was Dr. López, whose presentation mirrored much of the work she has done on culturally responsive practices in education.

- CRPI staff presented on various topics at the Adelante Conference, sponsored by the MASS Department at Tucson High Magnet School on March 4, 2017 (**Appendix V – 152, Adelante Presentation 16-17 and Appendix V – 153, Adelante Email Invite Sample**). This community service event promoted academic excellence. Various departments were invited to present and highlighted community assets and culturally responsive education.
- The CRPI department presented to District staff and community members at the District-sponsored event IMPACT Tucson. The event, discussed in more detail later in this section, centered on an anti-bullying message, and CRPI presented on the negative impact of unintentional microaggressions in the educational environment.
- As noted above, Dr. López presented at various sites on the topic of culturally responsive practices at events such as Adelante, the Multicultural Symposium, the Institute for Culturally Responsive Education 2017, and at sites when requested.
- CRPI staff collaborated with the community organization Amistades to promote “Segundo de Febrero” (Second of February), which was billed as an event to recognize and commemorate the signing of the Treaty of Guadalupe Hidalgo. Amistades is a Latino non-profit community development organization committed to providing culturally responsive services, advocacy for social justice, and community empowerment. Though it was a community event, teachers were invited to attend. CRPI staff presented on the importance of culturally relevant curriculum and culturally responsive educational approaches.
- MASS success specialists attended CRPI Tier 1 professional development on a monthly basis. These eight monthly trainings were instrumental in the development of collaborative efforts between the MASS and CRPI departments. Additionally, key members of MASS were invited to participate in the Tier 2 training for CRPI (**Appendix V –**

154, CR PD Tier 1 Agenda and Appendix V – 155, Tier 1 Theories and Topics Schedule).

3. Multicultural Classroom Curriculum

The District's multicultural curriculum provides a range of opportunities for students to conduct research, improve critical thinking and learning skills, and participate in a positive and inclusive climate in classes. The District developed curricula to engage students in relevant, thought-provoking content that would be meaningful and interesting to all students.⁷⁰ The stages of District multicultural curriculum transformation are as follows: review of curriculum of the mainstream, recognitions of heroes and holidays, resource integration, structural reform, and multicultural social action and awareness. During SY2016-17, the Multicultural Curriculum Development (MCD) developed and implemented the first three stages. The last two stages will be developed and implemented during SY2017-18.

a. Review of Curriculum

During SY2016-17, the Multicultural Curriculum Department reviewed the District's K-12 curriculum maps in ELA, math, science, and social studies. After conducting the reviews, the MCD developed recommendations to reconstruct districtwide curriculum to embrace equitable inclusion and representation of all racial, ethnic, and cultural groups. The District adopted these recommendations. ELA curriculum reconstruction occurred in SY2016-17; science curriculum will be reviewed in SY2017-18. The MCD designed the recommendations to facilitate the kind of inquiry-based teaching that refines and extends student skills in reading comprehension, critical thinking, and oral and written communication (**Appendix V – 297, Social Studies K-5 Recommendations and Appendix V – 156, MCcurrDevInitiative Recommendations**).

The Curriculum Development Department created core curriculum maps using the Anti-bias Framework, developed by the Southern Poverty Law Center, as the foundational basis to assist teachers in developing engaging and relevant lesson plans (**Appendix V – 157, Antibiasframework**). This resource helps connect teachers and students to instructional lesson planning and activities through the lens of identity, diversity, justice, and action. By using this model, the District's

⁷⁰ The USP directs the District to employ multicultural curricula that integrate "racially and ethnically diverse perspectives and experiences" (USP § V(E)(6)(a)(i)).

multicultural curriculum served as a foundation for the implementation of culturally responsive strategies (**Appendix V – 158, MC CR Articulation Diagram2**).

Social Studies

The District redesigned social studies content into thematic units that explore social, cultural, and economic issues from multiple perspectives. The Anti-bias Framework lens applies to the teaching and learning of the issues and conceptual understandings across all grades, K-12. Included in the maps are multicultural resources, instructional activities, and supplemental materials as well as digital and media resources (**Appendix V – 159, Social Studies Curriculum Map**).

In April 2017, the MCD provided training on K-5 social studies unit template design. The training included integration of ethnically and culturally diverse perspectives, experiences, and strategies. The units provide students with a range of opportunities to conduct research, improve critical thinking and learning skills, and develop a sense of civic responsibility. Multicultural coordinators developed exemplar social studies units that serve as templates by the social studies unit writing team for use by classroom teachers.

Math

The MCD also recommended that mathematics curriculum address several topics, including the need for relevance through real-life applications, emphasis on more problem solving, hands-on activities, interactive learning experiences, and alternative assessments. The District has adopted these recommendations and will develop and implement them in SY2017-18. To open and extend learning opportunities for all students/learners, multicultural educators in mathematics can implement several strategies when teaching mathematics in the classroom:

- Incorporate mathematics developed in various cultures (e.g., ethno mathematics).
- Develop students' mathematical understanding by using their cultural and social referents to center their experiences in the learning process (e.g., funds of knowledge).
- Use an equity orientation that facilitates access to math for all students.
- Leverage the skills and content of mathematics to advance justice in schools and communities.

In collaboration with UA professors, the MCD conducted trainings to introduce math teachers to the concept of multicultural math content with a social justice focus. Dr. Martha Civil, an internationally known culturally responsive math expert, and Dr. Lynette Brunderman, PLC expert and professor of policy and practice, facilitated sessions with District math teachers. The training sessions focused on implementing this new approach to teaching math that includes diverse learning and cultural representations (**Appendix V – 160, Introductory invitation letter for culturally responsive math** and **Appendix V – 161, UoAmathtraining1**).

b. Heroes and Holidays/Resource Integration

Multicultural Curriculum Libraries

MCD staff developed multicultural curriculum libraries for District staff and the broader community.⁷¹ The contemporary multilingual and multicultural resources and materials represent a wide range of perspectives and cultures, representative of the District's diverse population. The libraries provide opportunities for children and caregivers to hear stories and interact with characters whose lives and experiences are different from their own. This global perspective of the world helps develop cultural competence and moves students beyond their immediate environment (**Appendix V – 162, TUSD MC Library at LIRC**).

The District organized resources and materials by regions, themes, and cultures. Each library has an annotated bibliography of the book titles, supplemental information, artifacts, and examples of how to develop text sets, engagements, and lesson plans to use with the books.

c. Curriculum Resource Efforts

Culture Kits

MCD staff researched and developed contemporary culture kits as powerful teaching tools for engaging students in hands-on exploration of culture. The kits help teachers integrate global and intercultural education in the classroom in many subject areas and across multiple grade levels. Each kit has sample standards based on multicultural lesson plans, contemporary multicultural literature, videos,

⁷¹ These libraries are available at the Educational Resource Center located at the District's Lee Instructional Resource Center (LIRC).

clothing/textiles, and artifacts (**Appendix V – 163, Sample Contemporary Culture Kits** and **Appendix V – 164, Culture Kit Guidelines**). Both the MCD and Curriculum Development Department will continue to refurbish and update culture kits for implementation during SY2017-18. In addition, the departments will provide training on the appropriate use of these kits in the classroom.

d. Additional Professional Development

The MCD selected 26 teachers from grades K-12 (two per grade level) to participate in multicultural curriculum development trainings and integrate contemporary multicultural literary resources into K-12 ELA, math, science, and social studies curriculum maps (Version 4.0). The resources derived from a multicultural curriculum initiative designed to prepare teachers and students to work toward structural equality/equity and inclusion by engaging them in critical thinking around issues of race, sexism, disability, classism, linguisticism, and religious intolerance. By utilizing these resources, teachers developed well-aligned, articulated curricula and modules responsive to the District's diverse student populations. The trainings began in August 2016 and continued throughout the school year (**Appendix V – 165, MC Curriculum Development Teacher Training** and **Appendix V – 166, MC Narrative Professional Development**).

F. Targeted Academic Intervention and Supports for African American Students

1. Student Interventions and Supports

The District has developed and implemented systems for identifying African American students in need of specific interventions to provide targeted support to those who are struggling or disengaged in school. In SY2016-17, the AASS Department and the District implemented six systems to provide targeted support to students: (a) MTSS, (b) the four-pronged approach to identifying and providing support for at-risk students, (c) mentoring and tutoring supports, (d) use of the online Student Equity and Intervention Request for Service form, (e) enrichment and summer experiences, and (f) parent engagement events.

a. Multi-Tiered System of Supports

In SY2016-17, Tucson Unified continued to use the MTSS model, a process for providing a series of academic and behavioral interventions, academic teams, and other supports for students, including African American students. To further support this model in SY2016-17, the District hired 31 MTSS coordinators to

facilitate academic and behavior intervention teams at schools with the greatest need. In schools that were not assigned an MTSS coordinator, the principal or principal designee served as the MTSS coordinator. All MTSS school teams were required to meet a minimum of two times per month (**Appendix V – 167, MTSS Facilitators SY2016-17** and **Appendix V – 168, AASSD Agenda MTSS Facilitators 1617**).

To support the MTSS process and continue the application of tiered support for gathering data, identifying students, and providing appropriate interventions (e.g., academics, advocacy, attendance, behavior, college and career readiness, and credit recovery), AASS specialists served on the MTSS team at assigned school sites.

The AASS department applied and coordinated several strategies in support of the MTSS model and targeted academic interventions to improve the academic and behavior outcomes for African American students and support post-secondary opportunities. More information can be found in Section V.D of this report, including information on MTSS and the Clarity flagging system.

b. The Four-Pronged Approach

In addition to supporting all students in the MTSS process, the AASS department continued to implement the four-pronged approach to identify students at-risk in one or more key areas (Attendance, Behavior, Credit Acquisition/Recovery, and Grades). AASS staff provided Tier 2 and Tier 3 academic, behavior, and social support to approximately 600 African American students—40 students per specialist—at the 32 sites served directly by specialists during SY2016-17⁷² (**Appendix V – 169, AASSD 1st Quarter Site Assig 1617** and **Appendix V – 170, AASSD 4th Quarter Site Assig 1617**).

In SY2016-17, African American students made up 9 percent of total District enrollment. The AASS department assigned student success specialists to designated schools based on overall school population, the percent of African American students enrolled, student discipline, and District assessment data. The District identified schools based on AzMERIT ELA and math data to examine the gap between white and African American students in those subjects. The District

⁷² Blenman, Bloom, Cragin, Erickson, Holladay, Myers/Ganoung, Steele, Tully, Wheeler, Whitmore, and Wright elementary schools; Booth-Fickett, Dietz, Roberts-Naylor, Roskrug, and Safford K-8 schools; Doolen, Gridley, Magee, Mansfeld, Secrist, Utterback, and Vail middle schools; Catalina, Cholla, Palo Verde, Rincon/University, Sabino, Sahuaro, Santa Rita, and Tucson high schools.

selected schools where a gap existed and when a school's tested n-size was at least 40 African American and 40 white students tested.

Fifteen AASS specialists provided mentoring and case-management support at the 32 District schools mentioned above. The department selected schools with at least a 10 percent achievement gap in ELA or ELA and math. One of the specialists had specific experience and knowledge of working with African refugee students. Each specialist provided support based on the site team leadership (principal/leadership team) and site team MTSS process. The AASS specialists based their primary focus of support on the established four-pronged approach noted earlier in this section and collaborated with specialists in other departments to better serve and support students.

The ExEd department assigned two behavior specialist, funded by the AASS department, to provide Tier 2 and Tier 3 behavior intervention support for K-12 African American ExEd students districtwide. Site AASS specialists collaborated with the behavior specialist to meet student needs and follow up with staff and parents at the schools. The behavior specialist participated on MTSS teams and in discipline hearings and provided guidance in the development of Individual Education Plans and 504 and behavior plans.

The AASS specialists participated in 80 percent of all long-term suspension hearings involving African American students in SY2016-17. The purpose of this support was to ensure equitable discipline and consequences for these students.

During Secondary Leadership director meetings, the AASS director, in collaboration with other department directors, reviewed the quarterly discipline data reports to monitor and adjust site support and/or provide an additional service. An example of a positive outcome from this process was a workshop held at a District school that focused on developing leadership skills for middle school African American boys.

In SY2015-16, AASS specialists documented time-on-task and services provided in the Grant Tracker software program. However, in January 2017, the specialists began using the new early warning system, Clarity, to monitor the academic, behavior, and social progress of students served.

In SY2016-17, the District offered AASS specialists numerous training opportunities designed to better support struggling or underperforming students. District administrators and directors attended training on both MTSS and PBIS so

that they in turn could train their department specialists on how to implement MTSS school teams and how MTSS school teams should implement PBIS (**Appendix V – 171, AASSD PDs Training 1617** and **Appendix V – 172, ILA PD Schedule 1617**). In addition, the District hired a Restorative Practices coordinator to monitor MTSS teams and the MTSS process.

The AASS director also applied the train-the-trainer model to train staff in the MTSS and PBIS protocols. AASS staff participated in site-based professional development at their assigned school sites, as well (**Appendix V – 173, AASSD Sample Early Release Wed 1617**). Additionally, AASS specialists participated in a departmental training by District experts on culturally responsive practices, child reporting laws, how to monitor student academic and behavior progress using Clarity, and how to monitor academic performance on benchmark assessments using SchoolCity (**Appendix V – 171, AASSD PDs Trainings 1617**).

c. Mentoring and Tutoring Support

i. Mentoring Support

In SY2016-17, the AASS department and its community partners provided more than 30 opportunities for African American students in schools across the District to connect with mentors, college students, and local professionals and related programs (**Appendix V – 174, AASSD Partnerships Mentoring Prog 1617**). For example, the African American Young Professionals (AAYP) group and the UA Project SOAR (Student Outreach for Access and Resiliency) provided weekly mentoring to individual students and small groups. At Palo Verde High, the AAYP collaborated with the District to mentor 20 young men on a weekly basis. The students met professionals working in the community and learned leadership development skills.

ii. Tutoring Support

The AASS department offered free math tutoring, *Too Cool Tutoring Tuesday*, to students in grades 6-12 on Tuesdays during the school year at Tucson High (**Appendix V – 175, AASSD Too Cool Tutoring Tuesday 1617**). In this program, community volunteers and UA math students provided mathematics and writing support and mentoring to students. Students received general information on creating “safe” homework times and locations within the home, communicating with parents about school, reviewing grades in the new SIS, Synergy, and planning for college.

d. Student Equity and Intervention Request for Service Form

In addition to the various supports provided by AASS at designated sites, the department provided an online Student Equity and Intervention Request for Service form as a support to schools that did not have an assigned AASS specialist (**Appendix V – 176, AASSD InterventionRequestForService**). When principals, MTSS coordinators, or MTSS teams needed assistance with observations for students or with developing a behavioral or academic plan, they made a request using this online form. The AASS department received 22 documented online requests for services and referrals in SY2016-17, in addition to emails and phone calls by school sites requesting support. To address requests, the AASS director responded to the requester by email or assigned the request to a student success specialist.

As mentioned previously, the AASS department collaborated with the ExEd department for behavior interventions support. In some instances, such as severe behavior concerns, the AASS director would forward the request to the behavior specialists to respond.

e. Enrichment and Summer Experiences

i. Enrichment Experiences

In SY2016-17, the AASS team implemented multiple enrichment opportunities for K-12 students throughout the District. The department designed these enrichment opportunities to motivate students and help them understand their culture. Enrichment opportunities included a “Books, Black History and Breakfast” student and parent event, African American College Planning Day, African American Youth Heritage Day, Harambee Cultural Concert (for elementary students), “A Road to College,” and The State of Black Arizona STEM Summit for middle school students. These events are discussed below.

The AASS department collaborated with the UA African American Student Affairs Office for the “Books, Black History and Breakfast” and the College Planning Day to connect K-12 students with college students (**Appendix V – 177, AASSD 2ndQPMBooksBB1617press**).

The 9th Annual African American Youth Heritage Day focused on career awareness and exposing high school students to successful leaders in the African American community. Students listened to representatives from historically black colleges and universities (HBCUs) and participated in college planning workshops.

Approximately 425 District high school students participated (**Appendix V – 178, AASSDHeritageDay2017**).

Thirty-seven students at Palo Verde High participated in a year-long series of workshops on leadership and empowerment organized by the AAYP group. In addition, The State of Black Arizona organization partnered with AASS to host a middle school STEM Summit for approximately 90 students in December 2016. Middle school students participated in computer hardware, chemistry, aerospace, and computer coding workshops during the summit (**Appendix V – 179, AASSD STEMSummit12.10.16**).

ii. Summer School and Summer Programs

In SY2016-17, the AASS director collaborated with other department directors to support the District's summer school programs. The AASS staff made follow-up calls to 8th grade students and families who needed to attend summer school for ELA and/or math. In addition, AASS and Secondary Leadership provided 30 scholarships to students needing to make up or recover coursework (**Appendix V – 180, AASSD SummerSchoolList2017**).

The AASS and the MASS directors collaborated to organize Camp Invention, a free half-day summer enrichment program in June 2017 for 150 Hispanic and African American students entering 4th through 6th grade. Students participated in STEM (Science, Technology, Engineering, and Math) and reading workshops at Booth-Fickett K-8 and Pueblo Gardens K-8 schools (**Appendix V – 181, CampInvention2017**).

The AASS team also piloted a three-week high school enrichment program held at Tucson High for African American students entering grades 9-12. Forty-five students participated in workshops focused on character and leadership development, academic enrichment, fine arts, and college and career readiness (**Appendix V – 182, AASSD HSSummerEnrichment2017**). AASS staff promoted other District summer schools such as AP Boot Camp and Summer Bridge Program (see Section V.D and G in this report).

f. Parent Advisory Committee

In addition to quarterly information events discussed below, the AASS director met three times with the African American Parent Conference (AAPC) Advisory Committee (**Appendix V – 183, AAPCprogram2016**). Membership included community stakeholders and District parents. The purpose of the advisory

meetings was to gather advice and feedback on the direction and program format for the AAPC quarterly informational event. The committee provided feedback on behalf of the greater community regarding topics and workshops to be included in the AAPC events for parents and students.

g. AASS and MASS Collaboration

In SY2016-17, the AASS and MASS directors partnered to provide information to principals, MTSS coordinators, and counselors of each departments' services. Both directors presented on their departmental functions and support services and on how to request support (**Appendix V – 184, AASSD PrincipalAgendaBusines11.03.2016**).

2. Quarterly Information Events

The USP requires the District to host quarterly events at schools, or clusters of schools, serving African American and Hispanic students. USP § V(E)(7-8)(d). In SY2016-17, the AASS department continued hosting quarterly events and implemented several parent/community information events to strengthen and increase family engagement. These included quarterly parent information and recognition events, African American community forums and advisory boards, cross-departmental parent events, and site-based (school) events. The site-based events were organized by the hosting school or in partnership with an AASS team member.

The goal of quarterly parent information events is to help parents become more informed and involved in their students' educational growth. As part of their training and preparation for conducting quarterly parent events and school/site-based parent events, AASS specialists reviewed and analyzed materials from prior trainings. The meetings where these reviews occurred provided opportunities to help specialists plan events, assisted specialists with selecting educational resources, and provided District departments with information for parents. Additionally, families were invited to participate in districtwide parent events and community events that AASS coordinated.

a. Quarterly Parent Information Events

In SY2016-17, the AASS department hosted, organized, and served as the lead organizer of eighteen quarterly informational events for parents (**V – 185, AASSD QuarterlyChart201617**). The quarterly parent information and recognition events served several purposes: to inform parents about strategies to support their

children in school (e.g., new Synergy system, AASS support, ALE) (**Appendix V – 186, AASSD 2016Brochure**); offer workshops about college and career readiness (e.g., Parent University, AAPC); connect families to District departments (Family and Community Outreach); connect families to college outreach programs (PCC, UA); and connect families to community organizations (Cenpatico, Literacy Connects, Pima County Public Library) for additional services.

Examples of District departments, colleges, and community organizations that provided information during quarterly parent information events included the AASS and ALE departments, the UA and PCC, The State of Black Arizona STEM Initiative, Grand Canyon University, Tucson Urban League, Pima County JTED, and Tucson Parks and Recreation Department (**Appendix V – 187, AASSD QPIM ResourceSY1617**).

The AASS department presented the following topics during these events: United Negro College Fund and scholarship opportunities; AzMERIT and the Arizona College and Career Readiness Standards; career awareness and resource fairs; college preparation (financial aid, admission); navigating the District (Synergy, MTSS, PBIS, promotion and retention guidelines); International Baccalaureate program; and magnet programs.

The AASS team planned and prepared for the quarterly information events at the start of SY2016-17 by implementing several systematic steps before each informational event. The team agreed upon dates for the events, contacted site administrators to host the quarterly events, developed letters and flyers, and mailed them to parents. Additionally, the department assigned specific team members to participate as presenters, prepare the parent meeting agenda, and secure District and community materials and table exhibitors and other resources (**Appendix V – 188, AASSD STEMPQ1617**). The department used an event checklist to complete the above-mentioned tasks (**Appendix V – 189, AASSD QPMCL1617**).

Prior to each quarterly information event, the AASS team communicated with parents using a number of strategies: emailing community members and a listserv provided by technology services, mailing letters home to K-12 students being honored at the quarterly event, using ParentLink to invite all families, distributing flyers and press releases, and making phone calls (**Appendix V – 177, AASSD 2ndQPMBooksBB1617press** and **Appendix V – 190, AASSD Press FisherEvent1617**). Also, at various times prior to quarterly information meetings, the AASS director posted an announcement in SharePoint (internal communication

portal) for site administrators and sent invitations to community organizations and parents (**Appendix V – 191, AASSD 1stQPIM1617** and **Appendix V – 192, AASSD 2ndQSaveDate1617**).

b. First Quarter Events

The first quarterly event of the year for parents was IMPACT Tucson, held in July 2016. The District and Justice 4 America partnered to present this community-wide forum to explore bullying, behavior, and the bravery it takes to make meaningful change that leads to a safe learning environment for all children. IMPACT Tucson events were a cross-departmental effort utilizing resources from AASS, MASS, Secondary Leadership, Family and Community Outreach, Title I, and Communications and Media Relations. The AASS director served as the lead organizer. The forum addressed bullying prevention, racial and ethnic disparities, Restorative Practices, and the school-to-prison pipeline (**Appendix V – 193, IMPACTProgramJuly2016**). IMPACT Tucson hosted more than 30 service organizations and District offices to connect families with resources. Service providers provided health checks, eye exams, and haircuts as an additional service to families.

The second information event of the first quarter focused on providing parents, students, and community members with hope for each child's future through a collaboration between AASS and the Kids at Hope organization.⁷³ The keynote speaker was Antwone Fisher, internationally recognized author, poet, and screenwriter. Fisher, whose life was the inspiration for a major motion picture starring Denzel Washington, spoke about the importance of supportive living and learning environments and inspired students and parents with his life story about overcoming obstacles (**Appendix V – 194, AASSD 1stQrtr Antwone Fisher**). This event was held at Palo Verde High and all parents were invited through ParentLink. AASS specialists also made phone calls home and provided information for African American students to take home to encourage attendance (**Appendix V – 190, AASSD Press FisherEvent1617**).

⁷³ Kids at Hope is a national organization whose stated mission is: "Kids at Hope inspires, empowers and transforms schools, organizations servicing you and entire communities to create an environment and culture where all children experience success."

c. Second Quarter Events

The AASS department organized six quarterly parent events and three collaborative events during the second quarter.⁷⁴ The African American Parent Conference was a collaborative project organized by the AASS department and members of the greater African American community. The conference provided parents with timely information on how to best support their children in school and connected them with as many District and community resources as possible. Breakout sessions focused on safe and inclusive learning environments and parent engagement. The United Negro College Fund hosted a workshop for high school students that is discussed below (**Appendix V – 196, AAParentConf postcard, Appendix V – 197, AAPCprogram2016, Appendix V – 198, AASSD AAPCannouncement2016, and Appendix V – 199, AAPCParent Toolkit Dr Phipps**).

In addition, the AASS director served as the lead District coordinator for the District's annual Parent University. This event is a collaborative partnership with Pima Community College-West Campus, PCC Grants Office, and several District departments, including Advanced Learning Experiences, Magnet Programs, MASS, Native American Student Services, FRCs, and Title 1. The AASS department designed the event to educate parents and students about college planning and college support resources while allowing them to experience a college campus environment. The AASS held approximately five meetings with PCC staff to plan and coordinate the parent information event (**Appendix V – 200, ParentU2016Program**). Students and parents attended workshops about financial aid, college applications and admissions, and college student athletes.

To inform parents about Parent University, specialists made phone calls to parents, gave students materials to take home, and spoke with parents face to face. The AASS director also used ParentLink and email to inform parents and community members about the event.

⁷⁴ In addition to the events discussed here, the AASS department also organized Books, Black History and Breakfast, which connected families to free reading materials, Pima County Library resources, strategies to support reading, and information about the UA African American Student Affairs Office, and also organized regional parent meetings at Booth-Fickett K-8 and Mansfield Middle School to inform parents about AASS, Synergy, and how to monitor their child's academic progress online (**Appendix V – 195, AASSD 2nd QuarterPMflier**). AASS also partnered with the District's Guidance and Counseling Department and the Tucson Chapter of The Links, Incorporated, to provide college planning materials, college interview questions, and STEM information during the 43rd TUSD Annual Tucson College Night.

d. Third Quarter Events

AASS partnered with The State of Black Arizona STEM Initiative for the STEM parent workshop to continue exposing students and parents to STEM opportunities in Arizona (**Appendix V – 201, AASSD 3rdQtrSTEM1617** and **Appendix V – 202, AASSD 3rdQtrSTEMDraft**). Parents received detailed data on Arizona's African American demographics in the areas of STEM degrees, careers, and opportunities. The AASS department also honored students who completed the STEM Summit in December 2016, which is described below.

The AASS department continued to examine how to best connect with parents in the community. One new strategy implemented in 2016-17 was to bring more resources directly into the community. In February 2017, the AASS department, in collaboration with the District's Fine and Performing Arts Department, used Tucson Unified's Artsmobiles to give a presentation on the history of African Americans in the arts to members of the Rising Star Baptist Church. The presentation, during Black History Month, recognized and honored African American contributions to the fine arts and was an opportunity to connect with hundreds of African American students and parents.

e. Fourth Quarter Events

In the fourth quarter, the AASS department implemented two quarterly information events and four parent information events. The AASS team collaborated with other District departments to host IMPACT Tucson 2.0 in April 2017 at Palo Verde High. The forum continued the dialogue on bullying prevention and provided parent workshops addressing Restorative Practices, child trauma, cyberbullying, guidelines for students rights and responsibilities, microaggressions, and racial disparities (**Appendix V – 203, AASSD 4thQtr Impact2Program**).

The AASS department also hosted the 31st Annual African American Student Recognition Program at the UA Grand Ballroom in the Student Union. To make the event more meaningful in SY2016-17, the AASS team embedded a resource fair with ten service/resource providers, including the UA Early Academic Outreach Offices, the Community Foundation of Southern Arizona, AAYP group, CHOICE mentoring program, and the District's ALE department. Students and families spoke with college outreach counselors and Tucson Unified ALE and GATE staff and asked members of AAYP about college and career choices (**Appendix V – 204, AASSD StudentRecSaveDate2017** and **Appendix V – 205, AASSD RecProgram2017**).

f. Site-based Quarterly Parent Events

The AASS specialists also participated in school site-based quarterly parent events. Specialists participated and attended school open houses and other parent events. Although the site-based nights were not organized by the AASS team, each site-based parent night presented an opportunity to increase African American parent engagement.

g. African American Community Forums and Advisory Boards

To further communicate and connect with students, parents, and the community, the AASS director served on community advisory boards, including the Community Foundation of Southern Arizona's African American Initiative and the UA African American Advisory Council to the President, and attended several community forums hosted by the Interdenominational Ministerial Alliance of Tucson (**Appendix V – 206, IMA CAT Agenda 11.21.16**). These community connections served as avenues to inform families and the general public about upcoming events pertaining to African American students and families in the District and address the needs of students.

h. Parent Survey

The eighteen SY2016-17 quarterly parent events involving the AASS team represented an increase in the number of events from previous years. The team implemented six such events in SY2014-15 and eleven in SY2015-16. To assess the effectiveness of quarterly information events, the AASS department asked parents and its staff to provide feedback, both verbal and written, on these events to help plan for future information sessions and supports (**Appendix V – 207, Sample IMPACT Tucson Survey Results Fall 2016**).

3. Collaboration with Local Colleges and Universities

The USP requires that the District collaborate with local colleges and universities and identify college students, including District alumni, to provide learning support and guidance to African American students through mentoring, teaching assistance and other methods. In SY2016-17, the AASS department provided various types of opportunities for District students, including collaborative opportunities with local higher education institutions, various types of mentoring support, and opportunities to engage with students at HBCUs.

a. College and University Partnerships

In SY2016-17, the AASS department collaborated with PCC, UA, multiple HBCUs, and graduates from the above-mentioned higher education institutions. The department collaborated with seventeen college/university programs and local organizations in partnerships to connect K-12 students and their families to college and career readiness information, resources, and people⁷⁵ (**Appendix V – 208, AASSD PartnershipsMentoringProg1617**).

Approximately 90 college students and community members served as mentors to provide learning support, mentoring, and guidance to approximately 300 students on a weekly or biweekly basis. In addition, the AASS department provided students with additional one-time mentoring and career awareness opportunities to engage with college athletes, past professional athletes, professionals in the workplace, UA graduate students, and college staff. *Id.*

i. University of Arizona

In January 2017, the AASS director served on the UA African American College Planning Day Committee to assist in developing the program agenda and recruiting families and students. The event was on February 25, 2017, at the UA Student Union (**Appendix V – 209, UofACollegeDayWeb2017**). Students and parents learned about the university's admissions process, the African American Student Affairs Office, and financial aid opportunities and talked with current undergraduate and graduate students about their college experiences. The event focused on connecting African American families, students, and the community to the UA and connecting families with resources for future college planning support.

ii. Pima Community College

As discussed previously, the AASS and MASS departments partnered with PCC for the annual Parent University in December 2016 for students, families, and community members. Several of the Parent University workshops included presentations by current PCC college students who shared their stories as college athletes and discussed their college experiences. Other workshops focused on

⁷⁵ UA Project SOAR, UA African American Student Affairs Office, UA MathCats/WordCats, UA Athletics, Pima Community College-West Campus, PCC Grants Office, Education Enrichment Foundation, Community Foundation of Southern Arizona AAYP, Tucson Graduate Chapter of Alpha Phi Alpha Fraternity, Tucson Graduate Chapter of Delta Sigma Theta, Tucson Chapter of the Links Organization, UA Academic Outreach Office, The State of Black Arizona, Tucson Southern Arizona Black College Community Support Group, Thrive Generations, Tucson Urban League, and UA Building Leaders and Creating Knowledge (B.L.A.C.K.).

financial aid, the admissions process, and workshops for students in elementary school (**Appendix V – 210, Parent University SY2016-17** and **Appendix V – 238, ParentU Poster**).

iii. Guidance and Counseling College Collaboration

In SY2016-17, the AASS department continued collaborating with the District Guidance and Counseling Department and college and career readiness coordinators to provide services for students. In October 2016, AASS, together with the District counseling department and The Links, Incorporated organization, provided college planning and scholarship information and STEM career information to 100 students and families at the 43rd Annual Tucson College Night (**Appendix V – 211, LinksQuestions2016, Appendix V – 212, LinkSTEM2016, and Appendix V – 213, LinksWhatIsSTEAM2016**).

The AASS department also collaborated with the UA African American Student Affairs Office's B.L.A.C.K. program and Tucson Unified college and career readiness coordinators at Palo Verde, Sahuaro, and Rincon high schools to offer "A Road to College" program to approximately 75 students (**Appendix V – 214, RoadToCollegeLetter2016 and Appendix V – 215, UofABLACKwebpage2016**). In this program, high school students met with first-year college students to discuss transitioning to college, overcoming barriers to college, and applying for scholarships and other financial aid. The B.L.A.C.K. (Building Leaders and Creating Knowledge) program provides opportunities for college students to participate in off-campus projects and service learning experiences within the Tucson community. In addition, the AASS department worked with college and career readiness coordinators and other school-site staff to provide scholarship information and opportunities for students to interact with college students and local graduates.

iv. United Negro College Fund

On November 19, 2016, the District and the AASS department hosted the 2nd Annual AAPC at Palo Verde High. To include programming for high school students attending the conference, the United Negro College Fund hosted a workshop to teach students how to create a scholarship application profile and talked with students about the college application and scholarship process. Approximately 30 students participated in the workshop (**Appendix V – 216, AAPCUNCFworkshop, Appendix V – 217, AASSD UNCFBrochure1617, and Appendix V – 218, AASSD UNCFStudentScholarshipInfoGuide2017**).

v. College Scholarships

For the past seven years, the AASS department has provided two scholarships to assist students with furthering their education beyond high school. In SY2016-17, the department and members of the District and the greater community honored twelve graduating seniors with more than \$20,000 in scholarships to further their education.

b. Mentor Support for College Attendance

In SY2016-17, the AASS department partnered with the UA's American Student Affairs Office, UA Athletics, and UA Project SOAR to recruit students as mentors (**Appendix V – 208, AASSD Partnerships Mentoring Prog1617**). Project SOAR provided a one-to-one ratio between a college student mentor and a middle school student at Doolen, Magee, and Mansfeld to address academics, conflict resolution, career exploration, and the college search process. Project SOAR mentors completed training through the UA College of Education. Once appropriate paperwork was completed, site administrators and student success specialists were informed that students would be working on their campus.

To improve mentoring supports, the AASS director also assigned all AASS specialists to additional sites to serve as a mentor and lead small student groups. The purpose of this strategy was to build capacity and serve more students in more schools (**Appendix V – 219, AASSD1stQAssign2016**).

c. Community Partners for College and Career Readiness Support

To further support the District's efforts to collaborate with colleges and universities, the AASS department partnered with several community-based organizations to increase student exposure to college and career opportunities. In SY2016-17, AASS staff established a new partnership with the AAYP group to provide mentoring at Palo Verde High. Thirty male students and seven female students participated in the AAYP mentoring program, which provided six mentors (four males, two females) on a consistent basis.

The AASS department also partnered with Thrive Generations, an organization that provides eight-week leadership development seminars for middle and high school students. Twenty-five students from across the District participated in this leadership and character development program, called CHOICES. During the workshops, students in grades 7-9 connected with current undergraduate and graduate students and community members working in different careers. The

program focused on self-awareness, health choices, and positive outcomes for student's futures (**Appendix V – 220, AASSDThriveChoices2017** and **Appendix V – 221, ChoicesParentLetter2017**). In addition to supporting and mentoring students, AASS and Thrive Generation hosted four workshops on parenting for parents of participating CHOICE students.

The AASS department also continued partnerships with The State of Black Arizona and the Southern Arizona Black College Community Support Group. The State of Black Arizona hosted a STEM Summit in December 2016 for approximately 90 middle school students who participated in computer hardware, chemistry, aerospace, and computer coding workshops. The summit connected students to African American leaders working in the areas of science, technology, engineering, and math (**Appendix V – 222, AASSD STEMSummit12.10.16**). In February 2017, the AASS department partnered with the Southern Arizona Black College Community Support Group for the 9th Annual African American Youth Heritage Day. Approximately 425 District high school students attended the event, which focused on financing college, college athletics, STEM careers, and planning for college. The event also exposed students to successful leaders in the African American community and to representatives from HBCUs (**Appendix V – 223, AASSD HeritageDay2017** and **Appendix V – 224, Heritage Program final**).

Other community partnerships included working with the Graduate Chapter of Delta Sigma Theta Sorority for a girls' mentoring program at Tucson High and with members of the AAYP group for leadership development, exposure to college students, and career readiness discussions. In addition, the AASS team collaborated with the Arizona Mentor Society, Tucson Parks and Recreation, The Grrrls Project, Goodwill Good Guides, Desert Men's Council, Tucson Urban League TOP program, and Trinity Missionary Baptist Church. Trinity Missionary Baptist Church provided tutors for the AASS department's Too Cool Tuesdays Tutoring sessions at Tucson High. In addition to tutoring, community members provided mentoring support (**Appendix V – 225, AASSD TooCoolTutoringTuesday1617**).

d. HBCU College Tours

In SY2016-17, the AASS department again coordinated a Black College and Cultural Tour for high school students. Students toured sixteen historically black colleges and universities in New York, Maryland, Delaware, Washington, D.C., Virginia, Pennsylvania, and North Carolina (**Appendix V – 226, BlackCollegeTour2017** and **Appendix V – 227, 2017HBCU TourList**). Two

chaperones and 15 students participated in the tour, up from one chaperone and ten students in SY2015-16.

The tour occurred during the District's spring break and was open to all Tucson Unified high school students. At Howard University, students met with Marcus Coleman, a Tucson High Magnet School alumnus and Federal Emergency Management Agency employee.

G. Targeted Academic Interventions and Supports for Hispanic Students

1. Student Interventions and Supports

In SY2016-17, the District implemented several strategies to provide targeted support to Mexican American/Hispanic students through the MASS Department. The strategies included assigning student success specialists to high need sites; mentoring students with college and community supports; continuing the implementation of the MTSS process; providing tutoring for students before and after school; supporting summer enrichment programs and recruiting students for these programs in collaboration with the AASS department; and using an online request system to facilitate requests for assistance. The District also provided appropriate interventions in the areas of academics, advocacy, attendance, behavior, college and career readiness, and credit recovery.

a. MASS Student Success Specialists

During the first quarter of SY2016-17, the MASS director assigned student success specialists to designated schools based on school enrollment of Hispanic students, discipline data, and District assessment data. For SY2016-17, there were more than 30,000 Hispanic students in the District. The director assigned thirteen MASS specialists to 39 K-12 sites for on-campus support, including nineteen of the District's lowest performing schools.⁷⁶ The District assigned specialists to all high schools so that college and career services were available for all Hispanic students. This represented a significant increase in the number of sites that were assigned a student success specialist during the previous year (seventeen). Although

⁷⁶ Bold = lowest performing schools: Blenman, **Holladay**, **Lynn/Urquides**, **Ochoa**, Mission View, **Robison**, Tolson, Maldonado, **Grijalva**, Myers/Ganoung, **Tully**, Manzo, Howell, Cavett, **Miller**, Wright, and Erickson elementary schools; Hollinger, Morgan Maxwell, **Dietz**, Roskrige, **Safford**, **Robert/Naylor**, and Pueblo Gardens K-8 schools; Doolen, Pistor, **Secrist**, **Utterback**, and **Valencia** middle schools; **Catalina**, **Cholla**, **Pueblo**, **Palo Verde**, **Santa Rita**, Sabino, Sahuaro, **Rincon**/University, and Tucson High schools.

placements changed over the course of the year due to staffing and student needs, 41 schools had an assigned specialist at the end of the school year (**Appendix V – 228, MASSD Quarterly Site Assignments for Student Success Specialists SY2016-17**).

The MASS director met with each school principal and the assigned specialist to review expectations for this support (**Appendix V – 229, MASSD Student Success Specialists Expectations for Principals SY2016-17**). Each of the four student success specialists hired to fill MASS positions in SY2016-17 were bilingual in Spanish and English and held a bachelor's degree or higher.

In collaboration with other student services departments, the MASS department modified the use of the four-pronged approach process (Attendance, Behavior, Credit Acquisition/Recovery, and Grades) for gathering data, identifying students, and providing appropriate interventions and supports. The department modified Grades to encompass Academics, including Credit Recovery, and added Advocacy and College & Career Readiness as additional prongs. These modifications were designed to enhance and expand an asset-based model that focused on assets each student brings to school every day. Through this modification, the department expanded support for advanced coursework enrollment, CRC enrollment, and college recruitment and attendance.

Working on MTSS teams, MASS specialists identified students for intervention efforts by reviewing student attendance, behavior, and academic data. MASS established in-classroom supports at each grade level to build mentor relationships, advocate for the student in the learning environment, and promote college preparation opportunities. At elementary sites, MASS specialists provided student support through math and ELA interventions. MASS specialists assigned to K-8 and middle schools focused on supporting 7th and 8th grade students enrolled in culturally relevant courses. In high schools, specialists collaborated with CR teachers to bring in guest speakers, share information on community events, and provide college enrollment information through a partnership with UA, in addition to other support services. High school MASS specialists also worked with students at risk for not graduating and assisted students with college preparation.

b. Documentation of Services

Prior to SY2016-17, student success specialists tracked their daily work and student interventions using the Grant Tracker software program. In SY2016-17, the District initiated Clarity, an early warning software program that monitors student

attendance, academic performance, and behavior indicators to identify students at risk for dropping out of school and not graduating.

Throughout fall 2016, student success specialists documented their daily efforts in Grant Tracker and began to transition to the Clarity system in January 2017. Using reports generated by the software, the MASS department tracked student intervention on an ongoing basis. The full implementation of this system in SY2017-18 will allow the MASS team to better identify at-risk students and document intervention activities.

c. MASS Targeted Behavior Supports

The ExEd department assigned one behavior specialist, funded by the MASS department, to provide Tier 2 and Tier 3 behavior intervention support for K-12 Hispanic ExEd students districtwide. Site MASS specialists collaborated with the behavior specialist to meet student needs and follow up with staff and parents at the schools. The behavior specialist contributed to MTSS teams and discipline hearings and provided guidance in the development of Individual Education Plans and 504 and behavior plans.

i. Mentoring Supports

During SY2016-17, the MASS department provided mentoring supports districtwide. Student success specialists mentored students both individually and in group settings. Additionally, MASS employed 34 volunteers who worked with specialists in mentoring programs and two volunteers for Saturday math tutoring (**Appendix V – 230, MASSD Mentor Volunteer Chart SY2016-17**). These volunteers came from various organizations, including Child & Family Resources and the UA. Twenty-three mentors were students from various programs at the university. Additional information on volunteer mentors can be found under “Collaboration with Local Colleges and Universities.”

ii. Tutoring Support

During SY2016-17, the MASS department offered after-school tutoring and homework help at nine school sites. MASS specialists partnered with 21st Century tutoring programs or provided independent tutoring opportunities before or after school (**Appendix V – 231, MASSD Tutoring SY2016-17**). Site tutoring was an extension of mentoring to build academic identity in students. MASS hired eight certified academic tutors to conduct effective interventions in addition to providing homework help.

The MASS department also conducted nine math tutoring sessions held on Saturdays from 10 a.m. to 1 p.m. at Palo Verde and Pueblo during spring 2017. During these sessions, students enrolled in 3rd grade, middle school, and high school received mathematics support from these certified academic tutors and a college volunteer and/or high school peer tutor volunteer, when available.

The District advertised this opportunity via the Tucson Unified website, the *Superintendent Newsletter*, the MASS department's website with online registration, the *Leadership Connection* to all principals, FRCs, parent informational events, and ParentLink and at all Tucson Unified schools with assigned MASS specialists (**Appendix V – 232, MASSD Saturday Math Tutoring Flier 2016-17**). Fifty-four students attended Saturday math tutoring (**Appendix V – 233, MASSD Saturday Math Tutoring Attendance SY2016-17**). Of those, 40 were Hispanic, three were African American, three were Native American, one was Asian American, and seven were white.

iii. Reading Support

In order to support students who needed improvement in their reading skills, the MASS department provided reading interventions in multiple ways, including in-class support, during scheduled intervention blocks using SuccessMaker, and sessions before or after school. In addition, reading recovery teachers from the LAD provided MASS specialists with necessary materials and guided interventions.

To provide reading interventions at the elementary and middle school levels, MASS specialists utilized online software resources such as Pima County Public Library's Language Arts program NEWSELA, Achieve 3000 Program, SchoolCity, and SuccessMaker. Achieve 3000 is an online software program that uses differentiated instruction and culturally relevant, non-fiction texts to improve students' reading and writing and prepares them for college and career success. NEWSELA builds reading comprehension through leveled articles, real-time assessments, and articles with five active reading levels, and it provides world-class news publications to engage students using culturally relevant material. In SY2016-17, MASS specialists also incorporated SchoolCity resources. For example, during tutoring sessions, specialists used the SchoolCity online sample test to reinforce and improve reading skills.

d. Quarterly Discipline Review

In SY2016-17, the MASS team reviewed site quarterly discipline data and used this information to identify students in need of behavioral support. Secondary Leadership and the student services directors reviewed data provided by the climate and culture coordinator. Student success specialists then utilized this data to target sites in need of support to help eliminate discipline disparities. For example, using data compiled by the student equity compliance officer, the MASS specialists advocated for equitable discipline and consequences in long-term hearings at assigned sites when notified by administration or through the Discipline Logs provided to student success specialists via SharePoint to assist in this process.

e. Summer School and Summer Enrichment Programs

The MASS team collaborated with other departments to support District summer school programs. The MASS and Secondary Leadership departments provided 40 summer school scholarships for students in need of credit recovery through the high school Summer Experience program (**Appendix V – 234, MASSD Summer School Scholarship List SY2016-17**). MASS specialists at high school sites coordinated with site counselors to identify Hispanic students in need of this opportunity. At middle, K-8, and high school sites, MASS specialists recruited Hispanic students for AP Boot Camp, offered to 8th-11th grade students districtwide. Sixty-five of the 105 students enrolled identified as Hispanic, meeting a demographically proportionate representation of the District (**Appendix V – 235, MASSD AP Boot Camp Recruitment SY2016-17**).

In June 2017, MASS and AASS specialists at Pueblo Gardens K-8 and Booth-Fickett K-8 collaborated to provide Camp Invention, a free half-day STEM summer enrichment program for 150 Hispanic and African American students entering grades 4-6 (**Appendix V – 236, Camp Invention Flier**). MASS also provided certified academic tutors to facilitate math interventions as a part of the weekly program.

f. Multi-Tiered System of Supports

The MASS team assisted Tucson Unified schools with struggling and disengaged students in various ways. During SY2016-17, all MASS specialists continued to participate in the implementation of the MTSS model at every assigned school site. MTSS is a framework designed to maximize achievement for all students. The MTSS teams focused on outcomes through systematic data gathering to guide educational decisions. MTSS team members created behavior plans and

interventions for students by using the best practices in PBIS. As required, MASS specialists attended at least one MTSS team meeting each week, assisted with data gathering, and monitored students they supported at assigned sites (**Appendix V – 237, MASSD MTSS Team Meetings Attended SY2016-17**). They monitored the progress of referred students, collaborated with the MTSS facilitator and/or principal to support student needs, and provided the Student Equity and Intervention Request for Service form, discussed below, when appropriate.

g. Student Equity Request for Services Form

For schools without an assigned specialist in SY2016-17, the District provided MASS assistance to principals, MTSS facilitators, or MTSS teams upon receipt of an online Student Equity and Intervention Request for Service form (**Appendix V – 239, Student Equity Request for Services Form**). The District trained all principals on the use of this form in November 2016 at an Instructional Leadership Academy session and provided an overview of the expectations for student success specialists as support (**Appendix V – 240, ILA Agenda Business November 3 2016**). The MASS department received thirteen requests for services.

h. Professional Development

i. MTSS and PBIS Training

The All-Administrator Conference professional development session held July 19, 2016, trained school site administrators and directors in PBIS so that they in return could train their MTSS school site staff on how MTSS school teams should implement PBIS at their school sites (**Appendix V – 241, Administrator Conference Agenda July 2016**). The District also trained student services directors to train their student success specialists in this area.

Additional site-based training sessions were held for PBIS and MTSS in SY2016-17 during scheduled PLC sessions. All MASS specialists attended their assigned school sites during Wednesday MTSS and PBIS trainings as well as in other intervention training sessions for SY2016-17 (**Appendix V – 242, Early Release Wednesday Professional Development**).

In addition, the MASS director coordinated and facilitated MTSS and PBIS trainings throughout SY2016-17 for MTSS team members. In spring 2017, the student success specialists attended a District training on the MTSS model. Agenda items included a review of the MTSS handbook, the role of MTSS site teams, and the effective use of Clarity in the MTSS process (**Appendix V – 243, MASSD Student**

Success Specialist MTSS Trainings SY2016-17). In addition, the MASS department presented on using the PLC model and collaborated with peers to share effective practices using MTSS resources and materials.

ii. Culturally Responsive Training

Throughout SY2016-17, MASS specialists participated in the professional development sessions provided by the CRPI department. Over the course of six Saturdays, student success specialists collaborated with CR teachers and CRPI staff to develop culturally responsive practices to better serve students and families (**Appendix V – 244, MASSD Culturally Responsive Trainings SY2016-17**). The MASS director initiated this collaboration to ensure that MASS specialists were trained as paraprofessionals in Culturally Responsive Pedagogy to support students in culturally relevant courses. Additional culturally responsive training was offered at the Multicultural Symposium in spring 2017 (**Appendix V – 245, MASSD Multicultural Symposium Materials**).

iii. Training on the Impact and Response to Trauma

Due to political and social changes affecting undocumented students and their families, the MASS director facilitated a training in fall 2016 that examined the cause and impact of trauma on individuals. The department identified concerns from students and parents at all grade levels regarding the security of their families, and these concerns manifested as traumatic experiences due to the separation of family members or undocumented status. Materials and discussion centered on the impact of trauma on student learning to address the needs of students (**Appendix V – 246, MASSD Trauma Training Materials**).

iv. Citizenship & Undocumented Student Trainings

During SY2016-17, Spanish bilingual student success specialists received training from the International Rescue Committee on the U.S. citizenship documentation process. These specialists assisted community members at the Citizenship Fair in completing the N 400 form, the first step to becoming a naturalized citizen. The department recruited K-12 parents to attend the fair, held on March 25, 2017 (**Appendix V – 247, MASSD Citizenship DACA Student Trainings SY2016-17**).

In spring 2017, MASS specialists attended the 4th Annual AZ Dream Conference for Educators, sponsored by Scholarships AZ. Participants received resources and tools to help undocumented students, who are in the United States

under the Deferred Action for Childhood Arrivals (DACA) program, gain access to post-secondary opportunities. In addition, educators learned about their rights and responsibilities when working with undocumented families. The specialists who attended the conference presented this information to other MASS team members during staff meetings and PLCs. *Id.*

v. District Data System Training

During SY2016-17, MASS specialists continued their professional development on how to analyze student data from Synergy, Grant Tracker, Clarity, and SchoolCity in order to make informed intervention decisions (**Appendix V – 248, MASSD Student Success Specialist Data Trainings SY2016-17**).

vi. Mentoring Training

In fall 2016, MASS specialists attended the Go Grrrls Facilitator Certification Training from the Grrrls Project through Child & Family Resources, Inc. Go Grrrls is a pregnancy prevention program that addresses the skills girls need to transition successfully to adulthood, including body image, decision making, and healthy relationships. Attendees develop skills for addressing issues of sexual health in ways that are non-judgmental, age-appropriate, and medically accurate.

Additionally, MASS specialists attended the UA's Office of Early Outreach College Knowledge for Counselors professional development conference, which is designed to provide counselors, administrators, and other educators with innovative ideas for creating a college-going culture in middle and high schools. This conference showcased experts who discussed the barriers students face as well as the way in which schools can prepare all youth for college and career readiness (**Appendix V – 249, MASSD Student Success Specialist Mentor Trainings SY2016-17**).

2. **Quarterly Information Events**

In SY2016-17, MASS collaborated in hosting information events to strengthen and increase parent and community engagement. The MASS director and student success specialists planned, implemented, and partnered in many parent and community engagement activities, including quarterly parent information sessions, recognition events, cross-departmental parent events, community advisory committees, and community events.

The District trained all MASS specialists to conduct and support parent quarterly sessions at assigned school sites. These sessions offered a forum in which the MASS department could present parents and families with information on educational resources available in the District and the community. The intent of these activities is to help parents become better informed and involved in their student's education as they gain access to District and community resources. Additionally, the District invited Hispanic families to participate in districtwide parent and community events.

a. Training for Student Success Specialists

The MASS director scheduled staff PLCs to review forms and invitations for parent quarterly sessions, plan and organize the sessions, and set agendas. Additionally, MASS specialists reviewed the following: USP requirements for these sessions; appropriate content to engage parents' interest; sample forms, including parent surveys; and contact information for community resources and organizations. Specialists continued to focus on implementing strategies that encouraged parents to attend the sessions (making phone calls, sending out invitations, using ParentLink) (**Appendix V – 250, MASSD Staff meetings and trainings SY2016-17**).

The District held informational workshops for MASS specialists to learn about various student programs, including GATE, AP, and culturally relevant courses, so that they could be knowledgeable when working with Hispanic students and parents and support recruiting efforts for these programs. In fall 2016, the GATE department provided training on GATE services, testing, and placements to ensure specialists had the necessary information to recruit elementary and middle school Hispanic students for the program and to accurately answer parent questions on GATE opportunities and testing in the District. MASS staff also attended GATE open houses and information nights and other recruitment events. In spring 2017, the ALE director held a workshop on Advanced Placement courses and AP Summer Boot Camp for MASS staff. MASS specialists subsequently supported recruitment efforts for AP Boot Camp by making phone calls to parents and sending ParentLink messages (**Appendix V – 251, MASSD AP ParentLink Message SY2016-17**). MASS specialists acquired detailed information on middle and high school culturally relevant courses during assigned CRPI professional development sessions. Specialists were able to inform parents on these courses as viable, rigorous educational opportunities.

The MASS department, in conjunction with the Family and Community Outreach department, provided training for community liaisons on how to conduct parent quarterly sessions for designated sites and provided informational materials for distribution to Hispanic families (**Appendix V – 252, MASSD Training Materials for Community Liaisons SY2016-17**).

b. Site-Based Parent Quarterly Information Sessions

In SY2016-17, the MASS department placed a greater emphasis on ensuring that quarterly parent sessions were held for Hispanic families at assigned school sites. In collaboration with site administrators, MASS specialists hosted 66 events for more than 4,700 parents at 32 schools over the course of the school year. MASS specialists used multiple venues to provide information about the services offered by the MASS department, District resources, community advocacy, and college preparation (**Appendix V – 253, MASSD Site-Based Parent Quarterly Information Events SY2016-17**).

c. Districtwide Parent Quarterly Information Sessions

i. Planning and Preparation

MASS staff planned and prepared for districtwide parent quarterly information events at the start of SY2016-17. The department implemented several systematic steps in preparation for each information event: staff set dates for the events, contacted site administrators to host the quarterly events, invited vendors to resource fairs, and collaborated with the Communications and Media Relations Department to develop promotional materials for parents. The department notified parents of events through the effective use of District resources, including ParentLink email and phone messages, mailed invitations, personal phone calls and emails by MASS specialists, the Tucson Unified website, MASS department website, the *Superintendent Newsletter*, and social media (**Appendix V – 254, MASSD Quarterly Parent Information Promotional Materials SY2016-17**).

ii. Quarterly Information Events

The District conducted four quarterly parent information events to inform parents about resources to support their children in school, including ParentVUE, MASS department support, college and career readiness, GATE programs, various District departments (Magnet Programs, Family and Community Outreach, and Advanced Learning Experiences), and information from community organizations.

The District also held resource fairs at each quarterly parent event. The fairs provided community agencies and District departments the opportunity to distribute literature informing parents and families of the services and programs they offer. Parents visited vendors to gather information and materials. The MASS director and specialists contacted a variety of community organizations and invited them to send representatives to each of the resource fairs to promote self-advocacy for families (**Appendix V – 255, MASSD Quarterly Information Events Resource Fair Vendors SY2016-17**).

iii. First Quarter: IMPACT Tucson

During the first quarter of SY2016-17, the District and Justice 4 America partnered to present IMPACT Tucson, a community-wide movement to explore bullying, behavior, and the bravery it takes to make meaningful change that leads to a safe learning environment for all children. IMPACT Tucson events were a cross-departmental effort utilizing resources from MASS, AASS, Secondary Leadership, Family and Community Outreach, Title I, and Communications and Media Relations. The July 2016 forum was designed to inform the community about Tucson Unified's efforts to address bullying, teach students how to behave appropriately (rather than to punish them), and empower all stakeholders to have courageous conversations about causes and solutions to systemic discipline issues. The MASS director co-presented a student-centered workshop on building roots to challenge bullying in the school, community, and home settings. MASS staff participated in a resource fair that included many other District departments and community organizations. Each department or organization provided attendees with materials and other information about student opportunities and services. ParentLink messages in English and Spanish invited Hispanic parents to IMPACT Tucson, and 500 parents and students attended (**Appendix V – 256, MASSD IMPACT Tucson Program 07-30-16**).

In April 2017, the District held IMPACT Tucson 2.0 at Palo Verde High. The MASS director served on the planning committee for this event, which was designed to end bullying in District schools. MASS staff recruited Hispanic parents to attend the event and tallied 150 student and parent participants. MASS specialists collaborated with other District departments to coordinate workshop sessions for parents and students, and District staff and community speakers gave presentations. Additionally, MASS staff participated in a resource fair at the event (**Appendix V – 257, MASSD IMPACT Tucson Program 04-08-17**).

iv. Second Quarter: Parent University

In December 2016, the District and PCC sponsored the annual Parent University for District families at Pima Community College-West Campus. Parent University provides workshops in which family members can learn how to help their children achieve from kindergarten through high school, apply for college scholarships, and succeed in college. The Title I Department provided childcare for the event for children under the age of five, and younger students attended “Kids College,” which included a variety of leadership activities. MASS specialists helped recruit and register parent and student attendees (**Appendix V – 258, MASSD Fall 2016 Parent University**).

v. Third Quarter: Adelante Parent & Youth Leadership Conference

In spring 2017, the MASS department reinstituted the day-long Adelante Conference for Hispanic students and parents to learn how to prepare for college and careers. Workshops by invited community organizations and District staff offered sessions in advocacy, college scholarship opportunities, culturally relevant classes, ALE options, and other relevant topics for students and parents. The Title I Department again provided free childcare for children under five years of age while parents attended the keynote presentation and workshops. Presentations and performances centered on the cultural assets parents and students bring to school for empowerment in the educational setting. A special performance by Borderlands Theater connected local literature and the arts for families. The keynote presenter, Dr. Francesca López,⁷⁷ who was mentioned earlier in this report, delivered a Spanish bilingual presentation. Seventy-five students and parents from across the District attended to take advantage of the resources this conference offered (**Appendix V – 259, MASSD Adelante Program**). Parents responded with positive feedback about the event and Dr. López’s keynote address, indicating they would like to attend similar events.

vi. Fourth Quarter: Hispanic Student Recognition Program

In May 2017, the MASS department hosted the Mexican American Student Recognition Program at the UA Student Union Memorial Center to honor students maintaining a GPA of 3.25 or higher in grades 8 and 12. This location was a change

⁷⁷ Dr. López was the principal investigator for Addressing the Need for Explicit Evidence on the Role of Culturally Responsive Teaching and Achievement among Latino Youth. National Academy of Education/Spencer Postdoctoral Fellowship.

from the previous four years, when students in grades 6 through 12 had been recognized in a high school auditorium. The MASS director implemented this venue change to instill college-bound expectations for honorees and their families. The department invited various UA and District departments to participate in a resource fair prior to the program so families could gain information about college attendance.⁷⁸

During the recognition program, the MASS department honored 429 12th graders and 624 8th graders before a crowd of 1,200 parents and students (**Appendix V – 260, MASSD Mexican American Student Recognition Program Data SY2016-17** and **Appendix V – 261, MASSD Student Recognition Materials SY2016-17**). After the event, the department conducted parent surveys to gauge parent reaction to this event and the effectiveness of the MASS as a resource for higher performing students and their parents. This data will be used to guide services in SY2017-18 (**Appendix – 262, MASSD Student Recognition Parent Survey SY2016-17**).

3. Collaboration with Local Colleges and Universities

The USP requires that the District collaborate with local colleges and universities and identify college students to provide learning support and guidance to Hispanic students through mentoring, teaching assistance, and other methods. In SY2016-17, the MASS department implemented several strategies to collaborate with local colleges and universities and extended its collaborative efforts into the broader Tucson community.

a. College-Based Collaboration

i. Student Mentoring

During SY2016-17, the MASS department collaborated with the following organizations to provide mentoring services to Hispanic students: the UA Project SOAR; Chicano Por La Causa's Nahui Ollin Wellness program; the UA's Mexican American Studies Department's Collaborative Research in Action (CRiA); the Desert Men's Council Boys to Men Mentoring; the UA WordCats/MathCats; Child & Family Resources, Inc.; AmeriCorps VISTA; Delta Sigma Theta Sorority, Inc.; and the UA's Arizona's Movimiento Estudiantil Chicano/a de Aztlan (MEChA).

⁷⁸ UA Departments included Office of Early Outreach, Office of Diversity & Inclusion, and Mexican American Studies Department. District Departments included the ALE department, FRCs, and Magnet Programs.

In collaboration with MASS, these organizations mentored students at eleven school sites.⁷⁹ The MASS department collaborated to support 34 volunteers from ten community agencies and college entities to mentor 552 students districtwide (**Appendix V – 263, MASSD Mentor Volunteer Chart SY2016-17** and **Appendix V – 264, MASSD Community and College Collaborations SY2016-17**). In comparison, 360 students received mentoring services from seven community partners in SY2015-16.

ii. MASS Student Success Specialist Mentoring Support

An essential function of the student success specialist job description is to plan, coordinate, develop and implement mentor programs as necessary. Student success specialists develop comprehensive outreach plans, including outreach to colleges and universities, to identify and obtain program participants and mentors. Additionally, MASS specialist responsibilities include meeting with colleges and organizations to recruit mentor college volunteers and recruiting community organizations to work with students (**Appendix V – 265, MASSD Student Success Specialist Job Description**).

MASS specialists served as mentors at their assigned school sites for students identified through MTSS teams, CRC Mexican American Viewpoint courses, and recruitment for college preparation. MTSS school teams referred students in need of academic and behavioral mentoring to the MASS specialists. When appropriate, MASS specialists also referred these students to services provided by community and college mentoring programs.

iii. University of Arizona

During SY2016-17, the MASS director initiated new collaborative relationships with resources from the UA to develop a path for Hispanic students in the District. This included a new partnership with the university's Mexican American Studies Department in which the MASS director and one MASS specialist were invited to serve on the department's advisory board (**Appendix V – 266, UA Mexican American Studies Advisory Board**). MASS began to develop college mentoring opportunities with strategies to be initiated in SY2017-18, in collaboration with the Adalberto & Ana Guerrero Student Center through Chicano/Hispano Student Affairs at the UA.

⁷⁹Manzo and Mission View elementary schools; Morgan Maxwell and Pueblo Gardens K-8 schools; Secrist, Valencia, and Utterback middle schools; and Catalina, Cholla, Pueblo, and Tucson high schools.

Another UA Mexican American Studies Department collaboration was through CRiA to prepare and transport Hispanic students to present at the 3rd Annual Youth Symposium on Social Justice & Ethnic Studies. With funding from the UA Confluentcenter for Creative Inquiry and the Pima College Foundation, CRiA partners also included District schools and a number of community organizations. At this symposium, the MASS director moderated a panel on education, which included youth participatory action research from Pueblo High Magnet School students enrolled in CRC Mexican American Viewpoint courses (**Appendix V – 267, 3rd Annual Youth Symposium on Social Justice & Ethnic Studies Prog**).

The MASS department partnered with the Linking Hispanic Heritage Through Archaeology (LHHTA) program that connects Hispanic youth to their cultural history using regional archaeology as a bridge. LHHTA offers students and teachers the opportunity for hands-on, behind-the-scenes archaeological experiences in the field, in university laboratories, and at regional national parks. LHHTA is a partnership program between the National Park Service, the UA, and the Environmental Education Exchange and is funded by the National Park Service's Washington Office of Cultural Resources Stewardship and Sciences Program and by Western National Parks Association. High school students are selected via an application process. Twelve selected students visit parks in the National Park Service, cultural and historical museums, and UA archaeological laboratories.

The MASS department helped promote this unique program in targeted CRC Mexican American Viewpoint classrooms, assisted students in the application process, and coordinated presentations by UA graduate students for recruitment. Twenty-three District students applied for twelve openings—a large increase over previous years. Seven District students were selected to participate in the program, including six students from Cholla High Magnet School and one student from Pueblo High (**Appendix V – 268, MASSD Linking Hispanic Heritage SY2016-17**).

The MASS department also collaborated with the UA's Office of Early Outreach to promote Hispanic/Latino College Day to increase District participation. This event gave parents and students the opportunity to gain first-hand knowledge on how to succeed at the UA from current Hispanic students, staff, and faculty. Through email and the *Leadership Connection*, high school principals received a bilingual ParentLink message and materials to invite targeted families. MASS specialists coordinated presentations from UA Early Outreach in culturally relevant courses and other high school classes to increase District participation. The MASS

department also participated in the event's resource fair on October 22, 2016 (**Appendix V – 269, UA Latino College Day SY2016-17**).

iv. Pima Community College

In December 2016, the District, including the MASS, AASS, Family and Community Outreach, and Title I departments, and PCC sponsored Parent University for District families. As noted earlier in this section, MASS specialists assisted in the recruitment and registration for parents and students to attend this event at Pima Community College-West Campus (**Appendix V – 270, Parent University SY2016-17**).

In addition, the MASS director and a specialist served on the Southern Arizona's League of United Latin American Citizens (LULAC) Youth Leadership Conference Planning Committee to organize an annual event, also at Pima Community College-West Campus. Nearly 400 students from nine District high schools attended the March 2017 conference, which focused on promoting college and career readiness for Hispanic students. Attendance at the conference doubled from the previous year due to recruitment efforts by MASS specialists and Secondary Leadership support. The conference resource fair included several college and university recruiters who shared materials and information for post-secondary options (**Appendix V – 271, LULAC Youth Leadership Conference SY2016-17**).

b. Community Collaboration

Community outreach and collaboration builds connections and informs Hispanic families and community about the resources the District has to offer. The MASS department participated in several community events, including Hispanic Heritage Month and the César E. Chávez Youth Leadership Conference. During Hispanic Heritage Month, the MASS department hosted a series of topical workshops, presented by community speakers, on Mexican American heritage and the community. The workshops took place at Santa Rita High School for students, parents, and community members (**Appendix V – 272, MASSD Hispanic Heritage Month SY2016-17**).

Held in March 2017, the four-day César E. Chávez Youth Leadership Conference spanned 34 different school venues in the Tucson area. Thirty-two presenters, 25 of whom were community members, spoke to an audience of nearly 7,000 students about the legacy of César Chávez and Dolores Huerta. Community

members and District staff gave presentations at 31 District schools, including seven high schools, seven middle schools, six K-8 schools, and eleven elementary schools (**Appendix V – 273, MASSD Cesar Chavez Youth Leadership Month SY2016-17**).

i. MASS Community Advisory Council

Through the MASS Community Advisory Council, community members may advise and provide feedback to MASS on the important needs and issues affecting Hispanic students and families. During SY2016-17, the MASS director recruited seven new Community Advisory Council members to join two current members in representing the Hispanic community (**Appendix V – 274, MASSD Community Advisory Council SY2016-17**). The MASS director hosted two advisory meetings in November 2016 and February 2017.

ii. Community Advisory Boards and Committees

In order to better serve the needs of District Hispanic students and families, the MASS director served on many community advisory boards and community committees in SY2016-17, including the UA's Mexican American Studies Department Advisory Board, the Arizona César E. Chávez Holiday Coalition, the ADE's Culturally Inclusive Practices Committee, the LULAC Planning Committee, and the Mayor's Tucson Citizenship Campaign Committee. The MASS director also served on District community collaborative committees, including the Recruitment and Retention Advisory Committee and the Church-School Partnership Committee.

Additionally, the director attended several community events, including the Mexican American History Project, the LULAC Youth Leadership Conference, the Mayor's Tucson Citizenship Campaign, and the School Community Partnership Council (**Appendix V – 275, MASSD Community Outreach SY2016-17**).

c. **District Collaboration**

During SY2016-17, MASS supported the Wakefield Family Resource Center by promoting workshops and events targeted at Hispanic families. MASS specialists gathered parent surveys at assigned sites to assist the FRCs in better meeting the needs of families. MASS also invited the centers to distribute materials at MASS-sponsored events.

H. African American Academic Achievement Task Force

In SY2013-14, the African American Academic Achievement Task Force (AAAATF) made sixteen recommendations for supporting the academic growth of

African American students.⁸⁰ These recommendations were later organized under four primary headings: Strengthening Personnel Practices, Hiring and Retention Practices, Monitoring Student Data, and Providing Students with Supports and Opportunities. *See 2013-14 AR, Appendix V-53, p. 36 [ECF # 1690-1 at 116]*. In spring 2016, the District contracted with two expert consultants, Dr. Dale Fredericks and Dr. Joseph Hines, to review progress and provide recommendations for further implementation to enhance learning outcomes for African American students.⁸¹

1. Establish Review Committee and Monitor Implementation of AAAATF Recommendations

In SY2016-17, the District established an internal review committee to monitor the District's efforts with respect to the recommendations. The function of the committee was to review the progress made in SY2016-17 and make recommendations for SY2017-18. The review committee met in January, March, and June 2017 (**Appendix V – 276, Review Committee Letter 2016** and **Appendix V – 277, Sign-In 01.24.17**).

During the meetings, the committee focused on teaching and learning, professional development, dropout prevention through college and career readiness opportunities, and family engagement. The committee also looked at implementing career and technical education at the middle school level and creating extended learning opportunities for African American students. Each area was based on recommendations provided by Dr. Hines and Dr. Fredericks. The targeted areas are embedded in the overall District effort to address the sixteen recommendations from the AAAATF.

⁸⁰ As reported in the *2013-14 Annual Report*, the recommendations were as follows: 1) Identify and replicate successful national school-based factors; 2) Identify and replicate successful teacher practices; 3) Enhance teacher evaluation; 4) Monitor and implement the Essential Elements of Instruction (EEI) and Culturally Responsive Pedagogy (CRP) (*i.e.*, "Culturally Responsive Teaching Practices"); 5) Develop focused professional development; 6) Consider cultural competency in hiring and retention; 7) Enhance the districtwide leadership development program; 8) Set and communicate high expectations; 9) Monitor ALE placement actions; 10) Monitor recommendations for placement to Career and Technical Education (CTE); 11) Monitor recommendations for placement to remedial and/or exceptional education programs; 12) Evaluate support programs; 13) Ensure adequate funding of African American Student Services; 14) Monitor disciplinary actions; 15) Enhance the Parent Engagement Program; and 16) Develop and implement Extended Learning Opportunities.

⁸¹ Dr. Fredericks reported on the task force recommendations one through eight with an emphasis on Professional Development, Teaching and Learning, Administrative and Teacher Leadership, and Hiring and Retention. Dr. Hines reported on recommendations nine to eleven, fourteen and fifteen, and targeted Advanced Learning Experiences (ALE), Special Education (SPED), CTE, Discipline, Family Engagement, and Dropout Prevention. *See 15-16 Annual Report Appendix V-242 Reports and Summary Fredericks and Hines*.

a. Strengthening Personnel Practices

1. *Identify and Replicate Successful National School-Based Factors*
2. *Identify and Replicate Successful Teacher Practices*
3. *Enhance Teacher Evaluation*
4. *Monitor and Implement EEI and Culturally Responsive Pedagogy (i.e., “Culturally Responsive Teaching Practices”)*
5. *Develop Focused Professional Development*
8. *Set and Communicate High Expectations*

Much of the discussion in Dr. Fredericks’ report focused on teaching and instructional content and organization. It also emphasized the importance of professional development in developing and enhancing the skills of teachers, site administrators and staff, and central staff, with a particular emphasis on leadership development. *See 2015-16 Annual Report, Appendix V-X [ECF # 1970-5 at 11]*. Dr. Fredericks recommended nine focus areas for professional development, including but not limited to an initial analysis of professional development training, a focus on instruction, an emphasis on communication skills, knowledge of Critical Race Theory, individualized student instruction, and collaborative time for teachers.

During SY2016-17, the District identified and replicated several successful instructional practices, including the EEI,⁸² PLCs, and Culturally Responsive Pedagogy. In addition, the District continued to utilize the MTSS model to support positive student academic outcomes and used PBIS and Restorative Practices to address student behavior.

i. Essential Elements of Instruction

The District adopted the EEI as its fundamental instructional approach to Tier 1 instruction. As part of the New Teacher Induction Program, the District provided a four-day EEI training to all new teachers as well as six sessions throughout the school year.

ii. Professional Learning Communities

PLCs is a research-based best practice. The District partnered with Solution Tree in SY2016-17 to provide professional learning opportunities on PLCs, particularly for site principals and key teacher leaders. Principals received additional support for building regular structured time into teachers’ schedules to

⁸² EEI, also referred to as The Madline Hunter Model of Mastery Learning, was developed in 1982 by Madeline Hunter, a professor at the University of California Los Angeles.

co-plan and collaborate, observe each other's classrooms and teaching methods, provide and share constructive feedback on best practices for student success, and respond effectively when students do not learn. All schools conducted PLCs on early-release Wednesdays (**Appendix IV – 79, IV.K.1.q. Master UPS PD Chart**). PLCs also are discussed in Section IV.B.7.

iii. Culturally Responsive Pedagogy

As noted earlier in Section V.E, the District expanded the number of culturally relevant courses it offered in SY2016-17. At the elementary level, the District offered an ELA 5th grade CR class at nine elementary schools. In 2016-17, the District offered at least one section of CR ELA at each of the eleven K-8 and ten middle school sites, and at least one section of CR social studies at each of the ten middle schools and at seven K-8 schools. More than 300 African American students were enrolled in these courses.

Table 5.49: African American Enrollment in CRC, SY2016-17

Grade 5	13
Grade 6-8	166
Grades 9-12	166

CRC teachers receive specific training on Culturally Responsive Pedagogy and ongoing support from a CRC mentor, including classroom observations, ongoing feedback, and extended learning opportunities on weekends, after school, and over the summer. The additional training included strategies to engage African American students and their families.

Dr. Fredericks recommended—and the District developed—a comprehensive professional development plan for Culturally Responsive Pedagogy (**Appendix V – 278, Culturally Responsive Professional Development Plan**). For more information about CRC professional development see Section V.E.

iv. Multi-Tiered System of Support

Adopted in SY2014-15, the MTSS model is refined every year. In addition to requiring that all schools use MTSS and develop support plans for high-risk students, the District required every MTSS team to meet at least bimonthly in SY2016-17, with many schools holding weekly meetings. African American and Hispanic student success specialists served on at least one MTSS team to provide additional Tier 2 and/or Tier 3 support for African American and Hispanic students.

For more information on the African American Student Services Department and MTSS, see Sections V.F and V.G.

v. Positive Behavioral Interventions and Supports

In SY2016-17, the District continued to implement Restorative Practices and PBIS to address behavior and disciplinary issues and to improve the culture and climate.⁸³ At the District level, the restorative and positive practices coordinator (RPPC) worked with sites to implement PBIS and Restorative Practices. At the site level, the District designated site principals as the restorative and positive practices site coordinator (RPPSC).⁸⁴ For more information about PBIS implementation and training, see Sections VI.A and VI.B.

vi. Teacher Evaluation and Support Programs

In SY2016-17, the District continued revising the teacher evaluation tool, the Danielson Framework for Teaching, to include a required focus on culturally responsive strategies and learning and evaluated administrators and teachers on their ability to implement culturally responsive strategies in their schools and classrooms. Section IV.B.3 addresses teacher evaluation in more depth.

During the past four school years, the District implemented a Teacher Support Plan designed to assist underperforming and struggling teachers. The plan consists of two programs for teacher support: the Plan for Improvement and the Targeted Support Plan. The Targeted Support Plan is for teachers who are rated “effective” but require coaching in a couple of areas, or who have requested additional support. Additional information about teacher support programs is provided in Section IV.B.5.

vii. Professional Development and District Expectations

The District provided clear expectations to address and support increased student achievement and decreased student discipline incidences. Culture and

⁸³ USP § VI(B)(1) identifies two comprehensive, school-wide approaches to student behavior and discipline: Restorative Practices and PBIS. USP § VI(E) describes professional development to support these approaches and so administrators, teachers, and other relevant staff members understand their roles and responsibilities related to student behavior and discipline.

⁸⁴ USP § VI(C)(2). RPPSCs are responsible for: (1) assisting instructional faculty and staff to (a) effectively communicate school rules, (b) reinforce appropriate student behavior, and (c) use constructive classroom management and positive behavior strategies; (2) evaluating their school site’s behavior and discipline practices to ensure that they are language-accessible; and (3) working with site staff and the District-level RPPC to develop corrective action plans for administrators or certificated staff as necessary.

climate was a major focal point for Instructional Leadership Academy sessions throughout SY2016-17. The topics covered included:

- In-depth review of the *Guidelines for Students Rights and Responsibilities* (GSRR)
- MTSS
- Restorative Practices
- PBIS
- PBIS/Monthly Discipline Data Review
- PLCs
- Culturally Responsive Teaching Practices
- Common Formative Assessments

Information on how the District incorporated these items is further articulated in various sections of this report. For a summary of the professional development relevant to these areas, see Section IV.B.8.

b. Hiring and Retention Practices

6. *Consider Cultural Competency in Hiring and Retention*
7. *Enhance the District-Wide Leadership Development Program*

In his report, Dr. Fredericks provided specific suggestions for the District to strengthen its minority teacher recruitment practices and support teachers, including professional development and the induction program for new teachers. In addition, his report emphasized the importance of leadership development at all staff levels.

i. Hiring and Retention

The District's efforts to recruit minority certificated staff, the teacher evaluation instrument, and District-provided professional development all consider and impact the cultural competency of staff. The District revised its application process for certificated staff to include two questions used to assess candidates' competency for minimum and preferred qualifications:

- Do you have demonstrated success engaging African American and Hispanic/Latino students?
- Do you have demonstrated success engaging a diverse student population?

The District's Administrative Principal application poses the following question:

- We are under a federal desegregation order. How would you engage your staff and community to implement your school improvement plan and work towards student integration and staff diversity?

In addition to its generalized recruitment activities, the District continued specific outreach efforts to attract African American staff in SY2016-17. Job postings were advertised in a variety of publications and websites, including *The Black Collegian*, HBCUcareers.com, the National Alliance of Black School Educators, and National Association African American Studies and Affiliates. Staff from the HR Department visited six HBCUs.

In terms of hiring and retaining African American certificated staff⁸⁵:

- Since SY2014-15, the percentage of African American applicants for all District positions rose from 4 to 8 percent.
- The percentage of African American school administrators rose from 6 to 10 percent of all school administrators since SY2014-15.
- African American certificated staff at school sites increased by 13 percent from SY2014-15.

To improve retention of African American certificated staff, the District implemented several activities, including conducting outreach to retired teachers to bring them back into the classroom; initiating personal phone calls to teachers to return to the classroom; and sponsoring a local chapter of the National Alliance of Black School Educators.

For the 2017-18 school year, the District also will explore additional actions, including creating a retention plan with the Retention Recruitment Advisory Committee and developing a teacher mentoring program in partnership with Tucson Unified's African American Student Services Department. For more information about hiring and retention, see Sections IV.A.2, IV.A.5, and IV.B.1.

ii. New Teacher Induction Program

To support new teachers—those teachers in the first two years of teaching and those who are new to the District—Tucson Unified provides a New Teacher Induction Program designed on the foundational model developed by the New

⁸⁵ These accomplishments are documented in Section IV.A.2, which describes the applicant pool, and Section IV.A.5, which analyzes the assignment of certificated staff.

Teacher Center. The NTIP has three components: 1) a four-day new teacher induction training program designed to introduce new and new-to-the-District certified teachers to the District's policies, practices, and ethos; 2) mentor support for new teachers; and 3) professional development for all certified District employees, with priority given to first- and second-year teachers. In SY2016-17, ten African American teachers participated in the New Teacher Induction Program. For more information about the NTIP, see Section IV.B.4.

iii. First-Year Teacher Plan

In addition to the NTIP, the District provides support for teachers who have fewer than two years in the profession through the First-Year Teacher Plan (FYTP). Teacher mentors worked with nine African American teachers in the FYTP at all school levels. The plan is described in more detail in Section IV.B.2.

iv. Leadership Development Programs

In SY2016-17, the District supported the development of administrative leaders through the Leadership Prep Academy (LPA), Leadership Development Academy, and the Master Cohort in Educational Leadership through UA's College of Education.

The LPA is designed to cultivate the leadership skills of certificated staff members who are interested in pursuing administrative positions in the District. The LPA includes candidates who are qualified to serve as assistant principals and who are selected through the recommendation process. In addition, recognizing the need to provide additional support for new central and site administrators in transitioning to their new roles, the District expanded the LPA to include a Leadership Development Academy. Four African American staff members participated in LPA Cohort IV, and three in LDA Cohort I. Section IV.B.6 provides detailed information about the LPA.

c. Monitoring Student Data

9. *Monitor ALE Placement Actions*
10. *Monitor Recommendations for Placement to CTE*
11. *Monitor Recommendation for Placement to Remedial and/or Exceptional Education Programs Recommendation*
12. *Evaluate Support Programs*
14. *Monitor Disciplinary Actions*

Dr. Hines' discussion and recommendations systematically focused on specific programmatic areas, include ALE, CTE, and Exceptional Education. His report discussed discipline with a focus on professional development and monitoring and family engagement.

i. Advanced Learning Experiences

The District provides a myriad of ALEs for all students. These courses include GATE classes, pre-AP courses (Advanced and Honors), middle school courses for high school credit, AP courses, dual credit classes, a dual language program, the International Baccalaureate program, and University High School. Since 2014, the District evaluated the percentage of enrollment in ALEs relative to the percentage of District enrollment to determine whether there are significant racial/ethnic disparities in African American student ALE participation. In SY2016-17, the District set the goal for African American ALE participation to be within 15 percent of the percentage of African American enrollment in the District. Of twenty goals set for African American ALE enrollment, the District met or exceeded the 15% Rule in four categories, including high school GATE resource classes, pre-AP advanced courses at K-8 schools, pre-AP honors courses at middle schools, and the elementary International Baccalaureate program at Safford. Although falling short of the 15% Rule, two other categories showed improvement: Itinerant/ Pull-out GATE and dual language programs at the elementary level. Monitoring of African American student enrollment and placement in ALEs is extensively covered in Sections V.A.1, V.A.2, and V.A.3.

ii. Career and Technical Education

According to the report from Dr. Hines, CTE is an opportunity for growth for the District regarding academic support for African American students. The CTE department monitors the number of African American students enrolled in CTE courses. In SY2016-17, 544 African American students participated in at least one CTE class.

To address this recommendation, the CTE, AASS and Secondary Leadership Departments collaborated to begin a pilot middle school program at Secrist Middle School for the 2017-2018 school year. The CTE department is considering a STEM-focused curriculum designed to prepare middle school students for the global economy.

iii. Exceptional Education

During the 2016-17 school year, the ExEd department and the MTSS coordinator worked in concert to ensure that African American, Hispanic, and ELL students were appropriately supported in their general education classrooms and that only students with true disabilities were referred for a special education evaluation. Working within the MTSS process ensures that a referral and subsequent evaluation, if needed, for special education services occur only when all other interventions have been unsuccessful.

The ExEd department monitored the placement of African American students through quarterly file reviews of initial placements of students in special education. These reviews helped the department quickly identify any overrepresentation of these students. There were 67 African American student referrals (8 percent of all referrals) for exceptional education services, with 45 students qualifying for services (8 percent of all qualified students) in SY2016-17. Additional information can be found in Section V.C.

iv. Student Support Programs

As part of the budgetary process, District program staff submitted Student Support Criteria Forms for nine student support programs.⁸⁶ This form consisted of 29 closed-ended questions and twelve open-ended questions describing the needs the program fills, the types and amounts of services, and documentation of personnel (**Appendix V – 313, Student Support Criteria Form SY2016-17**). The Assessment and Program Evaluation Department then evaluated each of the programs using the survey responses. The recommendation was that the District should continue with all programs (**Appendix V – 314, Student Support Program Evaluations**). The District will complete an evaluation of the DAEP, ISI program, and African American and Mexican American student support services by fall 2017.

v. Discipline

During the 2016-17 school year, the District continued to utilize three sets of teams—MTSS teams; site discipline teams, and PBIS teams—to conduct monthly data discipline reviews and monthly meetings to improve school culture and climate, keep students in classroom settings as often as practicable, and reduce discipline disparities by race/ethnicity through the continued use of Restorative

⁸⁶ MTSS, AVID, IB ManageBac, IB TurnItIn, CP, District Alternative Education Program, In-School Intervention (ISI), Opening Minds through the Arts, and TAP.

Practices and PBIS. Since SY2013-14, the African American discipline rate has fallen from 18 percent to 14 percent, and the overall suspension rate has decreased from 9 percent to 7 percent. A more complete discussion is provided in Section VI.D.

The District also is engaged in several efforts to utilized alternatives to suspension:

Abeyance contracts: An abeyance contract is an agreement by the parent and student to comply with the GSRR, allowing the student to remain in school and/or significantly reduce the length of the potential out-of-school suspension. Students placed on an abeyance contract continue to receive direct instruction from their teachers and remain “in-class” with their cohort. In SY2016-17, African American families signed 85 abeyance contracts—40 at middle schools, six at K-8 schools, and 39 at high schools.

In-house Suspension: In SY2016-17, the District increased the number of in-house suspension sites from 19 to 22: nine middle schools, five K-8 schools, and eight high schools. African American students comprised 16 percent of the students.

District Alternative Education Program: Begun in 2015, the District used DAEP to provide an academic setting for students in grades 6-12 who have long-term suspensions (between 20 to 45 days). Of the 266 students who participated in the program in SY2016-17, 44 (17 percent) were African American and had an 81 percent completion rate. Section VI.C provides more detailed information on alternative suspension efforts.

d. Providing Students with Supports and Opportunities

13. *Ensure Adequate Funding of African American Student Services*
15. *Enhance the Parent Engagement Program*
16. *Develop and Implement Extended Learning Opportunities*

In SY2016-17, the District funded eighteen employees in the African American Student Services Department, including a director, two behavioral specialists, an administrative secretary, and fourteen student success positions. The District also supported the Summer Experience program and field trips. The total allotment for AASS for the 2016-17 school year was approximately \$900,000. See the discussion of AASS earlier in this section for detailed information on the department’s activities.

i. Parent Engagement Program

The District is committed to working with parents and families of Tucson Unified students to promote student academic achievement, and it has implemented various strategies to support this goal. For information about the District's family engagement activities, see Section VII and Section V.F, African American Quarterly Events.

ii. Extended Learning Opportunities

In an effort to provide African American students with an opportunity to participate in extended learning opportunities, the District supported several initiatives. The details of some of those initiatives are included below.

Academic Enrichment: In SY2016-17, the AASS department provided a number of extended learning opportunities through enrichment experiences for students, including Too Cool Tuesdays math tutoring and College and Career Connections. Too Cool Tuesdays provided support to 45 African American students. Details of all extended learning through enrichment are highlighted in Section V.F of this report.

AASS Summer Enrichment: The AASS and MASS departments collaborated to organize two summer enrichment programs for students in 4th through 6th grade. Forty students participated in each program during June 2017. The AASS also piloted a high school enrichment program targeting 45 students. Students participated in workshops focused on character and leadership development, academic enrichment, fine arts, and college and career readiness.

Freshman Academy: During summer 2017, the District offered a freshman academy at all ten comprehensive high schools. While any student could attend, the District targeted recruitment to students who experienced academic challenges, including those in jeopardy of not promoting to the 9th grade. Of the 174 students who attended and received credit for the academy, fourteen were African American.

For more detailed information on Extended Learning Opportunities, see Section V.

2. SY2017-18 Initiatives

As a result of reviewing academic achievement data for African American students and recommendations by the Fisher Plaintiffs, the District proposes four additional initiatives that will support African American student learning: TK3

literacy, Math at the middle school level, CTE opportunities, and Extended culture and climate at three schools.

The K3 literacy initiative will target eight schools in SY2017-18 to address reading and writing at the kindergarten through 3rd grade levels. The program will apply professional development strategies, teaching teachers how to effectively work with African American students, and will introduce teachers to resources and materials based on best practices. The District will select the eight schools based on several criteria: their AzMerit reading scores, a 10-percent or greater gap between white and African American student pass rates, AzMerit n-size of 20 or greater, and student enrollment n-size of greater than 45 students.

The math initiative will target six schools in SY2017-18 to address math deficiencies at grades 6-8. Schools will be selected based on high percentages and n-size of African American student enrollment. The District also will consider the gap between white and African American students on the AzMerit exam.

The District understands that a school's culture and climate may negatively affect student academic performance. To address culture and climate, the District will provide intense professional development to three schools within a single feeder pattern. The trainings will be designed to develop vertical alignment of best practices, thereby reducing disproportionate referrals and suspensions, reducing teacher bias, and improving the delivery of blended behavior and learning expectations.

The District also plans to increase the number of schools providing after-school tutors targeting African American middle and high school students. By increasing the use of college and/or certified tutors, students will receive additional reading and math support.

I. Referrals, Evaluations and Placements

The LAD annually reviews the District's referral, evaluation, and placement policies and relevant disaggregated enrollment data. This allows the LAD to take appropriate action aimed at remedying classroom assignments or placement of students that may cause racial or ethnic student segregation.

1. Integrating ELLs Outside of the Four-Hour Block

During SY2016-17 professional development sessions, the LAD offered ELL teachers opportunities to discuss their approaches to both integrating ELL students

in their four-hour block with non-ELL students and identifying additional approaches to integrating ELL students outside of their four-hour block (**Appendix V – 279, Integrating ELLS** and **Appendix V – 280, Integrating ELLS2**). In fall 2016, 26 ELD teachers participated in these sessions. Attendees shared fifteen distinct ideas with other teachers and ultimately added to the ELD Wiki space (**Appendix V – 281, Integrate ELL Ideas Wiki**). In spring 2017, current ELD teachers shared more ideas (**Appendix V – 282, Integrating ELLS3**).

The LAD also used the District’s Survey Monkey account to send an email survey to 570 current SEI ELD teachers to discover successful strategies for integrating their ELL students outside of the four-hour block (**Appendix V – 283, Listserv Integrate Ideas and Survey**). Forty-one teachers participated in the survey, with each teacher sharing at least one integration strategy. The LAD shared these responses, along with the LAD suggestions, with all ELD teachers through the ELD Wiki space and the ELD listserv (**Appendix V – 284, ELD teacher survey responses**). Ideas of integrative strategies included connecting to classrooms at other schools utilizing Skype technology, using “specials” (enrichment classes such as physical education, music, and art), holding walk-to-read sessions, and offering grade-level math blocks.

During SY2017-18, the LAD plans to communicate previously shared ideas with teachers and ask teachers for additional ideas and suggestions for integrating students. This information will be distributed across the teaching space using conventional email, the ELD Wiki space, and information posts in the District’s *Curriculum Connection* newsletter.

a. Determining the Effectiveness of Integration Outside of the Four-Hour Model

In spring 2017, the LAD requested a report on the distribution by ethnicity in ELD-designated classrooms at each school site and used the data from the report to generate a list of sites with the lowest amounts of ethnic and/or racial diversity (**Appendix V – 285, Enrollment 4HourModelSchools**). The department then created a three-question integration survey and sent it to ELD/SEI teachers at 21 sites via email (**Appendix V – 286, TUSD Integration Survey ELD Teachers**). The survey was designed to identify how the teachers integrated their ELLs with non-ELLs outside of the four-hour block.

Thirty-eight teachers participated, with 74 percent of respondents reporting they achieved ELL/non-ELL integration through different approaches that included

mixed SEI-designated classes (in which ELL/non-ELL integration occurs all day), walk-to-math, “special” classes, and content area classes.

At sites where ELL/non-ELL integration does not occur, the LAD provided additional information about how to initiate ELL/non-ELL interactions. One way the LAD shared this information was by sending the teacher survey results to SEI teachers at those sites who took the survey. The survey responses included teacher-initiated strategies to achieve integration and a hyperlink to the ELD Wiki space with more ideas, such as utilizing the approved refinements to the SEI model including interventions, math blocks, and walk-to-read (**Appendix V – 287, Integration Survey Ideas Email**).

The LAD plans to send an additional survey to these sites during SY2017-18 to determine if the percentage of integration has increased, decreased, or remained the same, and why.

b. Classroom Configurations and Site Designations

In spring 2017, the LAD completed classroom configuration worksheets for each site to identify the most effective program model for each elementary school (**Appendix V – 288, Configuration Worksheet A** and **Appendix V – 289, Configuration Worksheet B**). These configurations involve projected student enrollment numbers to determine how many SEI classes are needed, how much teacher support is required, and what models are needed for four-hour, Individual Language Learner Plans (ILLP), or dual language options. Each of the 63 District elementary schools had at least one configuration scenario completed for the upcoming school year.

Based on ELL numbers in a three grade-level span, various sites had the opportunity to integrate ELLs through ILLPs or mixed SEI classes. At school sites with changes in program configurations, the LAD collaborated with site administrators to leverage the benefits of these designations (ILLP, SEI mixed) (**Appendix V – 290, Site Designation Form**). Principals identified the differences in groupings and informed appropriate staff of ELL placements. Some sites integrated students on ILLPs in general education ILLP-designated classrooms while students received pull-out ELD services. When appropriate, sites integrated other ELLs with non-ELL students in mixed SEI classes. These classes ran as SEI classes but included non-ELLs as language models.

The ADE must approve each mixed SEI classroom and some ILLP designations. The LAD will submit grouping exceptions for approval of these ILLP and mixed SEI designations in fall 2017 (**Appendix V – 291, Grouping Exceptions Template**). With the consent of the state Department of Education, classes will integrate ELLs with their non-ELL peers.

c. Identifying PHLOTES and Appropriate Classroom Designations

The LAD created an online professional development training for school registrars beginning in SY2017-18. The professional development focuses on identification of potential PHLOTES and their appropriate classroom placement. LAD staff intends to meet with new principals in fall 2017 to explain the process and ensure that ELLs are placed correctly.

J. Supportive and Inclusive Environments

The District continued to work to develop innovative methods of addressing the social, emotional, and intellectual needs of students. By incorporating student cultural assets into the learning environment, increasing student engagement through a reflective curriculum, and implementing Culturally Responsive Pedagogy, the District hopes to increase student academic achievement across all levels.

Culturally responsive education is an overarching concept that includes but is not limited to curriculum, pedagogy, and non-instructional elements such as school climate. Much like the supportive and inclusive learning environments (SAIL) approach, culturally responsive practices focus on the climate of inclusion, safety, and academics. However, it is a more expansive term that includes student discipline approaches such as Restorative Practices, culturally relevant and multicultural curriculum, and interpersonal interactions with parents and community organizations.

While educators tend to focus primarily on the classroom, creating a SAIL is not limited to that space. Consequently, training in creating such an environment is not limited to the instructional staff. Support staff interactions often set the tone for students on campus. It is important that all interactions on a campus reflect a supportive and inclusive environment.

To this end, the District developed a comprehensive, multi-year plan (**Appendix V – 278, Culturally Responsive Professional Development Plan**) to train administrators and certificated and classified staff. This culturally responsive professional development plan is aimed at positively affecting culturally responsive

practices throughout the District. Thus, the District is now using a culturally responsive framework to address the elements contained within SAIL.

While the initial phase of this training is general and applicable to all school site job classifications, the subsequent phase is more specific to job duties. The third and final phase consists of evaluation and assessment as it relates to this plan. The District also will conduct a review of policies and procedures and will present theory, share specific practices, and assess and monitor the plan's effectiveness. During SY2016-17, the District provided specific SAIL/culturally responsive trainings upon site request (**Appendix V – 147, Requested Professional Development SAIL-CRP**).

1. Instructional Leadership

In July 2016, the District trained site administrators on key aspects of culturally responsive practices, as noted earlier in this section. Dr. López, in collaboration with the CRPI director, conducted this three-hour training for all administrators, separating the participants into four smaller groups (**Appendix V – 292, July 2016 Administrator CR Training TUSD**). The sessions focused on several topics:

- Current and historic educational outcomes for racially marginalized students
- Bias identification and reflection
- Microaggressions and reflection
- Impact on student educational outcomes
- Next steps

As an introduction to this session, the assistant superintendent in charge of curriculum emphasized to administrators that the District's focus on culturally responsive practices is designed to establish a SAIL for all students. Administrators also were instructed on the need to support and promote culturally relevant courses at their respective sites.

In October 2016, the CRPI director discussed the CRP with the Instructional Leadership Team and engaged in dialog regarding possible areas of collaboration. At the December Instructional Leadership Academy, the assistant superintendent and the directors of secondary, K-8, and middle schools instructed their respective administrators on the protocols for registering students for culturally relevant courses.

In June 2017, Dr. López provided an extensive training to site administrators on culturally responsive practices (**Appendix V – 293, DrFLopez CREXPRT CV**). This presentation captured the essential elements of the CRP training scheduled to be provided to teachers throughout SY2017-18 (**Appendix V – 294, CR PD Module 1** and **Appendix V – 295, TUSD CRP CurriculumMap**). The timing of this training is intended to allow necessary modifications to school policies and expectations for the upcoming school year.

2. Review of Site Norms

Prior to proposing changes to an existing system, it is imperative that there be an initial assessment of the norms and practices that are in place. In order to do this, site administrators will need to conduct a review of their campuses. During SY2017-18, administrators will utilize an observational tool that the CR administrator cohort developed in summer 2017. Upon conducting site walk-throughs, administrators will review school practices and walk-through scores in order to make recommendations to specific sites.

During administrator training in June 2017, instructional leadership informed site administrators of the expectations as they relate to the CRP (**Appendix V – 296, TUSD Site PD Calendar Template 17-18**). This message included the following criteria: scheduling of Wednesday in-service training, mandatory attendance of all staff, and online discussion and reflection.

K. USP Reporting

- V(G)(1)(a) A report, disaggregated by race, ethnicity, and ELL status, of all students enrolled in ALEs, by type of ALE, teacher, grade, number of students in the class or program, and school site;
- The data required by section (V)(G)(1)(a) is contained in **Appendix V -33, V.G.1.a ALE 40th Day ALE Enrollment** for the 2016-17 school year.
- V(G)(1)(b) The information set forth in Appendices E, F, and G, for the school year of the Annual Report set forth in a manner to permit the parties and the public to compare the data for the school year of the Annual Report with the baseline data in the Appendices and data for each subsequent year of activity under the Order;
- See Appendices V – 35, V.G.1.b Appendix E - AAC SY1617.**

- V(G)(1)(c) Copies of all assessments, analyses, and plans developed pursuant to the requirements of this section;
- See Appendix V - 32, V.G.1.c ALE Supplementary Goals Summary** to view recommendation for assessment developed for the 2016-17 school year.
- V(G)(1)(d) Copies of all policies and procedures amended pursuant to the requirements of this section;
- See Appendix V - 298, V.G.1.d Governing Board Policy IHBB** to view amendments concerning Advanced Learning Experiences for the 2016-17 school year.
- V(G)(1)(e) Copies of all job descriptions and explanations of responsibilities for all persons hired or assigned to fulfill the requirements of this section, identified by name, job title, previous job title (if appropriate), others considered for the position, and credentials;
- See Appendix V - 299, V.G.1.e Explanation of Responsibilities**, which contains job descriptions and a report of all persons hired and assigned to fulfill the requirements of this section by name, job title, previous job title, others considered, and credentials for the 2016-17 school year.
- V(G)(1)(f) Copies of all recruitment and marketing materials developed pursuant to the requirements of this section in the District's Major Languages, with a list or table of all location(s) in the District in which such materials are available;
- See Appendix V - 300, V.G.1.f Recruitment and Marketing** to view recruitment and marketing documents and a list of locations where available.
- V(G)(1)(g) Copies of the new and/or amended admissions and testing criteria, policies, and application form(s) for University High School together with a report of all students who applied to University High School for the school year covered by the Annual Report showing whether or not they were admitted and if they enrolled, disaggregated by race, ethnicity, and ELL status;
- See Appendices V - 45, V.G.1.g (1) UHS Admissions for 2017-18 Freshman Class** and **V - 44, V.G.1.g (2) ACT Engage Summary** for the 2016-17 school year.
- V(G)(1)(h) Descriptions of changes made to ALE programs pursuant to the requirements of this section, by ALE type and school site, if made

at the site level, including but not limited to copies of any new testing and/or identification instruments and descriptions of where and how those instruments are used and copies of any new or amended policies and training materials on ALE identification, testing, placement, and retention;

There were no new or amended policies regarding ALE programs for the 2016-17 school year;

To view the description of changes made to ALE programs, see **Appendix V - 301, V.G.1.h Description of Changes to ALE Programs** for the 2016-17 school year.

V(G)(1)(i) Copies of any new or amended complaint processes for students and/or parents related to ALE access together with a report disaggregated by race, ethnicity, ELL status, grade level, school, and program of all students and/or parents who made a complaint and the outcome of the complaint process;

See Appendix V - 302, V.G.1.i GATE Parent Complaint Log to view complaint process related to ALE access for the 2016-17 school year.

V(G)(1)(j) Lists or tables of any certificated staff who received additional certification(s) pursuant to the requirements of this section;

See Appendix V - 27, V.G.1.j Certificated Staff with ALE Credentials to view certificated administrators and staff with certifications in Advanced Learning areas.

V(G)(1)(k) Copies of relevant communications regarding the OELAS extension and the result(s) of such communications;

Did not seek OELAS extension for the 2016-17 school year.

V(G)(1)(l) A report listing each dual language program in the District, including the school, grade(s), and language in which the program is offered and setting forth the efforts made to encourage new and certificated staff with dual language certifications to teach in such programs and the results of such efforts;

See Appendix V - 303, V.G.1.l Dual Language Services by School and Grade, which contains a listing of each dual language program for the 2016-17 school year.

- V(G)(1)(m) Copies of flyers, materials, and other information advertising for and distributed at any outreach meetings or events held pursuant to the requirements of this section;
- See Appendix V - 87, V.G.1.m DL Mailer** to view mailer distributed and at outreach meetings during the 2016-17 school year.
- V(G)(1)(n) A report on all amendments and revisions made to the data dashboard system and copies of all policies and procedures implemented to ensure that action is taken when a student is automatically flagged for attention by the system;
- See Appendix V - 304, V.G.1.n Amendments or Revisions Report** for data dashboard system for the 2016-17 school year.
- V(G)(1)(o) A disaggregated report on all students retained in grade at the conclusion of the most recent school year;
- The data required by section (V)(G)(1)(o) is contained in **Appendix V - 106, V.G.1.o Retention Three Year**.
- V(G)(1)(p) Description of the college mentoring program, including the school sites where college mentors have been engaged and the type of support they are providing;
- See Appendices V - 305, V.G.1.p College Mentoring (AASSD)** and **V - 306, V.G.1.p College Mentoring (MASSD)** to view college mentoring programs in the 2016-17 school year.
- V(G)(1)(q) A description of the process for providing academic intervention for struggling African American and Latino students;
- See Appendix V - 307, V.G.1.q Academic Interventions** to view information for the academic interventions in the 2016-17 school year.
- V(G)(1)(r) A description of the academic intervention teams that have been established, what roles they have in improving student academic success, and what schools they are in;
- See Appendices V - 308, V.G.1.r Academic Intervention Teams** and **V - 309, V.G.1.r. MTSS Facilitators** for improving student academic success, including school locations for the 2016-17 school year.

- V(G)(1)(s) Copies or descriptions of materials for the quarterly events for families described in this section, including where the events were held and the number of people in attendance at each event;
- To view descriptions of quarterly events and materials, see **Appendices V - 310, V.G.1.s AASSD Quarterly Events**, and **V - 311, V.G.1.s Quarterly Event Descriptions** descriptions for the 2016-17 school year.
- V(G)(1)(t) For all training and professional development required by this section, information by type of training, location held, number of personnel who attended by position, presenter(s), training outline or presentation, and any documents distributed;
- The data required by section (V)(G)(1)(t) is contained in **Appendix IV-79, IV.K.1.q Master USP PD Chart**. This report contains a table of all formal professional development opportunities offered for the 2016-17 school year.
- V(G)(1)(u) A report setting forth the number and percentage of students receiving exceptional (special) education services by area of service/disability, school, grade, type of service (self-contained, resource, inclusion, etc.), ELL status, and race/ethnicity;
- The data required by section (V)(G)(1)(u) is contained in **Appendix V - 312, V.G.1.u Students Receiving Ex Ed Services 201617**. This report contains a table of all SY2016-17 non-duplicated (primary category only) Exceptional Education representation by site, race/ethnicity, ELL status, and Ex Ed category, as of the 40th day of enrollment.

VI. Discipline

The District continued its effort to achieve more equitable student discipline, both by reducing any disparities in the administration of discipline among racial and ethnic groups, and by reducing the absolute levels of discipline imposed. This effort included (a) positive intervention and support practices for behavioral issues that hinder academic achievement, such as Positive Behavioral Interventions and Supports (PBIS), Restorative Practices, and improved school culture and climate, (b) continued administration of the *Guidelines for Student Rights and Responsibilities* (GSRR) and ongoing efforts to improve it, (c) positive alternatives to suspension such as ISI and DAEP, (d) discipline data monitoring, analysis and feedback for positive action; (e) corrective action plans for schools needing closer attention; and (f) methods for identifying and replicating best practices.

Through extensive professional development, including the Instructional Leadership Academy (ILA), regular meetings, and other professional development opportunities, the District trained staff at multiple levels on implementation, strategies, and best practices designed to create an inclusive and supportive environment, keep more students in classroom settings, and reduce discipline disparities by race/ethnicity. Those efforts proved fruitful in SY2016-17, as the District saw reductions in discipline levels, including a reduction in discipline rates and a reduced disparity in discipline across ethnicities.

A. Addressing Disciplinary Issues through Behavioral Interventions, Positive Alternatives to Suspension, and Inclusive and Supportive Environments




To address disciplinary issues, the District provides behavioral interventions, implements positive alternatives to suspension, and promotes and maintains inclusive and supportive environments in its schools to keep students in classroom settings as often as practicable and reduce discipline disparities by race and/or ethnicity. Earlier in this report, the District described targeted interventions and support for academic achievement as part of the Multi-Tiered System of Supports (MTSS) for students. (See Section V). This section describes the interventions and supports for behavioral issues that hinder academic achievement and includes information, data, and descriptions of District efforts in the following key areas: PBIS, Restorative Practices, and school culture and climate (including professional development); the GSRR, including parental and community engagement; positive

alternatives to suspension; discipline data monitoring; corrective action plans; and methods for identifying and replicating best practices.

After evaluating the effectiveness of previous organizational strategies, the District made significant personnel changes to provide stronger, coordinated support for its efforts in these key areas. Previously, the District designated an academic and behavioral supports coordinator to oversee the provision of behavioral supports and positive alternatives to suspension, and a restorative and positive practices coordinator (RPPC) to assist in the ongoing implementation of Restorative Practices and PBIS.⁸⁷ In SY2016-17, the District designated a discipline coordinator to strengthen the implementation of these related functions. The District revised its approach to site-based support by eliminating the learning supports coordinator (LSC) position and initiating the MTSS facilitator position at the site level.

During SY2016-17, the District continued to utilize three sets of teams—MTSS teams; site discipline teams, and PBIS teams—to conduct monthly data discipline reviews and monthly meetings to improve school culture and climate, keep students in classroom settings as often as practicable, and reduce discipline disparities by race/ethnicity through the continued use of Restorative Practices and PBIS.

Figure 6.1: Site Teams

		
<p>MTSS TEAM Focus: students and student data</p>	<p>SITE DISCIPLINE TEAM Focus: staff and school-wide data</p>	<p>PBIS TEAM Focus: school culture and climate</p>

MTSS teams met monthly or bimonthly to identify struggling students through reviews of academic and behavioral data and implement appropriate

⁸⁷ The District provides academic and behavioral interventions and requires the development of positive alternatives to suspension as part of the DPG Plan. USP § V(E)(2)(b)(i)(VII). Section VI of the USP calls upon the District to create an inclusive and supportive environment in its schools, keep students in classroom settings as often as practicable, and reduce discipline disparities by race/ethnicity through the continued use of Restorative Practices and PBIS as comprehensive, school-wide approaches to classroom management and student behavior. USP § VI(A).

interventions, including Restorative Practices when appropriate, to address the students' identified needs. Site discipline teams met monthly, focusing on staff and school-wide data, and implemented corrective actions to address staff actions that impacted student discipline or school climate (*i.e.*, teachers identified as having initiated significant numbers of student referrals). PBIS teams met monthly and focused on building school culture and climate through implementation of PBIS and other strategies. Due to the interrelated nature of the teams and the fact that sites used them differently, this section refers to "site teams" throughout. The discipline coordinator worked throughout the year to support site teams, particularly through the MTSS facilitators and through regular and frequent meetings with central administrators in the educational leadership departments (Elementary and Secondary Education).

Each school has the flexibility to implement the teams and meetings in ways that provide the specific support needed at each school. Some large schools implemented all three teams, while some smaller schools combined team functions into one or two teams. In 31 schools, MTSS facilitators took the lead in coordinating team meetings and implementing the various components (**Appendix VI – 1, Sites with MTSS Facilitators**).⁸⁸ In the other schools, due to a multitude of factors (less identified need, more personnel resources, smaller student population, etc.), principals assigned a designated staff member—an MTSS lead—to coordinate the team meetings.

This approach worked well in SY2016-17 and, to strengthen MTSS implementation and provide more focused support at sites without an MTSS facilitator, the District will provide a stipend to MTSS leads in SY2017-18 to compensate designees for the added duties. Additionally, the District will assign a restorative and positive practices facilitator (RPPF) at ten sites with identified disciplinary needs to allow the MTSS facilitator to focus exclusively on academic interventions and supports (**Appendix VI – 2, RPPF Site Assignments for SY2017-18**). The RPPFs will work with the RPPC to implement targeted restorative practices at identified sites.

⁸⁸ Due to the size of its student population (more than 3,000), the District assigned two MTSS facilitators at Tucson High.

B. PBIS, Restorative Practices, Culture and Climate

The District continues to implement Restorative Practices and PBIS to address behavior and disciplinary issues and to improve the culture and climate.⁸⁹ At the District level, the discipline coordinator, who serves as the District's designated RPPC, worked with sites to implement PBIS and restorative practices. At the site level, the District designated site principals as the restorative and positive practices site coordinator (RPPSC).⁹⁰

1. PBIS Training and Implementation

PBIS professional development occurred at multiple levels and involved varied internal stakeholders: central administrators, site administrators, MTSS facilitators and leads, teachers, and other relevant personnel. PBIS professional development discussed, defined, and refined the strategies, best practices, and methods for PBIS implementation.

The District took several steps to ensure consistent PBIS training and implementation across sites. The District hired external PBIS trainers from KOI Education, which has assisted dozens of school districts nationwide to build the capacity to deliver high-quality evidence-based practices and services that result in positive academic, behavioral, and social achievement. KOI provided a three-day, comprehensive Tier 1 (classroom level) PBIS training in summer 2016 for site administrators. In July 2016, the District trained newly hired MTSS facilitators and designated several central office administrators to serve as PBIS trainers of trainers. The District provided these staff members with complete training materials to train other staff members on the implementation of PBIS at the classroom (Tier 1) level (**Appendix VI – 3, PBIS PD Reinforcement System** and **Appendix VI – 4, PBIS Teaching System**). The MTSS facilitators who received this training will attend the PBIS Tier 2 and 3 Trainer of Trainers workshop in July 2017. KOI also provided PBIS training for school safety officers and school resource officers.

⁸⁹ USP § VI(B)(1) identifies two comprehensive, school-wide approaches to student behavior and discipline: Restorative Practices and PBIS. USP § VI(E) describes the professional development necessary to support these approaches and to ensure that administrators, teachers, and other relevant staff members understand their roles and responsibilities related to student behavior and discipline.

⁹⁰ USP § VI(C)(2). RPPSCs are responsible for assisting instructional faculty and staff to (a) effectively communicate school rules; (b) reinforce appropriate student behavior; (c) use constructive classroom management and positive behavior strategies; (d) evaluate their school site's behavior and discipline practices to ensure that they are language-accessible; and (e) work with site staff and the district-level RPPC to develop corrective action plans for administrators or certificated staff as necessary.

In June 2016, principals from Grijalva, Davidson, and Whitmore elementary schools; Pueblo Gardens, Mary Belle McCorkle, and Hollinger K-8 schools, and Mansfeld Middle Magnet School also received training to become PBIS trainers. These seven principals, along with the principal from Robins K-8, collaborated to form the District's PBIS committee. This committee provided training to all school administrators in September, November, and March during ILA sessions. The committee designed this training to assist school administrators with strengthening existing implementation of PBIS programs at their schools. The PBIS committee met monthly to review PBIS implementation across the District and discuss strategies to help all schools build effective programs. Administrators from Pueblo Gardens, Hollinger, Robins, and Palo Verde High Magnet School also attended the PBIS Tier 2/3 Trainer of Trainers workshop in June 2017 so they can continue to support other school leaders with PBIS implementation in SY2017-18. The principals from Davidson, Grijalva, and Mansfeld became certified PBIS SET (Schoolwide Evaluation Tool) evaluators eligible to review PBIS programs at other schools.

Based on a review of SY2015-16 discipline data, the District identified six schools (Miller Elementary School, Booth-Fickett and Roskrug K-8 schools, Valencia Middle School, and Palo Verde and Santa Rita high schools) to receive targeted, intensive PBIS training and support as one of several corrective actions taken to address discipline rates and/or disparities. Teams from each school attended a PBIS Tier 1 Academy that included four days of training, 60 hours of on-site coaching, three to four whole-faculty training sessions, and a pre- and post-analysis of PBIS implementation (**Appendix IV – 94, TUSD Cohort 1 PBIS Progress Report 2.3.17**). Various staff members from these schools participated in a PBIS Tier 2 and 3 Academy during the summer 2017.

Throughout the year, site administrators and MTSS facilitators/leads worked with relevant site staff to implement PBIS, starting with the development of PBIS site teams. The creation of site teams operated to ensure accountability and consistency in the implementation of both academic and behavioral support.

During monthly professional development sessions, MTSS facilitators reviewed strategies to improve the MTSS process, discussed PBIS implementation, and discussed discipline trends and Restorative Practices. The MTSS facilitators formed grade-range professional learning communities (PLCs) to address and provide clarification around PBIS, Restorative Practices, and the academic and behavioral interventions and components embedded in MTSS.

Site administrators trained all staff on PBIS and the PBIS matrix developed by individual sites to address specific site needs. The PBIS team reviewed the behavior expectation matrix at each site and made revisions as necessary. PBIS teams also worked to ensure fidelity in PBIS implementation. The review of monthly discipline reports further provided a means for sites to continuously revise the PBIS matrix to best address areas of concern identified in the analysis of discipline data.

The District scheduled ongoing discussions on culture and climate guided by data gathered by site MTSS facilitators and leads and administrators. As members of site teams, MTSS facilitators and leads helped facilitate the implementation of the site's PBIS matrix to support an inclusive culture and climate at each site (**Appendix VI – 5, Samples of Site PBIS Matrices**). They also collected data to analyze the impact and effectiveness of PBIS implementation and submitted monthly discipline reports to District leadership by the tenth of each month. A district-level team reviewed the reports on a monthly basis and developed action steps for each site, with school directors communicating the follow-up action plans to schools. The first semester focused on strengthening the process. The second semester focused on quality, explicit action plans, and follow-up actions with site administrators. The process continued as schools addressed challenges to strengthen their PBIS systems.

2. Restorative Practices Training

The District solicited the service of Dr. Carl Hermanns, a clinical associate professor in the in the Mary Lou Fulton Teachers College at Arizona State University, to facilitate a three-hour Restorative Practices workshop for all principals and MTSS facilitators on April 6, 2017 (**Appendix VI – 6, Restorative Practice – 4.6.17 Presentation Copy**). The focus of Dr. Hermanns' work is to help school employees build authentic relationships with students and to examine their own implicit biases. School principals trained their faculty using Dr. Hermanns' PowerPoint during Wednesday professional development sessions.

3. PBIS and Restorative Practices Implementation: MTSS, Culture and Climate, and Infrastructure

A major component of the District's approach to providing academic and behavioral interventions is the implementation of the MTSS system within the context of building and maintaining supportive and inclusive learning environments. While PBIS and Restorative Practices are the District's primary school-wide approaches to classroom management and student behavior, MTSS is

the overarching umbrella under which all academic and behavioral interventions and strategies operate. Thus, professional development and implementation around PBIS and Restorative Practices often occurred within the broader context of MTSS implementation, and professional development focused on improving classroom- and school-level culture and climate.

During the annual Back to School Administrator Conference, facilitators discussed the optimal supportive classroom environment and ways to achieve these types of classrooms at sites. The conference also provided an opportunity for administrators to review and discuss the beginning-of-year checklist, which included roles and responsibilities for administrators and teachers, and to review the student code of conduct (GSRR) before the beginning of the school year. The instructional materials addressed specific learning outcomes centered on administrator roles and responsibilities.

Throughout the school year, each school director met with principals for an Evaluation Pre-Observation conference to review their role in student behavior and discipline, generally, and in the implementation of PBIS, Restorative Practices, MTSS, and the development of a supportive and positive school culture and climate more specifically. For alignment and consistency, directors placed special emphasis on administrators' roles as covered in the administrative evaluation instrument under the "Expectation of Culture and Equity Leadership." The instrument stated that an administrator "leads to promote the development of an inclusive school climate characterized by culturally responsive strategies." During Pre-Observation conferences, directors discussed expectations with principals and aligned these expectations to the Danielson evaluation framework. The individual meetings with principals provided valuable opportunities for directors to ensure that principals understood the District's expectations and that they received the support needed.

Directors also created a teacher evaluation flow chart at the beginning of the year to facilitate reviews with principals to ensure roles and responsibilities were clear and to ensure transparency and accountability (**Appendix VI – 7, 16-17 Teacher Evaluation Workflow**). In addition to one-time, one-on-one, and group discussions, the District continued ongoing discussions during bimonthly Instructional Leadership Academy sessions to keep culture and climate (including PBIS, MTSS, the GSRR, and discipline reporting) a top priority. The District's focused commitment to improving school culture and climate was a primary driver in the development of planning outcomes for the ILAs during SY2016-17.

Throughout fall 2016, the District provided guidance on the role of principals and certified staff members regarding the discipline process, the GSRR, and District policy. The training included guiding sites through the referral process to ensure proactive approaches to implementing interventions. Administrators followed up by holding school staff meetings to communicate the PBIS, MTSS, and discipline referral processes to their faculties and staffs to make sure teachers, in particular, were aware of their roles and responsibilities related to student behavior and discipline. The District also utilized the early-release Wednesday schedule to support continued training for school teams and site staff in PBIS and MTSS strategies, monitoring, and best practices. In addition, site committees met on a monthly basis. During these meetings, directors and District leadership discussed the role of administrators and teachers, the referral process, and Restorative Practices and PBIS implementation.

Previously, the District attempted to implement the use of a “referral form” that teachers would use when referring a student out of class. The District evaluated the use of this form and determined it was cumbersome and less effective; it was not utilized in SY2016-17.

In accordance with District expectations, MTSS site meetings occurred at a minimum of twice a month and on an ongoing basis throughout the school year to provide support and strategies for teachers. Some sites met weekly, in addition to their MTSS meetings, to address the needs of students.

In spring 2016, the District discipline team continued reviewing the site’s monthly reports to provide feedback and to support and direct the improvement of all aspects of culture and climate. MTSS facilitators and school administrators uploaded reports to the MTSS SharePoint from September 2016 through May 2017. Schools provided monthly reports via uploads to the MTSS SharePoint and academic directors worked with sites that did not post by the tenth of the month. Elementary and secondary school directors and assistant superintendents collaborated with site administrators to develop and implement corrective actions at schools with identified “hot spots”—schools with high levels of discipline incidents or suspensions or discipline disparities identifiable by race or ethnicity. Additionally, MTSS facilitators followed up with at-risk students to ensure they were a part of the MTSS process with interventions in place.

The District also identified teachers who over-referred students or who needed classroom and instructional management support. The District contracted

with an outside consultant, Fred Jones, to provide training to teachers, support staff, and administrators (**Appendix VI – 8, Fred Jones PD Scope and outline**). On December 2, 2016, 90 of these teachers completed Day 1 of classroom management training by Fred Jones. On March 1, 2017, 98 teachers completed the same training. These 189 teachers completed Day 2 and 3 of Fred Jones Tools for Learning on June 22 and 23, 2017 (**Appendix VI – 9, Fred Jones Training Materials, Exemplars**).

In addition, the District provided a one-day overview of Fred Jones to 75 administrators on December 3, 2016. The District provided facilitator training in the Fred Jones Tools for Teaching to 27 teacher mentors and exceptional education staff over three sessions. Facilitators implemented Fred Jones study groups to support teachers and sites throughout the school year. Site and District administrators completed three days of Fred Jones Training on June 5–7, 2017. The District offered an open session for Fred Jones Tools for Teaching for up to 200 teachers on June 19–21, 2017.

C. The Student Code of Conduct: *Guidelines for Student Rights and Responsibilities*

In school districts, acceptable student behavior, consequences, and processes are often described in a student code of conduct. In the context of a desegregation case, it is important that the student code of conduct is fair, equitable, and applied in a fair and equitable manner. The District's code of conduct includes limits on exclusionary discipline, fair and age-appropriate consequences that are paired with meaningful instruction, and the types of interventions used in PBIS and/or Restorative Practices.⁹¹ All schools implement the GSRR to ensure it is fairly and equitably applied, and all disciplinary actions are aligned to the GSRR standards and comport with Restorative Practices and PBIS.⁹²

In fall 2016, the District ensured that all stakeholders had access to information about the GSRR through professional development for District staff members and informational programs for students and parents. These presentations included information on the GSRR, processes, and limitations, as well as its role within the District's overall approach to student behavior and discipline. The District also translated the GSRR into multiple languages and made it available to parents, students, and staff in multiple locations and formats.

⁹¹ See USP § VI(2)(a).

⁹² See USP § VI(B)(c).

The District introduced the existing GSRR design and format in SY2008-09 and has revised the guidelines every year since. In spring 2016, the District began the process of critically assessing the GSRR and taking steps to develop a revised code of conduct that would be more user-friendly for all stakeholders and reflect the values stated in the Unitary Status Plan (USP). The following report outlines the GSRR translation and dissemination, District efforts to ensure understanding across multiple stakeholder groups, and the initial steps taken to create a revised code of conduct.

1. GSRR Dissemination

The District evaluated and revised the GSRR significantly in 2013 in collaboration with external consultants, the Plaintiffs, and the Special Master.⁹³ In addition to the first revision in 2013, the District has proactively evaluated and revised the GSRR on an annual basis, including the solicitation of feedback from the Plaintiffs and Special Master. The District did not revise the GSRR for SY2016-17. The 2015-16 version of the GSRR became the 2016-17 GSRR; the only difference was a supplemental “Frequently Asked Questions” (FAQ) document that provided responses to clarify certain aspects of GSRR implementation.

Every year after revising the GSRR, the District provides the guidelines and related documents to all parents of enrolled students.⁹⁴ The District also makes the GSRR available in all major languages at school sites, the central office, and Family Resource Centers (FRCs) and on the District’s website.⁹⁵ The District developed and made copies available in all major languages, including Spanish, Arabic, Somali, and Vietnamese. In August 2016, the District printed and distributed more than 50,000 hard copies of the English/Spanish version of the GSRR and related documents to all school sites, the central office, and family centers. The number of copies delivered to sites was based on student enrollment at each site. In turn, schools distributed the GSRR to all parents of students enrolled in the District.

⁹³ See USP § VI(2)(a).

⁹⁴ USP § VI(D)(1).

⁹⁵ The USP defines major languages as follows: “Major Languages” refers to the most commonly spoken languages other than English for [English Language Learners] in the District, including Spanish, and any other language that the District shall add whenever the number of students with that language background reaches 100 pursuant to Governing Board Policy KBF – R. USP Appendix A [ECF 1450-1, p. 4.].

2. Student, Parent, and Community Involvement

The District developed and refined an informational program to help school community members understand their roles and responsibilities under PBIS, Restorative Practices, and the GSRR.⁹⁶ The informational program was delivered via assemblies for students and informational sessions for parents (**Appendix VI – 10, GSRR PowerPoint (For Students) 16-17**). All school sites provided parent informational sessions during open house sessions, Title 1 parent meetings, and/or other types of parent information events to inform parents about the GSRR (**Appendix VI – 11, TUSD GSRR Documentation – Fall 2016**). The District held information sessions during the school day and/or evenings (**Appendix VI – 12, GSRR PowerPoint (For Parents) 16-17**).

The District's discipline coordinator, MTSS facilitators, site administrators, and site discipline teams conducted GSRR-related activities throughout SY2016-17, including but not limited to distributing the GSRR, collecting signed parent acknowledgment forms, and reviewing the GSRR with students and/or families. *Id.* Site teams incorporated GSRR training into their regular trainings on school culture and climate and analyzed discipline data throughout the year to ensure compliance with the GSRR. Details on discipline data monitoring for GSRR compliance are discussed below.

To ensure that students understood their rights and responsibilities, all site administrators, or a designee, reviewed the GSRR with students. However, the process used to inform students varied by site. For example, some sites informed students about the GSRR in an assembly format, others by visiting classrooms at a specific time during a particular day.

3. Professional Development

The District provides training for staff to implement the standards established in the revised GSRR and to communicate to administrators their roles and responsibilities, such as ensuring that the GSRR is communicated to the school community and that it is consistently and fairly applied.⁹⁷

In preparation for SY2016-17, the District trained all administrators on PBIS implementation and best discipline practices and on culturally responsive

⁹⁶ USP §VI(D)(2).

⁹⁷ USP § VI(E)(5).

instructional practices (**Appendix VI – 13, Admin Training July 19-20, 2016**). The District provided additional professional development to administrators on the GSRR, draft Code of Conduct (and its development), supportive and inclusive learning environments, and roles and responsibilities under the USP related to behavior and discipline. In October, the District followed up this training with communications to clarify GSRR implementation related to aggression incidents (**Appendix VI – 14, Principal Letter on Fights and Assaults 10-20-16**). In November, the District held a special training session for assistant principals to clarify further the policy for handling aggression incidents. In conjunction with the GSRR, the District required principals to complete a form to request permission to elevate the level of an offense and/or the number of suspended days out of school (**Appendix VI – 15, Request to Elevate Discipline Level**). Principals used the form 30 times in SY2016-17 and directors approved 28 elevations.

4. Steps to Revise the Student Code of Conduct

Language in the GSRR is based on a set of state-determined violations, provides examples and definitions based on Arizona statute, and is written for multiple stakeholder groups with varying levels of knowledge and understanding. At times, the existing GSRR can be confusing for some stakeholders, and the framework for the current GSRR is almost ten years old. In fall 2015, the District initiated an effort to develop a more modern code of conduct to replace the GSRR.

On November 10, 2015, the Governing Board awarded a consulting services contract to Mr. Jim Freeman, a consultant recommended by the U.S. Department of Justice, to assist the District in developing a new student Code of Conduct. Mr. Freeman began by working with the District to establish student, parent, and community focus groups. District staff provided him with background on USP-related components of the GSRR and encouraged him to reach out to the Plaintiffs and Special Master to solicit their feedback, which he did. On April 5, 2015, Mr. Freeman presented his findings and recommendations for the new Student Code of Conduct to the Governing Board. The District continued working with multiple stakeholders, including the Plaintiffs and the Special Master, to further revise the revised Code of Conduct during SY2016-17. This work included multiple stakeholder meetings, the reconvening of Mr. Freeman's "working group" (made up of staff, community members, and other stakeholders), multiple meetings and communications with the Plaintiffs and Special Master, presentations to the Governing Board, and the solicitation of feedback online from parents, community members, teachers, students, and other stakeholders.

The District received the initial draft Code of Conduct from Mr. Freeman (based on the work of the working group) in spring 2016. Over summer 2016, District staff analyzed the draft and sought feedback from various stakeholders, including additional feedback from Mr. Freeman and a phone conference with the Special Master and Plaintiffs in July 2016. The District submitted the District's first draft to the Special Master and Plaintiffs in August 2016 (**Appendix VI – 16, Email and Revised Code Aug 2016**). The submission of the first draft triggered a 60-day review and comment process required by USP Section I(D)(1) (**Appendix VI – 17, 2016-17 Code Development Timeline**). Ultimately, this period lasted through December. During the fall, as it considered revisions based on Special Master and Plaintiff feedback, the District brought those revisions to various stakeholder groups for additional insight and feedback. This included soliciting feedback from the superintendent's student advisory committee, teachers, principals, and the reconvened working group. In December, the District submitted a revised, proposed Code of Conduct to the Special Master and Plaintiffs for final review (**Appendix VI – 18, Email and Revised Code Dec 2016**).

In January and February 2017, the District presented the revised code, along with Special Master and Plaintiff feedback, to the Governing Board for information and further study (**Appendix VI – 19, Board Agenda Items re Code from January through May 2017**). The Board, including a newly elected Board member, directed staff to make the revised code publicly available and provide additional opportunities for stakeholders to comment. The District held several public forums in February and March so that parents, teachers, and other stakeholders could fully understand the revisions and give informed feedback (**Appendix VI – 20, Code of Conduct Forums Memo**). The District also made the revised Code of Conduct available online and set up an online feedback system for stakeholders to leave comments (**Appendix VI – 21, Code of Conduct Forums and Feedback**). In March and April, the District revised the code again in response to stakeholder feedback. This version was again shared with the Special Master and Plaintiffs to solicit their feedback on the revisions (**Appendix VI – 22, Email and Revised Code Apr 2017**).

In meetings in April and May 2017, the Governing Board reviewed and considered stakeholder feedback, including the comments from the Special Master and Plaintiffs. The Board reviewed the final revised, proposed Code of Conduct in May (**Appendix VI – 23, Revised Code May 2017**). Ultimately, the Governing Board did not vote to approve the code for SY2017-18 (**Appendix VI – 19, Board Agenda Items re Code from January through May 2017**).

At the outset of the development of the Code of Conduct, Mr. Freeman warned that the District's initial six-month timeline for the development and implementation of a new code was relatively aggressive. Other districts that had worked with Mr. Freeman had taken one to two years to develop and implement a revised code that had the buy-in of multiple stakeholders. This reality held true in Tucson Unified as well: Despite its best efforts, many stakeholders continued to have issues with the revised Code of Conduct in spring 2017 and the District was not ready to adopt it for SY2017-18. Accordingly, the 2016-17 version of the GSRR remains in effect, but without the FAQ supplement.

D. Positive Alternatives to Suspension

The District developed and implemented several positive alternatives to suspension as a means of keeping students in school when they might otherwise be suspended. Positive alternatives to suspension operate to reduce racial disparities in suspension, ensure that students remain in school as often as possible, and reduce the likelihood of students becoming disengaged in school or dropping out entirely.⁹⁸

Administrators utilized different alternatives depending on the nature of the violation and the GSRR protocol. The Dropout Prevention and Graduation (DPG) Plan included four types of positive alternatives to suspension for administrators to consider: GSRR interventions (including restorative conferences); abeyance contracts; In-School Intervention (ISI); and the Life Skills Alternative to Suspension Program (LSASP), which was later reconstituted as the District Alternative Education Program (**Appendix V – 105, Dropout Prevention and Graduation Plan**). The District's implementation of each of the four types of alternatives is detailed below.

1. GSRR Interventions

When students engage in mid-level misbehaviors that otherwise may lead to suspension, the District first attempts to address the issue using PBIS interventions

⁹⁸ The USP addresses student behavior and discipline directly in Section VI, Discipline, and indirectly in Section V, Quality of Education, within the contexts of academic and behavioral interventions, supportive and inclusive learning environments, and dropout prevention. A key objective of Section VI is the reduction of discipline disparities in out-of-school suspensions by race or ethnicity, but the USP addresses positive alternatives to suspension in Section V through the Dropout Prevention and Retention Plan (retitled the Dropout Prevention and Graduation Plan). Thus, the District is reporting on positive alternatives to suspension in this section of the annual report.

and/or Restorative Practices. USP § VI(B)(2)(a). Interventions include but are not limited to restorative conferences, restorative circles, or any number of other strategies listed in the GSRR. Administrators use these interventions as a preventative tool to reduce recidivism by having students reflect on their behavior and think of positive strategies to avoid making the same mistakes.

Among the most frequently used interventions in SY2016-17 were restorative conferences and/or restorative circles. School administrators, deans, and counselors documented restorative circles and conferences using the Synergy Conference Block. In SY2016-17, schools documented 17,836 behavioral conferences, including restorative circles and conferences.

Table 6.2: Behavioral Conferences

Grade Level	Behavioral Conferences
K-5 (Elementary and K-8 Schools)	8,043
6-8 (Middle and K-8 Schools)	6,802
9-12 (High Schools)	2,991
Total	17,836

Administrators used these strategies for all action levels of violations as set forth in the GSRR. Although all principals, counselors, and other members of site discipline teams who were new to the District received GSRR training, the District recognized the need for additional training on the use of Restorative Practices and the proper implementation of restorative conferences and circles. Therefore, the District is planning supplemental professional development in this area for SY2017-18.

The District documented the use of GSRR interventions and Restorative Practices through its Synergy data system. Some schools were unable to offer every type of intervention, such as Saturday School, Peer Mediation, or Teen Court. Still, all schools provided additional interventions for all action levels of violations and as alternatives to suspension for mid- to higher-level violations.

To ensure consistency in the application of interventions, the District's RPPC monitored discipline incidents monthly to identify instances in which schools did not utilize or did not properly document GSRR interventions. The RPPC met frequently with academic directors to communicate identified errors, proposed solutions, and best practices back to principals. The RPPC also provided training on the discipline review process, GSRR compliance, and other related topics during ILA

meetings throughout SY2016-17 (**Appendix VI – 25, ILA Agendas and Documents 2016-17**).

On a consistent basis, schools utilized thousands of lower-level interventions (such as restorative conferences and circles) either as a direct alternative to possible suspension (in school or out of school) or as a preventative tool to resolve conflicts before they escalated to higher-level offenses requiring suspension.

2. Abeyance Contracts

An abeyance contract is an agreement by the parent and student to comply with the GSRR, allowing the student to remain in school and/or significantly reduce the length of the potential out-of-school suspension. Students placed on an abeyance contract continue to receive direct instruction from their teachers and remain in class with their cohort.

Abeyance contracts do not prevent suspensions, but they drastically reduce the number of days that students spend out of school. In SY2016-17, administrators used abeyance contracts in 565 instances, and only 10 reinstatements⁹⁹ occurred (**Appendix VI – 26, 2016-17 Abeyance Data**). Thus, the District successfully utilized 555 abeyance contracts as a positive alternative to removing students from school.

3. In-School Intervention Program

Before SY2015-16, the District operated traditional in-school suspension (ISS) programs as an alternative to short-term suspensions, and the Life Skills program as an alternative to long-term suspension. In SY2015-16, the District revised its approach to alternatives to suspension to better align with the goals of the USP, the DPG Plan, best practices, and U.S. Department of Education guidance¹⁰⁰. After describing its revised approach in the DPG plan (finalized in March 2015), the District shared a more detailed description with the Special Master in summer 2015 (**Appendix VI – 27, Morado Memo to Dr. Hawley re ISI-DAEP**). The District's approach centered on converting former ISS alternatives to

⁹⁹ A "reinstatement" occurs when a student violates the contract and serves the suspension days.

¹⁰⁰ In January 2014, the U.S. Department of Education released *Guiding Principles: A Resource Guide for Improving School Climate and Discipline*. The guide states, in part, that "students who need to be removed from the regular classroom setting for even a short period of time should have access to an alternative program that provides comparable academic instruction to that provided to students in the regular school program."

ISI alternatives and enhancing and rebranding the Life Skills program as the District Alternate Education Program (DAEP). The 2015 memo to the Special Master included separate reports on the planned implementation of ISI and DAEP, each of which provided a detailed description of the District's plans to create positive alternatives for students who commit suspendable violations.

In SY2015-16, the District established nineteen ISI programs¹⁰¹. In SY2016-17, the District added three additional K-8 sites: Dietz, Hollinger, and Roberts-Naylor. In the first year (SY2015-16), the District provided training to site administrators, teachers, and support staff for the ISI program. The ISI program met with some success in its first year and, in late summer 2016, the District completed an evaluation of the program (**Appendix VI – 28, ISI Evaluation 2015-16**). The evaluation found, in part, that “the results of this data suggest that TUSD should continue with and develop more fully the implementation of the ISI program to ensure consistent and equitable discipline practices and reporting across schools.” Based on observations, feedback from ISI site principals and teachers, and the ISI evaluation, the District revised the ISI manual and teacher-created documents for SY2016-17 (**Appendix VI – 29, Revised ISI Manual for 2016-17**).

In August 2016, the District conducted mandatory training for ISI teachers on the updated ISI manual (**Appendix VI – 30, ISI Training 081516**). The District also provided Job-Alike sessions in which veteran ISI teachers shared best practices for replication.

The District focused on ensuring that students placed in ISI continued their classwork and assignments with a certified teacher and worked to increase communication between the ISI teacher and the students' classroom teachers. Another key focus was ensuring that students reflected on their behavior and developed positive strategies for the future. To this end, the District continued to utilize activities based on *The 7 Habits of Highly Effective Teens* (**Appendix VI – 31, 7 Habits Worksheet Templates**). ISI staff members used the worksheets strategically as a basis for conversations with students to identify root causes of behavior and to assist students in developing positive behavioral strategies.

At the end of SY2016-17, the District provided surveys to ISI teachers to evaluate implementation from the teachers' perspective (**Appendix VI – 32, ISI**

¹⁰¹ The 2015-16 sites included: Booth-Fickett and Safford K-8 schools; Doolen, Gridley, Magee, Mansfeld, Pistor, Secrist, Utterback, Vail, and Valencia middle schools; and Catalina, Cholla, Palo Verde, Pueblo, Rincon, Santa Rita, Sahuaro, Tucson High Schools.

Survey and Results). The District's Assessment and Program Evaluation Department will complete its annual ISI evaluation in September 2017.

4. District Alternative Education Program

Established in SY2015-16, DAEP provides an academic setting for students in grades 6-12 who are receiving long-term suspensions (twenty to 45 days). The program has three components: the transition to DAEP, attendance at DAEP, and the transition back to the home site. Since the DAEP student is always in transition—either going into or coming out of placement—the District assigned specific responsibilities to the home-site staff and to the DAEP staff to facilitate the transition. Regular communication between the home school and the program is essential for the student's success.

The high school DAEP site¹⁰² is in session for five hours per day, and each of the two middle school sites are in session for a little more than six hours per day. In spring 2017, the District opened the Doolen Middle School site using the same schedule as the other two middle school sites. Each teacher in DAEP conducts academic articulation with the suspending school to prevent students from falling behind in their coursework and learning. In addition, a behavior intervention monitor provides support to the teacher and students to prevent behavior from interfering with successful work completion and to ensure that students are learning from their mistakes.

On a student's second day of attending DAEP, a staff member meets on site with the referring administrator and case manager, if needed, to develop the Wrap-Around-Services (WRAP) intervention plan. The WRAP plan includes any necessary academic, social, or behavioral support to ensure the student has a successful reentry to the school. During SY2016-17, the District informed middle and high school administrators that the DAEP procedures would continue in a very similar fashion to the previous year.

In fall 2016, the District provided DAEP referral refresher training to all administrators and provided administrators with easy access to the DAEP referral forms and processes on the District Intranet. In November 2016, administrators received "refresher" training on the referral to DAEP process. The District ensured that all administrators were familiar with the five-day referral timeline to DAEP and

¹⁰² 2016-17 DAEP sites include Magee, Doolen, and Southwest Education Center for middle schools and Project MORE for high schools.

that student transitions occurred smoothly by day five of the suspension or sooner. Once notified of a suspension, DAEP staff initiated contact with families to expedite the enrollment process and recorded the reassignment disposition in Synergy, the District's new student information system (SIS). Reentry meetings facilitated the transition back to the student's home site to help strengthen the implementation and effectiveness of the WRAP plans. Articulation of schoolwork from the home site to the DAEP staff will continue as a top priority to prevent learning loss.

A significant success in year two involved the introduction of a more focused strategy for addressing the Social Emotional Learning (SEL) of DAEP students to identify root causes of behavior and facilitate student learning. In January 2017, the District contracted with an outside behavioral health service provider for SEL services to DAEP students. The agency, Higher Ground, trained DAEP staff to build internal capacity, began working at each site two days per week, and addressed the social and emotional needs of the students through a lesson component and a physical/art component. Early indications from DAEP teachers and students suggest the program has been very helpful in providing students with emotional outlet options and an awareness of their self-regulation strengths and weaknesses. Teachers incorporated SEL techniques and lessons in their engagements with students, and many students have taken advantage of continuing with Higher Ground even after leaving DAEP.

For SY2016-17, 266 students enrolled in DAEP: 141 high school students and 125 6th through 8th graders. More than 50 percent of those high school students attended DAEP at Project MORE, an alternative school discussed in Section V of this report. Of the 266 enrolled students, 87 percent completed the program, including 39 African American and 129 Hispanic students who remained in a classroom setting as a positive alternative to out-of-school suspension (**Appendix VI – 33, DAEP Evaluation Summary 2016-17**). The District will complete a full evaluation of the DAEP program in late summer 2017.

E. Discipline Data Monitoring

In addition to implementing the primary strategies discussed earlier in this report (PBIS, Restorative Practices, and MTSS), the District actively monitors discipline data and adjusts its strategies and focus based on frequent data analysis. All site teams met monthly throughout SY2016-17 to review discipline data, discuss school-wide corrective action plans or action items, and explore ideas for

improvement.¹⁰³ The data were readily available on the District's Discipline Data Dashboard, a computer application that displays discipline data by school on a daily basis. The District established a discipline data monitoring system in SY2014-15 and continued in SY2016-17 with improvements that provided checks and balances originating from the school, to the directors, to the central discipline committee to the Superintendent Leadership Team (SLT), and then back to the school.

1. Daily Data Monitoring and Biweekly Reporting

The District's compliance liaison monitored discipline data to ensure compliance with District policy. This daily review included active monitoring of all suspensions and positive alternatives to suspension, including ISI and the District Alternative Education Program, and helped ensure equitable and consistent consequences for GSRR violations. If a consequence appeared not to align with the facts or classification of an incident, the liaison contacted the principal and the supervising director to investigate the potential inconsistency and develop a resolution, if necessary.

In addition to submitting incident-specific communications to site and central leadership, the liaison submitted biweekly reports (twice per week) to elementary and secondary leadership and to student services directors to further review the incidents that had occurred each week (**Appendix VI – 34, Sample Communication and Bi-Weekly Incident Report**).

The biweekly reports list every school that issued a suspension during the given time period and include pertinent information such as grade-level, gender, race/ethnicity, violation, dates of suspension, and duration of suspension or positive alternative to suspension. The report also identifies whether the suspension was classified as short or long term, whether the student received exceptional education services or had a Section 504 plan, whether an arrest occurred, and whether the site utilized an abeyance contract to keep the student in the classroom or at school.

Leadership teams of assistant superintendents and directors reviewed the reports regularly, investigated questionable incidents and/or consequences, and took any necessary corrective actions. The RPPC participated in the weekly meetings for secondary schools.

¹⁰³ USP § VI(F)(1-4).

Daily monitoring and biweekly reporting ensured that central leadership became aware of specific incidents and trends at specific schools, enabling them to develop hands-on and direct corrective actions to keep schools safe while also keeping students in classrooms as much as possible. Corrective actions could range from a one-on-one communication to coaching to identification for further training. The biweekly reporting ensured that directors were kept up to date on all suspensions and could take immediate corrective action in instances in which exclusionary discipline was applied in a manner that was not fair or age appropriate or applied for an inappropriate duration. Directors could also identify which schools were utilizing positive alternatives to suspension in appropriate circumstances.

2. Weekly Monitoring and Weekly Reporting (Aggression Incidents)

Beginning in the second semester, after reviewing first semester data, the District's RPPC monitored incidents reported in the "aggression" category, the category resulting in the highest incidents of exclusionary discipline. The RPPC emailed reports to elementary and secondary leadership directors that included highlighted areas of concern and notes (**Appendix VI – 35, Weekly Aggression Reporting Template**). In this way, the academic directors maintained ongoing dialogue with the RPPC and with their principals to ensure proper incident documentation, the appropriate use of interventions and consequences, and the inappropriate use of exclusionary discipline when it occurred.

Table 6.3 below documents some of the corrective actions the District took to actively monitor aggression incidents.

Table 6.3: Corrective Actions Related to Aggression Incidents

Date	Corrective Action
Nov 18, 2016	Academic directors met with Deseg/Legal to review aggression discipline documentation.
Dec 1, 2016	The RPPC reviewed discipline documentation protocol at the Instructional Leadership Academy.
Dec 2, 2016	Academic directors met with Deseg/Legal to review aggression discipline documentation. When errors were discovered, directors were assigned to follow up with their principals to correct documentation so it is more accurate.
Dec 9, 2016	Academic directors met with Deseg/Legal to review aggression discipline documentation.
Jan 20, 2017	Academic directors met with the RPPC to review aggression discipline documentation. Directors reviewed incomplete descriptions and other errors with principals.
Jan 20, 2017	The RPPC began preparing weekly reports on aggression incidents and distributed the reports to the directors to follow up with principals.

Date	Corrective Action
Feb 3, 2017	Deseg/Legal, RPPC, Chief Information Officer Scott Morrison, and Technology Services (TS) staff met to finalize changes to the SIS that were discussed in December 2016 and January 2017. TS staff worked to configure the SIS as only editable by District leadership and ensured that the audit log was turned on for that field so the RPPC could track which administrators made which changes. TS staff also planned to communicate with District leadership regarding administrator access to, and understanding of, the Enrollment Restrictions screen. Finally, TS staff planned to change the configuration of violations so that there is a separate description level for incidents involving aggression, defiance, and disruption incidents (to be able to include specific inputs like “ongoing and escalating” as a separate drop down that can be sorted by the RPPC or by the director).
Feb 10, 2017	The RPPC began notifying principals and assistant principals directly when errors in documentation were discovered in the weekly reports on aggression incidents. The RPPC continued to monitor the aggression incidents on a weekly basis and to follow up with administrators until errors were corrected.

3. Monthly Data Monitoring and Reporting

a. Site Monitoring and Reporting

i. Ongoing Improvement of the Monthly Review and Reporting Process

To ensure consistent and systematic discipline data monitoring and reporting, the District provided training to principals, assistant principals, deans, and MTSS facilitators at 32 campuses on the site discipline data review process, including use of the Discipline Data Dashboard. The District also developed a template for principals to use on a monthly basis to monitor and report their discipline data (**Appendix VI – 36, Principal Mthly Rpt Template**). The template includes a step-by-step instruction guide for site staff to ensure that data are consistently reported across the District.

Principals uploaded the completed template form each month to the MTSS website. The monthly uploading process required a commitment at the school level to meet regularly and document the discipline data into the monthly review template. Monthly reporting on discipline cultivated more awareness of trends, which helped school teams better understand if or where any disparities existed in their discipline procedures or on their campuses.

After conducting their monthly review, directors followed up with principals and informed the elementary and secondary education assistant superintendents of issues and/or schools in need of support that were not already discussed during their weekly meetings.

Central administrators and directors provided training to principals and assistant principals during ILA sessions on the appropriate procedures for completing the template using the Discipline Data Dashboard to gather evidence (**Appendix VI – 37, Discipline Data Training 102016**). The RPPC also trained MTSS facilitators at their September monthly meeting (**Appendix VI – 38, Discipline Data Training for MTSS 093016**). The RPPC frequently communicated with site discipline teams, administrators, MTSS facilitators, and other relevant staff regarding reporting discipline data.

In fall 2016, the RPPC provided a supplemental student discipline training to assistant principals on the proper documentation in Synergy, the use of low-level consequences for low-level behavior, monitoring to ensure disciplinary data are accurate, the DAEP referral process, and other topics (**Appendix VI – 39, RPPC-AP Meeting Nov 23**).

The District developed and implemented a day-long training for administrators in June 2016 on various discipline-related topics: the District's overall approach to behavior and discipline; PBIS best practices and implementation; bias and Restorative Practices; discipline data reviews; school discipline analysis; and the development and implementation of culture and climate profiles for each individual school (**Appendix VI – 40, June Discipline Training** and **Appendix VI – 41, School CandC Profile Template**). The training also included a documentary, "The Mask You Live In," and an informed dialogue about bias and issues specific to young men (and, particularly, young men of color). Clusters of principals held critical discussions about the implications of the movie for issues facing the District and their relationship to the imposition of discipline and student engagement.

ii. Ongoing Improvement of Data Input

While leadership provided training and communications to site leaders to improve the accuracy of discipline data reporting, the RPPC worked throughout the year with staff from other relevant departments (including Desegregation and TS) to assess the capabilities of Synergy. The team developed improved capabilities to support data entry for disciplinary incidents for more accurate reporting in SY2017-18. In Synergy, the team designed separate fields under incident "description" that will require administrators to indicate whether an incident was "ongoing and escalating" or a "school threat." This was a functionality that the District began to build into Synergy's predecessor, Mojave.

b. Central Monitoring and Reporting

At the beginning of the school year, the District assembled a Central Discipline Committee Review (CDCR) team that met monthly and quarterly throughout the year.¹⁰⁴ The District documented each meeting's agenda and minutes (**Appendix VI – 42, CDCR Team Monthly Mtgs**).¹⁰⁵

During the meetings, the team reviewed the principals' monthly discipline reports and identified specific schools with documented discipline issues. The committee also monitored data trends using the Discipline Data Dashboard. As a result of feedback from the committee, the academic directors and principals were able to better support the schools to ensure equitable disciplinary consequences.

4. Quarterly Data Monitoring and Reporting

The committee reviewed campus discipline data for each quarter then reported its findings to leadership during SLT meetings throughout the school year. Academic directors met regularly with their assistant superintendent to discuss follow-up actions and support to targeted schools. Each director completed a quarterly report based on the monthly reports from the schools under their supervision (**Appendix VI – 43, Q1 Quarterly Rpts** and **Appendix VI – 44, Q2 Quarterly Rpts**).

The committee also reviewed campus discipline data for the third quarter in March (**Appendix VI – 45, Q3 Quarterly Rpts**) and for the fourth quarter in June (**Appendix VI – 46, Q4 Quarterly Rpts**). After reviewing the third and fourth quarter discipline data, the committee provided specific feedback to leadership (**Appendix VI – 47, June Q4 Review**). The District continued to work with directors and principals to focus on reducing discipline incidents.

5. Culture and Climate Site Visits

On a regular basis, the RPPC collaborated with MTSS facilitators and leads to conduct MTSS site visits and observations each quarter. The visiting team made recommendations to improve culture and climate after observing campus spaces and classrooms, reviewing MTSS and discipline team documentation and practices,

¹⁰⁴ Team members included the assistant superintendent of Curriculum and Instruction, the senior director of Assessment and Evaluation, the assistant superintendent of Elementary Leadership, the assistant superintendent of Secondary Leadership, and the interim deputy superintendent.

¹⁰⁵ The appendix includes minutes for the combined meetings in November 2016, January 2016, and March 2017 and a copy of the presentation for the combined meeting in June 2017.

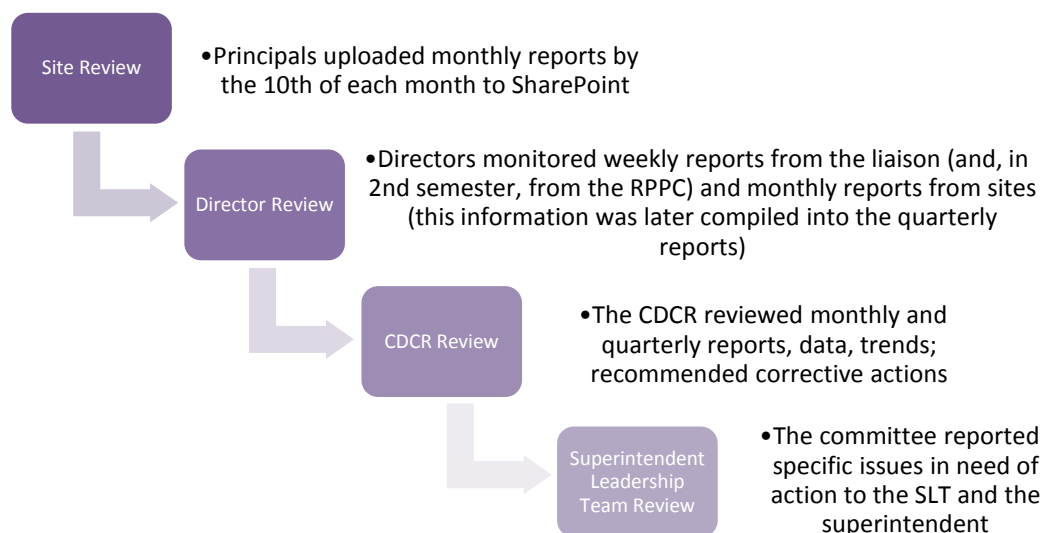
and assessing the strength of school-wide and classroom-based practices (**Appendix VI – 48, Sample MTSS Site Visit Forms**).

6. Year-End Review

a. Process

The District continually refined and improved the data monitoring process, shown in Figure 6.4 below, to improve discipline outcomes through the daily monitoring and weekly reports by RPPCs and liaisons, the weekly monitoring and monthly reports by directors and assistant superintendents, and the committee's monthly and quarterly monitoring and reporting to the superintendent and the SLT.

Figure 6.4: Discipline Data Monitoring and Reporting Process



The continued implementation of active and ongoing monitoring and communication in SY2016-17 contributed to continued progress in addressing discipline disparities. The District reviews comparisons between the same quarter of different school years to identify trends, progress, and schools that may be implementing specific best practices, which could be replicated at other sites (**Appendix VI – 49, Fourth Quarter Discipline Comparison**).

On a monthly basis, the District monitors the number of incidents disaggregated by race/ethnicity and reviews the number of incidents by category (**Appendix VI – 50, Monthly Discipline - Three Year Comparison**). From SY2014-15 through SY2016-17, the District experienced some significant decreases

in violations (**Appendix VI – 51, Discipline by Violation - Three Year Comparison**).

b. Outcomes

This section includes data and analysis for two primary types of outcomes: student discipline rates and out-of-school suspensions.

i. Student Discipline Rates

Graph 6.5 below shows the student discipline rate by race/ethnicity for the past four years. Discipline rates for SY2016-17 were consistent with those of SY2015-16 and remained well below those of SY2013-14, except for Native Americans.

Graph 6.5: Total Discipline Rates by Ethnicity from 2013-14 to 2016-17

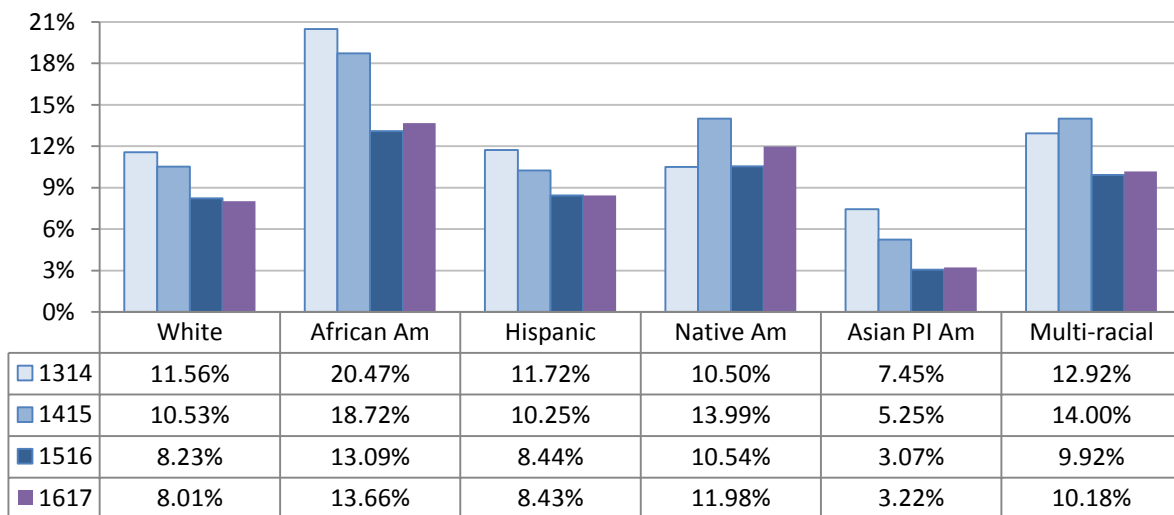


Table 6.6 below shows that the difference between African American and white discipline rates narrowed over the past four years. Even with an increase in SY2016-17, the District reduced the disparity significantly from 8.91 percent in SY2013-14 to 5.65 percent in SY2016-17. The table also shows virtually no disparity in discipline rates between Hispanic and white students.

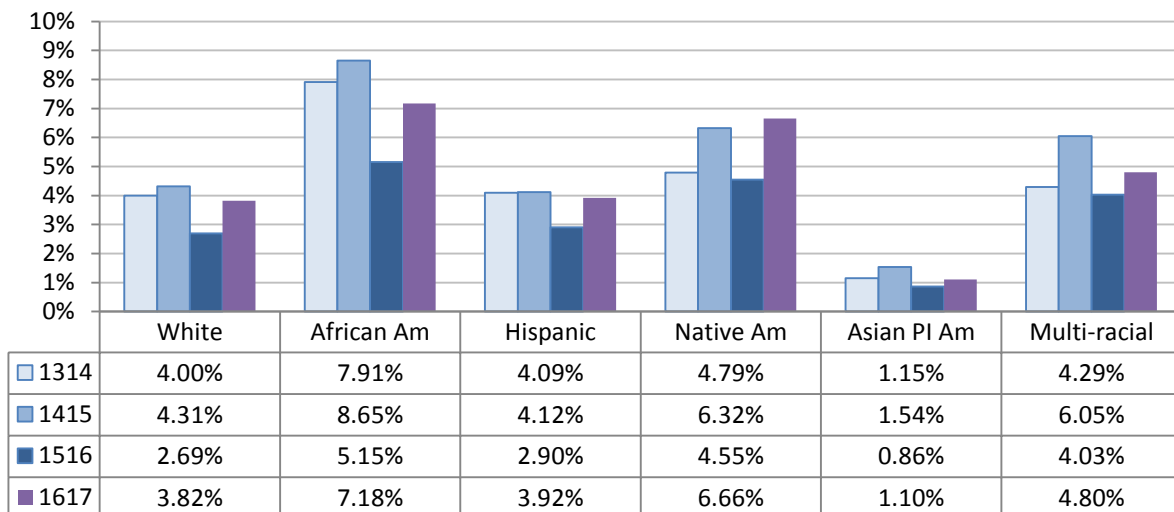
Table 6.6: Discipline Disparities – 4-Year Comparison

	White	African-American	Hispanic
2013-2014	11.56%	20.47%	11.72%
<i>Disparity w/white students</i>		8.91	0.16
2014-2015	10.53%	18.72%	10.25%
<i>Disparity w/white students</i>		8.19	-0.28
2015-2016	8.23%	13.09%	8.44%
<i>Disparity w/white students</i>		4.86	0.21
2016-2017	8.01%	13.66%	8.43%
<i>Disparity w/white students</i>		5.65	0.42

ii. Out-of-School Suspension

a. **Suspension Rates**

Graph 6.7 below shows out-of-school suspension rates by race/ethnic group over the past four years. Suspensions were below SY2013-14 levels for most groups (except Native Americans and Multi-racial).

Graph 6.7: Out-of-School Suspension Rates by Ethnicity from 2013-14 to 2016-17

As shown in Table 6.8 below the District reduced the disparity for out-of-school suspensions between African American and white students from 4.34 percent in SY2014-15 to 3.36 percent in SY2016-17. The table also shows virtually no disparity in out-of-school suspension rates between Hispanic and white students.

Table 6.8: Out-of-School Suspension Disparities – 4-Year Comparison

	White	African-American	Hispanic
2013-2014	4.00	7.91	4.09
<i>Disparity w/white students</i>		3.91	0.09
2014-2015	4.31	8.65	4.12
<i>Disparity w/white students</i>		4.34	-0.19
2015-2016	2.69	5.15	2.90
<i>Disparity w/white students</i>		2.46	0.21
2016-2017	3.82	7.18	3.92
<i>Disparity w/white students</i>		3.36	0.10

b. Suspension Proportionality

A “proportionality” index (p-index) divides the percentage of students within a racial/ethnic group that received a particular consequence (e.g., short- or long-term suspension) with the group’s percentage of enrollment. A p-index of 1.0 indicates that students in the group are suspended in the same proportion as their share of the total student population.¹⁰⁶

The District submits a report every year on short- and long-term discipline data (**Appendix VI – 52, VI.G.1.b Discipline data 2013-2017**). Based on this information, the District calculates the p-index for both short- and long-term suspensions (**Appendix VI – 53, Proportionality Index**). Tables 6.9 and 6.11 below shows the p-index for both types of suspensions for African American students from SY2014-15 to SY2016-17.¹⁰⁷

i. Short-Term Suspensions

Table 6.9: P-Index for African American Student Out-of-School Suspensions

		2014-15	2015-16	2016-17
District Enrollment ¹⁰⁸	%	6%	9%	10%
Short-Term Suspension	%	19%	17%	16%
P-Index		3.17	1.89	1.60

¹⁰⁶ The “proportionality” index is the equivalent of the Students Suspended Index (SSI) described by Dr. Charles M. Achilles in Chapter 8, Racial Disparities in School Discipline. In: Russell, C., D. Armor, and H.J. Walberg (eds.). School Desegregation in the 21st Century.

¹⁰⁷ The referenced appendices include the p-index data for Hispanic students.

¹⁰⁸ Enrollment data includes all students who were enrolled at any given point during the school year. It is therefore higher than any single date enrollment such as 40th day.

Although African American students still received a disproportionate number of short-term suspensions, as is true across the country, the disproportionality has decreased substantially since SY2014-15. In the District, fewer Hispanic students received short-term suspensions relative to the Hispanic student population. *Id.*

The District also calculates a likelihood ratio¹⁰⁹ that compares the p-index for both African Americans and white students. In SY2014-15, African American students were 3.2 times more likely to have a short-term suspension than white students. By SY2016-17, the likelihood ratio had dropped to 1.9 (see Table 6.10 below).

Table 6.10: Likelihood Ratio for Short-Term Suspensions

	2014-15	2015-16	2016-17
AfAm/White Ratio	3.2	2.1	1.9
Hispanic/White Ratio	0.8	1.0	1.1

ii. Long-Term Suspensions

Table 6.11: P-Index for African American Student Out-of-School Suspensions

		2014-15	2015-16	2016-17
District Enrollment ¹¹⁰	%	6%	9%	10%
Long-Term Suspension	%	16%	19%	19%
P-Index		2.67	2.11	1.90

Progress is also positive for long-term suspensions, as the number of African American students receiving long-term suspensions dropped from 48 in SY2014-15 to 29 in SY2016-17 (**Appendix VI – 52, VI.G.1.b Discipline data 2013-2017**). Although African American students still received a disproportionate number of long-term suspensions, the disproportionality decreased since SY2014-15 (see Table 6.11 above).

The likelihood that African American students were suspended long-term compared to white students fell from 3.5 in SY2014-15 to 2.3 in SY2016-17 (see Table 6.12 below). Although African Americans were still overrepresented in suspensions, the District reduced the disparity. In the District, fewer Hispanic

¹⁰⁹ The likelihood ratio is a measure of the relationship between two groups and is calculated by dividing the p-index of one group by another. A likelihood ratio of zero occurs when the p-index is one.

¹¹⁰ Enrollment data includes all students who were enrolled at any given point during the school year. It is therefore higher than any single date enrollment such as 40th day.

students received long-term suspensions relative to the Hispanic student population (**Appendix VI – 53, Proportionality Index**).

Table 6.12: Likelihood Ratio for Long-Term Suspensions

	2014-15	2015-16	2016-17
AfAm/White Ratio	3.5	2.2	2.3
Hispanic/White Ratio	1.2	1.0	1.1

7. Corrective Measures

Throughout SY2016-17, the District took corrective measures to address identified deficiencies in its implementation of discipline policy, including activities related to PBIS, Restorative Practices, the GSRR, and the development of supportive and inclusive learning environments.¹¹¹

The District identified the need for corrective measures primarily through discipline data review and direct observation. However, the District also developed and implemented corrective measures in other situations involving issues related to classroom management or student-to-teacher interaction and engagement.

Depending on the circumstance, the District used informal measures, including verbal discussions with a teacher, written direction, or additional training, support, or mentoring. More formal measures could involve a written plan to address a specific issue or placement on a Teacher Support Plan for issues related to student engagement or classroom management. The District developed both formal and informal corrective measures for individuals, sites, and groups of sites depending on the context.

School leadership directors met on a weekly basis with their respective assistant superintendent and discussed various schools' needs and issues. Often, discipline was a standing item discussed at the meetings. When sites demonstrated deficiencies in their discipline practices or in policy or GSRR implementation, the supervising director and the RPPC developed site-wide corrective action plans (CAPs) to address the deficiencies (**Appendix VI – 54, Student Discipline Corrective Action Plans 16-17**). The director, sometimes with the RPPC, then met

¹¹¹ Pursuant to the USP, corrective measures can take the form of informal actions or formal plans. The USP refers both to "corrective actions" (see USP §§ VI(E)(4) and (F)(2)) and "corrective action plans" (see USP §§ (VI)(C)(2)(e), (E)(3)(h), and (F)(2)).

with the site discipline team to discuss the CAP implementation and monitoring process.

All schools conducted monthly discipline data reviews through their various discipline teams or committees. Site teams reviewed the process for interventions and for entering these interventions and consequences into Synergy. Site teams reviewed data on a monthly basis and identified students who needed additional interventions. Principals uploaded monthly student discipline review documentation to the SharePoint internal site.

School leadership directors monitored the discipline review process at their assigned schools. Directors provided feedback to schools and clarified the process used by teams so that schools could implement corrective measures. Site teams uploaded all documents into the SharePoint site, where directors reviewed them on a monthly and quarterly basis. This process ensured that directors reviewed the data and helped site discipline teams identify target issues that might require corrective action.

School leadership (directors and assistant superintendents) also met together on a quarterly basis to review discipline data at the district- and site-levels. When the directors flagged sites' racial disparities, supervising directors conducted a second layer of direct, in-depth data review with the site principal as a corrective measure. School leadership directors and assistant superintendents also identified schools' needs and strengths. Directors communicated with site principals as needed to develop corrective actions, embedded either in CAPs or in other documents, such as MTSS meeting templates. Some corrective measures aligned with best practices as shared by other site leaders and/or site teams. Directors conducted regular visits to schools and documented their meetings with principals on logs or through their Outlook calendars. Some schools adjusted their data and plans as needed.

The District's goal for the first quarter was to train school staff to use the new Synergy system to document student discipline and interventions. The District discipline committee waited until the first quarter student discipline data were available to identify schools trending downward. At the beginning of the second semester, site administrators and directors documented actions taken at these identified "hot spot" schools. Directors had continuous conversations with principals to ensure implementation of the corrective actions outlined in the CAPs (**Appendix VI – 55, First Quarter CAPs 16-17**).

At the end of each quarter, the District Discipline Review Committee met to review data and identify trends. Schools that showed disproportionate discipline at a significant level created a CAP for the subsequent quarter (**Appendix VI – 56, Second Quarter CAPs 16-17** and **Appendix VI – 57, Third Quarter CAPs 16-17**).

The RPPC collaborated with site directors to monitor CAP progress throughout the year (**Appendix VI – 54, Student Discipline Corrective Action Plans 16-17**). The RPPC, directors, and leadership discussed schools' CAP progress during quarterly discipline review meetings and on an as-needed basis.

Two major corrective measures included ensuring that principals properly input discipline data into the SIS to facilitate accurate data reviews and ensuring they conducted data reviews in a consistent manner. During fall 2016 ILA meetings, the District trained all site administrators on the discipline review process, from entering discipline data to conducting discipline data reviews. Administrators reviewed the process for entering interventions and consequences into the data systems and the District provided a template for the administrators to use for their monthly reports.

The District also provided training on the Discipline Data Dashboard system (**Appendix VI – 37, Discipline Data Training 102016**). During these sessions, the District explained the required process for discipline data reviews by the school team. Principals engaged in hands-on training on the data dashboard and learned how to find and disaggregate discipline data. Principals reviewed the process for entering interventions into the SIS and were able to calibrate this process with other principals to identify best practices and ensure accuracy. The District utilized this process to train principals to enter disciplinary consequences into Az SAFE (Arizona's student discipline monitoring system) through Synergy.

The District also provided specified training for 100 teachers for corrective action to improve their classroom management skills. The District sent these teachers to a one-day classroom management training, Fred Jones, in December (see Section VI.B, above).

8. Identifying and Replicating Best Practices

In July and August 2016, the District developed a specific plan to enhance its previous efforts to identify and replicate successful strategies for addressing behavior and disciplinary issues (**Appendix VI – 58, Best Practices Plan**

083016).¹¹² The plan incorporated strategies the District implemented in the past, such as principals sharing best practices with each other, and new strategies, including having site teams from successful schools work directly with site teams from struggling schools, and posting information about effective practices online for greater access.

a. RPPC Identification, Assessment, and Recommendation to Replicate Practices

Throughout fall 2016, the District provided guidance to principals and certified staff members on their roles in the discipline process. Training included reviewing the GSRR and District discipline policy and guiding sites through the referral and documentation process to ensure proactive approaches to implementing Restorative Practices interventions.

The District required that principals meet on a regular basis, at least monthly, with the site discipline team. This team comprised the MTSS facilitator or MTSS lead, school administrators, selected teachers, and other relevant staff. The team reviewed the site discipline data, discussed any school-wide corrective action plans or action items, and explored ideas for improvement.

Directors met with the District Discipline Committee on a quarterly basis and reviewed the discipline data with the elementary and secondary assistant superintendents, including incident reports, suspension data, and MTSS logs.

During the monthly and quarterly meetings, the RPPC, the deputy superintendent, assistant superintendents, and directors reviewed the various steps taken and/or the strategies used at various sites. The leadership teams then assessed whether particular strategies possibly contributed to positive outcomes and identified strategies and practices that other schools could replicate.

As academic directors visited their schools and conducted walk-throughs, they identified principals who were implementing successful strategies to improve the culture and climate of their schools or to address specific behavior or disciplinary concerns.

¹¹² See USP Section VI(F)(3): "If the data collected and reviewed indicates that a school has been successful in managing student discipline, the District RPPC shall examine the steps being taken at the school to determine whether the approach adopted by the school should be adopted by other schools within the District, and if the RPPC determines the approach should be replicated, the District RPPC will share the strategies and approach with the District to consider replication at other schools."

b. Sharing Best Practices Directly and Online

i. ILA Meetings

Based on either direct observation or investigation into practices at sites with positive disciplinary data, the RPPC and the directors asked specific principals to share their successful practices and strategies with other school principals during monthly ILA Business meetings. Table 6.13 below includes a few examples of best practices identified by academic directors and shared with other school principals.

Table 6.13: Identified and Shared Best Discipline Practices

Identified Site	Identified Practice Shared Between Directors and Sites
Whitmore	Provided new principals with examples of a Back-to-School meeting agenda designed to start the school year on a positive note by addressing behavior and discipline expectations as a top priority (Appendix VI – 59, Whitmore-Back to School Meeting Agenda).
PBIS Committee (Principals from Grijalva, Davidson, McCorkle, Whitmore, Roskruge, and Mansfeld)	Principals from the PBIS Committee shared PBIS best practices with all school administrators on PBIS implementation and effective strategies every other month during ILA meetings throughout the school year (Appendix VI – 60, PBIS-Self Assessment Data ILA Presentation).
Banks	Shared experience with PBIS and Bobcat Buddies (Appendix VI – 61, Banks Bobcat Buddies).
Grijalva	Introduced Tier 2 and 3 PBIS implementation to improve student behavior and reduce discipline incidents (Appendix VI – 62, Grijalva – PBIS at Tier 2-3).
Cholla	Shared the school's MTSS process, handbook, and guidelines and discussed the delegation of MTSS tasks, including discipline data monitoring and PBIS implementation (Appendix VI – 63, Cholla MTSS Presentation Dec 2016).
Wright	Shared the use of PBIS Trust Cards to help build student responsibility and motivate students to improve behavior.
Gridley	Demonstrated how the school uses its website to document PBIS implementation and PLC work. The school posts articles promoting positive school culture on its website.
Hollinger	Discussed the implementation of Friendship Clubs designed to help students reduce conflict.

ii. MTSS Facilitators and Leads

MTSS facilitators and leads met with their site's discipline team frequently to share best practices. In some instances, MTSS facilitators or leads visited other sites with positive discipline data to review and observe the implementation of the MTSS process, including successful discipline strategies.

The RPPC met with all MTSS facilitators and leads monthly. At these meetings, facilitators and leads shared best practices from their unique perspective based on their site discipline team meetings. MTSS facilitators shared protocols that they used to increase the effectiveness of their school MTSS meetings (**Appendix VI – 64, Roberts-Naylor MTSS Review Protocol**).

iii. ILA School Administrator Cadres

Once a month, small groups of site administrators met in cadres at each other's sites and shared successful academic and behavior strategies.

iv. ILA SharePoint

After principals with positive discipline data (and those who had improved their discipline data) shared their successful strategies with their colleagues, the RPPC ensured that the presentations and handouts were available on the ILA SharePoint. Related materials and presentations were uploaded to the internal ILA SharePoint website so all principals could access them throughout the year.

v. Clarity

In SY2016-17, all school principals and MTSS facilitators received training on the Clarity Early Warning Module (EWM). MTSS facilitators also received training on the Intervention Module (IM). (See Sections V.D and X.A for more information on EWM and IM). Site-based staff at all schools had access to best practices on the EWM through the BrightBytes research library, including research-based behavior and discipline strategies, links to websites, videos, and useful forms (**Appendix VI – 65, Clarity EWM Screen Shots**). The "Insights" tool in Clarity allowed the staff to select a specific topic (either academic or behavior) and/or issue (Disciplinary Referrals, Suspensions, Expulsions, Behaviors-Major) in order to find different strategies for potential interventions. The links often included contact information for practitioners and experts nationwide so principals could follow up with them. These strategies are not static; BrightBytes updates them as new information becomes available. In SY2017-18 trainings, the RPPC will emphasize the need to use these strategies in a manner consistent with other District initiatives (Restorative Practices, PBIS, etc.).

F. USP Reporting

VI(G)(1)(a) Copies of the analysis contemplated above in section (VI)(F)(2), and any subsequent similar analyses. The information provided shall include the number of appeals to the Governing Board or to

a hearing officer from long-term suspensions or expulsions, by school, and the outcome of those appeals. This information shall be disaggregated by race, ethnicity and gender;

See Appendix VI – 66, VI.G.1.a Appeals to Hearing Officers and Governing Board for appeals to long-term suspensions and expulsions for SY2016-17.

VI(G)(1)(b) Data substantially in the form of Appendix I for the school year of the Annual Report together with comparable data for every year after SY2011-12;

The data required for section (VI)(G)(1)(b) can be found in **Appendix VI – 52, VI.G.1.b Discipline data 2013-2017** for SY2016-17.

VI(G)(1)(c) Copies of any discipline-related corrective action plans undertaken in connection with this Order;

See Appendix VI – 67, VI.G.1.c Corrective Action Plans (3rd Qtr.) to view 3rd quarter discipline data and plans for SY2016-17.

VI(G)(1)(d) Copies of all behavior and discipline documents, forms, handbooks, the GSRR, and other related materials required by this section, in the District's Major Languages;

See Appendices VI – 68, VI.G.1 (1) GSRR - English,

69, VI.G.1.d (2) GSRR Vietnamese,

70, VI.G.1.d (3) GSRR Somali,

71, VI.G.1.d (4) GSRR Arabic

72, VI.G.1.d (5) GSRR Spanish, and

73, VI.G.1.d Copies of behavior plans, discipline docs-forms for SY2016-17.

VI(G)(1)(e) Copies of any Governing Board policies amended pursuant to the requirements of this Order;

There were no new or amended policies regarding discipline for the SY2016-17.

VI(G)(1)(f) Copies of any site-level analyses conducted by the RPPSCs;

See Appendix VI – 74, VI.G.1.f Site-level Analyses to view samples of MTSS visits for elementary, K-8, middle and high school for SY2016-17.

VI(G)(1)(g)

Details of each training on behavior or discipline held over the preceding year, including the date(s), length, general description of content, attendees, provider(s), instructor(s), agenda, and any handouts;

The data required by section (VI)(G)(1)(g) is contained in **Appendix II – 78, Master USP PD Chart**. This report contains a table of all formal professional development opportunities offered for SY2016-17.

VII. Family and Community Engagement

Section VII of the Unitary Status Plan (USP) requires the District to adopt strategies to increase family and community engagement (FACE) in schools, including (a) developing and implementing an outreach plan to families; (b) providing information to families about the services, programs, and courses of instruction available in the District and included in the USP; (c) learning from families how best to meet the needs of their children; and (d) collaborating with local colleges, universities, and community groups to provide information and guidance to improve the educational outcomes of African American and Hispanic students, including English language learner (ELL) students, while providing relevant information to their families.

The District has built a robust FACE infrastructure through its compliance with Section VII, headlined by the District's four Family Resource Centers (FRCs), which serve as the hubs of its FACE efforts. This infrastructure supports a multi-tiered approach to FACE that includes both general outreach to families and targeted outreach to African American and Hispanic families and at-risk students. The District's FACE efforts are coordinated under the umbrella of the Family and Community Engagement Plan (FACE Plan), a final version of which the District, Special Master, and Plaintiffs agreed upon in September 2014. The FACE Plan, which is available on the District's desegregation webpage, provides both the rationale and blueprint for the District's comprehensive efforts to engage families and the community in the educational process. By aggressively implementing the FACE Plan, the District's goal is to institutionalize engagement with families and the community as a critical part of District policy.

As detailed in the report below, the District made great strides in SY2016-17 to further engrain FACE as a primary part of the District's everyday functions. The District made notable achievements across the board, including with respect to FACE outreach and communication, districtwide and site-level FACE activities, FRC operations and services, FACE information tracking, and translation and interpretation services. The District also has expanded its FACE-focused personnel: the District assigned three program coordinators to support the FACE programs and increased the number of school community liaisons from 36 in SY2015-16 to 52 in SY2016-17.

This section of the annual report focuses on the District's general outreach efforts for FACE referred to in the FACE Plan as Type 1 family engagement. The

District's targeted outreach efforts for families of at-risk and disengaged students (Type 2 engagement) are reported in Section V (Quality of Education).

A. Family Engagement and Outreach Communication

The Family and Community Outreach department coordinates the District's collaborative efforts to support the involvement of families in the educational process, with a special focus on African American and Hispanic families. School sites, administrators, and the Student Services and School Community Services departments all play crucial roles in FACE outreach, and communication between them is at the heart of the District's FACE efforts. Through their combined efforts, District families receive information and services regarding the curriculum, District resources, and community resources through their children's schools, Student Support Services, FRC programs, and community events.

During SY2016-17, school sites often concentrated on providing information to families about curriculum, focusing on academic content and providing specific strategies, materials, and tools for families to employ at home to support improved academic achievement. School sites reported offering 861 curricular-focused events, including regularly scheduled parent conferencing, with more than 86,000 attendees (**Appendix VII – 1, School Site Curricular Focus Trainings for Families SY2016-17 Sample**). Sites are required to offer a minimum of two curricular-focused trainings (one per semester) each year. All school sites met this requirement, with the vast majority more than tripling the expectation. Curricular topics included literacy, math, science, and accessing student data through ParentVUE, Synergy, and other online student data systems.

The topics and methods of training offered by the individual school sites reflected the diversity of District families and the culture and climate of individual schools. For example, Howell Elementary School provided a series of early literacy workshops for adult caregivers during the school day, while Johnson Primary School provided a Fun Academic Family Night with integrated math, science, and literacy focused on a "portable planetarium" presentation. Project MORE tailored its family curricular focus trainings to the specific needs of its students and families, in part by meeting with each student and family upon registration. During this initial meeting, staff outlined curricular expectations and taught students and their adult caregivers how to navigate the project's online student academic tracking and support program so they could effectively and conveniently monitor student progress.

Table 7.1: School Site Curricular Focus Distribution SY2016-17

Number of Trainings Offered	2-5 events	6-10 events	11-15 events	16-20 events	21+ events
Elementary Schools	9	19	11	7	2
K-8 Schools	1	8	5	1	0
Middle Schools	4	4	1	0	1
High Schools	2	5	3	0	0
Alternative Schools	1	2	1	0	0
TOTAL	17	38	21	8	3

In addition to curricular-focused events, school sites made efforts to increase involvement through non-curricular events and provided information to families about opportunities for parent, guardian, or other adult caregiver education and resources. During SY2016-17, school sites reported more than 150,000 attendees at 1,743 family events designed to build community, familiarity with school staff, and confidence interacting within the school setting, thus supporting student achievement (**Appendix VII – 2, School Site Family Involvement - Other SY2016-17**).

To increase opportunities for families to access information and resources, school sites used various avenues to inform families about other education and resource opportunities throughout the District and the community (**Appendix VII – 3, School Site Family Engagement Opportunities And Resource Information Sample SY2016-17**). Sites used Facebook, webpages, bulletin boards, parent meetings and events, paper and electronic newsletters, marquees, phone calls, ParentLink, and other avenues to provide information about community resources, curricular support, classes or workshops for parents, school and District events, District programs and resources, AzMerit testing, and other topics. Families were then able to use the information to access services and resources to meet their needs and interests. The significant increase in the number of reported site-based events from SY2015-16 is due, in part, to the reporting system implemented during SY2016-17 and increased training and support to site staff, as discussed in more detail below.

Expanding upon the site focus, District staff developed and implemented several strategies to communicate services and support available to District families, students, and staff at school sites, FRCs, and District events.

1. The District centrally coordinated its social media communication, including via Twitter, Facebook, and web-based outlets such as the District website, Family and Community Outreach and other department webpages, and webpages for every school linked to the District's website. In addition, 70 schools used their own Facebook pages and 81 used ParentLink to communicate and engage with families and students **(Appendix VII – 4, School Site Methods Used To Conduct Outreach Or Facilitate Family Engagement SY2016-17 Summary)**.
2. The FRC Facebook page, which links to the FRC webpage, provides information in English and Spanish about FRC events and services, District and community events and support, educational support, college admission and financial aid support, and other relevant subjects. Postings include text, photos, videos, online articles, and "Facebook Live" events. Since July 1, 2016, the FRC Facebook page has recorded more than 36,000 impressions and has received more than 1,700 "likes" and other reactions to individual posts.
3. The District used face-to-face communication, telephone contact, email, and newsletters to provide families with more traditional (and at times more familiar) avenues of communication.
4. Other outreach methods included text messaging, smartphone apps, webinars, cafecitos or parent meetings, and livestreaming of events. In general, personal contact and conversation was a highly effective way to reach families, provide information, and develop relationships.
5. Family and Community Outreach department staff set up information booths at District and community events, such as family nights, parent meetings, school resource fairs, the State of the District Address, magnet fairs, and community health fairs. These venues provided staff with the opportunity to communicate directly with families. The staff displayed photos of workshops, classes, services, and FRC events, along with other informational materials, including school choice options, advanced learning opportunities, college enrollment, and financial aid opportunities.

6. The District conducted outreach to District staff working directly with children to increase awareness of family engagement and support. Family and Community Outreach staff provided information and training about services available at the FRCs and other District programs. Among the District personnel who received training were Food Services staff, Transportation staff, Guidance and Counseling staff, Dropout Prevention staff, and Multi-Tiered System of Supports (MTSS) facilitators. Staff learned about available support and how to facilitate access to support when they encounter a student or family who would benefit.
7. The District shared monthly FRC event calendars, along with supporting informational materials, with District families, staff, and community partners. FRC staff posted calendars and materials in both English and Spanish on the District's website, the FRC webpage, and the FRC and District Facebook pages. The District also distributed those materials in hard copy throughout the District and community (**Appendix VII – 5, Family Resource Centers Calendars SY2016-17**).
8. The District made television commercials in English and Spanish to advertise the host of services available at the FRCs. The Spanish commercial aired 80 times on Telemundo between May 18 and June 30. The English language commercial aired on KVOA News at noon and 5 p.m. twelve times between June 12 and June 30.

The use of these various outreach platforms increased the number of families who received information, the frequency of contact, and the amount of information distributed. For example, since July 1, 2016, FRC ParentLink contacts and the FRC Facebook page hits accounted for approximately 515,000 contacts with families and other stakeholders, up from 349,000 similar contacts during SY2015-16. Postings on the FRC Facebook page reached approximately 18,500 users, and posts specifically promoting FRC services reached 7,220 users. More than 476,000 parents and other stakeholders received 24 ParentLink emails containing FRC calendars and related informational materials in English and Spanish. Finally, FRC staff made direct contact with families through telephone calls and participation in more than 50 District and public events, informing stakeholders of services offered at the FRCs (**Appendix VII – 6, Family Centers Promotions SY2016-17**).

B. Building School Capacity to Engage Families

To ensure school sites are consistently providing quality family engagement opportunities, the District developed and implemented a system for reviewing and assessing family engagement efforts at school sites. All school sites identified a family engagement point of contact to communicate efforts between the District, sites, and families (**Appendix VII – 7, School Site Family Engagement Contacts SY2016-17**). Each site submitted family engagement reports to the Family and Community Outreach department on a monthly basis (**Appendix VII – 8, USP Family Engagement School Site Compliance SY2016-17**). Department staff reviewed the reports upon submission and at regularly scheduled data reviews in November 2016 and January, March, and June 2017 (**Appendix VII – 9, Data Review Notes SY2016-17**). The department also conducted outreach to school sites in response to information provided by sites in the monthly reports. The department identified six school sites for targeted family engagement support during SY2017-18. Implementation of this new system accounts for a significant portion of the increase of family engagement efforts reported by school sites.

The District also provided training to administrators and school staff to ensure that families felt welcomed at schools and included as partners in enhancing their children's learning (**Appendix VII – 10, School Site Parents as Partners Staff Training SY2016-17 Sample**). School sites reported trainings received by site personnel in their monthly family engagement reports. The list below outlines the district-level trainings.

- In July 2016, District office staff attended mandatory Office Stars Training. Staff learned best practices for providing customer service, ensuring that families receive necessary information, using discretion in sensitive situations, and creating a welcoming environment.
- In July and August 2016, 278 District staff completed mandatory McKinney-Vento training through the District's Professional Learning Portal. Additional certified and classified staff, including newly hired staff, completed the training between September 2016 and April 2017. Staff learned about the requirements of the McKinney-Vento Act, how to ensure students and families in housing crisis receive the support to which they are entitled, and how to work with families in housing crisis in a compassionate and supportive manner.

- In October 2016, District administrators received training and information about site family engagement requirements and reporting.
- Between September 2016 and April 2017, Title I school community liaisons, site administrators, and other site staff received training in family engagement. Title I liaisons received this targeted training in seven group settings. Family engagement contacts and site administrators received on-site training relating to family engagement requirements, reporting, and improving the quality of family engagement efforts at the site level (**Appendix VII – 11, Family Engagement Trainings and Supports for School Site Personnel SY2016-17**).
- In June 2017, District staff attended the Institute for Educational Leadership’s National Family and Community Engagement Conference, where they learned about evidence-based practices and high-impact strategies to increase family engagement.

Table 7.2: School Site Staff Training to Make Parents Feel Valued as Partners in Their Children’s Education

Training	Total Schools	Total Participants
McKinney-Vento Training True North Logic (TNL)	57	2,578
Office Stars	54	108
Customer Service Training TNL	17	102
Positive Behavioral Interventions and Supports (PBIS) Training (site based)	8	223
School Community Liaison Training (7 sessions)	42	122
USP Family Engagement Requirements and Reporting Training offered by site	23	228
Formative Assessment & Culturally Relevant Professional Development Training	3	86
Synergy	22	181
USP Family Engagement Requirements and Reporting Trainings Offered by Family and Community Engagement Staff	57	66
Other Site-Created Trainings (Example: GATE, bully prevention, Restorative Practice, mandatory reporting, etc.)	31	367

C. Districtwide Coordination of Family Engagement Efforts

During SY2016-17, the District worked to increase collaboration across departments in planning and facilitating districtwide family engagement opportunities. The District's FACE Team included representatives from departments that played a major role in facilitating family engagement. Among others, the FACE Team included members from Family and Community Outreach, African American Student Services, Mexican American Student Services (MASS), Communications and Media Relations, Language Acquisition, Guidance and Counseling, and School Community Services departments. The FACE Team met regularly to establish family engagement roles, calendar major events, and facilitate collaboration for those events (**Appendix VII – 12, FACE Meeting Schedule SY2016-17**). The team defined the FACE roles for fourteen District departments or programs and their staff members. This information, along with contact information, was shared with all team members to help facilitate efficiency in collaboration efforts (**Appendix VII -13, Family and Community Engagement Team SY2016-17**). The team identified and scheduled major events such as IMPACT Tucson, a Health and Enrollment Fair, and Adelante, targeting families from across the District (**Appendix VII – 14, District Wide Family Engagement Events SY2016-17**).

In addition, staff from across the District worked together to plan and host events. FACE Team members created, coordinated, and hosted many of these events, at least fifteen of which required coordination between three or more departments or school sites (**Appendix VII– 15, District Wide Family Engagement Collaboration Report Sample SY2016-17**). For example, the Family and Community Outreach department collaborated with Palo Verde Magnet High School and the African American Student Services, Communications and Media Relations, School Health Services, and Food Services departments to plan and host a Health and Enrollment Fair on December 10, 2016 at the Palo Verde FRC. The group, along with several community partners, met on six occasions to ensure a high-quality event for District families.

D. Needs Assessment

Every year, the Family and Community Outreach department strives to provide resources to families based on their needs as identified through survey responses; direct requests by District students, families, and employees; and input from community partners. Much of this work is accomplished through the

department's efforts to secure volunteers and donations from the community. District programs and community partnerships secure resources for the food pantries and clothing banks and provide classes and workshops on a multitude of topics.

To determine families' needs and availability, Family and Community Outreach staff provided needs-assessment surveys to families at the FRCs, District and community events, and school sites and through African American Student Services and MASS student success specialists (**Appendix VII – 16, VII.E.1.b Family Engagement Survey SY2016-17**). Feedback from families in the SY2016-17 survey echoed many of the same needs described in previous years, such as support in parenting and family communication, academics, English acquisition, health and nutrition, health care, clothing, food, financial planning, housing support, mental health support, college funding and scholarship information, and summer youth employment opportunities. Families also indicated the need for employment and adult academic support, computer classes, tutoring and homework help, and evening hours (**Appendix VII – 17, Parent Survey Responses SY2016-17**). The District also trained staff to tactfully and sensitively elicit needs information from families through conversation. The District took workshop participation and feedback into consideration when seeking out and providing resources.

The survey indicated a need for much of the support already offered at the FRCs. The response indicates a need to increase awareness of the program and its offerings throughout the District. To address this need, the District took the following steps:

- Monthly ParentLink emails distributed event calendars and informational fliers directly to parents, guardians, and District personnel. The District also promoted events and offerings via phone calls made directly to those stakeholders. The Family and Community Outreach department worked with the District's communications department to create promotional commercials for KVOA and Telemundo.
- School sites provided a FACE contact to coordinate information.
- FRC staff attended family events at school sites and other District and community events to provide information and materials to families.

- The Family and Community Outreach department regularly updated the FRC webpage with new information and modified the site to be more easily navigated and user-friendly.
- School sites, District departments, community partners, and other interested parties received monthly calendars.

As part of the District's ongoing effort to strengthen its FACE infrastructure and enhance the impact of its FACE efforts, staff members made adjustments that incorporated feedback from various sources into programming for SY2016-17.

E. Family Resource Centers

The FRCs are critical to increasing student achievement by engaging families and the community in the educational process. The FRCs provide one-stop service to families seeking information about community resources, school choice options, assistance in navigating the school system, and skills and strategies to enhance students' academic and social achievement. The centers also provide frequent opportunities for staff to receive feedback from families about their needs so that the District can adjust its efforts to maximize value to the community.

As detailed in previous annual reports, the District has four strategically located FRCs in high-need areas across the District.¹¹³

1. The Wakefield FRC, at the former Wakefield Middle School site, sits in a predominantly Mexican-American neighborhood. The center opened on April 29, 2015.
2. The Palo Verde FRC, located in an area with a high concentration of African American families, opened on January 21, 2016.

¹¹³ The original FRCs, one at the former Duffy Elementary School and the other at the central District Offices through the School Community Services Department, both served very specific roles in family engagement. The Duffy Center housed the main clothing bank, Child Find, and the Family and Community Outreach department during SY2015-16. The School Community Services Department primarily worked to recruit and assign students through the open enrollment and magnet application processes. As the District expanded its infrastructure to provide a more varied level of service through its new FRC locations, the Duffy location and the School Community Services Department have continued to support FACE, but are no longer considered FRCs as currently defined.

3. The Catalina FRC, located amid a high concentration of refugee families, including a high number of African refugee students, opened on May 13, 2016.
4. The Southwest FRC, located near the Tohono O'odham and Pascua Yaqui reservations, serves many Native American and Hispanic families. It opened on May 23, 2016.

To provide targeted access to student services and foster collaboration among District departments that support these student populations, the District housed Mexican American, African American, Asian Pacific American, and Native American Student Services departments at FRC locations that correspond to relatively high concentrations of families within their targeted populations.

The District designed the FRCs to provide information to families and, more importantly, facilitate classes, workshops, and meetings that provide academic, parenting, health and wellness, and other support to District families. Each center offers a computer lab, a childcare room where care is provided during classes, classrooms, and a clothing bank. The District requires families to sign in for tracking purposes at the reception desk in a lobby area at the entrance of each location. A school community liaison welcomes guests at the reception desk, directs them as needed, handles phone inquiries, and provides information about District departments and services. This individual also makes referrals to community resources as necessary. All FRC staff, including liaisons, monitors, and custodians, participated in training and professional development throughout SY2016-17 to ensure that they are knowledgeable and able to provide accurate information and quality service (**Appendix VII – 18, FRC Staff Training SY2016-17**). In addition, all FRCs provide informational literature about the District's magnet schools and other programs and services available to students and families throughout the District (**Appendix VII – 19, Annual List of Available Materials SY2016-17**). Family and Community Outreach staff worked with Communications and Media Relations staff to build the inventory of literature available at FRCs.

SY2016-17 marked the first full school year in which all four FRCs were open and available to families. With the completion of the centers, the District focused its efforts on increasing the number, scope, and quality of offerings at the FRCs, as well as educating families, staff, community partners, and other stakeholders about the centers and the services they provide. As a result of these efforts, the FRC usage increased from nearly 6,800 visits in SY2015-16 to more than 16,000 during

SY2016-17 (Appendix VII – 20, Family Resource Center Tracking Summary July 2016-May 2017).

Table 7.3: Number of FRC Visits 2015-16

Center Location	Open House	Open House Guests	Class Sessions Offered	Participants- Adults and Children
Wakefield FRC	April 29, 2015	72	415	6,266
Palo Verde FRC	Jan. 21, 2016	70	101	527
Catalina FRC	May 13, 2016	38	10	6
Southwest FRC	May 23, 2016	71	8	0

Table 7.4: Number of FRC Visits 2016-17

Center Location	Class Sessions Offered	Participants- Adults and Children*
Wakefield FRC	654	11,298*
Palo Verde FRC	186	1,963*
Catalina FRC	179	1,962*
Southwest FRC	140	992*
Total	1,159	16,215* *July 2016-May 2017

The District ensures that families using the centers have access to services in the appropriate language, and several staff members are bilingual in Spanish and English. During SY2016-17, the District offered classes and workshops at FRCs in both languages. The District also advertised classes in English and Spanish and offered translation and interpreter services in the language of registered guests for regularly scheduled classes or events through the Language Acquisition Department (LAD). The FRCs also provided a training update in April and May 2017 to ensure adequate training for all center staff in language accessibility (**Appendix VII – 21, Language Accessibility Staff Training Review SY2016-17**). To maintain appropriate language-accessibility practices, the District continued to seek out bilingual and multilingual employees to staff the centers and offered language-accessibility training to all new center staff. This is discussed in greater detail below.

F. Family Resource Center Services

Family and Community Outreach staff worked to address the needs identified by families in the surveys discussed earlier in this section. In January 2017, all four

FRCs added evening hours on one night per week (**Appendix VII – 22, New FRC Hours**). The District also added into FRC programming weekly computer classes, financial planning workshops, home buying workshops, and citizenship classes. Summer programming included sessions that parents and children could participate in together. FRC leadership provided additional information about homework help, employment supports, mental health services, and housing resources to FRC staff to help facilitate referrals. Staff also increased outreach efforts to inform stakeholders of FRC offerings.

1. Magnet and Open Enrollment Support

To support magnet and open enrollment opportunities, the FRCs helped families obtain information about school choice, transportation opportunities, and magnet and open enrollment applications. The centers offered open enrollment workshops, informational sessions about Two-Way Dual Language (TWDL) and Gifted and Talented Education (GATE) programs, and provided the Enrollment Bus at two major events (**Appendix VII – 23, Open Enrollment Workshops And Events At FRCs SY2016-17**). The FRCs also provided information and outreach to families about school choice as a matter of course.

Each FRC provided the Catalog of Schools, a brief overview of each school site and the various programs available at each school, and additional literature about magnet programs. The centers also published magnet and open enrollment information on the FRC Facebook page and included information about open enrollment support in the monthly calendars and monthly ParentLink emails (**Appendix VII – 24, Open Enrollment Outreach And Supports At FRCs SY2016-17**). FRC ParentLink emails and Facebook posts providing specific information about school choice accounted for nearly 96,000 contacts to families. FRC staff also attended events featuring magnet programs, including resource fairs at Tucson High Magnet School, Parent University at Pima Community College (PCC), and the District's magnet fair at the Tucson Children's Museum.

To allow ease of access to school choice opportunities, the FRCs provided hard copies of school choice applications. The centers also provided computer access and individual support to parents/guardians to help them complete applications (**Appendix VII – 25, Open Enrollment Applications at FRCs SY2016-17**).

To advance school integration, the Director of Student Assignment worked with staff members from relevant departments to coordinate existing student

assignment activities and develop new strategies for school integration. The Coordinated Student Assignment committee met on a weekly basis to develop, review, analyze, and implement initiatives that promote school integration and to monitor the effectiveness of current initiatives. The members of the committee, including the District's director of Family and Community Outreach, represented various cross-functional departments (**Appendix VII – 26, CSAC Represented Departments and Members SY2016-17**). The District's coordinated school integration efforts are discussed in greater detail in Section II.

2. Encouraging College Enrollment

Throughout SY2016-17, the FRCs offered college and career readiness workshops and college enrollment literature, provided college enrollment information on the FRC Facebook page, and participated in District events supporting college enrollment. FRC staff promoted District events supporting college enrollment, including Focus on the Future, Tucson College Night, the Tucson High School Resource Fair, DACA Resource Night at Rincon, Adelante, and the annual Parent University by advertising on the monthly calendars and the FRC Facebook page, providing promotional materials at the centers, providing transportation and childcare for families, and attending and working at the events.

In addition to college enrollment assistance, the FRCs provided financial aid information and support by regularly announcing college scholarship and FAFSA information on Facebook and monthly calendars. Staff specifically searched for scholarship opportunities for African American, Hispanic, and Native American students and shared what they discovered on Facebook. The four FRCs offered eleven FAFSA support events and one college financial planning workshop during SY2016-17 (**Appendix VII – 27, College Enrollment and Financial Aid Supports SY2016-17**).

3. Classes, Referral Services, and Other Events

The FRCs offered a wide variety of family engagement opportunities for families across the District during SY2016-17, including classes on parenting, planning and decision making, and communication skills; community-building events; and ongoing volunteer opportunities to address the six types of effective family involvement¹¹⁴ (**Appendix VII – 28, 6 Types of Involvement**). FRC staff also

¹¹⁴ The six types of effective family involvement include assistance with parenting skills, communicating, volunteering, learning at home, decision making, and collaboration.

partnered with community organizations to offer classes and workshops on a variety of topics, such as English language acquisition, child development, financial literacy, home buying, citizenship, health, nutrition, exercise, and early literacy (**Appendix VII – 29, Classes And Workshops Offered at FRCs SY2016-17**). The centers offered food and clothing bank services, an open computer lab, academic information, and referrals to other community support services. In addition, Family and Community Outreach staff worked with other District departments to provide informational sessions about District offerings at each of the four centers throughout the school year (**Appendix VII – 30, District Department and Program Sessions At Family Resource Centers SY2016-17**). FRC staff hosted back-to-school events at all four FRCs in July and August 2016 to provide information on schools, free haircuts, clothing bank access, school supplies, hygiene supplies, and community partner booths, as well as the Health and Enrollment Fair at the Palo Verde FRC in December 2016.

4. Community Partners

Recognizing the importance of both District and community resources in providing services for families, the Family and Community Outreach department continued to seek out and foster community partnerships during SY2016-17. The department increased its database from 45 community partners in June 2015 to 176 in April 2017 (**Appendix VII – 31, Community Partnerships SY2016-17**). The department worked with these partners to schedule classes, workshops, and other offerings at the FRCs, link resources to families, and connect homeless, neglected, and delinquent youth to the support they need.

The Wakefield and Palo Verde FRCs provided hygiene dispensaries for homeless and neglected youth through I am you 360, a District community partner. As noted earlier in this section, the Palo Verde center, in collaboration with Pima County Health Department, Pima County Access Program, and Pima County Enrollment Coalition, hosted a Health and Enrollment Fair in December 2016 to provide families with information and access to health care services. The Pima County Health Department also provided ten “Healthy Living” workshops for caregivers and people living with chronic illnesses such as heart disease, asthma, and cancer. The Pascua Yaqui Tribe provided 18 parenting classes at the Southwest FRC, focusing on parents’ roles using a culturally based model. As a result of the collaboration between the District, the Community Food Bank of Southern Arizona, and local churches, a food pantry opened at the Wakefield FRC in September 2015 and at the Southwest FRC in October 2016. The Palo Verde FRC, together with Palo

Verde High Magnet School, provided a weekend “Snack Pack” program for Palo Verde students. The University of Arizona’s Cooperative Extension provided 66 sessions at all four FRCs on topics such as child behavior management, nutrition, family transitions, partners in parent education, and child brain development.

As reported in last year’s Annual Report, beginning in April 2016, FRC staff worked with the Pima County Juvenile Court (PCJC) to create an after-school reporting program, housed at the Palo Verde FRC, to support youth and family involved in the juvenile justice system. During planning, it was determined that PCJC staff should provide and supervise transportation of students to and from the program to ensure the safety of students and success of the program. Unfortunately, the court was not able to provide sufficient staffing during SY2016-17 to meet the needs of the program, but the District continues to partner with PCJC in other ways. For example, the District’s outreach program coordinator is a member of the Juvenile Justice Community Collaborative, serves on various committees, and works closely with PCJC’s education coordinator to ensure necessary student records are available to the court. The PCJC also coordinates testing and facilitates enrollment in District schools for students who are involved with the court. Additionally, PCJC staff served as panelists at IMPACT Tucson in July 2016 and participated in several other District events.

Also reported in last year’s report, AmeriCorps granted the FRCs four volunteers in May 2016 to provide direct financial planning education and support to help students secure funding for college. Though the volunteers were granted to work 300 hours each through the centers, AmeriCorps did not hire them. As a result, the FRCs were not able to launch the project as planned. However, the District did provide financial aid supports at school sites and FRCs and through referrals to community resources.

G. Tracking Family Resources

The District purchased its new student information system (SIS), Synergy, for use in SY2016-17. The new system tracks student intervention information, parent meetings, and ParentVUE usage at the site level. Family and Community Outreach staff met with Technology Services staff throughout SY2016-17 to discuss creating an online system to be used in conjunction with Synergy to track FRC use across all locations. Based on those meetings, the District decided to purchase a customer relationship management platform, Dynamics, which is configurable to track interactions with clients and families. This configuration is being developed to meet

the District's specifications as established by the District's chief technology officer in collaboration with the Family and Community Outreach department. The new platform aligns with Microsoft's Office 365 platform, which provides financial sustainability by leveraging Microsoft's discounted rates for the K-12 sector. The tracking system is intended to be online for SY2017-18.

The District continued to track family participation at FRCs through manual sign-in sheets. During SY2016-17, FRC staff entered information from the sheets into a tracking system using Excel (**Appendix VII – 32, Family Resource Centers Tracking Tool SY2016-17**). The system enabled more efficient access to data about center usage by families and school sites, participation in classes and workshops, and use of other services at the FRCs (**Appendix VII – 20, Family Resource Centers Tracking System Summary SY2016-17 July2016-May2017**). The FRC staff used this information, in addition to information provided in monthly school site family engagement reports, to inform decisions about family engagement programming, outreach, promotion, and support at the FRCs and school sites.

The District also made efforts to track family engagement data by race. The current Excel tracking system utilized at the FRCs (**Appendix VII – 32, Family Resource Centers Tracking Tool SY2016-17**) captures student matriculation numbers, which Synergy can use to track the race of participants. The new Dynamics system also has this capability. In addition, Synergy records parent conference information in narrative form. The District anticipates that Dynamics will facilitate the communication between the data collected at FRCs and Synergy to provide data reports tracked by race.

In addition to collecting evidence of center usage, as discussed earlier in the section, the FRCs also examined quality of services through participant surveys for selected workshops (**Appendix VII – 33, Family Resource Centers Workshop Survey Results SY2016-17**). Staff analyzed 153 surveys. Overall, participant feedback was positive regarding the quality of classes and workshops, and participants indicated satisfaction with the presenters and subject matter. They also indicated that classes met their expectations and that they would share information they learned with their own children and other parents. To supplement these efforts, the District is now developing a follow-up survey for workshop participants, to be provided in hard copy and electronically, to evaluate the long-term value and effectiveness of workshops in relation to student behavior and academic achievement.

H. Translation and Interpretation Services

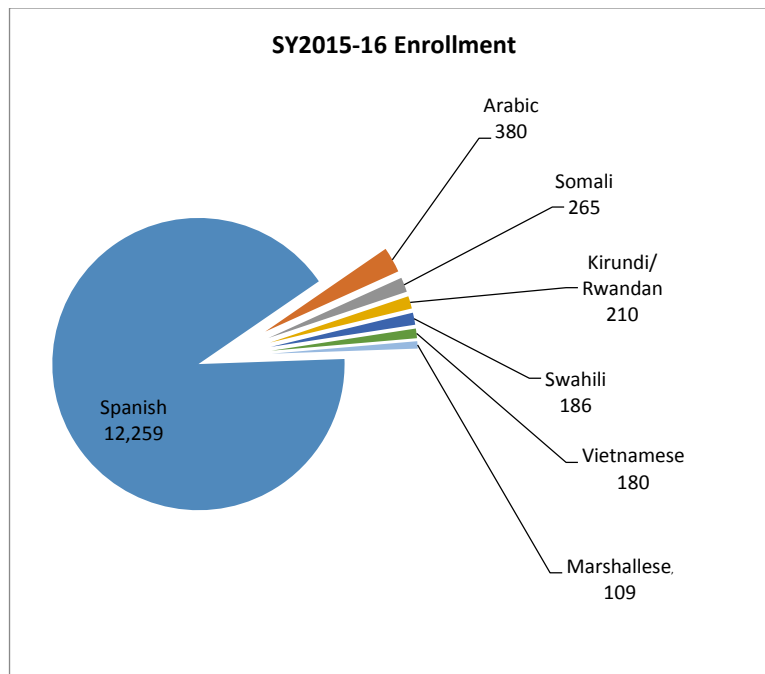
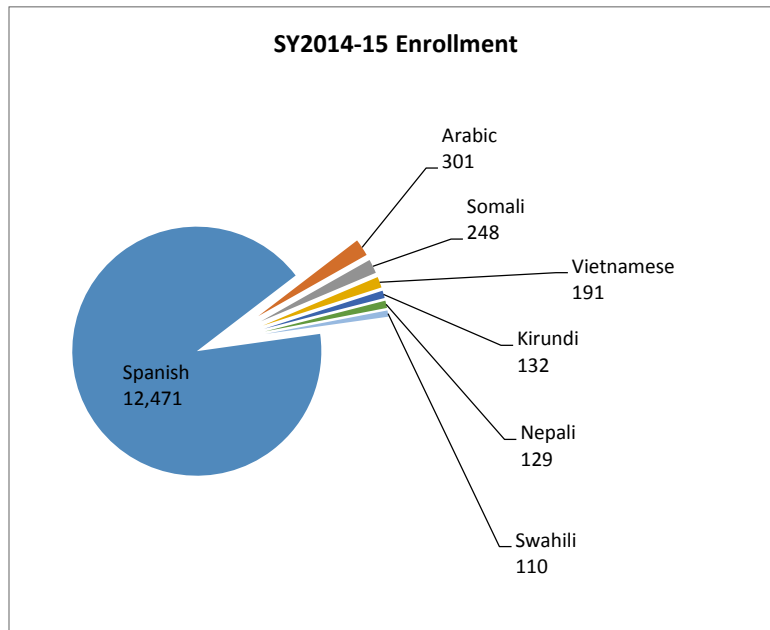
During SY2016-17, the District continued to support families and students with primary languages other than English. The District ensured that these stakeholders had meaningful access to information about the support and services available throughout the District. To offer this support, the District provided interpretation and translation services in all major languages and communicated the availability of these services directly to families and the community. The District also ensured that site administrators were aware of the services and how to provide families with access to them. The following information details the efforts made by the District in these areas.

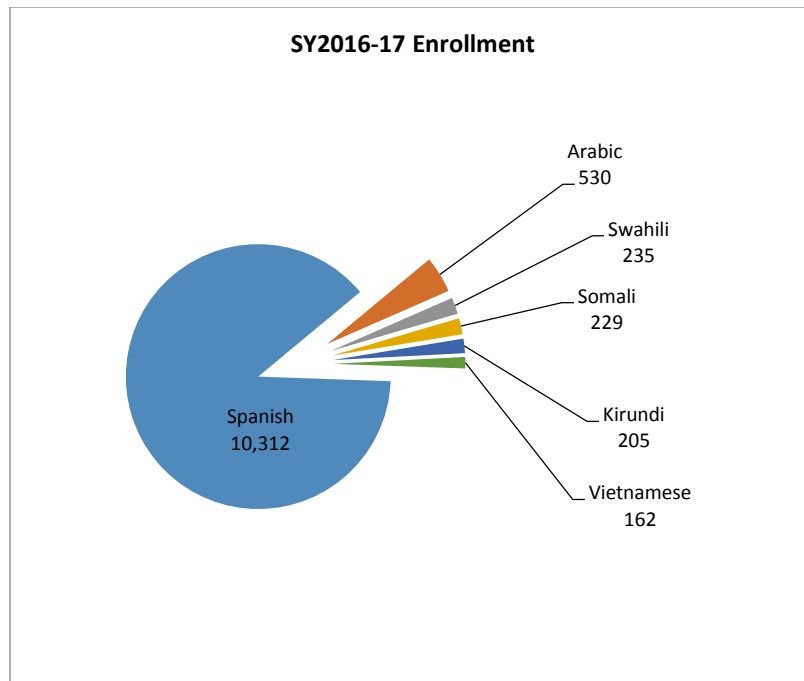
1. Identification of Major Languages

A “major language” is identified when 100 or more students share the same foreign language as their primary home language. Each year, at the 40th and 100th days of enrollment, the District completes an analysis to identify those families with a primary home language other than English (PHLOTE). The District monitors enrollment to provide interpreter and translation services in the identified major languages. The 2016-17 analysis identified 90 languages spoken by District students (**Appendix VII – 34, SY2016-17 PHLOTE Languages by Enrollment**). Of those, six qualified as a major language. The District provided interpreters and translators for those major languages, as necessary, to support those families and their access to educational information.

The following pie charts reflect the enrollment of students whose primary home language is not English and their respective major languages for the last three years:

Figure 7.5: Multi-Year PHLOTE Enrollment





A three-year comparison found that Spanish continues to be the most common PHLOTE, followed by Arabic. Swahili was the third most common PHLOTE in SY2016-17 (**Appendix VII – 35, Major Languages Spoken SY2014-17**).

2. Identification of External Support Services for Non-English Speaking Families

The numerous different languages spoken by District families presents a challenge for ensuring that all families have meaningful access to educational information and that ELLs are well-supported in academic settings. The District recognized that many of these families were in need of external support services and took additional steps to identify outside resources that could provide social support. A list obtained from the State of Arizona Social Services included thirteen agencies or organizations that provide services for those non-English speaking families in particular (**Appendix VII – 36, List of Social Service Agencies SY2016-17**). The list allowed the District to inform parents about available services and quickly refer them to other organizations that might provide support. The District worked most actively with CENTER, which helps refugee families resettle, to provide logistics, support, and assistance to Tucson Unified families.

3. Translation of Essential Documents

Updated each year, the *Guidelines for Students Rights and Responsibilities* (GSRR) outlines disciplinary policies and other important school policy information

for students and parents. Once the English version is approved by the District's Governing Board, the document is submitted for translation. On August 2, 2016, the District submitted the approved English version for SY2016-17 for translation. Annual changes to the GSRR require careful and precise comparison to the previous year's document. Spanish, the most frequently needed translation, is the highest priority, and the District had it translated and returned for publication by August 4, 2016.

By November 22, 2016, the District completed translations of the GSRR for most of its major languages, including Spanish, Arabic, Somali, and Vietnamese. Translations of Kirundi and Swahili were delayed due to the lack of qualified translators in these languages. At the end of the third quarter, the District obtained the services of an individual qualified to translate both the Swahili and Kirundi languages, and translations of the GSRR in these languages are underway. The District also provided timely translation, upon request, of the GSRR and related documents for families who speak lower-incidence languages.

As a result of revisions to various documents and forms, the District translated the following into all major languages:

- Open enrollment application
- Transportation brochure
- Informational Guide (Catalog of Schools)
- McKinney-Vento information

The District also translated health, GATE, and other forms; PowerPoint presentations; transcripts; District policies; and many other documents and materials.

4. Interpretation and Translation Services

The District's Meaningful Access department provided 2,462 interpretation and translation services during SY2016-17. Included in that number were 1,805 individual interpretation events, such as disciplinary hearings, parent conferences, home visits, and Exceptional Education student meetings, averaging ten events per day. Also included were 190 group interpretation events, such as quarterly information events, parent workshops, and Governing Board meetings. These group events averaged one event per day (**Appendix VII – 37, I-T Services – Events SY2016-17**). The District also translated 657 documents, forms, letters, and templates (totaling 1,764 pages) into the various languages, for an average of four

documents and ten pages per day (**Appendix VII – 38, List of Translated Documents SY2016-17**).

In addition to the interpretation services, the District contracted with an authorized vendor to provide interpretation services by phone. The District used this option for medical emergencies or when a program lacked an interpreter in a particular language. Vendors were contracted for 54 interpretation events (**Appendix VII – 37, I-T Services – Events SY2016-17**).

During SY2016-17, the District created a new system to expedite requests for interpretation and translation services. This system, created in SharePoint, will be implemented for SY2017-18. The input for this tool will be monitored continuously and will provide the District with more consistent, secure, and reliable communication regarding requests for services. The District's goal is to reduce response times and increase the efficiency of this process for all stakeholders.

5. Staff Professional Development

During the first Instructional Leadership Academy of SY2016-17, the District presented all principals and assistant principals with information regarding the process used to request interpretation or translation services. The District also informed all administrators of the process and procedures related to the enrollment of new students and families who speak a language other than English (**Appendix VII – 39, Meaningful Access PowerPoint**).

6. District Online Professional Development System

The District made an additional effort to identify and train bilingual staff working in the District to ensure they have basic knowledge related to minimum requirements from the Office for Civil Rights and to provide interpretation and translation services for routine matters in District schools. Through this online training, bilingual personnel were instructed about local, state, and federal laws as they relate to ELLs and Limited English Proficiency persons (**Appendix VII – 40, Bilingual Staff Training List**).

7. Information through ParentLink

The District provided telephone communication through its ParentLink system to contact parents with limited English language skills about important dates, reminders, and other information related to the District, its schools, and its students, including attendance, grades, behavior, and after-school tutoring. This

system currently provides communication in English and Spanish only because it does not have the capacity to offer other languages.

I. USP Reporting

VII(E)(1)(a) Copies of all job descriptions and explanations of responsibilities for all persons hired or assigned to fulfill the requirements of this section, identified by name, job title, previous job title (if appropriate), others considered for the position, and credentials;

See Appendix VII – 41, VII.E.1.a - Explanation of Responsibilities, which contains job descriptions and a report of all persons hired and assigned to fulfill the requirements of this section by name, job title, previous job title, others considered, and credentials.

VII(E)(1)(b) Copies of all assessments, analyses, and plans developed pursuant to the requirements of this section;

There were no revisions to the Family and Community Engagement Plan for SY2016 – 2017;

See Appendix VII – 16, VII.E.1.b Family Engagement Survey SY2016-17 to view assessments used and analysis for SY2016-17.

VII(E)(1)(c) Copies of all policies and procedures amended pursuant to the requirements of this section;

There were no amendments to policies or procedures for SY2016-17.

VII(E)(1)(d) Analyses of the scope and effectiveness of services provided by the Family Center(s). **See Appendix VII – 43, VII.E.1.d. Scope of Effectiveness Analyses** to view Family Center services provided for SY2016-17.

VIII. Extracurricular Activities

The mission of the District's Interscholastics Department is to provide equal access to extracurricular activities to enrich the mental, physical, and emotional well-being of all students. Through equal access to activities and competitive opportunities, the lifelong values of sportsmanship, leadership, teamwork, integrity, and commitment enrich students' lives. The District recognizes that participation in extracurricular activities in elementary through high school benefits students in a broad range of ways and constitutes an important element of the overall educational experience. When students participate in extracurricular activities, which include athletics, fine arts, and clubs, their involvement enhances their academic success and provides training for future leaders as productive members of the community.

Accordingly, it is important for the District (a) to provide all students with equitable participation opportunities in extracurricular activities regardless of race, ethnicity, or English language learner (ELL) status; and (b) to promote diversity in extracurricular activities, bringing students of all races and cultures together in positive settings of shared interest. Thus, the District provides a wide range of extracurricular activities at each school so that students may participate in sports, develop leadership skills, and pursue extracurricular interests and programs. After-school tutoring, where offered, is available on an equitable basis. Finally, the District provides transportation to support student participation in extracurricular activities.

As part of its commitment to evidence-based decision making, Tucson Unified monitors and reports on student participation in extracurricular activities, allowing the District to ensure that its approach to extracurricular availability and diversity is effective. This section reports on these activities for SY2016-17, focusing on expanding opportunities for participation in extracurricular activities, conducting surveys, tutoring students, and training students in creating a positive culture and climate on athletic teams. These activities all align with the elements of Section VIII of the Unitary Status Plan (USP).¹¹⁵

¹¹⁵ The USP requires the District to ensure that extracurricular activities for its African American, Hispanic, and ELL students include sports and activities that develop leadership skills and programs corresponding to a variety of curricular interests. The District also must ensure that extracurricular activities provide opportunities for interracial contact in positive settings of shared interest for all students (USP § VIII (A)(1-5)). Additionally, the USP requires the District to offer a range of extracurricular activities, which might include after-school tutoring, in an equitable manner that is supported by transportation (USP § VIII (A)). The USP also directs the District to monitor and report on student participation in extracurricular activities.

A. Diversity and Equal Access

The District recognizes diversity as an asset for all stakeholders. It is committed to institutionalizing processes that promote diversity to create positive impacts for the Tucson Unified community as a whole. The District embraces diversity, in part through extracurricular activities, providing opportunities for students with shared interests to participate in positive settings in which each student's culture and ethnicity are embraced. Data collected shows the District's efforts to ensure that all students have equal access to these activities and enjoy the benefits associated with being involved in clubs, fine arts, and athletics.

1. Districtwide Participation

In SY2016-17, 10,756 students participated in extracurricular activities—a slight decrease from the previous school year, which, based on the general decrease across racial and ethnic groups and decreases in enrollment in the District, appears to be related to the overall decrease in District enrollment (*see* Table 8.1.¹¹⁶ below). Despite overall decreases in enrollment and participation, participation in extracurricular activities among African American students grew in SY2016-17.

Table 8.1: Students Participating in at Least One Extracurricular Activity (Athletics, Fine Arts, Clubs) – Unduplicated Students Counts

Year	grade	White		African American		Hispanic		Native American		Asian/ Pacific Islander		Multi-racial		Total
		N	%	N	%	N	%	N	%	N	%	N	%	N
2016-17	K-8	1306	26%	478	10%	2795	56%	119	2%	88	2%	214	4%	5000
	HS	1504	26%	551	10%	3253	57%	134	2%	134	2%	180	3%	5756
	Total	2810	26%	1029	10%	6048	56%	253	2%	222	2%	394	4%	10756
2015-16	K-8	1400	26%	500	9%	3147	57%	153	3%	71	1%	205	4%	5476
	HS	1590	28%	527	9%	3160	55%	139	2%	171	3%	193	3%	5780
	Total	2990	27%	1027	9%	6307	56%	292	3%	242	2%	398	4%	11256
2014-15	K-8	448	20%	249	11%	1389	61%	78	3%	32	1%	70	3%	2266
	HS	1505	28%	533	10%	2895	54%	96	2%	136	3%	177	3%	5342
	Total	1953	26%	782	10%	4284	56%	174	2%	168	2%	247	3%	7608
2013-14	K-8	520	21%	239	10%	1471	60%	90	4%	38	2%	75	3%	2433
	HS	1697	31%	536	10%	2849	52%	104	2%	140	3%	175	3%	5501
	Total	2217	28%	775	10%	4320	54%	194	2%	178	2%	250	3%	7934

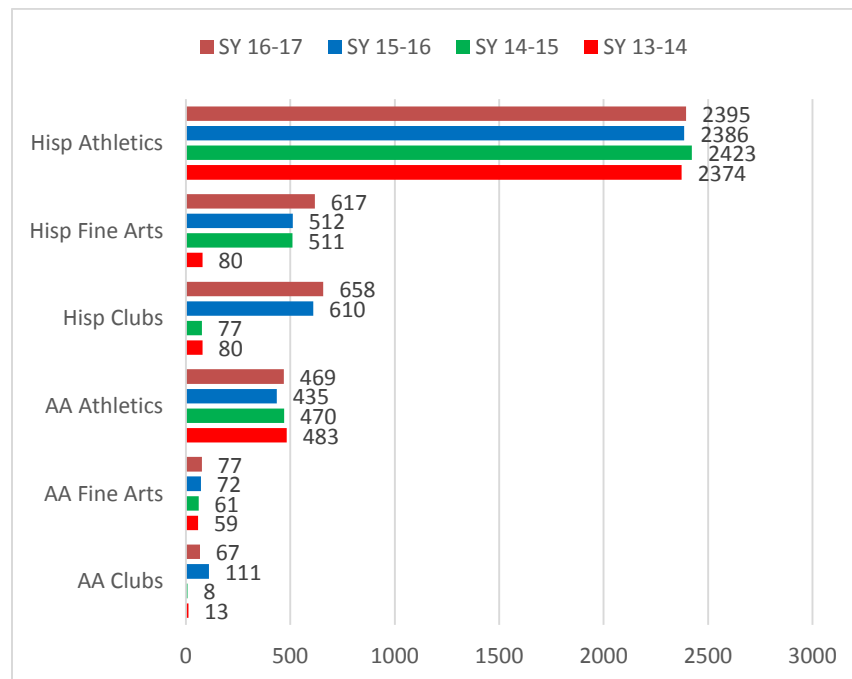
¹¹⁶ Table 8.1 provides unduplicated student counts for students participating in extracurricular activities. This means that students are only counted once. These numbers differ, therefore, from the tables presented in Report VIII.C.1, where students may be counted multiple times.

At the high school level, participation among African American and Hispanic students increased from SY2015-16, despite an overall reduction in high school participation in extracurricular activities. African American participation was higher (10 percent of participants) than the overall African American District high school enrollment (9 percent of enrollees), while the increase of participation by Hispanic students (to 57 percent of participants) brings that group's participation nearer to the overall District Hispanic high school enrollment of 59 percent.

2. High School Participation

The Interscholastics Department visited many high school campuses to recruit students for clubs, particularly Future Business Leaders Association (FBLA) and Student Council, with the goal of increasing African American and Hispanic student participation. More than 5,700 high school students participated in extracurricular activities in each of the past two years (Table 8.1). Graph 8.2 below shows high school participation by activity for Hispanic and African American students (**Appendix VIII – 1, VIII.C.1 Student Participation in Extracurricular Activities**). African American and Hispanic participation increased in nearly every category. Recognizing the need to promote high school clubs and the fine arts and, in particular, improve recruitment in these activities, the District will continue to analyze this data and continue to implement strategies to increase participation.

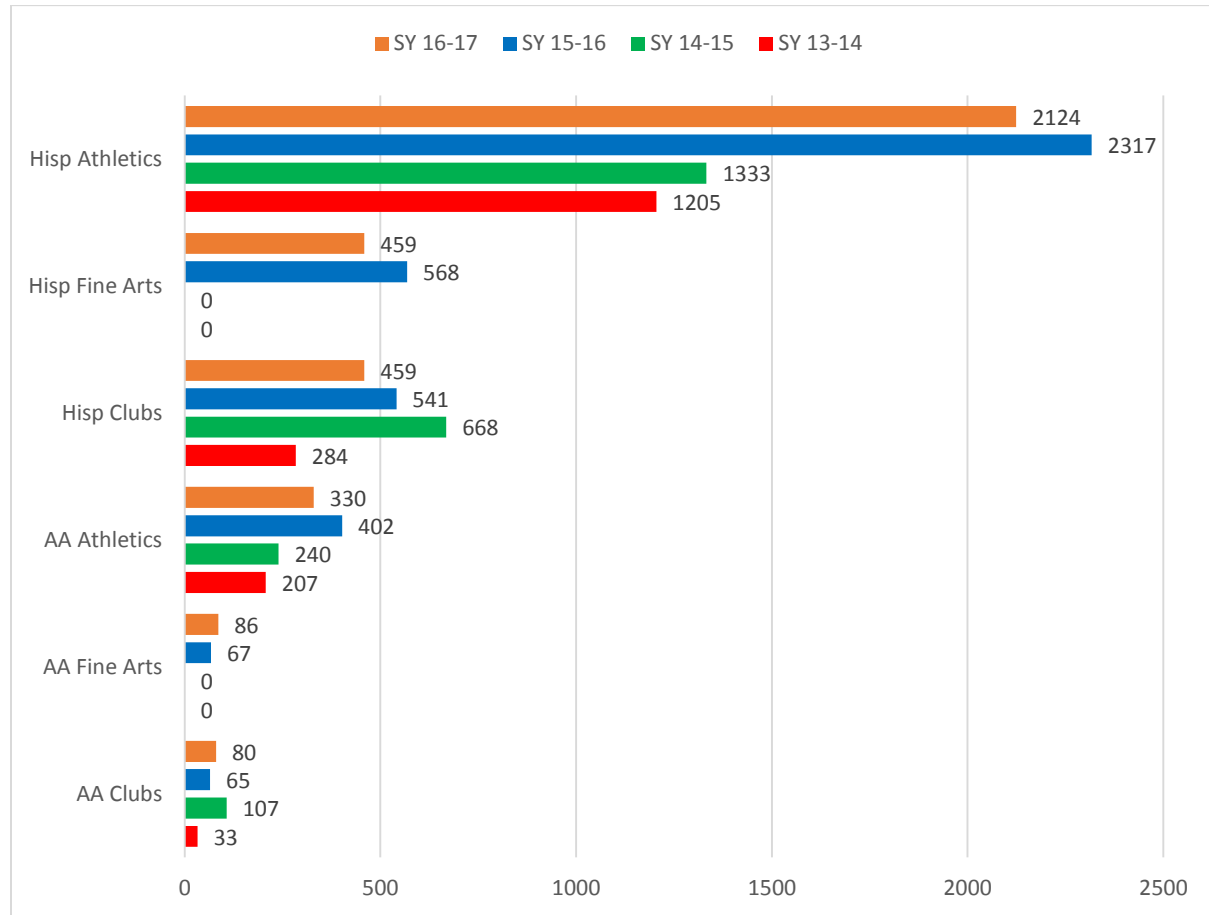
Graph 8.2: HS African American and Hispanic Extracurricular Participation by Activity



3. K-8 Participation¹¹⁷

Graph 8.3 below shows the number of African American and Hispanic students participating in each of the three K-8 categories—Sports, Fine Arts, and Clubs—over the past four-years. *Id.*

Graph 8.3: K-8 African American and Hispanic Extracurricular Participation by Activity



4. ELL Participation

The District sent flyers in Spanish and Swahili recruiting ELL students to join extracurricular activities and reminded athletic directors to advertise all school offerings, particularly with ELL students, through announcements and assemblies. Table 8.4 below shows the total unduplicated number of ELL students participating in extracurricular activities by grade level, revealing that the District significantly increased ELL participation in extracurricular activities over the previous four

¹¹⁷ K-8 data includes middle schools, K-8 schools, and elementary schools.

years.¹¹⁸ The number of ELL students participating in extracurricular activities rose from 204 in SY2015-16 to 323 in SY2016-17. The number of African American ELLs almost tripled from SY2015-16 and Hispanic ELLs rose by 38 percent.

**Table 8.4: ELL Students Participating in at Least One Extracurricular Activity
(Athletics, Fine Arts, Clubs) - Unduplicated Student Counts**

		White		African American		Hispanic		Native American		Asian/ Pacific Islander		Multi-racial		Total
Year	Grade	N	%	N	%	N	%	N	%	N	%	N	%	N
2016-17	K-8	13	6%	25	11%	171	78%	1	0%	7	3%	1	0%	218
	HS	7	7%	31	30%	60	57%	0	0%	4	4%	3	3%	105
	Total	20	6%	56	17%	231	72%	1	0%	11	3%	4	1%	323
2015-16	K-8	10	5%	15	8%	155	84%	0	0%	4	2%	1	1%	185
	HS	0	0%	4	21%	12	63%	0	0%	3	16%	0	0%	19
	Total	10	5%	19	9%	167	82%	0	0%	7	3%	1	0%	204
2014-15	K-8	2	2%	15	16%	75	80%	0	0%	2	2%	0	0%	94
	HS	5	6%	15	19%	53	66%	1	1%	0	0%	6	8%	80
	Total	7	4%	30	17%	128	74%	1	1%	2	1%	6	3%	174
2013-14	K-8	2	2%	9	10%	72	81%	1	1%	0	0%	5	6%	89
	HS	6	7%	26	29%	54	60%	0	0	4	4%	0	0%	90
	Total	8	4%	35	20%	126	70%	1	1%	4	2%	5	3%	179

B. Extracurricular Tutoring

1. Equitable Access

The District is committed to providing equitable access to tutorial services for all students and will continue to provide certified tutors to work alongside volunteers to meet the needs of the District's students. The District provided and offered many types of tutoring in SY2016-17. These included 21st Century, State

¹¹⁸ Table 8.4 provides unduplicated student counts for ELL students participating in extracurricular activities. This means that students are only counted once. These numbers differ, therefore, from the tables presented in Report VIII.C.1, where students may be counted multiple times.

Tutoring, Magnet Funded, Title I funded, Site After-School Tutoring, and Interscholastics Tutoring programs (**Appendix VIII – 2, Tutoring Services by funding Source SY2016-17**). The District plans to continue its expansion of the Interscholastics Tutoring program to all high schools and all middle schools in SY2017-18. The middle school tutoring will be determined by the greatest need for African American and Hispanic students.

2. Interscholastics Tutoring Program

Interscholastics Tutoring is designed for students of all academic levels, including students enrolled in Advanced Learning Experiences (ALE) courses. The program uses peer tutoring to support all students in supervised group study sessions under the guidance of certified teachers. All students, whether involved in extracurricular activities or not, have access to tutoring services.

The Interscholastic Tutoring program was active in creating tutoring opportunities for middle and high school students. The District hired and placed seven tutors in middle and high schools.¹¹⁹ The purpose of the program is to have students actively engaged in a meaningful tutorial learning experience with the guidance of a certified tutor who will help students achieve their academic goals. Teacher tutors determine the assistance each individual student needs based on student interviews and/or teacher feedback. Ongoing support includes setting goals, learning different strategies, and self-reflection on academic progress. Additionally, certified teacher tutors are now in place.

As part of the program, the District creates opportunities for students to receive tutoring before and after school. Tutors help students refocus and master organizational skills and improve time management skills. The tutors work with students in a variety of subject areas, but math, science, and writing are the main focus points, with an emphasis on Algebra I.

A coach, administrator, or teacher identifies students for additional help, either because they are having academic challenges, are failing classes, or are not performing up to grade level. Students are encouraged to sign a contract to attend tutoring for four hours per week, one hour a day, and are expected to balance both extracurricular activities and tutoring and to show improvement in their grades. The program places an emphasis on consistency in tutoring attendance, positive

¹¹⁹ Doolen and Dodge middle schools; Roskrige Bilingual K-8; and Catalina, Sahuaro, Sabino, and Tucson high schools.

reinforcement from teachers, parent support, and active engagement by every student. Each school provides an environment in which tutors have a quiet workplace so students receive both individual and group attention, as needed.

As part of the District's efforts to market the tutoring program, the District used the Tucson Unified website, ParentLink, Blackboard, social media, and common student visitor locations such as the main office and counseling departments at both the high schools and middle schools. The District developed a training program in SY2016-17 to provide tutors more training using Advancement Via Individual Determination (AVID) strategies, which provided for professional development for all tutors.

C. Leadership Training

Research shows that students help create a positive culture and climate on their campuses through their extracurricular participation. The District continues to offer students innovative training and leadership seminars to ensure that extracurricular activities provide opportunities for interracial contact in positive settings.

The District focused on increasing the number of African American and Hispanic students in leadership clubs on its campuses, particularly in the high schools, and expanded its outreach to students by sending information home, advertising during assemblies and athletic events, and posting daily announcements and activities on school websites.

1. Student Council

The Student Council program in the District is diverse and includes strong representation from both African American and Hispanic students. The District is committed to providing equal access for all students to be a part of their school's leadership programs. More than 340 high school students served on student councils, including 30 African American students and 192 Hispanic students (**Appendix VIII – 3, Student Council Members by School**).

Through student councils, the District provides student-centered experiences to reinforce and enhance student involvement. The councils help students succeed in school through social skills, leadership development, and opportunities for team building and enhancing student morale. Students who meet the GPA criterion (2.5) are encouraged to run for student council offices.

During SY2016-17, the Interscholastics Department met with six of the District's nine high schools¹²⁰ to discuss current issues and hear, from the students' perspective, how to improve its extracurricular offerings. The discussions centered on equitable leadership in the councils, how the students are recruited, and the criteria for being a student council member.

2. Captain's Academy and Other Leadership Activities

The Captain's Academy is a program designed to develop student leaders to promote a positive culture and climate on their campuses. The academy generally focuses on the leaders or captains of athletic teams, but participation is not exclusive to these students. Each high school campus selects student leaders to take part in these trainings or activities. The high school Captain's Academy training encourages high school athletic captains to work with the middle and elementary school students through mentoring programs in middle and K-8 schools and through the shared use of facilities for middle school tournaments in many sports.¹²¹ The District encourages high school students to volunteer at these events and develop mentor/mentee relationships with the middle school students. High school students utilized the information they learned at the Captain's Academy and passed it along to the lower-level students.

The District also invited high school students to middle school assemblies to encourage middle school student involvement and engagement in extracurricular activities. In SY2016-17, high school students who signed letters of intent to attend college on athletic scholarships spoke at these assemblies.

3. Training Coaches to Improve Diversity and Leadership

Training coaches who understand the importance of establishing a fun-filled and stress-free atmosphere that keeps students engaged increases a sport's ability to have a positive impact. The District is committed to providing a positive extracurricular experience for all students by providing appropriate training and support for its coaches.

The District provides full-scale in-person training for all coaches in the District every other year. SY2016-17 was an off-year for the training, but the District continued to offer online training options for new coaches and those who

¹²⁰ Catalina, Cholla, Palo Verde, Pueblo, Sahuaro, and Tucson High.

¹²¹ Basketball, volleyball, soccer, and track.

wanted to continue to improve. The National Federation of High School Sports has an array of courses to help coaches keep abreast of the latest trends and information in becoming effective coaches, and the District referred coaches to a number of these courses: Teaching and Modeling Behaviors, Bullying, Hazing and Inappropriate Behaviors, Engaging Effectively with Parents, Social Media, Concussions and Cardiac Arrest, safety courses on heat acclimation, and several music introduction courses.

The District also is committed to hiring and maintaining a diverse and qualified athletic staff. Of the coaches employed by the District in SY2016-17, 28 percent (122 out of 429) were Hispanic and 17 percent (73 out of 429) were African American (**Appendix VIII – 4, Extracurricular Coaches – Race – Ethnicity SY2016-17**).

The District continued to require all paid coaches to take part in 3-Dimensional Coaching, which focuses on student welfare rather than on wins and losses. The impact of this training on the District's coaches has been very encouraging; they are becoming the role models that the parents and community expect them to be and the culture and climate of inclusion is becoming a reality on many District campuses.

Finally, the Arizona Interscholastic Association (AIA) Pursuing Victory with Honor (PVWH) program continued to evolve from a character education program into one that embraces a healthy sport experience as the defining feature of interscholastic athletics. According to the AIA, the PVWH program will continue to increase awareness, educate, and galvanize efforts to develop a healthy sport community. The program revolves around the Six Pillars of Character¹²²: trustworthiness, fairness, caring, respect, responsibility, and citizenship. The District's nine high schools subscribe to the PVWH,¹²³ and coaches and activity sponsors adhere to the core values in the program. Additionally, the AIA executive director embarks on a statewide training session for districts and individual schools every two years, and Tucson Unified received this training in SY2016-17 for its administrators, coaches, and sponsors. With a change in the AIA leadership, all statewide training will now commence in SY2017-18, so the District will again receive this training.

¹²² Character Counts, Josephson Institute of Ethics.

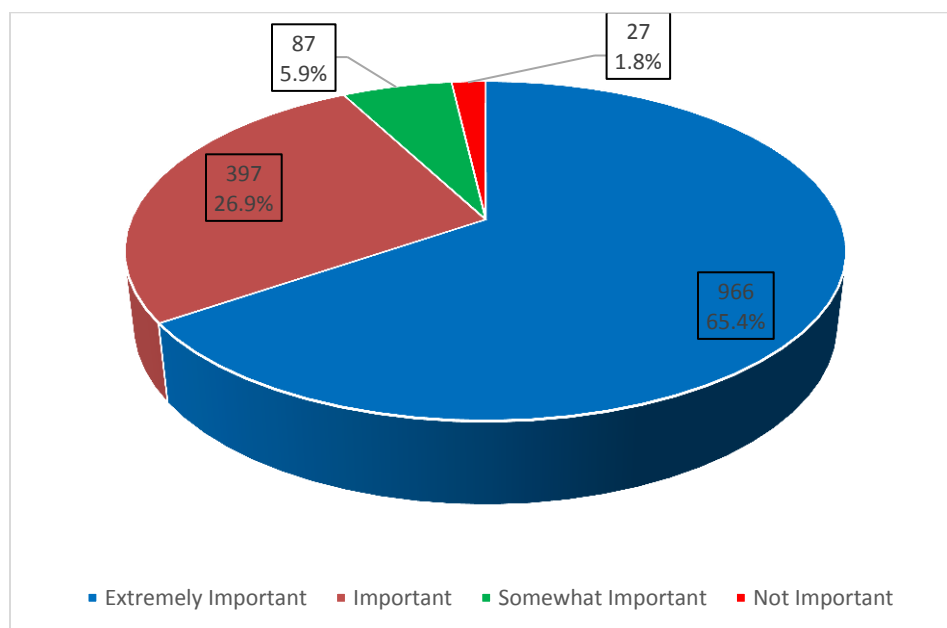
¹²³ Catalina, Cholla, Palo Verde, Pueblo, Rincon/University, Sabino, Sahuaro, Santa Rita, and Tucson high schools.

D. Collaboration with Transportation

To provide efficient transportation for student participants, the District's Interscholastics and Transportation departments met in September and November 2016 to ensure continued equitable access for all students interested in extracurricular activities. The Transportation Department designed the Late Activity Bus Pass System, a program to enhance the use of activity buses that was piloted in SY2016-17 at six schools (**Appendix VIII – 5, Late Activity Bus Pass System**). Its purpose was to streamline the activity buses to give students outside integrated and magnet schools the opportunity for transportation that would allow them to participate in extracurricular activities. The District will continue to work interdepartmentally to improve the availability of extracurricular buses during the times and locations that fit the needs of the students.

The District is committed to increasing participation in its parent surveys designed to improve extracurricular offerings (**Appendix VIII – 6, Extracurricular Parent Responses SY2016-17**). For SY2016-17, the District expanded communication regarding the surveys to include ParentLink. The District implemented this by notifying parents and encouraging them to visit the online site to take part in the survey. For the multiple choice question, "How important are extracurricular activities to your child?", the majority of parents (92 percent) responded "Extremely Important" or "Important" (see Graph 8.5 below).

Graph 8.5: Survey Responses Rating the Importance of Extracurricular Activities to Parents and Their Children



The District posed this question to develop a general idea of the interest parents had in extracurricular activities for their students to better serve the needs of the community and schools. Other questions in the survey included topics referring to obstacles to participation, desired activities, and needed improvements. Based on the responses, the District will move forward with promoting activities through ParentLink and home mailings.

E. USP Reporting

Pursuant to the USP, the District is to provide a report of student participation in a sampling of extracurricular activities at each school. The activities that are reported each year shall include at least two activities from each of the four categories described in section (B) above: sports at schools where offered, social clubs, student publications (where offered), and co-curricular activities. The report should include districtwide data and data by school, disaggregated by race, ethnicity and ELL status. As shown above and in the prior annual reports, the District has complied with these requirements. **See Appendix VIII – 7, VIII.C.1 Selection of Extracurricular Activities Jkapp**, which contains student participation data disaggregated by activity, race/ethnicity and ELL status for SY2016-17; *see also* **Appendix VIII – 1, VIII.C.1 Student Participation in Extracurricular Activities**, which includes student participation by selected activity, race/ethnicity, and school for SY2016-17.

IX. Facilities and Technology

The District remains committed to the provision of facilities and technology in a race-neutral manner, avoiding any disparities in the quality of its physical and technological infrastructure based on race or ethnicity, and ensuring that all students have access to a fairly distributed learning environment. The District has developed indices to measure the condition of facilities, their suitability for education, and level of technological currency. The District reviews and updates these indices regularly to ensure that current conditions are appropriately captured. The data developed from the indices in turn guide the District in the administration of two major planning documents: the Multi-Year Facilities Plan (MYFP) and the Multi-Year Technology Plan (MYTP). The District revises both documents on a biannual basis to prioritize and allocate available funds for maintenance, repair, and upgrades. This section describes the District's activities in SY2016-17 to provide educational facilities and technology in a fair and equitable manner to all students.

A. Multi-Year Facilities Plan

For several years, the District has used a Facilities Conditions Index (FCI) rating system to document the condition of the District's school facilities. The FCI provides an overall composite condition rating of the facility and scores the condition of facility components, including grounds, using a rating scale from one (low) to five (high). The composite score is based on a percentage regarding the condition of facility components: grounds (5 percent), parking (5 percent), roofing (20 percent), building structures (30 percent), building systems (20 percent), special systems (5 percent), and technology/communications systems (15 percent).

The FCI is a measure of the life cycle and coordinated improvements of a structure or building system. Age is the first item examined by industry standards. In the District's model, the closer a system gets to its replacement age, the lower the FCI score. However, the pace at which it reaches replacement age can vary depending on how it ages. System reviews are ongoing. Project priorities are determined by the FCI score; the lower the score, the higher the priority of the project. The FCI changes frequently with additional age of building system components, breakdown and repair events, improvements, revised assessments of condition, and other ongoing changes in a structure's condition.

The FCI provides insight into the comparative condition of schools but does not address the quality or appropriateness of the design. To that end, the District developed an Educational Suitability Score (ESS) for each school that evaluates (i)

the quality of the grounds, including playgrounds, playfields, and other outdoor areas, and their usability for school-related activities; (ii) library condition; (iii) capacity and utilization of classrooms and other rooms used for school-related activities; (iv) textbooks and other learning resources; (v) existence and quality of special facilities and laboratories (*i.e.*, art, music, band, shop rooms, gymnasium, auditoriums, theaters, science, and language labs); (vi) capacity and use of cafeteria or other eating space(s); and (vii) current fire and safety conditions and asbestos abatement plans. The ESS allows the District to assess the educational effectiveness of school facilities under an educationally relevant set of guidelines rather than the engineering standards upon which the FCI is based.

Unlike the FCI, the ESS often will remain unchanged because it is based on appropriateness of design that may be unaffected by changes in the physical structure due to disrepair. Changes to the ESS are likely to occur when dollars are allocated for physical design improvements.

The ESS and FCI scores are the basic data used in administering the Multi-Year Facilities Plan. The MYFP provides an equitable framework for prioritizing short-term and long-term needs for facilities. The MYFP generally assigns priorities in the following order: (1) resolution of health and safety issues at any school, (2) schools that score below 2.0 on the FCI or below the District average on the ESS, and (3) racially concentrated schools that score below 2.5 on the FCI. These priorities align with the guidance provided by the Unitary Status Plan (USP).

The USP requires that the District assess facilities using the FCI and ESS biennially. The MYFP guides District priorities based upon current FCI and ESS scores (**Appendix IX – 1, IX.C.1.a Facilities Condition Index SY2016-17, Appendix IX – 2, IX.C.1.b, Educational Suitability Score SY2016-17, and Appendix IX – 3, IX.C.1.d MYFP**).

In SY2016-17, the District undertook a limited number of repair projects including upgrades at Bonillas, Manzo, Pueblo Gardens, and Hollinger elementary and K-8 schools. The District will continue to use the FCI, ESS and the Multi-Year Facilities Plan to identify the schools with the most urgent needs.

B. Multi-Year Technology Plan

The Multi-Year Technology Plan guides the District's technology enhancements and improvements and assists in establishing priorities for maintenance and replacement of technology to ensure equitable access, particularly

in racially concentrated schools. In addition, the plan sets priorities for teacher training on the effective use of technology (hardware and software) in the classroom. The District develops the plan using an analysis of the Technology Conditions Index (TCI).

1. Technology Conditions Index

The TCI composite score is a common and consistent assessment of hardware devices and teacher technology proficiency at each school. The overall TCI composite score for the District increased from 4.34 in SY2015-16 to 4.60 for SY2016-17, growing by 6 percent (**Appendix IX – 4, IX.C.1.b FINAL TCI Report SY2016-17**). In fact, every school site showed at least a slight increase. The District attributes this growth primarily to two factors: new device upgrades and improvements in teacher technology proficiency. For example, the District increased the number of available classroom computers at all schools.

As the District deployed new devices to the approved campuses, it also identified and excluded “legacy” hardware (hardware procured during SY2005-08) from the TCI inventory. This legacy hardware does not meet the minimum Arizona Department of Education specifications for conducting AzMERIT online testing and is no longer within acceptable limits of current software platforms.

The second contributing factor was a 5 percent overall increase in teacher technology proficiency, from 4.37 in SY2015-16 to 4.58 in SY2016-17. *Id.* This increase stems from efforts to prepare teachers and school staff to complete assessments. Teacher technology liaisons (TTLs) delivered more than 3,000 hours of professional development instructing teachers how to use and facilitate online assessments (**Appendix IX – 5, TTL Hours Category Report SY2016-17**). Learning objectives for the TTL meetings included online assessment and other instructional technology skills. The wider availability of document cameras for teachers, along with focused professional development on their use, also contributed to higher teacher technology proficiency. In addition, the increase in teacher TCI proficiency scores was more impressive during SY2016-17 because the proficiency measurement instrument (the Teacher Technology Survey) was a more rigorous assessment than it was in SY2015-16. In fall 2016, the District revised the survey to include more in-depth questioning than the spring 2015 survey. As teachers become more proficient with and immersed in instructional technology, they are able to embed what they have learned into their classroom instruction proficiency.

In SY2014-15, seventeen of the 36 racially concentrated schools scored above the TCI district average; by the end of SY2016-17, the number was 28. Table 9.1 below shows the number of schools above the TCI district average by school status. As shown, fewer racially concentrated and non-racially concentrated schools were above the TCI district average in SY2016-17 than in SY2015-16. The District attributes this decrease to the overall increase in teacher proficiency scores, which in turn increased the TCI district average in general.

Table 9.1: Number of Schools Above the TCI District Average

Campus Integration Concentrated	SY2014-15 - Schools Above TCI District Avg.	SY2015-16 - Schools Above TCI District Avg.	SY2016-17 - Schools Above TCI District Avg.	% of Growth SY2014-15 vs SY2015-16	% of Growth SY2015-16 vs SY2016-17
Racially Concentrated	17	30	28	77%	-7.1%
Non-Racially Concentrated	29	34	25	17%	-36%

2. District Technology Initiatives

Computer-Based Student Academic Assessments

In SY2015-16, the District began the transition from administering paper-based student academic assessments to online testing. The District conducted quarterly benchmark testing using SchoolCity, the District's assessment software, and piloted computer-based state AzMERIT tests at sixteen schools. In SY2016-17, the District administered the state AzMERIT online at all schools. Students in grades 3 through 12 took more than 152,000 tests in mathematics, reading, and writing using desktops and laptops. In addition, the District completed a College Board pilot program for administering the SAT online to 180 students for the first time.

Technology Investments

The District deployed more than 10,000 laptops—Computers On Wheels (COWS)—before the start of school for SY2016-17. The District also deployed 589 projectors and 1,082 document cameras and completed much-needed projector bulb and printer maintenance on the campuses.

Wireless Access

As the District continues to increase the concurrent use of technology in classrooms by students and teachers, the need for more robust wireless access requires additional wireless access points (WAP). To address this need for more wireless access bandwidth in the classroom, the District is investing approximately \$425,000 of capital funds and is applying for \$875,000 of E-Rate funds to provide and install 1,475 WAPs in all high schools. Due to the importance of wireless access bandwidth in classroom and campus common areas, the District is considering updating the TCI with a WAP category to ensure equity across all campuses.

C. Instructional Technology

During SY2015-16, the Instructional Technology Department (ITD) met its objective in increasing the number of teachers that meet District technology proficiency in the classroom. During SY2016-17, ITD continued its efforts, supporting the use of technology in classrooms in three primary ways: utilizing teacher experts (TTLs) to support the development of their colleagues' skills and confidence in the use of technology in the classroom, developing online resources, and supporting the administration in online assessments.

Under the 2014-15 Instructional Technology Professional Development Plan, the District created a cadre of TTLs to assist teachers in building their knowledge and use of technological resources in the classroom. Each school site recruited at least one teacher based on a formula of approximately one TTL to every 400 students, with no less than one TTL per school. The TTLs met with teachers in small groups, one on one, and in professional learning communities at their campuses to provide ongoing and sustainable training in the most efficient manner. This process continued through SY2016-17.

The District conducted TTL meetings twice per month throughout the year to ensure that all TTLs had flexibility within their schedules to attend and participate in the after-school meetings. The ITD used these meetings to provide training for the TTLs in the targeted topics as identified through the teacher technology proficiency survey (**Appendix IX – 6, TTL Training Objectives**).

Needs Assessment and Training Development

When the ITD increased the rigor of the SY2016-17 teacher technology proficiency survey, the department was better able to identify the needs for additional professional development for AzMERIT, Synergy, and SchoolCity (online

benchmarks), as well as mastery of new document cameras and how they can be used to deliver instruction (**Appendix IX – 7, Teacher Technology Proficiency Survey**). The ITD also focused on building teacher proficiency on the use of core applications of Microsoft Office in preparation for Office 365 and Engage New York. The ITD worked with the TTLs to communicate training objectives as identified through analysis of teacher technology proficiency survey data, TTLs, and teacher feedback.

TTLs assisted in formalizing the methodology for developing teacher-centered technology trainings (PD) for introducing new technologies and applications as follows:

- TTLs experiment with new technologies and applications.
- TTLs and the ITD then make recommendations on which content is relevant in assisting the delivery of instruction.
- TTLs then monitor and adjust specific training content to meet the instructional technology PD needs of individual teachers.
- Once adjustments have been made, this PD is promoted and utilized by TTLs as a resource as they conduct trainings at their sites.

Two primary examples of this are illustrated by the PD provided on the use of document cameras as well as instructional technology PD on Windows 10 for teachers. In both examples, once the TTLs became familiar with new technology and developed relevant instruction content targeted to the use of the technology in the classroom, TTLs trained teachers and teachers shared best practices with fellow teachers, thereby supporting a collegial and productive teacher-driven learning community (**Appendix IX – 8, Document Cameras-Windows 10**).

In addition to the needs stated above, the ITD gleaned through individual teacher feedback from the survey and direct feedback from the TTLs a significant need for training in the K-8 districtwide intervention online application known as SuccessMaker. In response to this need, the ITD conducted SuccessMaker training for 344 certificated personnel in June and July 2016 (**Appendix IX – 9, Successmaker**).

The ITD also found a high number of teacher requests for training on the basic navigation of Windows 10 on the newly procured COWS. The ITD addressed this request by developing online professional development materials for TTLs in their support of staff. The ITD developed additional professional development

opportunities following the initial implementation of the Synergy online gradebook to provide enhanced support for teachers in using this program.

Instructional Technology Training Implementation

With established training objectives in mind, the TTLs coordinated instructional technology PD training at their respective schools. The TTLs worked to identify the current level of teacher proficiency and then built upon the existing skills to raise the level of the teacher's proficiency in technology. The ITD encouraged TTLs to communicate the new training objectives with the site administrator(s). Each site administrator then determined the most efficient manner in which to address these objectives (**Appendix IX – 6, TTL Training Objectives**).

As part of the ITD PD, teachers had the opportunity to observe TTLs modeling lessons during professional learning communities (PLCs) and had access to online resources available through the ITD website. The TTLs maintained a record of training their teacher colleagues at their respective campuses through SharePoint, logging more than 14,000 hours of instructional technology PD in SY2016-17 (**Appendix IX – 10, TTL Hours SY2016-17**).

In support of the TTLs, the ITD provided and facilitated instructional technology PD across the District at individual campuses. TTLs and/or principals requested additional support from the ITD assisting in facilitating large group training at campuses, as needed. Based on training requests from TTLs, teachers, and principals, instructional technology PD training objectives included document cameras in instruction, tablets for instruction, Windows 10 in the classroom, Synergy gradebook, common formative assessments, interactive whiteboard training, and SuccessMaker (**Appendix IV – 79, IV.K.1.q Master USP PD Chart**).

As mentioned above, teachers needed professional development in understanding the navigation and administration of the AzMERIT online assessment for grades 3-12. The District qualified for districtwide administration of the assessment through the Arizona Technology Readiness tool. Testing during SY2016-17 took place at all District campuses. In support of this effort, the ITD leveraged the TTL infrastructure, assisted in training additional teachers, and provided support for these online assessments (**Appendix IX – 11, Sample Calendar**).

The ITD also created and managed a teacher technology online discussion board, which serves as a way for TTLs to coach each other and share best practices (**Appendix IX – 12, Discussion Board Screenshot**). The department also initiated a video archive to highlight best instructional technology practices (**Appendix IX – 13, Example Video Screen Shot**). The District further utilized TTLs to provide initial and refresher Synergy gradebook training for District teachers in June 2017.

Teaching and Learning Summit

The ITD held the first annual districtwide Teaching and Learning Summit in March 2017. The ITD collected data in the form of lessons incorporating technology from across the District. These lessons were the products of teacher learning from the TTLs regarding delivery of instruction with technology. The District displayed these lessons at the summit and utilized input gathered from teachers across the District to design an additional instructional technology PD opportunity for teachers using current Office products to prepare them for utilizing Office 365 in the classroom.

The Teaching and Learning Summit showcased lessons that incorporated technology in delivering instruction in areas such as Engage New York, Synergy, SuccessMaker, SchoolCity, project-based learning, online early interventions, and use of COWs for instruction, to name a few. ITD held this event, another opportunity for best practices collaboration, on March 14 and March 16, 2017. On display were examples of what teachers learned from their training with TTLs and how they implemented what they learned into their instruction. In addition, TTLs conducted breakout sessions to share best practices on several topics (**Appendix IX – 14, Summit Agenda**):

- Implementing Document Cameras into Instruction,
- Online Assessment, Electronic Response Devices in Instruction,
- Using a COW for Real World Budgets,
- K-5 Math Online, Engage New York, and
- Interactive Stories Using an Interactive Whiteboard.

Additional Supports

a. Open Labs

- The ITD held four open labs for TTLs. Held at different locations throughout the District, the hands-on labs were designed to help TTLs enhance and increase their skill set with the District's instructional

technology so that they were better equipped to assist teachers and continuously build upon their own knowledge. ITD opened these labs on September 28, 2016, October 26, 2016, November 23, 2016, and January 25, 2016 (**Appendix IX – 15, Open Labs**).

b. Communication with Principals

- The ITD executed a feedback loop to principals through a campus data dashboard (**Appendix IX – 16, ITD Dashboard Example**). The dashboard shows how each teacher at their respective campus performed on the survey and the training TTLs conducted with the teachers. Additional data points highlighted the TTL engagement at their campus by showing the requests for instructional technology PD. An outcome from the TTL meetings was that some TTLs began to proactively schedule meetings with their principals after attending a monthly TTL meeting. During this meeting, TTLs had the opportunity to review and update their principals on what they had learned as well as schedule technology PD for the upcoming week. The TTLs will continue to update their principals in SY2017-18.

D. USP Reporting

- | | |
|-------------|--|
| IX(C)(1)(a) | <p>Copies of the amended: FCI, ESS, TCI;</p> <p>The data required by section (IX)(C)(1)(a) is contained in Appendix IX – 1, IX.C.1.a Facilities Condition Index SY2016-17, Appendix IX – 2, IX.C.1.b Educational Suitability Score SY2016-17, and Appendix IX – 4, IX.C.1.b FINAL TCI Report SY2016-17.</p> |
| IX(C)(1)(b) | <p>A summary of the results and analyses conducted over the previous year for the following: FCI, ESS, TCI;</p> <p>Results and analysis for FCI and ESS have been included in Appendix IX – 3, IX.C.1.d MYFP for SY2016-17. Summary results for TCI are contained in Appendix IX – 4, IX.C.1.b Final TCI Report SY2016-17.</p> |
| IX(C)(1)(c) | <p>A report on the number and employment status (e.g., full-time, part-time) of facility support staff at each school (e.g., custodians, maintenance and landscape staff), and the formula for assigning such support;</p> |

See Appendix IX – 17, IX.C.1.c Facility Support Staff for SY2016-17.

IX(C)(1)(d) A copy of the Multi-Year Facilities Plan and Multi-Year Technology Plan, as modified and updated each year, and a summary of the actions taken during that year pursuant to such plans;

The current Multi-Year Facilities Plan appears in **Appendix IX – 3, IX.C.1.d MYFP**. The current Multi-Year Technology Plan effective appears in **Appendix IX – 18, IX.C.1.d MYTP**. The summary of actions taken appears in the text above.

IX(C)(1)(e) For all training and professional development provided by the District, as required by this section, information on the type of training, location held, number of personnel who attended by position, presenter(s), training outline or presentation, and any documents distributed;

The data required by section (IX)(C)(1)(e) is contained in **Appendix IV – 79, IV.K.1.q Master USP PD Chart**. This report contains a table of all formal professional development opportunities offered for SY2016-17.

X. Accountability and Transparency

The District's continuing commitment to integration, diversity, and equity requires decision making based on comprehensive, current data regarding students, teachers, and programs. This in turn requires the continuous development and use of tools to collect, analyze, and report that data in a manner and with a speed that is useful to decision makers.

Over the past several years, the District has made great strides in overcoming the limitations of legacy systems, rolling out new platforms, and meeting the constantly changing requirements for state reporting and record-keeping requirements. The District has worked to develop a robust, unified information system, combining student records and information with the District's financial and human resource records, to support its integration and diversity efforts. Section X.A below details the progress made during the 2016-17 school year towards that goal and the current state of the information systems supporting the District's decision making. The numerous and varied reports, charts, and tables that accompany this annual report continue to be a testament to the underlying success of that effort.

The District is also fully committed to a transparent process to plan the use of funds available pursuant to A.R.S. § 910(G), and from other sources, to support its integration and diversity efforts. Each year, the District undertakes a detailed and open process for the development of the budget for the next year's spending, soliciting input and comment from interested stakeholders. The process also encompasses reallocations during the current year as circumstances change from that forecast during the prior year. Section X.B describes this process as it unfolded during SY2016-17. The District recognizes the importance of reporting after the conclusion of the school year to confirm that funds were in fact spent according to the budget as reallocated during the year. Section X.C describes the process used by the District and its certified public accountants to generate a report in January 2017 covering expenditures made in SY2015-16.

The District has continued to follow the process of notifying and seeking approval from the Special Master regarding certain actions related to changes to the District's assignment of students and its physical plant. Section X.D. describes a Notice and Request for Approval (NARA) on one action taken in SY2016-17.

A. Evidenced Based Accountability System

The District continued to develop the Evidenced Based Accountability System (EBAS) throughout SY2016-17. The EBAS allows the District to review program effectiveness and ensure that program changes support efforts to improve the academic performance and quality of education for African American and Hispanic students, including English language learners (ELLs).¹²⁴

In SY2016-17, the District fully developed hardware and software that gives Tucson Unified capabilities that most school districts lack, including but not limited to automatically flagging at-risk students and monitoring student progress across time and along different variables (attendance, behavior, credits, and grades). In SY2017-18, the District will continue to move toward more effectively utilizing these capabilities in decision-making processes.

1. Student Information System – Synergy

A student information system (SIS) is an application that houses all student data, including enrollment, processing, attendance and discipline records, student and teacher class schedules, teacher notes, grades, assessments, and transcripts. The District purchased the new SIS, Synergy (developed and supported by Edupoint), during SY2014-15 for implementation in SY2016-17. The District successfully migrated from the Mojave legacy SIS to Synergy, going live with the new system on August 4, 2016.

Using Synergy, the District utilized new robust reporting technologies that created customized reports monitoring student-teacher ratios and daily enrollment breakdowns by site, grade, and student demographics (ethnicity, gender). The District successfully developed and implemented new methods for student data extraction from Synergy to provide current data to existing dashboards. The District also upgraded its legacy reporting platforms (formerly known as TUSDstats) to a newer, more robust platform (TUSD School Data). TUSD School Data is scheduled to launch in SY2017-18.

2. Early-Warning Module and Intervention Module (Clarity)¹²⁵

In SY2015-16, the District purchased a system called Clarity to fulfill several EBAS functions. As shown in Figure 10.1 below, Clarity is a cloud-based data

¹²⁴ See USP § X(A)(1).

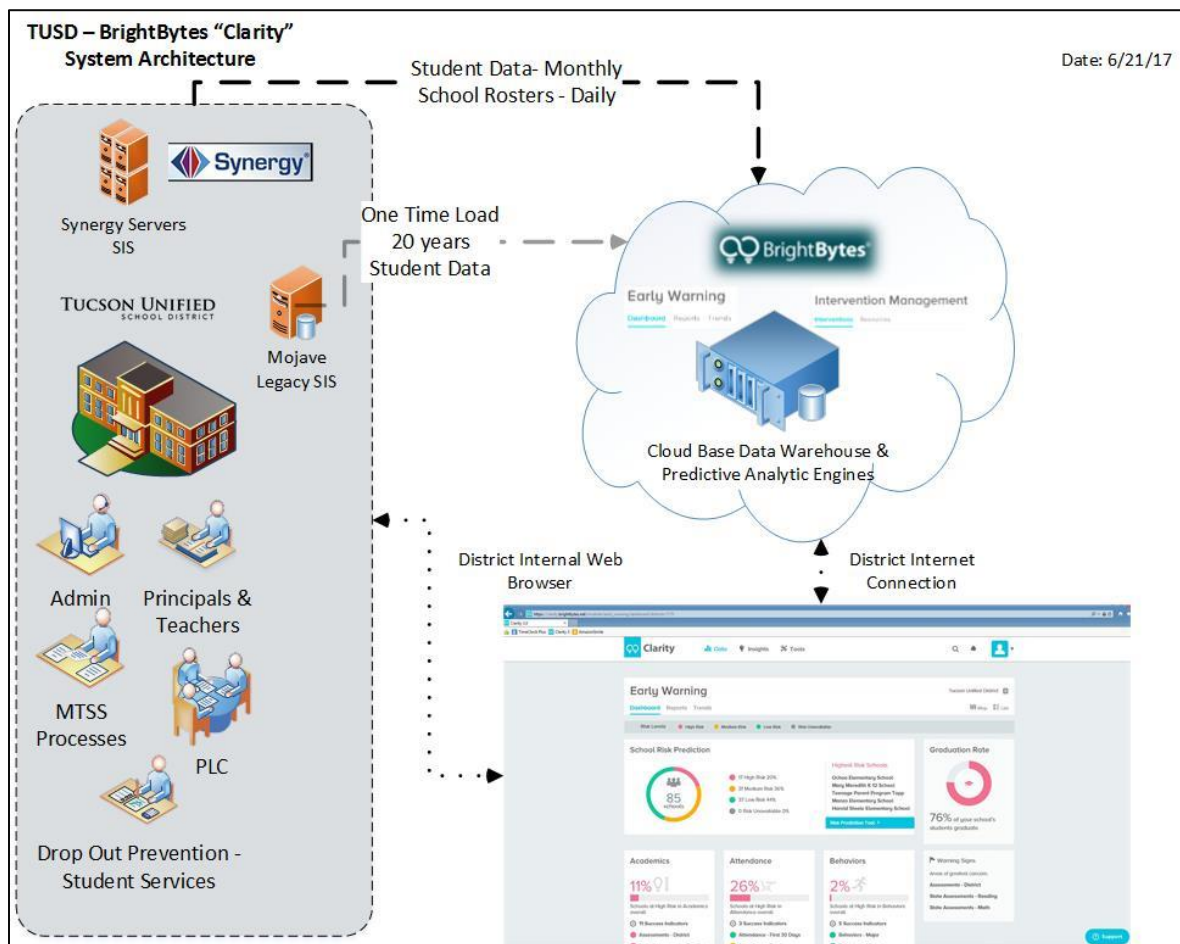
¹²⁵ These systems are also described in Section V.D.1, above.

warehouse platform developed by the company BrightBytes that houses two modules: the Early Warning Module (EWM) and the Intervention Module (IM).

The EWM leverages machine learning¹²⁶ technologies in conjunction with predictive analytical data engines to accurately identify students who are at risk of dropping out of school or not graduating. The predictive analytical engines use programmed algorithms based on the research of Dr. Marian Azin of Mazin Education. The EWM provides the automated flagging based upon input from Synergy and identifies the area of concern within three domains: academics, attendance, and behavior. The EWM also provides administrators and staff with national research-based interventions and strategies to help correct the area of concern.

The IM leverages the same information from the SIS and formalizes the intervention referral process by facilitating efforts to connect at-risk students with the right supports. The IM allows users to assign services and track the fidelity and frequency of those efforts to evaluate the effectiveness of specific supports to specific students. The IM also provides a record of historical interventions and services, thus providing insight to staff and administrators about what has or has not been cumulatively effective, allowing them to adjust interventions accordingly. The IM integration with the EWM dashboard is easy to use and provides the efficiency that staff requested for student review meetings in the Multi-Tiered System of Supports (MTSS) process, professional learning communities (PLCs), and staff meetings.

¹²⁶ Machine learning is the field of study that gives computers the ability to learn and improve from experience without being explicitly programmed.

Figure 10.1: BrightBytes “Clarity” Systems Architecture

Prior to SY2016-17, the District imported twenty years of legacy student data into Clarity as a foundation for moving forward with Synergy at the start of 2016-17. Clarity’s EWM assesses 24 indicators, including academic performance, attendance, demographics, and behavior. Using a predictive analytical model, the EWM ranks every student’s risk level along a continuum of 1 to 9. Three risk levels are demarcated with graduating shades of color: low risk (green levels 1-3), medium risk (yellow level 4-6), and high risk (red levels 7-9). In addition to the risk ranking, EWM provides longitudinal graphs and simple arrows indicating risk trends for students. For example, an upward pointing arrow (↗) represents an increase, a horizontal arrow (→) represents no change, and a downward arrow (↘) represents a decrease in an overall action or behavior (**Appendix V – 107, Example EWM Student Risk Flagging Screen Shots**).

Synergy exports student data extracts to Clarity's EWM automatically on a daily and monthly cycle. These extracts ensure that Clarity dashboards always produce an up-to-date status. The daily student roster imports ensure each student's school and teacher are accurate by accounting for student mobility changes. Monthly extracts include attendance, academics, and behavioral student data to provide current risk levels and automated risk alerts as well as trending markers by student. The District utilizes the EWM dashboards to aggregate data at a district level and to disaggregate data at the campus, grade, or individual student level. Using the filtering capabilities within the dashboards, school administrators and MTSS facilitators reviewed the Clarity EWM and monitored students identified as at-risk in one or more of the three domains. MTSS facilitators/leads reviewed the high-risk students to see if they were receiving Tier 3 intervention through the Exceptional Education Department. If not, MTSS teams discussed these students during MTSS meetings to determine what interventions were necessary for student success.

3. Intervention Module – Clarity

BrightBytes worked closely with the District to develop additional features within the IM to support efficient data collection and promote improved communication among staff. The IM provides a common platform for District staff across departments to communicate about the progress of referred students. Data entered into Clarity in both EWM and IM will follow the student from school to school.

The IM, therefore, provides staff with a single point for entering referrals and monitoring the electronic workflow represented in a dashboard, as mentioned above. As part of the monthly workflow cycle within IM, the originator of the referral receives a request to complete an automatic survey to provide feedback about whether the applied intervention is effective. The system provides this information in an intuitive format, integrated with the EWM, requiring less training on the Clarity application.

The District took a tiered approach for the rollout of Clarity in SY2016-17. The first tier occurred in September 2016 and consisted of principals, assistant principals, and MTSS facilitators for fourteen schools (referred to as Cohort 1 or the Early Adopters) (**Appendix X – 2, Cohort 1 Clarity EWM IM training**). The first cohort involved a limited adoption, as the District rolled out Synergy during October. Still, the overall acceptance and vetting of the IM was positive and the

Early Adopters provided constructive feedback to BrightBytes developers for enhancing the system. The District's Assessment and Program Evaluation Department and Technology Service's Synergy trainers used BrightBytes' train-the-trainer model. The District continued to work collaboratively with BrightBytes to organize, develop, and administer additional trainings.

In November and December, the District trained the second cohort of principals, student success specialists (about 50 staff), Dropout Prevention staff (about 20 staff), and MTSS facilitators (about 30 staff) (**Appendix X – 3, Cohort 2 EWM IM training**). Cohort 2 participants piloted the IM at their sites, including seven sites in the fall and an additional ten sites by January, and provided feedback. The District assigned trainers to these sites to work directly with schools to understand the challenges and successes of the implementation. In December and January, District staff and the Clarity team continued to meet and receive feedback on the use of EWM in their daily monitoring of students. They also continued to vet the results of the EWM per student and the additional needs for improving the IM for both Cohorts 1 and 2.

Cohort 3 consisted of the MTSS facilitators who were not a part of Cohorts 1 or 2. These facilitators and other staff who had previously received training were trained in April 2017. The District has scheduled a full rollout of the IM for SY2017-18.

Throughout this process, District staff continued to provide BrightBytes with ongoing input to improve the overall workflow and usability of the modules. For example, BrightBytes made adjustments to the monthly data load to align with campus MTSS and PLC review cycles and created enhancements to account for student mobility, the inclusion of additional student grade data, and benchmark assessment scores.

4. Integration of Student and Enterprise Systems

In most school districts across the country, student information systems are separate from systems used for other enterprise functions, such as technology, services, and human resources. During SY2014-15, as part of its ongoing research of EBAS technologies, the District identified and researched a data warehouse product

for possible use in integrating data from its SIS and ERP¹²⁷ systems. The vendor, Ed-Fi Alliance (EdFi), is a non-profit organization funded by the Michael and Susan Dell Foundation. Its software product provides school districts and state educational departments with a complete Operational Data Store (ODS) for a data warehouse architecture for SIS and ERP and pre-defined data dashboards for teachers, principals, and central administration. EdFi also provides an Application Program Interface (API) to interact with other application and data sources at no cost.

Other school districts and state education departments have begun to use the EdFi Alliance ODS platform, which has now been adopted by the Arizona Department of Education. The EdFi ODS platform is a fully documented application, and the vendor maintains a dedicated staff to continue enhancing the application and provide full support at zero cost. The EdFi ODS platform is fully compatible and optimized to run on the Microsoft Azure cloud infrastructure used by the District.

On November 16, 2016, the District held the EdFi project kick-off meeting and engaged Microsoft Azure Cloud onboarding services along with EdFi implementation services to develop the District's overall implementation plan. In December and January, the District's technology staff completed Microsoft Azure trainings for Technology Services infrastructure staff on the implementation, administration, and day-to-day operations of the data warehouse in Azure cloud. From February through March 2017, the District repurposed existing on-premise hardware for the EdFi staging area to allow for the development and testing of data extracts, in part to minimize costs of the EdFi application in Azure and to ensure financial sustainability for future years.

In the second semester, the District installed a demo version of the EdFi dashboard to review with senior leadership the capabilities of the dashboard. At the end of March 2017, the District engaged the Microsoft Azure onboarding team and EdFi staff to begin implementing the latest EdFi ODS for Azure. The District also began to develop the expertise for transferring data from Synergy SIS and Visions, the District's ERP, into the EdFi ODS. The first task was to "bulk load" historical data into the ODS and then configure the system for the current school year, enabling

¹²⁷ Enterprise resource planning (ERP) is business process management software that allows an organization to use a system of integrated applications to manage the business and automate many back-office functions related to technology, services, and human resources.

automatic daily data uploads from the SIS and ERP and resulting in up-to-date “daily” dashboards.

Microsoft also approached the District to take part in a pilot project to expand the functionality of the EdFi application. Microsoft identified the District as a good school system for the pilot because of its extensive and long-running student information management system and its success with launching other software such as Clarity and Office365.

As part of this pilot, Microsoft committed to updating the dashboards from an older Microsoft technology (.Net) to their latest technology for displaying data (PowerBI platform). Microsoft also committed to adding additional data integration into the ODS to allow for Office365 telemetry datasets for students and staff in regard to usage of Office365 and the endpoint devices from which Office365 is being accessed. The Office365 telemetry, in conjunction with student data from the SIS, will allow for future predictive analytics enhancements by leveraging Microsoft’s analytic engines within the Azure platform. Such enhancements will allow for the prediction of student achievement based on a multitude of factors and will allow for early assessment of student progress and evaluation of teaching techniques and programs.

B. Budget Development and Process

1. Development of the Budget Process and Timelines

In September 2016, the District began working with the Special Master and the budget operations expert, Dr. Vicki Balentine, to improve budget procedures for the development of the 2017-18 USP Budget. In November, the Special Master shared the draft with the Plaintiffs. The parties collaborated on proposed revisions to the timelines and procedures through November and December.

On December 27, 2016, the Court ordered the parties to develop, and for the District to file, the 2017-18 budget process procedure and timelines with the Court within 45 days of the filing date of the Budget Order [ECF 1981, “Budget Order”]. The District filed the budget development process and timelines (Budget Process) on January 20, 2017 [ECF 1985-1]. The Budget Process included several new components, designed by the parties to improve the flow of information, improve understanding of new and modified budget line items, and finalize the budget prior to the start of SY2017-18 (**Appendix X – 4, Budget Process January 2017**).

On three occasions, the District communicated to the parties about special circumstances requiring modifications to the timeline and filed the updated timelines with the Court. On April 26, 2017, the District filed the amended timeline to reflect minor changes [ECF 2013-1]. No party objected to the revised timeline. On June 28, 2017, the District filed a second amended budget development process timeline to reflect new dates for filing objections and responses to objections, if any, to the Final Budget approved on June 27, 2017 [ECF 2027]. No party objected to the revised timeline. On June 30, 2017, the District filed a third amended budget development process timeline, again to reflect minor changes [ECF 2029]. No party objected to the revised timeline.

2. Compliance with Budget Development Process Benchmarks

The Budget Order directed the District to “file with the Court a Notice of Disclosure and Compliance within 5 days of each benchmark deadline” and to “explain any failures to comply” [see ECF 1981]. The District complied with the budget process procedures and timelines, including filing a Notice of Disclosure and Compliance within five days of each benchmark deadline and explaining any failures to comply. The District outlined, generally, each step it took to comply with the budget development process (**Appendix X – 5, BDP Compliance**).¹²⁸

3. Development and Production of Budgetary/PD Assessments

The Budget Order further directed that “future budgetary assessments shall specify who will receive professional development in what amounts and in what ways, and at what cost *i.e.*: its core content and relationship to provisions in the Unitary Status Plan (USP), the number of people in different roles receiving such professional development, mode of delivery, and the number of hours for learner participation.”

The budget development procedures required the District to include with Draft 2 of the 2017-18 USP Budget a “PD Assessment” (participants, amounts, delivery methods, costs) [ECF 2013-1 at 3].

On March 13, 2017, the District submitted a PD Assessment with Draft 2 [see ECF 2028-3 at 145 and 443-469]. Because the District was still developing PD plans, it indicated that the “PD Assessment is an ongoing process and changes may occur in

¹²⁸ On June 28, 2017, the District filed a more detailed document outlining its compliance with the budget development process, including attached documents and communications [see ECF 2028-3].

subsequent drafts. Information in blue (including dollar amounts) has been updated and may change; information in black (including dollar amounts) has not been updated and may change in Draft #3.”

On April 10, 2017, the District submitted an updated PD Assessment with Draft 3 [see ECF 2028-3 at 677 and 958-985].

Both versions specified who would receive professional development, in what amounts and in what ways, and at what cost, including the core content and relationship to provisions in the USP, the number of people in different roles receiving such professional development, mode of delivery, and the number of hours for learner participation.

4. Development and Use of Meaningful Teacher-Mentor Ratios

In its Budget Order, the Court found “[m]ore mentoring is needed when new teachers are hired at racially concentrated schools or schools where students are underperforming” and that “[a]ccording to the Special Master, two different ratios should be developed and, accordingly, applied.” The Court ordered the District to “develop a meaningful mentor-teacher ratio for first and second year teachers and a meaningful mentor-teacher ratio for beginning teachers who teach in racially concentrated schools and schools where student performance is below the District average. These ratios shall be developed and used for the 2017-2018 USP Budget.”

Pursuant to the Budget Order, the District developed a point-based system for determining meaningful formulas to provide more mentoring when new teachers are hired at racially concentrated schools or schools where students are underperforming. The District designed the point-based approach to achieve meaningful mentor-teacher ratios that increase the likelihood that teachers who need mentoring the most will receive it, particularly first- and second-year teachers at underperforming or racially concentrated schools (*see* Table X.2, below).

**Table X.2: Proposed Point System for
Developing Meaningful Mentor-Teacher Ratios**

Teacher Classification	Points
First-year teachers at underperforming or racially concentrated schools	3
Second-year teachers at underperforming or racially concentrated schools	2
First-year teachers at performing or non-racially concentrated schools	2
Second-year teachers at performing or non-racially concentrated schools	1

On January 20, 2017, less than one month after the Court's Budget Order, the District submitted its Draft 1 Budget Narrative [see ECF 1986]. The Budget Narrative included a description of the District's above-referenced teacher-mentor ratios [see ECF 2028-4 at 2-5]. In subsequent communications, the District further explained the application of the meaningful teacher-mentor ratios to the proposed budget allocations [see ECF 2028-4 at 5-8].

Using the newly developed ratios, the District took several approaches to develop a solid estimate of the number of proposed teacher mentors for SY2017-18. First, it applied the proposed point system to the existing 2016-17 staffing levels and determined that it would have needed 41 teacher mentors. Next, the District applied the proposed point system to prior years and determined that it would have needed 34 teacher mentors in SY2014-15 and 38 teacher mentors in SY2015-16. The number of first- and second-year teachers (and those teaching in racially concentrated and underperforming schools) fluctuates by year, and even within the same year. The District continues to hire teachers throughout the school year, so the number of teacher mentors needed at the start of school may vary widely from the number needed by the start of the second semester. The District then applied the formula to the average numbers of teacher mentors that would have been needed for all three school years (2014-15 through 2016-17) and used that number, 37.5 (38), for the USP Budget allocation.

The District also developed meaningful mentor-teacher ratios for its support of culturally relevant courses (CRCs). In April 2016, the Special Master found, "Given that enrollment of students is what it is, it appears that a cadre of six itinerant teachers is adequate. However, this will not be the case in the future when the District staff estimates that the number of students enrolled in these courses could double" [Special Master Report re CRC Implementation, ECF 1925].

The District successfully expanded CRC offerings for SY2016-17 and, accordingly, increased the allocation of CRC master teachers¹²⁹ from six in SY2015-16 to eight in SY2016-17, as the number of teachers requiring mentoring support grew from 60 to 80 teachers. By April 2016, the District had further expanded CRC offerings and, accordingly, increased its allocation of CRC master teachers from eight in SY2016-17 to eleven in SY2017-18, as the number of teachers grew from 80 to 110. Every year since 2014-15, the District has increased the number of

¹²⁹ Formerly referred to as "CRC itinerants" or "CRC mentors."

culturally relevant sections offered, the numbers of participating students and teachers, and size of the culturally relevant support staff.

The CRC Intervention Plan lists several purposes and functions for CRC master teachers. The District has successfully fulfilled these functions with the staff resources as allocated for the past two years (using a 1:10 mentor-teacher ratio).

5. Submission of Multiple USP Budget Drafts and Collaboration

The process of developing the first draft budget (due in January 2017) began in September and October 2016 with meetings and communications between the Desegregation and Finance departments and other departments and staff to develop proposals and information based on three criteria:

- Anticipated new expenditures, including activities, positions, programs, capital needs, etc.;
- Anticipated increases or reductions to existing expenditures or sets of expenditures; and
- Existing expenditures that departments anticipate terminating.

On November 29-30, 2016, the District hosted a budget meeting for all parties to discuss a variety of issues, including the budget development process; the development of a budget priority list; student assignment spending (including magnets, integration initiatives, etc.); magnet transition plan proposals to improve academic achievement; the New Teacher Induction Program and First-Year Teacher Plan (including teacher mentors); Advanced Learning Experiences (ALE) spending (including Advancement Via Individual Determination (AVID) expansion); dropout prevention programs and spending; targeted interventions and supports (including spending for the African and Mexican American Student Services (MASS) departments); discipline programs and spending; reading and math initiatives; and programs and spending in the areas of family and community engagement, facilities, and technology.¹³⁰

The District reviewed and evaluated the feedback from departments in October and November and from the Special Master and Plaintiffs in November and December to develop the Draft 1 Narrative. Draft 1 was submitted on January 20,

¹³⁰ The parties also used this opportunity to discuss other USP-related issues, including but not limited to the final unitary status petition, the proposed revised code of conduct, discipline data, African American Academic Achievement Task Force (AAAATF) recommendations, magnet vacancies, and the assignment of beginning teachers.

2017 (**Appendix X – 5, BDP Compliance**). The District received feedback, objections, and requests for information (RFIs) from the Special Master and Plaintiffs by early February. During February and into early March, the District reviewed and evaluated feedback, developed responses to RFIs, and met with various departmental staff and leadership to assess feedback and develop budgets that reflected said assessment. The District also shared its initial SY2017-18 enrollment projections with the Special Master and Plaintiffs and scheduled a second budget meeting for April 2017.

On March 13, 2017, the District submitted Draft 2, which included specific budget line items in the agreed-upon format and included specific responses to Plaintiff comments and requests for information related to Draft 1. Again, the District received feedback, objections, and RFIs from the Special Master and Plaintiffs. The District again analyzed feedback and developed responses to particular concerns and RFIs.

On April 10, 2017, the District submitted Draft 3 in the approved format, including responses to Special Master and Plaintiff concerns and to specific requests for information related to Draft 2. On April 12-13, all parties met to discuss Draft 3 and related USP issues. At these meetings, the parties discussed budget development and proposed revisions for various areas, including magnet site plans and magnet transition plans (including budgets), technology, ALE/GATE, ISI/DAEP¹³¹, discipline, MTSS, and funding to support the continued implementation of the African American Academic Achievement Task Force recommendations. The parties also discussed other, non-budget related matters, including the revised code of conduct, culturally relevant courses, graduation rates and other data, and academic performance at magnet schools. By the end of April, the District received comments, objections, and requests for information from the Special Master and Plaintiffs related to Draft 3.

On May 10, 2017, the Special Master filed his final recommendations (“suggestions for modification”) [ECF 2020]. Between May 24 and June 13, 2017, the Fisher and Mendoza plaintiffs submitted to the District their “continuing objections.” Also in May 2017, the District submitted revised magnet and transition plans, including budgets, for further review by the Special Master and Plaintiffs.

¹³¹ Advanced Learning Experiences (ALE), Gifted and Talented Education (GATE), In-School Intervention (ISI), and the District Alternative Education Program (DAEP).

On June 13, 2017, the District's Governing Board received the Special Master recommendations, the Plaintiffs' continuing objections, and the District's proposed responses to the recommendations and objections in writing as part of a board agenda item. On June 27, 2017, District staff presented to the Governing Board the Special Master's recommendations, Plaintiffs' objections, and the District's proposed responses [see ECF 2028-5]. See Exhibit E, District Responses to Recommendations and Objections. At this meeting, the District's Governing Board reviewed the Special Master's final recommendations and the Plaintiffs continuing objections before approving the Final Budget and instructing staff to continue to work to resolve various outstanding budget issues. The District sent the Final Budget to the Special Master and Plaintiffs, including responses to the Plaintiffs' continuing objections and to the Special Master's recommendations.

In July 2017, as the Plaintiffs developed their objections (due July 19, 2017), the District continued to work to find resolutions to continuing objections and to the Special Master's recommendations to narrow the scope of issues to be presented to, and adjudicated by, the Court. The District was successful at resolving some of the remaining objections through this process. On July 27, 2017, the District's Governing Board approved a set of proposed resolutions to continuing objections prior to the District filing its response to the objections filed earlier in July 2017.

C. Budget Audit Report

The District provides the Plaintiffs and Special Master with an audit report of each year's USP Budget to confirm that the District spent desegregation funds according to their allocation and to provide other information, as necessary, to ensure full transparency concerning expenditures.¹³² An outside accounting firm prepared the audit report ("examination of desegregation expenditures") and delivered it by January 31, 2017 (the year following the year that is the subject of the audit). The District then posted the audit report on the Tucson Unified website.

1. 2015-16 Audit Report

Heinfeld, Meech & Co., P.C. performed the examination of expenditures, and the District submitted the final report to the Special Master and Plaintiffs on January 31, 2017 (**Appendix X – 6, Email MTaylor to SMP re Audit Report 013117**). The audit firm found that the District's desegregation expenditures–Budget and Actual,

¹³² See USP § X(B)(7).

in all material respects, complied with the desegregation expenditures as follows (**Appendix X – 7, FY16 Audit Report**):

Based on court orders and A.R.S. 15-910(G), the District uses desegregation funding in the following ways:

- a) For expenses of complying with or continuing to implement activities which were required or permitted by the USP, a consent decree submitted through the U.S. District Court for the District of Arizona through a desegregation court order, and related desegregation court orders.
- b) For expenses of complying with or continuing to implement activities which were required or permitted by an administrative agreement with the United States Department of Education Office for Civil Rights directed toward remediating alleged or proving racial discrimination.
- c) For expenses related to implementation and operation of the English Language Learner program.

The report noted significant variances “in the Schedule of Desegregation Expenditures–Budget and Actual are primarily due [to] (1) budgeted positions within the Desegregation program that were unfilled throughout the year, and (2) capital and technology projects [that] were under budget.” The report included one finding:

The District budgeted negative expenditures of \$1,565,576 for contingency in fiscal year 2015-16. Total budgeted expenditures agreed to the District’s formally adopted budgets, however, negative expenditures at a detail account level are not a generally accepted budgeting practice.

In response to the finding, the District did not develop a negative contingency during the development of the 2017-18 USP Budget.

2. Planning for the 2016-17 Audit Report

The District signed an engagement letter on June 28, 2017, for the Fiscal Year (FY) 2016-17 examination of expenditures (**Appendix X – 8, FY17 Engagement Letter**). The District maintains a consistent scope of work as defined in the FY 2014-15 examination of expenditures. As with prior years, the District made the following representations to the audit firm:

- a) The District is responsible for the Schedule of Desegregation Expenditures – Budget and Actual and for Tucson Unified’s assertion that is presented in

conformity with Section X.B.7 of the consent order and the agreed-upon format of activities.

- b) The District is responsible for selecting the criteria and for determining that the criteria are appropriate for Tucson Unified's purposes.
- c) For the period ending June 30, 2017, the Schedule of Desegregation Expenditures – Budget and Actual is presented in conformity with Section X.B.7 of the consent order and the agreed-upon format of activities. The District has disclosed to the audit firm all information of which Tucson Unified is aware that may contradict the information reported in the Schedule, and the District has disclosed to the firm all communications from regulatory agencies or other parties affecting the Schedule.
- d) The District has disclosed to the audit firm all events subsequent to June 30, 2017, that would have a material effect on the Schedule.
- e) The District has made available to the firm all records relevant to the Schedule of Desegregation Expenditures – Budget and Actual.
- f) The District has reviewed and concurs with the findings included with the Schedule of Desegregation Expenditures – Budget and Actual.

D. Notice and Request for Approval (NARA)

The District must provide the Special Master with a notice and a request for approval of certain actions regarding changes to student assignment and/or its physical plant.¹³³ Each request of this type must include a desegregation impact analysis (DIA). In consultation with the Special Master, the DIA has developed into a standardized format to show how the proposed change will affect relevant District obligations under the USP. Prior to submitting a formal notice and request for approval to the Special Master, the District submits a draft DIA to the Special Master and Plaintiffs to solicit feedback prior to the finalization of the DIA and submittal of the NARA.

¹³³ USP § X(C).

The District submitted one draft DIA to the Special Master and Plaintiffs during SY2016-17 for an integration initiative discussed in Section II.A and summarized below (**Appendix X – 9, X.F.1.a NARAs Submitted in SY2016-17**).

During SY2016-17, the District proposed a number of integration initiatives, including a pipeline for Tully Elementary Gifted and Talented Education (GATE) students that would provide an open (no testing) GATE program at Roberts-Naylor K-8 School. In May 2017, the District submitted a draft DIA to the Plaintiffs and Special Master that also included a proposal to make the open-access GATE program at Roberts-Naylor a magnet program by SY2018-19.

The District revised the options and developed a preliminary, draft DIA and submitted it to the Plaintiffs and Special Master on May 30, 2017 (**Appendix X – 10, Taylor Email and RN Draft DIA to SMP 053017**). During June 2017, the District received feedback from the Plaintiffs and Special Master (including an all-party conference call on June 14, 2017), evaluated their input, and revised the DIA. Both the Special Master and the Department of Justice indicated their support for moving forward with the proposal. On June 22, 2017, the District finalized the revised DIA and submitted it to the Special Master and Plaintiffs for further review and comment (**Appendix X – 11, Taylor Email and RN Revised DIA to SMP 062217**).

Once the District has exhausted the informal review and comment period, it may submit the final DIA to its Governing Board for approval to file a NARA during SY2017-18. The details of this effort will be included in the 2017-18 Annual Report.

E. USP Reporting

X(A)(5)(a)(i) Copies of all job descriptions and explanations of responsibilities for all persons hired or assigned to fulfill the requirements of this section, identified by name, job title, previous job title (if appropriate), others considered for the position, and credentials;

See Appendix X – 12, X.A.5.a.i Explanation of Responsibilities, which contains job descriptions and a report of all persons hired and assigned to fulfill the requirements of this section, identified by name, job title, previous job title (if appropriate), others considered for the position, and credentials.

X(A)(5)(a)(ii) A description of changes made to Mojave to meet the requirements of this section, including descriptions of plans to make changes to the system in the subsequent year;

See Appendix X – 13, X.A.5.a.ii Changes Made to Mojave to view recommendations made in SY2015-16 that affected SY2016-17.

X(F)(1)(a)

The number and nature of requests and notices submitted to the Special Master in the previous year, broken out by those requesting: (i) Attendance boundary changes; (ii) Changes to student assignment patterns; (iii) Construction projects that will result in a change in student capacity or a school or significantly impact the nature of the facility such as creating or closing a magnet school or program; (iv) Building or acquiring new schools; (v) Proposals to close schools; and (vi) The purchase, lease and sale of District real estate;

There were zero numbers of requests and/or notices submitted to the Special Master for SY2016-17.