ATTACHMENT 1

TUCSON UNIFIED
SCHOOL DISTRICT

Office of the Superintendent

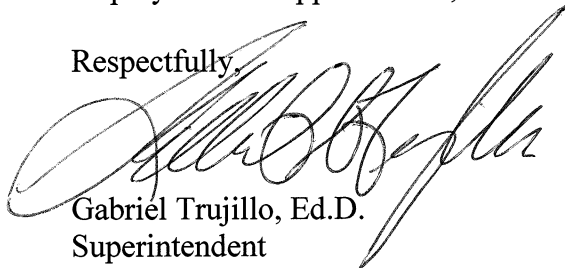October 1, 2018

Dear Judge Bury:

We are pleased to provide to the Court the Annual Report to the Court for the 2017-18 School Year.

We hope this report is not only of assistance to the Court in its review of the District's compliance with the Unitary Status Plan (USP), but also serves as a resource for our community to learn of the initiatives and results in furtherance of our sustained efforts to create the best possible learning environment for all of our students.

While we believe this report demonstrates impressive progress regarding the goals of the USP, we operate with a mindset that equity for our students is not, and cannot be, something limited by the duration of this Court's formal supervision. Some have noted that in several ways, TUSD is at the forefront nationally in creating a system of engaging our students and their families in the educational process and addressing the specific needs of students in a diverse school district. However, we will continue to seek opportunities to make improvements long after the Court case ends, especially since the needs of our students are not static. Our students, their families, and the TUSD community expect that of us, and deserve nothing less.

The commitments documented in this Report are critical to our success, but represent just a portion of how we serve the needs of our students. With our dedicated teachers, and every employee who supports them, we are optimistic for the future of TUSD.

Respectfully,

Gabriel Trujillo, Ed.D.
Superintendent

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

<u>TUCSON UNIFIED SCHOOL DISTRICT NO. 1</u>

Annual Report
for the
2017-2018 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; Kristel Ann Foster, Clerk;
Adelita S. Grijalva; Rachael Sedgwick; Dr. Mark Stegeman

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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 them 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 SY2017-18. This report 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 by enrollment in Arizona and the 110th largest school district in the United States. In SY2017-18, the District enrolled approximately 45,700 students, of whom 61 percent were Hispanic, 9 percent were African American, 20 percent were white, 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, ten middle schools, fifteen K-8 schools, ten high schools, and three alternative programs. Also during SY2017-18, 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 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 narrative 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. Data and other supporting documents are set forth separately in a series of appendices, corresponding to each section of the annual report. This 2017-18 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 case.

I.   Compliance and Good Faith

A.   Internal Compliance Monitoring

The District continued its commitment to implementing an internal compliance monitoring system with systematic reporting focused on the Unitary Status Plan (USP), court orders, and court-ordered Action Plans. Specifically, the District maintained existing processes and procedures while continuing robust monitoring practices to meet these obligations.

During SY2017-18, the District thoroughly monitored progress of its internal compliance efforts through regular reporting, periodic progress reviews, timely feedback, and corrective actions when needed, enhancing accountability within all District departments. This process created consistency, identified areas of compliance strength, and upheld timelines for compliance.

B.   USP-Related Court Orders

During SY2017-18, in addition to implementing the USP, the District demonstrated a good faith commitment to complying with the Court's USP-related orders.[1]   Between July 1, 2017 and June 30, 2018, the Honorable Judge David C. Bury, U.S. District Court, District of Arizona, issued several substantive orders related to USP implementation.

Table 1.1: Substantive Court Orders for SY2017-18

ECF Number	Order	Date
ECF 2037	Content of 2016-2017 Annual Reports	July 19, 2017
ECF 2050	Adopting the Special Master's Report and Recommendation [ECF 2026]	August 15, 2017
ECF 2087	Amending ECF 2050 to Adopt, in part, Recommendations Related to the 2015-16 SMAR	November 9, 2017
ECF 2084	Adopting, in part, the ALE Action Plan [ECF 1645 –2, Ex. A], ALE Supplement [ECF 1788], and Special Master's Report and Recommendation [ECF 2041]	October 24, 2017
ECF 2086	Adopting the Special Master's Report and Recommendation [ECF 2070]	November 8, 2017

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[1] *See* USP § 1(C)(1).

The District complied with each of these orders as set out below.

1. ECF 2037

On July 19, 2017, the Court directed that the District's Annual Report (DAR), due October 2, 2017, include for each USP component "an analysis of the status for attaining unitary status." [ECF 2025 at 2.] The District did so, filing its analysis of compliance with the USP on October 2, 2017, as an annex to its annual report. [ECF 2075.] The annex included more than 700 pages of detailed descriptions of the District's development and implementation efforts over multiple years, including references to prior DARs and documentary evidence proving those efforts.

2. ECF 2050

On June 16, 2017, the Special Master filed his 2015-16 Special Master's Annual Report (SMAR), followed by objections from various parties. In August 2017, the Special Master recommended that the objections be taken up in the context of the 2016-17 DAR and SMAR. On August 15, 2017, the Court adopted this recommendation in Order 2050. Accordingly, the District responded to the objections by filing its "Information Addressing Objections to the 2015-16 Special Master's Annual Report," as a supplement to the annual report [ECF 2076-1].

3. ECF 2087

On October 16, 2017, the Special Master filed a response to the 2015-16 SMAR objections and the District's response filed on October 4, including recommendations related to objections [ECF 2080]. On November 9, 2017, the Court adopted two of those recommendations, ordering the District (a) to retain continuity in reporting on exclusionary discipline, and (b) to return to the previous formula for determining the Facility Conditions Index (FCI) for schools.

a. Discipline Reporting

On November 14, 2017, less than a week after the Court's order, the District provided the Special Master and Plaintiffs with a discipline report that included the newly revised format to comply with the Court's order (**Appendix I - 1, ISI-DAEP Memo 11.3.17 and Revised Discipline Report 11.14.17**).

b. Facility Conditions Index

By December 2017, the District had recalculated the FCI using the previous formula and weights. The recalculation resulted in changes to the order of a

number of small projects at Manzo Elementary School because schools with extremely similar FCI scores (Carrillo K-5 Magnet Elementary School and Roskruge Bilingual K-8) moved up in the priority order of racially concentrated schools with scores lower than 2.5 (**Appendix I - 2, Revised FCI 12.13.17**).

4.   ECF 2084

On October 24, 2017, the Court ordered the District to file a revised Advanced Learning Experiences (ALE) section to the annex in accordance with the analysis called for by the Court in Order 2084. On February 1, 2018, the District submitted the revised ALE section of its annex [*see* ECF 2092].

In that same order, the Court approved the ALE Action Plan [ECF 1645-2] and adopted nine recommendations from the Special Master's Report and Recommendation related to the ALE Action Plan. The District complied with the Special Master's recommendations as set forth below:

a.   Assess the racial distribution of eligible GATE candidates for a range of lower cut-test scores

The District has lowered the NCE points for GATE (Gifted and Talented Education) eligibility for SY2018-19 from 268 NCE to 258 NCE. Accordingly, the District will now use the following eligibility criteria for GATE self-contained and pull-out services:

Qualifications for self-contained GATE:

    i.   Students scoring a 9 stanine (96th percentile or higher) on any CogAT subtest

    ii.   Students scoring an 8 stanine (89th to 95th percentile) on any CogAT subtest, or a 9 stanine on the Raven assessment with a NCE of 258 or higher

Qualifications for pull-out GATE:

    i.   Students scoring an 8 stanine or higher (89th percentile or higher) on any CogAT subtest, or Raven. NCE is not a factor.

Based on the new NCE of 258 for SY2018-19 eligibility, 82 additional students qualified for self-contained GATE. Forty-one of these students are African American or Hispanic.

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b.   Focus on developing school-wide cultures where academic excellence is valued and celebrated

The District has developed and will continue to develop school-wide cultures that value and celebrate academic excellence.

c.   Recruit parents of children participating successfully in particular ALEs to recruit others to participate

In SY2017-18, University High School (UHS) brought more than 90 visiting African American parents and students together with current UHS African American families at the Multicultural Scholars Dinner. UHS also implemented the Penguin Parent to Parent program to support African American and Hispanic families new to UHS, and the UHS Parents' Association hosted meetings to share important information with incoming families. Dual language recruitment also utilized existing parents, who helped create promotional videos and shared experiences at parent information nights. The GATE department held parent training and workshops at all of the family engagement centers, with former-GATE parents sharing success stories with parents of GATE students. The GATE department also created promotional video clips that were incorporated into informational PowerPoints used for student recruitment during site open houses.

The District is examining how this recruitment strategy might work in other ALE areas for SY2018-19.

d.   Create an incentive program that will draw teachers to become GATE certified

For details of the District's GATE teacher recruitment in SY2017-18, *see* Section V.A.1.j. The District will continue to provide support that allows teachers to earn a provisional gifted endorsement at no cost. This support includes a $25 hourly stipend for teachers taking gifted professional development during off-contract time; on-contract professional development at individual sites; two sessions of free one-week training by the Phoenix Summer Desert Institute; and free training at the Arizona Association for Gifted and Talent Education State Conference, the National Association of Gifted and Talented Conference, and the one-day summer session provided by the Arizona Association for Gifted and Talented. All of these professional development opportunities are credited towards obtaining a gifted endorsement. For SY2018-19, the District will offer an additional incentive—

between $500 and $1,000—to gifted endorsed teachers who are teaching in a gifted classroom.

e.   The dual credit program should be universally available in all middle schools

The dual credit program is for high school students. The District believes the Court was referring to middle school classes offered for high school credit. All K-8 and middle school students in the District will have access to at least one middle school class for high school credit for SY2018-19. For more information, *see* Section V.A.2.e.

f.   Immediately address the access problems at Catalina, Santa Rita, and Cholla high schools

For SY2018-19, the District has added school-wide Advancement Via Individual Determination (AVID) and additional Advanced Placement (AP) class offerings at Catalina. Santa Rita and Cholla offer specialized ALE programs—dual credit and International Baccalaureate (IB), respectively. Thus, although they do not offer the same level of access to AP courses as other high schools, they offer far greater access to dual credit or IB courses than any other high school.

g.   Ensure that parents understand the difference between AP and dual credit courses, especially the limited value of dual credit courses outside Arizona

The District has worked, and will continue to work, to ensure that parents understand the details and benefits of all ALE opportunities, including dual credit courses.

h.   Work with state policymakers to ensure funding continues for AP testing

To the extent practicable, the District will seek to work with state policymakers to ensure continued funding for AP testing.

i.   Open cluster Pullout GATE programs to at least the 2013-14 level and place them strategically at schools serving minority students, and especially target them at schools serving substantial numbers of African American students.

The District operated eleven cluster programs in SY2017-18. For SY2018-19, the District added three elementary schools with African American student

populations significantly greater than the District average for elementary schools (10 percent): Howell (18 percent), Sewell (17 percent), and Steele (14 percent).

All District schools serve minority students: 82 of 86 Tucson Unified schools are majority-minority schools (the other four range from 41 to 50 percent minority). The District has strategically placed cluster programs at schools serving substantial numbers of African American students (five of the fourteen schools[2] have at least 50 African American students, and five have at least twenty) and Hispanic students (all fourteen have more than 50 Hispanic students, and twelve have more than 100).

5.   ECF 2086

On November 8, 2017, this Court order adopted the Special Master's recommendations regarding the 2017-18 budget, including the following six specific directives for the District:

a.   Amend the new-teacher-to-mentor ratio formula and budget to provide a 1:10 teacher-to-mentor ratio for first-year teachers teaching at underperforming/underachieving schools

For details of the District's compliance, *see* Section IV.A.7.

b.   Amend the CRC[3] Master Teacher (CMT) ratio formula to reflect time spent by CMTs doing non-mentoring work

For details of the District's compliance, *see* Section V.E.1.c.

c.   Fund and implement the online sharing component of the best practices plan

For details of the District's compliance, *see* Section VI.F.

d.   Prepare FACE[4] action plan guidelines for principals and school staff for building school capacity provisions for

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[2] The fourteen schools include the eleven cluster programs—Blenman, Cavett, Dunham, Fruchthendler, Grijalva, Maldonado, Myers/Ganoung, and Wright elementary schools and Drachman, Robins, and Rose K-8—and the three added elementary schools: Howell, Sewell, and Steele.

[3] Cuturally Relevant Courses.

> **creating learning-centric environments and two-way parent-teacher/school partnerships**

For details of the District's compliance, *see* Section VII.A.4.e.

> **e.   Work with the Mendoza Plaintiffs to reorganize MASSD[5] with the intent to improve outcomes for Latino students**

For details of the District's compliance, *see* Section V.F.2.c.xi

> **f.   Revise magnet and transition school budgets to include identification of all sources of funding and specification of the outcomes to be expected from the particular investments embodied in the budgets. This shall also be required in all future budgets.**

For details of the District's compliance, *see* Section X.A.

C.   Annual Report Process

In October 2017, shortly after the District filed the 2016-17 Annual Report with the Court, the District's Desegregation Department continued working with relevant leadership to implement the USP and document the SY2017-18 compliance for the report. This process guided the District's work in this area throughout the year and established the foundation for the 2017-18 Annual Report.

Because of the District's desire to develop a sustainable format for future ongoing reports to the Governing Board and to address the concerns about the length of previous annual reports, the District revised its process for producing the annual report. In addition, in light of limited educational funding resources, the District hoped to reduce the financial impact to the District in time spent to create such a significant document. The District concentrated its efforts on ensuring that it performed all appropriate actions, evaluations, and analyses as required (*see* Section I.A above) and on creating a streamlined report to demonstrate USP compliance as succinctly as possible.

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[4] Family and Community Engagement.
[5] The Mexican American Student Services Department.

As in past annual reports, the District continued to follow the organization of the USP and to report its SY2017-18 activities and outcomes in ten separate sections. The District took the following steps to produce the 2017-18 Annual Report:

- The Desegregation Department gathered the required reports for each section following the data availability schedule previously compiled and discussed in the 2016-17 Annual Report.
- The Desegregation Department placed many charts, while summarized in the narrative, in the appendices. The charts are available for further review as desired.
- The Desegregation Department assigned one of three "editors" to write portions of the report, working together with different department content experts. Each of these editors, knowledgeable about the District's desegregation efforts and experienced in the production of previous annual reports, worked to ensure sufficient detail, data, and analysis were included in the report without superfluous language or repetition to the extent possible.
- Each editor, not assigned to a particular narrative, also completed second and third reviews to ensure narrative accuracy.
- The department's program manager ensured compliance with major milestones and activities that supported each milestone and confirmed references in the annual report, when appropriate.
- The department continued to rely upon its research project manager, experienced in desegregation data, to review and ensure consistency and accuracy in data reporting.
- The Desegregation Department re-engaged the services of the SY2016-17 professional editor to edit the narratives as the narratives were completed and review the final report to ensure structural consistency throughout the entire document.

While this multiple review process involved many hours of professional time and significant coordination, the nature of this report reduced the financial burden while ensuring the District's commitment to an accurate and comprehensive report.

II.   Student Assignment

In SY2017-18, the District continued to implement a coordinated process of student assignment to advance integration using multiple strategies, including boundaries/feeder patterns; a magnet/open enrollment application and lottery placement process; magnet schools and programs; marketing, outreach, and recruitment; and initiatives designed to improve integration. 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), as well as the growth of state-funded charter schools, and the expansion of surrounding suburban school districts.

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

In SY2017-18, the District considered changing boundaries, feeder patterns, and pairs/clusters as strategies for improving integration and mitigating oversubscription.[6]

1.   Boundary Review and Mansfeld Magnet Middle School

Using 40th-day enrollment combined with the lottery tracking systems, the District identified thirteen oversubscribed schools (**Appendix II – 1, Summary of Lottery Results in Oversubscribed Schools**). Of these, three did not have attendance boundaries and five were integrated. The District evaluated the six schools not falling into these categories (Carrillo and Soleng Tom elementary schools, McCorkle K-8, Gridley middle school, and Cholla and Tucson high 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 lottery had maximized placement of the available applicant pool to move the schools as close as possible to an integrated status. Through this analysis, the District determined that boundary changes at these sites would not improve integration any more than the lottery process.

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[6] An oversubscribed school is a school where the number of students seeking to enroll exceeds the number of available seats in a grade and/or a school.

Because Mansfeld is newly-integrated, and because continued over-enrollment could force the school to reduce magnet seats, the District evaluated boundary changes at Mansfeld. The District determined that Mansfeld's oversubscription may be a short-term phenomenon, as projections show its feeder-area enrollment will decline in coming years. The District is monitoring this situation and will reevaluate it in SY2018-19.

2.   Borman and Drachman K-8 Schools

Integration at both Borman and Drachman improved. In SY2017-18, Borman increased its racial/ethnic diversity and Drachman became integrated.

Table 2.1: Improved Integration at Borman and Drachman K-8 Schools

	White	African American	Hispanic	Status
Borman K-8				
2015-16	53%	14%	21%	
2017-18	50%	17%	22%	Closer to USP definition of Integrated
Drachman K-8				
2015-16	8%	11%	75%	Racially Concentrated
2017-18	18%	7%	67%	Integrated

3.   GATE Feeder Pattern Changes at Wheeler and Roberts-Naylor

The District successfully improved integration at Wheeler Elementary School with its 2016-17 Gifted and Talented Education (GATE) expansion initiative, thereby increasing the number of students attending an integrated school by more than 100. In SY2016-17, Wheeler became an integrated school and it maintained integrated status in SY2017-18. Moreover, Wheeler increased its student population by 116 students over two years, climbing from 367 in SY2015-16 to 483 in SY2017-18, even as overall District enrollment declined.

Roberts-Naylor experienced similar integration improvements through the expansion of GATE. Considered a highly diverse school (13 percent white, 24 percent African American, and 54 percent Hispanic), Roberts-Naylor likely will become integrated as the GATE expansion continues.

B.   Magnet Schools and Programs

Throughout SY2017-18, the District continued to develop, implement, monitor, and evaluate its magnet schools and programs through the Comprehensive

Magnet Plan (CMP) and site-based Magnet School Plans (MSPs).[7] In doing so, the District improved integration and academic achievement at its magnet schools and programs and made progress in transitioning six campuses out of magnet status, as recommended by the Special Master and adopted by the Court [ECF 1987, filed 2.22.17].

During SY2017-18, the District's CMP implementation focused on seven major milestones:

1. Implementing the CMP primarily through the MSPs
2. Improving integration
3. Enhancing instruction, culture/climate, and data use to improve achievement
4. Providing ongoing professional development to improve Tier 1 instruction
5. Implementing family engagement strategies and activities
6. Continuing to implement teacher-hiring initiatives
7. Collaborating to develop proposals for new magnet programs

1. **Magnet School Plans: Development, Implementation, Progress Monitoring, and Evaluation**

   a. **MSP Development**

During spring 2017, central and site-based staff collaborated to develop MSPs for SY2017-18 (**Appendix II – 2, II.K.1.f School Magnet Plans (13) SY2017-18**). The District continued to design MSPs in SY2017-18 with a primary focus on improving integration and using a continuous school improvement model to enhance achievement. Collaborating partners included site and central leadership

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[7] 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]. The District revised the CMP during the 2015-16 school year [ECF 1898-1]. The revised CMP includes two pillars: integration (progress toward the USP definition of an integrated school) and academic achievement (progress toward five identified student achievement goals). The District developed, and works towards, benchmarks under each pillar for each magnet school or program. During the 2016-17 school year, magnet schools created magnet school plans (MSPs) and schools losing magnet status developed transition school plans (TSPs) for SY2017-18. MSPs included plans for improving integration; the MSPs and TSPs emphasized improving academic achievement. In SY2017-18, the District slightly modified SY2018-19 MSPs and TSPs for improved implementation.

as well as the Magnet Programs, Finance, and Title 1 departments.[8] As referenced in the CMP, schools aligned their professional learning communities (PLCs) and Multi-Tiered System of Supports (MTSS) efforts with their School Integrated Action Plans (SIAPs) and MSPs.

b.   MSP Implementation and Monitoring

The District continued to monitor, evaluate, and improve the effectiveness of the CMP and MSPs. Central staff conducted site check-ins throughout the school year that included reviewing school mission and vision statements, assessing MSP action step implementation, and verifying alignment between MSPs and magnet budgets. Central staff then hosted monitoring meetings (usually monthly) with site leadership to review MSP progress, track magnet expenditures, and observe classes.

Principals and magnet coordinators strengthened their expertise in using the observation and reflection cycle. Done with fidelity, site leadership used the cycle to visit classrooms on a regular basis to work with teachers on bite-sized action steps resulting in instructional or environmental improvement. Central staff also provided individualized training for site-based personnel to generate budget reports and updates for principals to track magnet spending, review benchmark assessment data, conduct outreach and recruitment, and improve theme visibility. Magnet schools submitted cumulative biannual reports evaluating their progress toward MSP goals, with specific strategies to address identified deficiencies (**Appendix II – 3, Sample End-of-Year Report - Mansfeld MS SY2017-18**).

c.   MSP Evaluation and Continuous Improvement

The District continually evaluated magnet schools' progress and made necessary revisions to MSPs throughout the school year, including staffing revisions to fill vacancies. When this occurred, the District reallocated resources to best serve student needs.[9] At the end of the school year, all magnet schools reviewed their

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[8] MSPs are not standalone plans: a myriad of District plans, initiatives, and activities support the MSP goals and objectives, particularly each magnet school's Title 1 plan, which is closely aligned to the MSP (*see* **Appendix II – 32, Magnet Related Plans, Initiatives, and Activities**).

[9] At Roskruge Bilingual K-8 Magnet School, for example, the District continuously posted for a magnet coordinator and interviewed candidates but did not select a qualified applicant. The position went unfilled. Because Roskruge had a need for intervention services, it reallocated funds from the unfilled coordinator position to pay for after-school tutoring, rather than leaving the money unspent and unproductive.

SY2017-18 MSP with the Magnet department to ensure accuracy and completion of strategies.

2. Improving Integration

a. Marketing, Outreach, and Student Recruitment and Selection

The District planned, designed, and executed three marketing and recruitment campaigns at different points in SY2017-18 to support magnet and transition schools (**Appendix II – 4, II.K.1.m (2) Magnet Marketing Report SY2017-18**). These campaigns supported schools in meeting integration benchmarks defined in each MSP, with three main objectives: provide successful magnets with resources to help them remain attractive, update existing materials, and provide the transition schools with new materials to assist them in their move to a non-magnet school.

The Magnet department and magnet schools also maintained an active presence in the community by participating in events, seminars, conferences, festivals, and community celebrations to educate families on school choice. The District was selective in targeting recruitment and marketing efforts to attract the ethnicity and age of students that each school needed to attain a more integrated student body. This occurred through targeted placement of digital advertising and mass mailings of both enrollment information and open house invitations. The District also continued to supply magnets with promotional and advertising materials to use for marketing. *Id.*

Family Resource Centers also assisted with magnet recruitment by providing magnet school and school choice information to parents.

b. Magnet School-Sponsored Efforts

In addition to districtwide efforts, each school engaged in its own recruitment efforts, such as tours and events. Magnet schools offered 151 school-level recruitment events throughout SY2017-18, including visits to preschools, private schools, charter schools, and public schools for targeted recruiting of students who would further integrate magnet schools and programs. Magnet coordinators maintained recruitment logs to track their activities, answered programmatic phone inquiries, and posted more than 1,000 posts on school Facebook accounts to provide information necessary for parents to make informed school choice decisions (**Appendix II – 5, Sample Recruitment Log - Borton ES SY2017-18**). Magnet

schools also provided 1,270 campus tours and 352 shadow opportunities for a total of 1,622 specific, school-based recruitment actions—669 more than in SY2016-17.

c.   Cross-Departmental Efforts

The Magnet department collaborated closely with the Family and Community Outreach, Communications and Media Relations, Transportation, School Community Services, and Student Services departments to recruit students at Family Resource Centers and local events. The Magnet director attended weekly Coordinated Student Assignment (CSA) Committee meetings to improve integration through magnets and other strategies, including coordinating marketing and outreach to improve integration. Details of CSA efforts are included in Section II.F below.

d.   Increased Visibility Through Awards and Recognitions

The Magnet department encouraged all magnet schools to continue to seek awards, grants, and other recognitions as one means of boosting magnet attractiveness and recognition within the community. During the annual Magnet Schools of America (MSA) Conference in Chicago, District magnet schools and staff earned several major awards and recognitions. Dodge Traditional Magnet Middle School received the Merit Award of Distinction, while Davis Bilingual Elementary Magnet School and Mansfeld received the Merit Award of Excellence—the highest award given. Mansfeld Principal Richard Sanchez also received Principal of the Year for Region VIII. For the fourth consecutive year, Tucson Unified was the only Arizona school district to receive any MSA awards.

The District highlighted these accomplishments on its Facebook page and celebrated them at a May 2018 Governing Board meeting. District magnet schools and students also won and received other honors (**Appendix II – 6, School Level Awards, Grants, and Recognitions SY2017-18**). The Communications department advertised these accomplishments via social media, the District website, and press releases.

e.   Increasing Theme and Program Visibility and Attractiveness

Using the Magnet Theme Visibility rubric, the Magnet department collected reflections from each magnet school regarding improvements to theme visibility. Based on the reflections and annual marketing report, magnet campuses continued to improve their theme visibility (**Appendix II – 7, Magnet Theme Visibility Summary and Scores SY2017-18**).[10]

f.   Progress Towards Improving Integration

The District received 3,836 applications for the thirteen remaining magnet schools, compared to 3,819 applications for nineteen magnet schools in the 2014-15 school year. Increasing awareness and strengthening programs at magnet sites has led to greater interest in magnets, increased diversity within application pools, and improved integration on magnet campuses, as evidenced by the increase in applications to magnet schools.

In SY2014-15, four of nineteen magnet schools (21 percent) met the USP definition of an integrated school.[11] In SY2017-18, twelve of thirteen magnet schools met the first criterion of integrated schools (the "15% criterion").[12] Ten of the thirteen schools met the second criterion for integrated schools. Only Carrillo Magnet School, Roskruge Bilingual K-8, and Tucson High School had a racial/ethnic group that exceeded 70 percent of their total student population (**Appendix II – 8, Magnet Schools Within the USP Integration Range** and **Appendix II – 9, Reducing Racial Concentration at Magnet Schools**). Though these schools did not meet the second criterion, each of these three schools made significant progress towards integration and away from racial concentration. Each magnet site set specific integration goals by grade level for SY2017-18. The sites met 32 of 52

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[10] The District supports efforts at Tucson High School through a curator who maintains the 630,000-square foot campus by making it attractive to potential students and families, and by displaying student work and magnet-related opportunities for both the fine arts and science magnets.

[11] 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.

[12] Booth-Fickett's Hispanic population was 3 percent less than the +/- 15 percent District average for K-8 schools. However, the elementary and middle school components are integrated when measured against the elementary integration range and middle school integration range instead of the K-8 integration range. Thus, it could be argued that all thirteen magnets met the first integration criterion.

individual goals (**Appendix II – 10, Progress Towards Integration Goals for SY2017-18 MSPs**).

3. Improving Academic Achievement

The District utilizes several cross-departmental strategies to support academic achievement at magnet schools. These include but are not limited to following a continuous school improvement cycle; closely monitoring benchmark assessments and adjusting strategies according to identified need; and providing varying levels of professional development to improve staff capabilities, skills, and impact on student achievement.

Academic directors continued to assume the primary responsibility of leading Support and Innovation teams in ongoing classroom and school walk-throughs during SY2017-18. These walk-throughs led to greater understanding of magnet school academic needs, informed professional development, and assisted in identifying necessary support and resources for SY2017-18 and future years (**Appendix II – 11, School Improvement Walkthroughs**).

The District continued to provide professional development support for teachers in three critical areas: using effective teacher observation-reflection cycles, designing and implementing quality and effective Tier 1 instruction, and creating and implementing PLCs (**Appendix II – 12, Magnet Professional Development**).

4. Progress Towards Improving Achievement at Specific Magnet Schools

The SY2017-18 MSPs included academic achievement goals for each magnet school. While the District tailored plans for each individual school, the District based its goals on the five student achievement requirements delineated by the Court [*see* ECF 1753].[13] During SY2017-18, the District monitored magnet and transition school academic achievement using formative and summative on-site

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[13] Requirements include: (1) magnets will receive a letter grade of "A" or "B" as designated by ADE; (2) students will score higher than the state median in reading and math on the state assessment; (3) academic growth of all students at the school will be higher than the state median growth in reading and math; (4) growth of the bottom 25 percent of students at the school will be higher than the state median growth; and (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.

assessments and three District benchmark tests. Magnet schools made gains on the spring 2018 AzMERIT scores compared with those from spring 2017. English language arts (ELA) and math scores improved at Bonillas Basic Curriculum Magnet School, Carrillo, and Mansfeld. Holladay Magnet Elementary School improved in ELA and Roskruge improved in math (**Appendix II – 13, Magnet School Achievement Data SY2017-18**).

5. Family and Community Engagement (FACE)

The Magnet department supported schools in incorporating a stronger FACE component in all MSPs and TSPs, complementing each school's Title 1 Plan. To ensure that FACE opportunities maximized interest and participation, campuses monitored family engagement using Dr. Joyce Epstein's six categories (*see* Section VII.A.5 below). Magnet schools logged 518 FACE events with almost 25,000 attendees. Transition schools logged 196 events, with more than 11,000 attendees. Each campus advertised family engagement events through flyers, newsletters, and social media. Every magnet and transition campus documented at least one event from each of the six types of family engagement opportunities for SY2017-18 (**Appendix II – 14, Magnet and Transition Family Engagement SY2017-18**).

6. 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 $2,500 magnet stipends to recruit certified teachers at magnet schools and will continue to do so during SY2018-19.

The District also ensured that magnet principals had priority in hiring to fill vacant positions. The Human Resources (HR) Department held a magnet-only priority teacher interview event on January 29, 2018. Six magnet schools participated: Bonillas and Tully elementary schools, Roskruge, Mansfeld, and Palo Verde and Tucson high schools. Five candidates attended, and two were hired. HR continued to monitor magnet school vacancies weekly and provided frequent updates to leadership. Magnet school vacancies decreased from 25 to thirteen over the course of the year.

In advance of SY2018-19, HR staff made personal phone calls to retirees and the substitute teacher pool (in lieu of the automated system regularly used to schedule substitute teachers) to fill magnet school vacancies with highly qualified,

long-term substitutes. During the school year, magnet school principals had immediate access to review completed online applications in the District's applicant pool. Non-magnet school principals did not have the same access to new applicant information. HR also posted magnet school vacancies before non-magnet vacancies and prioritized the hiring of magnet school administrators.

b.   Refinements of Transition Plans (Spring 2018)

During SY2017-18, the six transition schools (Ochoa and Robison elementary schools, Safford K-8, Utterback Middle School, and Cholla and Pueblo high schools) began implementing their school transition plans, which were developed during the second half of SY2016-17 upon the Special Master's recommended withdrawal of their magnet status (**Appendix II – 15, Transition Plan Implementation**).

c.   Developing Magnet School Plans and Budgets

For SY2017-18, the Magnet department continued to collaborate with Grants and Federal Programs staff to ensure Arizona's new Comprehensive Needs Assessment (CNA) and School Integrated Action Plan aligned to each school's MSP/TSP. MSPs included more specific goals, action steps, and strategies than in previous years to address achievement and integration goals. To ensure comprehensive planning, the District developed a template and guide for magnet school leaders (**Appendix II – 16, Magnet IAP Planning Guide SY2017-18**). For SY2018-19, magnet schools made minor updates to their SY2017-18 plans based primarily on action step completion. The Magnet department reviewed these revisions in spring 2018 and approved them for implementation during SY2018-19 (**Appendix II – 17, Magnet SIAP Planning Template SY2018-19**).

d.   Evaluation and Planning for New or Modified Magnet Programs

Between spring 2016 and summer 2018, the District conducted multiple assessments and evaluations to develop potential options for a new magnet program or programs. To address these options in a coordinated and collaborative manner, the CSA included the evaluation of new magnets as a standing agenda item for more than a year. The CSA, in conjunction with the Magnet department,

explored many new magnet school options informed by the perspective of the CSA's multi-departmental members and by several consultant and expert reports.[14] By December 2017, the CSA had narrowed the selection to three viable proposals: one that would strengthen an existing magnet school and two that would result in new magnet programs (**Appendix II – 18, New Magnet Evaluation Timeline and Description**).

C.   Application and Selection Process

In SY2017-18, the District continued to utilize the application and selection process[15] as an effective tool for improving integration, particularly at sought-after, oversubscribed magnet schools. Mansfeld and Tucson High, for example, were racially concentrated schools four years ago. In SY2017-18, Mansfeld (900 students) became integrated, and Tucson High (3,100 students) likely will become integrated in a year or two. As a result, 4,000 additional students (almost 10 percent of the District's entire student population) will be attending an integrated school by 2019.

For SY2018-19, the District received 4,589 applications during the priority enrollment window, which is comparable to the number of applications received for SY2017-18. The District held the initial lottery in January 2018, at the close of the priority enrollment window. Table 2.2 below shows the schools and programs with oversubscribed entry grades at the time of the first lottery (schools oversubscribed by ten or more students for two years: SY2017-18 and SY2018-19).

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[14] Review and analysis included the May 2016 Report on Integration Initiatives (Mike Hefner, Geographic Planning & Demographic Services, LLC); the May 2016 Report on Two-Way Dual Language (Rosa Molina, Association of Two-Way & Dual Language Education (ATDLE); and the Fall 2016 Marzano Magnet Schools Evaluation Report (Mary Klute and Trudy L. Cherasaro, Marzano Research).

[15] 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. Through the application and selection process, applications for schools whose applications exceed the number of available seats (oversubscribed schools) are placed into a lottery. The process gives admission priority to students whose presence increases integration.

Table 2.2: Oversubscribed Schools for SY2018-19 (Based on Available Seats)

School	Program	Grade	Applications	Seats
Davis ES	Magnet	K	111	45
Hughes ES	Open Enrollment	K	103	28
Miles ELC K-8	Open Enrollment	K	78	25
Miles ELC K-8	Open Enrollment	6th	10	0
Dodge MS	Magnet	6th	233	120
Mansfeld MS	Magnet	6th	167	51
Tucson HS	Magnet	9th	704	429

In these schools, where applicant pools have the necessary racial/ethnic composition, the lottery operated to positively impact the enrollment demographics.

D.   Student Marketing, Outreach, and Recruitment Strategies

In SY2017-18, the District continued its efforts to implement the MORe Plan (**Appendix II – 19, II.K.1.m (1) MORe Plan SY2017-18**), which was developed in SY2013-14 to expand opportunities for students of all racial and ethnic backgrounds to attend an integrated school and to provide information to African American families, Hispanic families, and community members about educational options available at the District. These efforts included:

- Designing and rolling out a new website in June 2017 to make enrollment and school choice information more accessible and easier for families to navigate, and to make it easier to apply online. The District provided training on the new website to administrators and staff between March and June 2017, ahead of the launch, with six additional workshops in fall 2017 and approximately a dozen individual training sessions provided for staff upon request.
- Continuing to produce promotional videos of school sites; participating in marketing and recruitment fairs in geographically diverse locations; expanding TuDistrito (the District's Spanish-language content platforms); marketing open enrollment and school choice windows; and promoting the benefits of an integrated education.
- Revising the SY2018-19 Catalog of Schools, an informational guide, by updating school program information (**Appendix II – 20, II.K.1.i (1) Catalog of Schools - English**). The District made the guide available online in summer 2018 and began the process of distributing it at the beginning of SY2018-19. The guide and other marketing materials are

available at multiple sites, including the central offices, school sites, and Family Resource Centers.

- Continuing to promote express shuttles, including posting information about the express shuttles on the District website in fall 2017, and printing and distributing express shuttle brochures to central offices, sites, and Family Resource Centers (**Appendix II – 21, Transportation Brochure** and **Appendix II – 22, Express Shuttle Online Banner, Posters, and Brochures**).

- Initiating a school-focused marketing initiative by working with each school principal to identify strengths and challenges of their site to create marketing plans for each school. The District then developed and distributed postcards promoting schools throughout the Tucson community. Additionally, the District used geo-tracked digital advertising to promote open enrollment, Advanced Learning Experiences, and Career and Technical Education programs to African American and Hispanic families. The District also promoted Sabino and Santa Rita high schools and all schools within a five-mile radius of a competing charter school opening on the east side of Tucson.

- Continuing to support families transitioning from elementary to middle school with the Level Up program. Through Level Up, 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 also held bowling events in December. All 5th graders received a flyer, and the District sent ParentLink calls and emails to families.

- Continuing to target 8th graders for additional recruiting through the High School Expos in November and December.

- Continuing to support a range of districtwide and community-wide marketing events through the Enrollment Bus. School Community Services (SCS) worked to increase access to the school choice application and to support student registrations at community events, allowing parents and students to learn about school options and apply in real time. SCS also collaborated with other departments and community partners to host events throughout Tucson that highlighted school programs and opportunities. The goal of the events was to

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encourage families to consider schools outside of their neighborhood.[16] SCS also supported multiple events hosted by school sites to market their schools and recruit students.

E.   Student Assignment Professional Development

In SY2017-18, the District continued to support its coordinated student assignment process by providing professional development to relevant staff members that outlines student assignment strategies and processes. The training focused 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 information (**Appendix II – 23, Online Student Assignment PD**).

The District provided this training through True North Logic (TNL) from November 2017 to May 2018. To determine newly hired staff's compliance, the District developed a list of employees hired after July 1, 2017, 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-related professional development in TNL. Of the listed administrators and front office staff, 93 percent successfully completed the training, an increase from the participation rate in SY2016-17.

After SY2017-18, District staff evaluated the training for possible changes for SY2018-19 but did not make any revisions.

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[16] Events included School Choice Fairs at the Tucson Children's Museum; "This is Tucson" at the Jewish Community Center; "Family Festival at the Park" at Reid Park; School Choice Fairs at Davis Monthan Air Force Base; School Choice Events at Pasqua Yaqui Resource Center and Education Center; Kinder Ready at El Rio Neighborhood Center; Community Resource Fair at El Pueblo Neighborhood Center; Family Center Nights at Duffy Family Center, Catalina Family Center, Palo Verde Family, Southwest Family Center, and Wakefield Family Center; High School Expos at Catalina High School; Level Up for Middle School Events at Lucky Strike Bowl and Cactus Bowl; Steps for Success Events at 1010 E. Tenth St.; Kinder Fairs at Britcha and Shumaker early learning centers; and Kinder Round Ups at Peter Piper Pizza locations.

F.   Coordinated Student Assignment Committee

In SY2017-18, the cross-departmental CSA committee helped the District implement the coordinated process of student assignment detailed throughout Section II. In addition, the District, primarily through the CSA, designed new initiatives to improve integration and transportation.[17]

The CSA also focused its efforts on implementing, monitoring, and evaluating Phase II integration initiatives for SY2017-18; developing Phase III initiatives for future years; and evaluating potential magnet schools and programs. In SY2017-18, the District:

- continued to promote the benefits of an integrated education through the Knowledge Changes Everything campaign;
- continued to organize school choice planning events;
- expanded pre-GATE kindergarten at Wheeler;
- expanded self-contained GATE at Wheeler to grades 1-3;
- expanded self-contained GATE at Roberts-Naylor to grades 1-3;
- created a 6th grade open-access GATE pipeline at Roberts-Naylor;
- expanded dual language at Bloom Elementary kindergarten and 1st grade;
- promoted the College and Career Readiness Program at Santa Rita High, including the introduction of an express shuttle from the boundary of a racially concentrated school (Pueblo High);
- continued to promote express shuttles;
- continued to evaluate magnet schools/programs (*see* Section II.B.6.c above).
- expanded pre-GATE kindergarten at Hollinger K-8;
- reevaluated and strengthened recruitment goals for schools within 5 to 10 percent of integration (a.k.a. "cusp schools"); and

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[17] The CSA evaluates student assignment strategies from multiple perspectives, including but not limited to outreach and recruitment, Advanced Learning Experiences, transportation, facilities and technology, family engagement, magnets, language acquisition, planning and operations, exceptional education, data and evidence, and District leadership. The CSA committee met bimonthly to evaluate, develop, and implement initiatives that expanded opportunities for students to attend integrated schools.

- expanded school choice planning events (Facebook summer school hubs, Peter Piper Pizza for kindergarteners, bowling events for middle school students).

G.   USP Reporting

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

The data required by section (II)(K)(1)(a) are contained in **Appendix II – 24, II.K.1.a TUSD Enrollment-40th day**. This report contains a list of District schools labeled according to Integration Status[18] and reports the number and percentage of students by ethnicity as enrolled on the 40th day of SY2017-18.

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 – 25, II.K.1.b TUSD Enrollment-Attendance Status SY2017-18**. This report contains disaggregated data by school enrollment, ethnicity, and enrollment status on the 40th day of SY2017-18.

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[18] 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 SY2017-18;

See **Appendix II – 26, 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 SY2017-18.

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

See **Appendix II – 27, II.K.1.d Marzano Evaluation Drachman Montessori** 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 Comprehensive Magnet Plan remained unchanged for SY2017-18.

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 rubrics by which to measure key indicators of success for magnet schools and programs. To view an individual MSP, *see* **Appendix II – 2, II.K.1.f School Magnet Plans (13) SY2017-18** for Bonillas, Booth-Fickett, Borton, Carrillo, Davis, Dodge, Drachman, Holladay, Mansfeld, Palo Verde, Roskruge, Tucson, and Tully.

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. The District 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, remained unchanged for SY2017-18.

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 in English, *see* **Appendices II – 20, II.K.1.i (1) Catalog of Schools - English** and **II – 28, II.K.1.i (2) 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 – 29, II.K.1.j School Choice Applications (Major Languages)** to view the open enrollment application in the District's major languages.

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

The Student Assignment Process (Smart Choice) remained unchanged for SY2017- 18.

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 – 30, II.K.1.l Student Transfers 2018**.

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

See **Appendices II – 19, II.K.1.m (1) MORe Plan SY2017-18**, which contains the Marketing, Outreach, and Recruitment Plan for SY2017-18. Additionally, **II – 4, II.K.1.m (2) Magnet Marketing Report SY2017-18** contains a detailed description of three marketing and recruitment campaigns conducted by the

District's Communications and Media Relations Department to support magnet and transition schools.

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 for Student Assignments in SY2017-18.

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

See **Appendix II – 31, 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 SY2017-18.

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) are contained in **Appendix IV – 23, IV.K.1.q Master USP PD Chart**.

This report contains a table of all formal professional development opportunities offered for SY2017-18.

III. Transportation

A.   Transportation

The District's school transportation program is designed and managed as part of its ongoing, overall commitment to integration and diversity. In SY2017-18, the District offered transportation to more than 21,000 students (**Appendix III – 1, III.C.1 (1) Ridership Report by School and Grade Level** and **Appendix III – 2, III.C.1 (2) Ridership Report by Reason and Race-Ethnicity**). The District provided free transportation to magnet students living beyond school attendance boundaries and to those students whose open enrollment would improve the integration of the school. The District also supported a wide variety of other programs, including after-school activities (**Appendix III – 3, Ridership by Program 5-year Comparison** and **Appendix III – 4, Activity Bus List by School SY2017-18**). District transportation administrators continued to participate in planning and monitoring student assignment and integration through membership on the Coordinated Student Assignment Committee within the District. Information about the availability of free magnet and incentive transportation continued to be available at school sites, Family Resource Centers, the District office, and the District website.

B.   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 **Appendices III – 1, III.C.1 (1) Ridership Report by School and Grade Level** and **III – 2, III.C.1 (2) Ridership Report by Reason and Race-Ethnicity**.

IV.   Administrative and Certificated Staff

A.   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.

1.   Hire or Designate USP Positions

The District continued to monitor the Unitary Status Plan (USP) positions and made the following personnel changes in USP positions in SY2017-18 (*see* Table 4.1 below):

Table 4.1: SY2017-18 USP Position Changes

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	Janet Rico Uhrig	Hispanic	Designated
IV.B.2.	16	Director of Talent Acquisition Recruitment and Retention	Renee LaChance	White	Designated
IV.B.2.	16	Director of Professional Development and Support	Michael Konrad	White	Designated
V.E.3.c.	36	Director of Multicultural Curriculum	Susan Osiago	African American	Hired
X.A.2.	55	Conduct review and analysis of Mojave and other District data collection and tracking systems. The functions in (X.A.1-5).	Blaine Young	White	Hired

The District also eliminated six magnet coordinator positions and assigned two additional professional development academic trainer positions in SY2017-18 (**Appendix IV – 1, Superintendent Mandated USP Position Memo 2.16.18**).

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2.   Outreach, Recruitment, and Retention Plan

During SY2017-18, the District continued to implement the Outreach, Recruitment, and Retention (ORR) Plan to increase recruitment efforts to attract and retain African American and Hispanic applicants. The District also convened the Recruitment and Retention Advisory Committee to communicate with the community and obtain feedback and ideas for recruitment and retention of educators.

a.   Outreach

The District used a variety of methods to attract a racially and ethnically diverse workforce, including advertising vacancies in targeted publications, offering recruitment incentives, and encouraging employees to pursue certification.

b.   Recruitment

The ORR plan identified numerous recruitment incentives to be used to encourage teachers in certain subject areas or with particular certifications to accept positions in the District. In SY2017-18, the District raised the financial stipends for Two-Way Dual Language teachers and teacher diversity from $2,500 to $5,000. The District also decided to increase the Hard-to-Fill and Exceptional Education recruitment incentives from $2,500 to $5,000 in SY2018-19.

The District expanded its certification effort among existing employees by offering both the Make the Move and Arizona Teaching Fellows programs to staff. Make the Move allows employees with bachelor's degrees to use an alternate pathway to teacher certification. The Arizona Teaching program works in conjunction with the University of Arizona's College of Education to help selected employees acquire their Bachelor of Education, with the promise of employment with the District along with financial assistance through the program. The District enrolled sixteen employees in Make the Move in SY2017-18 and selected seventeen employees in the Arizona Teaching program for SY2018-19.

The Human Resources (HR) recruitment team visited eleven colleges and universities during SY2017-18. HR targeted historically black colleges and universities at six separate events and targeted Hispanic-serving institutions at five events to market the District to racially and ethnically diverse teacher and administrator candidates and to fill the critical-need areas of math, science, and special education (**Appendix IV – 2, IV.K.1.c Recruitment Activities**). Although

the District offered three letters of assurance at these schools, none of the candidates accepted positions with the District.

c.   Retention

This year, the superintendent conducted focus groups at school sites to obtain information from teachers regarding recruitment, hiring, and retention practices (**Appendix IV – 3, IV.K.1.k Superintendent Focus Groups Findings**). This information was shared with the Governing Board and will be utilized in goal-setting in the District's leadership team.

The District maintained partnerships and networking with the Society of Human Resources Management, University of Arizona Career Services, Tucson Hispanic Chamber of Commerce, African American Community Council, and other organizations to share best practices and expand recruiting opportunities in the region.

3.   Interview Committees, Instruments, and Applicant Pool

During SY2017-18, HR continued to monitor the interview committee panels and found that nine of 635 panels (1.4 percent) did not include Hispanic/African American representation. HR followed up on each occurrence (**Appendix IV – 4, IV.K.1.d.ii (1) Interview Panel Report** and **Appendix IV – 5**, **IV.K.1.d.ii (2) Interview Panel Report Non-Complianc**e).

HR made minor changes to the principal hiring process: allowing sitting principals to be screened directly through to site committee interviews and updating the site committee interview questions based on the 2015 Professional Standards for Educational Leaders (**Appendix IV – 6, IV.K.1.e List of Interview Instruments**). The District continued to monitor the applicant pool.

Table 4.2:   Number of Applicants for All District Positions and Percentage by Race/Ethnicity

	Fiscal Year			
	FY2014-15	**FY2015-16**	**FY2016-17**	**FY2017-18**
Total Number of Applicants	7,989	8,740	8,027	8,498
White	31.80%	42.20%	43.40%	42.80%
African American	4.00%	8.20%	8.20%	8.10%
Hispanic	26.30%	39.10%	42.70%	42.90%
Native American	0.10%	4.00%	2.70%	3.10%
Asian/Pacific Islander	1.50%	2.60%	3.00%	3.20%
Unspecified	36.30%	3.80%	0.00%	0.00%

4.   Evaluating Offer Rejections

The District continued to identify and evaluate the reasons why potential applicants reject offers of employment. The primary reasons given for declined offers in SY2017-18 were accepting an offer outside of the District (35 percent) and personal reasons (23 percent) (**Appendix IV – 7, IV.K.1.f Declined Job Offers**).

5.   Diversity Review

a.   Site Certificated Diversity

The District employed more than 2,750 certificated staff at school sites in SY2017-18 (**Appendix IV- 8, Site Certificated Staff and Administrators SY2017-18**). The number of African American and Hispanic certificated staff grew by 12 percent (from 82 to 92) and 11 percent (from 715 to 797), respectively, between SY2014-15 and SY2017-18.

b.   Site Administrator Assignments and Teams

In SY2017-18, 42 percent of site administrators were Hispanic, 10 percent were African American, and 44 percent were white. *Id.* Of the 33 schools with multiple administrators, HR identified 23 site administrative teams as diverse. Of the ten non-diverse teams, six were Hispanic and four were white (**Appendix IV – 9, IV.K.1.g (4) Site Administrative Teams SY2017-18**).

c.　Teacher Assignments and the Teacher Diversity Plan

Each year, the District analyzes the distribution of teachers and other certificated staff to determine whether there are racial or ethnic disparities in assignment (**Appendix IV – 10, IV.K.1.g (1) Teacher Diversity Assignments**). The District calculates the disparity by comparing the districtwide and school-level percentages of each race/ethnic subgroup to determine whether there is more than a 15 percent gap between an individual school site and the applicable school level. Table 4.3 below shows that the number of schools meeting the approximate teacher diversity target of 15 percent was 53.

Table 4.3: Number of Schools Meeting Teacher Diversity Targets by School Level

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%
2017-18	30	61%	4	31%	8	80%	8	80%	3	100%

Developed in collaboration with the Special Master in spring 2016, the Teacher Diversity Plan (TDP) identified 26 schools with staff disparities and set a goal of eliminating these gaps by SY2017-18 (**Appendix IV – 11, IV.K.1.g (2) Teacher Diversity Plan**). The TDP enumerated numerous strategies, including providing teacher incentives, professional advancement opportunities, and transfers. The District initially implemented the TDP in SY2016-17 and offered the same incentives in SY2017-18. During spring 2018, the District analyzed the results of the TDP and determined to continue the plan again in SY2018-19. The District decided that, in addition to offering incentives to teachers to *move* to target schools, the District would continue offering the annual incentive to teachers who moved in prior years, to incent them to *stay* at target schools.

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

The District continued to ensure that first-year administrators and teachers are not overrepresented at racially concentrated or underperforming schools to the extent possible in light of a shortage of certificated teachers and administrators.

Of the ten first-year principals, five were at schools that were racially concentrated, underperforming, or both (**Appendix IV – 12, IV.K.1.g (6) Assignment of First Year Principals**).

In SY2017-18, the District hired 137 new teachers at 51 schools. First-year teachers made up 10 percent or more of the faculty at fifteen racially concentrated and/or underperforming schools (**Appendix IV – 13, IV.K.1.g (5) Assignment of First Year Teachers**).

6.   Attrition

The District continued to track retention of administrators and certificated staff. In SY2017-18, 414 certificated staff left the District, including nine administrators. White staff accounted for 72 percent of the separations, followed by Hispanic staff (19 percent) and African American staff (5 percent). These separation rates were similar to those in SY2016-17. Forty-five percent of those leaving the District cited personal reasons for their separations, followed by 20 percent for retirement and 17 percent for other employment (**Appendix IV – 14, Certificated Attrition SY2017-18**).

The District uses survey responses from the School Quality Survey as one means to assess job satisfaction. In SY2017-18, staff indicated a high level of satisfaction (**Appendix IV – 15, IV.K.1.j SQS Staff Survey**).

7.   First-Year Teacher Plan

The District continued to implement the First-Year Teacher Plan to support first- and second-year teachers through the New Teacher Induction Program and a teacher mentoring program (discussed below). The District made two changes to the First-Year Teachers Plan in SY2017-18. Per a Court order [ECF 2086], the District adopted a point ratio of 1:15 (one mentor for every fifteen points) and a 1:10 ratio (one mentor for every ten teachers) for first-year teachers teaching at underperforming/underachieving schools. The second change was the inclusion of using a pre- and post-observational rubric for assessing new teachers' practices in the classroom (**Appendix IV- 16, IV.K.1.h First-Year Teachers Plan**).

8.   Teacher and Principal Evaluations

There were no changes to the teacher or principal evaluations in SY2017-18.

9.   **New Teacher Induction Program and Mentor Program**

The District continued the New Teacher Induction Program in SY2017-18, holding the four-day induction program for first-year teachers and teachers new to the District on July 25-28, 2017 (**Appendix IV – 17, Agenda New Teacher Induction**). To support first- and second-year teachers throughout the year, the District provided mentoring to 344 teachers through its mentoring program (**Appendix IV – 18, IV.K.1.n (1) Description of Mentor Program** and **Appendix IV – 19, IV.K.1.n (2) Mentor Assignments by Ethnicity**).

10.   **Teacher Support Plans**

The District continued implementing strategies to support underperforming or struggling teachers through both Targeted Support Plans and Plans for Improvement. The District placed seventeen teachers designated as "struggling" on Targeted Support Plans, including fifteen white and two Hispanic teachers. The two teachers who were designated as "underperforming" and given Plans for Improvement were white (**Appendix IV- 20, Targeted Support Plans and Plans for Improvement – 2 years**).

11.   **Leadership Development**

The District continued to implement the Leadership Prep Academy (LPA), which cultivates the leadership skills of certificated staff members who are interested in pursuing administrative positions in the District. All 36 applicants met the selection criteria, resulting in a diverse cohort of prospective leaders.

<p align="center">Table 4.4: SY2017-18 LPA Cohort</p>

LPA Prospective Candidate Pool	Male	Female	Totals
White/Anglo	5	17	22
African American	0	1	1
Hispanic	1	8	9
Asian/Pacific Islander	1	1	2
Native American	0	2	2
Total	7	29	36

In addition, 22 principals and eighteen assistant principals with fewer than three years at their current positions participated in the LEADNow! Leadership Institute. Based on the 2015 Professional Standards for Educational Leaders, LEADNow! offers a research- and evidence-based curriculum delivered locally by the Pima County School Superintendent's Office in a cohort model.

The District also 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 degree in educational leadership.

12.   Professional Learning Communities

During SY2017-18, the District utilized the *Professional Learning Communities Guide* that is published on the District intranet and internet (**Appendix IV – 21, Professional Learning Communities Guide**). This guide provides foundational information, essential tools, templates, and resources for establishing and maintaining strong professional learning communities (PLCs) at every school. Schools used this resource to determine their levels of proficiency with PLCs and to guide their improvement.

The District also continued its partnership with Solution Tree, an educational professional development consultant, to work directly with the schools transitioning to non-magnet status (Cholla and Pueblo high schools, Utterback Middle School, Safford K-8 School, and Ochoa and Robison elementary schools).

In addition, the District's Curriculum and Instruction Department worked with Solution Tree for five days during spring 2018 to plan next steps for District PLC training for the remainder of SY2017-18 and for upcoming SY2018-19. Through the Instructional Leadership Academy, the District provided a one-day training during July 2018 to all principals and assistant principals. Solution Tree provided this training on a number of topics, including Work of the Collaborative Team, Elements of Teams, Guiding Coalition Selection, and Response to Intervention Overview (**Appendix IV – 22, Taking Action for Success**).

The District also began to plan training specifically targeting the work of PLC collaborative teams within the structure of a seven-period school day.

13.   Ongoing Professional Development

In SY2017-18, the District continued to provide professional development in the various areas required by the USP (**Appendix IV – 23, IV.K.1.q Master USP PD Chart**). The professional development required by the USP is listed below with an example of one such program/course for each topic.

- To all certificated staff and others involved in student assignment (Example: Student Assignment Training SY2017-18, a self-paced learning opportunity).
- For first-year teachers (Example: New Teacher Induction Curriculum 4.0 SY2017-18, an instructor-led course).
- USP requirements (Example: Understanding the Unitary Status Plan SY2017-18, a required self-paced learning opportunity).
- Non-discrimination or retaliation on the basis of race or ethnicity and non-discrimination in hiring and the hiring process (Example*: TUSD Hiring Protocols and Workforce Diversity SY2017-18, a required self-paced learning opportunity)*.
- Classroom and non-classroom expectations (Example of classroom expectations: Scholastics Summer Professional Learning SY2017-18: Trainings include ABCs of Guided Reading, Lesson Planning 101, Student Independence and Centers, Prompting that Makes a Difference, Ongoing Data Gathering, and Mini-Lessons, an instructor-led program. Example of non-classroom expectations: Mini Bus Training SY2017-18: Instruction includes safe driver practices and reviews passenger safety, good driving technique, accident protocol, pre-trip vehicle inspections and adjustments made by the driver, and safe backing and parking strategies that protect people and property).
- Changes to the professional evaluations. The District made no changes to professional evaluations in SY2017-18.
- Proactive approaches to student access to ALEs (Example: AVID Path Training 17-18, an instructor-led course).
- Recording and collecting data to monitor academic and behavioral progress (Example: High school MTSS facilitators' monthly meetings, an instructor-led course).

- Working with students with diverse needs, including English language learners (ELLs), and districtwide professional development for all ELL educators to provide clear strategies in applying tools
  (Example: Summer 2018 PD_USP: LAD Language Learning Symposium for K-12 Admin, ELD, and Dual Language Teachers, an instructor-led course).
- Sharing best practices
  (Example: Dietz/Wheeler Co-Teacher Book Study SY17/18: Inclusion co-teachers will meet weekly to read and discuss topics of interest using the book, *What Successful Teachers Do in Inclusive Classrooms*, as a resource).
- Professional learning communities
  (Example: Summer PD 17-18 (USP): Professional Learning Communities: Doing the Right Work RIGHT: Participants will learn to strengthen the foundation for their collaborative work and deepen their understanding of the Six Essential Characteristics of PLC, the Three Big Ideas, the Four Critical Questions, and the Team Cycle of Inquiry).

These professional development opportunities are available in a variety of methods, including but not limited to online classes through the True North Logic system, in-person district-level meetings, and Wednesday early-out certificated staff meetings as reported in the District's SY2016-17 USP Annual Report.

During SY2017-18, the District recorded more than 45,000 professional development participants, including administrators, teachers, and staff, some of whom participated in more than one training opportunity. Overall, the District conducted more than 17,500 hours of professional development.   All SY2017-18 professional development is detailed in the above-referenced report.

B.   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 – 24, 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 SY2017-18.

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 SY2017-18.

IV(K)(1)(c)   A copy of the recruitment plan and any related materials;

No new changes were made to the recruitment plan for SY2017-18.

See **Appendix IV – 2, IV.K.1.c Recruitment Activities**, which contains a report of the recruitment activities for SY2017-18.

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 and information, disaggregated by race and ethnicity for all administrator and certificated staff vacancies for SY2017-18 *see* **Appendices IV – 25, IV.K.1.d.i (1) Teacher and USP Cert Positions Advertised SY2017-18** and **IV – 26, IV.K.1.d.i (2) Admin Job Postings SY2017-18.**

IV(K)(1)(d)(ii)   Lists or tables of interview committee participants for each open position by position title and school site;

To view interview committee participants for SY2017-18, *see* **Appendices IV – 4, IV.K.1.d.ii (1) Interview Panel Report** and **IV – 5, IV.K.1.d.ii (2) Interview Panel Report Non-Compliance.**

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 – 27, IV.K.1.d.iii Certificated Staff and Administrators** for SY2017-18.

IV(K)(1)(d)(iv)   Lists or tables of administrators or certificated staff who chose voluntary reassignment, by old and new position;

See **Appendix IV – 28, 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 SY2017-18.

IV(K)(1)(d)(v)   Lists or tables of administrators and certificated staff subject to a reduction in force, by prior position and outcome (*i.e.*, new position or dismissal);

In SY2017-18, 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 – 6, IV.K.1.e List of Interview Instruments** to view the list of interview instruments used for ACS for SY2017-18.

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 – 7, IV.K.1.f Declined Job Offers** to view the reasons for declined job offers for SY2017-18.

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 – 10, IV.K.1.g (1) Teacher Diversity Assignments,**

IV – 11, IV.K.1.g (2) Teacher Diversity Plan,

IV – 29, IV.K.1.g (3) Assignment of all Certificated Staff,

IV – 9, IV.K.1.g (4) Site Administrative Teams SY2017-18,

IV – 13, IV.K.1.g (5) Assignment of First Year Teachers,

IV – 12, IV.K.1.g (6) Assignment of First Year Principals, and

IV – 30, IV.K.1.g (7) Teacher Diversity Gap Analysis.

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 – 16, 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 because of the District's evaluation and assessment of ACS separations in the SY2017-18.

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 – 15, 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 SY2017-18.

IV(K)(1)(k)   Descriptions of the findings of the biannual focus groups contemplated in section (IV)(F)(1)(c);

See **Appendix IV – 3, IV.K.1.k Superintendent Focus Groups Findings** to view summary of perspectives of District certificated staff in hard-to-fill positions and/or hired to fulfill a need specifically.

IV(K)(1)(l)   A copy of the RIF plan contemplated in section (IV)(G)(1);

In SY2017-18, 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)(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 – 31, IV.K.1.m (1) Administrator Evaluation,**

IV – 32, IV.K.1.m (2) Teacher Evaluation Explanation, and

IV – 33, IV.K.1.m (3) Summary Student Survey (District Mean Score) for SY2017-18.

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 – 18, IV.K.1.n (1) Description of Mentor Program and IV – 19, IV.K.1.n (2) Mentor Assignments by Ethnicity** to view the description of New Teacher Induction Program and participating teachers/mentors for SY2017-18.

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 – 34, IV.K.1.o TSP** for SY2017-18.

IV(K)(1)(p) A copy of the leadership plan to develop African American and Latino administrators;

See **Appendix IV – 35, IV.K.1.p Leadership Prep Academy rev4.20.18** to view the description of the LPA for SY2017-18.

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 A**ppendix IV – 23, IV.K.1.q Master USP PD Chart** for SY2017-18. This report contains a table of all formal USP professional development opportunities offered during SY2017-18.

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 SY2017-18 include offering a range of 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. ALEs include the Gifted and Talented Education (GATE) Program, Advanced Academic Courses (AAC), University High School (UHS), and dual language.[19]

1.   Gifted and Talented Education

In SY2017-18, GATE continued to encompass seven separate services: self-contained, pull-out, resource, cluster, K-1 enrichment and talent development (push-in) lessons, pre-GATE kindergarten, and open-access gifted and talented magnet and middle school programs. More students are now able to access GATE pedagogy through the District's expansion of alternative pathways, including GATE cluster classrooms, pre-GATE kinder, and GATE open-access programs.

As shown in detail below, the District's GATE program expansion has resulted in significant increases in GATE participation during SY2016-17 and SY2017-18, particularly for African American and Hispanic students. And, as also shown below, the District continues to expand these innovative programs to improve GATE and, correspondingly, ALE participation.

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[19] 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 January 27, 2016, Doc. 1895.

Total # of Students receiving GATE services
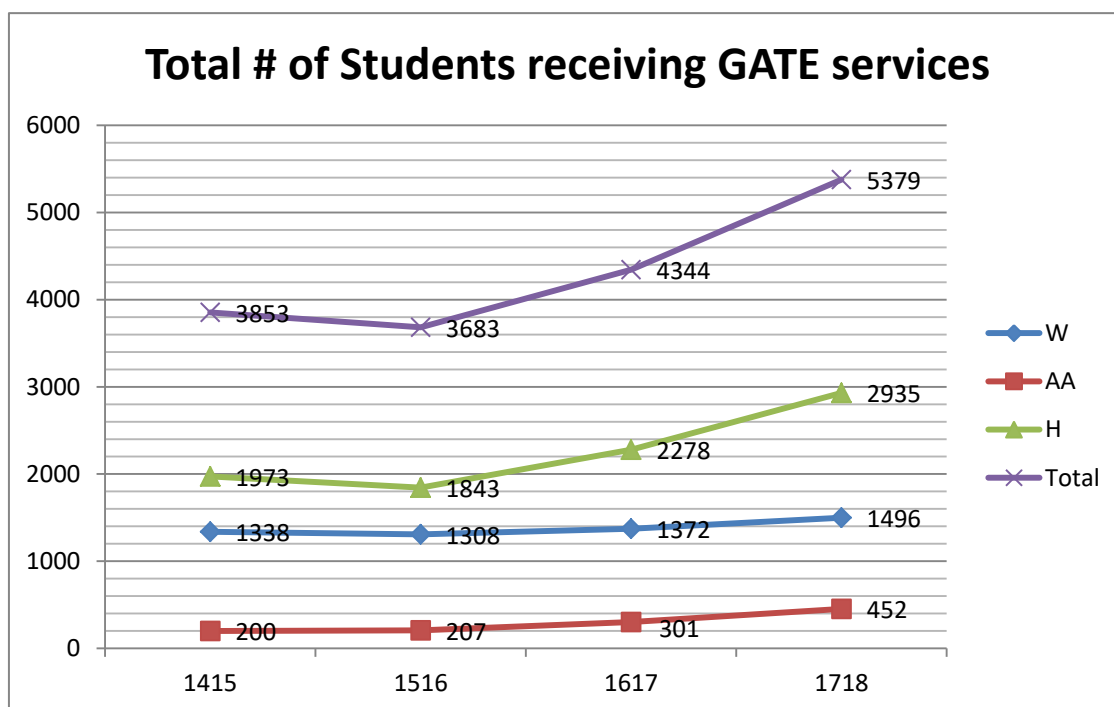
By expanding GATE services to students who did not qualify through traditional testing, the District provided GATE services to an additional 1,352 students in SY2017-18. This included an additional 203 African American students and 876 Hispanic students. As a result of these innovative strategies, the District has more than doubled the number of African American students receiving GATE services over the last two years, and has increased the number of Hispanic students receiving GATE services from 1,843 in SY2015-16 to 2,935 in SY2017-18.

a.   GATE Program Expansion

The District expanded its programs and services as delineated below.

i.   GATE Cluster Programs Expansion

In SY2017-18, the District added new GATE cluster programs at six elementary schools and two K-8 schools (Blenman, Cavett, Grijalva, Maldanado, Myers/Ganoung, and Wright elementary schools and Drachman and Rose K-8), bringing the number of schools with a cluster program to eleven. These additional

classrooms significantly increased the number of students receiving full-time gifted instruction from a gifted endorsed teacher, or a teacher working to obtain a gifted endorsement.[20] More than 1,500 students received GATE instruction in cluster classrooms.

Table 5.1: Students in GATE Cluster Classrooms SY2017-18

School	White	African American	Hispanic	Native American	Asian/ PI	Multi Race	Total
Blenman	37	35	83	9	*	11	*
Cavett	17	20	184	*	*	*	230
Drachman	22	12	89	*	*	*	131
Dunham	44	9	26	*	6	*	89
Fruchthendler	135	8	41	*	*	11	197
Grijalva	12	*	111	9	*	*	138
Maldonado	10	*	58	13	*	*	89
Myers/Ganoung	13	14	42	*	*	*	75
Robins K-8	32	*	70	*	*	*	112
Rose K-8	*	*	104	*	*	*	110
Wright	46	60	87	6	12	*	216
Total	*	169	895	54	28	50	*

ii.   Pre-GATE Kindergarten Expansion

Initiated as a pilot at Roberts-Naylor K-8 in SY2016-17, the District expanded the pre-GATE kindergarten program in SY2017-18 to two additional schools—Hollinger K-8 and Wheeler Elementary. In SY2017-18, ten students were in the pre-GATE class at Roberts-Naylor, nineteen students were enrolled at Wheeler, and nine students were enrolled at Hollinger. All students were offered placement in 1st grade GATE classes for SY2018-19.

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[20] The District has plans to add at least three more programs at Howell, Sewell, and Steele elementary schools in SY2018-19, which will expand GATE cluster programs to fourteen sites by SY2018-19.

iii.   Wheeler and Roberts-Naylor Self-Contained Expansion

The District expanded its self-contained GATE program at both Roberts-Naylor and Wheeler to include grades 1-3. Enrollment at Wheeler grew from eight students in SY2016-17 to 58 students, while enrollment at Roberts-Naylor increased from three to 39 students in SY2017-18 (**Appendix V – 1, V.G.1.b (2) Appendix F - GATE SY2017-18**).

iv.   Tully Elementary Open-Access GATE

The District increased the number of K-5 students receiving GATE services in the classroom by expanding GATE cluster classrooms and establishing a GATE open-access K-5 GATE school at Tully Elementary, allowing additional students to receive these services from a GATE endorsed teacher even if they did not meet eligibility requirements through testing. Through these initiatives, more students are able to benefit from GATE services, including a classroom environment that emphasizes open and creative problem-solving, student collaboration and engagement, and higher teacher expectations.

v.   Roberts-Naylor GATE Middle School Open-Access Expansion

In SY2017-18, the District designated Roberts-Naylor K-8 as an open-access GATE middle school option for students graduating from the Tully Open-Access GATE Magnet School beginning in the 6th grade and for students at Roberts-Naylor. Seventy-nine 6th grade Roberts-Naylor students received GATE services through their social studies course in SY2017-18. Seventh grade GATE services will be added in SY2018-19.

vi.   Itinerant Push-In Services Expansion

In SY2017-18, the GATE department expanded whole-class enrichment GATE services for grades K-1 at 45 of the 46 elementary schools[21] and at all K-8 schools. GATE teachers provided weekly 45-minute critical thinking and reasoning lessons using a national recommended gifted enrichment Primary Education Thinking Skills

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[21] This was due to a pilot research program at Fruchtendler Elementary School that did not allow scheduled time to provide the push-in lessons.

(PETS) program. The program also includes a screening rubric that can be used to identify gifted students.

b.   Participation in Traditional GATE Services[22]

Following continued outreach from the GATE department, the number of African American students in self-contained GATE increased 46 percent, from 50 students in SY2016-17 to 73 students in SY2017-18.

The number of students participating in traditional GATE services remained relatively constant from SY2016-17 to SY2017-18, with decreases in pull-out and resource GATE and an increase in the self-contained program (**Appendix V – 2, 1718 GATE 40th day Enrollment**). Because of the significant expansion and increase in alternative GATE services described above, overall GATE participation rose significantly.

c.   GATE Supplemental Goals

In prior years, the District reported on its GATE Supplemental Goals using data that included only those students who qualified for GATE services through traditional testing. Beginning in SY2016-17, the District significantly expanded the availability of GATE services, and especially to those who did not qualify for GATE services through traditional testing. Without being required to qualify for GATE services, these students received the same GATE services in the same classrooms as students who qualified for GATE services through testing. The District is now reporting all students who received GATE services in its GATE enrollment data, regardless of whether those students qualified through traditional GATE testing.

By including all students who received GATE services, the District met the supplemental goals for GATE in five areas

- 1-5 grade self-contained GATE for African American students;

- 1-5 grade self-contained GATE for Hispanic students;

- 1-5 grade pull-out GATE for Hispanic students;

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22 Traditional GATE services refers to pull-out, self-contained, and resource.

- 6-8 grade resource GATE for Hispanic students; and

- resource GATE for African American students in high schools.

- (**Appendix V - 3, V.G.1.c ALE Supplementary Goals Summary** and **Appendix V - 119, V.G.1.c ALE Supplementary Goals Summary - Revised**). Enrollment of African American students in resource GATE was within .03 percent of meeting the 15% Rule, for which annual goals are set. For more information on the 15% Rule, see Section V.A.2.

The District met the supplemental goals for GATE in three areas—pull-out GATE for Hispanic students, resource GATE for African American students in high schools, and resource GATE for Hispanic students at the 6th-8th grade levels (**Appendix V – 3, V.G.1.c ALE Supplementary Goals Summary**). Enrollment of African American students in resource GATE was within .03 percent of meeting the 15% Rule, for which annual goals are set. For more information on the 15% Rule, see Section V.A.2.

d. GATE Dual Language Programs (Hollinger K-8 and Pistor Middle School)

For several years, the Pistor Middle School GATE dual language program had been filled largely by Hollinger K-8 students who had completed the K-5 GATE dual language program at Hollinger. In spring 2017, the middle school dual language program at Pistor had a projected enrollment of only six students for SY2017-18. GATE program administrators called Hollinger families who had not accepted placement for the Pistor GATE dual language program, to determine the reasons they had not accepted. In almost every instance, families responded they wished to stay at Hollinger. Accordingly, the District considered moving the middle school GATE dual language program from Pistor to Hollinger. In addition, the department contacted the six students who accepted placement at Pistor, and five of the six accepted placement at Hollinger. The remaining student accepted placement in the regular GATE program at Pistor.

For this reason, in SY2017-18, the District began to transition the middle school GATE dual language program from Pistor to Hollinger. Beginning with the 6th grade in SY2017-18, and with the addition of the 7th grade in SY2018-19 and 8th grade in SY2019-20, Hollinger will be a full K-8 GATE dual language program by the 2019-20 school year. Because both the Pistor and Hollinger middle school GATE dual language programs had a districtwide feeder pattern and no boundary

requirements, no boundary changes were necessary. The transition has proved successful. Enrollment in the middle school dual language program at Hollinger in SY2017-18 was comparable to the enrollment for the same grade at Pistor the prior year.

e.   ELL Students in GATE Programs

For SY2017-18, the GATE department introduced a GATE Differentiated Observation Classroom Screener (DOCS) at Mission View Elementary School as an alternative assessment and identified eight additional Hispanic students, including four ELL students, for the pull-out program. All of the students accepted placement and successfully completed the expectations alongside their peers who were identified through CogAT testing.

Also in SY2017-18, the GATE department targeted five sites (Cavett, Grijalva, Mission View, and Myers/Ganoung elementary schools and Roberts-Naylor K-8) that had high populations of ELL and underrepresented student participation in GATE programs to utilize the GATE ELL DOCS for eligibility for GATE services in SY2018-19.

Table 5.2: ELL Participation in GATE Programs

Gate Program	Class Year	White	W%	African Am.	AA%	Hisp.	H%	Native Am.	NA%	Asian	A%	Multi-Racial	MR%	Total
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
PO GATE	**17-18**	**2**	**7%**	**0**	**0%**	**19**	**66%**	**0**	**0%**	**8**	**28%**	**0**	**0%**	**29**
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
SC GATE	**17-18**	**1**	**17%**	**0**	**0%**	**5**	**83%**	**0**	**0%**	**0**	**0%**	**0**	**0%**	**6**
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

R GATE	17-18	0	0%	4	19%	16	76%	0	0%	1	5%	0	0%	21

f.   Self-Contained Program Placement in SY2017-18

More than 75 percent of students who qualified for self-contained GATE services enrolled in some type of GATE service (**Appendix V – 4, Self-Contained Students and Placement Status**).

g.   GATE Recruitment and Outreach Activities

In SY2017-18, the District continued to hold numerous recruitment and outreach activities to increase the number of African American and Hispanic students who accept placement in self-contained GATE, including ELL students.

 The District implemented additional outreach strategies in SY2017-18 to encourage student recruitment, including reviewing processes continuously, updating procedures and marketing materials, and conducting additional outreach to parents (**Appendix V – 5, 1718 GATE Outreach Events Calendar, Appendix V – 6, GATE SC Site Protocol,** and **Appendix V – 7, Example GATE PPT SC**). Outreach to parents included:

- attending each of the Kindergarten Round-Up events at the self-contained and cluster program sites to encourage early screening for the pre-GATE kindergarten programs and cluster kindergarten program.
- sending a personalized invitation to families at targeted sites that had low numbers of kindergarten students participating in testing to increase participation.
- calling African American families who had not responded to placement letters to conduct one-on-one outreach and recruitment.

For ELL recruitment and outreach in SY2017-18, the District continued a number of strategies to reach out to Spanish-speaking families and assist with testing and placement information. This included sending all GATE communication in Spanish; providing translation support at GATE events; using the Spanish radio, Tejano, to run a GATE testing announcement the week prior to the testing invitation sent to all K-6 families; and calling all families of K-6 Pre-Emergent/Emergent ELL students to inform them of testing dates and procedures.

h.   GATE Testing in SY2017-18

The District continued its practice of testing all students in 1st and 5th grades during SY2017-18. In addition, the District administered a GATE screener for kindergarten and 2nd grade students at targeted schools to identify students to take the CogAT assessment. Of the 150 kindergarten students identified, fifteen qualified for self-contained or pull-out services at their school. Twenty-seven 2nd grade students qualified out of 222 students identified.

The number of kindergarten students testing for placement in 1st grade in SY2017-18 increased. This increase is attributable to the use of assessments for identification as well as attendance at Cafecito parent meetings, which provided an opportunity to collect testing applications. Because of these targeted efforts, the District tested more than 1,400 2nd graders in SY2017-18, more than double the number in SY2016-17. The number of students tested in grades 3 and 4 also increased (**Appendix V – 8, Students Tested for GATE Services**).

i.   Qualifying Students for Pull-Out Services

The number of African American students who qualified for pull-out services increased from seventeen in SY2016-17 to 26 in SY2017-18. Hispanic students showed a decrease, from 195 to 189 (**Appendix V – 9, Students Qualifying for GATE Services**).

ii.   Additional Assessments

GATE staff continued to research alternative testing protocols for identifying underrepresented students. For example, staff utilized the GATE DOCS, the ELL DOCS, and Pre-GATE Kinder Screener as alternate measures for testing and eligibility; included the Raven assessment stanine with an NCE of 268 to qualify students to receive GATE services; and lowered the total NCE cut score to 258 for identifying students for SY2018-19.[23]

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[23] Special Master's 2016-17 Annual Report [ECF 2096].

i.   Professional Development

The GATE department expanded a train-the-trainer professional development model to GATE cluster sites. This model provides an opportunity for cluster teachers to attend professional development presented by a GATE-endorsed teacher trainer on site (**Appendix V – 10, GATE Prof Dev SY2016-17 and SY2017-18**).

j.   Teacher Recruitment

Fifteen teachers received their provisional or permanent gifted endorsement during SY2017-18, and 53 additional teachers were on track to obtain a provisional or full gifted endorsement by the end of summer 2018. A total of 192 certificated staff have gifted endorsements at school sites (**Appendix V – 11, V.G.1.j Certificated Staff with ALE Credentials**). With the expansion of GATE services in SY2017-18, the District continued working to recruit new teachers who had gifted endorsements or were willing to pursue obtaining a gifted endorsement to fill positions in self-contained and cluster programs (**Appendix V – 5, 1718 GATE Outreach Events Calendar**). Recruitment of new teachers also included collaborating with the University of Arizona (UA).

k.   Department Collaboration

The GATE department continued and expanded its partnerships with other District departments, including African American Student Services (AASSD), Mexican American Student Services (MASSD), Magnet Programs, Communications and Media Relations, School Community Services, Family and Community Outreach, and the Infant and Early Learning Centers. It also continued to collaborate with education organizations such as the Arizona Association of Gifted and Talented, Reconceptualizing Early Childhood Education, and the Arizona Department of Education Gifted and Talented Department.

The number of events that GATE staff attended increased in SY2017-18 and efforts were made to invite these departments to collaborate in GATE events, GATE professional development and marketing, and parent outreach. *Id.*

2.   Advanced Academic Courses

The District continued to offer five types of advanced courses, including pre-AP (Honors/Advanced math), middle school courses offered for high school credit, Advanced Placement (AP), dual credit, and International Baccalaureate (IB).

a.   ALE Supplemental Goals

The District also continued to monitor AACs to ensure that all students have equitable access to Advanced Learning Experiences. In SY2017-18, the District measured participation against the 15% Rule.[24]

The District succeeded in meeting and exceeding the 15% Rule in 21 of 38 goals (**Appendix V – 3, V.G.1.c ALE Supplementary Goals Summary**). Some examples of positive progress made by the District include meeting or exceeding the 15 percent goal for eight of the ten Pre-AP Advanced/Honors goals, and the increased enrollment of Hispanic students in dual credit classes, from 52 percent in SY2014-15 to 69 percent in SY2017-18.

b.   Advanced Placement

i.   AP Participation and Supplementary Goals

High school credit AP classes provide students with rigorous academic coursework and the potential for college credit. More than 3,200 students enrolled in AP courses in SY2017-18 (**Appendix V – 12, V.G.1.a ALE 40th Day ALE Enrollment**).

ii.   AP Student Mentors/Tutors and Test Preparation

The District continued to provide two AP tutors at each high school to support student success in AP courses and associated exams and continued to offer one AP mentor at each high school for non-academic support. To provide additional support, the ALE department continued to collaborate with AASSD and MASSD and trained site counselors to work with students.

As in previous years, the District provided 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.

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[24] Based on the work of Dr. Donna Ford and accepted by the Court [ECF 1771].

iii.   Advanced Placement Summer Boot Camp

The District continued to provide the AP Summer Boot Camp for students new to AP courses at seven sites. Of the 98 students who participated in summer 2018, 5 percent were African American and 63 percent were Hispanic.

Table 5.3: 2017 AP Summer Boot Camp Registration by Ethnicity
(ALE administrative data)

Ethnicity	Number	Percentage
White	25	26%
African American	5	5%
Hispanic	62	63%
Native American	0	0%
Asian	3	3%
Multi-Racial	3	3%
Total Students	98	100%

iv.   AP Tests, Scores, and Test Scholarships

District students took more than 4,000 AP exams in spring 2018. The District offered scholarships for 1,271 exams using waivers.[25] African American students took 41 percent of those scholarship exams, and Hispanic students took 53 percent.

Although the number of African American students taking an AP exam fell in spring 2017, those who received a score of 3 or higher in spring 2017 rose to 48–a 9 percent increase from spring 2016 (**Appendix V – 13, AP Tests and Exam Scores – 3 Year Comparison**). A total of 459 Hispanic students received a score of 3 or higher on any exam, compared with 393 students in spring 2015. It is important to

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[25] The fee a student has to pay to take an AP exam was reduced from $94 to $20.

note that the number and percent of African American and Hispanic students achieving a qualifying score on an AP exam increased, despite the decrease in the overall number of students reaching this goal.

Since 2015, the number of AP exams taken by Hispanic students and the number of exams receiving a passing score of 3 or higher increased. While the overall number of exams taken by African American students decreased, more received a qualifying score (59 percent).

v.   Pre-AP Honors and Pre-AP Advanced Courses

The District offers Pre-AP Honors classes in science, social studies, and language arts for grades 6-12. More than 5,200 students enrolled in a pre-AP Honors course in SY2017-18 (**Appendix V – 12, V.G.1.a ALE 40th Day ALE Enrollment**). The District met the 15% Rule for both African American students and Hispanic students in grades 6-8 at both K-8 and middle schools. The District also met the 15% Rule for Hispanic students at high schools (**Appendix V – 3, V.G.1.c ALE Supplementary Goals Summary**).

Pre-AP Advanced courses refer to advanced math courses offered to middle school students at K-8 and middle schools. In SY2017-18, more than 1,000 6th-8th grade students enrolled in these courses (**Appendix V – 12, V.G.1.a ALE 40th Day ALE Enrollment**). The District met the 15 percent goal for Hispanic and African American students at middle schools and for Hispanic students at K-8 schools (**Appendix V – 3, V.G.1.c ALE Supplementary Goals Summary**).

c.   **Dual Credit Participation and Supplemental Goals**

The District continued to collaborate with Pima Community College (PCC) and UA to provide dual credit academic classes at high schools with the objective of ensuring that each high school will have a minimum of two dual credit classes in SY2018-19. Of the more than 360 students who enrolled in dual credit courses, 69 percent were Hispanic (a 4 percent increase from SY2016-17). African American student participation remained at 6 percent and increased in actual numbers (**Appendix V – 12, V.G.1.a ALE 40th Day ALE Enrollment**).

For SY2018-19, the District will expand the number of dual credit courses offered from seventeen to 41. With this growth, the District is anticipating an increase in participation from both African American and Hispanic students and will

work closely with AASSD and MASSD on recruitment and outreach to these students.

d.   International Baccalaureate Participation and Supplementary Goals

In SY2017-18, 692 students enrolled in IB classes at Cholla High School, representing 36 percent of the total student enrollment. ***Id.*** The District exceeded the 15% Rule for Hispanic students in IB (**Appendix V – 3, V.G.1.c ALE Supplementary Goals Summary**).

Table 5.4: IB Diploma and Certificate Students by Ethnicity
(Cholla administrative data)

Ethnicity	Class of 2017		Class of 2018		Class of 2019	
	Diploma (21)	Certificate (63)	Diploma (18)	Certificate (207)	Diploma (36)	Certificate (146)
Native American	2 (9%)	4 (6%)	2 (11%)	2 (2%)	-	1 (1%)
Asian American	2 (9%)	5(8%)	-	2 (2%)	-	-
African American	2 (9%)	-	4 (22%)	9 (8%)	2 (6%)	3 (2%)
Hispanic	13 (62%)	54 (86%)	10 (56%)	90 (84%)	31 (85%)	136 (93%)
Multi-racial			-	-	1 (3%)	1 (1%)
White	2 (9%)		2 (11%)	4 (4%)	2 (6%)	5 (3%)

The significant increase in IB candidates can be attributed to the extensive recruitment for the program at all grade levels, including incoming 8th grade students (**Appendix V – 14, IB Recruitment Events SY2017-18**). Cholla offers open-access IB Prep courses in 9th and 10th grades to support the IB Diploma Programme, which is available to students in 11th and 12th grades.

e.   Middle School Courses for High School Credit

The District continued to offer middle school courses for high school credit. Enrollment in high school credit courses for students in grades 6-8 increased to 1,445 students—a 20 percent increase from the 2016-17 school year (**Appendix V – 12, V.G.1.a ALE 40th Day ALE Enrollmen**t). This increase was due primarily to

more schools offering high school language courses, including Spanish, French, and Arabic. From SY2016-17 to SY2017-18, African American and Hispanic student enrollment increased from 61 to 84 and from 773 to 921, respectively.

The District met the 15% Rule for Hispanic students at both K-8 and middle schools (**Appendix V – 3, V.G.1.c ALE Supplementary Goals Summary**). All K-8 and middle school students in the District will have access to at least one middle school class for high school credit for SY2018-19.

3. University High School

UHS continued to provide additional qualifying options to prospective students, expand its recruitment efforts, and offer academic supports throughout SY2017-18.

a. UHS Admissions SY2017-18

In SY2017-18, the District made no formal changes to the UHS admissions policy. Students who did not meet the 50-point requirement took the non-cognitive ACT Engage. Twenty-seven students qualified with the ACT Engage, including two African American and eight Hispanic students (**V – 15, V.G.1.g UHS Admissions SY2018-19 Freshman Class**).

Based on the Special Master's recommendation[26], UHS offered another option for students to meet the UHS admissions requirements in SY2017-18. The District offered students who did not meet the ACT Engage criteria an opportunity to complete a short-answer essay option. Table 5.5 below shows that out of the twelve eligible students, eight submitted the essay and six students qualified.

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[26] Special Master's 2016-17 Annual Report [ECF 2096].

Table 5.5: Results from Short-Answer Essay

	Eligible	Took	Qualified
White	6	5	3
African American	0	NA	NA
Hispanic	4	1	1
Native American	0	NA	NA
Asian/Pacific	1	1	1
Multi-racial	1	1	1
Total	12	8	6

Overall, 468 students qualified for UHS admission, including twenty African American students and 148 Hispanic students. ***Id.***

b.   Recruitment and Outreach: SY2017-18 and SY2018-19 Freshman Class

In SY2017-18, UHS continued to conduct recruitment and outreach activities to prospective and incoming students to attract more African American and Hispanic students to qualify and accept placement at UHS. 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 during fall 2017 and spring 2018.

In addition, UHS held two evening presentations for families of 7th grade students in spring 2018. All families of 7th graders received a ParentLink email and phone call with information about the events. Other outreach activities included visits to every school, home visits, campus tours, and personal phone calls by the recruitment and retention coordinator (RRC) and UHS staff. In addition, the RRC, UHS counseling staff, and a group of Hispanic and African American families called every African American and Hispanic student who qualified for admission to offer congratulations and support, answer questions, and ask to arrange a social gathering and/or a home visit.

    i.   Major Recruitment and Outreach Events

        a) Step Up Day: UHS invited all 8th graders who met the CogAT criteria to spend a day on campus to participate in

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leadership activities; learn about UHS academic classes, clubs, extracurricular activities, and athletics; and make new friends. The staff matched prospective students with current UHS students to serve as mentors. More than 600 students from both District and non-District schools attended (**Appendix V – 16, UHS StepUp Day Flyer SY2017-18**).

b) Second Annual Multicultural Scholars Dinner[27]: The District invited all Tucson Unified 6th, 7th, and 8th grade African American students who had a minimum of a 2.5 GPA to attend the dinner with their families. UHS expanded the event to include 6th and 7th graders as a way of engaging students at an earlier age to consider UHS as a high school option, and to inform them of the admissions process. Each table had breakout discussions and activities that brought more than 90 visiting African American parents and students together with current UHS African American families (**Appendix V – 17, UHS Multicultural Scholars Dinner Invitation**).

c) Freshman Celebration: More than 1,000 parents and students who qualified for UHS admission learned about course selection, clubs, athletics, and activities (**Appendix V – 18, UHS Freshman Celebration Invitation**).

ii.   New Activities for SY2017-18

a) Penguin Parent to Parent: The UHS Parent Association created a new parent support program, Penguin Parent to Parent, to train parents on the UHS admissions policy, the curriculum, course requirements, and other important topics and spark more supportive and engaging conversations with new African American and Hispanic

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[27] In SY16-17, this event was called the African American Scholars Dinner.

families. The UHS Parents' Association also hosted meetings to share important information with incoming families about the school and provide mentoring (**Appendix V – 19, UHSPA Parent Presentation June 2018**).

b) <u>Welcome Wagon Events</u>: During summer 2018, UHS families hosted 31 back-to-school parties to welcome new students who lived within their zip codes. Families provided food, shared stories, promoted the school, and created opportunities for carpools and parent support (**Appendix V – 20, UHS Welcome Wagon Events**).

c) <u>BLAST 2018</u>: This new program focusing on African American and Hispanic student recruitment brought 310 students to the UHS campus during the first two weeks of June. The goal of BLAST 2018 was to provide an intensive academic enrichment camp for African American and Hispanic students who just completed 6th or 7th grade. This camp provided admissions, coursework, and other information about UHS and incorporated fun, hands-on learning opportunities that included leadership, socioemotional learning, extracurricular activities, and free breakfast and lunch. An expansion of the Penguin-to-Penguin program, which has focused on freshmen mentoring, will be in place in SY2018-19 to mentor these students as they complete their 7th and 8th grade years in SY2018-19 (**Appendix V – 21, UHS BLAST 2018**).

In addition to student support, UHS parents hosted two workshops for the parents of students who attended BLAST 2018. At these workshops, UHS African American and Hispanic parents shared their positive experiences at UHS and provided advice and guidance for how parents can help their students prepare for admission into UHS. During SY2018-19, current UHS parents will follow up with parents who attended BLAST 2018 parent meetings to confirm that families have the resources and support they need.

c.   Support and Retention Efforts

UHS again offered Bounce, a math and science summer support program, to UHS students entering their sophomore year. UHS based invitations on students' performance in their freshman math and biology classes. Teachers provided 55 students with essential information to prepare them for taking AP or Honors Chemistry in the fall of their sophomore year.

Tutoring services continued in SY2017-18, with additional math and science teacher tutors and writing support for senior students applying to college. After-school volunteer tutors included African American and Hispanic UHS alumni.

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. Fifty-one students took one of these classes.

The Penguin-to-Penguin student mentor program continued to grow to help acclimatize the incoming freshman class. Junior and senior student volunteers each assisted one or two freshmen. 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. Table 5.6 below shows an increase in the number of African American students who participated in Boost.

Table 5.6: Four-Year Boost Participation Data

Ethnicity	Summer 2015	Summer 2016	Summer 2017	Summer 2018
White	109 (45%)	91 (38%)	163 (49%)	117 (47%)
African American	4 (1.6%)	3 (1%)	2 (1%)	9 (3%)
Hispanic	79 (35%)	103 (44%)	107 (32%)	81 (32%)
Native American	0 (0%)	0 (0%)	0 (0%)	3 (1%)
Asian/Pacific Islander	15 (6%)	15 (6%)	37 (11%)	24 (9%)
Multi-racial	15 (6%)	19 (8%)	22 (6%)	14 (12%)

d.   Counselor and Teacher Recruitment and Support

In SY2017-18, the District continued the Fall Counselor Breakfast during Step-Up Day. 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. The recruitment and retention coordinator and UHS administration continued efforts to meet with every middle school counselor during SY2017-18 as well.

UHS identified 259 first-generation Hispanic and African American students enrolled in the school in August and September 2017 and matched them with a teacher on campus. Teacher mentors met three times a week with these students either between classes, during conference period, or before/after school. Teachers were also included as part of Multi-Tiered System of Supports conversations to ensure that at least one adult on campus always monitored students' needs.

Table 5.7: SY2015-17 Hispanic and African American 1st Generation College-Bound Students with Mentors (UHS administrative data)

Ethnicity	2015-16	2016-17	2017-18
African American	5	7	13
Hispanic	205	223	246

e.   Attrition

UHS is implementing a number of additional academic and social interventions for SY2018-19 that are designed to lower attrition, including placement testing for English language arts (ELA), hiring an additional ELA teacher,[28] revision of the health curriculum to better address UHS student needs, and mandatory Penguin mentors for freshman students.

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[28] Funded through ADE Results-Based Funding.

Table 5.8: UHS Attrition – Four-Year Comparison

Attrition	2014-15		2015-16		2016-17		2017-18	
White	27	52%	16	37%	22	47%	21	40%
African American	1	2%	1	2%	1	2%	2	4%
Hispanic	18	35%	20	47%	18	38%	25	47%
Native American	0	0%	0	0%	0	0%	0	0%
Asian/Pacific Islander	2	4%	4	9%	2	4%	1	2%
Multi-racial	4	8%	2	5%	4	9%	4	8%
Total	52		43		47		53	
First Day Enrollment	1027		1064		1113		1131	
Attrition rate		5%		4%		4%		5%

f.   Post-Secondary Education

A goal of UHS continues to be 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 past ten 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.

With application assistance from the UHS College and Career Center, the Class of 2018 earned more than $35 million in scholarships and grants. Hispanic and African American students earned substantial scholarships, including the Questbridge Match Scholarship.[29]

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, and Advancement Via Individual Determination (AVID) program implementation.

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[29] College Match Scholarship recipients are granted admission to one of Questbridge's partner colleges with a **full, four-year scholarship worth more than $200,000 each.**

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, including the limitation on student scheduling based on Arizona Department of Education (ADE) course requirements for ELL students. This requirement means students are at times unable to participate in many ALE programs.

Another limiting 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 this progression would not be tracked because the former ELL student no longer carries the ELL designation.

Despite these challenges, 40th-day enrollment data show that ELL participation in AP increased from fourteen students in SY2016-17 to 33 students in SY2017-18 (**Appendix V – 12, V.G.1.a. ALE 40th Day ALE Enrollment**).

b.   AVID

While AVID is not an ALE program, it is an important part of the support for students in ALE programs and a structure by which students can be recruited to participate in ALEs. AVID is dedicated to closing the achievement gap by preparing all students for college and other post-secondary opportunities, with a focus on low-income and minority families.

The number of AVID sites in the District increased from eleven to twelve in SY2017-18.[30] Each AVID school had AVID Elective classes and each of the twelve schools sent teams of teachers to receive new or continuing AVID professional development training.[31]

Table 5.9 below shows the expansion of the AVID program over the past four years, growing from 714 students in SY2014-15 to 1,475 in SY2017-18. Hispanic and African American student participation more than doubled over this period.

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[30] Catalina, Cholla, Pueblo, Palo Verde, and Tucson 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 SY2016-17. Tucson High was added in SY2017-18.

[31] The District will add John B. Wright Elementary School as an additional AVID site for SY2018-19.

Table 5.9: 100th-Day Multi-Year Comparison of AVID Enrollment by Year

Ethnicity	White		African American		Hispanic		Native American		Asian Pacific		Multi Racial		100-day Total
Year	N	%	N	%	N	%	N	%	N	%	N	%	N
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%	1096
16-17	150	11.4%	119	9.0%	942	71.4%	48	3.6%	32	2.4%	29	2.2%	1320
17-18	178	12.1%	176	11.9%	985	66.8%	53	3.6%	36	2.4%	47	3.2%	1475

The ALE director and AVID district coordinator held regular meetings for AVID site coordinators to support collaboration among AVID sites and held ten meetings throughout SY2017-18 for AVID coordinators (**Appendix V – 22, AVID Coord Mtg Agendas SY2017-18**). To support new AVID sites, the District provided AVID "Tutorology" training for 24 new tutors in September 2017, and participants then put these strategies into weekly practice at the twelve AVID sites.

The District also provided AVID training for 197 teachers, counselors, and administrators, 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.

c.   Professional Development

The District provided various opportunities for ALE-specific professional development in SY2017-18, including information on both instructional strategies and tools for recruitment into ALE programs as well as collaboration with the College Board to provide each school with the PSAT/AP Potential Report.

The District also hosted a four-day Advanced Placement Desert Summer Institute at Tucson High Magnet School and paid the registration fee for 175 teachers to attend both the Tucson institute and the Phoenix institute in June and July 2018. These institutes included 30 hours of coursework for teacher preparation to teach AP classes, fulfilling the three-year requirement for AP content review. Other coursework offered could be used toward a gifted education endorsement and addressed differentiated curriculum use in Advanced/Honors courses (**Appendix V – 23, AP Desert Summer Institute Report**).

B.   Dual Language

The District manages two distinct language acquisition programs: the English Language Development (ELD) program and the Two-Way Dual Language (TWDL) program. ELD is mandated by the state to develop English language proficiency in students who are classified as ELLs. The District designed the TWDL program to help students become bilingual and biliterate in English and Spanish and better compete in a global economy.

1.   OELAS[32]

In SY2018-19, the District submitted an application to the Arizona Department of Education and the Arizona State Board of Education for a waiver to implement an alternative ELD model using dual language instruction for ELLs and for native English speakers.[33] The District's Language Acquisition Department (LAD) presented the proposed TWDL alternate program to the Tucson Unified School Board and to the Arizona State Board of Education (**Appendix V – 24, TUSD Presentation to State Board**). Although the State Board acknowledged the research and validity of the proposal, it nonetheless declined it by a 9-0 vote on advice of the attorney general's office due to potential conflicts with state law.

In addition, District representatives from the Office of Legal Services and the LAD presented to the Education Committee of both the Arizona House of Representatives and Senate, promoting HB 2435, which would allow flexibility for students to enter an alternative language program.

In SY2017-18, the LAD continued to implement the state's OELAS Structured English Immersion (SEI) refined model and train teachers and administrators to implement the model, including sessions at the four-day summer Language Learning Symposium for K-12 ELD and dual language teachers (**Appendix V – 25, Language Learning Symposium PPT 2018**). The LAD conducted school walk-throughs to ensure fidelity to the model (**Appendix V – 26, Walkthrough Instrument**).

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[32] Office of English Language Acquisition Services.
[33] Prior to the adoption of the USP, Arizona set forth a requirement that all English language learners must participate in a four-hour block of English language instruction. The District uses Structured English Immersion, which includes four hours of daily English Language Development to meet this requirement.

2. Build and Expand Dual Language Programs

The District continued to build and expand its dual language programs in a variety of ways, providing more students across the District with the opportunity to participate.

a. Monitoring Student Enrollment

More than 2,100 students participated in dual language programs in SY2017-18 (**Appendix V – 12, V.G.1.a ALE 40th day ALE Enrollment**).

Table 5.10: 40th-Day Dual Language Enrollment by Ethnicity and School Year – Four-year Comparison

Year	2014-15	2015-16	2016-17	2017-18
Dual Language Schools				
Davis ES	345	334	312	295
Roskruge K-8	675	717	675	654
Hollinger ^(K-8)	314	260	315	321
Dual Language Classrooms				
Bloom ES			20	42
Grijalva ES	145	106	100	99
McCorkle K-8	67**	97***	119****	159*
Mission View ES	90	79	75	97
Van Buskirk ES	125	116	92	107
White ES	147	122	147	140
Pistor MS	167	165	179	94
Pueblo HS	88	110	110	124
Total	2,163	2,106	2,144	2,132
^includes GATE DL **K2; ***K3;****K4:*K8				

i. Program Expansion

In SY2017-18, the District expanded to two kindergarten and two 1st grade TWDL classes at Bloom Elementary School, forming two strands. Of the nine elementary and K-8 TWDL sites, four have two strands (Bloom, Davis, Hollinger, and Roskruge). In the realignment process, the District established plans to create two strands at the remaining five TWDL sites to expand on restructured and strengthened programs over the past few years. In addition to developing a double

strand at the elementary level, Hollinger and McCorkle each expanded to 7th grade. Pistor's decrease was due to the transition of students to Hollinger's middle school GATE dual language program (*see* Section V.1.A).

ii.   Supplemental ALE Goals for Dual Language

The District exceeded the supplemental goals for Hispanic students at all grade levels (**Appendix V – 3, V.G.1.c ALE Supplementary Goals Summary**).

b.   **ELL Reclassification in Dual Language Programs**

In SY2017-18, the District continued to monitor the reclassification rate for ELL students enrolled in the dual language programs and to assess Spanish proficiency.

Table 5.11: Dual Language ELL Reclassification Rates

School Year	ELL Tested	Reclassified	Percentage Reclassified
2014-15	235	84	35.7%
2015-16	206	52	25.2%
2016-17	231	15	6.5%
2017-18	343	37	10.7%

c.   **Dual Language Spanish and English Assessments**

The District continued to use Logramos as a measure of Spanish proficiency in SY2017-18 to measure the domains of reading and writing in 2nd-8th grades. In addition, TWDL programs assessed the domains of listening and speaking in Spanish using the Foreign Language Oral Skills Evaluation Matrix. TWDL teachers in K-5th grade continued to administer the Developmental Reading Assessment and Evaluación de desarollo de la lectura to measure reading comprehension and fluency in English and Spanish for students in the TWDL program.

The LAD instructional technology integrationist continued to support Achieve 3000 and Imagine Learning Español to increase student achievement.

d.   **Professional Development**

The District offered professional development activities on an ongoing basis throughout SY2017-18.

i.   Summer Professional Development

The District provided high quality, research-based professional development in dual language methodologies. As noted earlier, the LAD held a Language Learning Symposium, inviting teachers and administrators of dual language and ELD school sites to learn and share best teaching practices as they relate to language learners (**Appendix V – 27, Language Learning Symposium Secondary Agenda 2018**).

ii.   Quarterly Professional Development

The LAD instructional coaches continued to collaborate with expert consultant Rosa Molina to provide training for dual language teachers at all grade levels and for dual language administrators. Principals and K-12 dual language teachers from ten of the eleven dual language sites, LAD coaches, and the LAD director attended the Association of Two-Way and Dual Language Education Conference (**Appendix V – 28, ATDLE Conference Email Notice**).

e.   Site Implementation

The District hired three dual language itinerant teachers and assigned each of them to four TWDL sites in order to provide teachers with on-site and in-class support as they moved toward the goal of full implementation of the TWDL program (**Appendix V – 29, DL Itinerant Teacher Assignments SY2017-18**).

In addition, the LAD continued to conduct learning walk-throughs for all dual language sites (**Appendix V – 30, ALP Monitoring Walkthrough Instrument**).

f.   Development/Recruitment of Bilingually Endorsed Teachers

The District focused efforts on recruiting new bilingual teachers to the District as well as encouraging current certified staff to obtain their bilingual endorsements.

i.   Outreach: University of Arizona Bilingual Cohort

In SY2017-18, 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 (**Appendix V – 31, Bilingual Cohort PPT**). The District placed four UA bilingual cohort teachers in TWDL classrooms for SY2018-19.

ii.   Teacher Recruitment

In March 2018 the LAD held a TWDL information mixer, inviting graduates from the UA College of Education, candidates enrolled in the District's Make the Move program, and current District staff with bilingual endorsements who expressed interest in a dual language teaching position.

The LAD and the Human Resources Department also held an informational meeting about the Make the Move program for District certified teachers who did not have bilingual endorsements (**Appendix V – 32, TUSD TWDL Make the Move Pamphlet**). As a result, the District recommended nine teachers for the Make the Move program.

The District also set aside funds from the LAD's Grow Our Own program allocation to reimburse the full cost of the Spanish Proficiency Exam for ten teachers, including Make the Move participants. Of the eight teachers who applied for the funds, four teachers took the exam and received reimbursements.

g.   Dual Language Parent Outreach and Supports

For SY2017-18, the LAD, in collaboration with the Communications and Media Relations Department, continued to provide program information and enrollment opportunities to students and parents throughout the District using the parent resource website (**Appendix V – 33, TUSD DL Parent Resource Website**).

In addition, the LAD provided information to administrators to present the TWDL program to parents at the Kinder Round-Up meetings held at nine of the dual language sites. The LAD also presented this information to parents at the District's School Choice fairs (**Appendix V – 34, TUSD TWDL Parent Presentation SY2017-18**).

To communicate with parents on a larger scale, the LAD sent TWDL program informational mailers in both English and Spanish to District pre-K, kindergarten, and 1st grade families in December 2017 and April 2018 (**Appendix V – 35, DL Mailer**).

h.   Dual Language Consultant

In SY2017-18, the District continued to work with consultant Rosa Molina to further implement her five recommendations.[34] The following actions were continued per the consultant's recommendations:

  i.   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 District submitted an application to the ADE and the Arizona State Board of Education for a TWDL alternate proposed program. The proposal was declined by the State Board of Education by a 9-0 vote.

  ii.   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 guidance from the Assessment and Program Evaluation Department, continued to utilize and refine the assessment matrix to further align assessments with the instruction and goals of the TWDL program (**Appendix V – 36, TUSD TWDL Framework**).

  iii.   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 K-2nd grade continued to receive "pay for performance" on their teacher evaluation based on students' growth on Evaluación del desarrollo de la lectura. The District delivered one reading benchmark in Spanish for students in TWDL.[35]

  iv.   Recommendation: The District should create two TWDL strands, beginning with kindergarten at the newly added TWDL program at Bloom, with eventual realignment at the District's other ten sites.

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[34] The TWDL Access Plan incorporated Ms. Molina's recommendations.
[35] For SY2018-19, the District will deliver two reading benchmarks in Spanish.

Action: As discussed earlier in this section, the District created two TWDL strands at Bloom.

> v.   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 K-1st grade.

Action: The LAD, with the guidance of the School Community Services Department, has developed an enrollment policy. *Id*. This policy is part of the District's TWDL framework, and it was implemented at all TWDL sites with the exception of two magnet sites, Davis and Roskruge.

i.   TWDL Framework

For SY2017-18, the LAD, along with the expert consultant, continued to refine the framework. *Id*.

C.   Exceptional Education Placement, Policies, and Practices

The Exceptional Education Department continued to monitor student placement in exceptional education services for disparities, based on student data and established standards (**Appendix V – 37, Ex Ed Referrals and Qualifications 2017-18** and **Appendix V – 38, V.G.1.u Students Receiving Ex Ed Services SY2017-18**).

D.   Dropout Prevention and Graduation

In its third full year of implementation, the Dropout Prevention and Graduation (DPG) Plan includes five sections: annual goals and progress monitoring (**Appendix V – 39, Annual Goals and Progress Monitoring**), student identification and monitoring, graduation support services, family engagement, and professional development.

1.   Student Identification and Monitoring

The BrightBytes Clarity system consists of two modules: an Early Warning Module (EWM) and an Intervention Module (IM). Using a predictive model based on attendance, academic, and discipline data, the EWM automatically flags students at risk for dropping out of school or not graduating. The IM allows teachers and other staff to enter the intervention supports given to those students. The Clarity system notifies teachers and other staff of at-risk students and allows teachers and

site administrators to assign and track the support services needed. IM enhancements completed in SY2017-18 align to the Multi-Tiered System of Supports (MTSS) process. The platform leverages data originating from the District's student information system (Synergy) and SchoolCity to provide insight to professional learning community (PLC) collaborative teams.

The District piloted the IM at ten schools in SY2017-18. Once a student was designated as at-risk, District staff assigned services or interventions to support the student, recording these interventions in the IM. The District plans to implement the IM at all schools during SY2018-19 to provide a common platform for staff across departments to communicate about students' progress. EWM and IM data will follow students from school to school. For more information on the two modules, *see* Section X.C.

2.   Graduation Support Systems

The District designed and institutionalized support systems and strategies to provide direct support to students, primarily through the MTSS model, and through the Dropout Prevention and Student Services departments.[36] As outlined in the DPG plan[37], systems and strategies for specific grade levels and sub-populations include:

- Districtwide Support Strategies: Tucson Unified provided district-level support through MTSS and individual support plans, standardized curriculum, social workers, and the Dropout Prevention and Student Services departments. The District also continued to implement the Steps to Success initiative (**Appendix V – 40, Districtwide Student Support Strategies**).
- High School Support Strategies: The District provided support at the high school level through the Freshman Academy, reorganization of freshman schedules, "double-block" Algebra 1 classes, dropout

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[36] Direct supports address indicators that are highly correlated to dropout rates: poor grades in core subjects; low attendance; in-grade retention; disengagement; and out-of-school suspensions. The District concentrated academic and behavioral support personnel to sites demonstrating the greatest need based on data. The District deployed MTSS facilitators to sites based on AzMERIT and discipline data.

[37] The DPG plan also includes positive alternatives to suspension as a strategy for reducing dropouts and keeping students in school. For details on this strategy, *see* Section VI.

prevention specialists, training on credit recovery, transition programs for 8th graders, Education and Career Action Plans, Structured Concept Recovery, and alternative schools and programs (**Appendix V – 41, High School Student Support Strategies**).

- Elementary and Middle Grade Support Strategies: The District provided support for elementary and middle school grade students through middle school teams, CORE PLUS, summer school, the 6th grade Bridge Program, a seven-period day, elementary-level master schedules, a focus on early literacy, and preschools (**Appendix V – 42, Middle and Elementary Grade Student Support Strategies**).

- English Language Learner Support Strategies: The District provided support for ELLs through transportation support, credit recovery placement priority, online credit recovery through AGAVE, sheltered content classes, summer school, intervention classes, Imagine Learning, ELD classes, and student and parent orientation (**Appendix V – 43, English Language Learner (ELL) Student Support Strategies**).

3. 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: (type 1) general outreach to families through ParentLink, monthly calendars, Facebook, and the District's website, and (type 2) targeted outreach to African American and Hispanic families as well as at-risk students through phone calls, flyers/monthly calendars, and Facebook. Section VII, below, 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 African American and Mexican American student services departments planned, organized, and implemented quarterly parent information events to increase family engagement opportunities. *See* Section V.F below for more information on these events. In addition to the quarterly events, school-based family engagement and services were available at the District's four Family Resource Centers. For more information on the centers, *see* Section VII. 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.

4.   Professional Development

In SY2017-18, the District implemented more comprehensive professional development for staff, including USP-aligned professional development. In addition, the District continued training on school climate and culture, MTSS, and related instructional and prevention strategies throughout the year. To support the DPG plan, the District provided training to all District and site administrators in Curriculum 4.0, culturally responsive practices, and data monitoring (benchmark growth points and behavioral interventions, including positive alternatives to suspension, which is described in the DPG plan and in Section VI below).

E.   Student Engagement through Curriculum

Student engagement in the academic process is determined by two factors: curriculum and pedagogy. In recognizing that student interest is linked to student academic performance, the District worked to increase awareness of the correlation between curriculum and pedagogy and continued to provide training on how to implement these strategies.

The District also continued to work to develop innovative methods of addressing the social, emotional, and intellectual needs of students. With the goal of increasing student achievement, the District incorporated student cultural assets into the learning environment, increased student engagement through a reflective curriculum, and continued to implement Culturally Responsive Pedagogy.

1.   Culturally Relevant Courses

In SY2017-18, the District continued to implement the CRC Plan (**Appendix V – 44, 2015 CRC Implementation Plan**) and offered culturally relevant courses (CRC) to elementary, middle, and high school students.[38] CRC teachers continued to develop and revise CRC curriculum and review and revise the curriculum maps.

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[38] These courses focus on the history and literature of the Mexican American and African American experience.

a.   Expanded Access to CRCs

The number of students served grew from just under 2,500 in SY2016-17 to more than 4,000 in SY2017-18. The increase in students in CRC was largely due to the expansion at the middle school grades in K-8 schools (**Appendix V – 45, Total CRC Enrollment – multi-year**). This growth is also a result of two factors: teacher and student recruitment. Teacher recruitment involved reaching out through informal processes, and student recruitment was an organized process of class visits, promotional events, and recruitment fairs. CRC also expanded its course offerings to the 4th grades at Blenman and Peter Howell elementary schools.

b.   CRC Teacher Training

The District continued to provide varying levels of support to CRC teachers. At the beginning of SY2017-18, the Culturally Relevant Pedagogy and Instruction (CRPI) Department provided new teachers with a two-day orientation on the basic elements of teaching CRC. This included exposure to the curricular documents, history of the department, theoretical underpinnings, and applicable strategies used in this setting.

CRPI continued to provide monthly Tier 1 professional development to all CRC teachers. In addition to this training, the department provided updates on all current and relevant CRC topics during Saturday professional development sessions. This format allowed CRC teachers to engage in PLC work with other CRC teachers throughout the District (**Appendix V – 46, Tier I and Tier II dates**). Additional opportunities for CRC training and professional development included a Summer Institute for Culturally Responsive Education, which is discussed in more detail in Section V.E.2.c below (**Appendix V – 47, 2018 SICRE Program**).

Additionally, the District provided a differentiated professional development for CRC teachers who expressed interest in more scholarly work. In CRPI Tier 2 professional development, CRC teachers conducted literature reviews of peer-reviewed, academic articles featuring research on culturally responsive education.

c.   CRC Master Teachers

CRC continued to use a teacher mentorship model, whereby experienced classroom teachers (CRC master teachers) who demonstrated a high level of expertise in culturally responsive practices and culturally relevant curriculum worked with first- and second-year CRC teachers.

These eleven master teachers met with their mentees at least once a week and provided guidance and feedback on their classroom practices. Third-year CRC teachers met with master teachers less frequently because of their increased level of training and expertise.

The District also continued to offer professional development to these master teachers through CRPI internal training, District professional development, and conference opportunities. Additionally, on a biweekly basis, master teachers engaged in PLC work, in which they focused on improving their own CRC practices (**Appendix V – 48, 2017-18 PLC Framework**). Finally, through the District's partnership with the University of Arizona, five master teachers received funding to pursue their doctoral studies. This extended learning directly impacts the CRPI department's capacity to effectively support CRC teachers.

2.   Culturally Responsive Pedagogy and Student Engagement Professional Development

In July 2017, the District refined its comprehensive, multi-year Culturally Responsive Professional Development Plan (CRPD) used to train administrators and certificated and classified staff (**Appendix V – 49, Culturally Responsive Professional Development Plan**). This plan is aimed at positively affecting culturally responsive practices throughout the District. Thus, the District uses a culturally responsive framework to address the elements contained within the Supportive and Inclusive Learning Environments (SAIL) approach. For more information on SAIL, *see* Section V.I below.

a.   Administrator Professional Development

In Phase I of the plan during SY2017-18,[39] the District implemented a four-part training for each school site. These trainings included all administrators, instructional support staff, and certificated faculty. The sessions focused on Asset vs. Deficit Thinking/Theory in Education, Bias Identification and Reduction, the Impact of Teacher Expectations on Students, and Microaggressions in the Learning Environment.

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[39] Phase 2 will be provided during SY2018-19.

Through an intergovernmental agreement with the UA, administrators also received training on the implementation of and self-assessment in culturally responsive practices at their sites. This training, provided by Dr. Francesca López, an expert on Culturally Responsive Pedagogy, implemented the Diversity Response Principal Tool to assist administrators in conducting an evaluation of their respective sites and policies and to assist in the development of an action plan to address areas of concern. As part of the comprehensive approach to culturally responsive practices, administrators also were trained by Dr. Kevin Henry, Jr., in the basics of Restorative Practices (also *see* Section VI.A.2).[40] This training, provided during an Instructional Leadership Academy, asked administrators to engage in a role-playing activity to implement the new skills Dr. Henry provided (**Appendix V – 50, Diversity Responsive Principal Tool**).

The CRPI department continued to work with the National Panel on Culturally Responsive Curriculum and Instruction to consult and guide the work on culturally responsive practices. Led by Dr. Christine Sleeter, this panel of experts is composed of prominent scholars in the field of culturally responsive education and provides guidance in the professional development plans for administrators and teachers (**Appendix V – 51, National Panel on Culturally Responsive Curriculum**).

b.   Staff Professional Development

CRPI staff provided continued support and training to District staff in culturally responsive practices throughout SY2017-18. Training took place in collaboration with CRPI and specific sites requesting it and was differentiated to support the site needs.

Administrator trainings and the CRPD served to inform the development of site-based professional development organized by the site principal. Teachers at all sites throughout the District received training in culturally responsive practices. This series of four training modules was provided at all sites during the Wednesday teacher in-services. Teachers engaged in a reflective process requiring self-analysis and a reevaluation of the educational practices they employ. The training asked

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[40] Dr. Kevin L. Henry is assistant professor of educational policy studies and practices at the University of Arizona.

teachers to consider their conscious and implicit biases and the impact these biases have on student achievement.

The District also provided a variety of extended opportunities for teachers to receive additional training in culturally responsive practices through events such as the Multicultural Symposium, Adelante! Conference, Impact Tucson, and other professional development offered in the summer.

c.   CRPI Conference Participation and Community Outreach

As part of the District's efforts to provide the highest quality professional development opportunities possible, CRPI held the 3rd Annual Summer Institute for Culturally Responsive Education (**Appendix V – 47, 2018 SICRE Program**). Nearly 200 District certificated staff members attended this three-day conference. Two nationally renowned scholars presented keynote lectures on each of the three days. The 2018 conference highlighted the work of Drs. Jeff Duncan-Andrade, Shawn Ginwrite, Manuel Luis Espinoza, Julia Aguirre, Thandeka Chapman, and Geneva Gay.

In addition to attending the presentations by premier-caliber scholars, participants also had the opportunity to attend one workshop in each of the six workshop sessions. The 24 different workshops offered a wide variety of content spanning the K-12 spectrum.

The UA hosted this conference and included many of the District's partners on the faculty at both the UA and PCC. In addition to the inclusion of partner educational institutions, the CRPI department invited various community members to attend or present at the conference.

A number of District staff also attended and presented at the American Educational Research Association Annual Conference in New York City. This experience afforded those staff members the opportunity to learn about cutting-edge research in the field of culturally responsive education and allowed them to share the work that is being done in the District.

3.   Multicultural 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. During SY2017-18, the Multicultural Curriculum Department (MCD) developed and implemented the last two stages of its Multicultural Curriculum Development, including structural reform

and multicultural social action and awareness (**Appendix V – 52, Transformative Multicultural Science Education**).

This structural reform included changes in content and process. Weaving new materials, perspectives, and voices seamlessly with current frameworks of knowledge and including the practice of culturally congruent instructional strategies provided new levels of understanding from a more complete and accurate curriculum.

a.   Review of Curriculum

During SY2017-18, the MCD reviewed the District's K-12 science curriculum. After conducting the reviews, the MCD developed recommendations to reconstruct districtwide science curriculum content to help bridge the gaps that exist between students' cultural backgrounds and the academic content (**Appendix V – 53, MC Inclusive Science Teaching Recommendations**). The recommendations emphasized real-world applications of science through an inquiry-centered approach anchored in complex questions about students' local community and the contemporary world.

The MCD continued to review and modify K-12 English language arts, math, and social studies curricula to ensure complete infusion and alignment of multicultural curriculum resources and strategies across all courses and at all grade levels. In addition, the MCD worked collaboratively with ELA and social studies teachers to develop project-based lesson plan frameworks.

b.   Curriculum Resources and Resource Integration

MCD staff continued to research and develop 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 includes standards-based exemplar multicultural lesson plans, contemporary multicultural literature, and videos. Examples of kits that are ready and in use in classrooms across the District include the Native American Culture Kit and the World War II Culture Kit (**Appendix V – 54, Native American Teacher's Culture Kit Guide** and **Appendix V – 55, WWII Culture Kit Teacher Guide**).

c.   Professional Development

i.   Science Facilitator Trainings

In November and December 2017, the MCD provided a series of five trainings to science facilitators at the Lee Instructional Resource Center to initiate work on incorporating the MCD's science recommendations. Teachers integrated multicultural curriculum content, resources, and strategies into the curriculum and science kits. The MCD also instructed teachers on the inquiry cycle as a framework for the development of real-world thematic science units (**Appendix V – 56, Agenda Science Facilitators Nov 2017**).

ii.   Multicultural Literature and Inquiry in the Elementary and Secondary Classroom Professional Development (Book Studies)

The MCD conducted districtwide and job-embedded training for approximately 100 K-12 teachers on how to critically address the many issues involved in creating and using the District's multicultural curriculum and resources across content areas and grade levels (**Appendix V – 57, Secondary Book Study Flyer**). The MCD held meetings in the evenings twice a week at the Lee Instructional Resource Center. Teachers explored various approaches to reading culture in literature, including contemporary critical theories, issues of multiculturalism, and globalism. Teachers also received coaching on how to develop instructional frameworks for guiding students to critically analyze texts for messages related to power, privilege, and inequity. These analytical skills are essential for inspiring the desire to become informed and compassionate citizens, as well as agents of social change.

iii.   Intercultural Proficiency Training: Borders and Bridges

From February through May 2018, the MCD, in collaboration with the UA Department of Teaching, Learning and Social Cultural Studies, conducted several Intercultural Competency Trainings for approximately 100 District staff and teachers (**Appendix V – 58, Bridges and Borders Sample Workshop PPT** and **Appendix V – 59, Bridges and Borders Flyer 201718**). These trainings familiarized teachers with how to leverage the myriad of student cultures in the District as a scaffold for teaching and learning, as well as how to integrate a variety of instructional strategies congruent to teaching in an increasingly complex cultural climate.

F.   Targeted Academic Interventions and Supports

Throughout SY2017-18, the District continued its commitment to providing targeted academic interventions and supports for African American and Hispanic students through collaboration with colleges and universities, parental and community engagement activities, and specific interventions for targeted at-risk students. The African American Student Services Department and the Mexican American Student Services Department, which coordinate student support services for their respective target populations, implemented several strategies in SY2017-18 to improve the academic outcomes for students and support post-secondary opportunities.

1.   Targeted Academic Interventions and Supports for African American Students

a.   Collaboration with Local Colleges and Universities

In SY2017-18, the AASSD continued collaboration with the University of Arizona, Pima Community College, multiple historically black colleges and universities (HBCUs), and their graduates, and continued to extend its efforts into the broader Tucson community.

i.   College and University Partnerships

The AASSD partnered with more than fifteen college/university programs and local organizations to connect K-12 students and their families to college and career readiness information, resources, and people (**Appendix V – 60, V.G.1.p (1) College Mentoring (AASSD)**).

> a) <u>University of Arizona</u>: The AASSD continued partnering with the UA Academic Outreach, Undergraduate Office, and African American Student Affairs units to support college and career experiences for students through such events as the annual African American College Day (**Appendix V – 61, AACD1718**). With UA African American Student Affairs, the District piloted UA Summer Lit, a three-day overnight leaders-in-training experience for African American students entering their senior year of high school (**Appendix V – 62, UASummerLIT18**), and three half-day tours to the UA campus.

b) Pima Community College: The AASSD continued partnering with PCC and the PCC West Campus to host the annual Parent University for parents and K-12 students (**Appendix V – 63, ParentU1718**). The department also continued collaborating with the District's guidance and counseling office to facilitate college visits, Parent University, and financial aid workshops.

c) College Scholarships: In SY2017- 18, the AASSD honored fourteen students with more than $22,000 in scholarships.

ii.   Mentor Support for College Attendance

More than 50 undergraduate students, graduate students, and community members served as mentors to approximately 1,000 students to provide learning support, mentoring, and/or college and career guidance (**Appendix V – 60, V.G.1.p (1) College Mentoring (AASSD)**). For example, in SY2017-18, the AASSD partnered with the Alpha Phi Alpha fraternity, Delta Sigma Theta sorority, UA Reach Back Mentorship Program, and the Jack and Jill Father's Auxiliary to connect both District and non-District graduates to Tucson Unified students as mentors (**Appendix V – 64, UA Reach Back Program**). The purpose of the mentoring partnerships was to support academic, cultural, and social experiences for students; serve as a conduit for connecting students, families, and schools with community resources; increase the number of positive role models students are able to connect with; and learn about careers, leadership skills, and college prep.

iii.   Community Partners for College and Career Readiness Support

The AASSD also partnered with several community-based organizations to increase student exposure to college and career opportunities. In SY2017-18, AASSD staff continued partnerships with Thrive Generations for the CHOICES program, the Link, Inc., for college and STEM planning, The State of Black Arizona for the STEM Tucson Student Summit, and TEEM for the 10th annual African American Youth Heritage Day (**Appendix V – 65, STEMSummit2017, Appendix V – 66, Choices1718,** and **Appendix V – 67, AAHeritageDay1718**). Other partnerships were with the Guy Talk, Goodwill Industries, and Too Cool Tuesdays Tutoring sessions at Tucson High.

iv.   HBCU College Tours

In SY2017-18, the AASSD again coordinated the Tucson Black College and Cultural Tour for high school students. Nineteen students toured fifteen HBCUs and Georgia State University, a minority-serving institution (**Appendix V – 68, AACollegeTour1718**). The tour occurred during the District's spring break and was open to all Tucson Unified high school students.

b.   Quarterly Parent Information Events

In SY2017-18, the AASSD hosted, staffed, organized, and/or partnered to organize nine large parent informational events, eight smaller events, and site-based events (**Appendix V – 69, QuarterlyChart201718**). The quarterly parent information and recognition events served several purposes: to inform parents about strategies to support their children in school (e.g., the District's new student information system (Synergy), AASSD support, magnet programs) (**Appendix V – 70, AAPC1718** and **Appendix V – 71, SOBE17**); to offer workshops about college and career readiness (e.g., Parent University, African American Parent Conference); to connect families to District departments (Family and Community Outreach); to connect families to college outreach programs (UA, PCC); and to connect families to community organizations such as Cenpatico, Community Food Bank of Southern Arizona, Goodwill, Literacy Connects, and United Way for additional services.

Examples of District departments, colleges, and community organizations that provided information during quarterly parent information events included the AASSD, ALE, and Magnet Programs departments; the UA and PCC; The State of Black Arizona; Grand Canyon University; Pima County JTED; and Tucson Parks and Recreation Department (**Appendix V – 69, QuarterlyChart201718** and **Appendix V – 63, ParentU1718**).

i.   Site-based Quarterly Parent Events

AASSD specialists also participated in school site-based quarterly parent events such as open houses that presented an opportunity to increase African American parent engagement.

ii.   African American Community Forums and Advisory Boards

To further communicate and connect with students, parents, and the community, the AASSD director served on several community advisory boards and committees, including the Community Foundation of Southern Arizona - African

American Initiative, the UA African American Advisory Council to the President, and the Interdenominational Ministerial Alliance of Tucson. 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 to address the needs of students.

      iii.   Parent Survey

The AASSD asked parents to provide feedback to help the department assess the effectiveness of quarterly information events and plan for future information sessions and supports. For example, during the first quarter at the African American Parent Conference, 58 parents provided feedback through a survey on the keynote presentation, breakout sessions, the benefit of workshops, and how parents learned about the conference (**Appendix V – 72, SurveyResultsFall2017**). The feedback will be used to plan for the SY2018-19 conference.

c.   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 SY2017-18, the AASSD and the District continued to use the MTSS model and a multi-pronged approach to identifying and providing support for at-risk students; used behavior and student success specialists to support schools and students across the District; provided mentoring and tutoring supports; used the online Student Equity and Intervention Request for Service form; offered enrichment and summer experiences; and provided professional development.

      i.   Multi-Tiered System of Supports

In SY2017-18, the District 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 SY2017-18, the District retained 35 MTSS facilitators to support academic and behavior intervention teams at schools with the greatest need. The District also piloted and hired ten restorative and positive practices facilitators at targeted, high-need schools.

In schools without a designated MTSS coordinator, the principal or principal designee served as the MTSS coordinator. The District required all MTSS school

teams to meet a minimum of two times per month, and AASSD specialists served on the MTSS team at assigned school sites.

        ii.   Student Support

In addition to supporting all students in the MTSS process, the AASSD continued to identify students at-risk in one or more key areas (Attendance, Behavior, Credit Acquisition/Recovery, Grades, College and Career Ready). AASSD staff provided direct and ancillary Tier 2 and Tier 3 academic, behavior, and social support to students at seventeen schools (**Appendix V – 73, AASSDassignments1718**). The AASSD assigned student success specialists to designated schools based on overall school population, the percentage of African American students enrolled, student discipline, and District assessment data.

The AASSD selected schools with at least a 10 percent achievement gap in ELA or ELA and math. Each specialist provided support based on the principal/leadership team recommendations.

        iii.   Behavior Support

To provide Tier 2 and Tier 3 behavior intervention support, the AASSD deployed two behavior specialists to support schools and students across the District. Student success specialists assigned to a site collaborated with the behavior specialists to meet student needs and follow up with parents and school staff. The behavior specialists participated on MTSS teams and in discipline hearings and provided guidance in the development of Individual Education Plans, 504 plans, and behavior plans. The student success specialists and behavior specialists also served on approximately 75 percent of long-term hearings impacting African American students to ensure equitable discipline and consequences for these students.

        iv.   Quarterly Discipline Review

In SY2017-18, the AASSD continued to monitor and respond to quarterly discipline data presented to the District Discipline Committee. The AASSD director attended monthly District Discipline Committee meetings to share data with the AASSD specialists. Student success specialists utilized this data to strategize with site teams on how best to support the elimination of discipline disparities. The AASSD specialists also participated in trauma-informed training, Kids at Hope training, and other related trainings to provide Restorative Practices strategies to

assist sites. Behavior specialists participated in additional trauma- and behavior-related trainings to address behavior/discipline in schools.

> v.   Mentoring and Tutoring Support

In SY2017-18, the AASSD and its community partners provided more than fifteen opportunities for African American students to engage in mentoring and tutoring beyond what schools traditionally offer. The AASSD partnered with African American staff from the District, UA African American Student Affairs, and UA Reach Back Mentorship Program with UA pre-medical students for mentoring (**Appendix V – 60, V.G.1.p (1) College Mentoring (AASSD)** and **Appendix V – 64, UA Reach Back Program**). The AASSD also continued offering free math tutoring for middle and high school students, including Too Cool Tutoring Tuesdays at Tucson High as well as UA MathCats in partnership with the University of Arizona (**Appendix V – 60, V.G.1.p (1) College Mentoring (AASSD)**).

To further promote tutoring, specialists connected students and families to available site-based and community-based tutoring programs (i.e., 21st Century, Pima County Library).

> vi.   Documentation of Services

Student success specialists documented their daily efforts in the Grant Tracker software, and the AASSD director and Assessment and Program Evaluation Department monitored data on an ongoing basis. The development and interface of the Microsoft Power BI data sites with the Grant Tracker software improved the capacity of the AASSD director to track student interventions for consistency. For more information on Power BI, *see* Section X.C.

> vii.   Student Equity and Intervention Request for Service Form

In addition to the various supports provided by the AASSD 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 AASSD specialist (**Appendix V – 74, RequestForm1718**). Principals, MTSS coordinators, or MTSS teams used this online form to request assistance with observations for students or for developing a behavioral or academic plan. In SY2017-18, AASSD responded to 28 requests for services through the online request form.

viii.   Enrichment and Summer Experiences

In SY2017-18, the AASSD 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 (**Appendix V – 67, AAHeritageDay1718, Appendix V – 65, STEMSummit2017,** and **Appendix V – 62, UASummerLIT18**).

The District also offered a summer school and summer Boost program. The AASSD director collaborated with other department directors to support the District's summer school programs. AASSD staff made follow-up calls to 8th grade students and families who needed to attend summer school for ELA and/or math. In addition, the AASSD and Secondary Leadership provided 25 scholarships to students needing to make up or recover coursework to stay on track for graduation.

The AASSD also hosted three summer enrichment experiences for students. In SY2016-17, the department piloted the high school program, Summer Lit, and continued to offer it in June 2018 at Tucson High because the program was such a success (**Appendix V – 75, SummerLIT2018**). To further support college and career readiness, the AASSD teamed with the UA African American Student Affairs office to host its first on-campus learning experience – UA Summer Lit. Twenty students participated in the first program (**Appendix V – 62, UASummerLIT18**). In addition, the AASSD continued to offer the STEM (science, technology, engineering, and math) enrichment program at Booth-Fickett K-8 targeting middle school students (**Appendix V – 76, AASSDStemEnrich18**).

ix.   Professional Development

The AASSD director coordinated and facilitated trainings for AASSD staff in SY2017-18 to enhance the level of support the department offered to students and families. Materials and discussion centered on student learning. Trainings included student trauma, culturally responsive practices, Grant Tracker, family and community outreach, mental health first aid, and Kids at Hope.

x.   AASSD Reorganization

In SY2018-19, the AASSD will continue to work to optimize its department structure and focus on providing greater support through capacity building. The District also consulted with members of the community for input and feedback regarding organization.

2.   Targeted Academic Interventions and Supports for Hispanic Students

a.   Collaboration with Local College and Universities

During SY2017-18, the District continued its commitment to collaborating with local colleges and universities to provide learning support and guidance to Hispanic students through mentoring, teaching assistance, and other approaches. The MASSD continued implementing several strategies to collaborate with local higher-education partners and with the broader community.

i.   College and University Partnerships

During SY2017-18, the MASSD continued and expanded collaboration with in-state universities and Pima Community College to support enrichment opportunities, mentoring, and college and career readiness for the District's Hispanic students (**Appendix V – 77, V.G.1.p (2) College Mentoring (MASSD)**).

    a) <u>University of Arizona</u>: The MASSD partnered with the UA's Mexican American Studies Department, Office of Early Academic Outreach; the Frances McClelland Institute for Children, Youth, and Families; UA WordCats/MathCats; and Project SOAR for numerous collaborative events, conferences, and student and parent support services. Other departments that also collaborated with the MASSD included the Immigrant Student Resource Center, Confluence Center, Women and Gender Resource Center, Gamma Alpha Omega Sorority, College of Education, Athletics Department, and the Honors College (**Appendix V – 78, Adelante Conference Program SY2017-18, Appendix V – 79, College Academy for Parents Attendance SY2017-18,** and **Appendix V – 80, UA CRiA Youth Symposium Program SY2017-18**).

    b) <u>Pima Community College</u>: The MASSD continued and increased its collaboration with PCC, including with its Ethnic, Gender & Transborder Studies Department, Upward Bound and Talent Search programs, and TECHNOLOchicas program for middle school girls.

c) <u>Arizona State University (ASU) and Northern Arizona University (NAU)</u>: The department initiated college tours for high school juniors districtwide. Thirty-nine students attended the NAU tour and 22 students attended the ASU tour.

ii.   Community Collaboration

During SY2017-18, MASSD sustained and further enhanced a number of community partnerships to better serve the needs of the District's Hispanic students and families. The Mexican American Community Advisory Council continued its mission in SY2017-18 to provide feedback on District services, resources, and programs. The Linking Southwest Heritage Through Archaeology program selected thirteen District students to participate, and two MASSD staff members were selected for training at the Archeology Field School. A delegation of five high school students presented workshops at the Women's Leadership Conference, and MASSD staff continued serving on the Southern Arizona's League of United Latin American Citizens (LULAC) Youth Leadership Conference Planning Committee. Through Mexican American Heritage Month, the MASSD hosted workshops presented by community members at Catalina High School and again organized the César E. Chávez Youth Leadership Conference, with community members and District staff presenting workshops districtwide.

New initiatives for the MASSD included hosting the Tucson Citizenship Campaign's Citizenship Day at Catalina High School and developing a partnership with the Center for Biological Diversity to provide presentations in CRC classrooms. The Pima County Community Prevention Coalition became a partner through the MASSD to facilitate trainings for student success specialists.

Other vital partners included the Nonviolence Legacy Project, Pima County Health Department, Tucson Hispanic Chamber of Commerce, Living Streets Alliance, Girls Scouts of Southern Arizona, National Park Service, Child and Family Resources, Inc., Amistades, Inc., Borderlands Theater, Scholarships A-Z, Metropolitan Education Commission, Mi Familia Vota, UnidosUS, and Emerge! Center Against Domestic Abuse.

iii.   District Collaboration

During SY2017-18, the MASSD developed the MASSD Reorganization Plan to further deliberate efforts to increase the level of support and collaboration with

District resources using measureable outcomes. The plan reallocates resources to promote an asset-based approach to services (**Appendix V – 81, MASSD Reorganization Plan SY2018-19**). For more information on the reorganization, *see* Section V.F.2.c.xi below.

Additionally, the MASSD moved to the Catalina Family Resource Center in September 2017, expanding opportunities for parents and students by offering additional workshops in college preparation and additional student mentoring opportunities. The MASSD offered College Academy Parents, FAFSA Night, and Saturday Math Tutoring at the resource center.

A major accomplishment for the MASSD was securing the AZ LiFT TECHNOLOchicas grant for enrichment and encouragement in STEM-related fields for 125 middle school girls at Safford, Pueblo Gardens, Gridley, Mansfeld, and Pistor. LULAC and Televisa, with support from the Intel Foundation, awarded $75,000 in cash and supplies.

 The MASSD also continued support and collaboration with many District departments, and the MASSD director served on several District committees. Additionally, 27 school sites were assigned student success specialists for weekly support.

b.   Quarterly Information Events

In SY2017-18, the MASSD collaborated in hosting information events to strengthen and increase parent and community engagement. The MASSD director, program coordinator, and student success specialists planned, implemented, and partnered in site-based and districtwide parent quarterly activities to connect families to District and community resources.

i.   Site-Based Quarterly Parent Information Sessions

In SY2017-18, the MASSD supported parent engagement efforts at assigned school sites. MASSD student success specialists collaborated with site staff to host 55 events for more than 3,800 parents at 27 schools throughout the school year. Specialists provided information on MASSD services, District resources, community organizations, and colleges (**Appendix V – 82, MASSD Site-Based Parent Quarterly Events SY2017-18**).

ii.   Districtwide Quarterly Parent Information Sessions

In SY2017-18, the MASSD conducted four quarterly parent information events to inform parents about resources to support their children in school: Adelante! Parent & Youth Leadership Conference, Parent University, Barrio Stories, and the Mexican American/Latino Student Recognition Program. The MASSD distributed information on a variety of topics and services, including ParentVUE, MASSD programs, college and career readiness, GATE programs, various District departments (Magnet Programs, Family and Community Outreach, and Advanced Learning Experiences), and community organizations. Additionally, the MASSD offered FAFSA and College Academy for Parents workshops at the Catalina and Wakefield family resource centers in English and Spanish (**Appendix V – 83, MASSD Districtwide Parent Quarterly Events SY2017-18**).

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 MASSD director and program coordinator contacted community organizations to send representatives to each of the resource fairs to promote self-advocacy for families (**Appendix V – 84, MASSD Quarterly Event Materials SY2017-18**).

c.   Student Interventions and Supports

In SY2017-18, the District continued several strategies to provide targeted support to Hispanic students through the MASSD. The strategies included assigning student success specialists to high-need sites; continuing the MTSS process; mentoring students with college and community supports; providing tutoring; recruiting for and supporting summer enrichment programs; and using an online request system to facilitate requests for interventions. The District also provided appropriate interventions in the areas of academics, advocacy, attendance, behavior, and credit recovery.

i.   Student Success Specialists

During SY2017-18, the MASSD director assigned seven student success specialists to 27 designated schools based on site demographics, discipline data, and District assessment data. Student success specialists provided services to each assigned site on a weekly basis. The Assessment and Program Evaluation Department identified fifteen of the 27 sites designated for on-campus support as

the District's lowest performing schools. The expansion of college and career readiness support continued in SY2017-18, with the student success specialists assigned to all ten comprehensive high schools (**Appendix V – 85, MASSD Student Success Specialists Assignments SY2017-18**).

ii.   Documentation of Services

Student success specialists documented their daily efforts in the Grant Tracker software previously used. The MASSD director and Assessment and Program Evaluation monitored data on an ongoing basis. The development and interface of the Microsoft Power BI data sites with the Grant Tracker software improved the capacity of the MASSD director to track student interventions for consistency. For more information on Power BI, *see* Section X.C. Through collaboration with Assessment and Program Evaluation, Native American Student Services, AASSD, and Asian Pacific American Student Services and Refugee Services, the department collected qualitative data for review to provide a more comprehensive view of effectiveness of the student services departments.

iii.   Targeted Mentoring Support

During SY2017-18, the MASSD continued mentoring supports districtwide, with student success specialists mentoring students both individually and in group settings. Additionally, the MASSD collaborated with various organizations, including Child and Family Resources and the UA Project SOAR to support mentoring efforts. For more information on volunteer mentors, *see* Section V.F.2.a above.

iv.   Targeted Tutoring Support

Site tutoring resumed in SY2017-18 as an extension of mentoring to build academic identity in students. The MASSD sustained after-school tutoring and homework help opportunities at assigned sites. The department's student success specialists continued to partner with 21st Century tutoring programs or provided independent tutoring opportunities before or after school.

The MASSD also expanded Saturday math tutoring in SY2017-18 with the inclusion of Catalina High School as an option for parents, in addition to Palo Verde and Pueblo high schools. Certified teachers held sixteen math tutoring sessions on Saturdays from 10 a.m. to 1 p.m. at each of the three sites. During these three-hour sessions, students enrolled in 3rd-5th grades and middle school received

mathematics support from seven certified academic tutors and a college volunteer from the UA Project SOAR program.

> v.   Targeted Behavior Supports

The MASSD behavior specialist provided Tier 2 and Tier 3 behavior intervention support for K-12 Hispanic students districtwide from referrals through the Student Equity and Intervention Request for Service online form accessible via the District's intranet portal. Site MASSD student success 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.

Additionally, the department provided guidance in the development of Individual Education Plans, 504 plans, and behavior plans. In June 2018, the behavior specialist developed and facilitated summer professional development for teachers and administrators on culturally responsive trauma-informed practices to provide site staff with strategies to prevent negative behavior in the classroom.

> vi.   Quarterly Discipline Review

In SY2017-18, the MASSD continued to monitor and respond to quarterly discipline data presented to the District Discipline Committee. Student success specialists utilized this data to strategize with site teams on how best to support the elimination of discipline disparities. The District trained MASSD staff in de-escalation and Restorative Practices strategies to assist sites. MASSD staff continued to advocate for students and parents in English and Spanish in long-term hearings when notified by a parent or site administration, or after review of the Tuesday and Friday Suspension Logs provided by the student equity compliance liaison.

> vii.   Summer School and Summer Enrichment Programs

The MASSD continued to collaborate with other departments to support District summer school programs. MASSD staff secured 47 summer school scholarships for students in need of credit recovery through the high school Summer Experience program, an opportunity coordinated by Secondary Leadership. Student success specialists and high school staff continued this collaboration in SY2017-18. Additionally, the MASSD student success specialists continued promotion and recruitment efforts for summer enrichment via AP Boot Camp and

hosting Camp Invention at Pueblo Gardens K-8 for the second consecutive summer. The AZ LiFT TECHNOLOchicas grant, mentioned earlier in this section, provided a new summer enrichment opportunity consisting of a two-week coding experience for middle school girls targeting Hispanic students (**Appendix V – 86, MASSD Technolochicas Summer Enrichment SY2017-18**).

<blockquote>viii.   Multi-Tiered System of Supports</blockquote>

In SY2017-18, MASSD student success specialists continued to collaborate with site MTSS teams to identify students for intervention efforts by reviewing student attendance, behavior, and academic data. MASSD specialists continued to provide student support through math and English language arts interventions. MASSD specialists also continued to attend at least one MTSS team meeting each week, assisted with data gathering, and monitored students they supported at assigned sites. Student success specialists monitored referred student progress, collaborated with the MTSS facilitator and/or principal to support student needs, and connected sites with the MASSD behavior specialist when appropriate.

<blockquote>ix.   Student Equity Request for Services Form</blockquote>

Using the online Student Equity and Intervention Request for Service form noted earlier in this section, the District maintained the protocol for initiating MASSD supports for schools without an assigned specialist and for requests for the department behavior specialist. The MASSD received and responded to 24 requests for services during SY2017-18.

<blockquote>x.   Professional Development</blockquote>

The MASSD director coordinated and facilitated trainings for MASSD staff in SY2017-18 that enhanced the level of support the department offered to students and families. Materials and discussion centered on student learning. Trainings covered a range of topics, including prevention workshops for parents, FAFSA, historical trauma, understanding the impact of trauma, Deferred Action for Childhood Arrivals (DACA) supports, College Academy for Parents workshops, de-escalating behavior, Grant Tracker documentation, mental health first aid, culturally responsive practices, family and community outreach, and mandatory reporting.

<blockquote>xi.   MASSD Reorganization</blockquote>

During SY2017-18, MASS drafted a proposal that examined the department's service model for Hispanic students as part of the District's process of reorganizing

the department. The District collaborated with members of the community to develop the Mexican American Student Services Department Reorganization Plan with review from an expert panel.

The reorganization plan provides for an integrated comprehensive approach for services utilizing an asset-based model to build systemic, institutional equity for improving academic student achievement and educational outcomes. Approved by District leadership, the plan further commits District resources to serve the varied needs of Hispanic students and parents districtwide for increased academic success (**Appendix V – 81, MASSD Reorganization Plan SY2018-19**). Implementation of the plan commenced in spring 2018 and will continue throughout SY2018-19.

G.   African American Academic Achievement Task Force

In SY2017-18, the District continued to address the sixteen recommendations from the African American Academic Achievement Task Force (AAAATF) and related recommendations received over the past few years.[41] As part of its ongoing evaluation and adjustment of strategies designed to improve African American academic achievement, the District began a collaboration with Trayben and Associates and Dr. Gwen Benson from Georgia State University. The goal of this collaboration was to review and analyze the effectiveness of District practices and to offer recommendations on various areas affecting African American students, including academic achievement and the reorganization of the African American Student Services Department (**Appendix V – 87, ScopeOfWorkConsultants1718**).

1.   Establish Review Committee and Monitor Implementation of AAAATF Recommendations

In SY2017-18, the District's internal review committee continued to monitor the District's efforts with respect to the original and subsequent recommendations. The function of the committee was to review the progress made in SY2017-18 and make recommendations for SY2018-19. The review committee met in August and

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[41] In SY2013-14, the African American Academic Achievement Task Force made sixteen recommendations for supporting the academic growth of African American students. Two years later, in SY2015-16, the District commissioned other reports containing related recommendations, which the District reviewed, analyzed, and incorporated into its strategies including the June 2016 Payton (Dr. Joseph Payton) and Fredericks (Dr. Dale Fredericks) reports.

November 2017 and March 2018, focusing on K3 literacy, middle school math, professional development, career and technical education middle school pilot, and family engagement.

For clearer implementation and alignment, the District organized the original recommendations into four categories: strengthening personnel practices (improving site-based strategies and teacher effectiveness), hiring and retention practices (enhancing staff diversity and capacity), monitoring student data (improving data-based decision making), and providing enrichment and growth opportunities for students.

a.   Strengthening Personnel Practices

Recommendation 1: Identify and Replicate Successful National School-Based Factors

Recommendation 2: Identify and Replicate Successful Teacher Practices

Recommendation 3: Enhance Teacher Evaluation

Recommendation 4: Monitor and Implement EEI and Culturally Responsive Pedagogy (i.e., "Culturally Responsive Teaching Practices")

Recommendation 5: Develop Focused Professional Development

Recommendation 8: Set and Communicate High Expectations

During SY2017-18, the District continued to implement several successful instructional practices, including the Essential Elements of Instruction (EEI), PLCs, Culturally Responsive Pedagogy, and Culturally Responsive Teaching Practices. In addition, the District continued to utilize the MTSS model to support positive student academic outcomes and used Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices to address student behavior.

i.   Essential Elements of Instruction

The District continued to use EEI as its fundamental instructional approach to Tier 1 instruction. As part of the New Teacher Induction Program, the District provided several days of EEI training to all new teachers and all teachers new to the District, in addition to offering sessions throughout the school year.

ii.   Professional Learning Communities

The District continued partnering with Solution Tree in SY2017-18 to provide professional learning opportunities on PLCs, particularly for magnet site principals. All administrators received PLC training during SY2017-18 (**Appendix V – 88, Taking Action PPT PLC** and **Appendix V – 89, JunePLC1718**).

a) Culturally Responsive Pedagogy: As noted earlier in Section V.E, the District expanded the number of culturally relevant courses it offered in SY2017-18. CRC teachers received specific training on Culturally Responsive Pedagogy and ongoing support from a CRC master teacher, including classroom observations, ongoing feedback, and extended learning opportunities. The additional training included strategies to engage African American students and their families.

b) Multi-Tiered System of Supports: All schools use MTSS and develop support plans for high-risk students. These MTSS teams met at least bimonthly in SY2017-18, 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 (**Appendix V – 90, AASSD MTSS1718**).

iii.   Positive Behavioral Interventions and Supports

In SY2017-18, the District continued to implement Restorative Practices and PBIS to address behavior and disciplinary issues and improve school culture and climate. At the district level, the restorative and positive practices coordinator worked with sites to implement PBIS and Restorative Practices and monitor school discipline. At the site level, the District designated site principals as the restorative and positive practices site coordinator.

a) Teacher Evaluation and Support Programs: In SY2017-18, the District continued to evaluate administrators and teachers on their ability to implement culturally responsive strategies in their schools and classrooms using the Danielson Framework for Teaching, which includes a

required focus on culturally responsive strategies and learning.

The District also continued implementing a Teacher Support Plan designed to assist underperforming and struggling teachers (*see* Section IV.A.10).

b) <u>Professional Development and District Expectations</u>: The District provided clear expectations to administrators to address and support increased student achievement and decreased student discipline incidences. Culture and climate was a continued focal point for the principals during administrator professional development opportunities throughout SY2017-18 (**Appendix V – 91, 2DayAdminConf 1718, Appendix V – 92, RestorativeTraining, Appendix V – 93, ILAPD MTSS PBIS Restore1718,** and **Appendix V – 88, Taking Action PPT PLC**). Topics covered included *Guidelines for Students Rights and Responsibilities* (GSRR), Restorative Practices, PBIS, PLCs, and Culturally Responsive Teaching Practices.

In addition to the teacher practices identified above, the District targeted specific schools to positively affect K3 literacy, middle school math, and overall school culture and climate.

c) <u>K3 Literacy Project</u>: To impact K3 literacy, the District piloted Empower Literacy at schools with large African American student populations and an African American academic achievement gap of more than 10 percent. All K-3 teachers at Blenman, Cragin, Booth-Fickett, Dietz, Erickson, Myers/Ganoung, and Roberts-Naylor received direct job-embedded professional development to improve small group instruction, literacy centers, and use of instructional aid packages and English language arts kits for classroom teachers. The District will conduct an assessment of the effectiveness of this initiative by student race/ethnicity in fall 2018.

d) <u>Middle School Math Project</u>: The District implemented Empower Math at targeted middle schools, including Doolen, Utterback, and Secrist middle schools and Dietz, Booth-Fickett, and Roberts-Naylor K-8. Empower Math provided all math teachers at these schools with in-class, job-embedded professional development in math strategies, instructional aids, and math manipulative strategies. The District will conduct an assessment of the effectiveness of this initiative by student race/ethnicity in fall 2018.

e) <u>Culture and Climate Project</u>: Dr. Macheo Payne[42] led a review of professional development at five schools. Three feeder schools included Wright Elementary, Doolen Middle School, and Catalina High School, in addition to Booth-Fickett and Palo Verde High School. Dr. Payne recommended, among other things, culturally responsive trauma-informed training. The District is moving forward with strengthening its professional development in this area.

b.   Hiring and Retention Practices

Recommendation 6: Consider Cultural Competency in Hiring and Retention

Recommendation 7: Enhance the District-wide Leadership Development Program

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 continued to use two questions to assess candidates' competency for minimum and preferred qualifications:

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[42] Dr. Macheo Payne: Ed.D., MSW, Assistant Professor of Social Work at California State University, East Bay, Senior Director of Equity & Educational Initiatives at Lincoln Families.

- Do you have demonstrated success engaging African American and Hispanic 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 SY2017-18 (*see* Section IV.A.2). The District advertised job postings in a variety of publications and websites that target African American educators, and District staff attended several HBCU college fairs.

a) 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 continued to provide a New Teacher Induction Program (NTIP) designed on the foundational model developed by the New 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. Fourteen African American teachers participated in the NTIP in SY2017-18 compared to nine in SY 2016-17.

b) First-Year Teacher Plan: In addition to the NTIP, the District provided support for teachers who were in their first year of teaching through the First-Year Teacher Plan (FYTP). Teacher mentors worked with teachers in the FYTP at all school levels.

c) <u>Leadership Development Programs</u>: In SY2017-18, the
District continued the development of administrative
leaders through the Leadership Prep Academy (LPA), the
Leadership Development Academy, and the Master Cohort
in Educational Leadership through the UA 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.

c. Monitoring Student Data

Recommendation 9:   Monitor ALE Placement Actions

Recommendation 10: Monitor Recommendations for Placement to CTE

Recommendation 11: Monitor Recommendations for Placement to Remedial
and/or Exceptional Education Programs

Recommendation 12: Evaluate Support Programs

Recommendation 14: Monitor Disciplinary Actions

The District continued to monitor data and provide recommendations in the
following areas: ALE placement, exceptional education programs, student support
programs, and disciplinary actions (*see* Sections V.A, V.C, V.F, and VI.D).

The District continued to provide a myriad of ALEs for all students, including
GATE services, pre-AP courses (Advanced and Honors), middle school courses for
high school credit, Advanced Placement courses, dual credit classes, a dual language
program, the International Baccalaureate program at Cholla High School, and
University High School. For a detailed report on ALEs, *see* Section V.A.

In addition, the District continued to monitor the number of African American
students enrolled in Career and Technical Education (CTE) courses. In SY2017-18,
the District planned and implemented a middle school pilot CTE course (Exploring
and Introducing Career and Technical Education High School Courses in TUSD) at
Secrist Middle School. The purpose of the pilot was to embed CTE courses at the

middle school level, target middle school African American students, and begin creating a pipeline for African American students to learn about and enroll in high school CTE courses.[43] The District established the program curriculum materials and lab in fall 2017 and hired a teacher during the third quarter of SY2017-18. Students began participating in the pilot middle school program in the fourth quarter of SY2017-18.

During SY2017-18, the Exceptional Education Department and the MTSS coordinator continued working together to ensure that African American 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 ensured that referrals and subsequent evaluation, if needed for special education services, occur only when all other interventions have been unsuccessful. The Exceptional Education Department monitored placement of African American students during the course of the year. For more information on Exceptional Education, *see* Section V.C above.

To address discipline in schools, the District continued to utilize three sets of teams in SY2017-18—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. A more complete discussion is provided in Section VI.D.

The District also engaged in several efforts to utilize alternatives to suspension, including abeyance contracts, In-School Intervention, and the District Alternative Education Program.

d.   Providing Students with Supports and Opportunities

Recommendation 13: Ensure Adequate Funding of African American Student
                             Services

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[43] For SY2018-19, this will expand to four sections each with a unique course content: Environmental Design, Lego Technology, Computer Technology Lab, and Computer Skills.

Recommendation 15: Enhance the Parent Engagement Program

Recommendation 16: Develop and Implement Extended Learning Opportunities

        i.   Funding

The District continued to fund the African American Student Services Department. In SY2017-18, the District funded fourteen AASSD employees, including a director, two behavioral specialists, an administrative secretary, and ten student success specialists. The District also provided financial support for summer programs and field trips (*see* Section V.F.1).

In spring 2018, the District hired Trayben and Associates to make recommendations regarding the District's support of African American student achievement and the reorganization of the African American Student Services Department.

        ii.   Parent Engagement Program/Parent and Family Engagement

 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 (**Appendix V – 69, QuarterlyChart201718**). For detailed discussion, *see* Sections V.F and VII.

        iii.   Extended Learning Opportunities

The District provided multiple extended learning opportunities to African American students throughout the school year and summer. For more information on school and summer programs, *see* Sections V.A, V.D.2, and V.F.1.

In an effort to provide African American students with an opportunity to participate in extended learning opportunities, the District supported several initiatives, including Freshman Academy, AP Boot Camp, and University High School Summer Blast.

In addition to District-led initiatives, the AASSD provided summer enrichment and extended learning opportunities to students (**Appendix V – 67, AAHeritageDay1718, Appendix V – 65, STEMSummit2017, Appendix V – 62, UASummerLIT18,** and **Appendix V – 60, V.G.1.p (1) College Mentoring (AASSD)**).

H.   Referrals, Evaluations, and Placements

The Language Acquisition Department 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 could otherwise cause racial or ethnic student segregation.

1.   Integrating ELLs Outside of the Four-Hour Block

Continuing in SY2017-18, during 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 – 94, Integrate ELL Students Activity Slide**). Teachers generated a collection of suggested ideas on how to integrate ELLs outside of the four-hour block and then made it available as a resource on the ELD collaborative Wiki space (**Appendix V – 95, Integrate ELL Ideas Wiki Space**).

In addition, the LAD gave a survey to teachers to elicit more ideas on how to integrate ELL students with non-ELLs outside of the four-hour block. The teachers' survey responses were shared via email with elementary SEI teachers across the District (**Appendix V – 96, Integration ELL Survey Ideas Email**).

2.   Administrative Support

The LAD continued to provide support in the areas of classroom configurations and site designations to identify the most effective program model for each elementary school (**Appendix V – 97, Configuration Template** and **Appendix V – 98, Projections_Configurations Template**). Each of the K-5 District elementary schools had at least one configuration scenario completed for the SY2018-19 school year.

Based on ELL numbers in a three grade-level span, various sites had the opportunity to integrate ELLs through Individual Language Learner Plans (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).

However, ADE must approve each mixed SEI classroom and some ILLP designations. In SY2017-18, the LAD submitted grouping exceptions to ADE for

approval of these ILLP and mixed SEI designations (**Appendix V – 99, ADE Grouping Exception Template**).

3.   Training

The LAD presented a professional development training for school registrars and office managers in SY2017-18 (**Appendix V – 100, ADE Documentation Requirements Presentation SY2017-18**). The professional development focused on identification of potential students with a primary or home language other than English (PHLOTES) and their appropriate classroom placement. The LAD also met with new principals to explain the process and ensure that ELLs were placed correctly.

I.   Supportive and Inclusive Environments

Throughout SY2017-18, the District continued to incorporate components of Safe and Inclusive Learning Environments, which emphasize learning space and tone, together with the pedagogically focused culturally responsive practices educational approach. Culturally responsive education is an overarching concept that includes but is not limited to curriculum, pedagogy, and non-instructional elements such as school climate.

To support this approach, the District developed a comprehensive, multi-year Culturally Responsive Professional Development Plan (CRPD) to train administrators and certificated and classified staff (**Appendix V – 49, Culturally Responsive Professional Development Plan**). This plan is aimed at positively affecting culturally responsive practices throughout the District to create supportive and inclusive environments in schools (also *see* Section V.E).

1.   CRP Implementation Committee

To support the CRPD, the District initiated an internal CRP Implementation Committee. This committee monitors and addresses issues relevant to SAIL and CRP and consists of central leadership who have a stake in the successful implementation of CRPD (**Appendix V – 101, Monitoring Committee Members and Schedule**). This committee provides critical input necessary for CRP and SAIL to become pervasive in all aspects of instruction and school interactions with students and their families. Monthly meetings were held during fall 2017 and will resume in fall 2018.

2.   Review of Site Norms

As part of the CRPD, which includes components of SAIL, site administrators received a three-day training by Drs. Francesca López and Kevin Henry, who presented on culturally responsive and restorative practices (also *see* Section V.E.2.a). During the training, administrators assessed their sites and practices using the Diversity Response Principal Tool (**Appendix V – 50, Diversity Responsive Principal Tool**). After a review of their site practices and student data, administrators developed a site action plan for their sites. These action plans will guide changes in SAIL and culturally responsive practices and protocols made during the summer.

The Culturally Relevant Pedagogy and Instruction Department also conducted site-specific and issue-specific trainings for sites dealing with particular issues centered around culture and climate. For example, in spring 2018, Tucson High School sought to address issues between African American students and school monitors. The CRPI department collaborated with the school to provide a series of specific trainings for school monitors and other staff around issues of bias, culture, and climate.

J.   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) are contained in **Appendix V – 12, V.G.1.a ALE 40th Day ALE Enrollment** for SY2017-18.
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 – 102, V.G.1.b (1) Appendix E - AAC SY1718, V – 1, V.G.1.b (2) Appendix F - GATE SY2017-18**, and **V – 103, V.G.1.b (3) Appendix G – UHS SY1718**.
V(G)(1)(c)	Copies of all assessments, analyses, and plans developed pursuant to the requirements of this section;

See **Appendix V – 3, V.G.1.c ALE Supplementary Goals Summary** to view recommendations for assessment developed for SY2017-18.

V(G)(1)(d) Copies of all policies and procedures amended pursuant to the requirements of this section;

See **Appendix V – 104, V.G.1.d Policy and Procedure Amendments SY2017-18** to view amendments concerning Advanced Learning Experiences for SY2017-18.

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 – 105, 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 SY2017-18.

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 – 106, 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 **Appendix V – 15, V.G.1.g UHS Admissions SY2018-19 Freshman Class**.

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

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new or amended policies and training materials on ALE identification, testing, placement, and retention;

The admission processes remained unchanged for SY2017-18. However, please refer to USP Report V.G.1.d to review revisions to Governing Board Policy *IBHH – Gifted and Talented Education– GATE Scope and Sequence* revisions. The current GATE Scope and Sequence required revisions to clarify testing procedures and services for high school students and add curriculum examples and percentages of eligibility per the reporting cycle 5.

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 – 107, V.G.1.i GATE Parent Complaint Log** to view complaint process related to ALE access for SY2017-18.

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 – 11, 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;

   See **Appendix V – 108, V.G.1.k OELAS Extension and HB 2435 Timeline** to view outcome of OELAS extension presented to the state.

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 – 109, V.G.1.l Dual Language Services by School and Grade**, which contains a listing of each dual language program for SY2017-18.

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 **Appendices V – 110, V.G.1.m (1) AASSD Advertisement Materials, V – 84, MASSD Quarterly Event Materials SY2017-18,** and **V – 35, DL Mailer** to view mailers distributed at outreach meetings during SY2017-18.

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 – 111, V.G.1.n Amendments or Revisions Report** for data dashboard system for SY2017-18.

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) are contained in **Appendix V – 112, V.G.1.o Retention Four 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 – 60, V.G.1.p (1) College Mentoring (AASSD)** and **V – 77, V.G.1.p (2) College Mentoring (MASSD)** to view college mentoring programs in SY2017-18.

V(G)(1)(q)   A description of the process for providing academic intervention for struggling African American and Latino students;

See **Appendix V – 113, V.G.1.q Academic Interventions** to view information for the academic interventions in SY2017-18.

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 – 114, V.G.1.r (1) Academic Intervention Teams** and **V – 115, V.G.1.r (2) MTSS Facilitators** for improving student academic success, including school locations for SY2017-18.

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 for SY2017-18, see **Appendices V – 69, QuarterlyChart201718** and **V – 116, V.G.1.s (2) MASSD Quarterly Events**.

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) are contained in **Appendix IV – 23, IV.K.1.q Master USP PD Chart**. This report contains a table of all formal professional development opportunities offered for SY2017-18.

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) are contained in **Appendix V – 38, V.G.1.u Students Receiving Ex Ed Services 201718**. This report contains a table of all SY2017-18 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 efforts to reduce disparities in the administration of discipline among racial and ethnic groups and to reduce the absolute levels of discipline imposed. Those efforts proved fruitful in SY2017-18, as the District reduced discipline rates for all groups and nearly halved the rates for African American and Hispanic students; reduced the discipline rate disparities between African American and white students; reduced out-of-school suspension rates for all students; and narrowed the disparity in out-of-school suspension rates between African American students and white students.

In SY2017-18, the District continued to work through a designated discipline coordinator to strengthen implementation of behavioral and disciplinary functions at a district level, while maintaining the previous site-level implementation structure with three sets of teams: Multi-Tiered System of Supports (MTSS) teams, site discipline teams, and Positive Behavioral Interventions and Supports (PBIS) teams. During the school year, the District moved towards clearer separation between academic interventions led by the MTSS teams and behavior interventions led by site discipline and PBIS teams.

Figure 6.1: Site Teams

MTSS TEAM	SITE DISCIPLINE TEAM	PBIS TEAM
Focus: students and academic data	Focus: behavioral and school-wide data	Focus: school culture and climate
Leads: Principals; MTSS facilitators or leads	Leads: Principals; RPPFs or RPPSCs	Leads: Varies by site

Some large schools implemented all three teams, while some smaller schools combined team functions into one or two teams. To clarify roles and responsibilities, the District will require most schools to have separate MTSS teams and site discipline teams in SY2018-19.

A.   Positive Behavioral Interventions and Supports, Restorative Practices, Culture and Climate

In SY2017-18, the District continued to implement PBIS and Restorative Practices to address behavior and disciplinary issues and improve the culture and

climate of each school.[44] At the district level, the restorative and positive practices coordinator (RPPC) worked with sites to implement PBIS and Restorative Practices. At the site level, restorative and positive practices facilitators (RPPFs) and/or restorative and positive practices site coordinators (RPPSCs) worked with the RPPC and site-level staff to implement Restorative Practices and PBIS, with support from MTSS facilitators and leads.

1.   PBIS Training and Implementation

The District continued to work with the external PBIS trainers from KOI Education in SY2017-18 to build internal training capacity. In the 2016-17 school year, some MTSS facilitators received training from KOI to become Tier 1 PBIS trainers. In summer 2017, these MTSS facilitators attended the KOI PBIS Tier 2 and 3 Academy to learn how to provide PBIS training at all three tiers (**Appendix IV – 23, IV.K.1.q Master USP PD Chart**[45]). They then provided PBIS Tier 1 training to all new MTSS facilitators and RPPFs. KOI also provided PBIS training for all bus drivers and bus monitors in July 2017.

Throughout SY2017-18, site administrators and MTSS facilitators and leads continued to work with relevant site staff to implement PBIS. During monthly professional development sessions, MTSS facilitators discussed PBIS implementation and discipline trends. They also 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.

In SY2017-18, the District continued to provide targeted training and support to Miller Elementary School, Booth-Fickett and Roskruge K-8, Valencia Middle School, and Palo Verde and Santa Rita high schools. PBIS teams from these schools attended a PBIS Tier 2 and 3 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.

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[44] 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.

[45] KOI PBIS Tier 2 and 3 Training – Course #13555, Section 28996.

The District scheduled ongoing discussions on school culture and climate, informed by site-level data collected from MTSS facilitators and leads and principals. Principals trained all staff on PBIS and the PBIS matrix developed by individual sites to address specific site needs, including any concerns identified through the monthly discipline reports (**Appendix VI – 1, Sample PBIS Matrix**). The PBIS team reviewed the behavior expectation matrix and the behavior flowchart at each site and made revisions as necessary (**Appendix VI – 2, Sample Behavior Flowchart**). Site PBIS teams also worked to ensure fidelity in PBIS implementation.

2.   Restorative Practices Training and Implementation

The District solicited the service of Dr. Kevin Henry, Jr., an assistant professor of educational policy studies and practice at the University of Arizona, to provide Restorative Practices training to administrators, certificated staff, and classified support staff (also *see* Section V). Dr. Henry's sessions highlighted general theories about the interconnections between restorative practices, restorative justice, and culturally responsive pedagogy with real-world strategies and best practices. Held in January 2018, the 90-minute workshop, Culturally Responsive Approaches to Student Behavior and Discipline, provided an introduction to fundamental concepts such as discipline vs. punishment, implicit bias, school climate, and the use of circles and conferences and other Restorative Practices to create a supportive and restorative school environment (**Appendix IV – 23, IV.K.1.q Master USP PD Chart**[46]). Many principals used these concepts and workshop materials to train their staff on creating restorative and inclusive school environments.

Dr. Henry provided an expanded and enhanced training in early summer 2018 for RPPFs, Culturally Relevant Pedagogy and Instruction staff, MTSS facilitators, and some curriculum service providers and school counselors. The training included two days of interactive discussion and a third day of hands-on practice, learning, and evaluating restorative strategies discussed during the first two days. *Id.*[47] Dr. Henry also presented a one-day follow-up version of the enhanced training for administrators in the early summer. *Id.*[48]

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[46] Culturally Responsive Approaches to Discipline – Course #13604, Section 29091.
[47] Restorative Justice in Education – Course #14118, Section 30231.
[48] Restorative Justice in Education – Course #s 14120-21, Sections 30240-41.

All sites continued to utilize Restorative Practices in addressing behavior and discipline proactively and continued to implement restorative circles or conferences as required actions for all disciplinary violations under District Policy JK.

The District rolled out a new restorative practice, Positive Intervention Centers (PICs), at eight pilot schools in spring 2018 (each with a certified In-School Intervention (ISI) teacher and RPPF).[49] The District designed PICs to give a student some time (no more than 30 minutes or the remainder of one class period) and a positive and supportive environment to de-escalate if they are feeling angry, overwhelmed, or in need of a time-out. RPPFs, ISI teachers, and MTSS facilitators and leads received training to implement and support the restorative PIC practice. *Id.*[50]

Using the PIC practice, the ISI teacher has the student fill out a reflection form to help identify the root cause of the feelings, de-escalate the situation, and assist in restoring the student back into the classroom or classroom setting. The ISI teacher documents students' visits, and site teams review this information during their weekly discipline meetings. The committee looks for trends, including which students are being sent to the PIC multiple times and which teachers are frequently sending students to the PIC. Schools flag students who have frequent PIC assignments for placement on the MTSS review list to determine if the assigning teacher should be considered for teacher support in areas like classroom management or if staff should create or modify a more formal Behavior Intervention Plan for the student.

3.   MTSS, Culture and Climate, and Infrastructure

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. MTSS professional development, therefore, covered a wide variety of topics.

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[49] Booth-Fickett and Dietz K-8; Doolen, Pistor, Secrist, and Valencia middle schools; and Catalina and Santa Rita high schools.
[50] USP - Facilitation of Positive Intervention Centers: SY 2017-18 – Course #13980, Section 29956.

The annual Back-to-School Administrator Conference, held in July 2017, 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 (*Guidelines for Students Rights and Responsibilities*, or GSRR) before the beginning of the school year.

The principal evaluation instrument specifically addresses an administrator's understanding of student behavior and discipline, the implementation of PBIS, Restorative Practices, and MTSS, as well as the development of a supportive and positive school culture and climate. The academic directors worked with the principals during pre-observation conferences on expectations and alignment with the Danielson evaluation framework. To facilitate the teacher evaluation process, principals utilized a teacher evaluation flowchart to ensure roles and responsibilities were clear and to ensure transparency and accountability (**Appendix VI – 3, 17-18 Teacher Evaluation Workflow**).

During monthly meetings throughout the year, the RPPC, RPPFs, and MTSS facilitators and leads presented and received training on all aspects of behavior and discipline implementation and monitoring. These meetings covered a wide variety of behavior- and discipline-related issues.[51]

In accordance with District expectations, MTSS site meetings occurred at least twice a month and on an ongoing basis throughout the school year to provide support and intervention strategies for teachers. Some sites met weekly, in addition to their MTSS meetings, to address student needs.

In SY2017-18, the District identified a need for additional classroom management support. To address this need, Jason Harlacher, a consultant from Marzano Research, presented the workshop, Designing Effective Classroom Management, in April and June 2018. More than 100 administrators, teachers,

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[51] Issues included but were not limited to: Restorative Practices and PBIS training, implementation, and monitoring; the role of MTSS facilitators and RPPFs in behavior, discipline, and culture; behavior and discipline goals for the year; MTSS team and discipline team meeting protocol; ISI, District Alternative Education Program, and positive alternatives to suspension; monitoring and reporting academic and behavioral interventions; creating monthly discipline reports and monitoring for discipline disparities; creating corrective action steps; GSRR/Code of Conduct; exclusionary discipline; behavioral intervention teams; long-term hearings; family engagement due process and appeals; and data-based decision making.

curriculum service providers, master teachers, and teacher mentors attended each session (**Appendix IV – 23, IV.K.1.q Master USP PD Chart**[52]). Based on the success of the sessions, the District will create materials and training on classroom management for SY2018-19.

B.   Guidelines for Student Rights and Responsibilities and the Revised Student Code of Conduct

In SY2017-18, the District continued to implement the student code of conduct, *Guidelines for Students Rights and Responsibilities*. The GSRR includes information on consequences, interventions, PBIS, and Restorative Practices. All schools strive to implement the GSRR in a fair and equitable manner, and all disciplinary actions align with GSRR standards and comport with Restorative Practices and PBIS. The District and sites ensured that all stakeholders had access to the GSRR. The District also collected input from stakeholders to develop an updated GSRR for SY2018-19.

1.   GSRR Dissemination and Implementation

In SY2017-18, the District continued its prior practice of providing a hard copy of the GSRR and related documents to all parents of enrolled students. The District also made the GSRR available in all major languages at school sites, the central office, Family Resource Centers, and on the District's website. Schools delivered GSRR informational sessions for students via school assemblies or in class, and for parents twice per year at informational events (**Appendix VI – 4, GSRR Info Sessions SY2017-18**). To monitor compliance, sites submitted a form to the RPPC once per semester (**Appendix VI – 5, GSRR Monitoring Form**).

In July 2017, the District trained all administrators on the GSRR and related disciplinary issues, including best practices for reporting incidents into the student information system, Synergy (**Appendix IV – 23, IV.K.1.q Master USP PD Chart**[53]). The New Teacher Induction Program, also in July, included training on GSRR

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[52] Designing Effective Classroom Management – Course #13967, Sections 29951 and 29919.
[53] TUSD 2-Day Administrators Conference 2017 – Course #13550, Section 28988.

management, with additional sessions offered in November and December. *Id.*[54]
The District repeated these courses in spring 2018 and created an online course for
all staff to take beginning in July 2017. *Id.*[55]

Throughout the school year, the RPPC and the compliance liaison reviewed
disciplinary actions for compliance with the GSRR and other district policies. The
liaison submitted reports twice weekly to District leadership regarding trends and
actions that appeared not to align with the GSRR. The liaison also communicated
directly with District leadership and principals to calibrate actions with offenses in
light of trends districtwide to ensure the GSRR was applied in a consistent manner.

In addition, the RPPC reviewed discipline monthly and quarterly and
communicated on a quarterly basis with the Department of Justice to review
disciplinary data. The RPPC also conducted quarterly reviews with leadership to
ensure consistent application and identification of trends based on specific GSRR
categories or violations.

2.   Development of the Revised GSRR (Student Code of Conduct)

In SY2017-18, the District drafted and approved a new student code of
conduct for SY2018-19. The development process included soliciting input from
multiple stakeholders, including a working group made up of staff, community
members, and other participants. The District then opened the draft code of
conduct for public comment and received and reviewed hundreds of submissions,
some of which the District incorporated into the new code of conduct. In June 2018,
the Governing Board held a town hall meeting to facilitate a dialogue with the
community and approved the revised code of conduct on June 26, 2018 (**Appendix
VI – 6, Student Code of Conduct SY2018-19**). Like the GSRR before it, the new
Student Code of Conduct is incorporated by reference into District Policy JK.

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[54] USP, GSRR, Compliance with the Law and Professional Boundaries – Course #13557, Section 28999 and
USP: Mentor Teacher Program- Classroom Management Parts 1 and 2 – Courses #13842-43 Sections 29544 –
29546.
[55] USP: Student Equity Formal Discipline for Administrators (GSRR) – Course #11876, Section 11876.

C.   Positive Alternatives to Suspension

The District implements positive alternatives to suspension to keep students in school when they might otherwise be suspended. Positive alternatives to suspension ensure that students remain in school whenever possible and reduce the likelihood of students disengaging from school outside of a classroom setting.[56]

Administrators utilized different alternatives depending on the nature of the violation and the GSRR protocol. The Dropout Prevention and Graduation (DPG) Plan includes four types of positive alternatives to suspension for administrators to consider: GSRR interventions (including restorative conferences); abeyance contracts; In-School Intervention; and the Life Skills Alternative to Suspension Program now known as the District Alternative Education Program (DAEP).

1.   GSRR Interventions (Including Restorative Conferences or Circles)

Interventions listed in the GSRR include but are not limited to restorative conferences, restorative circles, or other strategies, though not every intervention is available at every site. Among the most frequently used interventions in SY2017-18 were restorative conferences and/or restorative circles. School administrators, deans, restorative and positive practice facilitators, social workers (in limited schools), and counselors documented restorative circles and conferences in Synergy.

Recognizing the need for additional training on the use of Restorative Practices—specifically circles and conferences—the District trained relevant staff on implementing these interventions throughout SY2017-18 and into summer 2018 (*see* Section VI.A). In SY2017-18, schools documented 43,411 behavioral conferences, including restorative circles and conferences—a 143 percent increase from SY2016-17.

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[56] 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.

To ensure consistency in the application of interventions, and adherence to the GSRR, the District's RPPC and compliance liaison monitored discipline incidents weekly, monthly, and quarterly to identify instances in which schools did not utilize or properly document GSRR interventions. The RPPC met frequently with academic directors to communicate to principals identified errors, proposed solutions, and best practices. The RPPC also provided training on the discipline review process, discipline data entry, GSRR compliance, and other related topics during MTSS facilitator/RPPF training meetings and at Instructional Leadership Academy meetings throughout SY2017-18.

2.   Abeyance Contracts

Schools or long-term hearing officers may offer behavior abeyance contracts to students facing an out-of-school suspension. This abeyance contract shortens or possibly eliminates the number of days the student spends out of school. The administrator, parent, and student must agree to and sign the abeyance contract, with the understanding that if the student violates the contract with a suspendable violation, the school will reinstate the remaining suspension days.

Abeyance contracts do not reduce suspensions, but they reduce the number of days that students spend out of school. In SY2017-18, administrators used abeyance contracts in 621 instances, and only nineteen reinstatements[57] occurred. Thus, schools and hearing officers used this tool to "save" thousands of days that students would have spent out of school, restoring them back into the school community. Under the new SY2018-19 Student Code of Conduct, administrators are required to offer an abeyance contract any time a student violates the most common infractions: fighting, possession or use of drugs, or possession or use of alcohol.

3.   In-School Intervention

Based on observations, feedback from ISI site principals and teachers, and evaluations from previous years, the District continued to implement and improve the ISI program during SY2017-18 at all middle schools, high schools, and large K-8 schools. District efforts included using the ISI Manual, facilitating the sharing and

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[57] A reinstatement occurs when a student violates the contract and serves the suspension days.

replicating of best practices between ISI sites, increasing communication with classroom teachers and ISI teachers, and working with students to reflect on their behavior and to identify root causes and positive solutions to reduce recidivism.

ISI teachers attended several mandatory professional development sessions, including student mediations, support group facilitation (including Restorative Practices), and de-escalating youth in crises (**Appendix IV – 23, IV.K.1.q Master USP PD Chart**[58]).

In summer 2018, the District completed its SY2017-18 evaluation of the program (**Appendix VI – 7, SY2017-18 ISI Evaluation**). As in past years, the District will utilize information gathered from the evaluation, along with any additional data or information, to assess the effectiveness of the program and make improvements.

4.   District Alternative Education Program

In SY2017-18, the District continued to operate DAEP, a voluntary program that allows students to continue their education and address the underlying behaviors and reasons that resulted in the disciplinary violation. In SY2017-18, the District revised its policy to count a student's days suspended from school (the time between the incident and the first day of DAEP, usually occurring during the long-term hearing process) to count towards a DAEP assignment to reduce the number of days a student is out of school.

The District continued to provide DAEP students with classroom work and a certified (in some cases, highly qualified) instructor, wrap-around services (including academic, social-emotional, and behavioral support), and ancillary opportunities such as physical activities or art. Students also went through a careful reintegration process when transitioning from DAEP back to their home school.

In summer 2018, the District completed a three-year assessment of the program (**Appendix VI – 8, DAEP Evaluation – 3 Years**). The report found that of the 286 enrollments in DAEP, 53 were African American and 147 were Hispanic.
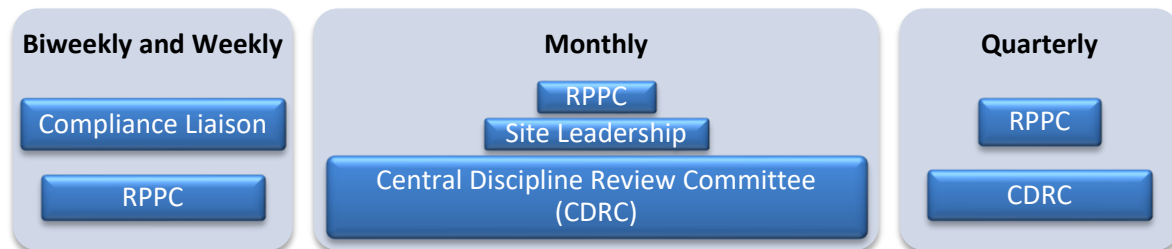
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[58] Facilitation of PICs – Course #13980; USP Student Mediation and Support Group Facilitation – Course #13831; De-Escalating Youth in Crises – Course 13676.

The completion rate was approximately 94 percent for African American students and 89 percent for Hispanic students.

D.   Discipline Data Monitoring

The District continued to provide training and communications to site leaders to ensure the accuracy of discipline data input, and the RPPC worked throughout the year with staff from sites and relevant departments (including Desegregation and Technology Services) to improve the usefulness of data input. The District improved site-level capacity for data entry for accurate and reliable reporting in SY2017-18. The District also continued to actively monitor discipline data and to adjust its strategies based on frequent and recurring data review, assessment, and evaluation. The District's system of monitoring and reporting occurs continuously throughout the school year on a daily, biweekly, weekly, monthly, and quarterly basis to review actions and data, identify issues, develop and implement corrective measures, share and replicate best practices, and explore ideas for improvement at the site or district level.

Figure 6.2: The District's System of Discipline Data Monitoring and Reporting

Biweekly and Weekly	Monthly	Quarterly
Compliance Liaison	RPPC	RPPC
RPPC	Site Leadership	CDRC
	Central Discipline Review Committee (CDRC)	

1.   Biweekly and Weekly Monitoring and Reporting

a.   Daily Monitoring and Biweekly Reporting (Compliance Liaison)

The District's compliance liaison monitored discipline data to ensure compliance with policy and procedure, including the GSRR, due process policies and regulations, and the Unitary Status Plan. This daily review included monitoring suspensions and positive alternatives to suspension (including ISI and DAEP), monitoring long-term suspension hearings, and calibrating consequences across schools to ensure equity and consistency. As the first line of review, the liaison identified discrepancies between facts and consequences, duration of suspensions, or misclassification of particular incidents. The liaison contacted the principal and

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the academic director to investigate an identified anomaly and develop a resolution, if necessary.

In addition to submitting incident-specific communications, the liaison submitted biweekly reports (twice per week) to elementary and secondary leadership and to student services directors. Reports included long-term suspension hearings, short- and long-term suspensions, and suspension details, including grade-level, gender, race/ethnicity, violation, dates and duration of suspension (or alternative to suspension), and whether the site utilized an abeyance contract. *See 2016-17 USP Annual Report, Appendix VI – 34*. Leadership teams of assistant superintendents and academic directors reviewed the reports, investigated questionable incidents and/or consequences, and took necessary corrective measures.

b. Weekly Monitoring and Reporting (RPPC, Aggression Incidents)

The District's RPPC monitored incidents reported in the "aggression" category, which has the highest number of incidents of exclusionary discipline, on a weekly basis. The RPPC emailed weekly reports to principals and elementary and secondary leadership directors that included highlighted areas of concern and notes (**Appendix VI – 9, Sample RPPC Communication**). In this way, the 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.

2. Monthly Data Monitoring and Reporting

a. Site Monitoring and Reporting

The District provided training to new principals, assistant principals, deans, and MTSS facilitators on the site discipline data review process, including use of the Discipline Data Dashboard. The RPPC facilitated Instructional Leadership Academy presentations to all school administrators on September 7 and 28, 2017 (**Appendix**

IV – 23, IV.K.1.q Master USP PD Chart[59]). The RPPC also communicated frequently with site discipline teams, administrators, RPPFs, MTSS facilitators, and other relevant staff regarding entering, monitoring, and reporting discipline data.

In addition, the District developed a template for principals to use to monitor and report their discipline data (**Appendix VI – 10, Sample Monthly Discipline Report**). The template includes a step-by-step instruction guide for site staff to ensure consistent reporting of data across the District. Reports were due from schools to the RPPC by the tenth of every month.

Principals uploaded the completed template form each month to the MTSS website. Site discipline teams committed to meeting regularly and entering data into the review template. Monthly reporting on discipline cultivated more awareness of trends, helping the teams better understand if or where disparities existed in their procedures or on their campuses. After reviewing the monthly reports, academic directors followed up with principals to provide support and guidance as needed.

b.   Central Monitoring and Reporting

At the beginning of the school year, the District assembled a Central Discipline Review Committee (CDRC) team that met monthly throughout the year. 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. Feedback from the committee enabled the academic directors and principals to better support the schools to ensure equitable disciplinary consequences (**Appendix VI – 11, CDRC Monthly Presentation – Nov 2017**).

3.   Quarterly Data Monitoring and Reporting

The CDRC reviewed campus discipline data for each quarter throughout the school year (**Appendix VI – 12, CDRC Quarterly Presentation - Apr 2018**). The District continued to work with academic directors and principals to focus on

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[59] Course #13604, Sections 29089-90.

reducing discipline incidents through the institutionalization of the quarterly reviews leading to corrective measures and action plans.

4.   Culture and Climate Site Visits

During quarterly school site visits, the RPPC made recommendations to improve culture and climate after observing campus spaces and classrooms, reviewing MTSS and discipline team documentation and practices, and assessing the strength of school-wide and classroom-based practices (**Appendix VI – 13, Sample CC Site Visit Form**).

5.   Year-End Review

a.   Process

The District continually refined and improved the data monitoring process to improve discipline outcomes through the daily monitoring and weekly reports by RPPCs and liaisons, the weekly monitoring and monthly reports by academic directors and assistant superintendents, and the committee's monthly and quarterly monitoring and reporting to the superintendent and the senior leadership team.

The continued implementation of active and ongoing monitoring and communication in SY2017-18 contributed to ongoing progress in addressing discipline disparities. The District reviewed 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 – 14, End of Year Report June 2018**).

b.   Outcomes

The District reduced discipline rates for all groups in SY2017-18, including reducing the African American and Hispanic discipline rates by almost half between SY2014-15 and SY2017-18. The District also reduced the disparity in discipline rates between African American and white students from 8 percent in SY2014-15 to 5 percent in SY2017-18. There is virtually no disparity in discipline rates between Hispanic and white students. Further, the District reduced out-of-school suspension rates for all students and closed the disparity gap between African American and white students. There is virtually no disparity in out-of-school suspension rates between Hispanic and white students (**Appendix VI – 15, Discipline Outcomes**).

E.   Corrective Measures

Throughout SY2017-18, the District continued to take corrective measures to address identified deficiencies in site-based implementation of discipline policy, including activities related to PBIS, Restorative Practices, the GSRR, and the development of supportive and inclusive learning environments. Corrective measures include corrective actions, developed to address a specific issue at a school, or support action plans (SAPs), developed to address an entire school (formerly referred to as a "corrective action plan").

1.   Corrective Actions

While the District identified the need for corrective action, primarily through discipline data review and direct observation previously discussed in this section, it also continued to use less formal measures—verbal discussions with teachers, written direction, or additional training, support, or mentoring—and formal measures such as placement on a Teacher Support Plan for issues related to student engagement or classroom management.

Academic directors met with the RPPC on a monthly basis to review discipline data at the District- and site-levels. When the directors flagged sites' racial disparities, they 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.

Academic directors also communicated with site principals as needed to develop corrective actions, embedded either in support action plans or in other documents, such as MTSS meeting templates. Some actions aligned with best practices shared by other site leaders and/or site teams. The directors conducted regular visits to schools and documented their meetings with principals on logs or through their Outlook calendars. Schools adjusted their data and plans as needed.

2.   Support Action Plans

At the end of each quarter, the Central Discipline Review Committee met to review data and identify trends. When school data indicated high levels of discipline or disproportionality, the academic director collaborated with the school principal to develop a site-wide SAP to address any demonstrated deficiencies in discipline practices or in policy or GSRR implementation (**Appendix VI – 16, SY2017-18**

Support Action Plans (SAPS)). Some schools went off the SAP after one quarter, while others took longer to fully implement corrective measures.

The RPPC collaborated with academic directors to monitor SAP progress throughout the year (**Appendix VI – 17, Discipline Support Action Plan Tracking Chart SY2017-18**). The RPPC and directors discussed schools' SAP progress during quarterly discipline review meetings and on an as-needed basis. A major corrective measure included ensuring that principals properly input discipline data into Synergy to facilitate accurate and consistent data reviews.

F.   Discipline Best Practices

1.   RPPC Identification, Assessment, and Recommendation to Replicate Practices

In August 2017, the District provided guidance to principals and certified staff members on their roles in the discipline process, including training to facilitate the replication of best practices. 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 interventions. The District required principals to meet on a regular basis, at least monthly, with the site discipline teams to review data and develop strategies to address areas for improvement. The site discipline team then assessed whether particular strategies possibly contributed to positive outcomes and identified strategies and practices that other schools could replicate.[60]

2.   Sharing Best Practices Directly and Online

During monthly meetings with the RPPC, MTSS facilitators and leads shared best practices from their unique perspective based on their site discipline team meetings, such as PBIS or Restorative Practices strategies that have proven effective at their site (**Appendix VI – 18, Sample MTSS Agendas**).

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[60] *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."

The RPPC also worked with the District's Professional Development Department to create an internal What Works online resource to highlight successful strategies and practices. The site began as a resource for disciplinary practices, but evolved to include best practices for MTSS, PBIS, Restorative Practices, Culturally Responsive Pedagogy and Instruction, and Curriculum and Instruction.

The RPPC arranged for the Professional Development Department to film identified best practices in real-time and upload accompanying documents to the What Works online resource. A link to the What Works website sits on the staff webpage for easy access by all District employees (**Appendix VI – 19, WWT Screenshots**).

In SY2017-18, all school principals and MTSS facilitators and leads received training on the Clarity Early Warning Module (EWM). Facilitators also received training on the Intervention Module (IM). *See* Sections V.D and X.C for more information on the modules. 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 and links to websites, videos, and useful forms. The "Insights" tool in Clarity allowed staff to select a specific topic (either academic or behavior) and/or issue (Disciplinary Referrals, Suspensions, Expulsions, Behaviors-Major) to find different strategies for potential interventions. The links often included contact information for practitioners and experts nationwide so principals could follow up.

A team, comprised of the RPPC and MTSS facilitators, met biweekly and worked directly with the BrightBytes software development to test different upgrades and adjustments to the IM for SY2018-19. The increased functionality of the IM will allow more schools to better monitor student behavior interventions and make adjustments based on detailed information (**Appendix VI – 20, Clarity Training Presentation 032618**).

G.   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 – 21, VI.G.1.a Appeals to Hearing Officers and Governing Board** for appeals to long-term suspensions and expulsions for SY2017-18.

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 – 22, VI.G.1.b Discipline data 2013-2018.**

VI(G)(1)(c)   Copies of any discipline-related corrective action plans undertaken in connection with this Order;

See **Appendix VI – 23, VI.G.1.c Corrective Action Plans (3rd Qtr.)** to view 3rd quarter discipline data and plans for SY2017-18.

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 – 24, VI.G.1.d (1) GSRR English,**

VI – 25, VI.G.1.d (2) GSRR Vietnamese,

VI – 26, VI.G.1.d (3) GSRR Somali,

VI – 27, VI.G.1.d (4) GSRR Arabic,

VI – 28, VI.G.1.d (5) GSRR Spanish,

VI – 29, VI.G.1.d (6) GSRR Swahili,

VI – 30, VI.G.1.d (7) Copies of behavior plans, discipline docs- forms,

VI – 31, VI.G.1.d (8) MTSS Handbook, and

VI – 32, VI.G.1.d (9) What Works for SY2017-18.

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 relating to discipline for SY2017-18. However, the Governing Board did adopt a revised GSRR in June 2018 to be effective for SY2018-19. The GSRR is incorporated by reference into Governing Board Policy JK,

Student Discipline. Information was provided to the Districts' Governing Board regarding the process to update the GSRR for SY2018-19. *See* **Appendix VI – 33, VI.G.1.e Policy and Procedure Amendments SY2017-18.**

VI(G)(1)(f)   Copies of any site-level analyses conducted by the RPPSCs;

See **Appendix VI – 34, VI.G.1.f Site-level Analyses Sample** to view a sample of a school monthly report that includes a site-level analysis.

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 IV – 23, IV.K.1.q Master USP PD Chart**. This report contains a table of all formal professional development opportunities offered for SY2017-18.

VII. Family and Community Engagement

A.   Family and Community Engagement

Throughout SY2017-18, the District continued its commitment to engage families and community members in the educational process through the adoption of strategies that inform, support, and meet the needs of the family and student.

1.   Family Engagement and Outreach Communication and Districtwide Coordination of Family Engagement Efforts

The Family and Community Engagement (FACE) team continued to identify, schedule, support, and promote major events that targeted Hispanic and African American families across the District. These events included Parent University, Adelante!, Multi-Cultural Symposium, Parent Conference, GATE Family Night, High School Expo, Kinder Transition, Steps to Success, Brain Bowl, Refugee Panel, and Hope and Forgiveness. The District also expanded its relationships in the community, adding 36 more partners in SY2017-18 (**Appendix VII – 1, Community Partnerships SY2017-18**).

2.   Family Resource Centers

The District continued to operate its four Family Resource Centers (FRC). FRC staff replaced the individual FRC monthly calendars with a schedule of workshops and events that included information for all four centers in one document. Staff updated this schedule monthly and published it in all of the District's major languages (**Appendix VII – 2, FRC Schedule of Workshops and Events – English Swahili Examples**). In SY2017-18, FRC staff continued to see an increase in visits to their sites. A total of 24,223 visits took place between July 1, 2017, and May 31, 2018, compared to 16,215, visits during the same time period in SY2016-17 - a 49 percent increase in one year (**Appendix VII – 3, Family Resource Center Tracking SY2017-18 Summary**).

3.   Tracking Family Resources

The Family and Community Outreach Department continued to track the site-level family engagement efforts and to serve as a resource for all school sites.

4.   Districtwide Efforts to Build School Capacity to Engage Families

During SY2017-18, the District engaged in the following activities to build and strengthen each site's capacity to engage families:

a) Every school site identified a family engagement point of contact to coordinate local family engagement efforts (**Appendix VII – 4, School Site Family Engagement Contacts SY2017-18**).

b) School sites submitted family engagement reports to the Family and Community Outreach Department on a monthly basis. The department provided school sites with additional guidance and support for improving family engagement in response to information provided in the monthly reports.

c) The District provided multiple opportunities for family engagement training and support for school site staff (**Appendix VII – 5, Family Engagement Trainings and Supports for School Site Personnel SY2017-18**).

d) The District established Family Computer Kiosks at all school sites to ensure all families have access to Tucson Unified information and their own student's data. Family computers are located near school staff so that assistance is readily available to families. To ensure consistency districtwide, all family computers use a universal login and password that take the user to the District's main webpage, and all schools received "Family Computer" signage to help families easily identify the computer designated for their use (**Appendix VII – 6, Family Computer Kiosk Completion Checklist**).

e) The District created Family Engagement Guidelines for School Sites and provided training for site and District administrators and other staff on how to use the guidelines.

f) The District worked with Dr. Joyce Epstein, a research professor of education and sociology at Johns Hopkins University, to find ways to improve family engagement efforts districtwide. Dr. Epstein, director of both the Center on School, Family, and Community Partnerships and the National Network of Partnership Schools, is a nationally recognized expert in family and community engagement and creator of the Six Types of Family Involvement model and the Family Engagement Team framework. Her research focuses on how leadership at the district and school levels affects the quality of a school's programs on family and community involvement and on results for students. Dr. Epstein provided guidance in developing Family Engagement Teams at school sites, reviewed draft Family Engagement Guidelines for School Sites and made

recommendations for improvement, and provided a one-day training to District and site leadership.

5.   School Site Family Engagement Efforts

School sites across the District engaged in activities to facilitate family engagement. Sites reported activities that encompass all six areas of Epstein's Six Types of Family Involvement as well as staff development designed to encourage family engagement and ensure that parents and other adult caregivers feel welcome and valued as partners in their children's education. School sites reported nearly 4,000 family engagement events and more than 269,000 attendees. These activities ranged from staff development meetings and parent-teacher conferences to major events such as promotion celebrations and freshman orientations. Table 7.1 below shows the number of family engagement events categorized according to Dr. Epstein's six types of family involvement and school-level attendees.

Table 7.1: SY2017-18 Family Engagement Events and Activities at School Sites[61]

	Elem. Schools	K-8 Schools	Middle Schools	High Schools	Alternative Schools	Total: All Schools
Total Site Family Engagement Offerings: All Types	2,333	778	355	349	95	**3,910**
Type 1: Parenting	494	211	81	124	19	**929**
Type 2: Communicating	1,227	439	190	244	71	**2,171**
Type 3: Volunteering	1,204	438	195	161	38	**2,036**
Type 4: Learning at Home	382	117	37	55	20	**611**
Type 5: Decision Making	453	133	88	56	21	**751**
Type 6: Collaborating with the Community	519	259	67	147	39	**1,031**
Staff Only: Professional Development	264	62	61	51	16	**458**

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[61] Activities may be counted more than once if the content fits more than one type of offering.

Additionally, schools reported multiple methods of communicating with parents, including newsletters, ParentLink messages, emails, social media, informational tables and bulletin boards, marquees, smartphone apps, webpage postings, and telephone calls.

6.   Pilot Schools for Family Engagement Support and Family Engagement Teams

The District identified six pilot school sites to receive additional support to improve the quality of, and participation in, family engagement activities. Based on data from school site reports and requests from site personnel, the District selected two elementary, two middle, and two high schools that needed additional support. Program coordinators from the Family and Community Outreach Department worked with administrators and staff at Catalina and Santa Rita high schools, Utterback and Secrist middle schools, and Davidson and Oyama elementary schools to mentor principals and guide the sites through the process of creating a strong family engagement team; soliciting family engagement information from staff, students, and parents or guardians; and fostering two-way communication about family engagement. The sites then used information they had gathered to plan future family engagement efforts (**Appendix VII – 7, Six Focus Schools Pilot Family Engagement Teams SY2017-18**).

The three program coordinators worked closely with two administrators from the six target schools. The coordinators regularly met with their assigned site administrators to discuss family engagement at the site, provide resources or advice as requested, and guide the administrators through the process of gathering and analyzing family engagement information through surveys and focus groups.

The District recognizes that quality family engagement requires collaboration between the school, family, and community. As such, the District created a plan for school site Family Engagement Teams, based on Dr. Epstein's framework. This plan establishes the following steps to foster family engagement:

- Establish a site family engagement team
- Obtain family/student/staff input
- Conduct a self-assessment
- Create an action plan to foster collaboration and improve the quality of family engagement efforts at school sites

The six schools identified above piloted the plan during SY2017-18. The plan anticipated obtaining family, student, and staff input through surveys and focus groups followed by the self-assessment and integrated action plan. Because the Family Engagement Team model is complex, new to much of the District, and unfamiliar to the sites, Tucson Unified determined to use the first year of implementation to help refine the process for implementation districtwide in SY2018-19. In the course of SY2017-18, only one school, Davidson Elementary, was able to complete the entire process. The District is exploring the challenges that impeded the teams from completing the process and will monitor the school sites' progress throughout the coming year (**Appendix VII – 8, Site Family Engagement Process**).

The District utilized Family Engagement Surveys at the six schools to gather information about how families, students, and staff view family engagement at the schools. The District created the surveys for parent/guardians, students (grades 4-12), and school staff and distributed them via School City (students) and Survey Monkey (staff and parents) as well as hard copy. Parent surveys were translated into several different languages, including Spanish (**Appendix VII – 9, Family Engagement Survey Instruments SY2017-18 - Pilot**).

An analysis of the survey results revealed that, overall, students felt welcomed and supported in school. Parents and staff, however, often expressed disparate views about learning at home, parenting, and communication (**Appendix VII – 10, VII.E.1.b Family Engagement Survey SY2017-18**).

The District is expanding the Family Engagement Team model to all schools in SY2018-19. The District included specific action steps for site Family Engagement Teams in its newly developed guidelines for school sites. In June 2018, Tucson Unified provided site and District administrators training on Family Engagement Teams and on using the guidelines. As reported in the District's Completion Plan, Tucson Unified will provide additional training for site personnel during SY2018-19.

B.   Translation and Interpretation Services

The District continued to provide translation and interpretation services to families, students, and staff and to communicate those services to families. The Meaningful Access Department provided more than 2,200 translations and interpretations in 92 languages. In addition to English, the major languages

(defined as the home language for 100 or more students) in SY2017-18 were Spanish, Arabic, Swahili, Somali, Vietnamese, Kirundi, and Marshallese. The District increased its efficiency in providing these services by creating a SharePoint site through which staff may request the services their families need.

C.   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 – 11, 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 SY2017-18; however, *see* **Appendix VII – 10, VII.E.1.b Family Engagement Survey SY2017-18** to view surveys used for six targeted schools and the analysis for SY2017-18.

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 SY2017-18.

VII(E)(1)(d)   Analyses of the scope and effectiveness of services provided by the Family Center(s). See **Appendix VII – 12, VII.E.1.d Scope and Effectiveness Analyses** to view Family Center services provided for SY2017-18.

VIII. Extracurricular Activities

A.   Extracurricular Activities

The District continued to work throughout the year to provide all students with equitable opportunities to participate in clubs, sports teams, and fine arts; tutoring; and leadership training 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.

1.   Participation

Staff members from the Interscholastics, African American Student Services, Mexican American Student Services, and Multicultural Curriculum departments worked together to develop strategies to help increase the participation of African American and Hispanic students in extracurricular activities and to provide high-interest activities for these students throughout the year. The Interscholastics Department also provided an additional extracurricular specialist to work solely with the elementary school population. This specialist met with parents of elementary students and introduced them to options for after-school activities and the benefits that derive from participation.

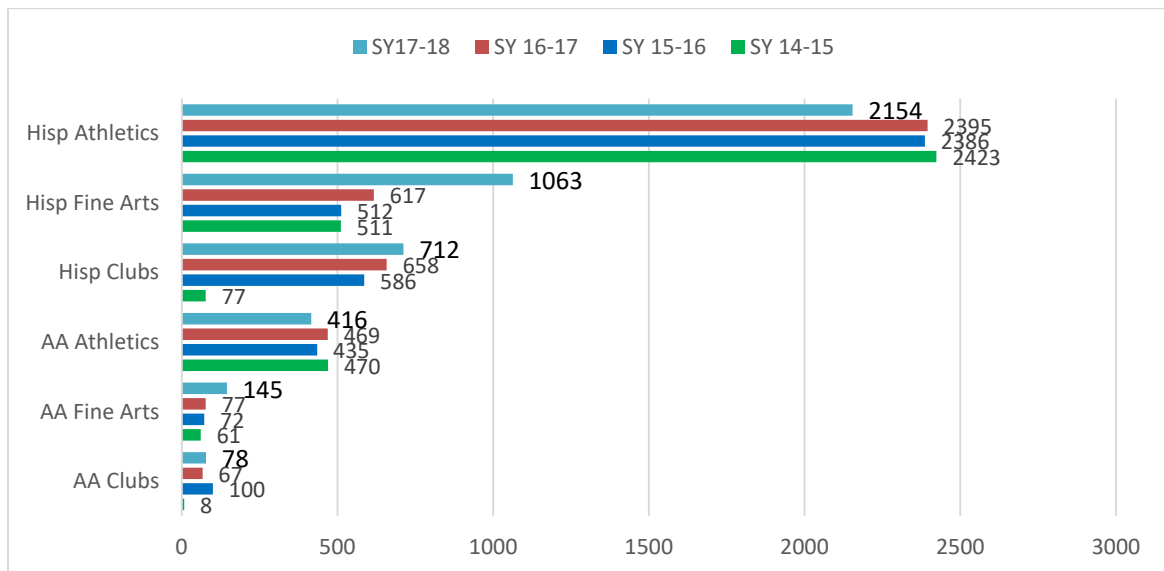#### a.   Districtwide Participation

In SY2017-18, 11,787 students participated in extracurricular activities, with increases at both the K-8 and high school levels.

Table 8.1: Students Participating in at Least One Extracurricular Activity (Athletics, Fine Arts, Clubs) – Unduplicated Students Counts

|		White		African American		Hispanic		Nat. Am.		A/P. I.		Multi-racial		Total
Year	Grade	N	%	N	%	N	%	N	%	N	%	N	%	N
17-18	K-8	1378	24	508	9	3319	58	162	3	76	1	273	5	5716
	HS	1537	25	564	9	3445	57	146	2	169	3	210	3	6071
	Total	2915	25	1072	9	6764	57	308	3	245	2	483	4	11787
16-17	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
15-16	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
14-15	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

b.   **High School Participation**

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**). The District continues to see improvements in extracurricular activities reporting that show increased numbers of participants.

Graph 8.2: High School African American and Hispanic Extracurricular Participation by Activity

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c.   K-8 Participation

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**
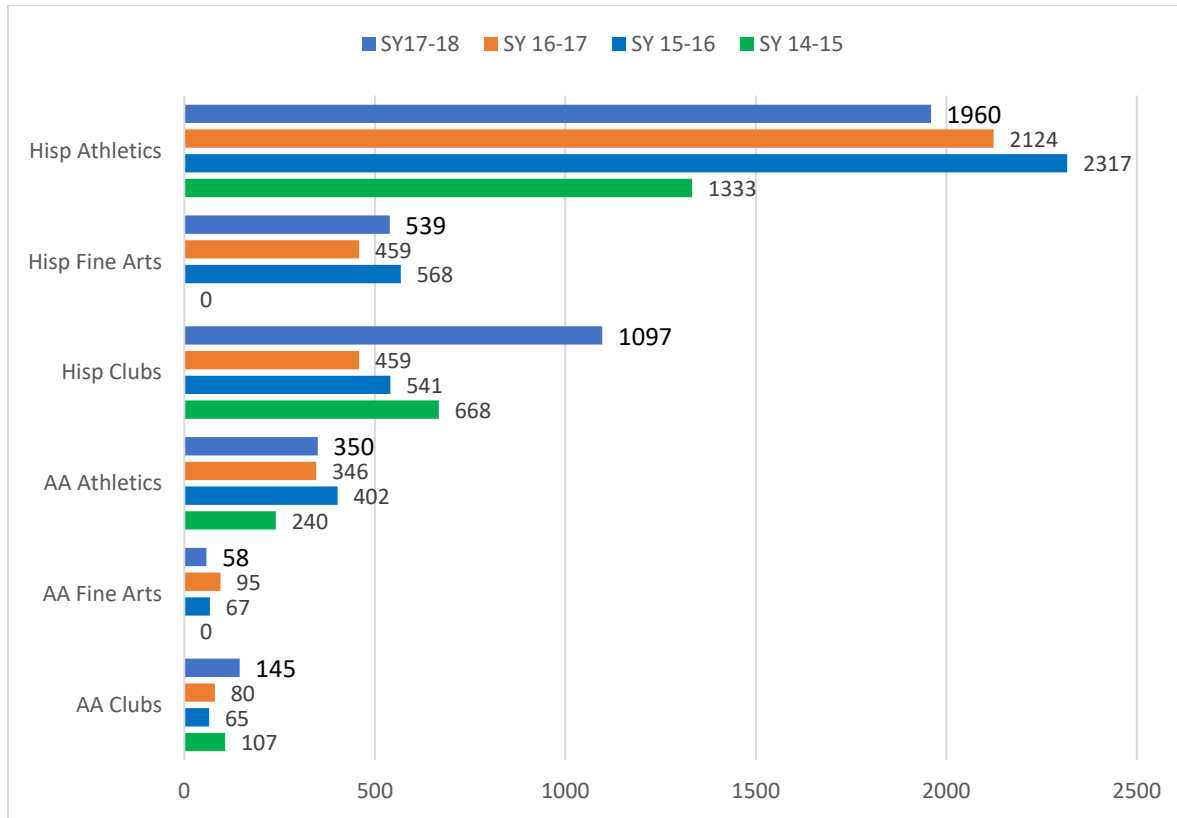
d.   English Language Learners Participation

The number of ELL students participating in extracurricular activities increased from 323 in SY2016-17 to 437 in SY2017-18, with increases at both the K-8 and high school levels. The District increased its outreach to site administrators regarding increasing participation from all students, including ELL students.

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**Table 8.4: ELL Students Participating in at Least One Extracurricular Activity
(Athletics, Fine Arts, Clubs) – Unduplicated Student Counts**

		White		African American		Hispanic		Nat. Am.		A/P.I.		Multi-racial		Total
Year	Grade	N	%	N	%	N	%	N	%	N	%	N	%	N
17-18	K-8	15	5%	22	7%	249	81%	2	1%	19	6%	2	1%	309
	HS	8	6%	38	30%	71	55%	0	0%	7	5%	4	3%	128
	Total	**23**	**5%**	**60**	**14%**	**320**	**73%**	**2**	**0%**	**26**	**6%**	**6**	**1%**	**437**
16-17	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**
15-16	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**
14-15	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**

2.   Extracurricular Tutoring

In SY2017-18, the District continued to offer equitable access to tutorial services for all students and continued to provide certified tutors to work alongside volunteers to meet the needs of the District's students (**Appendix VIII – 2, Tutoring Services by Funding Source SY2017-18**).

By adding nine additional sites, the District increased the number of tutors in the Interscholastics Tutoring Program from nine in SY2016-17 to sixteen in SY2017-18 and provided both before- and after-school tutoring. The District emphasized consistent tutoring, positive reinforcement from teachers, and parent support. Each school provided a quiet workplace environment so students could receive both individual and group attention. The tutors worked with students in a variety of subject areas but focused on math - especially Algebra I - as well as science and writing. The District continued training tutors using the Advancement Via Individual Determination (AVID) model. For more information on AVID, *see* Section V.A.4.b).

3.   Leadership Training Participation

In SY2017-18, the District trained students in the area of leadership. As in previous years, students participated in the Captains Academy, a leadership program that utilizes a character-building model. Sixty students - six from ten high

schools - took part in the program. Each of those students brought what they learned to their campuses and shared this information with other student leaders with the goal of making schools a safer and more integrated learning environment.

In SY2017-18, the District partnered with Junior Achievement to provide leadership training to approximately 50 8th grade African American and Hispanic students at Doolen Middle School. The program began during spring 2018 and will continue for SY2018-19.

The District's coaches also participated in leadership opportunities, especially the 3-Dimensional Coaching program, which was offered to all new coaches and those who wanted further information. Additionally, the District required all coaches to attend the statewide seminar/training presented by the Arizona Interscholastics Association.

4.   Collaboration with Transportation

In SY2017-18, District leaders worked closely with the Transportation Department to ensure that every student would have access to transportation when participating in extracurricular activities. The Late Activity Bus Pass program continued successfully, with more than 400 students receiving bus passes (**Appendix VIII – 3, Late Activity Bus Pass Ridership SY2017-18**).

5.   Student Participation Survey

To improve the District's extracurricular offerings, the Interscholastics Department and student groups such as the Student Council and Superintendent's Student Advisory Group met and developed a survey that was distributed to a sample of students at nine District high schools. The intent of the survey was to gather information from students who were not currently participating in extracurricular activities. Noted reasons for not participating included lack of time, motivation, and a need for free time outside of school. Students provided suggestions on a variety of "clubs" and "fine arts" activities of interest, including graphic design, photography, and wrestling (**Appendix VIII – 4, Extracurricular Student Participation Survey**). The District will continue to work with school staff and student organizations in the upcoming school year to gather more information and determine what additional activities may be offered.

B.   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 of the following activities: 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 – 1, VIII.C.1 Student Participation in Extracurricular Activities**, which includes student participation by selected activity, race/ethnicity, and school for SY2017-18.

IX.   Facilities and Technology

The District is committed to maintaining and improving its facilities and to allocating its technological resources equitably across all schools in a race-neutral manner, so as to reduce and eliminate disparities in the quality of its physical and technological infrastructure for schools and students.

A.   Facilities and Technology

The District continues to utilize the Facilities Condition Index (FCI), Education Suitability Score (ESS), and Technology Conditions Index (TCI) to assess physical and technological conditions at school sites and to develop and implement multi-year facility and technology plans.

1.   Facilities Condition Index

As recommended by the Special Master[62], the District recalculated the FCI using previous criteria. The resulting changes were not significant and did not identify any disparities in facilities between racially concentrated schools (RCS) and others (**Appendix IX – 1, IX.C.1.a (1) Facilities Condition Index SY2017-18**).

The District concentrated on validating and updating the FCI scores. The District continually updates this live document as projects are completed, or as deteriorating conditions become evident.

2.   Education Suitability Score

Utilizing ESS results, the District added classroom, performing arts, and music storage to five sites[63] (**Appendix IX – 2, IX.C.1.a (2) Educational Suitability Score SY2017-18**).

3.   Multi-Year Facilities Plan

Using the results of the FCI and the ESS, the District updated the Multi-Year Facilities Plan (MYFP), establishing the project priorities for SY2017-18. As

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[62]Special Master's 2016-17 Annual Report [ECF 2096].

[63] Bloom, Gale, Henry, and Robison elementary schools and the Teenage Parent Program received classroom, music, and/or performing arts storage, and Palo Verde High School science labs received eye wash stations.

described in the plan, health and safety issues always take precedence over regular maintenance and improvement projects (**Appendix IX – 3, IX.C.1.d MYFP**).

4.   Technology Conditions Index

The District utilized the TCI to assess the allocation of hardware devices and teacher technological proficiency at each school during SY2017-18. The overall TCI district average score increased from 4.60 to 4.68 (**Appendix IX – 4, IX.C.1.a (3) Final TCI Report SY2017-18** and **Appendix IX – 5, IX.C.1.b TCI Summary of Results SY2017-18**).

5.   Multi-Year Technology Plan

There were no changes to the Multi-Year Technology Plan in SY2017-18.

6.   Instructional Technology

In SY2017-18, the District continued to make gains in improving teacher technological proficiency. *Id.* These improvements are an outcome of District-initiated professional development activities conducted over the course of the year:

- Teacher technology liaisons (TTLs) continued to provide instruction to 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. Support for the TTLs included additional training throughout the year (**Appendix IX – 6, TTL Monthly Meeting Information SY2017-18**).
- The District also made substantial progress in certifying its staff and administrators as Microsoft Innovative Educator (MIE) master trainers, increasing the number of master trainers from one in SY2016-17 to 22 in SY2017-18 (**Appendix IX – 7, MIE Trainers SY2017-18**). An MIE master trainer is an educator who trains at least 400 educators and school leaders on the effective use of technology for improved learning and student outcomes. This is significant because the District will fully transition to the Office 365 system for email, calendaring, data sharing, and collaboration by the end of SY2018-19.
- Eight District staff achieved MIE trainer status, including one school principal and one assistant principal. An MIE trainer is an educator who trains at least 100 educators and school leaders on the effective use of technology in teaching and learning. *Id.*

- Two school campuses (Cholla and Sahuaro high schools) are "Microsoft Schools." A Microsoft School is a school dedicated to digital transformation and exploring how Microsoft can support that endeavor. In addition, Cholla is now a Microsoft Showcase School (the only such school in Arizona). This status is awarded to schools that have demonstrated commitment to embracing technology to transform education and improve learning outcomes for students. With the support and guidance of Microsoft, Showcase Schools create immersive and inclusive experiences that inspire lifelong learning, stimulating development of essential life skills so students are empowered to achieve more.
- The District continued to offer a wide variety of self-paced and instructor-led courses through the Professional Learning Portal, including USP: Promethean Board Basics User Training; Scheduling Time with a COW; USP: Using Instructional Technology in the Classroom: Summer 2017; and Office 365 for Administrators SY2017-18.
- The Instructional Technology Department held Office 365 training classes for teachers on Saturdays to accommodate teacher schedules (**Appendix IV – 23, IV.K.1.q Master USP PD Chart**).

B.   USP Reporting

IX(C)(1)(a)   Copies of the amended: FCI, ESS, TCI;

The data required by section (IX)(C)(1)(a) are contained in **Appendices IX – 1, IX.C.1.a (1) Facilities Condition Index SY2017-18**, IX – 2, IX.C.1.a (2) Educational Suitability Score SY2017-18**, and **IX – 4, IX.C.1.a (3) Final TCI Report SY2017-18**.

IX(C)(1)(b)   A summary of the results and analyses conducted over the previous year for the following: FCI, ESS, TCI;

Results and analyses for FCI and ESS have been included in **Appendix IX – 3, IX.C.1.d MYFP**. Summary results for TCI are contained in **Appendix IX – 5, IX.C.1.b TCI Summary of Results SY2017-18**.

IX(C)(1)(c)   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;

See **Appendix IX – 8, IX.C.1.c Facility Support Staff**.

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 Multi-Year Technology Plan (MYTP) remained unchanged for SY2017-18.

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) are contained in **Appendix IV – 23, IV.K.1.q Master USP PD Chart**. This report contains a table of all formal professional development opportunities offered for SY2017-18.

X.   Accountability and Transparency

A.   Budget Process Development and Audit

1.   The Budget Development Process

Between November 2017 and June 2018, the District collaborated with the Special Master, Plaintiffs, and budget expert to create the budget development process for SY2018-19; participated in a budget meeting in December and a budget telephone conference in May (and additional telephone conferences with parties); and provided the Special Master and Plaintiffs with more than 1,300 pages of information (including three budget drafts, responses to requests for information, explanations for significant changes between drafts, magnet site plans with budgets, and a priority reallocation list) (**Appendix X – 1, Budget Development Process for SY2018-19 USP Budget**). The District complied with all steps of this process prior to the Governing Board's adoption of the USP Budget (**Appendix X – 2, June 26, 2018 Board Action Item 41**).

2.   Budget Audit

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 to ensure full transparency. An outside accounting firm prepared the 2016-17 audit report ("examination of desegregation expenditures") and delivered it by January 31, 2018. The District then posted the audit report on the Tucson Unified website.

Heinfeld, Meech & Co., P.C. (H&M) performed the examination for the 2016-17 USP Budget, and the District submitted the final report to the Special Master and Plaintiffs on January 30, 2018 (**Appendix X – 3, Email MTaylor to SMP re 2016-17 Audit Report 013018**). H&M found two variances (some unfilled positions throughout the year and unanticipated capital expenditures for transportation vehicles) and made two findings (the District should not use a negative contingency, and two of 40 specific expenditures reviewed were not coded properly) (**Appendix X – 4, FY17 USP Budget Audit Report**). In response, the District did not use a negative contingency for SY2017-18.

B.   Notices and Requests for Approval

The District continued to provide the Special Master with a notice and a request for approval (NARA) of actions that affected student assignment and/or its physical plant, including 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 Unitary Status Plan. Prior to submitting a formal notice and request 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. In SY2017-18, the District submitted the following DIAs/NARAs:

1. Purchase of the City of Tucson parking lot adjacent to Davis Bilingual Magnet Elementary School (NARA approved on August 29, 2017);
2. Sale of property on Bonanza Avenue and 5th Street (NARA approved August 29, 2017);
3. Proposal to merge Catalina and Rincon high schools at the Rincon campus, and to move University High School to the Catalina campus (withdrawn);
4. Sale of property on Valencia Road and Cardinal Avenue (NARA approved on April 27, 2018);
5. Sale of property on 5th Street and Ridgeside Drive (pending, no objections to the draft DIA but the NARA had not been submitted as of September 1, 2018);
6. Sale of the former Corbett Elementary School (NARA approved on August 2, 2018);

C.   Evidenced Based Accountability System

The District continued to make gains in the realization of an evidence-based accountability system (EBAS) during SY2017-18. The organizational unit within the District most involved in the development and implementation of EBAS is the Assessment and Program Evaluation Department (A&E). The department head reports directly to the chief academic officer of the District, the assistant supervisor of Curriculum and Instruction.

The department is led by its director and consists of a team of six principal researchers, an instructional data intervention coordinator, a District testing coordinator, a data integrationist who combines and manages data from different data systems for analysis, and administrative support.

The mission statement of A&E focuses and guides the department's development of its operations and implementation: Assessment and Program Evaluation provides the District and the community support through research and reporting to inform data-driven decision-making and improve educational outcomes.

More specifically, A&E is charged with the following responsibilities, functions and tasks:

- To undertake the systematic and systemic evaluation of new initiatives;
- To Identify problem areas deserving of attention from District leaders through the systematic analysis of data that is part of the EBAS evidence base;
- To identify schools on a regular basis that are positive and negative outliers with respect to success in implementing particular initiatives or achieving particular goals and make the knowledge of effective practices accessible throughout the District; and
- To support professional learning communities (PLCs) by consultation and the identification of research that would help PLCs make effective decisions.

The mission statement and these specific responsibilities are organized into three essential functions that define the department: assessments administration; evaluation of District initiatives, and data support to the District and larger community (including external research). A more comprehensive report on the operations and administration of the A&E appears in **Appendix X-5, Report on Operations and Implementation of Responsibilities, Department of Assessment and Evaluation**.

The tools and systems used by the District to implement EBAS capabilities continue to develop and evolve under the guidance and implementation of the District's chief technology officer and his department. The principal tools and systems used by the District include the following:

1.   Synergy

The District's student information system, Synergy, remains the principal system that forms the core of the District's EBAS capabilities. The system captures

and allows tracking of a wide range of student information, including all of the student-related data elements required by the USP. Synergy allows teachers and other District staff to use student data, including attendance, enrollment, courses, gradebooks, parent information, and schedules. The system has a robust set of preselected reports, as well as a well-developed report generator interface, to allow flexible analysis of the full range of data collected. During SY2017-18, AzMERIT scores were imported into Synergy and are displayed for various stakeholders, including parents and students.

2.   SchoolCity

SchoolCity serves as the District's main tool for analysis and reporting on data related to student academic assessment and performance. About 180,000 assessments and surveys have been administered to District students within SchoolCity annually since SY2015-16. These assessments range from quarterly benchmarks to language proficiency tests to individual teacher formative assessments. SchoolCity reports permit disaggregation of academic data and give teachers access to granular data and analysis tools, such as standards and item analyses that help them make data-driven instructional decisions. The District collaborated with SchoolCity to make several enhancements in SY2017-18 (**Appendix X – 6, SchoolCity Enhancements SY2017**). The following represent just a few of these enhancements:

- Assessment Accommodation Profile feature added for streamlined designation of testing accommodations
- Assessment Translation Tool added so students can translate tests to languages using Google translator
- Student portal data reports now include uploaded data (ex. AzMERIT). *Id*.

3.   BrightBytes Clarity

The BrightBytes Clarity system consists of two modules: an Early Warning Module (EWM) and an Intervention Module (IM). Using a predictive model based on attendance, academic, and discipline data, the EWM automatically flags students at risk for dropping out of school or not graduating. The IM allows teachers and other staff to enter the intervention supports given to those students. The Clarity system notifies teachers and other staff of at-risk students and allows teachers and site administrators to assign and track the support services needed. IM

enhancements completed in SY2017-18 now align to the Multi-Tiered System of Supports process. The platform leverages data originating from Synergy and SchoolCity to provide insight to PLC collaborative teams. Sections V and VI also discuss the EWM and IM.

4.   iVisions and AppliTrack

The key system the District uses to collect, track and analyze data regarding its employees (including administrators and certificated staff) is the Infinite Visions software from Tyler Technologies, which is specifically designed for school districts and is used by many across the country. The system has more than 400 standard reports, has a strong ad hoc report generation interface for custom reports, and permits data export in many formats to allow use and linking with data from other systems.

Information regarding applicants and application processes tracking are managed using the AppliTrack software (now known as Frontline Recruiting and Hiring), which is specifically designed as a platform for the day-to-day management of school district recruiting and hiring. AppliTrack also permits the collection and analysis of key information about applicants, interviews and hiring decisions.

5.   Office 365

Office 365 is a comprehensive set of productivity tools from Microsoft, including some of the better-known tools such as Word (word processing), Excel (spreadsheet), Outlook (e-mail and calendar), PowerPoint (presentations), and Access (database applications), as well as other new or less commonly known tools of real impact in the educational arena, including:

- Publisher, for page layout and design for publications;
- Teams, a collaborative shared workspace for teams, used by students for group projects and teachers for PLCs;
- Sway, for easy creation of web pages and presentations from multiple sources of content;
- Forms, for creation of forms, surveys, and tests, and collection and analysis of responses;
- Stream, a video service allowing users to upload, view, and share videos securely within the organization, including classes, meetings, presentations, and training sessions;

- Flow, which allows employees to create and automate workflows across multiple applications and services, automating repetitive tasks; and

- Sharepoint, a browser-based document management system, which allows groups to set up a centralized, password protected space for document sharing.

Among many other uses, the District uses various Office 365 tools to store and track information regarding facilities and technology within the District.

6.   Microsoft Power BI

Microsoft Power BI (Power BI) is a self-service data platform that is accessible over the Internet. This external site is replacing the legacy program, TUSDStats. The platform is now 85 percent complete and allows the District to make data available to external users (the public) and internally (school and District staff) (**Appendix X – 7, Power BI Enhancements SY2017-18**). The reports on Power BI provide aggregate data on enrollment, mobility, graduation rates, dropout rates, multi-year stability, school letter grade determination, and the District's School Quality surveys. Data can be disaggregated by student characteristics, including race/ethnicity, English language learner, and exceptional education, allowing administrators and staff to examine differences across subgroups, identify trends, and drive decision making at the site and district levels.

During SY2017-18, the District worked to make enhancements to Power BI internal usage and created the external use capability.

a.   Internal usage.

This reporting site for administrators is one of the District's internal reporting tools for organization-wide (or school-wide) accountability. The Internal Power BI reporting site provides the same or similar data as SchoolCity but allows administrators or district-level staff to examine differences in subgroups across a school site or across the entire District. Examples of District enhancements to Power BI include:

- Data are available from the adoption of Synergy in SY2015-16 up to and including SY2018-19 and will continue to update into the future. This allows examination of time trends.

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- Users can examine district-level data or drill down to specific student subgroups to discover potential disparities between or among student subgroups, and can track progress towards improvement for each student subgroup over multiple years.
- Only authorized Tucson Unified users have access, including administrators and district-level staff, in compliance with student privacy requirements.

b.   External usage.

Developed in SY2017-18, the External Power BI reporting capability allows the wider Tucson community to view data. The site is accessible to the public from home and through a wide range of devices such as tablets or smartphones through the District website and then the "TUSDdatareport" link.

7.   Ed-Fi

Ed-Fi is an open source solution from the Ed-Fi Alliance that implements a data standard to provide a set of rules for the collection, management, and organization of educational data. The Ed-Fi solution provides an Operational Data Store (ODS) and dashboard capability that is free of charge to school districts. Arizona's Department of Education adopted Ed-Fi as its repository for statewide student data.

During SY2017-18, the District finalized its decision to use the Ed-Fi Operational Data Store as the District's data warehouse for past, current, and future data. The Technology Services Department developed an Application Programming Interface (API) that connects the Ed-Fi ODS to other District data systems. Using the API, the District successfully loaded data for its schools and students (demographic and schedules) and is in the process of adding student attendance data. The implemented API allows the District to add data from any data source into the Ed-Fi ODS, once configuration for that data source is established. This capability allows for the expansion of the Ed-Fi ODS as needed. Work during the upcoming school year will build on the foundational work completed for the Ed-Fi implementation during SY2017-18.

D.   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

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this section, identified by name, job title, previous job title (if appropriate), others considered for the position, and credentials.

See **Appendix X – 8, X.A.5.a.i 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 SY2017-18.

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 – 9, X.A.5.a.ii Changes Made to Mojave** to view recommendations made in the 2015-16 school year that affected SY2017-18.

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; (vi) The purchase, lease, and sale of District real estate.

See **Appendix X – 10, X.F.1.a NARAs Submitted in SY2017-18** to view requests and notices submitted to the Special Master for SY2017-18.