

A description of the process for providing academic intervention for struggling African American and Latino students.

The Unitary Status Plan (USP) requires the Tucson Unified School District (TUSD) to develop and implement a system for identifying African American and Latino students in need of targeted interventions, to provide targeted support to those who are struggling or disengaged in school. In SY2021-22, the Tucson Unified School District (TUSD) continued the use and implementation of Synergy. Synergy is a student information computer software program to identify students in need of targeted interventions. The Synergy program has been in use several years, to document attendance, student grades, and discipline. In Synergy, staff in all schools have the capability to create student support plans as part of the Multi-Tiered System of Supports (MTSS) process. In SY2021-22, all schools were required to implement a multi-tiered system of support (MTSS) to address academic and behavior intervention needs.

In SY2021-22, 33 TUSD schools were supported by a full-time MTSS coordinator, while the remaining schools were required to designate a site coordinator (designated staff member). The MTSS coordinators/site coordinators are responsible for hosting bi-weekly meetings to discuss students identified for additional support, and to facilitate the implementation of supports.

In SY2021-22, the African American Student Services Department (AASSD) and Mexican American Student Services Department (MASSD) supported the TUSD process to identify students in need of targeted interventions and support. The AASSD continued with a site-based approach in conjunction with a holistic approach implemented by MASS, to support students through program support (i.e., college planning days). Both departments implemented

several strategies that supported schools to provide targeted support to students: 1) academic coaching and mentoring, 2) site-based MTSS team participation, 3) use of an online request for services form, 4) sharing of tutoring resources, 5) parent engagement events, 6) assisting with or hosting culturally responsive practices (CRP) training for school staff, and 7) culturally responsive de-escalation training. The CRP trainings were in partnership with the District curriculum department, to provide proactive and preventative strategies to engage with African American and Latino students.