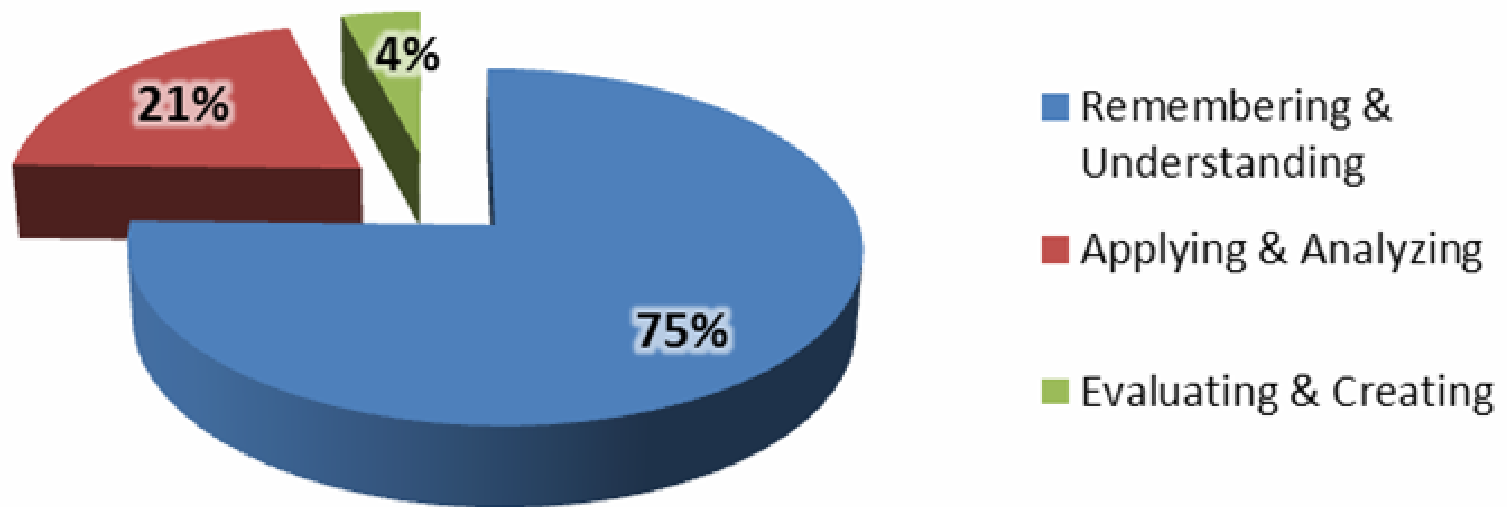


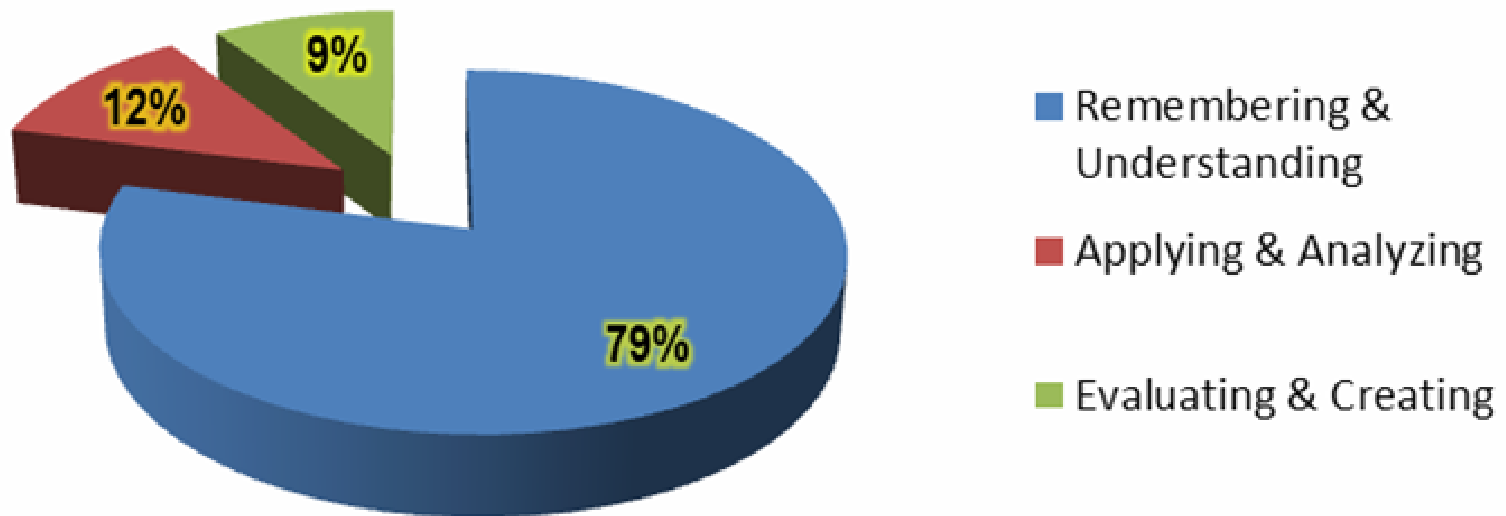
# Student Work Samples

## Grades K-5 Artifact Complexity



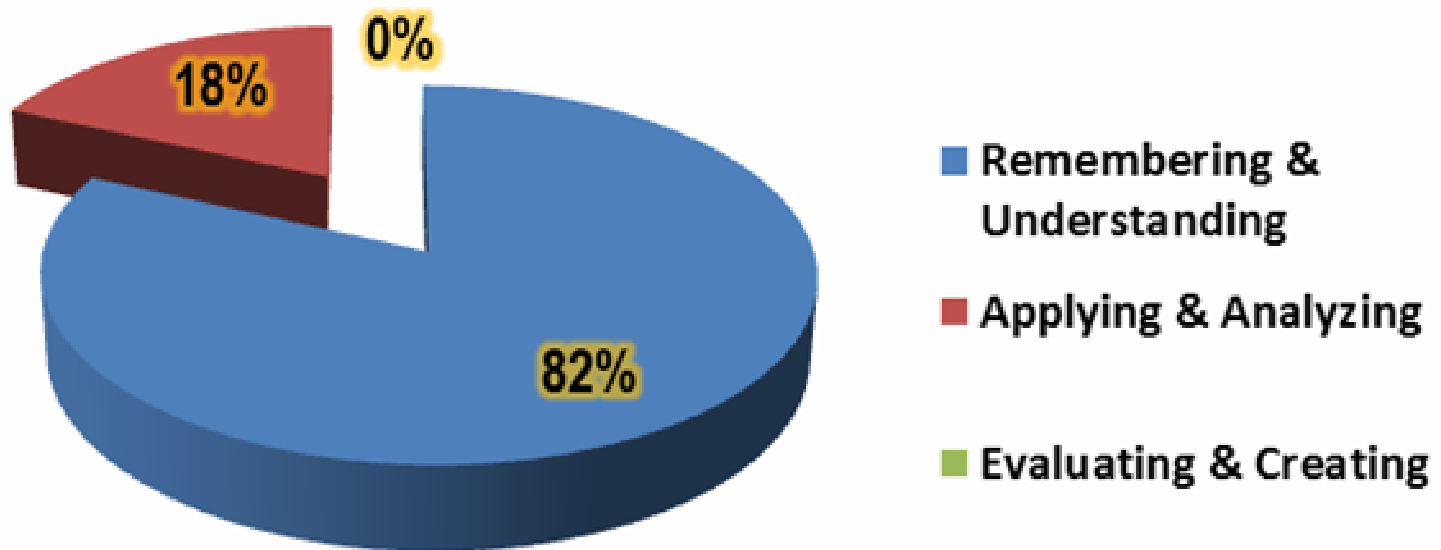
# Student Work Samples

## Grades 6-8 Artifact Complexity

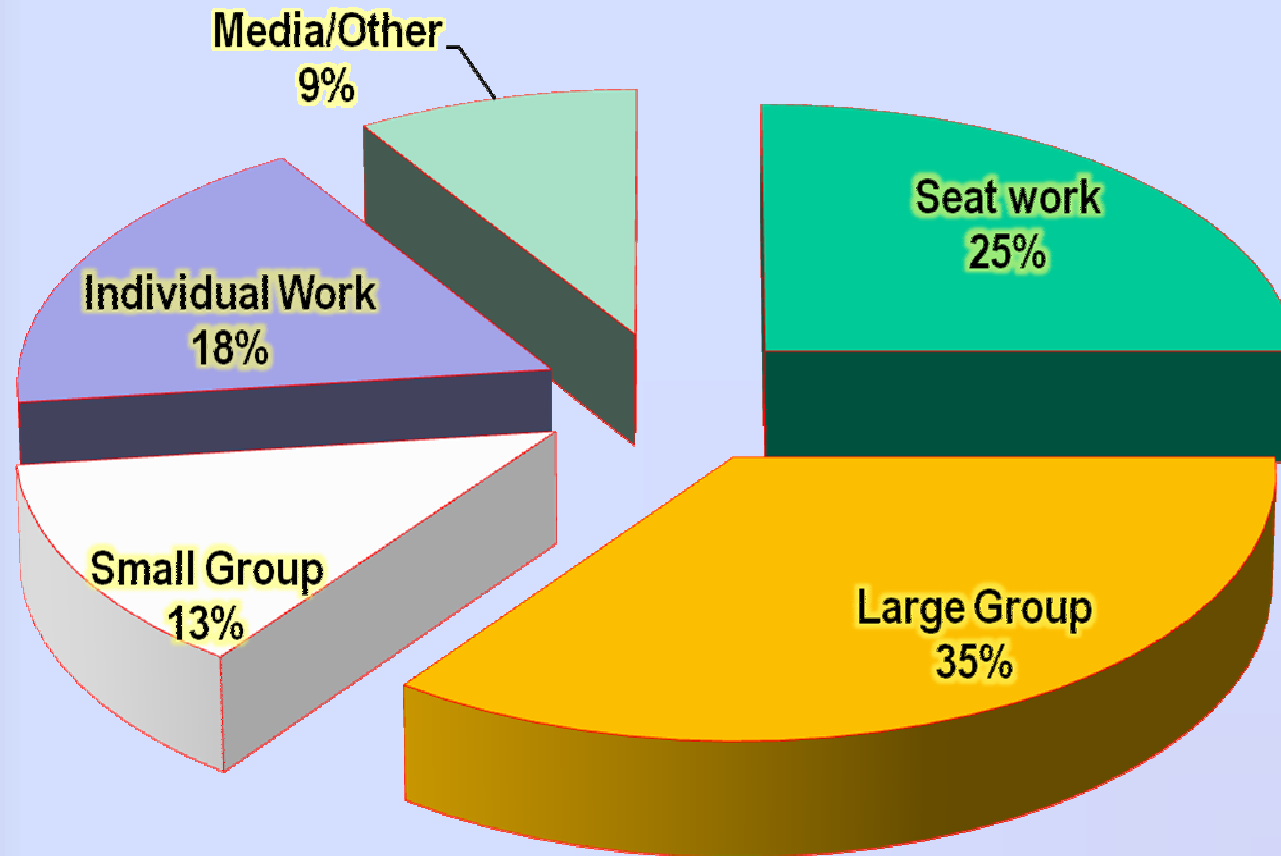


# Student Work Samples

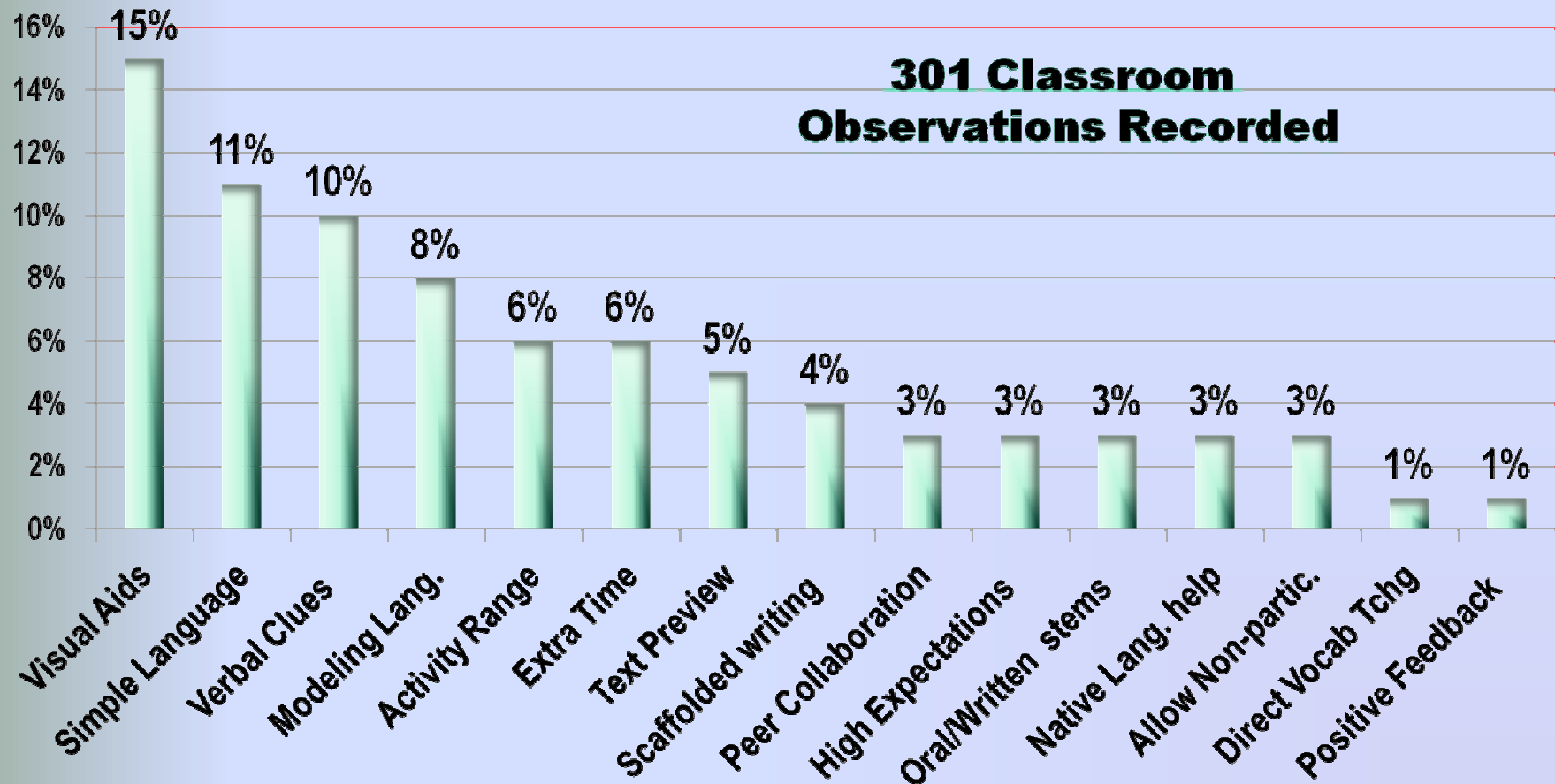
## Grades 9-12 Artifact Complexity



# Predominant Student Classroom Tasks



# Frequency of ELL Strategies



## Standard 3: Equity

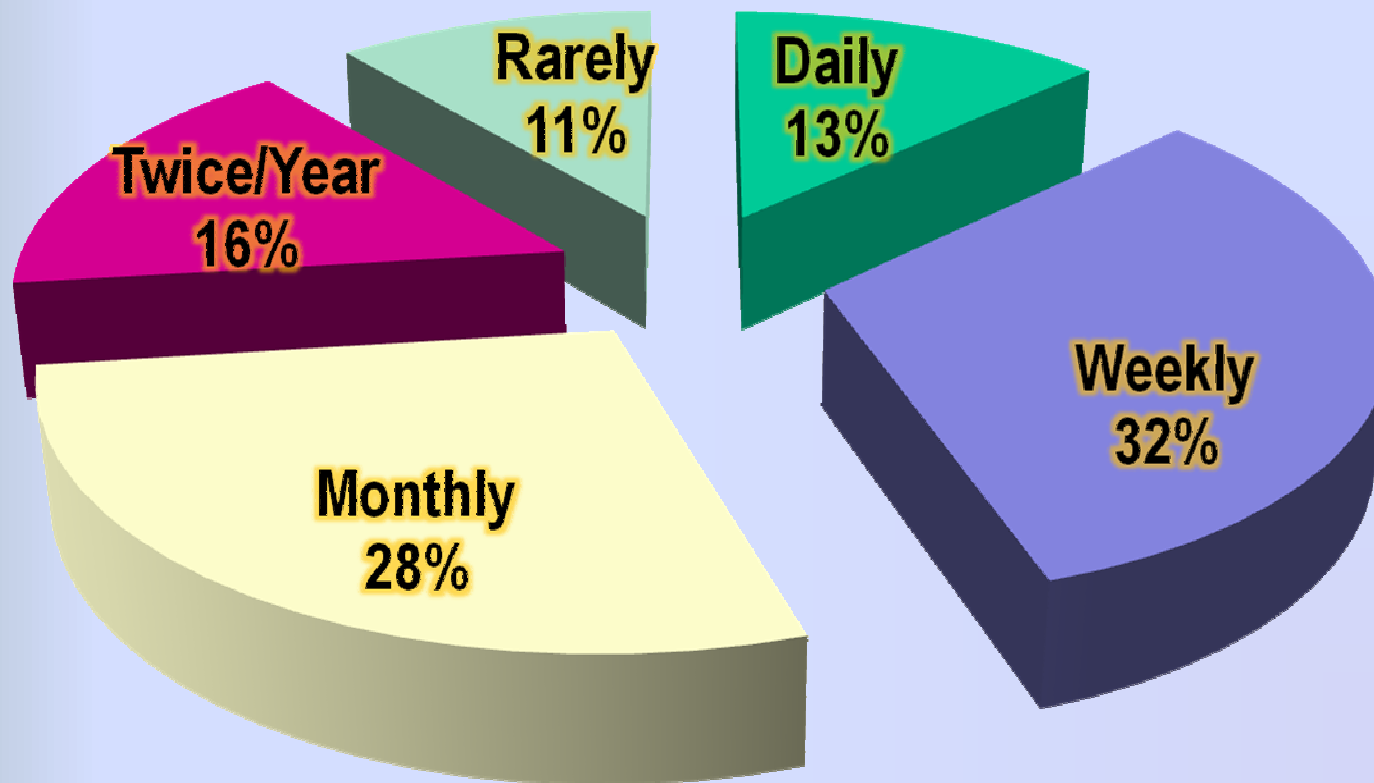
- Equity is gained by embedding fairness in educational programs and services in order to obtain equal success in learning for all students.
- Learners come to the educational scene widely different in knowledge, skills, competencies, etc., and teaching must accommodate individual differences by providing help, time, resources, and materials in accordance with individual needs.
- Equity assures success for all in learning.

## **Standard 3 Findings**

- **Monitoring is inconsistent and procedures are inadequate for direction**
- **District programs are inadequate to eliminate the achievement gap**
- **Equal access is lacking in Special Programs**
- **Professional development lacks focus for adequate school improvement and pupil achievement**

# Classroom Visits by Principals

(REPORTED BY TEACHERS (N=1192))





# English Language Acquisition

- Approximately 6% (2882) of the Tucson Unified School District Students are enrolled in ELL
- In 2013, **32%** of ELL students graduated, compared to **77.2%** of general district students.
- At grades 4, 8, and 10, ELL reading scores will never catch up at current achievement rates
- In grades 3, 4, 6, and 7, mathematics scores will take from 12 to 45 years to catch up at current achievement rates

# ELL Years to Parity

Reading	Annual Gain	YTP
Grade 3	0.3	193.9
Grade 4	-0.8	Never
Grade 5	2	30.4
Grade 6	1.7	37.6
Grade 7	0.6	107.7
Grade 8	-0.1	Never
Grade 10	-3.6	Never

Math	Annual Gain	YTP
Grade 3	1.1	41.6
Grade 4	1.1	45.8
Grade 5	3.1	15.9
Grade 6	4	12.1
Grade 7	1.8	33.3
Grade 8	1.8	31.7
Grade 10	0.5	152