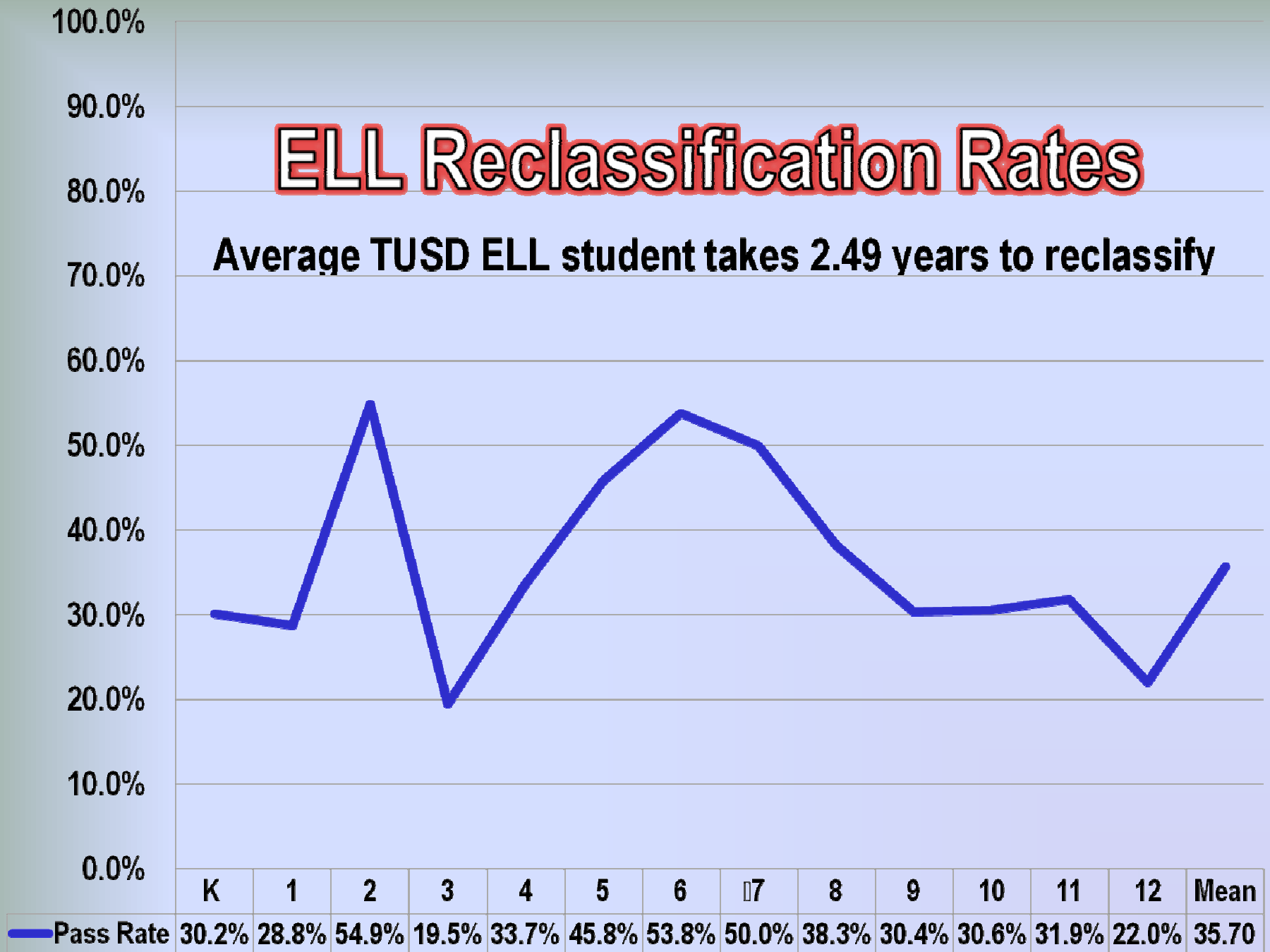


# ELL Reclassification Rates

Average TUSD ELL student takes 2.49 years to reclassify



# Professional Development

- TUSD's professional development program was rated as only 17% adequate using NSDC criteria
- Professional Development Activities Offered (2012-13):
  - 2 PD activities: 75% of campuses
  - 3 PD activities: 50% of campuses
  - 5 PD activities: 25% of campuses
  - 9 PD activities: 10% of campuses
- 82% of teachers surveyed stated they were adequately trained in differentiation, but differentiation was observed in only 17% of classrooms visited



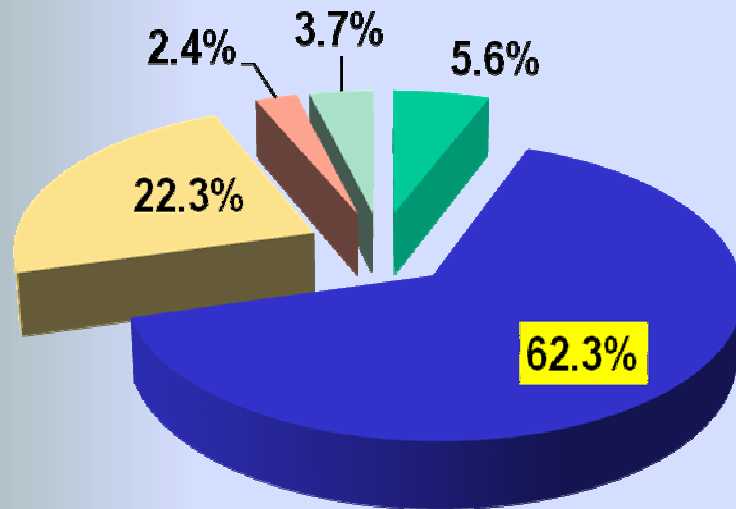
# Federal Court Mandates

- TUSD under court order for 34 years to create equity and equal opportunity for all students
  - Efforts to achieve those ends have been ineffective
  - Practices have perpetuated a two tier system of have and have not student groups
- Data reviewed show that conditions for male, ELL, economically disadvantaged, special education, African American and Hispanic students are less than equitable



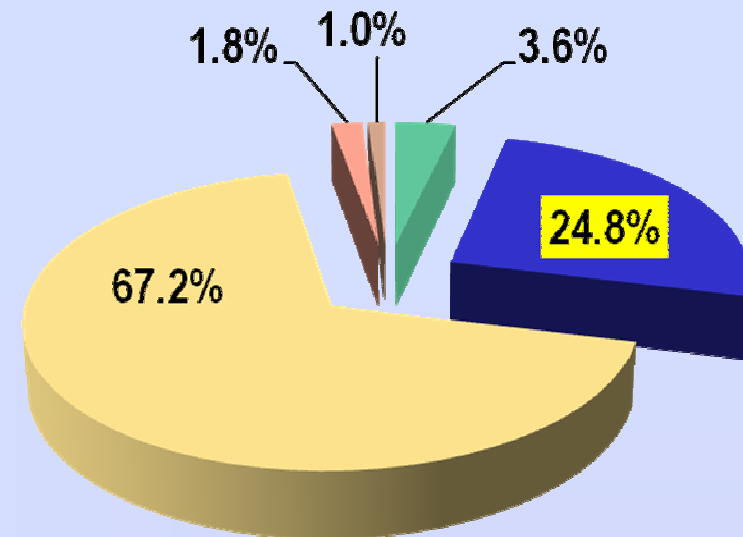
# Ethnicity of Students & Teachers

## Students



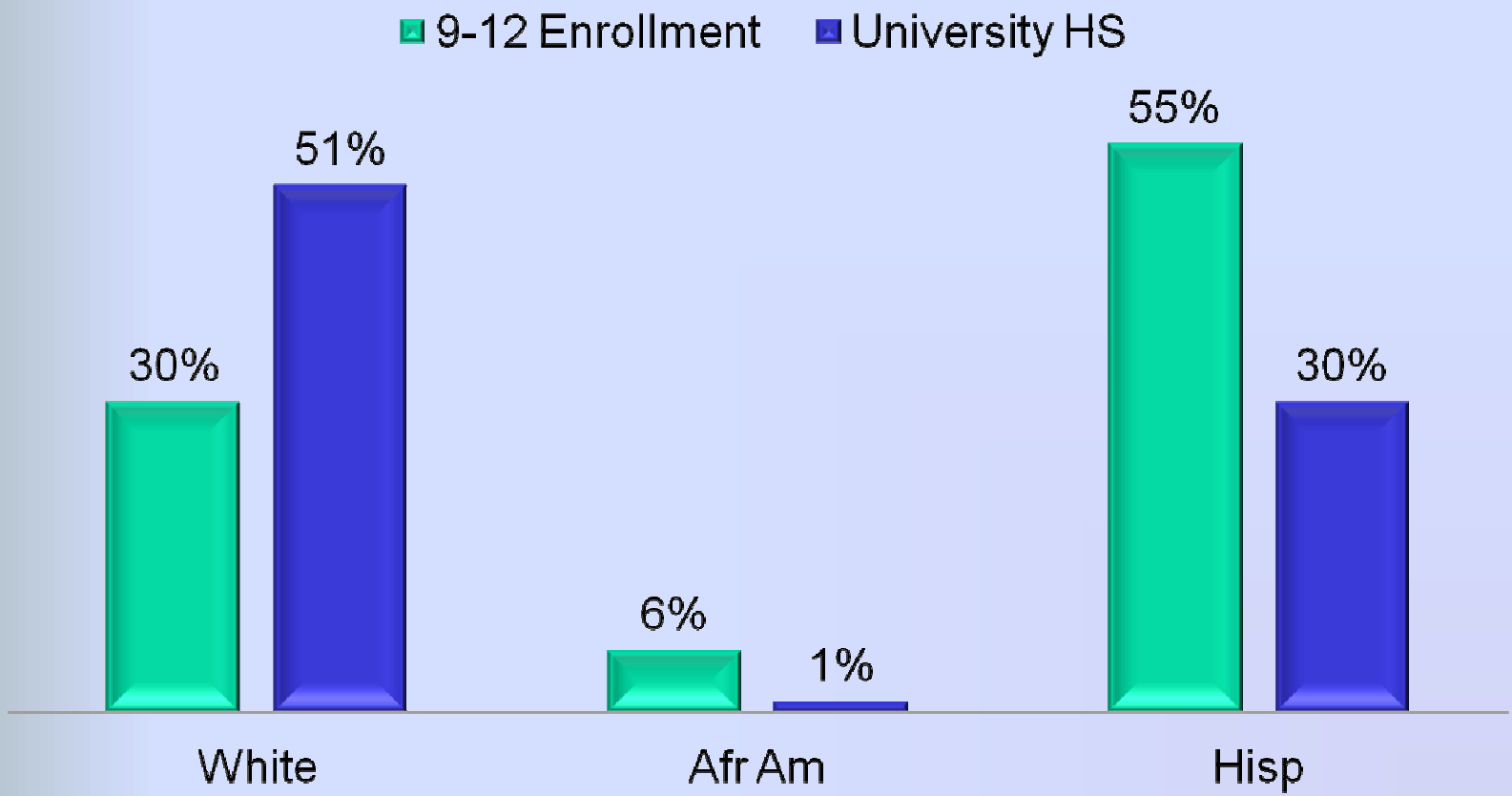
African-Am   Hispanic   White  
Asian-Am   Native-Am

## Teachers



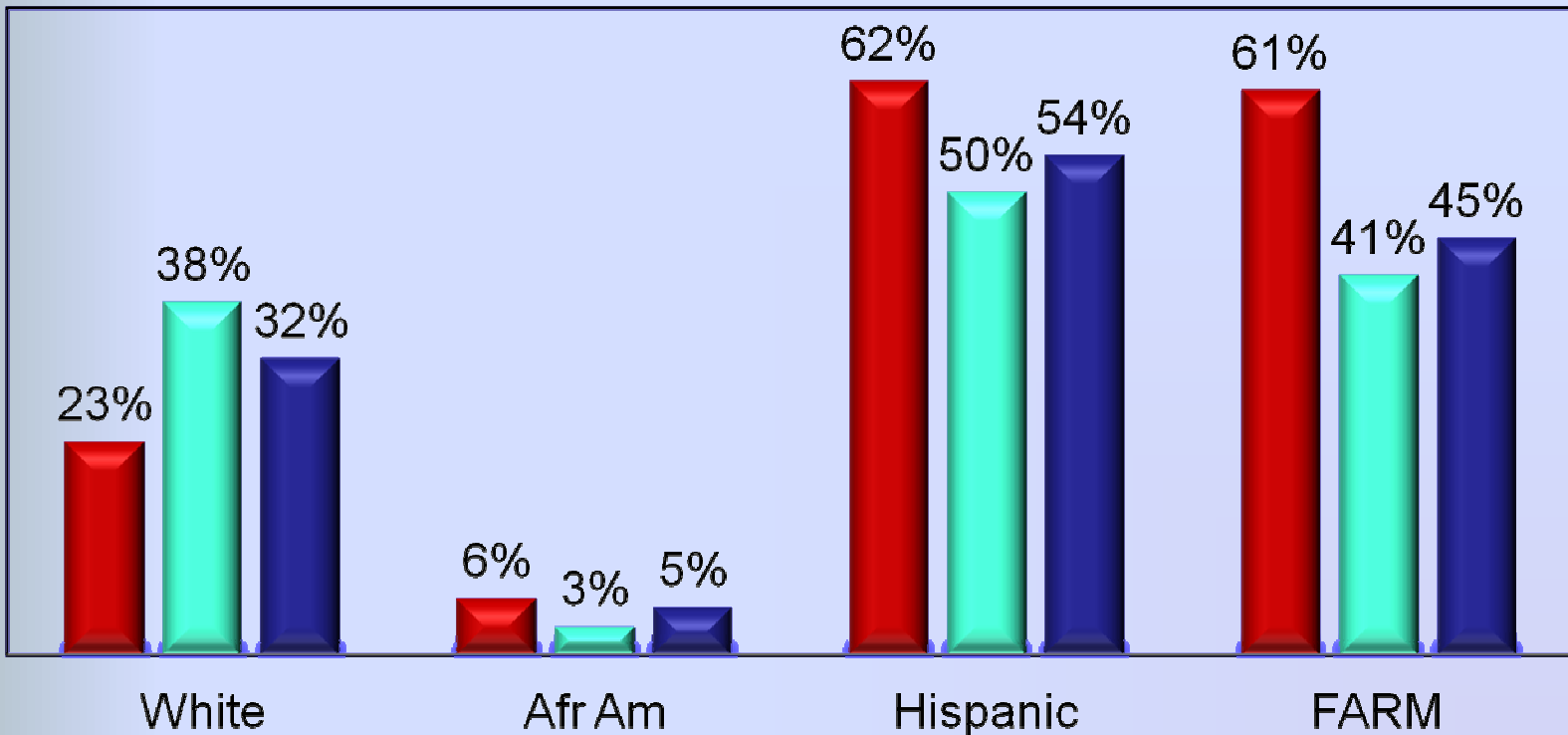
African-Am   Hispanic  
White   Asian-Am  
Native-Am

# Enrollment Comparison: 9-12 v. UHS



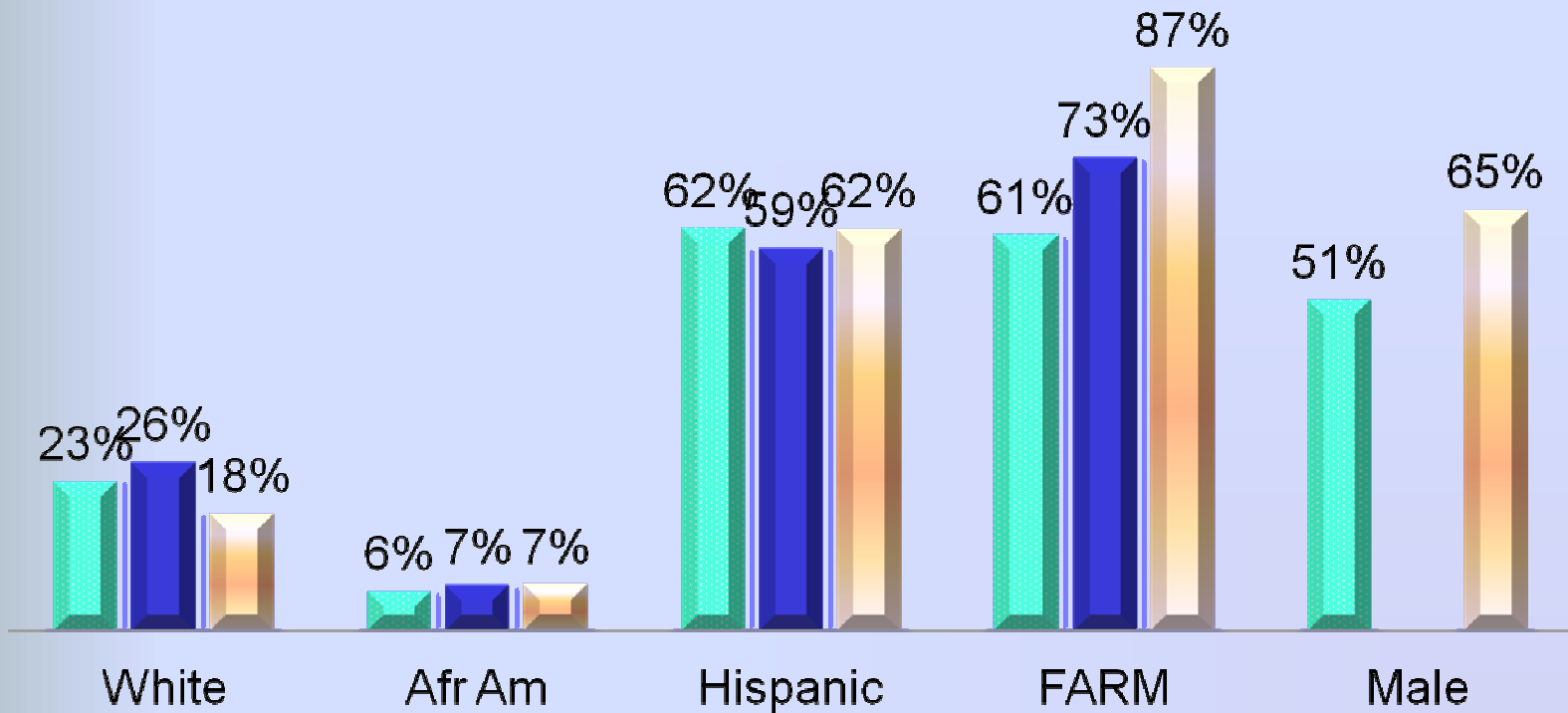
# Enrollment Comparison: Academic Enhancements

■ District Enrollment   ■ GATE Enrollment   ■ Honors Enrollment

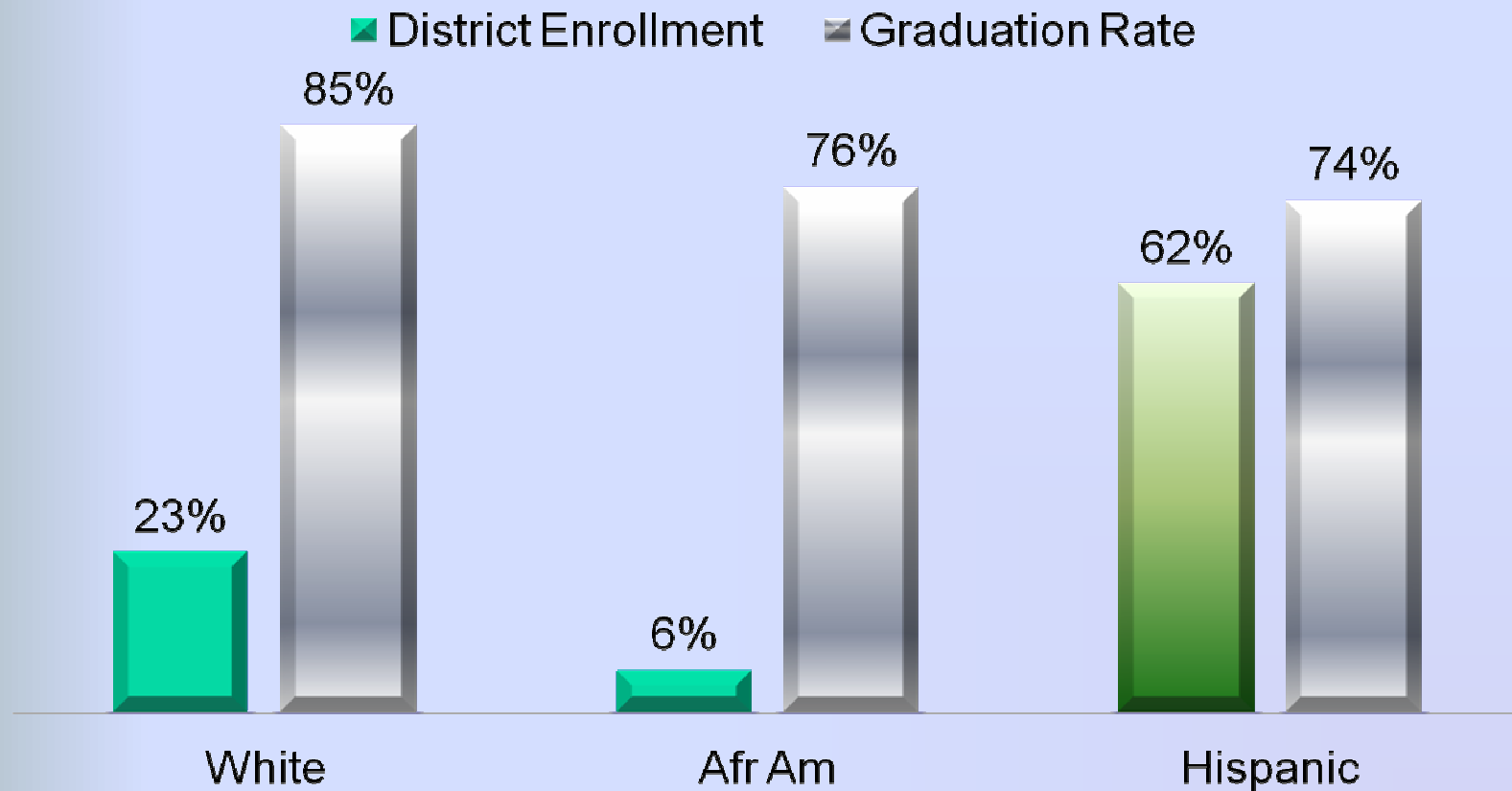


# Enrollment Comparisons

■ District Enrollment   ■ Spec Ed Enrollment   ■ Retention



# Graduation Rates





# Standard 4: Feedback & Assessment

## Findings:

- No comprehensive student assessment and program evaluation plan is in place to guide decisions and to ensure that formative assessment data is used in improving student achievement.
- Assessment of taught courses is inadequate in scope.
  - 60% of courses not assessed in K-5
  - 82% of courses not assessed in 6-8
  - 52% of courses not assessed in 9-12
- Use of data emerging; no systemic use of data for program evaluation
- Assessment trends improving, but performance below state and national averages

**Impossible to  
Measure Results**

# What the Data Show



- AIMS scores in math and reading are lower than those of the State of Arizona as a whole.
- Test performance on the AIMS is a reflection of SES in large measure, indicating that the impact of schooling is not strong enough to overcome community and economic deprivation or lack of cultural capital.
- AIMS scores are tracked by ethnic subgroups, which are NOT good predictors of test performance. Students from families of equal means, but different ethnicity, score equally on standardized tests.