

Tucson Unified African American Task Force Recommendations 2015-16



Tucson Unified Governing Board Meeting
May 8, 2017

Overview of African American Task Force

- Organization
- Process



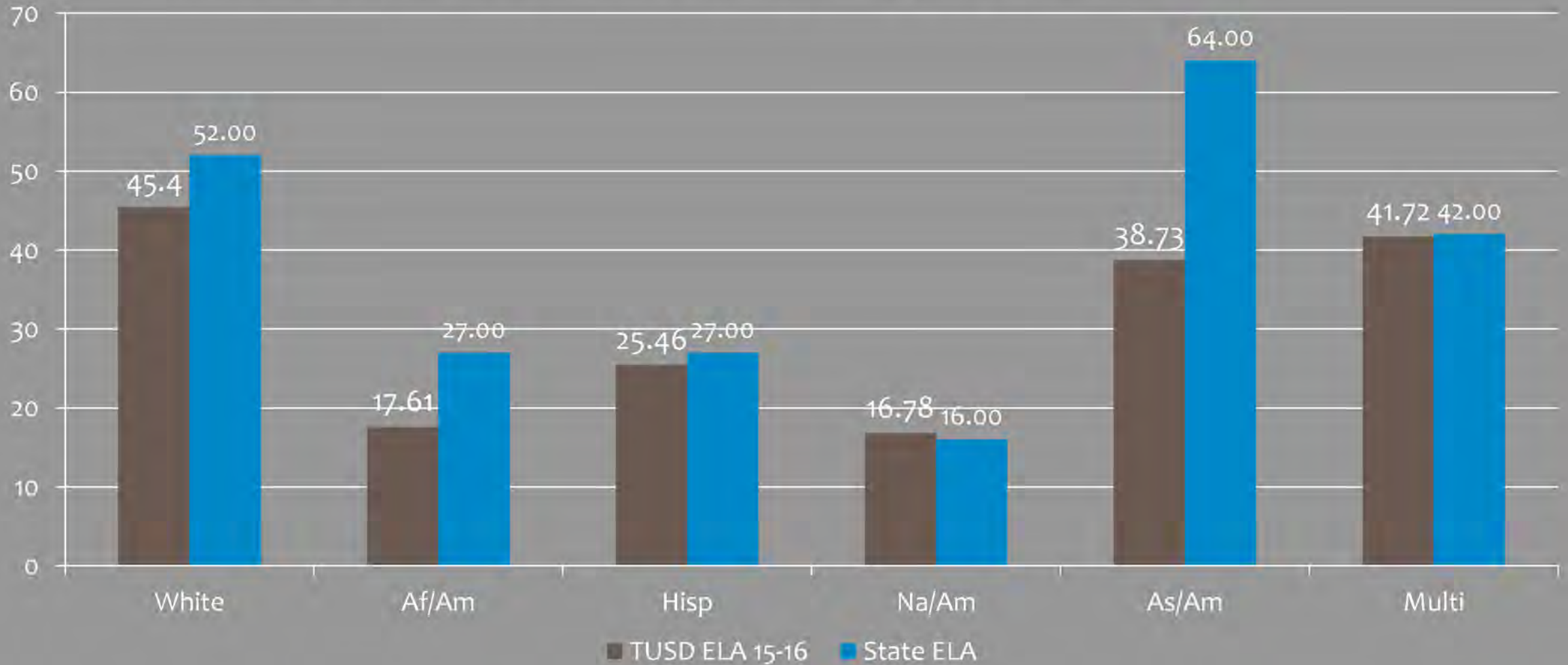
Review of African American Student Achievement Data

Pre and Post African American Task Force

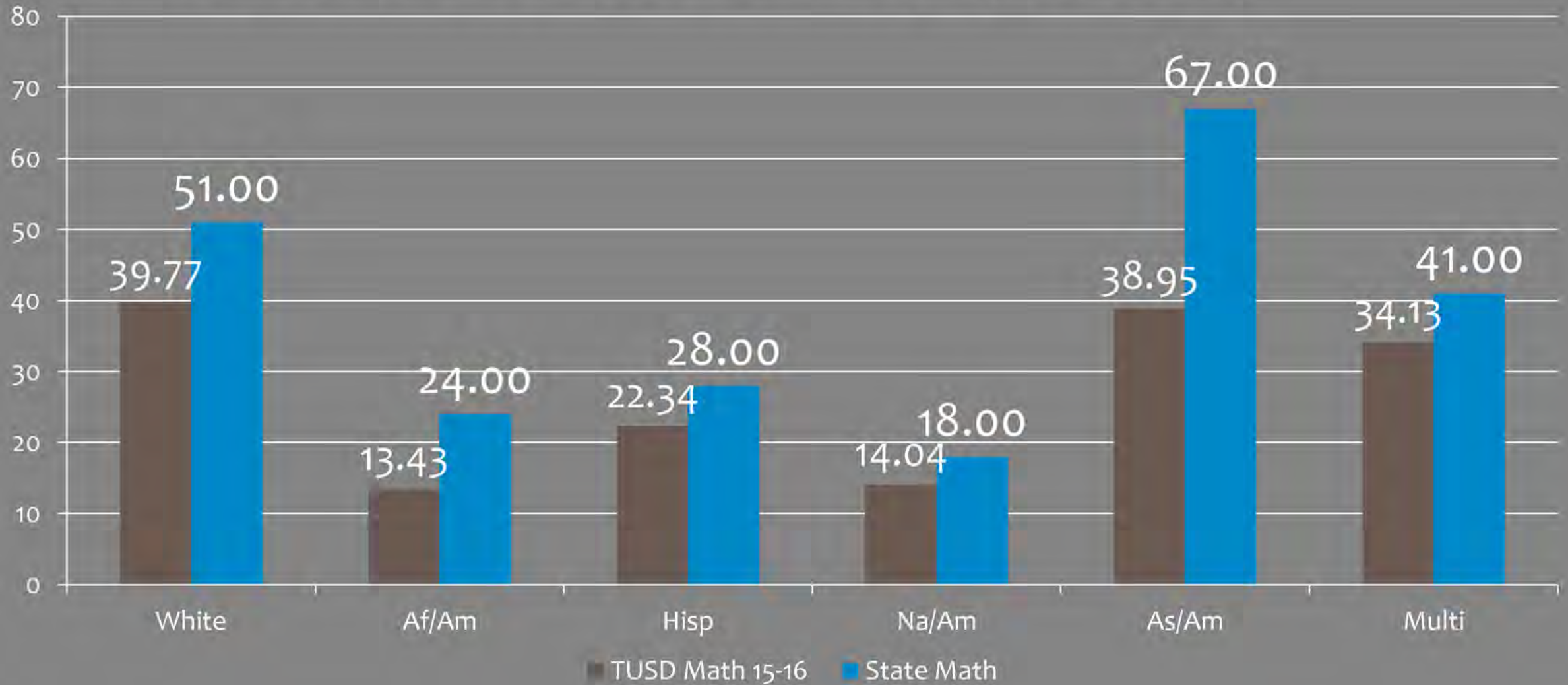


2013-2014 Arizona Instrument to Measure Standards (AIMS) Scores			
	Math	Reading	Writing
Grade	African American/Anglo	African American/Anglo	African American/Anglo
3 rd	49%/70%	63%/76%	NA
8 th	32%/59%	67%/82%	NA
10 th	42%/67%	71%/87%	46%/72%

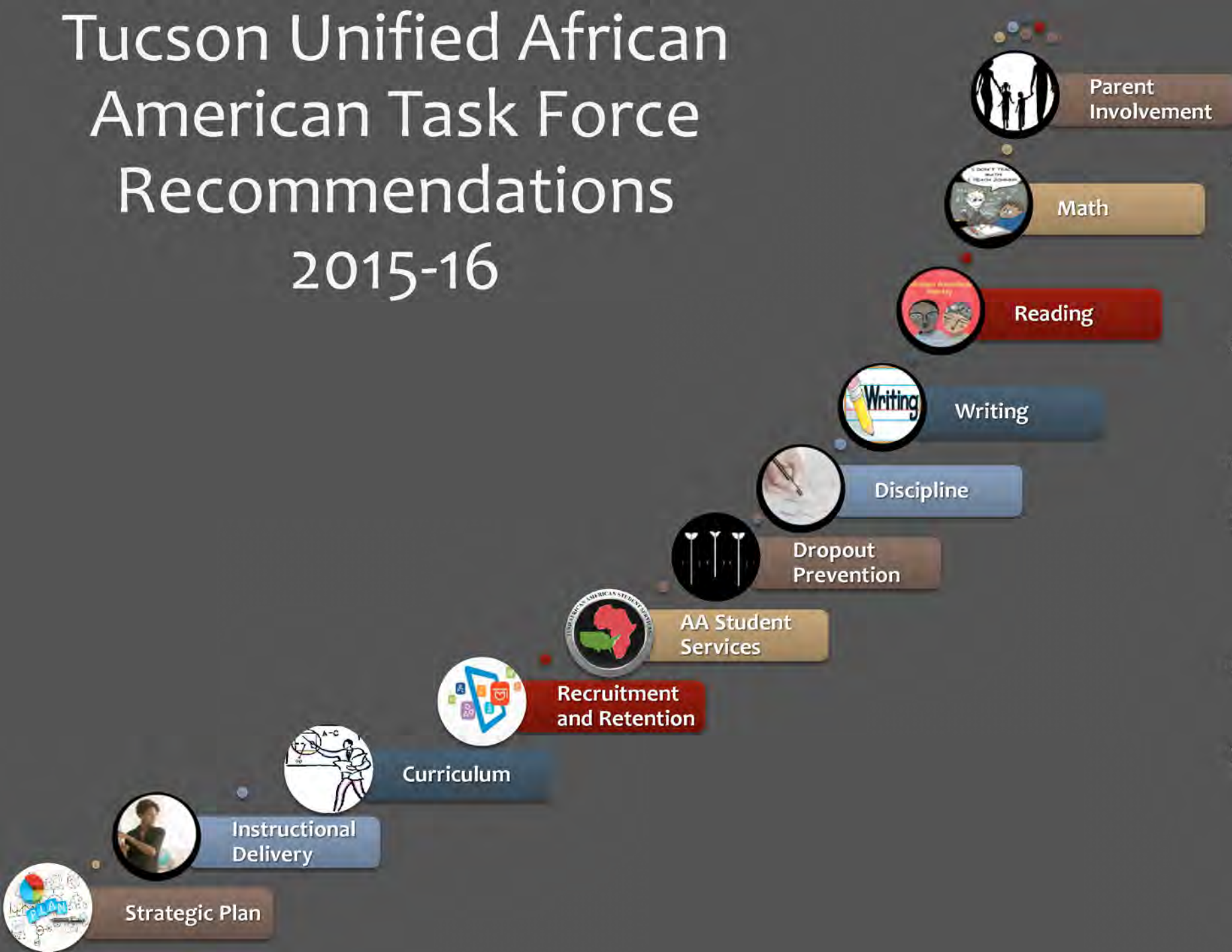
Comparison between TUSD and the State of AZ in ELA AzMERIT 2016 Percent Proficiency by Ethnicity



Comparison between TUSD and the State of AZ in **MATH** AzMERIT 2016 Percent Proficiency by Ethnicity



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PARENT INVOLVEMENT

1. Arrange for parents to come together to share information on educational concerns and issues.
2. Provide professional development for staff to learn how to work with parents.
3. Establish parent mentoring support groups and set up parent/family centers at schools and in the community.
4. Share the results of the annual assessments with parents.
5. Identify all agencies, business organizations, civic and political leaders, and religious organizations, which serve the residents of the local school neighborhood.
6. Identify priorities through meetings, community forums, and parent organizations.
7. Encourage parent participation in parent meetings, school activities, i.e. textbook selection, teacher and staff hiring and curriculum development.

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MATH

1. Adopt a uniform research based math program across the District.
2. Train all teachers in the implementation of the program.
3. Establish an intervention system for students not mastering material starting at first grade.
4. Create benchmarks for implementation of intervention.
5. Hire and train teaching assistants for grades K-3 to support instruction and implement interventions.
6. Create after school homework help programs at individual sites and/or community facilities.
7. Spend at least sixty minutes a day on math instruction at elementary level.
8. Create math support classes for middle school students not performing at grade level.
9. Require each school to submit an achievement plan and budget requests.
10. Provide each school with culturally competent professional development.
11. Require each school to provide semester reports on its implementation progress

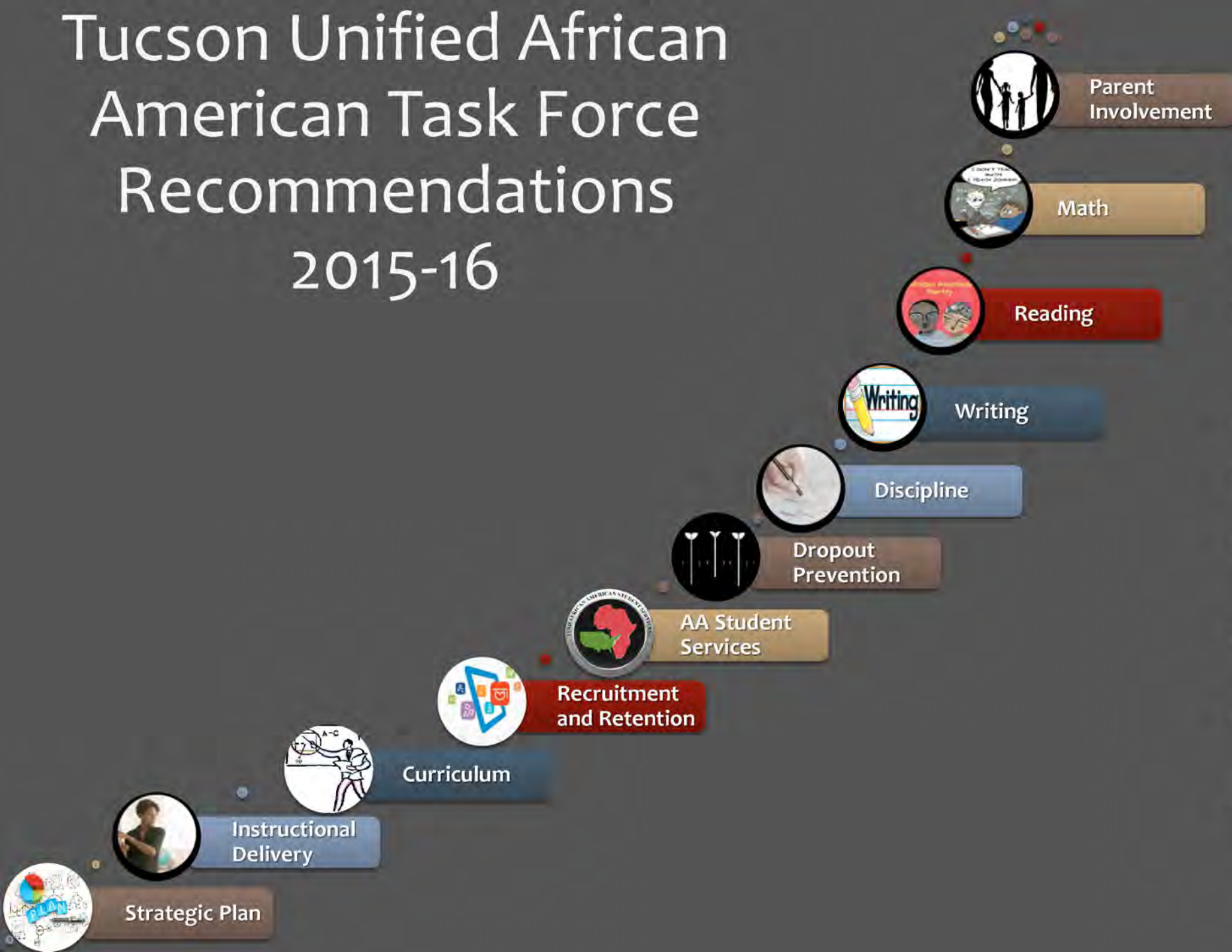
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READING

1. Adopt a uniform reading program across the district.
2. Train all teachers in implementation of the reading program.
3. Spend at least sixty minutes a day on reading instruction at the elementary level.
4. Starting at first grade, establish an intervention system for students not mastering material.
5. Create benchmarks for implementation of interventions.
6. Hire and train teaching assistants for grades K-3 to support instruction and implement interventions.
7. Create reading support classes at middle schools for students not reading at grade level.
8. Investigate implementation of the Reading Matters Program.
9. Require each school to submit an achievement plan and budget requests.
10. Provide each school with culturally competent professional development.
11. Require each school to provide semester reports on implementation progress.
12. Create after school homework help and enrichment programs at school site and/or community facilities

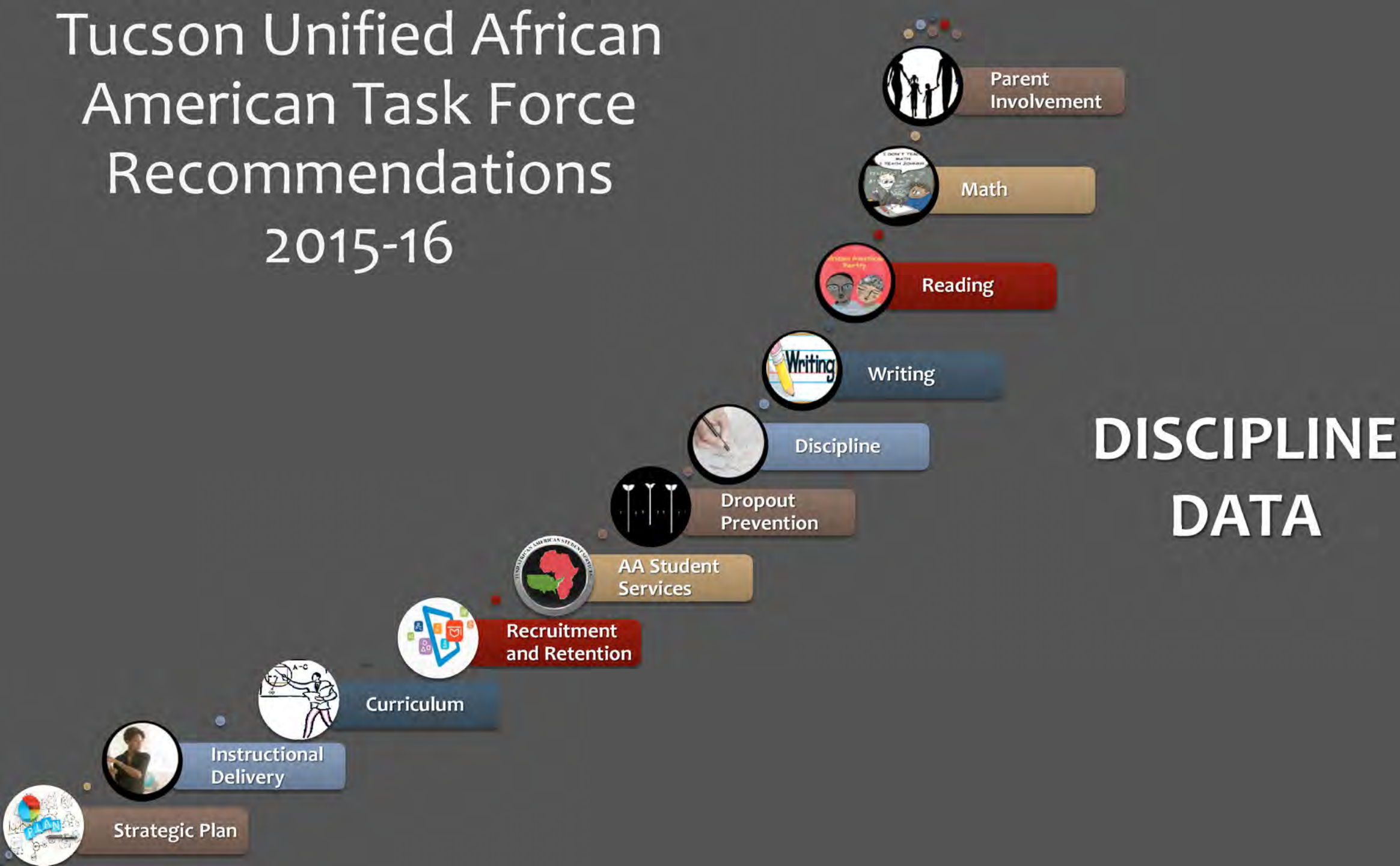
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WRITING

1. Adopt a research based writing program across the District, i.e. Jane Schaeffer Writing Program.
2. Train all teachers in the writing program and scoring rubric.
3. Establish writing-across-the-curriculum in all schools and train all subject area teachers in the writing format.
4. Starting at 1st grade, establish intervention system for students.
5. Create benchmarks to identify students not mastering skills.
6. Require each school to submit an achievement plan and budget requests.
7. Provide each school with culturally competent professional development.
8. Require each school to provide semester reports on its implementation progress.
9. Create after school homework help and enrichment programs at school and/or community facilities.

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DISCIPLINE Data

Table 3a. Percentage of all Students with One or More Disciplinary Incident by USP Race/Ethnicity and School Year

Race/Ethnicity	2009-10	2010-11	2011-12	2012-13	2013-14
White/Anglo	17.84%	13.51%	12.21%	11.42%	11.48%
African American	23.88%	20.36%	19.94%	19.22%	20.32%
Hispanic	17.46%	14.56%	14.14%	12.31%	11.71%
Native American	20.24%	16.78%	15.06%	13.52%	10.96%
Asian American	11.05%	8.16%	8.42%	7.35%	7.47%
Multi-Racial	15.43%	11.55%	14.03%	13.45%	13.57%



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DISCIPLINE

1. Establish consistent across the District consequences for students committing the same offenses.
2. Establish benchmarks and flags for assistant superintendents when levels of suspensions of African American students exceed eight per cent.
3. Establish consequences, i.e. Plans for Improvement to be followed when a school is suspending African American students at a disproportionate rate.
4. Revise the Guidelines for Student Rights and Responsibilities (GSRR) so that it is student and parent friendly.
5. Conduct in person training of GSRR and MTSS for all site administrators, teachers, students and parents.
6. Create a Student Advocate position to work with parents and students to protect their rights and investigate complaints. A detailed description is included in the appendix.
7. Conduct District-wide professional development for all employees on culturally responsive pedagogy.
8. Conduct District-wide professional development for all employees on culturally responsive pedagogy.
9. Follow through with the plan to pilot the Courageous Conversations program

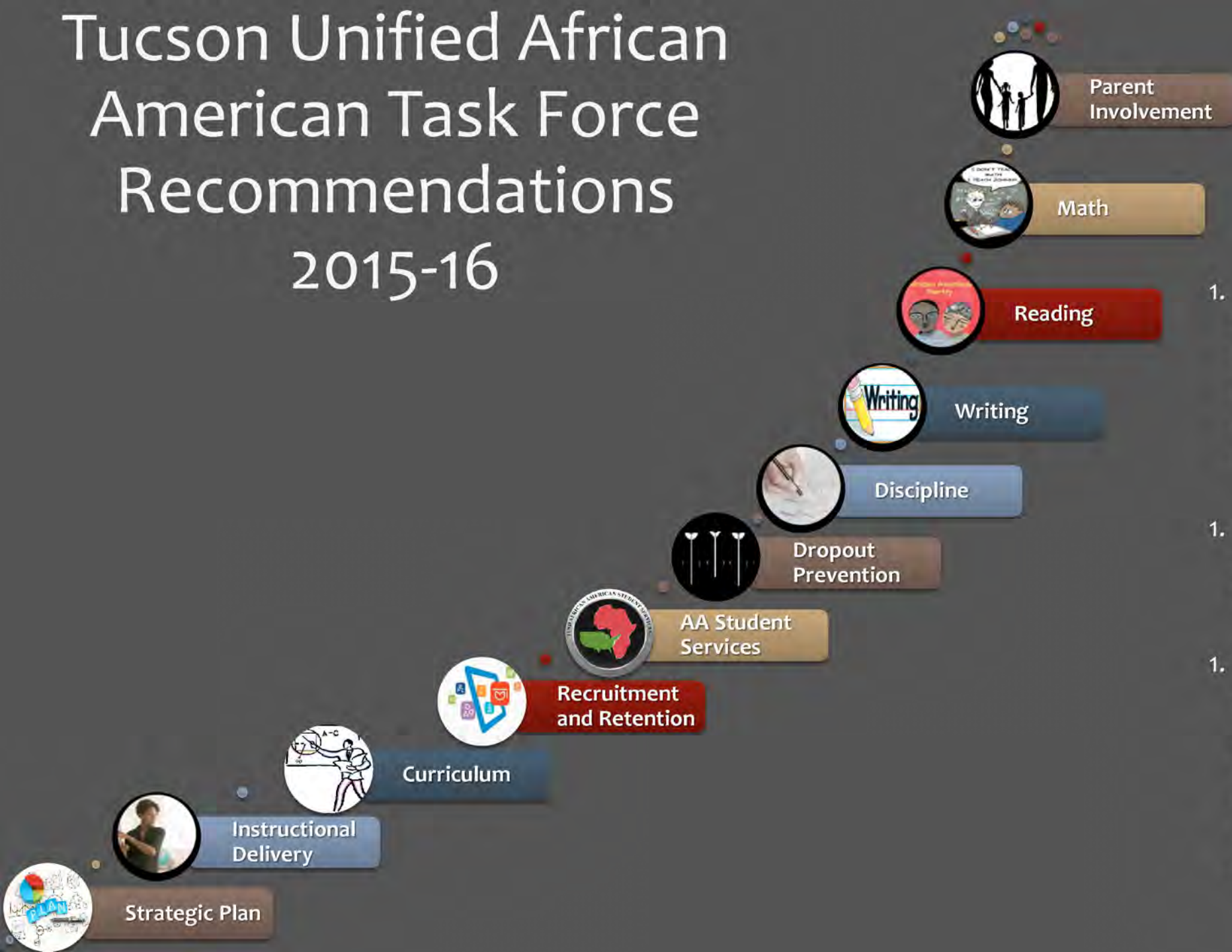
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DROPOUT PREVENTION

1. Review audit information from student services to determine successful strategies currently in place.
2. Create an integrated re-entry process with a six month planning requirement to assess service gaps and isolated departments.
3. Create or adopt a successful, research based model of intervention for students before they drop out.
4. Revise job descriptions of academic and behavioral intervention employees.
5. Create Transfer Schools for students lacking credits and in need of tier three support services.
6. Use In-school suspension for classroom referrals at the middle and high school level in order to decrease loss of instructional time. Rather being removed from all of their classes during the day they would only be removed from the referring teacher's class.
7. Create TUSD Board Polices for re-entry of students who have dropped out and regulations for monitoring the students.
8. Create more career and intern opportunities for all students through Service Learning.
9. Create career pipeline with Pima Community College for hard to fill jobs, such as Exceptional Education, math and science teachers.
10. Create early warning systems as part of TUSD's student management system so that interventionists and sites can easily track students who need support.
11. Assess all students for the gifted and talented program.

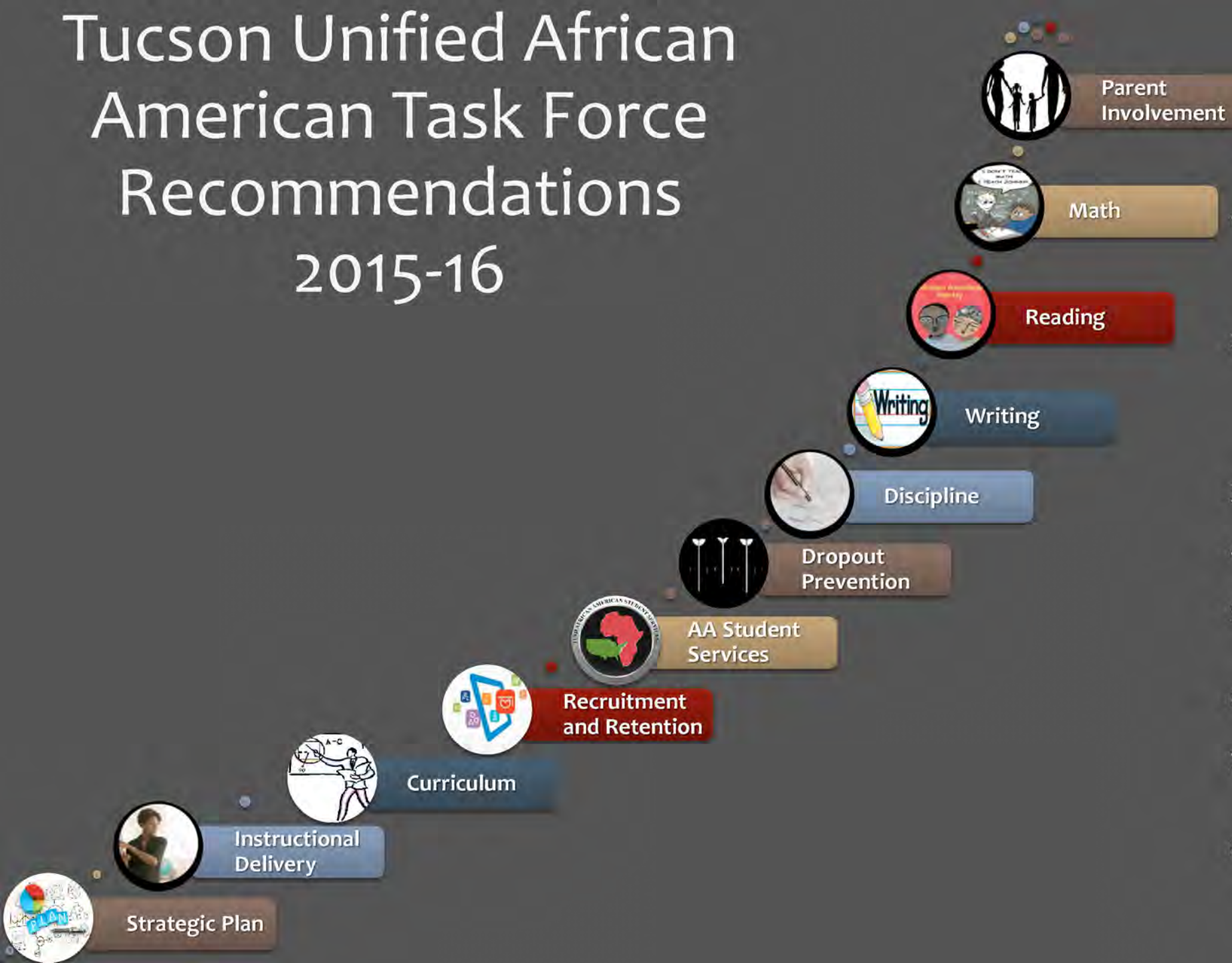
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African American Student Services

1. Mandate that Student Success Specialists hold a Bachelor's Degree. Current personnel would be grandfathered and given the opportunity to meet the job requirements.
1. Increase the department's budget to allow for at least twenty-five Student Success Specialists.
1. Place a Student Success Specialist at all middle and high schools where there are African American students not achieving at grade level where African American students have repeated discipline problems.

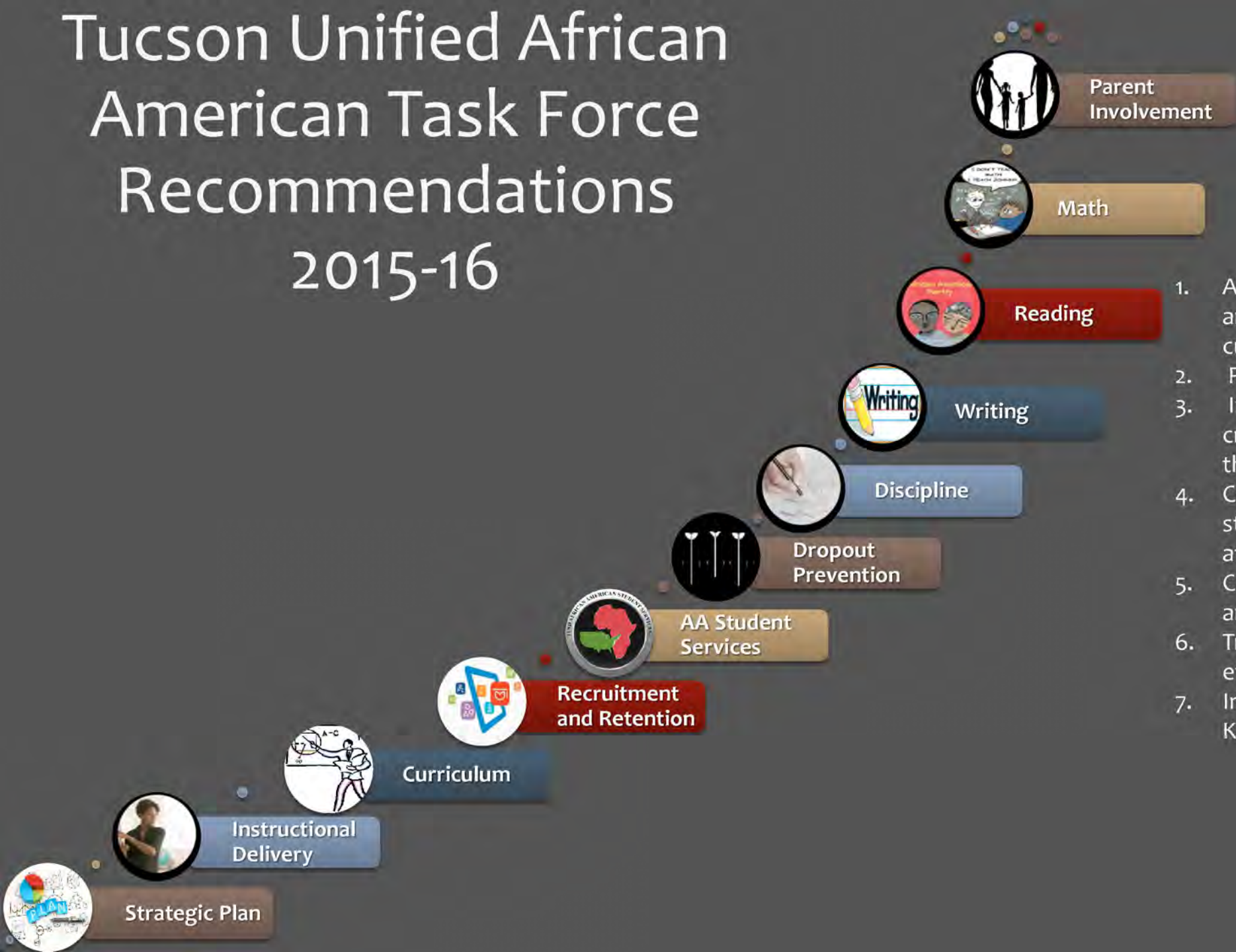
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RECRUITMENT AND RETENTION

1. Establish on-going relationships with education professors at HBCU's to seek their assistance in identifying potential hires.
2. Enlist the help of members of the Tucson Black Community who graduated from these colleges or lived in these cities to assist in the recruitment.
3. Look at HBCU's in states closer to Arizona, such as Oklahoma and Texas.
4. Create a Grow-Your-Own program for current African American employees.
5. Empower recruiters to offer contracts on the spot, along with signing and relocation bonuses.
6. Establish system to flag African American applicants.
7. Identify and recruit current African American teachers for the administrative development program.
8. Insure that interview committees for the hiring of certificated staff include African American members (USP, page 19).

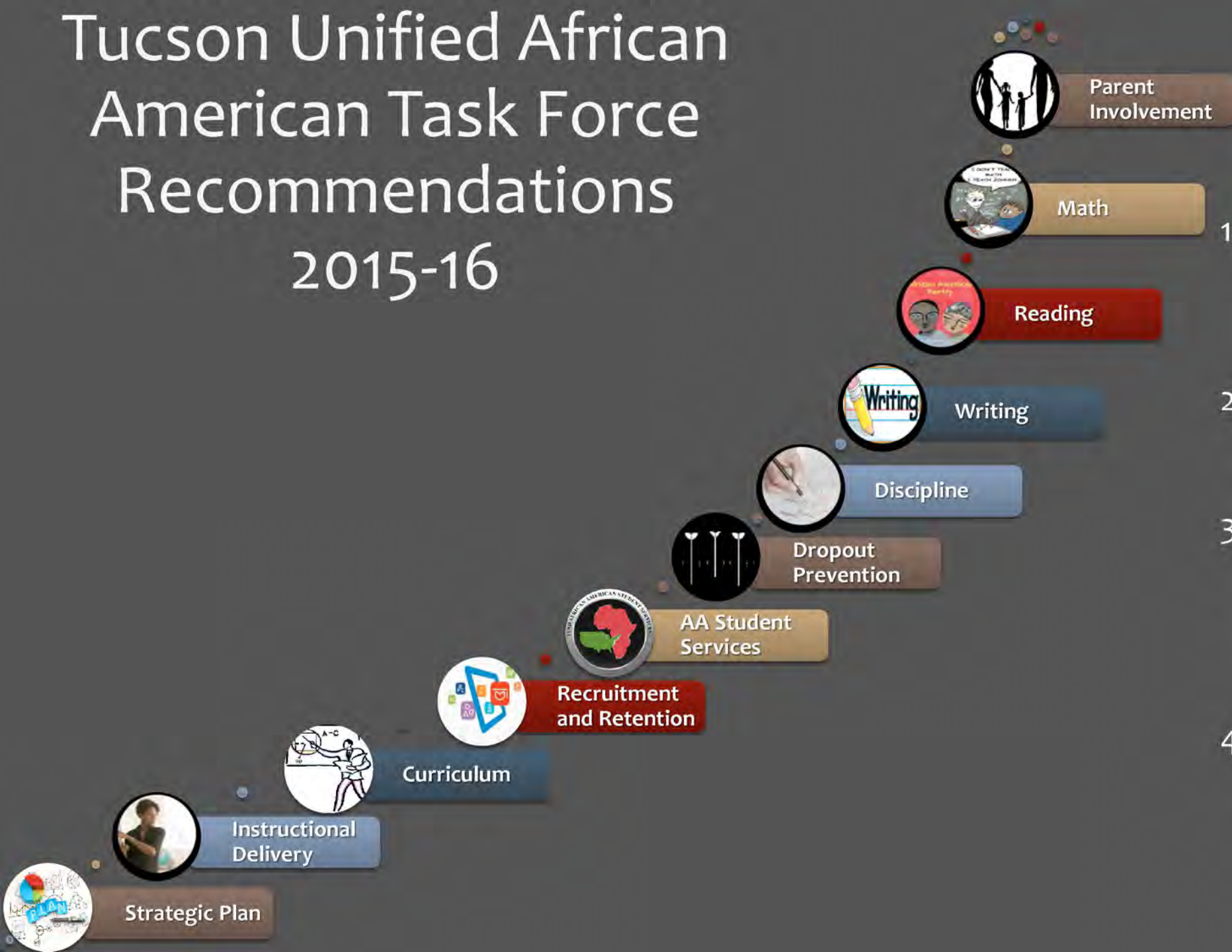
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CURRICULUM

1. Align kindergarten math, science, language arts, social studies, fine arts and P. E. curriculum K-12.
2. Provide parent training in K-12 curriculum.
3. Incorporate Common Core Standards and create formative assessments that measure these standards.
4. Create and implement early intervention for students not mastering standards, starting at first grade.
5. Create parent learning centers in schools and/or community facilities.
6. Train teachers on cultural behaviors and effective classroom management.
7. Incorporate culturally relevant materials into K-12 curriculum.

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INSTRUCTIONAL DELIVERY

1. Fully implement Essential Elements of Instruction (EEI).
2. Fully implement Culturally Responsive Pedagogy (CRP).
3. Train all teachers in effective classroom management strategies, i.e. Harry Wong Effective Teacher Series.
4. Hire instructional assistants for grades K-3

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STRATEGIC PLAN

1. Create District wide plan for Effective Schools.
2. Implement Effective Schools with culture of acceptance.
3. Provide schools with budgets to support plan and vision.
4. Develop activities and programs to engage parents and community partners.
5. Hire effective and diverse certified and classified personnel.
6. Develop professional opportunities to support vision and curriculum.
7. Create school climate that is conducive to learning.
8. Facilitate focus on learning about different ethnic groups among classified and certified employees, i.e. Courageous Conversations.
9. Establish date to convene the Task Force on an annual basis to review the implementation of the recommendations.