

TUCSON UNIFIED SCHOOL DISTRICT

STRATEGIC PLAN END OF YEAR REPORT 2015-2016

DIVERSITY

Strategic Priority 1: Reflective Curriculum – TUSD will have classroom curricula, instruction and professional development that integrate diversity and high expectations for all students.

Year 2 Goal: Establish and maintain ELA and Social Studies Courses for K-8.

Completion update: 100% Completed

- ✓ Completed revised K-12 Social Studies curriculum maps
- ✓ Completed revised K-12 Social Studies Scope and Sequences
- ✓ Completed revised ELA K-12 curriculum maps
- ✓ Completed revised ELA K-12 Scope and Sequences

Evidence:
Completed Culturally Relevant Professional Development Sessions

- PD 1 Agenda 8-29-2016
- PD 2 Agenda 9-19-2016
- PD 3 Agenda 10-24-2016
- PD 4 Agenda 11-21-2016

Evidence:
Curriculum Documents

- [CRC ELA Curriculum Map Grade 8](#)
- Social Studies Scope and Sequence Grade 6
- [Social Studies Scope and Sequence Grade 7](#)
- Social Studies Scope and Sequence Grade 8
- All curriculum located at:
<http://www.tusd1.org/resources/curriculum/index.asp>

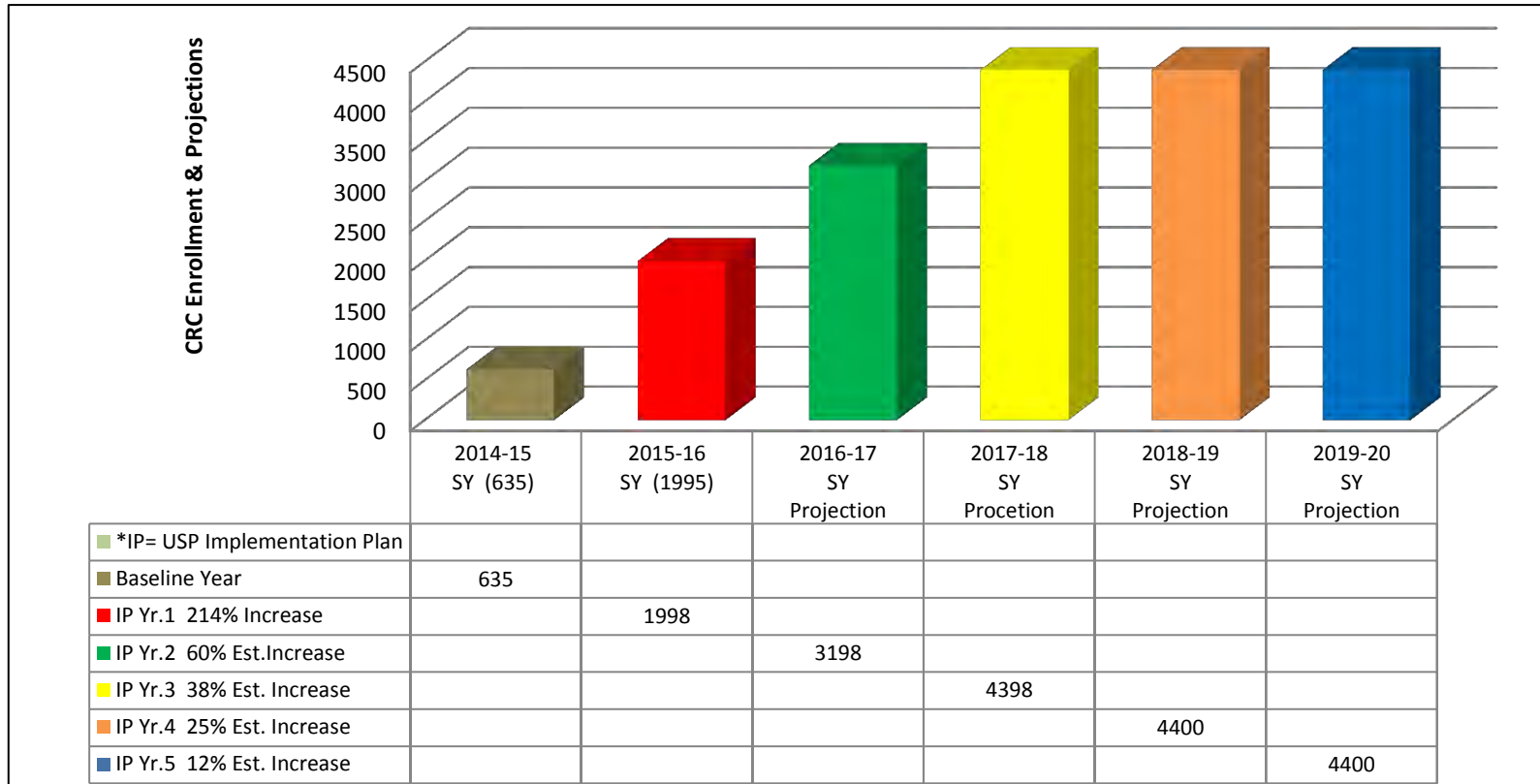
Tucson Unified Schools' guaranteed, viable curriculum is multicultural and designed to address the needs and interest of our students. Curriculum version 2.1 and 3.0 reflects the multicultural resources that provide various perspectives for student engagement. Teacher resources have been infused with culturally responsive resources, multicultural perspectives, reflective questions and assignments.

Culturally Relevant courses have been expanded to include additional literary options for students and teachers. Student enrollment during Fall 2015 in high school Culturally Relevant classes expanded to 1,476 high students. Enrollment in culturally relevant courses is expected increase to more than 4,400 students by 2019. See data tables below.

Fall 2015 CRC Data

	Students Enrolled	Number of Schools with Sections
High School Data	1456	9
Middle School Data	471	10

TUSD Students in Culturally Relevant Courses



Strategic Priority 2: Recruitment and Retention of Diversity – TUSD will actively recruit, hire, train and work to retain teachers, administrators and staff who reflect its student population.

Year 2 Goal: Identify higher level institutions with high ethnic diversity and target and begin recruitment

Progress/Completion: 100% Completed

Strategic Priority 2: Diversity – Year 2 Goal was met.

The District works to identify significant disparities between the percent of African American or Latino certificated staff and administrators at an individual school and compares the district-wide percentages for schools at the comparable grade level. The Human Resources Department is responsible for collecting data on staff ethnicities and will report by site and grade level the diversity of the administrative, teacher and total staff.

In the 2014-15 school year there were 3 out of 89 school that had less than a 5% diversity makeup in the staff on campus.

In the 2015-16 school year 88 out of 89 schools met the goal of having a diverse staff.

Administrators only make up 2.2% of the entire district staff. The district increased the number of African American and Hispanic Administrators from previous years.

School Year	White	Af.Am.	Hisp.	Asian/P.I.	Nat. Am.
SY 2013-14	68%	3%	26%	2%	1%
SY 2014-15	67%	3%	27%	2%	1%
SY 2015-16	66%	3%	28%	2%	1%

Progress/Completion: 100% Completed
Strategic Priority 2: Diversity – Year 2 Goal was met.

Identify and target higher level institutions with high ethnic diversity and begin recruitment.

The District HR staff reviewed previous recruiting trips and committed to improving the results of those efforts. As a result of the analysis to enhance its targeted demographics, the District partnered with the National Council on Teacher Quality (NCTQ) and gathered valuable information on student teacher preparation programs across the country. The NCTQ developed nineteen standards that scrutinize the most fundamental aspects of teacher preparation programs by their particular state.

The District also considered the College and University Diversity Index as published in the U.S. News and World Report. The reports provided comparison data on college or university systems. Using this data, the District strategically reevaluated its recruitment trips and determined which programs provided the best source of diverse student teacher applicants and quality programs. Four Historically Black Colleges and five Hispanic Serving Institutions were included in the total of 17 college campus recruitment trips.

- Increased the number of recruitment trips to higher level institutions with a high ethnic student teacher population from 6 to 17.

Progress/Completion: 100% Completed
Strategic Priority 2: Diversity – Year 2 Goal was met.

Identify at least ten minority certified staff members interested in administration positions and recommend to the Leadership Prep Academy.

Ethnicity/Number of Participants

African American: 3

Anglo: 8

Hispanic: 14

Total Participants = 25	Ethnic Breakdown:	Gender Breakdown:
<ul style="list-style-type: none"> • Anglo Female = 5 • Anglo Male = 3 • African-American Female = 1 • African-American Male = 2 • Hispanic Female = 10 • Hispanic Male = 4 	<ul style="list-style-type: none"> • Total Minority = 68% • Anglo = 32% • Hispanic = 56% • African-American = 12% 	<ul style="list-style-type: none"> • Male = 9 • Female = 16

Evidence:

REPORTS:

Administrative Ethnicity Summary (USP Report)

List of higher level institutions and Recruiting program (Recruitment Travel)

List of participants of the Leadership Prep Academy (participant list)



LPA Participants SY 2015-2016.pdf



Principals and AP totals.pdf



Recruitment Trips 2015-2016.pdf

Strategic Priority 3: World Language Options – TUSD will increase and support its foreign language options for all students.

Year 2 Goal: Pilot elementary schools will implement afterschool language programs with identified foreign language(s) completed by June 30, 2016

Progress/Completion: 80% Completed

Three of the five elementary school sites that were selected to offer foreign language options have 100% implementation of its identified foreign language and culture programs.

Evidence:

- Korean- Fruchthendler ES has 100% implementation of its identified foreign language and culture program for ALL students at all grades since August 1, 2015.
- Spanish- Roberts/Naylor K-8 has 100% implementation of its identified foreign language and culture program for ALL students at all grades since January 4, 2016.
- Chinese –Soleng-Tom ES has 100% implementation of its identified foreign language and culture program for ALL students at all grades January 18, 2016.
- Arabic- John B. Wright ES will have 100% implementation of its identified foreign language and culture program for ALL students at all grades in its 2016-17 school year schedule with its newly hired Arabic instructor.
- Arabic - Morgan-Maxwell K-8 does not yet have a foreign language and culture program in place; no enhancement instructor has yet been hired, though the instructor at Wright ES is considering adjusting schedule to work there as well.

Strategic Priority 4: Advanced Learning Opportunities – TUSD will ensure equitable access to advanced learning opportunities (e.g. honors, AP, IB, GATE, and college prep programs) for all students.

Year 2 Goal: Establish entry pathway expectations into the Advanced Learning Experiences

Progress/Completion: 100% Completed

Several strategies were proposed for the 2015-2016 school year with the focus of creating entry pathway expectations into ALE. The

progress of five particular strategies have been reviewed each quarter:

District Wide GATE Testing at 1st and 5th Grade

As a strategy to increase the number of students identified for GATE services, TUSD has created a process to assess every student in the 1st and 5th grade in addition to the regular GATE assessments provided to those students whose parents request evaluation. This district wide testing helped to identify more students in need of GATE services. In order to help accommodate this need and reduce the number of students on the GATE “wait list” TUSD is creating additional ways to service these students. Self Contained GATE satellite programs are being developed for 2016-2017 at Wheeler Elementary and Roberts/Naylor K-8 to ensure elementary students on the wait list for Self Contained GATE can be provided services. Additionally a “Pre-GATE” kindergarten program is being developed to help act as a pathway for students to get into GATE programs once they move into first grade.

Area Wide UHS Testing in 7th Grade

TUSD has already established district wide testing at the 7th grade for screening students for potential admission to University High School. However, for students not currently attending a TUSD middle school those students tested in the 8th grade. In order to help create consistency of process this pathway was altered and now all students test for University High admissions in the 7th grade. The last exam for this was successfully held on June 3rd.

AP potential Report Training

College board provides a report based on the results of the PSAT which all TUSD students take in the 10th grade. This report can be used to recruit students who have the potential to be successful in AP classes. This year, all High Schools within TUSD were invited to training on how to access and use the AP potential report. In addition, a copy of the report for each individual site was provided to the principal with the direction to ensure 100% of students who showed the potential for success would be recruited for AP courses.

Expansion of AVID to Additional sites

AVID was expanded to 4 additional sites for the 2015-2016 school year including Catalina, Doolen, Pistor, and Utterback. AVID supports student achievement including a focus on ensuring students “at the middle” are enrolled in ALE courses. The new sites were supported throughout the year with trainings, coordinator meetings, and campus walkthroughs. For the 2016-2017 school year another new site will be adopted as well: Magee Middle School.

AP support through Tutoring, Test Prep, Mentoring, and Bootcamp

Each high school in TUSD was provided an AP mentor, two AP tutors, and the ability to have each AP teacher provide test preparation sessions for their students. In addition to the AP Bootcamp which was expanded from 3 to 5 schools this summer, these supports help ensure students find success with Advanced Placement courses and the AP test at the end of the course.

Evidence:

The TUSD ALE Supplement defines 42 goals. 33 of these goals were either met this year or show consistent positive progress such as:

- 50% of the students in Middle School SC GATE are Latino when 48.9% of Middle School Students are Latino.
- 8.4% of K-8 Honors students are African American when 7% of K-8 students are African American.
- The percentage of minority students in HS AP classes has been growing for 3 years.

See the attached spreadsheet for all 42 goals and the enrollment progress made. This chart was created as part of the Annual Report for SY 2015-16 and shows TUSD has meet its ethnic diversity goals (Blue Highlight) or positive progress (Green Highlight) in ALE programs in a Majority of areas.



ALE 40th day
Enrollment based on /

Additionally, the Tucson Unified School District was one of 425 school districts in the U.S. and Canada honored by the College Board with placement on the 6th Annual AP District Honor Roll for increasing access to AP course work while simultaneously maintaining or increasing the percentage of students earning scores of 3 or higher on AP Exams.

This award is based on three years of AP data, from SY 2013 to SY 2015, looking across 34 AP Exams. Criteria used were:

- Increase participation/access to AP by at least 4 percent in large districts, at least 6 percent in medium districts, and at least 11 percent in small districts;
- Increase or maintain the percentage of exams taken by black/African American, Hispanic/Latino, and American Indian/Alaska Native students; and
- Improve or maintain performance levels when comparing the 2015 percentage of students scoring a 3 or higher to the 2013 percentage.

TUSD was further recognized as being able to achieve these results with an AP student population in which 30 percent or more of the students are underrepresented minority students (black/African American, Hispanic/Latino, American Indian/Alaska Native). Reaching these goals indicates that the ALE pathways in place for TUSD are working to promote higher achievement for students.

Strategic Priority 5: Community Engagement – Strengthen and increase its community engagement (e.g. families, businesses, nonprofits, higher education, and faith-based organizations) 5 year vision: A system where children and families have what they need to be successful.

Year 2 Goal: Establish and maintain four Family Engagement Centers

Progress/Completion: 100% Completed

- The Family Resource Centers are critical components in the work toward the realization of increased student achievement and family support. The Family Resource Centers provide families with easy access to supports through a one-stop center where families can learn about community resources and develop skills and strategies to enhance students' academic and social achievement.
- The District currently has four Centers located in high-need areas across the district as identified demographically through the Planning Department. The first center, located at the former Wakefield Middle School site which sits in a predominantly Mexican-American neighborhood, was opened in April, 2015. The District opened the following three Centers in the 2015-16 school year. The Palo Verde Family Resource Center, located in an area with a high concentration of African American families, opened on January 21, 2016. The Catalina Family Resource Center, located in an area home to a high concentration of refugee families, opened on May 13, 2016 and the Southwest Family Resource Center, located near the Tohono O'odham Reservation, opened on May 23, 2016.
- The Family Resource Centers are designed to facilitate classes, workshops, and meetings providing academic, parenting, health and wellness, and other supports to TUSD families.
- Each Family Resource Center offers a computer lab, child care room, classrooms and a clothing bank. A lobby area and reception desk at each location are stationed at the entry to the centers where families are required to sign in for tracking purposes. Each center is staffed with a School Community Liaison which welcomes guests at the reception desk, directs them as needed, handles phone inquiries, and provides information about TUSD departments and services as well as a custodian/monitor to help with security and safety.

Evidence:Wakefield June 2016
Calendar.pdfSouthwest June
2016 Calendar.pdfCatalina June 2016
Calendar.pdfPalo Verde June
2016 Calendar.pdf

Center Location	Open House	# of Open House Guests	2015-16 # of classes offered	2015-16 # of visitors
Wakefield FRC	April 29, 2015	72	415	5347
Palo Verde FRC	January 21, 2016	70	101	> 400
Catalina FRC	May 13, 2016	38	NA	NA
Southwest FRC	May 23, 2016	71	NA	NA

Priority #1: Reflective Curriculum	100%
Priority #2: Recruitment & Retention of Diversity	100%
Priority #3: World Language Options	80%
Priority #4: Advanced Learning Opportunities	100%
Priority #5: Community Engagement	100%
Total	96%