

## **STUDENT ACHIEVEMENT (25%)**

***Increase by 5% students meeting or exceeding AIMS in math at all levels***

***(Please see the charts from pages 3 and 4 of the End of Year Report)-  
Slides 2, 3,4***

2.6% elementary

2.9% middle

1.8% high

***Reduce the number of “D” schools by 25% at both elementary and middle schools and 50% at high schools***

***(Please see the chart from page 6 EOY Report)- Slide 5***

45% elementary

25% K-8/middle

25% high

(a more than 41% reduction in “D” schools overall – and a 50% increase in “B” schools overall)

***Increase achievement results in each ethnic group by grade level***

***(Please see the chart from page 10 EOY Report)- Slide 6***

**READING MASTERY:**

Hispanic (1.9%), Asian American (.3%) and Multiracial (5.2%) groups showed an increase

White/Anglo (-0.7%), African American (-1.6%) and Native American (-3.2%) showed a decrease

**MATH MASTERY:**

White/Anglo (0.7%), Hispanic (3.8%), Asian American (3.6%) and Multiracial (7.3%) groups showed an increase

African American (-0.7%) and Native American (-2.6%) showed a decrease

**\*\*Data is difficult to interpret due to the new Multi-racial category\*\***

***Turnaround Schools***

***(Please see the chart from page 6 EOY Report) – Slide 7***

Improvement at both Palo Verde and Rincon

Palo Verde Reading: Increased from just above 60% to just over 70%

Palo Verde Math: Increased from just over 30% to over 60%

Rincon Reading: Increased from under 70% to mid 70%

Rincon Math: decreased by just a couple percentage points both in the mid 40% range

The culture of the two schools is reflected in many ways, the most important being improved student achievement. According to staff and student surveys, the climate of the school has been favorably improved in terms of cleanliness, student behavior and safety.

## **STUDENT ENROLLMENT (15%)**

***Increase the number of students who take the AP test, who achieve a 3 or higher on the AP test, and who complete the AP courses***

***(See chart from page 11 EOY Report) – Slide 8***

**Four teachers initially went to the AP institute in three years –  
95 attended last year and in many cases without compensation**

8.7% increase (147 students) in students earning 3, 4, or 5 on the AP test

4% increase (167 students) in the number of students who took AP courses

5% increase (185 students) in the number of students who successfully completed and earned credit in an AP course

***(See chart from page 12 EOY Report) – Slide 9***

- Increase in number of Mexican American, African American and Native American students enrolled in AP classes

18% increase in Hispanic students taking one AP course

25% increase in Native American students taking one AP course

2.5% decline in African American students taking one AP course (may be result of the new multiracial category, as mentioned above)

- Increase in percentage of students who remained in TUSD from 5<sup>th</sup> to 6<sup>th</sup> difficult to measure at this point

***(See chart from page 12 EOY Report) – Slide 10***

10-15% increase in number of kindergarten students

## **DROPOUT PREVENTION (15%)**

***Increase by 5% the number of students completing the necessary credits to promote to the next grade level***

***(See chart from page 13 EOY Report) – Slide 11***

9<sup>th</sup> grade was our focus for this year

4.8% increase in 9<sup>th</sup> grade students earning enough credits (12 students short of making the goal) – increase noted at two grade levels

### ***Recognition***

Students were recognized through several programs

- At the school level
- Multiracial Departments – end of year awards
- Nominations meeting the criteria were featured in a small booklet with pictures and personal stories

## **TRANSPORTATION (15%)**

***Ensure that major transportation concerns have been addressed, leading to all eligible and requesting students being scheduled and routed one week prior to the start of school***

***(Slide 12)***

- This year we route and transport 19,000 students, another 4,000 on Sun Tran - compared to last year's number of 13,000 transported
- Established reasonable timelines
- Established schedules early
- Successful collaboration between Transportation, Operations, Technology, School/Community Services and Exceptional Education

**There was a drastic improvement over previous years' service during the first week and a half of school**

## **DESEGREGATION (10%)**

***Create and implement a desegregation plan for the 2012-2013 school year***

***(Slide 13)***

Working with court to develop unitary plan

Hired a desegregation administrator

Created desegregation budget plan

Training was improved for administrators by:

- Developing budget manuals
- Communicating plan to internal and external constituencies
- Improving overall transparency

## **CUSTOMER SERVICE (15%)**

***Create and implement a customer service satisfaction survey to be distributed throughout the district***

***(See chart from page 18 EOY Report) – Slide 14***

We mailed out 2,000 surveys to randomly selected TUSD households. We were aiming for about 400 responses, which would give us a +/- 4% error rate. We received 14% back, or a total of 277 responses

Assuming we would probably get a similar response rate during the second administration, we decided to boost the second mailing to 3,000 surveys. As a result, we achieved 401 responses during the second round

Both survey results showed a fairly high level of satisfaction with customer service provided to parents by our office staff

***Create a “Secret Shopper” program to assess front office and telephone performance***

Piloted secret shopper concept targeting reception, preparation and encounter through Kinder Open Enrollment

The results from this secret shopper survey initiative suggest that enrollment decisions may be influenced by a positive impression resulting from preparation, organization, focus on the event, welcoming reception and hosting actions, information provided, and the school environment. Where positive customer experiences in reception and the reception area occurred there were also positive enrollment decisions stated.

***Improve interdepartmental customer service***

Provided extensive staff development to all front office staff

Provided interdepartmental training to improve skills on ERP systems and customer service principles

## **GRANTS (5%)**

***Design a grants process that focuses on support of the district's mission***

***(Slide 15)***

- Reopened department as Grants and Partnerships
- Established priorities – district is securing reapplication grant monies as well as new revenue opportunities
- Developed additional non-grant partnership dollars
- Created a website to provide info on grant procurement process
- \$4,165,000 has been secured

## **TECHNOLOGY (sub-goal)**

***Improvements in technology services allow for critical support of efforts throughout the district***

***(Slide 16)***

Improved Technology Services resulting in more effective implementation of all areas of improvement:

- Infrastructure upgrades
- End user implementation
- Telephony upgrades
- Server replacements
- Support for all areas of operations