

The background features a dark blue gradient with a series of curved, glowing lines that create a sense of depth and movement. A grid of fine, light blue lines is visible, particularly on the right side, suggesting a digital or data environment.

# Technology Services Update

SEPTEMBER 12, 2017

# Informational Update



- TUSD WiFi – Student, Staff , Parents & Visitors



- Clarity - Student Risk Analysis

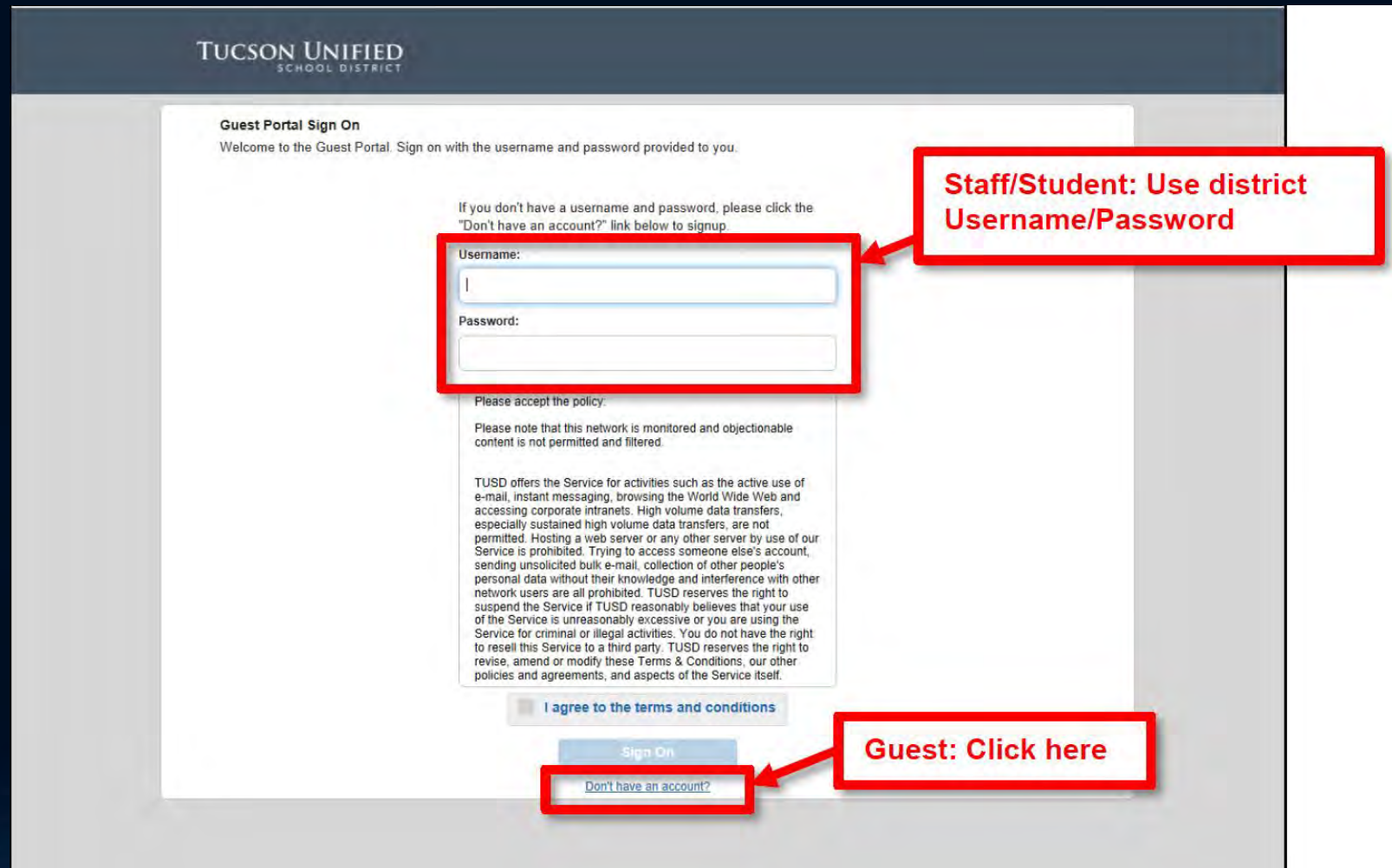
TUSD WIFI Upgrade – Live for 1718SY



# *Why Upgrade our Wireless Infrastructure ?*

- Wireless Infrastructure -10 years old
- Security – Passphrase authentication
- Availability -Limited use of devices – hard coded Staff/Student
- Functionality – Public “ Guest offering ” not compatible with current mobile device platforms
- Ease of use – No self service for Parents & Visitors
- Student & Staff – No Internet access for personal devices

# Log-On – Use IT !!!



3. The **Create Account** page opens. Complete the fields for **First/Last Name**, **Email Address**, and **Phone Number**.

**TUCSON UNIFIED**  
SCHOOL DISTRICT

**Create Account**  
Provide us with some information so we can create an account for you.

First name\*

Last name\*

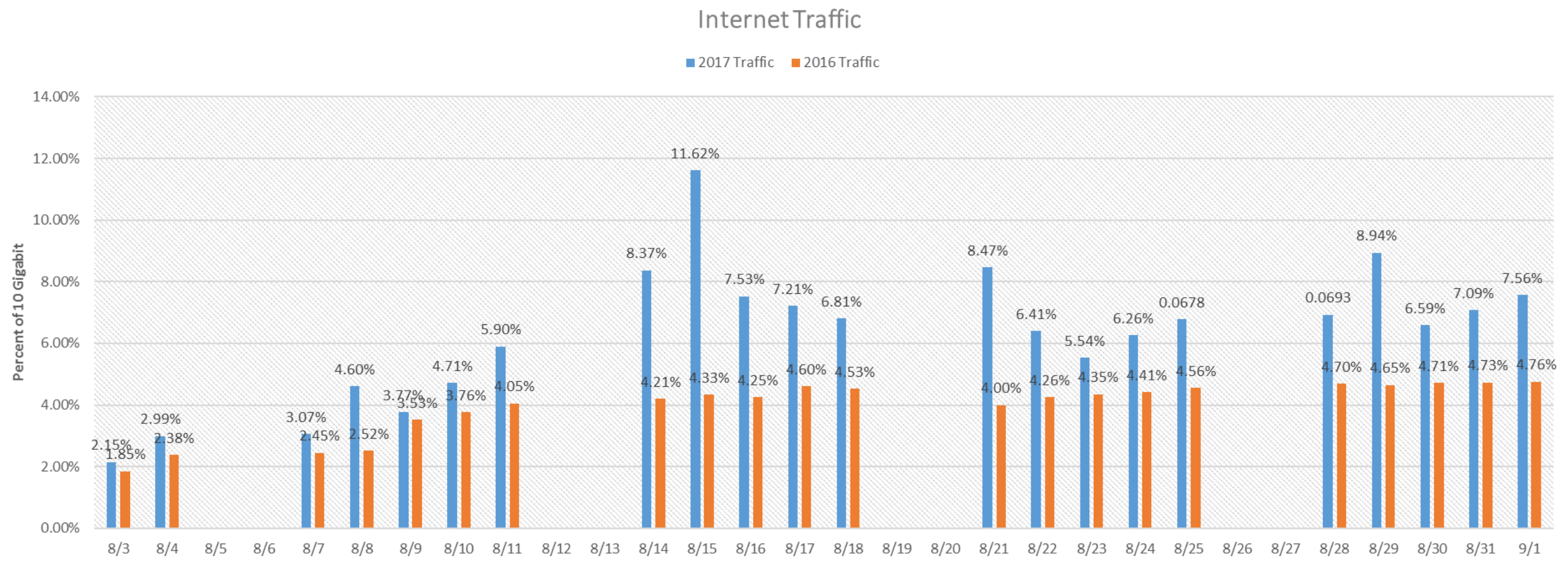
Email address\*

Phone number

[Register](#) [Cancel](#)

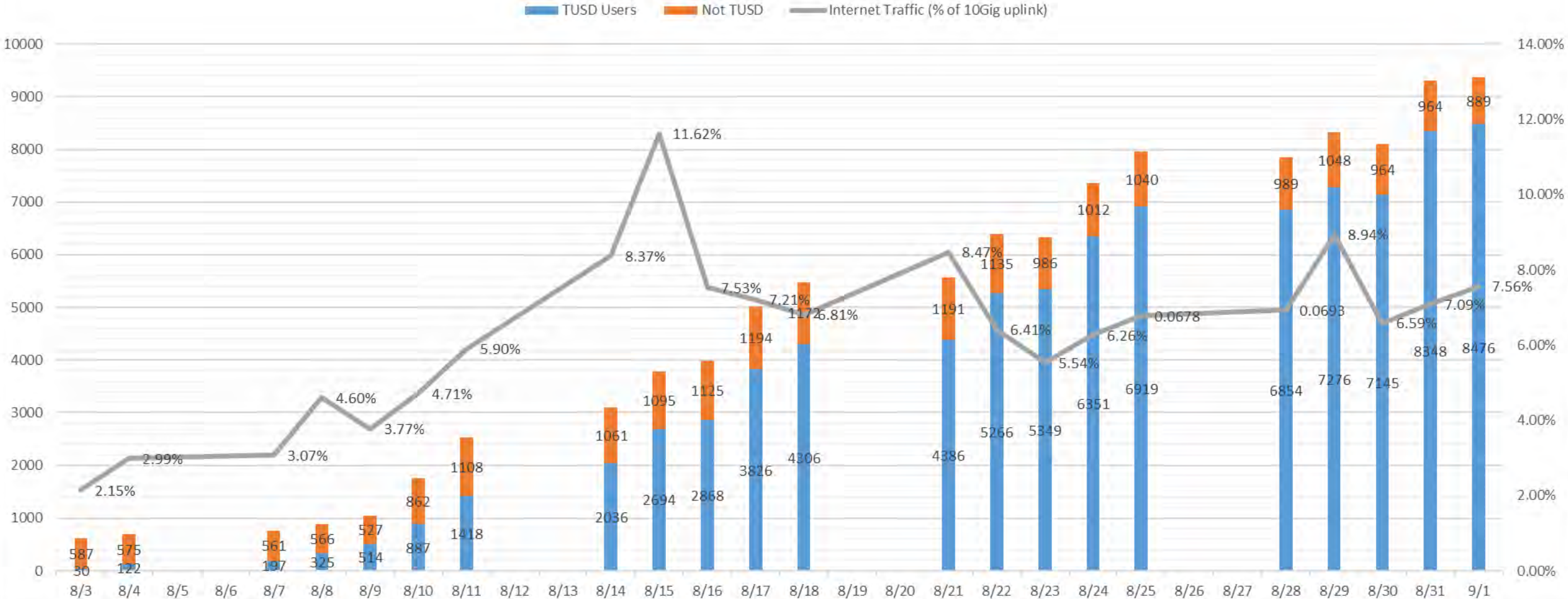
# Parent & Visitor Access Page

# Internet Utilization 2016 vs 2017



# Internet Utilization with Guest WiFi Usage

Guest Wireless Traffic





- USP ~ X.2.A, page 56 – Transparency and Accountability
  - ✓• (a) track individual student demographic, academic, and behavioral data pursuant to the requirements set forth in Appendix A
  - ✓• (b) be compatible with and run reports concurrently with the District's data system(s) for tracking personnel data and information
  - ✓• (c) automatically produce alerts, flags, and other programmed signals to indicate when students do not meet pre-determined goals or expectations for academic performance or behavioral concerns



## *Before Clarity ?*

- 2013-2014
  - TUSD TS developers “proof of concept” name WatchPoint within Mojave (prior to Synergy) ~ Results unsuccessful
- 2014-2015
  - ADE mandate Student Information Systems (SIS) meet AzEds standards ~ Synergy was ADE’s approved vendor
  - Gap Analysis of Synergy – could not meet USP requirements for X.2.A
  - Synergy would require custom programming additional cost and would not be available estimated 2018-2019 SY

## Transform Complex Data Into Actionable Information



### INTEGRATION

Seamlessly integrate data from multiple education systems.



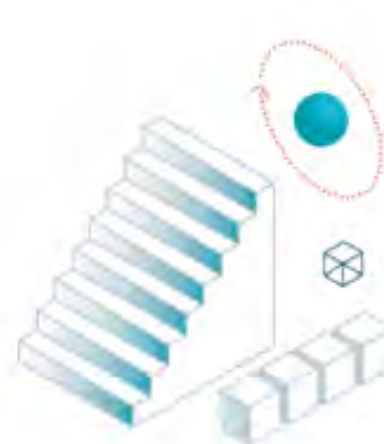
### RESEARCH

Align data to research-based frameworks.



### ANALYTICS

Produce visualizations and reports based on complex data analysis.



### ACTION

Access role-specific Insights and recommended actions with proven evidence of effectiveness.

## BrightBytes Empowers Educators Around The World



7 Countries



47 States



2,823 Districts

### Used by Leading K-12 Organizations



### In Partnership with Top Ed Tech Providers





## Identify At-Risk Students As Early As First Grade With Over 90% Accuracy

The Brightbytes Early Warning module uses predictive analytics to identify at-risk students on a continuum of risk based on each organization's actual data.

## The Early Warning Framework

The Early Warning framework consists of four domains supported by 24 Success Indicators that are associated with the risk factors within each organization's model.



### **BEHAVIORS**

Monitor major and minor behavioral incidents, including referrals and expulsions

### **DEMOGRAPHICS**

Review student profiles of age, 504 status, mobility, gender, and more

### **ACADEMICS**

Analyze GPA, assessment scores, pass rate, and course requirements

### **ATTENDANCE**

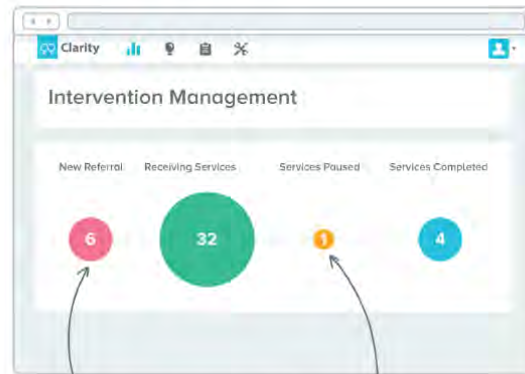
Access tardies, attendance in the first 30 days, and attendance overall



# Improve Intervention Efficacy With Insight To The Right Support

The Intervention Management module streamlines the referral process by connecting students in need to the right support services. The module allows educators to quickly assign services, track the fidelity, frequency, and efficacy of those efforts, and easily review and communicate progress or adjustment needs with stakeholders.

## School Administration

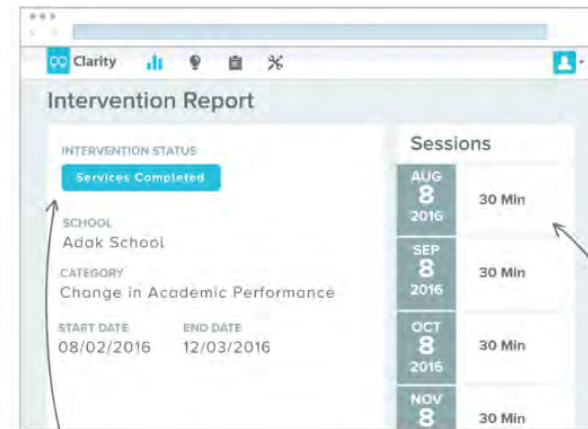


*We need to get these students into the right programs ASAP.*

*Let's touch base with the provider about why we paused this intervention.*

- Analyze past intervention efforts to determine or adjust future support services
- Monitor student fidelity and progress to easily modify intervention strategy
- Coordinate multiple support services for every student from a centralized location
- Communicate any efficacy concerns to stakeholders with data-driven reports

## Support Services

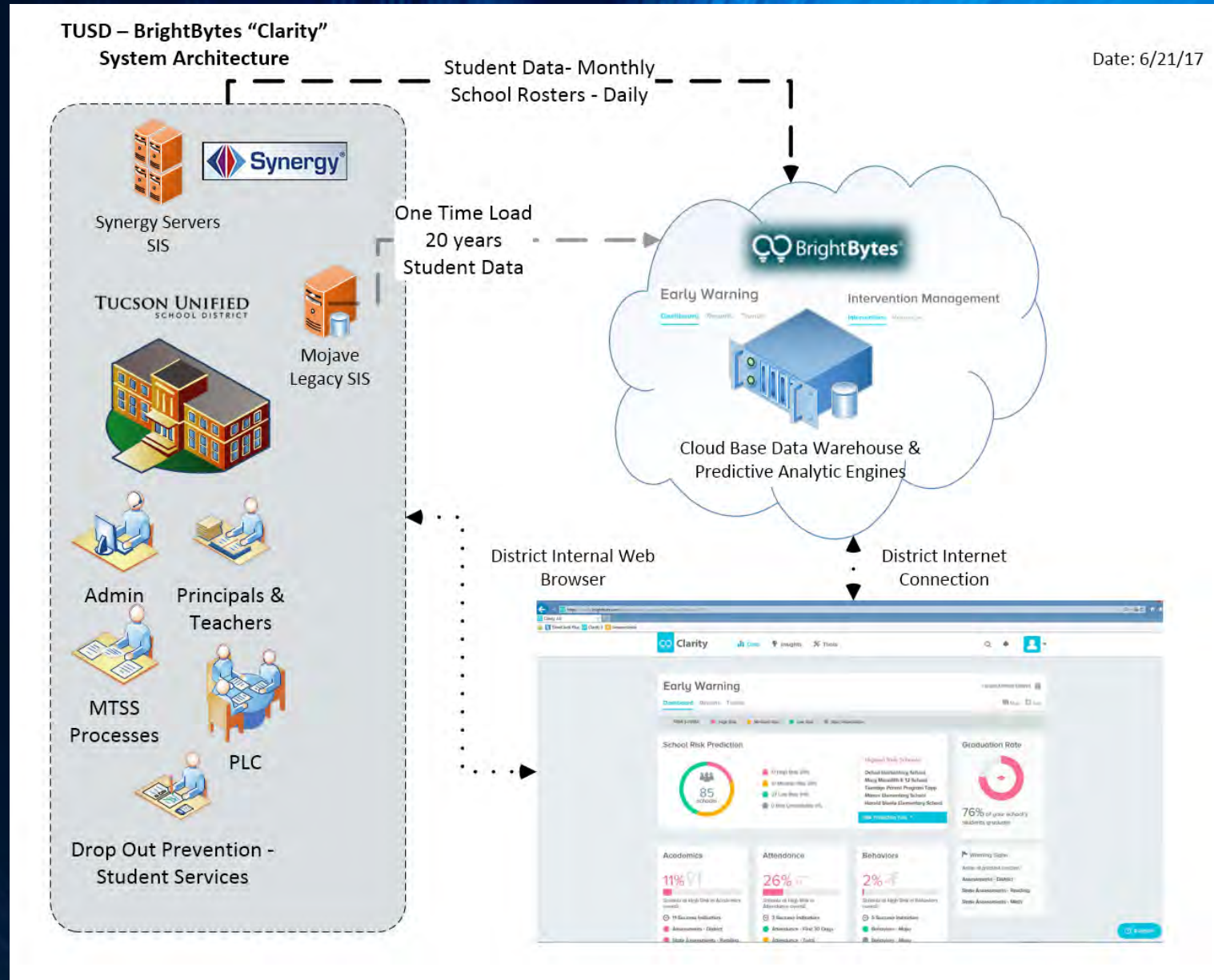


*This intervention is complete. Let's begin to focus on next steps.*

*Glad to see this student made consistent progress in this program!*

- Easily track and organize intervention caseloads
- Access past intervention efforts and progress in a consistent and engaging manner
- Increase alignment to the intervention procedures and systems in place at each site or district

# Student Data – Predictive Analytics

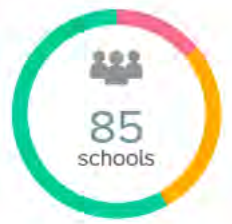


# Early Warning

Dashboard Reports Trends

Risk Levels High Risk Medium Risk Low Risk Risk Unavailable

## School Risk Prediction



- 12 High Risk 14%
- 24 Medium Risk 28%
- 49 Low Risk 58%
- 0 Risk Unavailable 0%

### Highest Risk Schools

- Project More High School
- Mary Meredith K 12 School
- Manzo Elementary School
- Frances J Warren Elementary School
- Ochoa Elementary School

[Risk Prediction Tool](#)

## Graduation Rate



## Academics



Schools at High Risk in Academics overall

- 11 Success Indicators
- Assessments - District
- State Assessments - Reading
- State Assessments - Math

## Attendance



Schools at High Risk in Attendance overall

- 3 Success Indicators
- Attendance - First 30 Days
- Attendance - Total
- Tardies

## Behaviors



Schools at High Risk in Behaviors overall

- 5 Success Indicators
- Behaviors - Major
- Behaviors - Minor
- Disciplinary Referrals

## Warning Signs

Areas of greatest concern.

- Pass Rate - All Courses
- Academic Indicator - All Courses
- State Assessments - Math

Support



# Early Warning

Tucson Unified District

Dashboard Reports Trends

Map List

Risk Levels High Risk Medium Risk Low Risk Risk Unavailable

VIEWING: Overall

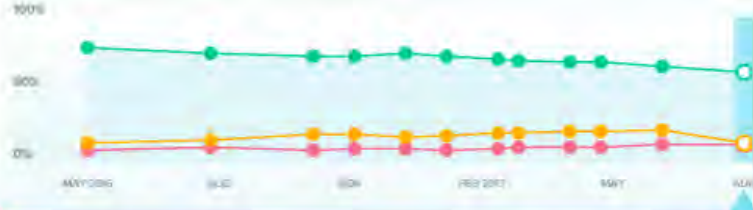
Advanced Filters

## Risk Level Trends

[How are these scores calculated?](#)

High Risk Medium Risk Low Risk Risk Unavailable

TOTAL DISTRICT POPULATION



DATA COLLECTED: Aug 21, 2017

SCHOOLS 85

High Risk

12% → 5,871 Students

Medium Risk

13% ↓ 6,700 Students

Low Risk

62% ↓ 31,393 Students

## Risk Level by School

VIEWING: Overall

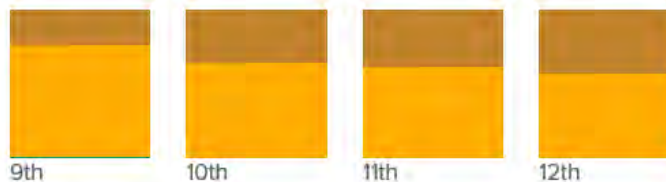
Advanced Filters

Filter:



- 0 High Risk 0%
- 511 Medium Risk 100%
- 1 Low Risk 0%
- 0 Risk Unavailable 0%

Breakdown By Grade



Download CSV

Search

| FIRST NAME | LAST NAME  | GRADE | OVERALL RISK LEVEL |
|------------|------------|-------|--------------------|
| [REDACTED] | [REDACTED] | 10th  | [RISK LEVEL] ↗     |
| [REDACTED] | [REDACTED] | 12th  | [RISK LEVEL]       |
| [REDACTED] | [REDACTED] | 10th  | [RISK LEVEL]       |
| [REDACTED] | [REDACTED] | 10th  | [RISK LEVEL]       |
| [REDACTED] | [REDACTED] | 12th  | [RISK LEVEL] ↘     |

Risk Levels ● High Risk ● Medium Risk ● Low Risk ● Risk Unavailable

Overall Risk Level

**High** ↗ Up since last data collection

### Academics

 **High Risk**  
In Academics

⊖ 11 Success indicators

- Assessments - District
- State Assessments - Reading
- State Assessments - Math
- State Assessments - Science
- State Assessments - Social Studies
- Credits Earned Annually
- Academic Indicator - All Courses
- Academic Indicator - Core Academic Courses
- Grade Retention / Relative Age
- Pass Rate - All Courses
- Remedial Courses

### Attendance

 **Low Risk**  
In Attendance

⊖ 3 Success indicators

- Attendance - First 30 Days
- Attendance - Total
- Tardies

### Behavior

 **Medium Risk**  
In Behavior

⊖ 5 Success indicators

- Behaviors - Major
- Behaviors - Minor
- Disciplinary Referrals
- Expulsions
- Suspensions

### Warning Signs

🔍 What's this?

Academic Indicator - All Courses >

Suspensions >

Credits Earned Annually >

[Show all](#) ▾

## How to Help

Here are a few insights matched to this student's needs. Visit the [Insights](#) section for more.



### Create a Virtual Community for Home-Bound Students

Suspensions

While removing disruptive students from the classroom **seemingly solves an immediate problem**, it results in students feeling isolated and sets them on a track for being retained and eventually dropping out.

The lack of interaction with the school community and feelings of falling behind affect students who are required to be out of school. Brainstorm with teachers ideas for creating online assignments that convey to students that they remain an important part of the community. Use the following suggestions to get started:

- Create a class discussion board where all students post a response to a shared reading or activity. Assign the suspended student to not only add a post, but to respond to at least three of their peers' responses. School leaders and teachers can reinforce or encourage the dialogue by joining the discussion, adding thoughts or prompting questions.
- Assign the homebound student a partner to communicate through a chat feature or instant messaging service. Have them check-in at least once a day about content questions or just to update one another about the progress they are making on school-related assignments. These interactions should be brief, and the school may want to set clear guidelines about the student-to-student communication.
- Provide the student with the email address of an adult at school who can be contacted for questions about assignments and content.
- Have the student submit assignments to teachers electronically throughout the duration of the suspension. This will allow for feedback and better support the student upon returning to school.



### Find Alternatives to Suspensions and Expulsions

Expulsions

#### The Challenge

Research by Christle, Jolivet, and Nelson indicates that schools that rely on "exclusionary discipline practices, such as suspension" may actually perpetuate a cycle of failure because these students have fewer opportunities to gain academic skills and appropriate social behaviors. (Christle et al., 2007)

#### What You Can Do

Efforts to find alternatives to suspensions have increased recently, partly in response to updates to the [U.S. departments of Education's and Justice's guidelines](#). The University of Minnesota published a list of alternatives in *Impact*, which includes [contracting, restitution, and community service](#).

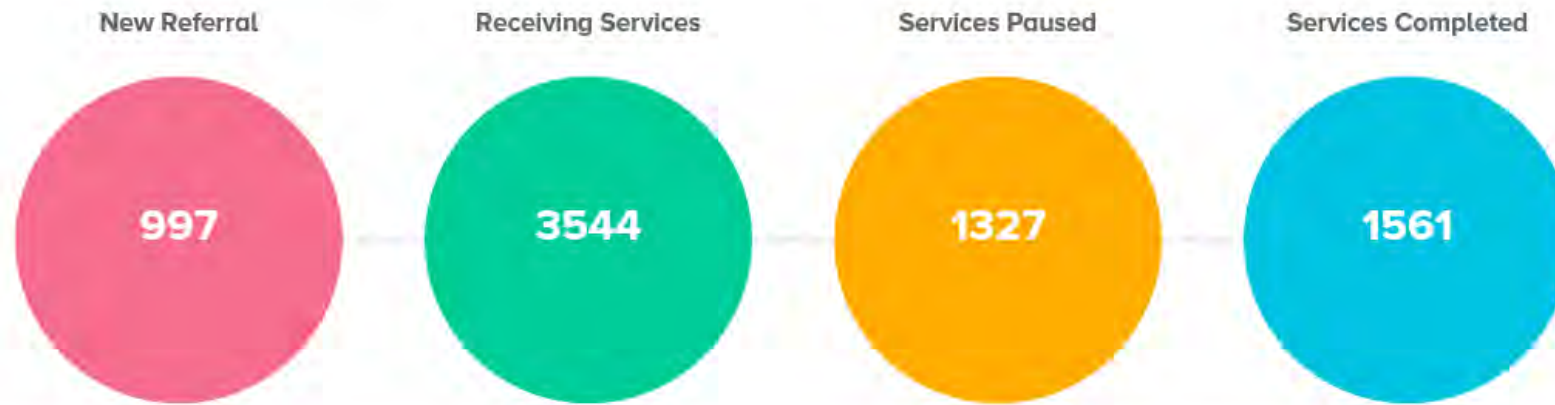
As the *Impact* article notes, making many of these alternatives work requires that schools complete some prerequisite activities, such as providing additional training and working to increase parental involvement. However, the effort to introduce alternatives provides an excellent opportunity to enhance your school's culture and climate.

Begin by discussing the concept with staff, introducing relevant research into why alternatives to expulsions and suspensions matter and allowing them time to process what that shift means. Provide examples of alternatives, such as those described in the article, and invite them to discuss which seem right for the school. Bring in outside experts, share research, and provide structured

# Intervention Management

Tucson Unified District

Interventions Resources



## School List

Total Schools: 85

| SCHOOL NAME                       | TOTAL INTERVENTIONS |
|-----------------------------------|---------------------|
| Alice Vall Middle School          | 10                  |
| Anna Henry Elementary School      | 2                   |
| Anna Lawrence Intermediate School | 92                  |
| Annie Kellond Elementary School   | 0                   |
| Blenman Elementary School         | 158                 |

[← Back](#)

## New Referral

STATUS

New Referral

SCHOOL

Pistor Middle School

STUDENT NAME(S)

Type to Search Students

Add by Student ID

TIER Optional

Select the Tier

Tier I

Tier II

Tier III

Select a category

NOTES

Provide additional details here (e.g. Student was found in the cafeteria...)

← Back

## New Referral

STATUS

SCHOOL

Select a category

**Academics**

- Academic performance-ELA
- Academic performance-Math
- Academic performance-Other area/general
- ALE preparation
- College/career preparation
- Graduation requirements
- Other academics (provide specific details in notes)
- Tier 1 instruction

**Attendance**

- Absenteeism
- Other attendance (provide specific details in notes)
- Tardiness
- Tier 1 attendance

**Behavior**

- Major discipline incident
- Minor behavior issues
- Minor discipline incident
- Other behavior (provide specific details in notes)
- Tier 1 behavior

**MTSS Meeting (Admin Use Only)**

- Evaluation/ Further Referral
- MTSS

**PBIS (Climate And Culture)**

- Cultural engagement
- Family engagement
- Other PBIS (provide specific details in notes)
- Student leadership

**Support (Concerns)**

# Intervention Report

## Referral Information

Duplicate

Edit

### STATUS

Receiving Services

### SCHOOL

[Redacted]

PARTICIPATING STUDENTS 1 Total

[Redacted]

### TIER

Not specified

### CATEGORY

Other behavior (provide specific details in notes)

Behavior

### RESOURCE

PBIS (including Restoratives)

### RESOURCE CONTACT

Not specified

### START DATE

08/14/2017

### END DATE

08/16/2017

### RECOMMENDED SESSION FREQUENCY

Other

### RECOMMENDED SESSION DURATION

30 Minutes

### TOTAL DURATION FOR ALL SESSIONS

0 Hours 45 Minutes

## Linked Concerns

Edit

No Linked Concerns

Concerns are automatically linked by student names and category.

## Sessions

New

AUG 15 2017

5 Min

Edit



# Early Warning Module Rollout

## 2016-2017

- All Principals district wide
- School Administration
- MTSS Department
- Drop Out Prevention
- Student Support Services

## 2017-2018

- Onboarding & Refresher
- All Principal , AP's – New  
Department Staff

# Intervention Module Pilot – Cont.

## High Schools

- Catalina
- Sahuarro
- Santa Rita
- Tucson

## Middle Schools

- Doolen
- Secrist
- Valencia
- Roberts-Naylor
- Pueblo Gardens
- Lawrence
- Dietz

## Elementary

- Blenman
- Cavett
- Erickson
- Grijalva
- Holladay
- Hudlow
- Lynn-Urquides
- Maldonado
- Myers-Ganoung
- Robison
- Wright