

Status Update: Fisher-Mendoza v. Tucson Unified School District

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TUSD**

Recent Developments

- **Special Master correspondence re: magnet status of 5 schools**
- **Special Master R&R regarding Teacher/Principal Evaluations**
- **District request for a Hearing/Status Conference**
- **October 5th – 6th District hosts desegregation “summit”**
- **Submission of the Annual Report for 2014-15**

The Future of Magnet Programs

Ochoa

Bonillas

Pueblo

Roskruge

Cholla
Safford

Holladay

Utterback

No formal
R&R filing
YET

CMP Remand (Jan. 16, 2015)

And for such schools, Improvement Plans must be prepared to identify the specific measures necessary to address each deficiency precluding the school or program from being a magnet, **and must include a time line, with annual benchmarks, for attaining magnet status.** --

1/16/15 Order p. 17

The District, in consultation with the Special Master, shall work with its schools to prepare **the Improvement Plans over the next three months, which shall identify clear and specific annual bench marks for attaining magnet status by SY 2016-17.** ...

The Special Master shall file reports as necessary with the Court identifying any **failure to attain a requisite benchmark**, and may accordingly recommend eliminating a magnet school or program, or recommend that the school should be given more time and how much more time should be allowed for the school to reach the missed improvement bench mark. The parties will be afforded an opportunity to object to any recommendation by the Special Master that magnet status be withdrawn from a school.

-- 1/16/15 Order, p. 17

TIMELINE

January 16, 2015 Order

June 16, 2015 Filed new Comprehensive Magnet Plan with the Court

June 19, 2015 Filed Individual School Improvement Plans with the Court

July 27, 2015 Email request for “racial composition of the kindergarten and entry level class ...”

August 6, 2015 school starts

Week of August 25, 2015, Special Master site visits to schools that “may lose status”

Saturday September 5th, Special Master email regarding plan to recommend withdrawal of magnet status

“Should it appear **highly unlikely** that any particular magnet school or program will be able to meet the six goals [sic] by the end of the 2016-17 school year, the Special Master **may** recommend that magnet status be withdrawn.”



Oct 1st

“In the fall of 2015, the Special Master will review 40th day enrollment data to determine whether magnet schools have met the USP integration goal or the goal for incoming grades, beginning with those grades that began in 2014-15.”

•

“If the Special Master recommends that the magnet be eliminated, and if the Court adopts the recommendation, the funding allocated to the school for recruitment and marketing will be reallocated. Students attending the magnet school will continue to receive transportation until they reach the highest grade in that school.”

No R&R requested on these aspects

Enrollment (%)					
Ethnic Categories	2012/13 40th Day Enrollment	2013/14 40th Day Enrollment	2014/15 40th Day Enrollment	Benchmark: 2015/16 40th Day Enrollment	Goal: 2016/17 40th Day Enrollment
White	13.6	13.3	14.3	M	M
African American	3.8	4.8	4.3	M	M
Hispanic	75.5	75.2	75.4	74	70

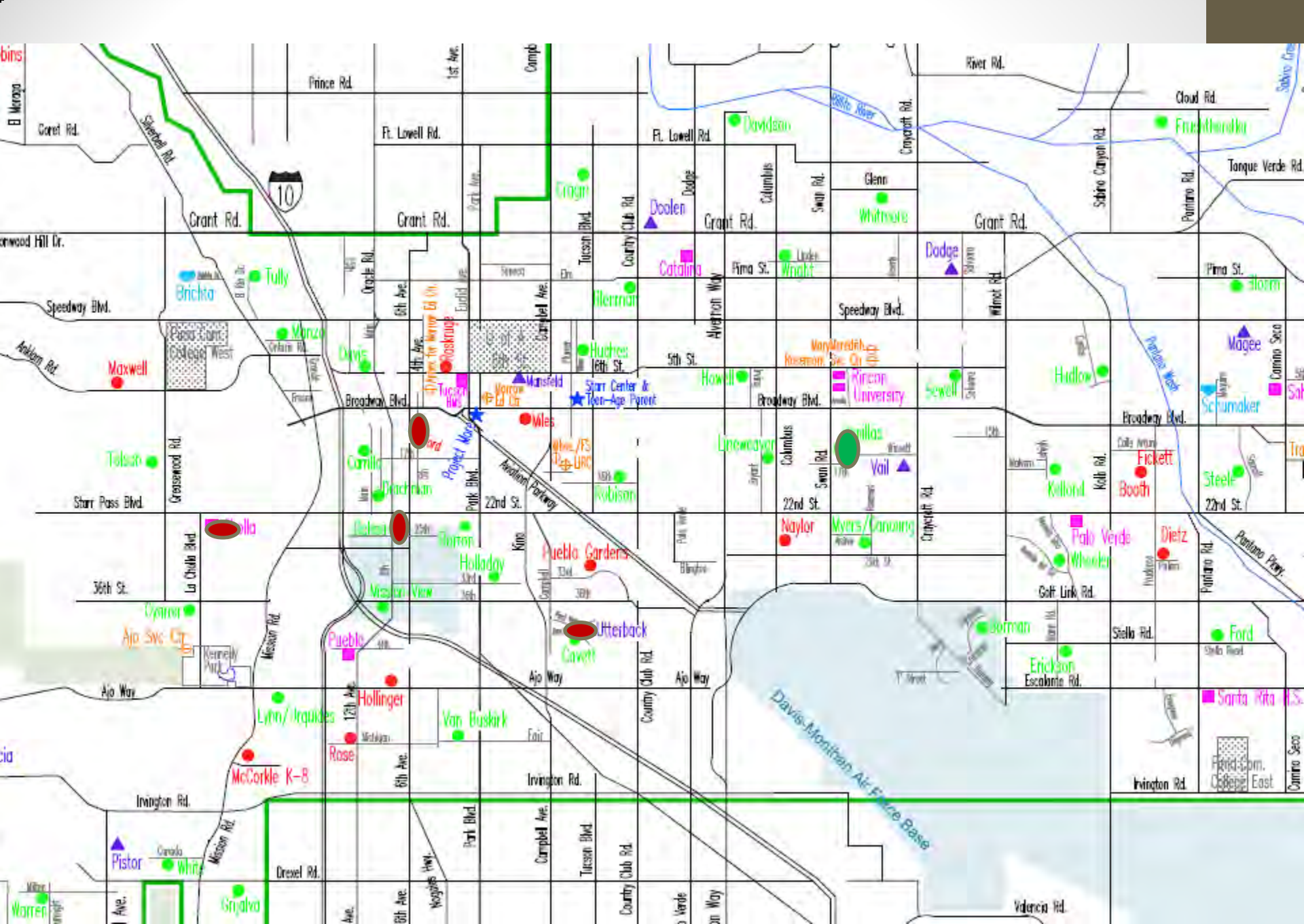
INTEGRATION GOAL (2016/17): By the 40th day of the 2016/17 SY, the Hispanic enrollment in Kindergarten, 1st, and 2nd Grade will be no more 70%, the White and African American enrollment will be maintained to meet the USP definition as reported on the Mojave/Synergy student tracking system.

ACHIEVEMENT GOAL (2016/17)

1. By June, 2017, Bonillas will earn a state letter grade of B (a minimum of 120 points), as defined by the state grading system.
2. By June, 2017, students at Bonillas will score higher than the state median in reading and math.
3. By June, 2017, students at Bonillas will show academic growth that is higher than the state median growth in reading and math.

The USP, Section II.A.1, mandates:
“Students of all racial and ethnic
backgrounds shall have the
opportunity to attend an integrated
school.”

-- 1/16/15 Order, p. 16



bins
Bl Marroja

Wood Hill Dr.

Anken Rd.

cia

Warren

Corel Rd.
Grant Rd.
Speedway Blvd.
Sharr Pass Blvd.
36th St.
Ajo Way
Irvington Rd.
Drexel Rd.

Prince Rd.
Ft. Lowell Rd.
Grant Rd.
Broadway Blvd.
36th St.
Ajo Way
Irvington Rd.
Drexel Rd.

1st Ave.
Campbell Ave.
6th Ave.
8th Ave.
12th Ave.
16th Ave.
18th Ave.
22nd St.
24th St.
30th St.
36th St.
42nd St.

Country Club Rd.
Tucson Blvd.
Catalina
Pima St.
Broadway Blvd.
22nd St.
Ajo Way
Irvington Rd.
Drexel Rd.

Dodge
Columbus
Grant Rd.
Pima St.
Broadway Blvd.
22nd St.
Ajo Way
Irvington Rd.
Drexel Rd.

Swain Rd.
Columbus
Grant Rd.
Pima St.
Broadway Blvd.
22nd St.
Ajo Way
Irvington Rd.
Drexel Rd.

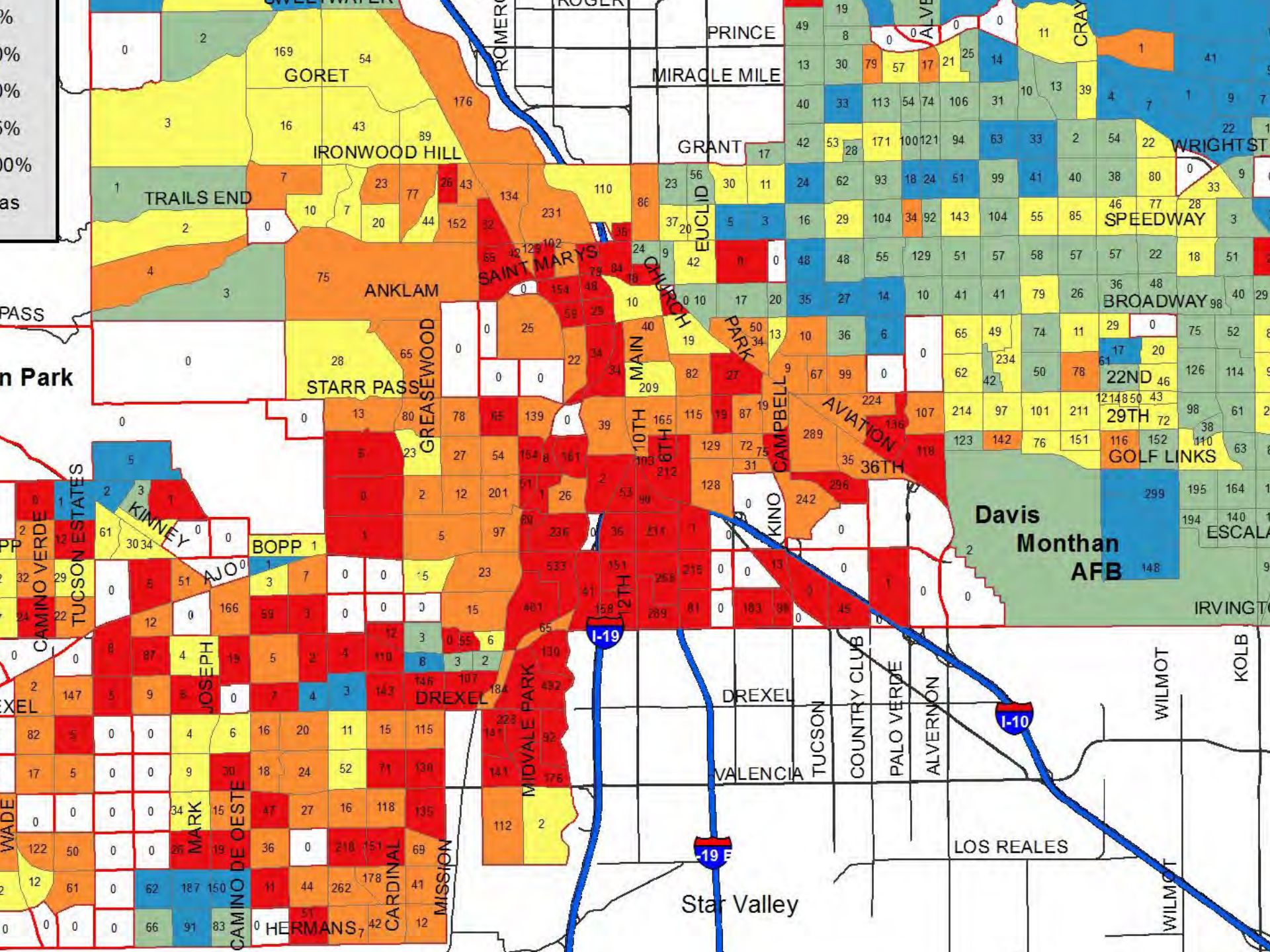
Grant Rd.
Speedway Blvd.
Broadway Blvd.
22nd St.
Ajo Way
Irvington Rd.
Drexel Rd.

Grant Rd.
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Irvington Rd.
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Grant Rd.
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Grant Rd.
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Broadway Blvd.
22nd St.
Ajo Way
Irvington Rd.
Drexel Rd.





More importantly, the District knows the components which must exist for it to have an effective Magnet School Plan. For example, it must strategically place magnet schools in central locations, generally, **within an eight mile radius of the center of the District, because parents will not send their children where travel time exceeds approximately 20 minutes. Students are hesitant to cross perceived social/economical boundaries making the central corridor especially appealing.**

-- 1/16/15 Order, p. 13

Teacher and Principal Evaluation Instruments

H. Evaluation

1. By July 1, 2013, the District shall review, amend as appropriate, and adopt teacher and principal evaluation instruments to ensure that such evaluations, in addition to requirements of State law and other measures the District deems appropriate, give adequate weight to: (i) an assessment of (I) teacher efforts to include, engage, and support students from diverse racial, ethnic, cultural, and linguistic backgrounds using culturally responsive pedagogy and (II) efforts by principals to create school conditions, processes, and practices that support learning for racially, ethnically, culturally and linguistically diverse students; (ii) teacher and principal use of classroom and school-level data to improve student outcomes, target interventions, and perform self-monitoring; and (iii) aggregated responses from student and teacher surveys to be developed by the District, protecting the anonymity of survey respondents. These elements shall be included in any future teacher and principal evaluation instruments that may be implemented. All teachers and principals shall be evaluated using the same instruments, as appropriate to their position.

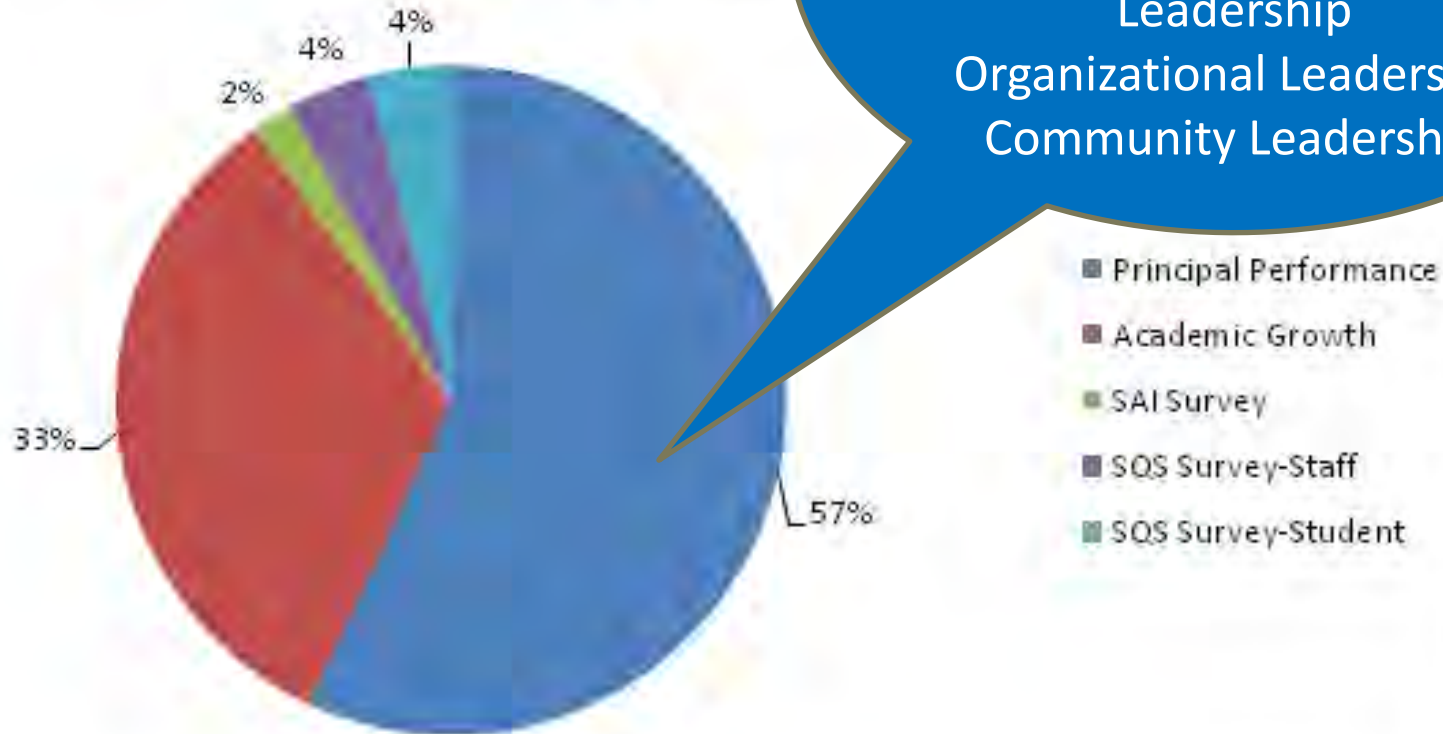


RESOLVE: Special Master is no longer requesting a court order for someone other than principals to evaluate teachers

UNRESOLVED: Distribution of points in the principal evaluation tool

Ten Percent of Principal Score is survey-based (same as in teacher model)

Principal Model: Percent Distributed Different Components



Culture and Equity Leadership
Instructional Leadership
Human Resources Leadership
Organizational Leadership
Community Leadership

Principal Evaluation Instrument Adopted June 9, 2015

RECOMMENDATION

State guidelines place a constraint on the points that can be assigned to teacher and student surveys in principal evaluation but there's no reason not to use all of those 17 points. The Special Master therefore recommends that of the 100 total points for measuring principal performance, teacher surveys account for 11 points and student surveys account for 6 points. The District does not agree with this recommendation.

CONCERNS

- * Not raised in time to confer with principals
- * Not an appropriate topic for COURT ORDER

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1 **IV. Conclusion**

2 Based on the foregoing, TUSD respectfully requests this Court take evidence and
3 hear argument, and/or hold a status conference, on the legal framework within which the
4 parties are operating. These issues will arise again and again (as they have repeatedly in the
5 past), and TUSD believes this requires the Court to hear and gather the evidence of these
6 matters, with all counsel appearing (in person or telephonically), so the parties may obtain
7 guidance and clarity from the Court to minimize future unnecessary expensive litigation and
8 delay district operations and implementation of the USP.

9

10 DATED this 25th day of September, 2015.

Time and time again, Plaintiffs and the Special Master have sought judicial intervention into the discretionary details of the District's

Hawley	\$1,323,674.41	stance,
Fisher (R. Salter)	\$1,372,928.50	d policy
Mendoza (MALDEF)	\$1,363,082.35	acted

the bill.

QUERY: Can the court use one of the pending motions as a vehicle for defining the parameters within which this process of collaborative USP compliance is to operate?

October 5th and 6th Agenda

- Magnet Schools Status
- LSC Report
- Budget Process for 16-17 USP budget
- ISI/DAEP Update
- “Grade Reconfiguration Update”
- Budget Reallocation Issues
- Teacher Recruitment and Retention

USP ANNUAL REPORT SY 14-15

- **345 Page narrative report**
- **605 Appendices (8959 pages)**
 - * **Narratives**
 - * **Data**
 - * **Exemplar artifacts**
 - * **Action/Implementation Plans**

THANK YOU

- Martha Taylor
- Monica Sanchez
- Sam Brown
- Nancy Woll
- Maggie Leonard
- Rick Rochon
- Michael Aquino
- Bill Pearson
- Joe Erker
- David Scott
- Kristina Allen
- Tina Stephens
- Michelle Valenzuela
- Imelda Cardenas
- Halley Freitas
- Robin Southern
- Slava Linetsky