TUSD
Consulting Services for African American Academic Achievement

TrayBen & Associates

October 16, 2018

Evidence

PD Reports

Interviews

Resource Center Data

Documentation of Meetings

Surveys

Questionnaire 3

Suspension Reports

Job Descriptions

2016 – 2017 AY Annual Report

Appendix VI-52

Student Data

State and Local Reports

Professional Development Data

Sample Curriculum

Organizational Charts

TUSD Top Ten Achievements

Superintendent's Goals -2017-18 & 2018-19

1. Increase student enrollment
2. Increase student academic achievement
3. Increase the amount of district dollars associated with classroom instructional spending in line with the Arizona Auditor General's criteria
4. Decrease the number of classrooms without certified teachers of record
5. Improve school climate and safety

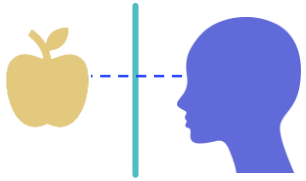
The District has experienced 6 Superintendents in 10 years.

Changes in leadership have negatively influenced improvement of services for African American students.

Observations / Recommendations Major Themes

Rigor

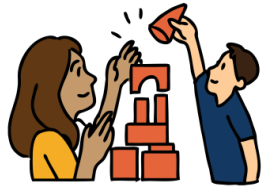
Accountability


Transparency

Relationships

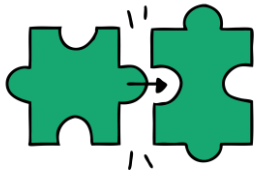
Respect

Access


Collaboration

Professional Learning

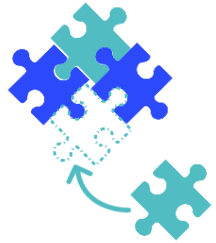
Communication


Alignment

Clarity

Second Chances

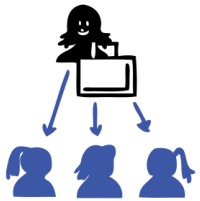
Early Access

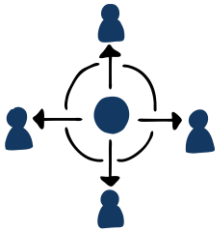

Placement

Partnerships

Recruitment

Induction


Succession (Pipeline)


Implementation

Preparation

Diverse Delivery

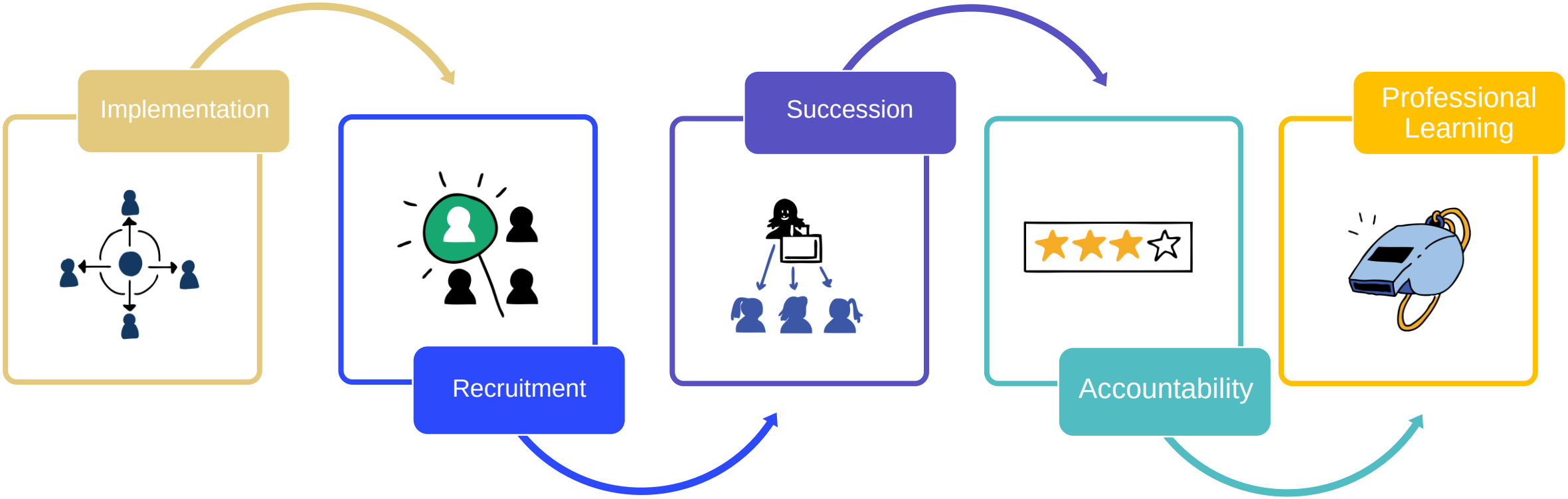
Selection

Process

Central Administration

Leadership Structure & Talent

Central Administration Findings & Recommendations



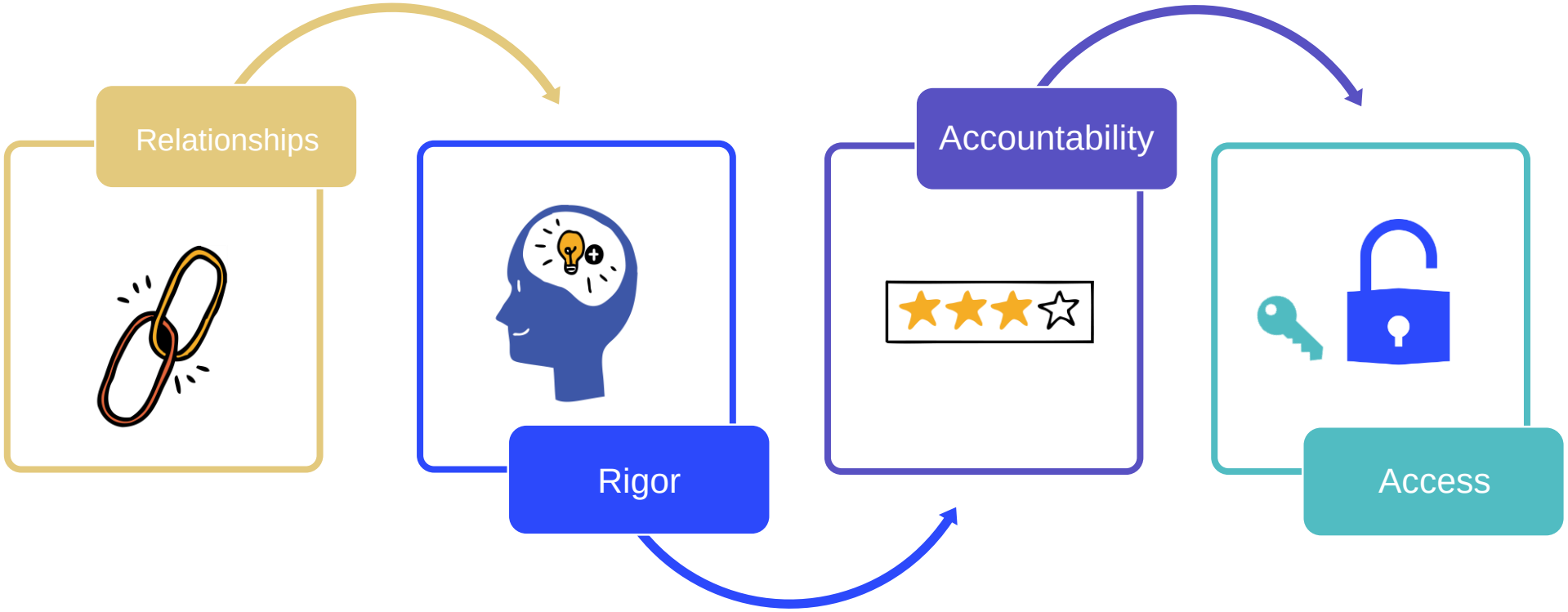
Recommendations for Central Administration

1. Implementation of recommendations during leadership transitions and beyond release from Unitary Status
2. Recruitment of more diverse talent (African American) as Central Administration level
3. Ensure a succession plan is in place
4. Fully support the district's recommendation for the Director of the AASSD to report directly to the Superintendent or his or her designee
5. Ongoing training for Board Members and Central Administration related to implementation of AASSD report

Principal Leadership

Leadership Structure & Talent

Principal Leadership Findings & Recommendations



Recommendations for Principal Leadership

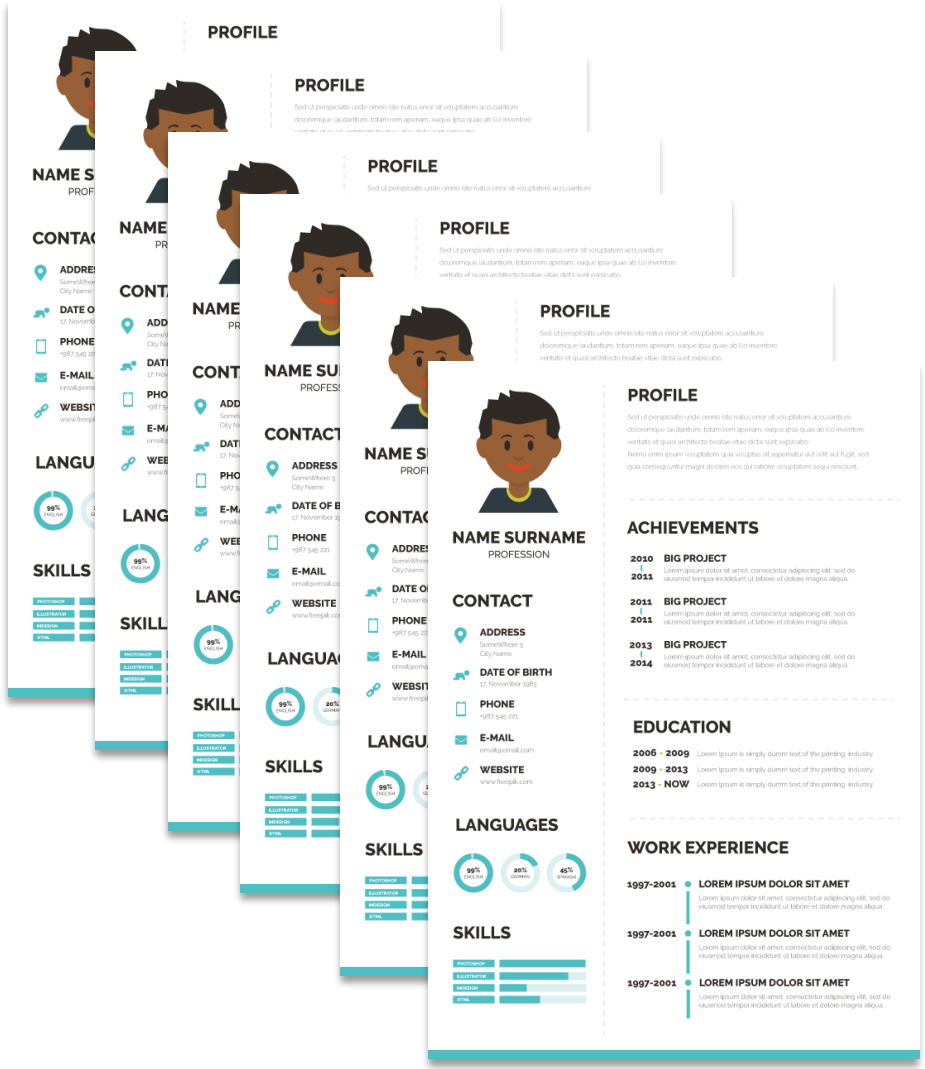
1. Work with Principals to ensure collaboration with AASSD to develop group-specific strategic plans based on identified goals

2. Consider leveraging AVID as a specific intervention tool to better engage African American students in their coursework

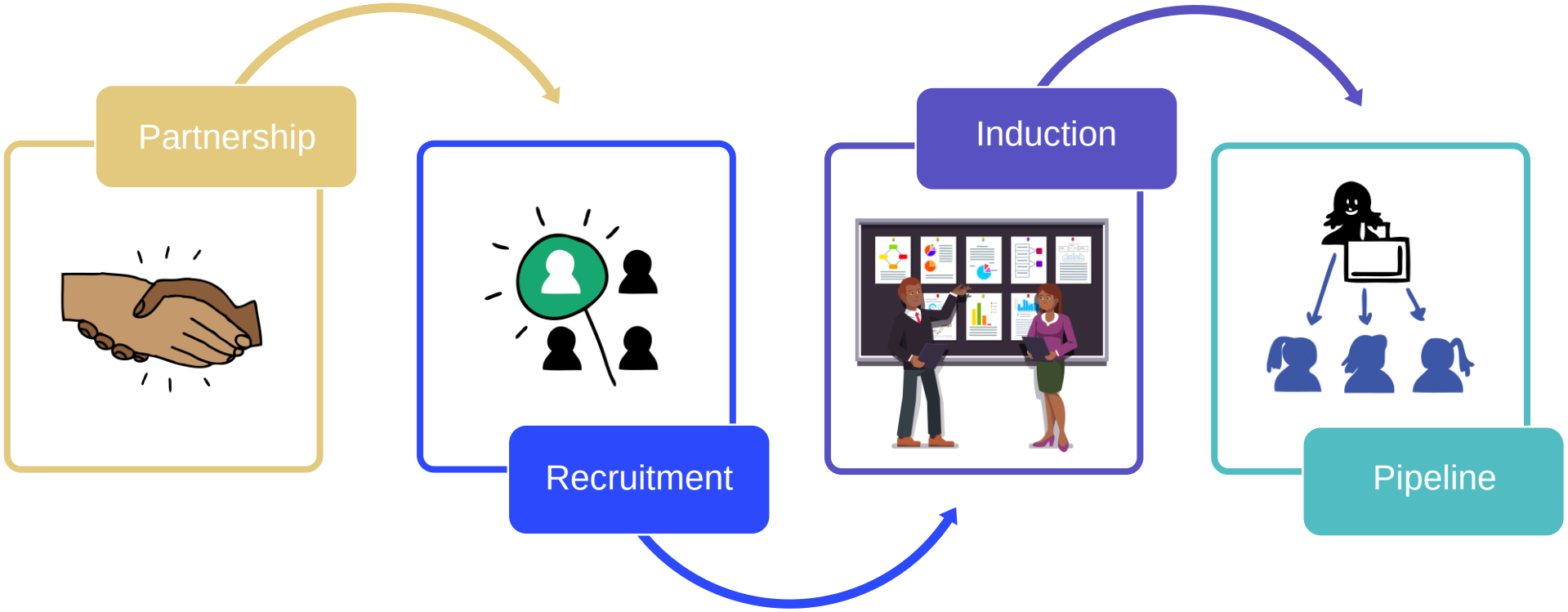
Minority Teacher & Leader Recruitment & Retention

Leadership Structure & Talent

While the proportion of the African American applicants has increased from **4%** to **8.2%**; African American teachers are still employed at extremely low rates.



Minority Teacher & Leader Recruitment & Retention Findings & Recommendations



Recommendations for Minority Teacher Recruitment and Retention

1. Develop Fresh Marketing Plan that presents Tucson as a destination city
2. Develop a strategic recruitment plan that includes specific strategies to recruit African American teachers
3. Focus on strategic recruitment at Historically Black Colleges/Universities and Minority Serving Universities
4. Develop a Targeted Induction Program
5. Develop and Incentivize Retention Programs for African American Teachers

Recruitment Recommendations continued

6. Develop an Academy for Future Teachers
7. Facilitate Partnerships for Teacher Recruitment, Selection, and Development
8. Establish a TUSD Teacher Fellowship Program

Pipeline 1

TrayBen & Associates

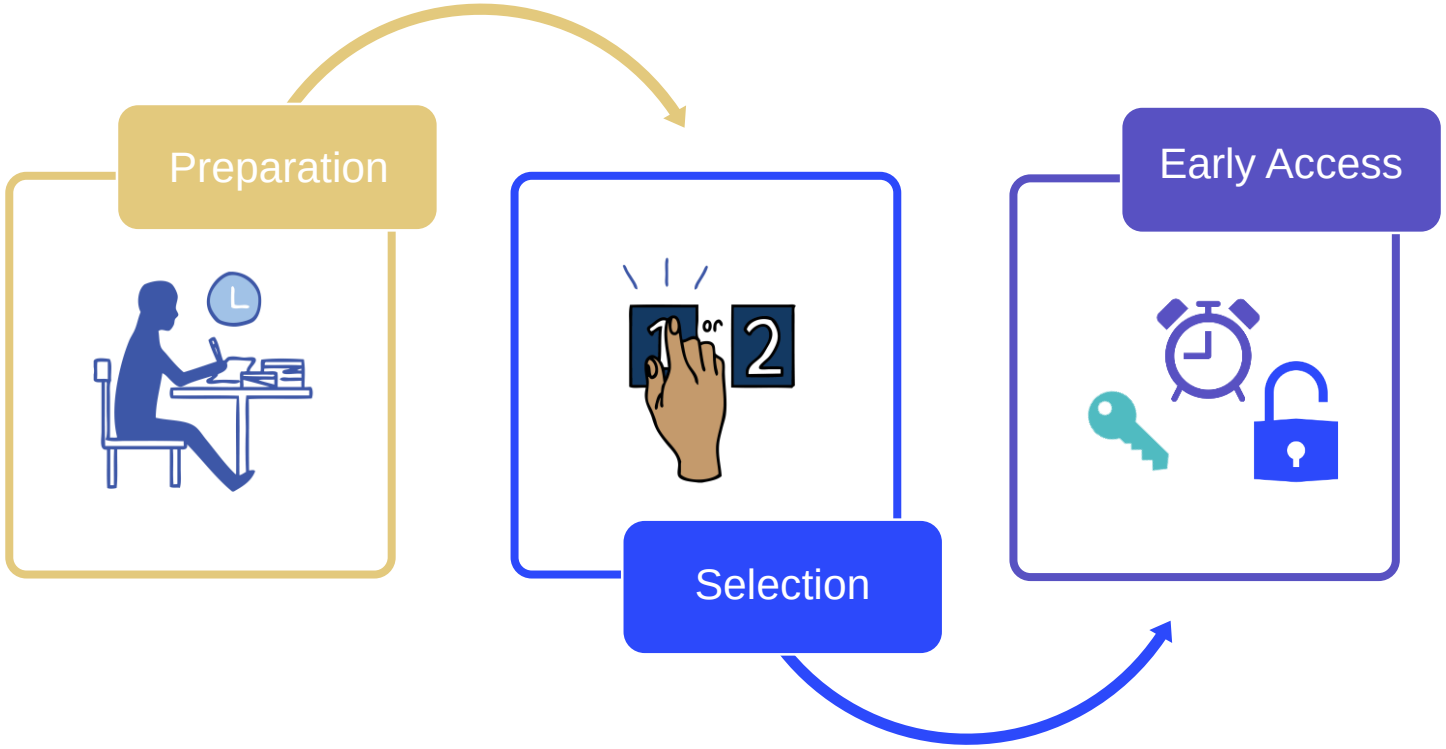
Pipeline 2

Community
Individuals with Associate's Degrees
TUSD FELLOWS
Fellows serve as substitute teachers during the years they are enrolled at their university.
University of Arizona or Arizona State University
Fellows earn teacher certification and become teachers of record for 3 or more years.

Assessment Structures

Curriculum & Instruction

Assessment Structures Findings & Recommendations



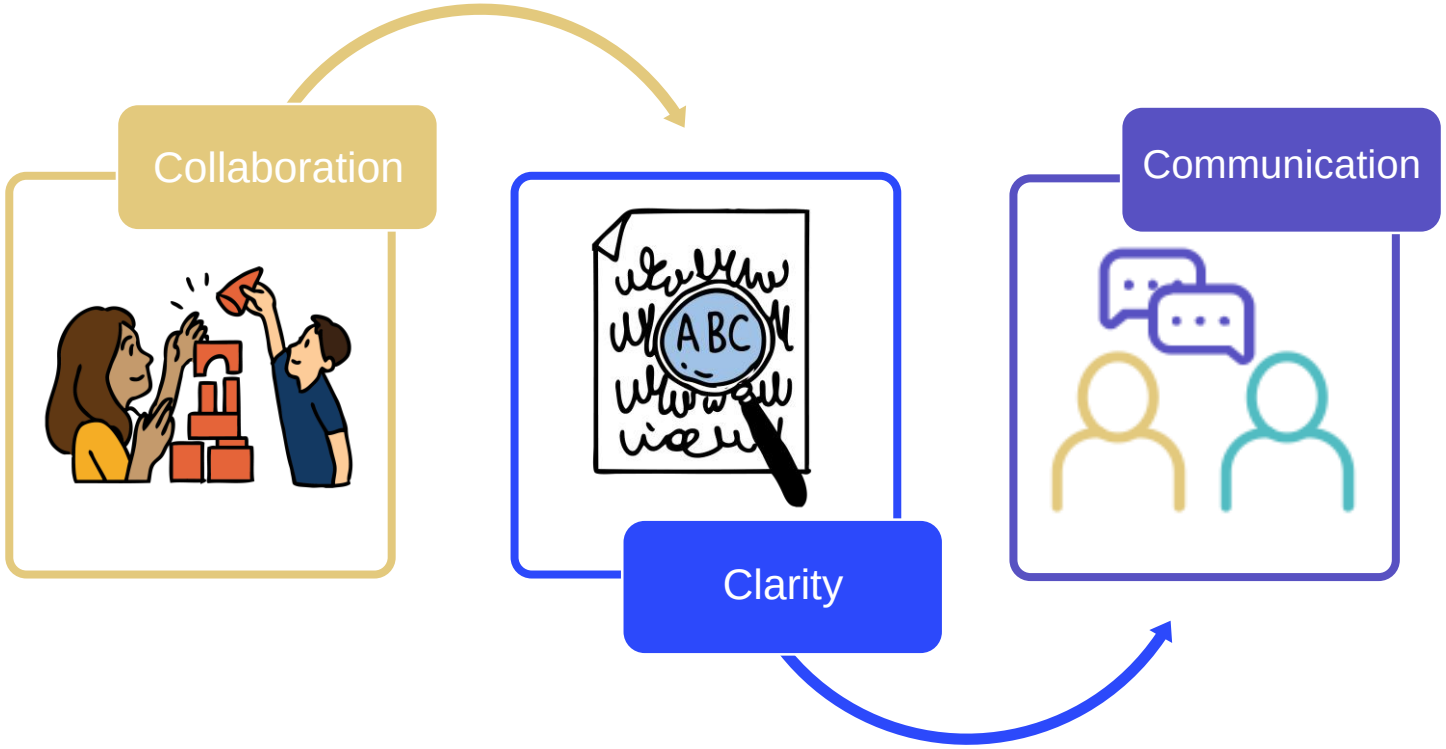
Recommendations for Assessment Structures

1. Consider more accessibility to current test preparation opportunities
2. Involvement of AASSD in test preparation opportunities
3. Reconsider designing and implementing a University Middle School that targets African American students from low performing elementary schools
4. Make the University High School admission criteria more transparent on website and published materials

Culturally Relevant Curriculum & Pedagogy

Curriculum & Instruction

Culturally Relevant Curriculum & Pedagogy Findings & Recommendations



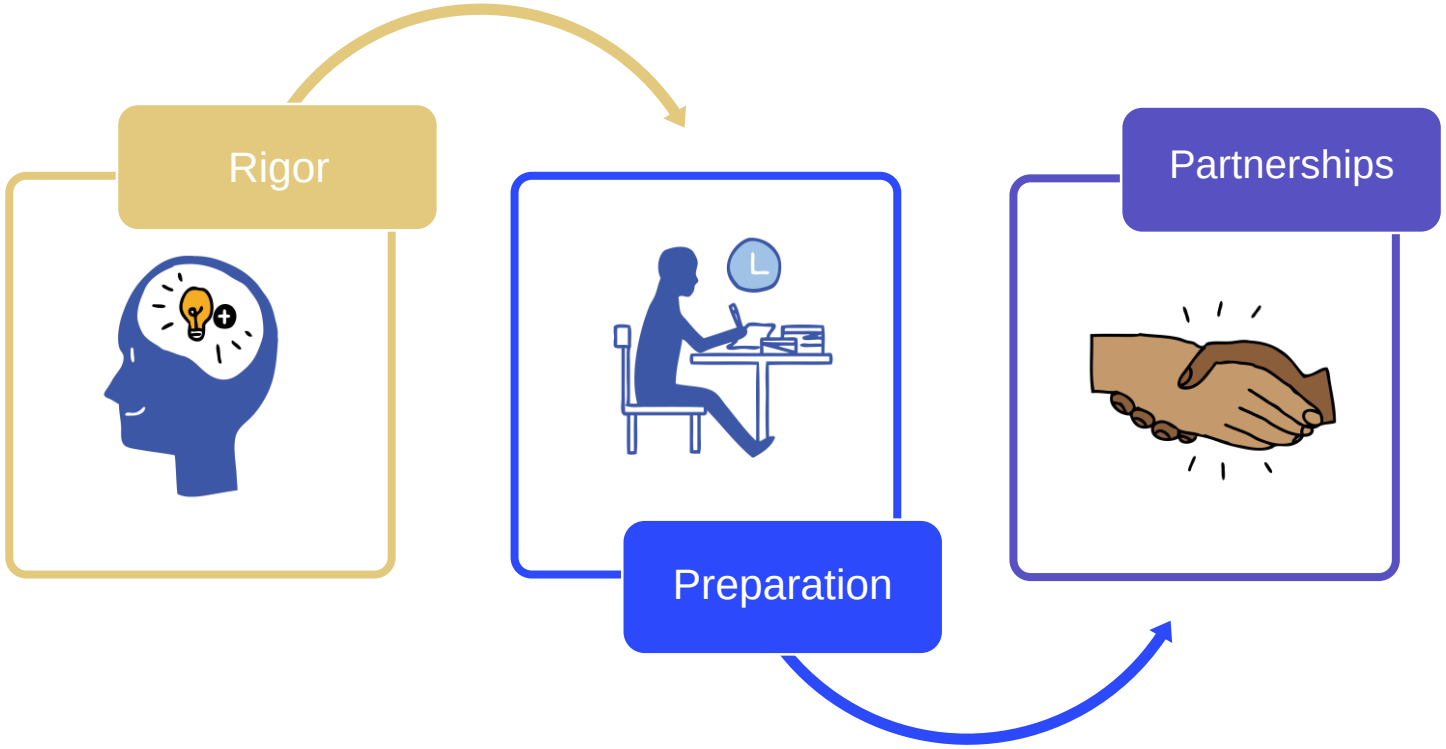
Recommendations for Culturally Relevant Curriculum and Pedagogy

1. Consider deeper collaboration between the offices of the multicultural team and the CRPID to better consolidate and leverage resources
2. Create a research-based logic model to determine intended impact
3. Work with communications and/or marketing team to create an internal communications plan
4. Review other regional and state-wide culturally relevant curriculum work to determine their best practices

Academic Achievement

Curriculum & Instruction

Academic Achievement Findings & Recommendations



Recommendations for Academic Achievement

1. Reconsider the framework for Advanced Placement for the district
2. Design a specific, team-based, and student-centered framework used to identify African American students who possess AP potential
3. Consider working with organizations that specialize in assisting the district in identifying African American students for Advanced Placement opportunities

Academic Learning Experiences

Curriculum & Instruction

Academic Learning Findings & Recommendations

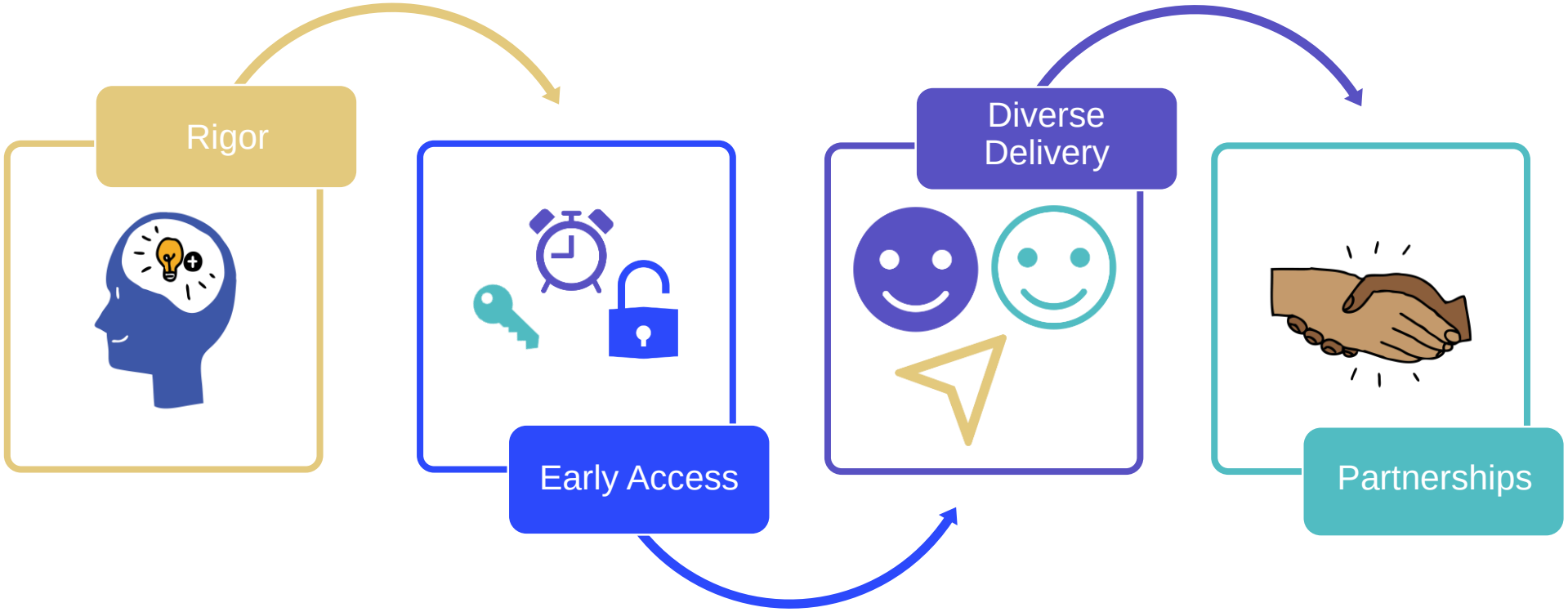
Recommendations for Academic Learning Experiences

1. Develop a process to identify students at least one year prior to testing for ALE
2. Consider rebranding ALE opportunities and enlisting AASSD leaders to include the plan as part of their engagement with African American students/families as early as possible
3. Consider lifting the responsibility of increasing African American student participation in ALE to the principal level
4. Continue to engage all schools and relevant staff in training on how to appropriately identify potential for ALE

College & Career Readiness / Drop Out Prevention

Curriculum & Instruction

College & Career Readiness



Recommendations for College and Career Readiness

1. Revise the course selection process to include a timeline that allows students to share interests from a menu of possible offerings

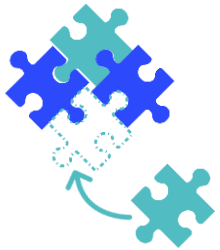
2. Continue implementation of a multi-year plan that gradually increases course offerings year after year with the ultimate goal of achieving equity across schools

3. Consider real-time video feed for students who are in schools that do not have enough students to constitute a course

4. Create more internships, Early College High School and summer bridge or boot camp programs for rising African American 11th and 12th graders

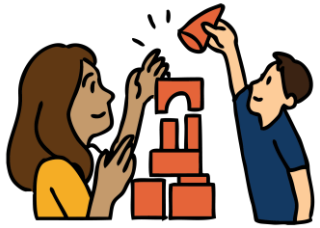
Drop Out Preventions

Placement



Early Access

Collaboration



Second Chances

Accountability

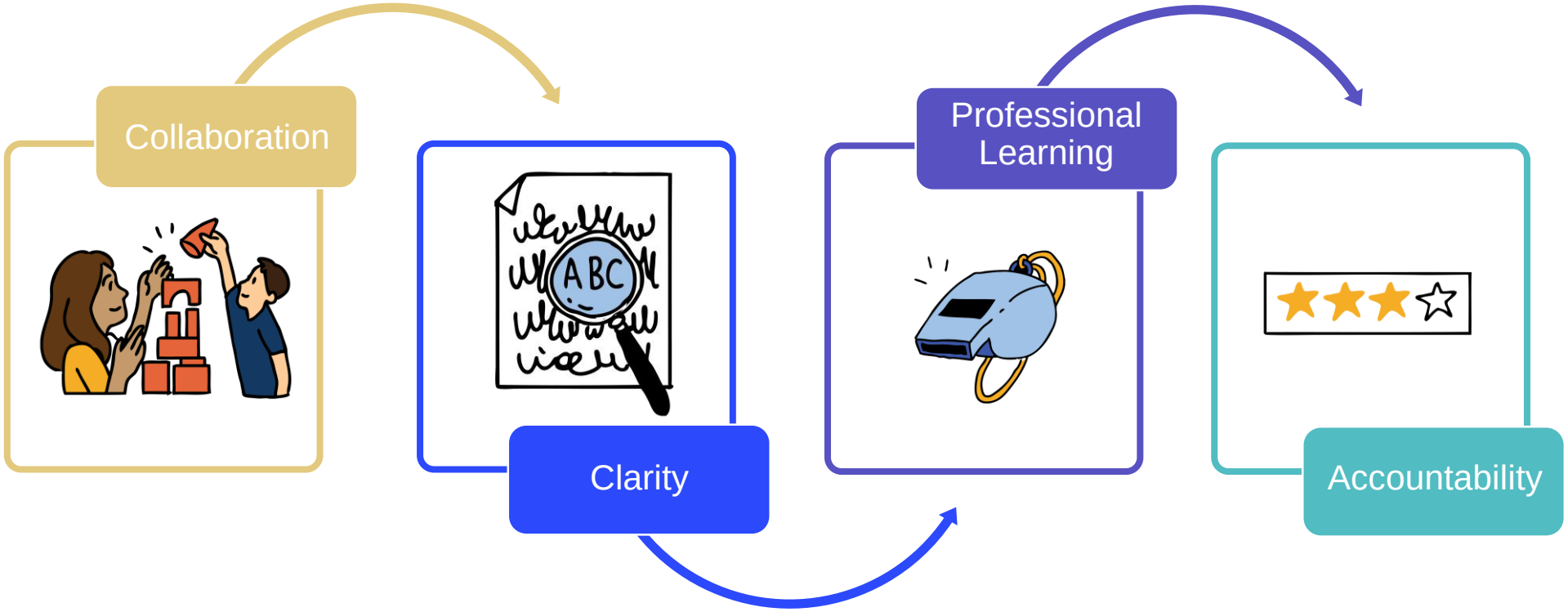
Recommendations for Drop-Out Prevention

1. Attention to assignment of dropout prevention specialists
2. Consider reimplementation of dropout prevention specialists assigned to middle schools
3. Continue to schedule joint monthly meetings between AASSD staff and drop out prevention specialists
4. Consider stronger collaboration
5. Collect specific data regarding impact of the “Steps to Success” initiative
6. Continue to institute a credit recovery program for students who need support to matriculate through completion of high school programs
7. Share database across specialists, student support coaches, and others

Processes & Procedures

Student Discipline

Processes & Procedures Findings & Recommendations



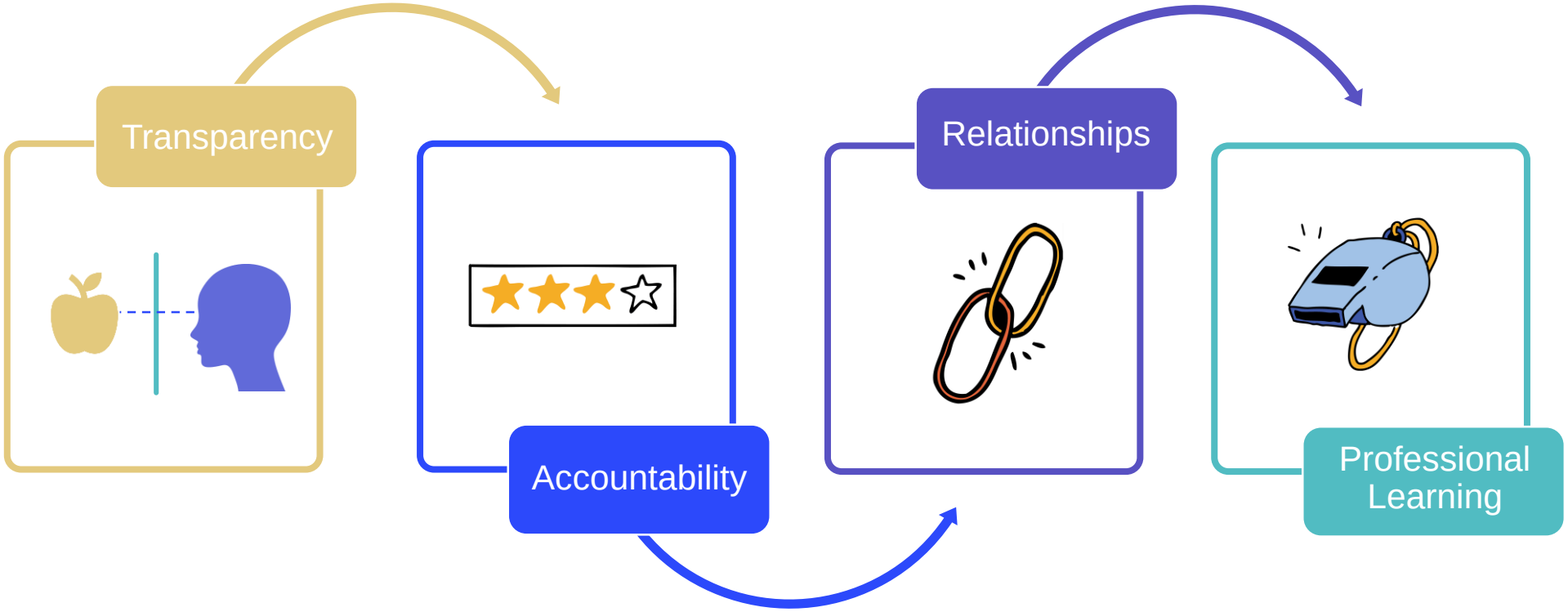
Recommendations for Student Discipline

1. Consider monitoring for consistent implementation of guidelines across schools
2. Consider more integrated use of site teams
3. Consider using metrics that confirm effectiveness of process and documentation of disciplinary practices
4. Develop a flow chart that demonstrates potential points of intersection and integration of site team approaches

Equity/Disparity

Student Discipline

Equity / Disparity Findings & Recommendations



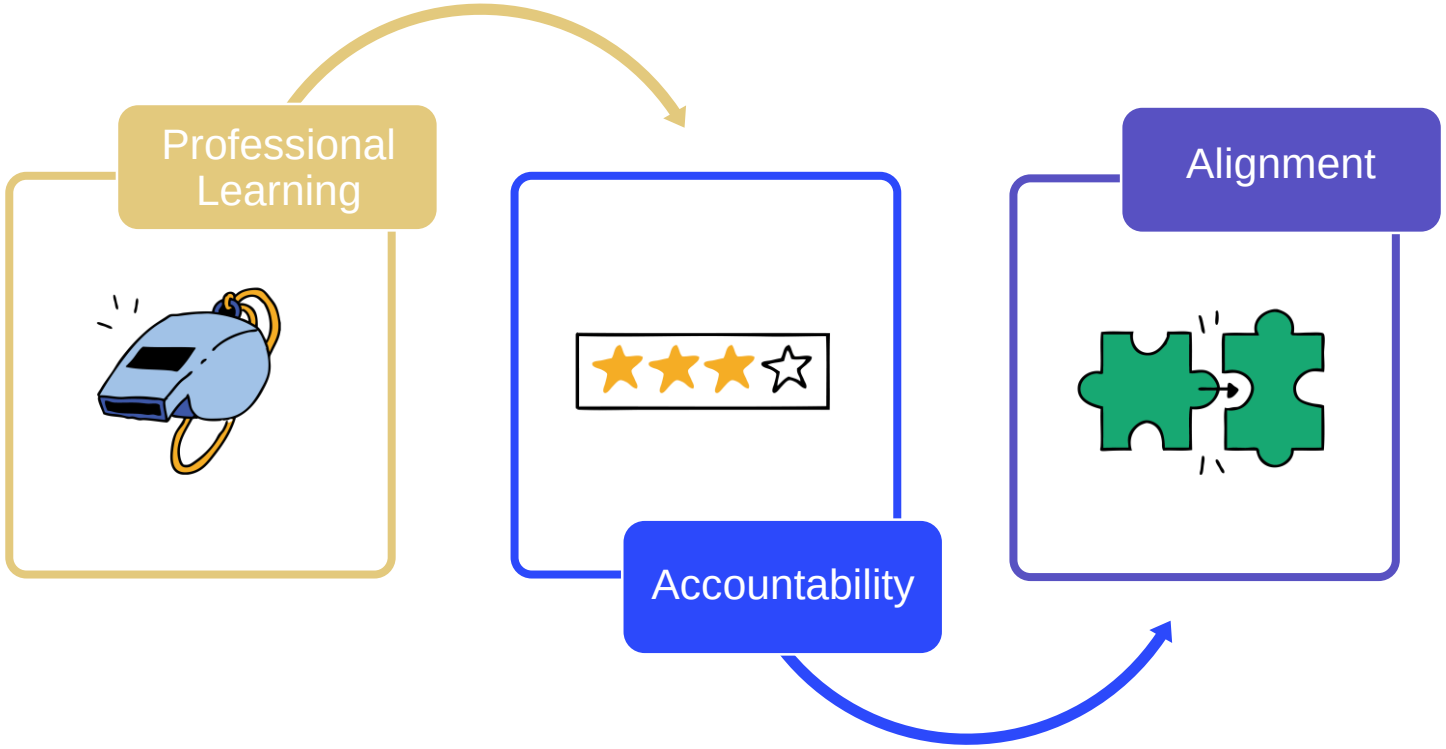
Recommendations for Equity/Disparity

1. Current discipline data should be disaggregated by gender in addition to race and ethnicity
2. Disaggregate data to examine whether there is an interaction between race and number of days suspended for the same offense
3. Consider utilizing disciplinary and interaction approaches that affirm African American sociocultural practices

Needs Assessment for Teachers & Leaders

Professional Development

Needs Assessment for Teachers & Leaders Findings & Recommendations



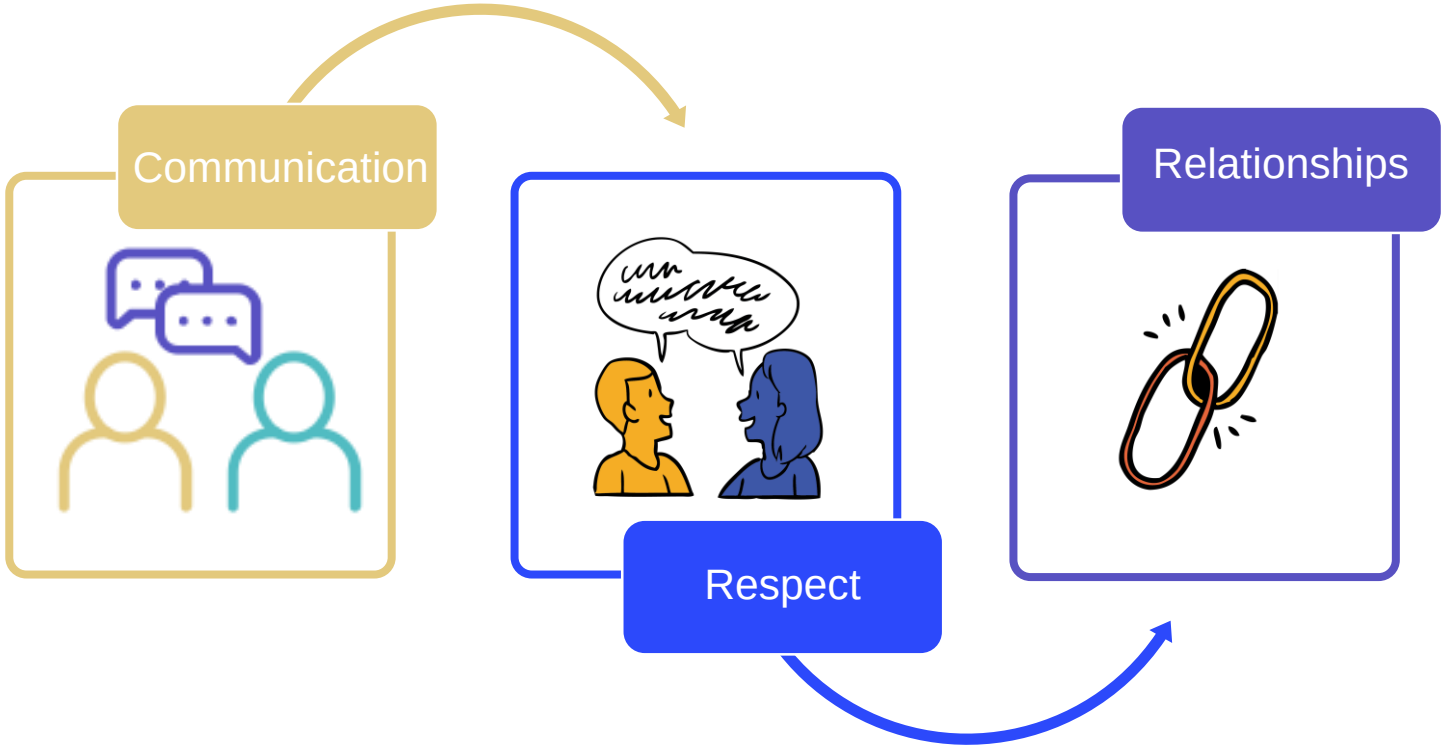
Recommendations for Needs Assessment for Teachers and Leaders

1. Consider job-embedded training for CRP focused on creating both a classroom culture and practices that support CRP
2. Include core area-specific training in CRP
3. Train School Leaders on how to observe and provide feedback for CRP
4. Engage teachers and staff in implicit/explicit bias training in a variety of delivery models
5. Each school should revisit PBIS training to ensure development is tied to pre-determined and locally developed goals for improving school culture
6. Continue to support the designation of an individual to oversee all professional learning in the district
7. The designated Professional Learning Director/Coordinator should be responsible for identifying resources and training opportunities that speak specifically to meeting the academic, social, and emotional needs of African American Students

Parent Involvement at School District Levels

Parent Engagement & Advocacy

Parent Involvement at School District Levels Findings & Recommendations



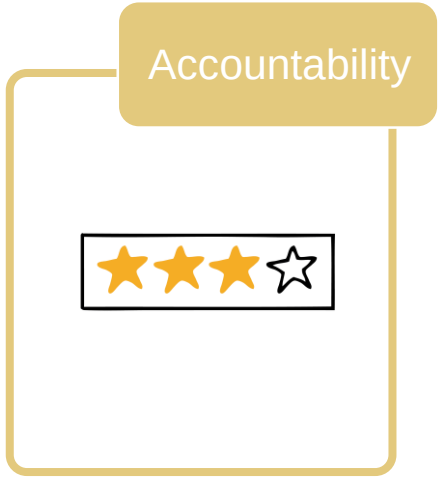
Recommendations for Parent Engagement and Advocacy

1. Expand and continue to provide professional development for school leadership to encourage and embrace parental engagement
2. Consider stipends or gift cards for parent liaisons who serve as parent trainers/advocates from local school to encourage positive parent engagement
3. Continue to establish school councils with parent members in key roles
4. Continue to ensure African American parents understand and have input into discipline policies
5. Provide implicit bias training for all TUSD employees
6. Provide focused training for counselors including exposure to colleges and universities outside of Arizona, specifically Minority Serving Institutions
7. Expose African American students to scholarships opportunities through the counseling office and AASSD

Parent Resource Centers

Parent Engagement & Advocacy

Parent Resource Centers Findings & Recommendations



Recommendations for Parent Resource Centers

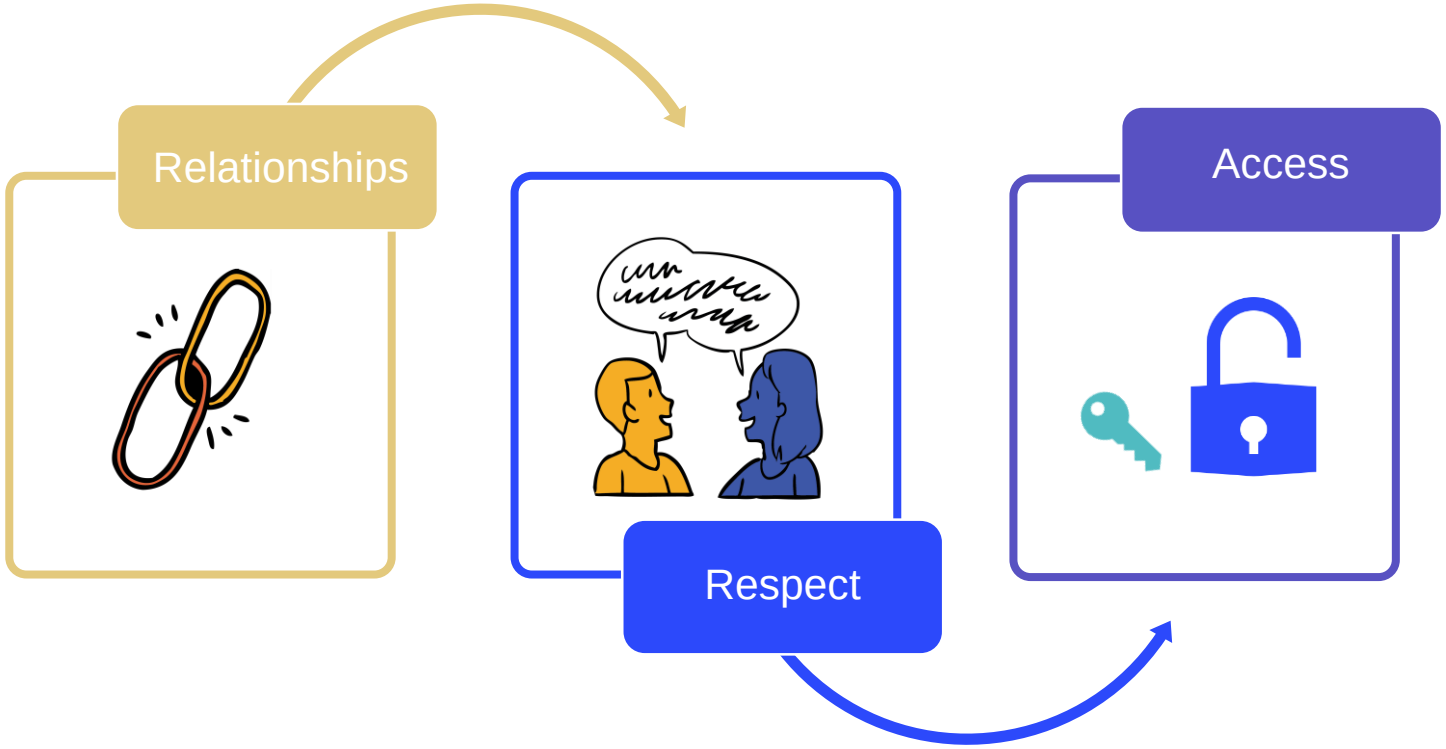
1. Develop and maintain a simple database to capture demographics, number of parents enrolled in classes, and workshops and follow-up data that can be disaggregated

Student Interviews

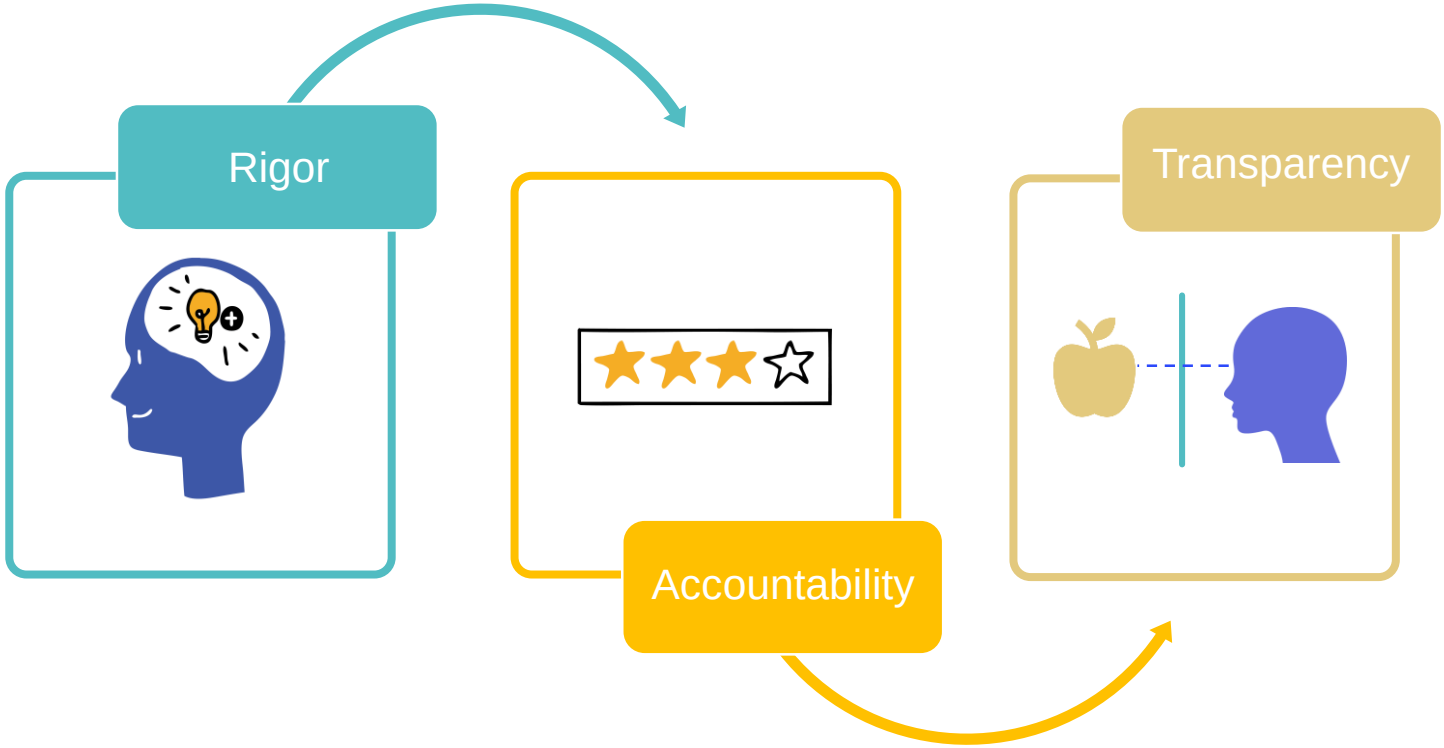
Interview with African-American Students at Palo Verde HS

AA males focus group: 19 current students and alumni representing Tucson High School, Palo Verde High School, Sahuaro High School, and Pueblo High School.

Student Interviews Findings & Recommendations



Student Interviews Findings & Recommendations



Recommendations from Student Interviews

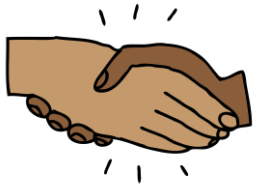
1. Conduct surveys of a sample of African American students periodically in order to gain qualitative data on their school experiences
2. Continue to refine a set of metrics to monitor school specific goals, including failure rates, discipline incidents, attendance, etc.
3. Assign a local owner to each metric for tracking progress
4. Connect with African American students with a counselor or advisor during their freshman year whose sole responsibility is to assist them in navigating post-secondary options
5. Continue to refine the course selection process
6. Continue to develop formal mentor programs for schools without such programs

Accountability

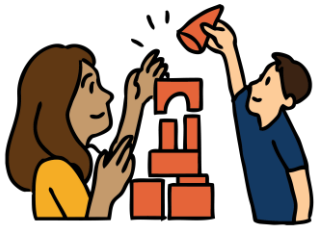
Professional Learning

Relationships

Rigor

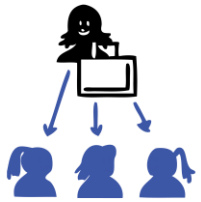


Partnerships



Collaboration

Communication



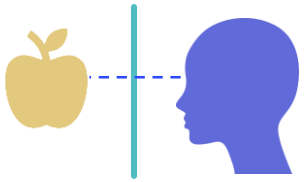
Succession (Pipeline)

Access

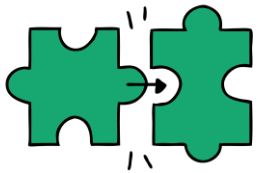
Preparation

Clarity

Early Access



Transparency

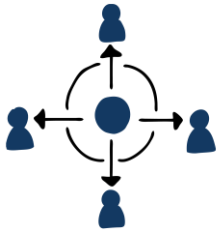


Alignment

Respect

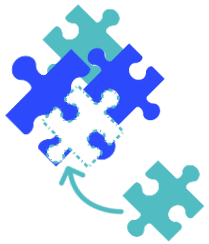
Recruitment

Induction



Implementation

Second Chances



Placement

Diverse Delivery

Selection

Process

3 or more Sections

2 or more Sections

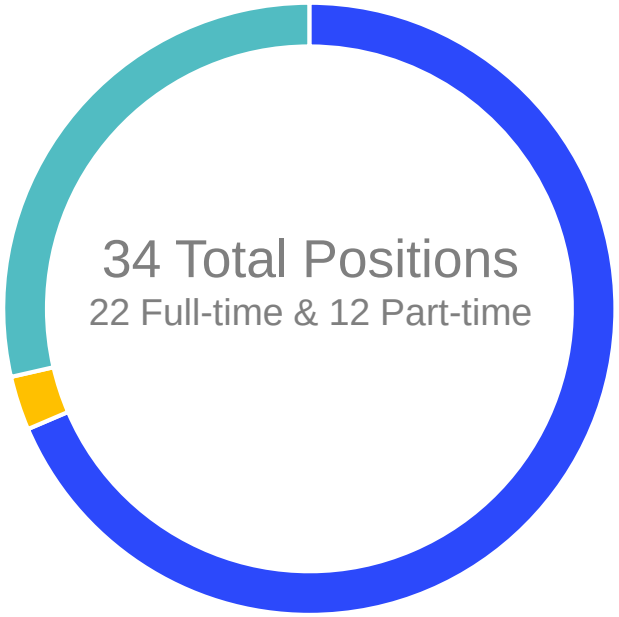
1 Section

TrayBen & Associates

Cycle of Accountability

Position Breakdown

Number of Positions & Proposed Funding



- Director
- Assistant Director **Additional $10,000**
- Administrative Assistant
- Behavior Specialist
- Certified Academic Tutors (Added Duty)
- Activity Helpers (College Students)

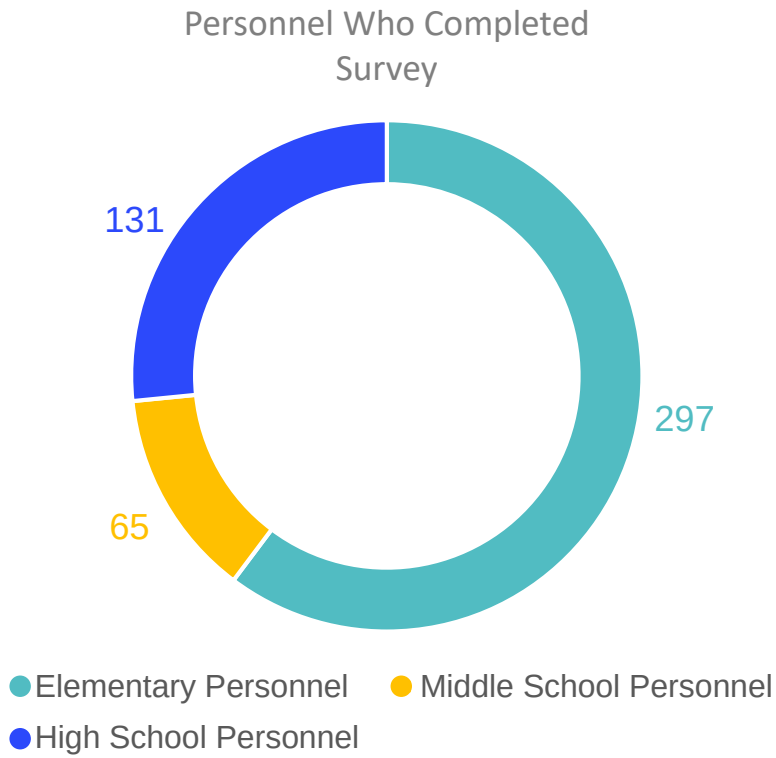
Proposed Funding

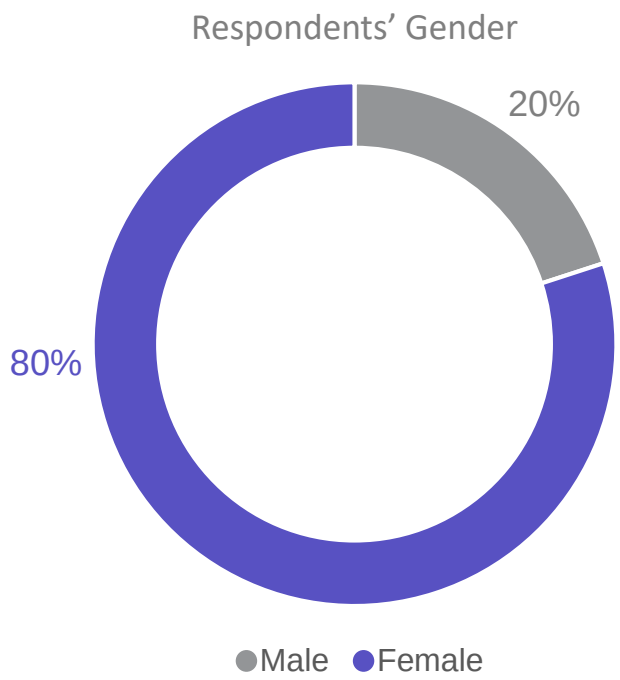
$360,688.28

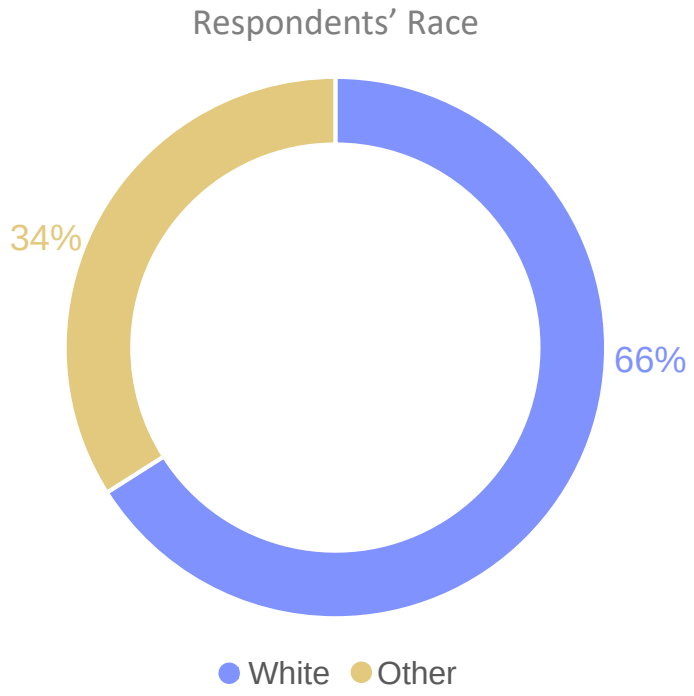
- Program Liaisons **$165,106.64**
- 4 ES RTI Specialists **$165,106.64**
- Research Project Manager **Work with A&E Dept.**
- Student Successes Coaches **Current AASSD Funding**
- Certified Academic Tutors (Added Duty) **$13,125.00**
- Activity Helpers (College Students) **$7,350.00**

- Student Success Specialist

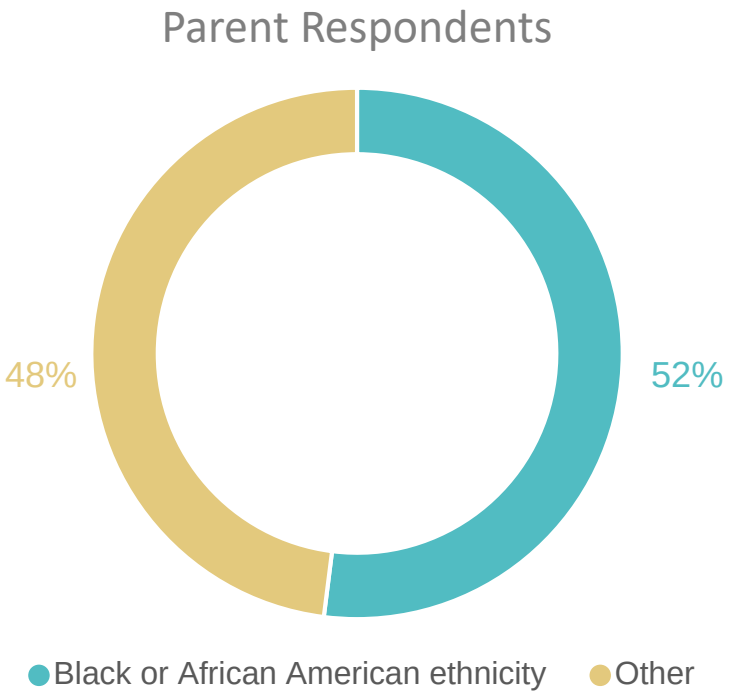
Tucson School District-Leader Survey

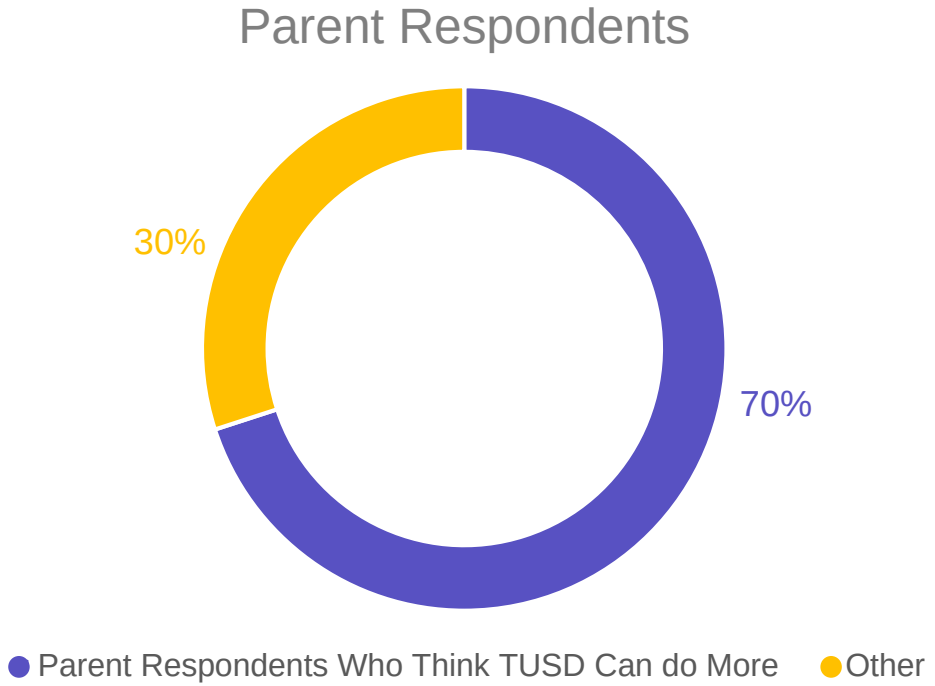






Tucson School District - Parent Survey





Implementation

- 3 Year Implementation Assurance
- Diverse Talent Recruitment Plan
- Line of Communication for AASSD
- Ongoing training for Board Members

August 2018

- Diverse Aspiring Principal Plan
- Develop Strategic Recruitment Plan for AA Teachers
- Needs Assessment for Teachers and Leaders
- Development Plans/Delivery Model
- Second Tier Interventions Plans
- Parent Involvement at School and District Level
- Parent Resources
- Student Initiatives
- Reorganization of AASD

September 2018

- Academy for Future Teachers Design
- Equity and Disparity

October 2018

- Strategic Plan for Local Schools
- Assessment Structures
- Alignment of Curriculum and Instruction
- Culturally Relevant Curriculum and Pedagogy
- Academic Achievement
- College and Career Readiness/Dropout Prevention

December 2018

- Increase Inclusion of AA student in AVID

January 2019

TRAYBEN & ASSOCIATES THANK YOU FOR YOUR ATTENTION!!!

Questions and Answers