TOLLESON UNION HIGH SCHOOL DISTRICT NO. 214

GOVERNING BOARD MINUTES
SPECIAL MEETING
SATURDAY, SEPTEMBER 14, 2013
8:00 A.M.

DISTRICT ADMINISTRATIVE CENTER
9801 W. VAN BUREN STREET
TOLLESON, ARIZONA

The Tolleson Union High School District No. 214 Special Governing Board Meeting was called to order at 8:05 a.m. by Governing Board President Mrs. Terri Hackett with the following members present: Mr. Steven Chapman, Mr. Vincent Moreno, Mrs. Sue Sornsin, and Mr. Freddie Villalon. Mr. Villalon left at 9:10 a.m. Mrs. Sornsin left at 10:05 a.m.

Approval of the Special Meeting Agenda
Mr. Chapman moved to approve the Special Meeting Agenda; seconded by Mr. Moreno. In a roll call vote, the motion carried 5-0.

INFORMATION/DISCUSSION

Dr. Cunningham stated that the overarching goal of the Tolleson Union High School District is to be a high achieving, high performing district focused on student achievement and that the focus of the Special Meeting was to provide information previously requested by the Governing Board members in the following areas:

1. Arizona Accountability System
2. Curriculum and Assessment
3. Evaluation System
4. Salary Comparison
5. High Achievement Indicators
6. Goals and Moving Forward

1. Arizona Accountability System – Dr. Lexi Cunningham, Superintendent
What it measures:
- School labels recently changed from excelling, highly performing, performing plus, performing, underperforming, or failing to a letter grade system of A, B, C, D, or F

Accountability requirements (A.R.S. §15-241):
- Student-level performance indicators

- Models based on statutory requirements of one half growth and one half academic outcomes

- Includes other indicators of school performance

- Annual Yearly Progress (AYP) was replaced by Annual Measurable Objectives (AMOs), whereby 95% of all students must be tested. AMOs are based on the academic outcomes of subgroups and an annual increase in proficiency for all Arizona students.

Definitions:
- Full Academic Year (FAY) students are included in the composite and growth portions of the A-F letter grade models if they were enrolled within the first ten (10) days of the school's calendar year and continuously enrolled up until the first day of AIMS testing.

- Students with a student growth percentile (SGP) must, at a minimum, have had a test score for the two (2) most recent school years (e.g., FY12 and FY13). Students with test scores for only school year 2011-2012 were included in the composite portion of the model, but were not included in the student growth calculations. Growth for Grade 10 students was made by using Grade 9 Stanford 10 Reading and Mathematics information.

95% and 1% cap:
- In alignment with the U.S. Department of Education's approval of Arizona's request for flexibility from the Elementary and Secondary Education Act (ESEA), the new 95% tested rule requires schools and Local Education Agencies (LEAs) to test 95% of students taking AIMS and AIMS A (special education lower cognitive students) in the current year.

- Federal requirements mandate that no more than 1% of an LEA's special education student population is counted as passing the AIMS A tests. If more than 1% of a LEA's special education students passed the AIMS A, the performance level of those students exceeding 1% are recorded as non-passing.

Letter Grade Profile
- The final score has a possible 200 points; 100 for academic outcomes and 100 for academic growth. A letter grade is assigned to each LEA and school based on the number of points earned.

- Growth Score – up to 50 points and based on the growth of all students (25 points) and the growth of the lowest performing students (25 points).

- Composite Score – up to 50 points and based on academic outcomes, including the percent passing AIMS and AIMS A, the percent of ELL students who have been reclassified, and the graduation and dropout rates.

- Growth Score (100 points) + Composite Score (100 points + 3 + 3 + 3*) = A-F Letter Grade
  * The 3 + 3 + 3 points can be awarded for ELL reclassification, graduation rate, and dropout rate.

- Total possible points = 209.

- The purpose of the Growth Score is to acknowledge the academic growth of students within a school or LEA, even if a student has not yet reached grade-level proficiency. Arizona used a student-level growth measure – Student Growth Percentiles (SGP) – that describes each student's academic gains relative to other students at their grade level with the same academic history.

- Proficiency (e.g., "Meets" or "Exceeds" the standard) is determined by calculating the percentage of students proficient on AIMS for a given grade in reading and mathematics. The percentage of students proficient on AIMS is averaged across each subject and grade to derive a school-wide average.

- High school students who were FAY in grade 10 and earned a "Meets" or "Exceeds" on the AIMS or AIMS A reading and/or mathematics assessments in the current year were included. Because high school students are permitted to retake the "Grade 10" AIMS or AIMS A test up to two (2) times per year while in Grade 11 and 12, the high school calculation also includes the highest scores attained in each subject by students between grades 10 and 12. Students who retook the test only contributed their single best performance to the final calculation. The final average percent passing was converted into points.

ELL (3 points)
- In order to obtain the three (3) ELL points, only schools/LEAs with ten (10) or more ELL students are evaluated, schools/LEAs must test 95% of students with an ELL need on the annual year-end AZELLA, and 30% or more of FAY ELL students across all grades must have been reclassified as proficient.

- An ELL student is any student with an ELL need in the current or prior fiscal year and enrolled in an ELL program for one or more days in the current fiscal year. ELL need is defined as any student with a less than proficient score on AZELLA in the current or prior fiscal year. ELL program enrollment is defined as any student enrolled in an ELL program (e.g., SEI, bilingual waiver, ELLP, or those students whose parents withdrew them from ELL services in FY 2011 or FY 2012) for one of more days in the current fiscal year.

Graduation Rate (3 points)
- The question posed was, "How many students graduate within five (5) years of first entering Grade 9?" In 2012, the baseline year was 2006 or the school's first year serving Grade 12, whichever was the latest.

- A school's annual average growth is calculated by subtracting the baseline year's rate from the current year's rate and dividing by the number of years spanned in the calculation.

Dropout Rate (3 points)
- The dropout rate is a measurement of how many students drop out of a school during a twelve-month reporting period.

- In 2012, the baseline year was 2006 or the school's first year of operation, whichever was the latest. A school's annual average decrease is calculated by subtracting the baseline year's rate from the current year's rate and dividing by the number of years spanned by the calculation.

Where Do Our Schools Rank?

Arizona Learns data shows the following:

Total Score (Growth and Composite)

Rank		Total Points	Grade
1	University High School	191	A
71	Westview High School	119	C
75	Copper Canyon High School	116	C
77	La Joya Community High School	116	C
82	Tolleson Union High School	114	C
84	Sierra Linda High School	109	C

Growth Score (100 Points Possible)

Rank		Total Points	Grade
1	University High School	85	A
55	Copper Canyon High School	51	C
56	La Joya Community High School	51	C
71	Westview High School	48	C
76	Sierra Linda High School	47	C
82	Tolleson Union High School	46	C

Composite Score (100 Points Possible)

Rank		Total Points	Grade
1	University High School	106	A
71	Westview High School	71	C
77	Tolleson Union High School	68	C
80	Copper Canyon High School	65	C
81	La Joya Community High School	65	C
82	Sierra Linda High School	62	C

Change in Total Score – 2012 to 2013 (Increase vs. Decrease)

Rank		Total Points	Grade
21	Copper Canyon High School	+6	C
27	La Joya Community High School	+5	C
53	Sierra Linda High School	+1	C
60	University High School	0	A
73	Tolleson Union High School	–3	C
81	Westview High School	–6	C

Change in Growth Score – 2012 to 2013 (Increase vs. Decrease)

Rank		Total Points	Grade
26	La Joya Community High School	+4	C
39	University High School	0	A
63	Sierra Linda High School	–2	C
78	Copper Canyon High School	–5	C
85	Westview High School	–8	C
88	Tolleson Union High School	–10	C

Change in Composite Score – 2012 to 2013 (Increase vs. Decrease)

Rank		Total Points	Grade
3	Copper Canyon High School	+11	C
8	Tolleson Union High School	+7	C
36	Sierra Linda High School	+3	C
49	Westview High School	+2	C
60	La Joya Community High School	+1	C
61	University High School	0	A

Total Score (Growth and Composite) - District

Rank	Total Points	Grade
19	120	B

Change in Total Score – 2012 to 2013 (Increase vs. Decrease) - District

Rank	Total Points	Grade
9	+2	B

ELL Reclassification (3 Points Possible)

	2011	2012	2013
Copper Canyon High School	0	0	3
La Joya Community High School	0	0	0
Sierra Linda High School	3	3	3
Tolleson Union High School	3	0	3
University High School	0	0	0
Westview High School	3	0	0
District	3	0	3

Graduation Rate (3 Points Possible)

	2012	2013
Copper Canyon High School	0	0
La Joya Community High School	3	3
Sierra Linda High School	0	0
Tolleson Union High School	3	3
University High School	3	3
Westview High School	3	3
District	3	3

Dropout Rate (3 Points Possible)

	2011	2012	2013
Copper Canyon High School	3	3	3
La Joya Community High School	3	3	3
Sierra Linda High School	3	3	3
Tolleson Union High School	3	3	3
University High School	3	3	3
Westview High School	3	3	3
District	3	3	3

Three Year Summary – Total Score

	2011	2012	2013
Copper Canyon High School	106	110	116
La Joya Community High School	107	111	116
Sierra Linda High School	114	108	109
Tolleson Union High School	122	117	114
University High School	191	191	191
Westview High School	130	125	119
District	122	118	120

Three Year Summary – Growth Points

	2011	2012	2013	
Copper Canyon High School	50	56	51	
La Joya Community High School	48	47	51	
Sierra Linda High School	48	49	47	
Tolleson Union High School	57	56	46	
University High School	91	85	85	
Westview High School	52	56	48	
District	53	54	49	

Three Year Summary – Composite Points

	2011	2012	2013	
Copper Canyon High School	56	54	65	
La Joya Community High School	59	64	65	
Sierra Linda High School	66	56	62	
Tolleson Union High School	65	61	68	
University High School	100	106	106	
Westview High School	78	69	71	
District	69	64	71	

AIMS data shows the following:

10th Grade Reading (%)

	2011	2012	2013	
Copper Canyon High School	63	72	81	
La Joya Community High School	69	78	81	
Sierra Linda High School	67	73	79	
Tolleson Union High School	68	76	78	
University High School	100	100	100	
Westview High School	79	83	86	
District	72	78	85	

10th Grade Math (%)

	2011	2012	2013	
Copper Canyon High School	39	46	47	
La Joya Community High School	40	50	41	
Sierra Linda High School	48	47	41	
Tolleson Union High School	47	49	48	
University High School	99	100	99	
Westview High School	60	55	57	
District	49	53	50	

11th Grade Reading (%)

	2012	2013	
Copper Canyon High School	57	74	
La Joya Community High School	61	71	
Sierra Linda High School	58	71	
Tolleson Union High School	63	78	
University High School	100	100	
Westview High School	69	78	
District	64	76	

11th Grade Math (%)

	2012	2013
Copper Canyon High School	30	40
La Joya Community High School	36	46
Sierra Linda High School	30	34
Tolleson Union High School	37	37
University High School	100	100
Westview High School	47	39
District	36	40

12th Grade Reading (%)

	2012	2013
Copper Canyon High School	39	59
La Joya Community High School	58	59
Sierra Linda High School	42	74
Tolleson Union High School	44	61
Westview High School	46	71
District	46	66

12th Grade Math (%)

	2012	2013
Copper Canyon High School	39	40
La Joya Community High School	52	56
Sierra Linda High School	38	45
Tolleson Union High School	31	51
Westview High School	34	45
District	39	47

Three Year Summary – All Passing (%)

	2011	2012	2013
Copper Canyon High School	50	51	59
La Joya Community High School	53	58	59
Sierra Linda High School	57	53	56
Tolleson Union High School	56	55	59
University High School	100	100	100
Westview High School	69	63	65
District	60	58	62

Three Year Summary – Bottom 25 (%)

	2011	2012	2013
Copper Canyon High School	51	57	50
La Joya Community High School	50	44	52
Sierra Linda High School	50	49	46
Tolleson Union High School	55	54	46
University High School	94	90	89
Westview High School	51	56	48
District	53	53	49

Three Year Summary – Growth All (%)

	2011	2012	2013
Copper Canyon High School	58	53	50
La Joya Community High School	46	48	48
Sierra Linda High School	50	47	46
Tolleson Union High School	58	55	45
University High School	87	79	79
Westview High School	53	54	47
District	52	54	49

What Does The Data Tell Us?
- Must focus on growth of all students in all categories.
- Students must be properly identified and monitored.
- All growth is important and all students must be encouraged to exceed.
- Interventions will be necessary for many students.

What Are We Doing?
- Analyzing data
- Tutoring
- AIMS exceeders
- Bottom 25% identification and focus
- CCSS professional development and implementation
- Culture of high expectations
- Academic Performance Indicators
- Early interventions
- Rigorous instruction
- Constant monitoring
- Focus on teaching every day
- Every staff member plays a role

2. <u>**Curriculum and Assessment (Common Core State Standards)**</u> – **John Speer, Assistant Superintendent**
The Common Core State Standards were designed to be a set of standards that are fewer in number, clearer in describing outcomes, and higher in rigor. What is included is what is expected for all students. While there are fewer standards to teach, they are at a much deeper level and the key to Common Core success. The decisions surrounding how to focus the standards had to be grounded in evidence regarding what students need in order to have a solid base of education and to be well prepared for career or college demands.

Common Core State Standards apply to two areas: math and literacy. In the TUHSD, all Math teachers are implementing the math standards as their content standards. All Language Arts teachers are implementing the literacy standards as their content standards. All other teachers are implementing the literacy standards.

The Common Core State Standards for literacy were adopted by Arizona in the summer of 2010. During the 2010-2011 school year, site and District leadership attended professional development conducted by the Arizona Department of Education to gain an understanding of the Standards. During the 2011-2012 school year, leadership brought this professional development to teachers during four district-wide early releases. The focus of the 2012-2013 school year is to familiarize all teachers with the Standards – the major shifts, the purpose of the Standards, and how to navigate and understand them.

The Common Core State Standards for math were designed to focus strongly on the math standards, think across grades, and link to major topics, as well as to pursue conceptual understanding, procedural skills, fluency, and application. Focus on the Standards relates to the narrowing of the scope of content. There are fewer Standards and, as a result, students are expected to develop a deeper understanding of the Standards.

With this foundational understanding in place, the District focused last year on tools to prepare teachers for implementing instruction aligned to the Standards. The professional development included sharing PARCC draft questions with teachers in order for teachers to understand how assessments will change, working with teachers to build their skill in developing text-dependent questions, and the types of questions needed as students read more and more complex text in alignment with the Standards. Text dependent questions focus the reader on the content in the text and readers answer questions solely based on the text. The reader does not use background knowledge to answer the questions. To build a student's skill in answering text dependent questions, the District also worked on close reading across all content areas.

To do a close reading, a specific passage is chosen and analyzed in fine detail, as if with a magnifying glass. The reader would then comment on points of style and on his/her reactions as a reader. Close reading is important because it is the building block for larger analysis.

In math, the focus was on preparing teachers to work with students on a conceptual level. Using inquiry based teaching and emphasizing a deeper/mastery learning model, students should be able to apply their knowledge as they progress through the required math classes.

Having worked last year on tools to help build teachers knowledge on the CCSS, the District is getting more specific during 2013-2014. The focus is to help teachers build a deep understanding of specific standards that represent some of the key shifts of the Standards and that are high-yield.

The District will continue to build deep understanding of the Standards, implement curriculum and instruction aligned with the Standards, assess student progress, and reflect on students' progress in order to shape our work. We will also continue to improve our curriculum. The goal of implementing the Standards, according to the Common Core Standards Initiative, is to ensure our students graduate from our high schools with the knowledge and skills needed to be successful for college and careers.

The focus of this year is to obtain a deep understanding of three specific standards. In literacy, the first focus is argument writing. Under the archived standards, students were required to write persuasively and their ability to do so was measured on the AIMS writing test. The Common Core State Standards require students to write argumentatively. This is a key shift in the standards and represents a change for curriculum, instruction, and assessment. Standards for argument writing also align with ACT, SAT, and AP because it is the type of writing expected of students in college and career.

Argument writing hinges on using evidence to support a statement or claim. There is also a focus on a standard related to a deep reading of the text. This will connect with the tools teachers focused on last year of text-dependent questions and close reading and will also prepare students to engage in the type of reading necessary to develop an argumentative essay. The third focus is on developing our students' skill in engaging in academic discussions. The teacher cannot be the only one driving conversations in classrooms; students need to be asking questions of each other and need to engage in academic discussions to enrich their understanding and fluency with the content they are learning in all classes.

In math, the focus will be on more rigorous standards to help students develop a deeper understanding of the concepts. The first focus is solid conceptual understanding. Rather than students being taught "how to get the answer," they will be taught to learn concepts on a deeper level. With this process, students are encouraged, through inquiry, to identify multiple solutions to a problem. Students will also see math as more than a set of mnemonics, or discrete procedures, and no longer will the pressure exist to quickly teach students how to superficially get to the answer. Attention to conceptual understanding is one way the District can begin to count on students to build prior knowledge.

In addition, teachers will provide opportunities for students to apply math concepts to "real world" situations that require mathematical knowledge. Focusing on application will help students gain deeper insight into the mathematical concepts being used and the procedures that are applied.

In addition to the professional development conducted on early release days, professional development workshops were held during the summer. A total of one hundred seventeen (117) teachers participated in Common Core and Literacy (41 teachers), Math Practices and Problem Solving (21 teachers), Common Core and the Senior Capstone (13 teachers), and Assignments to Align with Writing Standards (42 teachers) workshops.

Alyson Burnett (Common Core and Literacy) has worked with the District for several years and was part of the professional development through IRRE, a relationship the District still fosters through the Measuring What Matters and EAR protocols. Teachers focused on the strategies that were introduced during literacy; the Power 10 Strategies and strategies that aligned specifically to vocabulary. Ms. Burnett provided feedback to teachers as they worked with common vocabulary such as summary and main idea. She helped teachers to understand the importance of the common vocabulary as we teach to the Common Core and implement writing across the District.

Tracy Fazio (Math Practices and Problem Solving), formerly with the Maricopa County Education Services Agency, exposed teachers to math practices, delved into the content standards, and looked at the District's new math curriculum maps. Teachers respected and acknowledged Ms. Fazio as an expert in their content area and as someone who has studied the Common Core and has a deeper understanding of the implementation. Ms. Fazio shared examples of conceptual knowledge and shared why it is important, helped the teachers to understand the need to develop a deeper understanding of the conceptual knowledge in order to better meet the needs of our students, shared videos of teachers implementing collaborative math instructional strategies in the classroom, and provided details and expertise that teachers were asking for.

ASU Professor Dr. James Blasingame (Common Core and the Senior Capstone) examined expected work outcomes and work at the freshman college level and practiced strategies to increase rigor while aligning with the Common Core State Standards. District administrators first met Dr. Blasingame when they traveled to ASU on a field trip arranged by Dr. Cunningham. At that time, Dr. Blasingame spoke about the Common Core State Standards and the impact on freshmen composition. During the professional development training, he emphasized the shifts in the Common Core and encouraged participants to read about and discuss Common Core.

Dr. Blasingame also shared how ASU is preparing their teachers for the future in education and how to teach to the Standards. He demonstrated and modeled instructional strategies and shared the importance of literacy. He shared stories about relationships he has with current authors. He related stories about hosting authors on District campuses and encouraged teachers to write book reviews and read – poetry, literature, and non-fiction.

Ninety-nine percent (99%) of the feedback collected from each of the sessions indicated an "Outstanding" or "Above Average" rating of what was taught. Teachers were genuinely impressed with the quality of the professional development and the opportunity to learn more to further their practice. They appreciated the fact the topics were pertinent to their classroom and were a continuation of the professional development that had been offered so far. They were excited to look to the future and asked if the presenters would return.

In a ten (10) year period, Adlai Stevenson High School:
- Increased the percentage of students receiving As and/or Bs from 48% to 74%
- Increased ACT composite scores from 21.9 to 24.2
- Increased AP test participation from 162 to 1,375 students, while increasing the percentage passing from 83% to 88%
- Increased the number of merit scholarships from 4 to 27

The above was accomplished through clear, written curriculum, common assessments, and a common lesson format.

Factors in Order of Impact on Student Achievement
- Guaranteed and viable curriculum
- Challenging goals and effective feedback
- Parental and community involvement
- Safe and orderly environment
- Collegiality and professionalism

All of the factors have an effect on student achievement, but an aligned curriculum is one that the District can provide and support schools and teachers with in order to positively impact student achievement. There is a 31 percentile gain when considering alignment of the curriculum and a 15 percentile gain when considering the time it takes to implement the curriculum. Because a guaranteed and viable curriculum is a factor in student achievement, the District also worked to realign our curriculum to the new Standards.

Last year, the District began to realign the curriculum to the Common Core State Standards by using "Understanding by Design," which consists of three stages – identify desired results, determine acceptable evidence, and plan learning experiences. With this design framework, teachers begin by thinking about what students should know and be able to demonstrate at the end of the course or unit. Next, teachers create the assessments that will show whether students achieved those learning goals. Finally, teachers design the learning experiences for students. The District approached this by having teams of teachers collaborate in person at the beginning of each of the three stages. Following this collaboration, teachers had time to work independently and collaborate virtually to continue their work. They then came back together in person to review, revise, and finalize their work. The in-person meetings were held partly during the school day and partly in the afternoon and evening and were facilitated by leaders in the Curriculum and Instruction Office.

In the spring, 113 teachers engaged in the curriculum work. Twenty-four (24) teachers were from Copper Canyon High School, sixteen (16) were from La Joya Community High School, twenty-six (26) from Sierra Linda High School, twenty (20) from Tolleson Union High School, nine (9) from University High School, and eighteen (18) from Westview High School. Sixty-three (63) unit plans were written for thirty-one (31) courses:

- Two (2) for CTE (culinary)
- Three (3) for Performing and Visual Arts (art, ceramics, and choir)
- Three (3) for Wellness
- Four (4) for World Languages (Spanish and French)

- Five (5) for Science
- Seven (7) for Social Studies (Economics, Government, World History, and U.S. History)
- Fifteen (15) for Math
- Twenty-four (24) for Language Arts (excluding AP courses)

The District has also revised assessments as it prepares for the demands of PARCC and alignment to the new Standards. In August, students will take pre-assessments in Social Studies. The pre-assessment measures what students already know about the content of the course. In Language Arts, students will take a part pre-assessment, part diagnostic assessment, meaning it will measure both what they already know about the current grade-level content, as well as how they perform relative to the previous grade-level standards. The District will be able to see how students do relative to standards, as well as how much they grow in one year compared to their peers. In October, students will take a benchmark assessment in Language Arts. This assessment will provide information about how well students are doing on each standard and if they are demonstrating expected growth based on their pre-assessment. In December, students in Social Studies will take end-of-course assessments to measure their understanding of the course. In Language Arts, students will take a second benchmark. Again, teachers will know how well students have done relative to standards and whether they are demonstrating projected growth. In January, students in Social Studies will take a pre-test for the second semester of the course. This is similar to the August assessment, but includes content for the second semester (or course in the case of semester long courses). In March, students will take a third benchmark in Language Arts. Again, the assessment outcomes will determine how students perform relative to standards and if students are making expected growth. The assessment will also show where the strengths and gaps are for individual students and groups of students. Lastly, all students will take end-of-course assessments in May. This will show how students performed relative to the standards for that course.

The ASCD conference in Chicago was essential in planning this year's professional development and in terms of larger vision setting. The conference also provided an opportunity to gather specific tools and resources which have been modeled for teachers in professional development. Planning for professional development takes place in the Professional Development Committee, who meets bi-monthly and participates in a collaborative process to plan and develop the professional development plan for the District. The Committee is comprised of each Principal, the Assistant Principals for Curriculum and Instruction, and District Office Curriculum and Instruction staff members.

With the hard work and dedication of site administrators, District Office employees, and teachers, a path to implement the Common Core State Standards has been charted. Many of the guest speakers that were engaged to help the District learn about the Common Core State Standards have commented on how far along TUHSD is compared to other districts in Arizona. The District is confident that the foundation for the District to be a leader in Common Core implementation has been laid. As a result, students will develop a deeper understanding of the Standards, will be able to apply their knowledge in their post-high school years, and will develop as critical thinkers who will be successful in higher education and business.

3. **Evaluation System – Dr. Lexi Cunningham, Superintendent**
   Purpose
   - Arizona Revised Statute §15-203(A)(38) requires the Arizona State Board of Education to adopt and maintain a model framework for a teacher evaluation instrument that includes quantitative data on student academic progress. Furthermore, the statute states that student academic progress shall account for 33% to 50% of the teacher evaluation outcomes.

   State Framework
   - The state's framework requires (1) annual evaluation of teachers; (2) classroom observations that account for 50% to 67% of the teacher evaluation outcomes; and (3) student academic progress measurements that account for 33% to 50% of the teacher evaluation outcomes.

TUHSD
- The teaching performance component will account for 67% of a teacher's final evaluation rating and will be determined by the performance on the TUHSD Classroom Observation Instrument.

- The student academic progress component will account for 33% of the teacher's final evaluation rating and will be calculated through the use and review of data from approved student achievement assessments.

Performance Indicators
- Highly Effective (3 points) – There is evidence of high levels of knowledge, implementation, and integration of performance standards, along with evidence of leadership initiative and willingness to model and serve as a mentor for colleagues. This rating refers to professional teaching that innovatively involves all students in the learning process and creates a true community of learners. Teachers performing at this level are master teachers and leaders in the field, both inside and outside their school.

- Effective (2 points) – There is evidence of increased knowledge, implementation, and integration of performance standards, and clear proficiency and skill in the performance area. This rating refers to successful, professional teaching that is consistently at a high level. It is expected that most experienced teachers frequently perform at this level.

- Developing (1 point) – There is evidence of basic knowledge and implementation of performance standards. Integration of performance standards is not evident. This indicates that the teacher has the necessary knowledge and skills to be effective, but the application of those skills is inconsistent.

- Ineffective (0 points) – There is little or no knowledge and minimal implementation of performance standards. The teacher does not meet minimal performance standards and needs substantial improvement. This rating refers to teaching that does not convey an understanding of the concepts underlying the component. This level of performance is hindering learning or is doing harm in the classroom.

Group A or Group B
- Group A – Teachers with available classroom-level student achievement data that is valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas. Group A teachers must use state or District student achievement assessments where they exist and are required to use a minimum of two (2) assessments. When a state assessment does not exist for a content area, District created and approved end-of-course assessments will be used to meet the minimum requirement of two (2) assessments.

- Group B – Teachers with limited or no available classroom-level student achievement data that is valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teachers' content areas. Group B teachers must select two (2) of four (4) state assessments (AIMS reading, AIMS writing, AIMS math, and/or AIMS science) for the development of their Growth Plan. Teachers are expected to select the two (2) areas in which their instruction and content can best support school-wide improvement goals. School-wide aggregate data will be used for all Group B teachers.

Classes
- Although it is expected that teachers focus on increasing student achievement for all of their students, it is understood that teachers could teach a variety of different courses.

- Both Group A and Group B teachers will only be required to select one class for Growth Plan purposes this year.

- If a teacher is responsible for teaching Group A and Group B courses, Group A courses will be selected over Group B courses when creating a teacher's Growth Plan.

Academic Progress Cut Scores (Based on Performance Indicators)
- Student academic progress will be evaluated using the cut scores. The cut scores will result in rubric scores that will determine the teacher's Growth Plan rating.

- The student academic progress component of the evaluation system will account for 33% of the teacher's final teacher evaluation rating.

Growth Plan
- Growth Plan conferences are to be held prior to September 13.
- The teacher will identify assessments to be measured and plan for meeting goals.
- Growth Plan conferences are to be collaborative and supportive of instruction.

TUHSD Evaluation System
- Growth Plan – In addition to identifying which two (2) assessment will be used, the following questions are to be answered:
  - Teacher Action Plan – What steps/strategies will you utilize in your classroom to help your students be successful academically?

  - Differentiation – How will you differentiate instruction for students?

  - Professional Development – How will you utilize professional development to help your students?

  - Classroom Visits – What would you like your evaluators to look for when visiting your classroom?

Student Academic Progress Cut Scores include:

Assessment	Cut Score (Points)	
AIMS (Reading, Writing, Math, Science) and AIMS A	% of Students Scoring Meeting/Exceeds	
	0 - 35%	0
	36 - 59%	1
	60 - 89%	2
	90 - 100%	3
District Developed Assessments	% of Students Demonstrating Mastery (70% or Higher)	
	0 - 35%	0
	36 - 59%	1
	60 - 89%	2
	90 - 100%	3

Assessment	_Cut Score (Points)_
CTE State Assessments	% of Students Demonstrating Mastery (70% or Higher)
	0 - 35% 0
	36 - 59% 1
	60 - 89% 2
	90 - 100% 3
AZELLA	% of Students Moving to a Higher Category/Level
	0 - 35% 0
	36 - 59% 1
	60 - 89% 2
	90 - 100% 3
Advanced Placement	% of Students (Group Size of 10+) Scoring a 3, 4, or 5
	0 - 35% 0
	36 - 59% 1
	60 - 89% 2
	90 - 100% 3

Possible Assessments include:

Subject Area	_Possible Assessment(s)_
CTE Courses with State Assessment	State Assessment
ELA	AZELLA AIMS Reading (10th Grade) AIMS Writing (10th Grade)
Language Arts	AIMS Reading (10th Grade) AIMS Writing (10th Grade) District Developed and Approved End-of-Course Assessment (if available) Advanced Placement
Math	AIMS Math (Geometry) District Developed and Approved End-of-Course Assessment (if available) Advanced Placement
Reading	AIMS Reading AIMS Writing
Science	AIMS Science (Biology) District Developed and Approved End-of-Course Assessment (if available) Advanced Placement
Social Studies	District Developed and Approved End-of-Course Assessment (if available) Advanced Placement

Subject Area	Possible Assessment(s)
Foreign Language	District Developed and Approved End-of-Course Assessment (if available) Advanced Placement
Performing and Visual Arts	District Developed and Approved End-of-Course Assessment (if available) Advanced Placement
Physical Education and Health	District Developed and Approved End-of-Course Assessment (if available)
Leadership Education (JROTC)	District Developed and Approved End-of-Course Assessment (if available)

- Final Rating Form
  The Final Teacher Evaluation Numerical Score is based on:
  - Teacher Evaluation Tool (_____ x .67)
  - Growth Plan (_____ x .33)

- The final score will determine the following:
  - Highly Effective – greater than or equal to 2.5
  - Effective – greater than or equal to 1.7 and less than 2.5
  - Developing – greater than or equal to .8 and less than 1.7
  - Ineffective – less than .8

- The Teacher Performance Rating Based on Final Summative includes:
  - Highly Effective (3 points) – At least seven (7) Highly Effective ratings and zero (0) Ineffective and Developing ratings

  - Effective (2 points) – Zero (0) Ineffective ratings and fewer than four (4) Developing ratings

  - Developing (1 point) – One (1) Ineffective or four (4) or more Developing ratings

  - Ineffective (0 points) – Two (2) or more Ineffective ratings

- The Summative Evaluation Form includes the following Domains, Components, and Descriptors:
  - <u>Domain 1; Planning and Preparation</u>
    Component 1A: Demonstrates Knowledge of Content and Pedagogy
    Descriptor 1 – Demonstrates knowledge of skills and concepts related to the content area
    Descriptor 2 – Demonstrates knowledge of learning theories
    Descriptor 3 – Demonstrates knowledge of student development theories
    Descriptor 4 – Uses student development and learning theories in planning classroom instruction

    Component 1B: Demonstrates Knowledge of Students and Differentiates Instruction
    Descriptor 1 – Designs the physical layout of the room and classroom activities to maximize student learning
    Descriptor 2 – Designs customized content, processes, and products for individual students
    Descriptor 3 – Designs plans and accountability systems to initiate various forms of structured differentiation

Component 1C: Instructional Connections
Descriptor 1 – Develops and integrates connections with other contents and specifically within own content
Descriptor 2 – Applies and connects content with real life situations and to practical or feasible scenarios in the community

Component 1D: Designs Short- and Long-Term Instruction and Outcomes
Descriptor 1 – Creates or obtains a long-term plan prior to beginning instruction that is built on grouped and sequenced learning goals aligned to state standards
Descriptor 2 – Plans and allocates instructional time appropriately
Descriptor 3 – Plans for contingencies, remediation, and enrichment
Descriptor 4 – Aligns instruction and classroom activities to objectives in the long-term plan and state standards.

Component 1E: Uses Student Assessments to Guide Instruction
Descriptor 1 – Aligns curriculum and lessons with summative student assessments
Descriptor 2 – Plans lessons for real-time adjustments based on formative assessments
Descriptor 3 – Tailors and modifies lesson plan after reviewing formative and summative assessment data

- Domain 2: Classroom Environment
  Component 2A: Establishes a Culture for Learning
  Descriptor 1 – Clearly identifies, teaches, and communicates expectations of students
  Descriptor 2 – Provides positive reinforcement for students
  Descriptor 3 – Models respect for others during classroom interactions, both verbal and non-verbal
  Descriptor 4 – Plans for classroom activities and interactions that promotes active engagement
  Descriptor 5 – Listens thoughtfully and responds appropriately

  Component 2B: Manages Classroom Procedures
  Descriptor 1 – Creates, communicates, and implements a classroom's management plan through procedures for daily and routine tasks
  Descriptor 2 – Redirects off task or inappropriate behaviors
  Descriptor 3 – Organizes equipment, materials, and other classroom resources appropriately

- Domain 3: Classroom Instruction
  Component 3A: Monitors Student Progress and Adjusts Instruction
  Descriptor 1 – Checks for understanding throughout lesson
  Descriptor 2 – Changes and adapts lessons as needed
  Descriptor 3 – Provides sufficient opportunity to practice and receive feedback
  Descriptor 4 – Utilizes a variety of formal and informal assessment methods throughout instruction

  Component 3B: Uses Instructional Strategies to Teach Academic Content
  Descriptor 1 – Follows content and pacing of the lesson plan aligned to the lesson's objective
  Descriptor 2 – Incorporates various levels of questioning throughout instruction to encourage critical thinking skills
  Descriptor 3 – Clearly presents and models academic content and skills

Component 3C: Engages Students in Learning
Descriptor 1 – Connects content to students by making information relevant
Descriptor 2 – Uses a variety of resources and strategies to actively engage students throughout instruction
Descriptor 3 – Differentiates presentation of information and activities for learners

Component 3D: Communicates with Students
Descriptor 1 – Communicates a high level of expectations for all students
Descriptor 2 – Maintains an effective tone, pace, volume, poise, and body language to command student attention during instruction

- <u>Domain 4: Professional Responsibilities</u>
  Component 4A: Reflects on Teaching
  Descriptor 1 – Conducts ongoing self-assessment based on student achievement data
  Descriptor 2 – Links professional growth to professional goals

  Component 4B: Communicates with Families and Community Members
  Descriptor 1 – Engages and collaborates with families
  Descriptor 2 – Uses a variety of communication tools to inform and encourage community involvement in the education process

  Component 4C: Demonstrates Professionalism
  Descriptor 1 – Keeps complete, accurate, and up-to-date records
  Descriptor 2 – Develops and maintains relationships with colleagues that are characterized by mutual support
  Descriptor 3 – Volunteers and participates in campus activities
  Descriptor 4 – Adheres to Board and site policies, procedures, and contractual obligations
  Descriptor 5 – Demonstrates professional and ethical conduct as defined by state law and District policy

  Component 4D: Grows and Develops Professionally
  Descriptor 1 – Seeks opportunities for professional development to keep curriculum, content knowledge, and instructional practices current
  Descriptor 2 – Applies research, knowledge, and skills from professional development opportunities to improve practice
  Descriptor 3 – Works collaboratively to improve professional practice and student learning

- *What Are Our Next Steps?*
  - Continue to refine process

  - As curriculum and assessments are developed, more Group B teachers will become Group A teachers

  - Work with administrators on coaching conferences and growing teachers

  - Begin to align Prop 301 to evaluation process and student growth

  - Determine how PARCC assessments will impact process

4. **Salary Comparison – Michael Stewart, Director of Human Resources**
   In conducting his salary and benefits assessment, Mr. Stewart reviewed the following school districts:
   - Agua Fria Union High School District (AFUHSD)
   - Avondale Elementary School District (AESD)
   - Buckeye Union High School District (BUHSD)
   - Dysart Unified School District (DUSD)
   - Glendale Union High School District (GUHSD)
   - Littleton Elementary School District (LESD)
   - Mesa Public Schools (MPS)
   - Pendergast Elementary School District (PESD)
   - Peoria Unified School District (PUSD)
   - Phoenix Union High School District (PUHSD)
   - Tolleson Union High School District (TUHSD)

Certified Salary Schedule 2013-2013 (Based on BA Only)

District	Minimum	Midrange	Maximum
AFUHSD	$34,000.00	$40,215.34	$46,430.69
AESD	$33,791.00	$37,709.00	$41,627.00
BUHSD	$31,683.00	$47,787.50	$63,892.00
DUSD	$32,384.00	$48,882.00	$65,380.00
GUHSD	$33,646.00	$49,792.50	$65,939.00
LESD	$35,089.00	$52,455.00	$69,821.00
MPS	$34,586.00	$51,213.00	$67,840.00
PESD	$33,335.00	$51,685.50	$70,036.00
PUSD	$33,891.06	$50,661.75	$67,432.44
PUHSD	$37,690.00	$53,360.50	$69,031.00
TUHSD	**$35,700.00**	**$43,277.00**	**$50,854.00**

Of the eleven (11) districts listed, Tolleson Union High School District is second on the Minimum Salary Scale; ninth on the Midrange Salary Scale; and ninth on the Maximum Salary Range.

Classified Support Staff Salary Schedule ($ Per Hour)

District	Minimum	Midrange	Maximum
AFUHSD	$9.51	$17.92	$26.33
AESD	$8.47	$12.04	$15.62
BUHSD	$9.39	$17.05	$24.71
BUHSD (Exempt)	$15.78	$25.21	$34.63
DUSD	$8.35	$17.82	$27.29
GUHSD	$9.99	$16.29	$22.60
LESD	$8.46	$17.10	$25.74
MPS	$8.27	$17.98	$27.69
PESD	$7.80	$16.25	$24.71
PESD (Exempt)	$12.11	$23.19	$34.28
PUSD	$7.35	$20.26	$33.18
PUHSD	$8.61	$18.18	$27.75
TUHSD	**$9.09**	**$18.46**	**$27.84**

Of the eleven (11) districts listed, Tolleson Union High School District is sixth on the Minimum Salary Scale; fourth on the Midrange Salary Scale; and fourth on the Maximum Salary Range.

Administrative Salary Schedule

District	Minimum	Midrange	Maximum
AFUHSD	$50,500.00	$78,584.40	$106,669.00
AESD	$53,854.00	$63,025.00	$72,196.00
BUHSD	$58,991.00	$79,469.50	$99,948.00
DUSD	$74,391.43	$92,195.71	$110,000.00
GUHSD	Unavailable	Unavailable	Unavailable
LESD	$86,953.00	$100,859.50	$114,766.00
MPS	$65,607.00	$87,336.50	$109,066.00
PESD	$60,095.00	$83,502.50	$106,910.00
PUSD	$69,407.00	$93,215.50	$117,024.00
PUHSD	$51,070.00	$77,818.00	$104,566.00
TUHSD	**$46,410.00**	**$85,947.00**	**$125,484.00**

Of the eleven (11) districts listed, Tolleson Union High School District is last on the Minimum Salary Scale; fourth on the Midrange Salary Scale; and first on the Maximum Salary Range.

Principal Salary Schedule

District	Minimum	Midrange	Maximum
AFUHSD	$85,721.00	$96,195.00	$106,669.00
AESD	$72,196.00	Unavailable	Unavailable
BUHSD	$76,991.00	$88,294.00	$99,597.00
DUSD	$79,959.00	$98,460.50	$98,962.00
GUHSD	Unavailable	Unavailable	Unavailable
LESD	$82,072.00	$90,926.00	$98,873.00
MPS	$83,792.00	$96,429.00	$109,066.00
PESD	$83,153.00	$87,737.50	$92,322.00
PUSD	$84,106.00	$91,559.50	$99,013.00
PUHSD	$88,685.00	$98,701.50	$108,718.00
TUHSD	**$90,441.00**	**$97,162.00**	**$103,883.00**

Of the eleven (11) districts listed, Tolleson Union High School District is first on the Minimum Salary Scale; third on the Midrange Salary Scale; and fourth on the Maximum Salary Range.

Assistant Principal Salary Schedule

District	Minimum	Midrange	Maximum
AFUHSD	$71,057.00	$79,703.00	$88,349.00
AESD	$60,259.00	Unavailable	Unavailable
BUHSD	$64,991.00	$74,531.00	$84,071.00
DUSD	$64,085.00	$72,858.50	$81,632.00
GUHSD	Unavailable	Unavailable	Unavailable
LESD	$62,811.00	$72,896.00	$82,981.00
MPS	$71,550.00	$86,064.00	$100,578.00
PESD	$60,095.00	$68,275.00	$76,455.00
PUSD	$73,237.00	$80,690.00	$88,144.00
PUHSD	$75,953.00	$83,988.50	$92,024.00
TUHSD	**$65,876.00**	**$74,552.50**	**$83,229.00**

Of the eleven (11) districts listed, Tolleson Union High School District is fifth on the Minimum Salary Scale; fifth on the Midrange Salary Scale; and sixth on the Maximum Salary Range.

Benefits Schedule (Based on the Gold Plan)
Note: Not all districts responded or had a comparable schedule

District	Employee	Employee + Spouse	Employee + Children	Employee + Family	Cost Per Month
AFUHSD	$167.00	$667.00	$519.00	$880.00	$333.00
AESD	$0.00	$323.00	$308.00	$631.00	$323.00
BUHSD	$0.00	$235.80	$235.80	$331.80	$393.00
DUSD	Not Listed	Not Listed	Not Listed	Not Listed	Not Listed
GUHSD	$0.00	$404.00	$318.00	$722.95	$425.26
LESD	Unavailable	Unavailable	Unavailable	Unavailable	Unavailable
MPS	Unavailable	Unavailable	Unavailable	Unavailable	Unavailable
PESD	Unavailable	Unavailable	Unavailable	Unavailable	Unavailable
PUSD	Unavailable	Unavailable	Unavailable	Unavailable	Unavailable
PUHSD	$48.15	$563.86	N/A	$930.69	Not Listed
TUHSD	**$0.00**	**$200.00**	**$180.00**	**$500.00**	**$315.91**

5. **High Achievement Indicators – Dr. Lexi Cunningham, Superintendent**
   - Measuring Achievement
     - No longer is it just about AIMS; will look at various data sets
     - Will begin to use data dialog protocols to discuss data
     - Information will be visible to stakeholders
     - Will focus on high achievement for all students
     - Will not settle for average; average is not good enough

   - Academic Performance Indicators
     - Changing the way the District does business
     - Sites are becoming more involved in collecting and reviewing data
     - Using academic measures in all site goals and data to drive District and site instructional decisions

   - Academic Performance Indicators follows a three-year trend which assists in projecting into the future and includes:
     - Graduation Rate (4 and 5 year)
     - Dropout Rate
     - Student Attendance
     - AP Class Enrollment
     - AP Participation (Exams Given)
     - AP Performance
     - PSAT Participation
     - SAT Participation
     - SAT Performance
     - ACT Participation
     - ACT Performance
     - CTE Enrollment
     - CTE Program Completers
     - 9th Grade On-Track
     - 10th Grade On-Track
     - 11th Grade On-Track
     - 9th Grade Algebra Performance
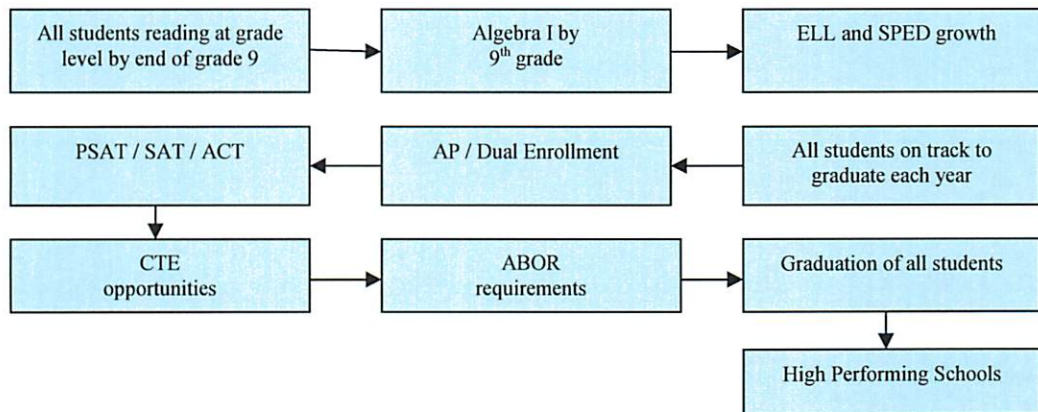   - Dual Enrollment Teachers
     - Dual Enrollment Participation

- ABOR Requirements
- AIMS Reading (M/E)
- AIMS Writing (M/E)
- AIMS Math (M/E)
- AIMS Science (M/E)
- Gifted Enrollment
- EOCA – $9^{th}/10^{th}$ ELA (70% or Higher)
- EOCA – $9^{th}/10^{th}$ Math (70% or Higher)
- EOCA – $9^{th}/10^{th}$ Science (70% or Higher)
- Reading/Literacy Enrollment
- AZELLA
- Stanford 10
- Student Discipline
- Open Enrollment
- Release Time
- Teacher Assistant
- Credit Recovery
- Long-Term Suspensions

- Advanced Placement is a two-year comparison of state and national averages and includes the following site/courses:
  - Copper Canyon High School
    - Biology
    - Calculus AB
    - English Language/Composition
    - English Literature/Composition
    - History: U.S.
    - History: World
    - Spanish Language

  - La Joya Community High School
    - Calculus AB
    - Calculus BC
    - Chemistry
    - English Language/Composition
    - English Literature/Composition
    - Government and Politics: U.S.
    - History: U.S.
    - History: World
    - Physics B
    - Spanish Language
    - Spanish Literature
    - Statistics
    - Studio Art: 2-D Design
    - Studio Art: Drawing

  - Sierra Linda High School
    - Chemistry
    - English Language/Composition
    - English Literature/Composition
    - Government and Politics: U.S.
    - Spanish Language

- Tolleson Union High School
  - Calculus AB
  - Chemistry
  - English Language/Composition
  - English Literature/Composition
  - Environmental Science
  - Government and Politics: U.S.
  - History: U.S.
  - History: World
  - Spanish Literature
  - Statistics

- University High School
  - Biology
  - Calculus AB
  - Calculus BC
  - Chemistry
  - Computer Science A
  - English Language/Composition
  - English Literature/Composition
  - Environmental Science
  - History: U.S.
  - History: World
  - Human Geography
  - Physics C: E&M
  - Physics C: Mechanical
  - Psychology
  - Spanish Language
  - Spanish Literature
  - Statistics

- Westview High School
  - Biology
  - Calculus AB
  - Chemistry
  - Economics: Micro
  - English Language/Composition
  - English Literature/Composition
  - Government and Politics: U.S.
  - History: U.S.
  - History: World
  - Physics C: Mechanical
  - Psychology
  - Spanish Language

- Why is the District Concerned With High Performance Indicators?
  - Preparing students for college, career, and life
  - Giving students options
  - Want students to be competitive
  - Building a mindset of persistence and resiliency
  - Students deserve the best the District can provide

6. Goals and Moving Forward – Dr. Lexi Cunningham, Superintendent

- In TUHSD, we believe:
  - All students can and will learn
  - Teaching and learning is our focus
  - Success is expected and celebrated
  - Family, school, and community engagement is required for increased student achievement
  - The District has a duty to manage our resources efficiently to maximize success
  - District staff is our greatest resource
  - The District can be a district of choice with high academic standards and diverse programs for all students

- District Strategic Goals
  - High academic achievement for all students.

Strategy	*Milestone*
o Creation of an Academic Acceleration Agenda to improve student achievement outcomes.	Academic Performance Indicators
o Develop curriculum and assessments aligned to CCSS.	Curriculum documents and assessments for all content areas
o Build a comprehensive professional development plan to help teachers engage students in learning.	PD plan, MWM data, evaluation results
o Create a multi-year plan for building CTE throughout the District.	CTE strategic plan, enrollment numbers, completers, dual enrollment, CTSO involvement
o Integrated technology plan that supports multiple learning opportunities.	Tech plan, AOI approval, online opportunities, senior capstone experience

All students reading at grade level by end of grade 9 → Algebra I by 9th grade → ELL and SPED growth

PSAT / SAT / ACT ← AP / Dual Enrollment ← All students on track to graduate each year

CTE opportunities → ABOR requirements → Graduation of all students

High Performing Schools

- Efficient and effective operational practices.

Strategy	Milestone
o Engage all stakeholders in conservation of resources.	Decrease in utilities, EMS, fuel consumption, water usage
o Ensure fiscal responsibility in all departments.	Budgets, training, processes and procedures
o Plans for the future.	Capital plan, M&O override, forecasts and projections, bond
o Effective plant management.	Plan for maintaining each site, continual upkeep
o Upgrade technology infrastructure.	E-rate, tech plan, upgrades to facilities
o Enhance departments.	Transportation, Food Service, Technology, Operations

- Highly effective staff District-wide.

Strategy	Milestone
o Recruit and develop highly effective teachers and leaders.	Retention, staff satisfaction
o Continue to refine evaluation systems for all staff.	Highly Effective and Effective teacher rates, system development, professional development and training
o Refine NTO and NEO for all staff.	Program development
o Recognize staff success and provide opportunities for advancement.	Prop 301, pay for performance plan
o Continual training for all staff.	Professional development efforts, cross training
o Enhancement of service delivery.	Department support, develop baseline

- Engaging families and community partners.

Strategy	Milestone
o Improve internal and external communication.	Communication tools, satisfaction surveys
o Increase involvement and engagement in schools.	Parent and community involvement and engagement programs
o Creation of a TUHSD report to the community to update all stakeholders on progress.	Annual District report
o Increase volunteer opportunities.	Monitor opportunities
o Strengthen community partnerships.	CTE, booster groups
o Increase tax credit program and rentals.	Increase in programs
o Customer service campaign.	TUHSD CARES

- Safe and orderly schools.

Strategy	Milestone
o Culture of positive behavior.	Discipline numbers, intervention, alternatives to suspension, PBIS
o ASCA model for all guidance personnel.	Implementation plan
o Support of SRO program at each school.	SRO, security, grants
o School safety strategies implemented at each school.	Yearly safety audits, fire drills, lockdown drills, fencing, signage
o Focus on anti-bullying campaign.	Incidence of bullying decrease
o Increase attendance.	CUTS, early intervention programs, monitoring reports

- Moving Forward – Next Steps
  - Refine strategies with leadership
  - Develop action plans with measures
  - Create timelines
  - Share with site councils and staff
  - Bring back to the Governing Board

FORMAL ADJORNMENT OF REGULAR MEETING

Mr. Chapman moved to adjourn the Special Meeting; seconded by Mr. Moreno. Mrs. Hackett called the Special Meeting of the Tolleson Union High School District Governing Board adjourned at 12:47 p.m.

_____
Mrs. Terri Hackett, President