

School
Council
Facilitator
Handbook
2008 – 2009



School Council Facilitator Handbook

2008 – 2009

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Introduction to School Council

1. Who is involved?

Parents, Teachers, and Principals

2. Central Focus:

- ✗ Improvement of student achievement.
- ✗ Building Professional Learning Communities.
- ✗ Educational decisions regarding student achievement are best made at the school level.
- ✗ School Councils will have discretion in aligning and allocating resources such as supplies, materials, and staffing allocations.
- ✗ The Governing Board and District will allocate adequate funding, training, mentoring and support.

3. Key Points:

- ✗ District departments will ensure the success of School Councils by providing a supportive infrastructure.
- ✗ Programmatic innovation and creativity will be supported toward the end goal of student achievement.
- ✗ In the event a School Council displays evidence that is unable to function as outlined in the Policy, the Superintendent may recommend additional training, support, and/or reorganization.

4. Draft Regulations

A. Areas of Decentralization and Collaboration:

School Councils may decide their role in the development and/or approval in all areas below within statute in keeping with Governing Board Policy. The School Councils should regularly monitor the areas outlined below:

- School Accountability Plan
- Classroom Site Fund Plan (301)
- Staff Development Plan and Calendar
- Allocation of undesignated tax credit monies
- Re-allocation of budget lines to include FTEs
- Allocation of discretionary budgets (examples)
 - Title I
 - K-3
 - Classroom Site Fund
 - Center/Rental
- School Student Discipline Plan

- School Attendance Plan
- School Marketing Plan
- School Site Procedures
- Diversity Proficiency Plan
- School Communication Plan
- School Interview Committee Policy, Committee interviews and forwards hiring recommendation
- School Instructional and Curriculum focus
- Facilities Renovation Plan
- Professional Learning Community within a flexible work week
- (Areas yet to be devined by School Councils)

B. Areas of Principal Responsibility:


- Supervision and Evaluation
- Personnel Decisions
- Right of Staff Assignment
- Management Issues
- Day-to-Day Operations
- Instructional Leadership

5. School Council Training:

- ✦ Training of School Councils will be provided by TUSD staff.

6. Areas of Delivered TUSD Training:

- ✦ Data – writing measurable goals; interpretation and analysis of data.
- ✦ Program Development; Curriculum Focus.
- ✦ Budget and Staffing – M & O, Desegregation, Title I, Tax Credit, Staffing Allocations, and Student Finance.
- ✦ Curriculum and Instruction – State/Federal mandates, district initiatives, accountability plans, 301 goals.
- ✦ Human Resources Process – Confidentiality, interview committees, bargaining group agreements.

<p>Tucson Unified School District</p>  <p>GOVERNING BOARD POLICY</p>	<p>POLICY TITLE: School Council Initial Implementation Process</p>
	<p>POLICY CODE: CFC</p>
	<p>LEAD DEPARTMENT: Academic Excellence</p>

Purpose: The Governing Board believes that:

- The central focus of School Councils is student achievement.
- Educational decisions regarding student achievement are best made at the school level.

The ultimate goal for each School Council shall be to become a Professional Learning Community. To this end each School Council must be empowered in making decisions; adequately trained; represent constituent groups; and be balanced (gender, ethnicity, perspectives). This will be done in collaboration with the principal who is trained and involved in the School Council. School Councils will use concrete, measurable, and appropriate data to determine goals that assess the whole child (academic, social, emotional.) School Councils shall comply with A.R.S. 15-351, 15-352 and 15-353, as well as with all other Federal, State laws and Governing Board policies.

Infrastructure:

- The Governing Board and administration support the results of School Council decisions and will act to foster creative practice in fulfillment of this concept.
- School Councils will have the discretion in aligning and allocating resources, such as FTE's, Supplies and Materials budget and/or other resources to achieve district and school goals.
- School Councils will have autonomy and flexibility regarding structure of their School Council within requirements of A.R.S. 15-351, 15-352 and 15-353.
- School Councils will communicate within the school, the district and parent community ensuring quality two-way communication.
- Governing Board and administration will allocate adequate supplemental funding, training and support.
- Governing Board-District will provide ongoing, extensive training, and mentoring to develop School Councils.
- The District will provide on-going training for School Councils throughout the year.

Support:

- District departments will pave the way to ensure success of School Councils. Departments will provide a supportive infrastructure in assisting sites to address student achievement.

- The Governing Board and District recognizes that teaching and learning occur at the school level and will support innovation and creativity in pursuit of school and district goals.
- A School Council TUSD Support Team, responsible to the Superintendent, will serve to ensure the effective development and training of School Councils.
- The current School Council Committee will serve as the initial support team. This team will work to provide support during the Initial Implementation Process. By January 7, 2007, a new support team will be constituted by the Superintendent and employee organizations, and will include constituent groups.

Evaluating & Reporting:

- School Councils will examine success and growth using self-evaluation and feedback. They will report these findings to the Superintendent on a quarterly basis.
- The Superintendent will report all School Council evaluations to the Governing Board bi-annually.
- The Governing Board, through the recommendation of the Superintendent and line staff reserves the right to:
 - Mandate additional training as needed
 - Reorganize part of or a whole School Council that has displayed ongoing inability to function in accomplishing its goals. This will be done through a review process and only after extensive training and support have been provided.

Adopted: December 13, 2005

Revision:

Review:

LEGAL REF.: A.R.S. 15-351 School Councils
 15-352 Exemptions
 15-353 Responsibilities of Principals
 43-1089.01 Tax Credit
 A.G.O. [199-018](#) School Councils

CROSS REF:

Replaces TUSD Policy # 1115 Shared Decision Making (Schools participating in the pilot implementation of the new School Council Policy will follow CFC; all other schools will continue to refer to Policy 1115)



DISTRICT STRATEGIC GOALS

- Each TUSD student will attain the skills to achieve a minimum of one year's growth annually, meet or exceed promotion/graduation requirements, and become a life-long learner in order to compete in a global society. Each TUSD school will eliminate the Achievement Gap.
- TUSD sites and departments demonstrate and communicate a welcoming, safe, engaging, and collaborative environment which leads to improved delivery of educational services and positive public perception.
- TUSD recruits, hires, and supports a diverse and productive workforce, using advanced technology, tools, and employment practices which attract and retain the most highly qualified employees for all positions.
- TUSD deliberately uses the district and community's wealth of diversity to continue to eliminate racism, prejudice, and the Achievement Gap.
- TUSD's comprehensive and integrated communications plan will facilitate improved community relations and increased enrollment through support of organizational efficiency and student achievement.
- TUSD's combined strategic and financial planning process will result in an alignment of resources for goal achievement, increased District efficiency, and moving resources closer to schools and classrooms.

Adopted by the Governing Board April 11, 2006
Updated July 10, 2007



Arizona Revised Statutes

A.R.S 15-351 – School Councils: Duties and Membership

- A. The purpose of this section is to ensure that individuals who are affected by the outcome of a decision at the school site share in the decision making process.
- B. Each school shall establish a school council. A governing board may delegate to a school council the responsibility to develop a curriculum and may delegate any additional powers that are reasonably necessary to accomplish decentralization. The school council shall take into consideration the ethnic composition of the local community and, except as provided in section 15-352, shall consist of the following members:
1. Parents or guardians of pupils enrolled in the school. A parent or guardian who is employed by the school district may serve as a member of the school council if the parent or guardian is not employed at the same school where the parent or guardian's child is enrolled.
 2. Teachers.
 3. Non-Certified employees.
 4. Community members.
 5. Pupils, if the school is a high school.
 6. The principal of the school.
- C. Each group specified in subsection B of this section shall select its school council appointees and shall submit the names of its respective representatives to the principal. The initial representatives shall be selected at public meetings held at the school site, and, thereafter, representatives shall be selected by their groups in the manner determined by the school council. Schools shall give notice of the public meeting where the initial representatives of the groups shall be selected, clearly stating its purpose, time and place. The notice shall be posted in at least three different locations at the school site and in the community and shall be given to pupils for delivery to their parents or guardians.
- D. The governing board shall determine the initial number of school council members. Thereafter, the school council shall determine the number. The number of teachers and parents or guardians of pupils enrolled at the school shall be equal. Teachers and parents or guardians of pupils enrolled at the school shall constitute a majority of the school council members.
- E. The school council shall adopt written guidelines that specify the number of school council members and the methods for the selection of school council members.

- F. The principal shall serve as chairman of the school council unless another person is elected by a majority of the school council members.

A.R.S 15-352 – Exemptions

- A. The governing board is not obligated to reconstitute previously formed school councils pursuant to this section if the existing school councils include representation by more than one teacher and more than one parent or guardian of a pupil enrolled at the school.
- B. The governing board may allow an alternative school to establish an alternative school council with members other than those specified in section 15-351 if teachers and parents or guardians of pupils enrolled at the school are represented.
- C. A school district that has only one school or a student population of less than six hundred students may decide by a vote of the governing board to not participate in the decentralization process required by this article. If the governing board votes to not participate, the district is not subject to this article.

A.R.S 15-353 – Responsibilities of a Principal

The principal of every school offering instruction in preschool programs, kindergarten programs or any combination of grades one through twelve is responsible for:

1. Providing leadership for the school.
2. Implementing the goals and the strategic plan of the school.
3. Serving as the administrator of the school.
4. Distributing a parental satisfaction survey to the parent of every child enrolled at the school. The parental satisfaction survey shall be distributed at least once each year and shall be distributed as part of the regular parent communication correspondence.

A.R.S. 43-1089.01 – Tax Credit: Public school fees and contributions

- A. A credit is allowed against the taxes imposed by this title for the amount of any fees or cash contributions made by a taxpayer during the taxable year to a public school located in this state for the support of extracurricular activities or character education programs of the public school, but not exceeding:
1. Two hundred dollars for a single individual or a head of household.
 2. Three hundred dollars in taxable year 2005 for a married couple filing a joint return.
 3. Four hundred dollars in taxable year 2006 and any subsequent year for a married couple filing a joint return.

- B. A husband and wife who file separate returns for a taxable year in which they could have filed a joint return may each claim only one-half of the tax credit that would have been allowed for a joint return.
- C. The credit allowed by this section is in lieu of any deduction pursuant to section 170 of the internal revenue code and taken for state tax purposes.
- D. If the allowable tax credit exceeds the taxes otherwise due under this title on the claimant's income, or if there are no taxes due under this title, the taxpayer may carry the amount of the claim not used to offset the taxes under this title forward for not more than five consecutive taxable years' income tax liability.
- E. The site council of the public school that receives contributions that are not designated for a specific purpose shall determine how the contributions are used at the school site. If a charter school does not have a site council, the principal, director or chief administrator of the charter school shall determine how the contributions that are not designated for a specific purpose are used at the school site.
- F. A public school that receives fees or a cash contribution pursuant to subsection A of this section shall report to the department, in a form prescribed by the department, by February 28 of each year the following information:
1. The total number of fee and cash contribution payments received during the previous calendar year.
 2. The total dollar amount of fees and contributions received during the previous calendar year.
 3. The total dollar amount of fees and contributions spent by the school during the previous calendar year.
- G. For the purposes of this section:
1. "Character education programs" means a program described in section 15-719.
 2. "Extracurricular activities" means school sponsored activities that require enrolled students to pay a fee in order to participate including fees for:
 - × Band uniforms.
 - × Equipment or uniforms for varsity athletic activities.
 - × Scientific laboratory materials.
 - × In-state or out-of-state trips that are solely for competitive events.

***Extracurricular activities do not include any senior trips or events that are recreational, amusement, or tourist activities.**

A.R.S. 38-431.02 – Notice of Meetings

- A. Public notice of all meetings of public bodies shall be given as follows:
1. The public bodies of the state shall file a statement with the secretary of state stating where all public notices of their meetings will be posted and shall give such additional public notice as is reasonable and practicable as to all meetings.
 2. The public bodies of the counties, school districts and other special districts shall file a statement with the clerk of the board of supervisors stating where all public notices of their meetings will be posted and shall give such additional public notice as is reasonable and practicable as to all meetings.
 3. The public bodies of the cities and towns shall file a statement with the city clerk or mayor's office stating where all public notices of their meetings will be posted and shall give such additional public notice as is reasonable and practicable as to all meetings.
- B. If an executive session will be held, the notice shall be given to the members of the public body, and to the general public, stating the specific provision of law authorizing the executive session.
- C. Except as provided in subsections D and E, meetings shall not be held without at least twenty-four hours' notice to the members of the public body and to the general public.
- D. In case of an actual emergency, a meeting, including an executive session, may be held upon such notice as is appropriate to the circumstances. If this subsection is utilized for conduct of an emergency session or the consideration of an emergency measure at a previously scheduled meeting the public body must post a public notice within twenty-four hours declaring that an emergency session has been held and setting forth the information required in subsections H and I.
- E. A meeting may be recessed and resumed with less than twenty-four hours' notice if public notice of the initial session of the meeting is given as required in subsection A, and if, prior to recessing, notice is publicly given as to the time and place of the resumption of the meeting or the method by which notice shall be publicly given.
- F. A public body which intends to meet for a specified calendar period, on a regular day, date or event during such calendar period, and at a regular place and time, may post public notice of such meetings at the beginning of such period. Such notice shall specify the period for which notice is applicable.
- G. Notice required under this section shall include an agenda of the matters to be discussed or decided at the meeting or information on how the public may

obtain a copy of such an agenda. The agenda must be available to the public at least twenty-four hours prior to the meeting, except in the case of an actual emergency under subsection D.

- H. Agendas required under this section shall list the specific matters to be discussed, considered or decided at the meeting. The public body may discuss, consider or make decisions only on matters listed on the agenda and other matters related thereto.
- I. Notwithstanding the other provisions of this section, notice of executive sessions shall be required to include only a general description of the matters to be considered. Such agenda shall provide more than just a recital of the statutory provisions authorizing the executive session, but need not contain information that would defeat the purpose of the executive session, compromise the legitimate privacy interests of a public officer, appointee or employee, or compromise the attorney-client privilege.
- J. Notwithstanding subsections H and I, in the case of an actual emergency a matter may be discussed and considered and, at public meetings, decided, where the matter was not listed on the agenda provided that a statement setting forth the reasons necessitating such discussion, consideration or decision is placed in the minutes of the meeting and is publicly announced at the public meeting. In the case of an executive session, the reason for consideration of the emergency measure shall be announced publicly immediately prior to the executive session.
- K. Notwithstanding subsection H, the chief administrator or presiding officer of a public body may present a brief summary of current events without listing in the agenda the specific matters to be summarized, provided that:
 - 1. The summary is listed on the agenda.
 - 2. The public body does not propose, discuss, deliberate or take legal action at that meeting on any matter in the summary unless the specific matter is properly noticed for legal action.



TAX CREDIT DONATION Step-by-Step Instructions

It's easy to make a contribution to the school of your choice, and it really helps kids. You don't even have to have kids in school - any Arizona taxpayer can participate.

1. Find out if you're eligible to participate - if you don't have an Arizona State tax liability, you won't get your money back right away, but you can still contribute. See page 12 of this manual to determine eligibility.
2. Choose a school to contribute to. You don't have to contribute to a specific activity unless you want to, but you *do* need to designate a school. Need help choosing a school?

The schools that received the least tax credit dollars in 2006 were:

1. Southwest Alternative Middle School - \$200
2. PACE program - \$675
3. Southwest Alternative High School - \$800
4. Broadway Bridge - \$800
5. Downtown Alternative High School - \$1,200
6. TAPP Program - \$1,250
7. Joyce M. Drake Alternative Middle School - \$1,600
8. AZTEC Middle College - \$2,575
9. Bonillas Elementary - \$2,865
10. Miller Elementary - \$4,300
11. Van Buskirk Elementary - \$4,450
12. Henry Oyama Elementary - \$4,550

For a list of all TUSD schools, please go to this website:

<http://www.tusd1.org/contents/schools/schools.asp>

3. Make your contribution by credit card by going to this site:
<https://tusdstats.tusd.k12.az.us/paweb/utility/taxcredit/school.aspx>.

To make a contribution by check, please complete the form on page 12 of this manual and make sure you mail it to the school by Dec. 31st.

4. When filling out your Arizona State taxes, use Form 322 to deduct your contribution.

Experience the satisfaction of helping children excel in school. We thank you!



Arizona Tax Credit – Frequently Asked Questions

Q. Can I use my credit card to make a contribution?

A. Yes. TUSD accepts credit card payments through our secure website:

<https://tusdstats.tusd.k12.az.us/paweb/utility/taxcredit/school.aspx>

Note: Credit card payments can only be made through the online form, not at the individual school sites.

Q. What is a tax credit?

A. A tax credit is a dollar-for-dollar reduction in your Arizona income tax liability. In other words, you subtract the amount of your contribution to your child's/a TUSD school as a direct credit against the amount of tax liability. For example, suppose you are married and filing jointly and owe \$1,000 in state income taxes. When you donate \$400 to your community public school, you receive a credit for that exact amount on your Arizona income tax return. As a result, you will only owe the state \$600 on your return.

Q. Is it a tax deduction?

A. No. You receive a tax credit on your Arizona income tax return for your contribution. As a dollar-for-dollar reduction in your tax obligation, a tax credit is much more valuable to you than a tax deduction.

Q. Who is eligible?

A. This tax credit is available to all Arizona individuals who pay state income taxes, regardless of whether or not they have children in school.

Q. Do I have to itemize?

A. No. You do not have to itemize deductions in order to take advantage of the Arizona tax credit for your contribution to your child's/a TUSD school of your choice. However, in order to receive the tax credit you must file Arizona Form 140 (the longer tax return form).

Q. Do I have to live within TUSD?

A. No, any individual who pays Arizona State income tax can give to a TUSD school.

Q. Why should I give money to a school?

A. With limited school funding, students do not always have the opportunity to participate in a wide variety of extracurricular activities. School tax credit contributions can provide TUSD students with opportunities such as field trips, after-school programs, tutoring, arts and music education, and after-school sports. In addition, the funds help to pay for uniforms and equipment for various extracurricular activities. Simply put, tax credit contributions make possible a wide variety of learning opportunities that our students might not otherwise have.

Q. Why should I participate?

A. This program allows you (rather than the Arizona legislature) to control how your tax dollars are spent. You can direct a portion of your tax dollars directly to your TUSD school, where the money will be used to support a variety of beneficial programs for the students. Since all of your contribution will be returned to you when you file your taxes (up to the maximum annual limitation), there is no out-of-pocket expense to you for participating.

Q. What does the school do with the money?

A. Your tax credit contribution can be used for extracurricular activities such as high school athletics and performing and fine arts, field trips, enrichment programs, student clubs or other education or recreational activities which supplement the school's academic programs.

Q. Can I designate what the money is spent on?

A. Yes. You have the option of designating the specific extracurricular activity your contribution will support.

Q. Who chooses which school will receive my contribution?

A. You do. You can choose a school based on student need, grade levels, location, or personal preference. For a list of schools, please follow this link: <http://www.tusd.k12.az.us/contents/schools/schools.asp> or call (520) 225-6437.

Q. I can't decide which school to contribute to. Can you provide me with information about schools with the greatest need?

A. If you'd like more information about how many donations schools received last year, please take a look at the [Past Contributions](#). This information may help you decide which schools you wish to donate to this year.

Q. Do I have to donate the full \$200 or \$400 all at once?

A. No, you can choose to donate up to the \$200 or \$400 limit in installments during the calendar year or you can donate it at one time. If you do not wish to donate the full amount, any amount you choose would be valuable to our students and appreciated by our schools. Just make sure the check(s) are brought to the school, or postmarked if mailed, no later than December 31. If you use the online Tax Credit form, be sure to submit it before midnight, December 31.

Q. When is the deadline?

A. Your contribution must be submitted online or delivered or mailed to school by December 31.

Q. I'm ready to contribute. Now what do I do?

A. Use the convenient online Tax Credit form to make payment with your credit card. Be sure to submit the form before midnight, December 31. Or fill out the [printable Tax Credit form](#) and bring it, or mail it, with your contribution to the TUSD school of your choice. Remember to make your check payable to the school to which you are contributing and deliver or postmark it by December 31. The school will mail you a receipt to use in your tax preparation soon after they receive your contribution.

TUSD School Tax Credit Form

Mail or deliver this form with your check to the TUSD school of your choice by Dec. 31. Don't know which school to choose? Explore them all at www.tusd1.org or call 225-6437.

Envíe por correo o entregue esta forma con su cheque a la escuela de TUSD de su elección antes del 31 de diciembre. ¿No sabe cuál escuela elegir? Explórelas todas en www.tusd1.org o llame al 225-6437.

Name / *Nombre*

Address / *Domicilio*

City, State, Zip
Ciudad, Estado, Código Postal

Phone / *Teléfono*

Amount / *Cantidad*
(Donations also can be made in installments.)
(*Los donativos también se pueden hacer en abonos.*)

School to Receive Donation (Required)
Escuela que Recibirá el Donativo (Requisito)

Please use my donation for: (check one)
Por favor usen mi donativo para: (Marque una)

- The activity most in need of funding
La actividad que más necesite fondos
- Sports Programs
Programas Deportivos
- Fine Arts Programs
Programas de Bellas Artes
- Other (please specify)
Otro (por favor especifique)

If other, please list specific extracurricular activity.
Si es otra, por favor enumere la específica actividad extracurricular.

Sample
Notice of School Council Meeting

**NOTICE OF MEETING OF THE
_____ SCHOOL COUNCIL**

Pursuant to A.R.S. § 38-431.02, notice is hereby given to the members of the _____ School Council and to the general public that the _____ School Council will hold a meeting open to the public on, **(list meeting date, time, and meeting site)**

Date:

Time:

Meeting Site:

Agenda:

1. Call Meeting to Order - Facilitator

2. Approve Minutes of the Last Meeting

3. Study Items
(Specific Topics)

4. Study/Action Items
(Specific Topics)

5. Announcements

6. Plan Agenda for the Next Meeting

Dated this ___th Day of _____
_____ School Council

By _____
Signature

Sample
Notice of School Council Meeting

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(Specific Topics)

5. Announcements

6. Plan Agenda for the Next Meeting

Dated this ___th Day of _____
_____ School Council

By _____
Signature

Sample
School Council Meeting Minutes

TUCSON UNIFIED SCHOOL DISTRICT

School Council Minutes

Location: _____

Date: _____

Time: _____

Members Present, Members Absent, and Constituency Group Represented:

- I. Call to Order Chair called the meeting to order at 3:28 p.m.

- II. Approval of November 16, 1999 Minutes
The minutes were approved by unanimous voice vote after friendly amendments of changing "voive" to "voice", "bu" to "by" and adding "concerning credit for foreign travel" after "legality of motion".

- III. Call to the audience.

- IV. Reports
 - A. Principal Reports-
 - 1. School budget and allocation of resources to support 301 school improvement goals.
 - 2. Current balance of nondiscretionary tax credit dollars.
 - B. January 8 Retreat - The results of the graduation requirements group and the language written by the hiring procedures group were presented. "AUT" changed to "AVT".
 - C. Tax credit monies and appropriation procedures – discussion of allocation of nondiscretionary monies.

- V. Action Items
 - A. It was moved by Mr. Ramirez and seconded by Mrs. Smith to refer development of recommended hiring procedure to Personnel sub-committee. Passed by a unanimous voice vote.

Resolution #24

 - B. It was moved by Ms. Long and seconded by Mr. Carranza to refer staff development proposal to an ad-hoc committee of the Curriculum sub-committee. Passed by a unanimous voice vote.

Resolution #25

- C. It was moved by Mr. Carranza and seconded by Mrs. Smith to adopt the Economics/Financial Services Course Description as stated in packet (excluding the rationale). Passed by a unanimous voice vote.

Resolution #26

- D. It was moved by Ms. Parent and adopted by Mr. Community Member to appoint Carlos and Paul as representatives to January 29 Conference on Shared Decision Making. Passed by a unanimous voice vote.

VII. Discussion/Information Items

- A. Study Group exploring possibilities as classifying SBDM as a study group for faculty recertification and stipend credit.
- B. Discussion of the benchmark data reflecting progress toward the School Accountability/301 goals.

VIII. Sub-Committee dates and times were announced.

IX. Items for next agenda were submitted by members of School Council.

X. The meeting was **adjourned** at 5:39 p.m. by Chair

Respectfully submitted,



TUSDStats School Council Web Link

How to Update your School Council Membership List...

Go to: <http://tusdstats.tusd.k12.az.us/> and select *School Councils (SDM)*, and then the *Membership List Data Entry*

Here are the steps to enter an employee:

1. Click "Enter Member"
2. Choose Emp. Type (Cert./Non Cert.)
3. Click on "Find Employee"
4. Enter search criteria to find employee by name and click "Find"
5. Click "Select" next to your member's name
6. Enter email (if missing), Start Date, and End Date
7. Click Save

Here are the steps to enter a non-employee:

1. Click "Enter Member"
2. Choose Non-Emp. Type (Parent/Community/Student)
3. Enter Name, Gender, Ethnicity, email, Start Date, End Date, and click Save.

(Expired members should **not** be deleted. If an expired member rejoins the School Council, **do not** enter contact information into the database a second time; simply edit the start and end dates of the members expired entry.)

If you need an incorrect record deleted, please email
StatsAdmin@tusd1.org



Accountability and Research is located on the corner of 3rd and 7th Streets across from Tucson Magnet High School's football stadium.

Mailing Address

ED ANNEX
442 East 7th Street
Tucson, AZ 85705

Contact Information

Phone: (520) 225-5418
Fax: (520) 225-5226

Website: <http://tusdstats.tusd.k12.az.us>

Department Staff: David Scott, **Director** / Patty Gray-Valdez, **Executive Assistant** / Cindy Hurley, **District Testing Coordinator**

Research Project Managers:

Andrew Agnew, Gregg Cannon, Ph.D., Dave Coffman, Halley Freitas, Nicole Haan, Rick Haan, Juliet King, Jennifer Langdon-Pollock, Dynah Oviedo-Lim

Resource Specialists: Mario Espinoza, Bradley Fletcher

Contact Accountability and Research for the following information:

Data Entry

Elementary, Middle and High School Data (Elementary Progress Reports, Quarterly Writing, Title I Student Selection, Kindergarten Assessment, Success Plus Summer School, School Council Membership, Tax Credit Donations)

School and District Data

Assessment Data (AIMS, Terra Nova, CCSA, Writing Prompts, Grades, Past Tests)

Demographic Data (Attendance, Mobility, Suspensions, Enrollment, Stability, Dropouts)

Special Programs (GATE, Title I, Desegregation, Math Placement, School Plans, Exceptional Education, Language Assessment Services Data, Spanish Exit Test, School Improvement Plan)

Surveys & Research (Senior Survey, School Quality Survey, Research, Completed and Ongoing Surveys and Results)

Student-Level Data

Employee Information Pages (Student Data, AIMS, Terra Nova, CCSA Test Data, Demographic Data, School Quality Survey Results, Student Aprenda results, Attendance, Grades, WICP, Math Placement Test Scores, Integrated Student Data, Student Profiles)

Parent Information Pages (Attendance, Test Scores, Grades, Teacher Communication, School Performance, AIMS, Terra Nova, CCSA Test Data, Demographic Data, School Quality Survey Results)

Why Should I Participate in TUSD Sponsored Surveys?

Throughout the school year, you will be invited to participate in a variety of online surveys attempting to evaluate a school program or grasp an understanding of satisfaction with a training, meeting, or event. While all of these surveys are conducted on a volunteer basis, their results have as much of an impact as mandatory surveys.

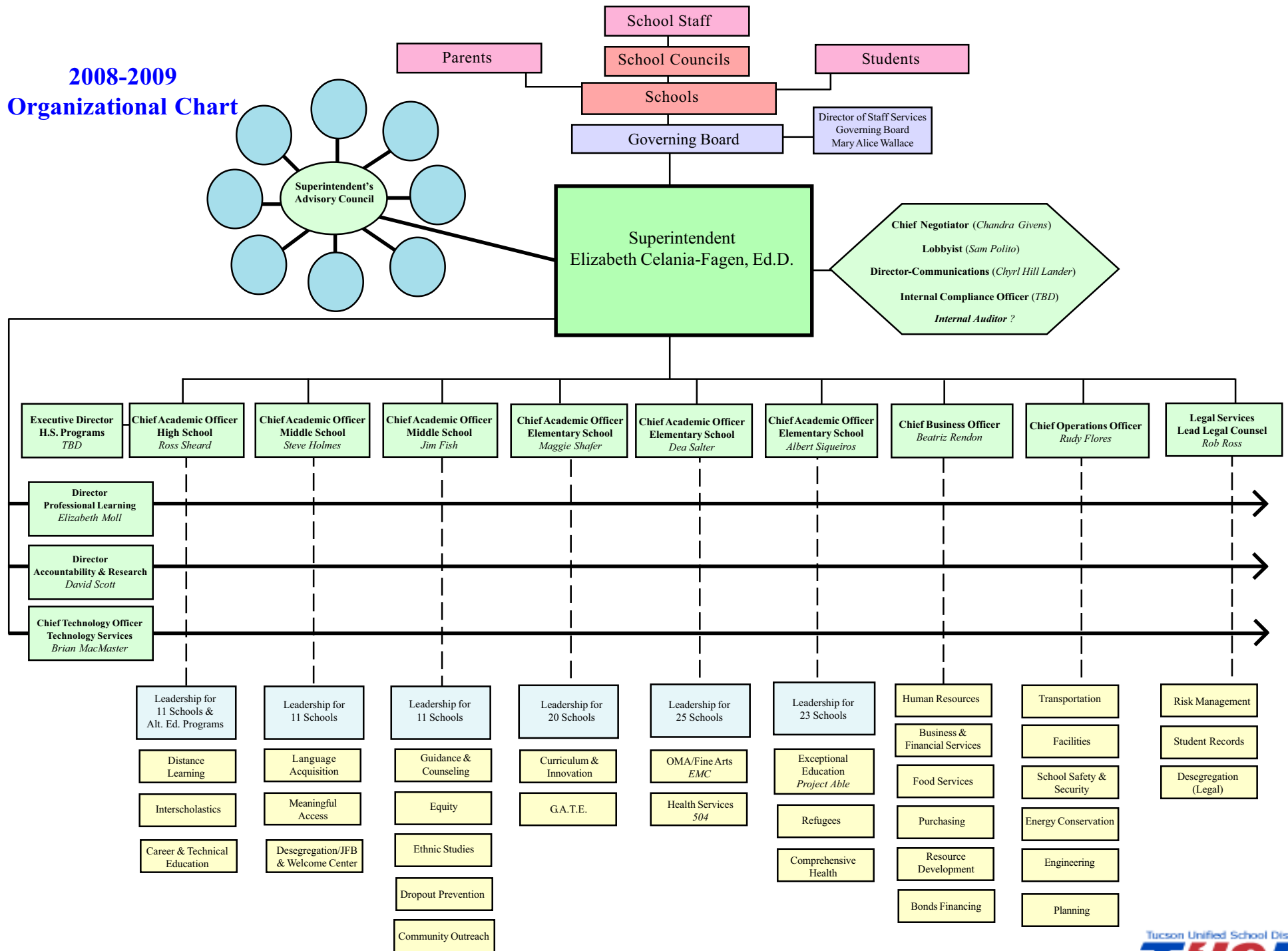
The Accountability and Research Department has developed an online survey methodology which insures that responses are anonymous and confidential. Surveys will be emailed to your TUSD email account.

Reasons to participate:

- We would like to hear from you so that your suggestions and concerns can be relayed to the people developing TUSD programs and policies.
- Sometimes responses result in surprising outcomes that were unexpected and have the potential to greatly alter or impact a decision.
- In cases where specific technology programs are being evaluated, it is important that we you to let us know if the equipment is working properly. If not, TUSD will take steps to get the necessary repairs or parts to you.

All analyzed survey results are available to you in the form of Summary Statistics and Executive Summaries on the TUSDStats webpage.

**2008-2009
Organizational Chart**



2008-2009 LEADERSHIP ORGANIZATIONAL CHART

TEAM 1	TEAM 2	TEAM 3	TEAM 4	TEAM 5	TEAM 6
DEA SALTER 225-6411	MAGGIE SHAFER 225-6304	ALBERT SIQUEIROS 225-6280	JIM FISH 225-6294	STEVE HOLMES 225-6639	ROSS SHEARD 225-6422
Bloom	Blenman	Banks	Booth-Fickett	Dodge	Catalina
Borman	Bonillas	Brichta	Carson	Doolen	Cholla
Collier	Borton	Grijalva	Gridley	Mansfeld	Howenstine
Corbett	Carrillo	Hollinger	Hohokam	Maxwell	Palo Verde
Davis	Cavett	Jefferson Park	Magee	Naylor	Pueblo
Dietz	Cragin	Johnson	Miles	Safford	Rincon
Dunham	Davidson	Lawrence	Pistor	Townsend	Sabino
Erickson	Drachman	Lynn-Urquides	Pueblo Gardens	Valencia	Sahuaro
Ford	Duffy	Maldonado	Secrist	Wakefield	Santa Rita
Fort Lowell	Holladay	Manzo	Utterback		Tucson
Fruchthendler	Hughes	Mary Meredith	Vail		University
Gale	Marshall	Menlo Park			Alternative Ed (13)
Henry	Ochoa	Miller			1. ArtWORKS Academy
Howell	Richey	Mission View			2. Aztec Mid. Coll. (East)
Hudlow	Robison	Oyama			3. Aztec Mid. Coll. (NW)
Kellond	Rogers	Robins			4. Aztec Mid. Coll. (West)
Lineweaver	Schumaker	Rose			5. Aztec Mid. Coll. (DV)
Lyons	Sewell	Tolson			6. PACE High School
Myers Ganoung	Steele	Tully			7. Project MORE
Reynolds	Wright	Van Buskirk			8. Broadway Bridge
Roberts		Vesey			9. J.M. Drake Middle School
Roskruge		Warren			10. PASS High School
Soleng Tom		White			11. Southwest Middle School
Van Horne					12. Southwest High School
Wheeler					13. Teenage Parent Program (TAPP)
Whitmore					
Wrightstown					

Revised 12/09/2008



Tucson Unified School District Implementation Plan for Classroom Site Fund 2008-2009 School Year

The TUSD Board adopts the entire 301 Classroom Site Fund Implementation Plan for the 2008-2009 school year and refers the Pay for Performance section to the affected employees of TUSD per state statute with a “Do Pass” recommendation.

SECTION ONE: Introduction

The TEA/TUSD 301 Classroom Site Fund (CSF) Committee developed the 2008-2009 implementation plan based upon the successful implementation of the plans every school year since 2001-2002. The 2008-2009 plan amends those of past years without deviating from the integrity of past plans. Changes have been made to ensure compliance with state statutory provisions and to offer greater clarity for better and more consistent enforcement.

The TEA/TUSD 301/CSF Committee recommends that the TUSD Governing Board adopt this plan at its regularly scheduled meeting in April 2008. According to state statute, before the plan is put into effect at least 70% of the persons affected by the Performance Based Compensation system (referred to as Pay for Performance in the Plan) must vote to approve it. With this statute in mind, the Committee recommends that the TUSD Governing Board authorize the principal, along with a faculty member designated by TEA, at each site to conduct the approval vote among all eligible certified members of the TEA bargaining unit prior to APRIL 25, 2008. The principal shall report the results of the site vote to the Superintendent no later than April 30, 2008. Use of Wednesday Staff Development time to conduct the vote is recommended.

SECTION TWO: Implementation Plan

Proposed Budget for the Classroom Site Fund: Total Classroom Site Funds Projected

1. 20% OF THE TOTAL CLASSROOM SITE FUND WILL FUND TEACHER BASE COMPENSATION ON THE SALARY SCHEDULE PER STATE STATUTE.
2. 40% OF THE TOTAL CLASSROOM SITE FUND WILL FUND MENU ITEMS ACCORDING TO THE FOLLOWING:
 - A. IN ADDITION TO THE CURRENT FUNDING ON THE SALARY SCHEDULE, 20%* OF ADDITIONAL MONEY RECEIVED IN 2008-2009 OVER THE AMOUNT RECEIVED IN 2007-2008 WILL BE ALLOCATED FOR INCREASING THE SALARY SCHEDULE.
 - B. 80%* OF THE ADDITIONAL MONEY DESCRIBED IN SECTION 2. A. WILL BE DESIGNATED BY THE TUSD GOVERNING BOARD AND ADMINISTRATION FOR CLASS SIZE REDUCTION.

*AMENDED BY THE GOVERNING BOARD ON APRIL 10, 2007, TO REFLECT 15% AND 85% FOR INCREASING THE SALARY SCHEDULE AND CLASS SIZE REDUCTION, RESPECTIVELY.

3. 40% OF THE TOTAL CLASSROOM SITE FUND WILL FUND THE Performance Based Plan.

MAJOR COMPONENTS INCLUDE (SEE PAY FOR PERFORMANCE PLAN DETAILS):

- Consensus Agreement
 - ✓ \$700 for Wednesday Staff Development - on salary schedule and in bi-weekly paycheck.
 - ✓ No less than \$650/individual if school achieves its site goal(s)- paid in a lump sum in December.*
- \$3,000 stipend for each National Board Certified (NBPTS) teacher paid in a lump sum at the end of the school year.
- \$650 stipend for one elected School Council facilitator at each site paid in a lump sum at the end of the school year. (See plan for detailed explanation.)

*Any remaining classroom site fund money will be used to increase the \$650 site goals stipend.

PAY FOR PERFORMANCE PLAN DETAILS

School Council Facilitators

1. Each school will be allocated one School Council Facilitator position.

- The Facilitator shall be elected by the School Council from among its membership by no later than the end of the first quarter.
- The Facilitator shall:
 - ✓ Preside at School Council meetings and activities;
 - ✓ Be the spokesperson of the School Council at all appropriate functions;
 - ✓ Develop School Council meeting agendas in collaboration with the principal;
 - ✓ Be responsible for the maintenance of School Council records (e.g. agendas, minutes, school policy decisions);
 - ✓ Work with the Principal in facilitating Wednesday Staff Development
 - ✓ sessions, coordinating school committees, implementing site plan/goals, analyzing data, and monitoring student achievement results.

2. Compensation

- Certified: \$650 stipend. This stipend is in addition to the one of no less than \$650 earned for being a member of the faculty.
- Classified: Earn hourly professional development credit based upon official documentation, such as a log of time spent in fulfilling the facilitator job description stated in #1 above.

National Board Certification

Any employee who earns a certificate from the National Board for Professional Teaching Standards (NBPTS) shall receive a \$3,000 stipend each year for the life of the certificate.

Service in the TUSD/TEA National Board Certification Mentor/Facilitator Program, per Article 29 of the Consensus Agreement, also may result in an extra duty stipend.

Wednesday Staff Development Assurances

1. \$700 for acknowledgement of professional work during Wednesday staff development sessions; potential of no less than \$650 for participation in activities leading to attainment of site goals. Minimum of \$650 paid subsequent to the attainment of site goals.
2. Will keep within 7.5-hour workday. See Articles 9 and 19 of the current Consensus Agreement for clarification.
3. Integrity of the purpose of Wednesday Staff Development is planning designed to develop and achieve site goals.
4. School staff, with the assistance and approval of the School Council, will develop the structure and Plan for Staff Development Wednesdays focused on the School Accountability Plan and Site Goals. Wednesday staff development sessions shall be used for developing Site Plan/Goals, planning and implementing curriculum and instructional programs to meet goals/objectives of School Accountability Plan, reviewing student work and progress, and evaluating results. TUSD may provide direction to underperforming and failing schools to focus staff development on the mandates from AZ Learns.
5. On Wednesdays prior to a Thursday holiday, early release of students will occur. Teachers may leave at the same time as the students. No staff development sessions will be scheduled.

Guidelines/Parameters for Site Plan/Goals

1. The School Council, in collaboration with the principal, faculty/staff, develops and approves a School Accountability Plan and the Site Plan/Goals for increasing student achievement.
2. Site Plan/Goals must:
 - a. be based upon analysis of data and must prioritize areas in which the school has the greatest need for improvement;
 - b. be reasonable, yet challenging;
 - c. measure student growth;
 - d. be in the context of a comprehensive 3-5 year school improvement plan;
 - e. clearly identify the group(s) of students to be measured;
 - f. include baseline data of where students began and how much progress they will make by the end of the school year;
 - g. be consistent with federal laws, state statutes, and TUSD student achievement goals;
 - h. identify the data source and/or measurement that will be used for assessing improvement which include, *but are not limited to*:

- ✓ improvement on state or district recognized assessment instruments (e.g. AIMS/DPA, DIBELS, TERRA NOVA, AZELLA);
- ✓ Improved reclassification rates as for ELL students;
- ✓ IEP GOALS.

3. DEVELOPMENT OF SITE GOALS:

A. Schools will develop and submit two goals only. Both of the goals must focus on reading, writing, or math and be measured by a state or district recognized assessment instrument as listed in 2.h. above. The goals must be part of the School Accountability Plan. Each goal must contain the following information:

- Clear description of the students measured;
- Statement of the instrument by which students are measured;
- Clear statement of the performance outcome upon which the students will be measured (for at least one of the goals, measured students must improve at least five (5%) percent or make adequate yearly progress); and
- Clear statement of benchmark data (where the student performance was at the beginning of the school year) and where the students should be at the end of the school year.

B. Exception: schools that have achieved highly performing and/or excelling status for two or more consecutive years may develop site goals other than those listed in section iii.a. the site goals must be measureable and be within the guidelines of state statutes pertaining to the classroom site fund.

C. For certified faculty members to earn the site stipend of no less than \$650, the school must attain at least one of the two goals.

4. The school shall employ the Wednesday Staff Development time to have the faculty/staff assist in the development of the Site Plan/Goals and to implement and document progress toward the stated goals. Wednesday staff development activities include, but are not limited to, team-building, collaboration, curriculum development, data analysis, and monitoring student achievement results with a focus on enhancing classroom curriculum and instruction for meeting site goals.

5. The School Council, in collaboration with faculty/staff and principal, shall approve the Wednesday Staff Development activities. TUSD may provide direction to underperforming and failing schools to focus staff development on the mandates from AZ Learns.

6. Once the School Council approves the Classroom Site Fund Plan/Goals, as evidenced by the signatures of its members, the Principal shall submit it to the Deputy Superintendent/Chief Academic Officer no later than the end of first quarter. **THIS SHALL INCLUDE A BRIEF NARRATIVE DESCRIBING OPPORTUNITIES PROVIDED FOR THE TOTAL FACULTY TO BE INVOLVED IN THE DESIGN AND SELECTION OF THE SITE GOALS.** The Deputy Superintendent/Chief Academic Officer shall respond in writing to the Principal and School Council by November 1st. The Deputy Superintendent/Chief Academic Officer shall review the Site Plan/Goals to ensure that it is consistent with state law, follows the guidelines stated in #2 above, and

that the School Council complies with the TUSD/TEA Shared Decision Making policy and standards.

- If the Site Plan/Goals are consistent with state law and the guidelines stated in #2 and #3 above, the Deputy Superintendent/Chief Academic Officer shall notify the Principal and the Chair/Facilitator of the School Council by November 1st. The School Council will then document progress in implementing the plan and record benchmark progress toward meeting the goals. Final results will be submitted to the Deputy Superintendent/Chief Academic Officer no later than November 1st of the following school year.
- If the Deputy Superintendent/Chief Academic Officer believes Site Plan/Goals are in violation of state law or do not follow the guidelines stated in #2 and #3 above, has questions about the process by which the school adopted the site plan/goals, or has recommendations to make the goals reasonable and/or challenging, he/she will consult with the Principal and the School Council by November 1st. The Deputy Superintendent/Chief Academic Officer will offer suggestions for bringing the plan/goals into compliance that will be presented to the principal and school council. The School Council then will adopt and sign a new Site Plan/Goals and the Principal will submit it to the Deputy Superintendent/Chief Academic Officer for review by November 15th.

7. In August of the new school year, when documented results of student performance are available to schools, each school shall have the opportunity to review its goals to determine if it passed at least one of the two. If the school does not meet one of its two goals, and the School Council determines that there is an extenuating circumstance related to not meeting the goals, it may provide data and rationale to the **PRINCIPAL SUPERVISOR. THE PRINCIPAL SUPERVISOR SHALL REVIEW THE INFORMATION FOR COMPLETENESS AND ACCURACY, AND THEN SUBMIT THE APPEAL TO THE COMMITTEE FOR A RECOMMENDATION TO APPROVE OR DENY. THE COMMITTEE SHALL MEET TO REVIEW ALL APPEALS. THIS MEETING MAY INCLUDE ALL PRINCIPAL SUPERVISORS AND OTHER INDIVIDUALS WHO MAY FACILITATE THE REVIEW OF THE APPEALS. THE APPEAL SHALL BE IN WRITING AND THIS WILL BE THE EXCLUSIVE FORMAT FOR THE APPEAL.**

TO ASSURE UNIFORMITY AND FAIRNESS, THE COMMITTEE SHALL CONSIDER APPEALS ACCORDING TO SPECIFIC CRITERIA. THE CRITERIA MAY INCLUDE ANY OF THE FOLLOWING:

- 1) EVIDENCE OF SIGNIFICANT PROGRESS TOWARD THE GOAL AND A VALID RATIONALE FOR NOT COMPLETELY MEETING THE STATED GOAL;**
- 2) EXPLANATION OF UNFORSEEABLE CIRCUMSTANCES THAT HAD A DIRECT IMPACT ON THE SITE'S ABILITY TO MEET A GOAL, WITH A DESCRIPTION OF THE RESPONSE TO SUCH CIRCUMSTANCES;**
- 3) REVIEW OF DATA CLOSELY RELATED TO THE GOAL THAT SHOW SIGNIFICANT OVERALL PROGRESS IN THAT ACADEMIC AREA.**

THE COMMITTEE SHALL THEN SUBMIT ITS RECOMMENDATIONS TO THE SUPERINTENDENT OR DESIGNEE. AFTER REVIEW OF THE RECOMMENDATIONS THE SUPERINTENDENT OR DESIGNEE SHALL NOTIFY THE PRINCIPAL SUPERVISOR OF HIS/HER DECISION ON THE APPEAL. THE PRINCIPAL SUPERVISOR SHALL NOTIFY THE SCHOOL OF THE DECISION.

COMMITTEE MEMBERS ELIGIBLE FOR THIS STIPEND SHALL RECUSE THEMSELVES FROM CONSIDERATION OF AN APPEAL THAT INVOLVES THEIR OWN SITE.

8. If the school reaches one of the two of its adopted goals for the school year, no less than \$650 of the Classroom Site Fund monies will be awarded to each employee assigned to the site, regardless of part-time or full-time status, who is paid on the Certified Salary Schedule in the Consensus Agreement. Payment will be made as quickly as possible, but no later than December 15th of the following school year. This provision includes all employees who separate from the district by June 30th. To be eligible for the site goals stipend, the employee must be an active benefits eligible employee paid on the TUSD-TEA Consensus Agreement salary schedule for at least one full semester of the school year.

School: _____

Review Date: _____

Q1 _____ Q2 _____ Q3 _____ Q4 _____
(Check One)

301 Quarterly Goals Review Worksheet

What are our 301 goals?	What are we using as indicators that we are on track to meet this goal?	After reviewing the indicator data, are we on track? What supports your response?	What has been done school-wide to ensure that these goals are met?	What have I personally done to support the attainment of these goals?	What are other possible actions that the school or I could take to ensure success?
Goal 1 –		Circle One: Yes No Comments:			
Goal 2 –		Circle One: Yes No Comments:			

School: _____

Review Date: _____

Q1 _____ Q2 _____ Q3 _____ Q4 _____
(Check One)

301 Quarterly Goals Review Worksheet

What are our 301 goals?	What are we using as indicators that we are on track to meet this goal?	After reviewing the indicator data, are we on track? What supports your response?	What has been done school-wide to ensure that these goals are met?	What have I personally done to support the attainment of these goals?	What are other possible actions that the school or I could take to ensure success?
Goal 1 –		Circle One: Yes No Comments:			
Goal 2 –		Circle One: Yes No Comments:			

School Council Waiver Process

The School Council Waiver is a process whereby school councils can formalize and seek approval for a desired change to a district practice or policy.

Factors to Consider when Submitting a Waiver

Collect data to support the request

Get ALL the facts by asking questions like . . .

- Is this best for students?
- Is there a Board policy to consider?
- Are there legal considerations?
- Might the request have financial implications for the school or district?
- Which district departments might help us to prepare our waiver?

Waiver Process

- **School Council thinks they want a waiver:**
 - Work with Principal or Chief Academic Officer to determine if a waiver is needed.
- **School Council develops waiver concept:**
 - Repeat or continuation waivers should include an update on the effectiveness of the waiver.
 - Include any supporting documents with waiver, i.e., budget transfers, PAF's, RAF's, etc.
- **Waiver goes to School Council Office**
 - School Council Office forwards waiver to corresponding Leadership Team Chief Academic Officer for review and decision.
- **Waiver decision communicated to school Principal and Facilitator**

Samples of Waivers submitted:

- ✓ Parent/Teacher Conferences held in October instead of September.
Approved
- ✓ Purchase .25 FTE from M & O for Clerk Typist.
Approved
- ✓ Waive .5 FTE Counselor position for full time Librarian.
Approved
- ✓ Convert full time Librarian to half time Librarian position and convert half time Counselor to full time Counselor position.
Approved
- ✓ Convert Counselor position into Computer Technician position.
Not Approved



SCHOOL COUNCIL WAIVER FORM

School Year: _____

- New Waiver Repeat Waiver Revision
 One-Year Waiver Continuing Waiver

Date: _____

School: _____

Name of Requestor: _____ Phone: _____

Area/Position to be waived:

Rationale:

How will the needed services/roles continue to function with waiver in place?

How will you assess progress and results of this decision?

Approved for submission by School Council on: _____
Date

Submitted Electronically By: _____

School Council Facilitator

Please e-mail completed form to Dalila Diaz at dalila.diaz@tusd1.org. Allow 1-2 weeks after submittal for response from School Council Support Team.

FOR OFFICE USE ONLY	Received by: _____	Date: _____
<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved	By: _____	Date: _____
<input type="checkbox"/> Returned to Requestor on (Date):	_____	
Reason waiver is being returned:	_____	

Title I School Improvement - Consequence Chart

No Child Left Behind (NCLB)

✘ 1st Year - School DOES NOT make Adequate Yearly Progress (AYP)
STATUS: Warning Year

Action Steps:

1. Prompt notification of status to parents/legal guardians
2. Development of Arizona School Improvement Plan (ASIP) within 90 days of identification
3. District must offer technical support to school

✘ 2nd Year – Makes AYP in the same indicator, but DOES NOT make AYP in a different indicator
STATUS: Warning Year

Action Steps: Same as Warning Year

✔ 2nd Year - makes AYP in all indicators
STATUS: None

Action Steps: None

✘ 2nd Year – DOES NOT make AYP in the same indicator
STATUS: School Improvement Year 1

Action Steps:

1. Prompt notification of status to parents/legal guardians
2. Develop/Revise and implement ASIP within 90 days of identification
3. District must offer technical support to school
4. District must offer public school choice (transfer) promptly
5. School must set aside 10% Title I funds for professional development

✔ 3rd Year - makes AYP in all indicators
STATUS: School Improvement Year 1 “Frozen”

Action Steps: Same as School Improvement Year 1

✘ 3rd Year – DOES NOT make AYP in the same indicator
STATUS: School Improvement Year 2

Action Steps:

1. Complete action steps 1-5 detailed in School Improvement Year 1
2. Offer supplemental educational services (free tutoring) to eligible students

✔ 4th Year – makes AYP in all indicators
STATUS: Out of School Improvement

Action Steps: None

✘ 4th Year – DOES NOT make AYP in the same indicator
STATUS: Corrective Action (School Improvement Year 3)

Action Steps:

1. Complete action steps 1-5 detailed in School Improvement Year 1
2. Offer supplemental services (free tutoring) to eligible students
3. Implement at least one of the following corrective actions:
 - Replace school staff relevant to failure to make AYP
 - Adopt research-based curriculum, including professional development
 - Decrease management authority at the school site
 - Appoint external expert to advise school in making AYP
 - Extend school year and/or length of school day
 - Restructure internal organization of the school site

✘ 5th Year – DOES NOT make AYP in the same indicator
STATUS: Planning for Restructuring (School Improvement Year 4)

*Action Steps:

1. Complete action steps 1-5 detailed in School Improvement Year 1
2. Offer supplemental services (free tutoring) to eligible students
3. Prepare a plan & make necessary arrangements for alternate governance of the school site

✘ 6th Year – DOES NOT make AYP in the same indicator
STATUS: Restructuring Plan Implementation (School Improvement Year 5)

*Action Steps:

1. Complete action steps 1-5 detailed in School Improvement Year 1
2. Offer supplemental services (free tutoring) to eligible students
3. Implement one of the following alternative governance options:
 - Reopen school as a public charter school
 - Replace all or most of the school staff
 - Any other major restructuring of the school’s governance arrangement that results in significant reform

Note:

The No Child Left Behind Act of 2001 (NCLB) mandates that Title I schools failing to make AYP for two consecutive years in the same indicator must be identified for federal school improvement (Year 1).

Title I schools identified for federal school improvement that make AYP in the same indicator are “frozen” in their current status.

Title I schools identified for federal school improvement **must make AYP for two consecutive years in the same indicator** in order to be removed from such status.

*Action step chosen must be consistent with State law