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Curriculum Audit of the
Mexican American Studies Department
Tucson Unified School District

May 2, 2011

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Curriculum Audit – Mexican American Studies Department – Tucson Unified School District

**Curriculum Audit of the
Mexican American Studies Department
Tucson Unified School District
Tucson, Arizona**

Conducted Under the Auspices of
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**Curriculum Audit of the
Tucson Unified School District
Mexican American Studies Department
Tucson, Arizona**

I. INTRODUCTION

This document constitutes the final report for the Curriculum Audit of the Tucson Unified School District Mexican American Studies Department. The Arizona Department of Education, the Governing Authority within the scope of its policy-making sanctions, commissioned said curriculum audit.

The Tucson Unified School District Mexican American Studies Department Curriculum Audit consists of three phases, took place during the period of March 7, 2011 through May 2, 2011, and includes an Initial Data and Document Collection Phase, the Diagnostic Phase, and the final Analysis Phase. The Initial Data and Document Collection Phase incorporated collecting historical and current documentation including but not limited to Arizona Department of Education State Standards and Tucson Unified School District Standards, curriculum materials, reports, resolutions, prior findings, summative student data, school data, and professional development artifacts. The Diagnostic Phase encompassed onsite school and classroom visitations, observations, and focus group interviews with an assortment of stakeholders allowing for a wide array of voices. The third and final stage was the Analysis Phase performed off site to examine, evaluate, and triangulate findings.

An audit is a methodical, formal review and examination of an organization. Within the educational program context, an audit is designed to analyze current performance against established standards, research-based educational practices to reveal the extent in which administrators and professional staff of a school district have developed and implemented a comprehensive, valid, and effective system of curriculum management and instruction. This curriculum and instructional system established within the framework of board policies enables a school district to make the greatest use of its resources in the education of its students for continuous improvement; thus, ensuring a quality education for ALL students.

Audit Purpose

The purpose of the Tucson Unified School District Mexican American Studies Department Curriculum Audit is to determine: (1) how or if the Tucson Unified School District Mexican American Studies Department programs are designed to improve student achievement; (2) if statistically valid measures indicated student achievement occurred; and (3) whether the Mexican American Studies Department's curriculum is in compliance with A.R.S 15-112(A).

Arizona Revised Statue 15-112(A) prohibits a school district or charter school from including in its program any courses or classes that includes any of the following:

1. Promote the overthrow of the United States Government.
2. Promote resentment towards a race or class of people.

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- 3. Are designed primarily for pupils of a particular ethnic group.
- 4. Advocate ethnic solidarity instead of treating pupils as individuals.

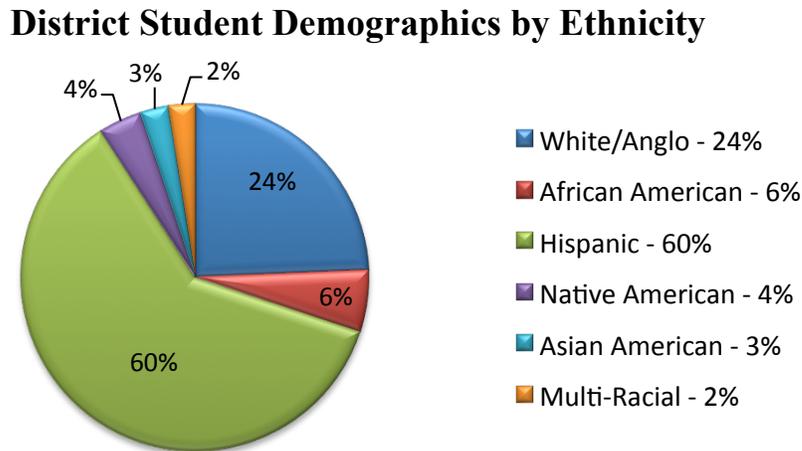
Background

Tucson Unified School District (TUSD) is the largest school district of Tucson, Arizona in terms of enrollment. Currently, TUSD has approximately 53,000 students and virtually 3,500 faculty members with a four-year graduation rate of 85%. District boundaries encompass much of the City of Tracy, the city of South Tucson, and sections of the Catalina Foothills and Tanque Verde. In 1867, the district was established as "School District No. 1" then in 1977 assumed its current name of Tucson Unified School District.

TUSD has 13 high schools, 17 middle schools, four K-8 schools, 62 elementary schools, one K-12 school, and 14 alternative education programs. Among elementary schools, the highest academic achievements as demonstrated by Arizona Instrument to Measure Standards (AIMS) assessment are located along the east side, while the lowest tends to be situated in the central part of the District. It is important to note that TUSD has one of the most extensive offerings of school choice within the state of Arizona. More than one-third of the district’s students choose a school other than their designated home school. Choices include a variety of options from magnet and gifted programs, programs with innovative instructional practices, programs in non-traditional facilities. Students and parents; therefore, have the ability to select a school that best fits their needs.

As of April 20, 2011 there were 52,987 students enrolled in the Tucson Unified School District. The ethnic breakdown of the entire population consisted of: 60% Hispanic, 24% White/Anglo, 5.6% African American, 3.9% Native American, 2.6% Asian American, and 2.4% Multi-Racial. The graph below indicates ethnicity rounded to the nearest percentage point.

Figure 1
2011 Student Enrollment by Ethnicity
Tucson Unified School District



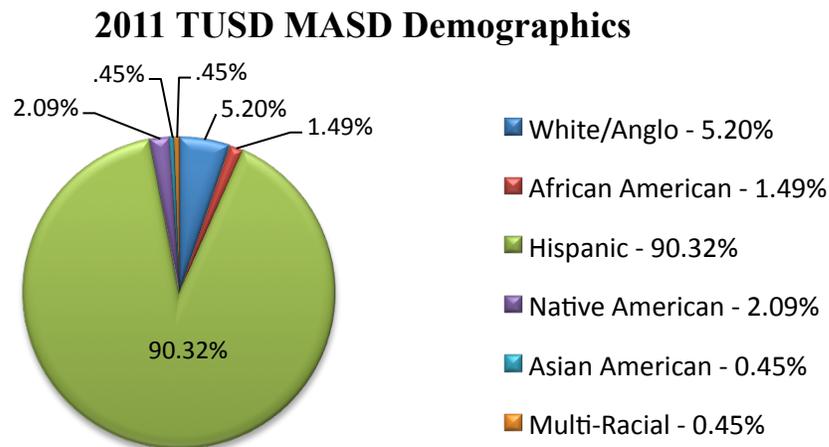
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The population of students enrolled in Mexican American Studies Department Programs within Tucson Unified School District consists of 1,343 Middle and High School students. The ethnic breakdown of the population involves over 90% Hispanic, followed by 5% White/Anglo, 2% Native American, 1.5% African American, and just under 0.50% for both Asian American and Multi-Racial ethnicities. The Mexican American Studies Department classes are offered to all students and enrollment is by student choice. Based on the prevailing percentage of Hispanic students enrolled within TUSD, a substantial amount of Hispanic students would be enrolled and demonstrate a larger representation as compared to other ethnicities. Figures 1 and 2 provide background information and demonstrate the context in which MASD programs are offered. Therefore, a comparison of these two figures does not represent comparable data. (Please see the Appendix for ethnic breakdown by school and course offering.)

Therefore, the district demographics do not indicate a direct correlation of specific school population and demographics

Figure 2
2011 Mexican American Studies Department
Student Enrollment by Ethnicity
Tucson Unified School District



District Leadership

The current TUSD Governing Board consists of five members: Dr. Mark Stegeman, Preseident; Judy Burns, Clerk; Miguel Cuevas, Member; Michael Hicks, Member; and Adelita S. Grijalva, Member. The role of the Governing Board is to establish district-wide policy, direction, and oversight of the affairs of the district in the manner specified by law, with day-to-day management of the district primarily being the responsibility of District Administration. The TUSD Central Leadership is directed by Superintendent, John J. Pedicone, Ph.D. with the support of Deputy Superintendent, Dr. Maria Menconi. Outlined below are TUSD’s District Mission, Vision, Strategic Priorities, Values and Strategic Goals.

Figure 3
District Mission, Vision, Strategic Priorities, and Values
Tucson Unified School District

District Mission, Vision, Strategic Priorities and Values Governing Board Policy Code: A
<p>The Governing Board recognizes the value of adopting broad statements of purpose, goals and fundamental values. These statements provide guidance to the Board as it develops policies and annual goals and to staff as it conducts the business of the District.</p> <p>A mission statement is an expression of the organization’s reason for being. The vision describes what the future will be when the District achieves its strategic priorities and fulfills its mission. The strategic priorities are long-term goals for the organization and are the foundation on which schools and departments make all decisions. The core values are useful in delineating the culture of the organization and providing the governing board, administrators, and staff with standards of organizational behavior.</p> <p>Mission Statement</p> <p>The mission of the Tucson Unified School District, in partnership with parents and the greater community, is to assure each pre-K through 12th grade student receives an engaging, rigorous and comprehensive education.</p> <p>Vision</p> <p>Tucson Unified School District is a professional learning community that ensures every student learns, exceeds all expected performance standards, graduates, and is able to compete and succeed in a global economy.</p> <p>TUSD’s strategic priorities are to ensure that</p> <ul style="list-style-type: none">• student achievement is our primary focus.• Professional Learning Communities exist and are supported at all levels.• results are available, analyzed and used in all decision-making.• collaboration, courtesy and cooperation are expected from everyone.• sound strategic and financial planning are practiced. <p>Adopted: August 9, 2005 Revision: September 20, 2005 LEGAL REF.: Arizona State Constitution, Article XI, Section 1</p>

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Curriculum Audit – Mexican American Studies Department – Tucson Unified School District

Figure 4

**District Organizational Values
Tucson Unified School District**

District Organizational Values
Governing Board Policy Code: A

Organizational Values

As Tucson Unified School District strives for excellence in planning, delivering educational programs and decision-making, processes and behaviors will be guided by the following organizational values.

What Our Values Are	How We Demonstrate Our Values
<p>We value classrooms as the core of successful education.</p>	<p>We make decisions that are always driven by the focus on improving student achievement.</p> <p>We focus our work around what benefits students so they can function productively in a diverse and technological world.</p> <p>We competently demonstrate the use and teach others the skills needed to be productive in a technological world.</p> <p>We ensure all school time is used for learning.</p>
What Our Values Are	How We Demonstrate Our Values
<p>We value diversity through intercultural proficiency.</p>	<p>We foster understanding and acceptance of cultural differences.</p> <p>We will habitually use all our skills to benefit each individual in our diverse world.</p> <p>We provide students with equal access to quality educational programs and learning experiences.</p> <p>We always use inclusive language and successfully work with people from all backgrounds.</p> <p>We design and implement appropriate school-based experiences to combat racism and prejudice.</p>
<p>We value each student as an individual who will learn.</p>	<p>We have high expectations for student achievement and accept responsibility for helping students meet those standards.</p> <p>We identify what students will learn, we define how we know when the student has acquired the intended knowledge and skills, and we respond to early warning signs from students when they experience difficulty so we can make the necessary interventions to improve upon current levels of learning/ achievement.</p> <p>We provide a safe and orderly learning environment.</p>
<p>We value teamwork among students, parents, colleagues, and the community to achieve common goals.</p>	<p>We collaborate regularly with one another on job effectiveness and efficiency, curriculum and instruction, interventions, individual students and school/department improvement.</p>
What Our Values Are	How We Demonstrate Our Values

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<p>We value collective inquiry to find new methodologies for success.</p>	<p>We continually strive to improve instructional effectiveness.</p> <p>We continually ask questions, respectfully challenge the status quo, seek new methods, test and evaluate those methods to make significant changes to our work and culture.</p> <p>We are life-long learners, mastering new skills to contribute to school and District improvement efforts.</p>
<p>We value and celebrate positive results taking pride in our efforts that produced them.</p>	<p>We take responsibility for our own work, the work of our team and our school, department to accomplish the goals and results of the District.</p> <p>We know, understand and achieve the results required of our position, team, school, department and District.</p> <p>We use a systematic process to identify criteria and assess results.</p>
<p>We value exceptional service to students, parents/guardians, colleagues and community.</p>	<p>We listen and observe in order to understand the needs of students, parents/guardians, colleagues and the community.</p> <p>We provide a warm, inviting climate that enables students, parents/guardians, colleagues and the community to share a sense of pride in the school and District.</p> <p>We respond in a friendly, fair, and prompt manner with appropriate information and/or action.</p> <p>We provide opportunities for student, parent/guardians and colleagues to participate in community service.</p>

Definitions:

Collective Inquiry – a process in which a team of individuals is relentless in questioning the status quo, seeking new methods, testing and reflecting on results.

Culture – the totality of ideas, beliefs, values, knowledge, language, and way of life of a group of people who share a certain historical background. Manifestations of culture include art, laws, institutions, and customs.

Diversity – the unique characteristics that all persons possess that distinguish them as individuals and that identify them as belonging to a group or groups.

Effective – is causing a desired or intended result.

Efficient – is able to produce a result without waste or a minimum of resources.

Global – refers to the interconnectiveness of societies that are establishing progressively closer contact through marketplace, economies, laws, social movements, ideas and cultures unhampered by time zones or national boundaries.

High Expectations – is a standard of conduct or performance for individuals, teams, school, department and District well above the norm or average.

Intercultural Proficiency – is the habitual and judicious use of communication, knowledge, technical skills, reasoning, emotions, values, and reflection in daily practice for the benefit of each individual and community in a diverse world.

Interventions – actions taken to change what is happening or might happen with a student or situation to produce a desirable result.

Professional Learning Community – is a collaborative team working interdependently to analyze and improve professional practice, individual and collective results.

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Results – a performance measure that determines the impact or benefit achieved.

Adopted: August 9, 2005

Revision: September 20, 2005

LEGAL REF.: Arizona State Constitution, Article XI, Section 1

Figure 5
District Strategic Goals
Tucson Unified School District

District Strategic Goals
Governing Board Policy Code: A

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

Curricular Timeline of the Mexican American Studies Department Program
Communiqué

It is significant to recognize that an exhaustive review of the Mexican American Studies Department's previous actions will not be addressed. Furthermore, it is imperative to realize by no means does it diminish the need or requisite for this appraisal. Once again, the purpose of the audit is curricular.

On June 11, 2007, Tom Horne the then Superintendent of Public Instruction for the Arizona Department of Education (and now Attorney General), stated in an open letter to the citizens of

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Tucson that the TUSD Ethnic Studies Program should be terminated based on a plethora of rationalizations.

- Philosophy – people are individuals, not exemplars of racial groups
- Personal Observations – negative student reactions to a non-partisan speech held at Tucson Magnet High School
- Written Materials – various textbook selections and chapters as well as course materials

Then on August 2, 2010, Tom Horne (still as acting Superintendent of Public Instruction for the Arizona Department of Education) wrote to John Carroll, Interim Superintendent. The intent of the letter was to inform TUSD that it had been brought to his attention that TUSD was declining to end any of its ethnic studies courses, despite the passage of House Bill (H.B.) 2281, which prohibited courses designed primarily for pupils of a particular ethnic group or advocate ethnic solidarity rather than the treatment of pupils as individuals. Furthermore, there was an expectation that when H.B. 2281 took effect on December 31, 2010, the Department of Education would announce that TUSD would to have 10% percent of its entire budget withheld, until it complied.

Time passed and newly inducted TUSD Superintendent, Dr. John J. Pedicone, was contacted in writing by the Office of the Attorney General for the State of Arizona on December 29, 2010 requesting public records pursuant to Arizona Revised Statute (A.R.S) 39-121.01(D)(1). The collection of materials began.

The following day, December 30, 2010, the then-President of the TUSD Governing Board, Judy Burns, responded in writing to Tom Horne, current State Superintendent of Public Instruction and General Elect Arizona Attorney General, and John Huppenthal, the Elect State Superintendent of Public Instruction. Strides had been made by TUSD to make every reasonable effort to uphold the laws of the State of Arizona, to protect funding, and support effective programs that serve the students of Tucson. To the extent that TUSD's Governing Board adopted three Resolutions to ensure compliance with H.B. 2281 and Arizona Revised Statutes A.R.S. sections 15-111 and 15-112 with the intention to implement ethnic studies programs and courses in accordance with all applicable laws.

January 1, 2011 marked initiation of the new Ethnic Studies Law (A.R.S. sections 15-111 and 15-122), and the then-current State Superintendent of Public Instruction, Tom Horne, notified TUSD it was in violation of said new law. Additionally, if the new State Superintendent of Public Instruction, John Huppenthal, would determine after 60-days that if TUSD has not come into compliance with the statutes, the Superintendent can instruct the Arizona Department of Education to withhold 10% of TUSD's funding (approximately \$3 million) per month until the violation is remediated.

A.R.S. 15-112(A) prohibits a school district or charter school from including in its program any courses or classes that includes any of the following:

1. Promote the overthrow of the United States Government.
2. Promote resentment towards a race or class of people.
3. Are designed primarily for pupils of a particular ethnic group.
4. Advocate ethnic solidarity instead of treating pupils as individuals.

Enter in a third party, independent audit commissioned on behalf of the Arizona Department of Education.

II. METHODOLOGY

Audit Background, Standards, and Scope of Work

The Tucson Unified School District Mexican American Studies Department Curriculum Audit is an independent analysis of three data sources inclusive of documents, focus group interviews, and site visits. These data sources are gathered, examined, and finally triangulated to reveal the extent to which the Mexican American Studies Department (MASD) within Tucson’s Unified School District (TUSD) is or is not meeting the prescribed outcomes as outlined by this audit and A.R.S.15-112. Finally, a public report is released to the Arizona Department of Education to conclude the auditing process. It is important to note that this audit does not examine any other aspects of the school system, district resources, or unrelated policies.

Objectivity

It is important to note that none of the Audit Team members has or had any stake in the findings or recommendations of the Tucson Unified School District Mexican American Studies Department (MASD) Curriculum Audit. Furthermore, none of the auditors has or had any working relationships with any individuals encountered within the scope of the audit.

Moreover, the events and actions stemmed from the document review, followed by focus group interviews, and site visitations. Findings within the audit must be verifiable and substantiated through focus group interview data; still it was a priority of the Audit Team to keep a person’s identity confidential.

Full Disclosure

It is the duty of an auditor to bare all relevant information to the users of the audit except in cases where such disclosure would compromise the identity of employees or students. Therefore, reporting information gained from focus group interviews, auditors may use descriptive terminology that lacks precision.

Use of Sources

The most common type of information in our culture is information pretending to be objective yet possessing a hidden agenda of persuasion or a hidden bias. Consider the Internet; it ranges in its accuracy, reliability, and value. Unlike most traditional information media (books, journal articles, organizational documents), no one needs to approve the content before it is made public.

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The auditors diligently collected documents of accurate and credible sources, which provided reasonable, balanced, objective, and consistent information free of bias. Therefore, striving to locate and use as many primary sources of information along with qualitative and quantitative data was of grave importance for the integrity of this significant curriculum audit.

Documents

Documents include an array of written products. Such products may include but are not limited to written board policies, curriculum artifacts, memoranda, state reports, assessment data, schedules, and any other vital sources of information that would reveal features of the written, taught, and assessed curricula. Document analysis involved the systematic examination of these materials against the audit’s central questions, described as *Outcome Measures* within this document.

Figure 6
Documents Reviewed
Tucson Unified School District

Documents Reviewed by Auditors	
Document Title/Name	Category
House Bill 2281 (including A.R.S. 15-111, 15-112, 15-843)	Arizona State Law
A – District Mission, Vision, and Values	School Board Policy
AC – Discrimination	School Board Policy
ADF – Intercultural Proficiency	School Board Policy
ADF-R – Intercultural Proficiency	School Board Policy
CCD – Treatment of Confidential Information	School Board Policy
CCD-E – Treatment of Confidential Information	School Board Policy
CCD-R – Treatment of Confidential Information	School Board Policy
DN – School Properties Disposition	School Board Policy
GCFE-E – Oath of Office Loyalty Oath	School Board Policy
IHBJ – Native American Education	School Board Policy
IJ –Instructional Resources and Materials	School Board Policy
IJ-R – Instructional Resources and Materials	School Board Policy
IJJ – Text/Supplementary Materials Selection and Adoption	School Board Policy
IJL – Library Materials Selection and Adoption	School Board Policy
IJL-R – Library Materials Selection and Adoption	School Board Policy
IMB – Teaching About Controversial/Sensitive Issues	School Board Policy
IMC – Guest Speakers	School Board Policy
JB – Equal Educational Opportunities	School Board Policy
JFB – Enrollment and School Choice	School Board Policy
JG – Assignment of Students to Classes and Grade Levels	School Board Policy
JICL – Bullying Prohibition and Prevention Policy	School Board Policy
JICL-R – Bullying Prohibition and Prevention	School Board Policy
KB – Parental Involvement in Education	School Board Policy
KDB – Public’s Right to Know – Freedom of Information	School Board Policy
KDB-R – Public’s Right to Know – Freedom of Information	School Board Policy
KE – Public Concerns and Complaints	School Board Policy

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June 11, 2007 Open Letter to the Citizens of Tucson – Tom Horne	Memoranda/Letter
August 3, 2010 Letter from Tom Horne to John Carroll	Memoranda/Letter
December 29, 2010 Letter Request for Public Records from Solicitor General’s Office – Office of The Attorney General, State of Arizona	Memoranda/Letter
December 30, 2010 Letter from Judy Burns, Governing Board President to Tom Horne and John Huppenthal	Memoranda/Letter
December 30, 2010 Finding by the State Superintendent of Public Instruction of Violation by Tucson Unified School District	Memoranda/Letter
January 3, 2011 Letter from Superintendent, Dr. John J. Pedicone to Administrators and Employees Regarding Ethnic Studies	Memoranda/Letter
January 24, 2011 Letter from TUSD in Response to Request of Public Records	Memoranda/Letter
Enrollment Demographics by Ethnicity and School as of 4-20-2011	Data
09-10 & 10-11 TUSD MASD HS Course Offerings Enrollment	Data
09-10 & 10-11 TUSD MASD MS Course Offerings Enrollment	Data
10-11 SY: TUSD MASD High School Course Demographics	Data
10-11 SY: TUSD MASD Middle School Course Demographics	Data
09-10 SY: TUSD MASD High School Course Demographics	Data
09-10 SY: TUSD MASD Middle School Course Demographics	Data
09-10 & 10-11 SY: TUSD MASD High School Course Title – Course Description – Course Alignment to Arizona State Standards	Data
2011 School Quality Survey Summaries	Data
March 11, 2011 Memorandum Director Department of Accountability and Research to Superintendent Regarding the Validity of Statistics	Memoranda/Letter
Re-Analysis of AIMS Outcomes for MASD Students	Data
Re-Analysis of Graduation Outcomes for MASD Students	Data
Weekly Schedules of MASD Curriculum & Project Specialists	Data
TUSD MASD Downloaded Website Content March 17, 2011	Data
TUSD MASD 1-12-2010 Governing Board Presentation	Data
TUSD MASD 9-14-2010 Governing Board Presentation	Data
TUSD Final Strategic Plan 2011-2012 by Breckenridge Group, Architects/Planners in Association with Burt,Hill Architects Engineers	Data
Standards and Rubrics for School Improvement 2005 Revised Edition	Arizona Dept of Education
TUSD MASD High School Course Texts and “Master” Reading Lists	Curriculum Artifacts
American Government Social Justice Education Project Course Information, Syllabus, and Curricular Framework Unit	Curriculum Artifacts
American Government 1_2 – SJEP Syllabus Pueblo Magnet HS	Curriculum Artifacts
American Government 1_2 – SJEP Syllabus Rincon HS	Curriculum Artifacts
American Government 1_2 – SJEP Syllabus Tucson High Magnet HS	Curriculum Artifacts
American History from Chicano Perspectives 1,2 Syllabus Palo Verde HS	Curriculum Artifacts
Chicano Art 1,2 Pueblo Magnet HS	Curriculum Artifacts
Chicano Studies Syllabus Wakefield Middle School	Curriculum Artifacts
Mexican American History / Chicana/o History Middle School	Curriculum Artifacts
Latino Literature 5,6 Tucson High Magnet School	Curriculum Artifacts
Latino Literature 7,8 Tucson High Magnet School	Curriculum Artifacts
Course Offering #419 – Redemptive Rememberings 2009-2010	Professional Development

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Course Offering#628 – 12 th Annual Institute for Transformative Education TUSD, MASD and University of Arizona College of Education 4-Day Conference July 2010 with 3 DVD's – Guest Speakers Presentations & Teacher Curriculum Unit Lesson Plans*	Professional Development
Flyer: 12 th Annual Institute for Transformative Education TUSD, MASD and University of Arizona College of Education 4-Day Conference July 2010	Professional Development
Developing a Schoolwide Mathematics Plan for Teachers of Latino Students	Professional Development
TUSD Course Approval Form	Curriculum Artifacts
TUSD Course Selection Process 4-9-10 Flowchart for New Course	Curriculum Artifacts
TUSD Examining Resources for Diversity Form	Curriculum Artifacts
*Amoxthli Yayauhqui Tezcatlipoca: El camino hacia nuestro ser interno Unit-K-8	Curriculum Artifacts
*Chicana/o Educational Crisis & the Persistent Use of Deficit Model Unit - 11 th grade (created 9/05 updated 6/06)	Curriculum Artifacts
*Social Reproduction Theory: Contemporary Manifestation in Education and in Arizona State Laws/Bills Unit -High School level	Curriculum Artifacts
*The Struggle for Ethnic Studies in Tucson: Protection Under the 1 st and 14 th Amendments Unit - High School level (created 7/10)	Curriculum Artifacts
Teocalli PowerPoint Presentation (created 7/05)	Curriculum Artifacts
Mesoamerican Teocallis & Cosmology Unit - Grades 4-8 (created 7/05)	
Foundations of Xicano Movement Mexican American Unit - Grades 4-7 (created 7/05)	Curriculum Artifacts
Integration of Spanish into the Vernacular - Elementary (created 8/08)	Curriculum Artifacts
¡SI SE PUEDE! Justice for Janitors - Intermediate 3-5 (created 8/08)	Curriculum Artifacts
QUETZALKOATL: MI CUATE, MI OTRO YO – A Journey Towards Self Love and Towards Love for Others – Elementary (created 7/07)	Curriculum Artifacts
MASD Newsletter: TEZCATLIPOCA “Reflexiones”, Issue 1, Fall 2009	Newsletter
MASD Newsletter: TEZCATLIPOCA “Reflexiones”, Issue 2, Winter 2009	Newsletter

*These documents were bundled together as a whole representative of a 30-hour course: 12th Annual Institute for Transformative Education TUSD, MASD and University of Arizona College of Education 4-Day Conference July 2010

Focus Group Interview Populations

The auditors conducted focus group interviews in an effort to capture contextual and relevant variables that are part of the Mexican American Studies Department Program at the time of the audit. These contextual variables clarify and add meaning to the actions viewed during the audit window, reveal pertinent interrelationships, explain existing progress, tension, and accord/disaccord within school systems. Quotations cited in the audit are used as a source of validation to substantiate information.

Figure 7
Focus Group Interview Populations
Tucson Unified School District

Focus Group Interview Populations	
District Leadership Personnel	Board Members
District Administrators	School Based Administrators MASD and Non-MASD
Teachers: MASD and Non-MASD	Students: MASD and Non-MASD
Community Members	Parents

(MASD – Mexican American Studies Department)

It is important to note the following were invited, yet declined participation in focus group interviews: Director, Mexican American Studies Department; Ce-Ollin Parent Encuentros; Save Our Ethnic Studies; Mexican American Studies Department Academic Reflection Team; Mexican American Studies Department, University of Arizona. Furthermore, an attempt to contact and interview prior graduates of TUSD previously enrolled in MASD courses was made at the University of Arizona. No contacts were evident on the Mexican American Studies Department’s Alumni web page.

For a detailed account of the focus group interviews, refer to the summary located in the Appendix.

Classroom Site Visitations Conducted

The eleven schools served by TUSD’s Mexican American Studies Department were toured and the audit team conducted a systematic observation of classroom instruction, curriculum, materials, learning environment, and student learning.

The classroom observations and site visitation schedule was neither announced, nor released to TUSD personnel with the goal of obtaining the most reliable data and maintain the integrity of the audit. Whereas others auditors may conduct “snapshot” five-minute visitations, the audit team spent on average 30 minutes and no less than 20 minutes within a given scheduled course timeframe. Furthermore, classroom visitations were scheduled to accommodate the AIMS Assessment schedule and every effort was made to remain as unobtrusive as possible to allow for the normal flow of instruction and to have little to no impact on the learning environment. If a teacher was absent, classroom observations continued as a means to observe student culture, classroom environment, and instructional assignments for students to complete.

Site visits and observations can reveal the authentic context in which curriculum is designed and delivered. These contextual references are significant as they indicate inconsistencies in documents or unsubstantiated claims. Observers used ethnographic research techniques to concretely record and describe detailed activities and behaviors. Furthermore, auditors used the Closing the Achievement Gap (CTAG) protocol created by Cambium Learning and Arizona Department of Education’s 2005 Revised Standards and Rubrics for School Improvement protocols. These protocols are rooted in salient researched themes of effective instructional

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programs and allow for concrete, tangible, data collection. Utilizing these prescribed protocols and procedures avoids judgments based on personal preferences and perceptions. The eleven schools visited are listed below with the curriculum and courses offered by school level.

Figure 8
Schools Served by Mexican American Studies Department
Tucson Unified School District

Schools Served by Mexican American Studies Department & Visited		
Elementary Schools	Middle Schools	High Schools
Hollinger Ochoa Van Buskirk	Pistor Wakefield	Catalina Magnet Cholla Magnet Palo Verde Magnet Pueblo Magnet Rincon Tucson Magnet

Figure 9
Curriculum Offered within the Mexican American Studies Department Programs
Classroom Curriculum and Courses Observed

Curriculum Offered and Observed – Mexican American Studies Department		
Elementary School	Middle School	High School
Push-in/Co-teaching Model GATE student population	Push-in/Co-teaching Model with Bilingual GATE student population Literature Class Mathematics Class Chicano Studies Independent Study Course	American Government/Social Justice Education Project 1,2 Latino Literature 7,8 American History/Mexican American Perspectives 1,2 Latino Literature 5,6 Beginning Art 1&2: Chicano Art Advanced Art 1&2: Chicano Art

For a detailed account of the school site visitations and classroom observation descriptions, see the summary located in the Appendix.

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Outcome Measures

The audit team used three specific *outcome measures* to examine and substantiate TUSD's implementation of the Mexican American Studies Department Programs.

The purpose of the Tucson Unified School District Mexican American Studies Department Audit is to determine:

- (1) how or if the Tucson Unified School District Mexican American Studies Department programs are designed to improve student achievement;
- (2) if statistically valid measures indicated student achievement occurred; and
- (3) whether the Mexican American Studies Department's curriculum is in compliance with A.R.S 15-112(A). Arizona Revised Statute 15-112(A) prohibits a school district or charter school from including in its program any courses or classes that includes any of the following:
 1. Promote the overthrow of the United States Government.
 2. Promote resentment towards a race or class of people.
 3. Are designed primarily for pupils of a particular ethnic group.
 4. Advocate ethnic solidarity instead of treating pupils as individuals.

Within an audit, findings are declared based upon the existing state, whereby if it is negative, positive, or even inconclusive. Audits simply report findings and formulate recommendations as needed to amend inconsistencies.

III. FINDINGS AND CONCLUSIONS

Prior to reviewing findings, it is imperative to state a historical aspect and clarify the scope of this audit. The scope of this audit is defined within the confines of curriculum; therefore, peripheral events and actions will not be appraised. Whereas the Mexican American Studies Department has experienced changes over the years, what may or may have not been taught in previous years was not considered against until current legislation. Furthermore, within the Diagnostic Phase of this audit, many documents collected or resources reviewed may no longer be in use. Thus, vicissitudes will be indicated and substantiated.

Outcome Measure 1

Determine how or if the Tucson Unified School District Mexican American Studies Department programs are designed to improve student achievement.

This section is an overview of the findings that follow in the area of Outcome Measure 1. Tucson Unified School District's Mexican American Studies Department (MASD) programs are designed with the intention to improve student achievement based on the audit team's findings of valuable unit and lesson plans, engaging instructional practices, and collective inquiry strategies through values of diversity and intercultural proficiency. However, within the observable parameters, as detailed within this section's findings, the curriculum auditors did not observe flawless curriculum execution.

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The auditors observed well-orchestrated lessons as evidenced by indicators within the Arizona Department of Education’s document of Standards and Rubrics for School Improvement and the Closing the Achievement Gap (CTAG) protocol created by Cambium Learning.

Teachers and MASD curriculum specialists created lessons where learning experiences were aligned with the state standards and incorporated targeted performance objectives within multidisciplinary units for real life applications. The curriculum auditors observed teachers using researched-based instructional strategies that were developmentally appropriate and provided students with assignments which required the use of higher-order and critical thinking skills. Every classroom demonstrated all students actively engaged and when asked to work together, they all worked collaboratively with each other across various sociocultural backgrounds and academic abilities.

Finding 1.1 Mexican American Studies Department Vision and Goals

The foundation of these findings is based in both Tucson Unified School District’s (TUSD) District Mission, Vision, Strategic Priorities, Values and Strategic Goals (Figure 3) and the similar as outlined by MASD’s Department Vision and Goals.

Figure 10
Mexican American Studies Department Vision and Goals
Tucson Unified School District

Mexican American Studies Department Vision and Goals
<p>Vision</p> <ul style="list-style-type: none"> • The Mexican American Studies department is dedicated to the empowerment and strengthening our community of learners. • Students will attain an understanding and appreciation of historic and contemporary Mexican American contributions. • Students will be prepared for dynamic, confident leadership in the 21st Century. <p>Goals</p> <p>The department is firmly committed to the following with an academic focus:</p> <ul style="list-style-type: none"> • Advocating for and providing culturally relevant curriculum for grades K-12. • Advocating for and providing curriculum that is centered within the pursuit of social justice. • Advocating for and providing curriculum that is centered within the Mexican American/Chicano cultural and historical experience. • Working towards the invoking of a critical consciousness within each and every student. • Providing and promoting teacher education that is centered within Critical Pedagogy, Latino Critical Race Pedagogy, and Authentic Caring. • Promoting and advocating for social and educational transformation. • Promoting and advocating for the demonstration of respect, understanding, appreciation, inclusion, and love at every level of service. <p><small>-Cited from the TUSD Mexican American Studies Department Website</small></p>

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Visible evidence to support and substantiate MASD goals inclusive of the use of culturally relevant coursework, critical consciousness, and authentic caring is evident in high school course syllabi and classroom observations conducted by auditors.

It is a common practice for each course syllabi to state the following in support of the vision and goals of MASD. (Wording in italics pinpoints focused specific language from syllabi and is pointed out by the auditors for clarity.)

- “Current demographics indicate that Latina/os are the largest minority group in the United States, and that within the Latina/o identity, those of Mexican descent are the largest subgroup. In this context, a class that *teaches ALL students about the contributions by Mexicans and Mexican Americans to the American social fabric* becomes an educational obligation that we must embrace.”
- “At the core of this course is the idea that *ALL people should not be required to give up their ethnic and cultural traditions in order to become part of mainstream American society*. People have the moral and legal right to *maintain the knowledge and identification of their own race, ethnicity, culture, traditions, history, and language*. Culture is a major indicator in the ways in which individuals communicate, seek assistance, seek recognition, intellectually process and disseminate information and it significantly impacts the way individuals learn.”
- “Independent Community Events: Students are required to attend a community event every quarter and write a one-page analysis/summary/reflection of the event. The instructor will notify the class as to when/where these events are to take place. There are a variety of events to attend.”

Individual course syllabus cites the following with regards to an academic focus of critical consciousness and authentic caring:

- “Furthermore, this course is a component of a *research program that is centered within the notion of social justice, law and policy, and education*. In collaboration with the University of Arizona Mexican American & Raza Studies Professor, Dr. Julio Cammarota, through the lens of Chicano@ Critical Race Theory, the students will *become social scientists* and will focus upon issues and problems that they as Latinas/os and non-Latinas/os students alike, face in their schools and communities regarding government and policy. The research findings from this project will be used to create solutions to the issues and problems identified by the students. Furthermore, the findings will be presented to the school administrators, district administration, the school board and other relevant bodies of policy makers.” (Rincon High School, American Government 1,2/Social Justice Education Project).
- “This is a college preparatory government class with an emphasis on *studying community issues and preparing students to be active citizens*. You will explore *issues of social justice* in the country and in your community and will *engage in activities involving participant observation, formal and informal interviewing, and photo*

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documentation.” (Pueblo Magnet High School, American Government 1,2/Social Justice Education Project).

- “Parents / Guardians, Please Note: At times we will deal with controversial subject matter and watch films or film clips that may contain adult themes and language. Please let us know if you want your son or daughter to complete an alternative assignment. *We look forward to working and getting to know you and your parents or guardians. Please do not hesitate to discuss with us any problems or concerns you may have.*” (Pueblo Magnet High School, American Government 1,2/Social Justice Education Project).
- “*I look forward to learning with you and getting to know you and your parents/guardians throughout the school year. Parents are welcome to participate in all class events. We will also be inviting families to our evening Ce Ollin Encuentros throughout the year. Feel free to contact me if you have any questions or concerns.*” (US History/American History from Chicano/a Perspectives).
- “This class is intended to get students to become *critically conscious about the society that we live in and the history that has made it what it is today.* It is my belief that we can all be successful in this class if we open our hearts, and our minds to new ideas and concepts and show respect to one another.
My purpose and responsibility is to help you succeed in class. Because of this I am happy to offer my help to you. Consequently I will not allow any behavior that goes against the principles of In Lak’ech or the Four Tezcatlipokas. All students will be required to memorize and understand these concepts. If we follow these principles *our classroom will be a place where we can all feel safe and comfortable enough to express ourselves and learn from one another.*” (Wakefield Middle School, Chicano Studies).

Further insight is added from stakeholders during focus group interviews.

- “We do collect course syllabi from our teachers. Their syllabi address how their expectations and assignments for the course are aligned with state standards. All of us, as a matter of state law, sign an affidavit at the beginning of the school attesting to the fact that our teachers cover the state standards in all of our courses. The state standards are available for teacher review on the district’s website as well of the board of education website. The two courses that we have in MAS at X school are in our social studies department. They are courses for which students can earn a history credit. They are supposed to be aligned, and are aligned, with the history standards. It’s just a different perspective for examining and mastering those standards.”
- “I reiterate what my colleague just said by emphasizing on the curriculum maps, lesson plans, teacher evaluation, and syllabi the teacher provides for their ...content. Also for their MAS programs they do follow the state English and social studies standards. For English it’s the Jr. level standards, and for social studies it’s the government and American history standards.”

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Summary

Tucson Unified School District’s Mexican American Studies Department programs are designed to improve student achievement as outlined by TUSD District Mission, Vision, Strategic Priorities, Values and Strategic Goals and the similar as outlined by MASD’s Department Vision and Goals. More specifically, both agree that the academic focus of culturally relevant coursework, critical consciousness, and authentic caring is fundamental. The MASD vision and goals as cited within the MASD website are broad in nature and need to balance culturally specific goals with a direct alignment to Arizona State Standards. Furthermore, the teacher education needs to demonstrate a balance with other research based instructional practices and not solely centered within Critical Pedagogy, Latino Critical Race Pedagogy, and Authentic Caring.

Finding 1.2 The Mexican American Studies Department has a minimal curriculum framework established for student achievement.

MASD programs are designed to improve student achievement based on the audit team’s findings of valuable course descriptions aligned with state standards, commendable curricular unit and lesson design, engaging instructional practices, and collective inquiry strategies through approved Arizona State Standards. The degree to how well the curriculum is established and organized remains to be determined as there are many unsystematic procedures.

The foundation of MASD High School courses are established in specific course descriptions that are aligned to the Arizona State Standards.

Figure 11
Mexican American Studies Department High School Course Description
Alignment to Arizona State Standards
Tucson Unified School District

Course Title	Course Description	Course Alignment
American Government / Social Justice Education Project 1, 2	This is a college preparatory course that examines the structure, philosophy, accomplishments, and workings of the American government. Students will examine and analyze why the American political system operates as it does, how all people can and should contribute to the strength of the U.S. government, how all people can and should optimally benefit from this government system, and why this government system endures. Moreover, this course is a component of a research program that is centered within the notion of social justice, law, policy, and education. In collaboration with the University of Arizona’s Mexican American Studies & Research Center, students will become social scientists and will focus upon issues and problems that they, as Latino and non-Latino students alike, face in their schools and communities regarding government and policy. The research findings from this project will be used to create solutions to the issues and problems identified by the students. Furthermore, the findings of the students’ research will be presented as the Social Justice Education Project to relevant bodies of policy makers.	The units of study to be covered in this course have been developed in alignment with the Arizona State Social Studies Standards for American Government. Upon successful completion of this course, students will receive 1.0 credit that is applied toward their TUSD graduation requirement in Social Studies.
American History / Mexican American Perspectives 1, 2	This is a college preparatory course that presents an in-depth interdisciplinary study of the major developments in the unique history of Mexican American/Chicano experience within the	The units of study to be covered in this course have been developed in alignment with the

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	<p>context of American History. Traditionally, the contributions and experiences of Mexican Americans/Chicanos in American History courses have been noticeably absent. Students will engage in a course of study that encompasses the pre-Columbian period through contemporary times. Special emphasis will be given to the post-Treaty of Guadalupe Hidalgo (1848) experience through a critical-thinking, literature-based and writing emphasis approach.</p>	<p>Arizona State Social Studies Standards for American History.</p> <p>Upon successful completion of this course, students will receive 1.0 credit that is applied toward their TUSD graduation requirement in Social Studies.</p>
<p>Art Beginning 1,2 – Chicana/o Art</p>	<p>Chicano Art: Beginning Art students will develop a personal portfolio that will address a broad interpretation of drawing and painting issues, which emphasizes art making as an ongoing process that involves the students in informed and critical decision making.</p> <p>Chicano Art: Beginning Art students will do a sustained investigation of all three aspects involved in portfolio development – quality, concentration, and breadth.</p> <ul style="list-style-type: none"> • Quality: Through direct teacher instruction, emphasis will be placed on the production of a volume of quality pieces of art work, which enables students to develop mastery in concept, composition and execution in a variety of mediums. • Concentration: Body of work will be focused on a process of investigation, growth and discovery. • Breadth: Content will be derived from social commentary, political statements and social justice issues from a multicultural perspective. <p>Chicano Art: Beginning Art students will be free to explore and develop their personal interests and ideas and concentrate on developing a body of work that expresses their own unique visual voice.</p>	<p>The units of study to be covered in this course have been developed in alignment with the Arizona State Standards for Visual Arts.</p> <p>Upon successful completion of this course, students will receive 1.0 credit that is applied toward their TUSD graduation requirement in Fine Arts.</p>
<p>Art Advanced 1,2 – Chicana/o Art</p>	<p>Chicano Art: Advanced Art students will continue to develop personal portfolio that addresses a broader interpretation of drawing and painting issues, which emphasizes art making as an ongoing process that involves the students in informed and critical decision making.</p> <p>Chicano Art: Advanced Art students will do a sustained investigation of all three aspects involved in portfolio development – quality, concentration, and breadth.</p> <ul style="list-style-type: none"> • Quality: through direct teacher instruction, emphasis will be placed on the production of a volume of quality pieces of art work, which enables students to develop mastery in concept, composition and execution in a variety of mediums. • Concentration: Body of work, will be focused on a process of investigation, growth and discovery. • Breadth: Content will be derived from social commentary, political statements and social justice issues from a multicultural perspective. <p>Chicano Art: Advanced Art students will be free to continue exploring and developing their personal interests and ideas and concentrate on developing a body of work that expresses their own unique visual voice and creating art that matters.</p>	<p>The units of study to be covered in this course have been developed in alignment with the Arizona State Standards for Visual Arts.</p> <p>Upon successful completion of this course, students will receive 1.0 credit that is applied toward their TUSD graduation requirement in Fine Arts.</p>

Curriculum is designed to improve student achievement as evidenced in course syllabi. The following are statements from focus group interviews regarding pedagogy:

- “Following a framework of critical pedagogy based on the scholarship of Paulo Freire, students will be equal partners in the construction of knowledge, identification of social problems, and implementation of

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solutions to these problems. The TUSD Mexican American Studies Department has developed a scope and sequence and curriculum for this American Government- Social Justice Education Project course. Within this curriculum, there are a series of Arizona State Social Studies Standards aligned units. Contained in these units are a series of lessons that will be facilitated throughout the semester. The students will be engaged in a variety of independent, cooperative learning, class discussion, and critical-thinking activities for the entire class period.”

- “The TUSD Mexican American Studies Department has developed a scope and sequence and curriculum for this American History from Chicana/o Perspectives course. Within this curriculum, there are a series of Arizona State Social Studies Standards aligned units. Contained in these units are a series of lessons that will be analyzed and evaluated. The students will be engaged in a variety of independent, cooperative learning, class discussion, and critical-thinking activities for the entire class period.”
- “The courses that have the greatest impact are where the teachers have high expectations, where they actively engage students, and where they have a real defined set of – not only expectations but objectives. They do an excellent job of communicating that to students. What makes them effective is that, in classes like that you have a tendency to see students who are engaged in their learning, who meet those expectations, and they are able to connect with their teachers at various levels – even to the point that you will see those kids in the morning before school. It basically has an attitude in the class where failure is not an option.”

During all classroom visitations, the auditors observed evidence of properly aligned and multiple uses of Arizona’s State Standards. The use of properly aligned teaching standards sets the stage for effective instructional practices, resulting in purposeful teaching, thus ensuring student achievement.

Figure 12
Classroom Observations of Arizona State Standards – Elementary and Middle School
Tucson Unified School District

School Level	Evidence	Examples
Elementary School	In all three classrooms: <ul style="list-style-type: none"> • Properly aligned • Objectives written on board • Evident during instruction and with displayed student work • Most notable were graphic organizers (Concept 1, PO 4), peer review rubrics (Concept 3, PO 6), and well-written published works (Concept 5, PO 1 & 4). 	Multiple Arizona state standards were evident: <ul style="list-style-type: none"> • Demonstration of all five strands of concept one of the Arizona State Standards for fourth grade writing – A fourth grade classroom depicted various stages of students’ summary and opinion writing of a Mexican folktale previously read in class • Classrooms contained student-friendly curricular materials, with the presence of research-based instruction evident in the student’s work displayed.

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<p>Middle School</p>	<p>In all three classrooms:</p> <ul style="list-style-type: none"> • Properly aligned • Posted Arizona State Standards and/or classroom objectives <p>An exception in the Chicano Studies:</p> <ul style="list-style-type: none"> • Elective class, not taking the place of traditional social studies or language arts • Evidence of an empty standard: Eighth Grade Social Studies, Strand 2, Concept 6 (The Age of Revolution: Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.) • the state includes no performance objectives for this concept at the eighth grade level listed. • This course of study is not emphasized at this grade level according to Arizona State Standards. <p>(Note: This exception to standards alignment mentioned above does not question whether standards were being directly instructed, but rather which standards were being directly instructed.)</p>	<p>Appropriate Arizona State Standards for 8th grade social studies:</p> <ul style="list-style-type: none"> • Strand 2, Concept 1, Research Skills for History: PO1 (Construct charts, graphs, and narratives using historical data), PO4 (Formulate questions that can be answered by historical study and research), PO7 (Analyze cause and effect relationships between and among individuals and/or historical events), and PO8 (Analyze two points of view on the same historical event) • Strand 4, Concept 1, PO3 (Interpret maps, charts, and geographic databases using geographic information), and Concept 2, PO2 (Explain the factors that contribute to political and social change in various world regions), PO4 (Examine how the role of the media, images, and advertising influences the perception of a place). • Both the teacher-made materials and the student work displayed throughout the room show clear evidence to the alignment of Arizona state standards, particularly in social studies and language arts. An example of this alignment existed in student-created timelines of American History events utilizing news articles and photographs. This particular assignment covers at minimum the following two Arizona State Standards: Social Studies for grades 6-8, Strand 1, Concept 1, PO 3 (Construct timelines of the historical era being studied.) and Reading for grades 6-8, Strand 3, Concept 2, PO 3 (Interpret details from functional text for a specific purpose).
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Please note that the abbreviation “PO” stands for “Performance Objective,” or the student outcome of that standard.

Figure 13
Classroom Observations of Arizona State Standards – High School Courses
Tucson Unified School District

Course	Evidence
Latino Literature	<p>Four of the five courses had state standards and/or class objectives clearly labeled in the room, and classroom instruction appropriately aligned.</p> <p>A partial listing of Arizona State Standards both documented and instructed during the team’s visit is listed below. All are eleventh and twelfth grade reading and writing standards. The alignment by the Latino Literature courses to these standards designed for core instruction, maintains its credibility as a core course of instruction in TUSD.</p> <p>Eleventh Grade Reading:</p> <p>Strand 1</p> <ul style="list-style-type: none"> • Concept 4, PO 2 (Identify the meaning of metaphors based on literary allusions & conceits.) • Concept 5, PO 1 (Read from a variety of genres with accuracy, automaticity, & prosody) • Concept 6 (Employ strategies to comprehend text.), PO 1-5 <p>Strand 2</p> <ul style="list-style-type: none"> • Concept 1, PO 1 (Evaluate the author’s use of literary elements: theme, point of view, characterization, setting, plot) and PO 2 (Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, & allegory with emphasis upon how the writer uses language to evoke readers’ emotions.) • Concept 2 (Historical and Cultural Aspects of Literature: Recognize and apply knowledge of the historical and cultural aspects of American, British, & world literature.), PO 1-3. <p>Eleventh Grade Writing Standards:</p> <p>Strand 2</p> <ul style="list-style-type: none"> • Concept 1 (Ideas and Content: Writing is clear and focused, holding the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.), PO 1-5 • Concept 2 (Organization: Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.), PO 1-6 • Concept 3 (Voice: Voice will vary according to the type of writing, but should be appropriately formal/casual, distant/personal, depending on audience & purpose.), PO 1-5 • Concept 4 (Word Choice: Word choice reflects the writer’s use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.), PO 1-5 • Concept 5 (Sentence Fluency: Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.), PO 1-3. <p>Twelfth Grade Reading:</p> <p>Strand 1</p> <ul style="list-style-type: none"> • Concept 4, PO 2 (Identify the meaning of metaphors based on literary allusions & conceits.) • Concept 5, PO 1 (Read from a variety of genres with accuracy, automaticity (immediate recognition), & prosody (expression) • Concept 6, PO 1 (Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words), PO 2 (Generate clarifying questions in order to comprehend text.), PO 4 (Connect information and events in text to experience and to related text and sources.), & PO 5 (Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, classification schemes, problem-solution of text to aid comprehension.) <p>Strand 2</p> <ul style="list-style-type: none"> • Concept 1, PO 2 (Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers’ emotions.)

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	<ul style="list-style-type: none"> • Concept 2, PO 1(Describe the historical/cultural aspects in cross-cultural works of literature.)
<p>American History/Mexican American Perspectives</p>	<p>Every American History/Mexican American Perspectives classroom the audit team visited had either Arizona State Standards, classroom objectives, or both posted. Each teacher’s instruction closely mirrored objectives posted in their room.</p> <p>A partial listing of Arizona State Standards both documented and instructed during the team’s visit is listed below. As the Arizona State Standards set combines all high school social studies courses into a single organizational format, each of these standards are taken from Strand 1: American History. The alignment by the American History/Mexican American Perspectives course to this strand of standards maintains its credibility as a core course of instruction in TUSD.</p> <p>Strand 1</p> <ul style="list-style-type: none"> • Concept 7, PO 2 b (Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries: b) changing patterns in Immigration, e.g., Ellis Island, Angel Island, Chinese Exclusion Act, Immigration Act of 1924) • Concept 7, PO 2.f (Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries: f) Roaring Twenties, e.g., Harlem Renaissance, leisure time, jazz, changed social mores) • Concept 8, PO 2 a-c and e (Describe the impact of American involvement in World War II: a) movement away from isolationism, b) economic recovery from the Great Depression, c) home front transformations in the roles of women and minorities, e) war mobilization, e.g., Native American Code-Talkers, minority participation in military units, media portrayal).
<p>American Government/Social Justice</p>	<p>All research projects in each of the four classes were clearly aligned to Arizona State Standards for language arts and social studies, as evidenced by objectives written in classrooms, alignment of teacher instruction, and outcome of student discussions.</p> <p>A partial listing of Arizona State Standards both documented and instructed during the team’s visit is listed below. As the Arizona State Standards set combines all high school social studies courses into a single organizational format, each of these standards are taken from Strand 3: Civics/Government. The alignment by the American Government/Social Justice courses to this strand of standards maintains its credibility as a core course of instruction in TUSD.</p> <p>Strand 3,</p> <ul style="list-style-type: none"> • Concept 2, PO 5b and 5f (Analyze the structure, powers, and roles of the legislative branch of the United States government: b) role of competing factions and development of political parties and f) influence of staff, lobbyists, special interest groups and political action committees (PACs) • Concept 2, PO 7c (Analyze the structure, powers, and roles of the judicial branch of the United States government, including landmark United States Supreme Court decisions: c) dual court system of state and federal courts • Concept 2, PO 9a-9b (Analyze the forms, structure, powers and roles of local government: a) county government, boards of supervisors, sheriffs, county attorneys, and others and b) mayor, council, city manager, and other city officials) • Concept 4, PO 5a and 5b (Describe the role and influence of political parties, interest groups, and mass media: a) political perspectives and b) influence of interest groups, lobbyists, and PAC’s on elections, the political process and policy making) • Concept 5, PO 2 (Describe factors (e.g., trade, political tensions, sanctions, terrorism) that influence United States foreign policy.)
<p>Chicano Art: Beginning & Advanced</p>	<p>Although auditors did not see content objectives posted in these classrooms, instruction clearly aligned to the following Arizona State Standards for Visual Arts, as evidenced by instruction in the classroom, student activity during the lesson, and student work being created. Below is a partial list of Arizona State Standards demonstrated in these classrooms.</p> <p>Beginning Art 1,2: Chicano Art:</p>

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<p>Strand 1</p> <ul style="list-style-type: none">• Concept 1, PO 102 (Make and explain revisions in his or her own artwork.)• Concept 2, PO 101 (Identify and experiment with materials, tools, and techniques in his or her own artwork.) and PO 102 (Use materials, tools, and techniques appropriately in his or her own artwork.)• Concept 4, PO 101 (Select and use subject matter and/or symbols in his or her own artwork.) <p>Strand 2</p> <ul style="list-style-type: none">• Concept 5, PO 102 (Demonstrate respect while responding to others' artwork.) <p>Advanced Art 1,2: Chicano Art:</p> <p>Strand 1</p> <ul style="list-style-type: none">• Concept 2, PO 301 (Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork.)• Concept 2, PO 302 (Demonstrate purposeful use of a range of materials, tools, and techniques in his or her own artwork.)• Concept 4, PO 302 (Create artwork that communicate substantive meanings or achieve intended purposes, e.g., cultural, political, personal, spiritual, and commercial.) <p>Strand 2,</p> <ul style="list-style-type: none">• Concept 5, PO 302 (Demonstrate respect while responding to others' artwork.)
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Please note that the abbreviation “PO” stands for “Performance Objective,” or the student outcome of that standard.

Furthermore, the auditors conducted classroom visitations to observe instructional practices, which yielded specific confirmation of teaching for student achievement.

Classroom Observation of Chicano Studies Instruction

At the *Chicano Studies* course at Wakefield Middle School, the team witnessed multi-media instruction that incorporated social studies and language arts seamlessly. The teacher handed us a copy of the day's lesson to review during our visit. It documented standards, as listed and discussed in the following section, and clearly explained the implementation of the lesson he was conducting. Instructional techniques described in the plan were founded on research and were being carried out exactly as described. Every student in the room was completely engaged for the entire length of our stay. There was a PowerPoint lesson involving the Mexican American Revolution from a strictly historical standpoint. Students made notes and voluntarily discussed how each event affected the next, drawing conclusions based upon cause and effect relationships. As new vocabulary arose, the teacher used direct instruction strategies to present meanings and effectively asked questions to confirm student understanding. The next activity required students to analyze music lyrics from a poetry standpoint, identifying stanzas and forms of poetic prose. This occurred while the students listened to the music being played. The songs were written during the Mexican American Revolution. The level of student engagement was high due to the strength of instructional practice and motivational tone of the teacher.

Classroom Observations of Latino Literature Instruction

Two of the *Latino Literature* classrooms observed demonstrated a more authentic view of the course. The core approach of each of these classes was the same. Students were asked to, in the teachers' words, “interact” with the selected literature through the interplay of reading and writing, to promote critical thinking and strong articulation of ideas through intense discussion

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and publication activities, and to promote a more robust vocabulary for their students, as evidenced by the instructional practices utilized. The reading materials varied, but the instructional activity was intensely similar.

Students were reading both independently and to each other, and in one instance, being read to by their teacher. From this reading, intense conversation erupted at various times based on Socratic questioning techniques from teachers. Students used note-taking strategies that teachers indicated would be used toward various writing assignments based on the current reading assignments in the classes. Sophisticated thinking was predominant throughout, as the lessons focused on comparing, contrasting, and clarifying textual information alongside powerful dialogue. As a result, student engagement was paramount. All students sustained full attentiveness for the entire length of our stay in these rooms. Students were fully immersed in the text, in each other's conversations, and in their teacher's instruction. Additionally, strong uses of high-powered vocabulary words were encouraged, with solid clarification provided throughout.

Classroom Observation of American History from Mexican American Perspectives Instruction

Another classroom was being held in a science lab with a traveling MASD Curriculum Specialist. This class was watching the documentary on Cesar Chavez entitled *Common Man, Uncommon Vision*. It focuses on non-violent protesting and Chavez's sacrifice for the people he stood for, the farm workers. The main theme of the film is similar to the theme of Martin Luther King's or Gandhi's messages: nonviolence even in the face of violence. The teacher stopped the film at critical moments to converse with students and question their comprehension of the material and the vocabulary used. The questioning generated student exchange saturated with critical thinking and well-thought-out responses from students. All students were fully engaged in both the film and discussions.

Classroom Observations of American Government/Social Justice Education Program Instruction

Each of the four classes observed was in varying states of project completion. The main component in each of these classes was a desire to know and understand current events relatable to students, and the research and discussion strategies necessary to report findings and accept varying opinions. To this end, each of the four classes exhibited high levels of analytical thinking, evidenced through classroom encounters witnessed by the audit team. The variance between the courses befell in the topics covered in the current research reports. Some examples of current student projects include the Harlem Hellfighters and the Treaty of Versailles, lobbyists and special interest groups and their influence over the legislative branch of government, the local debate over the Ethnic Studies program at TUSD, and factual presentations on the branches and departments of our government and their responsibilities. Even in the classroom with factual presentations only, without added student opinion, the comprehension of subject matter was evident in the merit of conversations held by students during presentations. Students in *American Government/Social Justice* classes were encouraged to

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watch the news, read the newspaper, and learn about what is happening in their world. No one political party was mentioned and no particular way of thinking was taught during the audit teams' visits. The emphasis in each class was on individual opinions and how to express them respectfully.

Classroom Observation of Chicano Art

In each room, students were completely engaged in completing their own works of art. In *Beginning Art 1,2: Chicano Art* class, students were painting still-life. Students were mixing their own paint and working individually, talking about their works minimally with each other. In *Advanced Art 1,2: Chicano Art*, students were working in many different media including paint, chalk, and pencil. They were predominantly creating self-portraits, in which they were free to interpret any way they chose. Other self-portraits lined the walls of the room and showed creative forms of self-expression through amazing works of art. In each of the rooms, an instructional environment was created expressly for art through the lighting and quietness within the room. In each of the classrooms, the teachers circulated the room and offered advice and assistance to individual students. Feedback was constructive and specific, offering assistance with shading, use of color, and balance. Both teachers had excellent rapport with their students, as students trusted their teachers with their thoughts on their work. All students in both classrooms were completely immersed in their work.

Focus group interviews included comments from many stakeholders regarding the assurance of incorporating standards to provide an effective and aligned curriculum to promote student achievement at its basic core.

- “The way that we are assuring at X Elementary is that the lessons are aligned to the standards. They are identified to go along with that lesson, and the curriculum being used is the curriculum the department has put together – that’s on their [MASD] website.”
- “I would agree ... that teachers aligning their practice, their instruction, to state standards – and everybody’s...at least in the same book – has made an impact in making sure that our children are learning what they are supposed to be learning.”
“... Good teaching is good teaching despite the course that they are teaching. In our case we are looking for perfect delivery of instruction... You can have an effective teacher, it doesn’t matter what course you give them, they are going to be effective. Or, you can have the person with the most research that is a very ineffective teacher; it’s a huge variable. So, as an administrator, I am looking for effective delivery of instruction and effective individuals.”
- “I’ve been reassured over the years from our superintendents, the people in charge of the MAS department, and the teachers that we are adhering to the state standards.”
- “Well, the courses were totally aligned with the state standards. I requested data on when the courses were implemented and all of that. When I first came on the board is when we were really talking about [moving courses] from electives to substitutions for American history,

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literature, government and those kinds of things. When we moved to that's when we were shown – this is what the curriculum is, the standard is, and this is how we need that. So it's been....to me that we're aligned with the state standards. We wouldn't be able to – especially with the kind of scrutiny these courses have – I don't believe we'd be continuing to do it if we weren't aligned. And we really just rely on staff, just like we do for any other course that we have.”

- “For us it would be tied to the teacher’s evaluation because, based on state standards, all our teachers have excellent evaluations; therefore, they are teaching to state standards because they’ve been approved in their evaluations as doing so. I think that there is some correlation between the information teaching, while it may not be the exact information that may be in another class, it still comparable to what is being taught in other classes; therefore, it does meet the standards. That’s what I would say; go back to the evaluations of the teachers and you can see where they have been marked as teaching to the standard on each item they are required to do, otherwise they wouldn’t have good evaluations.”
- “The evaluations is definitely one of the key areas to ...at. As well as looking at the state standards of how broad they are, to be able to interpret them, to be able to teach the way we need to make sure we connect students – those state standards are there as our guide to get us to make sure we teach to those standards but also to teach to make sure the students understand those standards. And no matter ... we teach it, with the MAS department they’ve found a way of teaching those standards in order to touch the students and make sure they have that connection with those students.”
- “I would say I start also with the standards. I would say that my curriculum arose mostly from me rather than MAS. It’s something that I have shared with MAS and am happy to share with other teachers. But I’ve been teaching Latino Lit at X since the late 90s. I’ve evolved this curriculum pretty much on my own.”

Summary

MASD programs are designed to improve student achievement based on the audit team’s findings of valuable course descriptions aligned with state standards, commendable curricular unit and lesson plan design, engaging instructional practices, and collective inquiry strategies through approved Arizona State Standards. Therefore, such visual evidence presented within the classroom observation and instructional context demonstrated effective use of curriculum to support student achievement. However, the degree to how well the curriculum is organized and established remains to be determined, as there are many unsystematic procedures in place. There was no observable evidence provided to the auditors to indicate a well-defined curriculum detailing clear long and short-term goals within each course along with pacing guides, and use of formative and summative assessment. Recommendations are outlined within the recommendations section of this curriculum audit report.

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Finding 1.3 Existing observable curriculum units created by MASD specialists/teachers provide evidence of effective lesson planning structures.

The auditors were able to obtain nine curriculum units created by MASD specialists/teachers and viewed two other units during classroom visitations. These curriculum units have been created over the years from 2005 until summer of 2010. It is not known how many other units exist, their publication date, whether there has been revisions and updates, or if these units are still in use and regularly disseminated. Different individuals created each unit; therefore, format and fidelity are of concern as well.

Figure 13
Mexican American Studies Department Curriculum Units
Tucson Unified School District

Curriculum Unit Name	Intended Audience	Date Created
Amoxthli Yayauhqui Tezcatlipoca: El camino hacia nuestro ser interno	K-8	unknown
Chicana/o Educational Crisis & the Persistent Use of Deficit Model	Grade 11	2005, 2006
Foundations of Xicano Movement Mexican American	Grades 4-7	2005
Integration of Spanish into the Vernacular *	Elementary	2008
¡SI SE PUEDE! Justice for Janitors	Grades 3-5	2008
Mesoamerican Teocallis & Cosmology with Teocalli PowerPoint	Grades 4-8	2005
QUETZALKOATL: MI CUATE, MI OTRO YO – A Journey Towards Self Love and Towards Love for Others	Elementary	2007
Social Reproduction Theory: Contemporary Manifestation in Education and in Arizona State Laws/Bills	High School	unknown
The Struggle for Ethnic Studies in Tucson: Protection Under the 1st and 14th Amendments	High School	2010

*This Unit is NOT aligned to current Arizona State Standards.

Unit lesson plan structures include common elements of: correlated and aligned Arizona State Standards, well defined student objectives, identification of key vocabulary, the delivery of an anticipatory set, engaging instructional activities, evidence of higher order and critical thinking instructional practices, focus questions, effective use of technology, accommodations for English Language Learners (ELL students), and strategies for instructional differentiation.

Classroom Observation of Chicano Studies: Evidence of MASD Curriculum

In *Chicano Studies* at Wakefield Middle School, the teacher and students were utilizing PowerPoint presentations, relevant articles, and song lyrics as instructional materials. On the back table of the room, the team reviewed student work folders, the current week’s lesson plans, and an extensive unit that had been taught prior to this unit of study. The unit found was written by this particular classroom teacher and used by the MASD. It contained a comprehensive plan of study including detailed lesson plans, each directly documented and aligned to both social studies and language arts Arizona state standards. This unit plan included lessons that covered both traditional American

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history, Mexican American history, and lessons that blended them together, thereby allowing students to see the relationship between the two. An exhaustive amount of resources, including activities, projects, and assessments, rounded out the unit plan.

Interviews with board members, district administrators, principals, teachers, and parents revealed the following information about curriculum within the school district.

- “I would say a focus on planning of instruction, delivery of instruction, and checking for understanding using state standards. It’s the whole thing. It’s just not one; it’s all embedded and integrated.”
- “Periodic walks through the building. I periodically check lesson plans to see that they include state standards for the appropriate content area. The evaluation process; going in and actually evaluating what’s going on, making sure that teachers’ instruction matches standards.”
- “My friend who is a teacher for 30- plus years told me that this has been going on for about 30 to 40 years in our schools. It needs to come out and it needs to be banned and the problem also is... once they close the door we don’t know what they are teaching. They are giving them things on the internet to look up and a things to memorize... it doesn’t have to be things in the curriculum. Once that door is closed you don’t know what that teacher is teaching.”
- “...ideas presented to them in a way that it’s up to the student to interpret what they want to believe and what they see. I believe that is a correlation of being open minded in teaching open mindedness. The second thing is that as an actual student that went through the system, and interacting with my friends, I believe they have been taught to be more open minded. I can think of friend, where in freshman year they were very introverted, very apathetic, did not want to go to school, and didn’t really care about much going on. And after...they had a huge impact on how they interacted with people in terms of interpersonal skills. And secondly in terms of their open minded of their view where they, at one point they probably didn’t really care and now it was kind of an importance to them to see all sides...certain aspects depending on what was taught.”
- “It’s been amazing to me because, with all the criticism – and that’s really just happened in the last few years – the reality to me is that the students got something out of it. We were engaging students’ minds, we were making them feel that they could make a difference in this world.”
- “I see a big difference because from the ethnic studies classes you’re getting both perspectives of the history. In the regular studies like English or social studies, you’re just getting the one perspective that’s in the book. In the MAS you’re getting what’s in the book but you’re also getting background information on how other places contributed to it.”

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- The best thing that’s happened this year, that I will take on for the rest of my life is Because it actually opened my eyes to what’s going on in my community. Not only that, it kind of like pushed me into my community. Because the two people who,....., are two pretty good poets who actually pushed us to reach inside of ourselves and write about that type of thing. What’s even better this....poetry assignment I did last week, and instead of writing something personal I wrote about what’s going on in Tucson. With that poem I won the Slam.
- “I’ve been on the AP advanced track my whole life. It’s always been very black and white; this is what happens, you take a test, do an essay, get the grade. The reason the ethnic studies classes are so special, I think has a lot to do with the hands on nature of the class. You’re involved with your community; how is this issue relevant to me, my life, and where I live. What can I do to improve where I live – stuff like that.”

Summary

Existing observable curriculum units created by MASD specialists/teachers provide evidence of effective lesson planning structures. Curriculum units listed above do not have a substantial systematic and explicit scope and sequence and when tied to course syllabi, one cannot determine the fit into what would be considered a curriculum or pacing guide for instruction.

Finding 1.4 Evidence indicates MASD curriculum units contain questionable commentary and inappropriate student text.

According to TUSD Governing Board Policy IJJ – Text/Supplementary Materials Selection and Adoption, “the Board will approve the course of study, the basic text materials including digital materials for each course, and all units recommended for credit under each general subject title prior to implementation of the course. The Board will also approve and adopt all new text and supplementary materials.” Stated as such, the auditors raise speculation as to how certain teaching materials with questionable commentary and inappropriate use of student text exist.

Furthermore, TUSD’s Governing Board Policy ADF – Intercultural Proficiency states, “the Governing Board shall promote the concept of active and positive multiculturalism within its schools.” It would be the auditors’ expectation that all District Departmental created units of study would follow the guidelines and procedures for approval as outlined in TUSD Governing Board Policies.

Evidence indicates three of the nine MASD curriculum units analyzed by the auditors contain an overabundance of controversial commentary inclusive of political tones of personal activism and bias evidenced in the “Introductory” section of a unit. Furthermore, if said course units underwent an approval process, words used to dehumanize or belittle any elected official or community leader would have been eliminated out of respect. It is important to note that it

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cannot be determined if these units are currently being taught or continue to be distributed as their use was not observed during the audit window.

Figure 14

**Mexican American Studies Department Curriculum Units – Questionable Material
Tucson Unified School District**

Curriculum Unit Name	Questionable Curriculum Introduction Material
Chicana/o Educational Crisis & the Persistent Use of Deficit Model (2005, 2006)	<p>“These structures need radical change to properly serve Chican@ students. If one truly believes that the Chican@ educational crisis exist due to the fault of Chicanos, one must realize that this is racist in nature and this ideology falls along the lines of the Eugenic movement and Social Darwinism with the idea of “the survival of the fittest.” To make this argument it is to imply that Chicanos are genetically inferior.”</p> <p>“This curriculum unit is intended to provide students with an understanding of what deficit thinking looks like, and why it is wrong and inherently racist, yet very common. With this understanding students can truly be agents of change at their school sites and beyond. This unit will allow students to demonstrate to the faculty at their schools why the deficit-thinking model is inherently dehumanizing, racist, and ineffective, yet many if not most of their faculty operate from that level of understanding.” (Introduction)</p>
Social Reproduction Theory: Contemporary Manifestation in Education and in Arizona State Laws/Bills	<p>“Our State Superintendent is often maligning the Mexican American Studies Department with many criticisms one of which is that we are creating “Revolutionaries” intent on the overthrow of our government by going out and protesting... Our Mexican American Studies students are indeed engaged in this political process of problem solving, public speaking, petitioning, and yes protesting in hope of creating a more just, humane world for all.” (page 2)</p>
The Struggle for Ethnic Studies in Tucson: Protection Under the 1st and 14th Amendments	<p>“SB 1070 is an attack on our bodies – where to be brown and to speak a language other than English makes us “reasonably suspicious.” It makes us unwelcome, actually. HB 2281, on the other hand, is an attack on our spirits and psyche... and on our right to think. More than that, it is an attempt at ethnic cleansing where we are welcome in this state/country as long as we permit the erasure of our Indigenous memory and accept the complete obliteration of our culture. – Dr. Roberto Cintil Rodriguez”</p> <p>“Currently, an economic boycott in opposition to SB 1070 is a nationwide reaction to our state’s xenophobic policies... another manifestation of xenophobia in our state: HB 2281.”</p> <p>“Tucson’s Mexican American Studies department has been targeted due to its effectiveness with students in this district. Arizona’s Superintendent of Public Instruction, Tom Horne, made the elimination of Ethnic Studies his personal/political goal since the spring of 2006. Politicians and the media have played a major role in the reinforcement of the anti-Mexican sentiment echoed throughout the nation at this time that fostered the dismantling of this legacy of the civil rights movement.”</p> <p>“This unit centers on the investigation of HB 2281, specifically on its implications for the first and fourteenth amendments constitutional rights of our students and teachers... The commitment to combat the aggressive dehumanization of our community culminates this unit... students will take action to promote and defend ethnic studies courses and curriculum.”</p> <p>“This unit is to be implemented using the Mexican American Studies’ Model: critically Compassionate Intellectualism. (Curriculum Framework graphic from the</p>

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	MASD website.)” Activity Extension: Invite a civil rights attorney to speak on the first and fourteenth amendments as they pertain to HB 2281. Local attorneys to contact: Richard Martinez and Isabel Garcia.
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Moreover, these same units incorporate texts questionable for student/age appropriateness. The intended audience for many of these texts is educators and adult college students due to the complexity of the content and readability.

Figure 15
Mexican American Studies Department Curriculum Units
Questionable Sources of Appropriate Texts
Tucson Unified School District

Curriculum Unit Name	Questionable Source of Appropriate Texts
Chicana/o Educational Crisis & the Persistent Use of Deficit Model (2005, 2006)	These books are intended for adult scholars in the field of education. <ul style="list-style-type: none"> • Yosso, Tara J. (2006). Critical race counterstories along the Chicana/Chicano educational pipeline. New York: Routledge Taylor & Francis Group ISBN: 0-415-95196-8 • Freire, Paulo (1921). Pedagogy of the Oppressed. Translated by Myra Bergman Ramos. New York: The Continuum Publishing Company. ISBN 0-8264-0611-4
Mesoamerican Teocallis and Cosmology	This book is intended for adult scholars. <ul style="list-style-type: none"> • Farrer, Clair (1991). Living life’s circle: Mescalero Apache cosmovision. University of New Mexico Press.
Foundations of the Xicano Movement	These books are of questionable content. <ul style="list-style-type: none"> • Acuna, Rodolfo (2002). Occupied America: A History of Chicanos. San Francisco, CA: Pearson Longman. • Jimenez, Carlos M. (1994). The Mexican American Heritage. Berkeley, CA: TQS Publications. • Martinez, Elizabeth (1991). 500 Years of Chicano History in Pictures. Albuquerque, NM: Southwest Organizing Project. • Rosales, Arturo. (1997). Chicano! Houston, TX: Arte Publico Press.
Integration of Spanish into the English Vernacular	These books are of questionable content for elementary age school children. <ul style="list-style-type: none"> • Martin, Patricia Preciado, Con Mucho Corazon • Rodriguez, Richard Hunger of the Memory
The Struggle for Ethnic Studies in Tucson: Protection Under the 1st and 14th Amendments	Outside of the <i>United States Government: Democracy in Action</i> textbook, all other “Required Resources” include many Internet documents, articles, and media. <ul style="list-style-type: none"> • Anderson Cooper 360 Degrees Debate with Tom Horne and Michael Eric Dyson, CNN Website Video. May 13, 2010 http://www.cnn.com/2010/POLITICS/15/12/arizona.ethnicstudies/index.html • Dolores Carrion, Maria C. Federico Brummer, Kevin Kiser-Chuc, & sally Rusk. “Ethnic Studies Teachers Speak Out.” July 1, 2010 • Roberto Cintil Rodriguez. Running for our lives: In Defense of Ethnic Studies. July 7, 2009 http://web.me.com/columnoftheamericas/Site/ColumnoftheAmericas/Entries/2009/7/7_Running_for_Our_Lives%3A_In_Defense_of_Ethnic_Studies.html • Kurt Garbe. Ethnic-studies courses meant to be relevant to students. The Arizona Daily Star. May 19, 2010 http://azstarnet.com/news/opinion/article/69cca5f1-c752-5b65-a32a-26ba014186e0.html • Doug MacEachern. Ethnic studies at Tucson schools make Latinos see selves as victims. 6/15/10. The Arizona Republic. http://www.azcentral.com/php-bin/clicktrack/emial.php/9329054

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	<ul style="list-style-type: none"> • Doug MacEachern. Ethnic studies spews hatred for America. 6/20/10. The Arizona Republic. http://www.azcentral.com/php-bin/clicktrack/emial.php/9329049 • National Public Radio (NPR). Arizona Ban On Ethnic Studies Divides Educators. Talk of the Nation May 24, 2010 http://www.npr.org/templates/story/story.php?storyId=127092809 • Gary Tuchman Visiting an Ethnic Studies Class: CNN’s Gary Tuchman gives us a look at a class that has been banned by Arizona lawmakers. May 20, 2010 http://www.cnn.com/video/data/2.0/video/us/2010/05/20/tuchman.az.bans.ethnic.studies.cnn.html
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Upon further examination of the MASD Reading Lists (see Appendix), the auditors found numerous books questionable for appropriate student use. After cross-examination of the MASD Master Reading List against the nine MASD Curriculum Units, many inconsistencies with regards to comprehensiveness were found. There is no direct connection of required reading texts or suggested reading texts in every curriculum unit. Therefore, the audit team cannot determine whether all books are currently in use. The auditors can only attest to what was observed in use and on the shelves within classroom settings.

Figure 16
Mexican American Studies Department 2010-2011 High School Syllabi
Review of Questionable and Appropriate Student Text
Tucson Unified School District

Course Name	Questionable Source of Appropriate Student Text
American Government/ Social Justice	<p>These course texts are of questionable content and age appropriateness.</p> <ul style="list-style-type: none"> • Delgado, R and Stefancic J. (2001). Critical Race Theory: An Introduction. New York: University Press. ISBN: 0-8147-1931-7 • Freire, P. (1970). Pedagogy of the Oppressed. New York: continuum International Publishing Group Inc. ISBN: 0-8264-1276-9 • Loewen, J. (1996). Lies My Teacher Told Me: Everything Your American History Teacher Got Wrong. New York: Touchstone. ISBN: 10-0684818868 • Zinn, H. (1997). A People’s History of the United States. New York: The New Press. ISBN: 1-5684-366-5 • Zinn, H. (1991). Declarations of Independence: Cross-Examining American Ideology. New York: The New Press. ISBN: 1-5684-366-5
American History from Chicano Perspectives	<p>These recommended course texts are of questionable content and age appropriateness.</p> <ul style="list-style-type: none"> • Acuna, R. (2004). Occupied America: A History of Chicanos. San Francisco, NY: Pearson Longman. ISBN: 0-321-10330-0 • Jimenez, C. (1998). The Mexican American Heritage. Berkley, CA: TQS Books. ISBN: 0-89229-028-5 • Martinez, E. (1991). 500 Years of Chicano History in Pictures. Albuquerque, NM: Southwest Organizing Project ISBN: 0-9631123-0-9

Note: The only textbook seen used in these classrooms was a district-adopted American Government text in the American Government classes. Furthermore, no textbooks were seen in

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use with either classroom of the American History/Mexican American Perspectives courses. Multiple other reference points including magazines and art reference books were evident.

A minimum of two team members attended each classroom visit and a brief review of textual materials was conducted at each site during the visits. Below, texts are identified by whether they were observed by the team in use, or simply sitting on the shelves. Based upon observations, the auditors saw no evidence of previous questionable MASD materials, nor any damaging language that could incite resentment in children.

Figure 17
Mexican American Studies Department Texts
Books Observed in High School Classroom Settings
Tucson Unified School District

Course	Textbooks
Latino Literature	<p>Seen in use:</p> <ul style="list-style-type: none"> • <i>The Language of Literature</i>, ISBN 0-395-93181-9 • <i>Bless Me, Ultima</i>, ISBN 0-446-60025-3 • <i>Devil’s Highway</i> <p>Seen on shelves, uncertain of use:</p> <ul style="list-style-type: none"> • Mexican American Literature textbook • Glencoe’s <i>Writer’s Choice</i> (grammar and composition) • <i>Oedipus, the King Electra</i>, ISBN 0-19-283-588-2 • <i>The Fabulous Sinkhole</i> by Jesus Salvador Trevino • <i>The Handmaid’s Tale</i> by Margaret Atwood • <i>Zoot Suit and Other Plays</i> by Luis Valdez • <i>Like Water for Chocolate</i> by Laura Esquivel • <i>When I Was a Puerto Rican</i> by Esmeralda Santiago • <i>The Circuit Stories from the Life of a Migrant Child</i> by Francisco Jimenez • <i>House on Mango Street</i> by Sandra Cisneros
American History/Mexican American Perspectives	<p>Seen in use:</p> <ul style="list-style-type: none"> • <i>The American Vision</i> (Glencoe) • <i>US Government: Democracy in Action</i> (Glencoe) <p>In classroom, not sure of usage:</p> <ul style="list-style-type: none"> • <i>World History</i> (Glencoe) • <i>500 Years of Chicano Studies History in Pictures</i> by E. Martinez • <i>North of the Rio Grande: The Mexican American Experience in Short Fiction</i> • <i>The Mexican American Heritage, 2nd edition</i> • (The team only saw this book in one classroom and asked about it specifically. Teacher states that it isn’t used anymore. It is 17 years old and out-dated.)
American Government/Social Justice	The only textbook seen used in these classrooms was a district-adopted American Government text
Chicano Art	No textbooks were seen in either classroom. Multiple other reference points including magazines and art reference books were evident.

Lastly, the curriculum audit team reviewed specific questionable texts cited from multiple curriculum reading lists over the years. These excerpts outline the specific commentary for each book. Words in italics indicate the alleged controversial verbiage/topics.

Figure 18
Mexican American Studies Department
Review of Controversial Passages from Curriculum Reading Lists
Tucson Unified School District

Review of Controversial Passages from MASD Curriculum Reading Lists
<p>Acuña, R. (2004) <i>Occupied America: A History of Chicanos</i> New York: Longman Verification of Use: No</p> <p><i>Occupied America: A History of Chicanos</i> is an unbiased, factual textbook designed to accommodate the growing number of Mexican-American or Chicano History courses. It is the most comprehensive text in this market according to Amazon. The Fifth Edition of <i>Occupied America</i> has been revised to make the text more user-friendly and student-oriented, while maintaining its passionate voice. This text provides a comprehensive, in-depth analysis of the major historical experiences of Chicanos that invokes critical thinking and intellectual discussion.</p> <p>The curriculum auditing team refutes the following allegations made by other individuals and organizations. Quotes have been taken out of context. Therefore, the “controversial” aspects are indicated in italics to demonstrate the claims made by concerned constituents.</p> <p><u>Page 167 – The Reaction: The Plan of San Diego</u> “The war on Mexico was also fought north of the Rio Bravo. The harshness of this repression of Mexicans on the U.S. side of the border produced a reaction. For example, in 1915, Texas authorities used the Plan of San Diego as an excuse to step up a reign of terror along the border. The plan called for a general uprising of Mexicans and other minorities on February 20. <i>The supporters would execute all white males over age 16 – blacks, Asians, and Native Americans would be spared.</i> The Southwest would become a Chicano nation, and blacks and Native Americans would also form independent countries.</p> <p>While surely some Mexicans and other minorities would have applauded the plan, most Mexicans it adventurist and outright racist.”</p> <p><u>Page 322 –323 Gringos and Tejanos: Them and Us</u> Acuña is recounting an event that took place “on March 30, 1969, at the San Felipe Del Rio (about 160 miles west of San Antonio) some 2,000 Chicanos assembled. They were there at the request of three Val Verde county commissioners to protest Governor Preston Smith’s cancellation of a VISTA program. Jose Angel Gutierrez, 22, a MAYO speaker at Del Rio, demanded reinstatement of the VISTA program and protested inequality, poverty, and police brutality throughout Texas. At the rally Gutierrez said, “We are fed up. We are going to move to do away with the injustices to the Chicano and <i>if the ‘gringo’ doesn’t get out of our way, we will stampede over him.</i>” Gutierrez attacked the gringo establishment angrily at a press conference and called upon Chicanos to “Kill the gringo,” which meant to end white control over Mexicans. Gutierrez was attacked by Representative Henry B. Gonzalez from San Antonio, who called for a grand jury investigation of MAYO.”</p> <p>Lastly, the conclusion of the book on page 418, Acuña states, “The challenge of the future for Chicanos will be to sift the realities from the hype.”</p>
<p>Gonzales, Rodolfo “Corky” (2001) <i>Message to Aztlan: Selected Writings</i> Houston, TX: Arte Publico Press Verification of Use: No</p> <p>Whereas the auditing team was not provided with a copy of the book, much research was spent on locating electronic copies for review. It is important to note that this book is intended (as mentioned in the Introduction, page xxi) to “present Corky’s writings with minimal editing allowing for vulgar and offensive language.”</p> <p>It was decided by the book editors “to present his own words without cleaning them up for the easily offended.” Furthermore, the intended “audiences of this book are Chicano scholars, college professors, college and high school students in Chicano Literature and Chicano Studies courses and the public interested in how his speeches and writings influenced the Chicano Movement of the 1960’s and 1970’s.” (Introduction, page xxi)</p>

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The minimally uncensored polemic writing style is one where Corky speaks from an aggressive attacking nature to refute the opinions and principles of other nationalities. Corky encouraged Chicano youth to get involved by: encouraging them to lead marches, to organize demonstrations, to plan conferences, and to get involved with politics. (Introduction, page xx)

It is important to note that Corky's "nationalistic admonitions to Mexican American/Chicano people – and especially the youth – included to reject notions of American cultural assimilation" which remains controversial. He has "forceful community advocacy, fiercely militant views" which made him a prime target for U.S. law enforcement agencies and even the FBI. "To be sure, Gonzalez and his activist followers were viewed by many as a significant threat to established American traditions and values." (Editors Note, page xv).

This is purely one example of a book that should have gone through a District approval process.

Jimenez, C. (1997) *The Mexican American Heritage, 2nd edition* Berkeley, CA: TQS Publications
Verification of Use: Yes, the teacher had one that he uses for his reference as stated previously in the audit.

A classroom teacher, who could not find an acceptable text to use with his students, wrote *the Mexican American Heritage*. It was "designed as an introduction to some of the most interesting events in the heritage of Mexican Americans. It is not meant to be a comprehensive treatment of subject matter. The idea instead is to whet the appetite of students and get them to want to know more and to come away with a changed attitude. Certain periods of Mexican history are therefore skipped over a referred to only briefly."

Page 107 – 108 from the section 16. The Future of Aztlan

A discussion regarding the future of Aztlan progresses.

"whatever the case may be in the present, it is projected that by the year 2000 the Mexican, Mexican American, and the other Latino populations of Aztlan will become the majority population of this area. Apparently the U.S. is having as little success in keeping the Mexicans out of Aztlan as Mexico had when they tried to keep the North Americans out of Texas in 1830. It seems that Mexicans and Americans are fated to live together in this land whether both sides want to or not. That Aztlan is now, and will probably forever be, part of the United States none can deny. But it is likewise hard to deny that the Mexican raza (race) was here originally, is still here in great numbers, and will probably always be here. History is difficult to change. The real question is how well the Americans and Mexicans will learn to live together in Aztlan."

Page 108... "Although we may find ourselves now on different sides of this new border, culturally and ethically we are one people. In the larger picture, the increasingly multi-ethnic and multi-racial character of Aztlan truly makes it a unique place. Nowhere else in the world do so many different kinds of people live together."

Martinez, E.S. (1990) *500 Años Del Pueblo Chicano / 500 Years of Chicano History in Pictures* Albuquerque, NM: SouthWest Organizing Project
Verification of Use: No

500 Years of Chicano History in Pictures, tells a story of Chicano history—a story of resistance— starting with Indigenous resistance to the Spanish, and the creation of La Raza, continuing up to the early 1990s. The tone by the editor in the introduction is biased and some wording can be considered insolent. "The message of this book...Raza resistance has never died."

The book is arranged as a photomontage with headlines and captions, including poetry and quotations from the famous and not-so-famous figures of Chicano history. Many of the drawings are quite graphic in the beginning depicting indigenous people slain and dismembered. As time marches forward, there are also many photographs demonstrating violence and protesting

Because it is a political book, with an activist agenda, it does more than tell a story. It emphasizes the ability of people to fight against their oppression. While this may be one way of skewing the truth, it is also a way to mobilize and organize in a community.

This would be a book, I would recommend the District review deeper for appropriate use with curriculum and classrooms with suitable aged students.

Martinez, E.S. (2008) *500 of Chicana Women's History* Piscataway, NJ: Rutgers University Press

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Verification of Use: No

The auditing team was not provided with a copy of the book for review. However many internet reviews share the following information.

500 Years of Chicana Women’s History offers a powerful antidote to this omission with a vivid, pictorial account of struggle and survival, resilience and achievement, discrimination and identity. The bilingual text, along with hundreds of photos and other images, ranges from female-centered stories of pre-Columbian Mexico to profiles of contemporary social justice activists, labor leaders, youth organizers, artists, and environmentalists, among others.

According to Rutgers University, “Like the editor’s previous book, 500 Years of Chicano History (still in print after 30 years), this thoroughly enriching view of Chicana women’s history promises to become a classic.”

Stakeholders within various focus group interviews indicated the following to the audit team:

- “The accusations being made that some of the material, how it’s presented by certain instructors – maybe not by all – has created a lot of noise. I think X probably voiced it better than I did in terms of how it’s been played out. I did get phone calls from teachers within the district, calling me whispering into the phone deeply concerned about some of what was being taught in those classes. I have no way of validating what they said to me being accurate or inaccurate, but it’s something that I went back to the superintendent at the time and discussed with them. I think the solution to this is to allow a good leader like John Pedicone to evaluate those classes and...if they’re appropriate. None of the people that I’ve talked to find a problem with having ethnic studies courses; everybody sees the value in that, and I think even those who’d be critical of it would say... as long as it’s appropriate. I have confidence that we have a guy leading this district who can ensure that that takes place.”
- “...The Mirror and the Window, understanding Identity formation. ...you’re familiar with that metaphor – we can look in a mirror and we see ourselves, we can look through a window and see other people. But we need to understand how people’s identities are formed. This has been a little bit at the crux of the controversy here in Arizona. Our job as teachers is to...information. Not to try to mold someone’s identity in any particular direction, but to help people understand how identities are formed. Issues such as raise ethnicity, gender, bodily capabilities – all of those things have to do with the way we form our identities; they vary according to our characteristics as people. So, a large part of my class – and a lot of the literature we look at to understand the human experience. We have to understand why people think...the way they do. So, you know, we look at those things that go into identity formation; not just for one...these are universals. These are traits that people from their identities from, regardless of where they are. I think it’s really.... I definitely think that just understanding how we arrive at who we are and how to define our...is a really important thing. Not just for understanding ourselves, but for understanding other people of other ethnicities, nationalities, genders, sexual orientations – all kinds of things that go into identity formation. It’s something I think is really important.”
- “I think I do quite well in government because, just do to the fact that I’m the type of person who likes to push boundaries. In that class we’re learning about our civil rights. So what I do is get really into it to see how far I can go with like government or police officers out on the street. I don’t really cause trouble; I just

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like to see how far I can go with things. I think that helped a lot because a lot of the rights that we have reflect on that. For example, I think the 5th amendment – I like to mess with that one a lot. I like carry random things in my backpack because people get all suspicious. It's nothing bad, I just want to see if people will be like, "oh you're not supposed to carry this", or if they're like, ask "can I search you?" Then I'm like "no you can't search me, its part of my amendment." I like just getting real far into that."

- "Like she said, it's like government plus more. You learn how to take your government class and apply it in the world you live in. They really encourage us to be active members of our community. They are always constantly telling us how we can do that. We have presenters come to our class and tell us about their community organizations. With the research projects we are forced to go out and do things; it's part of our grades. We have to go and ask questions, go to events that have to do with our subject."
- "I would just like to say that I believe that this program should be expanded. They actually have been expanding and going further into the schools, having more class... and that kind of thing. So it's unfortunate that there's this issue that's hanging over these students because it certainly is disruptive to their education. And if that's what we're about, student achievement and student education, then we need to support them, foster this, and It is a very...passionate, and you're going to have that opportunity to see when you go.... Hope that we have open minds and that we're doing right by the students."

Outcome Measure 1 Summary

The audit team found MASD courses and their teachers promote student achievement through marginal curriculum management and district direction. Tucson Unified School District's Mexican American Studies Department programs are designed to improve student achievement as outlined by TUSD District Mission, Vision, Strategic Priorities, Values and Strategic Goals and the similar as outlined by MASD's Department Vision and Goals. More specifically, both agree that the academic focus of culturally relevant coursework, critical consciousness, and authentic caring is fundamental. The MASD vision and goals as cited within the MASD website are broad in nature and need to balance culturally specific goals with a direct alignment to Arizona State Standards as witnessed in classroom visitations. Furthermore, the teacher education needs to demonstrate a balance with other research based instructional practices and not solely centered within Critical Pedagogy, Latino Critical Race Pedagogy, and Authentic Caring.

MASD programs are designed to improve student achievement based on the audit team's findings of valuable course descriptions aligned with state standards, commendable curricular unit and lesson plan design, engaging instructional practices, and collective inquiry strategies through approved Arizona State Standards. Therefore, such visual evidence presented within the classroom observation and instructional context demonstrated effective use of curriculum to support student achievement.

However, curriculum guidelines are dispersed throughout district documents, inclusive of board policies and MASD curriculum documents. These documents provided nominal elements of a

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comprehensive curriculum management and planning. The auditors did not find a well-defined, solitary document that provided the integrated, comprehensive guidance needed to direct, monitor, and assess effective curriculum implementation. The degree to how well the curriculum is organized and established remains to be determined, as there are many unsystematic procedures in place. There was no observable evidence provided to the auditors to indicate a well-defined curriculum detailing clear long and short-term goals within each course along with pacing guides, and use of formative and summative assessment.

Moreover, although the auditors saw no evidence of previous questionable MASD materials, nor any damaging language that could incite resentment in children during their classroom visits; nonetheless, the documents remain.

Outcome Measure 2

Determine if statistically valid measures indicated student achievement occurred.

This section is an overview of the findings that follow in the area of *Outcome Measure 2*. Tucson Unified School District’s Mexican American Studies Department (MASD) programs claim not to only improve student achievement, but to surpass and outperform similarly situated peers. The findings of the auditors agree student achievement has occurred and is closing the achievement gap based on the re-analysis and findings of TUSD’s Department of Accountability and Research. Data charts below indicate AIMS outcomes for Reading, Writing, and Mathematics.

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Figure 19
Department of Accountability and Research
Re-Analysis of AIMS Outcomes for Mexican American Studies Students
Tucson Unified School District

Table 1. AIMS Passing Rates in the Junior Year for Sophomore Year Non-Passers								
Comparison of Students Taking/Not Taking a MAS Course During Their Junior Year								
Comparison Year	Group	Total Students in Group	Reading		Writing		Math	
			Number of Sophomore Non-Passers	Percent of Sophomore Non-Passers Passing Junior Year	Number of Sophomore Non-Passers	Percent of Sophomore Non-Passers Passing Junior Year	Number of Sophomore Non-Passers	Percent of Sophomore Non-Passers Passing Junior Year
2005	Mexican Am. Studies	130	89	55%	63	59%	103	54%
	Comparison Group	4395	1415	45%	1169	43%	2073	54%
2006	Mexican Am. Studies	127	48	48%	42	45%	59	32%
	Comparison Group	4400	985	33%	919	32%	1214	31%
2007	Mexican Am. Studies	178	69	49%	80	59%	76	28%
	Comparison Group	4097	994	33%	1232	48%	1146	28%
2008	Mexican Am. Studies	199	71	35%	70	43%	86	44%
	Comparison Group	4179	893	30%	819	32%	1139	31%
2009	Mexican Am. Studies	255	100	45%	94	45%	110	39%
	Comparison Group	4233	821	29%	1000	39%	1018	26%
2010	Mexican Am. Studies	297	100	44%	98	42%	114	18%
	Comparison Group	4035	807	34%	791	33%	945	19%

Mexican American Studies: The group is defined as Juniors taking at least one full credit of Latin American Literature, American History - Hispanic Studies or American Government - Hispanic/Ethnic Studies

Comparison Group: The group is defined as Juniors taking zero or less than one credit of Latin American Literature, American History - Hispanic Studies or American Government - Hispanic/Ethnic Studies

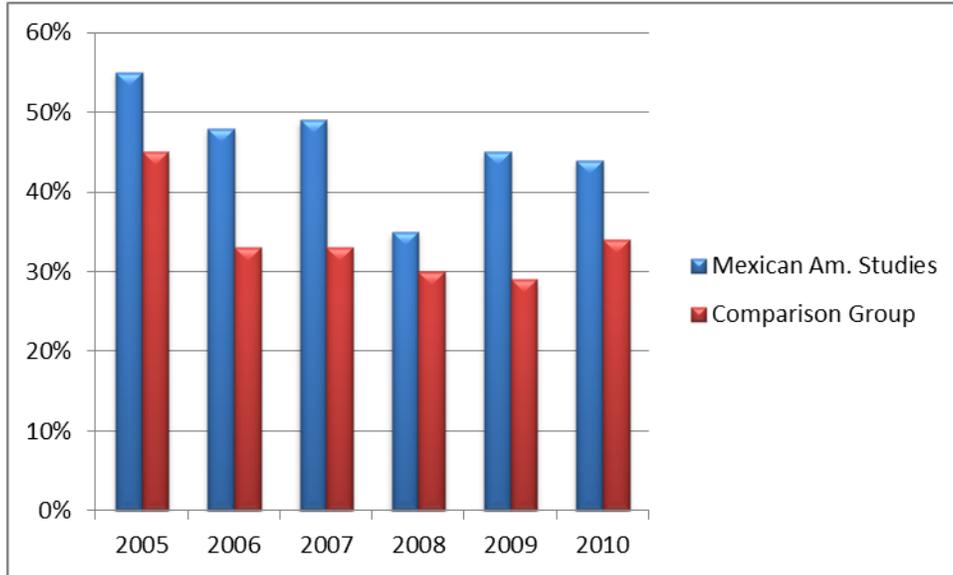
The AIMS outcome data table above presents the number of students in each group who failed the AIMS in their sophomore year, and the percentage of those non-passers who achieved a passing score by the end of their junior year.

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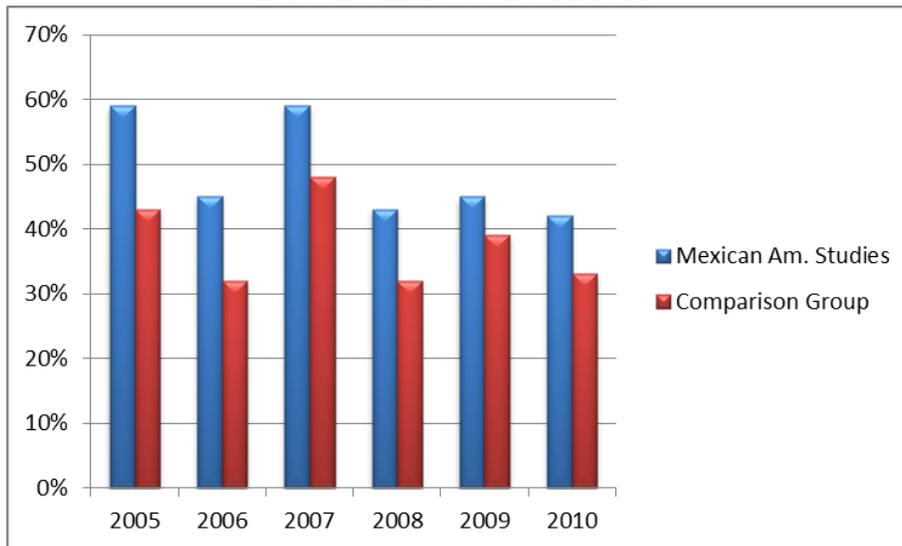
Curriculum Audit – Mexican American Studies Department – Tucson Unified School District

Figure 20
Department of Accountability and Research
Re-Analysis of AIMS Reading Outcomes for Mexican American Studies Students
Tucson Unified School District



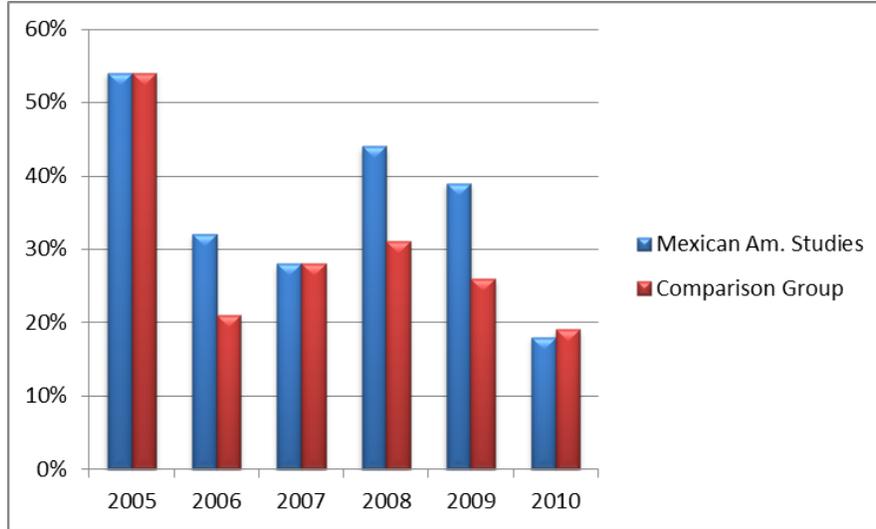
In each of the last six years, students who failed the reading and writing AIMS subtests in their sophomore year and then took a MASD course during their junior year were indeed more likely than the comparison group to pass these two AIMS subjects by the end of their junior year. (Charts described both above and below.)

Figure 21
Department of Accountability and Research
Re-Analysis of AIMS Writing Outcomes for Mexican American Studies Students
Tucson Unified School District



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Figure 22
 Department of Accountability and Research
 Re-Analysis of AIMS Mathematics Outcomes for Mexican American Studies Students
 Tucson Unified School District



The difference in improvement on the math portion of AIMS was negligible. Given that MASD courses emphasize language skills this observed differential improvement from reading/writing to math achievement is expected.

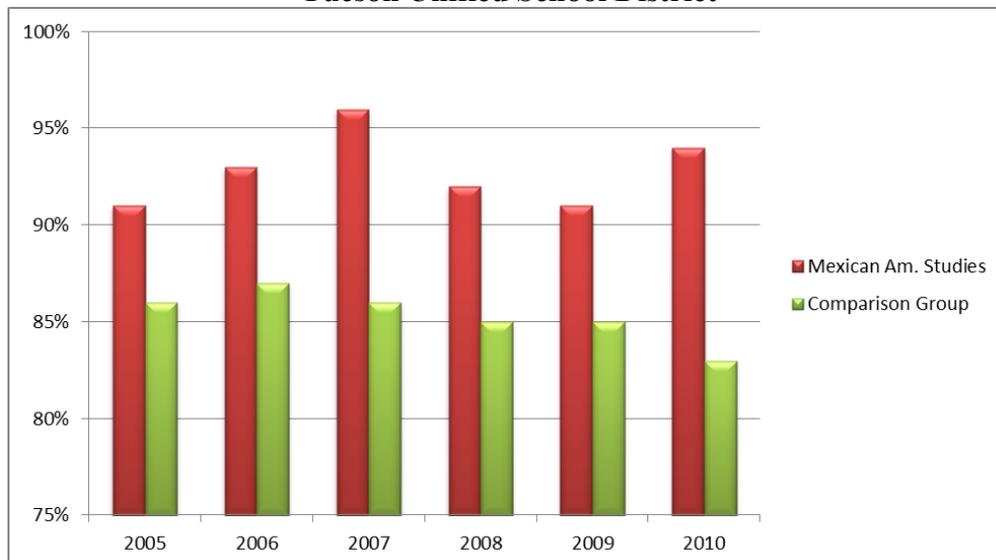
Figure 23
 Department of Accountability and Research
 Re-Analysis of Graduation Outcomes for Mexican American Studies Students
 Tucson Unified School District

Comparison Year	Group	Number of Seniors	Number of Graduates	Percent of Seniors Who Graduated
2005	Mexican Am. Studies	34	31	91%
	Comparison Group	3843	3303	86%
2006	Mexican Am. Studies	45	42	93%
	Comparison Group	4003	3480	87%
2007	Mexican Am. Studies	77	74	96%
	Comparison Group	3908	3362	86%
2008	Mexican Am. Studies	74	68	92%
	Comparison Group	3795	3226	85%
2009	Mexican Am. Studies	105	96	91%
	Comparison Group	3682	3130	85%
2010	Mexican Am. Studies	173	162	94%
	Comparison Group	3744	3095	83%

Mexican American Studies: The group is defined as Seniors taking at least one full credit of Latin American Literature, American History - Hispanic Studies or American Government - Hispanic/Ethnic Studies

Comparison Group: The group is defined as Seniors taking zero or less than one credit of Latin American Literature, American History - Hispanic Studies or American Government - Hispanic/Ethnic Studies

Figure 24
Department of Accountability and Research
Comparison of Graduation Outcomes for Mexican American Studies Students
Tucson Unified School District



It is apparent that students enrolled in MASD courses in high school graduate in the very least at a rate of 5% more than their counterparts in 2005, and at the most, a rate of 11% more in 2010. Students who complete a MASD course during their senior year of high school are more likely to graduate than compared to non-MASD counterparts.

Many focus group interviews shared the following information regarding student achievement data.

- “I’ve been itching to say this always when I saw this appointment on my calendar. I don’t know that there’s a correlation, but I see this program as all about student achievement; I draw little distinction between this program and physical education, sports, the arts, English literature, or an AP chemistry class. Whatever it is that this district can do to promote student achievement that will make students better student exit their high school curriculum better prepared to go to work, for me that’s a win/win for everybody.”
- “I think that it gives a sense of purpose and place, and gives the students a value added for a framework on which to hinge that education. It causes them to be graduates, which then prepares them for the world of work in a variety of ways.”
- “I have, like the others, no hard facts/no evidence to gauge an answer. But I can tell you that in the community the perception is, (and this ties in with the other questions), that if students are staying in school and there’s something that excites them about school and their coming and their doing well, and able to do bigger and better things with their lives – those are the anecdotal comments I hear in the community.”

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- “There are some data provided by the districts accountability office that suggest that, for some classes of students, taking MAS programs increases subsequent passing of the AIMS test for persons who failed it in the 10th grade. There is some suggestive data that it may increase graduation rates. Maybe that’s weaker data. ... by training we have fairly high standards of proof. I would characterize what I have seen as suggestive but not conclusive. I don’t think ...that’s been done to date could be published in a peer reviewed journal. For example, we don’t know whether the students who take these courses are similar ex-ante the students who haven’t taken the courses; there’s really no control for that in any of the...that’s been generated to date. There are no tests of statistical significance. There’s no control for various selection effects. So I think it’s suggestive but not conclusive. The district over years has not seen material improvement in the achievement gap between any of the groups that tend to underperform, including the Mexican American students. One wouldn’t necessarily expect this program to have a big effect on that because very few students enroll in this program. So, in any given year, maybe only 6% - it seems – of ... take any of these courses; any of our high school students. So it would be difficult for them to have aggregate impact.”
- “It is my understanding regarding the AIMS testing and....testing that the students have already taken those tests prior to the 11th and 12th grade level. I believe that most of the students going into these classes are already on their way to graduation. I do believe that some of the classes are good. I do believe that they probably present another viewpoint. I don’t believe that it’s the magic pill that’s making all these kids graduate.”
- “Absolutely we have seen a return on investment for MAS, all our ethnic studies groups actually. What we see are children that had no interest really in attending school, high absenteeism, failure to thrive, low academic achievement who made the change within a short period of time of being introduced to these classes. They then became highly motivated. Students how never talked about going to college became interested in attending university. They became active in community...to become a very integral piece of the community leaders. That is documented; it is a fact. We have people who have gone through the ethnic studies programs who have come back to work with these children; who are giving back because of what they got out of it. We have students at the university who are now excelling and making names for themselves, student leaders, and that kind of thing.”
- “I know that the data has been revised to make sure its as accurate as possible. I think the thing they have to understand about the AIMS test is that it’s not like MAS teachers take their kids as separately and have them do the AIMS. The kids are spread out through the building when the AIMS test takes place. So they have no control over the outcomes of how kids do on this test. What we do know is that we’ve taken that data to be the raw data that we use. As X has alluded to, how are you going to look at that data to draw your conclusions. It’s pretty clear, if you’re looking at just rates of passing that test, they are coming out ahead of kids that don’t take the class. Not by a lot, but significant anyway; we’re talking about margins of 7 to 10 percent, depending on the year and what class you’re looking at, but they’re coming out ahead. What I think is really significant though – the most impressive thing in the data – is not whether they’re...in

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reading and writing, which it's saying they are, but that they're matching it in math because they don't have anything to do with teaching math, they just don't teach math. What's interesting about it is, if you look at that data, and you look at rates of passing on the AIMS, you'll find that non-MAS students come out about 3 points ahead – I think...87 to 90 percent or something like that. But what's significant is you have to look back at where they're starting at and the rates of success when they first take it. Of course the MAS students are at a lot lower level, so the rate of success doubles with the MAS students compared to the non-MAS students – I think the numbers jump from 64% to 87, where the other groups start at about 77 and gets to 90. That's impressive because that tells you what they're doing; they are creating academic identity in the kids that's carrying out into other classrooms. That's the real impressive thing. That...the measure of success. What the program was intended to do in the first place was to raise achievement of a population that historically has under achieved in the district. They are clearly doing it. They are clearly doing it to the extent that the kids are taking their other classes seriously.”

- “We always want them to succeed; especially our Hispanic students, that's the reason we are now in the post unitary plan. We want to make sure we are still servicing these students and that these students get every possible opportunity to have the curriculum that they need and can connect with. To see this expand would be great. To be able to see it in more school, more offerings because we've seen the impact that it has already achieved and would really like to see it being achieved with more of our students in our schools.”
- “I notice that a lot of the MAS teachers have been advocates for the students. So, if I'm having a meeting with all teachers...the MAS teacher might tell the students, “come to my class and I'll help you with that math class or that science class.” They seem to...advocate students, and they have a strong relationship.”
- “I do see that the teachers who are teaching the MAS program seem to be very invested in teaching, very invested in students progressing and going to college, progressing so that they have a successful way in life and I think that's very important.”

Outcome Measure 2 Summary

There is a positive measurable difference between MASD and the non-MASD comparison group of students. Data indicates that the graduation rate of students in the MASD program is higher than those not in the program. High school juniors taking a MASD course are more likely to pass the reading and writing portion of the AIMS subject tests if they had previously failed those subtests in their sophomore year. Consequently, high school seniors enrolled in a MASD course are more likely to graduate than their peers.

In light of the data collected and reviewed, student achievement is due to the sense of pride that develops through their accomplishments with highly effective teachers. Many research-based practices that promote enhanced critical thinking and high-order comprehension of difficult topics is in place and used on a daily basis. Regardless of program, teacher effectiveness achieves results. Effective practices in combination with the motivation to learn for a purpose relevant to students create these results. Students learn to be proud, regardless of ethnicity, and

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are motivated to exceed and excel. It would be remiss if the curriculum auditors did not point out the fact that many variables may enhance student achievement. For further statistical analysis regarding specific ethnicity groups and income status level as it is correlated to graduation and dropout rates please, see the Appendix.

Outcome Measure 3

Determine whether the Mexican American Studies Department’s curriculum is in compliance with A.R.S 15-112(A).

- 1. Promote the overthrow of the United States Government.**
- 2. Promote resentment towards a race or class of people.**
- 3. Are designed primarily for pupils of a particular ethnic group.**
- 4. Advocate ethnic solidarity instead of treating pupils as individuals**

This section of the curriculum audit provides evidence and findings in relation to Outcome Measure 3. During the curriculum audit period, no observable evidence was present to indicate that any classroom within Tucson Unified School District is in direct violation of the law, A.R.S 15-112(A). In most cases, quite the opposite is true. Consider, if classes promoted resentment or ethnic solidarity, then evidence of an ineffective learning community would exist within each school aligned with the Mexican American Studies Department. That was not the case. Every school and every classroom visited by the auditors affirmed that these learning communities support a climate conducive to student achievement.

Consider the chart below indicating the 2011 Cumulative Quality Survey Summary Indicators. Schools associated with MASD courses promote a culture of excellence and support a safe and orderly environment conducive to learning. Teachers collectively are building nurturing relationships with students and work to improve student achievement, attendance, and graduation as identified in numerous focus group interview sessions. A culture of respect exists and students receive additional assistance beyond the regular classroom instruction to support their academic learning.

Figure 25
2011 School Cumulative Quality Survey Summary Indicators
Tucson Unified School District

School Quality Survey Indicators All TUSD Schools	Strongly Agreed Success Rate	Agreed Success Rate	Combined Success Rate
The school is a safe place for students.	29.1%	62.2%	91.3%
I rarely hear that students say negative things about the racial or ethnic backgrounds of others.	25.1%	58.7%	83.8%
Students of different racial and ethnic backgrounds get along at this school.	29.5%	64.6%	94.1%
I reflect on and examine my own cultural background, biases and prejudices related to race, and culture that may influence my behavior.	37.6%	58.1%	95.7%

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I intervene, in an appropriate manner, when I observe others in the school community engaging in behaviors that appear culturally insensitive or reflect prejudice.	44.6%	53.9%	98.5%
The general climate for diversity at my school is welcoming.	39.0%	56.2%	95.2%
The n-size (number of staff participants) average is 4,124 respondents.			

Figure 26
Mexican American Studies Department
Arizona Revised Statue 15-112(A) #1
Tucson Unified School District

1. Promote the overthrow of the United States Government.
<p><i>Elementary School Observation</i></p> <p>No observable evidence exists that instruction promotes overthrow of the US Government. The audit team witnessed no discussion of the US government during these observations.</p> <ul style="list-style-type: none"> Evidence of both traditional American history and Mexican American history were seen in each room, including U.S. flags, the Pledge of Allegiance in both English and Spanish, and pictures of historic figures from multiple ethnicities. Both of these classrooms contained student-friendly curricular materials, with the presence of research-based instruction evident in the student’s work displayed.
<p><i>Middle School Observation</i></p> <p>No observable evidence exists that instruction promotes overthrow of the US Government. The American government is being discussed through history as to how it was formed and shaped by our forefathers.</p> <ul style="list-style-type: none"> In all three classrooms, there was evidence of both traditional American culture and Mexican American culture, including U. S. flags, pictures of historic figures of multiple ethnicities, Chicano Studies posters, and the Yaki (Native American) Pledge to the U. S. flag. In classrooms where dual-language courses are held, print material appeared in both English and Spanish.
<p><i>High School – Latino Literature Observation</i></p> <p>No observable evidence exists that instruction promotes overthrow of the US Government. The American government was not discussed in any of these courses.</p> <ul style="list-style-type: none"> In each of those four rooms were symbols of traditional American culture, namely U. S. flags and presidential figures.
<p><i>High School – American History/Mexican American Perspectives Observation</i></p> <p>No observable evidence exists that instruction promotes overthrow of the US Government. The American government was taught only from a historical perspective in the classrooms observed by the audit team.</p> <ul style="list-style-type: none"> All six classrooms contained material from both traditional American culture and Mexican American culture. Some examples of environmental print materials representative of this include: US flags (one enormous, hand-painted version), world maps, En La Kech (“You Are My Other Me”) posters, “Defend Ethnic Studies” posters, the Declaration of Independence, United Farm Workers flag, fliers for family events for Chicano Studies, and most notably, pictures of various historical figures including Martin Luther King, Gandhi, Cesar Chavez, John F. Kennedy, Einstein, Malcolm X, Mohammed Ali, and Bob Marley.
<p><i>High School – American Government/Social Justice Observation</i></p> <p>No observable evidence exists that instruction promotes overthrow of the US Government. During the audit team’s visits, the American government was taught as it exists in terms of the executive, legislative, and judicial branches. At no time was any conversation even remotely relevant to the overthrow of the US government.</p> <ul style="list-style-type: none"> Environmental materials located in these four classrooms represent both traditional American

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culture and Mexican American culture. Some examples include: US flags, the Declaration of Independence, world maps, “Defend Ethnic Studies” posters, immigration and Homeland Security fliers, the Four Tezcatlipokas, and most notably, pictures and quotes from historic figures including Eleanor Roosevelt, Malcolm X, Geronimo, Bob Marley, Cesar Chavez, Martin Luther King, and Mahatma Gandhi.

High School – Chicano Art Observation

No observable evidence exists that instruction promotes overthrow of the US Government. During the audit team’s visit, there was no discussion of the US Government in any format.

- The artwork displayed did not suggest any evidence of the law being violated.

Focus group commentary included:

- “It is non-negotiable that the course work should help them become broader minded. The founding father, when they set up public school systems within our country, it was with the idea of inculcating democracy and having an educated citizenry. An educated citizenry keeps at bay a despotic government. With that said, it’s important that we have classes that challenge students to think; where they can be critical thinkers and where they question the status quo. It also, at this time – if you look at the statistics of what’s been happening in the last 15 years in terms of global education – it’s putting America at the top of the game in terms of why we have so many students from other countries that want to study here. It’s because it’s so broad minded. Whenever you have a narrowing of the curriculum I think that’s a very un-American concept.”
- “I’m going to say a few things that are a concern of mine, specifically regarding this audit. I’m very concerned that the law, as I understood the law that was passed recently regarding the ethnic studies program – one that I think is a horrible law and has been very disruptive to the lives of the people who teach, to the kids, and I think you’re very unlikely to see the best of this program ...because of the horrible environment that has been created in light of all this; it’s very unfortunate. The amount of scrutiny that these people have been under for three years now is more than most teachers could ever bear. It wears down on their teaching and it wears down the kids. You know the kids are going to feed off of really strong positive teachers. Some days that’s not happening because those teacher has been so...down; it shouldn’t have been that way and its disgraceful that we’ve gotten to this point.”
- “Another thing is getting involved in my community is going to be a great impact in my life as well because not only are you helping your community you’re helping yourself and you’re helping others worldwide. Most people won’t notice, but that little notice can turn into something big that will later...then recognize. Protests, I’m a big chant person. I like to go up and protest on things that I find very important, such as the senate bills because that affects my community, myself, my family, and others as well as my friends.”
- “...on the social justice class I was in, I would like to share that. I really liked that class because it taught us about government, but it also taught you how to be an active member in government. How to interpret the constitution and not just read it; how to internalize it and be a productive American.”
- “I think we need a diversity of focus. We’re an urban district. We’re very big. We’ve got high levels of poverty, especially in the schools where MAS is being

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taught, and we need lots of tools. I know there’s some controversy about MAS but my real hope is that, if there are people looking to reform, okay let’s talk about that, but let’s not throw out the baby with the bath water.”

Summary

During the curriculum audit period, no observable evidence was present to suggest that any classroom within Tucson Unified School District is in direct violation of the law A.R.S 15-112(A).

Figure 27
Mexican American Studies Department
Arizona Revised Statute 15-112(A) #2
Tucson Unified School District

2. Promote resentment towards a race or class of people.
<p><i>Elementary School Observation</i></p> <p>No observable evidence exists that instruction promotes resentment towards a race or class of people. The auditors observed the opposite, as students are taught to be accepting of multiple ethnicities of people.</p>
<p><i>Middle School Observation</i></p> <p>No observable evidence exists that instruction promotes resentment towards a race or class of people. As previously supported, students in middle school are taught the Tezcatlipoca as a student discipline plan, resolving issues through self-reflection. In addition, En Lak’ech is emphasized and all students learn, “You are my other me, learn this. If I do harm to you, I do harm to me. If I love and respect you, I love and respect myself.”</p>
<p><i>High School – Latino Literature Observation</i></p> <p>No observable evidence exists that instruction promotes resentment towards a race or class of people. Students all demonstrated respect for each other during classes. It was obvious that this is the prevailing expectation of all teachers visited.</p> <ul style="list-style-type: none"> The most notable commonality among the five rooms was the dedication to quotations from famous Americans of many cultures and professions: authors, poets, musicians, athletes, politicians, scientists, world leaders, etc. Three of these four classrooms observed displayed Mexican American culture in addition to the traditional, for example, United Farm Workers flags, immigration and homeland security posters, and promotions for local Tucson festivals and events.
<p><i>High School – American History/Mexican American Perspectives Observation</i></p> <p>No observable evidence exists that instruction promotes resentment towards a race or class of people. The history courses observed were exactly that, history courses. People from multiple ethnicities were discussed in the context of their place in history.</p> <ul style="list-style-type: none"> All six classrooms contained material from both traditional American culture and Mexican American culture. Some examples of environmental print materials representative of this include: US flags (one enormous, hand-painted version), world maps, En La Kech (“You Are My Other Me”) posters, “Defend Ethnic Studies” posters, the Declaration of Independence, United Farm Workers flag, fliers for family events for Chicano Studies, and most notably, pictures of various historical figures including Martin Luther King, Gandhi, Cesar Chavez, John F. Kennedy, Einstein, Malcolm X, Mohammed Ali, and Bob Marley.
<p><i>High School – American Government/Social Justice Observation</i></p> <p>No observable evidence exists that instruction promotes resentment towards a race or class of people. Race or class of people was not even a topic of discussion in these classes during our visit. The audit team</p>

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found these classes to be less relevant to Mexican American culture than others presented in this report.

- Environmental materials located in these four classrooms represent both traditional American culture and Mexican American culture. Some examples include: US flags, the Declaration of Independence, world maps, “Defend Ethnic Studies” posters, immigration and homeland security fliers, the Four Tezcatlipokas, and most notably, pictures and quotes from historic figures including Eleanor Roosevelt, Malcolm X, Geronimo, Bob Marley, Cesar Chavez, Martin Luther King, and Mahatma Gandhi.

High School – Chicano Art Observation

No observable evidence exists that instruction promotes resentment towards a race or class of people. During the audit team’s observations, there was no direct instruction of students. All interactions were based solely upon art expression.

According to TUSD Governing Board Policy, ADF-R Intercultural Proficiency, the physical environment at each classroom visited displayed pictures, posters, and other materials representative of the cultures and ethnic backgrounds of students served.

Insights from focus group interviews include the following:

- “I’ve found each of those kinds of programs important in an understanding of self within the broader community when one then enters that broader community. I don’t have any primary knowledge about the program here, but I rather suspect it’s very comparable to programs that are national or regional around. I always found that student who came from such programs, when they entered our institution, were well prepared to deal with a highly diverse community; it was important for them to have their own self-identity and feeling of self to be able to now engage in a much broader community.”
- “That’s where, in terms of student equity....as we stated in the very beginning, in terms of the issue of broad mindedness, open mindedness, and working well with others I believe it is the role of student equity to help the district move more strongly in that direction so that the district is more open minded and works well with all students. One of the things that we do better is recognize that all students are holders and creators of knowledge. In that regard, we find within ourselves the risks that we create for students. Rather than trying to identify at risk students, what risks does the system create that places these students at risk. I think that’s a totally different orientation. I think it’s important that we move in that direction because it’s the system, from my perspective at least, that creates the biggest risk for groups of students rather than students walking in with deficits. I think if we flip orientation and start recognizing the assets students walk in with and build upon those assets, we run the risk of having those students reach their full potential.”
- “I have not talked to the kids personally. I have heard that students say, “...I did not know I was being victimized until I took these classes” That’s a bad sign right there.”
- “I have no specific reference to MAS in TUSD; however, any group who understands its heritage and events that have taken place that are both negative and positive..., whether it be a minority group or whether it be the dominant group. It helps a person understand what took place, why it took place, how it has

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changed, where future change...take place and be desirable, and gives a person a broader understanding and respect not only for their own people but for others. Because it can also be said that there will always be some in any group who may only see the negative aspect of what has happened in the pass and are unable to look forward to where things were. That is just human nature the way it is.”

- “That is one of the wonderful things about our MAS and our Ethnic Studies program. It absolutely addresses all cultures. Because instead of taking one piece of our history it’s taking several different pieces of it, which all are factual and exist. So it has improved their tolerance of other cultures, knowledge of other cultures, and their collaboration with other cultures. It’s a beautiful thing, quite frankly. That was one of its purposes and it has been successful in that. In terms of speaking about open minded; that is what the crux of this is, is to open their minds to all cultures – not just Anglo, or the Hispanic, or the African American, or the Asian cultures. I think it has created a community of well-rounded individuals who understand that, while they have their own identity, there are others who have their identity as well, and we’ll all ...together and we’ll work together. So, for that I would have to say it has done exactly what it’s supposed to do.”
- “I want to add into the...of one of the things that is stated daily in those classes, which is the enlakech, which is you are my other me. I’m going to treat you the way I would want to be treated. You can see that in the various different cultures how that is translated. No matter which ethnic groups you are going to be talking to, working with, they always see you as the enlakech because they always see you as you are my other me.”
- “It’s such a cliché but, I’m going to start crying, I think my kids are color blind. It’s unbelievable what I have at my house every weekend. I have never seen anything like it. And there is no judgment; there is inclusiveness.”
- “I’d like to add on to that. It’s almost impossible for us to be racist in these classes because, enlakech – like, you are my other me. It’s like impossible – we are taught to be the opposite of racist.”

Summary

No observable evidence exists that instruction within Mexican American Studies Department promotes resentment towards a race or class of people. The auditors observed the opposite, as students are taught to be accepting of multiple ethnicities of people. MASD teachers are teaching Cesar Chavez alongside Martin Luther King, Jr. and Gandhi, all as peaceful protesters who sacrificed for people and ideas they believed in. Additionally, all ethnicities are welcomed into the program and these very students of multiple backgrounds are being inspired and taught in the same manner as Mexican American students. All evidence points to peace as the essence for program teachings. Resentment does not exist in the context of these courses.

Figure 28
Mexican American Studies Department
Arizona Revised Statue 15-112(A) #3
Tucson Unified School District

3. Are designed primarily for pupils of a particular ethnic group.
<p><i>Elementary School Observation</i></p> <p>No observable evidence exists that the MASD instruction is designed primarily for pupils of a particular ethnic group. The classrooms participating in this program were selected based on teacher interest and student needs assessment; in other words, students who would benefit from enrichment activities from an outside instructor. Each of these classes contained various ethnicities of students.</p>
<p><i>Middle School Observation</i></p> <p>No observable evidence exists that the MASD instruction is designed primarily for pupils of a particular ethnic group. Students from many ethnicities participate in the program by choice, as an elective. In addition, the Mexican American history instruction witnessed by the audit team was presented as an overlay to traditional American history, consisting of people from many cultures.</p>
<p><i>High School – Latino Literature Observation</i></p> <p>No observable evidence exists that the MASD instruction is designed primarily for pupils of a particular ethnic group. Although much, but not all, of the literature read in these courses was written BY Mexican American people, not exclusively FOR specifically Mexican American people. The print materials found in these classrooms, whether observed in use or not, contained themes of identity, dealing with hardships, loss of a loved one, facing peer pressure, human relationships, and realistic fiction designed to capture a time in history.</p>
<p><i>High School – American History/Mexican American Perspectives Observation</i></p> <p>No evidence exists that the MASD instruction is designed primarily for pupils of a particular ethnic group. The scope of history covered in these courses is designed for all students to gain a thorough understanding of the historical figures and events that occurred throughout time in our country.</p>
<p><i>High School – American Government/Social Justice Observation</i></p> <p>No observable evidence exists that the MASD instruction is designed primarily for pupils of a particular ethnic group. During the audit team’s observations no particular race of people mentioned in any of these classes. It was not of relevance to instruction in this course.</p>
<p><i>High School – Chicano Art Observation</i></p> <p>No observable evidence exists that the MASD instruction is designed primarily for pupils of a particular ethnic group. All students in the classes observed were engaged in individual projects, regardless of their ethnicity.</p> <ul style="list-style-type: none"> • Most environmental print in the room was art-related: perspective, shading, color wheels, but most predominantly, student work samples. There were a few cultural artifacts in the rooms, including immigration information, an anti-homophobic flier, “We reject racism,” and a copy of the AZ Sun article about the TUSD teachers filing a law suit. All text was entirely in English.

Many persons interviewed indicated

- “I have a large ELL population and I have to comply with the law. The law says that these students are segregated until they master English. They are in an ELD class improving their English skills in the English language. So, I have had many conversations now about what you do in a school like X, where the majority of the population are 2nd language learners. For X, I have to say no because we need to do a better job of providing more opportunities for all of the students. I have 10% that are African American, and the other 80% are Latino – Spanish

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speaking students and they are separated. My kids never get to be with the African American kids for two separate classes. So, speaking for X, the answer is no.”

- “I would say that we also struggle at Ochoa within the restraints of the law and the requirement to segregate children. I think that effects ... somewhat to provide something beyond coursework but actually living open minded and integrated. I agree with K that the coursework that the teachers provide, they work really hard to make sure that there is open mindedness and getting a broad sense of identity, not only of their own but of others. I think it is more evident in the MAS classes because that is what they are trying to accomplish.”
- “No, it is a very separatist. It is all based on downing Americans, anything that’s American culture, and American History they put American down constantly.”
- “That’s what I’ve heard from them. That’s what I’ve heard from a diverse group of kids. It’s not just Mexican American kids that I’ve heard from. I’ve heard from Anglo students that were interested and got involved. They say it helps them with their regular literature classes. It helps them understand classic literature which they didn’t relate to very much. History, it gives them a different and broader perspective of American history and its interaction with Mexico.”
- “When I first came on the board I was really hoping we would move towards having all the ethnic studies departments move towards courses, because I think that – in U.S. K12 education – we don’t really honor the contributions of any groups other than Anglo. So I really think that, for some of the claims about students only getting one side of the story – it’s like, if you’ve been in our system from kindergarten through 10th grade, you know who George Washington is, who Abraham Lincoln is, you find that stuff out in kindergarten; where you don’t know that about Caesar Chavez or anybody else.”
- “Unity is built in every classroom; every classroom is a dynamic. MAS is an American history course through the eyes and perspective of the Mexican American community in the united states. So if there’s anything that pertains to any particulars here, we’re looking at American history through this perspective. If a student is seeking that knowledge – be it Mexican ...because I have a mixture of students, I have African American and Anglo student in my class. I’m thinking of pride; to give somebody pride and the accomplishment – maybe this is why the student took my class.”
- “So they’ve been given the opportunity to do the Pan-Asian ethnic studies. The problem with that, Pan Asian, it’s only a support program. It doesn’t have any core curriculum or anything near that. If they did I think my kids would love it; I’d want them in it because I’d want them to learn about their history – at least that half of history – they certainly get the European history side of things. ... Frankly, if X High school offered Mexican American Studies (MAS) I would definitely have encouraged my son to take those courses because we live in that culture – in this town and in this region.”
- “It was really hard growing up because you’d have a lot of anti-immigration hate. It was just like.... I think ethnic studies...a really big thing. It teaches you beyond what your parents teach you, because your parents can only do so much as teach you who you are as a person and who you are ethnically. It’s just a

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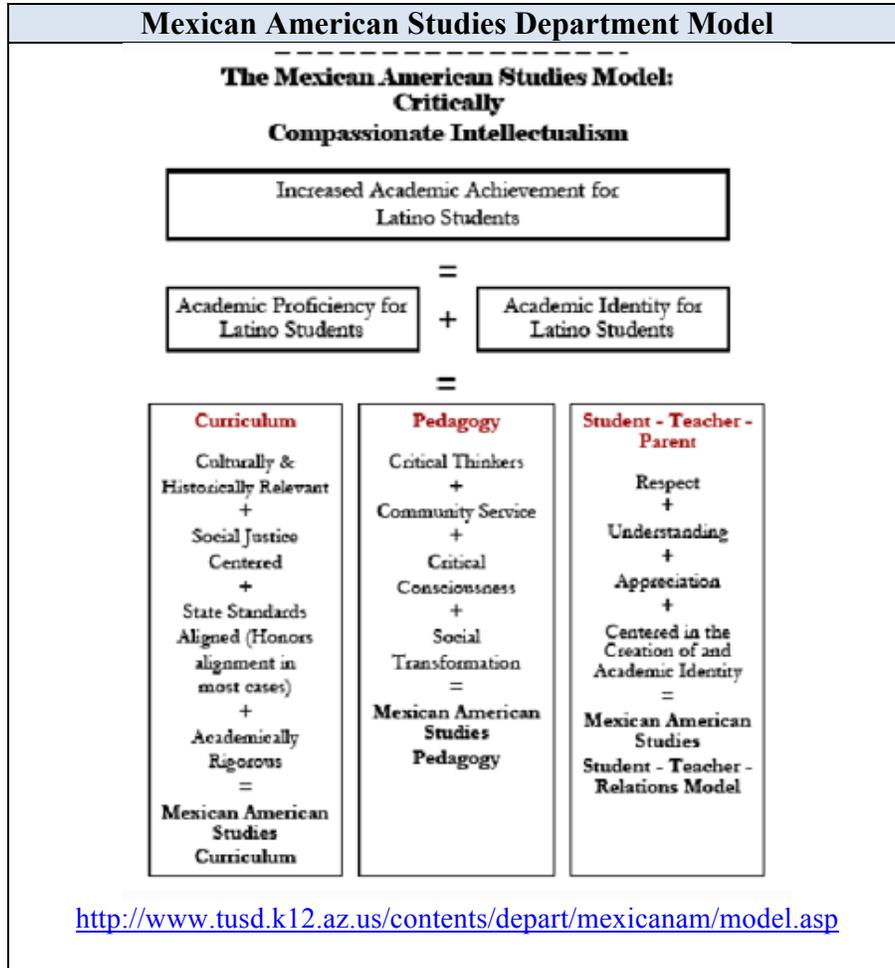
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wonderful thing due to the fact you don't get segregated with all these other kids. You're learning about you basically. You know, enlakesh – you are my other me. You are learning about your other you, just on the roots of who your parents were and where your parents were from."

- "It's funny how Tom Horne says it's teaching us to be racist and how its teaching us to hate other ethnic groups, when that's not true. He says its teaching us out of resentment or hate against other people or ethnicities. And really, that's not true. It makes us want go out with those other people. The class makes us want to be more involved with other people and learn from other people's perspective."
- "Being an Anglo student in those classes, it doesn't even make a significant difference. I still relate to all the topics even though I'm not Mexican American; it's still my community where I live and I'm a part of that."

The only questionable evidence that exists is the Mexican American Studies Department Model flowchart. This model does not accurately depict nor align with MASD Vision and Goals presenting the true nature of their program – teaching the Mexican American culture and history to ALL students. Furthermore, there are other ethnic studies courses offered as electives geared to specific ethnicities as well within TUSD: African American Literature 5,6 and Native American Perspectives 1,2. Although these departments do not influence the core curriculum directly, the essence of their missions is the same.

Figure 29
Mexican American Studies Department Model
Tucson Unified School District



“The objective of the Mexican American Studies Department is to create a truly equitable educational ecology.” Whereas the Model for Critically Compassionate Intellectualism is focused on “Latino Students”, it is stated at the bottom of the web page, “The ideology and structure of the education experienced by Latinos and children of color must be reflective of the educational ecology of each of these students. This approach provides Latino students and students of color with the same quality of educational sovereignty afforded Anglo students.”

Summary

A majority of evidence demonstrates that the Mexican American Studies Department’s instruction is NOT designed primarily for pupils of a particular ethnic group. As previously indicated, every current course syllabus states; “At the core of this course is the idea that ALL people should not be required to give up their ethnic and cultural traditions in order to become part of mainstream American society. People have the moral and legal right to maintain the

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knowledge and identification of their own race, ethnicity, culture, traditions, history, and language. Culture is a major indicator in the ways in which individuals communicate, seek assistance, seek recognition, intellectually process and disseminate information and it significantly impacts the way individuals learn.”

Figure 30
Mexican American Studies Department
Arizona Revised Statue 15-112(A) #4
Tucson Unified School District

4. Advocate ethnic solidarity instead of treating pupils as individuals
<p><i>Elementary School Observation</i></p> <p>No observable evidence exists that instruction advocates ethnic solidarity instead of treating pupils as individuals. The instruction witnessed by the audit team focused strongly on students as individuals, regardless of their ethnicity.</p>
<p><i>Middle School Observation</i></p> <p>No observable evidence exists that instruction advocates ethnic solidarity instead of treating pupils as individuals. The instruction witnessed by the audit team emphasized various cultures only for their place in history. No one culture was instructed as being more important than another.</p> <ul style="list-style-type: none"> • She spent a portion of her planning time showing the auditors around her room and discussing projects displayed and the role of multi-cultural education in her classroom. Her classroom is a showcase of several ethnic studies, not limited to Mexican American, African American, Asian American, many tribes of Native American, and traditional American history.
<p><i>High School – Latino Literature Observation</i></p> <p>No observable evidence exists that instruction advocates ethnic solidarity instead of treating pupils as individuals. The team found no evidence of print materials being used in <i>Latino Literature</i> that emphasized unity or solidarity among a particular race of people. Instruction was designed to further the achievements of every student in the room, regardless of race or ethnicity. Each student was encouraged to voice his/her opinion, regardless of whether or not others agreed with it. Students were discussing various viewpoints throughout the lesson, and no instructor coaxed or encouraged any response outside of honest opinions from students.</p>
<p><i>High School – American History/Mexican American Perspectives Observation</i></p> <p>No observable evidence exists that instruction advocates ethnic solidarity instead of treating pupils as individuals. Nothing in the materials or coursework of this course advocates ethnic solidarity. The Mexican American history taught in this course is blended into the traditional American history taught in other classrooms.</p>
<p><i>High School – American Government/Social Justice Observation</i></p> <p>No observable evidence exists that instruction advocates ethnic solidarity instead of treating pupils as individuals. Ethnic solidarity was not a topic in any of these classes, as race or culture of any type of people was never even mentioned. Culture of any kind was not a topic discussed.</p>
<p><i>High School – Chicano Art Observation</i></p> <p>No observable evidence exists that instruction advocates ethnic solidarity instead of treating pupils as individuals. During the audit team’s visit, there was no mention of ethnic solidarity whatsoever. Teachers assisted students individually and solely for the purpose of assisting in their work.</p>

The Mexican American Studies Department’s website does not tout a curriculum that focus on ethnic solidarity; rather it reports that it has developed from research within the Social Justice Education Project, the model of the Critically Compassionate Intellectualism. Whereas the Critically Compassionate Intellectualism model includes components of a counter-hegemonic

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curriculum, pedagogy based on the theories of Paolo Friere, and student-teacher interactions centered on authentic caring; no evidence of ethnic solidarity and its teachings were observed. As the MASD programs welcome all students regardless of ethnicity, the Critically Compassionate Intellectualism model allows for Latino students, “as a mirror” and for non-Latino students, “the model serves as a window into cultural, historical, and social understanding.”

It is significant, however; to report that in accordance to TUSD Governing Board Policy, ADF-R Intercultural Proficiency, curriculum and learning resources are appropriately designed and implemented to combat oppression, racism, and prejudice.

Interviews with many stakeholders indicate the following comments.

- “Having the mentor specialist from African American Studies there, from Native American Studies there, I think that has helped for those kids to say look I’ve got some role models. We have a NSBI group comes in on Fridays; a group of engineers to work with my students, and it has given them a sense of place and belongings. So we need to do more of that. We’re looking at partnering with UofA because there are different groups there than can come in. There’s work to do, but we’re beginning to.”
- “We also are extremely fortunate. Two days a week I have a Native American person that comes and works with the Native American population. I also have an African American person who comes once or twice a week to work with the African American kids.”
- “We do the same as I, celebrate different cultures. We foster events of family and pride at the school; we continually do that. We have received those small grants, so we work together as grade levels, across grade levels, and what not; so parents, students, and teachers work together in that.”
- “It is what the school is doing to make sure, especially at middle school, that they need to belong to specific groups; that we need to promote as many ways in which they can belong not...only one, but several groups. For instance, at my school, through sport they have track, soccer.... We have band, mariachi, and dance. We also have electives. The Mexican American Studies. We have outdoor exploration. We have.... There’s multiple ways we promote students to work positively with one another; therefore, it is highlighting the value of unit.”
- “I think J hit it right on the head in terms of this issue of unity. I think if you walk into our schools and see our students interacting I know you will see students of different racial and ethnic groups interacting together. But at the same time, if you examine our school district, you will see that we have a very segregated school district; that’s a reflection..... Because I think, again...the students I interact with quite often, these issues we are talking about in terms of adult issues, issues of discrimination or prejudice, I don’t think they are as prevalent with young people as they are with adults. So I think we should, in many cases, look at our students and learn from them – take examples from them – and how they negotiate and mediate culture difference, racial difference, one side of town and the other side of town difference. Because I think in many ways they have the answer.”

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- “Well they have love for their Mexican brothers and sisters, which is all about them. If you look at la raza, the race, imagine that white people called themselves the race then that would be called racist and it is. Anybody that call them the race is a racist. It’s funny eight-three percent of Mexico are mixed with European blood, Spaniards. The last I looked Spain was still in Europe, which means that eighty-three percent of Mexican have European blood in them. They keep saying that they are going to over throw out the Europeans.”
- “With respect to this particular program, the extent to which the companies here are trying to hire a diverse population sells. Clearly if you are recruiting diversity in your community, the fact that your local district has programs that are aimed at ethnic diversity is a plus. There are a number of individual who might come here and want their children to be exposed to those types of programs, either because they’ve been exposed to them elsewhere or they think that it would be a good idea here.”
- “We have a very diverse student population, including both exceptional education programs as well as a very significant and large refugee population of students from across the world. My observation of their interactions in classrooms and throughout the campus is one that appears to be very welcoming, very accommodating; the children intermix with everyone on campus and the student population seems to be very open minded and accepting of many different cultures. I don’t have the evidence of the coursework.”
- “What I’ve noticed about the students – I don’t know if it’s so much as a result of the curriculum, but because they feel so strongly about what they’ve been able to gain from these courses, they’re willing to be very vocal and fight for them. They’ve done a very good job of focusing the attention on themselves as students and the fact that they are the ones who are going to hurt if something happens to these courses.”
- “There have been some misperceptions that, well the teachers have taught them how to do this, or there’s outlying groups pushing these kids to do this. I don’t know if you know teenagers at all, but if they don’t want to do something they’re not going to do it. So I feel this is totally something that students have united around. They’ve also done other things. They’ve also united around supporting different community causes...So it’s really involved them in the community, and they are more united with our Tucson community than they were in the pass. I think they are more involved with what’s going on nationally and internationally as a result of just having the veil lifted.”
- “So that’s really one of the big basis that I’ve seen come out of these classes and these students; that they have respect for every culture and they have the open mindedness of every culture.”
- “I do not believe for a minute that they are teaching intolerance, that they are teaching that any group is superior to another. I know kids in these classes. I’ve talked to kids in these classes. It’s the exact opposite. I am very perplexed when I hear rhetoric from the other side saying that these kids are being taught to hate. I don’t know where that’s coming from. I keep referring back to my 10 year old son’s first experience with a very...program and it was, “you are my other me.”

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That’s the basis and he was learning intolerance so I don’t know where the other side is coming from.”

- “I think when you ask does the coursework at X High help students become more broadminded and understanding of other cultures and how so – boy it better or I’m not doing my job.”

Summary

No evidence as seen by the auditors exists to indicate that instruction within Mexican American Studies Department program classes advocates ethnic solidarity; rather it has been proven to treat student as individuals.

Outcome Measure 3 Summary

During the curriculum audit period, no observable evidence was present to suggest that any classroom within Tucson Unified School District is in direct violation of the law A.R.S 15-112(A). Schools associated with MASD courses promote a culture of excellence and support a safe and orderly environment conducive to learning. Teachers collectively are building nurturing relationships with students and work to improve student achievement and attendance as identified in numerous focus group interview sessions. A culture of respect exists and students receive additional assistance beyond the regular classroom instruction to support their academic learning. As a result, students from many ethnicities are physically sitting in Mexican American Studies Department classes and are learning that different perspectives are valuable, that Americans come from many backgrounds, and that being an American means that all people are accepted. If this program were revised with significant modification and made available to more students, it is likely there would be even more diversity of students within the courses.

It is imperative to note the curriculum audit period included a limited number of classroom observations in comparison to the number of sections offered. For example, within all six high schools visited only 39.5% of all high school MASD courses offered were observed which is 17 out of the 43 sections. Additionally, auditors were able to observe on average 29.6 minutes of a class period. Based on the transitory classroom visitation schedule, the limited audit period, and the lack of comprehensive information provided by MASD, the auditors could not state unequivocally that other evidence does or does not exist beyond a shadow of a doubt.

IV. RECOMMENDATIONS

According to the Breckenridge Group Architects/Planners + Burt Hill Architects, the goal of the Tucson Unified School District 2011-2012 Strategic Plan is to capitalize on quality instruction and excelling programs, as well as to improve equity and access. This curriculum audit with its findings, outcomes, and recommendations outline a parallel concerted effort to support student learning for all pupils and maximize quality instructional programs. Therefore, the curriculum audit team offers the following recommendations for open collaboration between the Arizona Department of Education, Tucson Unified School District, and the Mexican American Studies Department as they continually strive to improve curriculum and instructional effectiveness through a systematic process.

Recommendation 1

Create board policies and procedures for effective curriculum management within the Mexican American Studies Department.

It is the recommendation of the audit team that the Governing Board create policies and procedures for effective curriculum management and seek a third party for assistance and incorporate the indicators within the Arizona Department of Education’s document of Standards and Rubrics for School Improvement. Educational policy development is a vital leadership function of the District and Governing Board. Comprehensive board policies provide not only focus and clarity to a school district’s organization, but to also the implementation of educational programs inclusive of curricular and instructional implications. Therefore, it is the responsibility of the Governing Board to provide quality control of the curriculum.

Effective policies establish focus, criteria, and parameters for decision making by district staff. Creating specific policy outlining standards to establish the design and delivery of the written, taught, and tested curriculum is the primary process by which the board discharges its responsibility for quality control of the curriculum.

The curriculum audit team found many board policies did not meet audit criteria and are considered inadequate to provide a basis for sound local control of the curriculum. There are minimal TUSD Governing Board policies in place regarding curriculum. Governing Board Policy IJJ, addresses the instructional program in relation to courses of study and materials selection. Whereas the Board approves “the course of study, the basic text materials including digital materials for each course, and all units recommended for credit under each general subject title prior to implementation of the course. The Board will also approve and adopt all new text and supplementary materials.” Consequently, all curriculum materials created, inclusive of those by the Mexican American Studies Department should have been held to said examination prior to release and distribution.

For example, the curriculum auditors found current MASD curriculum units embedded within the approved professional development course (Course #628), the 12th Annual Institute for Transformative Education Summer Conference, for 30 credits. Therefore, a question to consider: Does this course approval consequently approve the MASD curriculum units along with its questionable text and teaching resources?

Governing Board Policy IJJ continues on to outline text material selection procedures, guidelines for approval, and procedures to follow if the course includes a basic textbook and uses supplemental materials that have not been approved by the Governing Board. Consequently, this does not constitute sufficient curriculum management.

Proper and effective curriculum management provides control, direction, connectivity, feedback, ongoing monitoring, and provisions for productivity of the aligned written-taught-tested curriculum. Instituting such a curriculum management process provides assurances and accountability, not to be viewed as censorship, but rather appropriate curriculum materials that

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are challenging yet not overwhelming for students. It is the responsibility of the district to provide administrative support and expectations for all instructional staff as they create and implement appropriate curriculum and instructional materials supported with systematic professional development opportunities.

Through the process of implementing a curriculum management system and protocol, clearly defined curriculum will be established through the creation and use of quality curriculum and pacing guides and a standard for a comprehensive policy on lesson plans and retaining graded student work. It is important to mention that the curriculum auditors could not locate evidence of a policy specifying a consistent practice for daily or cumulative lesson plan retention. It is common practice in the high school schools to write the plan on the board. Furthermore, as part of a curriculum audit, it is common practice to review student work samples; yet, student works are not retained, rather sent home instead. Consequently, the scope and sequence of lessons could not be determined nor could it be evidenced through student work samples. Current MASD curriculum units could easily be revised to serve as a foundation as they already contain effective elements for planning and instruction. Consider pulling together all units from 2005 and onward to create a bank of units to modify and plan yearlong units of study providing scope and sequence both within the academic year and vertical alignment.

Furthermore, effective curriculum management includes the proper use of resources both material and human. During revision of curriculum units and the creation of curriculum pacing guides, an opportunity for materials management is available. In accordance with Governing Board Policy IJL-R, a de-selection or weeding process is provided to ensure materials are, “relevant, accurate, and useful” over time for continual evaluation. Therefore, it is a recommendation of the auditors to undergo this process while revising and strengthening curriculum.

While collecting documents of the MASD program, individual schedules were obtained from each MASD curriculum/project specialist. It is a recommendation to conduct a time audit and review schedules for instructional integrity and a profitable return on investment, service, and student success. On average, four specialists spend at least four hours traveling to and from schools and planning locations. Moreover, the same four specialists spend on average 10 hours of planning per week. Combined travel and planning time for four individuals totals 57 hours per week. One individual spends a superfluous amount of time weekly with more than 15 hours of planning per week with an additional five and a half hours traveling. It is fair to mention this person does provide services to four different schools at varying grade levels.

In conclusion, it is the recommendation that MASD publish a comprehensive and cohesive curriculum with an observable scope and sequence per course offering. Elements detailing clear long and short-term goals within each course along with pacing guides, and use of formative and summative assessment allow for transparency and communication between MASD and its guarantors.

Recommendation 2

Communication opened between Tucson Unified School District, the Mexican American Studies Department, and the Arizona Department of Education.

It is the recommendation of the audit team for the operation and curriculum management of the Mexican American Studies Department to become more transparent and collaborative with its guarantors. Ethnic studies are a vital piece of the community and provide students with research-based instructional practices from teachers that motivate them to become better citizens. From the auditors' assessment, there is nothing for the Mexican American Studies Department to conceal, and both Tucson Unified School District and the Arizona Department of Education should welcome all materials, alignments, and curriculum.

Whereas, there may have been evidence or perceived evidence to impropriety in the past, there is currently none now. Transparency and open communication will eliminate suspicion. For example, previous curriculum units may specify particular questionable texts that are controversial in nature, but are not evident in the classrooms. Therefore, it would behoove the Mexican American Studies Department to revise and eliminate extraneous and contentious resources. Additionally, many of the texts cited on the reading materials list should be specific to what students are required to read and suggested to read demonstrating a close relationship to the curriculum. Books simply added to a list and/or books for adult scholarly reading are not relevant on a recommended or suggested reading list.

Lastly, in an effort of becoming more transparent, the removal of previous critical and emotional inimical and unfavorable wording like "Raza Studies" should be removed from curriculum and website pages to establish the evolution of ethnic studies within the Mexican American Studies Department at Tucson Unified School District.

Recommendation 3

Maintain Mexican American Studies courses as part of core curriculum for high school courses: US History, American Government, and Literature.

The auditors observed well-orchestrated lessons as evidenced by indicators within the Arizona Department of Education's document of Standards and Rubrics for School Improvement and the Closing the Achievement Gap (CTAG) protocol created by Cambium Learning.

Teachers and MASD curriculum specialists created lessons where learning experiences were aligned with the state standards and incorporated targeted performance objectives within multidisciplinary units for real life applications. The curriculum auditors observed teachers using researched-based instructional strategies that were developmentally appropriate and provided students with assignments that required the use of higher-order and critical thinking skills. Every classroom demonstrated all students actively engaged, and when asked to work together, they all

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worked collaboratively with each other across various sociocultural backgrounds and academic abilities.

It is the auditors' recommendation that the high school Mexican American Studies Department program courses of Latino Literature, American History/Mexican American Perspectives, and American Government/Social Justice, once revised with significant modifications as outlined in Recommendation 1, remain as core courses with open lines of communication and collaboration with Tucson Unified School District and the Arizona Department of Education. Perhaps if this program were expanded and made available to more students, it is likely there would be even more diversity of students within the courses.

V. SUMMARY

This document constitutes the final report for the Curriculum Audit of the Tucson Unified School District Mexican American Studies Department. The curriculum audit was commissioned by the Arizona Department of Education; the Governing Authority within the scope of its policy-making sanctions.

The Tucson Unified School District Mexican American Studies Department Curriculum Audit consisted of three phases and took place during the period of March 7, 2011 through May 2, 2011 and includes an Initial Data and Document Collection Phase, the Diagnostic Phase, and the final Analysis Phase. The Initial Data and Document Collection Phase incorporated collecting historical and documentation including but not limited to Arizona Department of Education State Standards and Tucson Unified School District Standards, curriculum materials, reports, resolutions, prior findings, summative student data, school data, and professional development artifacts. The Diagnostic Phase encompassed onsite school and classroom visitations, observations, and focus group interviews with an assortment of stakeholders allowing for a wide array of voices. The third and final stage, the Analysis Phase, was performed off site to examine, evaluate, and triangulate findings.

An audit is a methodical and formal review and examination of an organization. Within the educational program context, an audit is designed to analyze current performance against established standards, research-based educational practices and reveal the extent to which administrators and professional staff of a school district have developed and implemented a comprehensive, valid, and effective system of curriculum management and instruction. This curriculum and instructional system established within the framework of board policies enables a school district to make the greatest use of its resources in the education of its students for continuous improvement; thus, ensuring a quality education for ALL students.

Audit Purpose Revisited

The purpose of the Tucson Unified School District Mexican American Studies Department Curriculum Audit was to determine: (1) how or if the Tucson Unified School District Mexican American Studies Department programs are designed to improve student achievement; (2) if

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statistically valid measures indicated student achievement occurred; and (3) whether the Mexican American Studies Department’s curriculum is in compliance with A.R.S 15-112(A).

Arizona Revised Statute 15-112(A) prohibits a school district or charter school from including in its program any courses or classes that includes any of the following:

1. Promote the overthrow of the United States Government.
2. Promote resentment towards a race or class of people.
3. Are designed primarily for pupils of a particular ethnic group.
4. Advocate ethnic solidarity instead of treating pupils as individuals.

To quote Governing Board Policy ADF – Ethnic Studies, “TUSD further recognizes that culture exerts a powerful influence on teaching and learning and will therefore promote cultural understanding in all aspects of a student’s school experience by adopting curriculum, learning activities and teaching practices that lead to intercultural proficiency. All students have the opportunity to learn their cultural heritage and appreciate its uniqueness as well as that of others.”

The curriculum audit team submits their findings and recommendations on behalf of ALL Tucson Unified School District students in the goal of being inclusive and respectful for the diverse population it serves. The purpose of the curriculum audit is to provide a third-party set of findings and recommendations to assist in the amelioration of the Mexican American Studies Department.

Abridged Findings of Outcome Measures

In response to Outcome Measure 1, Tucson Unified School District’s Mexican American Studies Department programs are designed to improve student achievement based on the audit team’s findings of valuable unit and lesson design, engaging instructional practices, and collective inquiry strategies through values of diversity and intercultural proficiency, although a more comprehensive curriculum framework is needed.

Outcome Measure 2 stated that the findings of the auditors agreed student achievement has occurred and is closing the achievement gap based on the re-analysis and findings of the Tucson Unified School District’s Department of Accountability and Research.

Outcome Measure 3 demonstrated that during the curriculum audit period, no observable evidence was present to suggest that Arizona Revised Statutes 15-112(A) is in violation of the law within any observed classroom in the Tucson Unified School District.

Recommendations Abstract

The strategic goal outlined for 2011-2012 in Tucson Unified School District is to capitalize on quality instruction and excellent programs. Modifications to the Mexican American Studies Department will support and enhance this strategic goal.

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Recommendation 1: Create board policies and procedures for effective curriculum management within the Mexican American Studies Department

- Create policies and procedures for effective curriculum management.
- Increase local control of the curriculum.
- Identify and implement a proper and effective curriculum management system.
- Create clearly defined curriculum, pacing guides, and much needed formative and summative assessments.
- Institute a board policy regarding standards for daily and cumulative lesson plans records.
- Institute a board policy on retaining comprehensive records of graded student work.
- Conduct a time audit of MASD specialists for proper use of human resources.
- Incorporate the indicators within the Arizona Department of Education’s document of Standards and Rubrics for School Improvement.
- Publish a comprehensive and cohesive curriculum with an observable scope and sequence per course offering.
- Seek third-party assistance for curriculum management development.

Recommendation 2: Open Communications between Tucson Unified School District, the Mexican American Studies Department, and the Arizona Department of Education.

- Open communication for transparency and collaboration.
- Revise extraneous and contentious resources in curriculum and reading lists.
- Remove previous inimical wording of “Raza Studies” from all documentation to establish department renewal.

Recommendation 3: Maintain Mexican American Studies courses as part of core curriculum for high school courses: American History, American Government, and Literature.

- The high school Mexican American Studies Department program courses of Latino Literature, American History/Mexican American Perspectives, and American Government/Social Justice once modified as previously indicated remain as core courses with open lines of communication and collaboration.
- Consider expanding the program in the future under amended program guidelines.

It is with genuine anticipation that this curriculum audit report will provide the impetus for all stakeholders to reevaluate and unite in a workable consensus. The audit team is optimistic that given proper attention to the areas requiring improvements in the Mexican American Studies Department and Tucson Unified School District, as cited by this curriculum audit, the expectation for increased student achievement for *all* students of *all* ethnicities will increase over time. The curriculum audit will provide entry points on how to correct and improve the ethnic studies curriculum offered from the Mexican American Studies Department.

APPENDIX

APPENDIX ITEM:

Summary of Classroom Observations – Mexican American Studies Department

At various times during the audit, all four members of the team visited TUSD classrooms. The majority of the classroom visits were conducted by Luanne Nelson and Teri Casteel. A minimum of two audit team members were present at every classroom visitation in order to represent multiple viewpoints and present the classroom information as thoroughly and fairly as possible. The audit team visited every school in the district, to the best of their knowledge, where the MASD program was implemented, which includes a total of six high schools, two middle schools, and three elementary schools. Schools visited include: Catalina Magnet High School, Cholla High Magnet School, Palo Verde High Magnet School, Pueblo Magnet High School, Rincon High School, Tucson High Magnet School, Pistor Middle School, Wakefield Middle School, Hollinger Elementary School, Ochoa Magnet Elementary School, and Van Buskirk Elementary School.

All classroom visits were unannounced and scheduled solely by the audit team in order to maintain the integrity of the audit. No member of TUSD held the classroom visitation schedule at any point. The intent of unannounced visits was to ensure that classroom instruction was encountered authentically, as it would regardless of the audit team's presence.

Although visits were unannounced, the audit team had the full cooperation of TUSD through the Deputy Superintendent, Dr. Maria Menconi. We were provided full access to all schools within the district. It is worth mentioning that there was no resistance whatsoever to the audit team upon entering any classroom in TUSD. Considering the controversy surrounding this audit, and that some faculty members may not have welcomed our presence, no ill feelings were evident to any audit team members. In fact, several teachers approached and intentionally spoke to us, offered us seats, or welcomed us with introductions. Some even offered lesson plans, tours of classrooms, and information regarding current projects and activities. Please note that classroom observers did not engage in conversation with any teachers who were uncomfortable speaking with us. During classroom visits, the auditors took cues from the assigned teacher of record, simply out of respect and graciousness at being welcomed into their classrooms. Every effort was made to avoid disrupting the flow of instruction.

In addition, every attempt was made to speak with the principal of the school at each visitation. All principals involved were amicable, welcoming, and willing to answer questions and allow requests made by the audit team. There was a spirit of transparency with each administrative team that allowed our tasks to be completed thoroughly and without obstruction.

ELEMENTARY SCHOOL SUMMARY

In the three elementary schools visited, the auditors observed a total of 77 fourth and fifth grade students engaged in instruction. The Mexican American Studies program in elementary schools is a push-in model, meaning that the Mexican American Studies teachers come in to a traditional classroom either to replace a teacher for a class period, or to co-teach with him/her. This occurs only with fourth and fifth grade students at this time, and only in three classrooms.

There are two teachers responsible for delivering MASD instruction in elementary classrooms. The instruction was irregular at the time of the audit, and not perceived to be the norm. Currently, one of the teachers is focused on obtaining her doctoral degree and has spent minimal time in the classroom over the past several weeks. She is responsible for delivering MASD instruction at Hollinger Elementary. The team was unable to meet her or to witness her instruction. The other MASD teacher instructs alongside teachers at both Ochoa Elementary and VanBuskirk Elementary. Due to AIMS testing at other schools, the team was unable to observe her instruction at the elementary level at these two specific schools; however, observations were made at the high school level. Despite this, the team spent a minimum of 20 minutes in each of these classrooms at the designated times of instruction in order to gather data from the classroom environment and from the instruction of the regular classroom teacher.

Environment

The nature of an elementary school classroom is that of young students studying multiple subjects in the same classroom. Therefore, environmental material in an elementary school classroom varies from that of a middle or high school classroom. One of the three classes the audit team observed was in the school's computer lab, so minimal environmental information could be obtained. The principal stated that this was due to school renovations.

In the other two classrooms, multiple subject areas were represented in each classroom, including language arts, mathematics, science, and social studies. Each of these classrooms also served a dual-language program, a form of bilingual education in which students are taught literacy and content in two languages; therefore, the print material on the wall was in a combination of English and Spanish. Evidence of both traditional American history and Mexican American history were seen in each room, including U.S. flags, the Pledge of Allegiance in both English and Spanish, and pictures of historic figures from multiple ethnicities. Both classrooms contained student-friendly curricular materials, with the presence of research-based instruction evident in the students' work displayed.

Of the three classrooms visited, only one teacher was unwelcoming of the audit. He initially requested union representation, and then was accommodated by the principal's presence. He requested an explanation of our visit, which was provided. Only one of the three teachers had union representation during our visit. In this instance, the union representative observed, took notes, and interacted minimally only with students.

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Instruction

In one of three classrooms observed, the audit team witnessed the end of an MASD lesson, completed by the regular classroom teacher after the MASD teacher left early for AIMS testing. Students were learning the values associated with Tezcatlipoca. According to the Fall 2009 MASD newsletter, Tezcatlipoca is considered to be a philosophy that asserts it, “is a process that we encourage our students to engage in for the purpose of developing a strong cultural identity and sense of self, which according to the educational literature (also as evidenced through years of practical experiences in our Mexican American Studies classrooms), positions students on a trajectory toward academic achievement.” According to the newsletter, Tezcatlipoca literally means “self-reflection” and is emphasized throughout the MASD curriculum, beginning in elementary school, as a way to build character and student individualism. The teacher witnessed by the audit team was instructing students to use this self-reflection tool to transform their own thinking and sense of self to become a better citizen. Students were being taught to look within rather than blame others. Student dialogue with the teacher focused on applying character traits to real-life situations.

In the other two classrooms, the team observed traditional fourth and fifth grade instruction from regular education teachers.

Standards Alignment

In all three classrooms, Arizona State Standards, along with classroom objectives, were evident and properly aligned. Objectives were reported visually for students, as well as being evident in both instruction and displayed student work. For example, in one fourth grade classroom, the audit team noted various stages of students’ summary and opinion writing of a Mexican folktale read in class. Multiple Arizona state standards were evident in both their work folders and in published works on display in the classroom, demonstrating all five strands of concept one of the Arizona State Standards for fourth grade writing. Most notable were graphic organizers (Concept 1, PO 4), peer review rubrics (Concept 3, PO 6), and well-written published works (Concept 5, PO 1 and 4). Please note that throughout this document, the abbreviation “PO” stands for “Performance Objective,” or the student outcome of that standard.

It would be unreasonable to attempt to list additional standards witnessed in the elementary school classes by the audit team, as traditional elementary school instruction is not within the scope of this report. Moreover, instruction by the MASD Curriculum Specialist in elementary schools occurs alongside the classroom teacher in a co-teach model of instruction which serves to enhance the existing classroom curriculum. The MASD instruction does not attempt to add or replace state standards to the existing curriculum; it simply enhances instruction of the standards being taught.

Textbooks

All textbooks seen in use and on shelves were district-adopted regular education textbooks.

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Arizona Revised Statute 15-112(A)

No evidence exists in any format that Arizona Revised Statute 15-112(A) is being violated in any of the three elementary schools participating in the MASD program.

1. No evidence exists that instruction promotes overthrow of the US Government. The audit team witnessed no discussion of the US government during these observations.
2. No evidence exists that instruction promotes resentment towards a race or class of people. The auditors observed the opposite, as students are taught to be accepting of multiple ethnicities of people.
3. No evidence exists that the MASD instruction is designed primarily for pupils of a particular ethnic group. The classrooms participating in this program were selected based on teacher interest and student needs assessment, in other words, students who would benefit from enrichment activities from an outside instructor. Each of these classes contained various ethnicities of students.
4. No evidence exists that instruction advocates ethnic solidarity instead of treating pupils as individuals. The instruction witnessed by the audit team focused strongly on students as individuals, regardless of their ethnicity.

MIDDLE SCHOOL SUMMARY

The Mexican American Studies Department provides two analogous course offerings at the middle school level. One course is the *Bilingual G.A.T.E. – Chicano Studies* for eighth grade students already part of the Bilingual G.A.T.E. (Gifted and Talented Education) program at Pistor Middle School. The second program is the *Chicano Studies* for any students in grades 6 to 8 who wish to take it as an elective at Wakefield Middle School. Three sections of each course are offered. As of January 18, 2011, there are 70 students enrolled in the combined three sections of *Bilingual G.A.T.E. – Chicano Studies* at Pistor Middle School (6.5% of the school's 1,076 students) and 77 students enrolled in the combined three sections of *Chicano Studies* at Wakefield Middle School (14.9% of the school's 517 students), totaling 147 students engaged in MASD instruction in grades 6 to 8 throughout TUSD (1.2% of the district's total middle school population of 12,094). One additional course, Independent Studies, occurs at Wakefield Middle School as an extension of *Chicano Studies*. There is one section of this course only, and data enrollment was not provided.

In the two middle schools visited, the auditors saw a total of 41 sixth through eighth grade students engaged in instruction (27.9% of the total 147 students enrolled in the middle school program). At the middle school level, two formats of MASD instruction were evident. At Pistor Middle School, a push-in model is used, whereby a Curriculum Specialist from the MASD district office travels to Bilingual-G.A.T.E math and language arts classrooms to provide enrichment instruction in those subjects, as well as provide instruction in Mexican American culture. Unfortunately, this particular instructor has been on leave working to obtaining her doctoral degree, so the audit team was unable to witness her instruction. Each of the classrooms where she provides instruction was visited for a minimum of 20 minutes in order for the audit team to collect information relevant to that class. One classroom did not have students during the

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class period of the visit, so the auditors spoke with the teacher and documented the classroom environment.

At Wakefield Middle School, the two dedicated classes to Mexican American Studies, three sections of *Chicano Studies* and one section of *Independent Studies*, are taught by the same instructor, a faculty member at Wakefield Middle School. Any student at Wakefield, regardless of ethnicity, may select each of these classes as an elective. *Chicano Studies* is an introductory course that focuses on the history of Mexican American culture within the United States through the scope of social studies and language arts. *Independent Studies* is a continuation of Chicano Studies. The *Chicano Studies* course is a pre-requisite for taking *Independent Studies* due to its more expansive nature. As elective courses, these classes are not required to instruct students in each of the social studies standards. Students attending this course already receive instruction in the complete standard set for social studies in the traditional social studies course that they take alongside this elective.

Demographics

As of January 18, 2011, 70 students from three classes at Pistor Middle School were enrolled in *Bilingual G.A.T.E. – Chicano Studies*. Of those 70 students, 95.7% were Hispanic and 2.9% were White/Anglo.

As of January 18, 2011, 77 students from three classes at Wakefield Middle School were enrolled in *Chicano Studies*. Of those 77 students, 92.2% were Hispanic, 3.9% were Native American, 2.6% were White/Anglo and 1.3% was Multi-Racial.

Environment

In all three classrooms, there was evidence of both traditional American culture and Mexican American culture, including U. S. flags, pictures of historic figures of multiple ethnicities, Chicano Studies posters, and the Yaki (Native American) Pledge to the U. S. flag. In classrooms where dual-language courses are held, print material appeared in both English and Spanish.

At each of these classrooms, the teacher was caught completely off-guard by our visit. There was no union representation. All three teachers willingly allowed us into their classrooms without hesitation and spoke with us regarding the MASD program and its relationship to their classroom instruction, as indicated below. In one instance, a teacher who typically has a travelling Curriculum Specialist from MASD co-teach with her one period each week was on her planning time with no students. She spent a portion of her planning time showing the auditors around her room and discussing projects displayed and the role of multi-cultural education in her classroom. Her classroom is a showcase of several ethnic studies, not limited to Mexican American, African American, Asian American, many tribes of Native American, and traditional American history. Both the teacher-made materials and the student work displayed throughout her room show clear evidence to the alignment of Arizona state standards, particularly in social studies and language arts. An example of this alignment existed in student-created timelines of American History events utilizing news articles and photographs. This particular assignment covers at minimum the following two Arizona State Standards: Social Studies for grades 6 to 8, Strand 1, Concept 1,

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PO 3 (Construct timelines of the historical era being studied.) and Reading for grades 6 to 8, Strand 3, Concept 2, PO 3 (Interpret details from functional text for a specific purpose.).

Instruction

In one classroom, the audit team observed a Bilingual-G.A.T.E. math class. This class has previously been co-taught by the MASD Curriculum Specialist currently working on her doctoral degree. The students were completing an assignment from the district-adopted regular education math textbook. The teacher worked closely with each student to ensure their understanding of information, and translated information into Spanish as needed for specific mathematical clarification. Students were permitted to discuss topics as they worked and gather ideas from each other. The teacher concurred that the MASD teacher has not been present in her classroom for a while. The teacher explained that when the MASD teacher does arrive, she provides enrichment activities using G.A.T.E. strategies for math, and incorporates Mexican American culture into her lesson.

At the *Chicano Studies* course at Wakefield Middle School, the team witnessed multi-media instruction that seamlessly incorporated social studies and language arts. The teacher handed us a copy of the days lesson to review during our visit. It documented standards, as listed and discussed in the following section, and clearly explained the implementation of the lesson he was conducting. Instructional techniques described in the plan were founded on research and were being carried out exactly as described. Every student in the room was completely engaged for the entire length of our stay. A PowerPoint lesson involving the Mexican American Revolution presented a strictly historical standpoint. Students made notes and voluntarily discussed how each event affected the next, drawing conclusions based upon cause and effect relationships. As new vocabulary arose, the teacher used direct instruction strategies to present meanings and effectively asked questions to confirm student understanding. The next activity required students to analyze music lyrics from a poetry standpoint, identifying stanzas and forms of poetic prose. This occurred while the students listened to the music including songs written during the Mexican American Revolution. The level of student engagement was high due to the strength of instructional practice and motivational tone of the teacher.

Alignment to Standards

In each of the three classrooms, posted Arizona State Standards and/or classroom objectives for each class taught in that room that aligned with the instruction witnessed by the audit team, with one exception in the *Chicano Studies* course at Wakefield Middle School. Before this exception is described, it must be noted that *Chicano Studies* is an elective class, not taking the place of traditional social studies or language arts in middle school. Therefore, any incorporation of social studies and language arts standards into this elective course of study serves to enhance the achievements of students taking this course, as it is an augmentation to those areas of study.

In the *Chicano Studies* course at Wakefield Middle School, the audit team observed instruction precisely aligned to the Arizona State Standards referenced on the teacher's chalkboard and listed below. In addition, materials around the room, including many examples of student work, clearly displayed the use of those standards in every day instruction, as previously indicated.

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Eighth Grade Reading:

Strand 1, Concept 6, PO 1 (Predict text content using prior knowledge and text features), PO2 (Confirm predictions about text for accuracy) and PO3 (Generate clarifying questions in order to comprehend text)

Eighth Grade Writing:

Strand 2, Concept 1, PO1 (Use clear, focused ideas and details to support the topic), PO2 (Provide content and selected details that are well suited to audience and purpose), PO3 (Develop a specific explanation or exploration of the topic) and PO4 (Include ideas and details that show original perspective).

In this same classroom, however, there was a social studies standard displayed on the board that the audit team considered to be an empty/invalid use of a standard: Eighth Grade Social Studies, Strand 2, Concept 6 (The Age of Revolution: Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems). This standard would be applicable to the instruction of the Mexican American Revolution occurring in this classroom; however, the state includes no performance objectives for this concept at the eighth grade level. This is an indication that this course of study is not emphasized at this particular grade level according to Arizona State Standards. This acknowledged, it must also be noted that there are multiple other Arizona State Standards for eighth grade social studies that were significantly more appropriate to this lesson, specifically: Strand 2, Concept 1, Research Skills for History: PO1 (Construct charts, graphs, and narratives using historical data), PO4 (Formulate questions that can be answered by historical study and research), PO7 (Analyze cause and effect relationships between and among individuals and/or historical events), and PO8 (Analyze two points of view on the same historical event), and also Strand 4, Concept 1, PO3 (Interpret maps, charts, and geographic databases using geographic information), and Concept 2, PO2 (Explain the factors that contribute to political and social change in various world regions), PO4 (Examine how the role of the media, images, and advertising influences the perception of a place). Any of these standards could have been documented in this classroom as representative of the instruction occurring at that time. Therefore, the exception to standards alignment mentioned above does not question **whether** standards were directly instructed, but rather **which** standards were directly instructed.

As previously stated, the strong incorporation of both social studies and language arts standards into an elective course of study serves to enhance the achievements of students. Additionally, the corresponding use of integral research-based instructional practices by this particular teacher as witnessed by the audit team, verifies that participation in this class by any student has the potential to result in further academic adeptness that may transfer into other academic settings.

Textbooks

At Pistor Middle School, only district-adopted subject area textbooks in math and language arts were evident.

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In *Chicano Studies* at Wakefield Middle School, the teacher and students were utilizing PowerPoint presentations, relevant articles, and song lyrics as instructional materials. On the back table of the room, the team reviewed student work folders, the current week's lesson plans, and an extensive unit that had been taught prior to this unit of study. The unit found, was written by this particular classroom teacher and used by the MASD. It contained a comprehensive plan of study including detailed lesson plans, each directly documented and aligned to both social studies and language arts Arizona state standards. The unit plan included lessons that covered both traditional American history, Mexican American history, and lessons that blended them together, thereby allowing students to see the relationship between the two. An exhaustive amount of resources, including activities, projects, and assessments, rounded out the unit plan.

Arizona Revised Statue 15-112(A)

No evidence exists in any format that Arizona Revised Statue 15-112(A) is being violated at either of the two middle schools participating in the MASD program.

1. No evidence exists that instruction promotes overthrow of the US Government. The American government is being discussed through history as to how it was formed and shaped by our forefathers.
2. No evidence exists that instruction promotes resentment towards a race or class of people. Students in middle school are taught the Tezcatlipoca as a student discipline plan, resolving issues through self-reflection. In addition, En Lak'ech is emphasized. All students state and learn this, "You are my other me. If I do harm to you, I do harm to me. If I love and respect you, I love and respect myself."
3. No evidence exists that the MASD instruction is designed primarily for pupils of a particular ethnic group. Students from many ethnicities participate in the program by choice, as an elective. In addition, the Mexican American history instruction witnessed by the audit team was presented as an overlay to traditional American history, consisting of people from many cultures.
4. No evidence exists that instruction advocates ethnic solidarity instead of treating pupils as individuals. The instruction witnessed by the audit team emphasized various cultures only for their place in history. No one culture was instructed as being more important than another.

HIGH SCHOOL SUMMARY

Six course offerings within the MASD program at the high school level accross six high schools varied in levels of implementation. As of January 18, 2011 when current data was obtained, there were a total of 43 separate sections of MASD courses offered at TUSD high schools, totaling 1,196 students (a figure which may include some students more than once if they are enrolled in multiple MASD courses).

The team visited all six high schools currently implementing the MASD courses, visiting 39.5% of all high school MASD courses offered (17 of the 43 sections), and staying an average of 29.6 minutes in each of the 17 classrooms visited. Some teachers were visited on more than one occasion, simply because they teach multiple courses, at multiple schools.

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In most instances, the MASD teacher is a full-time faculty member at a particular high school. These teachers have their own classrooms and are on-staff at their particular schools. In a few instances, an MASD Curriculum Specialist comes into a high school for one or two class periods to offer an MASD course, travelling to multiple schools to offer the course selections of the MASD program. At the high school level, there are four traveling MASD Curriculum Specialists.

The audit team witnessed instruction and gathered data in 31.3% of the *Latino Literature* classes (five of the sixteen offered), 37.5% of the *American History from Mexican American Perspective* classes (six of the sixteen offered), 57.1% of the *American Government/Social Justice* classes (four of the seven offered), and 50% of the *Chicano Art* classes (two of the four offered) All of these classes were observed in classrooms throughout the six high schools where MASD coursework is offered. It is important to understand that all courses offered by the MASD program at the high school level are for eleventh and twelfth grade students only. Due to the variation in coursework at the high school level, the information provided below is organized by course title, rather than school location.

Latino Literature

Latino Literature is offered using two titles, *Latino Literature 5, 6* for eleventh grade students and *Latino Literature 7, 8* for twelfth grade students.

The course description for *Latino Literature 5, 6* reads, “This is a college preparatory course that serves as an introduction to the tremendous scope and sequence and unique impact of Chicano/Latino Literature in the United States. This course is designed to encompass the diversity of Chicano/Latino literature including folklore, short stories, poetry, non-fiction, research, and novels. Students will develop the ability to analyze poetry, prose and the media while continuing to cultivate their own beliefs and voices through persuasive writing and research.” Students who successfully complete this course currently receive 1.0 credit hours applied towards their TUSD graduation requirement in English.

As of January 18, 2011, there were twelve sections of *Latino Literature 5, 6* instructed to 325 eleventh grade students throughout the district (8.8% of all eleventh grade TUSD students); five sections at Cholla High Magnet School (93 students), one section at Palo Verde High Magnet School (28 students), two sections at Pueblo Magnet High School (49 students), one section at Rincon High School (24 students), and five sections at Tucson High Magnet School (131 students). Faculty members at these schools, with the exception of the one *Latino Literature 5*, instruct all of the sections *6* class offered at Rincon High School. At Rincon, an MASD Curriculum Specialist travels to the school to offer this course listing.

The course description for *Latino Literature 7, 8* reads, “This is a college preparatory course that serves as a continuation of the curriculum and pedagogy established in the Junior English / *Latino Literature 5, 6* courses. This course will focus on themes of social justice, resistance, and transformation through world literature, although a greater emphasis will be placed upon Latino and indigenous literature from Central, South, and North America. Students will develop the

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ability to analyze poetry, prose and the media while continuing to cultivate their own beliefs and voices through persuasive writing and research.” Students who successfully complete this course currently receive 1.0 credit hours applied towards their TUSD graduation requirement in English.

As of January 18, 2011, there were four sections of *Latino Literature 7, 8* instructed to 129 students at two high schools in the district; one section at Pueblo Magnet High School (27 students), and three sections at Tucson High Magnet School (102 students). **Error! Bookmark not defined.** Faculty members at these individual schools instruct each of the sections.

Demographics

As of January 18, 2011, 325 students from five high schools were enrolled in *Latino Literature 5, 6*. Of those 325 students, 92% were Hispanic, 4.9% were White/Anglo, 2.5% were Native American, and 0.6% was Asian American.

As of January 18, 2011, 129 students from two high schools were enrolled in *Latino Literature 7, 8*. Of those 129 students, 85.3% were Hispanic, 7% were White/Anglo, 3.1% were Native American, 2.3% were African American, 1.6% was Asian American, and 0.8% was Multi-Racial.

Environment

Of the six classes visited, a traveling MASD Curriculum Specialist who was instructing in another teacher’s classroom taught only one class. In that classroom, there was very little material on the walls, other than objectives posted by the MASD Curriculum Specialist.

In the other four *Latino Literature* classrooms observed, teachers are full-time faculty members at their respective schools. In each of those four rooms were symbols of traditional American culture, namely U. S. flags and presidential figures. All classrooms contained information relevant to high school culture, such as prom information, college pennants, and motivational posters. The most notable commonality among the five rooms was the dedication to quotations from famous Americans of many cultures and professions: authors, poets, musicians, athletes, politicians, scientists, world leaders, etc. Three of these four classrooms observed displayed Mexican American culture in addition to the traditional, for example, United Farm Workers flags, immigration and homeland security posters, and promotions for local Tucson festivals and events. Three classrooms also displayed student works and photos.

The team encountered no issues whatsoever in entering any of these classrooms. Three of the five teachers introduced themselves and spent several minutes sharing information about their classrooms. There was no union representation in these classrooms.

Instruction

As previously stated, five Latino Literature classes were visited. Four were Latino Literature 5, 6 taken by eleventh grade students, and one was Latino Literature 7, 8 taken by twelfth grade students. Regardless of current circumstance, the auditors stayed in each room for a minimum of 20 minutes, an average of 30 minutes, in order to collect information. Visits were unannounced,

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in order to witness authentic instruction. A drawback of unannounced visits, however, is that the auditors were destined to stumble into situations that vary from the norm. Because the teachers did not know we were coming, they could not plan for our arrival in any way. Such was the case in the first two of the *Latino Literature* classes described below.

In one section of *Latino Literature*, a guest speaker from a local college spoke of student choices after high school. She was passionate and grabbed the attention of several students as she spoke of funding opportunities for college, telling them not to abandon ambitions of college based on inadequate funding. The regular *Latino Literature* teacher introduced himself and explained his rationale for inviting this particular speaker. Because he has a few eleventh grade students in his class of who have ambitions of attending college, he provided this opportunity to them.

On another visit in another *Latino Literature* class, the day's objectives were posted on the board, along with assignments for each class period. Upon entering the classroom, the audit team was greeted by a substitute teacher who was only there for one day. The audit team continued the observation, remaining in the room for 30 minutes to witness the assignments, student activity, and environment of the classroom. Students watched school-wide news program via a closed-circuit television in the room. This broadcast lasted for 20 minutes and went well beyond the scope of school news. Student broadcasters reported local and state news, as well as national and international news. Because of its social justice theme, the audit team noticed one international news story in particular. The footage was from France, where Muslim women were protesting laws prohibiting them from wearing their traditional Islamic face-covering veils in public. The report went on to discuss that although the U. S. separates church and state, it allows free expression of religious and other beliefs. It was a positive message on the freedom that the United States affords its citizens, as contrasted by French laws, which prohibit religious expression in public. This news story was one of multiple other current events, typical of what anyone may watch on a morning network television program. Once the news was over, students began their assignment of reading a news article from the New York Times in 1943. Students then discussed actions arising from the zoot suit riots in Los Angeles at that time. The audit team was able to read the article, and found it to be historic in nature, stating only facts, and completely unbiased.

Two *Latino Literature* classrooms observed demonstrated a more authentic view of the course. The core approach of each of these classes was the same. Students were asked to, in the teachers' words, "interact" with the selected literature through the interplay of reading and writing, to promote critical thinking and strong articulation of ideas through intense discussion and publication activities, and to promote a more robust vocabulary for their students, as evidenced by the instructional practices utilized. The reading materials varied, but the instructional activity was intensely similar.

Students read both independently and to each other, and in one instance, were read to by their teacher. From this reading, intense conversation erupted at various times based on Socratic questioning techniques from teachers. Students used note-taking strategies that teachers indicated would be used towards various writing assignments based on the current reading assignments. Sophisticated thinking was predominant throughout, as the lessons focused on comparing, contrasting, and clarifying textual information alongside powerful dialogue. As a result, student

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engagement was paramount. All students sustained full attentiveness for the entire length of our stay in these rooms. Students were fully immersed in the text, in each other’s conversations, and in their teacher’s instruction. Additionally, strong uses of high-powered vocabulary words were encouraged, with solid clarification provided throughout.

The final Latino Literature course visited by the audit team focused exclusively on a writing project. An MASD teacher who travels from the district office as a Curriculum Specialist taught this course. Her lesson was a review of the six essential writing traits, which were at that time being used to create a self-assessment for the students’ reports about to be written. The teacher indicated for the students to determine effectiveness of their own writings before the reports were turned into the teacher would use these self-assessments. Although we would prefer to witness the true nature of each teacher’s instruction, the audit team felt that this teacher might have altered the course of her lesson. The assertion is based upon the auditors’ presence in the room, since this type of lesson review would have typically been brief at this late point in the school year, rather than being the focus of the lesson. This feeling was exclusive to this one classroom. The audit team’s preference would have been to examine instruction against a printed set of lesson plans. Nevertheless, since the district does not require use of hard copy lesson plans, this was not an option. The teacher regardless had excellent rapport with her students, there was complete engagement of all students throughout the lesson, and she utilized research-based instructional techniques within the course of the lesson, including cueing to activate prior knowledge, direct vocabulary instruction, and student note taking. The lesson was aligned to the Arizona State Standards for writing that were posted on the wall, as documented below.

Alignment to Standards

Four of the five courses had state standards and/or class objectives clearly labeled in the room, and classroom instruction appropriately aligned.

A partial listing of Arizona State Standards both documented and instructed during the team’s visit is listed below. All are eleventh and twelfth grade reading and writing standards. The alignment by the *Latino Literature* courses to these standards designed for core instruction, maintains its credibility as a core course of instruction in TUSD.

Eleventh Grade Reading:

Strand 1, Concept 4, PO 2 (Identify the meaning of metaphors based on literary allusions and conceits)

Strand 1, Concept 5, PO 1 (Read from a variety of genres with accuracy, automaticity, and prosody)

Strand 1, Concept 6 (Employ strategies to comprehend text.), PO 1-5

Strand 2, Concept 1, PO 1 (Evaluate the author’s use of literary elements: theme, point of view, characterization, setting, plot) and PO 2 (Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers’ emotions.)

Strand 2, Concept 2 (Historical and Cultural Aspects of Literature: Recognize and apply knowledge of the historical and cultural aspects of American, British, and world literature.), PO 1-3.

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Eleventh Grade Writing Standards:

Strand 2, Concept 1 (Ideas and Content: Writing is clear and focused, holding the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details. Purpose is accomplished.), PO 1-5

Concept 2 (Organization: Organization addresses the structure of the writing and integrates the central meaning and patterns that hold the piece together.), PO 1-6

Concept 3 (Voice: Voice will vary according to the type of writing, but should be appropriately formal or casual, distant or personal, depending on the audience and purpose.), PO 1-5

Concept 4 (Word Choice: Word choice reflects the writer’s use of specific words and phrases to convey the intended message and employs a variety of words that are functional and appropriate to the audience and purpose.), PO 1-5

Concept 5 (Sentence Fluency: Fluency addresses the rhythm and flow of language. Sentences are strong and varied in structure and length.), PO 1-3.

Twelfth Grade Reading:

Strand 1, Concept 4, PO 2 (Identify the meaning of metaphors based on literary allusions and conceits)

Strand 1, Concept 5, PO 1 (Read from a variety of genres with accuracy, automaticity (immediate recognition), and prosody (expression))

Strand 1, Concept 6, PO 1 (Predict text content using prior knowledge and text features (e.g., illustrations, titles, topic sentences, key words), PO 2 (Generate clarifying questions in order to comprehend text), PO 4 (Connect information and events in text to experience and to related text and sources), and PO 5 (Apply knowledge of organizational structures (e.g., chronological order, sequence-time order, cause and effect relationships, logical order, classification schemes, problem-solution) of text to aid comprehension)

Strand 2, Concept 1, PO 2 (Interpret figurative language, including, personification, hyperbole, symbolism, allusion, imagery, extended metaphor/conceit, and allegory with emphasis upon how the writer uses language to evoke readers’ emotions)

Strand 2, Concept 2, PO 1 (Describe the historical and cultural aspects found in cross-cultural works of literature)

The only *Latino Literature* class observed by the team that did not display standards or content objectives was the class with a guest speaker.

Textbooks

As there was a minimum of two team members attending each classroom visit, a brief review of textual materials was conducted at each site during the visits. Below, are a list of texts identified by the team and whether they were observed them in use, or if they were simply sitting on the shelves.

Seen in use -

The Language of Literature, ISBN 0-395-93181-9(predominate textbook seen by the team for this course)

Bless Me, Ultima, ISBN 0-446-60025-3

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Devil's Highway

Seen on shelves, uncertain of use-

Mexican American Literature textbook

Glencoe's *Writer's Choice* (grammar and composition)

Oedipus, the King Electra, ISBN 0-19-283-588-2

The Fabulous Sinkhole by Jesus Salvador Trevino

The Handmaid's Tale by Margaret Atwood

Zoot Suit and Other Plays by Luis Valdez

Like Water for Chocolate by Laura Esquivel

When I Was a Puerto Rican by Esmeralda Santiago

The Circuit Stories from the Life of a Migrant Child by Francisco Jimenez

Arizona Revised Statue 15-112(A)

No evidence exists in any format that Arizona Revised Statue 15-112(A) is being violated in any of the five *Latino Literature* courses visited.

1. No evidence exists that instruction promotes overthrow of the US Government. The American government was not discussed in any of these courses.
2. No evidence exists that instruction promotes resentment towards a race or class of people. Students all demonstrated respect for each other during classes. It was obvious that this is the prevailing expectation of all teachers visited. In addition, no materials in the classrooms, whether seen used or not, promote any form of resentment towards a particular race of people.
3. No evidence exists that the MASD instruction is designed primarily for pupils of a particular ethnic group. Although much, but not all, of the literature read in these courses was written BY Mexican American people, they were not written exclusively FOR specifically Mexican American people. The print materials found in these classrooms, whether seen in use or not, contained themes of identity, dealing with hardships, loss of a loved one, facing peer pressure, human relationships, and realistic fiction designed to capture a time in history.
4. No evidence exists that instruction advocates ethnic solidarity instead of treating pupils as individuals. The team found no evidence of print materials being used in *Latino Literature* that emphasized unity or solidarity among a particular race of people. Instruction was designed to further the achievements of every student in the room, regardless of race or ethnicity. Each student was encouraged to voice his/her opinion, regardless of whether or not others agreed with it. Students were discussing various viewpoints throughout the lesson, and no instructor coaxed or encouraged any response outside of honest opinions from students.

American History/Mexican American Perspectives

American History/Mexican American Perspectives is offered to eleventh grade students at each of the six MASD participating high schools.

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The course description for *American History/Mexican American Perspectives* reads, “This is a college preparatory course that presents an in-depth interdisciplinary study of the major developments in the unique history of Mexican American/Chicano experience within the context of American History. Traditionally, the contributions and experiences of Mexican Americans/Chicanos in American History courses have been noticeably absent. Students will engage in a course of study that encompasses the pre-Columbian period through contemporary times. Special emphasis will be given to the post-Treaty of Guadalupe Hidalgo (1848) experience through a critical-thinking, literature-based, and writing emphasis approach.” Students who successfully complete this course currently receive 1.0 credit hours applied toward their TUSD graduation requirement in Social Studies.

As of January 18, 2011, there were 16 sections, or classes, of *American History/Mexican American Perspectives* instructed to 427 students throughout the district; one section at Catalina Magnet High School (22 students), five sections at Cholla High Magnet School (143 students), one section at Palo Verde High Magnet School (24 students), two sections at Pueblo Magnet High School (51 students), two sections at Rincon High School (42 students), and five sections at Tucson High Magnet School (145 students). All sections are instructed by faculty members at these particular schools, with the exception of the one *American History/Mexican American Perspectives* class offered at Palo Verde High Magnet School. At Palo Verde, a traveling MASD Curriculum Specialist offers this course listing and instructs the class.

Demographics

As of January 18, 2011, 427 students from six high schools were enrolled in *American History/Mexican American Perspectives*. Of those 427 students, 92.3% were Hispanic, 4% were White/Anglo, 2.3% were African American, 0.7% was Native American, and 0.7% was Multi-Racial.

Environment

Of the six classes the team observed, two were taught by traveling Curriculum Specialists from the MASD. The other four are permanent faculty members at their respective schools.

All six classrooms contained material from both traditional American culture and Mexican American culture. Some examples of environmental print materials representative of this include: US flags (one enormous, hand-painted version), world maps, En La Kech (“You Are My Other Me”) posters, “Defend Ethnic Studies” posters, the Declaration of Independence, United Farm Workers flag, fliers for family events for Chicano Studies, and most notably, pictures of various historical figures including Martin Luther King, Gandhi, Cesar Chavez, John F. Kennedy, Einstein, Malcolm X, Mohammed Ali, and Bob Marley.

The team encountered no resistance in entering any of these classrooms. Three of the six teachers greeted us and spoke with us regarding their current assignments and projects. It is worth

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mentioning that at Catalina High School; the course was entitled *American History from a Multiple Culture Perspective*.

Instruction

Although the team did not find violations of Arizona Revised Statue 15-112 (A) during classroom visitations and although instruction was found to be research-based, founded upon Arizona State Standards and highly effective, the team nonetheless has recommendations for improving the MASD program at TUSD. One of those recommendations includes unifying the curriculum so that it may be used in a broader scope throughout the district. This recommendation is evidenced here, as each of the six classes was focused on a different topic of American History. Each was a credible, reasonable topic of study, and founded upon Arizona State Standards. It was expected; however, that the classes would cover similar material at this juncture of the school year. It is important to realize, however, that there could be reasons beyond the team’s awareness for this being the case. For example, it is feasible that materials are shared within the department, requiring teachers to utilize them at different times. Nevertheless, the team stands by the recommendation to unify the curriculum into a long-term planning timeline that will guide all teachers instructing this course. This unification of curriculum would allow the department to prove its competency at delivering core curriculum, as well as provide for future expansion of the program with a reassurance of fidelity.

Due to the variation of topics and instruction among these six classes covering the same course topic, they will be discussed individually below.

The course at Catalina High entitled *American History from a Multiple Culture Perspectives*, was beginning to write research papers. They had previously been studying how Mexican immigrants and Latinos were affected by great social changes that took place during the early to mid-1900s in the US. This came on the heels of their study of the Mexican Revolution. At this particular class period, the teacher conducted a review of previous information, and then began the selection of important figures from this period for each student to research based on this theme. Some of the historical figures selected were Roosevelt, W. Wilson, Pancho Villa, Truman, Clara Barton, General Pershing, and the Solidaras. He took his class (and the audit team) to the library to begin research. Students worked at computer stations and found print material to begin their research. This teacher showed us his lesson plans for the week, which were aligned to Arizona State Standards and followed exactly what was happening in his classroom. He also took the time to answer questions we had regarding the textbooks used in his class.

At a different high school, the audit team encountered a class studying effects of the Nazi regime on American history. On this particular day, students were writing an opinion paper, whereby when the teacher asked, “Why were the Germans so eager to buy into what Hitler was saying?” Students were very engaged in this project and were discussing and disputing controversies with each other. The teacher was very focused on the students’ thinking profoundly about the subject. As a student argued that he would never have followed Hitler, the teacher urged him to think deeper and put himself in the position of a German citizen of that time. He told him about the specific propaganda used at that time and was very convincing of just how feasible it was that

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people would agree to what Hitler was saying. The conversation was powerful. In another interaction, a student asked if what he had written was right. The teacher asked her, “Is it your opinion? Then yes, it is right.” He provided clarification regarding the persuasive writing format, word usage, language expression, and specific vocabulary. He had an excellent rapport with his students, as all were engaged, there were no discipline issues, and every student felt free to question and freely express their ideas.

Another class was held in a science lab with a traveling MASD Curriculum Specialist. This class was watched the documentary on Cesar Chavez entitled *Common Man, Uncommon Vision*. It focuses on non-violent protesting and Chavez’s sacrifice for the people he stood for, the farm workers. The main theme of the film is similar to the theme of Martin Luther King or Gandhi’s messages: nonviolence even in the face of violence. The teacher stopped the film at critical moments to converse with students and question their comprehension of the material and the vocabulary used. The questioning generated student exchange saturated with critical thinking and well-thought-out responses from students. All students were fully engaged in both the film and the discussions.

Another traveling MASD teacher had students presenting their PowerPoint presentations of research conducted. Topics varied and included Jim Crow laws, the KKK, unions, and Marxism. During student presentations, some slides directed audience members to respond to comprehension questions in writing. During this point of the presentation, the flow of the lesson lagged. The deliberation that followed once students completed their answers was thought provoking, as students asked stimulating queries of their peers. The teacher did not become involved in the student deliberations, many questions were left unanswered, and concepts left misunderstood. The audit team felt that it might have been their presence in the room may have prevented this teacher from engaging with her class, as she said very little throughout the lesson.

In a classroom of only ten students, the team observed a young teacher finalizing one unit and beginning another. An assessment taken from the smart board marked the end of the “Big Business and Unions” unit. The teacher informed us that her students created their own assessments for this unit, and what we were witnessing the end of the process. She then commenced her unit on immigration with a PowerPoint lesson. Students took “drawing notes,” meaning that during her lesson, they could draw images that came to mind, write down important names and dates, and jot down relevant vocabulary or questions. The topics she covered in this introductory lesson on immigration included Ellis Island and Asian Immigration on the west coast. The universal theme was the struggle of immigrants and why they were willing to make this sacrifice to come into the US.

In another classroom of only ten students at a different school, students studied World War II. The discussion included analysis of causes and events that led to the war, in addition to events that arose amid the war. The teacher made note of the Mexican Americans that served in WWII as a point of relevant history. Students and the teacher were sitting at desks in a circle in the center of the room, creating an intimate environment that lent itself to conversation. Students were fully engaged in the exchange and provided discerning feedback. The teacher also provided a worksheet as scaffolding for the chapter. The students read the worksheet “popcorn style,” meaning that various students took turns reading at random times. This teacher had a gentle

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demeanor with students. It was clear that she has a close relationship with them and maintains their trust.

Alignment to Standards

Every *American History/Mexican American Perspectives* classroom the audit team visited had either Arizona State Standards, classroom objectives, or both posted. Each teacher's instruction closely mirrored objectives posted in their room.

A partial listing of Arizona State Standards both documented and instructed during the team's visit is listed below. All are high school social studies standards. As the Arizona State Standards, set combines all high school social studies courses into a single organizational format, each of these standards are taken from Strand 1: American History. The alignment by the *American History/Mexican American Perspectives* course to this strand of standards maintains its credibility as a core course of instruction in TUSD.

Strand 1, Concept 7, PO 2 b (Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries: b) changing patterns in Immigration, e.g., Ellis Island, Angel Island, Chinese Exclusion Act, Immigration Act of 1924)

Strand 1, Concept 7, PO 2.f (Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries: f) Roaring Twenties, e.g., Harlem Renaissance, leisure time, jazz, changed social mores)

Strand 1, Concept 8, PO 2 a-c and e (Describe the impact of American involvement in World War II: a) movement away from isolationism, b) economic recovery from the Great Depression, c) home front transformations in the roles of women and minorities, e) war mobilization, e.g., Native American Code-Talkers, minority participation in military units, media portrayal).

Additionally, it should be mentioned that although they are not listed here, the teachers of the *American History/Mexican American Perspectives* course also utilized additional Arizona State Standards for reading, writing, and language arts as the vehicle for social studies instruction.

Textbooks

As there were a minimum of two team members attending each classroom visit, a brief review of textual materials was conducted at each site during the visits. Below, texts are identified by whether they were seen by the team in use, or simply sitting on the shelves.

Seen in use:

The American Vision (in every classroom as main text for this course)

US Government: Democracy in Action (Glencoe)

In classroom, not sure of usage:

Glencoe *World History*

Atlases and maps

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500 Years of Chicano Studies

North of the Rio Grande: The Mexican American Experience in Short Fiction

(Various authors of various ethnicities)

The Mexican American Heritage, 2nd edition

(The team only saw this book in one classroom and asked about it specifically. Teacher states that it isn't used anymore. It is 17 years old and out-dated.)

Arizona Revised Statue 15-112(A)

No evidence exists in any format that Arizona Revised Statue 15-112(A) is being violated in any of the six *American History from Mexican American Perspective* courses visited.

1. No evidence exists that instruction promotes overthrow of the US Government. The American government was taught only from a historical perspective in the classrooms observed by the audit team.
2. No evidence exists that instruction promotes resentment towards a race or class of people. The history courses observed were exactly that, history courses. People from multiple ethnicities were discussed in the context of their place in history.
3. No evidence exists that the MASD instruction is designed primarily for pupils of a particular ethnic group. The scope of history covered in these courses is designed for all students to gain a thorough understanding of the historical figures and events that occurred throughout time in our country.
4. No evidence exists that instruction advocates ethnic solidarity instead of treating pupils as individuals. Nothing in the materials or coursework of this course advocates ethnic solidarity. The Mexican American history taught in this course is blended into the traditional American history taught in other classrooms.

American Government/Social Justice

American Government/Social Justice is offered to twelfth grade students at four of the six MASD participating high schools.

The course description for *American Government/Social Justice* reads, “This is a college preparatory course that examines the structure, philosophy, accomplishments, and workings of the American government. Students will examine and analyze why the American political system operates as it does, how all people can and should contribute to the strength of the U.S. government, how all people can and should optimally benefit from this government system, and why this government system endures. Moreover, this course is a component of a research program that is centered within the notion of social justice, law, policy, and education. In collaboration with the University of Arizona’s Mexican American Studies & Research Center, students will become social scientists and will focus upon issues and problems that they, as Latino and non-Latino students alike, face in their schools and communities regarding government and policy. The research findings from this project will be used to create solutions to the issues and problems identified by the students. Furthermore, the findings of the students’ research will be presented as the *Social Justice Education Project* to relevant bodies of policy

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makers.” Students who successfully complete this course currently receive 1.0 credit hours applied toward their TUSD graduation requirement in Social Studies.

As of January 18, 2011, there were seven sections, or classes, of *American Government/Social Justice* instructed to 202 students at four high schools throughout the district; two sections at Cholla High Magnet School (52 students), one section at Pueblo Magnet High School (28 students), two sections at Rincon High School (53 students), and two sections at Tucson High Magnet School (69 students). Most of the sections are instructed by faculty members at these particular schools, with the exception of the two *American Government/Social Justice* classes offered at Rincon High School and the two *American Government/Social Justice* classes offered at Tucson High Magnet School. At Rincon and Tucson, two different MASD Curriculum Specialists travel to these schools to offer this course listing and instruct the classes.

Demographics

As of January 18, 2011, 202 students from four high schools were enrolled in *American Government/Social Justice*. Of those 202 students, 86.1% were Hispanic, 8.4% were White/Anglo, 2.5% were African American, 2% were Native American, and 1% was Asian American.

Environment

It is important to note that in a few instances, the classrooms where the *American Government/Social Justice* classes were taking place are the same classrooms in which some of the other courses were underway. In addition, three of these four teachers were mentioned as instructors of previous course listings. Therefore, much of the environmental data will be repeated for their classrooms.

Environmental materials located in these four classrooms represent both traditional American culture and Mexican American culture. Some examples include: US flags, the Declaration of Independence, world maps, “Defend Ethnic Studies” posters, immigration and Homeland Security fliers, the Four Tezcatlipokas, and most notably, pictures and quotes from historic figures including Eleanor Roosevelt, Malcolm X, Geronimo, Bob Marley, Cesar Chavez, Martin Luther King, and Mahatma Gandhi.

The team encountered no resistance whatsoever with entering any of these classrooms. Two of the four teachers chose to speak with us and offered seats in their rooms. In one classroom, a TEA union rep sat on the far side of the room. She was unobtrusive, stayed in one place, and took notes.

Instruction

Each of the four classes observed were in varying states of project completion. The main component in each of these classes was a desire to know and understand current events relevant to students, and the research and discussion strategies necessary to report findings and accept varying opinions. To this end, each of the four classes exhibited high levels of analytical

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thinking, evidenced through classroom encounters witnessed by the audit team. The variance between the courses rested in the topics covered in the current research reports. Some examples of current student projects include the Harlem Hellfighters and the Treaty of Versailles, lobbyists and special interest groups and their influence over the legislative branch of government, the local debate over the Ethnic Studies program at TUSD, and factual presentations on the branches and departments of our government and their responsibilities. Even in the classroom with factual presentations only, without added student opinion, the comprehension of subject matter was evident in the merit of conversations held by students during presentations. Students in *American Government/Social Justice* classes were encouraged to watch the news, read the newspaper, and learn about what is happening in their world. No one political party was mentioned and no particular way of thinking was taught during the audit teams' visits. The emphasis in each class was on individual opinions and how to express those opinions respectfully.

On a side note, the teacher whose class was reporting on the Ethnic Studies debate seemed hesitant regarding us realizing the topic of her students' research. However, upon review of the instructional practices, the team learned of the techniques students used to gather data, create surveys, conduct interviews, assimilate prior knowledge and new data, and create detailed reports. It is the team's determination that the topic was relevant to the students' lives and the instructional practices promote learning of research strategies necessary for college-bound students. Incidentally, none of the topics researched was outside of this scope. All were relevant to all students at that particular school and were taught in the spirit of research for knowledge and technique.

Alignment to Standards

All research projects in each of the four classes were clearly aligned to Arizona State Standards for language arts and social studies, as evidenced by objectives written in classrooms, alignment of teacher instruction, and outcome of student discussions.

A partial listing of Arizona State Standards both documented and instructed during the team's visit is listed below. All are high school social studies standards. As the Arizona State Standards, set combines all high school social studies courses into a single organizational format, each of these standards are taken from Strand 3: Civics/Government. The alignment by the *American Government/Social Justice* courses to this strand of standards maintains its credibility as a core course of instruction in TUSD.

Strand 3, Concept 2, PO 5b and 5f (Analyze the structure, powers, and roles of the legislative branch of the United States government: b) role of competing factions and development of political parties and f) influence of staff, lobbyists, special interest groups and political action committees (PACs)

Strand 3, Concept 2, PO 7c (Analyze the structure, powers, and roles of the judicial branch of the United States government, including landmark United States Supreme Court decisions: c) dual court system of state and federal courts

Strand 3, Concept 2, PO 9a-9b (Analyze the forms, structure, powers and roles of local government: a) county government, boards of supervisors, sheriffs, county attorneys, and others and b) mayor, council, city manager, and other city officials)

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Strand 3, Concept 4, PO 5a and 5b (Describe the role and influence of political parties, interest groups, and mass media: a) political perspectives and b) influence of interest groups, lobbyists, and PAC's on elections, the political process and policy making)

Strand 3, Concept 5, PO 2 (Describe factors (e.g., trade, political tensions, sanctions, terrorism) that influence United States foreign policy)

Additionally, it should be mentioned that although they are not listed here, additional Arizona State Standards for reading, writing, and language arts were also utilized as the vehicle for social studies instruction by the teachers of the *American Government/Social Justice* course.

Textbooks

The only textbook seen used in these classrooms was a district-adopted American Government text.

Arizona Revised Statue 15-112(A)

No evidence exists in any format that Arizona Revised Statue 15-112(A) is being violated in any of the four *American Government/Social Justice* courses visited.

1. No evidence exists that instruction promotes overthrow of the US Government. During the audit team's visits, the American government was taught as it exists in terms of the executive, legislative, and judicial branches. At no time was any conversation even remotely relevant to the overthrow of the US government.
2. No evidence exists that instruction promotes resentment towards a race or class of people. Race or class of people was not even a topic of discussion in these classes during our visit. The audit team found these classes to be less relevant to Mexican American culture than others presented in this report.
3. No evidence exists that the MASD instruction is designed primarily for pupils of a particular ethnic group. Here again, during the audit team's observations no particular race of people are mentioned in any of these classes. It was not of relevance to instruction in this course.
4. No evidence exists that instruction advocates ethnic solidarity instead of treating pupils as individuals. Ethnic solidarity was not a topic in any of these classes, as race or culture of any type of people was never even mentioned. Culture of any kind was not a topic discussed.

Chicano Art

Two separate courses of *Chicano Art* are offered to ninth through twelfth grade students at Pueblo Magnet High School. They are *Beginning Art 1 & 2: Chicano Art* and *Advanced Art 1 & 2: Chicano Art*.

The course description for *Beginning Art 1 & 2: Chicano Art* reads, "Chicano Art: Beginning Art students will develop a personal portfolio that will address a broad interpretation of drawing and painting issues, which emphasizes art making as an ongoing process that involves the students in informed and critical decision making. Chicano Art: Beginning Art students will do a sustained

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investigation of all three aspects involved in portfolio development – quality, concentration, and breadth. *Quality*: Through direct teacher instruction, emphasis will be placed on the production of a volume of quality pieces of artwork, which enables students to develop mastery in concept, composition, and execution in a variety of mediums. *Concentration*: Body of work will be focused on a process of investigation, growth, and discovery. *Breadth*: Content will be derived from social commentary, political statements, and social justice issues from a multicultural perspective. Chicano Art: Beginning Art students will be free to explore and develop their personal interests and ideas and concentrate on developing a body of work that expresses their own unique visual voice.” Students who successfully complete this course currently receive 1.0 credit hours applied toward their TUSD graduation requirement in Fine Arts.

As of January 18, 2011, there were three sections, or classes, of *Beginning Art 1 & 2: Chicano Art* instructed to 89 students at Pueblo Magnet High School, each instructed by a faculty member.

The course description for *Advanced Art 1 & 2: Chicano Art* reads, “Chicano Art: Advanced Art students will continue to develop personal portfolio that addresses a broader interpretation of drawing and painting issues, which emphasizes art making as an ongoing process that involves the students in informed and critical decision making. Chicano Art: Advanced Art students will do a sustained investigation of all three aspects involved in portfolio development – quality, concentration, and breadth. *Quality*: through direct teacher instruction, emphasis will be placed on the production of a volume of quality pieces of artwork, which enables students to develop mastery in concept, composition and execution in a variety of mediums. *Concentration*: Body of work, will be focused on a process of investigation, growth and discovery. *Breadth*: Content will be derived from social commentary, political statements, and social justice issues from a multicultural perspective. Chicano Art: Advanced Art students will be free to continue exploring and developing their personal interests and ideas and concentrate on developing a body of work that expresses their own unique visual voice and creating art that matters.” Students who successfully complete this course currently receive 1.0 credit hours applied toward their TUSD graduation requirement in Fine Arts.

As of January 18, 2011, there was one section, or class, of *Advanced Art 1 & 2: Chicano Art* instructed to 24 students at Pueblo Magnet High School, which is instructed by a faculty member.

Demographics

As of January 18, 2011, 89 students from one high school were enrolled in *Beginning Art 1, 2: Chicano Art*. Of those 89 students, 89.9% were Hispanic, 5.6% were Native American, 2.2% were White/Anglo, and 2.2% were African American.

As of January 18, 2011, 24 students from one high school were enrolled in *Advanced Art 1, 2: Chicano Art*. Of those 24 students, 75% were Hispanic, 20.8% were White/Anglo, and 4.2% were Native American.

Environment

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Most environmental print in the room was art-related: perspective, shading, color wheels, but most predominantly, student work samples. There were a few cultural artifacts in the rooms, including immigration information, an anti-homophobic flier, “We reject racism,” and a copy of the AZ Sun article about the TUSD teachers filing a law suit. All text was entirely in English.

The team encountered no resistance in entering these rooms, and no union representation was present.

Instruction

In each room, students were completely engaged in completing their works of art. In *Beginning Art 1,2: Chicano Art* class, painted still-life. Students mixed their own paint and worked individually, talking about their works minimally with each other. In *Advanced Art 1,2: Chicano Art*, students worked in many different media including paint, chalk, and pencil. They predominantly created self-portraits, in which they were free to interpret any way they chose. Other self-portraits lined the walls of the room and showed creative forms of self-expression through amazing works of art. In each of the rooms, an instructional environment was created expressly for art through the lighting and quietness within the room. In each of the classrooms, the teacher circulated the room and offered advice and assistance to individual students. Feedback was constructive and specific, offering assistance with shading, use of color, and balance. Both teachers had excellent rapport with their students, as students trusted their teachers with their thoughts on their work. All students in both classrooms were completely immersed in their work.

Alignment to Standards

Although auditors did not see content objectives posted in these classrooms, instruction clearly aligned to the following Arizona State Standards for Visual Arts, as evidenced by instruction in the classroom, student activity during the lesson, and student work being created. Below is a partial list of Arizona State Standards demonstrated in these classrooms.

Beginning Art 1,2: Chicano Art:

Strand 1, Concept 1, PO 102 (Make and explain revisions in his or her own artwork)

Strand 1, Concept 2, PO 101 (Identify and experiment with materials, tools, and techniques in his or her own artwork) and PO 102 (Use materials, tools, and techniques appropriately in his or her own artwork)

Strand 1, Concept 4, PO 101 (Select and use subject matter and/or **symbols** in his or her own artwork)

Strand 2, Concept 5, PO 102 (Demonstrate respect while responding to others’ artwork)

Advanced Art 1,2: Chicano Art:

Strand 1, Concept 2, PO 301 (Identify and experiment with materials, tools, and techniques appropriately and expressively in his or her own artwork)

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Strand 1, Concept 2, PO 302 (Demonstrate purposeful use of a range of materials, tools, and techniques in his or her own artwork)

Strand 1, Concept 4, PO 302 (Create artwork that communicate substantive meanings or achieve intended purposes, e.g., cultural, political, personal, spiritual, and commercial)

Strand 2, Concept 5, PO 302 (Demonstrate respect while responding to others' artwork)

Textbooks

No textbooks were observed in either classroom. Multiple other reference points including magazines and art reference books were evident.

Arizona Revised Statue 15-112(A)

No evidence exists in any format that Arizona Revised Statue 15-112(A) is being violated in either of the *Chicano Art* courses visited. Art was the only topic discussed. The artwork displayed did not suggest any evidence of the law being violated.

1. No evidence exists that instruction promotes overthrow of the US Government. During the audit team's visit, there was no discussion of the US Government in any format.
2. No evidence exists that instruction promotes resentment towards a race or class of people. During the audit team's observations, there was no direct instruction of students. All interactions were based solely upon art expression.
3. No evidence exists that the MASD instruction is designed primarily for pupils of a particular ethnic group. All students in the classes observed were engaged in individual projects, regardless of their ethnicity.
4. No evidence exists that instruction advocates ethnic solidarity instead of treating pupils as individuals. During the audit team's visit, there was no mention of ethnic solidarity whatsoever. Teachers assisted students individually and solely for the purpose of assisting in their work.

APPENDIX ITEM:

Summary of Focus Group Interviews

In an effort to capture information regarding the effectiveness of the Mexican American Studies Department, the audit team conducted interviews of many varied populations of stakeholders. Interviews occurred in two different formats. In some cases, Focus Groups of several people within the same population were interviewed together. The interviewer asked one question at a time, and everyone was provided many opportunities to answer. In other cases, stakeholders were interviewed independently due to scheduling issues and sometimes due to the proximity of the stakeholder to the MASD program controversy. In each scenario, stakeholders of the same populations were asked the same questions and were given the same opportunity to answer without time constraints. In each situation, interviewees were asked to provide an honest and accurate statement that reflected their full knowledge and understanding of the response to each query.

This report consists of feedback from the following eight focus group interview populations: District Personnel, School Board Members, Non-Instructional Staff, Community Stakeholders, Principals, Teachers, Teacher’s Unions, Parents, and Students. In order to obtain as clear of a portrayal as possible, interviews were conducted with stakeholders involved with the MASD program, as well as those who are uninvolved, or are possibly only aware, of the program, wherever this situation was applicable. For maintaining anonymity for all involved, names and titles will not be used. The purpose of this summary is not to provide detailed accounts of each conversation, rather to provide summarizing information illustrating general trends within each dialogue.

District Personnel

Throughout the course of this interview, the following questions were asked:

- What is the percentage of schools where the department programs have a direct impact in correlation to student improvement, and how has it improved student achievement?
- Are you catering to the whole K-12 spectrum and, if so, what is the percentage in which your program already has an impact at those particular school bases?
- How does your particular service align with the state standards?
- One of the support groups mentioned how the program has a correlation to math and reading. Is that the same for each of the other groups as well?
- Does the course work, or program of service, help the students become broader minded in understanding all cultures?
- What feelings of unity do students internalize as a result of the programs that you all represent?

The District personnel with which the audit team spoke with are working within departments related to various student assistance groups. They report that their work with students is a

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supplement to their education. These organizations exist to provide academic, social, familial, and community assistance to the populations of students they support. For example, they promote attendance by ensuring students have transportation to school each day. There are advisors on various school campuses to provide counseling, tutoring, and mentoring services to the various student populations they assist.

According to responses, support provided by these organizations is helping Tucson Unified School District (TUSD) close the achievement gaps within minority populations of students, particularly those from low-socioeconomic families. Several populations include refugees. These organizations help students with issues as simple as receiving eyeglasses when they need them or going by a student's house when they have not shown up for school. For these students, having someone who cares about their well-being and involved in their life makes a difference in their education. As student achievement data increases for each of their populations, they feel pride in being a part of that success, even though it is impossible to measure the extent to which services enhance that success.

Additionally, these departments strive to promote cultural awareness throughout the district through professional development and onsite mentoring of both teachers and students. By promoting communication between many populations of students, they are breaking through stereotyping and helping students to better understand their peers. This is best demonstrated through the multi-cultural symposium that is jointly hosted by these departments and others each year.

School Board Members

Throughout the course of this interview, the following questions were asked:

- Have you seen a return on investment in the MASD Program; if so, what are some specific examples that you can possibly give?
- How is budget and school improvement with regards to policy aligned with state standards?
- What are your perceptions regarding the claims that the MASD courses have improved test scores with regards to reading and mathematics?
- What feelings of unity do students internalize as a result of the curriculum?
- Does the coursework help the student think more broadly or open minded?

Due to the controversy surrounding this audit and the TUSD School Board's proximity to this controversy, it was at the audit team's discretion to interview school board members individually. Every individual has his/her own opinions on any given topic, and this is no different. One point must be made regarding the interviews with individual school board members, and that is that every member interviewed by the audit truly cares for the students in TUSD. This point was evident in each conversation, regardless of specific opinions.

Three board members interviewed by the audit team are clearly supporters of this program. The need to belong to a group and to be a part of something bigger than yourself, your culture, for example is a human characteristic that is universal. These board members feel that this is what the MASD is providing for these students. In that belonging, they can be individuals; they can be themselves.

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The ability of the MASD teachers to motivate students was another prevailing theme of the conversations with these three school board members who spoke highly of the MASD programs. Each related visitations they had made to MASD and other classrooms. Their belief is that the teachers motivate students, and that motivation may carry into other academic areas. These individuals spoke of teachers who are engaging and are able to hold students' attention through exciting instructional practices and through topics that are relevant to high school students in particular. One of the members even spoke of this motivation in terms of the graduation rate of MASD students. The belief is that these students are motivated to stay in school, to be involved, and to graduate from high school because of the MASD program and its teachers.

Two board members interviewed had differing opinions on the MASD program. One has visited classrooms, and both are concerned about some of the influence of ideas relayed to students in MASD classrooms, rather than the pedagogy. One classroom scenario mentioned involves a teacher strongly encouraging students to attend a Cesar Chavez march. Exposing students to community events that promote multi-cultural education and positive figures in history is inherently a good thing for students. What this member is concerned about is whether the MASD teachers are promoting a variety of experiences, rather than only partisan activities that promote only one agenda. In his words, "if you say go to a tea party rally, see how that is – go to a Cesar Chavez march, see how that is – go to some other kind of thing, just go and see politics in action that would sound like broadening. If you are encouraging students to go to political activities of a particular orientation, and if that's consistent over time (and since I wasn't there for that instructor more than one day, I don't know) then there's... in some sense narrowing."

Additionally, these two board members are concerned about the way some of the data is being interpreted. One member believes that by the eleventh and twelfth grades, when these students actually enter the program, they are already headed for graduation, regardless of participation in the MASD program. Another points out that the variables involved in determining data are difficult to pinpoint. If the students in the data sample have only taken one semester course of the program, what determines which portion of their success is related to that one class? Additionally, it was pointed out that the class sizes are much smaller in MASD classes, which can also account for increased student achievement.

Non-Instructional Personnel

Throughout the course of this interview, the following questions were asked of non-instructional personnel:

- Due to their studies in the MAS Programs, or not having MAS courses, can you tell a difference in the students with regards to their sense of pride and culture?
- How are school wide events aligned with the curriculum?
- Have you noticed any irregular patterns of behavior with students who are enrolled in the MAS programs? For example teacher to student, student to student, and also have you seen an increase or decrease in student referrals?
- Does the coursework help students become broader minded and understanding of all cultures?
- What feelings of unity do students internalize as a result of the curriculum?

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The majority of the non-instructional personnel spoke highly of the MASD and the effectiveness of similar programs at their school sites, also alluding to the various programs working collaboratively to offer school-wide activities that are “culturally inclusive.” In particular, most spoke about the strong relationships between MASD teachers and their students. Regardless of subject matter or circumstance, MASD teachers reach out to students and offer assistance outside of regular class work. It is not uncommon to see a MASD teacher helping a student with a math problem, or a problem with a friendship. Often MASD students will seek out the MASD teachers in times of crisis dealing with school issues before seeking out the school counselors. The same is true of teachers and students of other ethnic studies programs or classes as well.

A separate group of non-instructional personnel that was interviewed by the audit team deals with security issues at high school sites. None of these personnel was familiar with the MASD programs, or knew they were offered at their school. Overwhelmingly, they stated that the only common denominator they saw between the kids that get in trouble or that they interact with due to security issues, is that these kids are the product of single parent homes, more specifically, homes without fathers. None of these non-instructional personnel indicates any specific issues or problems that they have had in dealing with students enrolled in MASD courses.

There was one non-instructional personnel member, interviewed separately, who was opposed to the MASD program. This person believes that the same strong bond that occurs between MASD teachers and their students also occurs between other teachers and students. Contrary to many other positive teacher/student relationships previously mentioned, this individual spoke of a different scenario. One time, a student came into his office because the student’s MASD teacher reprimanded him for using the term “illegal immigrant.” Additionally, the non-instructional personnel interviewed states that he has faced reprimand from principals because of this concern over MASD issues.

Community

Throughout the course of this interview, the following questions were asked of community stakeholders:

- How has the MASD program effectively kept children out of trouble? Have you seen an increased involvement in students’ community service? Please describe.
- As members of the community how do you support children in the District and moreover, those students who are enrolled in MASD courses?
- What are your perceptions regarding the claims that the MASD courses have improved test scores across the curriculum with regards to Reading and Mathematics?
- Does the curriculum coursework help students become broader minded and understanding of all cultures?
- What feelings of unity do students internalize as a result of the curriculum coursework?

We had an opportunity to meet with the Southern Arizona Leadership Council as well. This is a group of business men and women representing businesses throughout the city of Tucson. During the meeting, each member expressed their inability to speak in reference to the Mexican American Studies course directly because none of the individuals present had any direct interface with the program, its students, or its teachers. However, the members of the Southern Arizona

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Leadership Council that were present expressed their support for the program and expressed their belief that any course or program that will help the students perform and achieve overall was worth keeping. From information they have heard and received, they perceive the Mexican American Studies Program does just as much.

The audit team was able to interview the community member who has claimed actions may have put in motion the controversy over TUSD's MASD program years ago. This person was initially concerned over statements made to her by Mexican people entering the United States for whom she was translating Spanish to English. According to her, they spoke of plans to enter the U.S. illegally, "take back their land, and throw the gringos out." She became concerned, along with others that this mind-set was being taught to students within the instructional setting of the classroom. She, along with a political activism group with whom she is involved, contacted Tom Horne, then State Superintendent of Schools for Arizona, for assistance in viewing textbooks used within the MASD program. After a comprehensive review of these materials, this person created a packet of her findings and began researching the program more extensively, which she has continued to do over the past several years, presenting her results to Mr. Horne and other interested parties. She continued this research because she was, in her own words, "horrified about the hate and revolution that they are teaching in our schools."

This individual is concerned about the instruction of the concept of Aztlan. Aztlan is the mythical place where the Aztecs supposedly settled many years ago. It is unclear as to exactly where this place would have been located if it indeed existed. There is some controversy over Aztlan itself that is contributing to the controversy regarding the MASD classes. This has been a difficult abstraction for the audit team to research. According to this interviewed community member, Aztlan is the name of the movement that Mexican people are using to take over the U. S. Therefore, she does not believe that it is appropriate for it to be taught in schools. Particularly disconcerting for her is her belief that Aztlan is taught as a real place that belongs to Mexican people that they should reclaim. According to the teachers and students we spoke with during classroom visits, Aztlan is a mythical place that represents peace and harmony among all races. It is the basis for their other teachings, such as the Tezcatlipocas and En Lak'Ech, or "You are my other me." While propaganda may exist that conveys Aztlan as the southwestern portion of the U.S., and that claims it should be returned to Mexico, no evidence of this propaganda was found in any MASD classroom or in any of the MASD materials, nor was this was the description of Aztlan provided by students or teachers.

Although she has not spoken with students personally or witnessed any classes, she has heard stories about Mexican American students deciding they are being victimized once they have taken the MASD classes. It is her belief that the MASD students are very angry and "have a bad attitude" because, "All they [MASD teachers] do is teach them to hate a particular ethnic group and to hate all white people." It is this concept that she believes is prevalent in TUSD schools, particularly in MASD classes, and she is working to have this banned. She very firmly believes that "a child is going to get murdered" if something is not done about the violence and hate being promoted in these classes.

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We reached out into the community to meet with the Tucson Hispanic Chamber of Commerce by going to their office, speaking with Administrator Leslie Leon. However, at the time Ms. Lea Marquez Peterson – President/CEO of the Tucson Hispanic Chamber of Commerce – was in the office but not available. We also paid a visit to the University of Arizona, having a brief unscheduled meeting with Mr. Roberto Rodriguez PhD, Assistant Professor for the Department of Mexican American and Raza Studies. He stated his objection to the audit process itself, which he has documented in a letter he has submitted to Dr. Huppenthal, current Superintendent of Schools for Arizona.

Principals

Throughout the course of this interview, the following questions were asked of community stakeholders:

- How many teachers on site have taught the Mexican American Studies (MASD) curriculum as a whole and promoted highly proficient students who have scored 90% or more in that particular coursework? For those who don't have the program can respond in regards to regular American history coursework.
- Specific to our social study area, for those principals that have the MASD courses and for those who do not, how are you reassuring the standards are being taught in all courses. Secondly, for classes that have the MASD coursework, what type of curriculum standards are being used?
- What courses have you seen within your schools that have made the greatest [impact] on student learning?
- Of those courses, how is it effective?
- How are you moving your lowest quartile?
- Does the coursework, taught at your schools, help students more open or broadly minded and understanding of all students?
- What feelings of unity do students at your school internalize as a result of the curriculums taught there?

Principals of elementary and middle schools provided less information regarding the MASD classes, as their schools do not receive MASD assistance or classes widely as high schools do. A couple of the elementary and middle school principals spoke of having a MASD teacher come to their school for an hour each week, but they didn't have much information regarding what was going on instructionally at that time. All principals interviewed articulated the strong emphasis their leadership places upon alignment of instruction to the Arizona State Standards. Some means through which they ensure this is unannounced visitations in their school. Teachers are expected to have the standards and objectives of each day either posted on the board somewhere, or on their desk readily available, so that when an administrator walks through the classroom, it is apparent that instruction is aligned to the standards and objectives planned for that day.

High school principals provided more information regarding instruction in MASD classes. Of the group of high school principals interviewed, approximately one-half of their schools offer MASD coursework. A few principals disclosed their belief that, regardless of coursework, the teacher of a class is the determining factor in the success of that class and of its students. According to these principals, teachers who provide “engaging, rigorous instruction that moves

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students to a higher level of thinking” every day are the ones who achieve the greatest levels of success with their students. These principals speak of teachers who are engaging and make the material taught relevant to the students in the classrooms, considering them “gold.” The consensus is that if the coursework is relevant to the students’ lives, the student will be engaged in the coursework, regardless of subject matter.

High school teachers with MASD coursework at their school spoke favorably of the program. They believe some of the MASD teachers to be the “gold” mentioned above. One principal in particular speaks of the MASD curriculum expanding students’ minds through the coursework. He emphasizes that the *American History/Mexican American Perspective* course is a true American History class, with Mexican American culture embedded. He feels strongly that these courses push students to think deeply about topics that matter to them, and that this critical thinking is what creates educated citizens who will someday make our country a better place.

Another principal states that all problems in the world come down to one of two things: ignorance and/or fear. He believes that by educating students about people who are different from themselves, or by educating them about the culture from which they are born, we are eliminating the ignorance and fear that leads to events such as the current issues in Tucson.

One principal whose school offers MASD courses brings up a different point, voicing a concern of his own. Some of the MASD courses are taught by traveling Curriculum Specialists, even at the high school level. These teachers report directly to the MASD Director and all observations and evaluations are completed by this individual, and not by any of the high school principals. The students being taught in these classes are ultimately his responsibility, so he would like to be allowed to view the MASD instruction and has not felt welcomed to do so. He does not necessarily want to take that responsibility away from the MASD Director, but would like to become part of the process.

Teachers and Teacher’s Union

Throughout the course of this interview, the following questions were asked of the Tucson Education Association (TEA) members:

- Have you seen a return on investment since the implementation of the MASD programs? If so, what are some specific examples?
- What policies have you all seen implemented to make sure state standards are implemented?
- What are your perceptions regarding the claims that the MASD programs courses have improved test scores across the curriculum with regards to reading and mathematics?
- Does the coursework help students become more open or broad minded and understanding of all cultures?
- What feelings of unity do students internalize as a result of the curriculum coursework?
- I would like to give you an opportunity to add anything else you would like to share.

TEA members interviewed by the audit team were very forthcoming with their responses to the audit team’s queries. Most became visibly emotional with tearing eyes in regards to their support for the MASD. Worry over the well-being of the students was their dominant concern, especially as this controversy has been going on for so many years. They discussed students who had little

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ambitions for life after high school who were now successfully attending college, likely because of their participation in MASD classes. In their opinion, not only are these classes aligned to Arizona State Standards, but the teachers set higher student expectations than teachers outside of the program. In addition, they mentioned that all students are invited and encouraged to take the MASD courses. The teachers are so effective that they influence student learning for all students in their classes.

Throughout the course of this interview, the following questions were asked of teachers, both those with MASD programs at their schools and those without:

- What percentages of your students are at 90% or above on their coursework, and how do you know?
- Are there MASD standards and are they integrated? How are you infusing the MASD curriculum into your traditional Arizona state standards? (For non-MASD teachers, how are you using Arizona’s state standards in your classroom?)
- How are students performing across the curriculum? Have you seen an increase in reading and math scores as a direct result of the MASD curriculum? If so how?
- Does the curriculum coursework help students become broader minded and understanding of all cultures?
- What feelings of unity do students internalize as a result of the curriculum coursework?

Many experiences were shared in the focus group of teachers, most of whom teach MASD courses. These teachers divulged that, contrary to what some may think, MASD courses helped students feel **more** a part of the United States because they recognize that all ethnicities contributed to the building of our country. These teachers also emphatically stated that every moment of their instruction is founded solidly upon Arizona State Standards. Most also teach other classes such as regular, non-MASD, English and American History. The standards are the basis for instruction in every class that they teach, not just their MASD courses. A history teacher who instructs both *American History/Mexican American Perspective* classes and traditional *American History* classes explained that he considers all of his classes to be American History classes. He teaches traditional American History to all of his students, and additionally, he exposes all of his students to the contributions of many cultures of people including African Americans and tribes of Native Americans. In his words, he infuses this “holistic approach to ethnicities and to cultures” into every course. A Latino Literature instructor stated that his students study literature written by other ethnicities of people who have influenced Mexican American society in some way, giving the examples of Henry David Thoreau, Martin Luther King, and Malcolm X.

Parents

Throughout the course of this interview, the following questions were asked of a focus group of parents:

- Have you noticed a difference in your child’s grades? Have they increased or decreased? Why?
- School grades are an indicator that a school is performing well and thusly a way to know aligned is if the school is doing well Report Card Grades. What is your school’s grade?

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- Since your child has taken these courses how have they improved? In what subject areas? Why do you think so?
- Does the curriculum coursework help students become broader minded and understanding of all cultures?
- What feelings of unity do students internalize as a result of the curriculum coursework?

Another focus group dealt with parents. We met with parents of students who are not in Mexican American Studies programs. These parents expressed that teachers of MASD classes possess a significant investment in the students' progress and are very motivating. One of the parents in our focus group knows a few of the MASD teachers and would like for their child to eventually take a MASD course.

The parents feel that special classes provide a great level of interest for their students and that it would be a big loss to lose the Mexican American Studies Program. Most of these parents have been exposed to MASD students and/or activities. They overwhelmingly think very highly of the MASD program as a whole. One of the parents learned about En Lak'Ech, or "You are my other me," and saw the firsthand effects of the teachings, which were used to settle arguments. The parents spoke regarding the quality they see in the students coming out of the MASP.

The parents of the non-MASP students express a very high level of support for the program and were very vocal in regards to their disappointment about the state of Arizona's targeting of the MASD courses. One parent really got heated and felt that this was all politically motivated.

Students

Throughout the course of this interview, the following questions were asked of high school students, some who take MASD classes, and some who do not:

- How many years have you been in the MAS program? Did you take any courses in elementary or middle school?
- Tell us about the current activities and assignments you are working on in your MAS courses. (For non-MASD, tell us about the current activities and assignments you are working on in your language arts and social studies classes.)
- What are some similarities and differences between your Chicano Studies course and other Social Studies and English courses?
- What courses that you have taken at Tucson/Cholla will you most remember, or have learned the most from?
- How does participating in the MAS program help you in other areas, whether in other classes or at home?
- We want you to feel like your voice and your opinion is being heard. If there is anything we didn't ask you, that you'd like us to know about, please feel free to share it at this time.

The audit team met with randomly selected students from two elementary schools, which have an MASD Curriculum Specialist providing instruction. At each of these schools, two separate focus groups took place. One group of students interviewed was in the MASD class at their

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school and the other group was not. In the elementary schools, the MASD program is a weekly co-taught lesson between the regular classroom teacher and a travelling MASD Curriculum Specialist.

Elementary school students who participate overwhelmingly enjoy the instruction provided by their MASD teachers. Students spoke of the Tezcatlipocas, and how that instruction teaches them to love themselves and respect other people. They also have special memories of learning music, particularly through a guest speaker who brought drums into their classroom and taught them to play. Students not involved in the project said that they like learning about people from different cultures and would like to have more of that type of instruction in their classroom.

In middle schools, the MASD program varies by format. In some cases, a MASD Curriculum Specialist comes into the classroom to co-teach with the classroom teacher, as in elementary school. There are also two designated elective courses at one middle school. Randomly selected students from this school were interviewed, all of whom were in these elective MASD classes.

Students report their current assignments in these elective classes range from reading blogs, studying the laws, and how they relate to the ethnic studies courses, and discuss how current events will affect the future of their classes. The students also have read articles about the proposed laws that will affect Chicano Studies and write about them. They have been learning about Chicano history and Poncho Villa.

Students stated they learn more about different cultures in Chicano/Independent studies as opposed to regular history classes, they learn more about their ancestry if they are Mexican American, and they get to express themselves more. As one student says, “more discussion versus just book work.” Another student feels that social studies is basic American history, while Chicano/Independent Studies classes teach students about how Mexican Americans contributed to American history as well.

It is important to note that these students are taking social studies, language arts and *Chicano Studies* simultaneously, as the MASD class is an elective in middle school. The question was asked of the students, “What course do you perform best in?” Most of the students stated they feel they are performing best in their Chicano or Independent Studies courses. The students stated they feel this way because they can relate to these courses, therefore have more interest, and ultimately perform better.

The audit team had the privilege of speaking with many randomly selected TUSD high school students, some currently enrolled in MASD courses, some previously enrolled in MASD courses, and some with no experience in the program. Before summarizing some of their comments below, the audit team would be remiss to not affirm their impression of these students as articulate and intelligent individuals. They voluntarily expressed their opinions in a way that showed both maturity and confidence. Regardless of outcome, it is the desire of the team that all decision making by the District and the Arizona Department of Education focus around their true clients, the students of TUSD.

None of the high school students spoke negatively of their MASD courses or teachers. Many spoke of the increased motivation to do well in school since being enrolled in the program.

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Students said that their MASD teachers taught the topics that their peers were learning in non-MASD classes, in addition to adding cultural depth, involvement in community, and a sense of pride in accomplishments to the curriculum.

Every group of high school students interviewed spoke of their interest and involvement in community that they attribute to the MASD program. Several students spoke of En Lak'Ech, saying they have learned to respect people of all cultures by seeing them as an extension of themselves. Students say this is the philosophy that propels them into their community involvement. They look outside of their own lives and want to learn about other people, how they feel, what their issues are, and do something about it. One student mentioned he is Puerto Rican and Mexican and his plan for after high school is to enter the Marines because, "I want to be able to say that I helped out a country that adopted me."

Some MASD students stated that they feel the difference between regular courses and the MASD courses is the fact they learn more and they are more interested in learning because they can relate to the coursework. Another student who actually has both a regular American Government class and a Mexican American studies class stated the difference in the two classes for her was between the teachers. She stated that the regular American Government class teacher lacked enthusiasm about what she was teaching and seemed as though she was just teaching another class. On the other hand, the Mexican American Studies teacher was enthusiastic and engaged into what he was teaching and, therefore, made the class more exciting.

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APPENDIX ITEM:

Tucson Unified School District Data Sources

Tucson Unified School District								
Department of Accountability and Research								March 11, 2011
Re-Analysis of AIMS Outcomes for Mexican American Studies (MAS) Students								
Table 1. AIMS Passing Rates in the Junior Year for Sophomore Year Non-Passers Comparison of Students Taking/Not Taking a MAS Course During Their Junior Year								
Comparison Year	Group	Total Students in Group	Reading		Writing		Math	
			Number of Sophomore Non-Passers	Percent of Sophomore Non-Passers Passing Junior Year	Number of Sophomore Non-Passers	Percent of Sophomore Non-Passers Passing Junior Year	Number of Sophomore Non-Passers	Percent of Sophomore Non-Passers Passing Junior Year
2005	Mexican Am. Studies	130	89	55%	63	59%	103	54%
	Comparison Group	4395	1415	45%	1169	43%	2073	54%
2006	Mexican Am. Studies	127	48	48%	42	45%	59	32%
	Comparison Group	4400	985	33%	919	32%	1214	31%
2007	Mexican Am. Studies	178	69	49%	80	59%	76	28%
	Comparison Group	4097	994	33%	1232	48%	1146	28%
2008	Mexican Am. Studies	199	71	35%	70	43%	86	44%
	Comparison Group	4179	893	30%	819	32%	1139	31%
2009	Mexican Am. Studies	255	100	45%	94	45%	110	39%
	Comparison Group	4233	821	29%	1000	39%	1018	26%
2010	Mexican Am. Studies	297	100	44%	98	42%	114	18%
	Comparison Group	4035	807	34%	791	33%	945	19%
<p>Mexican American Studies: The group is defined as Juniors taking at least one full credit of Latin American Literature, American History - Hispanic Studies or American Government - Hispanic/Ethnic Studies</p> <p>Comparison Group: The group is defined as Juniors taking zero or less than one credit of Latin American Literature, American History - Hispanic Studies or American Government - Hispanic/Ethnic Studies</p>								

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Tucson Unified School District				
Department of Accountability and Research				March 11, 2011
Re-Analysis of Graduation Outcomes for Mexican American Studies (MAS) Students				
Table 2. Number and Percent of Seniors Who Graduated				
Comparison of Students Taking/Not Taking a MAS Course During Their Senior Year				
Comparison Year	Group	Number of Seniors	Number of Graduates	Percent of Seniors Who Graduated
2005	Mexican Am. Studies	34	31	91%
	Comparison Group	3843	3303	86%
2006	Mexican Am. Studies	45	42	93%
	Comparison Group	4003	3480	87%
2007	Mexican Am. Studies	77	74	96%
	Comparison Group	3908	3362	86%
2008	Mexican Am. Studies	74	68	92%
	Comparison Group	3795	3226	85%
2009	Mexican Am. Studies	105	96	91%
	Comparison Group	3682	3130	85%
2010	Mexican Am. Studies	173	162	94%
	Comparison Group	3744	3095	83%

Mexican American Studies: The group is defined as Seniors taking at least one full credit of Latin American Literature, American History - Hispanic Studies or American Government - Hispanic/Ethnic Studies

Comparison Group: The group is defined as Seniors taking zero or less than one credit of Latin American Literature, American History - Hispanic Studies or American Government - Hispanic/Ethnic Studies

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Tucson Unified School District												
Department of Accountability and Research											March 29, 2011	
May 2009 Graduation Cohort												
Ethnicity	Number of Dropouts				Total Dropouts Before Graduation Date	Total Continuing Past Graduation Date	Total Graduates On or Before Graduation Date	Total Students in Cohort	Dropout Rate	Continuing Rate	Graduation Rate	
	2006	2007	2008	2009								
White/Anglo	1	10	13	32	56	132	1243	1431	3.9%	9.2%	86.9%	
African American	1	3	4	10	18	49	207	274	6.6%	17.9%	75.5%	
Hispanic	4	10	21	69	104	295	1290	1689	6.2%	17.5%	76.4%	
Native American	0	3	4	9	16	22	89	127	12.6%	17.3%	70.1%	
Asian American	0	0	0	0	0	11	127	138	0.0%	8.0%	92.0%	
Total	6	26	42	120	194	509	2956	3659	5.3%	13.9%	80.8%	
% of Dropout/Year	3%	13%	22%	62%								
May 2010 Graduation Cohort												
Ethnicity	Number of Dropouts				Total Dropouts Before Graduation Date	Total Continuing Past Graduation Date	Total Graduates On or Before Graduation Date	Total Students in Cohort	Dropout Rate	Continuing Rate	Graduation Rate	
	2007	2008	2009	2010								
White/Anglo	3	5	18	21	47	136	1235	1418	3.3%	9.6%	87.1%	
African American	0	0	3	10	13	39	230	282	4.6%	13.8%	81.6%	
Hispanic	11	8	28	64	111	252	1407	1770	6.3%	14.2%	79.5%	
Native American	1	5	5	7	18	26	69	113	15.9%	23.0%	61.1%	
Asian American	0	0	0	2	2	6	122	130	1.5%	4.6%	93.8%	
Total	15	18	54	104	191	459	3063	3713	5.1%	12.4%	82.5%	
% of Dropout/Year	8%	9%	28%	54%								

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May 2009 Graduation Cohort by Income Level - Hispanic Students Only

Ethnicity	Number of Dropouts				Total Dropouts Before Graduation Date	Total Continuing Past Graduation Date	Total Graduates On or Before Graduation Date	Total Students in Cohort	Dropout Rate	Continuing Rate	Graduation Rate
	2006	2007	2008	2009							
Low Inc - No MAS	0	7	11	37	55	131	392	578	9.5%	22.7%	67.8%
Low Inc - MAS	0	0	1	2	3	34	154	191	1.6%	17.8%	80.6%
Med Inc - No MAS	4	3	8	19	34	80	402	516	6.6%	15.5%	77.9%
Med Inc - MAS	0	0	0	3	3	25	81	109	2.8%	22.9%	74.3%
High Inc - No MAS	0	0	1	6	7	13	227	247	2.8%	5.3%	91.9%
High Inc - MAS	0	0	0	2	2	5	33	40	5.0%	12.5%	82.5%
Total	4	10	21	69	104	288	1289	1681	6.2%	17.1%	76.7%
% of Dropout/Year	4%	10%	20%	66%							

May 2010 Graduation Cohort by Income Level - Hispanic Students Only

Ethnicity	Number of Dropouts				Total Dropouts Before Graduation Date	Total Continuing Past Graduation Date	Total Graduates On or Before Graduation Date	Total Students in Cohort	Dropout Rate	Continuing Rate	Graduation Rate
	2007	2008	2009	2010							
Low Inc - No MAS	7	4	14	30	55	130	511	696	7.9%	18.7%	73.4%
Low Inc - MAS	0	0	2	4	6	29	163	198	3.0%	14.6%	82.3%
Med Inc - No MAS	3	4	10	19	36	61	390	487	7.4%	12.5%	80.1%
Med Inc - MAS	0	0	0	5	5	18	85	108	4.6%	16.7%	78.7%
High Inc - No MAS	1	0	2	6	9	11	227	247	3.6%	4.5%	91.9%
High Inc - MAS	0	0	0	0	0	3	31	34	0.0%	8.8%	91.2%
Total	11	8	28	64	111	252	1407	1770	6.3%	14.2%	79.5%
% of Dropout/Year	10%	7%	25%	58%							

Number and Percent of Graduation Cohort Taking One or More MAS Course

Ethnicity	2009			2010		
	N in Cohort	N Taking MAS	% Taking MAS	N in Cohort	N Taking MAS	% Taking MAS
White/Anglo	1431	26	2%	1418	35	2%
African American	274	16	6%	282	19	7%
Hispanic	1689	340	20%	1770	340	19%
Native American	127	20	16%	113	17	15%
Asian American	138	6	4%	130	1	1%
Total	3659	408	11%	3713	412	11%

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Tucson Unified School District
 Department of Accountability and Research January 6, 2011

Selected Statistics - 2010 (Four Year) Graduation Cohort

Relative Income Group	Total Students	Cumulative Count	Cumulative %	Percent of Total	Ethnicity					Place of Birth				English Lang. Learner	Special Ed.
					White /Anglo	African Am.	Hispanic	Native Am.	Asian Am.	Arizona	US Non Arizona	Mexico	Other Non US		
Very High	335	3711	100%	9%	80%	3%	12%	1%	4%	73%	24%	0%	3%	0%	8%
High	805	3376	91%	22%	59%	6%	30%	1%	5%	78%	17%	1%	4%	1%	7%
Medium	1247	2571	69%	34%	37%	9%	48%	3%	4%	78%	14%	4%	3%	2%	12%
Low	1015	1324	36%	27%	17%	9%	67%	4%	3%	70%	11%	13%	6%	9%	19%
Very Low	309	309	8%	8%	9%	9%	70%	9%	3%	75%	8%	9%	7%	10%	15%
Total	3711				38%	8%	48%	3%	4%	75%	14%	6%	4%	4%	13%

Relative Income Group	Total Students	Graduation Rate	AZ Scholar Recipient	AIMS Reading	AIMS Math	AP Credits	AP Tests	% Taking ACT	Avg ACT Composite	Avg ACT Reading	Avg ACT Math	% Taking SAT	Avg SAT Total	Avg SAT Verbal	Avg SAT Math
Very High	335	94.0%	10.4%	751	741	24%	21%	18%	24.3	24.1	25.1	60%	1109	552	556
High	805	91.7%	4.8%	732	725	20%	13%	15%	22.3	22.8	22.5	42%	1075	537	538
Medium	1247	82.7%	2.0%	716	709	12%	7%	13%	20.0	20.2	20.5	26%	1047	522	525
Low	1015	76.1%	0.7%	698	696	7%	3%	10%	18.4	18.6	18.7	16%	940	460	480
Very Low	309	67.0%	0.3%	696	692	4%	1%	11%	18.1	17.7	18.2	12%	928	459	469
Total	3711	82.5%	2.9%	716	711	13%	8%	13%	20.6	20.8	21.0	29%	1047	521	526

Relative Income Group	Total Students	Post HS Plan					Post HS - Education Plan				Financial Aide (Four Year)		
		School	School and Work	Work	Military	Other	No Plan	Vocational School	Two Year College	Four Year University	Merit	Need	Work Study
Very High	335	51%	42%	1%	3%	3%	9%	1%	32%	58%	46%	2%	30%
High	805	46%	40%	3%	5%	7%	18%	2%	40%	40%	47%	12%	42%
Medium	1247	41%	41%	4%	5%	9%	22%	2%	46%	30%	42%	19%	48%
Low	1015	38%	40%	5%	5%	13%	26%	2%	49%	23%	23%	30%	48%
Very Low	309	41%	39%	6%	4%	11%	22%	3%	50%	25%	24%	31%	45%
Total	3711	42%	41%	4%	5%	9%	21%	2%	44%	33%	40%	16%	43%

Relative Income Group:	
Very High	Student <i>did not</i> participate in the Federal Meals program and lives in a Census Block where the median income is greater than or equal to \$68,000
High	Student <i>did not</i> participate in the Federal Meals program and lives in a Census Block where the median income is between \$38,000 and \$67,999
Medium	Student <i>did not</i> participate in the Federal Meals program and lives in a Census Block where the median income is less than or equal to \$38,000 or, Student participated in the Federal Meals program and lives in a Census Block where the median income is greater than or equal to \$38,000
Low	Student participated in the Federal Meals program and lives in a Census Block where the median income is between \$23,000 and \$37,999
Very Low	Student participated in the Federal Meals program and lives in a Census Block where the median income is less than \$22,999

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Tucson Unified School District
 Mexican American Studies Department
 10-11 SY – High School Course Demographics

Table 1. Catalina Magnet High School – American History Course Demographics

Course	Course Sections	White/ Anglo	African American	Hispanic	Native American	Asian American	Multi- Racial	Total
"Traditional" American History 1, 2	7	46 25.4%	11 6.0%	101 55.8%	13 7.2%	5 2.8%	5 2.8%	181
American Hist. / Multiple Perspectives 1,2	2	5 13.5%	6 16.2%	17 45.9%	3 8.1%	6 16.2%	0 0%	37
American History/ Mexican American Perspectives 1,2	1	0 0%	0 0%	22 100.0%	0 0%	0 0%	0 0%	22
Catalina Magnet High School Demographics		338 25.3%	150 11.2%	691 51.8%	47 3.5%	82 6.1%	26 1.9%	1334

Table 2. Cholla Magnet High School – American Government Course Demographics

Course	Course Sections	White/ Anglo	African American	Hispanic	Native American	Asian American	Multi- Racial	Total
"Traditional" American Government 1, 2	8	34 14.7%	9 3.9%	171 73.7%	13 5.6%	2 0.8%	3 1.2%	232
American Gov't. / Social Justice Education Project 1, 2	2	0 0%	1 1.9%	51 98.1%	0 0%	0 0%	0 0%	52
Cholla Magnet High School Demographics		181 10.8%	46 2.7%	1299 77.3%	124 7.4%	15 0.9%	15 0.9%	1680

Table 3. Cholla Magnet High School – American History Course Demographics

Course	Course Sections	White/ Anglo	African American	Hispanic	Native American	Asian American	Multi- Racial	Total
"Traditional" American History 1, 2	6	25 13.5%	3 1.6%	133 71.8%	18 9.7%	5 2.7%	1 0.5%	185
American History/Mexican American Perspectives 1,2	5	8 5.6%	3 2.1%	130 90.9%	1 0.7%	0 0%	1 0.7%	143
Cholla Magnet High School Demographics		181 10.8%	46 2.7%	1299 77.3%	124 7.4%	15 0.9%	15 0.9%	1680

Table 4. Cholla Magnet High School – 11th Grade English Course Demographics

Course	Course Sections	White/ Anglo	African American	Hispanic	Native American	Asian American	Multi- Racial	Total
"Traditional" English 11	7	25 10.8%	2 0.8%	191 82.7%	8 3.5%	3 1.3%	2 0.8%	231
African American Literature 5,6	1	1 3.7%	5 18.5%	17 63.0%	3 11.1%	0 0%	1 3.7%	27
Literature, Native American 1,2	1	6 31.6%	1 5.3%	7 36.8%	5 26.3%	0 0%	0 0%	19
Latino Literature 5,6	5	5 5.4%	0 0%	83 89.2%	4 4.3%	1 1.1%	0 0%	93
Cholla Magnet High School Demographics		181 10.8%	46 2.7%	1299 77.3%	124 7.4%	15 0.9%	15 0.9%	1680

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Table 5. Palo Verde Magnet High School – American History Course Demographics

Course	Course Sections	White/ Anglo	African American	Hispanic	Native American	Asian American	Multi- Racial	Total
“Traditional” American History 1, 2	7	77 36.7%	29 13.8%	81 38.6%	5 2.4%	8 3.8%	10 4.8%	210
American History/Mexican American Perspectives 1,2	1	1 4.2%	0 0.0%	22 91.6%	0 0.0%	0 0.0%	1 4.2%	24
Palo Verde Magnet High School Demographics		382 31.0%	169 13.7%	558 45.3%	25 2.0%	50 4.1%	48 3.9%	1232

Table 6. Palo Verde Magnet High School – 11th Grade English Course Demographics

Course	Course Sections	White/ Anglo	African American	Hispanic	Native American	Asian American	Multi- Racial	Total
“Traditional” English 11	6	58 35.0%	15 9.0%	75 45.2%	4 2.4%	7 4.2%	7 4.2%	166
African American Literature 5,6	1	4 19.0%	14 66.7%	2 9.5%	0 0%	0 0%	1 4.8%	21
Latino Literature 5,6		2 7.1%	0 0%	26 92.9%	0 0%	0 0%	0 0%	28
Palo Verde Magnet High School Demographics		382 31.0%	169 13.7%	558 45.3%	25 2.0%	50 4.1%	48 3.9%	1232

Table 7. Pueblo Magnet High School – American Government Course Demographics

Course	Course Sections	White/ Anglo	African American	Hispanic	Native American	Asian American	Multi- Racial	Total
“Traditional” American Government 1,2	6	6 3.8%	2 1.3%	146 91.8%	4 2.5%	1 0.6%	0 0%	159
American Gov’t/Social Justice Education Project 1, 2	1	1 3.6%	1 3.6%	24 85.7%	2 7.1%	0 0%	0 0%	28
Pueblo Magnet High School Demographics		79 4.3%	40 2.2%	1626 89.2%	66 3.6%	11 0.6%	1 0.1%	1823

Table 8. Pueblo Magnet High School – American History Course Demographics

Course	Course Sections	White/ Anglo	African American	Hispanic	Native American	Asian American	Multi- Racial	Total
“Traditional” American History 1,2	11	19 6.0%	11 3.5%	275 87.3%	9 2.8%	1 0.3%	0 0%	315
American History/Mexican American Perspectives 1,2	2	2 3.9%	0 0%	48 94.1%	1 2.0%	0 0%	0 0%	51
Pueblo Magnet High School Demographics		79 4.3%	40 2.2%	1626 89.2%	66 3.6%	11 0.6%	1 0.1%	1823

Table 9. Pueblo Magnet High School – 12th Grade English Course Demographics

Course	Course Sections	White/ Anglo	African American	Hispanic	Native American	Asian American	Multi- Racial	Total
“Traditional” English 12	8	8 4.0%	6 3.0%	181 91.4%	3 1.5%	0 0%	0 0%	198
Latino Literature 7, 8	1	1 3.7%	1 3.7%	25 92.6%	0 0%	0 0%	0 0%	27
Pueblo Magnet High School Demographics		79 4.3%	40 2.2%	1626 89.2%	66 3.6%	11 0.6%	1 0.1%	1823

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Table 10. Pueblo Magnet High School – 11th Grade English Course Demographics

Course	Course Sections	White/ Anglo	African American	Hispanic	Native American	Asian American	Multi- Racial	Total
"Traditional" English 11	10	15 5.9%	6 2.4%	223 87.8%	10 3.9%	0 0%	0 0%	254
<i>Literature, Native American 1, 2</i>	1	1 3.7%	1 3.7%	23 85.2%	2 7.4%	0 0%	0 0%	27
<i>Latino Literature 5, 6</i>	2	2 4.1%	0 0%	46 93.8%	1 2.0%	0 0%	0 0%	49
Pueblo Magnet High School Demographics		79 4.3%	40 2.2%	1626 89.2%	66 3.6%	11 0.6%	1 0.1%	1823

Table 11. Pueblo Magnet High School – Art Course Demographics

Course	Course Sections	White/ Anglo	African American	Hispanic	Native American	Asian American	Multi- Racial	Total
"Traditional" Beginning Art 1,2	7	8 4.6%	1 0.6%	159 91.4%	5 2.8%	0 0%	1 0.6%	174
<i>Beginning Art 1,2 – Chicano Art</i>	3	2 2.2%	2 2.2%	80 89.9%	5 5.6%	0 0%	0 0%	89
"Traditional" Advanced Art 1,2	2	2 6.5%	0 0%	26 83.9%	3 9.6%	0 0%	0 0%	31
<i>Advanced Art 1,2 – Chicano Art</i>	1	5 20.8%	0 0%	18 75.0%	1 4.2%	0 0%	0 0%	24
Pueblo Magnet High School Demographics		79 4.3%	40 2.2%	1626 89.2%	66 3.6%	11 0.6%	1 0.1%	1823

Table 12. Rincon High School – American Government Course Demographics

Course	Course Sections	White/ Anglo	African American	Hispanic	Native American	Asian American	Multi- Racial	Total
"Traditional" American Government 1,2	5	57 45.6%	12 9.6%	48 38.4%	3 2.4%	5 4.0%	0 0%	125
<i>American Gov't/Social Justice Education Project 1,2</i>	2	7 13.2%	3 5.6%	41 77.4%	0 0%	2 3.8%	0 0%	53
Rincon High School Demographics		401 33.6%	102 8.5%	587 49.2%	14 1.2%	85 7.1%	5 0.4%	1194

Table 13. Rincon High School – American History Course Demographics

Course	Course Sections	White/ Anglo	African American	Hispanic	Native American	Asian American	Multi- Racial	Total
"Traditional" American History 1,2	7	79 40.3%	17 8.7%	80 40.8%	18 9.1%	2 1.0%	0 0%	196
<i>American History/Mexican American Perspectives 1,2</i>	2	1 2.4%	2 4.8%	39 92.8%	0 0%	0 0%	0 0%	42
Rincon High School Demographics		401 33.6%	102 8.5%	587 49.2%	14 1.2%	85 7.1%	5 0.4%	1194

Table 14. Rincon High School – 11th Grade English Course Demographics

Course	Course Sections	White/ Anglo	African American	Hispanic	Native American	Asian American	Multi- Racial	Total
"Traditional" English 11	6	67 38.7%	11 6.4%	87 50.3%	1 0.6%	6 3.4%	1 0.6%	173
<i>Latino Literature 5,6</i>	1	1 4.2%	0 0%	22 91.6%	0 0%	1 4.2%	0 0%	24
Rincon High School Demographics		401 33.6%	102 8.5%	587 49.2%	14 1.2%	85 7.1%	5 0.4%	1194

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Table 15. Tucson High Magnet School – American Government Course Demographics

Course	Course Sections	White/ Anglo	African American	Hispanic	Native American	Asian American	Multi- Racial	Total
"Traditional" American Government 1,2	9	67 24.5%	16 5.8%	180 65.7%	4 1.5%	7 2.5%	0 0%	274
<i>American Gov't/Social Justice Education Project 1,2</i>	2	9 13.0%	0 0%	58 84.1%	2 2.8%	0 0%	0 0%	69
Tucson High Magnet School Demographics		579 19.7%	164 5.6%	1975 67.3%	141 4.8%	55 1.9%	19 0.6%	2933

Table 16. Tucson High Magnet School – American History Course Demographics

Course	Course Sections	White/ Anglo	African American	Hispanic	Native American	Asian American	Multi- Racial	Total
"Traditional" American History 1,2	14	74 19.7%	27 7.2%	259 68.9%	8 2.1%	5 1.3%	3 0.8%	376
<i>American History/Native American Perspectives 1,2</i>	1	7 22.6%	0 0%	10 32.3%	14 45.1%	0 0%	0 0%	31
<i>American History/Mexican American Perspectives 1,2</i>	5	5 3.4%	5 3.4%	133 91.7%	1 0.7%	0 0%	1 0.7%	145
Tucson High Magnet School Demographics		579 19.7%	164 5.6%	1975 67.3%	141 4.8%	55 1.9%	19 0.6%	2933

Table 17. Tucson High Magnet School – 12th Grade English Course Demographics

Course	Course Sections	White/ Anglo	African American	Hispanic	Native American	Asian American	Multi- Racial	Total
"Traditional" English 12	11	48 19.3%	20 8.0%	170 68.3%	9 3.6%	2 0.8%	0 0%	249
<i>Latino Literature 7,8</i>	3	8 7.8%	2 2.0%	85 83.3%	4 3.9%	2 1.9%	1 1.0%	102
Tucson High Magnet School Demographics		579 19.7%	164 5.6%	1975 67.3%	141 4.8%	55 1.9%	19 0.6%	2933

Table 18. Tucson High Magnet School – 11th Grade English Course Demographics

Course	Course Sections	White/ Anglo	African American	Hispanic	Native American	Asian American	Multi- Racial	Total
"Traditional" English 11	11	59 20.3%	15 5.2%	201 69.1%	11 3.8%	2 0.6%	3 1.0%	291
<i>African American Literature 5,6</i>	1	7 41.1%	4 23.5%	4 23.5%	1 5.9%	0 0%	1 5.9%	17
<i>Literature, Native American 1,2</i>	1	2 7.7%	0 0%	13 50.0%	11 42.3%	0 0%	0 0%	26
<i>Latino Literature 5,6</i>	5	6 4.6%	0 0%	122 93.1%	3 2.2%	0 0%	0 0%	131
Tucson High Magnet School Demographics		579 19.7%	164 5.6%	1975 67.3%	141 4.8%	55 1.9%	19 0.6%	2933

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APPENDIX ITEM:

Mexican American Studies Department Reading List

Tucson Unified School District
Mexican American Studies Department

High School Course Texts and Reading Lists Table 20. American Government/Social Justice Education Project 1, 2 – Texts and Reading Lists			
Author	Year Published	Title	Publisher
Bigelow, B. & Peterson, B.	1998	<i>Rethinking Columbus: The Next 500 Years</i>	Milwaukee, WI: Rethinking Schools
Delgado, R. & Stefancic, J.	1998	<i>The Latino Condition: A Critical Reader</i>	New York: New York University Press
Delgado, R. & Stefancic, J.	2001	<i>Critical Race Theory: An Introduction</i>	New York: New York University Press
Freire, P.	2000	<i>Pedagogy of the Oppressed</i>	New York: Continuum
Remy, R.C.	2007	<i>United States Government: Democracy in Action</i>	Columbus, OH: Glencoe/McGraw Hill
Rosales, F.A.	2006	<i>Dictionary of Latino Civil Rights History</i>	Houston, TX: Arte Publico Press
Zinn, H.	1990	<i>Declarations of Independence: Cross-Examining American Ideology</i>	Harper Perennial: New York

Table 21. American History / Mexican American Perspectives 1, 2 – Texts and Reading Lists			
Author	Year Published	Title	Publisher
Acuña, R.	2004	<i>Occupied America: A History of Chicanos</i>	New York: Longman
Anaya, R.	1995	<i>The Anaya Reader</i>	New York: Warner Books Inc.
Appleby, J. et al.	2008	<i>The American Vision</i>	New York: Glencoe
Bigelow, B. & Peterson, B.	1998	<i>Rethinking Columbus: The Next 500 Years</i>	Milwaukee, WI: Rethinking Schools
Burciaga, J.A.	1992	<i>Drink Cultura: Chicanismo</i>	Santa Barbara: Joshua Odell Editions
Chávez, J.R.	1984	<i>The Lost Land: The Chicano Image of the Southwest</i>	Albq., NM: University of New Mexico Press
Gonzales, Rodolfo “Corky”	2001	<i>Message to Aztlan: Selected Writings</i>	Houston, TX: Arte Publico Press
Jimenez, C.	1997	<i>Mexican American Heritage</i>	Berkeley, CA: TQS Publications
Martinez, E.S.	1998	<i>De Colores Means All of Us:</i>	Cambridge, MA: South

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		<i>Latina Views Multi-Colored Century</i>	End Press
Martinez, E.S.	1990	<i>500 Años Del Pueblo Chicano / 500 Years of Chicano History in Pictures</i>	Albuquerque, NM: SouthWest Organizing Project
Martinez, E.S.	2008	<i>500 of Chicana Women’s History</i>	Piscataway,NJ: Rutgers University Press
Rodriguez, R.	1998	<i>Codex Tamuanchan: On Becoming Human</i>	Albq., NM: Roberto Rodriguez
Rodriguez, R.	1996	<i>The X in La Raza II</i>	Albq., NM: Roberto Rodriguez
Rosales, F.A.	1997	<i>Chicano!: A History of the Mexican American Civil Rights Movement</i>	Houston, TX: Arte Publico Press
Rosales, F.A.	2006	<i>Dictionary of Latino Civil Rights History</i>	Houston, TX: Arte Publico Press
Trujillo, C.	1990	<i>Soldados: Chicanos in Viet Nam</i>	San Jose, CA: Chusma House Publishing
Zinn, H.	2003	<i>A People’s History of the United States: 1492 to Present</i>	Harper Perennial: New York

Course: English/Latino Literature 7, 8			
Author	Year Published	Title	Publisher
Alexie, S.	2004	<i>Ten Little Indians</i>	New York: Grove Press
Baldwin, J.	1990	<i>The Fire Next Time</i>	Penguin Classics
Castillo, A.	2008	<i>Loverboys</i>	New York: W.W. Norton & Company
Cisneros, S.	1992	<i>Women Hollering Creek</i>	New York: Random House
de la Peña, M.	2008	<i>Mexican White Boy</i>	New York: Delacorte Press
Diaz, J.	1997	<i>Drown</i>	New York: Riverhead Trade
Gilb, D.	2000	<i>Woodcuts of Women</i>	New York: Grove Press
Guevara, E.	1965	<i>At the Afro-Asian Conference in Algeria</i>	http://en.wikiquote.org/wiki/Ernesto_%27Che%27_Guevara
Martinez, E.	2003	<i>Color Lines: “Does Anti-War Have to Be Anti-Racist Too?”</i>	Oakland, CA: ARC Publications
Montoya, R. et al.	1998	<i>Culture Clash: Life, Death and Revolutionary Comedy</i>	New York: Theater Communications Group
Muñoz, M.	2007	<i>The Faith Healer of Olive Avenue</i>	Chapel Hill, NC: Algonquin Books of Chapel Hill
Pope Duarte, S.	2003	<i>Let Their Spirits Dance</i>	New York: Harper

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			Collins
Ruiz, M.	1997	<i>Two Badges: The Lives of Mona Ruiz</i>	Houston, TX: Arte Publico Press
Shakespeare, W.	1994	<i>The Tempest</i>	New York: Washington Square Press
Takaki, R.	1993	<i>A Different Mirror: A History of Multicultural America</i>	Boston, MA: Little Brown and Company
Urrea, L.A.	2004	<i>The Devil's Highway</i>	New York: Back Bay Books
Sandoval-Sánchez, A. & Saporta Sternbach, N.	1999	<i>Puro Teatro: A Latina Anthology</i>	Tucson, AZ: University of Arizona Press
Yolen, J.	1997	<i>Twelve Impossible Things before Breakfast: Stories</i>	Orlando, FL: Harcourt Children's Books
Zinn, H.	2004	<i>Voices of a People's History of the United States</i>	Tucson, AZ: Seven Stories Press

Course: English/Latino Literature 5, 6			
Author	Year Published	Title	Publisher
Abu-Jamal, M.	1996	<i>Live from Death Row</i>	New York: Harper Perennial
Alexie, S.	1994	<i>The Lone Ranger and Tonto Fist Fight in Heaven</i>	New York: Harper Perennial
Allende, I.	2005	<i>Zorro</i>	New York: Harper Collins
Anzaldúa, G.	1999	<i>Borderlands La Frontera: The New Mestiza</i>	San Francisco, CA: Aunt Lute Books
Baca, J.S.	2002	<i>A Place to Stand</i>	New York: Grove Press
Baca, J.S.	2002	<i>C-Train and Thirteen Mexicans</i>	New York: Grove Press
Baca, J.S.	2001	<i>Healing Earthquakes: Poems</i>	New York: Grove Press
Baca, J.S.	1990	<i>Immigrants in Our Own Land and Selected Early Poems</i>	New York: New Directions Publishing Corporation
Baca, J.S.	1989	<i>Black Mesa Poems</i>	New York: New Directions Publishing Corporation
Baca, J.S.	1987	<i>Martin & Meditations on the South Valley</i>	New York: New Directions Publishing Corporation
Berliner, D.C. & Biddle, B.J.	1995	<i>The Manufactured Crisis: Myths, Fraud, and The Attack On America's Public Schools</i>	New York: Perseus Books
Burciaga, J.A.	1992	<i>Drink Cultura: Chicanismo</i>	Santa Barbara: Joshua Odell Editions
Carlson, L. & Hijuelos, O	2005	<i>Red Hot Salsa: Bilingual Poems on Being Young and Latino in the</i>	New York: Henry Holt and Company

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		<i>United States</i>	
Carlson, L. & Hijuelos, O.	1994	<i>Cool Salsa: Bilingual Poems on Growing Up Latino in the United States</i>	New York: Henry Holt and Company
Castillo, A.	1993	<i>So Far From God</i>	New York: W.W. Norton & Company, Inc.
Chavez, C.E.	1985	<i>Address to the Commonwealth Club of California</i>	http://www.commonwealthclub.org/archive/20thcentury/84-11chavez-speech.html

Cisneros, S.	1992	<i>Women Hollering Creek</i>	New York: Random House
Cisneros, S.	1991	<i>House on Mango Street</i>	New York: Vintage Books
Diaz, J.	1997	<i>Drown</i>	New York: Riverhead Trade
Diaz Bjorkquist, E.	2001	<i>Suffer Smoke</i>	San Jose, CA: Authors Choice Press
Dominguez, D.	2010	<i>The Ghost of Cesar Chavez</i>	Chattanooga, TN: C&R Press
Espada, M.	1998	<i>Zapata's Disciple: Essays</i>	Cambridge, MA: South End Press
Esquivel, L.	1995	<i>Like for Water for Chocolate</i>	New York: Anchor Books
Garcia, D.	2000	<i>When Living was a Labor Camp</i>	Tucson, AZ: University of Arizona Press
Garcia, R.	2000	<i>La Llorona: Our Lady of Deformities</i>	Rosebud magazine, Volume #24
Garcia-Camarilo, C. et al.	2002	<i>Cantos Al Sexto Sol: An Anthology of Aztlanahuac Writing</i>	San Antonio, TX: Wings Press
Gilb, D.	1994	<i>The Magic of Blood</i>	New York: Grove Press
Gonzales, Rodolfo "Corky"	2001	<i>Message to Aztlan: Selected Writings</i>	Houston, TX: Arte Publico Press
Goodman, et al.	2004	<i>Saving Our Schools the Case for Public Education, Saying No to "No Child Left Behind"</i>	Berkeley, CA: RDR Books
hooks, b	2000	<i>Femimism is for Everybody</i>	Cambridge, MA: South End Press
Jiménez, F.	1999	<i>The Circuit: Stories from the Life of a Migrant Child</i>	Boston, MA: Houghton Mifflin
Kozol, J.	1992	<i>Savage Inequalities: Children in America's Schools</i>	New York: Harper Perennial
Muñoz, M.	2003	<i>Zigzagger</i>	Evanston, IL:

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			Northwestern University Press
Rebolledo, T.D. & Rivero, E.S.	1993	<i>Infinite Divisions: An Anthology of Chicana Literature</i>	Tucson, AZ: The University of Arizona Press
Rivera, T.	1995	<i>... y no se lo tragó la tierra / And the Earth Did Not Devour Him</i>	Houston, TX: Arte Publico Press
Rodriguez, L.	2005	<i>Always Running - La Vida Loca: Gang Days in L.A.</i>	New York: Touchstone

Rodriguez, R.	1997	<i>Justice: A Question of Race</i>	Tempe, AZ: Bilingual Review Press
Rodriguez, R.	1996	<i>The X in La Raza II</i>	Albq., NM: Roberto Rodriguez
Skolnick, S.H. & Currie, E.	2006	<i>Crisis in American Institutions</i>	Upper Saddle River, NJ: Pearson Education
Sheridan, T.	1986	<i>Los Tucsonenses: The Mexican Community in Tucson, 1854-1941</i>	Tucson, AZ: University of Arizona Press
Tafolla, Carmen	1993	<i>Curandera</i>	Santa Monica, CA: Santa Monica College Press
Tatum, C. M.	1990	<i>Mexican American Literature</i>	Orlando, FL: Harcourt Brace Jovanovich
Tatum, C.M.	1993	<i>New Chicana/Chicano Writing</i>	Tucson, AZ: University of Arizona Press
Thoreau, H.D.	1993	<i>Civil Disobedience</i>	Public Domain Books
Urrea, L.A.	1996	<i>By the Lake of Sleeping Children</i>	New York: Anchor Books / Double Day
Urrea, L.A.	2002	<i>Nobody's Son: Notes from an American Life</i>	Tucson, AZ: The University of Arizona Press
Valdez, L.	1992	<i>Zoot Suit and Other Plays</i>	Houston, TX: Arte Publico Press
Zepeda, O.	1995	<i>Ocean Power: Poems from the Desert</i>	Tucson, AZ: University of Arizona Press