

# TUSD Mexican American Studies Department



Presentation to the TUSD Governing Board  
January 12, 2010  
Director: Sean Arce, M.Ed.

# TUSD Mexican American Studies Department Vision

- The Mexican American Studies Department is dedicated to the empowerment and strengthening of TUSD's community of learners.
- Students will attain an understanding and appreciation of historic and contemporary Mexican American contributions.
- Students will be prepared for dynamic and confident leadership in the 21st Century.

# TUSD MASD Department Goals

- Advocating for and providing culturally responsive curriculum for grades K-12 that is centered within the Mexican American/Chicano cultural and historical experience and within the notion of social justice.
- Working towards the invoking of a critical consciousness within each and every student.
- Providing and promoting teacher education that is centered within Cultural and Social Relevancy and Responsiveness.
- Promoting and advocating for social and educational transformation through the demonstration of respect, understanding, appreciation, inclusion, and love at every level of service.

# MASD Framework



## High Schools

- Catalina, Cholla, Pueblo, Rincon, & Tucson
- 781 Students
- 7.8% White; 86.0 Latina/o; 1.8% African American; 1.0% Asian American; 3.4% Native American



## Middle Schools

- Pistor, Roskruge & Wakefield
- 220 Students



## Elementary Schools

- Davis, Carrillo, Ochoa, Hollinger, Sam Hughes, Mission View, & Van Buskirk
- 210 Students

\* Students self-select to enroll in all courses

# 09-10 SY MASD High School Course Offerings



## Catalina High Magnet School

- American History / Mexican American Perspectives (1 section)



## Cholla High Magnet School

- American Government / Social Justice Education Project (2 sections)
- American History / Mexican American Perspectives (3 sections)
- Junior English / Latino Literature (2 sections)



## Pueblo High Magnet School

- Chicano Art 1 & 2 (1 section)
- American History / Mexican American Perspectives (2 sections)
- Junior English / Latino Literature (2 sections)



## Rincon High School

- American Government / Social Justice Education Project (1 section)
- American History / Mexican American Perspectives (3 sections)



## Tucson High Magnet School

- American Government / Social Justice Education Project (2 sections)
- Senior English / Latino Literature (2 sections)
- American History / Mexican American Perspectives (3 sections)
- Junior English / Latino Literature (3 sections)

## MASD: Teacher Education & Professional Development

- “*Redemptive Rememberings*” – 27.0 Hours of Salary Increment Credit
- University of Arizona’s College of Education & TUSD’s Mexican American Studies Department: *Annual Institute for Transformative Education.* - 30.0 Hours of Salary Increment Credit

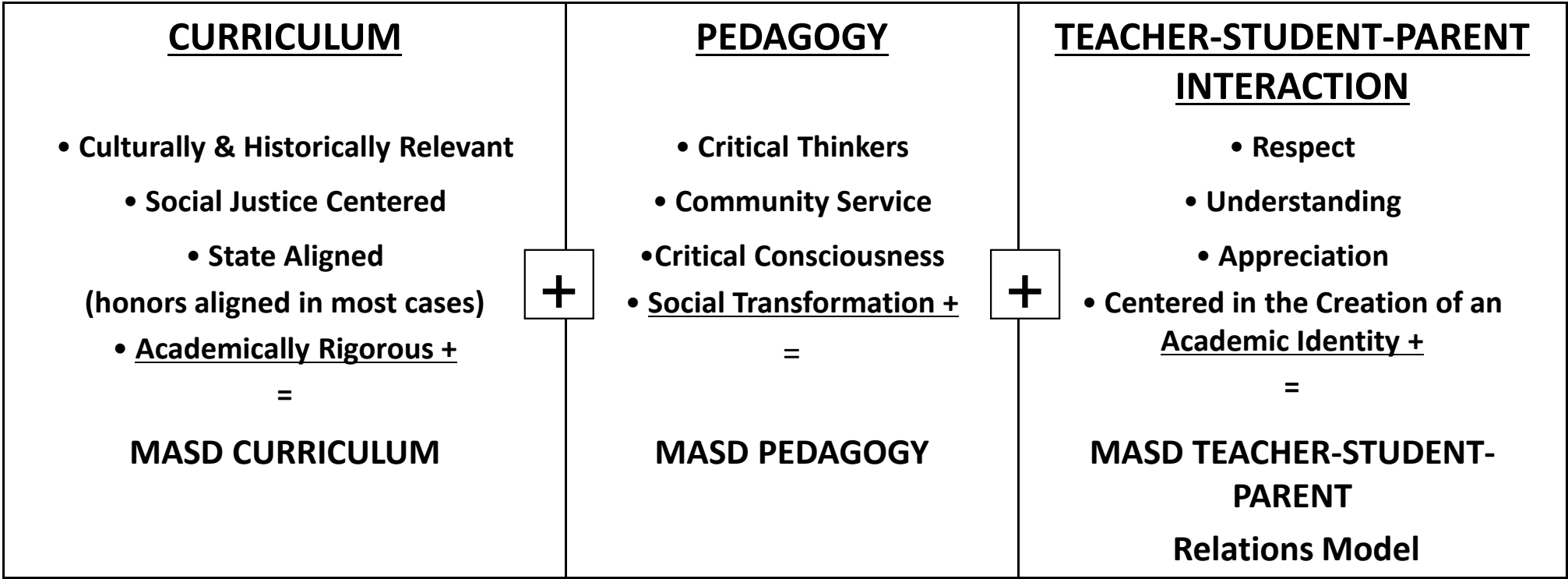
# The MASD CCI Model

**Increased Academic Achievement for Latino Students**

**Academic Proficiency for Latino Students**

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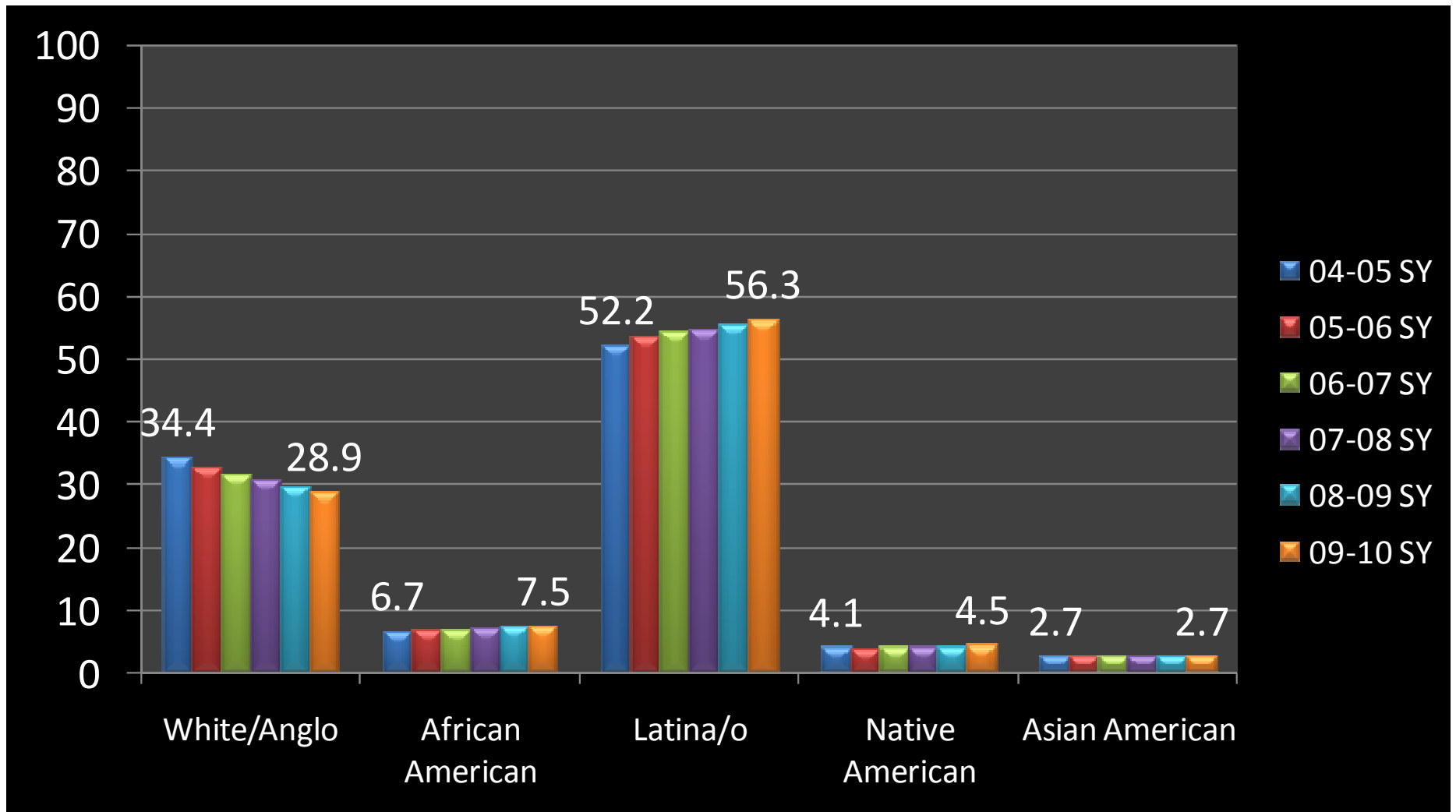
**Academic Identity for Latino Students**



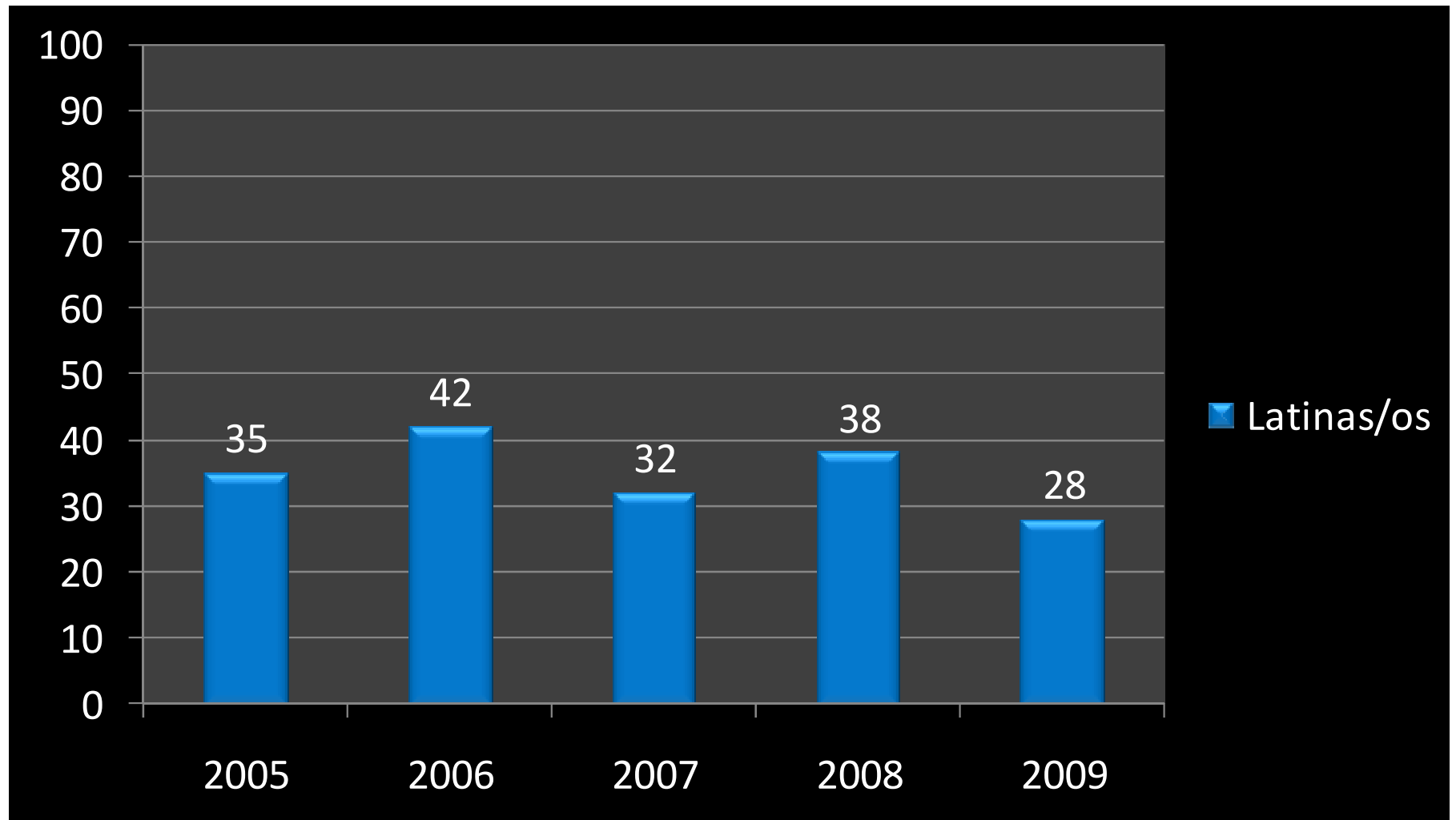
**Cammarota, J. & Romero, A.** (2006). A Critically Compassionate Pedagogy for Latino Youth. *Latino Studies*, 4(3), 305-312.  
**Cammarota, J. & Romero, A.** (2008). In W. Ayers, T. Quinn, & D. Stovall (Eds.) *Handbook of Social Justice in Education*.  
**Romero, A., Arce, S. & Cammarota, J.** (2009). A Barrio Pedagogy: Identity, Intellectualism, Activism, and Academic Achievement through the Evolution of Critically Compassionate Intellectualism. *Race Ethnicity and Education*, 12(2), 217-233.

What is the “demographic imperative” and how is TUSD’s MASD responsive to it?

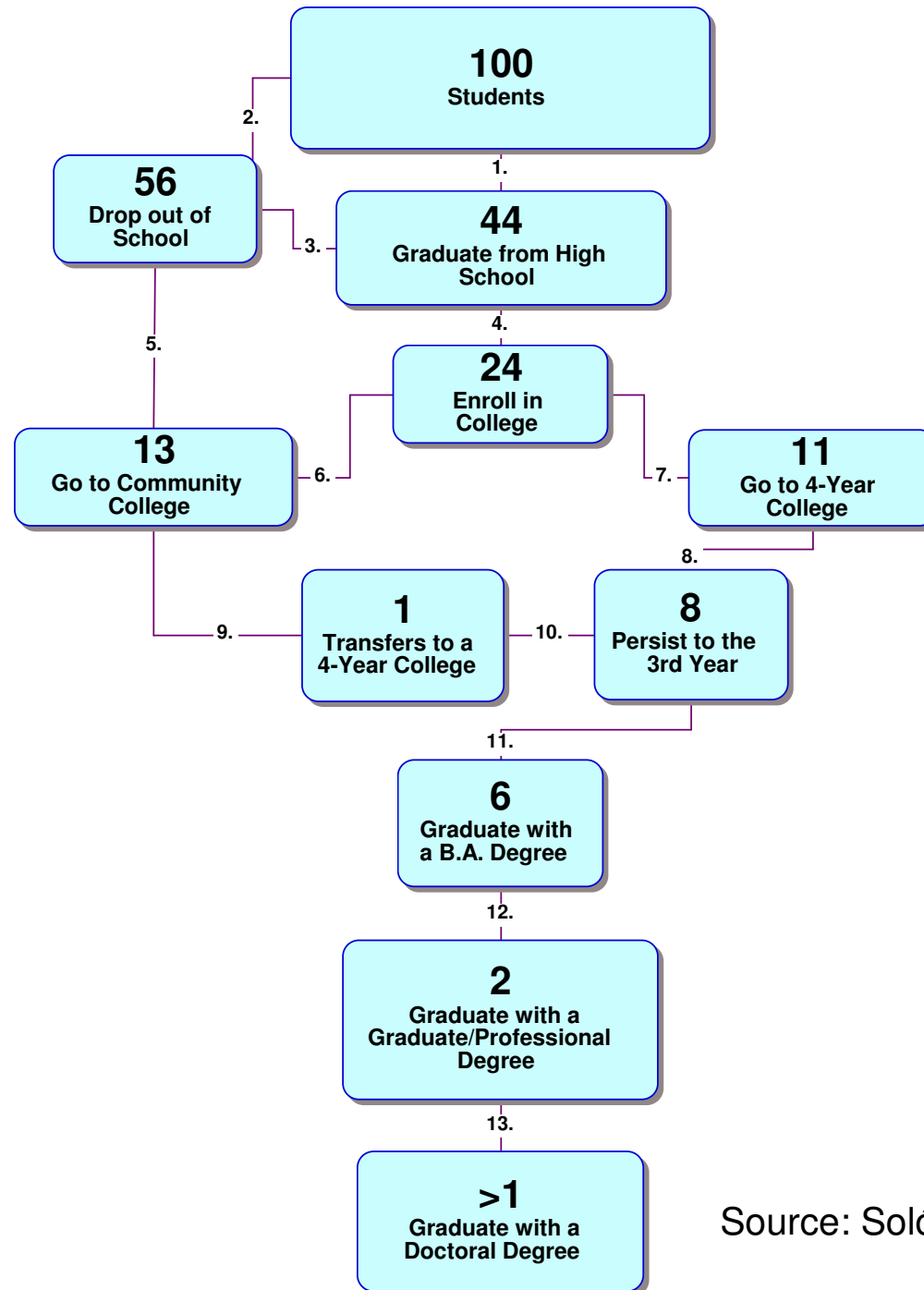
# Data Implications: TUSD Demographic Shift 04-05 SY to 09-10 SY



# Data Implications: TUSD Loss of Latina/o Enrollment (%): 2005 to 2009 Graduating Classes

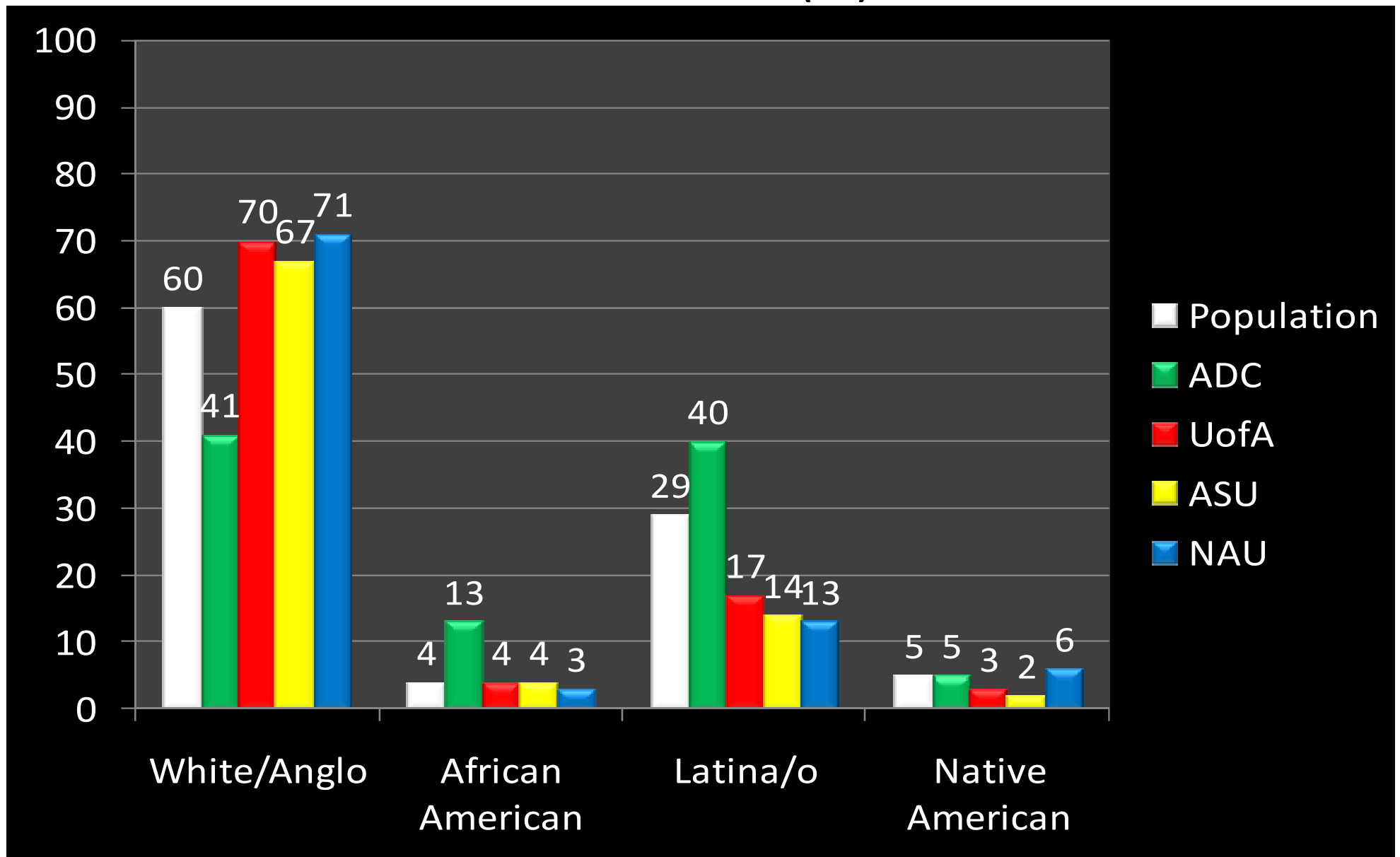


# Chicana/o Educational Pipeline

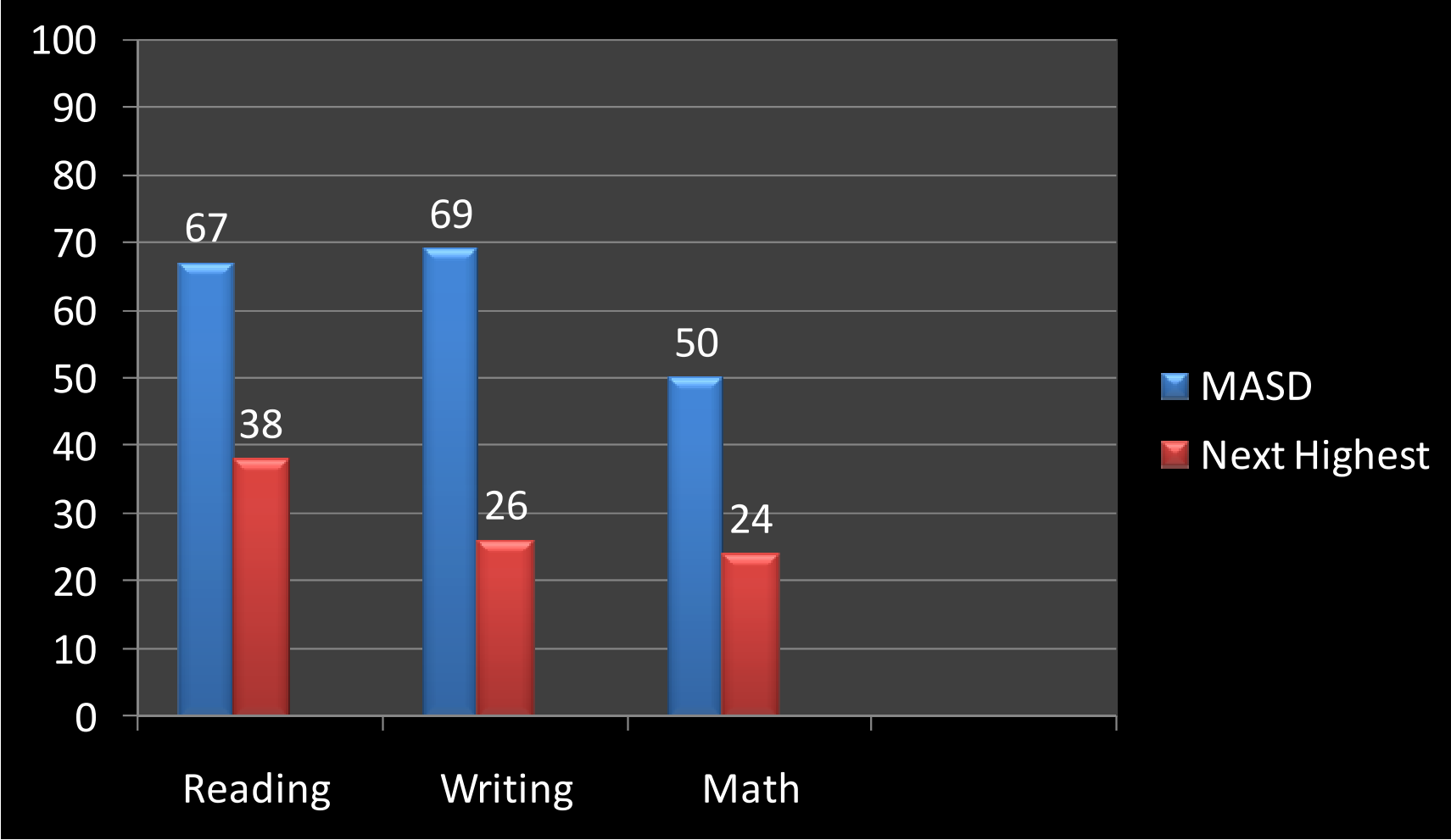


Source: Solórzano & Yosso (2004) ; U.S. Census, 2000

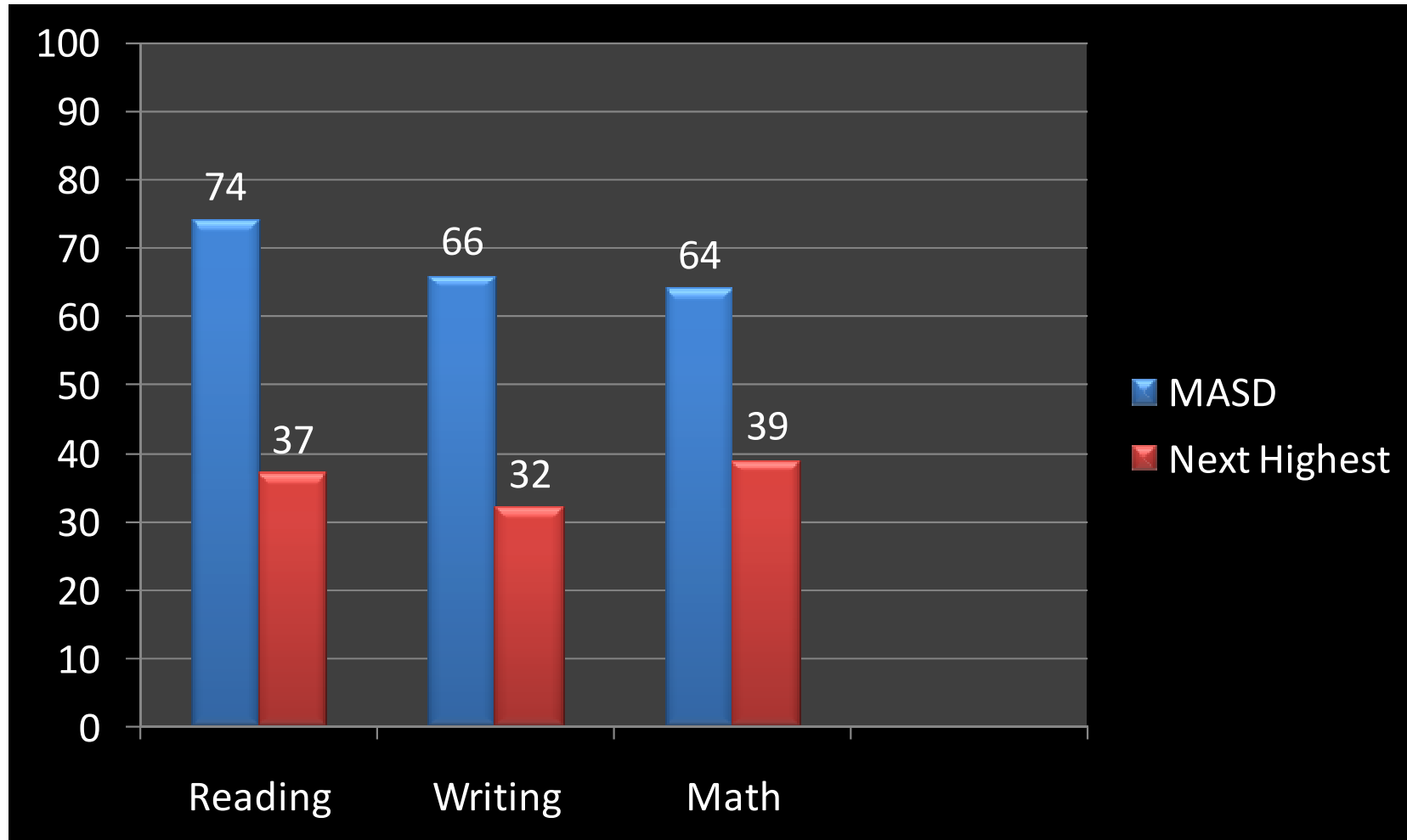
# Data Implications: 2008 Participation in Arizona State Institutions (%)



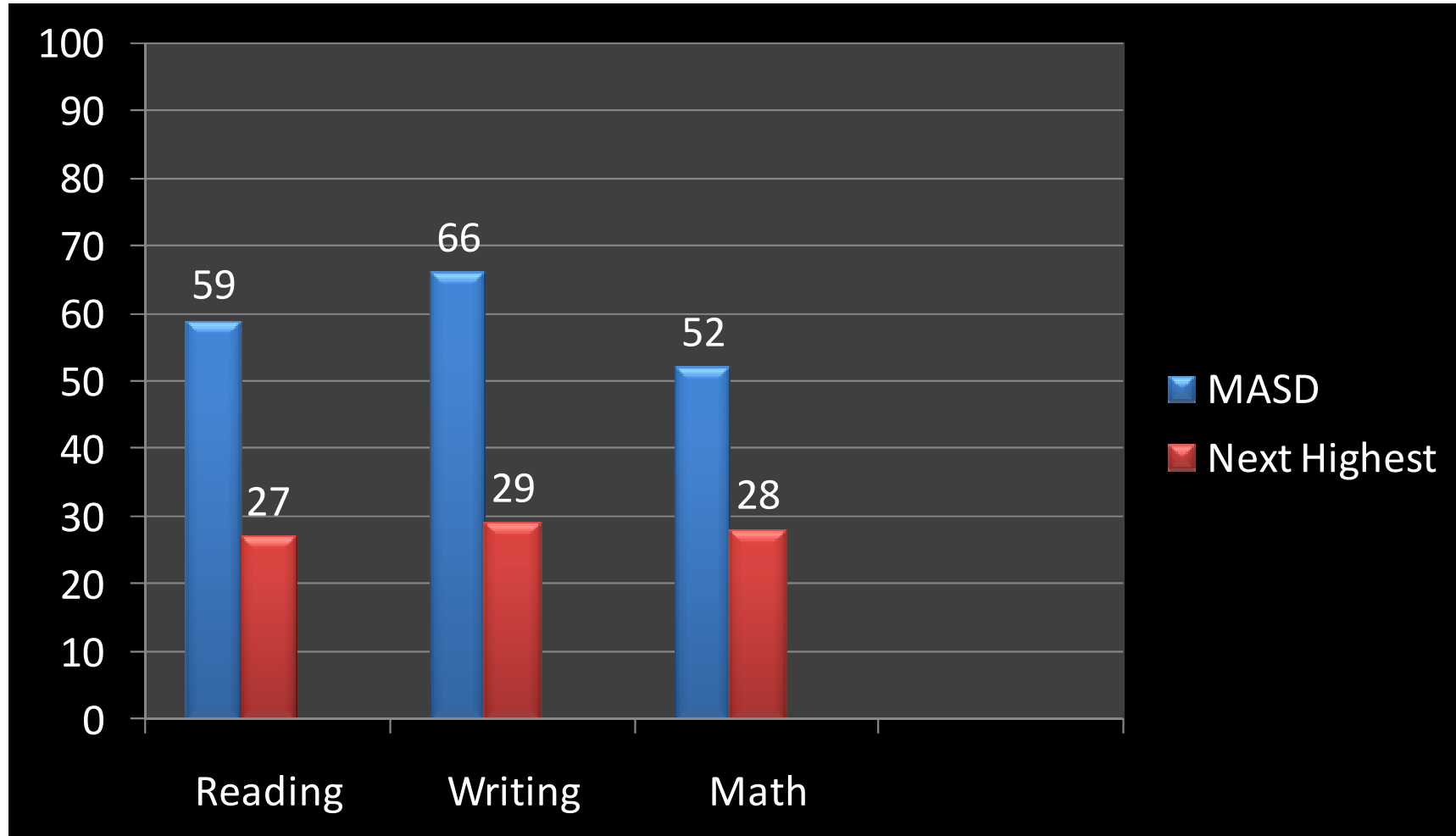
# 04-05 SY to 08-09 SY: Cholla 11<sup>th</sup> Grade MASD AIMS Cohort Comparison (%)



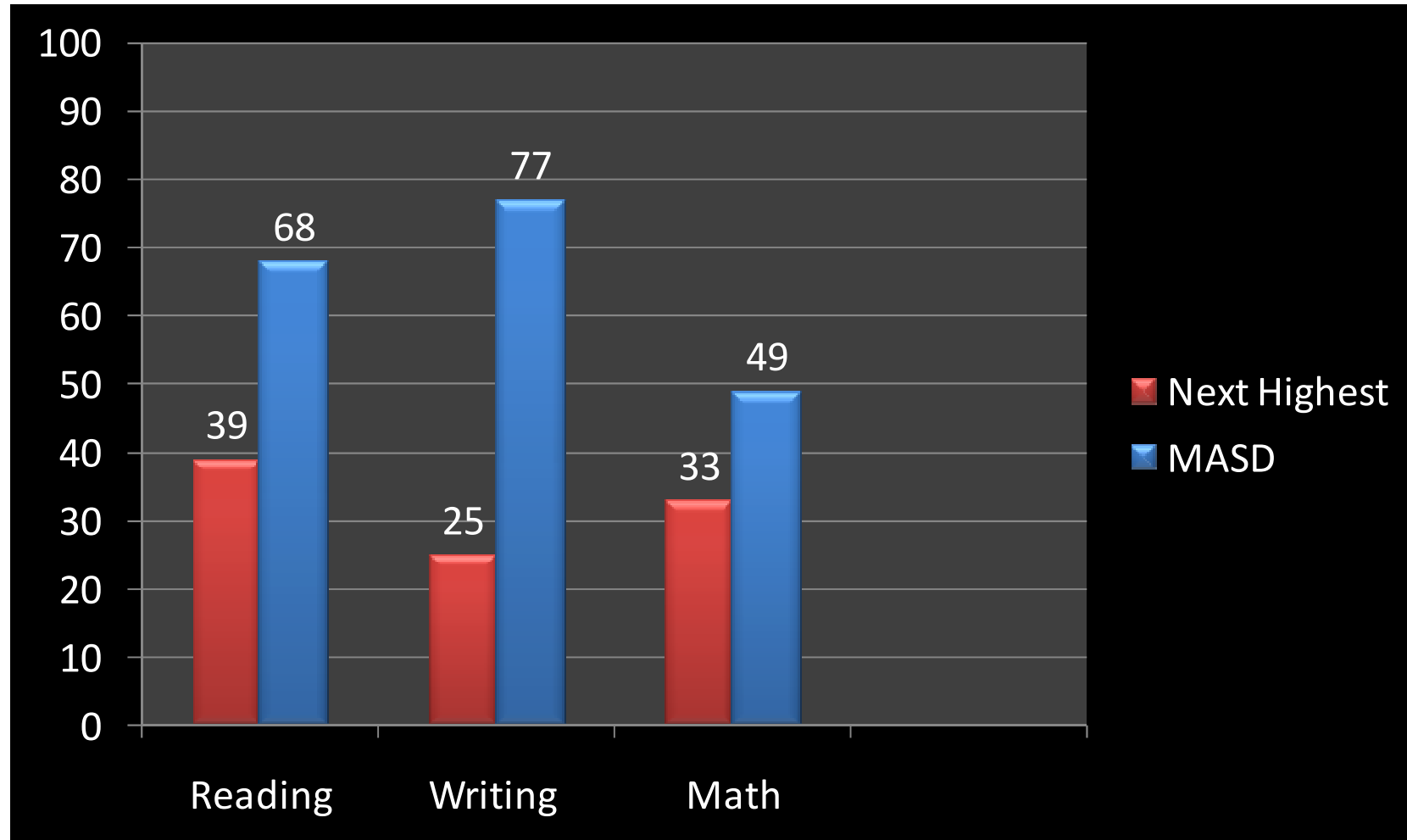
# 04-05 SY to 08-09 SY: Pueblo 11<sup>th</sup> Grade MASD AIMS Cohort Comparison (%)



# 04-05 SY to 08-09 SY: Rincon HS 11<sup>th</sup> Grade MASD AIMS Cohort Comparison (%)



# 04-05 SY to 08-09 SY: Tucson 11<sup>th</sup> Grade MASD AIMS Cohort Comparison (%)



# Data Highlights:

## MASD 2004-05 SY to 2008-09 SY

When compared to similarly situated peers:

- MASD students are 3X more likely to pass the AIMS Reading section
- MASD students are 4X more likely to pass the AIMS Writing section
- MASD students are 2.5X more likely to pass the AIMS Math section






# Data Highlights:

## MASD 2004-05 SY to 2008-09 SY






- MASD students have graduated at a rate of 97.5% compared to a national average of 44.0% for Mexican Americans.
- Over the last six academic years slightly more than 67% of MASD students have enrolled in post-secondary education after graduation. This is 193% greater than the national average of 24% for Mexican Americans.

# MASD Comprehensive Student Measures

## Human measures? Yes

-  Positive self identity
-  Purpose
-  Hope
-  Critical Socio-Historical Identity
-  Barrio / Organic Intellectualism

## State measures? Yes

-  Test scores
-  Grades
-  College preparation
-  College going
-  Suspensions, Expulsion and Dropouts

## 2003/04 – 2008/09 MASD Student Survey Data

- 96% of the students agree or strongly agree that working on this project or taking this class has improved their writing skills
- 96 % of the students agree or strongly agree that they talk to their parents and/or other adults about what I've learned on this project or in this class.
- 97 % of the students agree or strongly agree that the project or the class has better prepared them for college.
- 97% of the students agree or strongly agree that working on this project or taking this class has improved their reading skills.
- 95% of the students agree or strongly agree that they are willing to do homework in order to keep the project moving along on time or to ensure participation in the class.
- 98% of the students agree or strongly agree that working on this project or taking this class has help them believe that they have something worthwhile to contribute to society.

\* Over 1500 Respondents

# Future of MASD – Post Unitary Plan

- Maintenance of existing High School, Middle School, and Elementary School MASD courses.
- Expansion of High School MASD courses (i.e. 11<sup>th</sup>-grade English/Latino Literature at Catalina and Rincon; 12<sup>th</sup> – grade English/Latino Literature at Catalina, Pueblo, & Rincon; American Government/Social Justice Education Project at Pueblo & Catalina.
- Expansion of Middle School courses to Hohokam, Mansfeld, Maxwell, & Valencia.

## Future of MASD – Post Unitary Plan

- Provide direct instruction offerings upon request at elementary schools .
- Continuation of *Institute for Transformative Education and Redemptive Rememberings Teacher Professional Development*.
- Expansion of quarterly *Ce Ollin (One Movement) Parent Encuentros* at all sites.
- Increased collaboration with the other TUSD Ethnic Studies Department's.

# Q & A



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