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 + Academic Identity for Latino Students =

**CURRICULUM**
- Culturally & Historically Relevant
- Social Justice Centered
- State Aligned (honors aligned in most cases)
- Academically Rigorous +

**PEDAGOGY**
- Critical Thinkers
- Community Service
- Critical Consciousness
- Social Transformation +

**TEACHER-STUDENT-PARENT INTERACTION**
- Respect
- Understanding
- Appreciation
- Centered in the Creation of an Academic Identity +

MASD CURRICULUM + MASD PEDAGOGY +

MASD TEACHER-STUDENT-PARENT Relations Model

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Latina/os (%)</th>
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<tbody>
<tr>
<td>2005</td>
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<td>2008</td>
<td>38</td>
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<td>2009</td>
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Chicana/o Educational Pipeline

100 Students

56 Drop out of School

44 Graduate from High School

24 Enroll in College

13 Go to Community College

11 Go to 4-Year College

6 Transfers to a 4-Year College

1 Persist to the 3rd Year

8 Graduate with a B.A. Degree

2 Graduate with a Graduate/Professional Degree

>1 Graduate with a Doctoral Degree

Source: Solórzano & Yosso (2004); U.S. Census, 2000
Data Implications: 2008 Participation in Arizona State Institutions (%)
04-05 SY to 08-09 SY: Cholla 11th Grade
MASD AIMS Cohort Comparison (%)
04-05 SY to 08-09 SY: Pueblo 11th Grade MASD AIMS Cohort Comparison (%)
04-05 SY to 08-09 SY: Rincon HS 11th Grade
MASD AIMS Cohort Comparison (%)
04-05 SY to 08-09 SY: Tucson 11th Grade MASD AIMS Cohort Comparison (%)

[Graph showing comparison of Reading, Writing, and Math scores between Next Highest and MASD.]
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. 11th-grade English/Latino Literature at Catalina and Rincon; 12th – 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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