



SUSD Program Choice and Academic Rigor

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Choice Programs and Available Transportation					
Grades K-5	Bus?	Grades 6-8	Bus?	Grades 9-12	Bus?
DCES - Mandarin Immersion	No	Mountainside - IB MYP (<i>coming</i>)	NA	DMHS - IB Gr. 11-12	*Yes
Navajo - STEAM Focus	No	Cheyenne - Traditional	*Yes	DMHS - IB MYP Gr. 9-10 (<i>coming</i>)	NA
Pueblo - Spanish Immersion	No	Mohave - Spanish Immersion	No	Saguaro - Math and Science Academy	*Yes
Echo Canyon - Looping	*Yes			Saguaro - Health Care Assistant	*Yes
Cheyenne - Traditional	*Yes			Chaparral - Culinary Arts	*Yes
Pima - Traditional (<i>coming 18-19</i>)	NA				

Qualifying Programs and Available Transportation					
Grades K-5	Bus?	Grades 6-8	Bus?	Grades 9-12	Bus?
Multiple Campuses - SpEd Classes	**Yes	Multiple Campuses - SpEd Classes	**Yes	Multiple Campuses - SpEd Classes	**Yes
Hopi - Self Contained Gifted	*Yes	DCMS - Self Contained Gifted	*Yes		
Redfield - Self Contained Gifted	*Yes	Ingleside - Self-Contained Gifted	*Yes		
		Mohave - Self-Contained Gifted	*Yes		

*Elem Busing - satellite locations

*MS Busing - satellite locations

*HS Busing - from each HS campus

**Special Education Busing - door to door



Definitions of academic rigor –

“instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging”.

“Rigor is creating an environment in which each student is expected to learn at high levels, and each is supported so he/she can learn at a high level, and each student demonstrates learning at high levels.”
(Blackburn 2008)

Rigor is NOT defined by the type of school. The type of school does not determine rigor. Examples – traditional schools can have low or high rigor. STEM schools can be rigorous or not. A conventional neighborhood school may or may not have high degrees of rigor. It is what happens within the school, not the type of school, that matters.




How do you recognize high levels of rigor? What are some characteristics of rigorous schools?

- Teachers clearly inform students of the lesson objectives and performance outcomes
- Teachers clearly engage students' interests
- Teachers use a variety of strategies that match the expected level of rigor and relevance and learning styles of the students
- Teachers adjust instruction based on reflection and feedback from students
- Teachers consistently ask students to expand upon and explain their thinking
- Students can explain what they are doing and why
- Students are consistently challenged at higher and higher levels of performance
- Students are engaged in learning activities that help them apply what they have learned
- Students are asked to demonstrate learning in different ways – not always written



- Teaching is clearly and directly related to the standards and curriculum
- Appropriate assessments are aligned with the rigor of the expectations
- The classroom displays high quality student work
- The classroom treats students and their ideas with dignity and respect
- Students are asked to read challenging passages with challenging vocabulary and asked to answer text-dependent questions
- All students are appropriately challenged, not just students at higher academic levels
- Problem solving is prevalent
- High level academic courses are common – accelerated courses, honors courses, AP courses, dual-enrollment courses
- Appropriate gifted services are provided
- Build grit in students – let them know they are capable and competent

Instructional Focus	Cognitive Demand - Rigor	Quality of Instruction
<p>Examples:</p> <ul style="list-style-type: none"> • Conventional neighborhood school • Project-based learning • Traditional • Foreign/Dual language immersion (FLI, DLI) • Classical • Montessori • Multi-graded/non-graded • Looping • STEM • STEAM • Fine Arts/Performing Arts 	<p style="text-align: center;">High Rigor</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Low Rigor</p>	<div data-bbox="1643 228 2293 806" data-label="Figure"> <p><i>Rigor/Relevance Framework</i></p> <p>The graph shows a coordinate system with 'Knowledge' on the vertical axis (ranging from 1 to 6) and 'Application' on the horizontal axis (ranging from 1 to 5). A white arrow points upwards from the origin (1,1) to the point (1,5), and another white arrow points rightwards from the origin (1,1) to the point (5,1).</p> </div> <ul style="list-style-type: none"> • Motivation • Engagement • Acceleration • Meaningfulness