

ATTACHMENT B

UHS/ADMISSIONS

| DATE | PARTY | COMMENT | QUESTION | RESPONSE |
|----------|---------|--|--|--|
| 07.29.13 | Mendoza | (1) The USP expressly states (on page 30 in Section V, A, 5, a) that the District "shall consult with an expert regarding the use of multiple measures (e.g., essays; characteristics of the student's school; student's background, including race, ethnicity and socioeconomic status) for admission to similar programs." | | Principal Packard, A.P. Cislak, Ms. Taylor, the ALE Director, and Dr. King conducted interviews with both Dr. Finn and Dr. Hockett, co-authors of the study and published book "Exam Schools - Inside America's Most Selective Public High Schools". Their study, sponsored by the Thomas B. Fordham Institute and the Task Force on K-12 Education at Stanford University's Hoover Institution, identified and surveyed 165 high schools nation-wide that have student selection policies. The survey findings and in-depth case studies of 11 schools are described in the book "Exam Schools." The interview protocol is attached. |
| | | No reference is made in the description of the working group's process to consultation with such an expert. | Did it occur and, if so, who was the expert and what advice was given? | <p>Key advice:</p> <ul style="list-style-type: none"> Using Multiple Measures is essential - nothing should be based on 1 test score, creating a "do or die" situation Avoid complacency about the admissions procedures - as Drs. Finn noted he was surprised at the level of complacency on the part of the schools with respect to analyzing and evaluating their admissions policy and Dr. Hockett noted that one of the best practices was to be reflective. While admissions policies are important to look at, other aspects are important in attracting a diverse population. <ul style="list-style-type: none"> Recruitment and Outreach: Both Finn and Hockett emphasized the importance of outreach, particularly through community organizations, to widen the application pool as well as providing summer programs. Role of Feeder Schools: Both Drs. Finn and Hockett reiterated the importance of feeder schools in building student preparedness. As stated in their book "If attention focuses exclusively on the high school program without also addressing what happens to such kids in the "feeder" schools, it may amount to redistributing the current population high achievers rather than cultivating more of them" (p. 199) |
| | | (We see the reference to consultation with an expert (Dr. Lannie Kanevsky) out of Canada who has been studying resiliency and motivation but do not understand his area of expertise to be that which is expressly required by the USP.) | | <ul style="list-style-type: none"> Create an educational system that builds incentives for students at all levels - offer enrichment programs, summer programs, and extra opportunities to learn things. Involve families and teachers particularly for low income but smart students. Open more schools of this type: Finn and Hockett conclude their book by suggesting that, given the limited supply of highly academic high schools, perhaps a solution is to have simply more of them. As they write, "we see compelling reasons to include ample development of that model [high achieving whole schools] within the country's broader strategies for addressing the dual challenges of advanced learning and learners, reasons that become even more compelling if selective schools can model what all high schools should one day be (pg.198)". <p>In addition, several additional experts were contacted and interviewed by Ms. Taylor (see Expert Analysis section in attached UHS admissions revision for more details).</p> |
| | | (2) The USP expressly states (at the same cite set forth above) that the District shall review best practices used by other school districts in admitting students to similar programs. | | An initial review was conducted that looked at the top-rated AP High Schools across the country (summarized in Exam Schools - Current practice section Review of top-rated AP High Schools). It was clear from this review that schools used a variety of admissions criteria, that many used the same measures as UHS (test scores and grades), and that in several cases, the admissions process was much more competitive. For example, it was surprising to see that many schools screened students (usually with a standardized test score) before they allowed them to take the entrance test. Others relied on an extensive process involving personal essays, interviews and auditions. |
| | | No reference is made in the description of the working group's process to review of best practices or any review of processes followed elsewhere. | Did this occur and, if so, what practices were reviewed and what was the working group's assessment of those practices (and were they included in its deliberations in any way, specifically with respect to the focus on resiliency)? | <p>The findings from the initial review were supported by the published findings in the "Exam Schools - Inside America's Most Selective Public High Schools", written by Dr. Chester Finn and Dr. Jessica Hockett. Their study found the "familiar indicators of academic performance or potential, notably grades, test scores, and teacher recommendations, were the primary criteria for admissions. Out of 56 schools responding to their survey (response rate of 35%), for instance, 95% strongly or moderately emphasized a student's prior academic record (e.g. grades), and 60% used scores from state or district administered tests, with an additional 45% using a standardized achievement test (e.g. CAT, ITBS, Stan 10). Student essays were among the most emphasized "qualitative" criteria used (55%) followed by teacher recommendations (52%) (p. 39-40). All eleven case study schools used these types of measures, and some employed additional variables to screen applicants or set minimal requirements for considering them (p. 162).</p> <p>The Finn-Hockett study categorized the diverse admissions processes among the 11 schools profiled into two categories - accordingly "each school's admissions process tended either to rely either "primarily on the numbers or to emphasize a more holistic, student-by-student approach (p. 162)". Examples in their sample included Dyford Academy, Ben Franklin and Pine View (Gifted school) who used multiple measures quantitatively, and those who used "complex (and sometimes secret) scoring rubrics, individual interviews, essays, and committee discussions" (e.g. Thomas Jefferson, Schools Without Walls, and Illinois Mathematics and Science Academy(IMS), However, even those that relied on a "holistic" approach used tests and grades as well.</p> <p>Entrance Tests used: As noted above, almost all schools reviewed use some form of test. The majority of tests used were achievement tests as opposed to an abilities test such as the CoGAT. Although Drs. Finn and Hockett did not look at the type of tests used for the case studies, the initial review and the Finn/Hockett study found that tests include state-assessments (CAT, ITBS), SAT/ACT scores, customized standards-based tests. No school was identified that uses the Cognitive Abilities Test (CogAT) for admissions. However, as indicated in the supporting documentation, Pine View School for the Gifted uses well-known GATE tests such as the Renzulli, the WISC-III, and the Woodcock Johnson, and Carnegie Vanguard in Texas uses the Naglieri in conjunction with the Naglieri.</p> |

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| | | (3) The USP says the District "shall pilot these [new] admissions procedures for transfer students seeking to enter UHS during the 2013-14 school year and shall implement the amended procedures for all incoming students in the 2014-15 school year" (again at the same cites set forth above, going from page 30 to page 31). | | The pilot process was given up in order to meet the timelines set by the District and the USP. Since the final revisions to the USP were not completed until March 2013, it was not possible to implement a new admissions process for students seeking to enter UHS during the 2013-2014 school year. UHS sends out acceptance letters for freshman the first week of January. The admissions process for incoming sophomores opened in May 2013. This did not allow enough time to conduct research, consult with experts, implement new admissions criteria, work with our site council and community, and inform applicants. Similarly, the application process for Incoming Freshman for the 2014-2015 school year opened on August 1, 2013. The plan for the piloting and application of a new admissions process for the 2014-2015 Freshman and Sophomores classes is attached and details the implementation and piloting of all proposed new measures (see attached UHS admissions revision). |
| | | With the delay in the development of the new admissions process beyond the April 1, 2013 date set in the USP, the District apparently decided to forego a pilot process for the first year (which should have been 2013-14) and apply the new admissions process to all incoming students immediately for the 2014-15 school year. Mendoza Plaintiffs do not necessarily object to such a change assuming the adoption of an admissions process that comports with the USP and full compliance with USP Section V, A, 5 but would like to know on what basis the District determined to forego a pilot test of the new admissions process and proceed immediately to full implementation. | | |
| 08.08.13 | SM | If there are objections, or Ps cannot respond by Aug 2, Ps/SM should have 30 days from July 22 to respond. | | The District is only asking for a preliminary response (as part of the ongoing consultation) on the concept of using a resiliency test. |
| | | | What do we know about the implications of varying the weights/points? This is a relatively easy simulation to do with the existing student population. | A dataset of 2127 student test scores and GPAs for the past three years was created to address this question. Currently the weight given for GPA and test scores is split at 67% and 33% respectively with GPA weighted higher. The tables below look at the mean percentage of possible test or GPA points received for students that met or do not meet the admissions criteria. As shown, the mean percentage of possible points by ethnicity is similar for all students who meet the admissions criteria. For those students who do not meet however, the mean percentage of possible points received by the test scores is significantly lower for African Americans, and Hispanics. As a result, varying the weights and points between GPA and test scores would not impact the distribution across sub-populations. |
| | | [Grades] are pretty good predictors of student success. See [question] above about weights | | A student's 9th grade GPA in core subjects was calculated and included in the data set. A total of 1114 students had both 8th and 9th grade GPA. The correlation between 8th grade calculated GPA and 9th grade GPA was 0.53. |
| | | Resiliency, in theory, should be a good predictor. | Is there information on consequential validity of this measure? | Robert Williams in his book review article for the Journal of Psychoeducational Assessment on the Children's Academic Intrinsic Motivation Inventory (CAIMI) notes that "no consistent gender or racial differences were found in the CAIMI scores. The only consistent group difference occurred across grade levels (Williams, Journal of Psychoeducational Assessment 1997 15:161). We will check to see if there is any more recent research. |
| | | As the proposal says, it is meant to identify students who have the capability to achieve in challenging situations provided they get support. Adding the resiliency measure in this way seems to not go very far and assumes that the validity of the CogAT measure is very high. | Is this what your expert recommended? If the resiliency measure is valid, why not use it additively? Evidence [that the validity of the CogAT measure is very high?] | We are proposing to pilot the use of the resiliency measure and use it additively (see attached UHS admission revisions). Dr. Lohman and the developers of the CogAT detail the evidence for the validity and reliability of the test in the "CogAT Form 6 Research Handbook" (Lohman & Hagen, 2002) and the "Cognitive Abilities Test Form 7 Research and Development Guide (Lohman, 2012). [I can attach a scanned version of the chapters if necessary] |
| | | While I like the idea of the resiliency measure in principle, I would have expected the group to do more empirical work looking at weights, etc, and simulating the effect of different measures on student achievement at UHS. | And, what is the correlation of CogAT scores and grades? | A primary purpose of the admissions criteria is to identify students who are prepared to complete the highly challenging and rigorous criteria of UHS classes as opposed to select only students who are going to be successful. As a result, looking at different measures that determine student achievement at UHS is not currently the focus of the admissions revisions. It is for this reason that the school is looking at multiple measures, such as a motivation scale that may capture a student's motivation for learning that is not reflected in either test scores or grades. The correlation between CogAT scores and 9th grade grades for the sample size of 1114 is .31. The low correlation indicates that the CogAT test and GPA are not measuring the same underlying abilities. |

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| 08.26.13 | Fishers | <p>It is difficult to comment on the efficacy vel non of the proposed use of academic resiliency measures in admissions without knowing how that measure would impact actual admissions. While the measure seems difficult to assess independent of confounding socioeconomic variables, its consideration is not inherently objectionable. Rather than focusing on maintaining a high admissions bar, the Fisher Plaintiffs believe UHS would better direct its efforts at educating a broader spectrum of potentially high-performing students by ensuring that the students it does admit receive the support they will need to succeed at UHS.</p> <p>Like Professor Hawley, the Fisher Plaintiffs question the assumed validity of the CogAT. The Fisher Plaintiffs believe that such testing instruments are culturally biased and serve as a de facto barrier to the representative admission of low SES AA and MA students to UHS.</p> | | <p>An efficacy study for all new instruments used for freshman and sophomore admissions will be conducted to determine its impact on actual admissions. UHS has been increasingly successful at retaining students at UHS. Student retention rates for instance rose from 83% in 2009-2010 to 90% in 2011-2012. Anglo students tend to have lower retention rates than other students. UHS agrees with the Fisher plaintiffs about the essential need of providing support services for all students. Support services at the school currently include writing and math centers, a conference period where students can get individual assistance for 2 days a week, tutoring, a dedicated counselor for each grade level and a peer mentoring program ("Penguin to penguin"). With 100% of UHS students passing AIMS at the end of their sophomore year, a 100% graduation rate, and 100% of students attending a post-secondary institution (university or military), all students who remain at UHS will succeed.</p> <p>No assessment is without bias. Dr. Lohman, the developer of the CogAT, acknowledges this clearly when he writes that "the belief that one can measure reasoning ability in a way that eliminates the effects of culture is a recurring fallacy in measurement. Culture permeates nearly all interactions with the environment (The Role of nonverbal ability tests in identifying Academically Gifted Students: An Aptitude Perspective, Lohman 2005. Gifted Child Quarterly Vol 49, #2, pg. 115)".</p> <p>It is clear from the data above that African-American and Hispanic students perform less well on the CogAT than Whites, Asians, and Multi-race. However, this finding alone does not necessarily mean that the test is invalid. Lower student test performance may be due to other factors that are highly correlated with race/ethnicity such as geographical residence, income or feeder school. Using regression techniques, the analysis of the 2127 UHS applicants found that ethnicity explained 11% of the variance of the composite score percentile ranking, while the middle school attended explained 19% of the variance. This finding is consistent with that of Finn/Hockett, who note that the degree to which the feeder schools academically prepare children impacts what a high school can do in addressing diversity. As Dr. Finn commented "it would be a whole lot easier if the feeder system was doing a better job to get students prepared". Based on our findings above with respect to test scores and GPA, we will be completing additional analyses to better understand the factors that explain the lower performance among students and develop strategies on how these can be remedied. One advantage of the CogAT is that it is possible to build ability profiles of students to design interventions.</p> |
| 08.27.13 | Mendozas | <p>In the discussion of the working group, the memo we were provided says (on page 4) that "some measure of resiliency or motivation may address the concerns that were raised related to GPA." It then references the work of Dr. Lannie Kanevsky and says that Dr. Kanevsky pointed the working group to Drs. Gottfried (sic), in particular the Measure of Academic Intrinsic Motivation and the Children's Academic Intrinsic Motivation Inventory ("CAIMI") that they developed. Based on our review, it appears that the referenced instruments measure motivation as distinct from "resilience." (This is based on a review of the web site of the publisher of the CAIMI, Psychological Assessment Resources, which states that the purpose of the CAIMI is to measure motivation for learning in general and across specific learning areas.) It also appears from a review of the Sandoval-Hernandez and Cortes article cited by the District in the memo we were provided (at page 4) that motivation may be one factor to be considered in assessing resilience but that it is not coextensive with resilience.</p> <p>Mendoza Plaintiffs reiterate that before they can agree to the inclusion of "resilience" in the factors to be considered in the UHS admissions process, they need to better understand what the District intends to measure and how. Further, as more fully explained by Dr. Hawley in his comments of August 8, before they can agree that "resilience" be added to the existing admissions process, the District needs to provide a more complete review and justification for the existing process.</p> | <p>...what is meant by a "resiliency" test, how the District intends to identify and validate such a test, and how that test should factor into the overall admissions process...</p> <p>Therefore, Mendoza Plaintiffs would like to better understand what it is that the District is seeking to measure ("resilience" or only the motivation factor within "resilience") and whether it has been directed to any instruments besides those developed by Drs. Gottfried.</p> | <p>Our discussion with Dr. Lannie Kanevsky provided a foundation for which to look at the concept of academic resiliency and begin to operationalize it. She explained how the concept of resiliency has been considered in the academic literature - either used "clinically" (e.g. to identify at-risk or vulnerable individuals who may require interventions or "positively" - to identify sources of strength and motivation. This was helpful in considering what the value added would be within the admissions process, as well as setting a direction for looking at various instruments that sought to identify strengths rather than deficits.</p> <p>This was supported by the study conducted by Sandoval-Hernandez and Cortes (Sandoval-Hernandez and Cortes - Factors and conditions that promote academic resilience: A cross-country perspective). As the Mendoza plaintiffs point out the model of academic resiliency proposed in this study is much larger than the proposed focus on motivation. Their theoretical model encompasses four dimensions - the personal, family, school and community and in their study of the relationship between educational resiliency and academic achievement they use a variety of indicators to measure the impact of each dimension. Their model provided a basis for further defining academic resiliency to the student's personal dimension and the two elements associated with it - self-confidence and effort/motivation in education - elements that they found in their study were strongly correlated with student achievement in reading.</p> <p>Dr. Lannie Kanevsky directed us to several resources beyond the Gottfrieds work, including Masten's "Ordinary magic: resilience process in development" and the work of Catherine Dweck who developed a 4 item inventory called Mindset.</p> <p>In addition, members of the working group looked at the published academic literature to find instruments that were designed to measure student motivation in academic settings and that</p> <p>Please see UHS admission revisions for complete details on the proposed motivation scale and procedures for implementation. It is clear from the review of existing admission practices and discussions with experts that schools use a variety of measures for high school admissions, and that no school has devised a perfect system. The inability for any one measure or sets of measures alone to improve diversity, whether one is doing it by the numbers or assessing student's individual-by-individual, is also clear. Schools with complex "holistic" approaches where student profiles are created from quantitative and qualitative data have proven to be no better at ensuring an ethnically diverse student body than those that use a "market-basket" of factors (e.g. test scores and grades). This is due to the fact that improving diversity at an "exam school" cannot be accomplished by focusing only on a school's admission process. For example, although incremental, UHS has seen an increase in the number of 8th grade Hispanic TUSD students qualifying for freshman admissions from 63 in 2010-2011 to 75 in 2012-2013 even though there have been changes to the admissions criteria. Much of this occurred because of better outreach and recruitment efforts - a factor that Finn/Hockett find both "more important and more challenging as they (or their districts) strive to ensure that their applicant pools are demographically diverse, reasonably representative of their communities and academically qualified".</p> <p>The analysis conducted so far on the existing admissions criteria reveals that improvements should be made and additional measures piloted. As noted there are disparities across ethnicities in terms of student test performance. These will certainly be examined and addressed. However the degree to which adjustments can be made while ensuring that students are adequately prepared for the challenge of highly rigorous and demanding curriculum cannot be determined without testing multiple types of measures. It is for this reason that the District is proposing the use of additional measures, specifically the CAIMI (student motivation scale), a non-cognitive assessment, and the collection of teacher recommendations. The use of these additional measures will be evaluated to determine whether they add value and improve the existing process.</p> |

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| | | With the delay in the development of the new admissions process beyond the April 1, 2013 date set in the USP, the District apparently decided to forego a pilot process for the first year (which should have been 2013-14) and apply the new admissions process to all incoming students immediately for the 2014-15 school year. Mendoza Plaintiffs do not necessarily object to such a change assuming the adoption of an admissions process that comports with the USP and full compliance with USP Section V, A, 5 but would like to know on what basis the District determined to forego a pilot test of the new admissions process and proceed immediately to full implementation. | | |
| 08.08.13 | SM | If there are objections, or Ps cannot respond by Aug 2, Ps/SM should have 30 days from July 22 to respond. | | The District is only asking for a preliminary response (as part of the ongoing consultation) on the concept of using a resiliency test. |
| | | | What do we know about the implications of varying the weights/points? This is a relatively easy simulation to do with the existing student population. | A dataset of 2127 student test scores and GPAs for the past three years was created to address this question. Currently the weight given for GPA and test scores is split at 67% and 33% respectively with GPA weighted higher. The tables below look at the mean percentage of possible test or GPA points received for students that met or do not meet the admissions criteria. As shown, the mean percentage of possible points by ethnicity is similar for all students who meet the admissions criteria. For those students who do not meet however, the mean percentage of possible points received by the test scores is significantly lower for African Americans, and Hispanics. As a result, varying the weights and points between GPA and test scores would not impact the distribution across sub-populations. |
| | | [Grades] are pretty good predictors of student success. See [question] above about weights | | A student's 9th grade GPA in core subjects was calculated and included in the data set. A total of 1114 students had both 8th and 9th grade GPA. The correlation between 8th grade calculated GPA and 9th grade GPA was 0.53. |
| | | Resiliency, in theory, should be a good predictor. | Is there information on consequential validity of this measure? | Robert Williams in his book review article for the Journal of Psychoeducational Assessment on the Children's Academic Intrinsic Motivation Inventory (CAIMI) notes that "no consistent gender or racial differences were found in the CAIMI scores. The only consistent group difference occurred across grade levels (Williams, Journal of Psychoeducational Assessment 1997 15:161). We will check to see if there is any more recent research. |
| | | As the proposal says, it is meant to identify students who have the capability to achieve in challenging situations provided they get support. Adding the resiliency measure in this way seems to treat it as a relatively unimportant. This proposal seems to not go very far and assumes that the validity of the CogAT measure is very high. | Is this what your expert recommended? If the resiliency measure is valid, why not use it additively? | We are proposing to pilot the use of the resiliency measure and use it additively (see attached UHS admission revisions). Dr. Lohman and the developers of the CogAT detail the evidence for the validity and reliability of the test in the "CogAT Form 6 Research Handbook" (Lohman & Hagen, 2002) and the "Cognitive Abilities Test Form 7 Research and Development Guide (Lohman, 2012). [I can attach a scanned version of the chapters if necessary] |
| | | While I like the idea of the resiliency measure in principle, I would have expected the group to do more empirical work looking at weights, etc, and simulating the effect of different measures on student achievement at UHS. | And, what is the correlation of CogAT scores and grades? | A primary purpose of the admissions criteria is to identify students who are prepared to complete the highly challenging and rigorous criteria of UHS classes as opposed to select only students who are going to be successful. As a result, looking at different measures that determine student achievement at UHS is not currently the focus of the admissions revisions. It is for this reason that the school is looking at multiple measures, such as a motivation scale that may capture a student's motivation for learning that is not reflected in either test scores or grades. The correlation between CogAT scores and 9th grade grades for the sample size of 1114 is .31. The low correlation indicates that the CogAT test and GPA are not measuring the same underlying abilities. |
| | | | Is there a plan for how this new approach, whatever it is, will be evaluated? | Yes. An evaluation of the use of the motivation scale will be completed as well an analysis of the impact of using the latest CogAT test version - version 7 for freshman admissions will be completed. An evaluation plan with time-line will be drawn up. |
| | | ...the results of this "pilot" may be too late to influence the admissions for 2013-14. If the resiliency measure has evidence of consequential validity, it seems that the new measure should be used and that the possibility of changing the weights on current measures next year should be explored—as suggested above. | Should we assume that the pilot for transfer students will proceed? | Yes. UHS will pilot the use of any new measures for sophomores in the Spring of 2014. Juniors and Seniors are not admitted under a weighting system. |
| 08.26.13 | Fishers | It is difficult to comment on the efficacy vel non of the proposed use of academic resiliency measures in admissions without knowing how that measure would impact actual admissions. While the measure seems difficult to assess independent of confounding socioeconomic variables, its consideration is not inherently objectionable. Rather than focusing on maintaining a high admissions bar, the Fisher Plaintiffs believe UHS would better direct its efforts at educating a broader spectrum of potentially high-performing students by ensuring that the students it does admit receive the support they will need to succeed at UHS. | | An efficacy study for all new instruments used for freshman and sophomore admissions will be conducted to determine its impact on actual admissions. UHS has been increasingly successful at retaining students at UHS. Student retention rates for instance rose from 83% in 2009-2010 to 90% in 2011-2012. Anglo students tend to have lower retention rates than other students. UHS agrees with the Fisher plaintiffs about the essential need of providing support services for all students. Support services at the school currently include writing and math centers, a conference period where students can get individual assistance for 2 days a week, tutoring, a dedicated counselor for each grade level and a peer mentoring program ("Penguin to penguin"). With 100% of UHS students passing AIMS at the end of their sophomore year, a 100% graduation rate, and 100% of students attending a post-secondary institution (university or military), all students who remain at UHS will succeed. |

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| | | Like Professor Hawley, the Fisher Plaintiffs question the assumed validity of the CogAT. The Fisher Plaintiffs believe that such testing instruments are culturally biased and serve as a de facto barrier to the representative admission of low SES AA and MA students to UHS. | | <p>No assessment is without bias. Dr. Lohman, the developer of the CogAT, acknowledges this clearly when he writes that "the belief that one can measure reasoning ability in a way that eliminates the effects of culture is a recurring fallacy in measurement. Culture permeates nearly all interactions with the environment (The Role of nonverbal ability tests in identifying Academically Gifted Students: An Aptitude Perspective, Lohman 2005. Gifted Child Quarterly Vol 49, #2, pg. 115)".</p> <p>It is clear from the data above that African-American and Hispanic students perform less well on the CogAT than Whites, Asians, and Multi-race. However, this finding alone does not necessarily mean that the test is invalid. Lower student test performance may be due to other factors that are highly correlated with race/ethnicity such as geographical residence, income or feeder school. Using regression techniques, the analysis of the 2127 UHS applicants found that ethnicity explained 11% of the variance of the composite score percentile ranking, while the middle school attended explained 19% of the variance. This finding is consistent with that of Finn/Hockett, who note that the degree to which the feeder schools academically prepare children impacts what a high school can do in addressing diversity. As Dr. Finn commented "it would be a whole lot easier if the feeder system was doing a better job to get students prepared". Based on our findings above with respect to test scores and GPA, we will be completing additional analyses to better understand the factors that explain the lower performance among students and develop strategies on how these can be remedied. One advantage of the CogAT is that it is possible to build ability profiles of students to design interventions.</p> |
| 08.27.13 | Mendozas | <p>In the discussion of the working group, the memo we were provided says (on page 4) that "some measure of resiliency or motivation may address the concerns that were raised related to GPA." It then references the work of Dr. Lannie Kanevsky and says that Dr. Kanevsky pointed the working group to Drs. Gottfried (sic), in particular the Measure of Academic Intrinsic Motivation and the Children's Academic Intrinsic Motivation Inventory ("CAIMI") that they developed.</p> <p>Based on our review, it appears that the referenced instruments measure motivation as distinct from "resilience." (This is based on a review of the web site of the publisher of the CAIMI, Psychological Assessment Resources, which states that the purpose of the CAIMI is to measure motivation for learning in general and across specific learning areas.) It also appears from review of the Sandoval-Hernandez and Cortes article cited by the District in the memo we were provided (at page 4) that motivation may be one factor to be considered in assessing resilience but that it is not coextensive with resilience.</p> | <p>...what is meant by a "resiliency" test, how the District intends to identify and validate such a test, and how that test should factor into the overall admissions process...</p> <p>Therefore, Mendoza Plaintiffs would like to better understand what it is that the District is seeking to measure ("resilience" or only the motivation factor within "resilience") and whether it has been directed to any instruments besides those developed by Drs. Gottfried.</p> | <p>Our discussion with Dr. Lannie Kanevsky provided a foundation for which to look at the concept of academic resiliency and begin to operationalize it. She explained how the concept of resiliency has been considered in the academic literature - either used "clinically" (e.g. to identify at-risk or vulnerable individuals who may require interventions or "positively" - to identify sources of strength and motivation. This was helpful in considering what the value added would be within the admissions process, as well as setting a direction for looking at various instruments that sought to identify strengths rather than deficits.</p> <p>This was supported by the study conducted by Sandoval-Hernandez and Cortes (Sandoval-Hernandez and Cortes - Factors and conditions that promote academic resilience: A cross-country perspective). As the Mendoza plaintiffs point out the model of academic resiliency proposed in this study is much larger than the proposed focus on motivation Their theoretical model encompasses four dimensions - the personal, family, school and community and in their study of the relationship between educational resiliency and academic achievement they use a variety of indicators to measure the impact of each dimension. Their model provided a basis for further defining academic resiliency to the student's personal dimension and the two elements associated with it- self-confidence and effort/motivation in education - elements that they found in their study were strongly correlated with student achievement in reading.</p> <p>Dr. Lannie Kanevsky directed us to several resources beyond the Gottfrieds work, including Masten's "Ordinary magic: resilience process in development" and the work of Catherine Dweck who developed a 4 item inventory called Mindset.</p> <p>In addition, members of the working group looked at the published academic literature to find instruments that were designed to measure student motivation in academic settings and that</p> |
| | | Mendoza Plaintiffs reiterate that before they can agree to the inclusion of "resilience" in the factors to be considered in the UHS admissions process, they need to better understand what the District intends to measure and how. Further, as more fully explained by Dr. Hawley in his comments of August 8, before they can agree that "resilience" be added to the existing admissions process, the District needs to provide a more complete review and justification for the existing process. | | <p>Please see UHS admission revisions for complete details on the proposed motivation scale and procedures for implementation. It is clear from the review of existing admission practices and discussions with experts that schools use a variety of measures for high school admissions, and that no school has devised a perfect system. The inability for any one measure or sets of measures alone to improve diversity, whether one is doing it by the numbers or assessing student's individual-by-individual, is also clear. Schools with complex "holistic" approaches where student profiles are created from quantitative and qualitative data have proven to be no better at ensuring an ethnically diverse student body than those that use a "market-basket" of factors (e.g. test scores and grades). This is due to the fact that improving diversity at an "exam school" cannot be accomplished by focusing only on a school's admission process. For example, although incremental, UHS has seen an increase in the number of 8th grade Hispanic TUSD students qualifying for freshman admissions from 63 in 2010-2011 to 75 2012-2013 even though there have been on changes to the admissions criteria. Much of this occurred because of better outreach and recruitment efforts - a factor that Finn/Hockett find both "more important and more challenging as they (or their districts) strive to ensure that their applicant pools are demographically diverse, reasonably representative of their communities and academically qualified".</p> <p>The analysis conducted so far on the existing admissions criteria reveals that improvements should be made and additional measures piloted. As noted there are disparities across ethnicities in terms of student test performance. These will certainly be examined and addressed. However the degree to which adjustments can be made while ensuring that students are adequately prepared for the challenge of highly rigorous and demanding curriculum cannot be determined without testing multiple types of measures. It is for this reason that the District is proposing the use of additional measures, specifically the CAIMI (student motivation scale), a non-cognitive assessment, and the collection of teacher recommendations. The use of these additional measures will be evaluated to determine whether they add value and improve the existing process.</p> |

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| 09.06.13 | Dr. Hawley | This memo seeks to clarify issues related to the District's UHS Admission Plan about which there appears to be agreement among the Fisher and Mendoza Plaintiffs and the SM. First, however, let me observe, as did the Plaintiffs, that the District's argument that it could not do more than it proposes seems weak. From the very outset of the development of the USP, it was clear that increasing access to UHS for African American and Latino students was a high priority for the Plaintiffs and that admission criteria were at issue. In July 2012, the Court said that progress should be made about uncontested issues and I do not recall any opposition from the District to looking into ways to increase access to UHS. Moreover, in a district committed to inclusion, one would have expected that a search for alternative admission strategies would be on-going and there is evidence that changes had been made in the recent past. There is no evidence that the District looked at other exam schools. The District says it will consult with the authors of a 2012 book on exam schools, something it might have done at the outset of the process. I note, however, that neither author has expertise on assessment of student capabilities. | | |
| | | In any event, the book identifies many schools that could have been contacted directly. There is no evidence that the District investigated the consequential validity of its current criteria by examining the likely effects of different weights being assigned to the criteria using its current enrollees. As to the consultant they engaged, she does not meet the criteria stated in the USP (e.g., expertise "related to admission to similar programs"). Her work, moreover, is focused on gifted children in elementary grades. Finally, the USP is explicit about consulting with the Plaintiffs. This does not mean after the development of a plan but in the process. Indeed, there has been no "consultation" since the plan was distributed other than one exchange of emails justifying the District's process. | | |
| | | Now to common themes in the comments of the P/SM 1. The Plan is a minimal response to the intention of the USP. The addition of a resiliency test is, in principle, desirable, but the District will apparently give it little weight. | Since motivation/resiliency has been shown to be related to student academic performance, why not give this test more weight or at least randomly assign different weights to two sets of applicants who score low on other measures? | |
| | | 2. While it is too late for a pilot test, it is not too late to design an evaluation of the new procedures and to be specific about further work to be done that would broaden the search for more inclusive predictors of performance at UHS. | | As indicated in the plan, evaluation is a critical element. We will be developing an evaluation plan that will guide these efforts and will provide to plaintiffs when completed. |
| | | 3. While the admissions process for UHS starts early, analyses of the effects of different weights to be placed on the CogAT and grades could be done and this could affect actual admission decisions. | For example, do grades have different relationships to performance for different racial groups? Colleges regularly weigh grades by the past predictability of student grades from different schools. | See above response |
| | | Let me add a comment here. The District should be consulting with people who study the validity of various assessments of potential of AA and Latino students to succeed in gifted and talented programs. Professor Donna Ford at Peabody College at Vanderbilt is one such scholar. | | The consultants we have used - Dr. Hockett, Dr. Moon for exam schools, and Dr. Kanevsky for academic resiliency all have backgrounds and research experience in Gifted Education. We are trying to open up the school to students beyond those identified as gifted so it is unclear why this would be appropriate |

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| 09.16.13 | Dr. Hawley | The CAIMI seems to be unlikely to be the best possible tool, concerns about the expert who made the suggestion that we use CAIMS as our tool. | | The CAIMI is designed to address motivation for students up to 14 years old and has been used in studies of students in middle school. We will determine whether it is a useful through evaluation. Dr. Kanevsky has many years of experience and while she referred us to the instrument, it was used widely in the field. |
| | | Teacher Evaluations should be used in a structured way | | The pilot will test the use of teacher evaluations in a structured way using a developed inventory tool |
| | | Developing an effective evaluation plan and perhaps writing a foundational section about that in the current plan | | As indicated in the plan evaluation is a critical element. We will be developing an evaluation plan that will guide these efforts and will provide to plaintiffs when completed. |
| | Mendozas | Concern that there is information that they don't have: a) analysis of how predictive GPA and CoGAT have been in the past as far as whether the kids who score the highest are those who also succeed most at the school; b) Analysis of playing with weights to determine best outcome | | Please see earlier comment re one of the primary focus of the admissions process is to identify the level of students prepared to attend rather than to use measures of how "successful" a student will be. Please define "success". It might have been unclear but the analysis with respect to the correlation and grades revealed that adjusting the weights between the two would make no difference in outcomes. Right now, all ethnicity groups get the same amount of points from GPA. |
| | | Concern as to whether the CAIMI is the right tool? A) web-site says for students with academic difficulty; not sure this is appropriate here, b) see the child and youth resilience measure - has been used in certain circumstances | | The CAIMI was selected because it is a widely used measure that has been found to be reliable and valid and can be administered in groups. We are continuing to investigate the use of other tools to measure student motivation however and will certainly look at the Child and Youth Resilience measure. Dr. Kanevsky's recommendation was based on the fact that the measure is assessing a student's positive strength rather than their deficits unlike several of the measures |
| | | Concerned about and/or interested in about the interest in expanding UHS as regards access for AfAm and Latino students | | |
| | | They like the idea of continuing to develop this and underscores importance of effective evaluation | | |
| | Fisher | Wants to know how this ensures that more AfAm students will get into UHS | | Analysis of the past 3 years of data with respect to additive measure indicates that more AfAm students will qualify for admissions if they score within 5 points below 50. We cannot predict whether other criteria measure will impact diversity. As the research on "exam schools" show |
| | | Wants to know what type of support system they will have to stay there | | Please see earlier response re support systems available to students |
| | | Will the new plan operate to actually reduce the percentages of AfAm students? | | If it does then the proposed plan will have failed and we will have to start again. The new plan is based on the existing research and interviews with experts across the country as required by the USF. |
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| 09.10.13 | SM | <p>I wanted to note that the appendices provided with the revision of the UHS are examples of the information sharing that would be useful. Thanks.</p> | | |
| | | <p>Not to undermine the compliment, but the review of the Sedlack article is peculiar. He was on my faculty and I have great respect for him. But this article is about promoting success of Black students on COLLEGE campuses and it is 25 years old.</p> | <p>Would one think that there are parallels to the experience of 13 year olds a generation later?</p> | <p>In researching the topic of admissions criteria, there is a great deal of information and research, both new and old, related to college level admissions and its relationship to student success and diversity. Due to the nature of high schools, there is little research available. "They have been largely ignored by scholars and analysts." (Finn & Hockett 2012) In design, our proposed evaluation of the admissions criteria set forth will take on characteristics of a research study. As such, we will continue to look at admissions research at all levels that address the overarching constructs that impact admissions and assess the validity at the high school level through the pilot process. This article was used primarily for its explanation of seven non-cognitive variables that were found to be critical in the lives of minority students. These variables are overarching constructs and are still present in the lives of students today. We feel they are relevant, important and useful topics for TUSD African American and Latino students. Our plan is to use the concepts presented in these variables (positive self-concept, realistic self-appraisal, understands and deals with racism, prefers long-term goals to short-term needs, availability of strong support person, successful leadership experience, and knowledge acquired in a field) when we create the short-answer questions for the Sophomore pilot process.</p> |

Mendoza Comments/Responses

| Mendoza Comments | TUSD Responses |
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| <p>... concerned about the District's failure to comply with the USP's express provisions relating to UHS, which mandated the creation of revised admissions procedures so that they could have been piloted for transfer students for the 2013-14 school year. Having missed that opportunity, the District now has adopted a pilot admissions process for enrollment in 2014-15 for all entering freshmen and sophomores.</p> | <p>We could not pilot this process for the sophomore admissions process in May 2013 when the USP was only approved in March 2013. The sophomore/Junior/Senior is a 3-month process and applications are open in April. Parents/Students must be informed late-February in advance if changes are to occur in the admissions criteria. As a result, we did adopt a pilot admissions process to meet this requirement.</p> |
| <p>With respect to [the motivation] test, the Revision is incomplete. It states that the CAIMI or "other relevant measures" will be employed but does not state the basis on which the decision to use some "other relevant measure" will be made. Neither, in the form approved by the Governing Board, does it state what weight will be given to the results of this motivation test.¹ Mendoza Plaintiffs believe that these omissions must be addressed.</p> | <p>We added "other relevant measure" because of plaintiffs' concerns that we would consider the use of the CAIMI only. It was our intention to pilot the CAIMI this semester and then, based on our evaluation, determine its continued use. If it fails to identify our targeted populations, we will consider other relevant measures for the Spring admissions process. An evaluation plan will be completed by December 1 2013.</p> |
| <p>The USP expressly states that the District "shall administer the appropriate UHS admission test(s) for all 7th grade students." The Revision does not confirm that this will occur. The District should be required to commit to this testing.</p> | <p>We will administer the appropriate UHS admissions tests to all 7th graders in the Spring of each school year.</p> |
| <p>Plaintiffs and the Special Master questioned the weights assigned to CogAT scores and grades in the admissions process and suggested that an evaluation be undertaken to determine the correlations, if any, between (1) CogAT scores and the grades achieved by UHS students in their classes and (2) the GPAs of entering students and the grades they achieve in their UHS classes for the purpose of determining how strong each of these factors is as a predictor of success at UHS and/or whether the weights assigned to these factors should be modified. In the Expert Reports attached to the final Revision, the same point is made. Kenneth Bacon writes: "I would urge you to analyze the correlation of the different elements of the admissions process with student performance in the high school every year to determine their appropriate point values and inclusion in the process overall."</p> <p>Such requirement, with results broken out by the race, ethnicity and ELL status of the students, should be expressly included in the Review section of the Revision</p> | <p>As we have indicated before, correlations between the CogAT and student ending grades at UHS indicate that there is no direct correlation with students that score below a 9 stanine on the CogAT or related to GPA. However the combination of the two scores on GPA and CogAT scores has yielded success rates on PSAT, SAT, ACT, AIMS, and AP test scores.</p> <p>We have also provided an analysis of 3 years of UHS applicant data that shows that simply adjusting the weights between grades and CogAT scores will make no difference in outcomes by ethnicity. Right now, all ethnic groups receive the same amount of points from GPA. UHS will establish an admissions committee to review the admissions process and evaluation results. Results will be broken out by ethnicity and ELL status, as required for all other Desegregation data. The District agrees with, and will follow, the recommendation of Mr. Bacon to "analyze the correlation of the different elements of the admissions process with student performance in the high school every year to determine their appropriate point values and inclusion in the process overall." As Mr. Bacon points out the most efficient approach is to do this analysis "<u>every year.</u>"</p> <p>The District again, however, questions looking at the admissions criteria solely with respect to "success" at UHS. We believe that this is a limit to accessibility and would rather focus on thinking about student's preparedness for completing rigorous coursework, motivation to learn, and cognitive thinking skills to ensure their success.</p> |

¹ An earlier, draft version suggested that "up to five points" would be added to a student's score but no comparable reference is included in the final Revision. This seems to be implied by Appendix J but it should be included as an explicit provision of the revised admissions process so that there is no confusion or debate later on with respect to how the results of the motivation test are being used. The language has been restored.

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| <p>The experts noted inconsistency in the treatment of the weight to be given advanced courses such as honors or pre-AP for the purposes of an admission score and suggested that the inconsistencies should be resolved. Mendoza Plaintiffs object to any resolution of this inconsistency that results in additional weight being given for such courses at least until the District demonstrates that it has met its obligation under the USP to increase the number and percentage of African American and Latino students enrolled in such courses.</p> | <p>We recognize this point and will determine the process for a transcript analysis based on an evaluation of the Year 1 Sophomore admissions pilot.</p> |
| <p>The Revision contains a section entitled Recruitment and Retention which simultaneously states that recruitment and retention are not part of the admissions plan and then states that efforts are in place to improve recruitment and to further develop and improve student support systems. Absent is an acknowledgement of the specific outreach and recruitment efforts mandated by the USP. The District should be required to confirm that these mandated recruitment efforts are in place.</p> | <p>UHS has completed multiple activities with respect to recruitment. Please see the ALE access and recruitment plan for details. This plan has not yet been submitted and is not due until Jan. 1, 2014.</p> |
| <p>With respect to recruitment and retention, one of the experts retained by the District (Jeannie Franklin in Appendix K) made specific suggestions for the use of a pre-selection committee and a school advocacy tool. Having received such recommendation from its expert, the District should report whether it is intending to implement those suggestions and, if not, why not.</p> | <p>The UHS Recruitment, Retention, and Admissions sub-committee determined that the use of a pre-selection committee or a school advocacy tool would not be included at this time as they have had only marginal success in Maryland. As detailed in the ALE access and recruitment plan UHS is currently using many strategies for recruitment and retention. We will however incorporate the intention of a school advocacy tool in our existing recruitment work, insuring that recruiting of non-traditional students is included.</p> |
| <p>Mendoza Plaintiffs lodge a separate objection to the use of Illinois Mathematics and Science Academy ("IMSA") as the comparison school to UHS for the purpose of the power point presentation made to the Governing Board and the public with respect to the UHS admissions process. (The power point was included in the Governing Board agenda items for its October 22, 2013 meeting.) Mendoza Plaintiffs lodge their objection to the use of IMSA as the single comparison school for the purposes of Governing Board (and public) presentation because they believe that comparisons between the two schools are extraordinarily hard to make and that the information presented in the power point is misleading. Mendoza Plaintiffs therefore object to any conclusions about the demographics of UHS and/or Tucson that the District purports to base on a comparison with IMSA.</p> | <p>As evident in the audio of the Presentation, the comparison to IMSA was made only to point out (a) that as we have had success with Latino enrollment, IMSA has had success with African American enrollment, and (b) this is not a problem unique to TUSD and that we will continue to work learn from, and share ideas with, other similar schools as this process proceeds.</p> <p>Apparently, the Mendozas read the power point but did not listen to the presentation. Which, again, points out the significant problem with providing written materials from which the Plaintiffs draw conclusions either because they failed to listen to the audio that went along with the material, or because there is no way to always convey contents of phone or in-person conversations or discussions on paper.</p> <p>*Note: in the audio, we state clearly that we compared several schools but that Aurora was just the one we selected for this presentation.</p> |

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| <p>The experts noted inconsistency in the treatment of the weight to be given advanced courses such as honors or pre-AP for the purposes of an admission score and suggested that the inconsistencies should be resolved. Mendoza Plaintiffs object to any resolution of this inconsistency that results in additional weight being given for such courses at least until the District demonstrates that it has met its obligation under the USP to increase the number and percentage of African American and Latino students enrolled in such courses.</p> | <p>We recognize this point and will determine the process for a transcript analysis based on an evaluation of the Year 1 Sophomore admissions pilot.</p> |
| <p>The Revision contains a section entitled Recruitment and Retention which simultaneously states that recruitment and retention are not part of the admissions plan and then states that efforts are in place to improve recruitment and to further develop and improve student support systems. Absent is an acknowledgement of the specific outreach and recruitment efforts mandated by the USP. The District should be required to confirm that these mandated recruitment efforts are in place.</p> | <p>UHS has completed multiple activities with respect to recruitment. Please see the ALE access and recruitment plan for details. This plan has not yet been submitted and is not due until Jan. 1, 2014.</p> |
| <p>With respect to recruitment and retention, one of the experts retained by the District (Jeannie Franklin in Appendix K) made specific suggestions for the use of a pre-selection committee and a school advocacy tool. Having received such recommendation from its expert, the District should report whether it is intending to implement those suggestions and, if not, why not.</p> | <p>The UHS Recruitment, Retention, and Admissions sub-committee determined that the use of a pre-selection committee or a school advocacy tool would not be included at this time as they have had only marginal success in Maryland. As detailed in the ALE access and recruitment plan UHS is currently using many strategies for recruitment and retention. We will however incorporate the intention of a school advocacy tool in our existing recruitment work, insuring that recruiting of non-traditional students is included.</p> |
| <p>Mendoza Plaintiffs lodge a separate objection to the use of Illinois Mathematics and Science Academy ("IMSA") as the comparison school to UHS for the purpose of the power point presentation made to the Governing Board and the public with respect to the UHS admissions process. (The power point was included in the Governing Board agenda items for its October 22, 2013 meeting.) Mendoza Plaintiffs lodge their objection to the use of IMSA as the single comparison school for the purposes of Governing Board (and public) presentation because they believe that comparisons between the two schools are extraordinarily hard to make and that the information presented in the power point is misleading. Mendoza Plaintiffs therefore object to any conclusions about the demographics of UHS and/or Tucson that the District purports to base on a comparison with IMSA.</p> | <p>As evident in the audio of the Presentation, the comparison to IMSA was made only to point out (a) that as we have had success with Latino enrollment, IMSA has had success with African American enrollment, and (b) this is not a problem unique to TUSD and that we will continue to work learn from, and share ideas with, other similar schools as this process proceeds.</p> <p>Apparently, the Mendozas read the power point but did not listen to the presentation. Which, again, points out the significant problem with providing written materials from which the Plaintiffs draw conclusions either because they failed to listen to the audio that went along with the material, or because there is no way to always convey contents of phone or in-person conversations or discussions on paper.</p> <p>*Note: in the audio, we state clearly that we compared several schools but that Aurora was just the one we selected for this presentation.</p> |

ATTACHMENT C



MEETING OF: September 10, 2013

TITLE: University High School Admission Plan in Accordance with the Unitary Status Plan

ITEM #: 13

Information:

Study: X

Action:

PURPOSE:

As required by the Unitary Status Plan, the University High School Admission Plan was submitted to the Parties and the Special Master for comment and an opportunity to ask questions. All comments were considered and a response to the questions has been provided to the Parties and Special Master. Recommendations from the Parties and the Special Master were also considered and, if appropriate, were incorporated into the plan.

DESCRIPTION AND JUSTIFICATION:

Presented to the Governing Board to ensure awareness of any concerns and/or issues as the University High School Admission Plan is being finalized.

Presenter: Samuel E. Brown

Superintendent Goal: Desegregation

BOARD POLICY CONSIDERATIONS:

LEGAL CONSIDERATIONS:

For all Intergovernmental Agreements (IGAs), Initiator of Agenda Item provides the name of the agency responsible for recording the Agreement after approval:

For amendments to current IGAs, Initiator provides original IGA recording number:

Legal Advisor Signature (if applicable)

BUDGET CONSIDERATIONS:

_____ **District Budget**
 _____ **State/Federal Funds**
 _____ **Other**

Budget Cost **Budget Code**

Budget Certification (for use by Office of Financial Services only):

Date

I certify that funds for this expenditure in the amount of \$ are available and may be:

Authorized from current year budget

Authorized with School Board approval
Code: Fund:

INITIATOR(S):

| | |
|---|----------|
| Samuel E. Brown, Desegregation Director | 08.30.13 |
| Name | Date |
| | Title |

DOCUMENTS ATTACHED/ ON FILE IN BOARD OFFICE:

| |
|-----------------------------------|
| ATTACHMENTS: |
| Click to download |
| No Attachments Available |

TUCSON UNIFIED SCHOOL DISTRICT

**BOARD AGENDA ITEM
CONTINUATION SHEET**

TUSD

University High School Admissions Process Revision

I. USP LANGUAGE

The Unitary Status Plan (USP), section V(5)(a) states:

V. QUALITY OF EDUCATION

5. University High School ("UHS") Admissions and Retention

- a. By ~~April 1, 2013~~ October 1, 2013, the District shall review and revise the process and procedures that it uses to select students for admission to UHS to ensure that multiple measures for admission are used and that all students have an equitable opportunity to enroll at University High School. In conducting this review, the District shall consult with an expert regarding the use of multiple measures (e.g., essays; characteristics of the student's school; student's background, including race, ethnicity and socioeconomic status) for admission to similar programs and shall review best practices used by other school districts in admitting students to similar programs. The District shall consult with the Plaintiffs and the Special Master during the drafting and prior to implementation of the revised admissions procedures. The District shall pilot these admissions procedures for transfer students seeking to enter UHS during the 2013-2014 school year and shall implement the amended procedures for all incoming students in the 2014-2015 school year.*

The original date was changed by agreement of the Parties and Special Master.

II. EXECUTIVE SUMMARY

The USP directs TUSD to improve the academic achievement of African American and Latino students and to ensure that African American and Latino students have equal access to TUSD's Advanced Learning Experiences (ALEs). ALEs include: Gifted and Talented Programs, Advanced Academic Courses (AP, Pre-AP, Dual-Credit), and University High School (UHS). Historically, UHS has had disproportionately low African American and Latino student populations compared to the rest of the TUSD's high schools. The revised admissions process is one of several strategies to attempt to increase the percentages of African American and Latino students, including ELL students, enrolling and succeeding at UHS.

TUSD has worked to review and revise the process and procedures that it uses to select students for admission to UHS to ensure that multiple measures for admission are used and that all students have an equitable opportunity to enroll at UHS. This review and revision has included consultation with experts regarding the use of multiple measures, a review of best practices used by other school districts in admitting students to similar programs or schools, and ongoing consultation with the Plaintiffs and Special Master. .

The new proposed admissions process will be applied in a fair, equitable, and race-neutral manner. Although TUSD endeavors to positively impact the percentages of African American and Hispanic enrollment and success at UHS, the proposed application process is designed to be impartial and to offer equity and fairness to all students who apply.

III. DEFINITIONS

| | |
|--------------------------------------|--|
| Unitary Status Plan (USP) | The USP is a federal-court mandated plan to guide TUSD in its efforts to achieve "unitary status" by eliminating the vestiges of a "dual-system" that operated until the 1950s. |
| Parties and Special Master | The USP stems from a federal school desegregation court case called <i>Fisher-Mendoza v. TUSD</i> . The parties to the case include TUSD, two plaintiffs groups representing African American and Latino students respectively, and the United States of America, represented by the Department of Justice. There is a court-appointed "Special Master" who oversees implementation, including monitoring and reporting, on behalf of the federal court. |
| Advanced Learning Experiences (ALEs) | USP Section V(A) identifies TUSD's GATE Programs, Advanced Academic Courses (AP, Pre-AP, Dual-Credit), and UHS as ALEs. These are areas where there has been historically low African American and Latino student participation in comparison to the percentages of the TUSD as a whole. |

IV. BACKGROUND AND TIMELINE

The admissions process was first created through a UHS Advisory Report in 1987. It was revised in 1988, 1989, and 1991 by the UHS Matrix Review Committee. In 1997, the UHS school council adopted revised admissions guidelines. It was revised again in December 2009, and March 2010. The current policy was approved by UHS School Council in April 2011. The purpose of the admissions policy, including the entrance exam, is to recruit and retain a diverse and qualified student population.

In March 2013, the UHS Principal, Ms. Elizabeth Moll, established a UHS Admissions Internal Working Group that included Mike Schmidt, a UHS mathematics teacher for the past twelve years who represents the faculty and serves as a liaison to the Instructional Council, the Assistant Principal Amy Cislak who serves on the UHS Site Council, and Dr. Juliet King, an A&R Research Project Manager, who has managed the school's admissions for the past four years. With Principal Moll's retirement at the end of school year 2013-14, the new Principal, Dean Packard, has taken her place. The other members have remained in the Working Group. Additional constituents have been recruited to give input and feedback on the process including: Carmen Hernandez - UHS Learning Support Coordinator; Treya Allen - UHS Career and Technical Counselor; Loraine Blackmon - UHS Office Manager, site council member and UHS Foundation Board member; Terry Adkins - parent and site council member; Matt Ulrich - UHS mathematics teacher and site council member; and Mickey Cronin - student and site council member.

The ALE Director and new principal of UHS were hired on July 1st 2013 and began working with the current working group and expanding the constituent input into the admissions process. The District presented a draft revised process July 20, 2013 for Board, Special Master and Party Review. TUSD staff and UHS, with the inclusion of stakeholders, are working to refine the draft process in time for the 2014-15 admissions period. TUSD will send a revised draft by September 6, 2013, and will continue to consult with the Parties and the Special Master in the refinement of the final plan - set to go to the Governing Board for approval either on September 24, 2013 or, if necessary, on October 8, 2013 prior to implementation. TUSD will send a notification of the possible changes to the new admissions process inserted into the 8th Grade recruitment letter from the ALE Director that was sent September 6, 2013. Notification of any modifications to the current admissions process will be sent to all applicants by October 18, 2013, at the latest.

V. CURRENT ADMISSIONS CRITERIA

Currently, admission to UHS for 9th and 10th grade is based on the following factors: 1) achieving 50 points or more from a combination of points obtained from valuing a student's GPA and entrance test scores, and 2) space availability. Students must have a minimum cumulative GPA average of 3.0 in four core classes – English, Social Studies, Mathematics, and Science. No weight is given for advanced classes, such as Honors or pre-AP.

The cumulative GPA average is calculated from final grades for the second semester of seventh grade and the first semester of the eighth grade school years. UHS currently administers the Cognitive Abilities Test (CogAT) as an entrance exam. The Cognitive Abilities Test has been used as the primary entrance test for over a decade. It is comprised of three sub-tests – a verbal, quantitative and non-verbal. In 2013-14 both UHS and GATE (for grades 3-7) will administer the most recent version – the CogAT Form 7 – to grades 3 through 8.

The CogAT's strength is the fact that it is not an intelligence test, nor a standards-based exam (a common type of assessment for "exam schools") but a well-known and norm-referenced assessment of a student's reasoning abilities skills - skills that are not innate and can be developed over time (Loman, 2002). Students must receive a minimum qualifying composite stanine score of 7 on the test to receive points. The current required minimum test score of a 7 on the Composite Stanine is equivalent to a 77th percentile rank and allows for students that may not score a 7 or higher in each sub test the opportunity to still meet the entrance requirements by obtaining higher scores in one or more sub test categories. Points are awarded for GPA and test scores according to the following tables. A minimum of fifty points and above qualifies a student for admissions to UHS. (See Chart below, page 3)

In the past the Ravens test was used as an additive component to supplement student scores. The Ravens test is now available online which makes it ineffective as a measure. Therefore, it was removed as a component of the admissions process beginning in SY 2012-2013 as a component of the admissions process.

| GPA | Points |
|-----------|--------|
| 4.00 | 36 |
| 3.99-3.86 | 34 |
| 3.71-3.58 | 32 |
| 3.71-3.58 | 30 |
| 3.57-3.44 | 28 |
| 3.43-3.30 | 26 |
| 3.29-3.15 | 24 |
| 3.14-3.00 | 22 |
| 2.99-0 | 0 |

| CogAT Stanine Test Score | Points |
|--------------------------|--------|
| 9 | 27 |
| 8 | 24 |
| 7 | 21 |
| 0-6 | 0 |

VI. REVIEW PROCESS

The UHS Admissions Internal Working Group met several times to discuss the current admissions policy for freshman and to identify areas for review and revision. Early consensus from the working group determined that additional admissions criteria should be objective and well-defined. The initial feeling was that the use of interviews, personal essays and/or staff recommendations could inject subjectivity into a process, and could reduce the transparency and consistency of the admissions.

Since that time, a larger constituent group has had the opportunity to participate in discussions and overview of the admissions process. Multiple experts have been contacted and additional research has been completed as TUSD adjusted to the UHS principal transition and the hiring of an ALE Director. In addition, feedback has been received from the TUSD School Board, the Plaintiffs and the Special Master. To this end, a more complete outline of a draft admission processes is outlined below.

A. Expert Analysis

Multiple experts were contacted and interviewed regarding best practices, multiple measures, and other related topics.

Experts Contacted:

- | | |
|--|-----------------------------|
| 1. Kenneth Bonamo (Principal, Scarsdale High School, Scarsdale, NY) | September 5, 2013 |
| 2. Dr. Chester Finn (co-author, Exam Schools) | August 22, 2013 |
| 3. Jeannie Franklin (Director, Division of Consortia Choice and Application, Montgomery County Public Schools) | Pending (September 9, 2013) |
| 4. Dr. Angela Hockett (co-author, Exam Schools) | August 21, 2013 |
| 5. Dr. Lannie Kanevsky at the Simon Fraser University (expertise in Academic Resilency/Motivation scales) | July 2, 2013 |
| 6. Kelly Lofgren (Admissions Coordinator, Illinois Mathematics & Science Academy [IMSA], Aurora, Illinois) | August 16, 2013 (email) |
| 7. Dr. Tonya Moon, University of Virginia (expertise in Gifted Education and Academic Diversity) | August 22, 2013 |

See Appendix A and AA for summaries of interviews.

In discussions with these multiple experts regarding analysis of current "Exam School" best practices, the general consensus is that the use of multiple and varied methods of analyzing students for the basis of admissions yields a more complete picture of the students and is deemed a best practice. When looking at what factors most impact the diversity of the schools, feedback was given that expanding the school, improving recruitment, and improving feeder pattern educational practices have the greatest impact on increasing the diversity of the school.

In these endeavors UHS has been making strides for the past few years. Recruitment efforts have included steadily increasing the amount and accuracy of information being distributed about UHS, and this has resulted in an increase in the number of students entering UHS to over 300 in the current freshman class. During this same time period, there has been a steady increase in the percentage of Hispanic students attending UHS, although the same increase was not seen for African American students. Current size restrictions limit the number of students who are able to attend UHS; given the increase in students qualifying for admission to UHS, this is a concern. Further, UHS has hosted two events with feeder schools to work on vertical articulation of curriculum to help feeder schools prepare students for the rigors of UHS.

See Appendix B for Hispanic and African American student enrollment data.

B. Exam Schools - Current Practice

Various exam school web sites were analyzed, application packets investigated, and personnel contacted, when possible, for an understanding of current practices. In general, these schools used multiple measures and supported a more holistic approach to the admission process.

Exam Schools Reviewed:

- | | |
|---|----------------|
| 1. Illinois Mathematics and Science Academy (IMSA) | Aurora, IL |
| 2. Thomas Jefferson High School for Math and Technology | Alexandria, VA |
| 3. Liberal Arts and Science Academy High School | Austin, TX |

See Appendix C for detailed information on each school; Appendix D for Review of Top-Rated AP High Schools; Appendix E for Review of Exam Schools

V. PROPOSED ADMISSIONS PROCESS REVISION

In discussions with experts and with those involved in the development of a quality admissions policy, it has become clear that it is best practice to work on a process for implementation that includes the use of multiple measures and a continuous evaluation of this implementation. After meeting with experts and working with constituent groups, we would like to propose the following multi-year process for implementation and analysis of UHS admissions, in collaboration with the Plaintiffs and the Court. This process will allow for:

- 1) flexibility in meeting admission timelines while developing multiple criteria and
- 2) using a varied approach to admissions at UHS, both for the 14-15 SY and in the future.

The development of a process for implementation and evaluation of admissions, instead of a static policy, will allow all parties the opportunity to better understand how the different proposed changes impact admissions. The outline below looks at a two-year process; however, we would also like the process to be that of continual analysis and improvement over time. This would include analysis of other testing in the future, including the use of the Partnership for Assessment of Readiness for College and Careers (PARCC) as an option.

YEAR 1 (for students applying in 2013-14 to enroll in 2014-15)

A. Freshman

1. Eighth grade students that apply for admissions for the 2014-15 school year will complete a pilot admissions process.
 - a. Students will take the Cognitive Abilities test (CogAT) – Form 7.
 - b. Testing sites will be arranged for all middle schools that have applicants on site.
 - c. UHS will have two alternative testing dates on site for any student unable to test at their home school or students from outside the district.
 - d. A minimum composite score of 7 will qualify students for points towards admission.
2. GPA
 - a. A student's cumulative GPA average is calculated from final grades for the second semester of seventh grade and the first semester of the eighth grade school years.
 - b. A minimum cumulative GPA average of 3.0 in four core classes – English, Social Studies, Mathematics, and Science will qualify students for points towards admission. No weight is given for advanced classes, such as Honors or pre-AP.
3. Academic Motivation Test (CAIMI)*
 - a. All current 8th grade students will pilot a motivation test (CAIMI) during the Fall of 2013.
 - b. All non-district students that have applied and taken the CogAT will pilot a motivation test.
4. Point Structure: Remains. For the first-year pilot, the motivation test will be used as additive (see below). After the first year, we will look at the motivation test scores and reevaluate the weight/point distribution at that time.
5. Using an additive score for the motivation test with a possible point value of up to five points yields the following number and percentage of students that may have gained admission through the use of an additional measure over the last three years.

Given the results using the current point structure and awarding bonus points from the use of an additional assessment appear to increase the percentage of African American and Hispanic students that could be admitted to the school. *See Appendix J*

**Dr. Lannie Kanevsky recommended the Children's Academic Intrinsic Motivation Inventory (CAIMI).*

B. Sophomores

1. Freshman students that apply for admissions for the 2014-15 school year will complete a pilot admissions process.
2. Students will take the Cognitive Abilities test (CogAT).
 - a. UHS will have testing on site.
 - b. A minimum composite score of 7 will qualify students for points towards admission.
3. Transcript analysis/GPA
 - a. A rubric will be developed to weight GPA and the additional use of transcript analysis that yields higher values for higher GPA and honors/advanced coursework. For example, a student could be given an additional point for taking an advanced level class, regardless of the grade earned.
 - b. A minimum cumulative GPA average of 3.0 in four core classes – English, Social Studies, Mathematics, and Science will qualify students for points towards admission. No weight is given for advanced class grades, such as Honors or pre-AP.
 - c. Students must be on track to graduate with a UHS diploma. (Appendix E)
4. Academic Motivation Test (CAIMI): All applicants will pilot the CAIMI.
5. Non-Cognitive Admissions Component (Sedlacek and Brooks): Questions would be developed for short answer responses to questions that would be given at the same time as the Motivation assessment. These questions would be related to the seven non-cognitive variables from Sedlacek and Brooks. *See Appendices F and G for information and examples*
6. Teacher Evaluation: Students will submit teacher recommendations similar to the exemplar used by IMSA. *See Appendix H for examples of teacher evaluation form.*

Rubrics will be developed for the non-cognitive admission component and teacher recommendations. The development of the rubrics will be done in consultation with outside experts. *See Appendix I for example of rubric.* An extensive evaluation of each admission component will be conducted to analyze the effectiveness, efficiency, and impact on actual admissions.

C. Juniors and Seniors

1. A UHS diploma carries with it a level of expectation and signifies success in an extremely rigorous and challenging academic setting. The criteria for prospective Junior and Senior Admissions reflects the preparation of current UHS students at this level. Any admissions of Juniors and Seniors is subject to space availability. There may be times when no Junior or Senior students will be admitted. If there are openings and applications are accepted, the following criteria will be piloted.

Students must:

- a. be on track to graduate with a UHS diploma. (Appendix E)
- b. demonstrate successful performance on the State's standardized test requirements for graduation.
- c. have earned an Exceeds on the AIMS or the equivalent ratings on future testing on two of the subjects tests, reading, writing and mathematics.
 - i. GPA of 3.0 or higher in all previous coursework. (how measured?)
 - ii. score of 167 or higher on the PSAT or SAT of 1670 or higher.

YEAR 2 (for students applying in 2014-15 to enroll in 2015-16)

The Year Two process is an extension of the pilot process that was used for sophomore students in Year One. Based on an extensive evaluation of the Year One process, including analysis of each component and their effectiveness and efficiency, the functioning components of the list below will be used.

A. Freshman and Sophomores

1. All eighth and ninth grade applicants will be given the CogAT to determine eligibility for UHS admissions for the 2015-16 school year. A minimum composite score of 7 will qualify students for points towards admission.
2. Transcript analysis/GPA
 - a. A rubric will be developed to weight GPA and the additional use of transcript analysis that yields higher values for higher GPA and honors/advanced coursework. For example, a student could be given an additional point for taking an advanced level class, regardless of the grade earned.
 - b. A minimum cumulative GPA average of 3.0 in four core classes – English, Social Studies, Mathematics, and Science will qualify students for points towards admission. No weight is given for advanced class grades, such as Honors or pre-AP.
3. Academic Motivation Test (CAIMI): All eighth and ninth grade applicants will take the CAIMI.
4. Non-Cognitive Admissions Component (Sedlacek and Brooks): Questions would be developed for short answer responses to questions that would be given at the same time as the Motivation assessment. These questions would be related to the seven non-cognitive variables from Sedlacek and Brooks. *See Appendix F.*
5. Teacher Evaluation: Students will submit teacher evaluations similar to the exemplar used by IMSA. *See Appendix H.*
6. Non-Cognitive admissions component
 - a. Short Answers: Questions would be developed for short answer responses related to the seven non-cognitive variables from Sedlacek and Brooks.
 - b. Teacher Recommendation: Students will submit teacher recommendations similar to the exemplar used by IMSA.

B. Juniors and Seniors

See Year 1

VI. REVIEW

UHS will create a review committee that will review the process and results of admissions yearly. Changes will be considered for the next admissions cycle.

VII. RECRUITMENT AND RETENTION

While recruitment and retention are not part of this Admissions Plan, they are a significant component in UHS's work in increasing and maintaining the diversity of the campus. On-going efforts are in place to improve recruitment of eligible students, as are the development and improvement of student support systems, many of which are already in place. Data will be used to analyze recruitment efforts, retention of students, and their successful completion of the UHS curriculum.

DRAFT

University High School Admissions Revision Plan

APPENDICES

| | |
|-----------|--|
| A | Expert Interview P. 2-6 |
| AA | Email from Kelly Lofgren – Admissions Coordinator of Operations, Illinois Mathematics and Science Academy P. 8-9 |
| B | Hispanic Enrollment P. 11 |
| C | <i>Exam School</i> – High School Information P. 13-15 |
| D | Review of Top Ranked AP Schools P. 17-22 |
| E | Review of Case Study Schools in <i>Exam Schools</i> P. 24-25 |
| F | Sedlack Article P. 27-39 |
| G | Essay Questions P. 41-42 |
| H | Teacher Evaluation P. 44-45 |
| I | Admissions Rubric P. 47 |
| J | Three-Year Testing Data P. 49 |

APPENDIX A

University High School: Admissions Revision for SY 2013-14
Appendix A: Expert Interview

1. Dr. Kay Hockett interview (August 21, 2013)
2. Dr. Chester Finn interview (August 22, 2013)

Martha G. Taylor – notes

1. In your review of “exam schools”, what would you consider are some of the ‘best practices’ that exam schools are using in terms of admissions criteria? and what would you consider are some of the least successful? obviously this is weighed against what a schools objective’s might be and there are several that we have identified: e.g. A student’s preparedness for the advanced coursework, success in completing a 4 year rigorous AP curriculum, and ability to attract a diverse demographic population including underrepresented students
 - *Best practices are holistic, much like colleges use. A multi-faceted approach is best as you need to move beyond on factor. Single criteria process is antiquated; should not be “do or die.” Good examples of holistic approach are IMSA and TJHSSM.*
 - *Multiple factors need to be examined. It is not diverse vs. qualified; it is “what does qualified mean?” Not appropriate that it only means good test takers – one moment in time. Should not be just one measure to determine qualified.*
 - *Many exam schools believe that test is effective because it is “clean”; this is an engrained belief – that it is not about race. However, everything is subjective to a degree and has philosophical implications.*
 - *This holistic type of process is defensible for both political and best practice perspectives. Goal should be to have student population that mirrors community.*
 - *Recruitment should be in community (churches, neighborhood centers, etc.)*
 - *Should have multiple people looking at applications. Rubrics are good to use.*
 - *Admission process should have internal consistency with school & district’s mission and vision.*

 - *Not one way; test score and cut-off can be subjective not just objective; prefer holistic method like a small private college (grades are frequently not used, recommendation, personal statement, test scores, interviews, problem-solving questions)*
 - *Good when admissions is divorced from school TJ & NYC); removes onus from school and insulates principal from political process.*
 - *If there is a large demand from community for this type of program, district should increase number of schools instead of making process more selective.*
 - *Admissions processes that are problematic? Pure exam schools that use a single test score are not recommended. This is not a good way to make any important decisions in life. One point in a score should not make a difference. It is efficient and safe but not much else is going for it.*
 - *Some quantitative approach based on market-basket factors (GPA, Test, etc.) Some admit all over cut-off score so no further selection (New Orleans)*
2. Academic tests: Schools use a variety of different tests to assess academic achievement (e.g. standards based, achievement tests, cognitive assessments). Were there any differences you noticed between the type of these assessments that led you to believe that the implementation of 1 was more successful than another.
 - *Not necessarily. Some used professionally developed and others used tests developed at school level. All are similar. Some use IQ-type tests: this is what the CoGAT is most aligned with.*
 - a) *Just recently we have begun to see an increase in “institutional” test prepping from schools in our community – was this a common problem for the schools and how were they addressing this issue? Was this a motivational factor in creating their “own” assessments?*
 - *It has come up. Test prep is a cottage industry in parts of the country – CA & NY.*
 - *Chicago Public Schools (CPS) – measures achievement on test AND achievement relative to peers. Now have a minimum score all applicants have to achieve.*

 - *Some schools do own test; some hire Pearson or another company to do one for their specific school. One kind of test is not better than another.*
 - *I am wary of one test score/number being the determiner.*
 - *Test Prep programs rampant in high SES; Proliferation argues for the holistic approach. Produces own SES discrimination.*
 - *Some schools (TJ) make everything known. Even public info does not solve this problem.*

University High School: Admissions Revision for SY 2013-14
Appendix A: Expert Interview

- *HS are captive of feeder schools preparation of students. The drawbacks and limitations students bring with them are out of a HS's control.*
3. Non-academic assessments: As a result of the review we are conducting, UHS is looking at other types of measures to assess students' preparedness – and specifically proposed the use of an “academic resiliency scale” or a “motivation” scale that measures student persistence or motivation around learning. In your research, did you come across other schools that had adopted such instruments as part of their admissions policy and what was their experience using this type of instrument?
- *No. It is not used, although some schools are interested.*
 - *Can tap into motivation using personal essays, etc. This helped TJHSST*
 - *Most schools use GPA – many said at least a 3.; some looked at courses taken (higher level).*
 - *Some considered what the student's options were if not admitted (rural area, math/science interest, etc.); this results in a more practical and realistic look at S*
-
- *I don't know. Our research did not get into types of tests used.*
 - *I am skeptical that a test can measure motivation but maybe I don't know of a good one.*
 - *Any opportunity for student expression (interview, personal essay) and/or a teacher recommendation could reveal motivation. Could ask: Why do you want to come to this school? Can you give evidence from your personal experiences that will show that you will do well in this school?*
4. “Subjective measures”: One area of controversy has been the use of more “subjective” measures. What did you find was the most successful way schools used “personal statements” and student essays? Teacher recommendations?
- *Success should be based on mission and vision of district/school.*
 - *TJHSST and IMSA use multi-faceted approach. Big-Committee model for first round: Committee does not see anything quantifiable and makes recommendation using rubric. There is close examination of S as an individual and not just as a number. No great success yet but working towards a worthwhile goal.*
 - *Teacher Recommendations: frequently used with GPAs*
 - *The traditional T. Rec. is not taken very seriously. Seen as opportunity for teacher to explain low achievement or other problems. Used with student who have low numbers in as process that traditionally looks at only the numbers.*
 - *More holistic type (IMSA & TJHSST) – taken as good evidence; several options for qualities of character. Particularly like the one used by IMSA that has personal qualities and then a rubric for each quality.*
 - *Personal Statement – trained members used rubric*
 - *Concern about subjectivity? Even the choice to use a test is a subjective decision. You cannot take the human element out of it. Most important is follow-up.*
 - *Many schools use matrix; this is the old way and the reasoning is, “This is the way we've always done it.” Not recommended.*
-
- *This is the challenge of holistic system – validity and reliability not possible in the traditional sense. No fancy measure because you are dealing with the human element.*
 - *Quantitative is easy to explain to the public vs. human judgment that is an evaluation of others*
 - *Not easy*
5. The use of race: Obviously one of the issues surrounding admissions policy is the question of diversity and the use of considering “race/ethnicity” a factor in admissions. What did you find had been the schools' experience with using race/ethnicity as part of the criteria? Geography often seems to be a common proxy for that? Others – e.g. income?
- *Usually a proxy for race is used. SES or Free & Reduced are most common proxies. Sometimes geographical location can be used (CPS).*
-
- *Schools frequently don't want to talk about this sensitive subject. Pleasantly surprised by diversity of school studies as a group vs. individual schools that have predominantly one race.*
 - *Exam schools frequently best integrated by % but almost never reflect the community as a whole*

University High School: Admissions Revision for SY 2013-14
Appendix A: Expert Interview

- *Tough to balance in admission process; can't use race itself but can be a factor. Geography & SES are frequently proxies.*
 - *I don't believe in admitting only on race; need other qualities but can do proxies. Broader reach than just TUSD would be good. (explained to him that there are no % limits in place currently although the priority is to TUSD students).*
 - *Heroic efforts seen – reaching out to MS, summer programs, school visits, etc. BUT feeder system needs to do a better job of education and preparing these students.*
 - *Some schools take students on a trial basis (Austin, TX); don't quite meet but have a fighting chance. Risk for all parties; don't know how successful this model is.*
6. You conclude in your final summary that schools' admissions processes typically fall into 1 of 2 categories – heavy reliance on “numbers” vs. a “more holistic student by student approach. Did you draw any conclusions about the pros and cons of each approach? Do you have an exemplar?
- *Our book was about identification only so we didn't evaluation pros and cons.*
 - *My opinion – should work to closely mirror community; many schools are now trying creative approaches although none are yet completely successful.*
-
- *Should contact Scarsdale HS principal in NY (was in Queens); proud of not relying on test scores alone, proud that his school is not like exam schools; argues that test score reveals good test takers but not other qualities like motivation; direct and thoughtful comments from him.*
 - *IMSA – J. Hockett believes this is optimal admissions process – multi-dimensional and they consistently reevaluate; I did not visit and defer to her expert opinion.*
7. Factors that make most difference and have the most impact?
- *Feeder Schools – not much emphasis on this approach; acknowledge there are differences that must be dealt with.*
 - *Going into community (like IMSA and Jefferson County in Kentucky) is crucial. Leads to broader outreach and more success in recruiting. Do not rely on them coming to you (at schools).*
 - *Money and resources affects what any school can do; different depending on if school or district is responsible.*
 - *Advocate for broader more inclusive holistic system in general that aligns with mission/vision of district/school.*
-
- *Need to widen applicant pool with qualified students & build large and diverse pool of applicants; again comes back to feeder system and problems endemic with that. Building feeder system is surest way to increase diversity.*
 - *High-achieving students of color don't apply to selective colleges because they don't know about those opportunities; no one in their life has encouraged or told them about those options. Community college is usually their only known option.*
 - *Outreach needs to include local influential Af Am and Hisp individuals; organization outside of school system (Civil rights, political, religious), mentors that aren't scholastic (Sunday school teacher, YMCA coach)*
 - *Largest waste of human capital in USA is smart poor kids*
 - *Conclusion of our book – open more selective schools; there is a strong place for stand-alone schools – need them + AP, IB, etc. in regular schools; whole-school approach has a lot going for it – peers, curriculum, environment, critical mass → all are needed by some students*
 - *Whole-school approach could be completely open – have to pass certain courses or you must leave; this is harsher than than being selective at the beginning.*

3. Dr. Lannie Kanevsky (on Academic Resiliency/Motivation scales)

July 2, 2013 (conducted by Juliet King)

- What are we trying to measure?
Resilience definition: a) “persistence” - “adapt” to challenging situation; “stick to it ness”; “support”
b) “resourcefulness”
- *Explained that split in the literature between “positive” vs. “clinical” - identifying positive strengths within teachers vs. using it to identify at-risk students for interventions. Such measures have been used to analyze medical school applicants in Canada*

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- *Resources: Ordinary Magic: Resiliency practices in development – Marsten; Mind Set; Currently studies “character” ; mentioned Andrew work*
- *Measures: Measure of Academic Intrinsic Motivation – Godfried/ Godfried; Children’s Academic Intrinsic Motivation Inventory – Mind Set*

4. Dr. Tonya Moon, University of Virginia, College of Education

August 22, 2013 (conducted by Juliet King)

- Has consulted with Thomas Jefferson High School in Fairfax County and Richard Maggie Walker in Richmond in planning, implementing, and evaluating admission policies.
- Spoke mostly about TJ because that was the school she was most familiar with:
- Key findings:
- 5-6 year process in revising and implementing admissions process
 - TJ is primarily a math-science school and therefore math/science emphasized in testing
 - Admissions process is 8 months long
 - Every year there is a ½ day training for using the Rubric scoring scheme in February – week long scoring
 - Every year there is a ½ day training for how-to review the teacher packets in March – week long scoring
 - Final decisions go out in April
- Create “student score profiles”
- Use multiple measures that include:
 - December: Standards based assessment that measures student’s knowledge in core content areas (math/science emphasized). Assessment is created every year and taken in December . 3000 applicants go down to 1500-1600.
 - January: Students write 2 essays (drawn from essay bank) for 1 hour. 1 essay is a self-reflection. The other is responding to a question about a problem in a real world context. Essays are evaluated as to how well responses align with the TJ mission. Up to 30 raters
- 480 students selected.
- Admissions does not result in increased diversity.
- Maggie Walker is currently in planning stage to address admissions.

5. Kenneth Bonano, Principal @ Scarsdale High School

September 4, 2013 (conducted by Martha Taylor)

(recommended by Dr. Chester Finn as expert on holistic approach to high school admissions)

- Personal beneficiary of same type of school with holistic method– Staten Island Technical High School (SITHS) – returned to teach in 1998 for ten years
- 2005 school switched to specialized test; taken in fall of 8th grade – optional on Sat or Sun; admission to seven schools based SOLELY on results of this test
- SITHS opened as gifted high school and used data of MS record and picked indicators of student who could succeed in academic challenging school: Grades core subjects, state test reading and math, attendance (90%) – many applications so could not use subjective measures (85-2005)
- Townsend Harris in Queens – also uses more holistic approach; 5000 applicants for class of 280. Principal. Did the same as above – see web site. 1) 90% av. in each class, 90% on state test, 90% attendance. 2) rank students based on average of seven numbers
- Could use geography (as proxy for race) with straight rank all seats will fill from top schools SES. To mitigate you could group students by zones high schools. Then take top % from each middle school.
- Professional using personal experience: When you use only one test end up with highly intelligents but not all good students = unmotivated; when you use holistic approach almost always end up with good students, most of whom are intelligent = hard working, eager to please, even if not the highest IQ; succeeded in easier environments and now

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- in a more challenging environment; provided support and very few existed out. Found a way to help them succeed. Tended to work out bc they were good students.
- At SITHS when we went to sole test – had students who were smart and capable but were sociopathic; no T would ever have given them more than 85% on a grade = test does not allow T subjectivity. With holistic approach the T subjectivity is factored in (through grades = academic behavior [resiliency, cooperation] → helped set tone in school
 - With holistic approach – no cutting class, homework always done; With just test – S don't do homework, have bad attitude
 - 75-80% percent are the same students. Remaining 10-20% can change the school environment completely; within a year so much admin time was directed to recalcitrant students and troubled students; with test there is no way to filter out these students. Which fringe do you want?
 - Magic Wand – Verbal/Math aptitude test and holistic evaluation; grades and state test more content/achievement based and are better measures than aptitude (can do it but not if they actually do it)
 - Could use Buckets metaphor – by geography / middle schools; top 10% from each MS – TX does this for college; argument for geography as proxy – GPA differs from school to school by at each school they rise to the top among their own classmates;
 - Attendance – always allowed for extenuating circumstances. Guidance Counselors flags. Waive attendance requirement.
 - Familiar with principals at both high schools – happy to make introduction

APPENDIX AA

Taylor, Martha

From: Kelly Lofgren [klofgren@imsa.edu]
Sent: Friday, August 16, 2013 1:57 PM
To: Taylor, Martha
Subject: Re: Copy of Application
Attachments: Review Committee Training Draft for '13.ppt

Hi Martha,

When our counselors read the admission files we simply take notes to present the file to the Selection Committee. Prior to that we have a group of internal and external evaluators (a process we call Review Committee) assign a value from 40 - 80 to the qualitative aspects of the file. The values are used in the decision-making process and are assigned based on the guidelines in the attached training.

The application itself hasn't really had any impact on recruiting and enrolling underrepresented students, though in the decision-making process we certainly look for academic achievement and passion for math and science based upon an applicants unique circumstances.

For recruitment purposes we've created many pipeline programs, which you can learn more about here: <https://www.imsa.edu/admissions/multicultural/multiculturalPrograms>, and here: <https://www.imsa.edu/admissions/multicultural/multiculturalPrograms>. These programs have been very effective, but they are quite time-consuming and expensive.

Kelly Lofgren
Admissions Coordinator of Operations
Illinois Mathematics and Science Academy
1500 West Sullivan Road
Aurora IL 60506-1000
630-907-5568
www.imsa.edu

On 8/16/2013 11:15 AM, Taylor, Martha wrote:

Kelly – Thank you SO much. I have two additional questions:

1. Would it be possible to send me the rubric you use to evaluate the student essays?
2. Has your application process/requirements been effective in increasing the number of underrepresented students admitted to IMSA?

Again, thank you so much for responding to me.

From: Kelly Lofgren [mailto:klofgren@imsa.edu]
Sent: Friday, August 16, 2013 9:04 AM
To: Taylor, Martha
Subject: Re: Copy of Application

Hi Martha,

Attached is our admissions application from last year, and our new one will be posted on September 1st. We are planning to change several of our essay questions this year, but have yet made final decisions. Please feel free to reach out during your review process. We are always looking for ways to improve our processes and recruitment as well.

Best,

Kelly

Kelly Lofgren
Admissions Coordinator of Operations
Illinois Mathematics and Science Academy
1500 West Sullivan Road
Aurora IL 60506-1000
630-907-5568
www.IMSA.edu

On 8/15/2013 10:47 AM, Taylor, Martha wrote:

Dear Kelly and/or Phyllis:

I am currently investigating admission policies of "exam schools" as our district is under a court order to revise the admission process of our exam high school. I am very interested in the process IMSA uses and have found quite a bit of information on-line. However, I cannot find a copy of your application since it is now closed nor any sample essay questions, which I would like to see. Would it be possible to send me an old application from 12-13 and some examples of essay questions used in the past?

Thank you so much for your help.

Martha G. Taylor, M.A., J. D.
Director of Advanced Learning Experiences (ALE)
Tucson Unified School District
520-225-6422
martha.taylor@tusd1.org

APPENDIX B

UHS Freshman Applications by Ethnicity - TUSD students only

| | 2009-2010 | | | 2010-2011 | | | 2011-2012 | | |
|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | Tested | Qualified | Enrolled | Tested | Qualified | Enrolled | Tested | Qualified | Enrolled |
| Anglo | 252 | 113 | 85 | 235 | 121 | 57 | 196 | 78 | 71 |
| Af-Am | 53 | 5 | 1 | 28 | 3 | 2 | 39 | 5 | 4 |
| Hisp | 414 | 94 | 49 | 339 | 63 | 60 | 363 | 71 | 67 |
| Nat Am | 18 | 5 | 0 | 11 | 1 | 1 | 21 | 3 | 2 |
| Asian | 43 | 20 | 22 | 33 | 23 | 15 | 34 | 16 | 14 |
| Multiple | 14 | 4 | 10 | 10 | 6 | 5 | 17 | 6 | 6 |
| Total | 794 | 241 | 167 | 656 | 217 | 140 | 670 | 179 | 164 |

Note: From 2009-2011 UHS handled its own admissions/selection process. A&R handled the testing. The admissions process was moved completely to A&R in Summer 2011.

UHS Completion by 9th grade EOY enrollment

| | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | 2011-2012 | |
|--------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|
| | 9th enrolled | Graduates | 9th enrolled | Graduates | 9th enrolled | Graduates | 9th enrolled | 11th grade | 9th enrolled | 10th grade |
| Anglo | 105 | 91 | 105 | 90 | 126 | 101 | 125 | 103 | 129 | 117 |
| Af-Am | 5 | 5 | 4 | 2 | 5 | 5 | 2 | 2 | 3 | 3 |
| Hisp | 48 | 40 | 52 | 47 | 64 | 54 | 89 | 82 | 70 | 65 |
| Nat Am | 0 | 0 | 2 | 1 | 3 | 3 | 2 | 2 | 0 | 0 |
| Asian | 28 | 25 | 28 | 24 | 27 | 24 | 30 | 27 | 27 | 25 |
| Multiple | 4 | 4 | 8 | 8 | 9 | 9 | 6 | 6 | 14 | 10 |
| Total | 190 | 165 | 199 | 172 | 234 | 196 | 254 | 222 | 243 | 220 |

APPENDIX C

University High School: Admissions Revision for SY 2013-14
Appendix C: Exam School - High School Information

1. Illinois Mathematics and Science Academy (IMSA)**Aurora, IL**

Admission to IMSA is determined by a competitive process in which all applicants are required to submit a specific set up materials. The competitive nature of the selection process does not permit the establishment of a pre-specified set of cut off scores but rather students who present the strongest combination of credentials are invited to attend. IMSA utilizes an accomplishment-based selection process that incorporates performance on projects and participation or leadership in extracurricular activities with more traditional indicators of talent such as test scores and grades. For this reason, students with the highest test scores may not emerge as the strongest applicants in the pool for the purpose of selection. Along with these criteria, geographic and demographic variables are considered to ensure a diverse student population.

Application evaluated on the following questions:

- To what extent did student take advantage of local resources?
- To what extent student clearly demonstrate talent, interest, and motivation beyond the bounds of the classroom when available?
- Is this student enrolled in the most challenging curriculum available to them?

Reviewers will look for:

- Reasoning and curiosity demonstrated by specific achievement or activities
- Communication skills demonstrated by written responses to questions
- Interpersonal skills demonstrated by evidence of understanding viewpoints other than your own
- Skill application demonstrated by activities such as computer programming, musical performance, construction of models, etc.
- Leadership based on reports from teachers of observed behavior and/or specific accomplishments

Application

- Biographical Information
- Activities, Involvements, Achievements
 - Optional Statement (*We attempt to identify those applicants whose previous school grades or admission test scores may under predict academic success. Among the factors we consider in making admission decisions are whether the applicant 1) is from an economically disadvantaged environment, 2) had a health problem which is significantly affected for a period of time, an otherwise exceptionally good academic record; 3) has a permanent physical disability, learning or attentional difference; 4) has completed an exceptionally rigorous academic program; 5) does not speak English at home, or 6) has other exceptional circumstances. This information is considered with your academic credentials. It is particularly relevant if your qualifications place you slightly below the competitive applicants. Describe any factors like those listed above that you believe the selections committee should consider as they review your credentials.*)
- Student Essay Questions → Examples: Describe a time when you experienced success and its impact on you. Please describe yourself to your classmates and teachers. What interesting information would you want others to remember about you? (500 words on less).
- Parent Statement
- Teacher Evaluations
- Principal/Counselor Evaluation
- GPA/Transcript
- SAT exam score

Multicultural Recruitment Programs:

EXCEL: During the process of admission to IMSA, students are sometimes identified as having exceptional potential but as not having had access to key academic opportunities. The Excel program serves students who are conditionally admitted to IMSA, pending their successful completion of the Excel program. Successful completion of Excel allows full admission status to IMSA. The three-week, residential program takes place during the summer immediately prior to the planned admission. Excel program activities include the three-week summer program and ongoing support programs throughout the school year including: study groups, academic advising, connections with faculty and staff, tutoring opportunities, cultural enrichment and appreciation activities, and an overall support network designed to help students be successful at IMSA. During the summer program students engage in mathematics, science, and English classes designed to expose students to concepts they may be unfamiliar with, which will be critical to later success at the Academy. In addition, the co-curricular component of Excel allows for interpersonal skills development, and a chance to become familiar with the IMSA environment and culture. The summer portion of the 2013 Excel program will take place in July on IMSA's campus. Two to three weeks after placement testing students will be notified if they have been selected to participate in Excel.

PROMISE: Serving underrepresented and economically disadvantaged students who have talent and interest in mathematics and science is a high priority of the Illinois Mathematics and Science Academy. We believe that we must actively recruit from all regions of the state of Illinois. In addition, we believe we must address the challenges of underrepresented and economically disadvantaged students through contact and intervention in the form of academic enrichment programming early in students' educational experience. After enrolling at IMSA, it is important that students experience the Academy as a place that is welcoming to them as individuals and

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Appendix C: Exam School - High School Information

supportive of the unique cultural components that each student brings with him or her. The Academy continues to create and develop a culturally rich and inclusive environment that affirms and celebrates individual differences.

- o Each application is reviewed by a committee that has a rubric and training before this commences. I have been sent the power point that is used at this training.

2. Thomas Jefferson High School for Math and Technology **Alexandria, VA**

Students are selected for TJHSST through a competitive admissions process. We are looking for highly motivated students with diverse backgrounds, talents, and skills, who demonstrate:

- *High ability, aptitude, and interest in math, science, and technology.*
- *Intellectual curiosity and self-motivation to pursue scientific research.*
- *A desire to be challenged with an extensive curriculum focused in math, science, and technology.*
- *The highest academic and personal integrity.*
- *An aspiration to become a member of a community of learners, explorers, mentors, and leaders.*
- *The capability to become citizens and leaders of the 21st century.*

Round 1: Screening (using sliding scale): GPA + Test Score

Round 2: Semi-Finalists: Essays – 25% + Student Information Sheets – 20% (*Example questions: What are you best at doing?*

Explain your choice. If you could spend one entire day learning about one topic, what would it be? Why? What is your best subject in school? Why?) + 2 Teacher Recommendations – 20% + Math Score from Admissions Test = Math & Science GPA

3. Liberal Arts and Science Academy High School **Austin, TX**

- From the Principal's Letter: *We have a very diverse student population. We are lucky to have students from every zip code in Austin. This diversity encourages even richer discussions and debates in class. In addition it allows us to have clubs and organizations that match any and all student interests.*
- Application Process:
 1. Application
 2. Activities Chart (includes information on: awards, extracurricular, leadership, outside-of-school activities, volunteering, community service)
 3. Short Answer Responses → Examples: What three words would others use to describe you and why? How do you spend your free time?
 4. Essay
 5. Math/Science Reference Form
 6. English/Social Studies Reference Form (academic achievement, academic potential, intellectual curiosity, effort and determination, ability to work independently, organization, creativity, willingness to take intellectual risk, concern for others, honesty and integrity, self-esteem, maturity (relative to age), responsibility, respect accorded by faculty, emotional stability, personal character)
 7. Grades
 8. Testing Results (EOC/STAAR & LASA)
- Admissions rubric used to evaluate applications, which I have.

The following is not an exam school, but we will be interviewing personnel regarding its admission policies.

4. Montgomery County Public School (Sam Brown) – Interview with Jeannie Franklin Pending

- UHS admissions committee made up of a diverse group of CENTRAL people and maybe one or two site people
- Criteria
 1. Test scores
 2. Grades
 3. MS they come from
 4. ALEs they took
 5. Personal Statement to describe their situation (must be done on sight in a controlled setting, so we know they actually wrote it)
 6. References from MS Principals – each principal could advocate for 3-5 kids who are not “high flyers”
- Every table gets some applications, they look holistically (like an admission committee for a university) and then you
 - o Select the clear high flyers

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Appendix C: *Exam School* - High School Information

- Select the students up for discussion with the whole group
- This would be a one day process
- Montgomery County
 - Written statements from candidates, previous grades, coursework, and test scores
 - Biomedical Magnet Program
 - Communication Arts Program (CAP)
 - Engineering Magnet Program
 - Leadership Training Institute (LTI)
 - Science, Mathematics, Computer Science

APPENDIX D

University High School: Admissions Revision for SY 2013-14
Appendix D: Review of Top-Ranked AP Schools

| School | Location | 9th grade seats | Student count | % unrep | % frl | Eligibility to Apply | Admissions Criteria | Notes | Fee |
|--|----------------|-----------------|---------------|---------|-------|--|--|--|---------------|
| 2. Thomas Jefferson High School for Science and Technology (highlighted in ES) | Fairfax Co, VA | 480 out of 3300 | 1792 | 4 | 2 | Live in regional area; Alg 1 or higher | Take test in math and reading; Semifinalists determined by GPA(3.0) and overall test scores (65/100) and math score(30/50); 2 Essays (25%); 2 Teacher recommendations; Student information sheet comprise final components | 2/3's of students need remediation; New to geog can apply in summer; test prep handbook - use Pearson; over 3000 applicants; Requires 3 reviewers. Admissions handled by sep. office Semi-finalists = 1500 | Yes - process |
| 4. University High School | TUSD AZ | 245 | 934 | 37 | 15 | | 50 point system - based on test scores and 2 semester GPA in core classes | | |
| 30. Pine View (ES school) | Sarasota SD FL | 242 | 2170 | 6 | 9 | Residency; min score on IQ test | WISCIII, Woodcock Johnson; Renzulli required. Report cards and achievement tests | Gate School; Private testing; Handled by District | |

University High School: Admissions Revision for SY 2013-14
 Appendix D: Review of Top-Ranked AP Schools

| | | | | | | | | | |
|-------------------------------|-------------------|---|------|----|----|--|--|---|--------------------------------------|
| 7. Oxford Academy (ES school) | Cypress CA | 199 out of approximately 700 applicants | 731 | 16 | 27 | District Residency; 2.5 total GPA over 2 years. No grades below C. Meeting CST in math/eng. Must take pre-Alg or Alg | Oxford Entrance test (4 hours) - Eng, Math, essay. Created by teachers and Standards based. Scores rank ordered by geog. | Main entry point is 7th grade. Test prepping | |
| 31. Whitney High | ABC Unified CA | 176 | 1022 | 14 | 15 | based on space availability | 2.5 GPA; Standardized test scores; writing sample | MS entry | |
| 27. Academic Magnet | Charleston CSD SC | 165 | 606 | 13 | 7 | District Residency; Algebra 1; 85%ile in reading and math - Explore | grades in core subjects; writing sample; teacher recs | | \$10 to take test if not in District |
| 33. Carnegie Vanguard | Houston ISD TX | 156 | 426 | 47 | 22 | | Stanford 10 and Naglieri; Teacher recs; 7th grade report card | GATE students do not test; contact for criteria | |

**University High School: Admissions Revision for SY 2013-14
Appendix D: Review of Top-Ranked AP Schools**

| School | Yonkers SD, NY | 142 | 508 | 68 | 35 | Audition, portfolio, sketchbook, interview | specialized | Fee |
|---|---------------------|--------------------|------------------|---------|----------|--|---|-----|
| School | Location | 9th grade seats | Student count | % unrep | % fri | Admissions Criteria | Notes | Fee |
| 32. Loveless Academic Magnet | Montgomery SD AL | 138 | 445 | 34 | 10 | Personal Interview; attendance; academic grades | | |
| 25. High School for Dual Language & Asian Studies | NY City, NY | 117 | 324 | 11 | NA | core class scores; standardized tests; attendance; writing sample | specialized | |
| 3. School of Science and Engineering Magnet | Dallas Texas | 105 | 407 | 77 | 60 | 2 hour English exam (40%); math exam (40%); essay and interview (20%) | No information on rubrics; All district magnet schools have entrance requirements on Readistep | |
| 8. Pacific Collegiate School | Santa Cruz CA | 87 | 475 | 13 | NA | District Residency; GPA(80) Score above 65 per on ITBS; Stan9 | Charter school - lottery | |

University High School: Admissions Revision for SY 2013-14
 Appendix D: Review of Top-Ranked AP Schools

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|---------------------------------------|-----------------|----|-----|----|----|--|--|--|--|
| 34. International Community School | Lake Wash SD WA | 77 | 380 | 3 | NA | | lottery | MS entry | |
| 6. BASIS Tucson | Tucson AZ | 69 | 165 | 27 | NA | | No criteria - Charter school | Steep decline in graduating class over 4 years | |
| 10. High Technology High School | Monmouth CSD NJ | 69 | 258 | 4 | 2 | District residency; attend info. Session | min 75 points to qualify - GPA in core subjects and District standards based exam | 1 of 4 career academies | |
| 1. School for the Talented and Gifted | Dallas Texas | 65 | 260 | 50 | 32 | Residency in district | Min on National Assessment (82); GPA from 2 semesters (82); 82/100 portfolio - essay on topic; resume; project description; grades for 7th and Fall 8th; top 20 students selected on merit; rest filtered through geog | GPA and test minimums are similar; All district magnet schools have entrance requirements on Readistep | |

University High School: Admissions Revision for SY 2013-14
 Appendix D: Review of Top-Ranked AP Schools

| | | | | | | | | | |
|----------------------------------|---------------|-------------------------|---------|--------------------------------|----|---|---|--|--|
| IMSA | Chicago Il | none - 10th grade | 200-250 | 13 | ng | | test scores - reviewed by Committee; 100 "outsiders" review apps with ruric. 5 admissions counselors - 16 people handle app | time-consuming | |
| School without walls (SWW) | DC | 470-500 | | 70 | 20 | 3.0 gpa in 7th and 8th grade; 7th grade reading, writing, math assessments used as screens. | 67% given SWW test (adapted from outside assessments). 200 applicants interviewed by school panel as finalists | time-consuming | |
| Central High School Magnet | Louisville KY | 300 out of 900 | | Historically Af-Am school. 87% | | | writing sample; recommendations; transcript; test scores. Review by teacher committee | Career Magnet academy - students graduate with certifications ; not "top" school | |
| Liberal Arts and Science Academy | Austin Tx | 300 out of 500-600 apps | 880 | 27 | 20 | | 5 part entrance rubric - MS grades; teacher recommendations; test scores; school aptitude exam; and TAK scores; essays | Shares campus; approx 66% of students come from 2 feeder magnets | |

University High School: Admissions Revision for SY 2013-14
 Appendix D: Review of Top-Ranked AP Schools

| | | | | | | | | |
|-------------------------------|-----------------|---------------------------------------|----|----|--|--|---|--|
| Jones College Prep | Chicago II | 823 | 57 | | | 7th grade grades; standardized test scores; entrance exam - 900 points total - 30% of seats awarded to top performers; 70% allocated based on scores relative to ses. Placement selected by computer | 1 of 5 selective HS in Chicago system. Centralized admissions process. Income criterion - higher affluence, higher scores needed. automated | |
| Benjamin Franklin High School | New Orleans, LA | 280 out of 700 | 30 | | | grades and achievement test scores | Charter school. Under deseg order. Graduates approx 140 | |
| Townsend Harris High | Queens NY | 270 out of 5000. 1200 meet admissions | 18 | 40 | | Complicated screening process based on NYC entrance test and screening criteria (e.g. geography) | Admissions handled as part of NYC magnet program | |
| Bergen County Academies | Hackensack NJ | 275 out of 1450 | 8 | | | 7th and 8th grade report cards; state achievement tests; teacher recommendations; customize math and English assessments; 500 app are interviewed. Use geographic criteria | School comprised of 7 magnet academies. Ad criteria differs for each one | |

APPENDIX E

University High School: Admissions Revision for SY 2013-14
Appendix E: Review of Case Study Schools in Exam Schools

| | | | | | | | |
|----------------------------------|---------------|-------------------------|---------|--------------------------------|----|---|--|
| IMSA | Chicago Il | none - 10th grade | 200-250 | 13 | ng | | test scores - reviewed by Committee; 100 "outsiders" review apps with ruric. 5 admissions counselors - 16 people handle app |
| School without walls (SWW) | DC | 470-500 | | 70 | 20 | 3.0 gpa in 7th and 8th grade; 7th grade reading, writing, math assessments used as screens. | 67% given SWW test (adapted from outside assessments). 200 applicants interviewed by school panel as finalists |
| Central High School Magnet | Louisville KY | 300 out of 900 | | Historically Af-Am school. 87% | | | writing sample; recommendations; transcript; test scores. Review by teacher committee |
| Liberal Arts and Science Academy | Austin Tx | 300 out of 500-600 apps | 880 | 27 | 20 | | 5 part entrance rubric - MS grades; teacher recommendations; test scores; school aptitude exam; and TAK scores; essays |
| Jones College Prep | Chicago Il | | 823 | 57 | | | 7th grade grades; standardized test scores; entrance exam - 900 points total - 30% of seats awarded to top performers; 70% allocated based on scores relative to ses. Placement selected by computer |

**University High School: Admissions Revision for SY 2013-14
Appendix E: Review of Case Study Schools in *Exam Schools***

| | | | | | | | |
|-------------------------------|-----------------|---------------------------------------|------|----|----|--|--|
| Benjamin Franklin High School | New Orleans, LA | 280 out of 700 | | | 30 | | grades and achievement test scores |
| Townsend Harris High | Queens NY | 270 out of 5000. 1200 meet admissions | 1100 | 18 | 40 | | Complicated screening process based on NYC entrance test and screening criteria (e.g. geography) |
| Bergen County Academies | Hackensack NJ | 275 out of 1450 | 1050 | 8 | | | 7th and 8th grade report cards; state achievement tests; teacher recommendations; customize math and English assessments; 500 app are interviewed. Use geographic criteria |

APPENDIX F

Black Students on White Campuses: 20 Years of Research

William E. Sedlacek

Literature is discussed in terms of eight non-cognitive variables affecting Black student life. The author recommends actions for student affairs professionals.

From the 1960s to 1980s people in the United States have witnessed a broad sweep of social change in the country. With issues pertaining to Blacks, people have seen a complex mixture of overt repression, social consciousness, legal changes, backlash, assassinations, political interest, disinterest, and neglect. Higher education has gone about its business during this turbulence.

There are many ways in which student affairs professionals might try to understand what Black students have experienced during the last 20 years. The purpose of this article is to examine this period through student affairs research on Black undergraduate students at White institutions. Such an article accomplishes several purposes. First, it allows for a focus on an area in which Black students have had to deal directly with a system largely run by Whites for Whites (Sedlacek & Brooks, 1976). Second, it allows one to step back and get a perspective on where student affairs has been and where it to be going. Third, it puts an emphasis on empirical research rather than commentary, wishful thinking, or frustration.

An index of the maturity of the student personnel profession may be found in its success in providing systematic knowledge on which to base its development. The May 1986 issue of the *Journal of College Student Personnel*, with articles by Brown, Cheatham, and Taylor, provided a lively discussion of how student affairs professionals can learn about Black students on White campuses. Should student affairs professionals go to the literature and see what the research says (Brown, 1986; Cheatham,

1986) or offer broad generalizations about Blacks based on a nonempirical synthesis (C.A. Taylor, 1986)? This article is in support of the former position.

The literature was organized using a model based on noncognitive variables that have been shown to be related to Black student success in higher education (Sedlacek & Brooks 1976; Tracey & Sedlacek, 1984, 1985, 1987; White & Sedlacek, 1986). Arbona, Sedlacek, and Carstens (1987) found that the noncognitive variables were related to whether Blacks sought services from a university counseling center.

There are limitations to using the non-cognitive model. These include limiting the articles included, not using conventional categories (e.g., admissions, student activities) that may be easier to understand than the non-cognitive model, and forcing a structure in areas where it does not belong. The two major questions addressed in this article are: (a) What have we in student affairs learned in 20 years of research? and (b) How can we use what we have learned?

DESCRIPTION OF THE MODEL

Sedlacek and Brooks (1976) hypothesized that there were seven noncognitive variables that were critical in the lives of minority students. How students adjusted to these dimensions and how faculty and staff encouraged this adjustment would determine the success or failure of the minority student. Tracey and Sedlacek (1984, 1985, 1987) demonstrated the validity of the seven variables plus an eighth, nontraditional knowledge acquired, by showing the usefulness of a brief questionnaire (the Noncognitive Questionnaire [NCQ]) in predicting grades, retention, and graduation for Black students for up to 6 years after initial matriculation. White

Originally published November 1987. William E. Sedlacek, Counseling Center, University of Maryland.

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and Sedlacek (1986) demonstrated the validity of the NCQ for Blacks in special programs. The noncognitive variables of the NCQ are:

1. *Positive self-concept or confidence.* Possesses strong self-feeling, strength of character, determination, independence.
2. *Realistic self-appraisal.* Recognizes and accepts any deficiencies and works hard at self-development. Recognizes need to broaden his or her individuality; especially important in academic areas.
3. *Understands and deals with racism.* Is realistic based on personal experience of racism. Not submissive to existing wrongs, nor hostile to society, nor a "cop-out." Able to handle racist system. Asserts school role to fight racism.
4. *Demonstrated community service.* Is involved in his or her cultural community.
5. *Prefers long-range goals to short-term or immediate needs.* Able to respond to deferred gratification.
6. *Availability of strong support person.* Individual has someone to whom to turn in crises.
7. *Successful leadership experience.* Has experience in any area pertinent to his or her background (e.g., gang leader, sports, noneducational groups).
8. *Knowledge acquired in a field.* Has unusual or culturally related ways of obtaining information and demonstrating knowledge. The field itself may be nontraditional.

SELF-CONCEPT

Many studies demonstrate that the way Black students feel about themselves is related to their adjustment and success at White institutions (Bayer, 1972; Bohn, 1973; Desionde, 1971; Dixon-Altener & Altener, 1977; Gruber, 1980; Kester, 1970; Stikes, 1975). An early study by Bradley (1967) of "Negro" undergraduate students in predominantly White colleges in Tennessee showed that they had not achieved a feeling of belonging. This aspect of self-concept,

that of seeing oneself as part of a school, or identified with it, is a common thread running through the literature on Black students' self-concept for several decades. For instance, Sedlacek and Brooks (1976), Astin (1975, 1982), and Tracey and Sedlacek (1984, 1985, 1987) provided evidence that identification with an institution is a more important correlate of retention for Blacks than for other students.

In addition to the usual school pressures, a Black student must typically handle cultural biases and learn how to bridge his or her Black culture with the prevailing one at the White university. DiCesare, Sedlacek, and Brooks (1972) found that Blacks who made this transition were more likely to stay in school than were Blacks who did not. Burbach and Thompson (1971) and Gibbs (1974) found that cultural adaptation had an influence on the self-concept of Black students; Sedlacek and Brooks (1972a) and White and Sedlacek (1986) found that this was also true for Blacks in special programs.

Pfeifer and Sedlacek (1974) noted that successful Black students may receive considerably different profiles on standardized personality measures than their White counterparts. The successful Black student is likely not only to seem "atypical" but is also inclined toward and experienced in taking less common paths to goals than the successful White student. Thus, there is evidence that important cultural differences between Blacks and Whites affect the manner in which self-concept is put into practice.

An important area of literature that has been developing concerns racial identity. Cross (1971) presented the model and Hall, Freedle, and Cross (1972) studied four stages of Black identity: (a) *pre-encounter*, when a person thinks of the world as the opposite of Black; (b) *encounter*, when experience disturbs this view; (c) *immersion*, when everything of value must be Black; and (d) *internalization*, when it is possible to focus on things other than one's racial group. Hall et al. (1972) demonstrated that it is possible for lay observers to identify these stages.

Parham and Helms (1985a) found that Black self-esteem is low in the pre-encounter stage, becomes more positive as one reaches the encounter stage but drops as one enters immer-

sion, and is unchanged during internalization. Parham and Helms (1985b) found that Black male students were more likely to endorse the pre-encounter stage and less likely to endorse internalization than were Black female students. Ponterotto, Anderson, and Greiger (1985) found that Black female students in the internalization stage had more positive attitudes toward counseling than did Black men in the same stage. Carter and Helms (1987) found that these stages were related to value orientations of Black students. Using other instruments, Kapel (1971); Olsen (1972); Polite, Cochrane, and Silverman (1974); Smith (1980); and Semmes (1985) provided further evidence that cultural and racial identity are related to self-concept.

REALISTIC SELF-APPRAISAL

An important variable that exists in combination with self-concept is how well Black students at White schools are able to assess how they are doing. This self-assessment pertains to both academic issues and student life. Success for any student involves the ability to "take readings" and make adjustments before the grades are in or before fully developing a lifestyle that is not conducive to success. Because faculty members, students, and staff often view Black students differently than they do White students, it is harder for Blacks to get straightforward information on which to base their evaluations of how they are faring.

White faculty members may give less consistent reinforcement to Black students than they give to White students (Sedlacek & Brooks, 1976). For Blacks who are trying to make realistic self-appraisals, faculty reinforcements that are too negative cause as many problems as those that are solicitous. For example, Christensen and Sedlacek (1974) demonstrated that faculty stereotypes of Blacks can be overly positive.

Some researchers have identified poor communication with faculty, particularly White faculty members, as a problem for Black students (Allen, Bobo, & Fleuranges, 1984; Jones, Harris, & Hauck, 1973; Van Arsdale, Sedlacek, & Brooks, 1971; Willie, 1971; Willie & McCord,

1972). Thompson and Michel (1972) found that what they called *grade deflecting*, or the difference between the grade expected and the grade received, by Black students correlated positively with students' perceived prejudice of the instructor. Switkin and Gynther (1974) and Terrell and Barrett (1979) found that Black students were generally less trusting than were White students.

Blacks may find it especially difficult to get close enough to faculty, staff, and other students to become a central part of the informal communication system that is critical in making self-assessments. Nettles, Thoeny, and Gosman (1986) found faculty contact outside the classroom to be a significant predictor of grade point average (GPA) for Black students. Braddock (1981) found such faculty contact more important to Black student retention at predominantly White schools than at predominantly Black schools. Fleming (1984) found that Blacks in predominantly Black colleges were better able to make self-assessments than were Blacks at predominantly White schools, presumably in part because Blacks were more involved in the communication and feedback system in Black schools.

UNDERSTANDING AND DEALING WITH RACISM

There are two components in this variable. First, does the Black student understand how racism works? Can the student recognize it when it is occurring? Does the student have an effective way of handling racism, a way that allows Black students to pursue their goals with minimum interference? It is a curvilinear variable in that a Black student can have difficulty with racism because of naiveté about it or preoccupation with it. An optimal strategy is one in which Black students have differential response patterns to racism. They take action when it is in their best interests and do not take action when it might cause them more trouble than it is worth to them. Each student must make those decisions individually. A Black who "chooses" to confront all examples of racism may be effective in many ways, but he or she is unlikely to remain in school

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or get high grades.

Handling racism is further complicated by the distinction made between individual and institutional racism (Barbarin, 1981; Racism/Sexism Resources Center for Educators, 1983; Sedlacek & Brooks, 1976). Institutional racism involves policies and procedures, either formal or informal, that result in negative outcomes for Blacks. Institutional racism is often more of a problem for Blacks than is individual racism. Tracey and Sedlacek (1987) pointed out the uniqueness of this problem for Black students. How well White students are able to negotiate the campus system predicts their success in school. The same is true for Blacks, except that their treatment by the system will, in many ways, be because they are Black (Deslonde, 1971; Garcia & Levenson, 1975; Webster, Sedlacek, & Miyares, 1979). The following are some of the more common forms of racism faced by Black students at predominantly White institutions.

Admissions

There is considerable evidence that traditional measures such as standardized tests and high school grades are not as valid for Blacks as they are for Whites (Baggaley, 1974; Borgen, 1972; Pfeifer & Sedlacek, 1971, 1974; Sedlacek, 1977, 1986; Tracey & Sedlacek, 1984, 1985, 1987). Most institutions, however, have continued to employ traditional measures for Black students from the 1960s to the 1980s (Breland, 1985; Sedlacek & Brooks, 1970a; Sedlacek, Brooks, & Horowitz, 1972; Sedlacek, Brooks, & Mindus, 1973; Sedlacek, Lewis, & Brooks, 1974; Sedlacek, Merritt, & Brooks, 1975; Sedlacek & Pelham, 1976; Sedlacek & Webster, 1978).

The negative outcomes in admissions for Blacks include being rejected for admission because of invalid measures or being accepted on the basis of "lower standards" that may result in reduced self-esteem of Black students and the increased probability that White students and faculty will stereotype Blacks as less able than Whites. This stereotype, in turn, leads to more negative treatment of Black students.

There are also many forms of institutional racism in the methods employed to study

admissions of Black students, including predicting 1st-year performance before Black students have fully adjusted to the White campus (Farver, Sedlacek, & Brooks, 1975; Kallingal, 1971; Tracey & Sedlacek, 1984, 1985, 1987) and using statistical and research procedures that are biased against Blacks (Sedlacek, 1986). These procedures result in invalid bases for admission decisions made about Blacks. Sedlacek and Brooks (1973) presented an example of using research information to work against racism in admissions.

Relationships with Faculty

The difficulties Black students have with White faculty are discussed above under "Realistic Self-Appraisal." Black students have consistently reported believing that White faculty are prejudiced toward them (e.g., Allen et al., 1984; Babbit, Burbach, & Thompson, 1975; Boyd, 1973; Butler, 1977; Dinka, Mazzella, & Pilant, 1980; Egerton, 1969; Jones et al., 1973; Semmes, 1985; Smith, 1980; Thompson & Michel, 1972; Westbrook, Miyares, & Roberts, 1977). This prejudice can take such forms as lower expectations of Black students than are warranted, overly positive reactions to work quality, reducing the quality of communications, and reducing the probability that faculty know students well enough to write reference letters.

Black students have expressed concerns about the lack of Black faculty and staff in a number of studies (Boyd, 1979; Matthews & Ross, 1975; Southern Regional Education Board, 1971; Willie, 1971). Absence of powerful Black figures as role models has strong effects on the feelings of loneliness and isolation of Blacks. The lack of a variety of viewpoints or cultural perspectives relevant to Black students can also affect their learning, development, and identification with the institution. Sedlacek and Brooks (1973) discussed an example of racism in academic coursework and how to reduce it.

Campus Life

Problems for Black students have been documented in residence halls (Piedmont, 1967) and fraternities (Tillar, 1974), with campus police (Eliot, 1969; Heussenstamm, 1971; Leitner &

Sedlacek, 1976), and in interracial dating (Day, 1972; Korolewicz & Korolewicz, 1985; Merritt, Sedlacek, & Brooks, 1977; Patterson, Sedlacek, & Perry, 1984; Petroni, 1973; Schulman, 1974; Tillar, 1974; Willie & McCord, 1972), athletics (Green, McMillan, & Gunnings, 1972; McGehee & Paul, 1984), and campus life in general (Babbitt et al., 1975; Dinka et al., 1980; Fenton & Gleason, 1969; Fleming, 1984; Heyward, 1985; Lunneborg & Lunneborg, 1985; Minatoya & Sedlacek, 1980; Reichard & Hengstler, 1981; Trow, 1977; Westbrook et al., 1977; Willie & McCord, 1972).

Burbach and Thompson (1971) reported that contradictory norms on campus cause problems for Black students. Martinez and Sedlacek (1982) found that when Whites entered a predominantly White university in the early 1980s they expected the social norms to be conservative on social and political issues (e.g., government policies, abortion rights) but liberal on personal freedoms (e.g., drug use, sexual behavior). Black students tended to expect the norms to be exactly the opposite. Martinez and Sedlacek (1983) also found that students in general were more tolerant of people with racist or bigoted attitudes in 1981 than in 1970 on a predominantly White campus. That the campus environment could be seen as confusing and hostile to Black students should not be hard to understand.

Attitudes of White Students

The discomfort of White students around Blacks and the negative stereotypes of Blacks held by White students have been well documented during the period studied (Peterson et al., 1978). These underlying attitudes do not seem to have changed throughout the years. For example, a series of studies at the University of Maryland employing the same instrument, the Situational Attitude Scale (Sedlacek & Brooks, 1972b), and the same methodology, has shown consistently negative attitudes of White students toward Blacks in a wide variety of situations (e.g., Carter, White, & Sedlacek, 1985; Minatoya & Sedlacek, 1984; Miyares & Sedlacek, 1976; Sedlacek & Brooks, 1970b; White & Sedlacek, 1987). Studies at other institutions have supported this finding (e.g., Gaertner & McLaughlin,

1983; Greenberg & Rosenfield, 1979). Sedlacek, Troy, and Chapman (1976) have demonstrated, however, that it is possible to alter racial attitudes in an orientation program using an experimental-control group approach.

COMMUNITY SERVICE

As part of a viable support system, Blacks need to have identification with and be active in a community. The community may be on or off campus, large or small, but it will commonly be based on race or culture. Because of racism, Blacks have been excluded historically from being full participants in many of the White-oriented communities that have developed in the United States and in the educational system. Thus, Blacks need a supportive group that can give them the advice, counsel, and orientation to sustain them as they confront the larger, often hostile systems they must negotiate. Many researchers have documented that Blacks seem to be more community oriented than are Whites (Bayer, 1972; Centra, 1970; Davis, 1970; Greene & Winter, 1972; Lyons, 1973; Reichard & Hengstler, 1981; Southern Regional Education Board, 1972). Additionally, Bohn (1973) and Pfeifer and Sedlacek (1974) found that a high score on the California Psychological Inventory (CPI) (Megargee, 1972) Communitarity scale, which measures a community orientation, was associated with Black student success (i.e., retention and grades).

Other researchers have shown that Blacks often believe that they do not belong on predominantly White campuses (Bradley, 1967; Kleinbaum & Kleinbaum, 1976; Lunneborg & Lunneborg, 1985; Madrazo-Peterson & Rodriguez, 1978). The idea that there needs to be a "critical mass" or sufficient number of Blacks on a campus to develop a community or communities has been discussed by Astin and Bayer (1971), Willie and McCord (1972), and Fleming (1981, 1984). Thus, a relevant community is probably harder for Blacks to develop on a White campus than on a Black campus.

Bennett (1974) reported that Blacks preferred a separate residence hall floor. Davis (1970), in an experimental study, found that

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Blacks who lived on an all-Black floor in a residence hall were more positive toward their institution than were those who lived on a mixed-race floor.

Athletics may be an important way for Blacks to develop a community on campus (Mallinckrodt & Sedlacek, 1987; Reichard & Hengstler, 1981). Mallinckrodt and Sedlacek found that Blacks who made use of campus gymnasiums were more likely to stay in school than were those who did not.

Mallinckrodt and Sedlacek (1987) also found that Blacks who were interested in activities sponsored by the student union had better retention than did those who were not interested. Webster and Sedlacek (1982) found the student union to be a central part of Black students' community development.

LONG-RANGE GOALS

The extent to which Black students are able to defer gratification is correlated with their retention and grades in school (Tracey & Sedlacek, 1984, 1985, 1987). The reason this is an issue is yet another form of racism. Blacks have had a more capricious experience in setting goals and receiving reinforcement for their accomplishments than have Whites. Sometimes things work out for Blacks; sometimes they do not. Whites are more likely to understand that if they accomplish A they can go to B. For Blacks, this is less clear. A key assumption in the higher education system is that students work currently for rewards received later.

Astin (1975) found that those Blacks with lower aspirations and vaguer goals than other Blacks were more likely to leave school. Nolle (1973) supported Astin's conclusion by noting that Black high school students with specific plans for college were much more likely to attend college than were those with less clear goals. Bohn (1973) found that Black college students who made plans were more successful than were those who did not. Greene and Winter (1971) found that Black leaders in campus organizations were more apt to have long-range goals than were other Black students. Other studies that provide general support for the importance of this

variable include Baer (1972) and Stikes (1975). Berman and Haug (1975) and Wechsler, Rohman, and Solomon (1981) provided evidence that developing long-range goals may be a bigger problem for Black women than for Black men.

STRONG SUPPORT PERSON

Because Black students are dealing with racism and face difficult adjustments to a White university, they are particularly in need of a person they can turn to for advice and guidance. As discussed above, however, Black students often find difficulty forming relationships with White faculty and staff (e.g., Boyd, 1973; Dinka et al., 1980; Simon, McCall, & Rosenthal, 1967). Additionally, Black faculty and staff are often not available, and Black students have expressed a need for more Black faculty and staff in general (Burrell, 1980; Willie, 1971; Willie & McCord, 1972) and more Black counselors in particular (Abbott, Tollefson, & McDermott, 1982; Wolkon, Moriwaki, & Williams, 1972). Genshaft (1982) found that therapists believed that Blacks were less attractive clients and had a poorer prognosis than did other clients. Parham and Helms (1981) presented evidence that client race was not a predictor of counselor race preference, but racial identity was. Blacks in the encounter and immersion stages wanted Black counselors, whereas those in the internalization stage had no preference (see previous discussion). Brooks, Sedlacek, and Mindus (1973), R. L. Taylor (1977), and Webster and Fretz (1977) have found that Blacks often turn to friends and family for support, which is further evidence of the importance of the variable.

LEADERSHIP

Successful Black students have had successful leadership experiences. They have shown the ability to organize and influence others, often within their cultural-racial context. As with acquiring knowledge or in doing community work, Blacks often do not show leadership in traditional ways. Black students are more likely to exhibit leadership off campus, in the community, or in their church than are White

students. When Blacks show leadership on campus it is often through informal or Black-oriented channels, which are less likely to be validated by White faculty, students, or personnel workers.

Bayer (1972) found that Black students were oriented toward being community leaders. Greene and Winter (1971) showed evidence that leadership was important to Black students. Beasley and Sease (1974) demonstrated that scores of Blacks on the leadership portion of the American College Testing Program's student profile section correlated positively with GPAs.

Heyward (1985) concluded that Blacks do not look to White faculty and staff as role models for their leadership. They look to other Blacks or develop their own styles and forms of leadership.

NONTRADITIONAL KNOWLEDGE

Because Blacks have not always been welcomed in the formal educational system, they have developed ways of learning outside the system. These ways are often creative and culturally relevant. Astin (1975) found that Blacks who were able to demonstrate knowledge they gained in nontraditional ways through credit by examination were more likely to stay in school than those who could not. The increase in student retention associated with demonstrating knowledge in this way was more than twice as great for Blacks as for Whites.

Hayes and Franks (1975) reported that Blacks saw more opportunities than did Whites for public discussions and debates, which could translate into learning opportunities. Black (1971), in a study at historically Black colleges, found that Blacks who developed an independent learning year fared better than did a group of Blacks in a control group who pursued the regular curriculum.

DISCUSSION

There has been considerable research on Black students in the last 20 years. What has been learned from this research? Although it is difficult to determine whether the problems of

Blacks on White campuses have changed during this period, it is clear that it is possible to better measure, define, and articulate those problems than at any time previously. Blacks seem to have continued to have difficulties with self-concept, racism, developing a community, and the other noncognitive variables discussed. There is a model available, however, to organize thinking about Black student problems and ways to measure those problems, to work with Black students or others on campus, and to improve student life for Blacks. Perhaps most important, the variables identified correlate with Black student academic success. There is less need to guess or hope that what is being done is helpful. Appendix A contains some recommendations for improving Black student life on White campuses in terms of each noncognitive variable.

Some of the noncognitive variables discussed and conclusions reached may seem applicable to all students. Although this may be true to some degree, the evidence presented is intended to show that the points raised are unique to Blacks, in intensity if not in form. For instance, many White students may have self-concept problems, but these do not include the alienating effects of racism. Whites may lack a support person, but the process of developing such a relationship is not the same as for Blacks because of racial and cultural variables. The researchers have demonstrated the many unique aspects of being Black on a White campus.

Another area of research that seems illuminating but did not exist until recently is the work on racial identity of Blacks, discussed under self-concept. One can measure change and development in an area that has been shown to be important to Blacks. There are many other specific results of the studies discussed above that should be interesting and useful to practitioners.

Why cannot one be more sure that life has changed for Blacks on White campuses? First, there has been very little evaluation research. Most of it has been descriptive. Descriptive research is helpful, but it does not focus on change. For instance, Black students have reported being concerned with racism from the 1960s through the 1980s. But is it the same

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racism? Do past and present Black students mean the same thing when they refer to racism? Longitudinal studies over time or even cross-sectional studies done the same way in the same place are not common. Perhaps the way the literature was organized does not lend itself to the analysis of trends. The noncognitive variables are assumed to be underlying dimensions, which could take different forms at different times. For instance, institutional racism may be more likely to take the form of dropping a Black studies program or providing inadequate funding for a Black fraternity in the 1980s than involving police brutality or allowing Blacks into White fraternities in the 1960s. Some forms of racism (e.g., admissions, attitudes of White students), however, seem to have changed little over the years. In any case, it is still racism and it seems that Blacks are obligated to deal with it if they are to succeed in school.

As the research on Black students was examined one thought seemed to stand out. How ironic that educators so often think of Black students as less capable than other students. Black students need to have the same abilities and skills as any other student to succeed in school, and they are dealing with the same problems as any other student. They also, however, are confronting all the other issues discussed in this article. One could make the case that the best students in U.S. colleges and universities are Black students. The typical Black graduate from a predominantly White school may possess a wider range of skills and be able to handle more complex problems (e.g., racism) than most other students.

How can student affairs professionals use what has been presented here? Generally, one should be able to be much more sophisticated in student services work for Blacks using the information in this article. There exists much information demonstrating that Blacks are not a monolithic group and indicating how one might approach them individually or collectively. There is also more information about the many ways

the educational system works against the best interests of Blacks. One can use this information to work with non-Black students, faculty, and staff to improve Black student life. Below are a number of specific things that can be done based on a review of this literature.

1. Organize programs and services for Black students around some specific variables that have been shown to be important. Whether it is one of the noncognitive variables presented here or some other scheme, use it. There is little excuse for vague, general programs or "seat-of-the pants" needs analyses given the state of knowledge available.
2. Evaluate all programs. This should be done with an experimental-control group model if possible. If one has specific goals, and can measure concepts better, it should be possible to dramatically increase this type of research, and report it in student affairs journals.
3. Work at refining the variables and concepts presented here, either through programs or further research. The student services profession is on the brink of being able to work with more useful, higher order concepts than those currently employed on behalf of Black students; help the process along.
4. Share the information from this review and the results of individual work in Black student services with others outside student affairs. Much of what has been done in the profession would be of use to such people as faculty and academic administrators.
5. The last bit of advice is more personal. Be confident. Many researchers over many years have developed a literature that can be used. Whatever a person's role, he or she should be able to fulfill it better with this information.

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APPENDIX A.

Recommendations for Improving Black Student Life on White Campuses
by Noncognitive Variable

Self-concept: Measure self-concept (see Hall et al., 1972; Tracey & Sedlacek, 1984). Develop counseling programs or workshops employing racial identity (Helms, 1984) or noncognitive variables (Westbrook & Sedlacek, in press).

Realistic self-appraisal: Work with faculty and academic administrators on communication with Black students. Faculty should initiate contact more than they usually do and employ feedback in varied and frequent ways. Help Black students interpret feedback from system. Examine Kochman (1981) for differences in Black and White communication styles.

Understanding and dealing with racism: Become familiar with racism and what can be done about it (Racism/Sexism Resources Center for Educators, 1983; Sedlacek, in press; Sedlacek & Brooks, 1976). Specific forms of racism can be addressed by (a) employing nontraditional admission predictors that are more valid for Blacks than those currently employed (Sedlacek, 1986; Tracey & Sedlacek, 1987), (b) increasing the numbers of Black faculty and staff (Peterson et al., 1978), and (c) working to change attitudes of White students, faculty, and staff (Sedlacek, Troy, & Chapman, 1976).

Demonstrated community service: Help Whites understand the need for Black communities on and off campus. Use student union programming (Webster & Sedlacek, 1982) and facilities management (Mallinckrodt & Sedlacek, 1987) as methods of developing Black communities on campus. *Long-range goals:* Financial aid dispersed as a lump sum may hurt Black student development in this area. Consider a program that gives Black students funds for accomplishing individually set goals. Goals can be set at longer and longer intervals. A midwestern university employs this system successfully. In the short run, use the concept that Black students may be motivated to use available student services by promoting a more immediate reward system than commonly employed (Arbona & Sedlacek, 1987).

Strong support person: Develop relationships with Black students early, ideally before matriculation through recruiting and orientation programs. Develop a pool of faculty, staff, peers, or off-campus mentors and link Black students with others individually or in groups.

Leadership: Foster and identify nontraditional and racially based forms of student leadership on and off campus. Formally encourage schools and specific departments to offer leadership awards for such achievements as eliminating racism, Black journalism, and race-related community projects. Make faculty aware of nontraditional student leaders in their departments. Help students to recognize their nontraditional leadership and include such leadership roles in résumés and applications for jobs and further education.

Nontraditional knowledge acquired: Encourage Blacks to demonstrate knowledge gained outside the classroom through credit by examination or listings on résumés and applications. Encourage faculty to identify extramural learners and work with them.

APPENDIX G

Student Last Name

First

MI



SECTION II. To be completed by the STUDENT.
ACTIVITIES, INVOLVEMENT AND ACHIEVEMENTS

1. Please attach a list (*in bulleted form*) of any IMSA sponsored activities/programs (Informational Meeting, On-Campus Visitation Event, PROMISE SEAMS, EIP, LS2S or Project School Visit, Summer Sleuths, Fusion, Kids Institute Program, IMSA CyberQuiz, etc.) in which you have participated. List full name of activity, date(s), and location, if known.
2. Please attach a list **and describe** (*in bulleted form*) your most meaningful extracurricular activities, organized or individual, during the past three years. Also indicate any leadership positions, as well as time involved per week, in these activities. *IMSA reserves the right to verify participation in activities listed.* (Do not use acronyms - please use full name for all activities.)
 - a. Mathematics, Science and Technology related activities:
(*ex. Activity* *Your Age at time of Involvement* *Office/Position* *Hours per week*)
 - b. Prioritize and describe your top three other areas of involvement: (ex. sports, clubs or organizations)
(*ex. Activity* *Your Age at time of Involvement* *Office/Position* *Hours per week*)
3. Please attach a list **and describe** (*in bulleted form*) the most meaningful awards you have received *in or out of school* during the past three years. Include full name of award(s), year the award was received, and whether won at the local, state, national or international level. *IMSA reserves the right to verify awards received* (Do not use acronyms - please use full name for all awards). **PLEASE DO NOT SEND ORIGINALS OR COPIES OF AWARDS/CERTIFICATES.**
 - a. Mathematics, Science and Technology related activities:
(*ex. Activity* *Your Age at time of Involvement* *Office/Position* *Hours per week*)
 - b. Prioritize and describe your top three other areas of involvement: (ex. sports, clubs or organizations)
(*ex. Activity* *Your Age at time of Involvement* *Office/Position* *Hours per week*)

OPTIONAL STATEMENT

We attempt to identify those applicants whose previous school grades or admission test scores may under predict academic success. Among the factors we consider in making admission decisions are whether the applicant (1) is from an economically disadvantaged environment; (2) had a health problem which significantly affected, for a period of time, an otherwise exceptionally good academic record; (3) has a permanent physical disability, learning or attentional difference; (4) has completed an exceptionally rigorous academic program; (5) does not speak English at home; or (6) has other exceptional circumstances. This information is considered with your academic credentials. It is particularly relevant if your qualifications place you slightly below the competitive applicants. **Describe any factors like those listed above that you believe the selection committee should consider as they review your credentials.**

Student Last Name

First

MI

SECTION III. To be completed by the STUDENT.

Please respond on separate pages to the following questions.

STUDENT ESSAY QUESTIONS

1. If you are invited to attend the Academy you will be expected to adapt to new learning, living and social environments. You will be asked to live, study, and work with many people from different backgrounds from throughout Illinois. Please describe yourself to your classmates, teachers and others at the Academy. What interesting information **would you want others to remember about you?** **Secondly, what are some changes you perceive you would need to make to thrive academically and residentially at IMSA?** *(Word Guideline - In 500 words or less)*

2. Success is achieved in many ways and by using numerous variable factors. It is your task to do all below:
 - Develop a working equation/formula portraying the variables of being successful for advanced study in mathematics, science and technology.
 - Discuss your personal understanding of how this equation/formula creates a path for success.
 - Describe a time when you experienced success and its impact on you. *(Word Guideline - In 500 words or less)*

3. The mission of IMSA, the world's leading teaching and learning laboratory for imagination and inquiry, is to ignite and nurture creative, ethical scientific minds that advance the human condition, through a system distinguished by profound questions, collaborative relationships, personalized experiential learning, global networking, generative use of technology and pioneering outreach. Using your own words, describe how you will embrace, engage and advance the mission of IMSA if you are chosen to be a member of the class of 2016. *(Word Guideline - In 500 words or less)*

4. You have been awarded the resources required to initiate, design, and implement an innovative endeavor that will have an impact on the world through mathematics, science, engineering and/or technology. Describe your innovative endeavor, how you would go about starting it? What is its potential effect today and for future generations? *(Word Guideline - In 250 words or less)*

SECTION IV. To be completed by the PARENT/LEGAL GUARDIAN**PARENT STATEMENT**

Please describe your child's passion/interests/motivation in mathematics, science and technology. Also, please provide any additional information that the Student Selection Committee should consider when evaluating your child's application to IMSA. *(Word Guideline - In 200 words or less)*

APPENDIX H

TEACHER EVALUATION OF APPLICANT - (Please check one)

MATHEMATICS SCIENCE ENGLISH OPTIONAL

Student Legal Last Name Legal First MI Nickname (if different than first name)

INFORMATION RELEASE AND EVALUATION WAIVER: Complete this section prior to giving to evaluator. Please note: The Information Release and Evaluation Waiver for the applicant and Parent/Legal Guardian should be consistent. If they are not, we will follow the guidance of the Parent/Legal Guardian.

I, the undersigned, hereby request that all data in support of my application to the Illinois Mathematics and Science Academy to be available to IMSA officials.

As parent/legal guardian of the named student, I grant permission to release all school data in support of my son/daughter's application to IMSA.

Student Applicant Signature Date
I, the undersigned, hereby waive my right to review any comments or information included in this evaluation form or their supporting documents. (optional)

Parent/Legal Guardian Signature Date
As parent/legal guardian of the named student, I waive my right to review any comments or information included in this evaluation form or their supporting documents. (optional)

Student Applicant Signature Date Parent/Legal Guardian Signature Date

TO BE COMPLETED BY THE EVALUATOR

For 8th grade applicants: Considering (1) Level of texts, (2) Complexity of labs (if applicable), (3) District curriculum, (4) ISBE State Standards, is this student's mathematics and/or science course taught at a high school level? Yes No

CLASSROOM BEHAVIOR: Please include behaviors that indicate potential for the areas listed below.

(Attach additional page if more space needed)

| |
|---|
| Please describe an example in which this candidate demonstrated exceptional intellectual talent, curiosity, creativity and/or leadership. |
| Please provide a specific example in which this candidate demonstrated a true passion for mathematics, science and/or technology. |
| Please provide an example in which this student thought and acted outside of the "mainstream" in relation to his/her performance. |
| If a lab based course, please describe this candidate's performance in a laboratory. |
| Please describe this candidate's willingness and ability to work both in a group and independently. |
| Please describe this candidate's oral and written communication skills. |
| Please describe this candidate's preparation and study skills development. |
| Please describe this candidate's mathematical, science and/or technology reasoning ability and ability to communicate articulately about the subject matter. |

Student Last Name _____ First _____ MI _____

IN YOUR OPINION:

- Does this student have a **serious interest** in studying mathematics, science and/or technology? Yes No
- Does this student have an **aptitude** for studying mathematics, science and/or technology? Yes No
- Do you think that this student's grades are a valid reflection of his/her academic abilities? Yes No
- If no, please explain:*

COMMENTS:

Please use this space to provide any additional information that the Student Review Committee should consider when evaluating this student's application to IMSA, including your involvement with him/her outside the traditional classroom, his/her ability to meet personal responsibilities such as taking care of self, meeting deadlines, personal initiative, etc. Please also include any obstacles this student has had to overcome in pursuing his/her educational goals, if appropriate. (Attach additional page if more space is needed)

PERSONAL QUALITIES:

| | Outstanding | Good | Average | Below Average | No Basis for Judgment |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <u>Reasoning ability</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>Motivation and task commitment</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>Self-sufficiency</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>Leadership</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>Maturity</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>Seeking of challenges</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>Social adaptability and responsibility</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>Academic risk taking</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

EVALUATOR INFORMATION:

Among the students I have encountered in my teaching career, this student ranks in the (check one):

- upper 1-2% top 5% top 10% top 25% top 50% bottom 50%

Number of years teaching _____ How long have you known this candidate? _____

Which year(s) did you teach this candidate? _____

Course(s) of instruction with this candidate: _____

| | | |
|--|-----------------------------|---------------------|
| Evaluator Last Name | Evaluator First Name | Evaluator Title |
| School/Institution Name (No Abbreviations) | Office Phone (xxx-xxx-xxxx) | Email |
| School/Institution Address | Date Completed Evaluation | Evaluator Signature |

IMSA's programs, services, and activities are accessible to disabled individuals.

Teachers/Evaluators: Please retain a photocopy of this form for your records.

Submit electronically or return original paper form (in a sealed school envelope) directly to student prior to postmark deadline of March 1, 2013:

Office of Admissions, Illinois Mathematics and Science Academy, 1500 Sullivan Road, Aurora, Illinois 60606-1000

APPENDIX I

Liberal Arts and Science Academy High School

Admissions Rubric, 2012-13

| Criterion | Score of 5 | Score of 4 | Score of 3 | Score of 2 | Score of 1 | Score of 0 |
|---|---|---|--|---|--|---|
| Application and Student Responses (Each item is scored individually and averaged.) | Activities include service learning projects, in-depth dedication to a cause or organization, and long-term leadership positions; state or national level awards; polished and highly organized responses with advanced vocabulary. | Many activities with some leadership positions; some awards; above grade-level responses that are organized and polished with less advanced vocabulary. | Some activities; several awards; grade level responses with grammar and other technical problems. | Few activities; few awards, undeveloped written responses frequently straying from topic. | No activities; no awards, poorly organized and written responses. | Missing the application or the student responses. |
| 7th and 8th core course grades from Report Cards. (Each grade level is scored individually.) If applying for other than 9 th grade, we require only this year's and last year's report card or transcript. | All A's in mostly Pre-AP or Magnet core curriculum courses. | All A's and B's in mostly Pre-AP or Magnet core curriculum courses. | B's and C's in mostly Pre-AP or Magnet core curriculum courses or all A's in mostly regular core curriculum courses. | B's and C's in mostly regular core curriculum courses. | Any core course grade below 70. | Missing one or both report cards. |
| EOC/STAAR or other Standardized Test Scores. (Each test section is scored separately.) | All middle school subject tests 25 points above advanced academic scale score (Other tests: 90 th percentile or higher.) | All subject tests advanced academics. (Other tests: 80 th percentile or higher.) | Some subject tests advanced academics, some passed. (Other tests: 70 th percentile or higher.) | All subject tests passed (Other tests: 50 th percentile or higher.) | Some subject tests passed, some failures. (Other tests: 49 th percentile or lower.) | All subject tests failed or missing TAKS scores. |
| Teacher Recommendations (Each recommendation is scored individually and averaged.) | Checklist and comments score the student as "Clearly Outstanding." | Checklist and comments score the student as "Excellent." | Checklist and comments score the student as "Above Average." | Checklist and comments score the student as "Average." | Checklist and comments score the student as "Below Average." | Missing one or both teacher recommendations. |
| LASA Admissions Test Scores (Each test section is scored separately.) * Percentiles refer to the total population of 2012 prospective LASA CogAT test takers. | The average of the raw scores fall between 99th--90th percentiles inclusive.* | The average of the raw scores fall between 89th--75th percentiles inclusive.* | The average of the raw scores fall between 74th--60th percentiles inclusive.* | The average of the raw scores fall between 59th--40th percentiles inclusive.* | The average of the raw scores fall at or beneath 39 th percentile inclusive.* | Did not take the LASA test. |

APPENDIX J

University High School: Admissions Revision for SY 2013-14
Appendix J: Three-Year Testing Data

| Points | 45 | 46 | 47 | 48 | 49 | Total | Additional Percent of students that could have been admitted |
|------------------|----|----|----|----|----|-------|--|
| 2010-2011 | | | | | | | |
| Anglo | 6 | 2 | 1 | 1 | 2 | 12 | 33% |
| Af-Am | 0 | 0 | 0 | 1 | 2 | 3 | 8% |
| Hisp | 1 | 6 | 4 | 2 | 8 | 21 | 58% |
| NA | 0 | 0 | 0 | 0 | 0 | 0 | 0% |
| A-Am | 0 | 0 | 0 | 0 | 0 | 0 | 0% |
| MR | 0 | 0 | 0 | 0 | 0 | 0 | 0% |
| Total | 7 | 8 | 5 | 4 | 12 | 36 | |
| 2011-2012 | | | | | | | |
| Anglo | 2 | 3 | 0 | 5 | 4 | 14 | 41% |
| Af-Am | 0 | 0 | 1 | 0 | 0 | 1 | 3% |
| Hisp | 3 | 3 | 0 | 4 | 6 | 16 | 47% |
| NA | 0 | 0 | 0 | 0 | 0 | 0 | 0% |
| A-Am | 0 | 2 | 0 | 0 | 1 | 3 | 9% |
| MR | 0 | 0 | 0 | 0 | 0 | 0 | 0% |
| Total | 5 | 8 | 1 | 9 | 11 | 34 | |
| 2012-2013 | | | | | | | |
| Anglo | 5 | 3 | 2 | 2 | 7 | 19 | 32% |
| Af-Am | 0 | 0 | 1 | 0 | 1 | 2 | 3% |
| Hisp | 7 | 5 | 5 | 3 | 11 | 31 | 53% |
| NA | 1 | 0 | 0 | 0 | 0 | 1 | 2% |
| A-Am | 1 | 0 | 0 | 1 | 1 | 3 | 5% |
| MR | 0 | 1 | 0 | 1 | 1 | 3 | 5% |
| Total | 14 | 9 | 8 | 7 | 21 | 59 | |

The three-year average of students that could have gained admissions through gaining bonus points from this additional assessment.

| | |
|-------|-----|
| Anglo | 35% |
| Af-Am | 5% |
| Hisp | 53% |

ATTACHMENT D

UHS ADMISSIONS

MAJOR CONCERNS

BILL

1. The CAIMI seems to be unlikely to be the best possible tool; concerns about the expert who made the suggestion that we use CAIMI as our tool (her expertise with ES kids, not adolescence)
2. We should at least use teacher recommendations in a structured way
3. Developing an effective evaluation program (see his notes below) and perhaps writing a foundational section about that in the current plan

MENDOZAS

1. Concern that there is information that they would like to have that they don't have:
 - a. Analysis of how predictive the combination of GPA and CoGat have been in the past as far as whether the kids who score the highest on those also succeed the most at the school
 - b. Analysis of playing with the weights to get the best outcome
2. Concern as to whether the tool is the right tool (CAIMI)?
 - a. Website says this is for students with academic difficulty, not sure this is appropriate here
 - b. See the "Child and Youth Resilience" Measure – has been used in certain circumstances
3. Concerned about and/or interested in about the interest in expanding UHS as regards to access for AfAm and Latino students
4. They like the idea of continuing to develop this, and underscores the importance of effective evaluation

FISHERS

1. Wants to know how this ensures that more black kids will get into UHS **be clearer**
2. Wants to know what type of support system they will have to stay there
3. Will the new plan (or the plan to expand) operate to actually reduce the percentages of black students

DOJ: What are our justifications for different sets multiple measures being presented?

CLARIFICATIONS

1. [Ruben] How can we share expert or consultant advice with the parties so they can give adequate input? **Expert reports moving forward, we will think of other ways to ensure adequate information is**
2. [Bill] Are we wed to the CAIMI? **No, Dr. King is currently looking at another test that we may use**
3. [Bill] Have we dismissed the idea of using teacher evaluations? **Dr Hawkett felt that we shouldn't rush this bcs people have used this in the past with little effect or a negative effect...she recommended that we do some more research in this area. If not designed appropriately, it is useless bcs it is just direct positive information on every applicant...there needs to be some variance – how can we tell if one student is more motivated than another if all the teacher recommendations say the kid is highly motivated. We'll look at a small change, analyze that, then bring additional changes and analyze that. Purpose is to have the best system by next fall.**
[Bill] there are assessments that ask things like "Is this student in the top 5% of your students" ... perhaps you could use this type of tool off-the-record and analyze the results
4. [Ruben] Concerned that since there are so few black teachers, teacher recommendations may be biased or not reflect the students as well as they could
5. [Ruben] Concerned about the weights given to teacher evaluations **We will run things off-the-record, see what results come back, then develop scales accordingly**
6. [Sam] What is difference between a student-sought recommendation from one teacher/admin versus having all or some of a student's teachers provide an evaluation **Poses big challenges; that is why we want to take time to develop it, pilot it with Sophomores, then redesign it to roll it out next fall.**
7. [DOJ] Is the District moving in the direction of other similar schools around the country? **Yes, more of a college-like process. Not necessarily mimicking what other exam schools have, but taking that information and developing something that works for us and our students**
8. [Ruben] Is there enough money to pull all of this off? **We need to look at this, big issue...**

ATTACHMENT E



Celebrate the US!

TUCSON UNIFIED SCHOOL DISTRICT

MEETING OF: October 22, 2013

TITLE: University High School Admissions Plan in Accordance with the Unitary Status Plan

ITEM #: 13

Information:

Study: X

Action: X

PURPOSE:

To seek Governing Board approval of the final version of the University High School Admissions Process (Version 3.0) required by the Unitary Status Plan.

DESCRIPTION AND JUSTIFICATION:

The Unitary Status Plan states, in relevant part,

"...the District shall review and revise the process and procedures that it uses to select students for admission to UHS to ensure that multiple measures for admission are used and that all students have an equitable opportunity to enroll at University High School. In conducting this review, the District shall consult with an expert regarding the use of multiple measures (e.g., essays; characteristics of the student's school; student's background, including race, ethnicity and socioeconomic status) for admission to similar programs and shall review best practices used by other school districts in admitting students to similar programs."

According to the most recent timeline, this item is due by October 23, 2013. This item is presented here for action, staff is recommending approval of this item.

Presented by: Samuel Brown

Superintendent Goal: Desegregation

BOARD POLICY CONSIDERATIONS:

LEGAL CONSIDERATIONS:

For all Intergovernmental Agreements (IGAs), Initiator of Agenda Item provides the name of the agency responsible for recording the Agreement after approval:

For amendments to current IGAs, Initiator provides original IGA recording number:

Legal Advisor Signature (if applicable)

BUDGET CONSIDERATIONS:

Budget Certification (for use by Office of

Coversheet

Financial Services only):

_____ **District Budget**
 _____ **State/Federal Funds**
 _____ **Other**
Budget Cost **Budget Code**

Date
 I certify that funds for this expenditure in the amount of \$ are
 available and may be:
 Authorized from current year budget
 Authorized with School Board approval
 Code: Fund:

INITIATOR(S):

| | |
|---|----------|
| Samuel E. Brown, Desegregation Director | 10.14.13 |
| Name | Date |
| Title | |

DOCUMENTS ATTACHED/ ON FILE IN BOARD OFFICE:

| |
|---|
| ATTACHMENTS: |
| Click to download |
| <input type="checkbox"/> UHS Admission Process Appendices |
| <input type="checkbox"/> UHS Admissions |

TUCSON UNIFIED SCHOOL DISTRICT

**BOARD AGENDA ITEM
CONTINUATION SHEET**

TUSD

University High School Admissions Process Revision

I. USP LANGUAGE

The Unitary Status Plan (USP), section V(5)(a) states:

V. QUALITY OF EDUCATION

5. University High School ("UHS") Admissions and Retention

- a. *By ~~April 1, 2013~~ October 1, 2013, the District shall review and revise the process and procedures that it uses to select students for admission to UHS to ensure that multiple measures for admission are used and that all students have an equitable opportunity to enroll at University High School. In conducting this review, the District shall consult with an expert regarding the use of multiple measures (e.g., essays; characteristics of the student's school; student's background, including race, ethnicity and socioeconomic status) for admission to similar programs and shall review best practices used by other school districts in admitting students to similar programs. The District shall consult with the Plaintiffs and the Special Master during the drafting and prior to implementation of the revised admissions procedures. The District shall pilot these admissions procedures for transfer students seeking to enter UHS during the 2013-2014 school year and shall implement the amended procedures for all incoming students in the 2014-2015 school year.*

The original date was changed by agreement of the Parties and Special Master.

II. EXECUTIVE SUMMARY

The USP directs TUSD to improve the academic achievement of African American and Latino students and to ensure that African American and Latino students have equal access to TUSD's Advanced Learning Experiences (ALEs). ALEs include: Gifted and Talented Programs, Advanced Academic Courses (AP, Pre-AP, Dual-Credit), and University High School (UHS). Historically, UHS has had disproportionately low African American and Latino student populations compared to the rest of the TUSD's high schools. The revised admissions process is one of several strategies to attempt to increase the percentages of African American and Latino students, including ELL students, enrolling and succeeding at UHS.

TUSD has worked to review and revise the process and procedures that it uses to select students for admission to UHS to ensure that multiple measures for admission are used and that all students have an equitable opportunity to enroll at UHS. This review and revision has included consultation with experts regarding the use of multiple measures, a review of best practices used by other school districts in admitting students to similar programs or schools, and ongoing consultation with the Plaintiffs and Special Master. .

The new proposed admissions process will be applied in a fair, equitable, and race-neutral manner. Although TUSD endeavors to positively impact the percentages of African American and Hispanic enrollment and success at UHS, the proposed application process is designed to be impartial and to offer equity and fairness to all students who apply.

III. DEFINITIONS

| | |
|--------------------------------------|--|
| Unitary Status Plan (USP) | The USP is a federal-court mandated plan to guide TUSD in its efforts to achieve "unitary status" by eliminating the vestiges of a "dual-system" that operated until the 1950s. |
| Parties and Special Master | The USP stems from a federal school desegregation court case called <i>Fisher-Mendoza v. TUSD</i> . The parties to the case include TUSD, two plaintiffs groups representing African American and Latino students respectively, and the United States of America, represented by the Department of Justice. There is a court-appointed "Special Master" who oversees implementation, including monitoring and reporting, on behalf of the federal court. |
| Advanced Learning Experiences (ALEs) | USP Section V(A) identifies TUSD's GATE Programs, Advanced Academic Courses (AP, Pre-AP, Dual-Credit), and UHS as ALEs. These are areas where there has been historically low African American and Latino student participation in comparison to the percentages of the TUSD as a whole. |

IV. BACKGROUND AND TIMELINE

The admissions process was first created through a UHS Advisory Report in 1987. It was revised in 1988, 1989, and 1991 by the UHS Matrix Review Committee. In 1997, the UHS school council adopted revised admissions guidelines. It was revised again in December 2009, and March 2010. The current policy was approved by UHS School Council in April 2011. The purpose of the admissions policy, including the entrance exam, is to recruit and retain a diverse and qualified student population.

In March 2013, the UHS Principal, Ms. Elizabeth Moll, established a UHS Admissions Internal Working Group that included Mike Schmidt, a UHS mathematics teacher for the past twelve years who represents the faculty and serves as a liaison to the Instructional Council, the Assistant Principal Amy Cislak who serves on the UHS Site Council, and Dr. Juliet King, an A&R Research Project Manager, who has managed the school's admissions for the past four years. With Principal Moll's retirement at the end of school year 2013-14, the new Principal, Dean Packard, has taken her place. The other members have remained in the Working Group. Additional constituents have been recruited to give input and feedback on the process including: Carmen Hernandez - UHS Learning Support Coordinator; Treya Allen - UHS Career and Technical Counselor; Loraine Blackmon - UHS Office Manager, site council member and UHS Foundation Board member; Terry Adkins - parent and site council member; Matt Ulrich - UHS mathematics teacher and site council member; and Mickey Cronin - student and site council member.

The ALE Director and new principal of UHS were hired on July 1st 2013 and began working with the current working group and expanding the constituent input into the admissions process. The District presented a draft revised process July 20, 2013 for Board, Special Master and Party Review. TUSD staff and UHS, with the inclusion of stakeholders, are working to refine the draft process in time for the 2014-15 admissions period. TUSD will send a revised draft by September 6, 2013, and will continue to consult with the Parties and the Special Master in the refinement of the final plan - set to go to the Governing Board for approval either on September 24, 2013 or, if necessary, on October 8, 2013 prior to implementation. TUSD will send a notification of the possible changes to the new admissions process inserted into the 8th Grade recruitment letter from the ALE Director that was sent September 6, 2013. Notification of any modifications to the current admissions process will be sent to all applicants by October 18, 2013, at the latest.

V. CURRENT ADMISSIONS CRITERIA

Currently, admission to UHS for 9th and 10th grade is based on the following factors: 1) achieving 50 points or more from a combination of points obtained from valuing a student’s GPA and entrance test scores, and 2) space availability. Students must have a minimum cumulative GPA average of 3.0 in four core classes – English, Social Studies, Mathematics, and Science. No weight is given for advanced classes, such as Honors or pre-AP.

The cumulative GPA average is calculated from final grades for the second semester of seventh grade and the first semester of the eighth grade school years. UHS currently administers the Cognitive Abilities Test (CogAT) as an entrance exam. The Cognitive Abilities Test has been used as the primary entrance test for over a decade. It is comprised of three sub-tests – verbal, quantitative and non-verbal. In 2013-14 both UHS and GATE (for grades 3-7) will administer the most recent version – the CogAT Form 7 – to grades 3 through 8.

The CogAT’s strength is the fact that it is not an intelligence test, nor a standards-based exam (a common type of assessment for “exam schools”) but a well-known and norm-referenced assessment of a student’s reasoning abilities skills - skills that are not innate and can be developed over time (Loman, 2002). Students must receive a minimum qualifying composite stanine score of 7 on the test to receive points. The current required minimum test score of a 7 on the Composite Stanine is equivalent to a 77th percentile rank and allows for students that may not score a 7 or higher in each sub test the opportunity to still meet the entrance requirements by obtaining higher scores in one or more sub test categories. Points are awarded for GPA and test scores according to the following tables. A minimum of fifty points and above qualifies a student for admissions to UHS. (See Chart below, page 3)

In the past the Ravens test was used as an additive component to supplement student scores. The Ravens test is now available online which makes it ineffective as a measure. Therefore, it was removed as a component of the admissions process beginning in SY 2012-2013.

| GPA | Points | CogAT Stanine Test Score | Points |
|-----------|--------|--------------------------|--------|
| 4.00 | 36 | 9 | 27 |
| 3.99-3.86 | 34 | 8 | 24 |
| 3.71-3.58 | 32 | 7 | 21 |
| 3.71-3.58 | 30 | 0-6 | 0 |
| 3.57-3.44 | 28 | | |
| 3.43-3.30 | 26 | | |
| 3.29-3.15 | 24 | | |
| 3.14-3.00 | 22 | | |

2.99-0

0

VI. REVIEW PROCESS

The UHS Admissions Internal Working Group met several times to discuss the current admissions policy for freshman and to identify areas for review and revision. Early consensus from the working group determined that additional admissions criteria should be objective and well-defined. The initial feeling was that the use of interviews, personal essays and/or staff recommendations could inject subjectivity into the process, and could reduce the transparency and consistency of the admissions.

Since that time, a larger constituent group has had the opportunity to participate in discussions and overview of the admissions process. Multiple experts have been contacted and additional research has been completed as TUSD adjusted to the UHS principal transition and the hiring of an ALE Director. In addition, feedback has been received from the TUSD School Board, the Plaintiffs, and the Special Master. To this end, a more complete outline of a draft admission processes is outlined below.

A. Expert Analysis

Multiple experts were contacted and interviewed regarding best practices, multiple measures, and other related topics.

Experts Contacted:

1. Kenneth Bonamo (Principal, Scarsdale High School, Scarsdale, NY) September 5, 2013
2. Dr. Chester Finn (co-author, Exam Schools) August 22, 2013
3. Jeannie Franklin (Director, Division of Consortia Choice and Application, Montgomery County Public Schools) Pending (September 9, 2013)
4. Dr. Angela Hockett (co-author, Exam Schools) August 21, 2013
5. Dr. Lannie Kanevsky at the Simon Fraser University (expertise in Academic Resiliency/Motivation scales) July 2, 2013
6. Kelly Lofgren (Admissions Coordinator, Illinois Mathematics & Science Academy [IMSA], Aurora, Illinois) August 16, 2013 (email)
7. Dr. Tonya Moon, University of Virginia (expertise in Gifted Education and Academic Diversity) August 22, 2013

See Appendix A and AA for summaries of interviews.

See Appendix K for expert reports

DRAFT

University High School Admissions Process Revision

In discussions with these multiple experts regarding analysis of current "Exam School" best practices, the general consensus is that the use of multiple and varied methods of analyzing students for the basis of admissions yields a more complete picture of the students and is deemed a best practice. When looking at what factors most impact the diversity of the schools, feedback was given that expanding the school, improving recruitment, and improving feeder pattern educational practices have the greatest impact on increasing the diversity of the school.

In these endeavors UHS has been making strides for the past few years. Recruitment efforts have included steadily increasing the amount and accuracy of information being distributed about UHS, and this has resulted in an increase in the number of students entering UHS to over 300 in the current freshman class. During this same time period, there has been a steady increase in the percentage of Hispanic students attending UHS, although the same increase was not seen for African American students. Current size restrictions limit the number of students who are able to attend UHS; given the increase in students qualifying for admission to UHS, this is a concern. Further, UHS has hosted two events with feeder schools to work on vertical articulation of curriculum to help feeder schools prepare students for the rigors of UHS.

See Appendix B for Hispanic and African American student enrollment data.

B. Exam Schools - Current Practice

Various exam school web sites were analyzed, application packets investigated, and personnel contacted, when possible, for an understanding of current practices. In general, these schools used multiple measures and supported a more holistic approach to the admission process.

Exam Schools Reviewed:

- | | |
|---|----------------|
| 1. Illinois Mathematics and Science Academy (IMSA) | Aurora, IL |
| 2. Thomas Jefferson High School for Math and Technology | Alexandria, VA |
| 3. Liberal Arts and Science Academy High School | Austin, TX |

See Appendix C for detailed information on each school; Appendix D for Review of Top-Rated AP High Schools; Appendix E for Review of Exam Schools

VII. PROPOSED ADMISSIONS PROCESS REVISION

In discussions with experts and with those involved in the development of a quality admissions policy, it has become clear that it is best practice to work on a process for implementation that includes the use of multiple measures and a continuous evaluation of this implementation. After meeting with experts and working with constituent groups, we would like to propose the following multi-year process for implementation and analysis of UHS admissions, in collaboration with the Plaintiffs and the Court. This process will allow for:

- 1) flexibility in meeting admission timelines while developing multiple criteria and
- 2) using a varied approach to admissions at UHS, both for the 2014-15 SY and in the future.

The development of a process for implementation and evaluation of admissions, instead of a static policy, will allow all parties the opportunity to better understand how the different proposed changes impact admissions. The outline below looks at a two-year process; however, we would also like the process to be that of continual analysis and improvement over time. This would include analysis of other testing in the future, including the use of the Partnership for Assessment of Readiness for College and Careers (PARCC) as an option.

YEAR 1 (for students applying in 2013-14 to enroll in 2014-15) PILOT ADMISSIONS PROCESS

A. Freshman

1. Eighth grade students that apply for admissions for the 2014-15 school year will complete a *pilot admissions process*.
 - a. Students will take the Cognitive Abilities test (CogAT) – Form 7.
 - b. Testing sites will be arranged for all middle schools that have applicants on site.
 - c. UHS will have two alternative testing dates on site for any student unable to test at their home school or students from outside the district.
 - d. A minimum composite score of 7 will qualify students for points towards admission.
2. GPA
 - a. A student's cumulative grade point average (GPA) is calculated from final grades for the second semester of seventh grade and the first semester of the eighth grade school years.
 - b. A minimum cumulative GPA of 3.0 in four core classes – English, Social Studies, Mathematics, and Science will qualify students for points towards admission. No weight is given for advanced classes, such as Honors or pre-AP.

3. Academic Motivation Test (CAIMI OR OTHER RELEVANT MEASURES)*
 - a. All current 8th grade students will pilot a motivation test (CAIMI OR OTHER RELEVANT MEASURES) during the Fall of 2013.
 - b. All non-district students that have applied and taken the CogAT will pilot a motivation test.
4. Point Structure: Remains. For the first-year pilot, the motivation test will be used as additive (see below). After the first year, we will look at the motivation test scores and reevaluate the weight/point distribution at that time.

Given the results using the current point structure and awarding bonus points from the use of an additional assessment appear to increase the percentage of African American and Hispanic students that could be admitted to the school. *See Appendix J*

**Dr. Lannie Kanevsky recommended the Children's Academic Intrinsic Motivation Inventory (CAIMI OR OTHER RELEVANT MEASURES).*

B. Sophomores

1. Freshman students that apply for admissions for the 2014-15 school year will complete a pilot admissions process.
2. Students will take the Cognitive Abilities test (CogAT).
 - a. UHS will have testing on site.
 - b. A minimum composite score of 7 will qualify students for points towards admission.
3. Transcript analysis/GPA
 - a. A rubric will be developed to weight GPA and transcript analysis that yields higher values for higher GPA and honors/advanced coursework. For example, a student could be given an additional point for taking an advanced level class, regardless of the grade earned.
 - b. A minimum cumulative GPA of 3.0 on a 4.0 un-weighted scale in four core classes – English, Social Studies, Mathematics, and Science will qualify students for points towards admission.

- c. Students must be on track to graduate with a UHS diploma. (Appendix E)
4. Academic Motivation Test (CAIMI OR OTHER RELEVANT MEASURES): All applicants will pilot the CAIMI OR OTHER RELEVANT MEASURES.
5. Non-Cognitive Admissions Component (Sedlacek and Brooks): Questions would be developed for short answer responses that would be given at the same time as the Motivation assessment. These questions would be related to the seven non-cognitive variables from Sedlacek and Brooks. *See Appendices F and G for information and examples*
6. Teacher Evaluation: Students will submit teacher recommendations similar to the exemplar used by IMSA. *See Appendix H for examples of teacher evaluation form.*
7. Rubrics will be developed for the non-cognitive admission component and teacher recommendations. The development of the rubrics will be done in consultation with outside experts. *See Appendix I for example of rubric.* An extensive evaluation of each admission component will be conducted to analyze the effectiveness, efficiency, and impact on actual admissions.

C. Juniors and Seniors

A UHS diploma carries with it a level of expectation and signifies success in an extremely rigorous and challenging academic setting. The criteria for prospective Junior and Senior Admissions reflect the preparation of current UHS students at this level. Any admissions of Juniors and Seniors is subject to space availability. There may be times when no Junior or Senior students will be admitted. If there are openings and applications are accepted, the following criteria will be piloted:

Students must:

1. be on track to graduate with a UHS diploma. (Appendix E)
2. demonstrate successful performance on the State's standardized test requirements for graduation.
3. have earned an Exceeds on the AIMS or the equivalent ratings on future testing on two of the subject tests, reading, writing and mathematics.
4. GPA of 3.0 or higher in all previous coursework.
5. score of 167 or higher on the PSAT or a score of 1670 or higher on the SAT.

YEAR 2 (for students applying in 2014-15 to enroll in 2015-16)

The Year Two process is an extension of the pilot process that was used for sophomore students in Year One. Based on an extensive evaluation of the Year One process, including analysis of each component and their effectiveness and efficiency, the functioning components of the list below will be used.

A. Freshman and Sophomores

1. All eighth and ninth grade applicants will be given the CogAT to determine eligibility for UHS admissions for the 2015-16 school year. A minimum composite score of 7 will qualify students for points towards admission.
2. Transcript analysis/GPA
 - a. A rubric will be developed to weight GPA and transcript analysis that yields higher values for higher GPA and honors/advanced coursework. For example, a student could be given an additional point for taking an advanced level class, regardless of the grade earned.
 - b. A minimum cumulative GPA of 3.0 on a 4.0 un-weighted scale in four core classes – English, Social Studies, Mathematics, and Science will qualify students for points towards admission.
3. Academic Motivation Test (CAIMI OR OTHER RELEVANT MESURES): All eighth and ninth grade applicants will take the CAIMI OR OTHER RELEVANT MESURES.
4. Non-Cognitive Admissions Component (Sedlacek and Brooks): Questions would be developed for short answer responses and would be given at the same time as the Motivation assessment. These questions would be related to the seven non-cognitive variables from Sedlacek and Brooks. *See Appendix F.*
5. Teacher Evaluation: Students will submit teacher evaluations similar to the exemplar used by IMSA. *See Appendix H.*

B. Juniors and Seniors

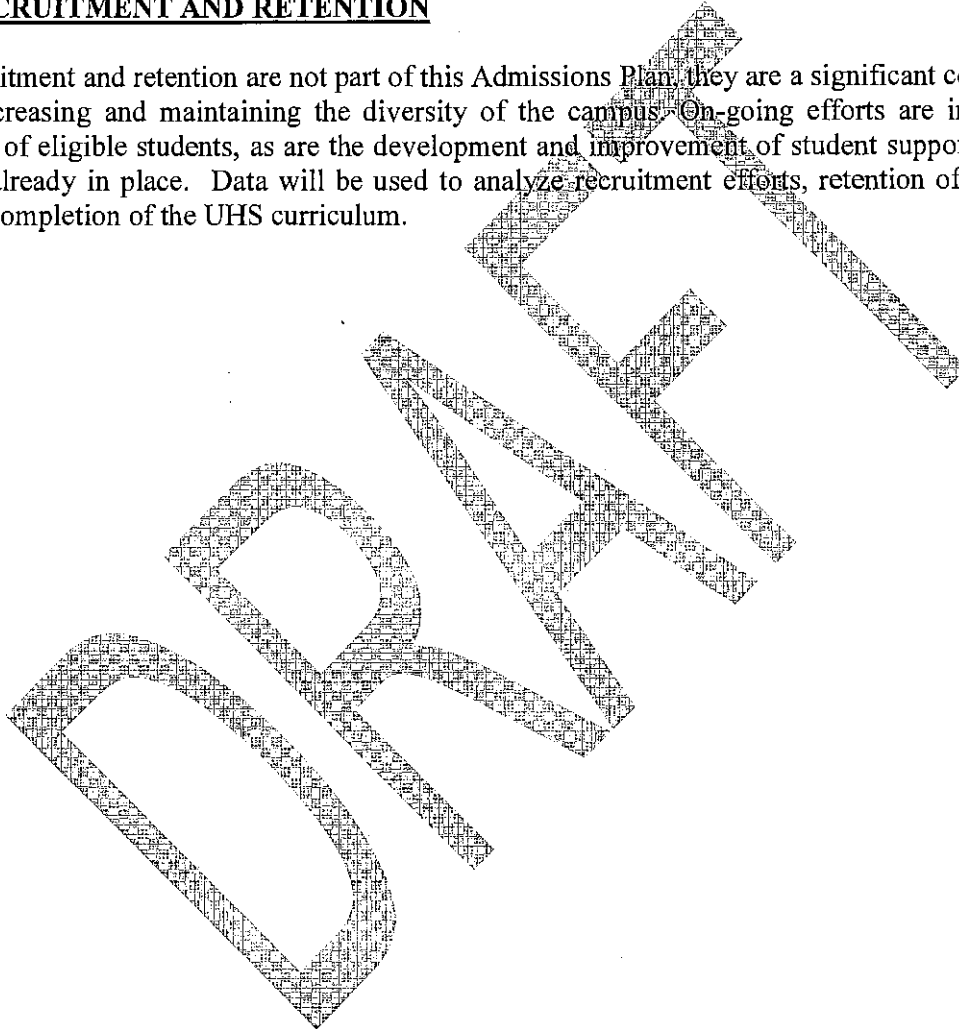
See Year 1

VIII. REVIEW

UHS will create a committee that will review the process and results of admissions yearly. Changes will be considered for the next admissions cycle.

IX. RECRUITMENT AND RETENTION

While recruitment and retention are not part of this Admissions Plan, they are a significant component in UHS's work in increasing and maintaining the diversity of the campus. On-going efforts are in place to improve recruitment of eligible students, as are the development and improvement of student support systems, many of which are already in place. Data will be used to analyze recruitment efforts, retention of students, and their successful completion of the UHS curriculum.



University High School Admissions Revision Plan

APPENDICES

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APPENDIX A

University High School: Admissions Revision for SY 2013-14
Appendix A: Expert Interview

1. Dr. Kay Hockett interview (August 21, 2013)
2. Dr. Chester Finn interview (August 22, 2013)
Martha G. Taylor – notes

1. In your review of “exam schools”, what would you consider are some of the ‘best practices’ that exam schools are using in terms of admissions criteria? and what would you consider are some of the least successful? obviously this is weighed against what a schools objective’s might be and there are several that we have identified: e.g. A student’s preparedness for the advanced coursework, success in completing a 4 year rigorous AP curriculum, and ability to attract a diverse demographic population including underrepresented students
 - Best practices are holistic, much like colleges use. A multi-faceted approach is best as you need to move beyond on factor. *Single criteria process is antiquated; should not be “do or die.” Good examples of holistic approach are IMSA and TJHSSM.*
 - *Multiple factors need to be examined. It is not diverse vs. qualified; it is “what does qualified mean?” Not appropriate that it only means good test takers – one moment in time. Should not be just one measure to determine qualified.*
 - *Many exam schools believe that test is effective because it is “clean”; this is an engrained belief – that it is not about race. However, everything is subjective to a degree and has philosophical implications.*
 - This holistic type of process is defensible for both political and best practice perspectives. Goal should be to have student population that mirrors community.
 - Recruitment should be in community (churches, neighborhood centers, etc.)
 - Should have multiple people looking at applications. Rubrics are good to use.
 - *Admission process should have internal consistency with school & district’s mission and vision.*

 - Not one way; test score and cut-off can be subjective not just objective; prefer holistic method like a small private college (grades are frequently not used, recommendation, personal statement, test scores, interviews, problem-solving questions)
 - Good when admissions is divorced from school TJ & NYC); removes onus from school and insulates principal from political process.
 - If there is a large demand from community for this type of program, district should increase number of schools instead of making process more selective.
 - Admissions processes that are problematic? Pure exam schools that use a single test score are not recommended. This is not a good way to make any important decisions in life. One point in a score should not make a difference. It is efficient and safe but not much else is going for it.
 - Some quantitative approach based on market-basket factors (GPA, Test, etc.) Some admit all over cut-off score so no further selection (New Orleans)
2. Academic tests: Schools use a variety of different tests to assess academic achievement (e.g. standards based, achievement tests, cognitive assessments). Were there any differences you noticed between the type of these assessments that led you to believe that the implementation of 1 was more successful than another.
 - Not necessarily. Some used professionally developed and others used tests developed at school level. All are similar. Some use IQ-type tests; this is what the CoGAT is most aligned with.
 - a) Just recently we have begun to see an increase in “institutional” test prepping from schools in our community – was this a common problem for the schools and how were they addressing this issue? Was this a motivational factor in creating their “own” assessments?
 - It has come up. Test prep is a cottage industry in parts of the country – CA & NY.
 - Chicago Public Schools (CPS) – measures achievement on test AND achievement relative to peers. Now have a minimum score all applicants have to achieve.

 - Some schools do own test; some hire Pearson or another company to do one for their specific school. One kind of test is not better than another.
 - I am wary of one test score/number being the determiner.
 - Test Prep programs rampant in high SES; Proliferation argues for the holistic approach. Produces own SES discrimination.
 - Some schools (TJ) make everything known. Even public info does not solve this problem.

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Appendix A: Expert Interview

- HS are captive of feeder schools preparation of students. The drawbacks and limitations students bring with *then are out of a HS's control.*
- 3. Non-academic assessments: As a result of the review we are conducting, UHS is looking at other types of measures to assess students' preparedness – and specifically proposed the use of an “academic resiliency scale” or a “motivation” scale that measures student persistence or motivation around learning. In your research, did you come across other schools that had adopted such instruments as part of their admissions policy and what was their experience using this type of instrument?
 - No. It is not used, although some schools are interested.
 - Can tap into motivation using personal essays, etc. This helped TJHSST
 - Most schools use GPA – many said at least a 3.; some looked at courses taken (higher level).
 - Some considered what the student's options were if not admitted (*rural area, math/science interest, etc.*); this results in a more practical and realistic look at S

- *I don't know. Our research did not get into types of tests used.*
- I am skeptical that a test can measure motivation but *maybe I don't know of a good one.*
- Any opportunity for student expression (interview, personal essay) and/or a teacher recommendation could reveal motivation. Could ask: Why do you want to come to this school? Can you give evidence from your personal experiences that will show that you will do well in this school?
- 4. “Subjective measures”: One area of controversy has been the use of more “subjective” measures. What did you find was the most successful way schools used “personal statements” and student essays? Teacher recommendations?
 - Success should be based on mission and vision of district/school.
 - TJHSST and IMSA use multi-faceted approach. Big-Committee model for first round; Committee does not see anything quantifiable and makes recommendation using rubric. There is close examination of S as an individual and not just as a number. No great success yet but working towards a worthwhile goal.
 - Teacher Recommendations: frequently used with GPAs
 - The traditional T. Rec. is not taken very seriously. Seen as opportunity for teacher to explain low achievement or other problems. Used with student who have low numbers in as process that traditionally looks at only the numbers.
 - More holistic type (IMSA & TJHSST) – taken as good evidence; several options for qualities of character. Particularly like the one used by IMSA that has personal qualities and then a rubric for each quality.
 - Personal Statement – trained members used rubric
 - Concern about subjectivity? Even the choice to use a test is a subjective decision. You cannot take the human element out of it. Most important is follow-up.
 - *Many schools use matrix; this is the old way and the reasoning is, “This is the way we've always done it.” Not recommended.*

- This is the challenge of holistic system – validity and reliability not possible in the traditional sense. No fancy measure because you are dealing with the human element.
- Quantitative is easy to explain to the public vs. human judgment that is an evaluation of others
- Not easy
- 5. The use of race: Obviously one of the issues surrounding admissions policy is the question of diversity and the use of considering “race/ethnicity” a factor in admissions. What did you find had been the schools' experience with using race/ethnicity as part of the criteria? Geography often seems to be a common proxy for that? Others – e.g. income?
 - Usually a proxy for race is used. SES or Free & Reduced are most common proxies. Sometimes geographical location can be used (CPS).

- *Schools frequently don't want to talk about this sensitive subject. Pleasantly surprised by diversity of school studies as a group vs. individual schools that have predominantly one race.*
- Exam schools frequently best integrated by % but almost never reflect the community as a whole

University High School: Admissions Revision for SY 2013-14
Appendix A: Expert Interview

-
- *Tough to balance in admission process; can't use race itself but can be a factor. Geography & SES are frequently proxies.*
 - *I don't believe in admitting only on race; need other qualities but can do proxies. Broader reach than just TUSD would be good. (explained to him that there are no % limits in place currently although the priority is to TUSD students).*
 - *Heroic efforts seen – reaching out to MS, summer programs, school visits, etc. BUT feeder system needs to do a better job of education and preparing these students.*
 - *Some schools take students on a trial basis (Austin, TX); don't quite meet but have a fighting chance. Risk for all parties; don't know how successful this model is.*
6. You conclude in your final summary that schools' admissions processes typically fall into 1 of 2 categories – heavy reliance on “numbers” vs. a “more holistic student by student approach. Did you draw any conclusions about the pros and cons of each approach? Do you have an exemplar?
- *Our book was about identification only so we didn't evaluation pros and cons.*
 - *My opinion – should work to closely mirror community; many schools are now trying creative approaches although none are yet completely successful.*
-
- *Should contact Scarsdale HS principal in NY (was in Queens); proud of not relying on test scores alone, proud that his school is not like exam schools; argues that test score reveals good test takers but not other qualities like motivation; direct and thoughtful comments from him.*
 - *IMSA – J. Hockett believes this is optimal admissions process – multi-dimensional and they consistently reevaluate; I did not visit and defer to her expert opinion.*
7. Factors that make most difference and have the most impact?
- *Feeder Schools – not much emphasis on this approach; acknowledge there are differences that must be dealt with.*
 - *Going into community (like IMSA and Jefferson County in Kentucky) is crucial. Leads to broader outreach and more success in recruiting. Do not rely on them coming to you (at schools).*
 - *Money and resources affects what any school can do; different depending on if school or district is responsible.*
 - *Advocate for broader more inclusive holistic system in general that aligns with mission/vision of district/school.*
-
- *Need to widen applicant pool with qualified students & build large and diverse pool of applicants; again comes back to feeder system and problems endemic with that. Building feeder system is surest way to increase diversity.*
 - *High-achieving students of color don't apply to selective colleges because they don't know about those opportunities; no one in their life has encouraged or told them about those options. Community college is usually their only known option.*
 - *Outreach needs to include local influential Af Am and Hisp individuals; organization outside of school system (Civil rights, political, religious), mentors that aren't scholastic (Sunday school teacher, YMCA coach)*
 - *Largest waste of human capital in USA is smart poor kids*
 - *Conclusion of our book – open more selective schools; there is a strong place for stand-alone schools – need them + AP, IB, etc. in regular schools; whole-school approach has a lot going for it – peers, curriculum, environment, critical mass → all are needed by some students*
 - *Whole-school approach could be completely open – have to pass certain courses or you must leave; this is harsher than than being selective at the beginning.*
3. **Dr. Lannie Kanevsky (on Academic Resiliency/Motivation scales)**
July 2, 2013 (conducted by Juliet King)
- **What are we trying to measure?**
Resilience definition: a) “persistence” - “adapt” to challenging situation; “stick to it ness”; “support”
b) “resourcefulness”
 - *Explained that split in the literature between “positive” vs. “clinical” - identifying positive strengths within teachers vs. using it to identify at-risk students for interventions. Such measures have been used to analyze medical school applicants in Canada*

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- Resources: Ordinary Magic: Resiliency practices in development – Marsten; Mind Set; *Currently studies “character”*; mentioned Andrew work
- Measures: Measure of Academic Intrinsic Motivation – *Godfried/ Godfried; Children’s Academic Intrinsic Motivation Inventory* – Mind Set

4. Dr. Tonya Moon, University of Virginia, College of Education

August 22, 2013 (conducted by Juliet King)

- Has consulted with Thomas Jefferson High School in Fairfax County and Richard Maggie Walker in Richmond in planning, implementing, and evaluating admission policies.
- Spoke mostly about TJ because that was the school she was most familiar with:
- Key findings:
- 5-6 year process in revising and implementing admissions process
 - TJ is primarily a math-science school and therefore math/science emphasized in testing
 - Admissions process is 8 months long
 - Every year there is a ½ day training for using the Rubric scoring scheme in February – week long scoring
 - Every year there is a ½ day training for how-to review the teacher packets in March – week long scoring
 - Final decisions go out in April
- Create “student score profiles”
- Use multiple measures that include:
 - December: Standards based assessment that measures student’s knowledge in core content areas (math/science emphasized). Assessment is created every year and taken in December . 3000 applicants go down to 1500-1600.
 - January: Students write 2 essays (drawn from essay bank) for 1 hour. 1 essay is a self-reflection. The other is responding to a question about a problem in a real world context. Essays are evaluated as to how well responses align with the TJ mission. Up to 30 raters
- 480 students selected.
- Admissions does not result in increased diversity.
- Maggie Walker is currently in planning stage to address admissions.

5. Kenneth Bonano, Principal @ Scarsdale High School

September 4, 2013 (conducted by Martha Taylor)

(recommended by Dr. Chester Finn as expert on holistic approach to high school admissions)

- Personal beneficiary of same type of school with holistic method– Staten Island Technical High School (SITHS) – returned to teach in 1998 for ten years
- 2005 school switched to specialized test; taken in fall of 8th grade – optional on Sat or Sun; admission to seven schools based SOLELY on results of this test
- SITHS opened as gifted high school and used data of MS record and picked indicators of student who could succeed in academic challenging school: Grades core subjects, state test reading and math, attendance (90%) – many applications so could not use subjective measures (85-2005)
- Townsend Harris in Queens – also uses more holistic approach; 5000 applicants for class of 280. Principal. Did the same as above – see web site. 1) 90% av. in each class, 90% on state test, 90% attendance. 2) rank students based on average of seven numbers
- Could use geography (as proxy for race) with straight rank all seats will fill from top schools SES. To mitigate you could group students by zones high schools. Then take top % from each middle school.
- Professional using personal experience: When you use only one test end up with highly intelligents but not all good students = unmotivated; when you use holistic approach almost always end up with good students, most of whom are intelligent = hard working, eager to please, even if not the highest IQ; succeeded in easier environments and now

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in a more challenging environment; provided support and very few existed out. Found a way to help them succeed. Tended to work out bc they were good students.

- At SITHS when we went to sole test – had students who were smart and capable but were sociopathic; no T would ever have given them more than 85% on a grade = test does not allow T subjectivity. With holistic approach the T subjectivity is factored in (through grades = academic behavior [resiliency, cooperation] → helped set tone in school
- With holistic approach – no cutting class, homework always done; With just test – S don't do homework, have bad attitude
- 75-80% percent are the same students. Remaining 10-20% can change the school environment completely; within a year so much admin time was directed to recalcitrant students and troubled students; with test there is no way to filter out these students. Which fringe do you want?
- Magic Wand – Verbal/Math aptitude test and holistic evaluation; grades and state test more content/achievement based and are better measures than aptitude (can do it but not if they actually do it)
- Could use Buckets metaphor – by geography / middle schools; top 10% from each MS – TX does this for college; argument for geography as proxy – GPA differs from school to school by at each school they rise to the top among their own classmates;
- Attendance – always allowed for extenuating circumstances. Guidance Counselors flags. Waive attendance requirement.
- Familiar with principals at both high schools – happy to make introduction

6. Jeannie Franklin – 9/9/13

Director, Division of Consortia Choice and Application,
 Montgomery County Public Schools; Rockville, MD
 September 9, 2013 (conducted by Martha Taylor)

- Talked to Maree Sneed – selection process
- In charge of - Selection of magnet program; I do not do curriculum
- Team approach to selection process: seven elementary magnets – competitive; 3 MS and 3 HS sites – all competitive. Have geographic boundaries (regional/county-wide); press releases and memo to principals – limited seats
- At HS and MS – have admin position attached to selection process – managing files and criteria; implemented at school-level; each manage own selection process – but with central management overview of plan; meet with central regularly; test together (MS and HS separately); use HS – Pearson test; MS – SCAT (Johns Hopkins test), essay portion (for Humanities Magnet) – during testing/handwrite and Raven
- HS/MS - create own outreach plans; target outreach and it does increase number of applicants; when target underrepresented S – apply but don't perform as well = typical outcome when using standardized assessment; each school comes up with bank of outreach – meet with counselors, go into classrooms – before → might do crucial thinking activity, sell the programs, work with other S with same interests (based on magnet program); Common Core – differentiation within class as opposed to moving S to higher level; could previously target US into higher math – don't know if we can do that now; could talk to higher-level math S during the school year – that was quite effective; with Common Core – go to high minority/high achieving S
- Had great success in attracting US – rate of selection has stayed the same =- saying “no” to more S;
- ES – send out app to all highly gifted in 3rd to all families based on region – leads into specific HS; program is for grades 4 and 5; couple of informational meetings; advocacy process in schools – memo sent to schools, with underrepresented S; school teams are responsible – GT school recommendation team; position for each ES (.2 – to coordinate); key contact person – help school team look at S lists, S talks, look for S that may have depressed scores but T can advocate for them; please send me the Memo
- Biggest gains at ES – found that S who generally (AA Hisp) participate in Highly Gifted in 4th/5th – tend to have higher rate of selection in middle school gifted programs.

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- MS/HS – working with grade 8 students – magnet HS for computer and/or math – greatest lack of AA and Hisp; highly competitive; these are most competitive for diversity – coordinators build relationships with principals – target high math classes in 8th grade at high poverty schools (access issues – confidence, security, etc); aware and present – work with NAACP
- Memo to MS principals about process; encourage principals to advocate for S at school before they apply; nurture them and encourage to apply – let them know not all get invited but try; learn to take risks for future
- IB – one is competitive and others are self-selected; 100 seats and 900 applicants; for this program, more girls; math science more boys; humanities programs tend to more diverse than math-science; one of our goals is that if 15% are AA then 15% invitations are AA = spirit of equity; need equity everywhere; usually half of what is wanted/goal
- Some targeted outreach – try to target schools that are preparing S at high level = critical mass; apply together, accept together and created culture of applying and attending; some US are invited and decline; invitation rate is still disproportionate
- MS/HS Criteria = at 8th grade → 1) Assessment (Pearson – done for Montgomery County), 2) essay during test GPA (open-ended Q, get 60 minutes, one-page front and back; score by two scorers hired by system (former Ts with engl background use rubric – read about 900 essays total 3) School recommendation piece (only at ES) – Qs answered by school team (counselor puts together team 2-3 people – most important info from core content Ts), 4) school advocacy to surface S who are non-traditional applicants, needs can't be met at home school = principal final signature but anyone in school can advocate for a particular S 5) GPA 6) admission essay – typed at home 7) T recommendations; *in general; small changes for different magnet schools (only at HS)
 - Over ten years has increased AA/Hisp S in high schools; multiple criteria has improved it over time; still have work to do bc still at half of what we want; before we were at 10% AA and invited 2%, now we invite 5%; improvements slow
 - Model that is successful = preparation program (Young Scholars Program – grades 2nd – 5th); impacted areas only – have Saturday school (\$50 for whole year and work with T); not working with S who need enrichment but w/ student who are above grade level and support them. 4-5 years and is working = 24% invited vs. 19% in reg pop)
 - Bc of test prep not level playing field; problem – change test but...; YSP not test prep but higher-level thinking skills and activities
- Results – in ES School Advocacy – despite depression of scores would still be a good match; not always invited but do have a higher rate of invitation – get strong look; individual decision per file – no rubric used – looking at whole profile of S;
- MS → struggle to get MS principals to advocate – time consuming; this year adopt a few principals and encourage them to have staff to advocate – committed, persistent, work hard, problem-solving, etc. Narrative about non-traditional S;
- Entrance Committee - ??
- Assessment - ES – looking to use the COGat; new test; deal with test prep
- Parent concerns – test prep booklet (few pages of examples, testing format, not actual Qs, time limits, 504/IEP info, etc.) vs. \$800 weekends test prep program

APPENDIX AA

Taylor, Martha

From: Kelly Lofgren [klofgren@imsa.edu]
Sent: Friday, August 16, 2013 1:57 PM
To: Taylor, Martha
Subject: Re: Copy of Application
Attachments: Review Committee Training Draft for '13.ppt

Hi Martha,

When our counselors read the admission files we simply take notes to present the file to the Selection Committee. Prior to that we have a group of internal and external evaluators (a process we call Review Committee) assign a value from 40 - 80 to the qualitative aspects of the file. The values are used in the decision-making process and are assigned based on the guidelines in the attached training.

The application itself hasn't really had any impact on recruiting and enrolling underrepresented students, though in the decision-making process we certainly look for academic achievement and passion for math and science based upon an applicants unique circumstances.

For recruitment purposes we've created many pipeline programs, which you can learn more about here: <https://www.imsa.edu/admissions/multicultural/multiculturalPrograms>, and here: <https://www.imsa.edu/admissions/multicultural/multiculturalPrograms>. These programs have been very effective, but they are quite time-consuming and expensive.

Kelly Lofgren
Admissions Coordinator of Operations
Illinois Mathematics and Science Academy
1500 West Sullivan Road
Aurora IL 60506-1000
630-907-5568
www.imsa.edu

On 8/16/2013 11:15 AM, Taylor, Martha wrote:

Kelly – Thank you SO much. I have two additional questions:

1. Would it be possible to send me the rubric you use to evaluate the student essays?
2. Has your application process/requirements been effective in increasing the number of underrepresented students admitted to IMSA?

Again, thank you so much for responding to me.

From: Kelly Lofgren [mailto:klofgren@imsa.edu]
Sent: Friday, August 16, 2013 9:04 AM
To: Taylor, Martha
Subject: Re: Copy of Application

Hi Martha,

Attached is our admissions application from last year, and our new one will be posted on September 1st. We are planning to change several of our essay questions this year, but have yet made final decisions. Please feel free to reach out during your review process. We are always looking for ways to improve our processes and recruitment as well.

Best,

Kelly

Kelly Lofgren
Admissions Coordinator of Operations
Illinois Mathematics and Science Academy
1500 West Sullivan Road
Aurora IL 60506-1000
630-907-5568
www.imsa.edu

On 8/15/2013 10:47 AM, Taylor, Martha wrote:

Dear Kelly and/or Phyllis:

I am currently investigating admission policies of "exam schools" as our district is under a court order to revise the admission process of our exam high school. I am very interested in the process IMSA uses and have found quite a bit of information on-line. However, I cannot find a copy of your application since it is now closed nor any sample essay questions, which I would like to see. Would it be possible to send me an old application from 12-13 and some examples of essay questions used in the past?

Thank you so much for your help.

Martha G. Taylor, M.A., J.D.
Director of Advanced Learning Experiences (ALE)
Tucson Unified School District
520-225-6422
martha.taylor@tusd1.org

APPENDIX B

UHS Freshman Applications by Ethnicity - TUSD students only

| | 2009-2010 | | | 2010-2011 | | | 2011-2012 | | |
|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| | Tested | Qualified | Enrolled | Tested | Qualified | Enrolled | Tested | Qualified | Enrolled |
| Anglo | 252 | 113 | 85 | 235 | 121 | 57 | 196 | 78 | 71 |
| Af-Am | 53 | 5 | 1 | 28 | 3 | 2 | 39 | 5 | 4 |
| Hispanic | 414 | 94 | 49 | 339 | 63 | 60 | 363 | 71 | 67 |
| Nat Am | 18 | 5 | 0 | 11 | 1 | 1 | 21 | 3 | 2 |
| Asian | 43 | 20 | 22 | 33 | 23 | 15 | 34 | 16 | 14 |
| Multiple | 14 | 4 | 10 | 10 | 6 | 5 | 17 | 6 | 6 |
| Total | 794 | 241 | 167 | 656 | 217 | 140 | 670 | 179 | 164 |

Note: From 2009-2011 UHS handled its own admissions/selection process. A&R handled the testing. The admissions process was moved completely to A&R in Summer 2011.

UHS Completion by 9th grade EOY enrollment

| | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | 2011-2012 | |
|--------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|------------|
| | 9th enrolled | Graduates | 9th enrolled | Graduates | 9th enrolled | Graduates | 9th enrolled | 11th grade | 9th enrolled | 10th grade |
| Anglo | 105 | 91 | 105 | 90 | 126 | 101 | 125 | 103 | 129 | 117 |
| Af-Am | 5 | 5 | 4 | 2 | 5 | 5 | 2 | 2 | 3 | 3 |
| Hispanic | 48 | 40 | 52 | 47 | 64 | 54 | 89 | 82 | 70 | 65 |
| Nat Am | 0 | 0 | 2 | 1 | 3 | 3 | 2 | 2 | 0 | 0 |
| Asian | 28 | 25 | 28 | 24 | 27 | 24 | 30 | 27 | 27 | 25 |
| Multiple | 4 | 4 | 8 | 8 | 9 | 9 | 6 | 6 | 14 | 10 |
| Total | 190 | 165 | 199 | 172 | 234 | 196 | 254 | 222 | 243 | 220 |

APPENDIX C

University High School: Admissions Revision for SY 2013-14
Appendix C: Exam School - High School Information

1. Illinois Mathematics and Science Academy (IMSA) Aurora, IL

Admission to IMSA is determined by a competitive process in which all applicants are required to submit a specific set up materials. The competitive nature of the selection process does not permit the establishment of a pre-specified set of cut off scores but rather students who present the strongest combination of credentials are invited to attend. IMSA utilizes an accomplishment-based selection process that incorporates performance on projects and participation or leadership in extracurricular activities with more traditional indicators of talent such as test scores and grades. For this reason, students with the highest test scores may not emerge as the strongest applicants in the pool for the purpose of selection. Along with these criteria, geographic and demographic variables are considered to ensure a diverse student population.

Application evaluated on the following questions:

- To what extent did student take advantage of local resources?
- To what extent student clearly demonstrate talent, interest, and motivation beyond the bounds of the classroom when available?
- Is this student enrolled in the most challenging curriculum available to them?

Reviewers will look for:

- Reasoning and curiosity demonstrated by specific achievement or activities
- Communication skills demonstrated by written responses to questions
- Interpersonal skills demonstrated by evidence of understanding viewpoints other than your own
- Skill application demonstrated by activities such as computer programming, musical performance, construction of models, etc.
- Leadership based on reports from teachers of observed behavior and/or specific accomplishments

Application

- Biographical Information
- Activities, Involvements, Achievements
 - Optional Statement (We attempt to identify those applicants whose previous school grades or admission test scores may under predict academic success. Among the factors we consider in making admission decisions are whether the applicant 1) is from an economically disadvantaged environment, 2) had a health problem which is significantly affected for a period of time, an otherwise exceptionally good academic record; 3) has a permanent physical disability, learning or attentional difference; 4) has completed an exceptionally rigorous academic program; 5) does not speak English at home, or 6) has other exceptional circumstances. This information is considered with your academic credentials. It is particularly relevant if your qualifications place you slightly below the competitive applicants. **Describe any factors like those listed above that you believe the selections committee should consider as they review your credentials.**
- Student Essay Questions → Examples: Describe a time when you experienced success and its impact on you. Please describe yourself to your classmates and teachers. What interesting information would you want others to remember about you? (500 words or less).
- Parent Statement
- Teacher Evaluations
- Principal/Counselor Evaluation
- GPA/Transcript
- SAT exam score

Multicultural Recruitment Programs:

EXCEL: During the process of admission to IMSA, students are sometimes identified as having exceptional potential but as not having had access to key academic opportunities. The Excel program serves students who are conditionally admitted to IMSA, pending their successful completion of the Excel program. Successful completion of Excel allows full admission status to IMSA. The three-week, residential program takes place during the summer immediately prior to the planned admission. Excel program activities include the three-week summer program and ongoing support programs throughout the school year including: study groups, academic advising, connections with faculty and staff, tutoring opportunities, cultural enrichment and appreciation activities, and an overall support network designed to help students be successful at IMSA. During the summer program students engage in mathematics, science, and English classes designed to expose students to concepts they may be unfamiliar with, which will be critical to later success at the Academy. In addition, the co-curricular component of Excel allows for interpersonal skills development, and a chance to become familiar with the IMSA environment and culture. The summer portion of the 2013 Excel program will take place in July on IMSA's campus. Two to three weeks after placement testing students will be notified if they have been selected to participate in Excel.

PROMISE: Serving underrepresented and economically disadvantaged students who have talent and interest in mathematics and science is a high priority of the Illinois Mathematics and Science Academy. We believe that we must actively recruit from all regions of the state of Illinois. In addition, we believe we must address the challenges of underrepresented and economically disadvantaged students through contact and intervention in the form of academic enrichment programming early in students' educational experience. After enrolling at IMSA, it is important that students experience the Academy as a place that is welcoming to them as individuals and

University High School: Admissions Revision for SY 2013-14
Appendix C: Exam School - High School Information

supportive of the unique cultural components that each student brings with him or her. The Academy continues to create and develop a culturally rich and inclusive environment that affirms and celebrates individual differences.\

- o Each application is reviewed by a committee that has a rubric and training before this commences. I have been sent the power point that is used at this training.

2. Thomas Jefferson High School for Math and Technology **Alexandria, VA**

Students are selected for TJHSST through a competitive admissions process. We are looking for highly motivated students with diverse backgrounds, talents, and skills, who demonstrate:

- High ability, aptitude, and interest in math, science, and technology.
- Intellectual curiosity and self-motivation to pursue scientific research.
- A desire to be challenged with an extensive curriculum focused in math, science, and technology.
- The highest academic and personal integrity.
- An aspiration to become a member of a community of learners, explorers, mentors, and leaders.
- The capability to become citizens and leaders of the 21st century.

Round 1: Screening (using sliding scale): GPA + Test Score

Round 2: Semi-Finalists: Essays – 25% + Student Information Sheets – 20% (Example questions: What are you best at doing?

Explain your choice. If you could spend one entire day learning about one topic, what would it be? Why? What is your best subject in school? Why?) + 2 Teacher Recommendations – 20% + Math Score from Admissions Test = Math & Science GPA

3. Liberal Arts and Science Academy High School **Austin, TX**

- From the Principal's Letter: We have a very diverse student population. We are lucky to have students from every zip code in Austin. This diversity encourages even richer discussions and debates in class. In addition it allows us to have clubs and organizations that match any and all student interests.
- Application Process:
 1. Application
 2. Activities Chart (includes information on: awards, extracurricular, leadership, outside-of-school activities, volunteering, community service)
 3. Short Answer Responses → Examples: What three words would others use to describe you and why? How do you spend your free time?
 4. Essay
 5. Math/Science Reference Form
 6. English/Social Studies Reference Form (academic achievement, academic potential, intellectual curiosity, effort and determination, ability to work independently, organization, creativity, willingness to take intellectual risk, concern for others, honesty and integrity, self-esteem, maturity (relative to age), responsibility, respect accorded by faculty, emotional stability, personal character)
 7. Grades
 8. Testing Results (EOC/STAAR & LASA)
- Admissions rubric used to evaluate applications, which I have.

The following is not an exam school, but we will be interviewing personnel regarding its admission policies.

4. Montgomery County Public School (Sam Brown) – Interview with Jeannie Franklin Pending

- UHS admissions committee made up of a diverse group of CENTRAL people and maybe one or two site people
- Criteria
 1. Test scores
 2. Grades
 3. MS they come from
 4. ALEs they took
 5. Personal Statement to describe their situation (must be done on sight in a controlled setting, so we know they actually wrote it)
 6. References from MS Principals – each principal could advocate for 3-5 kids who are not “high flyers”
- Every table gets some applications, they look holistically (like an admission committee for a university) and then you
 - o Select the clear high flyers

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- Select the students up for discussion with the whole group
- This would be a one day process
- Montgomery County
 - Written statements from candidates, previous grades, coursework, and test scores
 - Biomedical Magnet Program
 - Communication Arts Program (CAP)
 - Engineering Magnet Program
 - Leadership Training Institute (LTI)
 - Science, Mathematics, Computer Science

APPENDIX D

University High School: Admissions Revision for SY 2013-14
Appendix D: Review of Top-Ranked AP Schools

| School | Location | 9th grade seats | Student count | % unrep | % fri | Eligibility to Apply | Admissions Criteria | Notes | Fee |
|--|----------------|-----------------|---------------|---------|-------|--|--|--|---------------|
| 2. Thomas Jefferson High School for Science and Technology (highlighted in ES) | Fairfax Co, VA | 480 out of 3300 | 1792 | 4 | 2 | Live in regional area; Alg 1 or higher | Take test in math and reading; Semifinalists determined by GPA(3.0) and overall test scores (65/100) and math score(30/50); 2 Essays (25%); 2 Teacher recommendations; Student information sheet comprise final components | 2/3's of students need remediation; New to geog can apply in summer; test prep handbook - use Pearson; over 3000 applicants; Requires 3 reviewers. Admissions handled by sep. office Semi-finalists = 1500 | Yes - process |
| 4. University High School | TUSD AZ | 245 | 934 | 37 | 15 | | 50 point system - based on test scores and 2 semester GPA in core classes | | |
| 30. Pine View (ES school) | Sarasota SD FL | 242 | 2170 | 6 | 9 | Residency; min score on IQ test | WISCIII, Woodcock Johnson; Renzulli required. Report cards and achievement tests | Gate School; Private testing; Handled by District | |

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| | | | | | | | | | |
|-------------------------------|-------------------|---|------|----|----|--|--|---|--------------------------------------|
| 7. Oxford Academy (ES school) | Cypress CA | 199 out of approximately 700 applicants | 731 | 16 | 27 | District Residency; 2.5 total GPA over 2 years. No grades below C. Meeting CST in math/eng. Must take pre-Alg or Alg | Oxford Entrance test (4 hours) - Eng, Math, essay. Created by teachers and Standards based. Scores rank ordered by geog. | Main entry point is 7th grade. Test prepping | |
| 31. Whitney High | ABC Unified CA | 176 | 1022 | 14 | 15 | based on space availability | 2.5 GPA; Standardized test scores; writing sample | MS entry | |
| 27. Academic Magnet | Charleston CSD SC | 165 | 606 | 13 | 7 | District Residency; Algebra I; 85%ile in reading and math - Explore | grades in core subjects; writing sample; teacher recs | | \$10 to take test if not in District |
| 33. Carnegie Vanguard | Houston ISD TX | 156 | 426 | 47 | 22 | | Stanford 10 and Naglieri; Teacher recs; 7th grade report card | GATE students do not test; contact for criteria | |

University High School: Admissions Revision for SY 2013-14
Appendix D: Review of Top-Ranked AP Schools

| School | Location | 9th grade seats | Student count | % unrep | 35 | Eligibility to Apply | Admissions Criteria | Notes | Fee |
|---|------------------|-----------------|---------------|---------|----|---|---|--|-----|
| 16.Design & Architecture Senior High | Yonkers SD, NY | 142 | 508 | 68 | 35 | | Audition, portfolio, sketchbook, interview | specialized | |
| 32. Loveless Academic Magnet | Montgomery SD AL | 138 | 445 | 34 | 10 | Algebra 1 | Personal Interview; attendance; academic grades | | |
| 25. High School for Dual Language & Asian Studies | NY City, NY | 117 | 324 | 11 | NA | residency; 50% chinese proficiency, 50% english proficiency | core class scores; standardized tests; attendance; writing sample | specialized | |
| 3. School of Science and Engineering Magnet | Dallas Texas | 105 | 407 | 77 | 60 | District Residency; GPA(80) Score above 65 per on ITBS; Stan9 | 2 hour English exam (40%); math exam (40%); essay and interview (20%) | No information on rubrics; All district magnet schools have entrance requirements on Readistep | |
| 8. Pacific Collegiate School | Santa Cruz CA | 87 | 475 | 13 | NA | | Charter school - lottery | | |

University High School: Admissions Revision for SY 2013-14
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| | | | | | | | | | lottery | MS entry | |
|---------------------------------------|-----------------|----|-----|----|----|--|--|--|---------|--|--|
| 34. International Community School | Lake Wash SD WA | 77 | 380 | 3 | NA | | | | | | |
| 6. BASIS Tucson | Tucson AZ | 69 | 165 | 27 | NA | | | No criteria - Charter school | | Steep decline in graduating class over 4 years | |
| 10. High Technology High School | Monmouth CSD NJ | 69 | 258 | 4 | 2 | District residency; attend info. Session | | min 75 points to qualify - GPA in core subjects and District standards based exam | | 1 of 4 career academies | |
| 1. School for the Talented and Gifted | Dallas Texas | 65 | 260 | 50 | 32 | Residency in district | | Min on National Assessment (82); GPA from 2 semesters (82); 82/100 portfolio - essay on topic; resume; project description; grades for 7th and Fall 8th; top 20 students selected on merit; rest filtered through geog | | GPA and test minimums are similar; All district magnet schools have entrance requirements on Readistep | |

University High School: Admissions Revision for SY 2013-14
 Appendix D: Review of Top-Ranked AP Schools

| | | | | | | | | | |
|----------------------------------|---------------|-------------------------|---------|--------------------------------|----|---|---|--|--|
| IMSA | Chicago Il | none - 10th grade | 200-250 | 13 | ng | | test scores - reviewed by Committee; 100 "outsiders" review apps with ruric. 5 admissions counselors - 16 people handle app | time-consuming | |
| School without walls (SWW) | DC | 470-500 | | 70 | 20 | 3.0 gpa in 7th and 8th grade; 7th grade reading, writing, math assessments used as screens. | 67% given SWW test (adapted from outside assessments). 200 applicants interviewed by school panel as finalists | time-consuming | |
| Central High School Magnet | Louisville KY | 300 out of 900 | | Historically Af-Am school. 87% | | | writing sample; recommendations; transcript; test scores. Review by teacher committee | Career Magnet academy - students graduate with certifications ; not "top" school | |
| Liberal Arts and Science Academy | Austin Tx | 300 out of 500-600 apps | 880 | 27 | 20 | | 5 part entrance rubric - MS grades; teacher recommendations; test scores; school aptitude exam; and TAK scores; essays | Shares campus; approx 66% of students come from 2 feeder magnets | |

University High School: Admissions Revision for SY 2013-14
 Appendix D: Review of Top-Ranked AP Schools

| | | | | | | | |
|-------------------------------|-----------------|---------------------------------------|----|----|--|--|---|
| Jones College Prep | Chicago IL | 823 | 57 | | | 7th grade grades; standardized test scores; entrance exam - 900 points total - 30% of seats awarded to top performers; 70% allocated based on scores relative to ses. Placement selected by computer | 1 of 5 selective HS in Chicago system. Centralized admissions process. Income criterion - higher affluence, higher scores needed. automated |
| Benjamin Franklin High School | New Orleans, LA | 280 out of 700 | 30 | | | grades and achievement test scores | Charter school. Under deseg order. Graduates approx 140 |
| Townsend Harris High | Queens NY | 270 out of 5000. 1200 meet admissions | 18 | 40 | | Complicated screening process based on NYC entrance test and screening criteria (e.g. geography) | Admissions handled as part of NYC magnet program |
| Bergen County Academies | Hackensack NJ | 275 out of 1450 | 8 | | | 7th and 8th grade report cards; state achievement tests; teacher recommendations; customize math and English assessments; 500 app are interviewed. Use geographic criteria | School comprised of 7 magnet academies. Ad criteria differs for each one |

APPENDIX E

**University High School: Admissions Revision for SY 2013-14
Appendix E: Review of Case Study Schools in Exam Schools**

| | | | | | | | |
|----------------------------------|---------------|-------------------------|---------|--------------------------------|----|---|--|
| IMSA | Chicago Il | none - 10th grade | 200-250 | 13 | ng | | test scores - reviewed by Committee; 100 "outsiders" review apps with ruric. 5 admissions counselors - 16 people handle app |
| School without walls (SWW) | DC | 470-500 | | 70 | 20 | 3.0 gpa in 7th and 8th grade; 7th grade reading, writing, math assessments used as screens. | 67% given SWW test (adapted from outside assessments). 200 applicants interviewed by school panel as finalists |
| Central High School Magnet | Louisville KY | 300 out of 900 | | Historically Af-Am school. 87% | | | writing sample; recommendations; transcript; test scores. Review by teacher committee |
| Liberal Arts and Science Academy | Austin Tx | 300 out of 500-600 apps | 880 | 27 | 20 | | 5 part entrance rubric - MS grades; teacher recommendations; test scores; school aptitude exam; and TAK scores; essays |
| Jones College Prep | Chicago Il | | 823 | 57 | | | 7th grade grades; standardized test scores; entrance exam - 900 points total - 30% of seats awarded to top performers; 70% allocated based on scores relative to ses. Placement selected by computer |

**University High School: Admissions Revision for SY 2013-14
Appendix E: Review of Case Study Schools in Exam Schools**

| | | | | | | | |
|-------------------------------|-----------------|---------------------------------------|------|----|----|--|--|
| Benjamin Franklin High School | New Orleans, LA | 280 out of 700 | | | 30 | | grades and achievement test scores |
| Townsend Harris High | Queens NY | 270 out of 5000. 1200 meet admissions | 1100 | 18 | 40 | | Complicated screening process based on NYC entrance test and screening criteria (e.g. geography) |
| Bergen County Academies | Hackensack NJ | 275 out of 1450 | 1050 | 8 | | | 7th and 8th grade report cards; state achievement tests; teacher recommendations; customize math and English assessments; 500 app are interviewed. Use geographic criteria |

APPENDIX F

Black Students on White Campuses: 20 Years of Research

William E. Sedlacek

Literature is discussed in terms of eight non-cognitive variables affecting Black student life. The author recommends actions for student affairs professionals.

From the 1960s to 1980s people in the United States have witnessed a broad sweep of social change in the country. With issues pertaining to Blacks, people have seen a complex mixture of overt repression, social consciousness, legal changes, backlash, assassinations, political interest, disinterest, and neglect. Higher education has gone about its business during this turbulence.

There are many ways in which student affairs professionals might try to understand what Black students have experienced during the last 20 years. The purpose of this article is to examine this period through student affairs research on Black undergraduate students at White institutions. Such an article accomplishes several purposes. First, it allows for a focus on an area in which Black students have had to deal directly with a system largely run by Whites for Whites (Sedlacek & Brooks, 1976). Second, it allows one to step back and get a perspective on where student affairs has been and where it to be going. Third, it puts an emphasis on empirical research rather than commentary, wishful thinking, or frustration.

An index of the maturity of the student personnel profession may be found in its success in providing systematic knowledge on which to base its development. The May 1986 issue of the *Journal of College Student Personnel*, with articles by Brown, Cheatham, and Taylor, provided a lively discussion of how student affairs professionals can learn about Black students on White campuses. Should student affairs professionals go to the literature and see what the research says (Brown, 1986; Cheatham,

1986) or offer broad generalizations about Blacks based on a nonempirical synthesis (C.A. Taylor, 1986)? This article is in support of the former position.

The literature was organized using a model based on noncognitive variables that have been shown to be related to Black student success in higher education (Sedlacek & Brooks 1976; Tracey & Sedlacek, 1984, 1985, 1987; White & Sedlacek, 1986). Arbona, Sedlacek, and Carstens (1987) found that the noncognitive variables were related to whether Blacks sought services from a university counseling center.

There are limitations to using the non-cognitive model. These include limiting the articles included, not using conventional categories (e.g., admissions, student activities) that may be easier to understand than the non-cognitive model, and forcing a structure in areas where it does not belong. The two major questions addressed in this article are: (a) What have we in student affairs learned in 20 years of research? and (b) How can we use what we have learned?

DESCRIPTION OF THE MODEL

Sedlacek and Brooks (1976) hypothesized that there were seven noncognitive variables that were critical in the lives of minority students. How students adjusted to these dimensions and how faculty and staff encouraged this adjustment would determine the success or failure of the minority student. Tracey and Sedlacek (1984, 1985, 1987) demonstrated the validity of the seven variables plus an eighth, nontraditional knowledge acquired, by showing the usefulness of a brief questionnaire (the Noncognitive Questionnaire [NCQ]) in predicting grades, retention, and graduation for Black students for up to 6 years after initial matriculation. White

Originally published November 1987. William E. Sedlacek, Counseling Center, University of Maryland.

Black Student Life

and Sedlacek (1986) demonstrated the validity of the NCQ for Blacks in special programs. The noncognitive variables of the NCQ are:

1. *Positive self-concept or confidence.* Possesses strong self-feeling, strength of character, determination, independence.
2. *Realistic self-appraisal.* Recognizes and accepts any deficiencies and works hard at self-development. Recognizes need to broaden his or her individuality; especially important in academic areas.
3. *Understands and deals with racism.* Is realistic based on personal experience of racism. Not submissive to existing wrongs, nor hostile to society, nor a "cop-out." Able to handle racist system. Asserts school role to fight racism.
4. *Demonstrated community service.* Is involved in his or her cultural community.
5. *Prefers long-range goals to short-term or immediate needs.* Able to respond to deferred gratification.
6. *Availability of strong support person.* Individual has someone to whom to turn in crises.
7. *Successful leadership experience.* Has experience in any area pertinent to his or her background (e.g., gang leader, sports, noneducational groups).
8. *Knowledge acquired in a field.* Has unusual or culturally related ways of obtaining information and demonstrating knowledge. The field itself may be nontraditional.

SELF-CONCEPT

Many studies demonstrate that the way Black students feel about themselves is related to their adjustment and success at White institutions (Bayer, 1972; Bohn, 1973; Desionde, 1971; Dixon-Altener & Altener, 1977; Gruber, 1980; Kester, 1970; Stikes, 1975). An early study by Bradley (1967) of "Negro" undergraduate students in predominantly White colleges in Tennessee showed that they had not achieved a feeling of belonging. This aspect of self-concept,

that of seeing oneself as part of a school, or identified with it, is a common thread running through the literature on Black students' self-concept for several decades. For instance, Sedlacek and Brooks (1976), Astin (1975, 1982), and Tracey and Sedlacek (1984, 1985, 1987) provided evidence that identification with an institution is a more important correlate of retention for Blacks than for other students.

In addition to the usual school pressures, a Black student must typically handle cultural biases and learn how to bridge his or her Black culture with the prevailing one at the White university. DiCesare, Sedlacek, and Brooks (1972) found that Blacks who made this transition were more likely to stay in school than were Blacks who did not. Burbach and Thompson (1971) and Gibbs (1974) found that cultural adaptation had an influence on the self-concept of Black students; Sedlacek and Brooks (1972a) and White and Sedlacek (1986) found that this was also true for Blacks in special programs.

Pfeifer and Sedlacek (1974) noted that successful Black students may receive considerably different profiles on standardized personality measures than their White counterparts. The successful Black student is likely not only to seem "atypical" but is also inclined toward and experienced in taking less common paths to goals than the successful White student. Thus, there is evidence that important cultural differences between Blacks and Whites affect the manner in which self-concept is put into practice.

An important area of literature that has been developing concerns racial identity. Cross (1971) presented the model and Hall, Freedle, and Cross (1972) studied four stages of Black identity: (a) *pre-encounter*, when a person thinks of the world as the opposite of Black; (b) *encounter*, when experience disturbs this view; (c) *immersion*, when everything of value must be Black; and (d) *internalization*, when it is possible to focus on things other than one's racial group. Hall et al. (1972) demonstrated that it is possible for lay observers to identify these stages.

Parham and Helms (1985a) found that Black self-esteem is low in the pre-encounter stage, becomes more positive as one reaches the encounter stage but drops as one enters immer-

Sedlacek (1987)

sion, and is unchanged during internalization. Parham and Helms (1985b) found that Black male students were more likely to endorse the pre-encounter stage and less likely to endorse internalization than were Black female students. Ponterotto, Anderson, and Greiger (1985) found that Black female students in the internalization stage had more positive attitudes toward counseling than did Black men in the same stage. Carter and Helms (1987) found that these stages were related to value orientations of Black students. Using other instruments, Kapel (1971); Olsen (1972); Polite, Cochrane, and Silverman (1974); Smith (1980); and Semmes (1985) provided further evidence that cultural and racial identity are related to self-concept.

REALISTIC SELF-APPRAISAL

An important variable that exists in combination with self-concept is how well Black students at White schools are able to assess how they are doing. This self-assessment pertains to both academic issues and student life. Success for any student involves the ability to "take readings" and make adjustments before the grades are in or before fully developing a lifestyle that is not conducive to success. Because faculty members, students, and staff often view Black students differently than they do White students, it is harder for Blacks to get straightforward information on which to base their evaluations of how they are faring.

White faculty members may give less consistent reinforcement to Black students than they give to White students (Sedlacek & Brooks, 1976). For Blacks who are trying to make realistic self-appraisals, faculty reinforcements that are too negative cause as many problems as those that are solicitous. For example, Christensen and Sedlacek (1974) demonstrated that faculty stereotypes of Blacks can be overly positive.

Some researchers have identified poor communication with faculty, particularly White faculty members, as a problem for Black students (Allen, Bobo, & Fleuranges, 1984; Jones, Harris, & Hauck, 1973; Van Arsdale, Sedlacek, & Brooks, 1971; Willie, 1971; Willie & McCord,

1972). Thompson and Michel (1972) found that what they called *grade deflecting*, or the difference between the grade expected and the grade received, by Black students correlated positively with students' perceived prejudice of the instructor. Switkin and Gynther (1974) and Terrell and Barrett (1979) found that Black students were generally less trusting than were White students.

Blacks may find it especially difficult to get close enough to faculty, staff, and other students to become a central part of the informal communication system that is critical in making self-assessments. Nettles, Thoeny, and Gosman (1986) found faculty contact outside the classroom to be a significant predictor of grade point average (GPA) for Black students. Braddock (1981) found such faculty contact more important to Black student retention at predominantly White schools than at predominantly Black schools. Fleming (1984) found that Blacks in predominantly Black colleges were better able to make self-assessments than were Blacks at predominantly White schools, presumably in part because Blacks were more involved in the communication and feedback system in Black schools.

UNDERSTANDING AND DEALING WITH RACISM

There are two components in this variable. First, does the Black student understand how racism works? Can the student recognize it when it is occurring? Does the student have an effective way of handling racism, a way that allows Black students to pursue their goals with minimum interference? It is a curvilinear variable in that a Black student can have difficulty with racism because of naiveté about it or preoccupation with it. An optimal strategy is one in which Black students have differential response patterns to racism. They take action when it is in their best interests and do not take action when it might cause them more trouble than it is worth to them. Each student must make those decisions individually. A Black who "chooses" to confront all examples of racism may be effective in many ways, but he or she is unlikely to remain in school

Black Student Life

or get high grades.

Handling racism is further complicated by the distinction made between individual and institutional racism (Barbarin, 1981; Racism/Sexism Resources Center for Educators, 1983; Sedlacek & Brooks, 1976). Institutional racism involves policies and procedures, either formal or informal, that result in negative outcomes for Blacks. Institutional racism is often more of a problem for Blacks than is individual racism. Tracey and Sedlacek (1987) pointed out the uniqueness of this problem for Black students. How well White students are able to negotiate the campus system predicts their success in school. The same is true for Blacks, except that their treatment by the system will, in many ways, be because they are Black (Deslonde, 1971; Garcia & Levenson, 1975; Webster, Sedlacek, & Miyares, 1979). The following are some of the more common forms of racism faced by Black students at predominantly White institutions.

Admissions

There is considerable evidence that traditional measures such as standardized tests and high school grades are not as valid for Blacks as they are for Whites (Baggaley, 1974; Borgen, 1972; Pfeifer & Sedlacek, 1971, 1974; Sedlacek, 1977, 1986; Tracey & Sedlacek, 1984, 1985, 1987). Most institutions, however, have continued to employ traditional measures for Black students from the 1960s to the 1980s (Breland, 1985; Sedlacek & Brooks, 1970a; Sedlacek, Brooks, & Horowitz, 1972; Sedlacek, Brooks, & Mindus, 1973; Sedlacek, Lewis, & Brooks, 1974; Sedlacek, Merritt, & Brooks, 1975; Sedlacek & Pelham, 1976; Sedlacek & Webster, 1978).

The negative outcomes in admissions for Blacks include being rejected for admission because of invalid measures or being accepted on the basis of "lower standards" that may result in reduced self-esteem of Black students and the increased probability that White students and faculty will stereotype Blacks as less able than Whites. This stereotype, in turn, leads to more negative treatment of Black students.

There are also many forms of institutional racism in the methods employed to study

admissions of Black students, including predicting 1st-year performance before Black students have fully adjusted to the White campus (Farver, Sedlacek, & Brooks, 1975; Kallingal, 1971; Tracey & Sedlacek, 1984, 1985, 1987) and using statistical and research procedures that are biased against Blacks (Sedlacek, 1986). These procedures result in invalid bases for admission decisions made about Blacks. Sedlacek and Brooks (1973) presented an example of using research information to work against racism in admissions.

Relationships with Faculty

The difficulties Black students have with White faculty are discussed above under "Realistic Self-Appraisal." Black students have consistently reported believing that White faculty are prejudiced toward them (e.g., Allen et al., 1984; Babbit, Burbach, & Thompson, 1975; Boyd, 1973; Butler, 1977; Dinka, Mazzella, & Pilant, 1980; Egerton, 1969; Jones et al., 1973; Semmes, 1985; Smith, 1980; Thompson & Michel, 1972; Westbrook, Miyares, & Roberts, 1977). This prejudice can take such forms as lower expectations of Black students than are warranted, overly positive reactions to work quality, reducing the quality of communications, and reducing the probability that faculty know students well enough to write reference letters.

Black students have expressed concerns about the lack of Black faculty and staff in a number of studies (Boyd, 1979; Matthews & Ross, 1975; Southern Regional Education Board, 1971; Willie, 1971). Absence of powerful Black figures as role models has strong effects on the feelings of loneliness and isolation of Blacks. The lack of a variety of viewpoints or cultural perspectives relevant to Black students can also affect their learning, development, and identification with the institution. Sedlacek and Brooks (1973) discussed an example of racism in academic coursework and how to reduce it.

Campus Life

Problems for Black students have been documented in residence halls (Piedmont, 1967) and fraternities (Tillar, 1974), with campus police (Eliot, 1969; Heussenstamm, 1971; Leitner &

Sedlacek, 1976), and in interracial dating (Day, 1972; Korolewicz & Korolewicz, 1985; Merritt, Sedlacek, & Brooks, 1977; Patterson, Sedlacek, & Perry, 1984; Petroni, 1973; Schulman, 1974; Tillar, 1974; Willie & McCord, 1972), athletics (Green, McMillan, & Gunnings, 1972; McGehee & Paul, 1984), and campus life in general (Babbitt et al., 1975; Dinka et al., 1980; Fenton & Gleason, 1969; Fleming, 1984; Heyward, 1985; Lunneborg & Lunneborg, 1985; Minatoya & Sedlacek, 1980; Reichard & Hengstler, 1981; Trow, 1977; Westbrook et al., 1977; Willie & McCord, 1972).

Burbach and Thompson (1971) reported that contradictory norms on campus cause problems for Black students. Martinez and Sedlacek (1982) found that when Whites entered a predominantly White university in the early 1980s they expected the social norms to be conservative on social and political issues (e.g., government policies, abortion rights) but liberal on personal freedoms (e.g., drug use, sexual behavior). Black students tended to expect the norms to be exactly the opposite. Martinez and Sedlacek (1983) also found that students in general were more tolerant of people with racist or bigoted attitudes in 1981 than in 1970 on a predominantly White campus. That the campus environment could be seen as confusing and hostile to Black students should not be hard to understand.

Attitudes of White Students

The discomfort of White students around Blacks and the negative stereotypes of Blacks held by White students have been well documented during the period studied (Peterson et al., 1978). These underlying attitudes do not seem to have changed throughout the years. For example, a series of studies at the University of Maryland employing the same instrument, the Situational Attitude Scale (Sedlacek & Brooks, 1972b), and the same methodology, has shown consistently negative attitudes of White students toward Blacks in a wide variety of situations (e.g., Carter, White, & Sedlacek, 1985; Minatoya & Sedlacek, 1984; Miyares & Sedlacek, 1976; Sedlacek & Brooks, 1970b; White & Sedlacek, 1987). Studies at other institutions have supported this finding (e.g., Gaertner & McLaughlin,

1983; Greenberg & Rosenfield, 1979). Sedlacek, Troy, and Chapman (1976) have demonstrated, however, that it is possible to alter racial attitudes in an orientation program using an experimental-control group approach.

COMMUNITY SERVICE

As part of a viable support system, Blacks need to have identification with and be active in a community. The community may be on or off campus, large or small, but it will commonly be based on race or culture. Because of racism, Blacks have been excluded historically from being full participants in many of the White-oriented communities that have developed in the United States and in the educational system. Thus, Blacks need a supportive group that can give them the advice, counsel, and orientation to sustain them as they confront the larger, often hostile systems they must negotiate. Many researchers have documented that Blacks seem to be more community oriented than are Whites (Bayer, 1972; Centra, 1970; Davis, 1970; Greene & Winter, 1972; Lyons, 1973; Reichard & Hengstler, 1981; Southern Regional Education Board, 1972). Additionally, Bohn (1973) and Pfeifer and Sedlacek (1974) found that a high score on the California Psychological Inventory (CPI) (Megargee, 1972) Communitarity scale, which measures a community orientation, was associated with Black student success (i.e., retention and grades).

Other researchers have shown that Blacks often believe that they do not belong on predominantly White campuses (Bradley, 1967; Kleinbaum & Kleinbaum, 1976; Lunneborg & Lunneborg, 1985; Madrazo-Peterson & Rodriguez, 1978). The idea that there needs to be a "critical mass" or sufficient number of Blacks on a campus to develop a community or communities has been discussed by Astin and Bayer (1971), Willie and McCord (1972), and Fleming (1981, 1984). Thus, a relevant community is probably harder for Blacks to develop on a White campus than on a Black campus.

Bennett (1974) reported that Blacks preferred a separate residence hall floor. Davis (1970), in an experimental study, found that

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Blacks who lived on an all-Black floor in a residence hall were more positive toward their institution than were those who lived on a mixed-race floor.

Athletics may be an important way for Blacks to develop a community on campus (Mallinckrodt & Sedlacek, 1987; Reichard & Hengstler, 1981). Mallinckrodt and Sedlacek found that Blacks who made use of campus gymnasiums were more likely to stay in school than were those who did not.

Mallinckrodt and Sedlacek (1987) also found that Blacks who were interested in activities sponsored by the student union had better retention than did those who were not interested. Webster and Sedlacek (1982) found the student union to be a central part of Black students' community development.

LONG-RANGE GOALS

The extent to which Black students are able to defer gratification is correlated with their retention and grades in school (Tracey & Sedlacek, 1984, 1985, 1987). The reason this is an issue is yet another form of racism. Blacks have had a more capricious experience in setting goals and receiving reinforcement for their accomplishments than have Whites. Sometimes things work out for Blacks; sometimes they do not. Whites are more likely to understand that if they accomplish A they can go to B. For Blacks, this is less clear. A key assumption in the higher education system is that students work currently for rewards received later.

Astin (1975) found that those Blacks with lower aspirations and vaguer goals than other Blacks were more likely to leave school. Nolle (1973) supported Astin's conclusion by noting that Black high school students with specific plans for college were much more likely to attend college than were those with less clear goals. Bohn (1973) found that Black college students who made plans were more successful than were those who did not. Greene and Winter (1971) found that Black leaders in campus organizations were more apt to have long-range goals than were other Black students. Other studies that provide general support for the importance of this

variable include Baer (1972) and Stikes (1975). Berman and Haug (1975) and Wechsler, Rohman, and Solomon (1981) provided evidence that developing long-range goals may be a bigger problem for Black women than for Black men.

STRONG SUPPORT PERSON

Because Black students are dealing with racism and face difficult adjustments to a White university, they are particularly in need of a person they can turn to for advice and guidance. As discussed above, however, Black students often find difficulty forming relationships with White faculty and staff (e.g., Boyd, 1973; Dinka et al., 1980; Simon, McCall, & Rosenthal, 1967). Additionally, Black faculty and staff are often not available, and Black students have expressed a need for more Black faculty and staff in general (Burrell, 1980; Willie, 1971; Willie & McCord, 1972) and more Black counselors in particular (Abbott, Tollefson, & McDermott, 1982; Wolkon, Moriwaki, & Williams, 1972). Genshaft (1982) found that therapists believed that Blacks were less attractive clients and had a poorer prognosis than did other clients. Parham and Helms (1981) presented evidence that client race was not a predictor of counselor race preference, but racial identity was. Blacks in the encounter and immersion stages wanted Black counselors, whereas those in the internalization stage had no preference (see previous discussion). Brooks, Sedlacek, and Mindus (1973), R. L. Taylor (1977), and Webster and Fretz (1977) have found that Blacks often turn to friends and family for support, which is further evidence of the importance of the variable.

LEADERSHIP

Successful Black students have had successful leadership experiences. They have shown the ability to organize and influence others, often within their cultural-racial context. As with acquiring knowledge or in doing community work, Blacks often do not show leadership in traditional ways. Black students are more likely to exhibit leadership off campus, in the community, or in their church than are White

students. When Blacks show leadership on campus it is often through informal or Black-oriented channels, which are less likely to be validated by White faculty, students, or personnel workers.

Bayer (1972) found that Black students were oriented toward being community leaders. Greene and Winter (1971) showed evidence that leadership was important to Black students. Beasley and Sease (1974) demonstrated that scores of Blacks on the leadership portion of the American College Testing Program's student profile section correlated positively with GPAs.

Heyward (1985) concluded that Blacks do not look to White faculty and staff as role models for their leadership. They look to other Blacks or develop their own styles and forms of leadership.

NONTRADITIONAL KNOWLEDGE

Because Blacks have not always been welcomed in the formal educational system, they have developed ways of learning outside the system. These ways are often creative and culturally relevant. Astin (1975) found that Blacks who were able to demonstrate knowledge they gained in nontraditional ways through credit by examination were more likely to stay in school than those who could not. The increase in student retention associated with demonstrating knowledge in this way was more than twice as great for Blacks as for Whites.

Hayes and Franks (1975) reported that Blacks saw more opportunities than did Whites for public discussions and debates, which could translate into learning opportunities. Black (1971), in a study at historically Black colleges, found that Blacks who developed an independent learning year fared better than did a group of Blacks in a control group who pursued the regular curriculum.

DISCUSSION

There has been considerable research on Black students in the last 20 years. What has been learned from this research? Although it is difficult to determine whether the problems of

Blacks on White campuses have changed during this period, it is clear that it is possible to better measure, define, and articulate those problems than at any time previously. Blacks seem to have continued to have difficulties with self-concept, racism, developing a community, and the other noncognitive variables discussed. There is a model available, however, to organize thinking about Black student problems and ways to measure those problems, to work with Black students or others on campus, and to improve student life for Blacks. Perhaps most important, the variables identified correlate with Black student academic success. There is less need to guess or hope that what is being done is helpful. Appendix A contains some recommendations for improving Black student life on White campuses in terms of each noncognitive variable.

Some of the noncognitive variables discussed and conclusions reached may seem applicable to all students. Although this may be true to some degree, the evidence presented is intended to show that the points raised are unique to Blacks, in intensity if not in form. For instance, many White students may have self-concept problems, but these do not include the alienating effects of racism. Whites may lack a support person, but the process of developing such a relationship is not the same as for Blacks because of racial and cultural variables. The researchers have demonstrated the many unique aspects of being Black on a White campus.

Another area of research that seems illuminating but did not exist until recently is the work on racial identity of Blacks, discussed under self-concept. One can measure change and development in an area that has been shown to be important to Blacks. There are many other specific results of the studies discussed above that should be interesting and useful to practitioners.

Why cannot one be more sure that life has changed for Blacks on White campuses? First, there has been very little evaluation research. Most of it has been descriptive. Descriptive research is helpful, but it does not focus on change. For instance, Black students have reported being concerned with racism from the 1960s through the 1980s. But is it the same

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racism? Do past and present Black students mean the same thing when they refer to racism? Longitudinal studies over time or even cross-sectional studies done the same way in the same place are not common. Perhaps the way the literature was organized does not lend itself to the analysis of trends. The noncognitive variables are assumed to be underlying dimensions, which could take different forms at different times. For instance, institutional racism may be more likely to take the form of dropping a Black studies program or providing inadequate funding for a Black fraternity in the 1980s than involving police brutality or allowing Blacks into White fraternities in the 1960s. Some forms of racism (e.g., admissions, attitudes of White students), however, seem to have changed little over the years. In any case, it is still racism and it seems that Blacks are obligated to deal with it if they are to succeed in school.

As the research on Black students was examined one thought seemed to stand out. How ironic that educators so often think of Black students as less capable than other students. Black students need to have the same abilities and skills as any other student to succeed in school, and they are dealing with the same problems as any other student. They also, however, are confronting all the other issues discussed in this article. One could make the case that the best students in U.S. colleges and universities are Black students. The typical Black graduate from a predominantly White school may possess a wider range of skills and be able to handle more complex problems (e.g., racism) than most other students.

How can student affairs professionals use what has been presented here? Generally, one should be able to be much more sophisticated in student services work for Blacks using the information in this article. There exists much information demonstrating that Blacks are not a monolithic group and indicating how one might approach them individually or collectively. There is also more information about the many ways

the educational system works against the best interests of Blacks. One can use this information to work with non-Black students, faculty, and staff to improve Black student life. Below are a number of specific things that can be done based on a review of this literature.

1. Organize programs and services for Black students around some specific variables that have been shown to be important. Whether it is one of the noncognitive variables presented here or some other scheme, use it. There is little excuse for vague, general programs or "seat-of-the pants" needs analyses given the state of knowledge available.
2. Evaluate all programs. This should be done with an experimental-control group model if possible. If one has specific goals, and can measure concepts better, it should be possible to dramatically increase this type of research, and report it in student affairs journals.
3. Work at refining the variables and concepts presented here, either through programs or further research. The student services profession is on the brink of being able to work with more useful, higher order concepts than those currently employed on behalf of Black students; help the process along.
4. Share the information from this review and the results of individual work in Black student services with others outside student affairs. Much of what has been done in the profession would be of use to such people as faculty and academic administrators.
5. The last bit of advice is more personal. Be confident. Many researchers over many years have developed a literature that can be used. Whatever a person's role, he or she should be able to fulfill it better with this information.

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APPENDIX A.

Recommendations for Improving Black Student Life on White Campuses
by Noncognitive Variable

Self-concept: Measure self-concept (see Hall et al., 1972; Tracey & Sedlacek, 1984). Develop counseling programs or workshops employing racial identity (Helms, 1984) or noncognitive variables (Westbrook & Sedlacek, in press).

Realistic self-appraisal: Work with faculty and academic administrators on communication with Black students. Faculty should initiate contact more than they usually do and employ feedback in varied and frequent ways. Help Black students interpret feedback from system. Examine Kochman (1981) for differences in Black and White communication styles.

Understanding and dealing with racism: Become familiar with racism and what can be done about it (Racism/Sexism Resources Center for Educators, 1983; Sedlacek, in press; Sedlacek & Brooks, 1976). Specific forms of racism can be addressed by (a) employing nontraditional admission predictors that are more valid for Blacks than those currently employed (Sedlacek, 1986; Tracey & Sedlacek, 1987), (b) increasing the numbers of Black faculty and staff (Peterson et al., 1978), and (c) working to change attitudes of White students, faculty, and staff (Sedlacek, Troy, & Chapman, 1976).

Demonstrated community service: Help Whites understand the need for Black communities on and off campus. Use student union programming (Webster & Sedlacek, 1982) and facilities management (Mallinckrodt & Sedlacek, 1987) as methods of developing Black communities on campus. *Long-range goals:* Financial aid dispersed as a lump sum may hurt Black student development in this area. Consider a program that gives Black students funds for accomplishing individually set goals. Goals can be set at longer and longer intervals. A midwestern university employs this system successfully. In the short run, use the concept that Black students may be motivated to use available student services by promoting a more immediate reward system than commonly employed (Arbona & Sedlacek, 1987).

Strong support person: Develop relationships with Black students early, ideally before matriculation through recruiting and orientation programs. Develop a pool of faculty, staff, peers, or off-campus mentors and link Black students with others individually or in groups.

Leadership: Foster and identify nontraditional and racially based forms of student leadership on and off campus. Formally encourage schools and specific departments to offer leadership awards for such achievements as eliminating racism, Black journalism, and race-related community projects. Make faculty aware of nontraditional student leaders in their departments. Help students to recognize their nontraditional leadership and include such leadership roles in résumés and applications for jobs and further education.

Nontraditional knowledge acquired: Encourage Blacks to demonstrate knowledge gained outside the classroom through credit by examination or listings on résumés and applications. Encourage faculty to identify extramural learners and work with them.

APPENDIX G

Student Last Name

First

MI

SECTION II. To be completed by the STUDENT.

ACTIVITIES, INVOLVEMENT AND ACHIEVEMENTS

1. Please attach a list (*in bulleted form*) of any IMSA sponsored activities/programs (Informational Meeting, On-Campus Visitation Event, PROMISE SEAMS, EIP, LS2S or Project School Visit, Summer Sleuths, Fusion, Kids Institute Program, IMSA CyberQuiz, etc.) in which you have participated. List full name of activity, date(s), and location, if known.
2. Please attach a list **and describe** (*in bulleted form*) your most meaningful extracurricular activities, organized or individual, during the past three years. Also indicate any leadership positions, as well as time involved per week, in those activities. *IMSA reserves the right to verify participation in activities listed.* (Do not use acronyms - please use full name for all activities.)
 - a. Mathematics, Science and Technology related activities:

| | | | |
|-----------------------|--|------------------------|-----------------------|
| <i>(ex. Activity)</i> | <i>Your Age at time of Involvement</i> | <i>Office/Position</i> | <i>Hours per week</i> |
|-----------------------|--|------------------------|-----------------------|
 - b. Prioritize and describe your top three other areas of involvement; (ex. sports, clubs or organizations)

| | | | |
|-----------------------|--|------------------------|-----------------------|
| <i>(ex. Activity)</i> | <i>Your Age at time of Involvement</i> | <i>Office/Position</i> | <i>Hours per week</i> |
|-----------------------|--|------------------------|-----------------------|
3. Please attach a list **and describe** (*in bulleted form*) the most meaningful awards you have received *in or out of school* during the past three years. Include full name of award(s), year the award was received, and whether won at the local, state, national or international level. *IMSA reserves the right to verify awards received* (Do not use acronyms - please use full name for all awards). **PLEASE DO NOT SEND ORIGINALS OR COPIES OF AWARDS/CERTIFICATES.**
 - a. Mathematics, Science and Technology related activities:

| | | | |
|-----------------------|--|------------------------|-----------------------|
| <i>(ex. Activity)</i> | <i>Your Age at time of Involvement</i> | <i>Office/Position</i> | <i>Hours per week</i> |
|-----------------------|--|------------------------|-----------------------|
 - b. Prioritize and describe your top three other areas of involvement; (ex. sports, clubs or organizations)

| | | | |
|-----------------------|--|------------------------|-----------------------|
| <i>(ex. Activity)</i> | <i>Your Age at time of Involvement</i> | <i>Office/Position</i> | <i>Hours per week</i> |
|-----------------------|--|------------------------|-----------------------|

OPTIONAL STATEMENT

We attempt to identify those applicants whose previous school grades or admission test scores may under predict academic success. Among the factors we consider in making admission decisions are whether the applicant (1) is from an economically disadvantaged environment; (2) had a health problem which significantly affected, for a period of time, an otherwise exceptionally good academic record; (3) has a permanent physical disability, learning or attentional difference; (4) has completed an exceptionally rigorous academic program; (5) does not speak English at home; or (6) has other exceptional circumstances. This information is considered with your academic credentials. It is particularly relevant if your qualifications place you slightly below the competitive applicants. **Describe any factors like those listed above that you believe the selection committee should consider as they review your credentials.**

Student Last Name

First

MI

SECTION III. To be completed by the STUDENT.

Please respond on separate pages to the following questions.

STUDENT ESSAY QUESTIONS

1. If you are invited to attend the Academy you will be expected to adapt to new learning, living and social environments. You will be asked to live, study, and work with many people from different backgrounds from throughout Illinois. Please describe yourself to your classmates, teachers and others at the Academy. What interesting information **would you want others to remember about you?** **Secondly, what are some changes you perceive you would need to make to thrive academically and residentially at IMSA?** *(Word Guideline - In 500 words or less)*

2. Success is achieved in many ways and by using numerous variable factors. It is your task to do all below:
 - Develop a working equation/formula portraying the variables of being successful for advanced study in mathematics, science and technology.
 - Discuss your personal understanding of how this equation/formula creates a path for success.
 - Describe a time when you experienced success and its impact on you. *(Word Guideline - In 500 words or less)*

3. The mission of IMSA, the world's leading teaching and learning laboratory for imagination and inquiry, is to ignite and nurture creative, ethical scientific minds that advance the human condition, through a system distinguished by profound questions, collaborative relationships, personalized experiential learning, global networking, generative use of technology and pioneering outreach. Using your own words, describe how you will embrace, engage and advance the mission of IMSA if you are chosen to be a member of the class of 2016. *(Word Guideline - In 500 words or less)*

4. You have been awarded the resources required to initiate, design, and implement an innovative endeavor that will have an impact on the world through mathematics, science, engineering and/or technology. Describe your innovative endeavor, how you would go about starting it? What is its potential effect today and for future generations? *(Word Guideline - In 250 words or less)*

SECTION IV. To be completed by the PARENT/LEGAL GUARDIAN.**PARENT STATEMENT**

Please describe your child's passion/interests/motivation in mathematics, science and technology. Also, please provide any additional information that the Student Selection Committee should consider when evaluating your child's application to IMSA. *(Word Guideline - In 200 words or less)*

APPENDIX H

TEACHER EVALUATION OF APPLICANT - (Please check one)

MATHEMATICS SCIENCE ENGLISH OPTIONAL

Student Legal Last Name Legal First MI Nickname (if different than first name)

INFORMATION RELEASE AND EVALUATION WAIVER: Complete this section prior to giving to evaluator.
 Please note: The Information Release and Evaluation Waiver for the applicant and Parent/Legal Guardian should be consistent. If they are not, we will follow the guidance of the Parent/Legal Guardian.

I, the undersigned, hereby request that all data in support of my application to the Illinois Mathematics and Science Academy to be available to IMSA officials.

As parent/legal guardian of the named student, I grant permission to release all school data in support of my son/daughter's application to IMSA.

Student Applicant Signature Date

Parent/Legal Guardian Signature Date

I, the undersigned, hereby waive my right to review any comments or information included in this evaluation form or their supporting documents. (optional)

As parent/legal guardian of the named student, I waive my right to review any comments or information included in this evaluation form or their supporting documents. (optional)

Student Applicant Signature Date

Parent/Legal Guardian Signature Date

TO BE COMPLETED BY THE EVALUATOR

For 8th grade applicants: Considering (1) Level of texts, (2) Complexity of labs (if applicable), (3) District curriculum, (4) ISBE State Standards, is this student's mathematics and/or science course taught at a high school level? Yes No

CLASSROOM BEHAVIOR: Please include behaviors that indicate potential for the areas listed below.

(Attach additional page if more space needed)

| |
|--|
| Please describe an example in which this candidate demonstrated exceptional intellectual talent, curiosity, creativity and/or leadership. |
| Please provide a specific example in which this candidate demonstrated a true passion for mathematics, science and/or technology. |
| Please provide an example in which this student thought and acted outside of the "mainstream" in relation to his/her performance. |
| If a lab based course, please describe this candidate's performance in a laboratory. |
| Please describe this candidate's willingness and ability to work both in a group and independently. |
| Please describe this candidate's oral and written communication skills. |
| Please describe this candidate's preparation and study skills development. |
| Please describe this candidate's mathematical, science and/or technology reasoning ability and ability to communicate articulately about the subject matter. |

Student Last Name _____ First _____ MI _____

IN YOUR OPINION:

- Does this student have a **serious interest** in studying mathematics, science and/or technology? Yes No
- Does this student have an **aptitude** for studying mathematics, science and/or technology? Yes No
- Do you think that this student's grades are a valid reflection of his/her academic abilities? Yes No
- If no, please explain:* _____

COMMENTS:

Please use this space to provide any additional information that the Student Review Committee should consider when evaluating this student's application to IMSA, including your involvement with him/her outside the traditional classroom, his/her ability to meet personal responsibilities such as taking care of self, meeting deadlines, personal initiative, etc. Please also include any obstacles this student has had to overcome in pursuing his/her educational goals, if appropriate. (Attach additional page if more space is needed)

PERSONAL QUALITIES:

Outstanding Good Average Below Average No Basis for Judgment

| | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <u>Reasoning ability</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>Motivation and task commitment</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>Self-sufficiency</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>Leadership</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>Maturity</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>Seeking of challenges</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>Social adaptability and responsibility</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <u>Academic risk taking</u> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

EVALUATOR INFORMATION:

Among the students I have encountered in my teaching career, this student ranks in the (check one):

- upper 1-2% top 5% top 10% top 25% top 50% bottom 50%

Number of years teaching _____ How long have you known this candidate? _____

Which year(s) did you teach this candidate? _____

Course(s) of instruction with this candidate _____

| | | |
|--|-----------------------------|---------------------|
| Evaluator Last Name | Evaluator First Name | Evaluator Title |
| School/Institution Name (No Abbreviations) | Office Phone (xxx-xxx-xxxx) | Email |
| School/Institution Address | Date Completed Evaluation | Evaluator Signature |

IMSA's programs, services, and activities are accessible to disabled individuals.

Teachers/Evaluators: Please retain a photocopy of this form for your records.

Submit electronically or return original paper form (in a sealed school envelope) directly to student prior to postmark deadline of March 1, 2013:

000047

Office of Admissions, Illinois Mathematics and Science Academy, 1500 Sullivan Road, Aurora, Illinois 60506-1000

APPENDIX I

Liberal Arts and Science Academy High School Admissions Rubric, 2012-13

| Criterion | Score of 5 | Score of 4 | Score of 3 | Score of 2 | Score of 1 | Score of 0 |
|---|---|---|--|--|--|---|
| Application and Student Responses (Each item is scored individually and averaged.) | Activities include service learning projects, in-depth dedication to a cause or organization, and long-term leadership positions; state or national level awards; polished and highly organized responses with advanced vocabulary. | Many activities with some leadership positions; some awards; above grade-level responses that are organized and polished with less advanced vocabulary. | Some activities; several awards; grade level responses with grammar and other technical problems. | Few activities; few awards, undeveloped written responses frequently straying from topic. | No activities; no awards, poorly organized and written responses. | Missing the application or the student responses. |
| 7th and 8th core course grades from Report Cards. (Each grade level is scored individually.) If applying for other than 9 th grade, we require only this year's and last year's report card or transcript. | All A's in mostly Pre-AP or Magnet core curriculum courses. | All A's and B's in mostly Pre-AP or Magnet core curriculum courses. | B's and C's in mostly Pre-AP or Magnet core curriculum courses or all A's in mostly regular core curriculum courses. | B's and C's in mostly regular core curriculum courses. | Any core course grade below 70. | Missing one or both report cards. |
| EOC/STAAR or other Standardized Test Scores. (Each test section is scored separately.) | All middle school subject tests 25 points above advanced academic scale score (Other tests: 90 th percentile or higher.) | All subject tests advanced academics. (Other tests: 80 th percentile or higher.) | Some subject tests advanced academics, some passed. (Other tests: 70 th percentile or higher.) | All subject tests passed (Other tests: 50 th percentile or higher.) | Some subject tests passed, some failures. (Other tests: 49 th percentile or lower.) | All subject tests failed or missing TAKS scores. |
| Teacher Recommendations (Each recommendation is scored individually and averaged.) | Checklist and comments score the student as "Clearly Outstanding." | Checklist and comments score the student as "Excellent." | Checklist and comments score the student as "Above Average." | Checklist and comments score the student as "Average." | Checklist and comments score the student as "Below Average." | Missing one or both teacher recommendations. |
| LASA Admissions Test Scores (Each test section is scored separately.) * Percentiles refer to the total population of 2012 prospective LASA CogAT test takers. | The average of the raw scores fall between 99 th --90 th percentiles inclusive.* | The average of the raw scores fall between 89 th --75 th percentiles inclusive.* | The average of the raw scores fall between 74 th --60 th percentiles inclusive.* | The average of the raw scores fall between 59 th --40 th percentiles inclusive.* | The average of the raw scores fall at or beneath 39 th percentile inclusive.* | Did not take the LASA test. |

APPENDIX J

**University High School: Admissions Revision for SY 2013-14
Appendix J: Three-Year Testing Data**

| Points | 45 | 46 | 47 | 48 | 49 | Total | Additional Percent of students that could have been admitted |
|------------------|----|----|----|----|----|-------|--|
| 2010-2011 | | | | | | | |
| Anglo | 6 | 2 | 1 | 1 | 2 | 12 | 33% |
| Af-Am | 0 | 0 | 0 | 1 | 2 | 3 | 8% |
| Hisp | 1 | 6 | 4 | 2 | 8 | 21 | 58% |
| NA | 0 | 0 | 0 | 0 | 0 | 0 | 0% |
| A-Am | 0 | 0 | 0 | 0 | 0 | 0 | 0% |
| MR | 0 | 0 | 0 | 0 | 0 | 0 | 0% |
| Total | 7 | 8 | 5 | 4 | 12 | 36 | |
| 2011-2012 | | | | | | | |
| Anglo | 2 | 3 | 0 | 5 | 4 | 14 | 41% |
| Af-Am | 0 | 0 | 1 | 0 | 0 | 1 | 3% |
| Hisp | 3 | 3 | 0 | 4 | 6 | 16 | 47% |
| NA | 0 | 0 | 0 | 0 | 0 | 0 | 0% |
| A-Am | 0 | 2 | 0 | 0 | 1 | 3 | 9% |
| MR | 0 | 0 | 0 | 0 | 0 | 0 | 0% |
| Total | 5 | 8 | 1 | 9 | 11 | 34 | |
| 2012-2013 | | | | | | | |
| Anglo | 5 | 3 | 2 | 2 | 7 | 19 | 32% |
| Af-Am | 0 | 0 | 1 | 0 | 1 | 2 | 3% |
| Hisp | 7 | 5 | 5 | 3 | 11 | 31 | 53% |
| NA | 1 | 0 | 0 | 0 | 0 | 1 | 2% |
| A-Am | 1 | 0 | 0 | 1 | 1 | 3 | 5% |
| MR | 0 | 1 | 0 | 1 | 1 | 3 | 5% |
| Total | 14 | 9 | 8 | 7 | 21 | 59 | |

The three-year average of students that could have gained admissions through gaining bonus points from this additional assessment.

| | |
|-------|-----|
| Anglo | 35% |
| Af-Am | 5% |
| Hisp | 53% |

APPENDIX K

TUCSON UNIFIED SCHOOL DISTRICT

September 13, 2013

To: Samuel E. Brown, Director of Desegregation
Tucson Unified School District

From: Kenneth Bonamo, Principal of Scarsdale High School

Re: University High School Admissions Process Revision

The purpose of this memorandum is to provide a final report regarding my advice, input, and final opinion of the University High School Admissions Process Revision.

Scope of Review

I have reviewed the document entitled "V. Proposed Admissions Process Revision" that is five pages in length during the past week. I reviewed the document in its entirety, with special attention to the Freshman and Sophomore procedures for years 1 and 2.

The process for both classes in both years seems to be a sound method of ranking applicants to the school. Having the same process for both freshmen and sophomores in year two (and likely beyond) provides for streamlining and equity for the overall process and clarity in communicating to parents and students. I would note that sections 2a and 2b on page 4 seem to be contradictory, in that 2a indicates that honors classes will be weighted while 2b indicates that they will not be weighted.

To achieve the goal of greater diversity, I would urge you to consider ranking students in different "buckets," if you will, or middle schools, so that a certain number or percentage of population comes from each "bucket" or middle school. This would also be supported by the presumption that grades within a school are more suitable for ranking applicants from that school rather than against applicants from other schools. Of course, given your note on page 2 that the new point structure and bonus points appear to provide for greater diversity, this "bucket" method may not be necessary to achieve the goal.

I would emphasize your indication that the process will be reviewed and revised as necessary to ensure quality of applicants, equity of evaluation, and desired diversity. The "continual analysis and improvement over time" is essential to ensuring that the process remains the best one possible.

Review of Final Draft

Based on my experience at selective-admissions high schools in New York City, I support this final version. I would urge you to analyze the correlation of the different elements of the admissions process (the CogAT, GPA, CAIMI, and non-cognitive assessments) with student performance in the high school every year to determine their appropriate point values and inclusion in the process overall. I must include the caveat that I do not have experience using teacher evaluations or teacher recommendations and would caution against using them because of their subjectivity and the pressure they might put on teachers to be generous in reviewing students, though I would defer to the recommendations of school officials who have experience using them.

TUCSON UNIFIED SCHOOL DISTRICT

September 16, 2013

To: Samuel E. Brown, Director of Desegregation
Tucson Unified School District

From: Kelly Lofgren, Admissions Coordinator, Illinois Math and Science Academy (IMSA)

Re: University High School Admissions Process Revision

The purpose of this memorandum is to provide a final report regarding my advice, input, and final opinion of the University High School Admissions Process Revision.

Scope of Review

This memo refers to the review of University High School's Proposed Admissions Process Revision (section V) on September 16, 2013. I previously provided consultation regarding IMSA's application process via email to Martha Taylor, as well as provided sample documents for review (IMSA's application and teacher recommendations).

Review of Final Draft

I believe the proposal is an improvement upon the school's prior policy for admission. While research has shown that test scores typically are the best indicator of future academic success, they do not reflect an applicant's background or learning environment and admission solely on the basis of test scores may penalize under-resourced populations. The inclusion of the CAIMI test is an interesting addition and has the potential to add a lot of value to the admissions process, though I am not familiar with the test. The teacher evaluations, also required of applicants to IMSA, I believe are one of the best indicators of quality applicants and a strong addition to your policy. I also agree with continual review and revision to the admissions process. Finally, I would also recommend that you consider requiring student essays, as I have found them to be a great indicator of student commitment, creativity and maturity.

TUCSON UNIFIED SCHOOL DISTRICT

10/3/2013

To: Samuel E. Brown, Director of Desegregation
Tucson Unified School District

From: Jeannie Franklin
Director, Consortia Choice and Application Program Services
Montgomery County Public Schools
Rockville, MD

Re: University High School Admissions Process Revision

The purpose of this memorandum is to provide a final report regarding my advice, input, and final opinion of the University High School Admissions Process Revision.

Tucson Unified School District's proposed selection process has similar criteria and processes that Montgomery County Public School (MCPS) implements for its 13 centers for the highly gifted. Thank you for permitting us to share some feedback.

One area we found intriguing is your use of the CAIMI instrument- a motivational based assessment that surfaces African American and Hispanic students. MCPS would be interested in exploring how your system introduces the results of this criterion into the review process and what successes you find.

Regarding our initial thoughts about your selection process, we would like to comment on three areas.

Outreach: Awareness and access are huge efforts for our system to communicate this process to the parent and school community. MCPS distributes memorandums to the principals, submits press releases to the public, sends targeted mailings to students/parents, and conducts open houses. MCPS also targets school staff who have demonstrated over time, low access/low participation in these application processes. In addition, partnering and presenting at key community meetings (NAACP Parent Council meetings, community fairs, and school fairs). Examining your targeted outreach plan and the stakeholders involved, along with how to measure its effectiveness, may be areas of additional exploration.

Freshman Section: In the "Freshman section for YEAR 1," it indicates that *the student must have a composite score of 7*. This baseline score, we predict, may present challenges to creating diversity in your applicant pool. African American and Hispanic students generally underperform on standardized assessments compared to their White and Asian counterparts for various reasons. MCPS has experienced that even some of our most talented African American and Hispanic students perform in the lower groupings on standardized assessments. This may create a barrier for these students to be surfaced in the review process who are generally strong candidates for the program. Two efforts to surface strong students who may perform at a lower level than their counterparts on the standardized assessments are to institute a pre-selection committee and the school advocacy tool.

Pre-selection Committee: There are two phases in the review process. The first is a pre-selection committee which is made up of school and central services members. The second review is the selection committee review. This groups recommends students to the program.

The pre-selection group reviews student applicant folders for those who did not meet the initial data or advocacy groupings. Our groupings are somewhat similar to your composite score; however, our system uses multiple criteria to assemble the groupings. This group surfaces students, who might not otherwise be surfaced for review, to the applicant pool for another review at the selection committee. The goal is that all student applicants will have at least one committee review and, where appropriate, be surfaced for another review. This group only recommends student applicants to the next level of review; not into the program.

School Advocacy Tool: The second strategy is the school advocacy tool. This tool requests that schools advocate for two nontraditional applicants to participate in the application process. An overview of the process is distributed in advance to all elementary and middle school principals; key staff support the advocacy of two students. The school advocacy tool is a one page questionnaire completed by school staff who advocate for a nontraditional student and her/his need for the center program.

MCPS has experienced marginal improvements using these models and continues to explore other successful strategies.

Sophomore Section: In this section, it is indicated in "3a" that a rubric will be developed to weight GPA and the higher level courses, and "3b" indicates that no weight will be given. It appears counterintuitive to use a rubric for weight in "3a" and then claim no weight is given in "3b". This explanation was confusing to our team.

Thank you for the opportunity to learn from your work and to comment on your new efforts.

ATTACHMENT F

MENDOZA PLAINTIFFS' OBJECTIONS TO FINAL UNIVERSITY HIGH SCHOOL ("UHS") ADMISSIONS
PROCESS REVISION ("REVISION") AND REQUEST FOR SPECIAL MASTER REPORT AND
RECOMMENDATION

Mendoza Plaintiffs remain concerned about the District's failure to comply with the USP's express provisions relating to UHS, which, *inter alia*, mandated the creation of revised admissions procedures so that they could have been piloted for transfer students for the 2013-14 school year. (Sec. V,A,5,a.) Having missed that opportunity, the District now has adopted a pilot admissions process for enrollment in 2014-15 for all entering freshmen and sophomores.

A critical piece of that pilot admissions process is a motivation test. With respect to that test, the Revision is incomplete. It states that the CAIMI or "other relevant measures" will be employed but does not state the basis on which the decision to use some "other relevant measure" will be made. Neither, in the form approved by the Governing Board, does it state what weight will be given to the results of this motivation test.¹ Mendoza Plaintiffs believe that these omissions must be addressed. (That said, Mendoza Plaintiffs reiterate that in concept they support the use of an additional admissions tool to assess "motivation.")

The USP expressly states that the District "shall administer the appropriate UHS admission test(s) for all 7th grade students." (Sec. V,A,5,b.) The Revision does not confirm that this will occur. The District should be required to commit to this testing.

In comments on earlier versions of the UHS admissions process both the Mendoza Plaintiffs and the Special Master questioned the weights assigned to CogAT scores and grades in the admissions process and suggested that an evaluation be undertaken to determine the correlations, if any, between (1) CogAT scores and the grades achieved by UHS students in their classes and (2) the GPAs of entering students and the grades they achieve in their UHS classes for the purpose of determining how strong each of these factors is as a predictor of success at UHS and/or whether the weights assigned to these factors should be modified.

In the Expert Reports attached to the final Revision, the same point is made. Kenneth Bacon, Principal of Scarsdale High School in New York, writes: "I would urge you to analyze the

¹ An earlier, draft version suggested that "up to five points" would be added to a student's score but no comparable reference is included in the final Revision. This seems to be implied by Appendix J but it should be included as an explicit provision of the revised admissions process so that there is no confusion or debate later on with respect to how the results of the motivation test are being used.

correlation of the different elements of the admissions process (the CogAT, GPA, CAIMI, and non-cognitive assessments) with student performance in the high school every year to determine their appropriate point values and inclusion in the process overall.”

Such requirement, with results broken out by the race, ethnicity and ELL status of the students, should be expressly included in the Review section of the Revision.

The experts (both Kenneth Brown and Jeannie Franklin in Appendix K) noted inconsistency in the Revision in the treatment of the weight to be given advanced courses such as honors or pre-AP for the purposes of an admission score and suggested that the inconsistencies should be resolved. (This occurs both with respect to the Freshman and the Sophomore admissions sections.) Mendoza Plaintiffs object to any resolution of this inconsistency that results in additional weight being given for such courses at least until the District demonstrates that it has met its obligation under the USP to increase the number and percentage of African American and Latino students enrolled in such courses. (See, Sec. V, A, 4 related to Advanced Academic Courses.)

The Revision contains a section entitled Recruitment and Retention which simultaneously states that recruitment and retention are not part of the admissions plan and then states that efforts are in place to improve recruitment and to further develop and improve student support systems. Absent is an acknowledgement of the specific outreach and recruitment efforts mandated by the USP in Sec. V, A, 5, b, c, and d. The District should be required to confirm that these mandated recruitment efforts are in place.

With respect to recruitment and retention, one of the experts retained by the District (Jeannie Franklin in Appendix K) made specific suggestions for the use of a pre-selection committee and a school advocacy tool. Having received such recommendation from its expert, the District should report whether it is intending to implement those suggestions and, if not, why not.

.....

Mendoza Plaintiffs lodge a separate objection to the use of Illinois Mathematics and Science Academy (“IMSA”) as the comparison school to UHS for the purpose of the power point presentation made to the Governing Board and the public with respect to the UHS admissions process. (The power point was included in the Governing Board agenda items for its October 22, 2013 meeting.) [Mendoza Plaintiffs also note that the power point seems to resolve the inconsistency noted above relating to the treatment of coursework in favor of giving weight to enrollment in pre-AP courses. Again, as stated above, Mendoza Plaintiffs object to such weighting as discriminatory with respect to African American and Latino applicants to UHS given the disparity in participation by African American and Latino potential applicants in such advanced classes.]

Mendoza Plaintiffs lodge their objection to the use of IMSA as the single comparison school for the purposes of Governing Board (and public) presentation because they believe that comparisons between the two schools are extraordinarily hard to make and that the information presented in the power point is misleading.

The power point begins by suggesting a basis for comparison by saying that Aurora, Illinois, where IMSA is located, is the second most populous city in its state as Tucson is the second most populous city in Arizona, thereby implicitly suggesting some sort of comparability. What it does not say, however, is that IMSA is a state agency, independent of any local school district, which recruits students from all over the State of Illinois. (In fact, it is a boarding school.) (See Finn and Hockett, **Exam Schools**, at 61.) Therefore, the comparison between the demographics of Aurora, Illinois and Tucson, which is made in the power point, is meaningless. The more valid comparison, as the authors of **Exam Schools** recognize at page 68 of their book, is with the entire State of Illinois. Further, as its name implies and unlike UHS, IMSA focuses on science and math. Finally, all students enter as sophomores, having completed their first year of high school elsewhere.

Most important, given that the revisions in UHS admissions are being made pursuant to the USP for the express purpose of increasing the admission (and retention) of African American and Latino students at UHS, it seems particularly questionable to make comparisons to a school that has been criticized because its enrollment does not reflect the demographics of its state and is in violation of relevant State law that requires it to employ admissions criteria that “ensure adequate geographic, sexual, and ethnic representation.” **Exam Schools** at 68.

Mendoza Plaintiffs therefore object to any conclusions about the demographics of UHS and/or Tucson that the District purports to base on a comparison with IMSA.

ATTACHMENT G

11/04/13

To: Special Master (SM) Willis Hawley

From: Plaintiffs Roy Fisher, et al (Fisher Plaintiffs)

Regarding: The Fisher Plaintiffs' objection to and request for a report and recommendation regarding the University High School (UHS) Admissions Process Revision (APR) as approved by the Tucson Unified School District (TUSD) Governing Board (GB).

The Fisher Plaintiffs object to the UHS APR

The Fisher Plaintiffs herewith submit to the SM their objection to and request for a report and recommendation regarding the UHS APR as approved by the TUSD GB. The Fisher Plaintiffs submitted objections to earlier versions of the UHS admissions process proposal on 08/26/13 and 09/06/13. In their 08/26/13 comments, the Fisher Plaintiffs raised two objections:

It is difficult to comment on the efficacy vel non of the proposed use of academic resiliency measures in admissions without knowing how that measure would impact actual admissions. While the measure seems difficult to assess independent of confounding socioeconomic variables, its consideration is not inherently objectionable. Rather than focusing on maintaining a high admissions bar, the Fisher Plaintiffs believe UHS would better direct its efforts at educating a broader spectrum of potentially high-performing students by ensuring that the students it does admit receive the support they will need to succeed at UHS; and

Like [SM] Hawley, the Fisher Plaintiffs question the assumed validity of the CogAT. The Fisher Plaintiffs believe that such testing instruments are culturally biased and serve as a de facto barrier to the representative admission of low SES AA and MA students to UHS.

In their 09/06/13 comments, the Fisher Plaintiffs summarized their top three priorities for the UHS admissions plan as follows:

[The] Fisher Plaintiffs believe UHS would better direct its efforts at educating a broader spectrum of potentially high-performing students by ensuring that the students it does admit receive the support they will need to succeed at UHS;

Whatever admissions criteria used, we should be able to determine (by applying those criteria to past application data) how much they will increase the percentage of AA and MA students admitted to UHS; and

Just admitting AA students won't ensure they will graduate. Additional academic support will be necessary. What will that be?

The Fisher Plaintiffs join the Mendoza Plaintiffs' 10/31/13 objection to the UHS APR

The Fisher Plaintiffs incorporate by reference any outstanding concerns raised in the SM's 09/06/13 memorandum and formally join the Mendoza Plaintiffs in their 10/31/13 objection to the UHS APR where they state that:

With respect to [the motivation] test, the Revision is incomplete. It states that the CAIMI or "other relevant measures" will be employed but does not state the basis on which the decision to use some "other relevant measure" will be made. Neither, in the form approved by the Governing Board, does it state what weight will be given to the results of this motivation test.

[...]

The USP expressly states that the District "shall administer the appropriate UHS admission test(s) for all 7th grade students." [...]. The Revision does not confirm that this will occur. The District should be required to commit to this testing.

[...]

In comments on earlier versions of the UHS admissions process both the Mendoza Plaintiffs and the Special Master questioned the weights assigned to CogAT scores and grades in the admissions process and suggested that an evaluation be undertaken to determine the correlations, if any, between (1) CogAT scores and the grades achieved by UHS students in their classes and (2) the GPAs of entering students and the grades they achieve in their UHS classes for the purpose of determining how strong each of these factors is as a predictor of success at UHS and/or whether the weights assigned to these factors should be modified [...]. Such requirement, with results broken out by the race, ethnicity and ELL status of the students, should be expressly included in the Review section of the Revision.

[...]

Absent [from the APR] is an acknowledgement of the specific outreach and recruitment efforts mandated by the USP in Sec. V, A, 5, b, c, and d. The District should be required to confirm that these mandated recruitment efforts are in place.

[...]

[The] Mendoza Plaintiffs [...] object to any conclusions about the demographics of UHS and/or Tucson that the District purports to base on a comparison with of [the Illinois Mathematics and Science Academy] IMSA.

ATTACHMENT H

UHS Admissions BH Comments

The UHS admissions proposal argues that by adding up to five points to the scores of students as a result of them taking the CAIMI test, the three-year average of students gaining admission through bonus points from the test is as follows: Whites-35%, African Americans-5% and Latinos-53%.

Accepting the unlikely TUSD assumption that students would receive five out of five bonus points and the assumption that all eligible students enroll, **the numbers don't add up. Taking the two years** for which the district provides admissions data and scores below 50 points by race (all students over 50 points are admitted) here is the story:

2010-11

| Race | #Enrolled | #Eligible by Bonus Points | % Enrollment Increase |
|--------|-----------|---------------------------|-----------------------|
| White | 57 | 12 | 21 |
| Af-Am | 2 | 3 | 150 |
| Latino | 60 | 21 | 35 |

| | | | |
|--------|----|----|-----|
| White | 57 | 12 | 21 |
| Af-Am | 2 | 3 | 150 |
| Latino | 60 | 21 | 35 |

2011-12

| | | | |
|--------|----|----|----|
| White | 71 | 14 | 20 |
| Af-Am | 4 | 1 | 25 |
| Latino | 67 | 16 | 24 |

While the percentage increases for African Americans are high the number of students is very low. The increase for Latinos is high but nowhere near the 53% increase TUSD calculated (I use a different base but the aggregate enrollment over time comes from yearly numbers). Moreover, if on average students of all races received three rather than five points on the CAIMI, the number of qualified Latino students would drop significantly.

This said, the CAIMI could significantly increase the numbers and to a lesser extent, the proportion of Latino students attending UHS although we

have no way to know how different racial/ethnic groups will do on the CAIMI or if the CAIMI is the best way to assess motivation and resiliency.

ATTACHMENT I

Draft response to objections re UHS Admissions-for discussion

Overview

The Fisher and Mendoza Plaintiffs have both objected to the District's plan for changing the criteria for admission to UHS. The USP provides that by April 1, 2013 TUSD will review and revise the process and procedures that it uses to select students for admission to UHS to ensure that multiple measures for admission are used and that all students have an equitable opportunity to enroll at University High School. TUSD is to consult with the Plaintiffs and the Special Master during the drafting and prior to implementation of the revised admissions procedures.

We are in the current bind because the provisions of the USP that the parties work together was not followed and the District has been working on this provision in a concerted way only in the last 2-3 months.

This memo addresses what I consider key issues in the objections that could be addressed in the relatively near future. Consider this a draft and a summary of the recommendation I plan to make to the Court. I would, of course, prefer that the District agree to implement my recommendation so that it would not be necessary to file a recommendation. Should the District decide to implement the proposal below, the Fisher and Mendoza plaintiffs will not object and the Court need not be involved.

At the end of this memo, I comment briefly on the other objections, for the record..

The District's Proposal

Early in the development of the USP, enhancing the number of AA and Latino students who attended UHS became a priority. In July 2012, the Court ordered that the parties should work on aspects of the USP about which there was agreement prior to the approval of the USP. The District did not mobilize to work on UHS admissions until after the USP was approved by the Court and even then, its effort was limited as evidenced by the Initial Plan for UHS admissions. Only after substantial criticisms of the

Initial Plan did the serious work by the District begin and the product of that work is exhibited in a more extensive proposal submitted to the Plaintiffs and the SM on xxxx. The UHS admissions plan was approved by the Governing Board on October 22, 2013. (*need to check dates*).

Throughout this entire time, the USP provision of collaboration on this issue was not followed. The District made its plans, the P/SM responded, the District revised, the plaintiffs and SM revised and the Board approved.

As the District begins the process of recruiting and selecting students to UHS for 2014-15, we have the status quo in admissions criteria for freshman (who will comprise most of the graduates from UHS) with one addition. That addition is to have students take a test (the CAIMI) that has not been tested or validated (so far as one can tell) as a good predictor of success in an exam school, much less fostering greater diversity in the acceptance pool. In the analysis presented in Appendix J of its proposal, the District estimates that this test will like have little effect on the eligibility of African Americans and will result in a significant percentage increase in the enrollment of Latino students. However, this analysis is seriously flawed and overstates the likely effect.

In early August, the District was asked by the Special Master and the Mendoza Plaintiffs to examine whether different weights assigned to the CogAT scores and the GPA levels would affect enrollment. If this analysis was done, it has not be shared. In a conversation with the UHS admissions team on November 4, 2013, I heard that because almost all students admitted to UHS graduate (a significant reality for which the school faculty deserves credit), the only differentiated outcome indicator available was GPA in UHS. But variations in the weights of pre-UHS GPA do not predict (correlate with) UHS GPA and only students who score a 9 on the CogAT have a higher UHS GPA than other students. If I heard this correctly, this would seem to call into question the weights given to differences in GPA and suggest the need for measures that do differentiate.

After the initial criticisms of its plan for UHS admissions, the District sought to identify what other “exam schools” do in admission. None of the information reported by the District indicate that a test of motivation

should be used (at least so far as one can tell) and many exam school used essays by students, “non-cognitive measures” (such as exceptional activities, evidence of extra effort, leadership roles, personal qualities, etc.), and teacher recommendations.

The District says that it will look into these other measures but that it is too late to use them in the coming year. There is, however, nothing mysterious about the types of measures suggested above, they are certainly less mysterious than the CAIMI test (which was not chosen after a study of alternative measures of motivation). Student essays and non-cognitive measures are used by almost all selective colleges and universities as criteria to make admission decisions.

My Recommendation to the Court

My recommendation in response to the objections by the Plaintiffs will be that the Court direct the District to take one of two actions:

- Postpone the admissions process for the next two months and (1) develop measures to include at least student essays and non-cognitive factors and assign weights to these measure, (2) provide a justification for the weights given to variations in GPA and CogAT scores or change the weights, and (3) examine alternative measures of motivation with the goal of selecting one that can be shown to best predict student achievement in rigorous academic settings.
- Engage in a two step admission process with traditional admissions criteria being used for initial screening and student essays and non-cognitive measures being used in round two. The District also conduct the analysis of the weights given to GPA and CogAT scores indicated in point 2 above. This would allow time for developing alternative measures and the related processes and not require students with little chance of admission to provide additional evidence. It would also reduce the workload on people involved in the evaluation of the additional evidence of potential to succeed at UHS.

If the District chooses to administer the CAIMI or any other test of motivation, it should not use the results in making eligibility decisions in the absence of evidence that the measure will enhance diversity and can be shown to predict student performance.

Other Issues Related to Plaintiff's' Objections

Request of Fisher Plaintiffs for Inclusion of Support in the UHS Admissions Policy

All of the parties agree that it is important to ensure that students who are admitted to UHS have the support they need to succeed and to graduate. The District argues that such a provision does not belong in the admissions criteria but should be dealt with in the Recruitment and Retention plan to be completed in December. I agree with the District in this case. It is worth noting that: (1) among students declared eligible for admission, African American and Latino students enroll in much higher percentages than their white peers, especially in the last two years for which data were provided and (2) once admitted African American and Latino students are as likely to graduate as their white peers. Of course, this could change if different criteria are used in admission though the goal of changing the admission criteria is to find more valid measures of capability and motivation, not to admit students unlikely to succeed in UHS.

Both Fisher and Mendoza want the District to acknowledge its obligation to address recruitment and retention (support for persistence) in accord with the relevant sections of the USP (V.A.5). I presume that the District will agree to this.

Fisher Plaintiffs Join Mendoza in Objecting to Actions Since Addressed by the District

In response to other objections by the Plaintiffs, the District has agreed to test all seventh graders, to not use GPAs weighted for honors and AP courses, to eliminate inconsistencies in the proposals, and to specify the weights to be given for the CAIMI test.

ATTACHMENT J

APPENDIX L

Appendix L

1. All 7th graders will be given the appropriate UHS admission tests in the spring of each school year.
2. The motivation test will be used as an additive score with a possible point value of up to five points.
3. District Accountability and Research will analyze the results of the pilot CAIMI for effectiveness and efficiency. If it is determined that the CAIMI does not meet the intended results, other relevant assessments will be evaluated.
4. ~~A rubric will be developed to weight GPA and transcript analysis that yields higher values for higher GPA and honors/advanced coursework. For example, a student could be given an additional point for taking an advanced level class, regardless of the grade earned. The process for transcript analysis will be determined based on an evaluation of the Year 1 Sophomore pilot.~~
5. UHS will create a committee that will review the process and results of admissions yearly, including analyzing the correlation among the CogAt, GPA, CAIMI and any non-cognitive assessments used, with the results broken out by the race, ethnicity and ELL status of students. Changes will be considered for the next admissions cycle.

ATTACHMENT K

DECONCINI McDONALD YETWIN & LACY

A PROFESSIONAL CORPORATION
ATTORNEYS AT LAW
2925 EAST BROADWAY BLVD. • SUITE 200 • TUCSON, ARIZONA 85716-5300
(520) 322-5000 • (520) 322-5585 (Fax)

M E M O R A N D U M

TO: Special Master Willis Hawley
FROM: Lisa Anne Smith
DATE: November 15, 2013
RE: UHS Admissions: TUSD's Response to draft Report and Recommendation

This memorandum responds to the objections lodged by the Mendoza and Fisher Plaintiffs to the UHS Admissions Plan adopted by TUSD's Governing Board, and to the draft Report and Recommendation of the Special Master that has been circulated to the Parties. This memorandum references the revised version of the UHS Admissions Plan (Exhibit 1) and the new Appendix L (Exhibit 2). The revisions are minimal and are intended as clarifications only. Neither the revision nor the new Appendix L require further Board approval. Therefore, these changes will be made to the current Admissions Plan.


I. Mendoza Objections:

- A. **Objection:** Failure to comply with the USP's provision mandating revised procedures to be piloted for transfer students for school year 2013-14.

Response: The admissions process for transfer students begins in February, when applicants are informed of the admissions criteria. Applications are open in April and the process is concluded by May. Because the USP was not approved until February 2013, and the District had yet to hire an ALE Director or to establish structures for USP implementation, it was not in the best interests of students or staff to rush through the development of revised procedures to pilot in the spring of 2013. As evidenced by the fact that the revised procedures have now taken several months to develop and objections still remain, it does not seem likely that the District, Parties, and Special Master could have effectively developed revised procedures in time to pilot those procedures during the spring of 2013.

- B. **Objection:** The Revision is incomplete with regard to the CAIMI test because it states the District will use the CAIMI "or other relevant measures" without defining how the measure will be selected nor does it explicitly state the weight to be given to the CAIMI. The Mendoza Plaintiffs support a tool to assess motivation.

Response: The District originally intended to rely upon the CAIMI, but the Plaintiffs expressed some concerns about whether or not the CAIMI was the best test. The District agreed with the suggestions of the parties and determined it



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would pilot the CAIMI and then, based on an evaluation of the whether the CAIMI increases the acceptance rate of the target populations, determine whether to use that test or a different test in the spring for transfer admissions and/or next year. This fact is reflected in Appendix L. This is not a plan for a single semester or a single year, so it is appropriate to leave open the possibility of using a different test in the future. Regarding the weight to be given the CAIMI, the Plan states that it will be used as an additive; i.e., after points from GPA and CogAT scores are totaled, additional points may be awarded based on CAIMI results. The maximum number of points that may be added is 5. This fact is confirmed in Appendix L.

- C. **Objection:** The USP requires that the test be administered to all 7th grade students, but that is not reflected in the Admissions Plan.

Response: The District will administer the admission test to all 7th grade students in the spring of each school year. This is a separate requirement of the USP (it is not in the USP provision describing the revised admissions process) and the District does not believe its commitment to follow through with this obligation needs to be set forth in the Admissions Plan. However, it is now reflected in Appendix L.

- D. **Objection:** In the Review section, the Revision should expressly note that the District will analyze how well GPA and CogAT scores predict success at UHS, with the results broken down by race, ethnicity and ELL status, to determine if the weights should be adjusted.

Response: The District has noted that there is no direct correlation between CogAT scores or middle school grades and UHS grades, although the combination of both correlates to success rates on the PSAT, SAT, ACT, AIMS and AP tests. The District has previously provided an analysis of how adjusting the weights of the CogAT and GPA influences admissions by ethnicity and its analysis determined that adjusting the weights did not impact admissions by ethnicity. The District has committed to creating a committee to analyze the correlation between all assessments used (including CogAT and GPA) with admissions by race, ethnicity and ELL status, and to use the data to inform the next admissions cycle. See Appendix L.

- E. **Objection:** The District should not give additional weight for honors or pre-AP classes.

Response: In response to this concern, the District will determine a process for transcript analysis based on the Year 1 Sophomore Pilot. See Appendix L.

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- F. **Objection:** The District should be required to confirm that recruitment efforts are in place.

Response: The Admissions Plan specifically notes that recruitment and retention are not part of the Admissions Plan. It is not inconsistent to note that, while not part of this Plan, they are a significant component in increasing and maintaining diversity. The specifics of recruitment and retention will be set forth in the ALE Access and Recruitment Plan, referenced in USP section 5(A)(2), which is due January 29, 2014, according to the Special Masters November 1, 2013, timelines memo.

- G. **Objection:** With respect to recruitment and retention, the District should explain whether it intends to use a pre-selection committee and a school advocacy tool and, if not, why not.

Response: The UHS Recruitment, Retention and Admissions sub-committee determined that the use of a pre-selection committee or a school advocacy tool would not be included at this time because these measures have had only limited success elsewhere. Furthermore, this issue will be considered in connection with the Access and Recruitment Plan. This does not appear to be an objection to the Admissions Plan but, in any event, this response provides the information requested by the Mendoza Plaintiffs.

- H. **Objection:** The Mendoza Plaintiffs lodge a "separate objection" to the use of a particular comparison in the District's PowerPoint presentation regarding the UHS Admissions Plan.

Response: This does not appear to be an objection to the Admissions Plan. When presenting the PowerPoint, the District explained the limited purpose of the comparison to which the Mendoza's object.

II. **Fisher Objections:**

- A. **Objection:** It is difficult to comment on efficacy of a resiliency measure (such as CAIMI) but the Fisher Plaintiffs do not find its use "inherently objectionable." The District would be better served by educating a broader spectrum of students by assuring that admitted students receive support to succeed at UHS.

Response: The District has committed to reviewing the impact of the CAIMI and evaluating other relevant measures if it does not meet the intended results of positively impacting admissions of Latino and African American students. See Appendix L. With regard to assuring that admitted students receive support, this is not part of an *admissions* plan. Furthermore, Appendix B to the UHS Admissions plan does demonstrate that African American students admitted to

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UHS have a 90% graduation rate while Anglo students have an 85% graduation rate. The facts do not support the idea that admitted African American students need additional support to succeed at UHS.

- B. **Objection:** Fisher Plaintiffs question the use of the CogAT.

Response: Section V of the Admissions Plan explains the use of the CogAT. Its strength is that it is not an intelligence test or an achievement test, but a well known and norm-referenced test of reasoning abilities. Without a basis for saying that the CogAT should not be used or providing a different type of assessment that should be used in its place, it is difficult for the District to respond to an objection which simply “questions” the use of the CogAT. Significantly, the District has committed to continuing to analyze the impact of the various measures used, including the CogAT, on enrollment. See Appendix L.

- C. **Objection:** “Whatever admissions criteria used, we should be able to determine ... how much they will increase the percentage of AA and MA students admitted to UHS.”

Response: The District has shown, in Appendix J, how use of the CAIMI will positively impact admission of African-American and Latino students based on the retroactive analysis requested by the Fisher Plaintiffs. Furthermore, the District has committed to continuing to analyze this data in the regular review and revision process.

- D. **Objection:** “Just admitting AA students won’t ensure they will graduate. Additional academic support will be necessary. What will it be?”

Response: See response to II(A), above. An admission plan is about admission. It is not about academic support. That is addressed elsewhere.

- E. **Objection:** Fisher Plaintiffs join in several of the Mendoza objections.

Response: See above.

III. Summary of Plaintiff Objections and District’s Response

Without agreeing that the Plaintiff’s objections, individually or collectively, indicate that the District has failed to comply with the USP or its desegregation obligations more generally, the District believes that the clarifications in the revised UHS Admissions Plan, Appendix L and this memorandum address every concern raised by the Plaintiffs that are properly considered objections to the UHS Admissions Plan, rather than comments on other issues, such as the as-yet-to-be developed Access and Recruitment Plan or the provision of support for admitted students.

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IV. Special Master Proposal

- A. **Overview:** The Special Master states that the due date for the UHS Admissions plan was April 1, 2013, and states further that the District did not follow the USP's requirement that the parties work together.

Response: The Parties and Special Master agreed to change the date from April 1, 2013 to October 1, 2013. Most recently, the Special Master identified the due date as October 23, 2103 (see November 1, 2013 memo re: timelines). Once work began on the UHS Admissions Plan, the District sought and received significant input from the Parties and Special Master which was considered and which informed the final product.

- B. **The District's Proposal:** In this section, the Special Master describes the process and raises several criticisms of the both the process and the Admissions Plan. Each will be summarized and addressed.

Objection: The Special Master again notes that "The District did not mobilize to work on UHS admissions until after the USP was approved."

Response: The Parties agreed to change the due date for this item to October 2013. Subsequently, the District's new ALE Director and new UHS principal came on board in the summer of 2013 and the District believes the input of these individuals was critical to the development of a revised UHS Admissions Plan.

Objection: The Special Master criticizes the District's initial plan as insufficient and criticizes the District for failing to follow the USP process for collaborating.

Response: The District sent an initial plan to start the discussion and then used input from the Plaintiffs and Special Master (as well as other sources) to make revisions and arrive at a final product. This is exactly what the USP envisions. Furthermore, the District engaged in significant collaboration with the parties. There were extensive interactions among the Parties (District drafting of an initial plan; party comments, discussion and revisions; a District initiated conference call to discuss the proposed Plan and major concerns with it; numerous emails between the Plaintiffs and the District and the Special Master and the District; and revisions taking into consideration all of this input).

Objection: The Special Master criticizes the District for using the CAIMI.

Response: Both parties note that, in theory, they do not object to the use of a test like CAIMI. Both raise issues about what specific test should be used, but this is addressed in the plan to evaluate the impact of using the CAIMI on admissions in the future and to reconsider the specific test if the data does not support

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continuing to use it. See Appendix L. This specific test was selected based on a recommendation by an expert in the field, as noted in the Admissions Plan. The District has analyzed the positive impact the CAIMI would have on admissions of African American and Latino students and, although the Special Master says (without further clarification) that the analysis is “seriously flawed and overstates the likely effect,” the District undertook the analysis at the request of the Parties and Special Master and the District believes it provides a good faith basis for relying on the CAIMI in the initial year of the new Admissions Plan, followed by the analysis described above and in Appendix L.

Objection: The Special Master criticizes the District for not further examining weights for the GPA and CogAT scores.

Response: See Response to I(D). Furthermore, the District’s analysis shows that weighting GPA more than CogAT scores (2/3 to 1/3) is beneficial to admission of African American and Latino students. The evidence does not suggest weighting GPA even more will increase the enrollment of the target groups. Finally, given the wide disparity of middle school experiences (including TUSD and non-TUSD schools as well as different programs within TUSD (including magnet and GATE programs), GPA is not the most consistent or objective measure and the District does not want to give it additional weight for that reason. This is the reason for adding the motivation/resiliency test (CAIMI) rather than changing the weights of the current measures.

Objection: The Special Master appears to criticize the District for not using essays, non-cognitive measures, and teacher recommendations.

Response: The District explained its concerns with using essays and other non-objective measures in Section VI of the Admissions Plan (“Early consensus from the working group determined that additional admissions criteria should be objective and well-defined. The initial feeling was that the use of interviews, personal essays and/or staff recommendations could inject subjectivity into the process and could reduce the transparency and consistency of admissions.”)

Furthermore, the Admissions Plan includes the use of essay questions for the sophomore pilot plan and also states they will be used in the admissions process for freshman and sophomores for the 2015-2016 school year. Note that students applying to be freshman next year have already applied and taken the admissions test.

C. Special Master’s Recommendation to the Court

The Special Master recommends that the Court direct the District to take one of two actions:

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1. **First Proposal:** Postpone the admissions process for two months and (1) develop measures including essays and non-cognitive factors and assign weights to those measures; (2) provide a justification for the weighting of CogAT and GPA or change weights; and (3) examine alternative measures of motivation.

Response: This first part of this recommendation is not responsive to the objections raised by the Plaintiffs, neither of which objected because of the lack of essays or non-cognitive factors nor proposed inclusion of either measure. The second two parts of this recommendation have been largely addressed. The District has explained that changing the weighting of the CogAT and GPA does not impact admissions by ethnicity, based on the analysis of three years of application data. This analysis did not indicate that a different weighting would be preferable. Nevertheless, the District has already committed to continuously reviewing the correlation between various admission measures and success at UHS, by race/ethnicity/ELL status. The District has already committed to examining alternative measures of motivation, although one concern by the Mendoza Plaintiff is that the motivation test is not firmly specified and that concern has been addressed by specifying the use of the CAIMI.

In addition, postponing admission decisions for next school year will negatively impact the current 1,200 applicants for UHS as well as the process of budgeting, staffing and other decision making for next year at UHS as well as at other schools that applicants might attend if they are not accepted by UHS. Delaying admission to UHS might cause students to enroll at other schools (including charter high schools or out of district).

Finally, the District would not be able to complete tasks (1) and (3) and then administer these additional assessments within the next two months, especially with a two week winter break in that time period. Delaying admissions even further would further exacerbate the problems associated with delay set forth above including a seriously negative impact on the students who have applied for admission and who would not know whether they had been accepted until very late in the school year.

The CAIMI was selected from among other possible measures because there are studies of its validity and reliability, it is widely cited in the literature, and it is a legitimate assessment with published test books, answer documents, and scoring profiles suitable for use with large numbers of applicants. The District made the best selection available for this year and will review its choice and whether another relevant measure should be selected in the future to replace the CAIMI. However, it is premature to criticize the choice of this test when there is a reasonable

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basis for selecting it and the District is committed to analyzing the results it produces.

2. **Second Proposal:** Engage in a two step admissions process with traditional admissions criteria for the first screening and student essays and non-cognitive measures used in round two. Also, analyze weights for CogAT and GPA.

Response: This proposal raises the same concerns about delaying completion of the admissions process as the First Proposal. Round Two could not be completed in two months, even if it could be fully developed in that time, which it could not realistically be.

The District has already included in the Admissions Plan the intention to use student essays for sophomores and next year for freshman. That plan gives the District time to adequately prepare the essay questions and pilot them effectively.

3. **Third Recommendation:** Do not use the results of the CAIMI in the absence of proof that it will enhance diversity and can be shown to predict student performance. (It appears that the Special Master recommends this regardless of whether the first or second proposal above is adopted).

Response: The District has explained its selection of CAIMI for this year, the fact that it expects use of CAIMI to increase diversity of the students accepted to UHS (particularly Latino students), its intention to analyze the results of the CAIMI and its commitment to use that analysis to inform the admissions process going forward.

D. **Other Issues Related to Plaintiffs' Objections**

1. **Request of Fishers for inclusion of support in the UHS Admissions Policy:** The Special Master agrees with the District that support for accepted students is not part of the Admissions Plan. The District has expressed its commitment to addressing recruitment and retention and acknowledged that it is obligated to do so.
2. **Fisher Plaintiffs Join Mendoza in Objection to Actions Since Addressed by the District.** The Special Master notes that the District has addressed concerns about testing 7th graders, not using weighted GPAs, eliminating inconsistencies, and specifying the weight for the CAIMI. These are addressed in Exhibits 1 and 2.

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IV. Conclusion

The District does not believe that either proposal set forth in the Special Master's Recommendation should be adopted by the Court in whole or in part. Every objection raised by the Parties has been addressed by the District either by noting that it will be the subject of another plan, by providing a response to the question raised, or by making the clarifications to the Admissions Plan set forth in Exhibits 1 and 2. Neither the Parties nor the Special Master had described any aspect of the final UHS Admissions Plan that fails to comply with the USP, that violates the District's desegregation obligations, or that is not a permissible decision to address the concerns raised by the parties.

The UHS Admissions Plan is the result of significant expert consultation and input from the parties, District administrators, and the community. The District has done its best to ensure that "multiple measures for admission are used," with some new measures being used and analyzed this year and additional measures being used and analyzed next year. The goal of all changes has been to ensure that all students have an equitable opportunity to enroll at UHS, and the review and revision process built into the Plan will require the District to continue to analyze results and make proper adjustments. These are the requirements of the USP and they have been met by the District's UHS Admissions Plan.

1 **RUSING LOPEZ & LIZARDI, P.L.L.C.**
6363 North Swan Road, Suite 151
2 Tucson, Arizona 85718
Telephone: (520) 792-4800
3 Facsimile: (520)529-4262

4 J. William Brammer (State Bar No. 002079)
wbrammer@rllaz.com
5 Oscar S. Lizardi (State Bar No. 016626)
olizardi@rllaz.com
6 Michael J. Rusing (State Bar No. 006617)
mrusing@rllaz.com
7 Patricia V. Waterkotte (State Bar No. 029231)
pvictory@rllaz.com

8 *Attorneys for Tucson Unified School District No. One, et al.*

9 **IN THE UNITED STATES DISTRICT COURT**

10 **FOR THE DISTRICT OF ARIZONA**

11 Roy and Josie Fisher, et al.,
12 Plaintiffs

CV 74-90 TUC DCB
(Lead Case)

13 v.
14 United States of America,
15 Plaintiff-Intervenor,

**AFFIDAVIT OF JULIET KING,
Ph.D.**

CV 74-204 TUC DCB
(Consolidated Case)

16 v.
17 Anita Lohr, et al.,
18 Defendants,

19 and
20 Sidney L. Sutton, et al.,
21 Defendants-Intervenors,

22 Maria Mendoza, et al.
23 Plaintiffs,

24 United States of America,
25 Plaintiff-Intervenor,

26 v.
27 Tucson Unified School District No. One, et al.
28 Defendants.

AFFIDAVIT OF JULIET KING, Ph.D.

STATE OF ARIZONA)
) ss.
County of Pima)

Juliet King, Ph.D. being duly sworn upon her oath, deposes and states as follows:

1. I am above the age of 18 and am competent to make this affidavit.
2. Since 2006, I have been employed as a Research Project Manager at Tucson Unified School District (TUSD). Since the Fall of 2009, my responsibilities have included coordinating administration of all student applications and admissions documents for University High School (UHS), piloting and validating new assessments, collecting and analyzing student admissions data for UHS, and notifying those affected of admissions decisions.
3. My prior experience in this area includes 7 years working in TUSD’s Accountability and Research Department as a Research Project Manager. I have almost 20 years of experience as a researcher and evaluator. Prior to moving to Tucson I was at the University of California, Davis, as a researcher and evaluator. Prior to that I worked for almost 10 years with non-profits, conducting research on social and economic issues impacting American Indian communities nation-wide. A true and correct copy of my resume is appended hereto as **Attachment A**.
4. My educational background includes a Masters in Economics and a Ph.D. in Sociology from the University of Wisconsin. My Ph.D. research was in the area of examining access to health care for American Indian and Alaska Natives using quantitative methods.
5. In the early fall of 2012, I received information about the draft Unitary Status Plan (USP), particularly as it related to UHS admissions. Then-UHS Principal Elizabeth Moll and I submitted comments relating to that matter to our Desegregation Director, Sam Brown. We did not begin the process of working on a new admissions process during this comments period, not only as a function of limited resources, but also because the USP was continuing to evolve and change. There were significant revisions to the UHS Admissions process between early drafts and the final approved USP.
6. On January 18, 2013, when the ultimate changes to the USP became more clear, Elizabeth Moll and I met with Sam Brown and others to discuss possible changes to the UHS Admissions policy based on clearer finalized USP expectations.

7. On February 14, 2013, I met with Elizabeth Moll and UHS faculty member Mike Schmidt to begin the process of developing a proposed UHS admissions plan under the USP. The group agreed that we needed to look for additional measures for UHS admissions that went beyond test scores and grades. At that meeting, we reviewed my initial research which included the chart "Review of Schools" [**Attachment B**] and the book *Exam Schools* [**Attachment C**].
8. Based on top-ranking high schools identified by our review of *U.S. News & World Report*, the review showed that many schools used tests and grades; in addition, some required the use of a pre-screening assessment (such as the Stanford 10 or state assessment test scores) before students could take an entrance exam; others used interviews, auditions, writing samples. Some schools also administered their own specific entrance test.
9. At this initial meeting we discussed the concept of student "resiliency and motivation" and determined this was as an area to explore based on our own experiences with UHS admissions. The group felt the use of an instrument that measured a student's motivation for learning potentially could identify students who may not have performed as well on the entrance test (Cognitive Abilities test - CogAT) or had lower grades and could increase the pool of qualified applicants.
10. In March 2013, Principal Moll formed the UHS Admissions Internal Working Group (Working Group). This group included UHS Principal Elizabeth Moll, UHS teacher Mike Schmidt, and me.¹ At this time, I contacted Riverside Publishing about developing a UHS-specific assessment based on the Cognitive Abilities Test (CogAT) test items. Riverside publishes the CogAT, a well-known assessment, used nationally to identify students for gifted and talented programs, and used for many years by both the District's GATE program and UHS. The CogAT is oriented towards aptitude, not achievement, and in that respect was appropriate to continue at UHS, Riverside could not accommodate this request.
11. On April 19, 2013, I met with Elizabeth Moll and Mike Schmidt to review progress and discuss the findings from the nation-wide study of 169 schools completed by Drs. Finn and Hockett, and published in 2012 in *Exam Schools: Inside America's Most Selective Public High Schools*. We discussed some of the challenges facing exam schools—specifically that no school surveyed, nor the 11 schools presented as case studies, had developed admissions criteria that resulted in a more diverse student body. The use of multiple measures in and of themselves did not result in increased

¹ The Working Group subsequently evolved to include Elizabeth Moll's successor, Dean Packard, UHS Assistant Principal Amy Cislak who serves on the UHS Site Council, ALE Director Martha Taylor, Desegregation Director Samuel E. Brown, Desegregation Program Coordinator Richard Haan., Additional constituents recruited to give input and feedback include Carmen Henandez - UHS Learning Support Center, Treya Allen - UHS Career and Technical Counselor, Loraine Blackmon - UHS Office Manager and Micky Cronin - student and site council member.

representation of underrepresented racial/ethnic groups. Thus we were left with no clear educational model to follow; rather we had to apply our best efforts to identifying an approach that would work in our environment.

12. On May 7, 2013, I contacted Chester Finn, author of *Exam Schools*, to request assistance with our review of schools. He included his co-author Jessica Hockett in our discussions. Follow-up consultations with both authors were completed in July and August. These experts were chosen for first contact because they already had completed the **only** existing broad, comprehensive, national review of exam schools in the field and were in a position to help us quickly narrow our research to those schools that most closely fit UHS' profile as a large public school with 1,000 applicants a year. Some relevant excerpts from *Exam Schools* are appended hereto as **Attachment C**.
13. Also in May, 2013, I consulted with certain TUSD colleagues who had longstanding GATE (gifted and talented education) background to discuss possible resiliency/motivation instruments to use at UHS which might identify a broader, more diverse pool of likely candidates for admission. One of my colleagues recommended Dr. Lanny Kanevsky, professor at Simon Fraser University in Vancouver, Canada as an academic who has studied concepts such as resiliency and motivation in gifted education (K-12) for the past 20 years.
14. On June 28, 2013, I contacted Dr. Kanevsky to discuss student resiliency/motivation measures, and on July 2, 2013, incoming UHS principal Dean Packard and I interviewed Dr. Kanevsky over the phone in our search for instruments for measuring motivation and resiliency. Given the wide scope of these concepts, we were able to narrow our focus to look at viable instruments to measure motivation and resiliency. Dr. Kanevsky cited the work of Dwerk, Gottfried and Gottfried, and Marsten. Several instruments were suggested including Dwerk's Mind-Set scale and Gottfried's Children's Academic Intrinsic Motivation Inventory. Principal Packard and I looked at not only these but also the Pearson Resiliency Scales for Children and Adolescents.
15. In mid-July 2013, I met with Martha Taylor, the newly appointed ALE (Advanced Learning Experiences) Director, and Dean Packard, the new UHS Principal to debrief Ms. Taylor on background, activities to date, and current research and expert interviews.
16. An early draft emerged in July 2013. The selection for use of the motivational testing instrument to enhance and expand the UHS admissions process was a judgment call based on several months' data gathering and research. For example, I reviewed all cited instruments related to children and adolescents listed in the *Compendium of Selected Resilience and Related Measures for Children and Youth*, **Attachment D hereto**. Based on practical and theoretical considerations, we identified the

Children's Academic Intrinsic Motivation Inventory (CAIMI) as a possible instrument to pilot first. The CAIMI is designed for children up to the age of 14 (up to 8th grade). Later that month, I was asked to provide some analysis and research in response to concerns raised by the Mendoza plaintiffs. I submitted a response document to our Desegregation Department, a copy of which is appended hereto as **Attachment E**.

17. We diligently worked to craft a Plan for timely adoption given the lead time needed for the UHS Admissions process. The process for freshman students is a six month process, at a minimum, that opens on the first day of School (in August). All dates for recruitment efforts, testing, application deadlines, and parent notification are determined in the Spring of that calendar year. Applications for admissions are posted on the web within the first few day of school and a District-wide mailing normally goes out within the first 3 weeks of school. This process has been in place for the past 4 years, and many prospective students and parents, school administrators (for both non-TUSD and TUSD schools), and community members across Tucson are aware of this procedure and await the opening of the process. The UHS admissions process for freshman for 2013-14 began on August 1st 2013 with administration of the CogAT beginning in October and November. Administration of a motivation/resiliency test was planned for implementation to all 8th graders in November/December. The Working Group was never provided any research or data by Plaintiffs or the Special Master that contraindicated using the CAIMI, nor were alternative measures such as student essays proposed.
18. Between July 2013 and October 2013 the UHS Admissions Internal Working Group made multiple revisions to the UHS Admissions Plan through the Desegregation department in response to feedback. Specifically, we expanded the admissions criteria to include not only the proposed motivation/resiliency test, but a non-cognitive assessment (short-answer essays), and a teacher evaluation component. These elements were proposed to be piloted for sophomore admissions – providing us time to select, administer, and evaluate appropriate instruments (including additional motivation/resiliency assessments).
19. In August, I was asked to respond to some additional questions and concerns raised by the parties and/or Special Master, including analyzing the possible impact of adjusted scoring weights for GPA and test scores. I reduced my responses to writing in a memo sent to our Desegregation Department on September 5, 2013. A copy of that memorandum is appended hereto as **Attachment F**. As we explained to the Special Master and the Plaintiffs during the development of the plan, our overall goal was to develop a process that did not merely expand and diversify the pool of those who were admitted to UHS, but also to ensure that those who were admitted were adequately prepared to succeed in the academically rigorous environment at UHS. The addition of a motivational/resiliency test to the UHS admissions criteria