EXHIBIT E

Jason Linaman

From:	William Brammer
Sent:	Friday, May 30, 2014 3:28 PM
To:	'nramirez@MALDEF.org' (nramirez@MALDEF.org); lthompson@proskauer.com; Rubin Salter Jr. (Rsjr3@aol.com); Anurima Bhargava (Anurima.Bhargava@usdoj.gov); Savitsky, Zoe (CRT) (Zoe.Savitsky@usdoj.gov); Willis D. Hawley (wdh@umd.edu)
Cc:	Julie Tolleson (Julie.Tolleson@tusd1.org); Desegregation (deseg@tusd1.org); TUSD
Subject:	Revised ALE Plan and responses to Mendoza plaintiffs' comments on predecessor ALE Plan
Attachments:	2369823-Responses to Mendoza's 5.22 Comments on ALE.PDF; 2369312-Revised ALE Plan 5.30.14 (Clean).PDF; 2369303-Revised ALE Plan 5.30.14 (Redlined).PDF

Dr. Hawley and counsel:

Please find attached the district's responses to the Mendoza plaintiffs' comments to the ALE Plan, together two versions of a revised ALE Plan, one clean and the other showing redline modifications. Thanks!

Bill

J. William Brammer, Jr.
Rusing Lopez & Lizardi, P.L.L.C.
6363 North Swan Road, Suite 151
Tucson, Arizona 85718
Tel: 520.792.4800
Fax: 520.529.4262
Brammer@rllaz.com
www.rllaz.com

TUSD Responses to Mendoza Plaintiffs' Remaining Concerns and Request for R&R
Regarding the TUSD Advanced Learning Experiences ("ALE") Plan
May 30, 2014

On May 22, 2014, Mendoza Plaintiffs renewed their request for an R&R on the ALE Plan and submitted "bubble" comments to the District's responses to their previous comments and objections to the ALE Plan. The District hereby responds to this latest round of comments from the Mendoza Plaintiffs.

1.   Disaggregation Data Proposal

See TUSD's Proposals for the Disaggregation of Data Required by the Unitary Status Plan, attached as Exhibit A.

2.   Assessment of Resources

The Mendoza Plaintiffs asked for evidence that the "mandated assessment of resources" occurred in the ALE Review and Assessment. In response, the District submitted budgets showing distribution of ALE personnel. The Mendoza Plaintiffs maintain their objection, commenting that the budgets provided are not evidence that the Review and Assessment occurred. However, the USP states that the Assessment shall include "the resources available in each school for ALEs (*e.g.*, part-time or full-time personnel assigned, annual budget)." *See* USP at V(A)(2)(b). The Review and Assessment includes an assessment of the resources available in each school for ALEs. That information is included in the below-listed Appendices to the Review and Assessment, and was used to develop the recommendations.

Appendices to ALE Review and Assessment:

C, D, E: AAC information: All of these charts show the number and type of AACs in the District high schools, middle schools, and K-8 schools. An analysis of this information revealed gaps in AACs offered at schools, and this information was used to inform several recommendations in the ALE Plan, including but not limited to: 1) increasing GATE services to K-8 schools in their middle school grades;   2) providing an Algebra 1 class for K-8 schools for qualified eighth grade students; and 3) reviewing the type and/or number of AP courses offered at high schools.

F, G: International Baccalaureate information: This extensive information informed the IB recommendations in the ALE Plan. Information analyzed included data regarding recruitment, enrollment, AIMS scores, ethnicity, IB exam results, college grants and scholarships, etc.

I,J,K: GATE information: This information was used to inform the recommendations in the ALE plan, including but not limited to services provided, assessments used, and recruitment and outreach efforts.

H.   Dual-Language: This information was used as part of the many discussions held between the ALE and Language Acquisition Departments in developing the new Dual-Language model from Language Acquisition.

3.   Concern Regarding Dr. Ford's "Rule of Thumb" for Hispanic Student Participation

The District has nothing further to add to its response to this comment, and refers the parties and Special Master to the responses it submitted on May 15, 2014.

4.   Concern Regarding Single Goal for Participation in AACs

The District has nothing further to add to its response to this comment, and refers the parties and Special Master to the responses it submitted on May 15, 2014.

5.   UHS Data

The goals set by the District for increasing the number of African-American and Latino students admitted to UHS encompass the understanding that there must be improvement in the elementary and middle school "pipeline" that results in students qualified for UHS admittance. These improvements include revisions to GATE admission assessments; GATE recruitment efforts; increased rigor of elementary and middle school core curricula, including increased access to Advanced Academic Courses for all students; AVID expansion; improved outreach by African American and Mexican American Students Services, etc. These changes will result in an increased number of students qualified for UHS admittance over the next four to five years, with increased numbers possible every year, but the full results cannot be expected immediately. In addition, it is important to note that if UHS enrollment stays constant, with each freshman class admitting approximately 300 students, as more qualified African American and Hispanic students are admitted, admission for students in other racial/ethnic categories will decline correspondingly. This presents its own issue of potentially turning away the very students the District is seeking to attract into the District.

To meet the Proposed Goals in the USP (1% increase for African-American students, which equates to 10 more African-Americans a year; 2% increase for Hispanic students, which equates to 20 more Hispanics a year), and assuming all students come in as freshman (almost all do), the makeup of the freshman classes in the coming years would need to be as follows (assuming constant freshman class size of 308):

Proposed Freshman Enrollment at UHS using 1%/2%			
School Year	**African American**	**Hispanic**	**Other**
2014-15	19	110	179

2015-16	29	130	149
2016-17	39	150	119
2017-18	49	170	89

If we change the Hispanic goal to a 5% increase (which in five years would bring the Hispanic student population in UHS to the equivalent District-wide high school percentage:

Proposed Freshman Enrollment at UHS using 1%/5%			
School Year	**African American**	**Hispanic**	**Other**
2014-15	19	140	149
2015-16	29	190	79
2016-17	39	240	9
2017-18	49	290	-61

Obviously, without increasing overall freshman capacity, this would be impossible to fully implement over five years. However, expanding overall/freshman capacity presents its own problems, namely, that that even larger numbers are required to achieve the same percentage gain. It is unreasonable to set goals that are unattainable. For example, Hispanic students with the potential to thrive at UHS may also choose other high-quality options such as the IB program, a magnet school, or Sabino High School depending on their interests.

6.   "Current Practices" in "Recommendations" in ALE Plan

The District has revised the Plan to include the following language:

"All Current Practices will be evaluated as to effectiveness and those identified as Best Practices will be implemented, as applicable, on a district-wide basis, over a three-year period."

See Revised Plan, attached.

7.   TCI Implementation Concern

1. The Technology Conditions Index (TCI) creates an index that rates schools regarding their technological capacity and proficiency. Using that tool, the District will be able to identify schools that have less technology and less proficiency and put into place a plan to remedy any

3

deficiencies the Index identifies. As part of the TCI, standards have been established for all schools in order to set a minimum standard for available technology.

2. As the data is collected, these remediation plans will be created for the identified school sites, and the District can move forward with identifying schools where technology is potentially a barrier to success in ALEs.

EXHIBIT A

TUSD's Proposals for the Disaggregation of Data Required by the Unitary Status Plan Plan

Without precise and accurate data reporting, no parties involved in the desegregation case can determine whether (and to what extent) TUSD is making progress toward the goals established in the Unitary Status Plan ("USP"). Data should be presented in such a way to allow meaningful comparisons between groups and over time.

In order for comparisons to be made meaningfully, data must be disaggregated by race and ethnicity, and also, where required, by ELL status (I.D.2). However, data this finely disaggregated may not have a large enough N or cell size for comparisons to be meaningful. For example, if the ~20,000 students in TUSD Advanced Learning Experiences (ALE) are disaggregated simultaneously by race/ethnicity (six levels), ELL status (two levels), school site (80 levels), grade (variable, average of four levels), and ALE program (10 levels), that would generate a data matrix with 38,400 cells (6 x 2 x 80 x 4 x 10 = 38,400). This is almost twice as many cells as students and, rather than promoting transparency, results in a data report from which it is nearly impossible to glean any useful information.

In order to avoid producing meaningless reports, while simultaneously complying with the reporting requirements of the USP, TUSD would like to offer the following proposals:

1) **Disaggregations called for by the USP will be performed successively/separately, rather than simultaneously, with the exception of the factors mentioned in I.D.2 (race/ethnicity, and ELL status where called for).**

For example, V.F.1.u of the USP calls for: "A report setting forth the number and percentage of students receiving exceptional (special) education services by area of service/disability, school, grade, type of service (self-contained, resource, inclusion, etc.), ELL status, race and ethnicity."

Rather than a single report disaggregated by six separate factors, TUSD would produce the following separate disaggregations of Exceptional Education students to comply with the USP:

a) Report by race/ethnicity, by ELL status, by service area/disability
b) Report by race/ethnicity, by ELL status, by school
c) Report by race/ethnicity, by ELL status, by grade
d) Report by race/ethnicity, by ELL status, by type of service

2) Disaggregated reports produced reporting cells with an N size of less than 5 will be redacted (along with any corresponding percentages).

This is to comply with I.D.9 of the USP which states: "The parties acknowledge that any data or information that includes personally identifiable student or personnel data will be provided by the District in accordance with application federal and state law, including the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g." FERPA requires that individual student educational records remain private, with the exception of "directory information," a narrow subset of data. In addition, each state is required by the federal government to define a minimum number of students necessary in a group in order for assessment results to be reported for that group. Arizona has set a minimum group size of ten for assessment reporting, and five is the lowest number set by any state in the country (http://eddataexpress.ed.gov/data-element-explorer.cfm/deid/133/)Five is still a low threshold for this requirement; the research standard usually would be a minimum of ten in each cell. ~~Ten is also the minimum for reports produced by the State of Arizona (see also~~).

3) TUSD will not produce any public reports (which includes all reports produced for the USP) disaggregated by teacher.

This also is to comply with I.D.9 of the USP, quoted in #2. It also conforms with reporting protocol on TUSDStats, http://tusdstats.tusd1.org/, which password protects all reports by individual teacher, and does not share them even with the students of parents who use the parent portal, but only internally to TUSD staff with the proper access.

TUSD

Tucson Unified School District

Advanced Learning Experiences (ALE) Access and Recruitment Plan
Revised May ~~13~~30, 2014

USP LANGUAGE
V. QUALITY OF EDUCATION

A. Access to and Support in Advanced Learning Experiences

1. Overview. The purpose of this section shall be to improve the academic achievement of African American and Latino students in the District and to ensure that African American and Latino students have equal access to the District's Advanced Learning Opportunities.

2. General Provisions.

    a. *By ~~April 1, 2013~~ July 1, 2013[1], the District shall hire or designate a District Office employee to be the Coordinator of Advanced Learning Experiences ("ALEs")… The ALE Coordinator shall have responsibility for: reviewing and assessing the District's existing ALEs, developing an ALE Access and Recruitment Plan, assisting appropriate District departments and schools sites with the implementation of the ALE Access and Recruitment Plan, and developing annual goals, in collaboration with relevant staff, for progress to be made in improving access for African American and Latino students, including ELL students, to all ALE programs. These goals shall be shared with the Plaintiffs and the Special Master and shall be used by the District to evaluate effectiveness.*

    b. *By ~~July 1, 2013~~ October 1, 2013[2], the ALE Coordinator shall complete an assessment of existing ALE programs, resources, and practices in the District and by school site. This assessment shall include: (i) a review of the ALEs offered at each school; the number of students enrolled in each ALE program at each school (disaggregated by grade level, race, ethnicity, ELL status); and the resources available in each school for ALEs (e.g., part-time or full-time personnel assigned, annual budget); and (ii) a determination of what, if any, barriers there are for students at each school site to enroll in and successfully complete ALEs offered at each school site. The assessment shall include an analysis of the data and information gathered and findings, including whether African American and Latino students, including ELL students, have equitable access to ALEs, and recommendations regarding additional data that the District's data system should gather to track students' ALE access and participation.*

---

[1] This USP date was changed by agreement among the Special Master, counsel for plaintiffs, and the District. Although the District hired the ALE Director before July 1, 2013, she began work on July 1, 2013.

[2] This USP date was changed by agreement among the Special Master, counsel for plaintiffs, and the District. The District completed the ALE assessment by October 1, 2013.

c. By ~~October 1, 2013~~ January 1, 2014[3], the ALE Coordinator shall develop the ALE Access and Recruitment Plan, which shall include strategies to identify and encourage African American and Latino students, including ELL students, to enroll in ALEs; to increase the number of African American and Latino students, including ELL students, enrolling in ALEs; and to support African American and Latino students, including ELL students, in successfully completing ALEs. In developing this Plan, the ALE Coordinator shall take into account the findings and recommendations of the assessment of existing ALE programs, resources, and practices in the District and best practices implemented by other school districts.

d. To recruit and encourage African American and Latino students, including ELL students, to apply for and enroll in ALEs, the ALE Access and Recruitment Plan shall include, but not be limited to, the following strategies:

   (i) Developing accessible materials (e.g., informational booklets and DVDs, web pages, mailers) describing the District's ALE offerings by content, structure, requirements, and location;

   (ii) Coordinating with the relevant administrator(s) at the Family Center(s) and in the District Office to distribute such materials to parents;

   (iii) Holding community meetings and informational sessions regarding ALEs in geographically diverse District locations, coordinated with the Family Center(s), Multicultural Student Services, and any other relevant District departments;

   (iv) Providing professional development to administrators and certificated staff to identify and encourage African American and Latino students, including ELL students, to enroll in ALEs; and

   (v) Ensuring that there is equitable access to ALEs, including by: (I) assessing the feasibility of testing all students at appropriate grade levels and using multiple measures for selection to GATE and UHS; (II) increasing access to academic preparation programs such as AVID; and (III) eliminating barriers to ALE enrollment, including, as appropriate, providing weighted grades for pre-AP and AP students, offering free or reduced AP exam fees for low income students, offering to waive other participation fees for any ALEs, integrating AAC sessions into summer academies, and creating structures for peer mentoring and pairing, and the provision of resources for ALEs.

e. The Plan shall include a complaint process to allow students and/or parent(s) to file complaints regarding practices that have the intent or effect of excluding students from enrollment, identification, admission, placement, or success in ALEs. The District shall disseminate information regarding this complaint process at all school sites, through the Family Center(s), at the District Office, and on the website.

---

[3] This USP date was changed by agreement among the Special Master, counsel for plaintiffs, and the District. This deadline was extended again by a December 2, 2013 Court order to January 29, 2014, pursuant to a revised timeline for completion of plans proposed by the Special Master. Due to ongoing efforts on development of this plan (as well as others), the District requested the Special Master and counsel for plaintiffs to extend this date to March 3, 2014. This request has not yet been granted or denied.

f.   By January 1, 2014, the District shall implement the ALE Access and Recruitment Plan.[4]

3. Gifted and Talented Education ("GATE") Services

   a.   In developing the ALE Access and Recruitment Plan, the ALE Coordinator shall use the results of the assessment and analyses required by Section (V)(A)(2)(b) to

   (i)   Increase the number and percentage of African American and Latino students, including ELL students, receiving GATE services by improving screening procedures for GATE services and placement in GATE services to ensure that students are identified, tested, and provided with GATE services in a fair and nondiscriminatory manner that does not have an adverse impact on any student based on his/her race, ethnicity or English language proficiency;

   (ii) Increase the number and quality of GATE offerings, as appropriate, to provide equal access and equitable opportunities for all students, including assessing the feasibility of adding or expanding GATE dual language programs;

   (iii) Assess whether the implementation of GATE services at school sites (e.g., self-contained, pull-out, clustering, or resource-driven models) should be modified to increase access to GATE services and to avoid within-school segregation; and

   (iv) Require all GATE teachers to be gifted-endorsed or to be in the process of obtaining gifted endorsement.

4. Advanced Academic Courses ("AACs")

   a.   In developing the ALE Access and Recruitment Plan, the ALE Coordinator or designee shall use the results of the assessments and analyses as required by Section (V)(A)(2)(b) to:

   (i)   Increase the number and percentage of African American and Latino students, including ELL students, enrolled in AACs by improving identification, recruitment, and placement to ensure that students have access to AACs in a fair and nondiscriminatory manner;

   (ii) Increase the number of AAC offerings, as appropriate, to provide equal access and equitable opportunities for all students to participate in these courses, including expanding the number of AP courses offered at District high schools and the number of grades in which such courses are offered;

---

[4] This deadline to complete the Plan was extended by a December 2, 2013 Court order to January 29, 2014 pursuant to a revised timeline for completion of plans proposed by the Special Master. Due to ongoing efforts on development of this Plan (as well as others), the District requested the Special Master and counsel for plaintiffs to extend this date to March 3, 2014. This request has not yet been granted or denied.

(iii) *Improve the quality of Pre-AP and AP courses by making these courses subject to audit by the College Board; and (iv) Provide professional development to train all AAC teachers using appropriate training and curricula, such as that provided by the College Board; and*

(iv) *Provide professional development to train all AAC teachers using appropriate training and curricula, such as that provided by the College Board.*

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

a. *By April 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.*

b. *The District shall administer the appropriate UHS admission test(s) for all 7th grade students. With a signed form from a parent, a student may opt out if they do not wish to compete for entrance to UHS. Before testing each year, the District shall send explanatory materials to 7th grade families to explain the purpose of the testing and requirements for enrolling at UHS. Such materials also shall be distributed through the Family Center(s) and made available on the District's website.*

c. *The District shall require all counselors in all middle schools to review UHS admissions requirements with all students in 6th and the beginning of 7th grade and provide all students with application materials so that students may be aware of and prepare for the required tests in the spring of 7th grade and application in 8th grade; and*

d. *In addition to the outreach required by the ALE Access and Recruitment Plan, the District shall: conduct specific UHS-related outreach to students and parents about the program's offerings; encourage school personnel, including counselors and teachers, through professional development, recognition, evaluation and other initiatives, to identify, recruit and encourage African American and Latino students, including ELL students, to apply; and provide assistance for African American and Latino students, including ELL students, to stay in and to be successful at UHS.*

Appendix S, attached, is a chart correlating the location in this Plan, by page number, with the District's USP compliance responsibilities.

OVERVIEW

USP

On July 1, 2013, the District hired Martha Taylor to serve as the Director of Advanced Learning Experiences (ALE). Her responsibilities include direction and oversight of all District Advanced Learning Experience programs and/or sites including gifted and talented education programs, advanced academic courses, our International Baccalaureate magnet schools, and University High School. Her prior experience in this area includes 15 years working in Gifted Education as both a teacher and administrator and six months working in ALE programs for TUSD. *(See her curriculum vitae, Appendix D.)* The Unitary Status Plan (USP) directs the Director of Advanced Learning Experiences (ALE):

1) to review and assess the District's ALEs to determine what, if any, gaps in ALE access exist and what, if any, barriers there are for students at each school site to enroll in and successfully complete ALEs offered at each school site, and

2) to complete an Access and Recruitment Plan based on the findings of the initial review to assure equal access to ALEs by African American and Latino students, including ELL students, and to support their improved academic achievement in ALEs.

The USP identifies the three ALEs in TUSD:

1) the Gifted and Talented Education Program (GATE),

2) Advanced Academic Courses (AAC), and

3) University High School (UHS).

AACs are identified as Pre-Advanced Placement (referred to herein as "Honors" at the high school level, "Advanced" at the middle school level), and any middle school course offered for high school credit; Advanced Placement (AP) courses; Dual-Credit courses (courses offered for high school and college credit simultaneously); and International Baccalaureate (IB) courses.

ALE Review and Assessment
The ALE Review and Assessment was researched and written during the months of July through September of 2013 by Taylor and the ALE committee (completed by October 1, 2013), and was utilized as a basis for this Plan. To gather needed information, the District used several methods: 1) the District interviewed all high school, middle school, and K-8 principals regarding any perceived gaps and barriers at their schools; 2) the District interviewed all elementary school principals through email regarding any perceived gaps and barriers at their schools; and 3) the District collected data and analyzed existing District programs with the assistance of TUSD's

Desegregation Department. The recommendations discussed in detail in Section I below then were made based on information obtained and interpreted.

Specific data collected and analyzed included ALE enrollment disaggregated by school, ethnicity and level (elementary, K-8, middle School and high school).[5] In addition, for each elementary school, data was collected on that elementary school's participation in the following ALE programs: GATE, Pre-AP, HS Credit, AVID/IB/GATE cluster and total ALE programs. For each middle school, data was collected on that middle school's participation in the following ALE programs: GATE, Pre-AP, HS Credit and total ALE programs. For each high school, data was collected on that high school's participation in the following ALE programs: AP, GATE, Honors, Advanced, Dual-Credit, Dual-Language and total ALE programs.

ALE Access and Recruitment Plan
From July through December of 2013, the ALE committee and subcommittees met frequently to review data, analyze current District practices, and plan for more effective District practices in order to best provide access to and support in the District's ALEs for African American and Latino students, including ELL students. The subcommittee members were a combination of teachers, administrators, counselors, parents (UHS), and central office staff. *(See Appendix A)* The subcommittees included: Parent Complaint Process, Best Practices, Professional Development, GATE, Advanced Placement/Pre-AP, University High School (UHS), Dual Language, AVID, Algebra 1, and Recruitment. The Best Practices committee consulted with twelve experts through phone (11) and email (1) interviews. *(See Section VII, below)*

Based on this research and analysis, additional recommendations were made after October 1, 2013 that are in this Plan but were not in the initial ALE Review and Assessment. Recommendations then were presented to 1) the ALE Committee and Subcommittees under the leadership of ALE Director Martha Taylor; 2) the Curriculum and Instruction Committee under the leadership of Assistant Superintendent Steve Holmes; and 3) the Business Leadership Team (BLT) and the Instructional Leadership Team (ILT) under the leadership of Deputy Superintendents Dr. Adrian Vega and Mr. Yousef Awaad. The recommendations in the plan are thus based on professional experience and judgment of school site administrators and staff, committee and subcommittee members, central District administrators, and the advice and guidance on best practices offered by the experts who were consulted.

Criteria
The USP identifies three broad areas that should be addressed in this plan, informing the plan's structure to address these three charges:

"the ALE Coordinator shall develop the ALE Access and Recruitment Plan, which shall include

---

[5] Data was not disaggregated by grade level. Disaggregation reporting is not used where it would provide no meaningful information. The meaningfulness of disaggregation reporting depends on the number of data points ("N-size") present in each disaggregated subgroup, or "cell." Because disaggregating by grade level creates a very large report with a very small N-size (number of students in each disaggregation or cell), disaggregation based upon grade level would provide only meaningless data results.

- *strategies to identify and encourage* African American and Latino students, including ELL students, to enroll in ALEs;
- to *increase* the number of African American and Latino students, including ELL students, *enrolling* in ALEs;
- and to *support* African American and Latino students, including ELL students, in *successfully completing* ALEs." [V.A.2.c.][emphasis added][6]

The USP also requires that "practices in the District" [V.A.2.c.] be noted, and that requirement is also part of this plan's structure, as noted in the "Current Practices" sections. Numerous other specific requirements for the individual ALEs also are required and these USP requirements are noted in this plan.

Implementation
The process for implementation of some of these recommendations began in the current school year (SY) of 2013-14; the remaining recommendations will be implemented over the next three year and evaluated yearly in an annual review. In addition, the ALE Department will continue to research best practices, seek resources, provide training, and recommend remedies to any current or newly identified barriers to full access to ALEs for African American and Latino students, including ELL students, and to support the improved academic achievement of these students.

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 the prior "dual" or segregated system to the extent practicable.
Parties and Special Master	The USP stems from a federal school desegregation court case called *Fisher-Mendoza v. TUSD*. 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 ALEs as the GATE Program, Advanced Academic Courses (AP, Pre-AP, Dual-Credit, International Baccalaureate program [IB]), and University High School (UHS). The TUSD School Board added its Dual-Language program as an additional ALE. 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.
Advanced Placement (AP)	AP classes are those that follow the proscribed AP curriculum from the College Board and are usually taught by a teacher who has had AP training. Students who take an AP class have the option of taking an end-of-year AP exam. If a student earns a three, four or five on this exam, most colleges and universities

---

[6] References to other parts of the Plan are in parenthesis "( )".   References to the USP are in brackets "[ ]".

	will award college credit for that course. Per the College Board recommendation, all AP classes should be open to all students with no entrance requirements.
Advanced Academic Courses (AAC)	AACs are courses labeled Pre-AP (Advanced, Honors), Advanced Placement (AP), dual-credit, middle school courses for high school credit, and International Baccalaureate (IB) courses. They offer an enriched and/or accelerated academic curriculum.
Advancement Through Individual Determination (AVID)	AVID is an international program that is highly effective in providing academic support for underrepresented students with a college-preparatory focus.
Dual-Credit	Dual-Credit courses are those that offer students both high school and college credit when they successfully complete all requirements and are taught by a college-level instructor. The District's current partner institutions are Pima Community College and the University of Arizona.
Dual-Language	Students in this program develop the ability to speak, read, and write in English and Spanish. Instruction in core curriculum is provided by a bilingual education endorsed teacher, and all subjects are taught in English and in Spanish. The instruction includes: English Language Development (ELD) instruction for English Language Learners (ELLs); and Spanish as a Second Language (SSL) for English speakers. This program is offered at several elementary and K-8 schools as well as Pueblo High School. The self-contained GATE program includes a dual language component.
Gifted and Talented Education (GATE)	GATE classes are those being taught by a GATE endorsed teacher. They provide enrolled students with an enriched and accelerated academic curriculum and are taught using gifted strategies. The District offered five different types of GATE services, including a dual-language self-contained strand.
International Baccalaureate Programme (IB)	The IB is comprised of three separate programs in TUSD: the Primary Years Programme (PYP) at Robison ES and Safford K-8; the Middle Years Programme (MYP) currently at Safford K-8 and projected for Cholla HMS; and the Diploma Programme (DP) at Cholla HMS. Students who participate in the International Baccalaureate Diploma Program (IBDP) in their junior and senior years can earn the IB Diploma and university credits. Freshman and sophomore students at Cholla can take IB Prep courses to prepare them for the Diploma Programme.
Multi-Cultural Curriculum	Multi-Cultural Curriculum refers to District courses which integrate racially and ethnically diverse perspectives and experiences. The multicultural curriculum shall provide students with a range of opportunities to conduct research and improve critical thinking and learning skills, create a positive and inclusive

	climate in classes and schools that builds respect and understanding among students from different racial and ethnic backgrounds, and promote and develop a sense of civic responsibility among all students.
University High School (UHS)	UHS is an "exam school" in that students must apply and take an admissions exam in order to be considered for placement. The school offers a rigorous academic curriculum along with many support programs so students can successfully complete its course of study. UHS is a highly-ranked college-preparatory high school and is proud that virtually all of its students successfully graduate and are accepted at a four-year college or university.

EXECUTIVE SUMMARY

This Plan includes the following preliminary sections: USP Language; Overview; Definitions; and Executive Summary. The Plan includes the following main sections: (I) Findings and Recommendations of the ALE Review and Assessment; (II) Annual Goals and Progress Monitoring; (III) Student Identification and Recruitment; (IV) Increase Student Enrollment; (V) Student Support Strategies for Successful ALE Completion; (VI) Professional Development; and (VII) Best Practices: Consultation With Experts. Sections III, IV, and V, which address the three required areas outlined by the USP, each contain three subsections representing the District's three ALEs (GATE, AACs, UHS), and include both Current Practices and Recommendations for Change for each ALE. All Current Practices will be evaluated as to effectiveness and those identified as Best Practices will be implemented, as applicable, on a district-wide basis, over a three-year period.

Additionally, Section III includes information on Accessible Materials, and Section V includes information on Parent Outreach and a Parent Complaint Process.

Table of Contents

I.   **FINDINGS AND RECOMMENDATIONS OF THE ALE REVIEW AND ASSESSMENT**

"[T]he ALE Coordinator shall complete an <u>assessment of existing ALE programs, resources, and practices</u> in the District and by school site, which shall include strategies to identify and encourage African American and Latino students, including ELL students, to enroll in ALEs; to increase the number of African American and Latino students, including ELL students, enrolling in ALEs; and to support African American and Latino students, including ELL students, in successfully completing ALEs. …". [V.A.2.b.][emphasis added]

The following findings and recommendations were completed by October 1, 2013, as part of the ALE Review and Assessment. These recommendations are contained in the main body of this plan, along with other additional recommendations.

A. **To increase ALE opportunities at District elementary and middle schools:**
   1. Increase AACs offered in middle schools that currently have few or none with particular attention paid to K-8 schools.
   2. Implement Algebra 1 for high school credit at all District middle and K-8 schools.
   3. Review testing and admission procedures for 1-5 GATE services.

B. **To increase the number of AP, AACs and dual-credit courses offered at District high schools:**
   1. Reduce the disparity in number of AP courses offered at the high school level.
   2. Create and implement AP Support Program at District high schools for AP recruitment and support of African American and Latino students, including ELL students, who enroll in these classes. This plan would include positive support structures, including an AP Coordinator, for these students to successfully enroll in and complete these classes.

C. **To increase funding formulas for GATE FTEs:**
   1. Increase GATE funding for K-8 schools.

D. **To increase AAC participation:**
   1. Eliminate entrance requirements for any Pre-AP/AP class at either the middle or high school level, although district-wide recommendations can be used.

E. **To improve teacher training and preparation:**
   1. Provide District-wide professional development on relevant topics including teaching strategies for AACs; content area expertise; recognizing and eliminating unconscious teacher bias; recognizing and eliminating classroom culture of low expectations and the resultant lack of rigor; identification of highly capable students; culturally responsive teaching practices; teaching strategies that are inclusive of the African American and Latino experience; College Board test preparation and use of data to support student achievement of African American and Latino students.

F. **To support student academic preparation:**
   1. Increase number of teachers highly-qualified to teach math (Algebra 1) by providing incentives for earning highly-qualified math endorsement.
   2. Increase number of GATE endorsed teachers by providing free summer training.
   3. Enforce certification requirements for all teachers in self-contained gifted programs, including Gifted Dual Language program.
   4. Expand the AVID program and hire an AVID Coordinator to assist the ALE Director in this expansion.
   5. Work with Transportation to provide: transportation to schools with AAC options that students request; after-school activity busses for schools that provide enrichment and/or support classes for students who enroll in AACs.

G. **Parent outreach and Education:**
   1. Provide parent outreach and education through partnerships with school and community organizations to inform parents of the benefits of ALEs and to encourage their support of students' participation.

II.   ANNUAL GOALS AND PROGRESS MONITORING

The ALE Coordinator shall have responsibility for: … developing annual goals, in collaboration with relevant staff, for progress to be made in improving access for African American and Latino students, including ELL students, to all ALE programs. These goals shall be shared with the Plaintiffs and the Special Master and shall be used by the District to evaluate effectiveness. [V.A.2.a][emphasis added]

In creating annual goals for progress monitoring, the District has used the "20% Rule", which was presented by Donna Ford, Ph.D. of Vanderbilt University to the United States District Court For The Northern District Of Illinois Eastern Division in *Mcfadden v. Board of Education for Illinois School District U-16*. Dr. Ford further explains the rule and how it should be used in districts working to eliminate discrimination in her book, *Recruiting and Retaining Culturally Different Students in Gifted Education* (2013).

In that book, Dr. Ford offers a relatively simple rule for identifying discrimination in the data. According to her, discrimination may be occurring if any subgroup has a participation rate in something deemed desirable (like ALEs) that is 20% less than their enrollment rate in the district. For example, if Black students are 10% of a school district, then they should be at least 8% of ALEs; if Hispanic students are 40% of a school district, then they should be at least 32% of ALEs).   Thus, goals in this plan will be designed to increase all minority subgroups to a <20% threshold within five years, using SY 2012-13 as the baseline year for both White and minority subgroups.

A. GATE

The District's goal is to increase the number of students receiving GATE services for all five GATE areas combined (Primary Push-In, Intermediate Pull-Out, Clustering, Resource, and Self-Contained). Specifically, the District's goal is to increase participation rates for African-American students by 0.19 percent each year and Latino students by 0.29 percent a year. These goals will be evaluated and adjusted annually based on the SY 2013-14 data.

Gifted And Talented Education (GATE)						
Year	White	African American	Hispanic	Native American	Asian Pacific American	Multi Racial
Yearly Increase Goal*		+0.19%	+0.29%			
2012-13 Enrollment	23.8%	5.8%	61.8%	3.9%	2.4%	2.8%
DFGoal (2017-18)	**	4.64%	49.44%	**	**	**
2012-13	38.0%	3.7%	48.0%	2.2%	3.1%	5.0%
2013-14		3.89%	48.29%			
2014-15		4.03%	48.58%			
2015-16		4.21%	48.86%			
2016-17		4.43%	49.15%			
2017-18		4.64%	49.44%			

*Based on trying to reduce disparity of minority to white representation to less than 20%
**Not computed for these subgroups for this year

B. AAC

The District's goal is to increase the number of students enrolled in AACs. Specifically, the goal is to increase participation rates for African-American students by .09 percent each year. This goal will be evaluated and adjusted annually based on the SY 2013-14 data.

Advanced Academic Courses (AAC)						
Year	White	African American	Hispanic	Native American	Asian Pacific American	Multi Racial
Yearly Increase Goal*		+.09%	**			
2012-13 6-12 Enrollment	25.2%	6.2%	59.6%	3.7%	2.8%	2.4%
DF Goal (2017-18)	**	4.96%	47.68%	**	**	**
2012-13	30.5%	4.5%	56.2%	2.6%	3.7%	2.5%
2013-14	**	4.59%	**	**	**	**
2014-15	**	4.68%	**	**	**	**

2015-16	**	4.78%	**	**	**	**
2016-17	**	4.87%	**	**	**	**
2017-18	**	4.96%	56.2%	**	**	**

*Based on trying to reduce disparity of minority to white representation to less than 20%
**Not computed for these subgroups for this year

C. UHS

1. Notice that Dr. Ford's formula is not used for UHS, because UHS percentages reported are not percentages of the District enrollment. .UHS enrollment is a combination of students meeting the requirements from both within the district and within Pima County as a whole. Because a large number of UHS students are not drawn from District enrollment, using a model based on a growth model tied to District enrollment would not be statistically valid. Accordingly, the TUSD goal is to increase UHS enrollment for African-American students by one percentage point each year, and Latino students by two percentage points each year. These goals will be evaluated and adjusted annually based on the SY 2013-14 data.

2. To allow for statistically comparable data sets, the table below uses the District high school enrollment percentages. Given this data, UHS will meet the current TUSD enrollment percentage for African-American students in three years. UHS will be within 1.5% of meeting the USP definition of an integrated school for Hispanic students within four years.

UHS		
Year	African American	Hispanic
Yearly Increase Goal*	+1%	+2%
2012-13 TUSD 9th-12 grade Enrollment	7.7%	54.7%
UHS: 2012-13	3%	30.9%
UHS Goal: 2013-14	4%	32.9%
UHS Goal: 2014-15	5%	34.9%
UHS Goal: 2015-16	6%	36.9%
UHS Goal: 2016-17	7%	38.9%

III.   STUDENT IDENTIFICATION AND RECRUITMENT

Strategies to identify and encourage African American and Latino students, including ELL students, to enroll in ALEs. [V.A.2.c.][emphasis added]

A. GATE

1. Current GATE Services and Assessments: Five types of GATE services are currently offered in TUSD, each with its own method of student assessment. *(See Appendix B.)*

a. Current TUSD GATE Services
   1) GATE Self-Contained: This service currently is offered at five elementary schools and three middle schools in first through eighth grades. It provides instruction in all core academic subjects from a GATE endorsed teacher; all students are placed in this program based on assessment scores.
   2) GATE Self-Contained Dual-Language: This service currently is offered at Hollinger K-8 in first through fifth grades, and at Pistor Middle School in sixth through eighth grades. Instruction is provided in both English and Spanish with the ultimate of goal of student fluency in both languages. The program at Hollinger is open to all students in TUSD regardless of feeder pattern; the Pistor program is offered to those students who are in the Pistor GATE feeder pattern.
   3) GATE Itinerant Pull-Out: These pull-out services are offered at all elementary and K-8 schools for first through fifth grades. Identified students are "pulled" from their regular class and meet with other identified students and a GATE endorsed teacher to receive weekly services in sessions that range from 45 to 60 minutes.
   4) GATE Resource: These services, for students in sixth through twelfth grades, provide a GATE class that can be either a core content area class or an enrichment class. At the high school level, most schools offer a Freshman Humanities course and a few high schools offer a GATE course at Sophomore through Senior levels. The majority of students in these classes, at both the middle and high school level, are placed based upon a combination of grades, AIMS, benchmarks scores and teacher recommendations, rather than test scores.
   5) GATE Cluster Program: This program was established in 2011-2012 SY and is currently offered at twelve elementary and two K-8 schools for students in first through fifth grades. The model requires a GATE-endorsed teacher at each grade level and the students in each class are a mixture of traditional education students and GATE-Identified students. The GATE students also receive pull-out GATE services of up to three hours per week.

b. Current TUSD GATE Assessments
   1) Otis Lennon School Ability Test (OLSAT): This assessment is used with kindergarten students for first grade placement.
   2) Cognitive Abilities Test (CogAT): This assessment is used with students in first through eighth grades.
   3) Raven: This non-verbal assessment is used with students in first through seventh grades.

2.   Current GATE Identification and Recruitment Strategies

  a.   In the 2013-14 SY, the following recruitment strategies were implemented (all printed and web materials are available in English and Spanish):
    1)   The GATE office sent a postcard to all students in TUSD (except those already enrolled in a GATE program) inviting them to take the test for GATE placement. *(See Appendix C.)*
    2)   The GATE office met and collaborated with all Learning Support Coordinators (LSC) to enlist their help with recruitment at sites.
    3)   LSCs and GATE itinerant teachers provided support for site recruitment efforts.
    4)   The GATE office met with LSCs regarding recruitment information and dissemination.
    5)   Posters with information about GATE testing were sent to all schools and posted on District web sites.
    6)   The GATE Coordinator sent informational e-mails to principals regarding recruitment for GATE testing.
    7)   African American Student Services (AASS) and Mexican American Student Services (MASS) contacted parents of students eligible to participate in GATE programs to encourage enrollment.

3.   Recommendations for GATE Identification (over three school years)
    Increase the number and percentage of African American and Latino students, including ELL students, receiving GATE services by improving screening procedures for GATE services and placement in GATE services to ensure that students are identified, tested, and provided with GATE services in a fair and nondiscriminatory manner that does not have an adverse impact on any student based on his/her race, ethnicity or English language proficiency.
    [V.A.3.a.i.][emphasis added]

  a.   Modify Assessments Used
    1)   Eliminate use of the OLSAT.
    2)   Require the CogAT 7 as the only acceptable version of the CogAT.
    3)   Designate, after further study, a new non-verbal assessment, other than the RAVEN, to potentially identify more African American and Latino students, including ELL students.
    4)   Self-Contained and Itinerant Pull-Out Services.

- Study and possibly implement use of multiple measures, including the use of nontraditional student qualifying criteria and/or non-cognitive measures, in addition to verbal and non-verbal cognitive assessments.

5) Self-Contained Dual-Language

- Conduct a pilot with ELL students of Spanish language tests for giftedness including: Hispanic Bilingual Gifted Screening Instrument – (HBGSI), CogAt 7-Spanish, and/or the Differentiated Observation Scale (DOS).
- Select and implement the most effective gifted assessments for Spanish-speaking ELL students

4. Recommendations for GATE Recruitment (over three school years)

a. Continue use of GATE postcard sent to all TUSD students (except those already enrolled in a self-contained GATE program) inviting recipients to take the GATE placement assessments.

b. Designate a contact person for all GATE recruitment information.

c. Implement a series of workshops for designated staff on GATE identification, recruitment, placement and retention.

d. Request that schools duplicate the information flyer on GATE testing for each child at the school and send it home with students (as a second tier effort beyond the postcard).

e. Request that principals include recruitment information from the GATE office in their newsletters home.

B. AAC (Pre-AP, AP, Dual-Credit, IB)

1. Current AAC Identification and Recruitment Strategies

a. AAC
   1) Different identification policies for recruitment and enrollment/placement are in effect at District middle and high schools for AACs. Some schools use identification methods including course grades, state-standardized scores, benchmark testing, and teacher recommendations. Other schools allow student or parent choice for placement.
   2) A mailing is sent to all TUSD eighth grade students with full information about the District's various ALEs.

    3) Schools hold elective fairs at their sites to promote and recruit students for various courses, including AACs.

    4) Individual teachers promote their own individual AACs through classroom visits and promotional activities.

b. Pre-AP

    1) These courses are currently offered at the middle and high school level under the designations of Honors, Advanced, Accelerated, and Pre-AP.

    2) Students are placed in these classes based on a combination of benchmark tests, AIMS, grades, and teacher recommendation as determined by each site.

c. Advanced Placement (AP)

    1) Counselors sometimes use AP Potential List to identify possible enrollees for AP courses.

    2) Counselors sometimes use Student Interest Inventories (e.g. ACT Potential, True Colors, ECAP) to determine student interest and aptitude for appropriate course sequencing.

d. International Baccalaureate

    1) At Cholla High School the IB program is open to any interested student.

    2) At Cholla High School all incoming 8th grade students identified by the District as having ALE potential were placed in IB courses.

    3) At Robison K-5 and Safford K-8, all enrolled students are part of the IB program and follow its curriculum. In addition, at Safford K-8 there is an Advanced track within the 6-8 IB curriculum. At Cholla High Magnet, IB classes are open to any interested students. All three schools actively recruit for their school magnet programs.

    4) IB on-site visits are conducted at middle and K-8 schools to inform all students about the IB option in the District. In addition, community events and parent nights are conducted throughout the District. *(See Appendix F.)*

    5) All entering Cholla freshmen students are given information about the IB Program during the school's June Freshman Academy.

e. Dual Credit

    1) Dual Credit courses are open to any student who fulfills the entrance requirements of the institute offering the college credit. However, dual credit courses are not offered at every District high school, and recruitment efforts at District schools vary by site.

2.   Recommendations for AAC Identification and Recruitment (over three school years)
Increase the number and percentage of African American and Latino students, including ELL students, enrolled in AACs by <u>improving identification, recruitment, and placement to ensure that students have access to AACs in a fair and nondiscriminatory manner;</u> [V.A.4.a.i.][emphasis added]

   a.   AAC - General recommendations for all AACs
      1)   Provide professional development for designated staff regarding identification of students for AACs including issues of equity, cultural relevance, and the value of AACs for all students.
      2)   Discuss the open access philosophy with current and prospective AAC teachers. Ensure that all AAC teachers in these courses support this policy and support success for all students. Consider adapting the teacher agreement from Advanced Kentucky to use with administrators and AAC teachers. *(See Appendix G.)*
      3)   Distribute new AAC recruitment flyers created for interested students and parents, specifically targeting African American and Latino students, including ELL students. *(See Appendix H.)*

   b.   Pre-Advanced Placement (Pre-AP)
      1)   Require middle and high schools to promote TUSD's commitment to open access for Advanced and Honors courses through school assemblies, registration fairs, and/or classroom visits.
   2)   Distribute new AAC recruitment flyers created for interested students and parents. *(See Appendix H.)*
   3)   c.   Advanced Placement (AP)
      1)   Require high schools to promote the College Board and TUSD commitment to open access for AP courses through school assemblies, registration fairs, and/or classroom visits.
      2)   Distribute new AP recruitment flyers created for interested students and parents. *(See Appendix I.)*

   c.   International Baccalaureate (IB)
      1)   Increase IB education efforts at the school, District and community level regarding the continuum of IB programs available in TUSD and its open access policy for all students.
      2)   Increase IB education and outreach efforts at Cholla High School by increased information sessions at registration and through classroom visits.

3) Increase effectiveness of IB partnerships with the District's Departments of Equity, Culturally Relevant Pedagogy and Instruction and Multicultural Curriculum.

4) Distribute new IB recruitment flyers created for interested students and parents. *(See Appendix J.)*

d. Dual Credit

1) Require all District high schools to actively advertise and recruit students for Dual-Credit courses.

C. University High School (UHS)

1. Current UHS Identification and Recruitment Strategies

a. UHS Identification
1) The identification of students is addressed in the UHS Admissions Plan. *(See Appendices T-V)*

b. UHS Recruitment
1) Student-Parent Informational meetings are held throughout the District. *(See Appendix K.)*
2) An eighth grade mailing is sent to all TUSD families about the District's ALEs with inserts of specific UHS admissions information.
3) Annual visits to various TUSD middle schools are conducted by the school's LSC to educate students about the admission process and requirements with a focus on sixth and seventh grade students.
4) Site visits are conducted by the school's LSC to all TUSD middle schools and various non-TUSD schools.
5) Information session and training on admissions is held at LSC/Counselor Breakfast and all middle schools counselors and LSCs are invited to attend.
6) An annual Multicultural Breakfast is held; Multicultural Student Services and the UHS LSC provide information about the District support services and increasingly diverse community at UHS.
7) Campus tours for potential students and parents are provided.
8) A Freshman Orientation Night is held for all students qualified and invited to attend UHS in order to expose students to the school and its offerings and to recruit students who have not yet accepted the invitation for admission.
9) Recruitment follow-up with qualified candidates through personal contact is conducted with targeted efforts for African American and Latino students who have qualified and not accepted admission.

2.   Recommended Additional UHS Identification and Recruitment Strategies (over three school years)

The District shall: conduct specific UHS-related outreach to students and parents about the program's offerings; encourage school personnel, including counselors and teachers, through professional development, recognition, evaluation and other initiatives, to <u>*identify, recruit and encourage*</u> *African American and Latino students, including ELL students, to apply;* [V.A.5.d.][emphasis added]

    a.   Identification
        1) Test every seventh grader in TUSD, beginning in the Spring of 2014, on the CogAT 7 to identify students with potential for UHS admission.
        2) Conduct specific outreach in eighth grade to those students identified through the seventh grade CogAT testing. This outreach shall include sending explanatory materials before testing each year to seventh grade families to explain the purpose of the testing and requirements for enrolling at UHS. Such materials also shall be distributed through the Family Center(s) and made available on the District's website
        3) Require counselors in all middle schools to review UHS admissions requirements with all students in sixth and the beginning of seventh grade and provide all students with application materials so that students may be aware of and prepare for the required tests in the spring of seventh grade and application in eighth grade.

    b.   Recruitment
        1) Require all designated staff to attend the annual information session and training on Admissions at the UHS Information Breakfast and the annual Multicultural Breakfast.
        2) Target outreach to African American and Latino students, including ELL students, through interest-based mentorship programs with community professionals.
        3) Write Parent Handbook for middle school families to provide strategies to support student enrollment in ALEs, including UHS.
        4) Hold workshops or present at district monthly meetings about the UHS admissions and identification process.

D. Accessible Materials for Recruitment into ALEs

    1.   Current Accessible Materials for ALEs - created in 2013-20154 SY
        a.   ALE brochure in English and Spanish describing all the TUSD options and distributing District-wide. *(See Appendix L.)*

b. ALE flyers for students encouraging them to take ALEs (AP, AAC, IB).
    (See Appendices H, I ,J.)

c. ALE flyer for parents explaining their role in supporting their students who are
    interested in enrolling in ALEs. *(See Appendix M.)*

d. Updated District ALE website

e. Updated High School Course Catalog

2. Recommendations for Accessible Materials for ALEs (over three school years)
   *Developing <u>accessible materials</u> (e.g., informational booklets and DVDs, web pages,
   mailers) describing the District's ALE offerings by content, structure, requirements,
   and location;* [V.A.2.d.i.][emphasis added]

   *<u>Coordinating</u> with the relevant administrator(s) at the Family Center(s) and in the
   District Office <u>to distribute</u> such materials to parents;* [V.A.2.d.ii.][emphasis added]

   a. Create ALE Policy Manual outlining policies for student participation and
       retention in TUSD's ALEs.

   b. Coordinate with School Community Services, African American Student
       Services, Mexican American Student Services, and Language Acquisition
       Department to distribute newly-created materials and to include information about
       District ALEs in their outreach efforts.

IV.   <u>INCREASE STUDENT ENROLLMENT</u>
*Strategies to . . . <u>increase the number</u> of African American and Latino students, including ELL
students, enrolling in ALEs.* [V.A.2.c.][emphasis added]

A. GATE

1. Current Strategies to Increase Enrollment
    a. GATE recruitment mailing sent to all TUSD students giving information about
        TUSD GATE programs and encouraging all students to take the GATE
        assessment.

    b. Individual recruitment information sent to identified students from African
        American Students Services (AASS) and Mexican American Student Services
        (MASS).

    c.   Personal outreach to identified students made by African American Students Services (AASS) and Mexican American Student Services (MASS).

    d.   School-wide and personal outreach at school sites encouraging enrollment in AACs.

    e.   Use of non-verbal assessment (RAVEN)

2.   Recommendations to increase the number and availability of GATE services (over three school years)

Increase the number and quality of GATE offerings, as appropriate, to provide equal access and equitable opportunities for all students, including assessing the feasibility of adding or expanding GATE dual language programs; [V.A.3.a.ii.]   *Assess whether the implementation of GATE services at school sites (e.g., self-contained, pull-out, clustering, or resource-driven models) should be modified to increase access to GATE services and to avoid within-school segregation;* [V.A.3.a. iii.]

    a.   Provide itinerant GATE services for sixth through eighth grade students in K-8 schools.

    b.   Offer at all high schools one freshman and one sophomore-level GATE course.

    c.   Study for possible implementation: Kindergarten Push-In Itinerant Services:
       1)   Expand GATE services to include all kindergarten students.
       2)   Provide thirty minute weekly lesson from a gifted endorsed teacher stressing critical thinking, creative thinking, and problem-solving skills.
    d.   Study for possible implementation: Primary Push-In Itinerant Services:
       1)   Provide services to all students in first grade except those in self-contained GATE.
       2)   Provide forty-five minute weekly lesson from a gifted endorsed teacher stressing critical thinking, creative thinking, and problem-solving skills.

    e.   GATE Resource (sixth through eighth grades)
       1)   Provide an enrichment GATE class at every middle and K-8 school. *(See Appendix E.)*
       2)   Provide a gifted endorsed teacher who will implement a curriculum based on critical thinking, creative thinking, and problem-solving skills.
       3)   Utilize placement criteria based on grades, AIMS, benchmark testing, teacher recommendation, and/or GATE testing scores.

    f. GATE Dual-Language
1) Increase number of students at the Hollinger K-8 GATE Dual-Language Program by implementing the following:
- Change assessments and qualifying criteria for Spanish-Speaking ELL students.
- Create and implement effective marketing strategies at the school and District level by doing the following: a) school communicates and collaborates with designated staff to disseminate flyers and brochures with information about the Dual-Language GATE program; and b) the District revises GATE placement letter to include information about dual-language program options.
- Use Pueblo Warrior Radio for a Public Service Announcement regarding dual-language GATE program.
- Discuss with Transportation the possibility of implementation of an Express bus to decrease student travel time to dual-language schools.

2) Open the Pistor Dual-Language GATE program to students from across the District, regardless of the GATE feeder pattern. Any student requesting this placement must meet the minimum requirements for the District's Two Way Dual Language Entrance Criteria (TWDL).

3.   Recommendations to increase the quality of GATE services (over three school years)

    a. Require that all teachers assigned to a GATE classroom have a gifted endorsement (provisional or permanent).

    b. Provide thirty hours of professional development in gifted strategies through a free GATE Summer Institute for teachers annually.

    c. Provide professional development for GATE itinerant teachers on embedding critical thinking, creative thinking and problem-solving skills in their curriculum.
1) Collaborate with the Multi-Cultural Department to incorporate culturally sensitive materials and strategies into the GATE itinerant curriculum.
2) Write gifted curriculum and lessons based on Arizona Standards for College and Career Readiness kindergarten standards.

    d. Provide professional development on strategies outlined in *Infusing the Teaching of Critical and Creative Thinking into Content instruction; A Lesson Design*

Handbook for Elementary Grades. Review for effectiveness and implement modifications as necessary.

e. Provide professional development on culturally relevant teaching practices and multi-cultural education (see Section XII in this plan).

f. Provide support and time for horizontal and vertical articulation among GATE teachers across the District, particularly at transition grade-levels (fifth to sixth and eighth to ninth grades).

g. Update the GATE Teacher Handbook to provide accurate and timely information to GATE teachers.

h. Provide financial assistance, through the Language Acquisition Department based on budget availability, to teachers willing to complete GATE and Bilingual endorsements.

B. AAC (Pre-AP, AP, Dual-Credit, IB)

1. Current AACs
    a. High schools and middle schools increase or reduce their number of AACs based on student interest and enrollment.

    b. Schools attempt to increase AACs by hiring procedures that identify highly-qualified teachers in the areas needed for course expansion.

    c. Over the last three years, the number of sections of IB courses has increased and thus the number of seats available.

    d. All middles schools (6-8) offer Algebra 1 for high school credit. However, only three of fourteen of the District's K-8 schools offer this course, which is a gateway course into AACs in high school and which also affects college enrollment and completion.

2. Recommendations to Increase AAC Offerings (over three school years)
    Increase the number of AAC offerings, as appropriate, to provide equal access and equitable opportunities for all students to participate in these courses, including expanding the number of AP courses offered at District high schools and the number of grades in which such courses are offered; [V.A.4.a.ii.][emphasis added]

a. AAC - General recommendations for all AACs
   1) Open all AAC classes to any interested student at both the middle and high school levels. Teachers/administrators may utilize AAC Student Guidelines to discuss placement with an interested student or parent.
   2) Work to equalize access to technology at District middle and high schools.
   3) Increase number of teachers highly-qualified to teach math by providing incentives for earning highly-qualified math endorsement.
   4) Increase effectiveness of partnerships with the District's Departments of Equity, Culturally Relevant Pedagogy and Instruction and Multicultural Curriculum.

b. Pre-AP (Advanced, Honors)
   1) Eliminate in the District High School Course Catalog all Honors course prerequisites unless it is a content requirement (Algebra 1 before Honors Algebra 2).
   2) Offer an "Advanced" class in language arts and math in sixth through eighth grades.

c. Algebra 1
   1) Provide an Algebra 1 class for all qualified eighth grade students.
   2) Work with the University of Arizona to recruit and retain mathematics teachers through collaboration with its SAINT program (Southern AZ Inducting New Teachers (SAINT), a program that recruits college graduates and mid-career professionals to teach in high-needs schools.

d. Advanced Placement (AP)
   1) Expand the number of AP courses offered at the high school level, focusing on AP courses that are high-interest for African American and Latino students, including ELL students.   Initially, all high schools will offer Spanish Lang & Culture, World History, English Language (first course), and Biology. Subsequently, all high schools will also offer Spanish Literature, English Literature (second course), Psychology, Human Geography, U.S. History and Studio Art.
   2) Eliminate in the District High School Course Catalog all AP course prerequisites unless it is a content requirement (Calculus AB prior to Calculus BC).
   3) Provide professional development to designated staff to consistently and more effectively use the AP Potential list for student recruitment.
e. Dual Credit

1) Work towards all high schools being able to offer at least one dual-credit course in a core academic area.

3. Recommendations to increase the quality of instruction in AAC classes (over three school years)
   a. Provide a free Summer Institute for teachers assigned to teach an English/Language Arts or math Advanced or Honors class at the middle school or high school level in order to provide training and strategies for teaching an accelerated curriculum, including issues related to culturally relevant and/or multi-cultural curriculum.
   b. Require all teachers to attend a College Board approved AP training (e.g. Summer Institute) in the AP course being taught within three years of teaching the class.
   c. Work towards implementing the IB Middle Years Program (MYP) for ninth and tenth grades at Cholla High School.
   d. Explore the possibility of writing curriculum or incorporating elements of the Culturally Relevant Curriculum and/or the Multi-Cultural Curriculum into IB, Honors, and/or Advanced courses.

C. University High School (UHS)

The admission of students is also addressed in the UHS Admissions Plan. *(See Appendix T for the UHS Admissions Plan developed by the District, see Appendix U for development of the District's UHS Admissions Plan.)* The District's UHS Admissions plan is not currently in effect. The Special Master did not approve the District's UHS Admissions Plan and proposed his own alternative plan for UHS admissions. A final determination of whether the District's plan or the Special Master's plan will be implemented is the subject a pending appeal filed by the District defending the District's UHS Admissions Plan. There is a Court-ordered interim UHS Admissions Plan in effect pending the outcome of the appeal that is applicable to the 2014-2015 school year. *(See Appendix V.)*

1. Current UHS Enrollment
   a. Pilot non-cognitive short-answer questions as part of the admissions process for the 2014-2015 freshman class.

2. Recommendations for Future UHS Enrollment (over three school years)
   The District shall review and revise the process and procedures that it uses to select students for <u>admission</u> *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. [V.A.5.a.][emphasis added]*

a. Pilot a motivation assessment with current 8th graders in the spring of 2014 for possible implementation in admissions for the 2015-16 SY.

b. Analyze results of short-answer essay question process piloted in January of 2014. Continue use of these questions if it is determined that the process was successful in identifying more qualified African American and Latino students, including ELL students, for UHS admission.

c. If necessary, based on the results of the evaluation of the short answer essay question process, the District will investigate use of other alternative non-cognitive identifiers for possible additions to the UHS admissions process.

V.   **STUDENT SUPPORT STRATEGIES FOR SUCCESSFUL ALE COMPLETION**
Strategies to . . . support African American and Latino students, including ELL students, *in successfully completing ALEs.* [V.A.2.c.][emphasis added]

A. **GATE**

1. Current GATE Support Strategies
    a. Summer Enrichment Programs are held at various sites for students new to middle school GATE focusing on math, language arts and organizational skill-building through enrichment projects.
    b. Shadow Visits are held that allow students to experience and enjoy a day at elementary and middle school self-contained GATE programs.
    c. "Buddy" students are assigned to students new to self-contained GATE to help them adjust to the new GATE environment.
    d. A GATE Core Enrichment class for academic support and enrichment activities is provided at various sites.
    e. Tutoring support before and after school is provided by teachers at various sites.
    f. Tutoring support is available through Language Acquisition for Spanish-Speaking ELL GATE students.
    g. In-class ELD instruction is provided for Spanish-Speaking ELL GATE students by Language Acquisition.

2. Recommendations for Additional GATE Support Strategies (over three school years)
    a. Adopt all of the above "Current" practices at all schools that provide GATE services.
    b. Provide quarterly parent education program by the GATE and Language Acquisition Departments on social/emotional/academic needs of students in a gifted program.

     c. Assign teacher mentor at each self-contained site to work with any African American or Latino student based on parent, student or teacher request. Mentors should ideally also be African American and/or Latino.

     d. Implement instructional resources and supplemental materials appropriate for Dual-Language GATE classes, in both English and Spanish, provided by the Language Acquisition Department.

     e. Provide a selection of GATE Literacy Kits in Spanish.

B. AAC (Pre-AP, AP, Dual-Credit, IB)

1. Current AAC Support Strategies
    a. AVID (Advancement Via Individual Determination): This highly-regarded college preparatory support program is currently in place at three high schools (Cholla, Pueblo, and Palo Verde) and their feeder middle schools (Valencia, Secrist, Booth-Fickett). *(See Appendix N.)*
    b. Some high schools have conference or tutoring time available for students enrolled in AACs, before, during and after school.
    c. IB high school teachers provide tutoring on a weekly basis and require a parent-student conference, along with AASS and MASS representatives, if a student requests to leave the IBDP.
    d. IB Summer Academy is provided for incoming juniors and seniors.
    e. Magnet Coordinator at Cholla tracks all IB magnet students for progress in academics, attendance and behavior and involves parents and students in her findings.

2. Recommendations for Additional AAC Support Strategies (over three school years)

    a. AAC - General recommendations for all AACs
        1) Expand AVID: Create a plan that outlines how this expansion could take place over a multi-year period.
        2) Distribute newly-written Student and Parent Guidelines for Successful Completion of AACs to designated staff to share with students and parents. *(See Appendices H, I, J, M.)*
        3) Implement AAC Student Support Plan training on all high school campuses. *(See Appendix O.)*
        4) Work with Transportation to provide, as necessary, after-school activity busses for schools that provide after-school support services for students who enroll in AACs.

    b. Pre-AP (Advanced, Honors)

      1) Provide weighted grades (.5 additional grade point) for Honors high school courses.

  c. Advanced Placement (AP)

      1) Implement AP Support Program for AP recruitment and support of African American and Latino students, including ELL students, at all high schools. This plan includes an AP Coordinator position at each site who will implement support services for these students to successfully enroll in and complete AP classes. *(See Appendix P.)*

      2) Provide before and/or after school tutoring in math and writing.

      3) Encourage all students who take an AP class to take the AP final exam. Educate students, parents and AP teachers as to the benefits of taking the final AP exam.

      4) Offer AP students exam preparation classes.

      5) Pay AP fees for identified low-income students.

      6) Waive other participation fees for any AAC for identified low-income students.

      7) Distribute newly-written Student and Parent Guidelines for Successful Completion of AP courses to designated staff to share with students and parents. *(See Appendices H, I, J, M.)*

  d. International Baccalaureate

      1) Create a Parent Cohort for the IB Program that would provide education and information about a parent's role in supporting an IB student.

C. University High School (UHS)

1. Current UHS Academic and/or Social/Emotional Support Strategies

  a. Conference time is provided during school day for teacher-led tutoring two mornings a week.

  b. After-school tutoring is provided in math, English and science.

  c. Open and supervised computer lab is available after school for writing support, college application and funding guidance, and online courses.

  d. Math Centers are available, which are Response to Intervention courses for students struggling in math.

  e. Writing Centers are available, which are Response to Intervention courses for students struggling in English.

  f. Student Instructors are a peer teaching support model used in larger classes with teacher guidance to assist other students.

g. Penguin to Penguin is a peer mentor program where freshman students are paired with juniors and seniors based on mutual interests in order to support a successful transition to UHS.

h. BOOST is a summer program for incoming freshman to support their transition from middle to high school.

i. Tutoring services with a math and science focus are provided by Mexican American Student services.

j. Student Tutoring Club provides support for students in all core content subject areas.

k. A UHS Summer School offers the opportunity to take UHS-specific math and/or health classes.

2. Recommendations for Additional UHS Support Strategies (over three school years)
    The District shall… provide assistance for African American and Latino students, including ELL students, to stay in and to be successful at UHS. [V.A.5.a.]

a. Offer Science Centers (a course for students struggling in science as part of UHS' Multi-Tier System of Support, MTSS).

b. Offer BOUNCE, a summer science and math intervention for sophomore students.

c. Offer BLAST, a summer support program for juniors.

d. Expand after-school tutoring services.

e. Offer Fast and Furious, an after-school study skills course for struggling students.

f. Offer additional tutoring support from African American Student Services and Mexican American Students Services.

g. Provide city bus passes to support student attendance at before and/or after-school academic support services.

D. Parent Outreach

1. GATE

a. Current GATE Parent Outreach (at various sites)
    1) Title 1 District Advisory Council (DAC) – presented on ALEs in TUSD. (10-15-13)
    2) GATE Self-Contained Program Open House for newly-invited students and parents
    3) Parent "Meet and Greet" shortly after school begins
    4) Grade-level parent liaisons
    5) Regular parent meetings held by GATE counselor/administrator

b. Recommendations for Additional GATE Parent Outreach (over three school years)
    Holding community <u>meetings and informational sessions regarding ALEs</u> in geographically diverse District locations, coordinated with the Family Center(s), Multicultural Student Services, and any other relevant District departments; [V.A.2.d.iii.][emphasis added]
    1) Adopt all of the above "Current" practices at all schools that provide GATE services.
    2) Provide quarterly parent workshops on themes related to gifted education presented by GATE and Language Acquisition Departments.
    3) Distribute semester GATE newsletter.
    4) Update and revise TUSD GATE website as necessary.
    5) Write and distribute GATE Parent Handbook for current and accurate information about the GATE programs in TUSD.

2. AAC

    a. Current AAC Parent Outreach
        1) Parent Nights and Community Events provided by IB Program.
            (See Appendix J.)
        2) IB participation in the Cholla After-School Program (CAP) Parent Showcase held twice a year to showcase student work and provide parent information and support. Both current and prospective parents are invited.
        3) IB program works with Cholla Parent Team and Site Council for parent and student support, education and outreach efforts.

    b. Recommendations for Future AAC Parent Outreach (over three school years)
        1) Create AAC and IB Parent Teams that would educate and support enrolled students and their parents in order to assist successful completion of the IBDP.
        2) Create AAC and IB Resource Room, furnished with computers, study areas, and appropriate curriculum materials, for AAC and IB students and parents.

3. University High School (UHS)

    a. Current UHS Parent Outreach
        1) Parent Association meetings.
        2) School Site Council meetings.
        3) Junior University: Parent and student conference for juniors to train parents and students on college application process and funding.

       4) Family University: Parent and student conference for seniors to train parents and students on college application process and funding.

   b. Recommendations for Additional UHS Parent Outreach (over three school years)
       1) Develop evening lecture series for students and parents on topics of interest.

E. Parent Complaint Process

1. An open and equitable complaint process for parents with concerns regarding ALE courses, polices, and procedures has been developed by the District. *(See Appendix Q.)*
2. The Complaint Process will be disseminated at all school sites, through the Family Centers, at the District Office, and on the website.

VI.   PROFESSIONAL DEVELOPMENT (for Spring 2014 and 2014-15 SY)

Provide professional development to train all AAC teachers using appropriate training and curricula, such as that provided by the College Board. [V.A.4.a.iv.]

A. TUSD

1. Spring and Fall 2014
   a. *Culturally Responsive Teaching Practices – Part 1*: CRC (Teaching strategies that are inclusive of the African American and Latino experience)
   b. *Mental Models: Recognizing and Eliminating Unconscious Teacher Bias*: AASS (Recognizing and eliminating classroom culture of low expectations and the resultant lack of rigor)
   c. *Motivating Students Through Engaging Teaching Strategies*
   d. *Culturally Responsive Teaching Practices – Part 2*: CRC (Teaching strategies that are inclusive of the African American and Latino experience)

B. College Board

1. Fall 2013 and Spring 2014; annual presentations
   a. *PSAT Administration Reading Workshop: Nuts and Bolts*
   b. *Pre-AP Instructional Strategies: Fostering Equity and Access*
   c. *PSAT Summary of Answers & Skills – Interpretations of Scores*

C. Phoenix Desert Institute (College Board approved)

1. Spring 2014
   a. Advanced Placement for Everyone: It's All About Attitude!

2. Summer 2014

    a. Summer Institute: Thirty hours of free professional development provided at Tucson Magnet High School over four days. Teachers may select from three different strands:
        1) Advanced Placement: Training in teaching strategies for fifteen AP courses. Equity in AP courses and culturally relevant and/or multi-cultural curriculum information is included in this strand.
        2) Gifted Education: training in gifted teaching strategies for both elementary and middle school levels. Culturally relevant and/or multi-cultural curriculum information is included in this strand.
        3) Honors/Advanced Strategies: These workshops are for English/Language Arts and Math teachers, grades 6-10.   Culturally relevant and/or multi-cultural curriculum information is included in this strand.

VII.   BEST PRACTICES: CONSULTATION WITH EXPERTS

In developing this Plan, the ALE Coordinator shall take into account the findings and recommendations of the assessment of existing ALE programs, resources, and practices in the District and best practices implemented by other school districts. [V.A.2.c.][emphasis added]

All of the experts listed below were interviewed by members of the ALE Best Practices committee members. Of the twelve listed, eleven were interviewed by phone and one was interviewed through email (Dr. John Knudson-Martin). *(See Appendix R for additional biographical information on the experts consulted.)*

A. Gifted education and underrepresented students
1. Tommie Anderson
   Director of Talented and Gifted Education (retired)
   Pulaski County Special District
   Little Rock, AR

2. Donna Ford, Ph.D.
   Harvie Branscomb Distinguished Professor
   Vanderbilt University
   Atlanta, GA

3. Lisette T. Rodriguez, Ph.D.
   District Supervisor
   Advanced Academic Programs
   Miami Dade County Public Schools
   Miami, FL

B. Advanced Placement

1. Mary Boehm
    President
    A+ College Ready – A National Math and Science Initiative
    Montgomery, AL

2. BJ Henry
    Assistant Principal, Elizabethtown High School
    Elizabethtown Independent School District
    Elizabethtown, KY

3. Gina Thompson
    Deputy Superintendent
    Yuma Union High School District
    Yuma, AZ

C. **Detracking** (The educational philosophy that the best curriculum and teaching practices at the school should be the curriculum and teaching practices to which every student has access.)

1. Carol Burris
    Principal, South Side High School
    Rockville Centre School District
    Rockville Centre, NY

2. John Knudson-Martin Ph.D.
    Associate Professor of Education
    Eastern Oregon University
    La Grande, OR

D. **Equity in Education**
1. Gerald Denman
    Chief Equity and Achievement Officer
    Puyallup School District
    Puyallup, WA

2. Robert L. Jarvis, Ph.D.
    Penn Center for Educational Leadership, Graduate School of Education
    University of Pennsylvania
    Philadelphia, PA

3.   Mika Pollock, Ph.D.
        Professor of Education Studies
        University of California, San Diego
        San Diego, CA

4.   Kevin Welner, Ph.D., J.D.
        Professor, Education Foundations, Policy & Practice
        University of Colorado – Boulder
        Boulder, CO

TUSD

Tucson Unified School District

Advanced Learning Experiences (ALE) Access and Recruitment Plan
Revised May 30, 2014

USP LANGUAGE
V. QUALITY OF EDUCATION

A. Access to and Support in Advanced Learning Experiences

1. Overview. The purpose of this section shall be to improve the academic achievement of African American and Latino students in the District and to ensure that African American and Latino students have equal access to the District's Advanced Learning Opportunities.

2. General Provisions.

    a. *By ~~April 1, 2013~~ July 1, 2013[1], the District shall hire or designate a District Office employee to be the Coordinator of Advanced Learning Experiences ("ALEs")... The ALE Coordinator shall have responsibility for: reviewing and assessing the District's existing ALEs, developing an ALE Access and Recruitment Plan, assisting appropriate District departments and schools sites with the implementation of the ALE Access and Recruitment Plan, and developing annual goals, in collaboration with relevant staff, for progress to be made in improving access for African American and Latino students, including ELL students, to all ALE programs. These goals shall be shared with the Plaintiffs and the Special Master and shall be used by the District to evaluate effectiveness.*

    b. *By ~~July 1, 2013~~ October 1, 2013[2], the ALE Coordinator shall complete an assessment of existing ALE programs, resources, and practices in the District and by school site. This assessment shall include: (i) a review of the ALEs offered at each school; the number of students enrolled in each ALE program at each school (disaggregated by grade level, race, ethnicity, ELL status); and the resources available in each school for ALEs (e.g., part-time or full-time personnel assigned, annual budget); and (ii) a determination of what, if any, barriers there are for students at each school site to enroll in and successfully complete ALEs offered at each school site. The assessment shall include an analysis of the data and information gathered and findings, including whether African American and Latino students, including ELL students, have equitable access to ALEs, and recommendations regarding additional data that the District's data system should gather to track students' ALE access and participation.*

---

[1] This USP date was changed by agreement among the Special Master, counsel for plaintiffs, and the District. Although the District hired the ALE Director before July 1, 2013, she began work on July 1, 2013.

[2] This USP date was changed by agreement among the Special Master, counsel for plaintiffs, and the District. The District completed the ALE assessment by October 1, 2013.

c. By ~~October 1, 2013~~ January 1, 2014[3], the ALE Coordinator shall develop the ALE Access and Recruitment Plan, which shall include strategies to identify and encourage African American and Latino students, including ELL students, to enroll in ALEs; to increase the number of African American and Latino students, including ELL students, enrolling in ALEs; and to support African American and Latino students, including ELL students, in successfully completing ALEs. In developing this Plan, the ALE Coordinator shall take into account the findings and recommendations of the assessment of existing ALE programs, resources, and practices in the District and best practices implemented by other school districts.

d. To recruit and encourage African American and Latino students, including ELL students, to apply for and enroll in ALEs, the ALE Access and Recruitment Plan shall include, but not be limited to, the following strategies:

   (i) Developing accessible materials (e.g., informational booklets and DVDs, web pages, mailers) describing the District's ALE offerings by content, structure, requirements, and location;

   (ii) Coordinating with the relevant administrator(s) at the Family Center(s) and in the District Office to distribute such materials to parents;

   (iii) Holding community meetings and informational sessions regarding ALEs in geographically diverse District locations, coordinated with the Family Center(s), Multicultural Student Services, and any other relevant District departments;

   (iv) Providing professional development to administrators and certificated staff to identify and encourage African American and Latino students, including ELL students, to enroll in ALEs; and

   (v) Ensuring that there is equitable access to ALEs, including by: (I) assessing the feasibility of testing all students at appropriate grade levels and using multiple measures for selection to GATE and UHS; (II) increasing access to academic preparation programs such as AVID; and (III) eliminating barriers to ALE enrollment, including, as appropriate, providing weighted grades for pre-AP and AP students, offering free or reduced AP exam fees for low income students, offering to waive other participation fees for any ALEs, integrating AAC sessions into summer academies, and creating structures for peer mentoring and pairing, and the provision of resources for ALEs.

e. The Plan shall include a complaint process to allow students and/or parent(s) to file complaints regarding practices that have the intent or effect of excluding students from enrollment, identification, admission, placement, or success in ALEs. The District shall disseminate information regarding this complaint process at all school sites, through the Family Center(s), at the District Office, and on the website.

---

[3] This USP date was changed by agreement among the Special Master, counsel for plaintiffs, and the District. This deadline was extended again by a December 2, 2013 Court order to January 29, 2014, pursuant to a revised timeline for completion of plans proposed by the Special Master. Due to ongoing efforts on development of this plan (as well as others), the District requested the Special Master and counsel for plaintiffs to extend this date to March 3, 2014. This request has not yet been granted or denied.

f. By January 1, 2014, the District shall implement the ALE Access and Recruitment Plan.[4]

3. Gifted and Talented Education ("GATE") Services

  a. In developing the ALE Access and Recruitment Plan, the ALE Coordinator shall use the results of the assessment and analyses required by Section (V)(A)(2)(b) to

   (i) Increase the number and percentage of African American and Latino students, including ELL students, receiving GATE services by improving screening procedures for GATE services and placement in GATE services to ensure that students are identified, tested, and provided with GATE services in a fair and nondiscriminatory manner that does not have an adverse impact on any student based on his/her race, ethnicity or English language proficiency;

   (ii) Increase the number and quality of GATE offerings, as appropriate, to provide equal access and equitable opportunities for all students, including assessing the feasibility of adding or expanding GATE dual language programs;

   (iii) Assess whether the implementation of GATE services at school sites (e.g., self-contained, pull-out, clustering, or resource-driven models) should be modified to increase access to GATE services and to avoid within-school segregation; and

   (iv) Require all GATE teachers to be gifted-endorsed or to be in the process of obtaining gifted endorsement.

4. Advanced Academic Courses ("AACs")

  a. In developing the ALE Access and Recruitment Plan, the ALE Coordinator or designee shall use the results of the assessments and analyses as required by Section (V)(A)(2)(b) to:

   (i) Increase the number and percentage of African American and Latino students, including ELL students, enrolled in AACs by improving identification, recruitment, and placement to ensure that students have access to AACs in a fair and nondiscriminatory manner;

   (ii) Increase the number of AAC offerings, as appropriate, to provide equal access and equitable opportunities for all students to participate in these courses, including expanding the number of AP courses offered at District high schools and the number of grades in which such courses are offered;

---

[4] This deadline to complete the Plan was extended by a December 2, 2013 Court order to January 29, 2014 pursuant to a revised timeline for completion of plans proposed by the Special Master. Due to ongoing efforts on development of this Plan (as well as others), the District requested the Special Master and counsel for plaintiffs to extend this date to March 3, 2014. This request has not yet been granted or denied.

(iii) Improve the quality of Pre-AP and AP courses by making these courses subject to audit by the College Board; and (iv) Provide professional development to train all AAC teachers using appropriate training and curricula, such as that provided by the College Board; and

(iv) Provide professional development to train all AAC teachers using appropriate training and curricula, such as that provided by the College Board.

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

a. By April 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.

b. The District shall administer the appropriate UHS admission test(s) for all 7th grade students. With a signed form from a parent, a student may opt out if they do not wish to compete for entrance to UHS. Before testing each year, the District shall send explanatory materials to 7th grade families to explain the purpose of the testing and requirements for enrolling at UHS. Such materials also shall be distributed through the Family Center(s) and made available on the District's website.

c. The District shall require all counselors in all middle schools to review UHS admissions requirements with all students in 6th and the beginning of 7th grade and provide all students with application materials so that students may be aware of and prepare for the required tests in the spring of 7th grade and application in 8th grade; and

d. In addition to the outreach required by the ALE Access and Recruitment Plan, the District shall: conduct specific UHS-related outreach to students and parents about the program's offerings; encourage school personnel, including counselors and teachers, through professional development, recognition, evaluation and other initiatives, to identify, recruit and encourage African American and Latino students, including ELL students, to apply; and provide assistance for African American and Latino students, including ELL students, to stay in and to be successful at UHS.

Appendix S, attached, is a chart correlating the location in this Plan, by page number, with the District's USP compliance responsibilities.

OVERVIEW

USP

On July 1, 2013, the District hired Martha Taylor to serve as the Director of Advanced Learning Experiences (ALE). Her responsibilities include direction and oversight of all District Advanced Learning Experience programs and/or sites including gifted and talented education programs, advanced academic courses, our International Baccalaureate magnet schools, and University High School. Her prior experience in this area includes 15 years working in Gifted Education as both a teacher and administrator and six months working in ALE programs for TUSD. *(See her curriculum vitae, Appendix D.)* The Unitary Status Plan (USP) directs the Director of Advanced Learning Experiences (ALE):

1) to review and assess the District's ALEs to determine what, if any, gaps in ALE access exist and what, if any, barriers there are for students at each school site to enroll in and successfully complete ALEs offered at each school site, and

2) to complete an Access and Recruitment Plan based on the findings of the initial review to assure equal access to ALEs by African American and Latino students, including ELL students, and to support their improved academic achievement in ALEs.

The USP identifies the three ALEs in TUSD:

1) the Gifted and Talented Education Program (GATE),

2) Advanced Academic Courses (AAC), and

3) University High School (UHS).

AACs are identified as Pre-Advanced Placement (referred to herein as "Honors" at the high school level, "Advanced" at the middle school level), and any middle school course offered for high school credit; Advanced Placement (AP) courses; Dual-Credit courses (courses offered for high school and college credit simultaneously); and International Baccalaureate (IB) courses.

ALE Review and Assessment
The ALE Review and Assessment was researched and written during the months of July through September of 2013 by Taylor and the ALE committee (completed by October 1, 2013), and was utilized as a basis for this Plan. To gather needed information, the District used several methods: 1) the District interviewed all high school, middle school, and K-8 principals regarding any perceived gaps and barriers at their schools; 2) the District interviewed all elementary school principals through email regarding any perceived gaps and barriers at their schools; and 3) the District collected data and analyzed existing District programs with the assistance of TUSD's

Desegregation Department. The recommendations discussed in detail in Section I below then were made based on information obtained and interpreted.

Specific data collected and analyzed included ALE enrollment disaggregated by school, ethnicity and level (elementary, K-8, middle School and high school).[5] In addition, for each elementary school, data was collected on that elementary school's participation in the following ALE programs: GATE, Pre-AP, HS Credit, AVID/IB/GATE cluster and total ALE programs. For each middle school, data was collected on that middle school's participation in the following ALE programs: GATE, Pre-AP, HS Credit and total ALE programs. For each high school, data was collected on that high school's participation in the following ALE programs: AP, GATE, Honors, Advanced, Dual-Credit, Dual-Language and total ALE programs.

ALE Access and Recruitment Plan
From July through December of 2013, the ALE committee and subcommittees met frequently to review data, analyze current District practices, and plan for more effective District practices in order to best provide access to and support in the District's ALEs for African American and Latino students, including ELL students. The subcommittee members were a combination of teachers, administrators, counselors, parents (UHS), and central office staff. *(See Appendix A)* The subcommittees included: Parent Complaint Process, Best Practices, Professional Development, GATE, Advanced Placement/Pre-AP, University High School (UHS), Dual Language, AVID, Algebra 1, and Recruitment. The Best Practices committee consulted with twelve experts through phone (11) and email (1) interviews. *(See Section VII, below)*

Based on this research and analysis, additional recommendations were made after October 1, 2013 that are in this Plan but were not in the initial ALE Review and Assessment. Recommendations then were presented to 1) the ALE Committee and Subcommittees under the leadership of ALE Director Martha Taylor; 2) the Curriculum and Instruction Committee under the leadership of Assistant Superintendent Steve Holmes; and 3) the Business Leadership Team (BLT) and the Instructional Leadership Team (ILT) under the leadership of Deputy Superintendents Dr. Adrian Vega and Mr. Yousef Awaad. The recommendations in the plan are thus based on professional experience and judgment of school site administrators and staff, committee and subcommittee members, central District administrators, and the advice and guidance on best practices offered by the experts who were consulted.

Criteria
The USP identifies three broad areas that should be addressed in this plan, informing the plan's structure to address these three charges:

"the ALE Coordinator shall develop the ALE Access and Recruitment Plan, which shall include

---

[5] Data was not disaggregated by grade level. Disaggregation reporting is not used where it would provide no meaningful information. The meaningfulness of disaggregation reporting depends on the number of data points ("N-size") present in each disaggregated subgroup, or "cell." Because disaggregating by grade level creates a very large report with a very small N-size (number of students in each disaggregation or cell), disaggregation based upon grade level would provide only meaningless data results.

- *strategies to identify and encourage African American and Latino students, including ELL students, to enroll in ALEs;*
- *to increase the number of African American and Latino students, including ELL students, enrolling in ALEs;*
- *and to support African American and Latino students, including ELL students, in successfully completing ALEs."* [V.A.2.c.][emphasis added][6]

The USP also requires that "practices in the District" [V.A.2.c.] be noted, and that requirement is also part of this plan's structure, as noted in the "Current Practices" sections. Numerous other specific requirements for the individual ALEs also are required and these USP requirements are noted in this plan.

Implementation
The process for implementation of some of these recommendations began in the current school year (SY) of 2013-14; the remaining recommendations will be implemented over the next three year and evaluated yearly in an annual review. In addition, the ALE Department will continue to research best practices, seek resources, provide training, and recommend remedies to any current or newly identified barriers to full access to ALEs for African American and Latino students, including ELL students, and to support the improved academic achievement of these students.

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 the prior "dual" or segregated system to the extent practicable.
Parties and Special Master	The USP stems from a federal school desegregation court case called *Fisher-Mendoza v. TUSD*. 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 ALEs as the GATE Program, Advanced Academic Courses (AP, Pre-AP, Dual-Credit, International Baccalaureate program [IB]), and University High School (UHS). The TUSD School Board added its Dual-Language program as an additional ALE. 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.
Advanced Placement (AP)	AP classes are those that follow the proscribed AP curriculum from the College Board and are usually taught by a teacher who has had AP training. Students who take an AP class have the option of taking an end-of-year AP exam. If a student earns a three, four or five on this exam, most colleges and universities

---

[6] References to other parts of the Plan are in parenthesis "( )".   References to the USP are in brackets "[ ]".

	will award college credit for that course. Per the College Board recommendation, all AP classes should be open to all students with no entrance requirements.
Advanced Academic Courses (AAC)	AACs are courses labeled Pre-AP (Advanced, Honors), Advanced Placement (AP), dual-credit, middle school courses for high school credit, and International Baccalaureate (IB) courses. They offer an enriched and/or accelerated academic curriculum.
Advancement Through Individual Determination (AVID)	AVID is an international program that is highly effective in providing academic support for underrepresented students with a college-preparatory focus.
Dual-Credit	Dual-Credit courses are those that offer students both high school and college credit when they successfully complete all requirements and are taught by a college-level instructor. The District's current partner institutions are Pima Community College and the University of Arizona.
Dual-Language	Students in this program develop the ability to speak, read, and write in English and Spanish. Instruction in core curriculum is provided by a bilingual education endorsed teacher, and all subjects are taught in English and in Spanish. The instruction includes: English Language Development (ELD) instruction for English Language Learners (ELLs); and Spanish as a Second Language (SSL) for English speakers. This program is offered at several elementary and K-8 schools as well as Pueblo High School. The self-contained GATE program includes a dual language component.
Gifted and Talented Education (GATE)	GATE classes are those being taught by a GATE endorsed teacher. They provide enrolled students with an enriched and accelerated academic curriculum and are taught using gifted strategies. The District offered five different types of GATE services, including a dual-language self-contained strand.
International Baccalaureate Programme (IB)	The IB is comprised of three separate programs in TUSD: the Primary Years Programme (PYP) at Robison ES and Safford K-8; the Middle Years Programme (MYP) currently at Safford K-8 and projected for Cholla HMS; and the Diploma Programme (DP) at Cholla HMS. Students who participate in the International Baccalaureate Diploma Program (IBDP) in their junior and senior years can earn the IB Diploma and university credits. Freshman and sophomore students at Cholla can take IB Prep courses to prepare them for the Diploma Programme.
Multi-Cultural Curriculum	Multi-Cultural Curriculum refers to District courses which integrate racially and ethnically diverse perspectives and experiences. The multicultural curriculum shall provide students with a range of opportunities to conduct research and improve critical thinking and learning skills, create a positive and inclusive

	climate in classes and schools that builds respect and understanding among students from different racial and ethnic backgrounds, and promote and develop a sense of civic responsibility among all students.
University High School (UHS)	UHS is an "exam school" in that students must apply and take an admissions exam in order to be considered for placement. The school offers a rigorous academic curriculum along with many support programs so students can successfully complete its course of study. UHS is a highly-ranked college-preparatory high school and is proud that virtually all of its students successfully graduate and are accepted at a four-year college or university.

EXECUTIVE SUMMARY

This Plan includes the following preliminary sections: USP Language; Overview; Definitions; and Executive Summary. The Plan includes the following main sections: (I) Findings and Recommendations of the ALE Review and Assessment; (II) Annual Goals and Progress Monitoring; (III) Student Identification and Recruitment; (IV) Increase Student Enrollment; (V) Student Support Strategies for Successful ALE Completion; (VI) Professional Development; and (VII) Best Practices: Consultation With Experts. Sections III, IV, and V, which address the three required areas outlined by the USP, each contain three subsections representing the District's three ALEs (GATE, AACs, UHS), and include both Current Practices and Recommendations for Change for each ALE. All Current Practices will be evaluated as to effectiveness and those identified as Best Practices will be implemented, as applicable, on a district-wide basis, over a three-year period.

Additionally, Section III includes information on Accessible Materials, and Section V includes information on Parent Outreach and a Parent Complaint Process.

Table of Contents

I.   **FINDINGS AND RECOMMENDATIONS OF THE ALE REVIEW AND ASSESSMENT**

"[T]he ALE Coordinator shall complete an <u>assessment of existing ALE programs, resources, and practices</u> in the District and by school site, which shall include strategies to identify and encourage African American and Latino students, including ELL students, to enroll in ALEs; to increase the number of African American and Latino students, including ELL students, enrolling in ALEs; and to support African American and Latino students, including ELL students, in successfully completing ALEs. …". [V.A.2.b.][emphasis added]

The following findings and recommendations were completed by October 1, 2013, as part of the ALE Review and Assessment. These recommendations are contained in the main body of this plan, along with other additional recommendations.

A. To increase ALE opportunities at District elementary and middle schools:
   1. Increase AACs offered in middle schools that currently have few or none with particular attention paid to K-8 schools.
   2. Implement Algebra 1 for high school credit at all District middle and K-8 schools.
   3. Review testing and admission procedures for 1-5 GATE services.

B. To increase the number of AP, AACs and dual-credit courses offered at District high schools:
   1. Reduce the disparity in number of AP courses offered at the high school level.
   2. Create and implement AP Support Program at District high schools for AP recruitment and support of African American and Latino students, including ELL students, who enroll in these classes. This plan would include positive support structures, including an AP Coordinator, for these students to successfully enroll in and complete these classes.

C. To increase funding formulas for GATE FTEs:
   1. Increase GATE funding for K-8 schools.

D. To increase AAC participation:
   1. Eliminate entrance requirements for any Pre-AP/AP class at either the middle or high school level, although district-wide recommendations can be used.

E. To improve teacher training and preparation:
   1. Provide District-wide professional development on relevant topics including teaching strategies for AACs; content area expertise; recognizing and eliminating unconscious teacher bias; recognizing and eliminating classroom culture of low expectations and the resultant lack of rigor; identification of highly capable students; culturally responsive teaching practices; teaching strategies that are inclusive of the African American and Latino experience; College Board test preparation and use of data to support student achievement of African American and Latino students.

F. To support student academic preparation:
1. Increase number of teachers highly-qualified to teach math (Algebra 1) by providing incentives for earning highly-qualified math endorsement.
2. Increase number of GATE endorsed teachers by providing free summer training.
3. Enforce certification requirements for all teachers in self-contained gifted programs, including Gifted Dual Language program.
4. Expand the AVID program and hire an AVID Coordinator to assist the ALE Director in this expansion.
5. Work with Transportation to provide: transportation to schools with AAC options that students request; after-school activity busses for schools that provide enrichment and/or support classes for students who enroll in AACs.

G. Parent outreach and Education:
1. Provide parent outreach and education through partnerships with school and community organizations to inform parents of the benefits of ALEs and to encourage their support of students' participation.

II. ANNUAL GOALS AND PROGRESS MONITORING

The ALE Coordinator shall have responsibility for: … developing annual goals, in collaboration with relevant staff, for progress to be made in improving access for African American and Latino students, including ELL students, to all ALE programs. These goals shall be shared with the Plaintiffs and the Special Master and shall be used by the District to evaluate effectiveness. [V.A.2.a][emphasis added]

In creating annual goals for progress monitoring, the District has used the "20% Rule", which was presented by Donna Ford, Ph.D. of Vanderbilt University to the United States District Court For The Northern District Of Illinois Eastern Division in *Mcfadden v. Board of Education for Illinois School District U-16*. Dr. Ford further explains the rule and how it should be used in districts working to eliminate discrimination in her book, *Recruiting and Retaining Culturally Different Students in Gifted Education* (2013).

In that book, Dr. Ford offers a relatively simple rule for identifying discrimination in the data. According to her, discrimination may be occurring if any subgroup has a participation rate in something deemed desirable (like ALEs) that is 20% less than their enrollment rate in the district. For example, if Black students are 10% of a school district, then they should be at least 8% of ALEs; if Hispanic students are 40% of a school district, then they should be at least 32% of ALEs). Thus, goals in this plan will be designed to increase all minority subgroups to a <20% threshold within five years, using SY 2012-13 as the baseline year for both White and minority subgroups.

A. GATE

The District's goal is to increase the number of students receiving GATE services for all five GATE areas combined (Primary Push-In, Intermediate Pull-Out, Clustering, Resource, and Self-Contained). Specifically, the District's goal is to increase participation rates for African-American students by 0.19 percent each year and Latino students by 0.29 percent a year. These goals will be evaluated and adjusted annually based on the SY 2013-14 data.

Gifted And Talented Education (GATE)						
Year	White	African American	Hispanic	Native American	Asian Pacific American	Multi Racial
Yearly Increase Goal*		+0.19%	+0.29%			
2012-13 Enrollment	23.8%	5.8%	61.8%	3.9%	2.4%	2.8%
DFGoal (2017-18)	**	4.64%	49.44%	**	**	**
2012-13	38.0%	3.7%	48.0%	2.2%	3.1%	5.0%
2013-14		3.89%	48.29%			
2014-15		4.03%	48.58%			
2015-16		4.21%	48.86%			
2016-17		4.43%	49.15%			
2017-18		4.64%	49.44%			

*Based on trying to reduce disparity of minority to white representation to less than 20%
**Not computed for these subgroups for this year

B. AAC

The District's goal is to increase the number of students enrolled in AACs. Specifically, the goal is to increase participation rates for African-American students by .09 percent each year. This goal will be evaluated and adjusted annually based on the SY 2013-14 data.

Advanced Academic Courses (AAC)						
Year	White	African American	Hispanic	Native American	Asian Pacific American	Multi Racial
Yearly Increase Goal*		+.09%	**			
2012-13 6-12 Enrollment	25.2%	6.2%	59.6%	3.7%	2.8%	2.4%
DF Goal (2017-18)	**	4.96%	47.68%	**	**	**
2012-13	30.5%	4.5%	56.2%	2.6%	3.7%	2.5%
2013-14	**	4.59%	**	**	**	**
2014-15	**	4.68%	**	**	**	**

2015-16	**	4.78%	**	**	**	**
2016-17	**	4.87%	**	**	**	**
2017-18	**	4.96%	56.2%	**	**	**

*Based on trying to reduce disparity of minority to white representation to less than 20%
**Not computed for these subgroups for this year

C. UHS

1. Notice that Dr. Ford's formula is not used for UHS, because UHS percentages reported are not percentages of the District enrollment. .UHS enrollment is a combination of students meeting the requirements from both within the district and within Pima County as a whole. Because a large number of UHS students are not drawn from District enrollment, using a model based on a growth model tied to District enrollment would not be statistically valid. Accordingly, the TUSD goal is to increase UHS enrollment for African-American students by one percentage point each year, and Latino students by two percentage points each year. These goals will be evaluated and adjusted annually based on the SY 2013-14 data.

2. To allow for statistically comparable data sets, the table below uses the District high school enrollment percentages. Given this data, UHS will meet the current TUSD enrollment percentage for African-American students in three years. UHS will be within 1.5% of meeting the USP definition of an integrated school for Hispanic students within four years.

UHS		
Year	African American	Hispanic
Yearly Increase Goal*	+1%	+2%
2012-13 TUSD 9th-12 grade Enrollment	7.7%	54.7%
UHS: 2012-13	3%	30.9%
UHS Goal: 2013-14	4%	32.9%
UHS Goal: 2014-15	5%	34.9%
UHS Goal: 2015-16	6%	36.9%
UHS Goal: 2016-17	7%	38.9%

III.   STUDENT IDENTIFICATION AND RECRUITMENT
Strategies to <u>identify</u> and <u>encourage</u> African American and Latino students, including ELL students, to <u>enroll</u> in ALEs. [V.A.2.c.][emphasis added]

A. GATE

1. Current GATE Services and Assessments: Five types of GATE services are currently offered in TUSD, each with its own method of student assessment. *(See Appendix B.)*

a. Current TUSD GATE Services
1) GATE Self-Contained: This service currently is offered at five elementary schools and three middle schools in first through eighth grades. It provides instruction in all core academic subjects from a GATE endorsed teacher; all students are placed in this program based on assessment scores.
2) GATE Self-Contained Dual-Language: This service currently is offered at Hollinger K-8 in first through fifth grades, and at Pistor Middle School in sixth through eighth grades. Instruction is provided in both English and Spanish with the ultimate of goal of student fluency in both languages. The program at Hollinger is open to all students in TUSD regardless of feeder pattern; the Pistor program is offered to those students who are in the Pistor GATE feeder pattern.
3) GATE Itinerant Pull-Out: These pull-out services are offered at all elementary and K-8 schools for first through fifth grades. Identified students are "pulled" from their regular class and meet with other identified students and a GATE endorsed teacher to receive weekly services in sessions that range from 45 to 60 minutes.
4) GATE Resource: These services, for students in sixth through twelfth grades, provide a GATE class that can be either a core content area class or an enrichment class. At the high school level, most schools offer a Freshman Humanities course and a few high schools offer a GATE course at Sophomore through Senior levels. The majority of students in these classes, at both the middle and high school level, are placed based upon a combination of grades, AIMS, benchmarks scores and teacher recommendations, rather than test scores.
5) GATE Cluster Program: This program was established in 2011-2012 SY and is currently offered at twelve elementary and two K-8 schools for students in first through fifth grades. The model requires a GATE-endorsed teacher at each grade level and the students in each class are a mixture of traditional education students and GATE-Identified students. The GATE students also receive pull-out GATE services of up to three hours per week.

b. Current TUSD GATE Assessments
1) Otis Lennon School Ability Test (OLSAT): This assessment is used with kindergarten students for first grade placement.
2) Cognitive Abilities Test (CogAT): This assessment is used with students in first through eighth grades.
3) Raven: This non-verbal assessment is used with students in first through seventh grades.

2.   Current GATE Identification and Recruitment Strategies

    a.   In the 2013-14 SY, the following recruitment strategies were implemented (all
        printed and web materials are available in English and Spanish):
        1)   The GATE office sent a postcard to all students in TUSD (except those
            already enrolled in a GATE program) inviting them to take the test for GATE
            placement. *(See Appendix C.)*
        2)   The GATE office met and collaborated with all Learning Support
            Coordinators (LSC) to enlist their help with recruitment at sites.
        3)   LSCs and GATE itinerant teachers provided support for site recruitment
            efforts.
        4)   The GATE office met with LSCs regarding recruitment information and
            dissemination.
        5)   Posters with information about GATE testing were sent to all schools and
            posted on District web sites.
        6)   The GATE Coordinator sent informational e-mails to principals regarding
            recruitment for GATE testing.
        7)   African American Student Services (AASS) and Mexican American Student
            Services (MASS) contacted parents of students eligible to participate in
            GATE programs to encourage enrollment.

3.   Recommendations for GATE Identification (over three school years)
    Increase the number and percentage of African American and Latino students,
    including ELL students, receiving GATE services by <u>improving screening</u>
    <u>procedures</u> for GATE services <u>and placement</u> in GATE services to ensure that
    students are identified, tested, and provided with GATE services in a fair and
    nondiscriminatory manner that does not have an adverse impact on any student
    based on his/her race, ethnicity or English language proficiency.
    [V.A.3.a.i.][emphasis added]

    a.   Modify Assessments Used
        1)   Eliminate use of the OLSAT.
        2)   Require the CogAT 7 as the only acceptable version of the CogAT.
        3)   Designate, after further study, a new non-verbal assessment, other than the
            RAVEN, to potentially identify more African American and Latino students,
            including ELL students.
        4)   Self-Contained and Itinerant Pull-Out Services.

- Study and possibly implement use of multiple measures, including the use of nontraditional student qualifying criteria and/or non-cognitive measures, in addition to verbal and non-verbal cognitive assessments.

5) Self-Contained Dual-Language
- Conduct a pilot with ELL students of Spanish language tests for giftedness including: Hispanic Bilingual Gifted Screening Instrument – (HBGSI), CogAt 7-Spanish, and/or the Differentiated Observation Scale (DOS).
- Select and implement the most effective gifted assessments for Spanish-speaking ELL students

4. Recommendations for GATE Recruitment (over three school years)

a. Continue use of GATE postcard sent to all TUSD students (except those already enrolled in a self-contained GATE program) inviting recipients to take the GATE placement assessments.

b. Designate a contact person for all GATE recruitment information.

c. Implement a series of workshops for designated staff on GATE identification, recruitment, placement and retention.

d. Request that schools duplicate the information flyer on GATE testing for each child at the school and send it home with students (as a second tier effort beyond the postcard).

e. Request that principals include recruitment information from the GATE office in their newsletters home.

B. AAC (Pre-AP, AP, Dual-Credit, IB)

1. Current AAC Identification and Recruitment Strategies

a. AAC
1) Different identification policies for recruitment and enrollment/placement are in effect at District middle and high schools for AACs. Some schools use identification methods including course grades, state-standardized scores, benchmark testing, and teacher recommendations. Other schools allow student or parent choice for placement.
2) A mailing is sent to all TUSD eighth grade students with full information about the District's various ALEs.

    3) Schools hold elective fairs at their sites to promote and recruit students for various courses, including AACs.

    4) Individual teachers promote their own individual AACs through classroom visits and promotional activities.

b. Pre-AP

    1) These courses are currently offered at the middle and high school level under the designations of Honors, Advanced, Accelerated, and Pre-AP.

    2) Students are placed in these classes based on a combination of benchmark tests, AIMS, grades, and teacher recommendation as determined by each site.

c. Advanced Placement (AP)

    1) Counselors sometimes use AP Potential List to identify possible enrollees for AP courses.

    2) Counselors sometimes use Student Interest Inventories (e.g. ACT Potential, True Colors, ECAP) to determine student interest and aptitude for appropriate course sequencing.

d. International Baccalaureate

    1) At Cholla High School the IB program is open to any interested student.

    2) At Cholla High School all incoming 8th grade students identified by the District as having ALE potential were placed in IB courses.

    3) At Robison K-5 and Safford K-8, all enrolled students are part of the IB program and follow its curriculum. In addition, at Safford K-8 there is an Advanced track within the 6-8 IB curriculum. At Cholla High Magnet, IB classes are open to any interested students. All three schools actively recruit for their school magnet programs.

    4) IB on-site visits are conducted at middle and K-8 schools to inform all students about the IB option in the District. In addition, community events and parent nights are conducted throughout the District. *(See Appendix F.)*

    5) All entering Cholla freshmen students are given information about the IB Program during the school's June Freshman Academy.

e. Dual Credit

    1) Dual Credit courses are open to any student who fulfills the entrance requirements of the institute offering the college credit. However, dual credit courses are not offered at every District high school, and recruitment efforts at District schools vary by site.

2. Recommendations for AAC Identification and Recruitment (over three school years)
   Increase the number and percentage of African American and Latino students, including ELL students, enrolled in AACs by <u>improving identification, recruitment, and placement to ensure that students have access to AACs in a fair and nondiscriminatory manner;</u> [V.A.4.a.i.][emphasis added]

   a. AAC - General recommendations for all AACs
      1) Provide professional development for designated staff regarding identification of students for AACs including issues of equity, cultural relevance, and the value of AACs for all students.
      2) Discuss the open access philosophy with current and prospective AAC teachers. Ensure that all AAC teachers in these courses support this policy and support success for all students. Consider adapting the teacher agreement from Advanced Kentucky to use with administrators and AAC teachers. *(See Appendix G.)*
      3) Distribute new AAC recruitment flyers created for interested students and parents, specifically targeting African American and Latino students, including ELL students. *(See Appendix H.)*

   b. Pre-Advanced Placement (Pre-AP)
      1) Require middle and high schools to promote TUSD's commitment to open access for Advanced and Honors courses through school assemblies, registration fairs, and/or classroom visits.
   2) Distribute new AAC recruitment flyers created for interested students and parents. *(See Appendix H.)*
   3) c. Advanced Placement (AP)
      1) Require high schools to promote the College Board and TUSD commitment to open access for AP courses through school assemblies, registration fairs, and/or classroom visits.
      2) Distribute new AP recruitment flyers created for interested students and parents. *(See Appendix I.)*

   c. International Baccalaureate (IB)
      1) Increase IB education efforts at the school, District and community level regarding the continuum of IB programs available in TUSD and its open access policy for all students.
      2) Increase IB education and outreach efforts at Cholla High School by increased information sessions at registration and through classroom visits.

3) Increase effectiveness of IB partnerships with the District's Departments of Equity, Culturally Relevant Pedagogy and Instruction and Multicultural Curriculum.

4) Distribute new IB recruitment flyers created for interested students and parents. *(See Appendix J.)*

d. Dual Credit
1) Require all District high schools to actively advertise and recruit students for Dual-Credit courses.

C. University High School (UHS)

1. Current UHS Identification and Recruitment Strategies

   a. UHS Identification
   1) The identification of students is addressed in the UHS Admissions Plan. *(See Appendices T-V)*

   b. UHS Recruitment
   1) Student-Parent Informational meetings are held throughout the District. *(See Appendix K.)*
   2) An eighth grade mailing is sent to all TUSD families about the District's ALEs with inserts of specific UHS admissions information.
   3) Annual visits to various TUSD middle schools are conducted by the school's LSC to educate students about the admission process and requirements with a focus on sixth and seventh grade students.
   4) Site visits are conducted by the school's LSC to all TUSD middle schools and various non-TUSD schools.
   5) Information session and training on admissions is held at LSC/Counselor Breakfast and all middle schools counselors and LSCs are invited to attend.
   6) An annual Multicultural Breakfast is held; Multicultural Student Services and the UHS LSC provide information about the District support services and increasingly diverse community at UHS.
   7) Campus tours for potential students and parents are provided.
   8) A Freshman Orientation Night is held for all students qualified and invited to attend UHS in order to expose students to the school and its offerings and to recruit students who have not yet accepted the invitation for admission.
   9) Recruitment follow-up with qualified candidates through personal contact is conducted with targeted efforts for African American and Latino students who have qualified and not accepted admission.

2. Recommended Additional UHS Identification and Recruitment Strategies (over three school years)
The District shall: conduct specific UHS-related outreach to students and parents about the program's offerings; encourage school personnel, including counselors and teachers, through professional development, recognition, evaluation and other initiatives, to <u>*identify, recruit and encourage*</u> *African American and Latino students, including ELL students, to apply;* [V.A.5.d.][emphasis added]

   a. Identification
      1) Test every seventh grader in TUSD, beginning in the Spring of 2014, on the CogAT 7 to identify students with potential for UHS admission.
      2) Conduct specific outreach in eighth grade to those students identified through the seventh grade CogAT testing. This outreach shall include sending explanatory materials before testing each year to seventh grade families to explain the purpose of the testing and requirements for enrolling at UHS. Such materials also shall be distributed through the Family Center(s) and made available on the District's website
      3) Require counselors in all middle schools to review UHS admissions requirements with all students in sixth and the beginning of seventh grade and provide all students with application materials so that students may be aware of and prepare for the required tests in the spring of seventh grade and application in eighth grade.

   b. Recruitment
      1) Require all designated staff to attend the annual information session and training on Admissions at the UHS Information Breakfast and the annual Multicultural Breakfast.
      2) Target outreach to African American and Latino students, including ELL students, through interest-based mentorship programs with community professionals.
      3) Write Parent Handbook for middle school families to provide strategies to support student enrollment in ALEs, including UHS.
      4) Hold workshops or present at district monthly meetings about the UHS admissions and identification process.

D. Accessible Materials for Recruitment into ALEs

1. Current Accessible Materials for ALEs - created in 2013-20154 SY
   a. ALE brochure in English and Spanish describing all the TUSD options and distributing District-wide. *(See Appendix L.)*

b. ALE flyers for students encouraging them to take ALEs (AP, AAC, IB). *(See Appendices H, I ,J.)*

c. ALE flyer for parents explaining their role in supporting their students who are interested in enrolling in ALEs. *(See Appendix M.)*

d. Updated District ALE website

e. Updated High School Course Catalog

2. Recommendations for Accessible Materials for ALEs (over three school years) *Developing <u>accessible materials</u> (e.g., informational booklets and DVDs, web pages, mailers) describing the District's ALE offerings by content, structure, requirements, and location;* [V.A.2.d.i.][emphasis added]

<u>Coordinating</u> with the relevant administrator(s) at the Family Center(s) and in the District Office <u>to distribute</u> such materials to parents; [V.A.2.d.ii.][emphasis added]

a. Create ALE Policy Manual outlining policies for student participation and retention in TUSD's ALEs.

b. Coordinate with School Community Services, African American Student Services, Mexican American Student Services, and Language Acquisition Department to distribute newly-created materials and to include information about District ALEs in their outreach efforts.

IV. <u>INCREASE STUDENT ENROLLMENT</u>

Strategies to . . . <u>increase the number</u> of African American and Latino students, including ELL students, enrolling in ALEs. [V.A.2.c.][emphasis added]

A. GATE

1. Current Strategies to Increase Enrollment
   a. GATE recruitment mailing sent to all TUSD students giving information about TUSD GATE programs and encouraging all students to take the GATE assessment.

   b. Individual recruitment information sent to identified students from African American Students Services (AASS) and Mexican American Student Services (MASS).

    c. Personal outreach to identified students made by African American Students Services (AASS) and Mexican American Student Services (MASS).

    d. School-wide and personal outreach at school sites encouraging enrollment in AACs.

    e. Use of non-verbal assessment (RAVEN)

2. Recommendations to increase the number and availability of GATE services (over three school years)
Increase the number and quality of GATE offerings, as appropriate, to provide equal access and equitable opportunities for all students, including assessing the feasibility of adding or expanding GATE dual language programs; [V.A.3.a.ii.]   *Assess whether the <u>implementation of GATE services</u> at school sites (e.g., self-contained, pull-out, clustering, or resource-driven models) should be <u>modified</u> to increase access to GATE services and to avoid within-school segregation;* [V.A.3.a. iii.]

    a. Provide itinerant GATE services for sixth through eighth grade students in K-8 schools.

    b. Offer at all high schools one freshman and one sophomore-level GATE course.

    c. Study for possible implementation: Kindergarten Push-In Itinerant Services:
        1) Expand GATE services to include all kindergarten students.
        2) Provide thirty minute weekly lesson from a gifted endorsed teacher stressing critical thinking, creative thinking, and problem-solving skills.

    d. Study for possible implementation: Primary Push-In Itinerant Services:
        1) Provide services to all students in first grade except those in self-contained GATE.
        2) Provide forty-five minute weekly lesson from a gifted endorsed teacher stressing critical thinking, creative thinking, and problem-solving skills.

    e. GATE Resource (sixth through eighth grades)
        1) Provide an enrichment GATE class at every middle and K-8 school. *(See Appendix E.)*
        2) Provide a gifted endorsed teacher who will implement a curriculum based on critical thinking, creative thinking, and problem-solving skills.
        3) Utilize placement criteria based on grades, AIMS, benchmark testing, teacher recommendation, and/or GATE testing scores.

    f. GATE Dual-Language

      1) Increase number of students at the Hollinger K-8 GATE Dual-Language Program by implementing the following:

- Change assessments and qualifying criteria for Spanish-Speaking ELL students.
- Create and implement effective marketing strategies at the school and District level by doing the following: a) school communicates and collaborates with designated staff to disseminate flyers and brochures with information about the Dual-Language GATE program; and b) the District revises GATE placement letter to include information about dual-language program options.
- Use Pueblo Warrior Radio for a Public Service Announcement regarding dual-language GATE program.
- Discuss with Transportation the possibility of implementation of an Express bus to decrease student travel time to dual-language schools.

      2) Open the Pistor Dual-Language GATE program to students from across the District, regardless of the GATE feeder pattern. Any student requesting this placement must meet the minimum requirements for the District's Two Way Dual Language Entrance Criteria (TWDL).

3.   Recommendations to increase the quality of GATE services (over three school years)

    a. Require that all teachers assigned to a GATE classroom have a gifted endorsement (provisional or permanent).

    b. Provide thirty hours of professional development in gifted strategies through a free GATE Summer Institute for teachers annually.

    c. Provide professional development for GATE itinerant teachers on embedding critical thinking, creative thinking and problem-solving skills in their curriculum.

      1) Collaborate with the Multi-Cultural Department to incorporate culturally sensitive materials and strategies into the GATE itinerant curriculum.

      2) Write gifted curriculum and lessons based on Arizona Standards for College and Career Readiness kindergarten standards.

    d. Provide professional development on strategies outlined in *Infusing the Teaching of Critical and Creative Thinking into Content instruction; A Lesson Design*

Handbook for Elementary Grades. Review for effectiveness and implement modifications as necessary.

e. Provide professional development on culturally relevant teaching practices and multi-cultural education (see Section XII in this plan).

f. Provide support and time for horizontal and vertical articulation among GATE teachers across the District, particularly at transition grade-levels (fifth to sixth and eighth to ninth grades).

g. Update the GATE Teacher Handbook to provide accurate and timely information to GATE teachers.

h. Provide financial assistance, through the Language Acquisition Department based on budget availability, to teachers willing to complete GATE and Bilingual endorsements.

B. AAC (Pre-AP, AP, Dual-Credit, IB)

1. Current AACs
    a. High schools and middle schools increase or reduce their number of AACs based on student interest and enrollment.

    b. Schools attempt to increase AACs by hiring procedures that identify highly-qualified teachers in the areas needed for course expansion.

    c. Over the last three years, the number of sections of IB courses has increased and thus the number of seats available.

    d. All middles schools (6-8) offer Algebra 1 for high school credit. However, only three of fourteen of the District's K-8 schools offer this course, which is a gateway course into AACs in high school and which also affects college enrollment and completion.

2. Recommendations to Increase AAC Offerings (over three school years)
    Increase the number of AAC offerings, as appropriate, to provide equal access and equitable opportunities for all students to participate in these courses, including expanding the number of AP courses offered at District high schools and the number of grades in which such courses are offered; [V.A.4.a.ii.][emphasis added]

a. AAC - General recommendations for all AACs
1) Open all AAC classes to any interested student at both the middle and high school levels. Teachers/administrators may utilize AAC Student Guidelines to discuss placement with an interested student or parent.
2) Work to equalize access to technology at District middle and high schools.
3) Increase number of teachers highly-qualified to teach math by providing incentives for earning highly-qualified math endorsement.
4) Increase effectiveness of partnerships with the District's Departments of Equity, Culturally Relevant Pedagogy and Instruction and Multicultural Curriculum.

b. Pre-AP (Advanced, Honors)
1) Eliminate in the District High School Course Catalog all Honors course prerequisites unless it is a content requirement (Algebra 1 before Honors Algebra 2).
2) Offer an "Advanced" class in language arts and math in sixth through eighth grades.

c. Algebra 1
1) Provide an Algebra 1 class for all qualified eighth grade students.
2) Work with the University of Arizona to recruit and retain mathematics teachers through collaboration with its SAINT program (Southern AZ Inducting New Teachers (SAINT), a program that recruits college graduates and mid-career professionals to teach in high-needs schools.

d. Advanced Placement (AP)
1) Expand the number of AP courses offered at the high school level, focusing on AP courses that are high-interest for African American and Latino students, including ELL students.   Initially, all high schools will offer Spanish Lang & Culture, World History, English Language (first course), and Biology. Subsequently, all high schools will also offer Spanish Literature, English Literature (second course), Psychology, Human Geography, U.S. History and Studio Art.
2) Eliminate in the District High School Course Catalog all AP course prerequisites unless it is a content requirement (Calculus AB prior to Calculus BC).
3) Provide professional development to designated staff to consistently and more effectively use the AP Potential list for student recruitment.

e. Dual Credit

1) Work towards all high schools being able to offer at least one dual-credit course in a core academic area.

3. Recommendations to increase the quality of instruction in AAC classes (over three school years)

   a. Provide a free Summer Institute for teachers assigned to teach an English/Language Arts or math Advanced or Honors class at the middle school or high school level in order to provide training and strategies for teaching an accelerated curriculum, including issues related to culturally relevant and/or multi-cultural curriculum.

   b. Require all teachers to attend a College Board approved AP training (e.g. Summer Institute) in the AP course being taught within three years of teaching the class.

   c. Work towards implementing the IB Middle Years Program (MYP) for ninth and tenth grades at Cholla High School.

   d. Explore the possibility of writing curriculum or incorporating elements of the Culturally Relevant Curriculum and/or the Multi-Cultural Curriculum into IB, Honors, and/or Advanced courses.

C. University High School (UHS)

The admission of students is also addressed in the UHS Admissions Plan. *(See Appendix T for the UHS Admissions Plan developed by the District, see Appendix U for development of the District's UHS Admissions Plan.)* The District's UHS Admissions plan is not currently in effect. The Special Master did not approve the District's UHS Admissions Plan and proposed his own alternative plan for UHS admissions. A final determination of whether the District's plan or the Special Master's plan will be implemented is the subject a pending appeal filed by the District defending the District's UHS Admissions Plan. There is a Court-ordered interim UHS Admissions Plan in effect pending the outcome of the appeal that is applicable to the 2014-2015 school year. *(See Appendix V.)*

1. Current UHS Enrollment

   a. Pilot non-cognitive short-answer questions as part of the admissions process for the 2014-2015 freshman class.

2. Recommendations for Future UHS Enrollment (over three school years)

   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. [V.A.5.a.][emphasis added]

a. Pilot a motivation assessment with current 8th graders in the spring of 2014 for possible implementation in admissions for the 2015-16 SY.

b. Analyze results of short-answer essay question process piloted in January of 2014. Continue use of these questions if it is determined that the process was successful in identifying more qualified African American and Latino students, including ELL students, for UHS admission.

c. If necessary, based on the results of the evaluation of the short answer essay question process, the District will investigate use of other alternative non-cognitive identifiers for possible additions to the UHS admissions process.

V. **STUDENT SUPPORT STRATEGIES FOR SUCCESSFUL ALE COMPLETION**
Strategies to . . . support African American and Latino students, including ELL students, *in successfully completing ALEs.* [V.A.2.c.][emphasis added]

A. **GATE**

1. Current GATE Support Strategies
   a. Summer Enrichment Programs are held at various sites for students new to middle school GATE focusing on math, language arts and organizational skill-building through enrichment projects.
   b. Shadow Visits are held that allow students to experience and enjoy a day at elementary and middle school self-contained GATE programs.
   c. "Buddy" students are assigned to students new to self-contained GATE to help them adjust to the new GATE environment.
   d. A GATE Core Enrichment class for academic support and enrichment activities is provided at various sites.
   e. Tutoring support before and after school is provided by teachers at various sites.
   f. Tutoring support is available through Language Acquisition for Spanish-Speaking ELL GATE students.
   g. In-class ELD instruction is provided for Spanish-Speaking ELL GATE students by Language Acquisition.

2. Recommendations for Additional GATE Support Strategies (over three school years)
   a. Adopt all of the above "Current" practices at all schools that provide GATE services.
   b. Provide quarterly parent education program by the GATE and Language Acquisition Departments on social/emotional/academic needs of students in a gifted program.

    c.   Assign teacher mentor at each self-contained site to work with any African American or Latino student based on parent, student or teacher request. Mentors should ideally also be African American and/or Latino.

    d.   Implement instructional resources and supplemental materials appropriate for Dual-Language GATE classes, in both English and Spanish, provided by the Language Acquisition Department.

    e.   Provide a selection of GATE Literacy Kits in Spanish.

B. AAC (Pre-AP, AP, Dual-Credit, IB)

1.   Current AAC Support Strategies

    a.   AVID (Advancement Via Individual Determination): This highly-regarded college preparatory support program is currently in place at three high schools (Cholla, Pueblo, and Palo Verde) and their feeder middle schools (Valencia, Secrist, Booth-Fickett). *(See Appendix N.)*

    b.   Some high schools have conference or tutoring time available for students enrolled in AACs, before, during and after school.

    c.   IB high school teachers provide tutoring on a weekly basis and require a parent-student conference, along with AASS and MASS representatives, if a student requests to leave the IBDP.

    d.   IB Summer Academy is provided for incoming juniors and seniors.

    e.   Magnet Coordinator at Cholla tracks all IB magnet students for progress in academics, attendance and behavior and involves parents and students in her findings.

2.   Recommendations for Additional AAC Support Strategies (over three school years)

    a.   AAC - General recommendations for all AACs

        1) Expand AVID: Create a plan that outlines how this expansion could take place over a multi-year period.

        2) Distribute newly-written Student and Parent Guidelines for Successful Completion of AACs to designated staff to share with students and parents. *(See Appendices H, I, J, M.)*

        3) Implement AAC Student Support Plan training on all high school campuses. *(See Appendix O.)*

        4) Work with Transportation to provide, as necessary, after-school activity busses for schools that provide after-school support services for students who enroll in AACs.

    b.   Pre-AP (Advanced, Honors)

       1) Provide weighted grades (.5 additional grade point) for Honors high school courses.

   c. Advanced Placement (AP)

      1) Implement AP Support Program for AP recruitment and support of African American and Latino students, including ELL students, at all high schools. This plan includes an AP Coordinator position at each site who will implement support services for these students to successfully enroll in and complete AP classes. *(See Appendix P.)*

      2) Provide before and/or after school tutoring in math and writing.

      3) Encourage all students who take an AP class to take the AP final exam. Educate students, parents and AP teachers as to the benefits of taking the final AP exam.

      4) Offer AP students exam preparation classes.

      5) Pay AP fees for identified low-income students.

      6) Waive other participation fees for any AAC for identified low-income students.

      7) Distribute newly-written Student and Parent Guidelines for Successful Completion of AP courses to designated staff to share with students and parents. *(See Appendices H, I, J, M.)*

   d. International Baccalaureate

      1) Create a Parent Cohort for the IB Program that would provide education and information about a parent's role in supporting an IB student.

C. University High School (UHS)

  1. Current UHS Academic and/or Social/Emotional Support Strategies

   a. Conference time is provided during school day for teacher-led tutoring two mornings a week.

   b. After-school tutoring is provided in math, English and science.

   c. Open and supervised computer lab is available after school for writing support, college application and funding guidance, and online courses.

   d. Math Centers are available, which are Response to Intervention courses for students struggling in math.

   e. Writing Centers are available, which are Response to Intervention courses for students struggling in English.

   f. Student Instructors are a peer teaching support model used in larger classes with teacher guidance to assist other students.

g. Penguin to Penguin is a peer mentor program where freshman students are paired with juniors and seniors based on mutual interests in order to support a successful transition to UHS.

h. BOOST is a summer program for incoming freshman to support their transition from middle to high school.

i. Tutoring services with a math and science focus are provided by Mexican American Student services.

j. Student Tutoring Club provides support for students in all core content subject areas.

k. A UHS Summer School offers the opportunity to take UHS-specific math and/or health classes.

2. Recommendations for Additional UHS Support Strategies (over three school years)
   The District shall… provide assistance for African American and Latino students, including ELL students, to stay in and to be successful at UHS. [V.A.5.a.]

   a. Offer Science Centers (a course for students struggling in science as part of UHS' Multi-Tier System of Support, MTSS).

   b. Offer BOUNCE, a summer science and math intervention for sophomore students.

   c. Offer BLAST, a summer support program for juniors.

   d. Expand after-school tutoring services.

   e. Offer Fast and Furious, an after-school study skills course for struggling students.

   f. Offer additional tutoring support from African American Student Services and Mexican American Students Services.

   g. Provide city bus passes to support student attendance at before and/or after-school academic support services.

D. Parent Outreach

1. GATE

   a. Current GATE Parent Outreach (at various sites)
      1) Title 1 District Advisory Council (DAC) – presented on ALEs in TUSD. (10-15-13)
      2) GATE Self-Contained Program Open House for newly-invited students and parents
      3) Parent "Meet and Greet" shortly after school begins
      4) Grade-level parent liaisons
      5) Regular parent meetings held by GATE counselor/administrator

b. Recommendations for Additional GATE Parent Outreach (over three school years)

Holding community <u>meetings and informational sessions regarding ALEs</u> in geographically diverse District locations, coordinated with the Family Center(s), Multicultural Student Services, and any other relevant District departments; [V.A.2.d.iii.][emphasis added]

   1) Adopt all of the above "Current" practices at all schools that provide GATE services.
   2) Provide quarterly parent workshops on themes related to gifted education presented by GATE and Language Acquisition Departments.
   3) Distribute semester GATE newsletter.
   4) Update and revise TUSD GATE website as necessary.
   5) Write and distribute GATE Parent Handbook for current and accurate information about the GATE programs in TUSD.

2. AAC

   a. Current AAC Parent Outreach
      1) Parent Nights and Community Events provided by IB Program. *(See Appendix J.)*
      2) IB participation in the Cholla After-School Program (CAP) Parent Showcase held twice a year to showcase student work and provide parent information and support. Both current and prospective parents are invited.
      3) IB program works with Cholla Parent Team and Site Council for parent and student support, education and outreach efforts.

   b. Recommendations for Future AAC Parent Outreach (over three school years)
      1) Create AAC and IB Parent Teams that would educate and support enrolled students and their parents in order to assist successful completion of the IBDP.
      2) Create AAC and IB Resource Room, furnished with computers, study areas, and appropriate curriculum materials, for AAC and IB students and parents.

3. University High School (UHS)

   a. Current UHS Parent Outreach
      1) Parent Association meetings.
      2) School Site Council meetings.
      3) Junior University: Parent and student conference for juniors to train parents and students on college application process and funding.

4) Family University: Parent and student conference for seniors to train parents and students on college application process and funding.

b. Recommendations for Additional UHS Parent Outreach (over three school years)
1) Develop evening lecture series for students and parents on topics of interest.

E. Parent Complaint Process

1. An open and equitable complaint process for parents with concerns regarding ALE courses, polices, and procedures has been developed by the District. *(See Appendix Q.)*
2. The Complaint Process will be disseminated at all school sites, through the Family Centers, at the District Office, and on the website.

VI. __PROFESSIONAL DEVELOPMENT (for Spring 2014 and 2014-15 SY)__
Provide professional development to train all AAC teachers using appropriate training and curricula, such as that provided by the College Board. [V.A.4.a.iv.]

A. TUSD

1. Spring and Fall 2014
   a. *Culturally Responsive Teaching Practices – Part 1*: CRC (Teaching strategies that are inclusive of the African American and Latino experience)
   b. *Mental Models: Recognizing and Eliminating Unconscious Teacher Bias*: AASS (Recognizing and eliminating classroom culture of low expectations and the resultant lack of rigor)
   c. *Motivating Students Through Engaging Teaching Strategies*
   d. *Culturally Responsive Teaching Practices – Part 2*: CRC (Teaching strategies that are inclusive of the African American and Latino experience)

B. College Board

1. Fall 2013 and Spring 2014; annual presentations
   a. *PSAT Administration Reading Workshop: Nuts and Bolts*
   b. *Pre-AP Instructional Strategies: Fostering Equity and Access*
   c. *PSAT Summary of Answers & Skills – Interpretations of Scores*

C. Phoenix Desert Institute (College Board approved)

1. Spring 2014
   a. Advanced Placement for Everyone: It's All About Attitude!

2.   Summer 2014

    a. Summer Institute: Thirty hours of free professional development provided at Tucson Magnet High School over four days. Teachers may select from three different strands:

      1) Advanced Placement: Training in teaching strategies for fifteen AP courses. Equity in AP courses and culturally relevant and/or multi-cultural curriculum information is included in this strand.

      2) Gifted Education: training in gifted teaching strategies for both elementary and middle school levels. Culturally relevant and/or multi-cultural curriculum information is included in this strand.

      3) Honors/Advanced Strategies: These workshops are for English/Language Arts and Math teachers, grades 6-10.   Culturally relevant and/or multi-cultural curriculum information is included in this strand.

VII.   BEST PRACTICES: CONSULTATION WITH EXPERTS

In developing this Plan, the ALE Coordinator shall take into account the findings and recommendations of the assessment of existing ALE programs, resources, and practices in the District and best practices implemented by other school districts. [V.A.2.c.][emphasis added]

All of the experts listed below were interviewed by members of the ALE Best Practices committee members. Of the twelve listed, eleven were interviewed by phone and one was interviewed through email (Dr. John Knudson-Martin). *(See Appendix R for additional biographical information on the experts consulted.)*

A. Gifted education and underrepresented students

    1.   Tommie Anderson
       Director of Talented and Gifted Education (retired)
       Pulaski County Special District
       Little Rock, AR

    2.   Donna Ford, Ph.D.
       Harvie Branscomb Distinguished Professor
       Vanderbilt University
       Atlanta, GA

    3.   Lisette T. Rodriguez, Ph.D.
       District Supervisor
       Advanced Academic Programs
       Miami Dade County Public Schools
       Miami, FL

B. Advanced Placement

1. Mary Boehm
   President
   A+ College Ready – A National Math and Science Initiative
   Montgomery, AL

2. BJ Henry
   Assistant Principal, Elizabethtown High School
   Elizabethtown Independent School District
   Elizabethtown, KY

3. Gina Thompson
   Deputy Superintendent
   Yuma Union High School District
   Yuma, AZ

C. **Detracking** (The educational philosophy that the best curriculum and teaching practices at the school should be the curriculum and teaching practices to which every student has access.)

1. Carol Burris
   Principal, South Side High School
   Rockville Centre School District
   Rockville Centre, NY

2. John Knudson-Martin Ph.D.
   Associate Professor of Education
   Eastern Oregon University
   La Grande, OR

D. **Equity in Education**
1. Gerald Denman
   Chief Equity and Achievement Officer
   Puyallup School District
   Puyallup, WA

2. Robert L. Jarvis, Ph.D.
   Penn Center for Educational Leadership, Graduate School of Education
   University of Pennsylvania
   Philadelphia, PA

3.   Mika Pollock, Ph.D.
       Professor of Education Studies
       University of California, San Diego
       San Diego, CA

4.   Kevin Welner, Ph.D., J.D.
       Professor, Education Foundations, Policy & Practice
       University of Colorado – Boulder
       Boulder, CO

	Advanced Learning Experiences **Access and Recruitment Plan**
	APPENDICES
A	ARP Subcommittees and Members
B	Current GATE Services 2013-2014 SY
C	GATE Postcard
D	Martha Taylor's Curriculum Vitae
E	Guidelines for Middle School GATE Resource Class
F	Cholla High School International Baccalaureate Recruitment Calendar
G	Advanced Kentucky AP Teacher Agreement
H	AAC Recruitment Flyer
I	AP Recruitment Flyer
J	International Baccalaureate (IB) Recruitment Flyer
K	University High School Recruitment Information Events
L	ALE Brochure
M	ALE Parent Guidelines
N	AVID Brochure
O	AAC Student Support Plan
P	AP Student Support Plan
Q	Parent Complaint Process
R	Experts-Best Practices
S	District's UHS Admissions Plan
T	Development of District's UHS Admissions Plan
U	Court Ordered Interim UHS Admissions Plan

Cr r gpf kz''A

_____

Subcommittee		
Subcommittee 1	Parent Complaint Process	Amy Cislack Hollly Colonna
Subcommittee 2	Best Practices of Other School Districts	Natasha Conti, Kathy Jensen, Andrew Walanski, Denise Cueto
Subcommittee 3	Professional Development	Tsuru Baily-Jones Maria Figueroa, Jimmy Hart,
Subcommittee 4	GATE	Mary Anderson, Helen LePage, Juliet King, Ignacio Ruiz, Lisa Ungar
Subcommittee 5	Pre-AP, AP	Joel Bacalia, Juliet King, Jimmy Hart, Dean Packard
Subcommittee 6	UHS	Amy Cislack, Juliet King, Dean Packard, various parents & staff members
Subcommittee 7	Dual Language	Diana Brena, Paula Cortes, Ignacio Ruiz
Subcommittee 8	AVID	Joanna Goldberg, Augie Romero, Sky Sacsko
Subcommittee 9	Math/Algebra I & II	Jennifer Laxton
Subcommittee 10	Recruitment	Rick Haan, Holly Colonna, Amy Cislack

*Martha Taylor is a member of all committees and needs to be invited to all meetings.
10/22/13

Crrgpf kz 'B

Tucson Unified School District
2013/2014 GATE Models

Program	Description/Qualifying Criteria	Number of Schools	Model Instructional Minutes
Self-Contained	(Grades 1-8): This program currently requires earning a specific score on the OLSAT (Kindergarten) or CogAT (grades 1-8) and the Raven assessments. It is offered at five elementary schools ** and three middle schools. Kindergarten Qualifying Criteria ✓ Raven/OLSAT-9 Stanine ✓ OLSAT-8 Stanine <u>and</u> 200+ NCE 1-7 grade Qualifying Criteria ✓ 8 stanine on any test <u>and</u> 268+ NCE ✓ 9 stanine on CogAT	5-Elementary 3-Middle	335 minutes Up to 60 minutes per class
Self-Contained – Dual Language	(Grades 1-5): This program currently requires earning a specific score on the OLSAT (Kinder) or CogAT (grades 1-8) and the Raven assessments. This program is currently offered at Hollinger K-8 (grades 1-5) and Pistor MS (grades 6-8) and provides instruction in both English and Spanish with the ultimate of goal of student fluency in both languages. The program at Hollinger is open to all students in TUSD regardless of feeder pattern; the Pistor program is offered to those students who are in the Pistor GATE feeder pattern. Kindergarten Qualifying Criteria ✓ Raven/OLSAT-9 Stanine ✓ OLSAT-8 Stanine and 200+ NCE 1-7 grade Qualifying Criteria ✓ 8 stanine on any test and 268+ NCE ✓ 9 stanine on CogAT	1-Elementary (Hollinger) 1-Middle (Pistor)	335 minutes Up to 60 minutes per class

Itinerant (Pull-out)	(Grades 1-8): This program, for 1st through 5th grades, requires earning a specific score on the OLSAT (Kinder) or CogAT (grades 1-8) and the Raven assessments, although lower than the requirement for self-contained GATE. These pull-out services are offered at all elementary and K-8 schools for grades 1-5.
	
	Kindergarten Qualifying Criteria
	  ✓ Olsat 8+ stanine
	  ✓ Raven 9 stanine
	
	1-7 grade Qualifying Criteria
	  ✓ CogAT 8+ stanine
	  ✓ Raven 9 stanine
		48	30-90 minutes

Resource	(Grades 6-10): This program, for 6th through 10th grades, allows for one GATE resource class to be offered at middle school that can be either a core content area class or an enrichment class. At the high school level, most schools offer a Freshman Humanities course and a very few high schools offer a Sophomore level English course. Students are not placed just on testing, but also on a combination of grades, AIMS and ATI scores, and teacher recommendations.
	
	Qualifying Criteria – any of the following:
	  ✓ GATE scores (OLSAT, CogAT, Raven)
	  ✓ Teacher recommendations
	  ✓ Grade point average (GPA)
	  ✓ Achievement test scores
		10-Middle
		
		8-High
			Up to 59 minutes
			
			Up to 60 minutes

Cluster Program	(Grades 1-5): This program is currently offered at twelve elementary and two K-8 schools.** Students do not test to be placed in this classroom, which is a mixture of regular education students and students previously identified as qualifying for GATE services through testing. The student mix is based on a formula identifying students based on their AIMS scores.
	
	Kindergarten Qualifying Criteria
	  ✓ Olsat 8+ stanine
	  ✓ Raven 9 stanine
	
	1-7 grade Qualifying Criteria
		14	Up to 210 minutes

| | ✓ CogAT 8+ stanine
✓ Raven 9 stanine | | |

**Self-contained program at Tully Elementary School is being phases out after the 2013/14 school year
*

Cr r gpf kz 'E

Tucson Unified School District – Gifted and Talented Education Program

IS YOUR CHILD?

· Inventive	· Highly observant	· Musically/Artistically skilled	· Inquisitive
· A quick learner	· Persistent	· A unique problem solver	· A natural leader

DOES YOUR CHILD?

· Share ideas	· Connect information and ideas	· Have a large vocabulary
· Show compassion	· Take initiative	· Have intense interests
· Have a sophisticated sense of humor	· Show perfectionism	

If your child has several of these characteristics/behaviors, please consider having your child evaluated for GATE.

WHAT IS GATE? – GATE (Gifted and Talented Education) provides services designed to meet the special academic and social needs of gifted and talented students who have potential for high achievement. Lessons integrate critical and creative thinking and problem solving within the content areas of language arts, science, math, social studies, and fine arts. Emphasis is placed on self-direction, flexibility, and cooperation in social and academic situations.

Placement in the GATE program is dependent on assessment results. Assessments used include the Otis-Lennon School Abilities test (kindergarten) or Cognitive Abilities test (Grades 1-8) and/or Raven (K-8). Selected assessments are aligned to students first language needs. As a parent/legal guardian of an enrolled kindergarten through 7th grade TUSD student, you may request that your child be evaluated and considered for GATE self-contained and/or pull-out services by signing, carefully detaching, and placing the permission form below in the mail, postage free. Permission forms must be received by **September 27, 2013** to be evaluated for possible 2014-2015 services. Please contact the GATE office at 225-1305 if you have questions.

Distrito Escolar Unificado de Tucsón – Programa de Educación para Superdotados y Talentosos

¿ES SU HIJO(A)

· Ingenioso?	· Sumamente Observador(a)?	·Hábil en lo musical o artístico?	· Curioso(a)?
· Rápido(a) para aprender?	· Persistente?	·Hábil en la solución de problemas?	· Un líder natural?

¿SU HIJO(A)

· Comparte ideas?	· Hace conexión entre la información y las ideas?	· Tiene un vocabulario amplio?
· Muestra compasión?	· Toma Iniciativa?	· Tiene gran interés?
· Tiene un sentido del humor sofisticado?	· Muestra Perfeccionismo?	

Si su hijo(a) tiene varias de estas características/comportamientos, por favor considere que su hijo(a) sea evaluado para GATE.

¿QUÉ ES GATE? – Gifted and Talented Education (GATE) por sus siglas en inglés, proporciona servicios que están diseñados para satisfacer las necesidades especiales académicas y sociales de estudiantes superdotados y talentosos quienes tienen el potencial de tener un alto rendimiento. Las lecciones integran el pensamiento crítico y creativo, y la solución de problemas dentro de las áreas de artes del lenguaje, ciencia, matemáticas, ciencias sociales, y bellas artes. Se hace hincapié en la autodirección, flexibilidad, y cooperación en situaciones sociales y académicas.

La colocación del estudiante en el programa GATE, depende de los resultados de las evaluaciones. Las evaluaciones que se utilizan incluyen la prueba de destrezas escolares Otis-Lennon (kínder) o prueba de capacidades cognitivas (1ro-8vo grado) y/o Raven (k-8vo grado). Ciertas evaluaciones se adecuan a las necesidades del estudiante según su lengua madre. Como padre/tutor legal de un estudiante inscrito en kínder al 7mo grado en TUSD, usted puede solicitar que su hijo(a) sea evaluado(a) y considerado(a) para el programa GATE de tiempo completo y/o clases fuera del aula al firmar, desprender cuidadosamente, y mandar la forma del permiso por correo gratuitamente. Para que su estudiante sea evaluado(a) para los posibles servicios de 2014-2015, debemos recibir las formas del permiso a más tardar el 27 de septiembre de 2013. Por favor llame al 225-1305 si tiene cualquier pregunta.

---

^ Carefully detach and place in mail postage free ^　　　　　　　　　　^ Despréndala cuidadosamente y envíela gratuitamente por correo ^

IMPORTANT: This postcard must be received by the GATE Department by September 27, 2013, to be evaluated for potential 2014-2015 services, as the initial screening assessment will be the week of Nov. 4-8, and processing of applications must be completed well before September 27, 2013.

IMPORTANTE: El Departamento de GATE debe recibir esta tarjeta postal a más tardar el **27 de septiembre de 2013** para que su estudiante sea evaluado para los posibles servicios en 2014-2015.

_____ **YES**, I would like my child evaluated. / **SÍ,** quiero que mi hijo(a) sea evaluado(a)
Signature required (Firma requerida)

_____ My relationship to my child – please circle one / Mi relación con mi hijo(a)-por favor marque con un círculo
Print name (Imprima el nombre)

　　　　　　　　　　Mother/Madre　　　　　　Father/Padre　　　　　　Guardian/Tutor

_____ Date/Fecha

Crrgpf kz 'F

MARTHA GABUSI TAYLOR, J.D.

1930 N. Forty-Niner Drive   **520.271-3862 | 520.749-0345**
Tucson, AZ 85749   **marthagabusitaylor@gmail.com**

EDUCATION AND CERTIFICATION

University of Arizona – James E. Rogers College of Law, Tucson, AZ
  Juris Doctorate - J.D. (May 2009)
University of Arizona – College of Education, Tucson, AZ
  M.A. of Education – History Education (2003)
  M.A. of Education – English Education (1994)
  B.A. of Education – English Education (1984)
University of Phoenix – Tucson, AZ
  Principal Certification Program (2003)
State of Arizona
  Administrator Certification, Principal
  Teaching Certification & Endorsements - English 7-12, Social Studies 7-12, Gifted K-12, Structured English Immersion

PROFESSIONAL EXPERIENCE

Tucson Unified School District, Department of Curriculum, Instruction and Professional Development
Director of Advanced Learning Experiences (July, 2013 – present)
Directly responsible for Advanced Learning Experiences (ALE) in TUSD:
(Gifted and Talented Education (GATE), University High School (UHS),
Advanced Academic Courses (AAC); Dual-Language Program.

- Additionally responsible for
    - following directives of the Unitary Status Plan, Section V.A., relating to ALEs in TUSD including: assessing status of ALEs in TUSD and writing and implementing ALE Access and Recruitment Plan
    - Oversight of implementation of UHS Admission Plan
    - Oversight of all GATE services
    - Oversight of all AACs and implementation of USP recommendations; AACs include: Advanced Placement (AP) Pre-AP courses, Honors and Advanced courses, International Baccalaureate program, Dual-Credit Program
    - Oversight of AVID program – current administration and any future expansion
    - Oversight of two elementary schools in the District's School Support Plan initiative

Tucson Unified School District, Doolen Middle School (2011-2013)
Principal – Directly responsible for a student body of **700**, faculty and staff of **75**, total budget of up to **$3M** (M&O, Title I, Desegregation).

- Additionally responsible for every aspect of curriculum and instruction, parent communications, security, facilities, discipline, personnel and human resources, community relations, data analysis and reporting

- Raised ADE school letter grade (from low C to middle B) in two school years
- ELD program reached **95%** proficiency in moving their ELL students to next language level
- Implemented student intervention programs to support continued student achievement in reading and math including:
    - Success Maker
    - ALEKS
    - Achieve 3000
- Supported students through non-academic program development and served as champion for their ongoing needs in related areas
    - Youth on Their Own
    - Project Soar
    - Project Aspire
    - AmeriCorps VISTA
    - National Society of Black Engineers
    - Camp Wildcat
    - Attained over **$1M** in facility improvement to the school including:
        - Significant security upgrades
        - Two lighted state-of-the-art soccer fields and walking path & neighborhood green space
    - Obtained a **$40K Communities Putting Prevention to Work** (CPPW) grant for garden and landscaping, physical fitness equipment
    - Applied for and received **$600K** in a 21st Century Grant for before and after-school program of academic and enrichment support
    - Applied and received approximately **$50K** in donations for various student support programs including YMCA (refugee students) and Junior Achievement (social studies enrichment)
    - Received a **$15K** stipend to support social studies education through Junior Achievement
    - Built strong ties with numerous community organizations that positively affect the school environment
        - YMCA
        - City of Tucson
        - Ft. Lowell Soccer Club
        - Junior Achievement

Diocese of Tucson, St. Ambrose School (2009-2011)
Principal – Responsible for the academic and administrative duties required in a PreK- 8th school with **270** students, faculty and staff ~**25-30,** and operating budget of **$1K.**
- Additionally responsible for curriculum and instruction, leadership and spiritual development programs, budget and finance, faculty and staff/human resources, student attraction, enrollment and retention, discipline, parent volunteer coordination and communication, and community outreach
- Improved the technology and systems within the school including the improvement of the computer lab (hardware and software upgraded), and the instructional support required to enhance the adoption of the systems with faculty and student body

University of Arizona, James E. Rogers College of Law (2006-2009)
Student – Received Juris Docorate – May 2009
- Academic and work experience focused in the areas of education law, juvenile law, and civil rights law

Amphitheater Unified School District – Office of Legal Council (Spring 2009)
- Assisted District's Legal Counsel

U.S. Department of Education Office for Civil Rights, Denver, CO (Jun – Dec 2008)
- Conducted legal research and analysis in administrative, education, and civil rights law
- Assisted with major Compliance Review involving access to gifted and talented and advanced placement programs for minority students in Arizona school district.
- Investigated complaints of discrimination in schools in a multi-state region
- Assisted with on-site mediation sessions
- Assisted with interviews of parties to complaints

Tucson Unified School District, Doolen Middle School (2008-2009)
Instructional Coach – Responsible for supporting teachers in classroom instruction, lesson development and data analysis.
- Responsible for weekly professional development for school faculty

Tucson Unified School District, Doolen Middle School (1994-2008)
Teacher – Responsible for the planning, organization and appropriate instructional program in a learning environment that guides and encourages students to develop and fulfill their academic potential.
- Developed new 8th grade self-contained gifted program and taught block-schedule advanced English and U.S. history curriculum in 8th grade Gifted and Talented Education (GATE) program
- Chair of teaching team and numerous other school committees on curriculum, team teaching, student discipline, professional development, special education, student assessment and achievement, data analysis, technology, pyramids of interventions for students, and other areas
- Participation in TUSD Leadership Academy - 2005

Diocese of Tucson, St. Cyril Elementary School (1987-1994)
Teacher – Responsible for the planning, organization and appropriate instructional program in a learning environment that guides and encourages students to develop and fulfill their academic potential.
- Taught seventh and eighth grade English in mixed-grade classes
- Worked in multi-disciplinary teaching team

AWARDS & HONORS
Dean's Recognition Award (2009)
UA Law Deans Achievement Scholarship (2006-2009)
UA Law Student Rep, Morris K. Udall Inn or Court (2008-2009)
UA Law Ares Fellow, Selected to mentor first-year law students (2008-2009)
Volunteer Lawyer's Program, Student of the Month (Jul 2007)
YWCA Woman on the Move Award (2004)
Ray Davies Humanitarian Award, Educational Enrichment Foundation (2003)
James Madison Fellowship: Study of the U.S. Constitution – Awarded by the U.S. Congress and studied at Georgetown University (2001)
Gilder-Lehrman Fellowship: Studies American slavery at University of Maryland
Jewish Labor Committee Holocaust Educator Fellowship, Study in Poland & Israel (2000)
Pima County Middle Level Educator of the Year Award (2000)

Who's Who in America's Teachers – nominated four times by former students

COMMUNITY INVOLVEMENT

City of Tucson Human Relations Commission Councilmember - Kozachick Appointee (2013)
City of Tucson Human Relations Commission - Mayor's Appointee (2005-2009)
Jewish Community Relations Board - Board Member (2004-2007)
Zambian Children's Fund - Board Member (2005-2006)
Holocaust Ed. Committee Chair & Member (2004-2007)
YWCA Diversity Education Program (Time to Talk) Member (2000-2002)
Social Outreach Committee, St. Pius X Catholic Church Member (1995-2006)

COMPUTER PROFICIENCIES

Microsoft Office
On-line Legal Research

Crrgpf kz 'E

Guidelines for Middle School GATE Resource Class

1. All middle schools (grades 6th – 8th) will provide gifted services for identified students. This class will be an enrichment class (GATE Resource) taught by a GATE endorsed teacher that will be a combined grade-level class based on site needs.

2. Students will be placed in this class by site decision based on any combination of the following: GPA, teacher recommendation, benchmark results, AIMS, and/or GATE test results.

3. A school site may provide additional GATE classes, as long as the class is taught by a GATE endorsed (provisional or permanent) teacher.

4. Any classes taught by a GATE endorsed teacher should be titled GATE with additional information included. (GATE 6th grade math, GATE 8th grade language arts).

5. A list of TUSD guidelines for success in GATE classes will be provided to all interested students and parents for guidance in making this placement decision.

6. For all students in a GATE class, there will be a trial period until the first four-week progress report to see if the class is a good match for a student's interests and ability levels. If there is concern from any interested party (teacher, parent, student), a conference will be held to determine the best course of action for the student. If the student remains in the GATE class after this conference, a student support plan will be initiated to provide any needed interventions. If improvement is not shown by the end of the first semester, the student may be placed in another class.

Crrgpfkz'H

Cholla High School
Magnet School Recruitment Calendar

September 2013

- Letters home to all Magnet students, welcoming them to Cholla (retention)
- Proper identification of magnet and subprogram students with School Community Services (retention)
- Presentation to all district LSCs and Counselors regarding IB Prep and IB DP Programme (recruitment/marketing)
  - Overview of programs in an effort to encourage student services to promote programs at middle school level and provide opportunity for Cholla to visit schools and talk to students
- Established MS counselor and LSC listserv for consistent communication
- Cholla Parent University (retention)
  - Provided parents/guardians and students with information regarding how to apply to college, financial aid, and scholarships. College representatives present to speak to parents/guardians and students. Representatives from African American, Mexican American and Native American student services also present.

October 2013

- Meeting with LSC at University High School (recruitment/marketing)
  - Discussed possibility of joint recruitment due to ALE status for both programs. Information shared regarding possible parent night in January. Contacts exchanged for various middle schools.
- TUSD Parent University (recruitment/marketing)
  - Informational table discussing IB and Law programs. Good networking and PR.
- Celebrate Schools at Park Place and Tucson Mall (recruitment/marketing)
  - Informational table discussing IB and Law programs. Good networking and PR.
- Informational Nights for Parents of 8th graders (recruitment/marketing)
  - Letter sent to every parent of TUSD 8th grader, in Arizona Daily Star
    - Safford – October 15th
    - Pistor – October 21st
    - Cholla – October 1st and October 29th
- Letter sent to Tim Steller of Arizona Daily Star discussing IB DP Programme (marketing)
- Presentation to IB Seniors (retention)
  - Discussed college application process and upcoming Tucson College Night
- Presentation to Middle Schools (recruitment/marketing)
  - Doolen – October 22nd
  - Naylor Parent Night – October 24th
  - Mansfeld STEM Night – October 24th
  - Roskruge 8th grade assembly – October 25th
  - Fickett 8th grade assembly – October 30th
- Submission of four magnet teachers (1 – Law, 3 – IB) to Tucson Values Teachers Excellence Award for November
- Scheduled to visit remaining TUSD middle schools in November
- Informational packet created to be sent to private schools, contacts made for possible visits

November/December 2013

- Letters home to Magnet students who may be struggling in academics or attendance encouraging tutoring or CAP enrollment
- Meeting with LSC to begin individual magnet student interventions for student's receiving above letter
- List of magnet students needing possible interventions sent to all student support staff
- Meeting with LSC at University High School (recruitment/marketing)
    - Discussed possibility of joint recruitment due to ALE status for both programs. Information shared regarding possible parent night in January. Contacts exchanged for various middle schools.
- Presentation to Middle Schools (recruitment/marketing)
    - Robins – November 1
    - Valencia – November 4
    - Vail – November 6
    - Safford – November 7
    - Utterback – November 8
    - Lawrence – November 8
    - Secrist – November 12
    - Gridley – November 12
    - Pistor – November 15
    - Dodge High School night – November 21
- Contacted school counselors and LSCs to promote our Cholla After-school Program (CAP) Showcase
- Mailer regarding showcase to go out to students who have applied to programme (1st, 2nd, 3rd choice)
- Mailer regarding showcase to go out to all Safford students
- Magnet Monday tours conducted, informational packet given
- Submission of four magnet teachers (1 – Law, 3 – IB) to November Tucson Values Teachers Excellence Award in an effort to increase public awareness of programs
- Informational packet sent to private and charter schools
- Meeting set up with Noreen at School Community Services regarding the IB Programme and proper placement of students
- Spreadsheet kept with IB Prep applications received, letter contact made with family

January 2014
- Presented to all 10th grade students IB DP information through English classes
- Presented to all 9th grade students Law/IB Prep information through English classes
- Part of elective video discussing law and IB programmes, presented to all 9th, 10th, and 11th grade students

Cr r gpf kz 'G

An Initiative of

Kentucky Science and Technology Corporation (KSTC)

AP Teacher Letter of Agreement
2012-2013 School Year

DRAFT – Teacher Name - DRAFT
[Subject]/[School Name] High School/[District Name] Public Schools

I. AP Teachers Support the Goals of the AP Program with an Open Enrollment Approach

- Student Access: Increase the number of students enrolled in math, science, English (MSE) AP courses.
- Student Success: Increase the number of students achieving a 3 or greater on MSE AP Exams.
- College Readiness: Serve the best interest of students to learn more for a better chance of success in college.
- High Expectations: Reach ambitious qualifying score goals but in a fair and reasonable manner.

II. Expectations for AP MSE Teachers

- Attend the four (4) scheduled vertical team meetings.
- Attend a two-day AdvanceKentucky Fall Forum teacher training.
- Attend a week-long AP Summer Institute or equivalent, as determined by KSTC.
- Tutor AP students for a minimum of four hours outside of class each month.
- Attend/observe and assist with three (3) Student Study Sessions, and regularly encourage all AP students to attend these Student Study Sessions.
- Teach the AP curriculum as outlined in the College Board guidelines and approved through your College Board Course Audit.
- Respond to AdvanceKentucky Content Director and the local AP Content Coordinator for your subject area as he/she carries out responsibilities to AdvanceKentucky, including keeping your personal data up-to-date in the online Data Reporting System and reporting your attendance as noted under the Stipend section below (payment of stipend is based on these online records).

III. Stipend, Incentives and Threshold Bonus for AP MSE Teachers Paid by KSTC to School/District

- Stipend (up to $500 Total):
    - $30 for each post-meeting report entered in to the AdvanceKY Online Data Reporting System after participation in the four (4) vertical team meetings (maximum of $120).
    - $80 for attending AdvanceKentucky Two-Day AP Teacher Training (Friday evening, Saturday). Attendance to be entered into the AdvanceKY Online Data Reporting.
    - $180 for attending the week-long summer institute or equivalent, as determined by KSTC. Attendance to be entered into the AdvanceKY Online Data Reporting System.
    - $40 for post-session report entered into the AdvanceKY Online Data Reporting System after attending and assisting with each of the three (3) Student Study Sessions. (maximum of $120)

- AP Qualifying Score Incentives are valued at:
    - $100 for each student who appears on your roll and receives a score of 3 or greater on the AP [Subject] Exam taken in May 2013.

- A Threshold Bonus amount may be earned as follows:
    - If the total number of 2013 AP qualifying scores in AP [Subject] earned by students enrolled in this course school-wide meets a threshold of at least:
        - **XX** – then you will earn $1,000.

An Initiative of

Kentucky Science and Technology Corporation (KSTC)

AP Teacher Letter of Agreement
2012-2013 School Year

[Last Name] Letter of Agreement (continued)

IV.   Payment Process

*The earned Stipend will be reported/paid to your school/district by **May 31, 2013**, and subsequently paid to you through the regular school/district payroll process. The amount of each Stipend will be paid based on your AP Teacher records posted in the AdvanceKY online Data Reporting System as of **May 15, 2013**.*

*Upon verification of 2013 AP Qualifying Scores reported by College Board, any earned Incentives and Threshold Bonus will be reported to the school/district by **November 30, 2013**, and subsequently paid according to the process outlined in your school's master agreement with AdvanceKentucky.*

V.   Signatures:

XX/XX/2012

_____   _____
Kris Kimel   DATE
President, Kentucky Science and Technology Corporation

XX/XX/2012

_____   _____
Joanne Lang   DATE
Executive Director, AdvanceKentucky

_____   _____
[Teacher Name], AP [Subject]   DATE
[School Name] High School

Principal's* Initials _____   _____
                                                                                                DATE

*or AdvanceKY Administrator of Record

Appendix H

TUSD

STUDENT GUIDELINES
6th – 12th grades

FOR ADVANCED ACADEMIC COURSES (AAC) AP, Advanced, Honors, GATE, IB*

Are AACs for me?

What are AACs?

You will…

- Work at a higher level
- Work at a faster pace
- Do projects and have hands-on activities
- Have homework to help you learn the content

Do you want to…

- …prepare for high school and college success?
- …be confident in all your classes?
- …know what is important to study?
- …have answers to questions in class?
- …understand what you read?
- …confidently take on challenges?
- …work hard and learn?
- …make valid points and support your thoughts?
- …contribute to a group?

What did you answer to these questions?

Yes!   Then TUSD has these courses for you. Enroll in AACs at your school, give your best, and unleash your potential! See your school counselor for more information.

Not sure?   Give it a try! If you've never taken an AAC, you can still be successful if you have the work ethic and confidence to keep trying when things are unfamiliar or challenging. <u>Your teachers will be there to help and support you if you take on this challenge</u>. Why not talk to a school counselor about these opportunities if you still aren't sure.

* AP = Advance Placement; IB = International Baccalaureate

Advanced Learning Experiences |Tucson Unified School District | 1010 E. Tenth St. | Tucson, AZ
520-225-6426 | http://www.tusd1.org/contents/distinfo/ale/index.asp

Appendix I

TUSD
STUDENT GUIDELINES
for ADVANCED PLACEMENT (AP) COURSES

Are you thinking about taking an AP course?

Some things all AP courses have in common are:
- Accelerated curriculum
- Problem-solving and critical thinking
- Teachers who have special AP training
- Opportunity to earn college credit
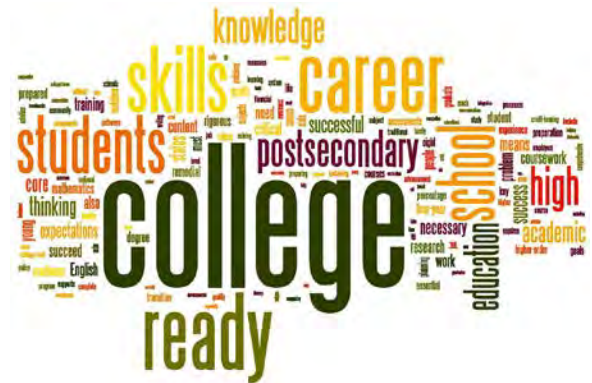
Do you or are you willing to…

…enjoy learning?

…work hard?

…turn in your homework on time?

…have excellent attendance?

…meet a challenge head on instead of taking the easy way out?

…think for yourself?

…ask questions?

…manage your time well?

…follow through with your commitments?

…strengthen your analytical, reading, and writing abilities?

…contribute to a group?

What did you answer?

Yes! Then TUSD has AP courses just for you. See your school counselor to find out what courses your high school offers.

Not sure? An inexperienced AP student can still be successful if she/he has the work ethic and confidence to keep trying when things are unfamiliar or challenging. Support will be provided at your school to help you successfully complete an AP course. Why not talk to a school counselor about this opportunity?

Advanced Learning Experiences |Tucson Unified School District | 1010 E. Tenth St. | Tucson, AZ
520-225-6426 | http://www.tusd1.org/contents/distinfo/ale/index.asp

Appendix J

TUSD

STUDENT GUIDELINES
International Baccalaureate (IB)
Cholla Magnet High School
9th – 12th grades

Are IB courses for me?

What are IB courses like?
You will…
- Develop international mindedness
- Learn a foreign language
- Participate in service learning
- Use critical, reflective thinking
- Develop positive character traits
- Have teachers who are highly trained in their content area
- Have the opportunity to earn college credit

Do you or are you willing to…
- Enjoy learning? Work hard?
- Turn in your homework on time? Have excellent attendance?
- Meet a challenge head on instead of taking the easy way out?
- Think for yourself? Ask questions?
- Manage your time well? Follow through with your commitments?
- Strengthen your analytical, reading and writing abilities?
- Contribute to a group?

What did you answer to these questions?

Yes!   Then TUSD has these courses for you. Enroll in the IB program at Cholla High School, give your best, and unleash your potential! See your school counselor for more information.

Not sure?   Give it a try! You can be successful if you have the work ethic and confidence to keep trying when things are unfamiliar or challenging. <u>Your IB teachers will be there to help and support you if you take on this challenge</u>. Why not talk to a school counselor about these opportunities if you still aren't sure

Advanced Learning Experiences |Tucson Unified School District | 1010 E. Tenth St. | Tucson, AZ
520-225-6426 | http://www.tusd1.org/contents/distinfo/ale/index.asp

Appendix K

**University High School
will be hosting
6 Parent Informational Nights
On the following dates, 2013-14:**

- **August 27** - Roskruge Middle School 6:00 pm
        501 E. 6th St., Tucson 85705
- **August 29** - Utterback Middle School   6:00 pm
        3233 S Pinal Vista, Tucson 85713

- **September 5** - University High School   6:00 pm
        421 N. Arcadia Blvd, Tucson 85711
- **September 12** - Gridley Middle School   6:00 pm
        350 S. Harrison Rd., Tucson 85748
- **September 19** - Pistor Middle School 6:00 pm
        5455 S. Cardinal Ave, Tucson 85746
- **September 26** - University High School   6:00 pm
        421 N. Arcadia Blvd, Tucson 85711

**Come and meet University High Administration and Staff.
Obtain information about the admission process.
Learn more about the school and what it has to offer.
UNIVERSITY HIGH SCHOOL** *—Investing in Excellence!*

TUSD

Delivering Excellence In Education Every Day

Appendix L

SITE SPECIFIC PROGRAMS

TUSD offers three district-wide programs that are each located at a specific TUSD schools. Students can apply and/or test into these programs, based on the individual program requirements.

Dual Language

Students in this program will develop the ability to speak, read, and write in English and Spanish. Students will be expected to achieve at or above grade level in all academic areas. Instruction is provided by a bilingual education endorsed teacher. All subjects (Language Arts, math, science, social studies) are taught in English and in Spanish. The instruction includes: English Language Development (ELD) instruction for English Language Learners (ELLs); and Spanish as a Second Language (SSL) for English speakers. Several elementary and K-8 schools plus Pueblo High School offer this program. Questions? Call 520-225-4600.

International Baccalaureate Programme @ Cholla High School:

This program is widely recognized as one of the top college-preparatory curriculums in the world. It works to develop inquiring, knowledgeable and caring young people through intercultural understanding and respect. Students have the opportunity to earn an IB diploma and college credits. In 9th and 10th grade, students will take IB Prep/Honors courses specifically designed to prepare students for their entrance into the Diploma Programme. In their 11th and 12th grade years (2-year Diploma Programme) students take specific IB courses.

UNIVERSITY HIGH SCHOOL

UHS is a nationally recognized and highly ranked college preparatory high school that offers an advanced and rigorous academic curriculum in a highly supportive environment. UHS offers a full range of academics, fine arts courses, and athletics, while supporting many school clubs and activities that provide students a balanced and well-rounded high school experience. These opportunities prepare UHS students well for success at any college or university.

Tucson Unified School District

ADVANCED LEARNING EXPERIENCES

ALE
AP
IB
GATE
UHS
AP PREP
DUAL
CREDIT
DUAL
LANGUAGE
TUSD

TUSD
www.tusd1.org

Proudly serving Tucson families since 1867

Sirviendo orgullosamente a las familias de Tucson desde 1867

ADVANCED ACADEMIC COURSES (AAC)

AACs are classes offered at TUSD middle and high schools and are designed to offer a more challenging curriculum than a regular class. Available in core subjects (English, Math, Science and Social Studies), these classes cover the same subject material but at an accelerated or "deeper" level, providing a greater challenge for students and preparing them for more advanced coursework in high school. These classes are called Advanced (MS), Honors (HS), Dual-Credit, and IB. Check out the classes available at your school.

ADVANCED PLACEMENT

Advanced Placement (AP©) courses are college level classes open to high school students. Following a rigorous curriculum developed by the College Board, students who complete an AP course and perform successfully on the course exam learn not only the content knowledge and the skills needed to succeed at the college level, but can earn course credit towards their college degree. AP classes are offered in various subjects at TUSD high schools, including English, Spanish, Math and Science. Contact your high school for a complete list of the courses offered.

Dual-Credit

TUSD high schools offer some courses for which any student can receive both high school and college credit if successfully completed. This opportunity is available through a partnership with Pima Community College. Please check with your school of choice for the courses available with this option.

GATE

Gifted and Talented Education provides services designed to meet the academic needs of identified students. Lessons integrate critical and creative thinking, along with problem solving, within the content areas. Emphasis is placed on self-direction, flexibility, and cooperation. TUSD offers four different types of services including self-contained, pull-out, push-in, cluster and resource classes. In addition, TUSD offers Dual-Language self-contained GATE programs in in 1st - 12th grades.

For more specific information please call 225-1305.

Martha G. Taylor

Director of Advanced Learning Experiences (ALE)

Tucson Unified School District

520-225-6422

martha.taylor@tusd1.org

Find us on:
Encuéntrenos en:

TUSD
Delivering Excellence in Education Every Day
Grow • Reach • Succeed

TUSD-TV, Cox Channel 120

TUSD

Appendix M

TUSD

PARENT GUIDELINES

TO SUPPORT A STUDENT WITH ADVANCED ACADEMIC COURSES (AAC)
(Advanced, Honors, GATE, IB, AP)*

What helps an AAC student outside the classroom?

Parents or guardians who do or are willing to…
- provide a consistent time and place for their student to complete homework.
- understand that this is a year-long commitment.
- remind student of the benefits of a rigorous course of study.
- encourage and support student; do not let their student quit when (s)he is challenged.
- assist their student in learning time management skills.
- support and understand the homework load as it may affect family trips, work, and/or sibling responsibilities.
- allow and encourage their student to attend tutoring.
- encourage their student to talk to their teachers.
- ask about their school day.
- read communications from the teacher and school and respond when necessary.
- have and utilize a TUSD Stats account in order to stay current with their student's progress.
- attend Open House, Conference Night, and/or special school events
- work with the school to help their student.

Will you offer that support? Will you help your student be college bound?

Yes!　　　　Then TUSD has courses and your student needs your encouragement. Have her/him enroll in AACs at school, support her/him, and unleash her/his potential! See your school for more information.

Not sure?　　Give it a try! Join your student and the AAC teacher to create a learning team that empowers your student. (S)he can be successful if (s)he has the work ethic and confidence to keep trying when things are unfamiliar or challenging. Why not talk to your student and/or a school counselor about these opportunities if you still aren't sure.

* GATE = Gifted and Talented Education; IB = International Baccalaureate; AP = Advance Placement

Advanced Learning Experiences |Tucson Unified School District | 1010 E. Tenth St. | Tucson, AZ 520-225-6426 | http://www.tusd1.org/contents/distinfo/ale/index.asp

Appendix N

AVID's mission is to close the achievement gap by preparing **all** students for college readiness and success in a global society.

AVID®

TUSD

Tucson Unified School district
Department of Curriculum, Instruction and Professional Development

Martha G. Taylor, M.A., J.D.
Director of Advanced Learning Experiences (ALE)

1010 E. 10th Street, Room #42
Tucson, Arizona 85719

PHONE: 520-225-6237
EMAIL: martha.taylor@tusd1.org

Tucson Unified School District does not discriminate on the basis of race, color, national origin, sex, sexual orientation, age, religion, or disability in admission or access to, or treatment or employment in its educational programs or activities.

AVID®
Decades *of* College Dreams
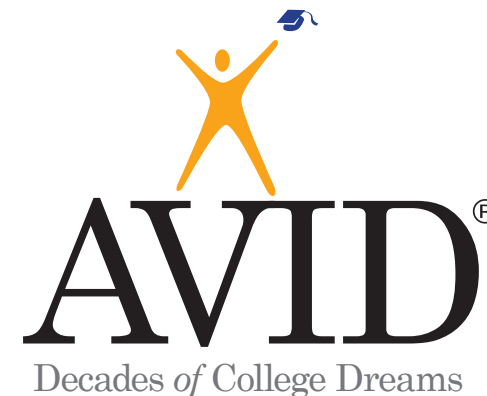
Advancement Via Individual Determination

TUTORS WANTED

Department of Curriculum, Instruction and Professional Development

What is AVID?

AVID is a college readiness system that includes a regularly scheduled AVID elective class during the school day, based on writing as a tool of learning, the inquiry method, organization and collaborative grouping. The main components of the AVID system are:

- College readiness skill development
- Academic instruction
- Tutorial support in the AVID elective class
- Motivational activities
- Increased enrollment in rigorous course work

Who is an AVID student?

Students selected for the AVID elective class are students in the academic middle, capable of completing a college preparatory path with support. These students often are not realizing their full potential academically. All criterian are considered for acceptance into the class, no single criteria will necessarily eliminate a student from consideration.

For further information go to **www.avidonline.org**

Why does AVID work?

- AVID places students in rigorous curriculum and gives them the support to achieve
- Provides a team of students for positive peer identification
- Redefines the teacher's role as that of student advocate

Meeting the Challenge

Avid helps students:

- Develop as readers and writers
- Develop deep content knowledge
- Know content specific strategies for reading writing, thinking, and talking

The AVID elective class addresses key Elements in college preparation:

- Academic survival skills
- College entry skills
- Tutorials
- Motivational activities career and college exploration

TUTORS Tutors are paid an hourly rate of $10.48 and are needed two to three days weekly for 3-6 hours depending on site. If interested please contact TUSD. We are looking for tutors at the following sites:

Cholla High School
Sky Saczko, *AVID coordinator*
sky.saczko@tusd1.org

Palo Verde High School
Joanna Goldberg, *AVID coordinator*
joanna.goldberg@tusd1.org

Pueblo High School
Patricia Manciet, *AVID coordinator*
patricia.manciet@tusd1.org

Booth Fickett Middle School
Kim French, *AVID coordinator*
Kimberly.French@tusd1.org

Secrist Middle School
Shirley Regole, *AVID coordinator*
shirley.regole@tusd1.org

Valencia Middle School
Kelly Cilano, *AVID coordinator*
kelly.cilano@tusd1.org

Appendix O

TUSD

AP/AAC Support Committee
(AAC: Honors (HS), Advanced (MS), IB, Dual-Credit)
Student Support Committee (SSC)

It is expected that when a student enrolls in an AAC, s/he will successfully complete the course. The purpose of this committee is to support a student so s/he is able meet this goal. Referral to the SSC may be made at any time by anyone requesting support services for an AP or AAC or student.

Steps :
1- **Complete form**
2- **Submit form to school counselor**
3- **Committee will meet with student to provide support and assistance.**

AP/AAC Student - Request for Support Form

Student: _____   Grade: _____

Course: _____

Who is making this request?   ____ Student   ____ Teacher   ____ Parent

How can we help you successfully complete this course?

What challenges are you having with the course?

What strategies have you implemented to achieve success in this course?

What support do you think you need from the school in order to be successful in this course?

- Current grade in course: _____
- Current GPA: _____

** Fill out the "Documentation of Interventions" on the other side of this page. **

Signature: _____   Date: _____

DOCUMENTATION OF INTERVENTIONS

TEACHER INTERVENTIONS		
Check if done	**Interventions**	**Date(s)**
	Teacher provided interventions for student List intervention(s) here:	
	Teacher contacted parent/guardian of student.	
	Teacher called home after first missing assignment.	
	Teacher provided differentiated instruction to meet the needs of the student. List strategies here:	
	Teacher documented interventions on Mojave's Intervention Block	
STUDENT INTERVENTIONS		
Check if done	**Interventions**	**(Dates)**
	Student sought help from teacher(s) and scheduled appointments with them when needed and attended scheduled appointments.	
	Student attended tutoring opportunities. List here:	
	Student missed fewer than 5 classes per semester.	

Recommended interventions and support services:

_____Mentoring (AASS, MASS, Student Equity)

_____School nurse

_____(School) Psychologist

_____Tutoring

_____AVID/Study Skills

_____Transportation

_____Social Worker (housing, food, clothing, etc.)

_____YOTO

_____Other

_____

1. Timeline and person responsible necessary for each action
2. Next meeting must be scheduled.

Appendix P

February 3, 2014	Advanced Placement (AP) Student Support Plan

Goal: To increase African American and Latino enrollment in and successful completion of AP classes. Implementation planned for SY 2014-2015.

Policy: AP classes are completely open to any interested student and these students must be given adequate support to successfully complete these rigorous courses.

1. **AP Coordinator**
    An AP teacher at each HS is given two periods a day for implementation of student support activities including organizing and reviewing: student recruitment, academic performance, peer study groups, teacher mentors, AP info events, parent/community outreach, summer program, test preparation, and AP exam coordination. Special training will be provided on the specific demographics of the students teacher will be recruiting.

2. **Student Identification:**
    - Faculty and staff will be asked to identify students who they believe have the potential to succeed in AP classes.
    - Data from some or all of the following will be used for identification: AIMS, EXPLORE, AP Potential, PSAT, GPA, personal characteristics such as motivation, work ethic, ambition, passion, resiliency, etc.
    - Parent or student identification – Parents or students may request and be granted placement in an AP course.

3. **Personal Outreach → Identified Students**
    Identified students will be personally contacted by any faculty member or current AP student and asked to consider taking an AP class.   They will be supported and encouraged as they talk to an AP teacher or student, visit an AP classroom, and/or attend an AP information event.

4. **Teacher/Staff Mentors**
    Every African American and Latino student will be paired with a teacher mentor on campus from any class or subject area. This will be a year-long commitment to support a student while she or he adapts to this more rigorous class.

5. **Peer Study Group**
    AP Coordinator creates peer study groups to meet 1x/week before/after school to work together on academic coursework.

6. **Support Classes**
    AP Coordinator and administration at each high school will organize a before, during and/or after-school writing lab, math tutoring, and exam prep classes.

7. **Summer Program:** A summer program for identified students (and others) new to AP will be held to prepare students for new expectations of an AP course.

8. **AP Course Offerings**

   All high schools would offer a minimum of 4 AP class in core subject areas, including identified high-interest classes for African American and Latino students: Year 1-AP Spanish Language and Culture, World History, English Language, and Biology; Year 2: Human Geography, Spanish Literature, Psychology, English Literature, U.S. History, Studio Art

9. **AVID**

   If AVID is offered at a high school, targeted students will be encouraged to participate.

10. **Student Support Committee (SSC)**

    Goal: Retention of students in AP classes.

    Committee consists of counselor, LSC, administrator, AP teacher. Each student agrees not to withdraw for semester; if change is requested after that time period, student must talk to SCC. Interventions are put into place after first quarter, if needed. If schedule change is requested at the end of first semester, Committee problem-solves with student, identifies solutions, finds resources, and provides whatever is necessary to assist student in remaining in AP class.

11. **African American Student Services, Mexican American Student Services, Language Acquisition Support**

    These departments, in coordination with the AP Coordinator, LSC and administration at each site, will provide additional support to identified students as needed and support any parent/community outreach initiatives.

12. **Parent/Community Outreach**

    Events/Initiatives will be planned to elicit parent and community support for identified students taking AP classes.

Appendix Q

Tucson Unified School District
Department of Advanced Learning Experiences (ALE)
Parent Complaint Resolution Process

In order to best serve our students and families, the ALE Department has established the following procedures to ensure complaints or concerns from our families are resolved in a fair and timely manner. Complaints should always begin at the level in which the concern was held. They should be shared as soon as possible to allow resolution at the lowest possible administrative level, starting with the classroom teacher and then the campus administrator. Thank you for following the steps outlined below.

INFORMAL ATTEMPTS	CAMPUS LEVEL	**STEP 1** Contact the appropriate teacher or staff member at your student's school to share your concern.	Please schedule an informal discussion with the appropriate teacher or staff member to share your concern and what resolutions you are seeking. It is important that you begin at the level where the concern originated. This can be done in person, by phone or through email.
		STEP 2 Contact an administrator at your student's school.	If, after meeting with your student's teacher or staff member, your concerns were not addressed satisfactorily, please schedule a discussion with a campus administrator to share your concern and what resolutions you are seeking. This can be done in person, by phone or through email.
FORMAL ATTEMPTS	CAMPUS LEVEL	**STEP 3** Contact the principal at your student's school.	If informal attempts do not bring a resolution, the "ALE Formal Parent Complaint: Level Two" form may be filed and given to the campus principal along with a request for a meeting. This form is available through the ALE Department or the ALE Website, or from the school principal.
	CAMPUS LEVEL	**STEP 4**	The campus principal will hold a conference with the student and/or parent as soon as possible, but no more than five school days of receiving the written complaint. The principal will have five school days after the conference to submit a final response in writing to the student or parent, if one is requested.
	DISTRICT LEVEL	**STEP 5**	If the conference with the principal did not bring forth a resolution that both the family and principal agree upon, the parent/guardian may request a meeting with the Director of Advanced Learning Experiences. This form is available through the ALE Department or the ALE website, or from the school principal.
	DISTRICT LEVEL	**STEP 6**	The ALE Director or designee shall hold a conference within five school days after the meeting request was made. At the conference, the ALE Director or designee shall consider only the issues and documents presented at the site level and identified in the "ALE Formal Parent Complaint: Level Two" form. The ALE Director or designee or designee shall have five school days following the conference to provide the student or parent a written response, if one is requested.
	DISTRICT LEVEL	**STEP 7**	If the conference with the ALE Director did not bring forth a resolution that both the family and Director agree upon, the parent/guardian may request a meeting with the Assistant Superintendent for Curriculum and Instruction or designee. The Assistant Superintendent or designee shall meet with the parent/guardian within five school days after the meeting request was made. At the conference, the Assistant Superintendent or designee shall consider only the issues and documents presented at the site level and identified in the "ALE Formal Parent Complaint: Level Two" form. The Assistant Superintendent or designee shall have five school days following the conference to provide the student or parent a written response, if one is requested.
	BOARD LEVEL	**STEP 8**	If the parent or student did not receive the relief requested at the meeting with the Assistant Superintendent or designee, the family may appeal the decision to the TUSD School Board. The appeal notice must be filed in writing, on a "Level Three Complaint" form provided by TUSD. The "Level Three Complaint" must be filed within 10 days from the "Level Two" decision was issued. The Superintendent or designee shall inform the student or parent of the date, time and place of the board meeting at which the complaint will be on the agenda for presentation to the TUSD Board.
			The decision of the Board at the Level Three Complaint process is final. If for any reason the Board fails to reach a decision regarding the complaint by the end of the regularly scheduled board meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

TUSD

Tucson Unified School District

Department of Advanced Learning Experiences
Formal Parent Complaint: Level Two

Tucson Unified School District pledges to support the academic success of all students and no discrimination is permitted in the programs or activities that the District operates. If you have an issue regarding any aspect of Advanced Learning Experiences (ALE) related to a student, please complete, sign and submit this form to your school's principal.

Date: _____

On behalf of: _____

Complaint is filed by: _____ Student: _____

_____ Student's parent(s): _____

_____ Other: _____

Address: _____
                Street   City   State   Zip

Telephone(s): _____
                        Home/Work/Cell   Home/Work/Cell

1. **Describe your concerns in specific terms. Include (1) the specific incident or activity; (2) the individuals involved; (3) dates, times, and locations involved; and (4) that forms the basis of the complaint (attach additional pages if needed).**

2. **Describe any relevant communication that has already occurred to address the issue. Please specify the types of communication, dates of communication, and names of individuals with whom any communication has occurred.**

3. **Please describe how you would propose to resolve this issue.**

4. **Do you wish this complaint to be mediated by a District designee?**
    ☐ Yes   ☐ No

PLEASE RETURN THIS FORM TO YOUR SCHOOL PRINCIPAL.

Tucson Unified School District – Advanced Learning Experiences
1010 E. 10th St., Tucson, AZ 85719 | Phone (520) 225-6422
http://www.tusd1.org

Appendix R

GATE

1. Tommie Anderson
   Director of Talented and Gifted Programs (Retired)
   Pulaski County Special District
   Little Rock, AR

2. Donna Ford, Ph.D. – Gifted Education and minority students
   Harvie Branscomb Distinguished Professor (2013)
   Dept. of Special Education and Dept. of Teaching and Learning (secondary apt.)
   Peabody College of Education, Vanderbilt University
   Nashville, TN
   Reversing Underachievement Among Gifted Black Students (1996, 2010)
   Multicultural Gifted Education (1999, 2011)
   In Search of the Dream: Designing Schools and Classrooms that Work for High Potential
   Students from Diverse Cultural backgrounds (2004)
   Teaching Culturally Diverse Gifted Students (2005)
   Diverse learners with exceptionalities: Culturally responsive teaching in the inclusive classroom (2008)
   Providing Access for Culturally Diverse Gifted Students: From Deficit to Dynamic Thinking (2010)
   Recruiting and Retaining Culturally Different Students in Gifted Education (2013; Nominee for
   2014 NAACP Image Award for Literature-Instruction)

3. Lisette T. Rodriguez, Ph.D. - Gifted Education and Hispanic students
   District Supervisor
   Advanced Academic Programs
   Division of Academic Support, Office of Academics and Transformation
   Miami Dade County Public Schools
   Miami, FL

Advanced Placement

1. Mary Boehm – Advanced Placement
   President
   A+ College Ready – A National Math and Science Initiative
   Montgomery, AL

2. BJ Henry – KY, Advanced KY (AP)
   Assistant Principal, Elizabethtown High School,
   Elizabethtown Independent School District,
   Elizabethtown, KY

3. Gina Thompson
   Deputy Superintendent
   Yuma Union High School District
   Yuma, AZ

Detracking (The educational philosophy that the best curriculum and teaching practices at the school should be the curriculum and teaching practices to which every student has access.)

1. Carol Burris
   Principal
   South Side High School
   Rockville Centre School District
   Rockville Centre, NY
   Detracking for Excellence and Equity (2008)
   Opening the Common Core: How to Bring ALL Students to College and Career Readiness (2012)
   On the Same Track: How Schools Can Join the 21st Century Struggle against Re-segregation
   (Spring of 2014)

2. John Knudson-Martin Ph.D.
   Associate Professor of Education, Eastern Oregon University
   La Grande, OR
   Chair of the Tracking and Detracking Special Interest Group for the American Educational
   Research Association.

Equity in Education

1. Gerald Denman
   Chief Equity and Achievement Officer
   Puyallup School District
   Puyallup, WA

2. Robert L. Jarvis, Ph.D.
   Director of K-12 Outreach
   Director, Delaware Valley Consortium for Excellence and Equity
   Director, Long Island Consortium for Excellence and Equity
   Co-Director, New Jersey Network to Close the Achievement Gaps
   Penn Center for Educational Leadership
   Graduate School of Education
   University of Pennsylvania
   Philadelphia, PA

3. Mika Pollock, Ph.D.
   Professor of Education Studies
   Director of the Center for Research on Educational Equity, Assessment, and Teaching Excellence
   (CREATE)
   University of California, San Diego
   Colormute: Race Talk Dilemmas in an American School (Winner - 2005 AERA Outstanding
   Book Award; *Because of Race: How Americans Debate Harm and Opportunity in Our Schools*
   (2008); *In Everyday Antiracism: Getting Real about Race in School* (2008; Winner-2008
   Outstanding Book Award).

4.   Kevin Welner, Ph.D., J.D.

Professor, Education Foundations, Policy & Practice; University of CO – Boulder

Director: National Education Policy Center (NEPC)

Closing the Opportunity Gap: What America Must Do to Give All Children an Even Chance (2013)

Legal Rights, Local Wrongs: When Community Control Collides with Educational Equity (2001)

Appendix S

TUSD
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   Title   Date

DOCUMENTS ATTACHED/ ON FILE IN BOARD OFFICE:

ATTACHMENTS:
Click to download
□ UHS Admission Process Appendices
□ 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 *Fisher-Mendoza v. TUSD*. 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
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

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

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   September 5, 2013
    (Principal, Scarsdale High School, Scarsdale, NY).

2. Dr. Chester Finn (co-author, Exam Schools)   August 22, 2013

3. Jeannie Franklin   Pending (September 9, 2013)
    (Director, Division of Consortia Choice and Application,
    Montgomery County Public Schools)

4. Dr. Angela Hockett (co-author, Exam Schools)   August 21, 2013

5. Dr. Lannie Kanevsky at the Simon Fraser University   July 2, 2013
    (expertise in Academic Resiliency/Motivation scales)

6. Kelly Lofgren
    (Admissions Coordinator, Illinois Mathematics & Science   August 16, 2013 (email)
    Academy [IMSA], Aurora, Illinois)

7. Dr. Tonya Moon, University of Virginia   August 22, 2013
    (expertise in Gifted Education and Academic Diversity)

    See Appendix A and AA for summaries of interviews.

See Appendix K for expert reports

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

Exhibit	Description	Page #
A	Expert Interviews	2-8
AA	Email from Kelly Lofgren – Admissions Coordinator of Operations, Illinois Mathematics and Science Academy	9-11
B	Hispanic Enrollment	12-13
C	*Exam School* – High School Information	14-17
D	Review of Top Ranked AP Schools	18-24
E	Review of Case Study Schools in *Exam Schools*	25-27
F	Sedlack Article	28-41
G	Essay Questions	42-44
H	Teacher Evaluation	45-47
I	Admissions Rubric	48-49
J	Three-Year Testing Data	50-51
K	Expert Reports	52-56

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 appr*oach 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.

1

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 *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 "<u>personal statements</u>" and <u>student essays</u>? <u>Teacher recommendations</u>?
- 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 an as individual and not just as a number. No great success yet but working towards a worthwhile goal.
- Teacher Recommendations: frequently used with GPAs
    - o 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.
    - o 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
    - o 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.
    - o *Many schools use matrix; this is the old way and the reasoning is, "This is the way we've always done it." Not recommen*ded.
- 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

2

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 Resilency/Motivation scales)**
July 2, 2013 (conducted by Juliet King)

- What are we trying to measure?
  Resilience definition: a) "persistency" - "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

3

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

_____

- 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
  - o   TJ is primarily a math-science school and therefore math/science emphasized in testing
  - o   Admissions process is 8 months long
  - o   Every year there is a ½ day training for using the Rubric scoring scheme in February – week long scoring
  - o   Every year there is a ½ day training for how-to review the teacher packets in March – week long scoring
  - o   Final decisions go out in April
- Create "student score profiles"
- Use multiple measures that include:
  - o   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.
  - o   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

4

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 sin 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.

5

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

- 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)
    - o 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
    - o 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)
    - o 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 evaluated 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,

1

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

2

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, 3) 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

1

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 and admission committee for a university) and then you
     o   Select the clear high flyers

2

University High School: Admissions Revision for SY 2013-14
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

3

000017

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	

1

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	

2

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
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		

3

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

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	

4

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	

5

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	1100	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	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	School comprised of 7 magnet academies. Ad criteria differs for each one	

6

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

2

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

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-Altenor & Altenor, 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

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) Communality 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 pre-dominantly White campuses (Bradley, 1967; Kleinbaum & Kleinbaum, 1976; Lunneborg & Lunneborg, 1985; Madrazo-Peterson & Rodriquez, 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

542

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

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.

Sedlacek (1987)

REFERENCES

Abbott, K., Tollefson, N., & McDermott, D. (1982). Counselor race as a factor in counselor preference. *Journal of College Student Personnel, 23*, 36-40.

Allen, W. R., Bobo, L., & Fleuranges, P. (1984). *Preliminary Report: 1982 undergraduate students attending predominantly White state-supported universities.* Ann Arbor, MI: Center for Afro-American and African Studies.

Arbona, C., Sedlacek, W. E., & Carstens, S. P. (1987). *Noncognitive variables in predicting counseling center use by race* (Counseling Center Research Report No. 387). College Park: University of Maryland.

Astin, A. W. (1975). *Preventing students from dropping out.* San Francisco: Jossey-Bass.

Astin, A. W. (1982). *Minorities in American higher education: Recent trends, current prospects and recommendations.* San Francisco: Jossey-Bass.

Astin, A. W., & Bayer, A. E. (1971). Antecedents and consequents of disruptive campus protests. *Measurement and Evaluation in Guidance, 4*, 18-30.

Babbit, C. E., Burbach, J. J., & Thompson, M. A., III. (1975). Organizational alienation among Black college students: A comparison of three educational settings. *Journal of College Student Personnel, 16*, 53-56.

Baggaley, A. R. (1974). Academic prediction of an Ivy League college; moderated by demographic variables. *Measurement and Evaluation in Guidance, 6*, 232-235.

Barbarin, O. A. (Ed.). (1981). *Institutional racism and community, competence.* Bethesda, MD: National Institute of Mental Health.

Bayer, A. E. (1972). *The Black college freshman: Characteristics and recent trends* (Research Report No. 3). Washington, DC: American Council on Education.

Beasley, S. R., Jr., & Sease, W. A. (1974). Using biographical data as a predictor of academic success for Black university students. *Journal of College Student Personnel, 15*, 201-206.

Bennett, D. C. (1974). Interracial ratios and proximity in dormitories: Attitudes of university students. *Environment and Behavior, 6*, 212-232.

Berman, G. S., & Haug, M.R. (1975). Occupational and educational goals and expectations: The effects of race and sex. *Social Problems, 23*, 166-181.

Blake, E., Jr. (1971). A case study in producing equal educational results: The thirteen college curriculum program. In F. F. Harcleroad & J. H. Cornell, (Eds.). *Assessment of colleges and universities* (Monograph 6, pp. 55-61). Iowa City, IA: American College Testing Program.

Bohn, M. J., Jr. (1973). Personality variables in successful work-study performance. *Journal of College Student Personnel, 14, 135-140.*

Borgen, F. H. (1972). Differential expectations? Predicting grades for Black students in five types of colleges. *Measurement and Evaluation in Guidance, 4*, 206-212. Boyd, W. M., II. (1973, Winter). Black student, White college. *College Board Review, 90*, 18-25.

Boyd, W. M., II. (1979). *Today's Black students: A success story* (Research Report No. 21). Washington, DC: Association of Governing Boards.

Braddock, J. H., II. (1981). Desegregation and Black student attrition. *Urban Education, 15*, 403-418.

Bradley, N. E. (1967). The Negro undergraduate student: Factors relative to performance in predominantly White state colleges and universities in Tennessee. *Journal of Negro Education, 36, 15-23.*

Breland, H. M. (1985). An *examination of state university and college admissions policies* (Research Report No. 85-3). Princeton, NJ: Educational Testing Service.

Brooks, G. C., Jr., Sedlacek, W. E., & Mindus, L. A. (1973). Interracial contact and attitudes among university students. *Journal of Non-White Concerns in Personnel and Guidance, 1*, 102-1 10.

Brown, R. D. (1986). Research: A frill or an obligation [Editorial]? *Journal of College Student Personnel, 27*, 195.

Burbach, H. J., & Thompson, M. A., III. (1971). Alienation among college freshmen: A comparison of Puerto Rican, Black, and White students. *Journal of College Student Personnel, 12*, 248-252.

Burrell, L. F. (1980). Is there a future for Black students on predominantly White campuses? *Integrateducation, 18*(4), 23-27.

Butler, M. L. (1977). *Student needs survey report.* Fayetteville: University of Arkansas, Office of Student Services. Carter, R. T., & Helms, I. E. (1987). The relationship of Black value-orientations to racial identity attitudes. *Measurement and Evaluation in Counseling and Development, 19*, 185-195.

Carter, R. T., White, T. J., & Sedlacek, W. E. (1985). *White students' attitudes toward Blacks: Implications for recruitment and retention* (Counseling Center Research Report No. 12-85). College Park: University of Maryland. Centra, J. A. (1970). Black students at predominately White colleges: A research description. *Sociology of Education, 43*, 325-339.

Cheatham, H. E. (1986). Equal access: Progress or retrogression. *Journal of College Student Personnel, 27*, 202-204.

Christensen, K. C., & Sedlacek, W. E. (1974). Differential faculty attitudes toward Blacks, females and students in general. *Journal of the National Association for Women Deans, Administrators, and Counselors, 37*, 78-84.

Cross, W. E., Jr. (1971, July). The Negro to Black conversion experience. *Black World*, pp. 13-27.

Davis, J. S. (1970). A *study of attitudes held by Black Students living in residence halls.* Columbia: University of Missouri.

Day, B. (1972). *Sexual life between Blacks and Whites: The roots of racism.* New York: World.

Deslonde, J. L. (1971, February). *Internal-external control beliefs and racial militancy of urban community college students: The "problem of militancy"* Paper presented at the meeting of American Educational Research Association, New York.

DiCesare, A., Sedlacek, W. E., & Brooks, G. C., Jr. (1972). Nonintellectual correlates of Black student attrition.

Black Student Life

Journal of College Student Personnel, 13, 319-324.

Dinka, F., Mazzella, F., & Pilant, D. E. (1980). Reconciliation and confirmation: Blacks and Whites at a predominantly White university. *Journal of Black Studies, 11,* 55-76.

Dixon-Altenor, C., & Altenor, A. (1977). The role of occupational status in the career aspirations of Black women. *Vocational Guidance Quarterly, 25,* 211-215.

Egerton, J. (1969). *State universities and Black Americans: An inquiry into desegregation and equity for Negroes in 100 public universities.* Atlanta: Southern Education Foundation.

Eliot, T. H. (1969). Administrative response to campus turmoil. Washington, DC: American Council on Education. Farver, A.S., Sedlacek, W. E., & Brooks, G. C., Jr. (1975). Longitudinal predictions of university grades for Blacks and Whites. *Measurement and Evaluation in Guidance, 7,* 243-250.

Fenton, J. H., & Gleason, G. (1969). *Student power at the University of Massachusetts: A case study.* Amherst: University of Massachusetts, Bureau of Government Research.

Fleming, J. (1981). Stress and satisfaction in college years of Black students. *Journal of Negro Education, 50,* 307-318.

Fleming, J. (1984). *Blacks in college.* San Francisco: Jossey-Bass.

Gaertner, S. L., & McLaughlin, J.P. (1983). Racial stereotypes: Associations and ascriptions of positive and negative characteristics. *Social Psychological Quarterly, 46,* 23-30.

Garcia, C., & Levenson, H. (1975). Differences between Blacks' and Whites' expectations of control by chance and powerful others. *Psychological Reports, 37,* 563-566.

Genshaft, J. L. (1982). The effects of race and role preparation on therapeutic interaction. *Journal of College Student Personnel, 23,* 33-35.

Gibbs, J. T. (1974, April). *Patterns of adaptation among Black students at a predominantly White university: Selected case studies.* Paper presented at the meeting of the American Orthopsychiatry Association, San Francisco.

Green, R. L., McMillan, J. R., & Gunnings, T. S. (1972). Blacks in the Big Ten. *Integrateducation, 10(2),* 32-39.

Greenberg, J., & Rosenfield, D. (1979). Whites' ethnocentrism and their attributions for the behaviors of Blacks: A motivational bias. *Journal of Personality, 47,* 643-657.

Greene, D. L., & Winter, D. G. (11971). Motives, involvements and leaderships among Black college students. *Journal of Personality, 39,* 319-332.

Gruber, J. E. (1980). Sources of satisfaction among students in postsecondary education. *American Journal of Education, 88,* 320-344.

Hall, W. S., Freedle, R., & Cross, W. E., Jr. (1972). *Stages in the development of Black identity* (Research Report No. 50). Iowa City, IA: American College Testing Program.

Hayes, E. J., & Franks, J. (1975). College environment: Differential perceptions of Black minority students.

Journal of Non-White Concerns in Personnel and Guidance, 4, 31-36.

Helms, J. E. (1984). Toward a theoretical explanation of the effects of race on counseling: A Black and White model. *Counseling Psychologist, 12,* 153-164.

Heussenstamm, F. K. (1971, February). Bumper stickers and the cops. *Transaction, 8,* 32-33.

Heyward, S. L. (1985, Fall). Facilitating the educational development of Black students at predominantly White institutions. *Carolina View, 1,* 14-18.

Jones, J. C., Harris, L. J., & Hauck, W. E. (1973, February). *Differences in perceived sources of academic difficulties: Black students in predominantly White colleges.* Paper presented at the meeting of the American Educational Research Association, New Orleans.

Kallingal, A. (1971). The prediction of grades for Black and White students at Michigan State University. *Journal of Educational Measurement, 8,* 264-265.

Kapel, D. E. (1972, April). *Attitudes toward selected stimuli: Communality and differences within and between two dissimilar high risk Black college groups.* Paper presented at the meeting of the American Educational Research Association, Chicago.

Kester, D. L. (1970, March). *NOR CAL—An impressive achievement: A review.* Paper presented at the meeting of the California Junior College Association, San Diego.

Kleinbaum, D. G., & Kleinbaum, A. (1976). The minority experience at a predominantly White university—A report of a 1972 survey at the University of North Carolina at Chapel Hill. *Journal of Negro Education, 45,* 312-328.

Kochman, T. (1981). *Blacks and White styles in conflict.* Chicago: University of Chicago.

Korolewicz, M., & Korolewicz, A. (1985). Effects of sex and race on interracial dating preferences. *Psychological Reports, 57,* 291-296.

Leitner, D. W., & Sedlacek, W. E. (1976). Characteristics of successful campus police officers. *Journal of College Student Personnel, 17,* 304-308.

Lunneborg, P. W., & Lunneborg, C. E. (1985, August). *The challenge to counselors of minority achievement in higher education.* Paper presented at the meeting of the American Psychological Association, Los Angeles.

Lyons, I. E. (1973). The adjustment of Black students to predominantly White campuses. *Journal of Negro Education, 42,* 452-466.

Madrazo-Peterson, R., & Rodriquez, M. (1978). Minority students' perception of a university environment. *Journal of College Student Personnel, 19,* 259-263.

Mallinckrodt, B., & Sedlacek, W. E. (1987). Student retention and the use of campus facilities by race. *NASPA Journal, 24(3),* 28-32.

Martinez, A. C., & Sedlacek, W. E. (1982). *Race and sex differences in college student perceptions of the social climate* (Counseling Center Research Report No. 8-82). College Park: University of Maryland.

Martinez, A. C., & Sedlacek, W. E. (1983). Changes in the social climate of a campus over a decade. *College and University, 58,* 254-257.

Matthews, D. E., & Ross, E. (1975). Observations from the placement front: Insensitivity and racism are not dead. *Journal of Non-White Concerns in Personnel and Guidance, 3*, 100-103.

McGehee, R. V., & Paul, M. J. (1984, March). *Racial makeup of central, stacking, and other paving positions in Southeastern Conference football teams, 1967-83.* Paper presented at Conference on Sport and Society, Clemson, South Carolina.

Megargee, E. I. (1972). *California Psychological Inventory handbook.* San Francisco: Jossey-Bass.

Merritt, M. S., Sedlacek, W. E., & Brooks, G. C., Jr. (1977). Quality of interracial interaction among university students. *Integrateducation, 15*(3), 37-38.

Minatoya, L. Y., & Sedlacek, W. E. (1980). Background and attitude toward interracial contact: A profile of Black and White university students. *Integrateducation, 18*(4), 43-45.

Minatoya, L. Y., & Sedlacek, W. E. (1984). Assessing attitudes of White university students toward Blacks in a changing context. *Journal of Non-White Concerns in Personnel and Guidance, 12*, 69-79.

Miyares, J., & Sedlacek, W. E. (1976). *Trends in racial attitudes of White university students* (Cultural Study Center Research Report No. 5-76). College Park: University of Maryland.

Nettles, M. T., Thoeny, A. R., & Gosman, E. J. (1986). Comparative and predictive analyses of Black and White students' college achievement and experiences. *Journal of Higher Education, 57*, 289-318.

Nolle, D. B. (1973, April). *Black adolescents educational expectations: Reflections of fantasies or indicators of "alities"?* Paper presented at the meeting of the Southern Sociological Society, Atlanta.

Olsen, H. D. (1972). Effects of changes in academic roles on self-concept of academic ability of Black and White compensatory education students. *Journal of Negro Education, 41*, 365-369.

Parham, T. A., & Helms, J. E. (1981). The influence of Black students' racial identity attitudes on preferences for counselors race. *Journal of College Student Personnel, 28*, 250-257.

Parham, T. A., & Helms, J. E. (1985a). Attitudes of racial identity and self-esteem of Black students: An exploratory investigation. *Journal of College Student Personnel, 26*, 143-147.

Parham, T. A., & Helms, J. E. (1985b). Relation of racial identity attitudes to self-actualization and affective states of Black students. *Journal of Counseling Psychology, 32*, 431-440.

Patterson, A. M., Jr., Sedlacek, W. E., & Perry, F. W. (1984). Perceptions of Blacks and Hispanics of two campus environments. *Journal of College Student Personnel, 25*, 513-518.

Peterson, M. W., Blackburn, R. T., Gamson, Z. F., Arce, C. H., Davenport, R. W., & Mingle, J. R. (1978). *Black students on White campuses: The impacts of increased Black enrollments.* Ann Arbor, MI: Institute for Social Research.

Petroni, F. (1973). *Interracial dating: The price is high.* New York: Grossman.

Pfeifer, C. M., Jr., & Sedlacek, W. E. (1971). The validity of academic predictors for Black and White students at a predominantly White university. *Journal of Educational Measurement, 43*, 67-76.

Pfeifer, C. M., Jr., & Sedlacek, W. E. (1974). Predicting Black student grades with nonintellectual measures. *Journal of Negro Education, 43*, 67-76.

Piedmont, E. B. (1967). Changing racial attitudes at a southern university: 1947-1964. *Journal of Negro Education, 36*, 32-41.

Polite, C. K., Cochrane, R., & Silverman, B. I. (1974). Ethnic group identification and differentiation. *Journal of Social Psychology, 92*, 149-150.

Ponterotto, J. G., Anderson, W. H., Jr., & Greiger, I. (1985, May). *Black students' attitudes toward counseling as a function of racial identity.* Paper presented at the meeting of the Western Psychological Association, San Diego.

Racism/Sexism Resource Center for Educators. (1983). *Definitions of racism.* New York: Author.

Reichard, D. J., & Hengstier, D. D. (1981, May). *A comparison of Black and White student backgrounds and perceptions of a predominantly White campus environment: Implications for institutional research and program development.* Paper presented at the meeting of the Association for Institutional Research, Minneapolis.

Schulman, G. I. (1974). Race, sex and violence: A laboratory test of the sexual threat of the Black male hypothesis. *American Journal of Sociology, 79*, 1260-1277.

Sedlacek, W. E. (1977). Should higher education students be admitted differentially by race and sex? The evidence. *Journal of the National Association of College Admissions Counselors, 22*(1), 22-24.

Sedlacek, W. E. (1986). Sources of method bias in test bias research. In *Measures in the College Admissions Process* (pp. 86-92). New York: College Entrance Examination Board.

Sedlacek, W. E. (in press). Institutional racism and how to handle it. *Health Pathways.*

Sedlacek, W. E., & Brooks. G. C.. Jr. (1970a). Black freshmen in large colleges: A survey. *Personnel and Guidance Journal, 49*, 307-312.

Sedlacek, W. E., & Brooks, G. C., Jr. (1970b). Measuring racial attitudes in a situational context. *Psychological Reports, 27*, 971-980.

Sedlacek, W. E., & Brooks, G. C., Jr. (1972a). *Predictors of academic success for university students in special programs* (Cultural Study Center Research Report No. 4-72). College Park: University of Maryland.

Sedlacek, W. E., & Brooks, G. C., Jr. (1982b). *Situational Attitude Scale (SAS) manual.* Chicago: Natresources.

Sedlacek, W. E., & Brooks, G. C., Jr. (1973). Racism and research: Using data to initiate change. *Personnel and Guidance Journal, 52*, 184-188.

Sedlacek, W. E., & Brooks, G. C., Jr. (1976). *Racism in American education: A model for change.* Chicago: Nelson-Hall.

Sedlacek, W. E., Brooks, G. C., Jr., & Horowitz, J. L. (1972). Black admissions to large universities: Are things

APPENDIX A.

Recommendations for Improving BlackStudent 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

ACTIVIITIES, 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 EVALUTION 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
Reasoning ability					
Motivation and task commitment	☐	☐	☐	☐	☐
Self-sufficiency	☐	☐	☐	☐	☐
Leadership	☐	☐	☐	☐	☐
Maturity	☐	☐	☐	☐	☐
Seeking of challenges	☐	☐	☐	☐	☐
Social adaptability and responsibility	☐	☐	☐	☐	☐
Academic risk taking	☐	☐	☐	☐	☐
	☐	☐	☐	☐	☐

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

20

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 9th 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: 90th percentile or higher.)	All subject tests advanced academics. (Other tests: 80th percentile or higher.)	Some subject tests advanced academics, some passed. (Other tests: 70th percentile or higher.)	All subject tests passed (Other tests: 50th percentile or higher.)	Some subject tests passed, some failures. (Other tests: 49th 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 39th 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	4	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